# APPENDICES

**APPENDIX A**  Grinnell College Strategic Plan

http://www.grinnell.edu/about/strategic-plan

# Strategic Action Plans 2012-13

*Preamble from President Raynard S. Kington*

The following document describes the strategic planning process of FY2012 and plans for moving forward during the next five years. I begin by expressing my gratitude to the Grinnell community—gratitude for the time, energy, and good work that contributed to the 2011-12 academic year and to strategic planning. In the midst of providing a superb educational experience, many faculty, staff, and students were actively participating in strategic planning, all following a two-year board conversation about the financial workings of the college. During the past year we conducted studies and reviews on student residences, prospective student perceptions and price sensitivity, alumni perceptions, the website, and IT operations among other issues. Thank you for demonstrating the patience, care, and tenacity to build an analytic culture and to better understand Grinnell's situation within the higher education landscape.

We are now poised to take the next steps. The following is a brief recap of how we got here and a description of the path ahead.

## Steering Committee Report

The past year of strategic planning and research studies helped us understand Grinnell in broader context. Our Strategic Planning Steering Committee led the community in addressing the themes posed by the Board of Trustees and produced an excellent report that defined six major directions the College should pursue, as well as examples of some of the many possible tactics we could employ toward each goal. I endorse these directions and see in them precisely the kind of thinking and creativity we need.

The major directions are:

1.  Re-envision our commitment to a liberal education and its value in the 21st century.
2.  Attract, enrich, and graduate a diverse and talented student community.
3.  Instill an orientation to the future and intentionally connect the Grinnell educational experience to post-graduate endeavors.
4.  Foster life-long learning and contributions of alumni in the College's intellectual life, service, and mentorship and advising.
5.  Celebrate the diverse achievements of our students, faculty, staff and alumni.
6.  Transform administrative practices to maintain continuous, collaborative, and adaptive planning for the College.

## Board Response

The Board of Trustees reviewed the Steering Committee's report at their June 2012 retreat as part of an in-depth discussion of the College's fiscal sustainability. Our Trustees join me in thanking you and the whole community for your excellent work. In their *Board Reponse*, they

built on the report with additional ideas of their own and proposed a minor rearrangement of elements: as seen in the excerpt below, they called out the topic of learning spaces as its own strategy while folding the previously-freestanding topic of celebrating achievement into other strategies. The result was the following structure:

1. The Grinnell Liberal Arts Experience in a Constantly Changing World: *Create an innovative and evolving student centered, liberal arts curriculum (academic experience) that enables students to be successful in an ever-changing world and informs and enriches the lives of Grinnell graduates.*

2. The Grinnell Student Population: *Create a student body that individually and collectively reaches a remarkable record of achievement and that maximizes the interactive learning opportunities for all Grinnell students.*

3. Grinnell as the Launch Pad for Multiple Life Paths and Careers: *Create a curriculum and learning environment that enables and encourages students to pursue and succeed along multiple life paths and careers.*

4. The Grinnell Learning Place: *Design, operate, and support all spaces on the campus to enhance the academic, social and environmental success of the Grinnell College community.*

5. The Grinnell Alumni Community: *Design the Grinnell alumni community, the alumni-to-alumni relations, and the College-to-alumni relations by purposefully including alumni in all of the strategies.*

6. *The Management of Grinnell's Financial and Human Resources: Create a fiscally sustainable business model that supports the College's continuing enhancements and maintains stability through variations in revenue sources and expenditure patterns.*

I ask you to please read the Steering Committee Report and the Board Response, as we will need to refer to them frequently when we discuss next steps. I am eager to move forward with implementation, allowing time for further discussion whenever needed.

## Implementation

Many strategic planning processes have failed at the implementation stage. In my observation, this often happened because the initial conversations were allowed to trail off or because no one felt that she/he was responsible for the implementation. In a truly effective planning process there are multiple steps: we need to determine where we want to go; figure out how to get there; do the work; and measure our progress. To avoid the traditional pitfalls Grinnell needs to employ a process of distributed leadership and shared governance. Toward this end, each strategy will be co-led by an existing senior staff member and a faculty leader, often someone who was deeply involved in the working group focused on that strategy during last year's planning process. The following are the 2012-13 implementation leads:

**Implementation co-chairs**
Kathy Kamp, Earl D. Strong Professor in Social Studies, Chair of Faculty

Angela Voos, Vice President for Strategic Planning and Special Assistant to the President

**Strategy 1: The Grinnell Liberal Arts Experience in a Constantly Changing World**
David Harrison, Professor of French, Director of the Center for International Studies
David Lopatto, Professor of Psychology
Paula Smith, Vice President for Academic Affairs and Dean of the College, Professor of English

**Strategy 2: The Grinnell Student Population**
Pablo Silva, Associate Professor of History
Joe Bagnoli, Vice President for Enrollment and Dean of Admission and Financial Aid

**Strategy 3: Grinnell as the Launch Pad for Multiple Life Paths and Careers**
Janet Davis, Associate Professor of Computer Science
Mark Peltz, Associate Dean and Director of Career Development

**Strategy 4: The Grinnell Learning Place**
Keith Brouhle, Associate Professor of Economics
Jim Swartz, Professor of Chemistry, Interim Director of Analytic Support and Institutional Research
John Kalkbrenner, Vice President for College Services

**Strategy 5: The Grinnell Alumni Community**
Sarah Purcell, Associate Professor of History, Director of the Rosenfield Program
Beth Halloran, Vice President for Development and Alumni Relations

**Strategy 6: The Management of Grinnell's Financial and Human Resources**
Angela Voos, Vice President for Strategic Planning and Special Assistant to the President
Karen Voss, Vice President for Finance and Treasurer
Carlie VanWilligen, Associate Director of Analytic Support and Institutional Research, Chair of Staff Council

## Action Plans for 2012-13

The following draft set of action plans assimilates the Steering Committee's work, the Board's response, and my own thoughts into a list of initial steps with these characteristics:

1. A move away from episodic strategic planning to a continuously-evolving strategic work model. This means that the steps listed below are not the last word, but a starting-place. We will pilot new ideas and ways of working. We will routinely review our efforts and allow for changes of direction.

2. Open, civil discussion of opportunities and challenges, for the purpose of helping us define our best options and make informed decisions.

3. A commitment to choosing our steps and assessing our progress in a broader context, with reference to changes in higher education and the world at large.

**Integrating Short-term and Long-term Planning**

Any planning process takes place in a dynamic environment: actions that seemed logical at the outset may no longer seem appropriate one or two years into the work. Conditions may change, resources may shift, new opportunities or challenges may emerge. How can we as an institution keep on track? How can we integrate short-term and long-term planning?

Our solution is to set the goals but allow flexibility in our tactics. Just as a sailor navigating by the stars takes periodic readings and adjusts course, or a doctor measures the patient's progress and adjusts the treatment as needed, Grinnell's best chance of reaching our goals is by a process of continuous review and reassessment.

Each action plan below includes a set of defined objectives. The actions that follow are meant to answer the question, "How will we get there?"

**Innovation Fund**

Before reviewing the action plan, I would like to say a brief word about the Innovation Fund. This is a new fund to support faculty, student, and staff pilot projects that promise the most transformative benefits for Grinnell's teaching and learning. Over the next five years, a committee will choose among competitive proposals ranging from $5,000 one-year projects to $150,000 three-year projects. The fund's purpose is to remove financial barriers to a culture of innovation, experimentation, and informed risk-taking. I fully expect that some pilots will succeed and eventually be incorporated into our operating budget, while others will not pan out. No matter the outcome, we will learn from them and in the process build our capacity to innovate.

The details of the award process and membership of the selection committee are being developed. If all goes as planned, we will invite the first round of proposals in Spring 2013.

# DRAFT Strategic Action Plans 2013

**Co-chair of Strategic Implementation:** Kathy Kamp, Earl D. Strong Professor in Social Studies, Chair of Faculty

**Co-chair of Strategic Implementation:** Angela Voos, Vice President for Strategic Planning and Special Assistant to the President

## STRATEGY 1: Teaching and Learning

**Staff Lead**: Paula Smith, Vice President for Academic Affairs and Dean of the College, Professor of English
**Faculty Leads:** David Harrison, Professor of French, Director of the Center for International Studies; David Lopatto, Professor of Psychology

**Goal**: Re-envision Grinnell's commitment to a liberal education and its value in the twenty-first century. Create an innovative and evolving student centered, liberal arts curriculum (academic experience) that enables students to be successful in an ever-changing world and informs and enriches the lives of Grinnell graduates.

**Objectives**:
- Create an adaptive curriculum and pedagogy that will evolve fluidly, creatively, and intentionally in response to new and sometimes unanticipated challenges.
- Cultivate students who can integrate knowledge across disciplines, who are sophisticated in their writing, analysis, and research, and who understand the social basis and responsibilities of knowledge.
- Create a flexible environment that allows for creativity and collaboration across disciplines.
- Increase the accessibility and sharing of knowledge, scholarship, and primary source materials created at or owned by the College.

**2013 Actions (Estimated Initial Financial Impact, Estimated Continuing Financial Impact, Timeframe):**
- Analyze faculty responsibilities (teaching, advising, research, service/governance) in order to ensure that time spent is fulfilling to the individual and the institution.
- Increase the number of academic support staff, provide them with deeper professional education and training, and empower them to share administrative responsibilities with faculty more effectively.
- Introduce new educational opportunities in both teaching and research that increase cross-disciplinary collaboration.
- Give students more direct experience with the creation and interpretation of knowledge.
- Create more opportunities for course-embedded travel, courses with experiential components, clinics for real-world problem solving, alternative uses of the academic

calendar, and curricular structure that are coordinated with and complement co-curricular activities. (See Innovation Fund)

- Launch a Forum for Teaching and Learning to support curricular innovation and experimentation and the scholarship of teaching.
- Examine constraints posed by administrative structures (departmental, divisional) that may impede course innovation within a discipline, course innovation in liberal education, and faculty collaboration.
- Pilot student retention programs to address identified needs.

**Metrics (Measures used to assess progress and success. Targets for each measure.)**

Examples:
Assessment of learning outcomes
Graduation rates
Retention rates
Class sizes
Faculty compensation
Student/faculty ratio
Faculty with terminal degrees
Breadth of courses taken by students
Distribution of core liberal arts elements in courses
Instruction budget/total budget
Expenditures/student

## STRATEGY 2: Enrollment

**Staff Lead**: Joe Bagnoli, Vice President for Enrollment and Dean of Admission and Financial Aid
**Faculty Lead:** Pablo Silva, Associate Professor of History

**Goal**: Attract, enrich, and graduate a diverse and talented student community.  Create a student body that individually and collectively reaches a remarkable record of achievement and that maximizes the interactive learning opportunities for all Grinnell students.

**Objectives**:
- Develop financially sustainable admission and financial-aid policies consistent with a mission of academic excellence and educational access.
- Develop *Guiding Principles for the Composition of the Student Body*.
- Reduce the reliance on the endowment for operating support.
- Maintain the academic profile of the incoming classes of students.
- Focus financial aid to provide access to a Grinnell education for academically qualified students with significant financial need or backgrounds that would create an obstacle to earning a college degree.

- Increase the diversity of the student body to provide a robust learning environment.
- Understand and positively influence market perceptions of prospective students and their families.
- Enroll entering classes of students who are strongly matched to Grinnell and therefore are likely to succeed and graduate.
- Retain and graduate students who choose to pursue an education at Grinnell.

**2013 Actions (Estimated Initial Financial Impact, Estimated Continuing Financial Impact, Timeframe):**
- Develop admission policies that support the identification, admission, and matriculation of qualified classes of students. Examine and modify Grinnell's financial aid policies to insure the enrollment of a diverse population of students and the long-term fiscal sustainability of the College.
- Reorganize and/or combine campus committees to better support the enrollment function and maximize the use of faculty time.
- Create a mini-course on financial aid and institutional revenue.
- Examine and modify Grinnell's Admission Rating Scale in order to create a tool to assist with the selection of entering classes of students.
- Create recruitment materials (online, print, video) consistent with Grinnell's mission and values and informed by Art and Science research findings on prospective student perceptions.
- Determine a comprehensive fee strategy based on research conducted by Art and Science.

**Metrics (Measures used to assess progress and success.  Targets for each measure.)**

Examples:
Demonstrated Academic Potential
Student Engagement
Diversity
Access and equity
Contribution to Fiscal Sustainability

**STRATEGY 3: Post Graduation Success**

**Staff Lead**: Mark Peltz, Associate Dean and Director of Career Development
**Faculty Leads:** Janet Davis, Associate Professor of Computer Science

**Goal**: Instill an orientation to the future and intentionally connect the Grinnell educational experience to post-graduate endeavors. Create a curriculum and learning environment that enables and encourages students to pursue and succeed along multiple life paths and careers.

**Objectives**:

- Provide opportunities for students to make connections between course experiences and other learning experiences (internships, externships, apprenticeships, fellowships, employment, service opportunities, travel, performances, etc.).
- Increase learning experiences outside the classroom.
- Guide students to apply, reflect on, and articulate how their skills are applicable to their futures.
- Develop programs that facilitate networking and mentoring relationships between students and alumni.
- Expand career development support to young alumni.

**2013 Actions (Estimated Initial Financial Impact, Estimated Continuing Financial Impact, Timeframe):**
- Coordinate the array of experiential learning opportunities, including externships, internships, campus employment, and community service.
- Develop a proposal to proactively extend post-graduate support for young alumni, targeting the five years following graduation.
- Create a Student Employment Task Force charged with evaluating and developing recommendations to improve the College's student employment practices across campus.
- Strengthen the GRINNELLINK Internship Program and expand internship resources.
- Retool and expand the data collection and reporting of the College's Senior Survey.
- Create new print collateral and web content for both internal audiences (student, faculty, and staff) and external audiences (employers, graduate schools, fellowship programs, community partners, and parents).
- Develop a robust web-based framework to facilitate networking and mentoring relationships among students and alumni.
- Create collaborative partnerships with academic departments to support faculty advising and the career development of students within their fields of study.

**Metrics (Measures used to assess progress and success.  Targets for each measure.)**

Examples:
Senior Survey response rate
Proportion of students completing an internship
PioneerLink serves as primary warehouse of campus employement opportunities
Add six sites to GRINNELLINK Internships

## STRATEGY 4: The Grinnell Learning Place

**Staff Lead**: John Kalkbrenner, Vice President for College Services
**Faculty Leads:** Jim Swartz, Professor of Chemistry, Interim Associate Vice President of Analytic Support; Keith Brouhle, Associate Professor of Economics

**Goal**: Build learning spaces that encourage collaboration, creativity, and inquiry. Design, operate, and support all spaces on the campus to enhance the academic, social, and environmental success of the Grinnell College community.

**Objectives**:
- Create learning spaces that promote collaboration, creativity, and inquiry.
- Configure facilities with the right technology and access to necessary data and primary source material to support emerging forms of inquiry-based learning.
- Design spaces to enable faculty to show films, do in-class work on statistics packages, or use databases of images and sounds, and allow students to create different forms of work-products.
- Design mission-driven architecture that supports the full creative range of original materials and scholarship products generated at Grinnell.
- Make better use of College facilities during the summer.

**2013 Actions (Estimated Initial Financial Impact, Estimated Continuing Financial Impact, Timeframe):**
- Develop the program-planning phase for optimal learning spaces for the humanities and social studies.
- Develop recommendations for best uses of Carnegie, ARH, Library, and Forum Buildings.
- Implement an operation and maintenance process and budget that ensure the continual attention to high-quality spaces and plans for future space-related needs.
- Create a unified, highly responsive technology support structure for teaching and learning.
- Complete an update to the Campus Plan for academic spaces.
- Increase summer programs by hosting outside groups and developing our own programs, institutes and camps.

**Metrics (Measures used to assess progress and success. Targets for each measure.)**

Examples:
Facilities Condition Index
Maintenance Measure
Accessibility Measure
Safety Measure
Energy Efficiency
Infrastructure Condition

## STRATEGY 5: Alumni Engagement

**Staff Lead**: Beth Halloran, Vice President for Development and Alumni Relations
**Faculty Lead:** Sarah Purcell, Associate Professor of History, Director of Rosenfield Program

**Goal**: Foster life-long learning and contributions of alumni in the College's intellectual life, service, and mentorship and advising. Design the Grinnell alumni community, the alumni-to-alumni relations, and the College-to-alumni relations by purposefully including alumni in all of the strategies.

**Objectives**:
- Actively serve alumni in ways that they deem meaningful.
- Increase the quality and frequency of engagement activities involved with faculty, staff, students, and each other.
- Create engagement opportunities that reflect Grinnell's commitment to academic rigor, independent thinking, service, and mentorship.
- Instill in each student a strong sense of attachment to the College, its mission, and its community.
- Foster a culture of philanthropy that recognizes the crucial role of alumni giving and provides meaningful opportunities to give back to the College community through their time, energy, expertise, and money.

**2013 Actions (Estimated Initial Financial Impact, Estimated Continuing Financial Impact, Timeframe):**

Opportunities for On Campus
- Create an Alumni Week inviting alumni back to speak about pertinent topics in their profession and the way their Grinnell education prepared them/put them on that path.
- Expand the Alumni College program to cities across the world.
- Encourage faculty to collaborate with alumni in creating experiential components in their courses and increase the number of Practitioners-in-Residence who are invited back to campus.
- Expand campus programming to educate students about the traditions, history, and mission of the College and to inspire life-long loyalty to Grinnell, while promoting campus-wide engagement. Design programs that intentionally celebrate the role of philanthropy/social entrepreneurship in funding the education of students, cultivate life-long capacity for learning, and bring the benefits of learning and discovery to the world.
- Formalize Alumni Mentors to include assigning local Grinnell Alumna or Alumnus to each tutorial.

Opportunities Off Campus
- Develop a program for faculty to give lectures and meet alumni in cities across the globe.
- Encourage and organize regional volunteering in service to Grinnell (admissions, career development) and community service and social entrepreneurship.
- Reinvigorate the alumni travel program.
- Develop a Grinnell College Community Book Club.

Opportunities in The Cloud
- Create a virtual space where faculty, students, alumni, parents, and staff can exchange information, find community, and develop career and social connections.

- Develop a searchable database for alumni, faculty, students, and staff to share information, interests, and make connections.
- Create the Grinnell College YouTube Channel – perhaps with sub-stations for alumni posts related to lifelong learning, student posts for academic and co-curricular projects, and faculty/staff-related posts (coursework, admissions, social commitment, etc.).

**Metrics (Measures used to assess progress and success. Targets for each measure)**

Examples:
Alumni participation in events
Alumni participation in giving
Alumni feedback on searchable database
Alumni website usage-views-postings

## STRATEGY 6: The Management of Grinnell's Human and Financial Resources

**Staff Leads:** Angela Voos, Vice President for Strategic Planning and Special Assistant to the President; Karen Voss, Vice President for Finance and Treasurer of the College; Carlie VanWilligen, Associate Director of Analytic Support and Institutional Research

**Goal**: Transform administrative practices to maintain continuous, collaborative, and adaptive planning for the College. Create a fiscally sustainable business model that supports the College's continuing enhancements and maintains stability through variations in revenue sources and expenditure patterns.

**Objectives**:
- Invest strategically in the College's program and facilities to ensure a high quality educational experience.
- Maintain prospective student demand for a Grinnell education.
- Develop a mechanism to support innovation of faculty, staff, and students that allows for experimenting and developing new programs, courses, and practices.
- Develop a research and development environment in operations, where appropriate.
- Develop a culture of continuous planning and evidence-based decision making.

**2013 Actions (Estimated Initial Financial Impact, Estimated Continuing Financial Impact, Timeframe):**

- Create an Innovation Fund to encourage and facilitate innovation that contribute to teaching and learning through pilot projects across the College.
- Fully implement Enterprise Risk Management.
- Create a Virtual Center for Institutional Strategy, Analysis, and Learning.

- Organize "Journal Club" to share institutional data findings.
- Redesign Website.
- Develop shared understanding of cost structure and expenditure patterns, visible to the Grinnell community.
- Develop and communicate a suite of financial models including scenario planning to inform resource allocation.
- Systematically search for efficiencies and better ways of working to steward the resources and maximize their impact on the educational experience and opportunities for students, faculty, and staff.

**APPENDIX B**     Campus Plan Update Report (May 2011)
Grinnell College

To:      Facilities and Academic Affairs Committees of the Board of Trustees of Grinnell College

From:  Marci Sortor, vice president for Institutional Planning, professor of History

Re:      Campus Plan Update Report

May 2011

I am pleased to offer this report on our campus plan update efforts. This report concludes the campus planning process until a new strategic plan is launched, and the two efforts are integrated.

During this past year, much came to fruition. We have refined our vision, implemented a few key elements of it (with four experiments), and discussed the next steps of that vision. Those discussions have focused on a main library and on academic space for the Humanities and Social Studies, and the participants in the discussion have included the three academic divisions, special cohorts of faculty members, and the SGA committee on academic affairs. We have consulted with members of the faculty (classroom and library) and staff, and formed new partnerships in the course of planning and implementing our experiments. Anne Newman, Jim Newton, Jannette Blackburn, and Tom Kearns of Shepley Bulfinch Richardson Abbott helped us grapple with classroom studies, library planning, and endless drawings of what eventually became a new, experimental seminar-lab for the Humanities and Social Studies in ARH 227.

Working on the campus plan update has been extremely rewarding. I have seen faculty, staff, students, administrators, and trustees full of imagination and devoted to providing Grinnell College with the best teaching and learning environment possible. What we have to show for our efforts is a compelling vision of how the library and academic space for the Humanities and Social Studies can be transformed and revitalized. That this vision draws on pedagogies that we are already putting into practice (sometimes despite the current teaching environment in ARH and Carnegie) and those we aspire to employ, underscores that this forward-looking vision is based on reality.

The members of the Campus Plan Update Steering Committee are: Keith Brouhle, Economics; Vicki Bentley-Condit, Anthropology and chair of the Social Studies Division; Liting Cong '11, Student Government Association vice president; Richard Fyffe, Librarian of the College; Mark Godar, Director of Facilities Management; David Harrison, French and Director of the Center for International Studies; John Kalkbrenner, Vice President for College Services; Kathy Kamp, Anthropology and Director of DASIL; David Lopatto, Psychology and Chair of the Faculty; Paula Smith, English, Vice President for Academic Affairs and Dean of the College; and Anatoly Vishevsky, Russian and chair of the Humanities Division.

I thank them for their time, imagination, creativity, and (at times!) diplomatic skills in helping develop this vision.

*A Vision for the Future:*

*Imagine, over the next ten years, that the Grinnell College campus has been enhanced to express our distinctive commitment to inquiry-based learning and interdisciplinary collaboration, with physical space and digital technology combined to create an environment of constant discovery. The academic core of campus features an enlivened southeast sector with strong connections to our other academic buildings. New and renovated buildings permit innovative teaching and learning: a library/academic commons and additional academic space focused on our needs and goals for the Social Studies and Humanities.*

*Bordering the central campus green, a library brings together the services and resources that students need to pursue inquiry-based learning at Grinnell College. Here, students and other researchers find the books, prints, digital resources, and special collections required for their intellectual work. Here, too, they collaborate with information specialists to search for, access, and evaluate materials, and to share their findings with each other and the outside world . A Creative Media Center provides specialized spaces, equipment, and professional support for courses and research that draw heavily on electronic media of all sorts. The library (in the style of an academic commons bringing together the full range of resources supporting intellectual inquiry) is the most interdisciplinary of the buildings on campus. Representing the range of our scholarly endeavors, it is a space for teaching, events, study of visual and audio material, group work and consultation, as well as the focused solitary reflection so needed in our information-rich world.*

*Also located near the academic core, new and improved academic space addresses the particular needs of teaching and learning in the Social Studies and Humanities. It supports interdisciplinary and inquiry-based learning in suitably proportioned and configured classrooms. This new space will also allow us to reconsider the location of offices, classrooms, and other functions now housed in our older Humanities and Social Studies buildings with a priority given to strengthening scholarly connections and finding the best uses for these buildings. Having fruitfully explored new pedagogies in one or two technology-rich experimental classrooms, faculty in Humanities and Social Science teach in spaces that facilitate the best in face-to-face discussion and technology supported strategies. A few interdisciplinary office suites make possible curricular and research partnerships that cross departmental boundaries, while offices for visiting librarians and Curricular Technology Specialists facilitate opportunistic exchanges. Strategic location of the Data Analysis and Social Inquiry Lab (or DASIL; pronounced "dazzle") and an expanded Cultural Education Center bring together people, resources and community space devoted to the study of global issues and culture. Located near faculty offices as well as teaching spaces, DASIL and the Cultural Education Center enhance students' ability to evaluate and produce knowledge in a world where information transcends borders.*

*Office suites for SFS and emeritus faculty members provide accessible and safe space for members of our scholarly community who continue to be actively engaged in the life of Grinnell College. All new and renovated space will be energy efficient, comfortable, and (at the minimum) LEED certified.*

# Table of Contents

# I. Executive Summary

At the April 2008 meeting of the Board of Trustees, the Facilities Committee recommended that the College pursue an update of the campus plan of 1999/2000.  With approval by Board of Trustees, the College engaged the planning and architectural firm of Shepley Bulfinch Richardson Abbott.

The purposes of the update are to:
1. Address long-standing needs for improved teaching facilities in the Social Studies and Humanities,
2. Revisit planning for Burling, and
3. Consider the College's other remaining (and emerging) needs, such as
    a. accessible offices for SFS and emeriti faculty members,
    b. a new preschool psychology laboratory.

The Academic Affairs and Buildings and Grounds committees also charged the College to:
1. Take into account rapidly changing uses of technology and how these will affect teaching and research in the future, and
2. Consider the goals of the Expanding Knowledge Initiative (EKI) and how these should be expressed.

*Accomplishments of the planning process include*:

1. *Acquisition of a $250,000 grant from the Andrew Mellon Foundation to support the campus plan update.* This grant allowed us to recommence the planning process after the economic crisis put it on hold.

2. *Articulation of a vision of Social Studies and Humanities academic spaces* that combines office, classroom, resources such as specialized lab/research areas and an expanded and enriched Cultural Education Center, providing a vibrant scholarly community that invites students to join the exploration of subjects in the Humanities and Social Studies.

3. *Articulation of a vision of a library/academic commons* that supports a wide range of student learning needs with a full complement of print, archival, artistic, and digital collections, and technology allowing information access and analysis and production of results in a variety of formats.

4. *Articulation and exploration of a vision of new partnerships in delivering learning and teaching support* as part of an increasingly ambitious goal for providing technology- and resource-rich learning environments for the campus as a whole via the library and in particular for the Social Studies and Humanities,

    a. by calling for the co-location of professionals with complementary specialization where students need support and,

    b. this past year, by exploring new kinds of partnerships among learning support professionals, librarians, ITS and CTS and professors.

5. *A classroom utilization study and the implementation of recommendations* in light of that study to the extent possible, absent the construction of new space for high quality classrooms.

6. *Implementation of four experiments*,

   a. Consultation spaces in Burling Library

   b. Creative Media Initiative

   c. Data Analysis and Social Inquiry Lab

   d. Technology-rich Social Studies and Humanities seminar-lab space

7. *Planning for and commencement of the construction of a new preschool psychology laboratory*. Barring unforeseen delays, this project should be completed by January 2012.

8. *Investigation of the Forum*: ADA and safety issues, and estimating the cost of bringing it up to code, updating its mechanical systems, and replacing its inefficient curtain wall. The Forum was carefully reviewed in terms of its size (27,000 gsf) as well as the key location that it occupies on the academic commons, as this will be an important consideration for campus planning going forward.

9. *Development of plan scenarios, costing, and sequencing*. Further scenario building is postponed until a new strategic planning process commences.

## *The Recommendations of the Steering Committee are the Following:*

1. *Combine functions linked to instruction, learning support, study and research space, and offices* in order to ensure that any new or renovated building devoted to the Library or Humanities and Social Studies provides a vital academic community. The vision statement above, and the descriptions below of the library/academic commons and academic space for the Humanities and Social Studies (see Section V), describe how such vital academic communities can be fostered.

Classrooms
1. *Follow the classroom utilization study's recommendations to "right size" classrooms* and to decommission classrooms that are particularly problematic or that, when right-sized, are simply too small.
2. *Provide new, high quality classroom space* (in terms of proportion, size, acoustics, and furnishings). The exact number (and the number of each type of room) will be determined by any changes in course hours or in enrollment, but we particularly need a few additional classrooms in the 22-35 seat range.
3. *Provide an appropriate range of classroom types to meet the wide range of pedagogies and teaching* situations presented by the many disciplines in the Humanities and Social Studies (see the types listed below, in Section IV).

4. *In most cases, rooms and their furnishings* should accommodate multiple classroom configurations.

Specialized Spaces and Student Labs

5. *Enhance and enrich the academic environment for the Humanities and Social Studies with the Data Analysis and Social Inquiry Lab (DASIL) and the Cultural Education Center (CEC).*
6. *Support MAPs and other student work by providing research and team-work space.*
7. *Ensure that study space fosters an academic community* much as similar spaces foster community in the Noyce Science Center.

Offices and Lounge

8. *Increase the number of faculty offices* to accommodate the growth of faculty and the expectation of more SFS and emeritus faculty members teaching and continuing to contribute to the life of the College. (See also recommendation 15.)
9. *Ensure that offices are suitably proportioned* to accommodate the kinds of research and meetings that are common among Social Studies and Humanities disciplines.
10. *Provide a few interdisciplinary faculty suites* to encourage collaboration and experimentation.
11. *Provide a place in the Social Studies/Humanities academic space for librarians and other learning support professionals* such as Curricular Technology Specialists to collaborate with each other and classroom faculty members.
12. *Provide an employee lounge space for the Humanities and Social Studies academic space.* Ensure that any renovated or new version of Burling Library has an employee lounge.

Library/Academic Commons

13. *Academic Services should include the following services and functions:*
    - Writing Lab, Reading Lab, Curricular Technology Specialists, Reference librarians, and IT Desktop Services, and Library Circulation/Reserve, Interlibrary Services, and IT Help
    - Classrooms
    - Computing Commons
    - Creative Media Lab (see the description of the Creative Media Initiative experiment in Section VI, below)
    - Space for public lectures and readings. When not used for events this would be an open study/lounge area
    - Reading rooms and shared seminar space for Special Collections & Archives and Prints & Drawings
    - Refreshment center/small café
    - College bookstore
    - 24-hour access space that can be sequestered from the rest of the building for late-night use by students.
14. *Space for Tangible Collections (Print and Microform).* We anticipate increasing our electronic journal subscriptions and other electronic collections, and maintaining our

open stacks bound collections at roughly the same size as we have today. Doing so entails active collection management and growing reliance on off-site storage and partnerships with other academic libraries. This space will comprise:

- Special Collections & Archives
- Prints & Drawings.
- Browsing space for currently received print journals, magazines, and newspapers (a smaller number than we currently receive)
- Books (monographs)
- Reference works (a smaller collection than we currently have)
- Bound journal volumes (a smaller collection than we currently have)
- Federal and state documents (most of the physical collection will be moved offsite or accessed electronically)

15. *Study Spaces for Students and Faculty,* and
    - office suites for SFS and emeritus faculty members
16. *Technical Services for the Library and ITS, and a Digital Photography Center* for digital photography and scanning of materials in Special Collections, PDSR, and other campus collections of art, artifacts, and specimens.
17. *Administrative & Staff Spaces* for library and IT professionals

***Recommendations for Actions in the Short Term:***

1. *Continue DASIL* (see Section VI below) and seek to expand its functions, funding, and space as we learn more about needs in this area.
2. *Continue the Creative Media Initiative*; revisit its mission and goals based on what we have learned this academic year (2010/11).
3. *Attempt to develop one or several additional technology-rich seminar-labs in ARH.* Subject to the limitations placed on this by the building's conformation and scheduling pressures, explore an alternate model for such a space (such as that developed by the planning team).
4. *Run a non-construction experiment using lap tops or hand-held devices such as tablets.*
5. *Explore means by which some experimentation with an expanded Cultural Education Center can be explored.* Consider further decompression of the AV Center to find sufficient space for this experiment.
6. *Complete renovations in Burling Library* to display CDs, DVDs, and VHS tapes for browsing in an open-stack area (scheduled for summer 2011), to increase awareness and use of media collections.

## II.     Why Update the Campus Plan of 1999/2000?

The College landscape has altered significantly with the implementation of the campus plan approved by the Board of Trustees in 1999/2000.  New construction linked to the plan has included the:

- ➢ Facilities Management building on 6th Ave.
- ➢ Remote book storage facility
- ➢ Energy infrastructure
- ➢ John Chrystal welcome center
- ➢ East Campus dormitories
- ➢ Sports fields
- ➢ Athletics Phases I & II
- ➢ Joe Rosenfield '25 Center
- ➢ Noyce Phase II

In addition, over the past decade Grinnell College has added to its office and classroom stock through the renovation of Mears Cottage, Macy House, and Nollen House. We have retrofitted the Cowles dining hall as apartments and the Old Glove Factory as an administrative building. We have brought together ITS personnel (formerly dispersed in several locations) in the Forum, and established the Creative Computing Lab at the heart of campus.  Much as the built environment expanded, the numbers of students, faculty, and staff members have grown.

Equally remarkable are developments in the academic program.  What follows are just a few key changes over the past decade.  *Inquiry-based learning* made significant advances with Mentored Advanced Projects, and with the application of lessons learned from workshop Biology and Physics to introductory courses in other disciplines.  The establishment of interdisciplinary *Centers for International Studies and Prairie Studies* at the turn of the millennium emphasized the importance of globalization and of our distinctive prairie location in our curriculum and in related co-curricular activities. *The Expanding Knowledge Initiative* has developed new areas of knowledge at the college, stimulated the establishment of new concentrations and new kinds of scholarly collaboration, and strengthened long-established areas of interdisciplinary strength. *The Creative Computing Lab and evolving technologies* have made possible whole new areas of inquiry and new kinds of teaching strategies.  And much as the EKI has furthered scholarly collaboration across the disciplines, other efforts to advance student learning are *bridging the functional silos* of earlier times.

Over the past ten years, *our student body has grown to roughly 1,500 on-campus*. *The faculty has grown as well*, a consequence of normal expansion, the special expansion linked to the Expanding Knowledge Initiative, and the implementation of the Senior Faculty Status program. Our concern for *making the campus accessible* has led us to re-examine a number of our older structures. While many accessibility improvements can be pursued piecemeal, we face *significant challenges with a number of our older buildings, including Carnegie, the Forum, Burling, and several wood frame structures* now serving as office buildings.

This update of the plan reflects these productive changes and emerging needs.  It also addresses critical and long-standing needs in Humanities, Social Studies, and Burling library. The campus

plan of 1999/2000 called for a new library and an expansion of ARH to address these long-standing needs. The update revisits them in light of the changes taking place in the intervening years. These long-standing and critical issues are as follows.

*Long-standing Issues for ARH, Carnegie, and Burling*

The Humanities and Social Studies faculty are housed in several structures, most of these among the oldest on campus. The majority of teaching space for the division, and a large number of the offices, are located in ARH and Carnegie. These two buildings were connected in the 1989 renovation. Faculty members in the two divisions have long expressed concerns about the inferior quality of teaching space in terms of proportion, acoustics, and size/crowding, as well as the need for research/lab space for students and academic community space. A report submitted to the dean in 2001 detailed many of these concerns. That report made several recommendations for improvements, and many of these have been followed. Its conclusion, however, was that these two important buildings are unable to meet the teaching and learning needs of the Social Studies and Humanities. These conclusions are as just as valid in 2011 as they were a decade earlier if not more so. Developments in inquiry-based learning, interdisciplinary teaching and technology have added new needs for improved spaces. Carnegie also presents significant accessibility issues.

The 2004/05 study of Burling Library outlined the challenges facing the continued use of Burling. Briefly, some of the key challenges include aging mechanical and electrical systems already at capacity and needing replacement; an extremely rigid structure that limits how spaces can be used, plus ADA challenges that are essentially built-in (such as the load-bearing stacks on the first floor); overcrowding (diminished for a time with the construction of the Kistle Science Library in Noyce and a remote storage facility) that limits the potential for bringing together the technology, and human and material resources in the way outlined below in Section V; and a structure at its load-bearing capacity (which has implications for attaching new construction).

Rather than seeing these two building needs as competing with each other, those involved in planning have understood the needs and the solutions for both to be complementary. By planning the two together, the College stands to gain more than the sum of the two parts.


### III. Assumptions and Ideas Informing the Update

Planning has focused on our goals for Grinnell's academic community and for teaching, learning, and research; on demonstrated needs such as those illuminated by the classroom utilization study; and on the vision set forth by the 2009 Library self-study and by the earlier 2005 Burling planning exercise.

***Planning has been shaped by our understanding of trends in education***, including:

- Growing and rich electronic databases and visual and audio repositories
- Increasingly powerful and user-friendly analytical tools
- Possibility of bringing into the classroom technology that lets us take advantage of these resources

- Increasingly technology savvy students
- Growing role of learning support professionals in and around the classroom
- New kinds of partnerships among learning support professionals, librarians, classroom faculty members
- Growing interest in developing student mentors as part of this new combination of skills and services
- Lessons learned from the Noyce Center, and from visits to other institutions (Harvard, MIT, Hamilton College, Wellesley, Wesleyan, Middlebury)

*Seven Foundational Ideas*. Our discussions and investigations led to the identification of seven "foundational ideas" that inform the vision for academic spaces in the Humanities and Social Studies and the library.

1.     *Accessibility,* ease of movement and ability to fully participate in a community are critical to most of the other issues we discuss below.  Furthermore, we seek a *physical environment and a spatial organization of campus that welcomes a diversity of experiences, backgrounds, circumstances and perspectives*.  In this way, accessibility merges with aesthetics, as we seek to plan for a campus that is beautiful and welcoming.

2.     *Communication, collaboration, and scholarly community* should inform the design, configuration, location and furnishing of academic buildings and the variety of learning and study spaces they house.  Students, staff, and faculty members need spaces that express our goals for a scholarly community and for a high level of academic engagement.  They also need places for solitary contemplation.

3.     *The transformative effect of digital technologies* on teaching, research, and the development of new areas of scholarly inquiry should be reflected in classroom design; course activities and assignments; how we understand the function, look, and place of libraries; learning support labs; and information delivery.  Digital technologies may obviate the need for certain spaces, yet require others. *They change our human resource needs as well, and can bring into question existing functional/organizational boundaries*.

4.     *The Expanding Knowledge Initiative* reaffirms the kind of interdisciplinary breadth that has long been a hallmark of a liberal arts education, and challenges us to explore how we pursue this in the twenty-first century.  The campus plan update should reflect the liberal arts goal of integrated knowledge with the opportunities generated by the EKI for new ways of working together and for new (or enhanced) areas of study made possible by the expansion of the faculty. The plan must envision teaching spaces that allow for collaborative teaching and study, and academic buildings that respect disciplinary identities while encouraging the exploration of meaningful exchanges among them. It should provide for new kinds of learning spaces that focus on skills and resources applicable to a range of disciplinary and interdisciplinary pursuits.

5.     *Inquiry based learning* is central to a Grinnell College education.  As such, it must inform our teaching and research environments and help determine the adjacencies of human and material resources needed to support it.  Delivery, analysis, and production of information

involve the library, gallery, Creative Computing Lab, classrooms, and research support areas in ways that call for skilled professionals in these areas to collaborate in new ways.

6.      ***Sustainable and environment-friendly design*** is likely to be the mark of a modern building that can stand the test of time, and it is essential for institutions like ours, which are answerable to future generations for the use of resources.  While the campus plan is unlikely to address spaces in the kind of detail needed for sustainable design, environmental considerations, life-cycle cost, and energy use should inform all stages of the discussion.

7.      ***Teaching and research environments*** should facilitate learning.  *Classrooms, seminar rooms and lecture halls* should be well-proportioned and allow for flexibility of use; lines of sight should be unobstructed and facilitate the work taking place in the room;  acoustics good, and air-handling noise unobtrusive; technology should be mixed and tailored to the functions of the space (thus likely to vary from small seminar room to lecture hall).  *Burling Library's* organization of space and services should support users' needs to access, analyze, and reflect upon a growing range and complexity of primary and secondary sources in collaboration with specialists in a variety of support disciplines.  It should embody the interdisciplinary enterprise of a liberal arts education with the people and materials it brings together. *Offices* of faculty members in the Humanities and Social Studies often double as their laboratories, where most of their research takes place and office dimensions should help accommodate this research function. Faculty members often meet with groups of students outside of class and this pedagogical activity also needs accommodation (either in offices or other kinds of spaces).


## IV.      Vision for Social Studies and Humanities Academic Space

Shaped by best practices and by our own experiments in teaching and learning spaces, and reflecting lessons learned with the Noyce Science Center, the current vision is of teaching and research spaces for the Humanities and Social Studies, anchored by the Data Analysis and Social Inquiry Lab (DASIL) and an enhanced Cultural Education Center (CEC).

<u>*Classrooms.*</u> We envision a space with high quality classrooms of appropriate proportions and acoustical conditions and furnished with state of the art technology.  Some of these spaces will be in existing (renovated) buildings, and some will be in new construction.  We envision increasing the classroom stock over all.

Providing a variety of environments designed to support the current and evolving pedagogies at Grinnell, and accommodating a range of course sizes, these teaching spaces would promote discussion based and technology-enriched inquiry-based teaching and learning, including:

- seminar rooms seating under 15, and 15-20 students,
- teaching spaces providing a variety of technology-rich environments for the languages, other humanities, and social studies, facilitating discussion, web searches, video and audio streaming, and data analysis;
- larger classrooms with flexible furniture to support a variety of teaching styles;
- case study rooms accommodating larger classes.

*Offices and Consultation and Collaborative Areas.*  In addition to faculty office clusters for traditional departments, we call for 2-3 clusters for interdisciplinary groups working on shared curricular initiatives or linked research projects. Spaces for a librarian, also available for other learning support professionals, and for 1-2 Curricular Technology Specialists will ensure that faculty members and students have skilled personnel on hand for help and direction. Ideally, this complex would include some SFS offices as well.

Rooms for MAPs and other research projects will provide needed space for student research. Spaces for informal meetings will allow serendipitous encounters to turn into more in-depth discussions between and amongst faculty and students. Group study rooms would support collaborative work. A faculty-staff lounge would support the complex.

*Specialized Spaces and Student Labs.* We envision that two facilities would provide specialized study and research space for students and resources for faculty members. In their distinctive ways, these facilities will emphasize the connections between qualitative and quantitative aspects of the Humanities and Social Studies, between the study of language and culture and other kinds of human organization and activity.

- The Data Analysis and Social Inquiry Lab (DASIL) will serve as the academic and social hub for high tech data analysis.  It will support the use of a variety of kinds of data in classroom exercises, student research, and student and faculty research collaborations, particularly in the Social Studies and Humanities, but also in the Sciences. GIS, statistics, network analysis, and analysis of text and speech are increasingly used in these divisions for research and teaching. Simultaneously, the increased availability of data, combined with new tools to manipulate and analyze them, have empowered inquiry-based learning and research. This space (or sections of it) will combine study space for students with the technology and support needed for assignments using analytical applications and datasets. The new DASIL will be a vibrant, welcoming, social space that promotes collaborative learning. Carrels for student researchers will either be attached to the DASIL or located elsewhere in the complex.

- The vision for the Cultural Education Center (CEC) is that it serves as a "living room" for the study of cultures and societies, featuring resources and visual displays that support the study of language and culture across disciplines.  The space would ideally include a lounge area, a viewing area for DVDs and streamed audio, the latest national and international newspapers, monitors with video feeds from around the world, and space for colloquia and other gatherings.  The wall-space in the room would be dedicated to showing MAPs, work by international students, and off-campus study projects that can be integrated into other student coursework. Proximity to language assistants or the ALSO program will also allow the space to have an international feel.  Much as in DASIL, student carrels proximate to the CEC or located nearby will give student researchers dedicated space for advanced projects.

### *V.* *Library and Academic Commons: 21st-century Learning at Grinnell College*

*Strengthening collaborative networks within and beyond the College is crucial to the Libraries' ability to support inquiry-based learning and liberal arts scholarship and to foster collaborative learning and research. This type of collaboration is increasingly vital to long-range planning and to the implementation of new services, especially those mediated by information technologies. Our ability to increase the number and kinds of intellectual resources available to the Grinnell community will depend upon our ability to work and plan across structural divisions originating in a world that no longer exists. Closer working relationships will allow us to discover new needs as they arise and to apply the resources necessary to meet them.*

*Over the past ten years, many academic libraries have increased their collaboration with related campus services to better integrate instructional support for students and, sometimes, faculty. Typical partners include IT help desks, writing centers, media production services, and services focused on quantitative literacy. The goal of these efforts is to provide seamless support to students as they access information in a variety of formats, engage with their classmates and with ideas, and use a range of technologies to create new scholarly and artistic works.*

*Much of this collaborative work has been framed by facilities projects that bring together many instructional support services under one roof. The new spaces created to house these collaborations are typically referred to as 'information commons,' 'learning commons,' or 'academic commons'.*

<div align="right">--Grinnell College Libraries' Self Study, 2009</div>

The Library/Academic Commons at Grinnell College will be a vibrant campus center for supporting students and faculty in their practice and integration of research, critical reading and expression, with a special emphasis on developing, supporting, and providing access to the primary evidence and technologies that support inquiry-based learning across the humanities and social sciences. The Commons will bring together the professionals who support students and faculty in learning and teaching together with technologies (for access, analysis, and expression), facilities (for collaboration, study, teaching, and practice), and collections (of primary sources and scholarly literature). The most interdisciplinary of all spaces on the Grinnell College campus, the Library will also serve as an intellectual gathering place with spaces for formal presentations and informal exchanges over coffee.

*Returning to key questions: dispersal of services and resources; remote storage*
Early in fall 2010, the Campus Plan Steering Committee returned to questions entertained the previous year, namely, (1) should library functions and resources be dispersed or kept largely centralized (Grinnell has three libraries: Burling, the Kistle science library, and the curriculum library), and (2) should print collections be largely housed remotely?

As for the question of whether library functions should be dispersed, the advantages of having collections pertinent to particular disciplines are clear. At Grinnell, the advantages of this kind of ready location are challenged by the dispersal of the social studies and humanities faculties themselves, making it difficult if not impossible to replicate the advantages of the Kistle Library in the Noyce Science Center. Moreover, as the college emphasizes interdisciplinary learning, the division of the collection and staff into separate disciplinary units sends a contradictory message. Furthermore, for a small library system in which librarians perform more than one function, the challenges of managing a dispersed staff and ensuring that services are provided in the right place at the right time surmount the advantages of locating the print collection near particular departments. While the steering committee has not recommended a dispersed model, it does envision librarians spending time in the Social Studies and Humanities complex as part of an increasingly important collaboration in the delivery of learning support and consultation.

The question of storing most of the print collection remotely was also raised again this fall. The steering committee found it sufficiently important to devote a number of meetings to this topic. After all, if remote storage of all or most of the print collection were advisable, the options for a library/academic commons would change. Some branch libraries in research universities have gone either to remote storage or now rely on other libraries for major parts of what had been their print collection. Furthermore, exactly how much of a collection will remain in print rather in digital form is difficult to forecast. Ultimately, however, comparisons between research university libraries and undergraduate liberal arts college libraries are erroneous. An important role of college libraries such as those at Grinnell is to guide novices through the process of learning to frame good research questions and find an evaluate information that answers and (often) re-frames those questions. (This is exactly the role for which Grinnell's libraries were recognized by the American Library Association in 2010/11.) Librarian of the College Richard Fyffe has argued persuasively that undergraduates need resources at hand as aids to their acquisition of research skills.


## VI.    The Four Experiments

Over the 2010 spring semester the planning team refined its vision of four experiments to test key elements of its assumptions and vision. They were implemented over the summer. These experiments also made possible implementation of some of the ideas emerging from campus planning. We were sufficiently excited by the emerging vision to want to realize some aspects as soon as we could.

   A. Consultation spaces in Burling Library.  We placed two consultation cubicles in the library.  Each can seat up to six people and is supplied with power and data.  During business hours, faculty and learning support staff members can reserve the cubicles.  In the evenings and weekends, the spaces are available to study groups.  In this first year of experimentation, the spaces have been used by faculty members holding office hours in the library and by writing mentors.

   Trends in undergraduate libraries have been to bring together services and resources linked to supporting research and student learning.  In particular, as more information is

found in digital formats and is accessible to digital tools of analysis and production, it makes increasing sense to bring together technology support, video and audio production tools and support, and other kinds of learning support such as the writing lab with traditional library resources such as books, special collections, print and drawing collections, and reference support.

The advantages of proximity of these services are clear to undergraduate students who are newly acquiring research skills and learning how to identify, evaluate, and analyze sources of information and how to present their findings in written, visual, or oral forms. Students have little interest in reporting lines and a great deal of interest in easily finding the services needed to navigate through these tasks. At the same time as undergraduate libraries are increasingly leaning towards bringing these human, digital, and print resources together in "learning commons," there is a limited trend to make some of these same services at satellite locations.

B. Creative Media Initiative. This initiative seeks to maximize use of existing resources through improving access, improving the visibility of existing resources, and raising the profile of those using media creative ways in their courses. A growing number of disciplines use visual sources as sources of information, and are developing theoretical tools for analyzing them. Visual representation of problems, solutions, and information is itself emerging as a powerful analytical tool. The Creative Media Initiative recognizes and supports the pedagogies developed since the prior campus plan; creates coherence among different existing services scattered at present across campus; responds to new faculty/new student expectations for digital listening, and viewing and production; and puts Grinnell College on a par with peer schools

The Creative Media Initiative builds on Grinnell's good library collection of audio and video media; a Curricular Technology Specialist and library staff with expertise in this area; the Creative Computing Lab; the Faulconer Gallery and Print and Drawing Study Room; (not one but) three image databases; faculty members specializing in film, digital art, digital composing; a growing number of faculty members interested in teaching with media and assigning students to produce media projects; and an Interdisciplinary Study Theme devoted to film history and studies. Ultimately, the planning team envisions bringing together the collection with spaces and technologies for viewing, analyzing and producing media, and the skilled personnel needed to support this work.

Much of the work at this point is foundational: digitizing our collections, providing "open stacks" for the collection, improving courseware linked to video and audio clips and streaming, and helping faculty members with interests in this area to identify each other.

Activities during the first year of implementation (2010/11) included:
- Walk-in assistance in ARH 228, staffed by specialists in AV, library listening and viewing resources, and Curricular Technology. Numerous faculty members have made use of this assistance to share video clips extracted from DVD or VHS with their students.

- Deployment of a new tool integrated with Blackboard for delivery of course-related media including audio from the Listening Room.
- Staff development and training to support faculty use of media.
- Staff development and training to support student use of media. Over 20 student Technology Consultants have been identified and vetted as Digital Media Specialists and staff the Creative Computing Lab every evening.
- Work with students in two courses to assist them in producing multimedia assignments:
  - Modern Chinese Literature (Jin Feng, Chinese)
  - Choreography (Shawn Womack, Theatre and Dance)
- Investigation into future of Digital Asset Management at Grinnell. Members of the Academic Technology Development Team have begun to explore solutions to meet the current and future needs of Digital Asset Management.
- Plans and budget finalized for reconfiguring the Burling Library Listening Room so that CDs, DVDs, and VHS tapes can be displayed for browsing in an open-stack area, to increase visibility and use of media collections. Budget was approved and work is scheduled for summer 2012.
- Campus visit scheduled from director of the VIZ project at Carleton College to speak to faculty about ongoing projects at Carleton related to media use and visualization.
- Campus visit from faculty members and librarians at Reed College, regarding the development and use of a single digital image database.

C. Data Analysis and Social Inquiry Lab (DASIL). DASIL meets a growing need for support in courses, research, and student course work in regard to finding, cleaning and analyzing data as well as reporting on findingsDASIL is based on a professional partnership represented by a faculty director, a Curricular Technology Specialist and a Data Services Librarian (in 2011/12, the CTS and librarian will be co-directors), and supports qualitative as well as quantitative analysis. Student mentors assist students in the evening hours and also are available to assist with class exercises.

Projects during the first year of implementation (2010/11) included:
*GIS Projects*
Comparing the characteristics of Middle East and North African countries (in-class assistance)—ANT 246: Anthropology of the Middle East and North Africa--Kathy Kamp, Anthropology
Comparing the distribution of foreign-born in 1980 and 2000 (Exercise preparation and in-class assistance)—HIS 228: Promised Land, U.S. Immigration History—Victoria Brown, History
Preparation of a series of maps showing the 17th century pilgrimage in Salamanca, Spain—Mirzam Perez, Spanish
Examining election results in the late 18th and early 19th centuries (exercise preparation and in-class assistance)—Sarah Purcell, History
*Data Set and Exercise Preparation*
Preparation of a data set dealing on-line gaming for use in statistics classes

Virtual tour of dam—PST 395: Making Reform Happen—Leslie Lyons, Chemistry, and Tim Werner, Political Science

*Other In-Class Workshops and Assistance*

SPSS workshop—SOC 291: Methods of Empirical Investigation--Peter Hart-Brinson, Sociology

In-class assistance with hands-on exercises and outside of class assistance with Excel-based exercises—2 sections of ECN 262: Empirical Methods in Economics—Brad Graham, Economics

*Individual and Small Group Consultations for Research Projects*—DASIL assists students in finding data, planning research, and doing quantitative and qualitative analysis of their results.

Assistance with project design and data analysis (in-class consultations supplemented by individual appointments)--PSY 250: Health Psychology—Asani Seawell, Psychology

Assistance with project data analysis (individual appointments with students outside of class)--ANT 321: Human Ethnology—Vicki Bentley-Condit, Anthropology

Helping with data searches for Colorado River water resources project (individual student appointments)—PST 395: Making Reform Happen—Leslie Lyons, Chemistry, and Tim Werner, Political Science

D. Technology-rich Social Studies and Humanities seminar-lab space (ARH 227). This classroom facilitates experimentation with ways to integrate face-to-face discussion with computer use in courses. Language classes can move from discussion of current events to looking at foreign publications on line, or using skype to speak with students in another country. A Social Studies class can discuss a methodology for exploring a question and then move to the computers to test their assumptions. Tables and chairs on casters allow a number of seating configurations.

Courses Taught in the "seminar-laboratory" (ARH 227)

| Fall Semester 2010 | Spring Semester 2011 |
|---|---|
| Anthropology of the Modern Middle East & North Africa | Introduction to Economics |
| Perspectives on 20th Century Central and Eastern European Literature (2 sections) | Comparative & International Education |
| Intermediate German | Readings in Chinese Literature |
| Ethical Theory (Philosophy) | Anthropological Uses of Global Information Systems |
| The Art of Language (Spanish; 2 sections) | The Art of Language (Spanish) |
| Politics of Congress | Empirical Methods in Economics |
| Geographic Analysis and Cartography | Theory & Method in American Studies |
|  | The Family (Sociology) |

Faculty members teaching in ARH 227 during the 2010/11 academic year reported that the room is very successful. They could teach topics differently, train their students in data search and analysis without the lag usually experienced in a normal classroom, and as a result students progressed more quickly. Students could use web sources, and work on audio exercises as well. A number report that the room "challenges" them to develop new exercises that take advantage of the technology and the information sources and methodologies it makes available.

*Lessons Learned from the Experiments.* It is still early to draw hard and fast conclusions, but a few preliminary observations can be made:

1. ***Proximity matters****.* Our experiments underscored the importance of getting the right people and services in the right place. This is true for the library and for any planned for academic space for the Social Studies and Humanities. For example, in discussing with the Science Division our vision for a library that brings together learning services and resources, science faculty members expressed how highly they value the combination of faculty members, classrooms and labs, learning support for math, statistics, and science, and the science library. These sorts of synergies are lacking in Burling and for the Humanities and Social Studies Divisions. DASIL, underscores the importance of location. In this case, a separate office and fixed office hours for the director, CTS, and Data Services librarian allowed partnerships to emerge rapidly and fruitfully. Location near classrooms allows for students and faculty members to see DASIL as a resource in and out of class.

2. ***We need to concentrate resources for media****.* In the case of the Creative Media Initiative, we have been able to explore partnerships, but there is no "place" for the CMI: library staff are in Burling Library, the Creative Computing Lab is in the Forum, the CTS in ARH. The result is an initiative with less campus-wide recognition and a looser partnership than that formed in DASIL. Combining these resources with a few good viewing spaces (for those cases when regular classrooms or viewing on personal computers or hand-held devices are insufficient) would be ideal. Moreover, technology development and support remain a challenge.

3. ***There is considerable need for support with qualitative and quantitative analysis****.* This need is present among faculty members and students. The rapidity with which DASIL took off is a testimony to great leadership and vision, and also to building need. It also speaks to the kind of professional partnerships that cross organizational lines to support learning in our technologically complex and data rich world.

4. ***Students need space linked to their studies and interests****.* ARH and Carnegie have little in the way of informal gathering or student study space. DASIL, located in a small classroom in ARH, became that space for students using statistics, GIS, and other tools of analysis. In this case, the physical location of DASIL seems to be more important for student users than for faculty clients.

5. ***Creative collaborations that cross traditional organizational lines are productive****.* Developments such as efforts to bring together the members of our various academic

resource centers (or ARC), including Academic Advising, CTS, ITS, Libraries, the Dean's office, and the Writing, Reading, Math, Statistics and Science labs confirm that this is more than an intimation of things to come. These kinds of collaborations have arrived and will become increasingly significant for students and for teachers. Again, exploring proximities among some of these will be an important part of campus planning going forward. Our vision of opportunities for librarians, CTS and other learning support professionals to have a place within Social Studies/Humanities academic space as well as the library (see section 2 below) underscores our understanding of the kinds of opportunities for collaboration and consultation that we seek to provide.

**VIII.  Appendices (see following pages)**

# APPENDIX C

*"Teaching Spaces and the Future of Learning at Grinnell College"*

Grinnell College White Paper - Spring 2014

# Teaching Spaces and the Future of Learning at Grinnell College



GRINNELL COLLEGE

## WHAT TEACHING AND LEARNING COULD LOOK LIKE

Loosely arrayed around their classroom, a group of Grinnell students is engrossed in discussion. Laptops are open, papers and books splayed across open surfaces. The topic of today's class is ideology formation. The topic of discussion is the relationship between consumer choices and political behavior: is there one, and if so what does it tell us about the nature of American democracy?

The professor is running a series of images on a digital projector. A map shows data from Amazon.com's "Customers Who Bought This Item Also Bought…" feature, showing the clustering of political books bought by customers before each recent national election. It suggests that customers tend to buy either conservative books or liberal books, but only a statistically trivial number buy both. A census map overlaid with political party membership shows that neighborhoods and even entire towns and cities are becoming politically homogenous. Another suggests a correlation between household income and voter turnout.

Energized by the professor's presentation, the students break into groups to develop questions for each other and the teacher. In the flexible workspace, they move tables from a seminar configuration into small breakout groups. Using whiteboards and screens, each group pursues a unique line of investigation: Has marketing overtaken substance in American politics? Are people choosing candidates or products? Can America have an ideologically-polarized economy and still be democratic? Is there a future for respectful public dialogue? As multiple focal points emerge around the room, the teacher coaxes report-outs from each group, prompting them to challenge each other, to look for hidden assumptions and points of intersection, always spurring and guiding the conversation forward.

The professor gives the students a few more minutes to wrap up the group work, then brings the class back together to share their findings. As they do so, she pushes them to synthesize what they're hearing from each other, to think about points where their ideas might be in tension, and how they would resolve these differences.

She gives the students a five-minute break, and when they return a Grinnell alumna is shown on the projection screen in the front of the room. A Shanghai-based *Wall Street Journal* reporter, she caused a stir in foreign policy circles with her recent article suggesting that the Chinese middle class regards consumption as a form of political expression. The students question her about her conclusions. She opens a display window to show them her research. Anticipating the direction of the conversation, the professor steps across the hall and invites a colleague from the Chinese and Japanese department, an expert on the Cultural Revolution, to join the conversation. He shares historical contrasts and prompts students to think comparatively about consumption and politics in China and the U.S.

During the conversation, one of the students mentions that he'll be in Nanjing next semester on study abroad, and the guest alumna invites him to cover the upcoming Party Congress with her. A Chinese-born student asks for advice about an internship at the *Washington Post*.

As the class wraps up, the professor reminds everyone that the video session was recorded, and asks them to review it while preparing their collaborative research projects for next week's session.

## ADAPTING ARH AND CARNEGIE TO 21ST CENTURY NEEDS

The scenario above describes an idealized classroom of the 21st century — one where a great professor prompts her students' creativity, collaboration, fluency with data, critical thinking, writing skills, and global and career connections. The hypothetical class is in political science, but the group could just as easily be doing a line-by-line literary translation or working on a creative writing project.

But whether the example comes from the humanities or social studies, this scenario is virtually impossible at Grinnell. Not due to a lack of great teachers, but due to a shortage of great teaching *spaces*.

For most of the past century, Grinnell's classroom life has been centered in Alumni Recitation Hall (ARH) and Carnegie Hall. Built in 1905 and 1916, respectively, the buildings date from an era when knowledge was largely imparted, not discussed. Professors lectured; students listened. Recitation was a standard measure of comprehension. Dialogue was limited. Technological innovation meant electric light and indoor plumbing.

The ARH and Carnegie of today have been retrofitted with computers and other modern appurtenances, but their design is still rooted in the past. If, as Dartmouth professor Malcolm Brown has written, "our pedagogy is instantiated in our architecture,"[1] then a visit to Grinnell's humanities and social studies spaces today is like a trip backwards in pedagogical time.

This is not an accurate reflection of the actual state of our teaching. Today's Grinnell faculty are dynamic and innovative. They challenge students through analysis, discussion, and group work, demanding an open exchange of ideas and requiring students to constantly test and refine their knowledge: hypothesis against hypothesis, evidence against evidence. Grinnell's faculty guides students on a journey. Whether encouraging students to critique a 15th century poem, analyze and interpret data on income inequality, or conduct a hands-on examination of archeological artifacts, they unflaggingly push students to pose critical questions and rigorously evaluate claims and evidence. Teaching is active and dialogic, and takes forms ranging from lectures and facilitated discussion to individual advising, Mentored Advanced Projects (MAPs), and course-embedded travel as far afield as the Namib desert, the office towers of Seoul, or the brilliant corners of the Berlin art world.

There is enormous power in this approach. Because of their commitment to teaching and scholarship and the College's distinctive open curriculum—no core requirements except the tutorial, heavy emphasis on mentoring and individualized learning, a premium on thoughtful personal choices and a commitment to community—Grinnell faculty are well-positioned to open a new chapter in liberal arts teaching. They already earn national accolades and top rankings for academic rigor and accessibility. Their effectiveness was further affirmed by our recent Student Satisfaction Inventory, which found high levels of student satisfaction with their teachers' expertise, support for intellectual growth, commitment to excellence, availability, and approachability.

These are essential ingredients for greatness. But one ingredient is missing: The humanities and social studies learning spaces in ARH and Carnegie are largely incapable of supporting the faculty's best work. Rooms are cramped; designed to support passive listening rather than active engagement and group work, and inhospitable to technology. Public spaces are structured to deliver people from point A to Point B, and do not encourage felicitous interaction or informal collaboration. If two students ran into each other in ARH and wanted to work on a project, they would have to choose between a hard wooden bench, standing and blocking traffic in a busy hallway, or leaving the building for a more hospitable space elsewhere. Whether they would ever get to one, or would be diverted along the way, is left to chance.

In order to provide students with the best Grinnell education we need spaces that support constant connection: to the outside world; to an expanding universe of datasets, creative tools, and primary sources; to the world and each other. This will Foster collaborations that are both broadly global and intensely local.

This judgment is not driven by technological utopianism or aesthetics. It stems from a new understanding of how humans learn and an evidence-based approach to effective teaching. We need to thoughtfully integrate these new ideas, tools, and approaches into our classrooms *across all the disciplines*. And to do so we need learning spaces where such integration is possible.

The College opened the Noyce Science Center in 1997 to support great teaching and learning in the sciences. In the pioneering spirit of the building's namesake, the Center's design was informed by emerging research on how facilities can be configured to support effective science learning, and has attracted **national attention**. Similarly, our Bucksbaum Center for the Arts supports active approaches to arts teaching and student creativity. Grinnell's best next move is to create comparably flexible spaces that support excellence and innovation in the humanities and social studies, as part of our commitment to greatness for Grinnell as a whole.

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[1]Malcolm Brown, EDUCAUSE.

# The challenges we need to address

### Room size and flexibility:
In the early 1900s, lecture was the favored mode of instruction, and students packed into rooms with small desks or tablet-arm chairs. But today's classes use computers and projectors, and frequently move from seminar groupings to small breakout exercises and back again. This requires rooms that are large enough to serve multiple needs, with suitable layouts and movable furnishings. One recent analysis found that, on a space-per-student basis, many of Grinnell's rooms are less than half the size suggested by the latest standards in higher education.

### Space for instructional support:
Learning at Grinnell is a sophisticated enterprise. New teaching methods and technologies require a wide variety of support services, and students rely heavily on co-curricular resources, from writing labs to data visualization collaboratories. Again, ARH and Carnegie offer limited and ill-suited space for such services. Any effort to reimagine these facilities would take advantage of "adjacencies": that is, placing related academics and services side-by-side (for example, foreign language courses and access to foreign-language TV or periodicals) so that the many aspects of a student's experience will reinforce each other and contribute to a comprehensive education. Consider the hypothetical classroom in our opening scenario: the Political Science Department is located next to the Chinese and Japanese Department, and the Center for Careers, Life and Service—programs and services currently spread across several blocks of campus.

### Space for collaboration and community-building:
In the early 1900s students sat in classes all day, then went home and studied. The life of the scholar was largely a solitary affair. Indeed, the word "collaboration" was only coined in the late 1800s. So it is unsurprising that College leaders in 1905 were not designing classroom buildings to support engaged learning, group work, or the spontaneous encounters that form such a crucial part of today's liberal arts experience. We have an opportunity in our next era to re-envision our iconic buildings to offer not just better classrooms but alcoves, group study areas, and other breakout spaces where students, faculty, and staff can informally work on projects or exchange ideas in ways that reinforce and build on classroom learning.

### Space for larger classes:
Grinnell is known for its superb faculty-to-student ratio, and we will always work to maintain that close contact. However, some of our courses tend to be relatively large for Grinnell—frequently more than 25–35 students. ARH and Carnegie combined only offer three classrooms large enough to support classes of this size.

### Space for senior and emeritus/emerita faculty:
Many of Grinnell's senior faculty (Senior Faculty Status, or SFS) and emeritus or emerita professors in humanities and social studies are relegated to offices in disparate and often inhospitable or inaccessible corners of campus. In the coming generation, campus functions will displace even some of those spaces, leaving the College without enough room to accommodate some of our most experienced and trusted teachers. The planning for new academic facilities should include ways to bring SFS and emeriti faculty into proximity with students and fellow professors, as in the Noyce Center plan.

This is not a matter of creating a chaotic environment. Spatial identity matters: one of the markers of effective collegiate design is a thoughtful arrangement of "centers of work," meaning that psychology or literature students have their own intellectual home while still enjoying ample opportunities to mix with peers and teachers from anthropology or biology. These disciplinary "homes" should include discipline-specific resources and design elements, encouraging a sense of identity and support for work in that field.

As Professor of English Erik Simpson has said, "All of our students know that the Noyce Science Center is built to support serious work in the sciences. We need spaces that support cutting-edge teaching and a thriving community in the humanities and social sciences—a complex where students know they can go to do their best work in those fields."

## What our faculty and students can accomplish, given this kind of support:

- Professor Simpson's students are developing a set of interconnected, creative projects based on James Joyce's *Ulysses*, including new online resources for Joyce scholars worldwide.

- Assistant Professor of Political Science Danielle Lussier mentored her students in building a comparative database that measures variation in social and political attitudes between Muslims and Christians in various countries.

- Statistics Professor Shonda Kuiper taught an online Statistics 101 course to Grinnell students and high schoolers from several countries through a donor-supported partnership with the Global Online Academy.

- Hayes Gardner '15, mentored by Professor Sarah Purcell and with support from the Data Analysis and Social Inquiry Lab (DASIL), created an unprecedented network analysis of connections among political party meeting attendees in the 1850s.

As exciting as these projects are, others of equal promise are likely being set aside for want of the right spaces and tools. The layouts of ARH and Carnegie have become so dated that they are impeding innovation in teaching. But these iconic buildings do not need to be discarded. Rather, they should be re-envisioned: reconfigured as a hub for interdisciplinary clusters and flexible, dynamic learning spaces.

# RESEARCH IN THE DESIGN OF LEARNING SPACES

The study of how the design of learning spaces affects teaching and learning is cross-disciplinary, involving scholars from education, psychology, architecture, and design. Any evaluation of the impact of physical space on teaching and learning requires the consideration of diverse variables, which poses a challenge.

Teaching and learning have changed dramatically in the last 20 years. In part this is due to increasing access to technology, which is as important to the study of humanities as it is to the exploration of scientific hypotheses. Most students come to campus with their own smartphones, tablets, laptops, etc., and expect to be able to access online tools and information. Furthermore, society increasingly expects high levels of technological fluency from professionals and leaders.

At the same time, researchers in psychology, neuroscience, education, and other fields are generating new discoveries about how humans learn, spurring innovations in teaching. These two forces are converging in an increased attention to active learning, collaborative work, and authentic student research experiences. Professors are no longer the monopolists of knowledge or the primary sources of information: the "sage on the stage" delivering hour-long lectures. Rather, they are facilitators and guides, encouraging, coaxing, and urging born-digital students to navigate oceans of data and ideas by mastering timeless skills like critical thinking and analysis, written and oral communication, and creativity, alongside their subject-matter studies. Students, for their part, must learn to transition between multiple modes of learning: listening, dialoguing, presenting, working solo or collaborating in groups, participating in both formal classroom settings and the less-structured (but no less intentional) academic interactions that occur in hallways, lounges, and breakout spaces.

Undergraduate research is a prominent component of this approach, at Grinnell and around the country. One of the nation's leading experts on the value of undergraduate research is David Lopatto, Grinnell's interim dean and Samuel R. and Marie-Louise Rosenthal Professor of Natural Science and Mathematics. Dean Lopatto's book, *Science in Solution*, while focused on research as a component of science education, speaks to the value of such experiences across all disciplines:

"Personal development benefits from undergraduate research experiences include the growth of self-confidence, independence, tolerance for obstacles, interest in a discipline, and sense of accomplishment—features of student maturation that are 'seen out of the corner of the eye...' Students who participated in undergraduate research reported nine months later that they were better able to think independently and formulate their own ideas, had become more intrinsically motivated to learn, and had become more activelearners."[2]

The work of researchers like Dean Lopatto, as well as facilities thinkers like Malcolm Brown, Grinnell's former dean and Dack Professor of Chemistry Jim Swartz, and many others, is inspiring colleges and universities to design academic and residential spaces that optimally support learning *as it is now understood to happen*.

This growing attention to facilities design encompasses both classroom spaces and "third places" (borrowing a term from sociologist Ray Oldenberg[3] ) including cafés, lounges, breakout spaces, and even well-configured hallways or staircases. The goal is to enable teachers and students to move fluidly from full-class discussions to small-group or independent work, thanks to adaptive spaces, movable furnishings, and creative tools like whiteboards and technology, supporting learning in both structured and informal but still intentional settings. To quote Malcolm Brown once more, Grinnell needs to create humanities and social studies facilities that "encompass the full range of places in which learning occurs, from real to virtual, from classroom to chat room." [4]

## Notable examples from the growing body of scholarship on this issue:

- At the University of Minnesota, a series of studies using quasi-experimental methods and rigorous data collection have yielded statistically significant results. The studies compared students' grades, student behavior, and teacher behavior in a traditional classroom and a "flexible, technology-enhanced" classroom. The traditional classroom was designed with individual student desks organized in rows that faced the front of the room where an instructor podium was located. The flexible, technology-enhanced classroom, called an active learning classroom (ALC) by the Minnesota researchers, had several round tables that seated nine surrounding an instructor podium situated in the middle. Students faced each other rather than a single "authority" at the front of the room. In one study, the same instructor taught two sections of an introductory biology course, one in each type of classroom. The instructor used the same syllabus, assignments, and learning activities in both sections. **Students in the flexible, technology-enhanced classroom scored higher grades than the students in the traditional classrooms, and higher than their ACT scores predicted.**

- In another Minnesota study, researchers analyzed the concept of "educational alliance," which includes mutual respect, shared responsibility for learning, communication and feedback, cooperation; and trust and security. According to their preliminary results, "Student survey data from several different classes support the idea that the ALCs strengthen bonds and support among students. Students in the ALC sections of three classes agreed significantly more strongly than students in non-ALC sections of the same classes that their classroom helped them to develop connections with their instructor." **The researchers "conclude that ALCs tend to change the social context of classes taught in these rooms in constructive ways. In particular, ALCs are well-suited for fostering educational alliances between instructors and students, and among students themselves."**

[2] Lopatto, 36–37.
[3] http://cat.lib.grinnell.edu/record=b1904608~S1

[4] Brown, M. (2005). Learning Spaces. In Oblinger, D. and Oblinger, J. (Eds.). *Educating the Net Generation,* EDUCAUSE.

- In a University of Iowa study of the impact of a "technology-infused learning environment (TILE classroom)," researchers conducted systematic classroom observations and gathered feedback from 12 instructors and 400 students in science courses. **Students in the TILE classroom earned higher grades compared to students taking the same courses from the same instructors in a traditional classroom. Students also reported that the TILE format increased their willingness to participate in class and their desire to work collaboratively.**

- At the University of Dayton, a multiyear project begun in 2004 examined innovative campus learning spaces and their relationships to academic programs and learning/student engagement. In the third stage, researchers focused on the interactions between students, student learning, faculty, and learning spaces. Using a quasi-experimental approach, researchers investigated the relationship between pedagogical practices and the characteristics of four different classrooms. The classrooms were all designed differently, from traditional seats in rows to highly flexible furnishings. For example, in one room there were large tables with comfortable chairs and in another soft, movable chairs with tablet arms. Interactions were documented using photo studies and observations. Student and faculty perceptions were gathered using surveys and focus groups. **Researchers concluded that "students and faculty engage in a full range of learning behaviors (1) when environments are constructed to optimize interaction between faculty and students inside and outside of the classroom or course time; (2) when there is high engagement with course material both through class preparation, on the part of faculty and students, and through active learning inside class; and (3) when the atmosphere encourages students and faculty to behave as if 'serious work' is taking place."**

- Such "serious work" is always taking place here at Grinnell. During the 2010–11 school year, social studies and humanities faculty experimented with incorporating computers and face-to-face discussion into a technology-rich, seminar-lab space (ARH 227). Fifteen different humanities and social studies courses were offered in the space, which featured tables and chairs on casters for easy reconfiguration. As noted in the College's May 2011 campus plan update, faculty members "train their students in data search and analysis without the lag usually experienced in a normal classroom, and as a result students progressed more quickly. Students could use web sources, and work on audio exercises as well." The classroom's capabilities challenged faculty to "develop new exercises that take advantage of the technology and the information sources and methodologies it makes available." However, ARH 227 remains the only room of this kind in the campus's social studies and humanities teaching spaces.

Much has been learned about effective teaching from such studies, and Grinnell needs to develop facilities informed by this new knowledge if we are to continue fulfilling our commitment to excellence.

## Potential impact in recruiting

Attention to our academic spaces is also likely to have a positive effect on recruiting talented students. Academically committed prospective students and families know that the workplaces they aspire to join after graduation will depend on collaboration, technology, teamwork, innovation, connectedness, and creativity. They want college to prepare them for success in these environments—an observation that prompted the global furniture design and manufacturing firm Herman Miller to sponsor the Learning Spaces Research Program, collaborating with colleges and universities to understand how teaching space design can ease the transition "from classroom to corporate meeting room." [5]

Evidence suggests that Grinnell's prospective students and families do not feel confident about Grinnell's ability to provide this preparation. For example, our 2012 Art & Science study found that Grinnell lagged well behind other schools in the eyes of prospects, in ways that directly relate to the state of our academic facilities: perceived strength in their intended field of study; vibrancy of campus life; and attractiveness of our campus.

[5]  http://www.buildings.com/article-details/articleid/13314/title/from-college-to-corporate-learning-spaces-ease-transition-to-the-workplace.aspx

The data also show that more than 55 percent of our inquirers and non-applicants named research/doctoral institutions (by Carnegie classification) as primary competitors for their interest. This number dropped to 44 percent among our applicant pool. Why are applicants who are interested in graduate study dropping out of our process, when Grinnell has such an outstanding record of sending graduates on to Ph.D. and other graduate programs? We can at least ask whether prospects who visit campus might be put off by the sight of early-twentieth century academic buildings with few visible adaptations to modern teaching and learning.

This notion is reinforced by the additional Art & Science finding that 41 percent of students who were admitted to Grinnell and visited our campus but then declined said that their visit made them "somewhat less" or "much less" interested in the College. Relatedly, the recent TargetX study of our campus visitor experience noted that—contrary to both conventional campus wisdom and the experience of many other schools—students who visited Grinnell were less likely to go on to apply than inquirers who did not visit campus. Proud as we are of our school, it hurts to think that the sight of dated humanities and social studies spaces might be contributing to a (mis)impression that our teaching and curriculum are similarly out of date.

The recent Board visits to campuses in California and Minnesota showed the level of facilities and teaching that applicants and their families are seeing at other stops on their college tours. Among families of means especially, some of our facilities may not even compare well to K–12 classrooms. Given Americans' deep concern about the cost and value of college, students and their families of all backgrounds are justified in demanding that a school's academic spaces support the kind of education that will contribute to their career and life success.

Of course, Grinnell builds academic facilities for the benefit of our learning community, not as an admission strategy. However, it cannot be a bad thing that a well-conceived rethinking of humanities and social studies spaces will likely contribute to multiple College priorities. To quote one last time from the Art & Science final report:

"While Grinnell's traditional freshman prospects are not necessarily sophisticated or accurate in their assessments of academic quality, perceived strength of academic programs is a decisive factor on which prospects believe that Grinnell dramatically lags behind the competition. Improving perceptions of Grinnell's academic programs will be accomplished not only by ensuring the actual quality of and effective communication about them, but by imbuing the student experience across programs with a compelling character—one that is individualized, outcome-enhancing, and contained in a global context."

As one anonymous faculty member wrote in responding to the College's Fall 2013 faculty survey, the College should "focus efforts on helping us improve what we do that makes Grinnell special, not to bang the drum for innovation for its own sake… we aren't just conveyers of information; as educators we are intellectual and ethical mentors helping people become the best versions of themselves. Technology and the newest pedagogical insights are part of this effort, but then again so is having the time to sit and talk to students one on one."

Throughout Grinnell's humanities and social studies divisions, you will find teachers and scholars like this anonymous commenter, committed to uniting the best aspects of old and new. By providing them with flexible facilities that enable their most creative approaches to teaching—while also offering better support for their tried-and-true methods that already make a Grinnell education special—we can guarantee excellent learning opportunities for future Grinnell students across all the liberal arts disciplines.

Many Grinnellians can proudly recite the "begats" of our school's great teachers and the accomplished alumni they mentored as students, from Jesse Macy influencing the young Harry Hopkins to Grant Gayle mentoring Robert Noyce, among innumerable examples. The College has done much to support such great educational

opportunities over the years—the opening of Noyce Science Center being one highly-visible example. But we have gone too long without making a comparable commitment to our humanities and social studies students and their teachers.

Grinnell faculty count on the College to provide spaces that support and extend their very best teaching and learning. They are ready to work closely with the administration and Board to provide mission-driven facilities that support the full creative range of original materials, scholarly production, and transformative educational experiences they and our students need to do their best work together.

Grinnell's enduring goal is to "prepare students for the different professions and for the honorable discharge of the duties of life." Thoughtful attention to humanities and social studies spaces will help us open the next chapter in this pursuit amidst a rapidly-changing world: one that College leaders of a century ago could never have anticipated, but of which they would have every reason to feel proud.

**APPENDIX D**    Comprehensive List of Committee Meetings

# COMPREHENSIVE LIST OF COMMITTEE MEETINGS

Meetings with the Committee were held as a part of regularly scheduled meetings. The topic of each meeting built onto the previous meeting's discussion.

OCT 17, 2012 .................................... KICK OFF - REVIEW OF THE SHEPLEY BULFINCH REPORT, SITE ANALYSIS, BUILDING ANALYSIS

OCT 29, 2012 .................................... BUILDING ANALYSIS: EXISTING SPACES

NOV 12, 2012 .................................... REPORTED RESULTS OF INTERNAL DEPARTMENT MEETINGS REGARDING ACADEMIC FACILITIES

NOV 15-16, 2012 .............................. FOCUS GROUP MEETINGS – DIAGRAMS OF DIVISIONAL AND DEPARTMENTAL ORGANIZATIONS

NOV 26, 2012 .................................... OBSERVATIONS FROM THE ACADEMIC SPACE PLANNING FOCUS GROUPS

DEC 10, 2012 .................................... PROCESS, SCHEDULE, ANALYTICS (EXAMPLES) DIALOGUE

JAN 18, 2013 .................................... EXPLORE, TEST BOUNDARIES & IDEAS, FILTER & PLANNING CHARRETTE

JAN 28, 2013 .................................... REPORTED RESULTS FROM PLANNING CHARRETTE/JAN 18TH WORK SESSION

FEB 11, 2013 .................................... CONCEPTUAL PROGRAMMING STUDIES

FEB 25, 2013 .................................... PROGRAMMING AND SPATIAL ARRANGEMENT

MAR 11, 2013 .................................... PROGRAMMING SCENARIOS

APR 8, 2013 ..................................... CAMPUS PLANNING EXERCISE – SPACE NEEDED

APR 22, 2013 .................................... CAMPUS PLANNING – TRANSFORMATIONAL CONCEPTS

APR 29, 2013 .................................... CAMPUS PLANNING – SCENARIO REVIEW AND DISCUSSION (PROS/CONS)

MAY 22, 2013 .................................... REPORT TO PRESIDENT

MAY 28-30, 2013 .............................. SUMMER WORKSHOP

SEPT 9, 2013 .................................... RE-CAP, REVIEW REPORT TO PRESIDENT, WORK PLAN FOR SECOND PHASE

OCT 14, 2013 .................................... ARH 124 EXPERIMENT, PROJECT RESEARCH FINDINGS: BUILDINGS & PEER INSTITUTIONS

OCT 2013 ........................................ AFFINITY EXERCISE

OCT 28, 2013 .................................... ARH & CARNEGIE: SITE CONTEXT, ORGANIZATIONAL CONCEPTS, BLOCKING STUDIES

NOV 11, 2013 .................................... FORUM & BURLING: ADA ISSUES, SHELVING LAYOUT, MASSING STUDIES

NOV 25, 2013 .................................... AFFINITY EXERCISE CONCLUSIONS, ARH & CARNEGIE EXPANSION, ADJACENCIES STUDY

DEC 9, 2013 ..................................... ACADEMIC BUILDING: STUDY COMMONS & DASIL, BURLING FLOOR PLATE STUDY

JAN 27, 2014 .................................... ACADEMIC BUILDING: CONCEPTUAL FLOOR PLANS, ATRIUM STUDY

FEB 10, 2014 .................................... ACADEMIC BUILDING: EXTERIOR CONCEPTS

FEB 24, 2014 .................................... LIBRARY & ACADEMIC SERVICES: RE-CAP, PROGRAM ADJACENCIES STUDY, SITE INFLUENCES

MAR 10, 2014 .................................... LIBRARY & ACADEMIC SERVICES: PROGRAM CONFIRMATION, NARRATIVE QUESTIONNAIRE, 3D CONCEPT

APR 14, 2014 .................................... INITIAL REVIEW OF ACADEMIC SPACE PLANNING COMMITTEE FINAL REPORT

APR 28, 2014 .................................... REVIEW OF ACADEMIC SPACE PLANNING COMMITTEE FINAL REPORT

MAY 12, 2014 .................................... FINAL REVIEW OF ACADEMIC SPACE PLANNING COMMITTEE FINAL REPORT
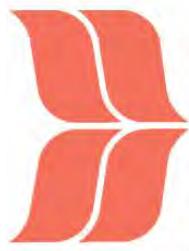
**APPENDIX E**    Focus Group Presentation
OPN Architects, Inc. - November 26, 2012

November 26, 2012:

Observations from the
Academic Space Planning FOCUS GROUPS

GRINNELL COLLEGE

OPN ARCHITECTS

## Process

On November 15th and 16th, the Academic Space Planning Steering Committee sponsored several focus group meetings to discuss potential renovations and additional space for both Social Studies and Humanities. These discussions were free-flowing conversations amongst groups of faculty, students, and staff.

**Two questions** were asked as discussion starters:

1. 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?

2. 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?

# Immediate Conclusions

There were broad, obvious **conclusions across user groups**:

Lack of physical space, no matter what the use, is glaring.

The "basics" are lacking: comfortable furniture, useable classrooms, gathering areas, up-to-date technology, display surfaces, etc.

Its hard to see past numbers 1 and 2 above to "dream bigger" about ideal spatial configurations, radically different organizations, transformational ideas, etc.

There was a (surprisingly) strong consensus across user groups and different conversations: we heard very few dissonant voices.

# Student Groups - GENERAL

Student groups met over two lunchtime sessions, one on each day, for their discussions.

Strong support for **departmental study areas** and lounges. The math lounge is a model.

They yearn for **basic amenities**: suitable tables, power outlets, natural light, views (out, in, and through,) temperature moderation, whiteboards.

Consensus for a **more centralized** building or buildings to house Social Studies and Humanities, but that arrangement shouldn't feel like a monolith: open views and easy through-traffic are crucial.

Spaces that are **outdoor,** and can be open at one end, are engaging.

Generic classrooms are boring. **Unique spaces** with "nooks and crannies" are far more interesting and comfortable. Repetitive spaces lack a sense of "home". Students respond powerfully to the unusual.

Some **favorite academic spaces** on campus:

- **Classrooms in Steiner Hall,** for the character and the layout of furniture.
- The **English Seminar Room,** because of its size and layout.
- **ARH 102** for the size of workspace
- The **"Star Trek Room"** because of its uniqueness and pivot seating.

# Student Groups - LIBRARY

Students specifically said the following about **the library:**

**More comfortable seating,** while minor, would make a big impact on study habits.

There is a basic **tension between a convenient, topical resource library and a unified, single collection** at a liberal arts college.

The **large windows** make for really great viewing out to the world, away from campus.

The **Library was regarded as the least favorite place to study** because it is remote, generally too warm, and too dim. It is a space more conducive to sleeping.

*"[The library] is a window to the world out there..."*

# Faculty and Staff - ORGANIZATION

The following was offered by **faculty/staff**:

In all cases there was **strong support for maintaining departmental identity**. This should inform organization somehow.

Despite the above, **future faculty may not be categorized primarily by dept.**, and that may affect spatial relationships.

**"Clusters"** of offices **require flexible, looser boundaries** for expansion. Support for larger clusters of 10-12 people was heard.

**Divisional separations are somewhat arbitrary** and should not be used a basis for spatial relationships.

*"Noyce is* [a hub] *so big that people don't see each other anymore."*

# Faculty and Staff – IDENTITIY

The following was offered about **balancing identity and connectivity:**

**There is no place to sequester for research** or for special, collaborative projects.

Building connectivity and **reducing isolation is a goal.** There must be ways to foster a sense of "home" and of "community" with the same language. Support for connectivity was broad.

We must **re-introduce spaces for social interaction** and passive learning.

The old **Forum Grill was used often as an example** of a functional, well-sized, and fun social hub.

**Study areas and lounges are best set up for specific departments,** thereby encouraging like-minded discourse and a sense of ownership. This echoes student comments.

Per the above, **a sense of identity is key** to departmental cohesion, and spatial relationships should reinforce that goal.

Long corridors and opaque **doors and walls reinforce isolation.**

*"Our work and research can act like a centrifuge spinning people further apart."*

# Faculty and Staff – WORLD CULTURE EMPHASIS

The following was offered about **the role of culture**:

Many respondents said that **a cultural presence should be visible everywhere** and not limited to a single place or a few tack boards.

We recruit students with the idea that **location is unimportant, and that all learning is global.**

# Faculty and Staff – RESOURCES

The following was offered about **the library:**

Library is handicapped by **lack of classrooms and learning spaces.** These should be adjacent to their collections for ease of use.

Storage of **collections should be open and viewable,** especially 3D objects.

**Centralization is supported as a key ingredient** to campus-wide connectivity.

Consistent **reinforcement of the academic value of various collection.**

**Print and map room is too small.**

# Faculty and Staff – SUPPORT

The following was offered about **services and support**:

**Academic support staff should be close to faculty**, grouped together, and on the ground floor where possible. Noyce is a model.

**There is no place to learn oral and presentation skills** specifically.

**Resources that are clearly identified with programs should be near them.**

**Writing lab, tutoring, and DASIL could group together** spatially and for potential nighttime support staff.

**Writing lab prefers to be near to student classes.** Location in ARH is purposeful for that reason.

*"If it [the writing lab] were to be student-centered, it should be in the library. If it were faculty-centered, it should be in ARH."*

## APPENDIX F

Program Spreadsheet

**Project A - Social studies and non-fine arts humanities complex**

OPN Architects, Inc.

**PROJECT A: ACADEMIC BUILDING for Social Studies & Non-Fine Arts Humanities (created Fall 2012 based on report from the Registrar's Office)**

| Proposed Program | | | | | | Existing Information | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Room Name | FICM Space Use | Seat Count | Enrollment Count | Area / Seat | Area | Bldg. | Room | Seat Count | Area | Remarks |
| **Social Studies** | | | | | | | | | | |
| Anthropology - Faculty Offices | | | | | | | | | | |
| Faculty Office | 310 - Office | | 1 | | 165 | ARH | 121B | 1 | 80 | |
| Faculty Office | 310 - Office | | 1 | | 165 | GNW | 104 | 1 | 135 | |
| Faculty Office | 310 - Office | | 1 | | 165 | GNW | 203 | 1 | 135 | |
| Faculty Office | 310 - Office | | 1 | | 165 | GNW | 204 | 1 | 135 | |
| Faculty Office | 310 - Office | | 1 | | 165 | GNW | 207 | 1 | 135 | |
| Faculty Office | 310 - Office | | 1 | | 165 | GNW | 208 | 1 | 135 | |
| Faculty Office | 310 - Office | | 1 | | 165 | GNW | 302 | 1 | 135 | |
| Faculty Office | 310 - Office | | 1 | | 165 | GNW | 303 | 1 | 135 | |
| Faculty Office | 310 - Office | | 1 | | 165 | GNW | 306 | 1 | 135 | |
| Faculty Office | 310 - Office | | 1 | | 165 | GNW | 307 | 1 | 135 | |
| **Anthropology SubTotal** | | | **10** | | **1,650** | | | **10** | **1,295** | |
| Economics - Faculty Offices | | | | | | | | | | |
| Faculty Office | 310 - Office | | 1 | | 165 | CAR | 101 | 1 | 210 | |
| Faculty Office | 310 - Office | | 1 | | 165 | CAR | 104 | 1 | 210 | |
| Faculty Office | 310 - Office | | 1 | | 165 | CAR | 203 | 1 | 145 | |
| Faculty Office | 310 - Office | | 1 | | 165 | CAR | 204 | 1 | 200 | |
| Faculty Office | 310 - Office | | 1 | | 165 | CAR | 205 | 1 | 165 | |
| Faculty Office | 310 - Office | | 1 | | 165 | CAR | 206 | 1 | 165 | |
| Faculty Office | 310 - Office | | 1 | | 165 | CAR | 207 | 1 | 200 | |
| Faculty Office | 310 - Office | | 1 | | 165 | CAR | 208 | 1 | 145 | |
| Faculty Office | 310 - Office | | 1 | | 165 | CAR | 301 | 1 | 180 | |
| Faculty Office | 310 - Office | | 1 | | 165 | CAR | 306 | 1 | 210 | |
| Economics Lounge | 315 - Office Service | | 1 | | 0 | CAR | 201 | 1 | 275 | space allocated for this in new DASIL |
| **Economics SubTotal** | | | **10** | | **1,650** | | | **10** | **2,105** | |
| Education - Faculty Offices | | | | | | | | | | |
| Faculty Office | 310 - Office | | 1 | | 165 | STE | 300 | 1 | 160 | |
| Faculty Office | 310 - Office | | 1 | | 165 | STE | 301 | 1 | 155 | |
| Faculty Office | 310 - Office | | 1 | | 165 | STE | 303 | 1 | 145 | |
| Faculty Office | 310 - Office | | 1 | | 165 | STE | 304 | 1 | 285 | |
| **Education SubTotal** | | | **4** | | **660** | | | **4** | **745** | |

**PROJECT A: ACADEMIC BUILDING for Social Studies & Non-Fine Arts Humanities (created Fall 2012 based on report from the Registrar's Office)**

| Proposed Program | | | | | | Existing Information | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Room Name | FICM Space Use | Seat Count | Enrollment Count | Area / Seat | Area | Bldg. | Room | Seat Count | Area | Remarks |
| History - Faculty Offices | | | | | | | | | | |
| Faculty Office | 310 - Office | | 1 | | 165 | MEA | 201 | 1 | 230 | |
| Faculty Office | 310 - Office | | 1 | | 165 | MEA | 216 | 1 | 275 | |
| Faculty Office | 310 - Office | | 1 | | 165 | MEA | 111 | 1 | 120 | |
| Faculty Office | 310 - Office | | 1 | | 165 | MEA | 305 | 1 | 190 | |
| Faculty Office | 310 - Office | | 1 | | 165 | MEA | 315 | 1 | 155 | |
| Faculty Office | 310 - Office | | 1 | | 165 | MEA | 316 | 1 | 190 | |
| Faculty Office | 310 - Office | | 1 | | 165 | MEA | 318 | 1 | 145 | |
| Faculty Office | 310 - Office | | 1 | | 165 | MEA | 212 | 1 | 215 | |
| Faculty Office | 310 - Office | | 1 | | 165 | MEA | 317 | 1 | 140 | |
| Faculty Office | 310 - Office | | 1 | | 165 | STE | 201 | 1 | 135 | |
| FacultyOffice | 310 - Office | | 1 | | 165 | MEA | 306 | 1 | 170 | |
| **History SubTotal** | | | **11** | | **1,815** | | | **11** | **1,965** | |
| Political Science - faculty Offices | | | | | | | | | | |
| Faculty Office | 310 - Office | | 1 | | 165 | CAR | 103 | 1 | 165 | |
| Faculty Office | 310 - Office | | 1 | | 165 | CAR | 303 | 1 | 165 | |
| Faculty Office | 310 - Office | | 1 | | 165 | CAR | 305 | 1 | 165 | |
| Faculty Office | 310 - Office | | 1 | | 165 | CAR | 308 | 1 | 165 | |
| Faculty Office | 310 - Office | | 1 | | 165 | CAR | 309 | 1 | 165 | |
| Faculty Office | 310 - Office | | 1 | | 165 | CAR | 312 | 1 | 165 | |
| **Political Science SubTotal** | | | **6** | | **990** | | | **6** | **990** | |
| Sociology - Faculty Offices | | | | | | | | | | |
| Faculty Office | 310 - Office | | 1 | | 165 | ARH | 116A | 1 | 140 | |
| Faculty Office | 310 - Office | | 1 | | 165 | ARH | 116B | 1 | 140 | |
| Faculty Office | 310 - Office | | 1 | | 165 | ARH | 116C | 1 | 140 | |
| Faculty Office | 310 - Office | | 1 | | 165 | ARH | 217A | 1 | 140 | |
| Faculty Office | 310 - Office | | 1 | | 165 | CAR | 105 | 1 | 245 | |
| Faculty Office | 310 - Office | | 1 | | 165 | CAR | 106 | 1 | 260 | |
| Faculty Office | 310 - Office | | 1 | | 165 | CAR | 111 | 1 | 165 | |
| Faculty Office | 310 - Office | | 1 | | 165 | CAR | 112 | 1 | 205 | |
| Faculty Office | 310 - Office | | 1 | | 165 | CAR | 114 | 1 | 215 | |
| Sociology Lounge | 315 - Office Service | | | | 0 | ARH | 116 | 1 | 175 | space allocated for this in new CEC program |
| **Sociology SubTotal** | | | **9** | | **1,485** | | | **9** | **1,825** | |
| **Social Studies SubTotal** | | | **50** | | **8,250** | | | **50** | **7,630** | |

**PROJECT A: ACADEMIC BUILDING for Social Studies & Non-Fine Arts Humanities (created Fall 2012 based on report from the Registrar's Office)**

| Proposed Program | | | | | | Existing Information | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Room Name | FICM Space Use | Seat Count | Enrollment Count | Area / Seat | Area | Bldg. | Room | Seat Count | Area | Remarks |
| **Humanities** | | | | | | | | | | |
| Classics Faculty Offices | | | | | | | | | | |
| Faculty Office | 310 - Office | | 1 | | 165 | ARH | 311A | 1 | 140 | |
| Faculty Office | 310 - Office | | 1 | | 165 | ARH | 311B | 1 | 140 | |
| Faculty Office | 310 - Office | | 1 | | 165 | ARH | 311C | 1 | 140 | |
| Faculty Office | 310 - Office | | 1 | | 165 | ARH | 311D | 1 | 135 | |
| Classics Suite | 315 - Office Service | | 1 | | 0 | ARH | 311 | 1 | 175 | space allocated for this in new CEC program |
| **Classics SubTotal** | | | **4** | | **660** | | | **4** | **730** | |
| English | | | | | | | | | | |
| Faculty Office | 310 - Office | | 1 | | 165 | MEA | 112 | 1 | 150 | |
| Faculty Office | 310 - Office | | 1 | | 165 | MEA | 113 | 1 | 210 | |
| Faculty Office | 310 - Office | | 1 | | 165 | MEA | 116 | 1 | 175 | |
| Faculty Office | 310 - Office | | 1 | | 165 | MEA | 203 | 1 | 270 | |
| Faculty Office | 310 - Office | | 1 | | 165 | MEA | 210 | 1 | 160 | |
| Faculty Office | 310 - Office | | 1 | | 165 | MEA | 211 | 1 | 125 | |
| Faculty Office | 310 - Office | | 1 | | 165 | MEA | 213 | 1 | 210 | |
| Faculty Office | 310 - Office | | 1 | | 165 | MEA | 214 | 1 | 125 | |
| Faculty Office | 310 - Office | | 1 | | 165 | MEA | 215 | 1 | 225 | |
| Faculty Office | 310 - Office | | 1 | | 165 | MEA | 303 | 1 | 215 | |
| Faculty Office | 310 - Office | | 1 | | 165 | MEA | 311 | 1 | 185 | |
| Faculty Office | 310 - Office | | 1 | | 165 | MEA | 312 | 1 | 155 | |
| Faculty Office | 310 - Office | | 1 | | 165 | MEA | 313 | 1 | 195 | |
| Faculty Office | 310 - Office | | 1 | | 165 | MEA | 314 | 1 | 170 | |
| Faculty Office | 310 - Office | | 1 | | 165 | MEA | 301 | 1 | 130 | |
| Faculty Office | 310 - Office | | 1 | | 165 | MEA | 319 | 1 | 140 | |
| **English SubTotal** | | | **16** | | **2,640** | | | **16** | **2,840** | |
| Philosophy - Faculty Offices | | | | | | | | | | |
| Faculty Office | 310 - Office | | 1 | | 165 | STE | 101 | 1 | 160 | |
| Faculty Office | 310 - Office | | 1 | | 165 | STE | 202 | 1 | 70 | |
| Faculty Office | 310 - Office | | 1 | | 165 | STE | 207 | 1 | 135 | |
| Faculty Office | 310 - Office | | 1 | | 165 | STE | 208 | 1 | 185 | |
| Faculty Office | 310 - Office | | 1 | | 165 | STE | 307 | 1 | 145 | |
| Faculty Office | 310 - Office | | 1 | | 165 | STE | 309 | 1 | 155 | |
| Faculty Office | 310 - Office | | 1 | | 165 | STE | 308 | 1 | 140 | |
| Faculty Office | 310 - Office | | 1 | | 165 | STE | 311 | 1 | 285 | |
| **Philosophy SubTotal** | | | **8** | | **1,320** | | | **8** | **1,275** | |

**PROJECT A: ACADEMIC BUILDING for Social Studies & Non-Fine Arts Humanities (created Fall 2012 based on report from the Registrar's Office)**

| Proposed Program | | | | | | Existing Information | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Room Name | FICM Space Use | Seat Count | Enrollment Count | Area / Seat | Area | Bldg. | Room | Seat Count | Area | Remarks |
| Religious Studies - Faculty Offices | | | | | | | | | | |
| Faculty Office | 310 - Office | | 1 | | 165 | STE | 200 | 1 | 185 | |
| Faculty Office | 310 - Office | | 1 | | 165 | STE | 203 | 1 | 280 | |
| Faculty Office | 310 - Office | | 1 | | 165 | STE | 302 | 1 | 140 | |
| Faculty Office | 310 - Office | | 1 | | 165 | STE | 310 | 1 | 160 | |
| Faculty Office | 310 - Office | | 1 | | 165 | STE | 100 | 1 | 135 | |
| **Religion SubTotal** | | | **5** | | **825** | | | **5** | **900** | |
| Theater - Faculty Offices | | | | | | | | | | |
| Faculty Office | 310 - Office | | 1 | | 165 | ARH | 116D | 1 | 160 | |
| **Theater SubTotal** | | | **1** | | **165** | | | **1** | **160** | |
| World Languages | | | | | | | | | | |
| Chinese/Japanese | | | | | | | | | | |
| Faculty Office | 310 - Office | | 1 | | 165 | CAR | 403 | 1 | 145 | |
| Faculty Office | 310 - Office | | 1 | | 165 | CAR | 404 | 1 | 200 | |
| Faculty Office | 310 - Office | | 1 | | 165 | CAR | 405 | 1 | 165 | |
| Faculty Office | 310 - Office | | 1 | | 165 | CAR | 406 | 1 | 165 | |
| Faculty Office | 310 - Office | | 1 | | 165 | CAR | 407 | 1 | 200 | |
| Faculty Office | 310 - Office | | 1 | | 165 | CAR | 408 | 1 | 145 | |
| Chinese/Japanese Resource Area | 315 - Office Service | | | | 0 | CAR | 401 | | 275 | space allocated for this in new CEC program |
| **Chinese/Japanese SubTotal** | | | **6** | | **990** | | | **6** | **1,295** | |
| French and Arabic | | | | | | | | | | |
| Faculty Office | 310 - Office | | 1 | | 165 | ARH | 104 | 1 | 60 | |
| Faculty Office | 310 - Office | | 1 | | 165 | ARH | 217C | 1 | 140 | |
| Faculty Office | 310 - Office | | 1 | | 165 | ARH | 231D | 1 | 135 | |
| Faculty Office | 310 - Office | | 1 | | 165 | ARH | 330A | 1 | 135 | |
| Faculty Office | 310 - Office | | 1 | | 165 | ARH | 330B | 1 | 140 | |
| Faculty Office | 310 - Office | | 1 | | 165 | ARH | 330C | 1 | 140 | |
| Faculty Office | 310 - Office | | 1 | | 165 | ARH | 330D | 1 | 140 | |
| Faculty Office | 310 - Office | | 1 | | 165 | ARH | 330E | 1 | 135 | |
| French & Arabic Resource Area | 315 - Office Service | | | | 0 | ARH | 330 | | 155 | space allocated for this in new CEC program |
| **French and Arabic SubTotal** | | | **8** | | **1,320** | | | **8** | **1,180** | |

**GRINNELL COLLEGE**
**PROJECT A PROGRAM**

**PROJECT A: ACADEMIC BUILDING for Social Studies & Non-Fine Arts Humanities (created Fall 2012 based on report from the Registrar's Office)**

| Proposed Program | | | | | | Existing Information | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Room Name | FICM Space Use | Seat Count | Enrollment Count | Area / Seat | Area | Bldg. | Room | Seat Count | Area | Remarks |
| German | | | | | | | | | | |
| Faculty Office | 310 - Office | | 1 | | 165 | ARH | 231A | 1 | 130 | |
| Faculty Office | 310 - Office | | 1 | | 165 | ARH | 231B | 1 | 135 | |
| Faculty Office | 310 - Office | | 1 | | 165 | ARH | 231C | 1 | 135 | |
| German Resource Area | 315 - Office Service | | | | 0 | ARH | 231 | | 225 | space allocated for this in new CEC program |
| **German SubTotal** | | | **3** | | **495** | | | **3** | **625** | |
| Russian | | | | | | | | | | |
| Faculty Office | 310 - Office | | 1 | | 165 | ARH | 232A | 1 | 135 | |
| Faculty Office | 310 - Office | | 1 | | 165 | ARH | 232B | 1 | 140 | |
| Faculty Office | 310 - Office | | 1 | | 165 | ARH | 232C | 1 | 140 | |
| Faculty Office | 310 - Office | | 1 | | 165 | ARH | 232D | 1 | 140 | |
| Russian Resource Area | 315 - Office Service | | | | 0 | ARH | 232 | | 155 | space allocated for this in new CEC program |
| **Russian SubTotal** | | | **4** | | **660** | | | **4** | **710** | |
| Spanish | | | | | | | | | | |
| Faculty Office | 310 - Office | | 1 | | 165 | ARH | 217B | 1 | 140 | |
| Faculty Office | 310 - Office | | 1 | | 165 | ARH | 217D | 1 | 135 | |
| Faculty Office | 310 - Office | | 1 | | 165 | ARH | 220A | 1 | 140 | |
| Faculty Office | 310 - Office | | 1 | | 165 | ARH | 220B | 1 | 145 | |
| Faculty Office | 310 - Office | | 1 | | 165 | ARH | 220C | 1 | 140 | |
| Faculty Office | 310 - Office | | 1 | | 165 | ARH | 220D | 1 | 135 | |
| Spanish Resource Area | 315 - Office Service | | | | 0 | ARH | 217 | | 175 | space allocated for this in new CEC program |
| Spanish Resource Area | 315 - Office Service | | | | 0 | ARH | 220 | | 175 | space allocated for this in new CEC program |
| **Spanish SubTotal** | | | **6** | | **990** | | | **6** | **1,185** | |
| **Humanities SubTotal** | | | **61** | | **10,065** | | | **61** | **10,900** | |

**PROJECT A: ACADEMIC BUILDING for Social Studies & Non-Fine Arts Humanities (created Fall 2012 based on report from the Registrar's Office)**

| Proposed Program | | | | | | Existing Information | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Room Name | FICM Space Use | Seat Count | Enrollment Count | Area / Seat | Area | Bldg. | Room | Seat Count | Area | Remarks |
| **Other Faculty Offices** | | | | | | | | | | |
| Wilson Program | | | | | | | | | | |
| Faculty Office | 310 - Office | | 1 | | 165 | ARH | 104 | 1 | **60** | |
| Staff Office | 310 - Office | | 1 | | 120 | | | | | New |
| Faculty Office | 310 - Office | | 2 | | 165 | ARH | 105 | 1 | 60 | Wilson Program, Short Courses |
| Visiting/Short Term Office | 310 - Office | | 1 | | 165 | | | | | New |
| Visiting/Short Term Office | 310 - Office | | 1 | | 165 | | | | | New |
| **Wilson SubTotal** | | | **6** | | **780** | | | **2** | **120** | |
| Miscellaneous Office | | | | | | | | | | |
| Faculty Office | 310 - Office | | 1 | | 165 | CAR | 302 | 1 | 135 | No department |
| Faculty Office | 310 - Office | | 1 | | 165 | CAR | 311 | 1 | 140 | No department |
| Faculty Office | 310 - Office | | 1 | | 165 | CAR | 311 | 1 | 140 | No department |
| Faculty Office | 310 - Office | | 1 | | 165 | STE | 102 | 1 | 215 | No department |
| Faculty Office | 310 - Office | | 1 | | 165 | STE | 104 | 1 | 170 | No department |
| **Misc. Office SubTotal** | | | **5** | | **825** | | | **5** | **800** | |
| Offices for Future Growth | | | | | | | | | | |
| Faculty Office | 310 - Office | | 1 | | 165 | | | | | Growth |
| Faculty Office | 310 - Office | | 1 | | 165 | | | | | Growth |
| Faculty Office | 310 - Office | | 1 | | 165 | | | | | Growth |
| Faculty Office | 310 - Office | | 1 | | 165 | | | | | Growth |
| Faculty Office | 310 - Office | | 1 | | 165 | | | | | Growth |
| **Future Growth Office SubTotal** | | | **5** | | **825** | | | **0** | **0** | |

**GRINNELL COLLEGE**
**PROJECT A PROGRAM**

**PROJECT A: ACADEMIC BUILDING for Social Studies & Non-Fine Arts Humanities (created Fall 2012 based on report from the Registrar's Office)**

| Proposed Program | | | | | | Existing Information | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Room Name | FICM Space Use | Seat Count | Enrollment Count | Area / Seat | Area | Bldg. | Room | Seat Count | Area | Remarks |
| Offices for SFS/Emeriti | | | | | | | | | | |
| Faculty Office | 310 - Office | | 1 | | 165 | Existing Offices located in wood-framed houses | | | | |
| Faculty Office | 310 - Office | | 1 | | 165 | | | | | |
| Faculty Office | 310 - Office | | 1 | | 165 | | | | | |
| Faculty Office | 310 - Office | | 1 | | 165 | | | | | |
| Faculty Office | 310 - Office | | 1 | | 165 | | | | | |
| Faculty Office | 310 - Office | | 1 | | 165 | | | | | |
| Faculty Office | 310 - Office | | 1 | | 165 | | | | | |
| Faculty Office | 310 - Office | | 1 | | 165 | | | | | |
| Faculty Office | 310 - Office | | 1 | | 165 | | | | | |
| Faculty Office | 310 - Office | | 1 | | 165 | | | | | |
| Faculty Office | 310 - Office | | 1 | | 165 | | | | | |
| Faculty Office | 310 - Office | | 1 | | 165 | | | | | |
| Faculty Office | 310 - Office | | 1 | | 165 | | | | | |
| Faculty Office | 310 - Office | | 1 | | 165 | | | | | |
| Faculty Office | 310 - Office | | 1 | | 165 | | | | | |
| Faculty Office | 310 - Office | | 1 | | 165 | | | | | |
| Faculty Office | 310 - Office | | 1 | | 165 | | | | | |
| Faculty Office | 310 - Office | | 1 | | 165 | | | | | |
| Faculty Office | 310 - Office | | 1 | | 165 | | | | | |
| Faculty Office | 310 - Office | | 1 | | 165 | | | | | |
| Faculty Office | 310 - Office | | 1 | | 165 | | | | | |
| Faculty Office | 310 - Office | | 1 | | 165 | | | | | |
| Faculty Office | 310 - Office | | 1 | | 165 | | | | | |
| Faculty Office | 310 - Office | | 1 | | 165 | | | | | |
| Faculty Office | 310 - Office | | 1 | | 165 | | | | | |
| Faculty Office | 310 - Office | | 1 | | 165 | | | | | |
| Faculty Office | 310 - Office | | 1 | | 165 | | | | | |
| **SFS/Emerti Office SubTotal** | | | **27** | | **4,455** | | | **27** | - | |

**PROJECT A: ACADEMIC BUILDING for Social Studies & Non-Fine Arts Humanities (created Fall 2012 based on report from the Registrar's Office)**

| Proposed Program | | | | | | Existing Information | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Room Name | FICM Space Use | Seat Count | Enrollment Count | Area / Seat | Area | Bldg. | Room | Seat Count | Area | Remarks |
| Offices for SFS/Emeriti Increase | | | | | | | | | | |
| Faculty Office | 310 - Office | | 1 | | 165 | | | | | Growth |
| Faculty Office | 310 - Office | | 1 | | 165 | | | | | Growth |
| Faculty Office | 310 - Office | | 1 | | 165 | | | | | Growth |
| Faculty Office | 310 - Office | | 1 | | 165 | | | | | Growth |
| Faculty Office | 310 - Office | | 1 | | 165 | | | | | Growth |
| Faculty Office | 310 - Office | | 1 | | 165 | | | | | Growth |
| Faculty Office | 310 - Office | | 1 | | 165 | | | | | Growth |
| Faculty Office | 310 - Office | | 1 | | 165 | | | | | Growth |
| Faculty Office | 310 - Office | | 1 | | 165 | | | | | Growth |
| Faculty Office | 310 - Office | | 1 | | 165 | | | | | Growth |
| Faculty Office | 310 - Office | | 1 | | 165 | | | | | Growth |
| Faculty Office | 310 - Office | | 1 | | 165 | | | | | Growth |
| Faculty Office | 310 - Office | | 1 | | 165 | | | | | Growth |
| Faculty Office | 310 - Office | | 1 | | 165 | | | | | Growth |
| Faculty Office | 310 - Office | | 1 | | 165 | | | | | Growth |
| Faculty Office | 310 - Office | | 1 | | 165 | | | | | Growth |
| Faculty Office | 310 - Office | | 1 | | 165 | | | | | Growth |
| Faculty Office | 310 - Office | | 1 | | 165 | | | | | Growth |
| Faculty Office | 310 - Office | | 1 | | 165 | | | | | Growth |
| Faculty Office | 310 - Office | | 1 | | 165 | | | | | Growth |
| **Office Program Expansion SubTotal** | | | **20** | | **3,300** | | | **0** | **0** | |
| **Other Faculty SubTotal** | | | **63** | | **10,185** | | | **34** | **920** | |
| **TOTAL: SS&H FACULTY OFFICES** | | | **174** | | **28,500** | | | **145** | **19,450** | |

**PROJECT A: ACADEMIC BUILDING for Social Studies & Non-Fine Arts Humanities (created Fall 2012 based on report from the Registrar's Office)**

**Proposed Program**

| Room Name | FICM Space Use | Seat Count | Enrollment Count | Area / Seat | Area | Existing Information Bldg. | Room | Seat Count | Area | Remarks |
|---|---|---|---|---|---|---|---|---|---|---|
| **Instructional Spaces Program** | | | | | | | | | | |
| Extra Small Classrooms | | | | | | | | | | |
| Extra Small Classroom.1 | 110 - Classroom | 12 | 8 | 35 | 420 | ARH | 223 | 15 | 225 | |
| Extra Small Classroom.2 | 110 - Classroom | 12 | 8 | 35 | 420 | GNW | 109 | 15 | 230 | |
| Extra Small Classroom.3 | 110 - Classroom | 12 | 8 | 35 | 420 | New Program Space - No Existing | | | | |
| **Extra Small Classroom SubTotal** | | **36** | **24** | | **1,260** | | | **30** | **455** | |
| | | | | | | | | | | |
| Small Classrooms | | | | | | | | | | |
| Small Classroom.1 | 110 - Classroom | 18 | 15 | 30 | 540 | CAR | 304 | 15 | 270 | |
| Small Classroom.2 | 110 - Classroom | 18 | 15 | 30 | 540 | CAR | 310 | 15 | 270 | |
| Small Classroom.3 | 110 - Classroom | 18 | 15 | 30 | 540 | ARH | 229 | 15 | 300 | |
| Small Classroom.4 | 110 - Classroom | 18 | 15 | 30 | 540 | ARH | 317 | 15 | 300 | |
| Small Classroom.5 | 110 - Classroom | 18 | 15 | 30 | 540 | ARH | 323 | 15 | 285 | |
| Small Classroom.6 | 110 - Classroom | 18 | 15 | 30 | 540 | MEA | 217 | 14 | 285 | |
| Small Classroom.7 | 110 - Classroom | 18 | 15 | 30 | 540 | MEA | 202 | 16 | 315 | |
| Small Classroom.8 | 110 - Classroom | 18 | 15 | 30 | 540 | ARH | 312 | 15 | 335 | |
| Small Classroom.9 | 110 - Classroom | 18 | 15 | 30 | 540 | JRC | 202 | | | |
| Small Classroom.10 | 110 - Classroom | 18 | 15 | 30 | 540 | JRC | 203 | | | |
| Small Classroom.11 | 110 - Classroom | 18 | 15 | 30 | 540 | STE | 305 | 34 | 535 | |
| Small Classroom.12 | 110 - Classroom | 18 | 15 | 30 | 540 | New Program Space - No Existing | | | | |
| Small Classroom.13 | 110 - Classroom | 18 | 15 | 30 | 540 | New Program Space - No Existing | | | | |
| **Small Classroom SubTotal** | | **306** | **243** | | **9,540** | | | **214** | **3,805** | |
| | | | | | | | | | | |
| Medium Classrooms | | | | | | | | | | |
| Medium Classroom.1 | 110 - Classroom | 25 | 22 | 30 | 750 | MEA | 115 | 18 | 385 | |
| Medium Classroom.2 | 110 - Classroom | 25 | 22 | 30 | 750 | CAR | 314 | 23 | 440 | |
| Medium Classroom.3 | 110 - Classroom | 25 | 22 | 30 | 750 | CAR | 313 | 22 | 455 | |
| Medium Classroom.4 | 110 - Classroom | 25 | 22 | 30 | 750 | STE | 205 | 20 | 515 | |
| Medium Classroom.5 | 110 - Classroom | 25 | 22 | 30 | 750 | STE | 306 | 20 | 530 | |
| Medium Classroom.6 | 110 - Classroom | 25 | 22 | 30 | 750 | ARH | 322 | 20 | 380 | |
| Medium Classroom.7 | 110 - Classroom | 25 | 22 | 30 | 750 | ARH | 120 | 33 | 740 | |
| Medium Classroom.8 | 110 - Classroom | 25 | 22 | 30 | 750 | ARH | 314 | 25 | 450 | |
| Medium Classroom.9 | 110 - Classroom | 25 | 22 | 30 | 750 | ARH | 315 | 25 | 450 | |
| Medium Classroom.10 | 110 - Classroom | 25 | 22 | 30 | 750 | ARH | 318 | 25 | 625 | |
| Medium Classroom.11 | 110 - Classroom | 25 | 22 | 30 | 750 | ARH | 324 | 25 | 455 | |
| Medium Classroom.12 | 110 - Classroom | 25 | 22 | 30 | 750 | ARH | 325 | 25 | 455 | |
| **Medium Classroom SubTotal** | | **300** | **264** | | **9,000** | | | **281** | **5,880** | |

**GRINNELL COLLEGE**
**PROJECT A PROGRAM**

OPN Architects, Inc
June, 2014

**PROJECT A: ACADEMIC BUILDING for Social Studies & Non-Fine Arts Humanities (created Fall 2012 based on report from the Registrar's Office)**

| Proposed Program | | | | Existing Information | | | | |
|---|---|---|---|---|---|---|---|---|
| Room Name | FICM Space Use | Seat Count | Enrollment Count | Area / Seat | Area | Bldg. | Room | Seat Count | Area | Remarks |
| **Large Classrooms** | | | | | | | | | | |
| Large Classroom.1 | 110 - Classroom | 36 | 32 | 28 | 1008 | GNW | 105 | 30 | 480 | |
| Large Classroom.2 | 110 - Classroom | 36 | 32 | 28 | 1008 | STE | 204 | 15 | 515 | "Star Trek" Room |
| Large Classroom.3 | 110 - Classroom | 36 | 32 | 28 | 1008 | ARH | 305 | 29 | 550 | |
| Large Classroom.4 | 110 - Classroom | 36 | 32 | 28 | 1008 | ARH | 131 | 30 | 570 | |
| **Large Classroom SubTotal** | | **144** | **128** | **112** | **4,032** | | | **104** | **2,115** | |
| **Extra Large Classrooms** | | | | | | | | | | |
| Extra Large Classroom.1 | 110 - Classroom | 44 | 40 | 28 | 1232 | New Program Space - No Existing | | | | |
| **Extra Large Classroom SubTotal** | | **44** | **40** | | **1,232** | | | **0** | **0** | |
| **Miscellaneous Classrooms** | | | | | | | | | | |
| Case Study Room.1 | 110 - Classroom | 36 | 32 | 30 | 1080 | STE | 106 | 32 | 670 | Horseshoe |
| Case Study Room.2 | 110 - Classroom | 50 | 45 | 30 | 1500 | New Program Space - No Existing | | | | Horseshoe |
| Inquiry Based Learning Lab. 1 | 110 - Classroom | 52 | 24 | 35 | 1820 | ARH | 227 | 20 | 1000 | 2 stations per student |
| Inquiry Based Learning Lab. 2 | 110 - Classroom | 52 | 24 | 35 | 1820 | ARH | 124 | 32 | 1000 | 2 stations per student |
| Inquiry Based Learning Lab. 3 | 110 - Classroom | 28 | 24 | 35 | 980 | New Program Space - No Existing | | | | |
| Inquiry Based Learning Lab. 4 | 110 - Classroom | 28 | 24 | 35 | 980 | New Program Space - No Existing | | | | |
| Inquiry Based Learning Lab. 5 | 110 - Classroom | 28 | 24 | 35 | 980 | New Program Space - No Existing | | | | |
| Lecture Hall.1 | 110 - Classroom | 50 | 45 | 22 | 1100 | ARH | 102 | 72 | 1250 | Tiered classroom (straight) |
| **Miscellaneous Classrooms SubTotal** | | **324** | **242** | | **10,260** | | | **156** | **3,920** | |
| | | | | | **35,324** | | | | **16,175** | |
| **Specialty Labs** | | | | | | | | | | |
| Biological Anthropology Teaching Lab | 210 - Class Laboratory | | 30 | 50 | 1500 | New Program Space - No Existing | | | | |
| Biological Anthropology Working Lab | 220 - Open Laboratory | | 16 | 30 | 480 | GNW | 301 | 4 | 135 | Anthro student space |
| Biological Anthropology Storage | 215 - Class Laboratory Service | | | | 200 | New Program Space - No Existing | | | | |
| Archaeology Research Lab | 250 - Research Laboratory | | 4 | 50 | 200 | GNW | 305 | 4 | 135 | Anthro student space, secure storage needed |
| Archaeology Teaching Lab | 210 - Class Laboratory | | 20 | 50 | 1000 | GNW | 206 | 20 | 480 | Secure storage needed |
| Archaeology Storage | 215 - Class Laboratory Service | | | | 200 | New Program Space - No Existing | | | | |
| Dirty Lab | 220 - Open Laboratory | | | | 500 | GNW | 006 | | 100 | Basement location is okay |
| Remote Storage | 215 - Class Laboratory Service | | | | 675 | GNW | 006 | | 450 | Basement location is okay |
| Language/Linguistics Lab | 210 - Class Laboratory | | 9 | 35 | 315 | GNW | 308 | 9 | 230 | |
| **Specialty Labs SubTotal** | | | **79** | | **5,070** | | | **37** | **1,530** | |
| **TOTAL: INSTRUCTIONAL SPACE** | | **1,154** | **1,020** | | **40,394** | | | **785** | **16,175** | |

**GRINNELL COLLEGE**
**PROJECT A PROGRAM**

**PROJECT A: ACADEMIC BUILDING for Social Studies & Non-Fine Arts Humanities (created Fall 2012 based on report from the Registrar's Office)**

| Proposed Program | | | | | | Existing Information | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Room Name | FICM Space Use | Seat Count | Enrollment Count | Area / Seat | Area | Bldg. | Room | Seat Count | Area | Remarks |
| **Academic Support** | | | | | | | | | | |
| Staff Workstation | 310 - Office | | 1 | | 120 | ARH | 221 | 1 | 33 | Language Assistants' Office |
| Staff Workstation | 310 - Office | | 1 | | 120 | ARH | 221 | 1 | 33 | Open Office Environment |
| Staff Workstation | 310 - Office | | 1 | | 120 | ARH | 221 | 1 | 33 | Open Office Environment |
| Staff Workstation | 310 - Office | | 1 | | 120 | ARH | 228 | 1 | | Open Office Environment |
| Staff Workstation | 310 - Office | | 1 | | 120 | CAR | 115 | 1 | 120 | Open Office Environment |
| Staff Workstation | 310 - Office | | 1 | | 120 | CAR | 115 | 1 | 120 | Open Office Environment |
| Staff Workstation | 310 - Office | | 1 | | 120 | CAR | 115 | 1 | 120 | Open Office Environment |
| Staff Workstation | 310 - Office | | 1 | | 120 | STE | 209 | 1 | 140 | Open Office Environment |
| Staff Workstation | 310 - Office | | 1 | | 120 | STE | 209 | 1 | 140 | Open Office Environment |
| Staff Workstation | 310 - Office | | 1 | | 120 | MEA | 103 | 1 | 325 | Open Office Environment |
| Staff Workstation | 310 - Office | | 1 | | 165 | GNW | 107 | 1 | 210 | Open Office Environment |
| Office Support .1 | 315 - Office Service | | 1 | | 500 | MEA | 103 | 1 | 325 | copy, files, etc |
| Office Support .2 | 315 - Office Service | | 1 | | 500 | MEA | 105 | 1 | 225 | copy, files, etc |
| Office Support | 315 - Office Service | | 1 | | 500 | STE | 206 | 1 | 70 | copy, files, etc |
| Office Support | 315 - Office Service | | 1 | | 240 | CAR | 115 | 1 | 95 | copy, files, etc |
| Office Support | 315 - Office Service | | 1 | | 240 | GNW | 304 | 1 | 140 | copy, files, etc |
| Office Support | 315 - Office Service | | | | 0 | GNW | 304 | | 140 | copy, files, etc |
| **Academic Support Subtotal** | | | **16** | | **3,345** | | | **11** | **2,269** | |
| Curricular Technology | | | | | | | | | | |
| Staff Office | 310 - Office | | 1 | | 135 | ARH | 401 | 1 | 135 | |
| Staff Office | 310 - Office | | 1 | | 135 | ARH | 407 | 1 | 135 | |
| Staff Office | 310 - Office | | 1 | | 135 | New Program Space | | | | |
| Staff Office | 310 - Office | | 1 | | 135 | New Program Space | | | | |
| Staff Office | 310 - Office | | 1 | | 135 | New Program Space | | | | |
| **Curricular Technology SubTotal** | | | **5** | | **675** | | | **2** | **270** | |
| **Academic Support SubTotal** | | | **21** | | **4,020** | | | **13** | **2,539** | |

**PROJECT A: ACADEMIC BUILDING for Social Studies & Non-Fine Arts Humanities (created Fall 2012 based on report from the Registrar's Office)**

| Proposed Program | | | | | | Existing Information | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Room Name | FICM Space Use | Seat Count | Enrollment Count | Area / Seat | Area | Bldg. | Room | Seat Count | Area | Remarks |
| **Academic Services** | | | | | | | | | | |
| **Cultural Education Center** | | | | | | | | | | |
| Language Mentoring Room | 680 - Meeting Room | | 6 | | 120 | ARH Language Resource Rooms | | | 1160 | Replaces Language Resource Areas |
| Language Mentoring Room | 680 - Meeting Room | | 6 | | 120 | Half of ARH AV Resource Suite | | | 1085 | Replaces a portion of the AV Resources Suite, rest of the AV Resources Suite replacement occurs in the Library Building program. |
| Language Mentoring Room | 680 - Meeting Room | | 6 | | 120 | | | | | |
| Language Mentoring Room | 680 - Meeting Room | | 6 | | 120 | | | | | |
| Language Mentoring Room | 680 - Meeting Room | | 8 | | 170 | | | | | |
| Language Mentoring Room | 680 - Meeting Room | | 12 | | 220 | | | | | |
| Language Research Room | 220 - Open Laboratory | | | | 900 | | | | | |
| Study Area | 650 - Lounge | | 25 | | 670 | | | | | |
| Kitchenette | 635 - Food Facility Service | | | | 240 | | | | | |
| Media Viewing Area & Event Space | 610 - Assembly | | 12 | | 960 | | | | | |
| Small Video Review Theater & Lobby | 610 - Assembly | | 36 | | 1000 | | | | | |
| **Cultural Education Center SubTotal** | | | **73** | | **4,640** | | | | **2245** | |
| **DASIL** | | | | | | | | | | |
| Office - Bacc. | 310 - Office | | 1 | | 165 | New Program Space - No Existing | | | | |
| Team Room /Office | 310 - Office | | 1 | | 165 | New Program Space - No Existing | | | | |
| Team Room | 350 - Conference Room | | 6 | | 165 | New Program Space - No Existing | | | | |
| Team Room | 350 - Conference Room | | 6 | | 165 | New Program Space - No Existing | | | | |
| Immersion Lab | 220 - Open Laboratory | | | | 200 | New Program Space - No Existing | | | | Open to computer work area |
| Quantitative Computing Lab | 220 - Open Laboratory | | 30 | | 1580 | ARH | 130 | 1 | 345 | Current extent of DASIL |
| Student Resource Room | 220 - Open Laboratory | | | | 500 | New Program Space - No Existing | | | | |
| **DASIL SubTotal** | | | **44** | | **2,440** | | | **1** | **345** | |
| **Faculty & Student Research Rooms** | | | | | | | | | | |
| Faculty & Student Research Room.1 | 220 - Open Laboratory | | | | 900 | New Program Space - No Existing | | | | |
| Faculty & Student Research Room.2 | 220 - Open Laboratory | | | | 900 | New Program Space - No Existing | | | | |
| **Faculty & Student Research Room SubTotal** | | | | | **1,800** | | | | | |
| **Study / Collaboration Commons** | | | | | | | | | | |
| Team Digital Research Area | 220 - Open Laboratory | | 16 | | 720 | New Program Space - No Existing | | | | |
| Computer Area | 220 - Open Laboratory | | 16 | | 720 | New Program Space - No Existing | | | | |
| Study Area | 650 - Lounge | | 48 | | 1080 | New Program Space - No Existing | | | | |
| Student Mentoring Room.1 | 680 - Meeting Room | | | | 120 | New Program Space - No Existing | | | | |
| Student Mentoring Room.2 | 680 - Meeting Room | | | | 120 | New Program Space - No Existing | | | | |
| Student Mentoring Room.3 | 680 - Meeting Room | | | | 120 | New Program Space - No Existing | | | | |
| Student Mentoring Room.4 | 680 - Meeting Room | | | | 120 | New Program Space - No Existing | | | | |
| Team Room | 680 - Meeting Room | | | | 120 | New Program Space - No Existing | | | | |
| Team Room | 680 - Meeting Room | | | | 120 | New Program Space - No Existing | | | | |
| Resource Area | 420 - Stack | | | | 250 | New Program Space - No Existing | | | | |
| Circulation | WWW - Circulation | | | | 560 | New Program Space - No Existing | | | | |
| **Study / Collaboration Commons SubTotal** | | | **80** | | **4,560** | | | | **0** | |

**PROJECT A: ACADEMIC BUILDING for Social Studies & Non-Fine Arts Humanities (created Fall 2012 based on report from the Registrar's Office)**

| Proposed Program | | | | | | Existing Information | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Room Name | FICM Space Use | Seat Count | Enrollment Count | Area / Seat | Area | Bldg. | Room | Seat Count | Area | Remarks |
| **Auditorium** | 110 - Classroom | 180 | 180 | 16 | **2880** | ARH | 302 | 180 | **1840** | |
| **Writing Lab** | | | | | | | | | | |
| Staff Office | 310 - Office | | | 1 | 165 | ARH | 132A | 1 | 120 | |
| Staff Office | 310 - Office | | | 1 | 165 | ARH | 132B | 1 | 145 | |
| Staff Office | 310 - Office | | | 1 | 165 | ARH | 132C | 1 | 140 | |
| Staff Office | 310 - Office | | | 1 | 165 | ARH | 132D | 1 | 140 | |
| Staff Office | 310 - Office | | | 1 | 165 | ARH | 132E | 1 | 160 | |
| Open Work Area | 315 - Office Service | | | 18 | 720 | ARH | 132 | | 200 | Lobby / Entrance Area |
| **Writing Lab SubTotal** | | | | **23** | **1,545** | | | **5** | **905** | |
| **Reading Lab** | | | | | | | | | | |
| Office | 310 - Office | | | 1 | 165 | 1321 Park St. | | | | Current extent of Reading Lab |
| Testing Room | 315 - Office Service | | | | 165 | | | | | Shared with Writing Lab |
| **Reading lab SubTotal** | | | | **1** | **330** | | | | **0** | |
| **Center for Teaching Learning and Asssessment** | | | | | | | | | | |
| Program to be developed | | | | | **2,700** | | | | **0** | |
| **Academic Services SubTotal** | | | **122** | | **20,895** | | | **6** | **5,335** | |

**PROJECT A: ACADEMIC BUILDING for Social Studies & Non-Fine Arts Humanities (created Fall 2012 based on report from the Registrar's Office)**

| Proposed Program | | | | | | Existing Information | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Room Name | FICM Space Use | Seat Count | Enrollment Count | Area / Seat | Area | Bldg. | Room | Seat Count | Area | Remarks |
| **Common Building Area** | | | | | | | | | | |
| **Building Support** | | | | | | | | | | |
| Building Commons | 650 - Lounge | | | | 10,500 | New Program Space - No Existing | | | | Mainstreet |
| Maintenance Office | 310 - Office | | | | 165 | CAR | 113 | 1 | 135 | |
| Kitchenette | 635 - Food Facility Service | | | | 165 | MEA | 108 | | 120 | |
| AV Storage | 780 - Unit Storage | | | | 0 | GNW | 106 | | 65 | No Replacement |
| Building-Wide Restrooms | X03 - Public Restroom | | | | 0 | | | | | Considered in the Gross Multiplier |
| Custodial | X02 - Janitor Room | | | | 0 | | | | | Considered in the Gross Multiplier |
| Staff Lounge | 315 - Office Service | | | | 200 | | | | | |
| Faculty Only Lounge | 315 - Office Service | | | | 400 | | | | | New |
| **Building Support SubTotal** | | | **0** | | **11,430** | | | **1** | **320** | |
| | | | | | | | | | | |
| **Informal Learning Areas** | | | | | | | | | | |
| Small Group Study Area.1 | 650 - Lounge | | 4 | | 150 | | | | | |
| Small Group Study Area.2 | 650 - Lounge | | 4 | | 150 | | | | | |
| Small Group Study Area.3 | 650 - Lounge | | 4 | | 150 | | | | | |
| Small Group Study Area.4 | 650 - Lounge | | 4 | | 150 | STE | | 4 | 60 | Nook |
| Small Group Study Area.5 | 650 - Lounge | | 4 | | 150 | STE | | 4 | 60 | Nook |
| Small Group Study Area.6 | 650 - Lounge | | 4 | | 150 | STE | | 4 | 115 | |
| Individual Study Carrels | 650 - Lounge | | 12 | | 360 | ARH | 117,219 | 8 | 400 | ARH 117&219, Carrels in the Link |
| Formal Lounge | 650 - Lounge | | 0 | | 0 | MEA | 117 | 20 | 570 | |
| Informal Lounge | 650 - Lounge | | 0 | | 0 | MEA | 117 | 4 | 125 | Joins to 112 |
| Informal Lounge | 650 - Lounge | | 0 | | 0 | MEA | 204 | 2 | 80 | Joins to 107 |
| Informal Lounge | 650 - Lounge | | 0 | | 0 | MEA | 309 | 2 | 80 | New |
| **Informal Learning Areas  SubTotal** | | | **36** | | **1,260** | | | **48** | **1,490** | |
| | | | | | | | | | | |
| **Common Building Areas Subtotal** | | | | | **12,690** | | | | **1,810** | |

**TOTAL: SUPPORT, SERVICES, COMMON AREAS**   37,605   9,684

TOTAL NET PROGRAM   106,499
EFFICIENCY RATIO   0.6
TOTAL GROSS PROGRAM   177,498

**APPENDIX G**    Program Spreadsheet

**Project B - Library and academic services complex**

OPN Architects, Inc.

**GRINNELL COLLEGE**
**PROJECT B PROGRAM - ACADEMIC LIBRARY**

**BUILDING C: ACADEMIC LIBRARY**

| Proposed Program Room Name | ADA compliant Burling Shelf/LF | Units | Area | New building optimal grid Shelf/LF | Units | Area | Existing Information Bldg. | Room | Shelf/LF | Area | Mod | Remarks |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Collections** | | | | | | | | | | | | |
| Asian Language | 1,470 | 70 | 709 | 1,470 | 70 | 578 | BUR | 208 | 2,940 | 1,042 | -50% | Proposed SQFT is ADA Compliant 12" Shelving, 7 high |
| Black Library | 504 | 24 | 243 | 504 | 24 | 198 | BUR | 213 116,117 205,206 | 504 | 267 | 0% | Proposed SQFT is ADA Compliant 12" Shelving, 7 high |
| Books | 51,246 | 2,440 | 24,708 | 51,246 | 2,440 | 20,132 | BUR | 307 | 44,562 | 13,522 | 15% | Proposed SQFT is ADA Compliant Assumed 75 % @ 12" Shelves 7 high Assumed 25 % @ 12" Shelves 7 high |
| Current Periodicals | 347 | 29 | 292 | 347 | 29 | 238 | BUR | 108 Partial | 693 | 638 | -50% | Proposed SQFT is ADA Compliant 12" Shelving, 4 high |
| Government Documents | 2,839 | 135 | 1,369 | 2,839 | 135 | 1,115 | BUR | 407 Partial | 4,368 | 1,359 | -35% | Proposed SQFT is ADA Compliant 12" Shelving, 7 high |
| Journals | 4,715 | 225 | 2,273 | 4,715 | 225 | 1,852 | BUR | 407 Partial | 9,430 | 2,659 | -50% | Proposed SQFT is ADA Compliant 12" Shelving, 7 high |
| Latino Collection | 90 | 4 | 43 | 90 | 4 | 62 | | | 90 | 180 | 0% | Proposed SQFT is ADA Compliant |
| Map and Atlas | 90 | 5 | 51 | 90 | 5 | 49 | BUR | 119 Partial | 90 | 281 | 0% | Proposed SQFT is ADA Compliant 29" Single Section Shelving, 6 high |
| Oversize | 932 | 78 | 786 | 932 | 78 | 640 | BUR | 119 Partial | 810 | 653 | 15% | Proposed SQFT is ADA Compliant 12" Shelving, 5 high |
| Smith Collection | 81 | 7 | 68 | 81 | 7 | 56 | | | 81 | | 0% | Casual Reading, locate adjacent to lounge space |
| **Collection Areas Subtotal** | **62,314** | **3,017** | **30,543** | **62,314** | **3,017** | **24,921** | | | **63,568** | **20,601** | | |
| **Research Services** | | | | | | | | | | | | |
| Help Desk | | | 160 | 0 | | 160 | BUR | 122 Partial | 0 | 160 | 0% | Proposed SQFT is ADA Compliant |
| Reference Collection | 1,188 | 99 | 1,002 | 1,188 | 99 | 817 | BUR | 122 Partial | 1,188 | 1,447 | 0% | Proposed SQFT is ADA Compliant 12" Shelving, 4 high |
| **Research Services Subtotal** | **1,188** | **99** | **1,162** | **1,188** | **99** | **977** | | | **1,188** | **1,607** | | |
| **Media Collection** | | | | | | | | | | | | |
| A.V. Stations | 0 | | 0 | 0 | | 0 | BUR | B25 | 0 | 560 | | |
| Media Collection | 0 | | 0 | 0 | | 0 | BUR | B26 | 479 | 456 | | |
| Microfische Collection | 0 | | 450 | 0 | | 450 | BUR | B27 | note | 404 | 10% | Microfische stays with Library Collection |
| Media Office | 0 | | 0 | 0 | | 0 | BUR | B28 | 0 | 150 | | Excludes Vast "Underutilized Space"; +10% |
| **Media Collection Subtotal** | **0** | | **450** | **0** | | **450** | | | **479** | **1,570** | | |
| **Collections Total** | | | **32,155** | | | **26,347** | | | | **23,778** | | |

**GRINNELL COLLEGE**
**PROJECT B PROGRAM - ACADEMIC LIBRARY**

**BUILDING C: ACADEMIC LIBRARY**

| Proposed Program | ADA compliant Burling | | | New building optimal grid | | | Existing Information | | | | Mod | Remarks |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Room Name | Shelf/LF | Units | Area | Shelf/LF | Units | Area | Bldg. | Room | Shelf/LF | Area | Mod | Remarks |
| **Controlled Collection Areas** | | | | | | | | | | | | |
| Print and Drawing | | | | | | | | | | | | |
| Faculty Office | 1 | | 165 | 1 | | 165 | New Program Space - No Existing | | | | | |
| Faculty Office | 1 | | 165 | 1 | | 165 | New Program Space - No Existing | | | | | |
| Print & Drawing Reading Room | 20 | | 500 | 20 | | 500 | BUR | B30 | 14 | 420 | | Secure Zone, Climate Controlled |
| Processing Room | 3 | | 600 | 3 | | 600 | BUR | | 3 | 310 | | Secure Zone, Climate Controlled |
| Vault and Storage | 0 | | 1,000 | 0 | | 1,000 | BUR | B31 | 0 | 321 | +200% | Extra Secure Zone |
| **Print and Drawing Subtotal** | 25 | | 2,430 | 25 | | 2,430 | | | 17 | 1,051 | | |
| Special Collections | | | | | | | | | | | | |
| Faculty Office | 1 | | 165 | 1 | | 165 | New Program Space - No Existing | | | | | |
| Reading Room | 20 | | 500 | 20 | | 500 | BUR | B32 | 17 | 504 | +100% | Secure Zone, Climate Controlled |
| Processing Room | 3 | | 620 | 3 | | 620 | BUR | B33 | 0 | 310 | +100% | Secure Zone, Climate Controlled |
| Vault and Storage | 0 | | 2,800 | 0 | | 2,800 | BUR | B34 | 0 | 1,422 | +100% | Extra Secure Zone |
| Special Collections Librarians' Office | 1 | | 165 | 1 | | 165 | BUR | B07 | 1 | 116 | | |
| **Special Collections Subtotal** | 25 | | 4,250 | 25 | | 4,250 | | | 18 | 2,352 | | |
| Shared Spaces | | | | | | | | | | | | |
| Coats & Book bag Storage Area | 0 | | 100 | 0 | | 100 | New Program Space - No Existing | | | | | |
| Digitization Studio | 1 | | 400 | 1 | | 400 | BUR | B40 | 1 | 327 | | |
| Large Classroom | 30 | | 900 | 30 | | 900 | New Program Space - No Existing | | | | | |
| **Shared Spaces Subtotal** | 31 | | 1,400 | 31 | | 1,400 | | | 1 | 327 | | |
| **Collection Areas Total** | | | 8,080 | | | 8,080 | | | | 3,730 | | |

| Proposed Program | | New Program Seat Count | Area | Existing Information | | | | | area multi | Remarks |
|---|---|---|---|---|---|---|---|---|---|---|
| Room Name | Occupant - By Name | Seat Count | Area | Bldg. | Room | Seats | Area | | area multi | Remarks |
| **Study and Seating Areas** | | | | | | | | | | |
| **Seating Areas: Tables** | | | | | | | | | | |
| Composite Table Study Areas | | 120 | 2,400 | | | | | | 20 | 20/SF per student at 4/per tables |
| Ground Level Stacks E | | | 0 | BUR | 117 Partial | 16 | 338 | | | |
| Ground Level Stacks W | | | 0 | BUR | 116 Partial | 16 | 338 | | | |
| Ground Level Study Lounge SW | | | 0 | BUR | 120 Partial | 8 | 200 | | | |
| Ground Level Study Lounge SE | | | 0 | BUR | 121 Partial | 8 | 200 | | | |
| Ground Floor Burling Lounge | | | 0 | BUR | 101 Partial | 20 | 424 | | | ROT's peak time ratio |
| **Table Area Subtotal** | | 120 | 2,400 | | | 68 | 1,500 | | | |
| **Seating Areas: Enclosed** | | | | | | | | | | |
| Enclosed | | 75 | 2,625 | | | | | | 35 | sqft per seat |
| **Table Area Subtotal** | | 75 | 2,625 | | | | | | | |
| **Seating Areas: Soft Seating** | | | | | | | | | | |
| Composite Soft Seating Areas | | 90 | 3,150 | | | | | | 35 | |
| Ground Floor Lobby | | | 0 | BUR | 110 | 4 | 283 | | | |
| Ground Level Study Lounge SW | | | 0 | BUR | 120 Partial | 8 | 230 | | | |
| Ground Level Study Lounge SE | | | 0 | BUR | 121 Partial | 8 | 230 | | | |
| Ground Floor Burling Lounge | | | 0 | BUR | 101 Partial | 8 | 204 | | | |
| Second Floor around Leggott Terrace | | | 0 | BUR | 213 Partial | 10 | 184 | | | Double seats counted as singles |
| Second Floor at North Terrace | | | 0 | BUR | 201 Partial | 4 | 75 | | | Double seats counted as singles |
| **Soft Seating Areas Subtotal** | | 90 | 3,150 | | | 42 | 1,206 | | | |

Same count and area needed for both versions

**BUILDING C: ACADEMIC LIBRARY**

**Proposed Program**

| Room Name | ADA compliant Burling Shelf/LF | Units | Area | New building optimal grid Shelf/LF | Units | Area | Existing Information Bldg. | Room | Shelf/LF | Area | Mod | Remarks |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Study Areas: Group** | | | | | | | | | | | | |
| Consultation Space.1 | | | | | 4 | 140 | BUR | 108 Partial | 4 | 86 | 35 | Reservable |
| Consultation Space.2 | | | | | 4 | 140 | BUR | 108 Partial | 4 | 86 | 35 | Reservable |
| Consultation Space.3 | | | | | 4 | 140 | New Program - No Existing | | | | 35 | |
| Consultation Space.4 | | | | | 6 | 210 | New Program - No Existing | | | | 35 | |
| Consultation Space.5 | | | | | 6 | 210 | New Program - No Existing | | | | 35 | |
| Consultation Space.6 | | | | | 8 | 280 | New Program - No Existing | | | | 35 | |
| **Group Study Areas Subtotal** | | | | | **32** | **1,120** | | | **8** | **172** | | |
| **Study Areas: Individual** | | | | | | | | | | | | |
| Composite Individual Study Spaces | | | | 150 | | 5,250 | | | | | | |
| Ground Level Study Lounge SW | | | | | | 0 | BUR | 120 Partial | 20 | 357 | 35 | 35/SF per student at carrels |
| Ground Level Study Lounge SE | | | | | | 0 | BUR | 121 Partial | 20 | 357 | | Includes 16 Seats in tower structures |
| Second Floor Study Carrels South | | | | | | 0 | BUR | 101 Partial | 24 | 510 | | Includes 16 Seats in tower structures |
| Second Floor Study Carrels North | | | | | | 0 | BUR | 201,202,203 | 64 | 1,807 | | Includes tiered platform |
| Third Floor Carrels North | | | | | | 0 | BUR | 301 | 24 | 482 | | |
| Third Floor Carrels South | | | | | | 0 | BUR | 302 | 16 | 322 | | |
| Fourth Floor Carrels North | | | | | | 0 | BUR | 401 | 24 | 482 | | |
| Fourth Floor Carrels South | | | | | | 0 | BUR | 402 | 16 | 322 | | |
| **Individual Study Areas Subtotal** | | | | **150** | | **5,250** | | | **208** | **4,639** | | |
| **Computer Study Areas** | | | | | | | | | | | | |
| Computer Commons | | | | 30 | | 1,050 | BUR | 107 | 12 | 596 | | |
| Computer Classroom | | | | 25 | | 875 | BUR | B19 | 10 | 577 | 35 | Increase to 25 seats |
| **Computer Study Area Subtotal** | | | | **55** | | **1,925** | | | **22** | **1,173** | | |
| **Study and Seating Areas Total** | | | | **522** | | **16,470** | | | **348** | **8,690** | | |

*Same count and area needed for both versions*

**Proposed Program**

| Room Name | Occupant - By Name | Seat Count | Area | Existing Information Bldg. | Room | Seats | Area | Growth | Remarks |
|---|---|---|---|---|---|---|---|---|---|
| **Academics** | | | | | | | | | |
| **Faculty Studies** | | | | | | | | | |
| Temp Office | Rotating | seats 1 | 140 | BUR | B01 | 1 | 38 | | Limited Replacement of Existing |
| Temp Office | Rotating | 1 | 140 | BUR | B02 | 1 | 38 | | Limited Replacement of Existing |
| Temp Office | Rotating | 1 | 140 | BUR | B03 | 1 | 67 | | Limited Replacement of Existing |
| Temp Office | Rotating | 0 | 0 | BUR | B04 | 1 | 44 | | Relocated to Mears Cottage Faculty House |
| Temp Office | Rotating | 0 | 0 | BUR | B05 | 1 | 44 | | Relocated to Mears Cottage Faculty House |
| Temp Office | Rotating | 0 | 0 | BUR | B06 | 1 | 44 | | Relocated to Mears Cottage Faculty House |
| Temp Office | Rotating | 0 | 0 | BUR | B09 | 1 | 52 | | Relocated to Mears Cottage Faculty House |
| Temp Office | Rotating | 0 | 0 | BUR | B10 | 1 | 48 | | Relocated to Mears Cottage Faculty House |
| Vestibule | None | 0 | 0 | BUR | B08 | 0 | 135 | | Relocated to Mears Cottage Faculty House |
| **Faculty Studies Subtotal** | | **3** | **420** | | | **8** | **510** | | |
| **Digital Labs** | | | | | | | | | |
| Digital Scholarship Lab | | 20 | 1,200 | New Program Space - No Existing | | | | | |
| **Digital Labs Subtotal** | | **20** | **1,200** | | | **0** | **0** | | |
| **Classrooms** | | | | | | | | | |
| Instructional Classroom - Small | | 22 | 960 | | | | | | New Program - No Existing |
| Instructional Classroom - Large | | 32 | 1,120 | | | | | | New Program - No Existing |
| **Classrooms Subtotal** | | **54** | **2,080** | | | **22** | **1,173** | | |
| **Academics Total** | | **77** | **3,700** | | | | **1,683** | | |

*Same count and area needed for both versions*

**BUILDING C: ACADEMIC LIBRARY**

| Proposed Program Room Name | ADA compliant Burling Shelf/LF | Units | Area | New building optimal grid Shelf/LF | Units | Area | Existing Information Bldg. | Room | Shelf/LF | Area | Mod | Remarks |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Event and Display Areas** | | | | | | | | | | | | |
| Burling Gallery | | | | 100 | | 1,400 | BUR | B23 | 0 | 932 | +10% | Divide into 3 spaces |
| Burling Lounge | | | | 30 | | 1,400 | BUR | B101 | | 1,400 | | |
| Hospitality Service Area | | | | | | 100 | | | | | | |
| Leggott Terace | | | | 0 | | 0 | BUR | 213 Partial | 0 | 258 | | Naming Rights Transfer to New Space |
| **Event and Display Areas Subtotal** | | | | **130** | | **2,900** | | | **0** | **2,590** | | |
| **Event and Display Areas Total** | | | | **130** | | **2,900** | | | | **2,590** | | |

| Proposed Program Room Name | ADA compliant Burling Shelf/LF | Units | Area | New building optimal grid Shelf/LF | Units | Area | Existing Information Bldg. | Room | Shelf/LF | Area | Mod | Remarks |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Administrative Areas** | | | | | | | | | | | | |
| Director's Office | | | | 1 | | 240 | BUR | B13 | 1 | 142 | +100% | |
| Small Conference Room | | | | 4 | | 168 | BUR | B14 | 4 | 89 | | Can accommodate up to 30 tightly |
| Admin Assistant to the Director | | | | 1 | | 200 | BUR | B15,B16 | 1 | 200 | | |
| Conference Room | | | | 12 | | 300 | BUR | B17 | 12 | 292 | | |
| Staff Lounge | | | | | | 520 | BUR | B18 | | 509 | | |
| Library Services | | | | 1 | | 165 | BUR | B43 | 1 | 124 | | |
| Humanities Librarian's Office | | | | 1 | | 165 | BUR | 111 | 1 | 105 | | |
| Humanities Librarian's Office | | | | 1 | | 165 | BUR | 112 | 1 | 173 | | |
| Manager of Access Services' Office | | | | 1 | | 165 | BUR | 113 | 1 | 71 | | |
| Data Librarian' Office | | | | 1 | | 165 | BUR | 114 | 1 | 105 | | |
| Unassigned Office for Growth | | | | 1 | | 165 | | | | | | |
| Systems Librarian's Office | | | | 1 | | 165 | BUR | 115 | 1 | 175 | | |
| **Administrative Areas Subtotal** | | | | **25** | | **2,583** | | | **24** | **1,985** | | |
| I.L.L. Shipping and Receiving | | | | 1 | | 155 | BUR | B45 Partial | 1 | 155 | | |
| **Access Services Subtotal** | | | | **1** | | **155** | | | **1** | **155** | | |
| **Systems Staff** | | | | | | | | | | | | |
| Systems Staff Office | | | | 1 | | 165 | BUR | B44 | 1 | 125 | | |
| Systems Staff Office | | | | 1 | | 165 | | | | | | |
| Systems Staff Work Area - plotter | | | | 1 | | 64 | BUR | B45 Partial | 1 | 50 | | |
| **Systems Staff Area Subtotal** | | | | **3** | | **394** | | | **2** | **175** | | |
| **Library Services** | | | | | | | | | | | | |
| Cataloging | | | | 2 | | 200 | BUR | B45 Partial | 2 | 125 | | |
| Circulation and Reserve: Front Desk | | | | 2 | | 790 | BUR | 106 | 2 | 790 | | |
| Student Work Area: By Copiers | | | | 3 | | 215 | BUR | B45 Partial | 3 | 215 | | |
| Student Work Area: By Windows | | | | 2 | | 255 | BUR | B45 Partial | 2 | 255 | | |
| Shelving & Work Tables | | | | 0 | | 200 | | | | | | |
| Library Services | | | | 8 | | 1,900 | BUR | B45 Partial | 8 | 1,900 | | |
| **Library Services Subtotal** | | | | **17** | | **3,560** | | | **17** | **3,285** | | |
| **Administrative Areas Total** | | | | **46** | | **6,692** | | | **44** | **5,600** | | |

Same count and area needed for both versions

**BUILDING C: ACADEMIC LIBRARY**

| Proposed Program Room Name | ADA compliant Burling | | | New building optimal grid | | | Existing Information | | | | Mod | Remarks |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Shelf/LF | Units | Area | Shelf/LF | Units | Area | Bldg. | Room | Shelf/LF | Area | | |
| **Support, Services, Commons** | (gross) | | | | | | | | | | | |
| Building Lobby & General Commons | | | | 0 | | 2,000 | BUR | B24, B37 | 0 | 1,290 | | Existing to Remain? New Mech Space? |
| Mechanical | | | | 0 | | 0 | | | | | | 6 sets of M/F |
| Restrooms | | | | 0 | | 0 | | | | | | |
| Storage | | | | 0 | | 2,000 | | | | | +300% | |
| **Building Support Spaces Subtotal** | | | | **0** | | **4,000** | | | **0** | **1,290** | | |
| **Support, Services, Commons Total** | | | | | | **4,000** | | | | **1,290** | | |
| | | | | | | | | | | | | |
| **Offsite Storage** | | | | | | | | | | | | |
| New Storage Facility | | | | | | 5,000 | | | | | | |
| **Building Support Spaces Subtotal** | | | | | | **5,000** | | | | | | |
| **Offsite Storage** | | | | | | **5,000** | | | | **0** | | |

*Same count and area needed for both versions*

| | | | |
|---|---|---|---|
| TOTAL NET PROGRAM | 73,997 | 68,189 | 47,361 |
| EFFICIENCY RATIO | 45% | 30% | 0.84 |
| TOTAL GROSS PROGRAM | 107,296 | 88,646 | 56,075 |

BUILDING B: ACADEMIC SERVICES BUILDING

| Proposed Program | | | | Existing Information | | | | |
| Room Name | Occupant - By Name | Seat Count | Area | Bldg. | Room | Seat Count | Area | Remarks |
|---|---|---|---|---|---|---|---|---|
| **Academic Services** | | | | | | | | |
| **Media/AV** | | | | | | | | |
| Media Review - large | | 40 | 960 | ARH | 202 | 40 | 535 | Medium Sized Film Review Theater |
| Media Review - Small | | | 0 | ARH | 207 | | 100 | |
| Media Review Kiosks (4 @ 6x6) | | | 0 | ARH | 205, 206, 209 | 2 each | 220 | |
| AV Resource Desk | | | 280 | ARH | 203 | 2 | 500 | "Front Desk" A.V. Area, equip. check out |
| Checkout/Que/lobby | | | 240 | | | | | |
| AV Media Storage | | | 280 | ARH | 211 | N/A | 310 | Back Office Area |
| General Purpose Studio | | | 1080 | New Program Space - No Existing | | | | |
| Production Control Room | | | 240 | New Program Space - No Existing | | | | |
| Studio Set Storage Room | | | 192 | New Program Space - No Existing | | | | |
| Editing Room.1 | | | 96 | ARH | 212 | 2 | 70 | |
| Editing Room.2 | | | 96 | New Program Space - No Existing | | | | |
| Editing Room.3 | | | 96 | New Program Space - No Existing | | | | |
| Editing Room.4 | | | 168 | New Program Space - No Existing | | | | |
| Editing Room 5 | | | 120 | | | | | |
| AV Consultation | | | 320 | ARH | 228 | 2 | 285 | C. M. I. Staff and Help |
| A.V. Stations | | | 960 | BUR | B25 | 0 | 560 | C.M.I. Media "Listening Room"; +10% |
| Media Collection | | | 670 | BUR | B26 | 0 | 456 | 10% growth in collection |
| Media Office.1 | | | 140 | BUR | B28 | 0 | 150 | |
| Media Office.2 | | | 140 | New Program Space - No Existing | | | | |
| Media Office.3 | | | 140 | New Program Space - No Existing | | | | |
| Media Office.4 | | | 140 | New Program Space - No Existing | | | | |
| **Media / AV SubTotal** | | | **6,358** | | | | **3,186** | |
| **Writing lab** | | | | | | | | |
| Staff Office | McGovern; Wohlwend | 1 | 165 | ARH | 132A | 1 | 120 | |
| Staff Office | Crim, Kevin | 1 | 165 | ARH | 132B | 1 | 145 | |
| Staff Office | Carl; Perez | 1 | 165 | ARH | 132C | 1 | 140 | |
| Staff Office | | 1 | 165 | ARH | 132D | 1 | 140 | |
| Staff Office | | 1 | 165 | ARH | 132E | 1 | 160 | |
| Open Work Area | | 18 | 720 | ARH | 132 | | 200 | Lobby / Entrance Area |
| **Writing Lab SubTotal** | | **23** | **1,545** | | | **5** | **905** | |
| **Reading Lab** | | | | | | | | |
| Office | Mohan, Joan | 1 | 165 | 1321 Park St. | | | | Current extent of Reading Lab |
| Testing Room | | | 165 | | | | | Shared with Writing Lab |
| **Reading lab SubTotal** | | **1** | **330** | | | | **0** | |
| **Academic Services SubTotal** | | | **8,233** | | | | **4,091** | |

BUILDING B: ACADEMIC SERVICES BUILDING

| Proposed Program | | | | Existing Information | | | | |
|---|---|---|---|---|---|---|---|---|
| Room Name | Occupant - By Name | Seat Count | Area | Bldg. | Room | Seat Count | Area | Remarks |
| **Information Technology** | | | | | | | | |
| IT Office | | | | Forum | L1 | 1 | 226 | |
| IT Office | | | | Forum | L1 | 1 | 180 | |
| IT Office | | | | Forum | L1 | 1 | 129 | |
| IT Office | | | | Forum | L1 | 1 | 142 | |
| IT Office | | | | Forum | L1 | 1 | 142 | |
| IT Office | | | | Forum | L1 | 1 | 129 | |
| IT Office | | | | Forum | L2 | 1 | 549 | |
| IT Office | | | | Forum | L1 | 1 | 143 | |
| IT Office | | | | Forum | L1 | 1 | 144 | |
| IT Office | | | | Forum | L1 | 1 | 117 | |
| IT Office | | | | Forum | L2 | 1 | 406 | |
| IT Office | | | | Forum | L1 | 1 | 142 | |
| IT Conference Room 6-8 seat | | | 300 | Forum | L1 | | 205 | |
| IT Conference Room 6-8 seat | | | 300 | Forum | L2 | | 268 | |
| IT Break Room | | | 250 | Forum | L1 | | 145 | |
| IT Support Staff | | | | Forum | L1 | | 491 | |
| IT Records | | | | Forum | L1 | | 152 | |
| IT Tech Work Room | | | | Forum | L1 | | 1,082 | |
| CIS Staff Workstations | | | | Forum | L2 | | 2,631 | |
| IT Creative Computing Lab | | | 2,600 | Forum | L2 | | 2,631 | |
| IT Help Desk area (10 cubes @125 SF) | | | 1,250 | Forum | L2 | | 2,631 | |
| IT Directors Office | | | 300 | | | | | |
| IT Reception Area | | | 250 | | | | | |
| It Campus Receptionist | | | 180 | | | | | |
| IT Manager Office | | | 220 | | | | | |
| IT Manager Office | | | 220 | | | | | |
| IT Manager Office | | | 220 | | | | | |
| IT Manager Office | | | 220 | | | | | |
| IT Manager Office | | | 220 | | | | | |
| IT Technical worker cubes (15 @ 125 SF) | | | 1,875 | | | | | |

**BUILDING B: ACADEMIC SERVICES BUILDING**

### Proposed Program

| Room Name | Occupant - By Name | Seat Count | Area | Existing Information Bldg. | Room | Seat Count | Area | Remarks |
|---|---|---|---|---|---|---|---|---|
| IT Conference Room 16-20 Seat | | | 400 | | | | | |
| IT Help Desk area for customers | | | 400 | | | | | |
| IT Records Storage | | | 200 | | | | | |
| IT Equipment Prep Room | | | 1,600 | | | | | |
| Team Collaboration semi-private spaces | | | 2,800 | | | | | |
| Gaming | | | 0 | | | | | Not sure if we want this |
| Traditional Computer Lab | | | 1,800 | | | | | Is this a duplicate of media center? |
| Media Development and Production | | | 800 | | | | | |
| Green Screen room | | | 500 | | | | | |
| Gallery of ipads | | | 0 | | | | | Not sure if we want this |
| Mobil App Development | | | 0 | | | | | Not sure if we want this |
| Sound Booth for audio editing | | | 250 | | | | | Is this a duplicate of media center space? |
| "High End" vide editing | | | 500 | | | | | Is this a duplicate of media center space? |
| Training Room | | | 2,500 | | | | | Is this a duplicate of media center space? |
| **InformationTechnology SubTotal** | | | **20,155** | | | | **12,685** | |
| **Information Technologies SubTotal** | | | **20,155** | | | | **12,685** | |

### Center for Teaching Learning and Asssessment

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Program to be developed | | | 1,000 | | | | | |
| **Information Technologies SubTotal** | | | **1,000** | | | | | |

### Center for Careers, Life and Service (CLS)

| Room Name | Occupant | Seat Count | Area | Bldg. | Room | Seat Count | Area | Remarks |
|---|---|---|---|---|---|---|---|---|
| Daniel and Patricia Jipp Finkelman Dean's Office | | 1 | 216 | Park | F1 | 1 | 252 | |
| Administrative Support Assistant | | 1 | 80 | Park | F1 | 1 | 203 | |
| Media & Technology Coordinator Office | | 1 | 165 | Park | F1 | 1 | 201 | |
| Director of Alumni Career Advising | | 1 | 165 | Park | F1 | 1 | 157 | |
| Assist Dean & Dir of Post-Graduate Transitions Office | | 1 | 165 | Park | F1 | 1 | 144 | |
| Administrative Support Assistant | | 1 | 80 | Park | F2 | 1 | 212 | |
| Assist Dir of Employee Relations & Employment Counse | | 1 | 165 | Park | F2 | 1 | 166 | |
| Assist Dir of Graduate & Professional School Advising Of | | 1 | 165 | Park | F2 | 1 | 191 | |
| Career & Post-Graduate Service Advisor Office | | 1 | 165 | Park | F2 | 1 | 199 | |
| Recruitment & Program Coordinator Office | | 1 | 165 | | | | 0 | |
| Assist Dir of Alumni Relations, Career Programs Office | | 1 | 220 | | | | 0 | |
| Industry Tour Coordinator (shared with Assistant Director) | | | | | | | 0 | |

### BUILDING B: ACADEMIC SERVICES BUILDING

| Proposed Program | | | | Existing Information | | | | |
|---|---|---|---|---|---|---|---|---|
| Room Name | Occupant - By Name | Seat Count | Area | Bldg. | Room | Seat Count | Area | Remarks |
| Assist Dir of Career Exploration & Assessment Office | | 1 | 165 | | | | 0 | |
| Assist Dir of Career Development & Internship Coordina | | 1 | 165 | | | | 0 | |
| Internship Counselor Office | | 1 | 165 | | | | 0 | |
| Administrative Support Assistant | | 1 | 80 | | | | 0 | |
| Assist Director of Service Learning & Engagement Office | | 1 | 165 | | | | 0 | |
| Director, Careers in Education Professions Office | | 1 | 165 | | | | 0 | |
| Career Peer Assistant | | 1 | 224 | | | | 0 | |
| Classroom/Meeting Room | | 32 | 1,120 | | | | 0 | Maybe shared with other programs |
| Interview Room | | 4 | 121 | | | | 0 | |
| Interview Room | | 4 | 121 | | | | 0 | |
| Interview Room | | 6 | 160 | | | | 0 | |
| Hospitality/ Business Center | | 6 | 216 | | | | 0 | |
| Conference Room | | 20 | 352 | Park | F2 | | 250 | |
| Storage | | | 120 | Park | F2 | | 92 | |
| Storage | | | 96 | | | | 0 | |
| Work Center/ Mailroom | | | 192 | Park | F1 | | 81 | |
| Reception Space | | | 500 | | | | 0 | |
| Soft Seating | | 8 | 200 | Park | F1 | | 229 | Open & inviting, indoor/outdoor transitional wall |
| Restroom | | | 150 | Park | F1 | | 52 | |
| Restroom | | | 150 | Park | F1 | | 80 | |
| IT Closet / Server Room | | | 150 | | | | 0 | |
| **Career Development Office SubTotal** | | **97** | **6,528** | | | **9** | **2,509** | |
| **Career Development Office SubTotal** | | | **6,528** | | | | **2,509** | |

| | | |
|---|---|---|
| TOTAL NET PROGRAM | 35,916 | 19,285 |
| EFFICIENCY RATIO | 30% | |
| TOTAL GROSS PROGRAM | 46,691 | |

**APPENDIX H**     Program Spreadsheet

**Health and counseling services**

OPN Architects, Inc.

**GRINNELL COLLEGE**
**HEALTH COUNSELING SERVICES PROGRAM**

**Health & Counseling Services**

| Proposed Program | | | | Existing Information | | | |
|---|---|---|---|---|---|---|---|
| **Room Name** | **Occupant - By Name** | **Seat Count** | **Area** | **Bldg.** | **Room** | **Seat Count** | **Area** |
| **Health & Counseling Services** | | | | | | | |
| Lobby/Waiting | | | 400 | Forum | | | 284 |
| Reception | | | 300 | Forum | | 1 | 191 |
| Counseling Office | | 1 | 165 | Forum | | 1 | 129 |
| Counseling Office | | 1 | 165 | Forum | | 1 | 129 |
| Counseling Office | | 1 | 165 | Forum | | 1 | 140 |
| Nursing Office/Exam Room | | 1 | 165 | Forum | | 1 | 122 |
| Nursing Office/ Exam Room | | 1 | 165 | Forum | | 1 | 146 |
| Lead Nurse Office | | 1 | 165 | Forum | | 1 | 197 |
| Spare Office | | 1 | 165 | Forum | | 1 | 109 |
| Nursing Lab | | | 100 | Forum | | | 0 |
| Supply Closet - Walk | | | 0 | Forum | | | 56 |
| Utility Galley Space | | | 0 | Forum | | | 76 |
| Galley Micro Kitchen | | | 0 | Forum | | | 79 |
| Restroom | | | 150 | Forum | | | 72 |
| Restrooms | | | 150 | Forum | | | 59 |
| Counseling Office | | 1 | 165 | | | | |
| Counseling Office | | 1 | 165 | | | | |
| Counseling office | | 1 | 165 | | | | |
| Visiting Staff Office | | 1 | 165 | | | | |
| Visiting Staff Office | | 1 | 165 | | | | |
| Nursing Office | | | 165 | | | | |
| Nursing/ Observation/ Quiet Room | | | 150 | | | | |
| Conference/Group Room | | | 250 | | | | |
| Medical Supply Storage Room | | | 30 | | | | |
| Break Room | | | 250 | | | | |
| **Health Services SubTotal** | | **12** | **3,925** | | | **8** | **1,789** |
| | | | | | | | |
| **Health & Counseling Services SubTotal** | | | **3,925** | | | | |

**APPENDIX I**     Program Spreadsheet

**Campus bookstore**

OPN Architects, Inc.

**BOOKSTORE & CAFÉ**

| Proposed Program | | | | Existing Information | | | | |
|---|---|---|---|---|---|---|---|---|
| **Room Name** | **Occupant - By Name** | **Seat Count** | **Area** | **Bldg.** | **Room** | **Seat Count** | **Area** | **Remarks** |
| **Bookstore & Café** | | | | | | | | |
| Bookstore | | | | | | | | |
| Fitting Rooms | | | 110 | New Space | | | | M/F |
| Merchandise Display | | | 1,500 | Book | | | 2,030 | |
| Book Sales | | | 500 | Book | | | 1,785 | |
| Delivery & Processing | | | 400 | Book | | | | |
| Inventory & Storage | | | 1,000 | Book | | | 1,470 | Includes Delivery and Processing |
| Point of Sales Checkout | | | 200 | Book | | | 84 | |
| Manager's Office | | | 140 | Book | | | 90 | |
| Ass't Manager's Office | | | 140 | Book | | | 90 | |
| Public Restroom M/F | | | 150 | Book | | | 80 | |
| Staff Restroom M/F | | | 150 | Book | | | 80 | |
| **Bookstore SubTotal** | | **0** | **4,290** | | | **0** | **5,709** | |
| Café | | | | | | | | |
| Product Display & Point of Sales Checkout | | | 300 | none | | | | matches JRC grille |
| Grille | | | 300 | none | | | | matches JRC grille |
| Product Storage | | | 250 | | | | | matches JRC grille |
| Seating for Dining | | 50 | 1,000 | none | | | | approx 70 seats (JRC=100) |
| | | **50** | **1,850** | none | | | | |
| Galleries | | | | | | | | |
| Art Gallery .1 | | | 300 | none | | | | |
| Art Gallery .2 | | | 300 | none | | | | |
| The Grinnell Room - Campus Entrance | | | 2,000 | none | | | | |
| | | **0** | **2,600** | | | | | |
| **Bookstore & Café  SubTotal** | | | **8,740** | | | | | |

**APPENDIX J**  City of Grinnell and Grinnell College campus context
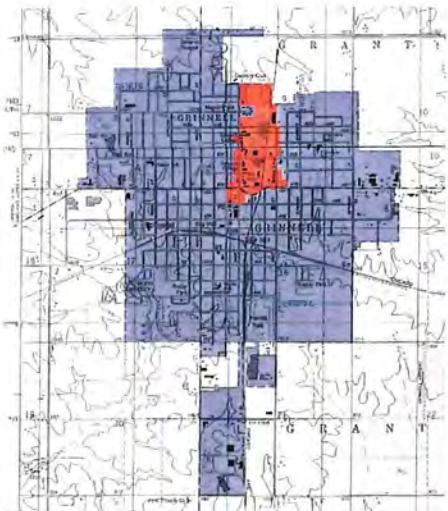
**Excerpts from the Grinnell College Comprehensive Campus Master Plan**

Shepley Bulfinch Richardson & Abbott, in association with Dober, Lidsky, Craig & Associates - March 31, 2000

a



b

## B. The Context—Campus and City

### 1. The Region

Grinnell College is located in central Iowa, an important agricultural region of the central United States. It is mid-way between Des Moines and Iowa City along Interstate 80. The College is located 3 1/2 hours from Kansas City, 4 hours from Minneapolis and 5 hours from Chicago by automobile.

### 2. The City of Grinnell

The City of Grinnell has a population of 9,000 local residents. The College is the county's third largest employer, employing 600 faculty and staff.

The Campus is located north of the downtown with stable residential neighborhoods to the east and west, and a nine hole golf course and farmland to the north (see land use diagram p 12-a). The northern spur of the Union Pacific railroad bisects the campus north-south and is actively used for freight only. (See Appendix H for downtown plan).



c

a  City of Grinnell and Environs
b  City of Grinnell and Environs
c  City of Grinnell • Downtown

I-80 — 3 miles
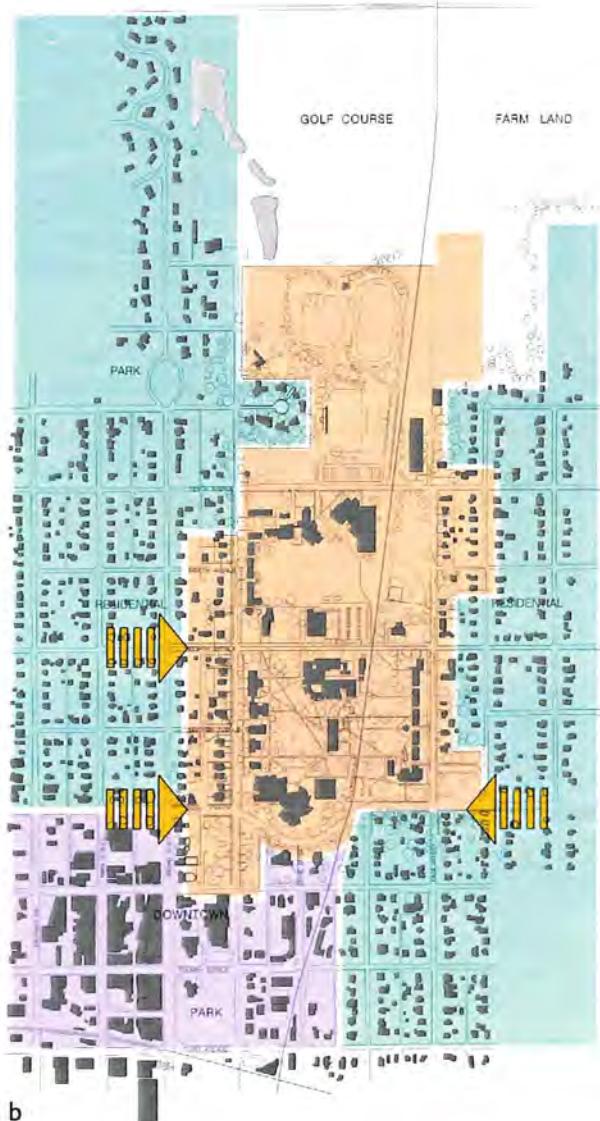


a

## 3. The Core Campus
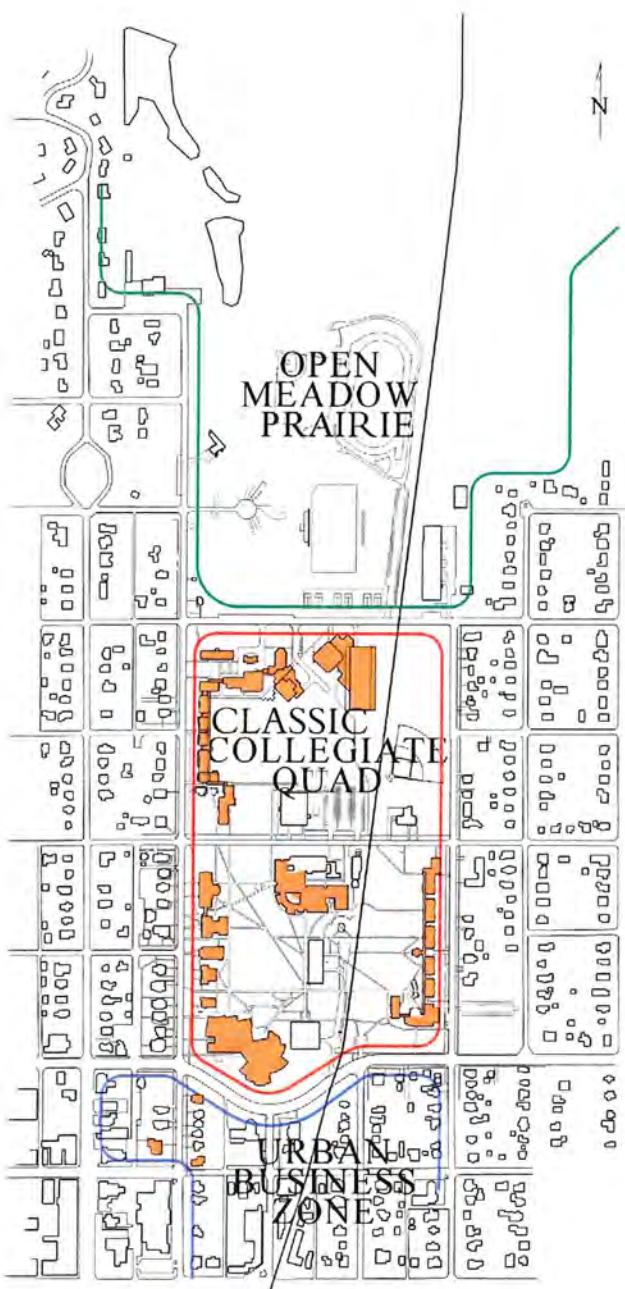
The core campus is bounded by Sixth Avenue to the south, Tenth Avenue to the north, Park Street to the west and East Street to the east. Visitors to the campus most often travel along Interstate 80 to Route 146, passing adjacent to, rather than through, the downtown on Sixth Avenue. The intersection of Sixth Avenue and Park Street provides the first impression and point of orientation for visitors.

The architecture of the downtown includes a variety of brick turn-of-the-century mixed use commercial/retail and office buildings. The Campus architecture includes an eclectic mix of Collegiate Gothic, Richardson Romanesque, Art Deco and modern buildings, each representing different periods in the development of the Campus. No one style predominates.



b
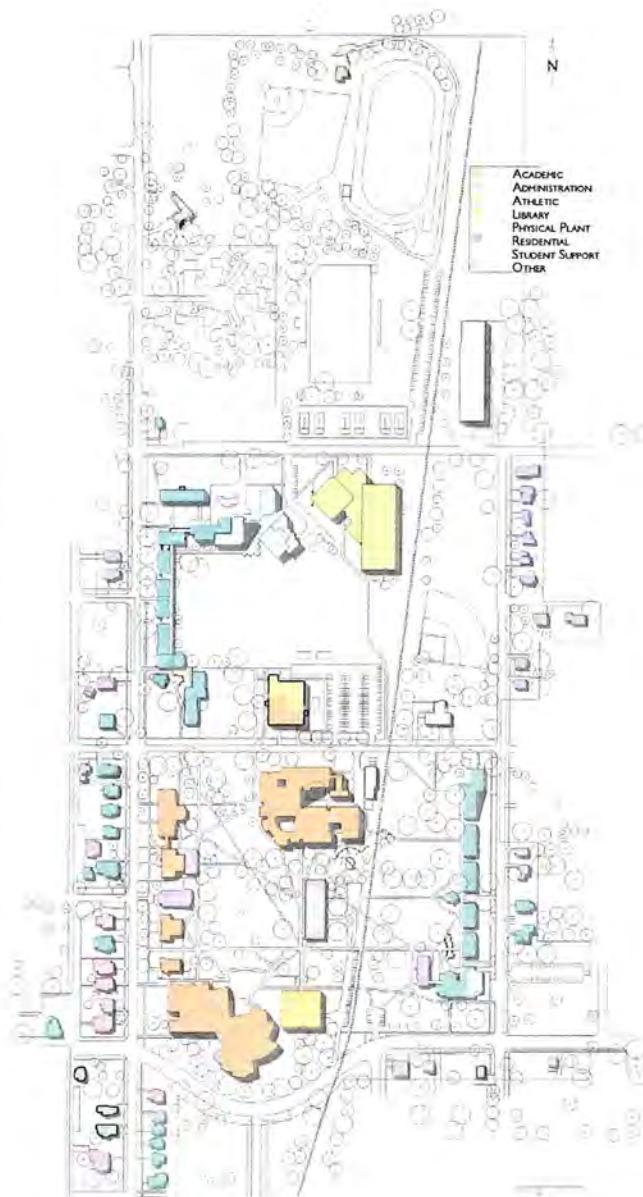
a   CITY OF GRINNELL AND ENVIRONS
b   GRINNELL COLLEGE AND ENVIRONS

OPEN
MEADOW
PRAIRIE

CLASSIC
COLLEGIATE
QUAD

URBAN
BUSINESS
ZONE

N

a

ACADEMIC
ADMINISTRATION
ATHLETIC
LIBRARY
PHYSICAL PLANT
RESIDENTIAL
STUDENT SUPPORT
OTHER

N

b

a  LAND USE ANALYSIS
b  CAMPUS BUILDING USE

**C. Observations**

A summary of the planning team's observations are as follows:

**1. General Issues**

a. Interaction:

Students at Grinnell prize their interaction with faculty and each other and wish to enhance it. Faculty have stated that the essence of Grinnell is the intensity and quality of interaction between faculty and students.

b. Community:

Over time, the facilities on campus have tended to inhibit rather than promote the ability to foster community by dividing functions in various buildings. Functions often found in a Campus Center exist in at least three locations: Forum, Harris, Bookstore/Post Office; dining functions exist in at least five locations: Cowles Hall, Main Hall, Faculty House, the Forum and Grinnell House; athletics and fitness programs exist in at least two locations: PEC and Darby with the Grinnell Regional Medical Center's fitness center offering another option.

The current dining configuration discourages faculty, staff and students from sharing meals together, discourages choice, operates inefficiently, and has inflexible hours of operation. On-campus facilities supporting fitness/wellness programs are minimal. Athletic space tends to be intercollegiate competition focused.

c. Diversity:

Students, faculty and staff desire to increase diversity and make the College a supportive place for a multi-ethnic community. A request for multi-cultural space on campus has been formulated over the last several years by the Space Committee.

In 1999, the College engaged in an external review of the quality and character of the culture on the Grinnell Campus. The audit report recommends, as a high priority, the establishment of a campus center to bring together various groups on campus. Creating and supporting a diverse faculty and student community remains a high priority for the College.

d. Approach to the Campus:

The approach to the Grinnell Campus typically takes visitors along Route 146, along the edge of the City of Grinnell's downtown area to Sixth Avenue. Prospective students and their parents seeking to explore the environs may pass through the

a



b

downtown retail district. Neither route presents the City as a vital center with services and activities to support college students, faculty and staff. The lack of an identifiable campus entrance often leads to confusion and generally reinforces a poor first impression of Grinnell College. (Photos a and b).

In 1999, the City of Grinnell, with the support of the College, engaged an urban planning team to evaluate the downtown and make suggestions for urban revitalization. The College Master Plan Team and the City Urban Planning Team have met together over the last year to exchange ideas and identify areas of mutual interest. It is the recommendation of these groups that Sixth Avenue be revitalized to create both an identifiable entrance for the College and simultaneously, a stronger, more positive link between the College and the downtown.
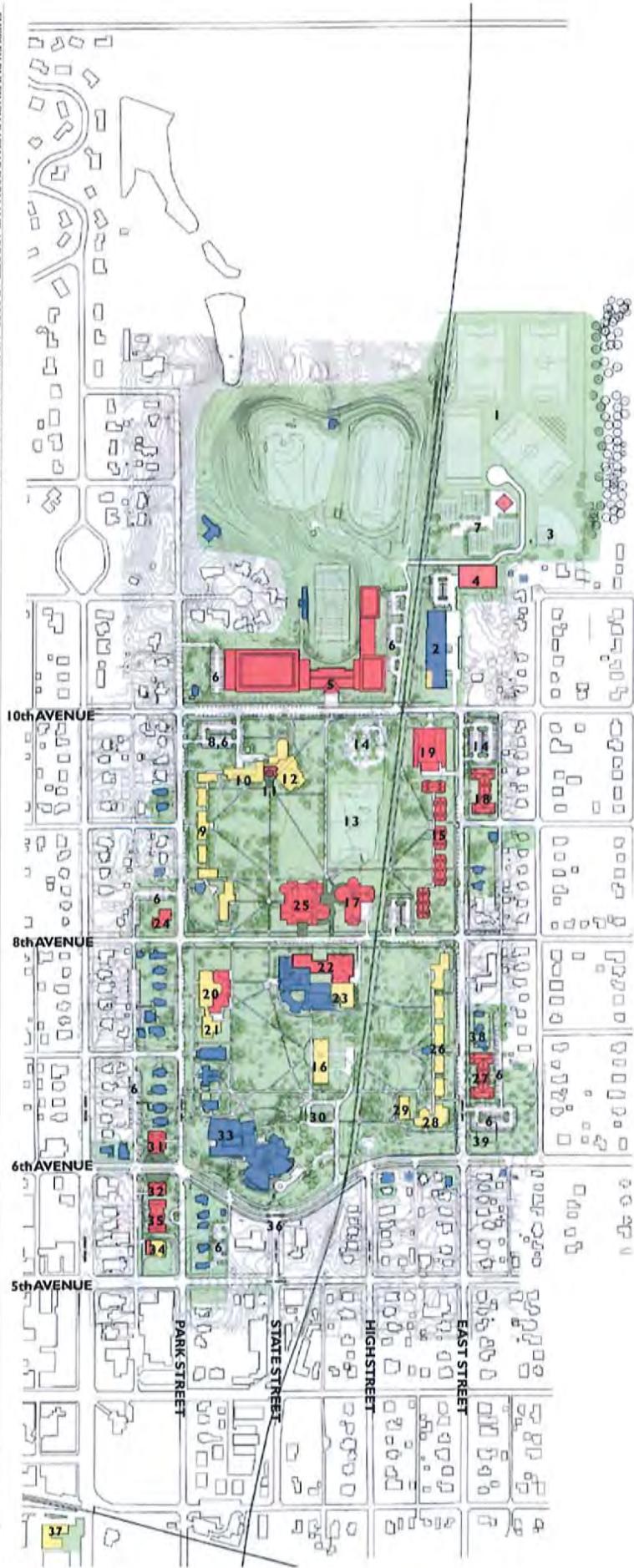
e. Student, Administrative, and Program Offices

Various administrative and program offices are located in College-owned houses typically on the west side of campus along or adjacent to Park Street. The houses do not accommodate most programs well. As a result students are often required to visit several locations for related services. Houses cannot handle large numbers of students at peak times of the semester, such as registration. Staff collaboration, support and cross-training is limited due to this physical separation, causing inflexibility and inefficiency.

END OF SECTION

a  Sixth Avenue and Park Street-view from Northwest
b  Sixth Avenue and Park Street-view from Northeast

BUILDING
COLOR KEY

PROPOSED
NEW BUILDING

RENOVATION
TO EXISTING

EXISTING BUILDING
TO REMAIN AS IS

1. ATHLETIC FIELDS
2. FACILITIES MANAGEMENT
3. SOFTBALL FIELD
4. ENERGY CENTER
5. ATHLETIC CENTER
6. PARKING
7. TENNIS COURTS
8. FUTURE BUILDING SITE
9. EXISTING STUDENT HOUSING RENOVATION
10. RESIDENCE HALL COMMON
11. NEW ENTRANCE LINK
12. HARRIS CENTER RENOVATION
13. SOCCER FIELD
14. PARKING
15. EAST CAMPUS STUDENT HOUSING
16. STUDENT SERVICES
17. CAMPUS CENTER
18. OFF CAMPUS HOUSING
19. DARBY GYMNASIUM
20. A. R. H. RENOVATION/ ADDITION
21. CARNEGIE HALL RENOVATION/ ADDITION
22. SCIENCE CENTER PHASE II
23. SCIENCE CENTER RENOVATION
24. ADMINISTRATIVE SERVICES & FACILITIES
25. LIBRARY AND INFORMATION RESOURCES
26. EXISTING STUDENT HOUSING RENOVATION
27. OFF CAMPUS HOUSING
28. CONFERENCE / MEETING FACILITY
29. MEARS COTTAGE GUESTHOUSE
30. PUBLIC ENTRY LOOP
31. WELCOME CENTER
32. BOOKSTORE / CAFE
33. ROBERTS THEATER
34. GRINNELL HOUSE RENOVATION/ADDITION
35. COLLEGE INN
36. 6TH AVENUE STREETSCAPE
37. GLOVE FACTORY RENOVATION
38. FUTURE BUILDING SITE
39. FUTURE BUILDING SITE

10th AVENUE
8th AVENUE
6th AVENUE
5th AVENUE

PARK STREET
STATE STREET
HIGH STREET
EAST STREET

Darby Gymnasium 1943,
Art Deco



Gates/Rawson Towers, 1917
Collegiate Gothic



College Forum, 1964
Early Modern

## B. Architectural Guidelines

One thinks of Grinnell College as an eclectic mix of architectural vocabularies with Collegiate Gothic being the most common. The Collegiate Gothic style grounds the campus as an academic place. This sense of place seems especially important in the greater context of the Iowa prairie which has open land forms with distant boundaries.

The architectural vocabularies on this campus provide a sense of tradition, continuity, and identity which students and alumni value in their experience at Grinnell.

Architectural elements found in existing buildings, provide a human scale creating a sense of comfort and dialogue with the campus community.

It is critical on this campus for buildings to be composed relative to one another in order to create positive exterior space while maintaining and enhancing a sense of campus.

Exterior spaces tend to be expansive rather than tightly defined, encompassing occasional long views of the prairie. This characteristic of the campus should be recognized and enhanced.

The recommendation of the Master Plan is to continue and strengthen the architectural tradition of the campus through the following architectural guidelines:

### 1. Architectural Styles

The campus is comprised of buildings that are contextual and referential to historical styles on campus, as well as buildings that are architecturally unique such as the Forum. Object buildings should generally be the exception rather than the rule to maintain a sense of campus as place. The goal should be to develop contextual buildings which develop a dialogue with neighboring buildings and the landscape. The diversity of architectural styles on campus is a positive attribute. This diversity should be encouraged, but managed within the existing range of vocabularies found on campus.



Hall of Science, 1953, 1987, 1997
Comtemporary/Contextual



Goodnow Hall, 1885
Richardson Romanesque



Carnegie Hall, 1905
Beaux Arts/Neoclassical

## 2. Form

Building height should typically be no greater than three stories.

Gates/Rawson Towers is the tallest building on campus at 4.5 floors above grade. Vertical penetrations such as the use of towers to emphasize vertical orientation and create visual landmarks on campus are encouraged as long as these elements are developed with a sense of the greater campus composition. The proposed housing along East Street, the Library, Campus Center site and the intersection of Park Street and Sixth Avenue may be opportunities to create visual landmarks.

## 3. Scale

Many of the significant buildings at Grinnell contain architectural detail and composition that create human scale. These elements are often found in articulated entrances at ARH and Carnegie; interesting window detailing in Gates/Rawson Towers; and special brick detailing at gables, walls and loggias. These elements should be carried forward in future buildings.

Buildings should have some expression of base as the buildings meet the ground. Articulated bases are found on all the Collegiate Gothic buildings and the neoclassical Carnegie Hall.

## 4. Organization

The best examples of architecture on the Grinnell Campus are "space defining," in that they are purposely sited and composed to create positive space around them. Examples include the north and south dorms and the academic buildings along Park Street. Future buildings should be organized to create positive exterior spaces in conjunction with neighboring buildings. Typically, buildings of simple rectangular shape or multiple rectangles in the case of larger buildings are encouraged.

## 5. Materials

Brick facades with limestone trim are the primary exterior materials found on campus. The use of these materials in future buildings is strongly encouraged to create a consistent theme. The Noyce Science Center and Bucksbaum Center for the Arts successfully combine several palettes of brick to knit together the various materials on campus.

a

b

c

a RAWSON TOWERS
b LOGGIA • NORTH DORMS
c GOODNOW HALL HISTORIC PHOTO

a



b

### 6. Windows

A variety of window sizes and styles can be found on campus. Typically window organization should support a masonry method of construction expressed as punched openings, proportions of 2:1 height-to-width ratio should be used to maintain the vertical expression found in most buildings.

### 7. Roofs

Roof types found on campus include gable, hip and flat roofs with parapets. Future residence halls should utilize pitched roofs. Single window dormers, chimneys and cupolas are also recommended to provide scale and engagement with the sky. In general, slate and lead-coated copper are appropriate materials for roofs.

### 8. Stairs and Ramps

Stairs and ramps should be integrated with the design of the facade and landscape when required on the exterior of an existing or future building.

### 9. Doors and Entranceways

The entranceways of most of the primary buildings on campus are expressed through articulated doors, surrounds, porches, or portico elements. Primary entrances to buildings should be organized to face a street or quadrangle whenever possible.



c

a  CARNEGIE HALL
b  MEARS COTTAGE
c  HISTORIC VIEW

**APPENDIX K**    Dober Lidsky Mathey Report

**A Review of the Humanities and Social Studies Facility Program and the Library Program**

Dober Lidsky Mathey, June 2014

**A Review of the Humanities and Social Studies Facility Program and the Library Program**

Dober Lidsky Mathey was retained by Grinnell College to review two facility programs that were being developed by OPN Architects:  the Humanities and Social Studies building program as well as the program for the library.  In addition, we were asked to compare the programs to Grinnell's peer institutions.

Humanities and Social Studies Building

A thorough analysis of the program was conducted and various web-based meetings and phone conversations with OPN, and Grinnell's Cheryl Chase, Erik Simpson, and Jim Swartz were an essential part of the review process.  In the review, appropriate space guidelines were applied as well as best practices.

Grinnell's concept of consolidating the humanities and social studies departments is an ideal model for a liberal arts college.   In Grinnell's case, the concept relocates isolated academic departments currently housed in separate small-scale buildings to a flexible single building that is designed to create community, give the faculty opportunities for interdisciplinary teaching and research, and create a focus for student learning.

**A Selective Summary of the Program**

| | Existing | Draft Program | Final Program |
|---|---|---|---|
| Departments | 13 | 13 | 13 |
| Faculty, SFS, Emeriti, and Growth | 117 | 141 | 174 |
| Seminar rooms | 12 @ various seating | 14 @ 15 seats | |
| Extra Small Classrooms | | | 3 @ 12 seats |
| Small Classrooms | 7 @ various seating | 10 @ 22 seats | 13 @ 18 seats |
| Medium Classrooms | | | 12 @ 25 seats |
| Large Classroom | 5 @ various seating | 8 @ 32 seats | 4 @ 36 seats |
| Extra Large Classroom | | | 1 @ 44 seats |
| Case Rooms | 2 @ various seating | 3 @ 26 seats | 1 @ 36 seats |
| Case Rooms | | | 1 @ 50 seats |
| Inquiry based Rooms | | 5 @ 24 seats | 3 @ 28 seats |
| Inquiry based Rooms | | | 2 @ 50 seats |
| Lecture Hall | | 1 @ 70 seats | 1 @ 50 seats |
| Lecture Hall | | 1 @ 180 seats | 1 @ 180 seats |
| Computer Lab | 1 @ 32 seats | 1 @ 32 seats | |
| Anthropology Labs | 2 @ 4 seats | 2 @ 20 seats | |
| Biological Anthropology Lab | 1@4 seats | | 1 @ 20 seats |
| Archeology Research Lab | 1@4 seats | | 1 @ 20 seats |
| Archeology Teaching Lab | 1@20 seats | | 1 @ 20 seats |
| Language/Linguistics Lab | 1@9 seats | | 1 @ 20 seats |
| Academic Support | | 3,000 NASF | 3,000 NASF |
| Academic Services | | 18,000 NASF | 18,000 NASF |
| Common Building Areas | | 7,200 NASF | 12,700 NASF |

The draft program for the Humanities and Social Studies building evolved from earlier versions as various concepts were explored by the College. The reviewed draft had a total of 95,600 net assignable square feet (NASF) compared to the existing space of 34,800 NASF. After analysis, comparison to peers, and discussions with the architects and College representatives, the facility program was revised and now totals 106,500 NASF.

One difference between the draft and the final programs is in the distribution of classrooms. The number of rooms, their size, and seating arrangement differ from the existing as well. Please note that in an earlier study that we did for the College over a decade ago, one of the findings was that nearly all the classrooms in ARH, Carnegie, Goodnow, and Steiner had insufficient space – were too small for the number of students and seats assigned to the rooms.

Both the draft and final program assume the relocation of 13 academic departments with their associated faculty. The programs also include an allocation for faculty growth, Special Faculty Status, and emeriti offices. One difference between the draft and final program is in the number of offices. The draft program assumed 141 offices (50 for Social Studies, 61 for Humanities, and 30 for other faculty). In contrast, the final program assumed the need to provide space for 174 faculty offices (50 for Social Studies and 61 for Humanities as in the draft, but increased the number of other faculty to 63). The change is in the number of Senior Faculty Status and Emeriti offices.

Both the draft and final program have a consistent faculty office size – 165 NASF – which is appropriate and within the range that is typically used for new construction.

Another difference is in the Academic Services category and the inclusion of new programs such as the Cultural Education Center, the Study/Collection Commons, Student and Faculty Research Labs, D.A.S.I.L., and the Center for Teaching and Learning Assessment.

Although most states that have space standards suggest that the average classroom should be scheduled at least 25 to 30 hours per week, most liberal arts colleges schedule their classrooms less intensely - usually between 15 to 20 hours per week. The less intense schedule allows the classrooms to be used for study, meetings, events, and general use beyond formal courses and allows students to attend laboratory courses and participate in extracurricular activities.

A peer comparison of classroom utilization showed that a typical classroom was scheduled at these institutions for 20 hours per week on average. Grinnell's classrooms are currently scheduled 19 hours per week. In discussions with the College, it was decided that a flexible target of 20 hours per week should be the target and that produced the number of classrooms in the final program.

The number and size of classrooms – measured in terms of square feet and number of seats – was carefully analyzed and the results are reflected in the final program.

The seat distribution of these classrooms is based on a careful assessment of current and future course section size. The square footage of rooms is based on the type of furniture required and normative space standards.

The Library

An issue with the draft program for the library was the number of student reader spaces which were insufficient in comparison to the Colleges peers and to the changes that are taking place nationally in college and university libraries.

Between the two libraries, Burling and Kistle, the percentage of seats-to-enrollment is 27% while at 18 of the College's peers, the average is 35 percent.   The latest program, addresses that difference and has adjusted the number of seats upward to be more in line with the average.

_____

The only remaining issue with both programs is the apparent generous net-to- gross ratios, which, in reality, will be created in the architectural design phase of the projects. The gross square footage of a building includes the net assignable square footage plus all the circulation spaces – lobbies, hallways, stairways, elevators – as well as the mechanical spaces, utility ducts, janitors' spaces, public restrooms, loading docks, communication closets, and related infrastructure spaces.

The ratios for both buildings do not have to be addressed now, since the way the architects approach the design of the building will create the gross and therefore the net-to-gross ratio.  It is important, though, for the College to be aware the lower the ratio, the bigger the building, and the more costly the project.  Since some of the spaces (lobbies and building commons, for example) are counted as net assignable in the program then having a low net-to-gross ratio, is in effect, counting some portion of the space twice.