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Grinnell College  
Student Residences Plan  
2012 Update

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We would like to also thank the following contractors who lent their expertise to phasing and costing assumptions:

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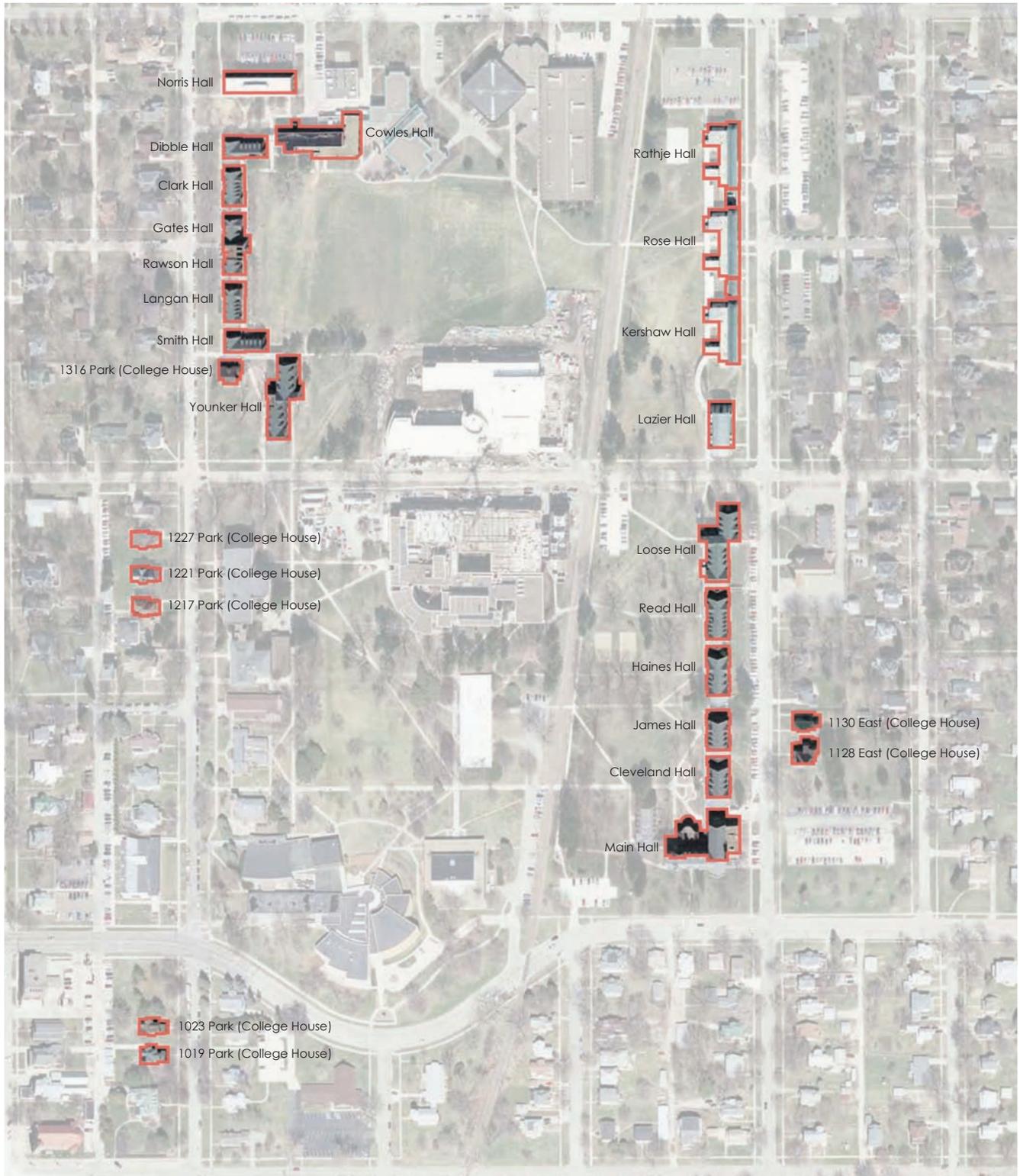
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Campus Site Map

Grinnell Student Residences Plan Update

FINAL REPORT 12.21.12

# I. INTRODUCTION & BACKGROUND

## I. Student Residence Plan Goals

Early in 2012 Grinnell College initiated an update to their 2001 Student Housing Plan. As an outcome of that earlier plan, the College constructed four new residence halls now known as the East Campus Halls and renovated unused dining hall space in Cowles Hall into student residences. The 2001 Plan also put forth a series of recommendations to renovate and upgrade the whole of the College's housing stock and the focus of this update was to re-visit those concepts and to either validate or revise them.

At the kick-off for this study and throughout the planning process, a series of goals were established. These have been refined as follows:

- Bring more upper year students back on campus for leadership and mentoring roles
- Improve accessibility; ensure that buildings can be used by all students
- Extend the learning environment into the residence halls; provide good spaces for both social & academic pursuits
- Enhance the self-governance model for residential life by mixing class years within halls; provide clusters of similar year students (particularly FY)
- Improve the quality & equity of accommodations across the campus
- Provide variety in unit offerings to recognize student developmental needs
- Clarify building entry and spatial organization; define public, semi-public and private zones of habitation
- Address sustainability, maintenance and density issues

In order to achieve these goals this Residence Life Plan sets forth recommendations for new and renovated space to support the program and the students who will live within the College community. Specific responses or recommendations for each goal will be articulated in this report.

## 2. Planning Process

The planning process with Stegman+Associates Architects was initiated in February 2012 and continued through the spring semester, culminating in May with multiple presentations to the College community and Board of Trustees. The process entailed four multi-day on-campus work sessions during this period of time. Activities included:

- Meetings with the Steering Committee, student groups, facilities and student health to develop program parameters including number of beds, distribution by unit type and support space needs
- Evaluation of all existing and proposed potential host buildings and sites
- Development of test fit options for potential new construction and renovations to existing buildings
- Selection and refinement of options
- Development of preliminary budget cost information and design, permitting and construction schedules

The recommendations of this Student Residence Plan Update include the development of a new residence hall on the East Campus, new program houses on various sites at the campus perimeter, and renovations and additions to most existing residence halls.

## 3. Existing Housing & Changes Since the 2001 Housing Plan

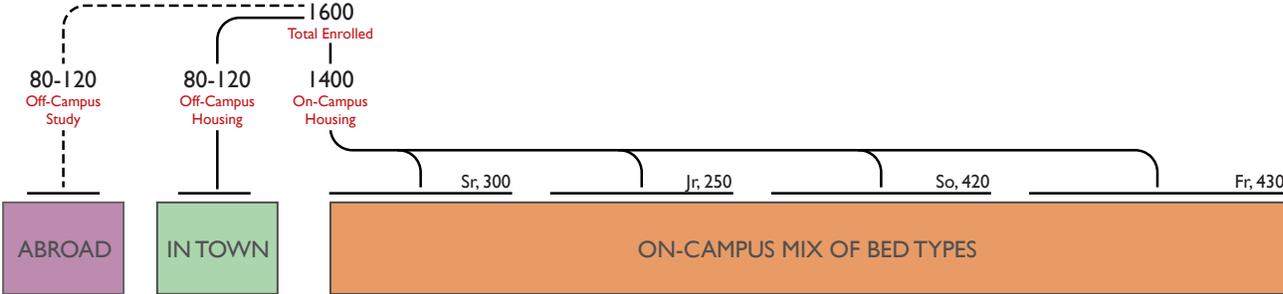
Since the 2001 Plan was developed several conditions on campus have changed. In 2001 the College enrollment stood at 1500 Full-time students, while in Fall 2011 that number had grown to 1600. The original Student Housing Plan set a goal for 1320 student beds which represented 88% of full-time students; 180 students were calculated to be living off-campus, though fewer off-campus requests appeared to reflect the limitations of quality properties off-campus. In the 2011-12 academic year Grinnell showed the capacity to house 1354 students on campus, exceeding the goal of the 2001 plan. In 2011 roughly 200 students were living off-campus in the city of Grinnell but in the ten years since the original Housing Plan the town has also changed and there is interest in freeing up housing stock currently occupied by students in order to provide more single-family housing.

As previously noted, the construction of the East Campus Halls in 2002-05 added 259 of the 360 beds recommended in the 2001 Student Housing Plan. The renovations to Cowles Hall, which converted former dining hall spaces into two-story, lofted apartments, increased that building's capacity by 61 residents. The impact of those new beds included the removal of student rooms from the loggia side of the ground floors, ensuring that all rooms have access to natural light and air. The new residences also allowed the College to grow its enrollment without significantly reducing the percentage of students living in college housing.

While the East Campus Halls provide new, high-quality student rooms and bathrooms, and full accessibility for their population, and the Cowles renovation provides on-campus apartment units, the remaining existing residence halls have changed little. Student residences and bathrooms continue to be well maintained. Bathrooms have been upgraded to include solid surface vanities and tile showers are in excellent shape, however fixture ratios per student are lower than current trends favor. Ground floor common spaces are in need of cosmetic upgrades and floor level common spaces are spotty at best. When compared to other colleges of Grinnell's caliber, unit offerings for upper year students are less diversified and overall fit and finish is dated and somewhat institutional in character. While all buildings are equipped with fire suppression systems, the majority of buildings are not accessible. Most are not air-conditioned, though the College is engaged in a conversation about whether to universally alter HVAC systems.

Other campus planning initiatives also influence student residences and the program components reflected in this study. Considerations for the renovation or replacement of the Forum could necessitate the relocation of Student Health and Counseling Services (SHACS). New or renovated residence halls are one possible location for this department. The re-use of the former Quad Dining Hall, located in Main Hall, is also within the purview of this study's recommendations.

PREDICTED DISTRIBUTION OF STUDENTS



## II. PROGRAM DEVELOPMENT

### I. On-Campus Residents & Class-Year Mix

One of the initial tasks was to set the goals for on-campus residents. With enrollment predicted to be stable at 1600 full-time students, the 5-year average for students studying off-campus is roughly 120 in the fall and 85 in the spring, resulting in 1480 students in fall and 1515 students in spring who are studying on-campus. The Steering Committee discussed a range for off-campus student beds from a minimum of 50 to a maximum of 175, however Residence Life has suggested that existing quality off-campus beds may be in the range of 100 to 125 and that beyond that number many units would be considered sub-standard. For these reasons the planning recommendation upon which this report is based is as follows:

- 1600 full-time students
- 120 to 80 off-campus study
- 80 to 120 off-campus beds in Grinnell
- 1400 on-campus residents

The residential population can be sorted into predicted residents for each class year. Based on 1600 full-time students and 1400 on-campus residents, the number of students in each class year to be housed on-campus is targeted as follows:

- 430 first-year, target for class, virtually all required to live on-campus, 31% of total on-campus residents
- 420 sophomores, accounting for modest attrition, 30% of total on-campus residents
- 250 juniors, acknowledging majority of off-campus study from this class year, 18% of total on-campus residents
- 300 seniors, accounting for off-campus waiver requests from this class year, 21% of total on-campus residents

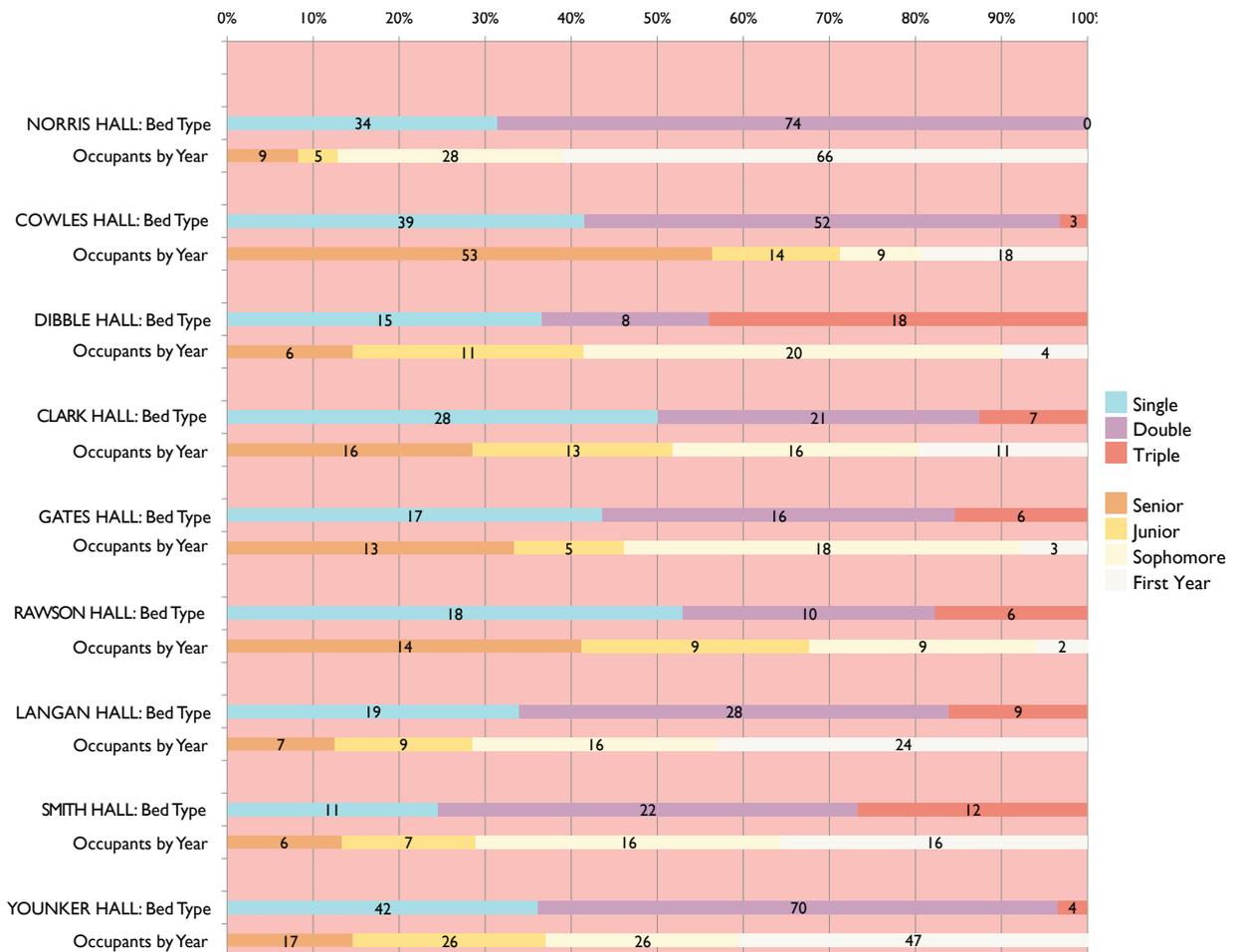
### 2. Existing Housing Analysis

Grinnell remains firmly committed to its residential model of Self-Governance and the associated goal of mixed class-year occupancy within its residential buildings. Student residences at Grinnell are arranged in three geographic groupings and, as one component of this study, existing buildings and neighborhoods were analyzed for their current mix of students and bed types. With the stated goals for good representation from each class year in each building or district, an ideal mix would be 30 – 35% first-year, 30 – 35% sophomores, and 30 – 40% juniors and seniors combined. This analysis of districts shows where the program is currently most successful and where the plan should suggest physical or programmatic alterations to change that mix.

The North Campus Halls include, from north to south, Norris, Cowles, Dibble, Clark, Gates, Rawson, Langan, Smith and Younker. All except Norris are connected by an open loggia with a character representative of classic Collegiate Gothic architecture. Of the roughly 600 beds, the majority is in traditional configurations with community bathrooms; 33% are in single occupancy bedrooms. In Fall 2011 33% of the beds were occupied by first-year students, 27% by sophomores, 17% juniors and 24% seniors. While light on sophomores, this district is well mixed.

The South Halls include, from north to south, Loose, Read, Haines, James, Cleveland and Main Halls. These halls are connected by an enclosed loggia, allowing students to more easily travel between buildings during prolonged cold weather. Beds are still predominately in traditional corridor-based configurations with 35% in singles. In 2011 this district was mixed at 35% first-year, 31% sophomores, 17% juniors and 16% seniors. This neighborhood appears ideally mixed.

The East Halls, the College's newest neighborhood, consists of four halls, Rathje, Rose, Kershaw, and Lazier. A fifth hall was included in the master planning for this site but was not constructed. East Halls are also dominated by traditional configurations, though students report a much better ratio of bathrooms to beds.

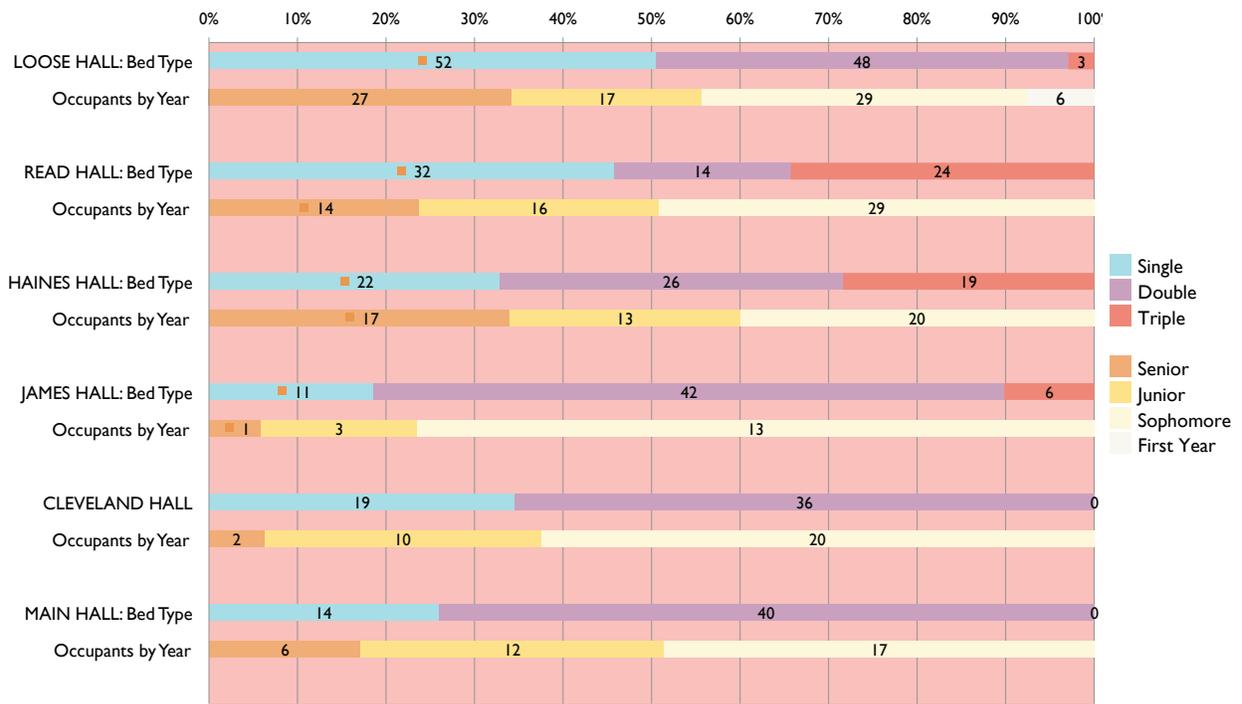


Occupancy VS. Bed Type North Campus

Only 24% of beds are in singles and the preponderance of double occupancy bedrooms may be one factor in the weighted mix of this district; 47% of students are first-year; 30% are sophomores, while only 13% are juniors and 9% are seniors. Students also cite the area's reputation as "quiet" and the limited large scaled social space as factors the limited numbers of upper year students who elect to live in the East Halls, resulting in the uneven class year student distribution.

Across the campus the unit mix is as follows:

- 785 beds / 58% in Traditional doubles, two-room doubles, two-room triples, three-room triples
- 401 beds / 30% in Traditional singles
- 45 beds / 3% in Suites; 4 beds in doubles, 41 beds in singles
- 74 beds / 6% in College Houses; 40 beds in doubles, 34 beds in singles
- 49 beds/ 4% in Apartments or Co-ops; 40 beds in doubles, 9 beds in singles



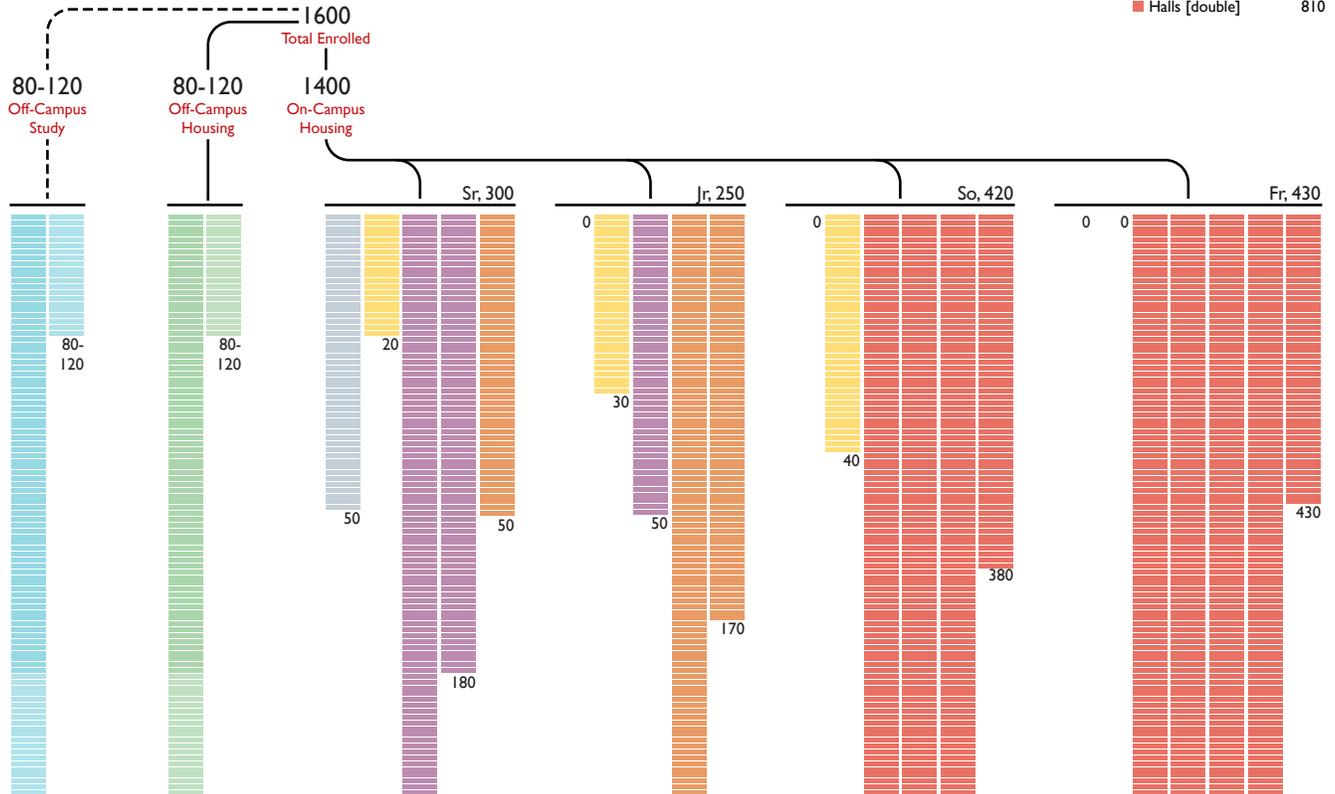
Occupancy VS. Bed Type South Campus



Occupancy VS. Bed Type East Campus

# PROPOSED UNIT TYPES

- Off-Campus Study 80-120
- Off-Campus 80-120
- Apartment 50
- House 90
- Halls [suite] 230
- Halls [single] 220
- Halls [double] 810



### 3. Program Matching & Program Spaces

The 2001 Student Housing Plan established several principles that carry through to the recommendations of this planning document. The first is the previously stated concept of self-governance, which recommends that students of each class year should reside in all buildings. The second is the concept of progressive amenities, that, following theories of student development, younger year students should be housed in double occupancy, traditional or modified traditional rooms, while older students should have options for single-occupancy bedrooms, suites and limited apartment-style units. Jointly these ideas provide for housing that is targeted to the needs of the user but that supports the notions of mentorship and cross-year interaction. In the course of this planning process these concepts were re-affirmed at several key decision points, and are reflected in the recommended planning options.

Based on the class-year projections, a recommended mix for housing types across the campus was explored as follows:

- 430 first-year match to 100% Traditional Double Occupancy Rooms
- 420 sophomores match to 90% Traditional Double Occupancy Rooms/ 10% House Doubles
- 250 juniors match to 70% Traditional Singles/ 20% Suites/ 10% House Singles
- 300 seniors match to 17% Traditional Singles/ 60% Suites/ 6% House Singles/ 17% Apartment

This suggested mix was advanced through the planning process. Test fits resulted in the following unit type distribution:

- 688 beds / 49% in Traditional doubles or three-room triples
- 295 beds / 21% in Traditional singles
- 179 beds / 13% in Suites; 50 beds in doubles, 129 beds in singles
- 106 beds / 7% in College Houses; 32 beds in doubles, 74 beds in singles
- 132 beds / 10% in Apartments or Co-ops; 66 beds in doubles, 66 beds in singles\*

\* Apartment bed count includes 51 beds in expansion/replacement of Norris Hall. Number of beds in this unit type may adjust as the plan evolves. The mix as shown in test fits provides fewer doubles and more singles and apartments than the initially recommended mix. It responds to committee comments suggesting that more options be provided for sophomores.

It should be expected that final designs would result in numbers that vary to some extent from this mix. The final mix should be reconsidered and adjusted as planning moves to actual project development.

In the development of planning options a series of program components are seen as essential to the success of each building or district. Test fit plans include these components and descriptions of these types of space and intended uses are as follows:

### i. Student Room Types & Bathroom Ratios

The recommended room typologies follow the program match scenario. Student development theory holds that double occupancy bedrooms best serve newly entering students, giving them more opportunities to bond with fellow students and to establish a primary level of interaction with a roommate. In recent years much attention has been paid to the sophomore experience; students often report that following the intensive experiences and attention devoted to first-year students, they feel somewhat abandoned in their second academic year. While sophomores look for added amenities, many institutions, including many of Grinnell's peers, continue to house second year students in double occupancy bedrooms while providing more commodious accommodations or shared common rooms. The proposed program model supports this transition.

As students progress through their education social networks become established and more privacy and autonomy are appropriate. While single occupancy bedrooms are highly favored by most juniors and seniors, this is not universal. In focus groups several upper year students expressed a willingness to share bedrooms if other aspects of their unit or cluster offered high-quality amenities. The planning model is formulated around provisions of at least suite doubles or corridor singles for all juniors and suite singles or apartment doubles for seniors. Personal preferences and fluctuation in class size can be accommodated by shifts within the model from one population to the other.

Bathroom ratios and proximity to bedrooms are another area where the Residence Plan seeks to improve upon existing conditions. While codes allow for fewer fixtures per student in corridor style arrangements, the small size of most floors in Grinnell's halls would recommend for fixture ratios that approach those offered in suite or cluster arrangements. The goal for fixture per student is as follows:

#### Corridor/cluster

- 1 toilet per 4 – 6 students
- 1 sink per 4 students
- 1 shower per 4 – 6 students

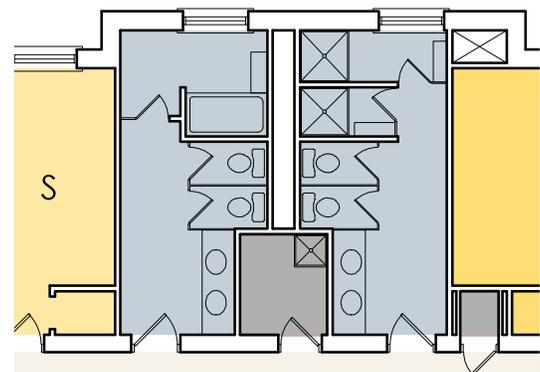
#### Suite

- 1 toilet per 4 students
- 2 sinks per 4 students
- 1 Shower per 4 students

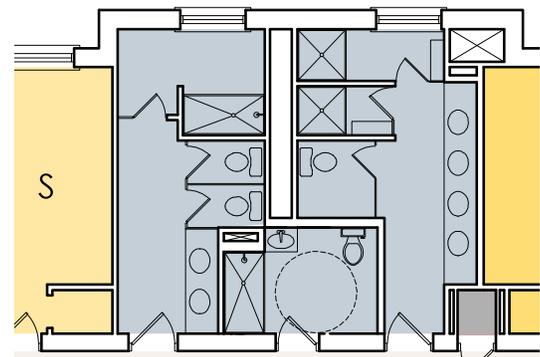
Bathroom configurations should ideally also provide for accessible facilities and gender neutral; options on each floor. For this reason reconfiguration plans will strive to provide a single-user, accessible bathroom on each floor.



Younker Hall Proposed Student Rooms



Existing Bathroom



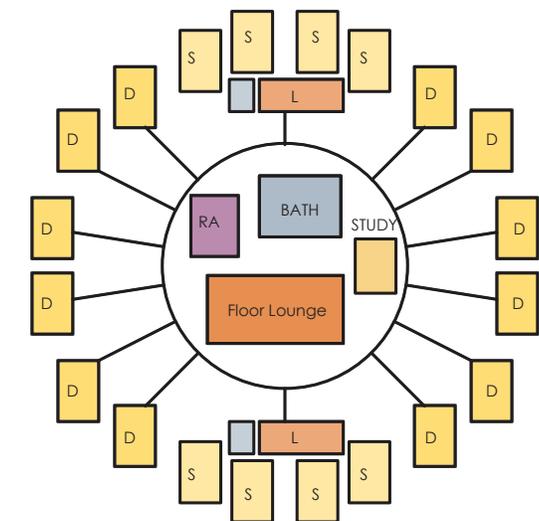
Proposed Bathroom

## ii. Staffing & Floor Commons

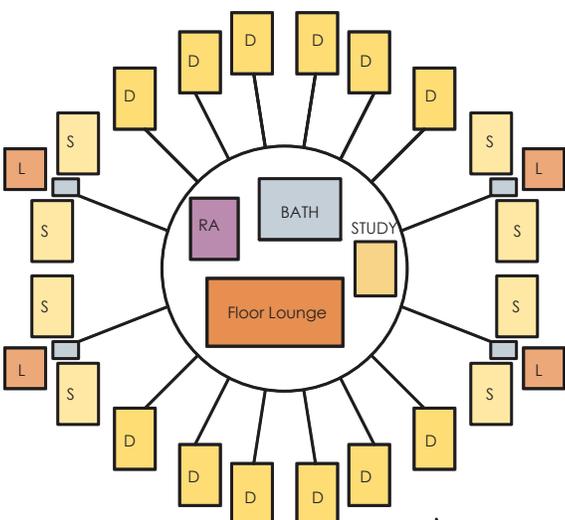
Live-in staffing for Grinnell's residence halls occurs at several levels. SAs or Student Advisors, who are upper year students, are staffed at a ratio of roughly 1:22 students. Student Advisors typically live in single-occupancy bedrooms within residential floors.

Residence Life Coordinators are professional staff and are assigned by area; there are currently 6 RLCs covering the campus, and this number will be maintained with the increased number of on-campus residents anticipated by this plan. Their assignments would range from 175 to 250 residents. RLC's are provided with an apartment and an office, which are currently connected in most locations. According to RLCs, it would also be acceptable to have their apartments in one building and office in another. The proposed locations for RLC apartments are:

- Norris Hall (if maintained) or Dibble Hall Annex (if Norris is replaced in another location)
- Younker Hall
- East New Building E
- Rose/Kershaw Halls
- Loose Hall
- Main Hall



Floor Diagram



Floor Diagram

Good common space is essential to support programming and foster student communities. It should ideally occur at the multiple levels to serve events and activities of differing scales and character. Floor common spaces are lacking in many of Grinnell's halls and one consequence of this condition is that students gather to socialize in hallways outside of fellow residents' bedrooms so that halls are noisy late at night; sleep deprivation is a reported problem. Spaces recommended to support small programs and floor level activities include floor living rooms, and small study spaces or meeting rooms. These types of spaces can draw students to more central locations away from student bedrooms and can also make instituting quiet hours a more reasonable prospect.

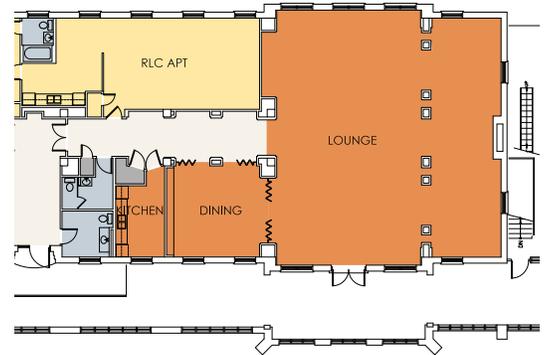
It should be noted that the proposed plans as shown intentionally do not include floor-based kitchenettes, instead allocating space to a centrally located, fully equipped, building based community kitchen. While some students expressed the desire for floor based snack kitchens, these spaces can be hard to monitor and maintain. These options should be reviewed during detailed planning of individual projects.

### iii. Building and District Commons

While the provision of common space is one criterion of good residential buildings, the sequence of and access to spaces can also affect their use and success. One critique of most of Grinnell's residential buildings is that there is no sense of arrival; many buildings are entered off of stairwells and there is no central gathering space at the entry. Based on that assessment, this plan recommends that buildings each include an entry lobby with a main living room or lounge, establishing a welcoming character that invites residents to simply drop in. As another goal of this planning initiative is to ensure universal access to residential structures, each building entry must be made accessible and provide a clear path to vertical circulation systems.

A recurrent theme in campus conversations revolved around the need for and uses of large-scale common spaces. Social life at Grinnell includes campus-wide parties and events, and furthermore, the opportunity to integrate social and academic life through faculty-sponsored programming would be enhanced by providing more flexible common spaces. While all faculty may not be interested in offering programs within residence halls, those that are suggest that common space that can be isolated from zones of student bedrooms establish a more comfortable set-up for adults in student environments.

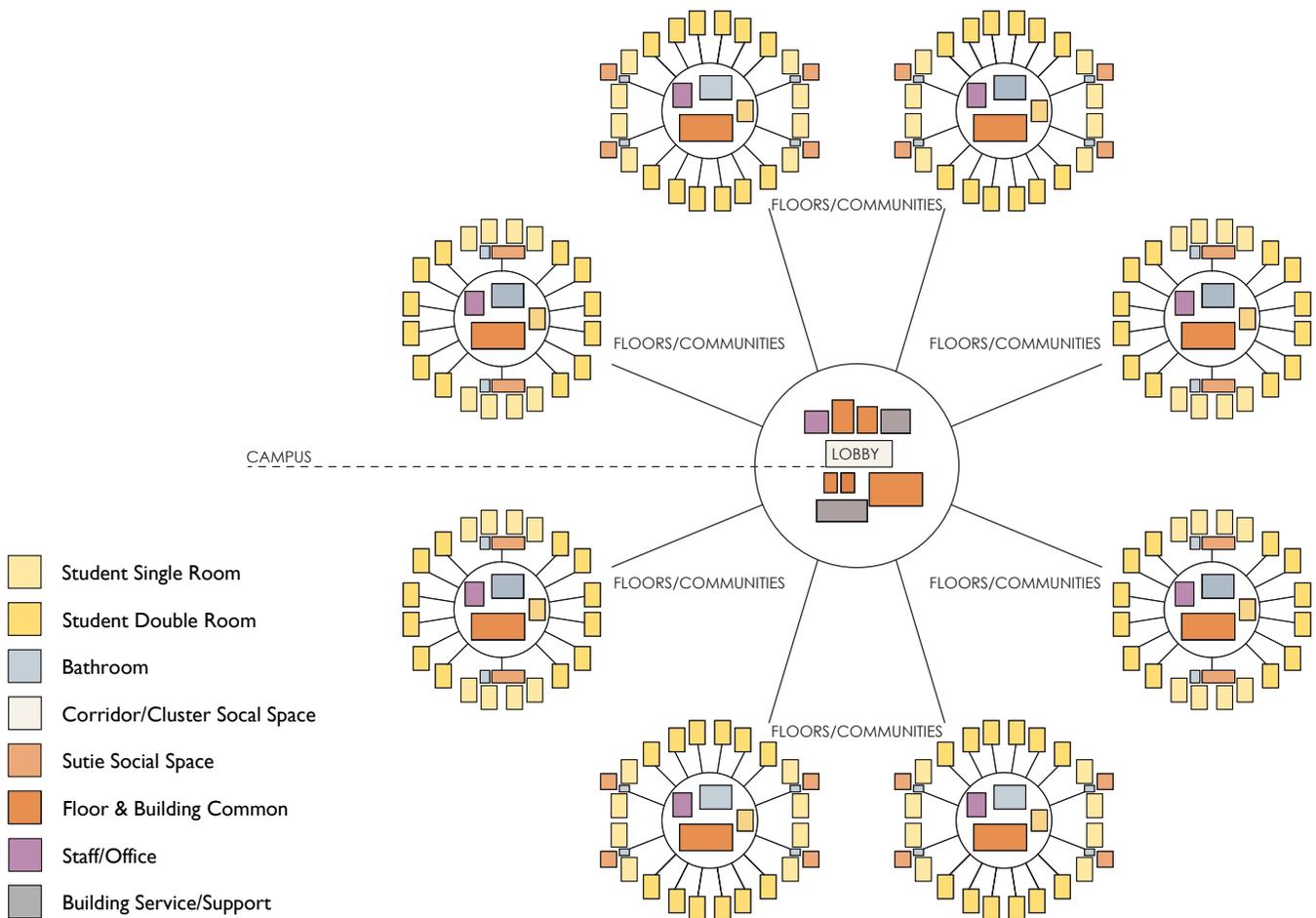
Among existing residence halls, Loose Hall Lounge, for example, was frequently cited for its ability to host a range of events including all campus parties, Swing Club and meetings for 6 to 14 people. Main and Younker Lounges also reportedly attract students from across campus for events. Lack of this type of space in the East Halls has been previously mentioned as challenging to sponsoring student initiated and campus-wide events. While each building need not have a space of this size, it is recommended that each district should and each building or paired buildings should have a closed lounge of ample size for SA programming or building events. The range of expected functions demands flexibility from spatial arrangements and multi-functional, reconfigurable furnishings will maximize the use of these spaces.



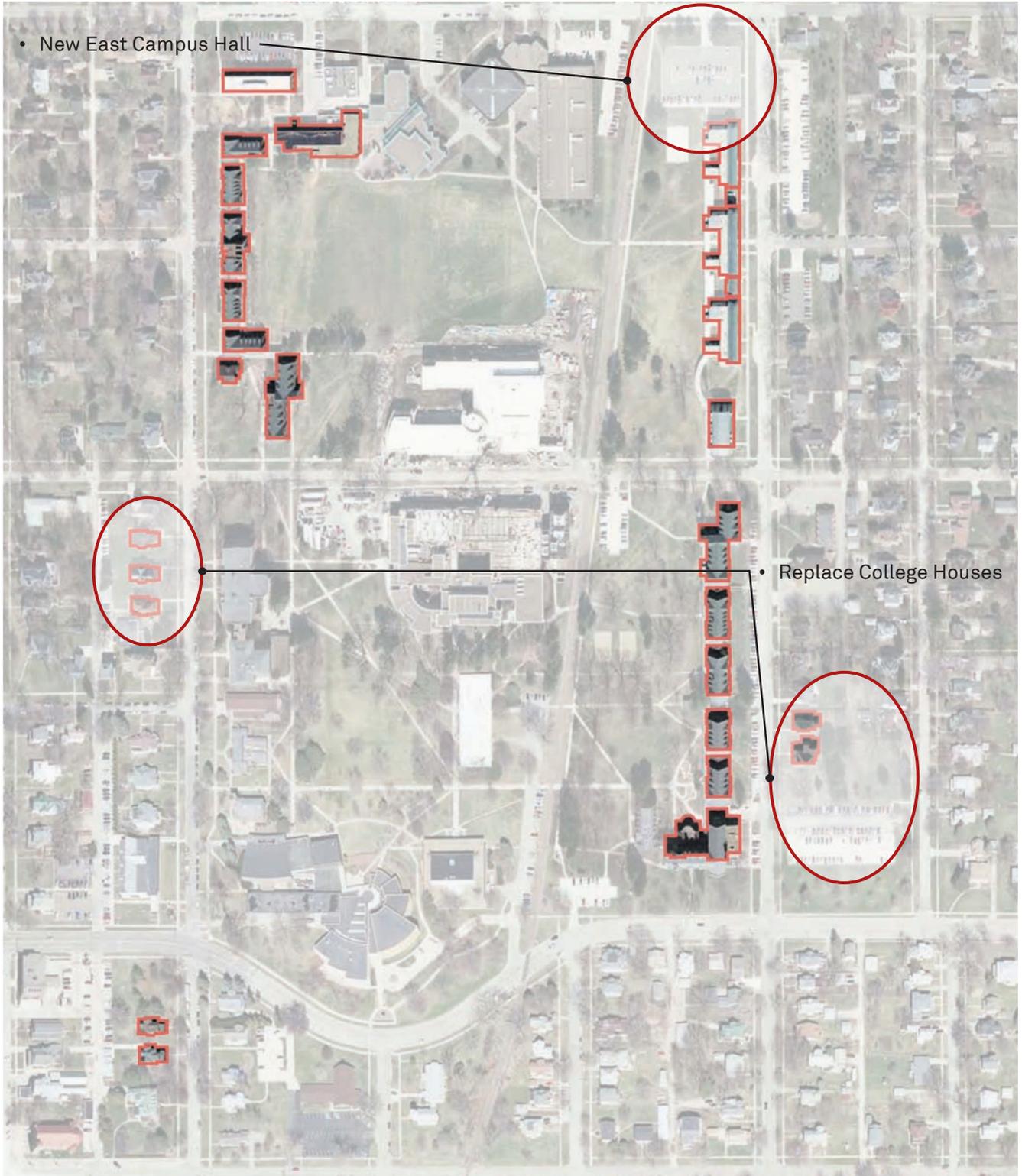
Existing Loose Hall Building Commons

As previously noted, a key component in the building commons is the Community Kitchen. Conceived as a space suitable for preparing a group meal, hanging out with friends or supporting catered functions, a well-designed kitchen can be the center of building social life in the way that a home's kitchen can be the center of family life. To maximize its multi-functional potential it should have adjacencies to main social spaces.

As space allows each building should also provide areas for casual social activities such as a Game Room or TV Room. Designated study space, computer and printer access can also reduce conflicts between noisy and quiet space. The design of necessary support spaces, such as Laundry and Vending, can influence their ability to enhance the social characteristics of the building community. Loggia level rooms provide great opportunities for these types of space but integration of natural light and more open corridor walls are inherent to successful design characteristics of these spaces.



Building Diagram



• New East Campus Hall

• Replace College Houses

New Construction Site Plan

### III. PLANNING APPROACH

The planning approach relies on three strategies to advance the programmatic goals for student residences. The first, new construction, will provide additional beds to initially provide a cushion for beds off-line during renovations and for ultimate reductions in existing occupancies that will be a result of building improvements. New construction will also offer the opportunity to introduce new or improved unit configurations. The second, infill additions, will join pairs of existing buildings to create needed social space and accessible circulation systems without being unduly disruptive to existing structure or bed counts. The third, internal renovations, will also provide accessible circulation, added social space and varied unit offerings to the larger existing halls. The combination of approaches will also provide the opportunity to alter the unit type mix, which should facilitate the desired mix of students in each campus district.

The projects within each category are described with sample test fits included to illustrate the concepts and theories within each type. While these test fits should help establish project parameters, none should be construed to represent a final design solution.

#### **I. New Construction**

Two types of new construction projects are suggested in this strategy. The first is in larger scale residence halls, completing the originally envisioned plan for the East Campus Halls by constructing a fifth hall at the northern end of this grouping. The second is the development of new College Houses to replace both existing language and program houses. Test fits and detailed descriptions of these proposals follow.

The overall plan also anticipates the replacement of Norris Hall at the conclusion of the sequence. The total replacement bed need is expected to be 160 beds; 108 from current Norris and 51 from other accumulated reductions across campus. The program model currently reflects this as a mix of traditional and apartment style beds but this should be reviewed as the plan advances and the success of new and re-configured units can be assessed.

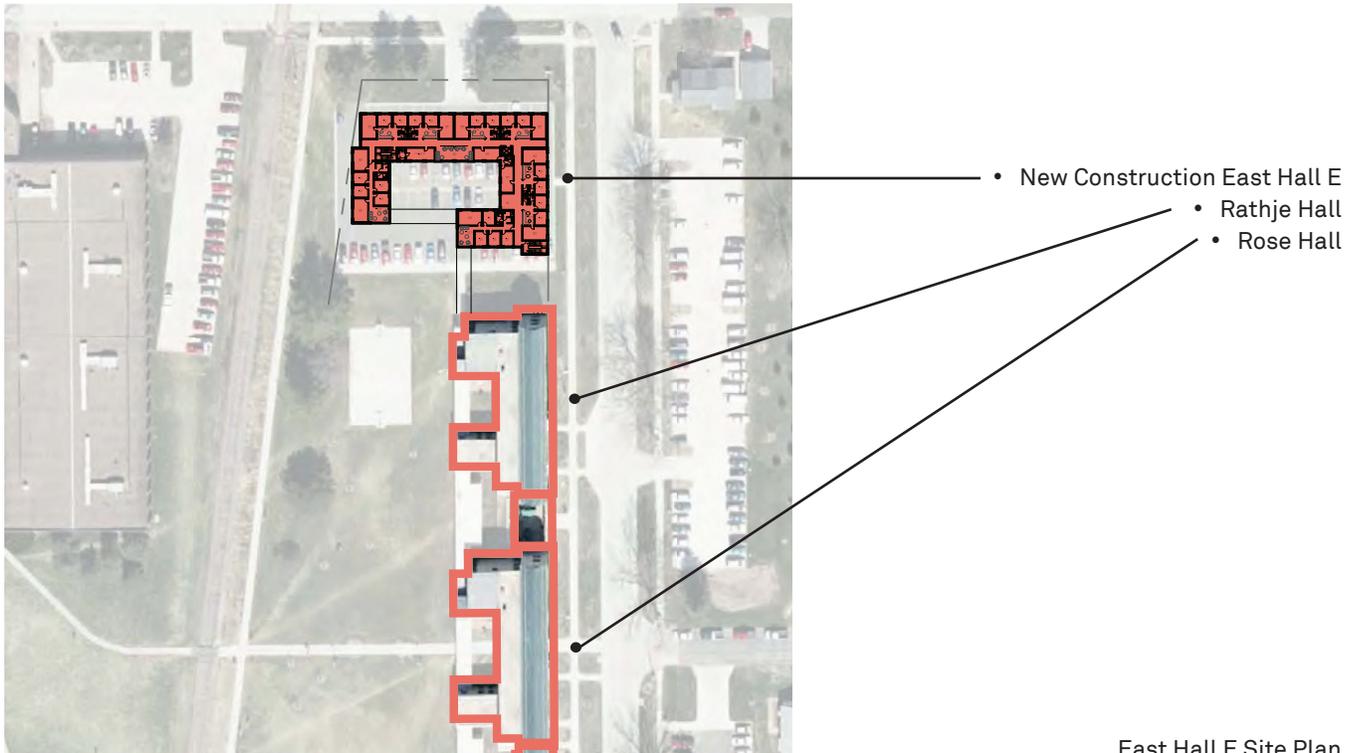
### A. East Hall “E”

The fifth East Campus hall proposed in this study follows the footprint setbacks of the original district plan but also seeks to take greater advantage of the available site with a larger anchor building. Several options were tested for this site with the goals of rebalancing the room type offerings and providing larger scale social space for East Halls in order to attract more upper year students. Each option uses structural bays and massing forms similar to other East Halls to ensure architectural compatibility with the existing buildings.

#### Option A: Traditional

The traditional configuration uses the East Halls structural grid to set a pattern of double occupancy bedrooms on one side of the corridor with single occupancy rooms opposite. Community bathrooms are centrally located within each wing as are single-user, gender-neutral bathrooms. Two fully enclosed suites for six students each are proposed at the end of the wings. These suites include single and double occupancy bedrooms, internal bathrooms and a small living room. The arrangement is hoped to promote interaction between students of differing class years through proximity and crossing circulation pathways much in the way the upper floors of Cowles are reported to function.

Floor lounges and study rooms are provided for each wing with communities of 16 to 22 residents. The building entry sequence includes a large lounge positioned so that circulation passes by but not through the space. A large room at the end of the lounge is closed to support meetings or seminars but is imagined to be designed so that it can open up to the main space for larger functions. The adjacent community kitchen can function on it's own but also be opened to or support large social events.



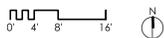
East Hall E Site Plan



East Campus New Building E Entry Floor (Options A)



East Campus New Building E Typical Floor (Options A)



### Option B: Cluster Suites

The second option is derived from a cluster suggested in the 2001 Student Housing Plan. The cluster suite is built around groupings of four students. Shown with one double and two single occupancy bedrooms, other combinations would be possible within this model to reflect class-year or student preferences. Each cluster suite also has two small, cluster-designated bathrooms and a sitting area that opens to the hallway. This concept is imagined to create a social and porous floor structure, providing students a realm of ownership without the more negative impact reported in the Cowles ground floor and in typical all-suite buildings, which are corridors of closed doors and students cloistered within.

Enclosed floor lounges and studies are also provided in this plan to provide a counter-point to the open suite and to offer locations for late night activity that will not be disruptive to floor-mates.

This concept was received with enthusiasm from several students and some skepticism from at least one faculty member who expressed concerns about noise and sleep conflicts. Clearly any design initiative should be fully vetted in the final design process, however the opportunity to create something that uniquely reflects and supports Grinnell's culture of engagement is worthy of real exploration as initiatives move forward.



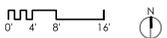
Interior Alcove Rendering



East Campus New Building E Typical Floor (Options B)



East Campus New Building E 3rd Floor (Options B)



## Option B-1: Ground Floor and Closed Suites

A third room configuration for closed suites is introduced for the Entry Level plan shown in Option B-1. This unit plan is both an option for upper floors and a recommendation for student units located in proximity to building or campus common space. These suites range from two to three residents with a living room and internal bathrooms and are designed to be compatible with the cluster suite structure and plumbing cores so that the unit types are interchangeable. Higher occupancy suite arrangements such as four-person units are worth exploring should this option be desired for a significant percentage of a building as the common space and bathroom ratio per student will be more efficient.

Alternate configurations and entry floor program space are explored in Option B-1 and B-2; either of these options is compatible with any of the upper level floor plans and units.

Option B-1 devotes roughly 30% of Entry Level area to common space program. A response to student critique of the Option A floor plan, the scale of the main lounge and adjacent function spaces is more analogous to Loose Hall. Game Room, Kitchen and Library offer even more social space and suggest a new center for East Campus activities. The entry sequence in this plan provides a more central entry point, which would reduce perceived distances from circulation points on the upper floors. This plan also extends the loggia through the East Halls to the northern points of campus.



East Campus New Building E Entry Floor (Option B-1)

## Option B-2: Ground Floor and SHACS

Option B-2 introduces the first of two concepts for the relocation of Student Health and Counseling Services (SHACS). The program for SHACS includes exam rooms, offices, lab, therapy rooms and waiting areas. Another ambition for the program is to integrate the concept of student health with every day activities, removing the potential stigma from visiting the Center and giving students a place to research health issues or perhaps attend a class. In this option an entire wing of space is devoted to the SHACS program. Basement level space might also be required to meet the fully desired program; another option is reflected in the renovation plans for Loose Hall.

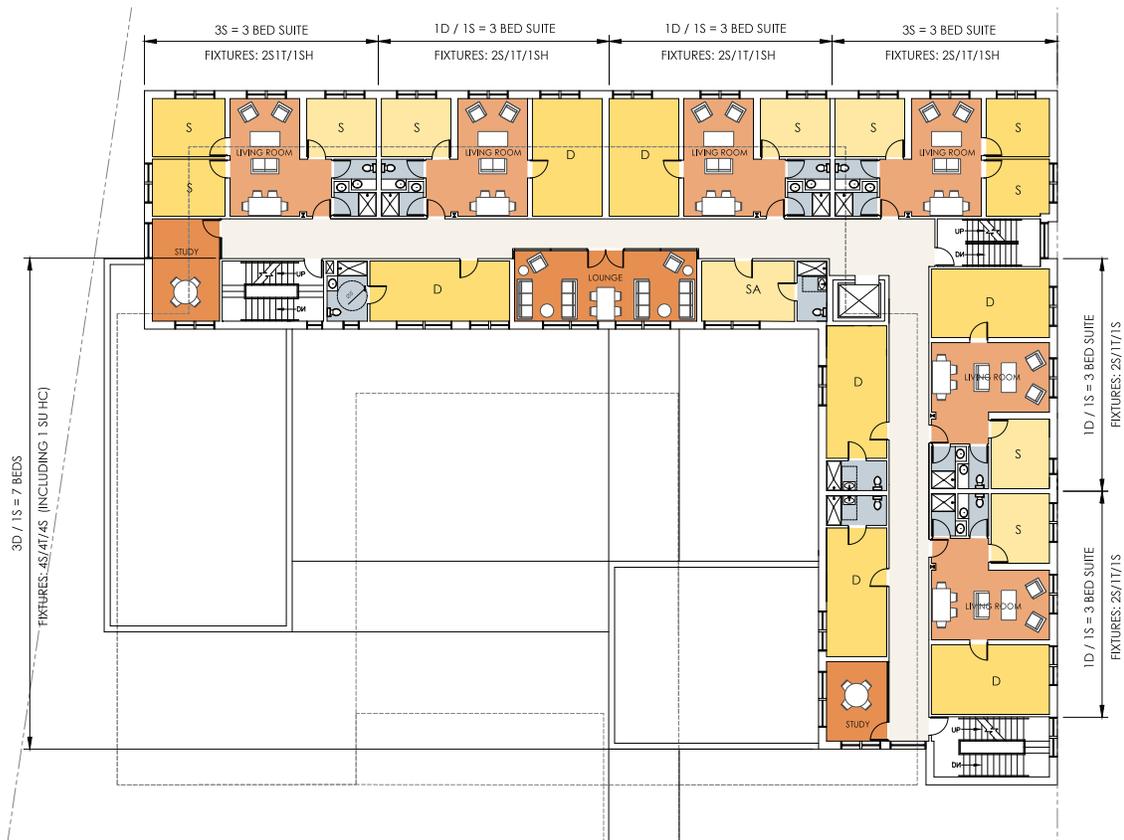
In assigning the SHACS program to one wing of the Entry Level, building commons and an RLC apartment occupy the remaining floor space. Building commons still include the main Lounge, Kitchen, and Library shown in Option B-1, though the size of these spaces is not as large. In this option all student rooms occur above the first floor.



East Campus New Building E Entry Floor (Option B-2)



In a desire to maintain a bed count in the range of 100 students for this new building the Option B-1 & B-2 floor plans led to a massing exploration. Initially conceived as three-stories, similar to other East Halls, a four-story massing was studied as well. The two concept renderings demonstrate that either solution could be acceptable, and that a four-story building might well anchor the north end of East Campus as Cowles and Main anchor their respective districts.



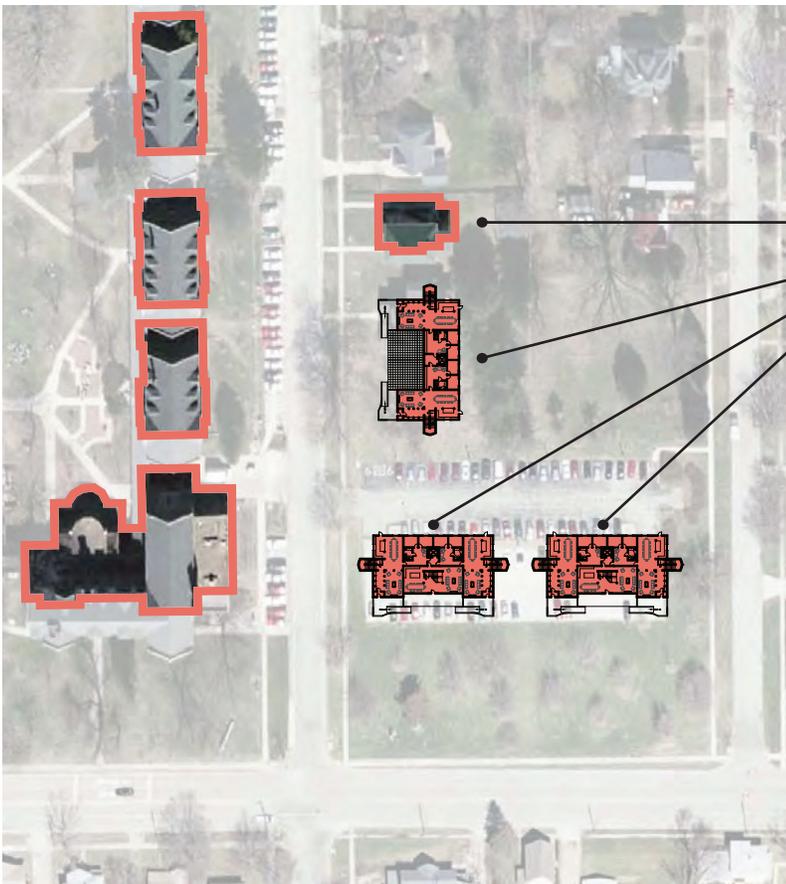
East Campus New Building E 4th Floor (Option B-2)



East Hall E 3 floors Study (Option B-1)



East Hall E 4 floors Study (Option B-2)



- Eco Program House
- New College Houses Possible Sites

New College Houses Site on East Street

## B. College Houses

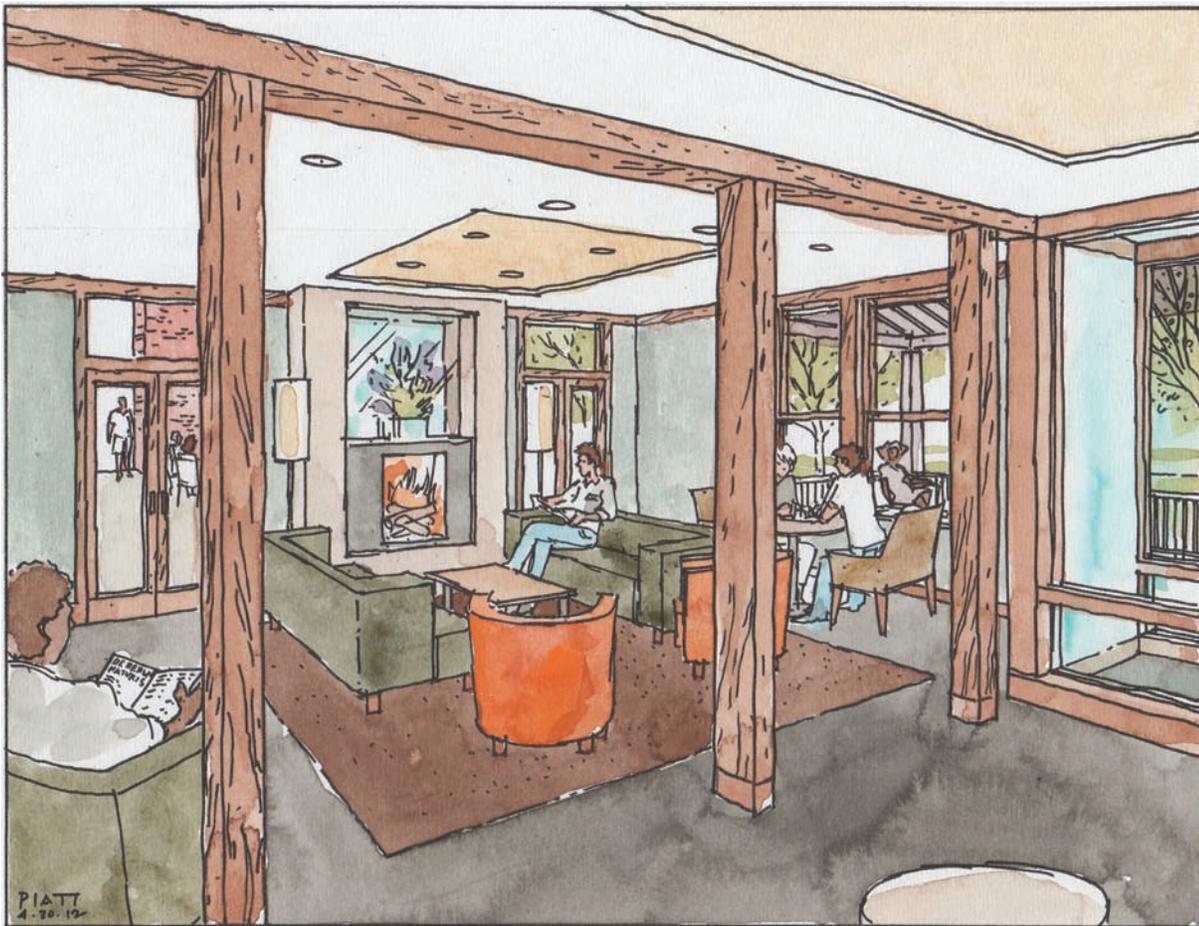
The concept for replacing existing small college houses is born out of several issues; the small structures have more deferred maintenance issues and more perimeter per square foot; system delivery is relatively inefficient to smaller houses; accessibility is difficult to achieve and hard to justify for the relatively low number of occupants.

The proposed new structures would house 32 to 40 total residents in co-joined Language or Program Houses, which could fluctuate from 8 to 24 students each depending on enrollments and door keying arrangements. Each "House" would have substantial common space, conceived to be domestic in character but constructed to be durable enough to withstand the wear and tear of college uses. New construction and the proposed arrangement further facilitate the inclusion of an elevator and potential for shared egress systems.

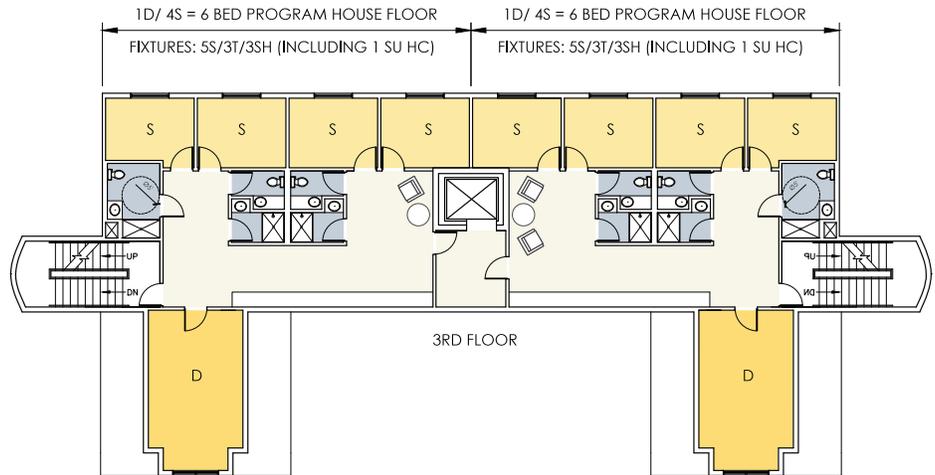
College Houses are also conceived to be compatible with the scale and detail of the residential neighborhoods at the campus perimeter. Several sites along East Street are identified in here, and pending neighborhood conversations, new houses could easily replace several that currently exist on Park Street.



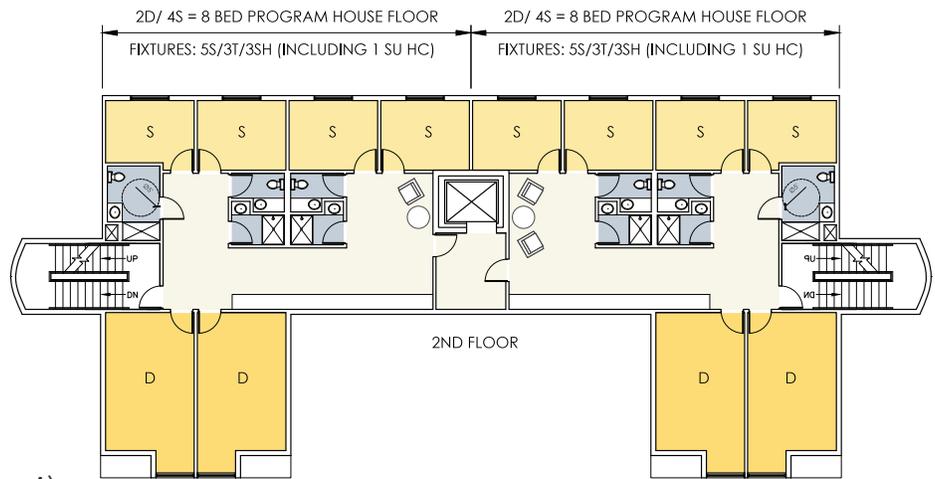
New College Houses Exterior Study



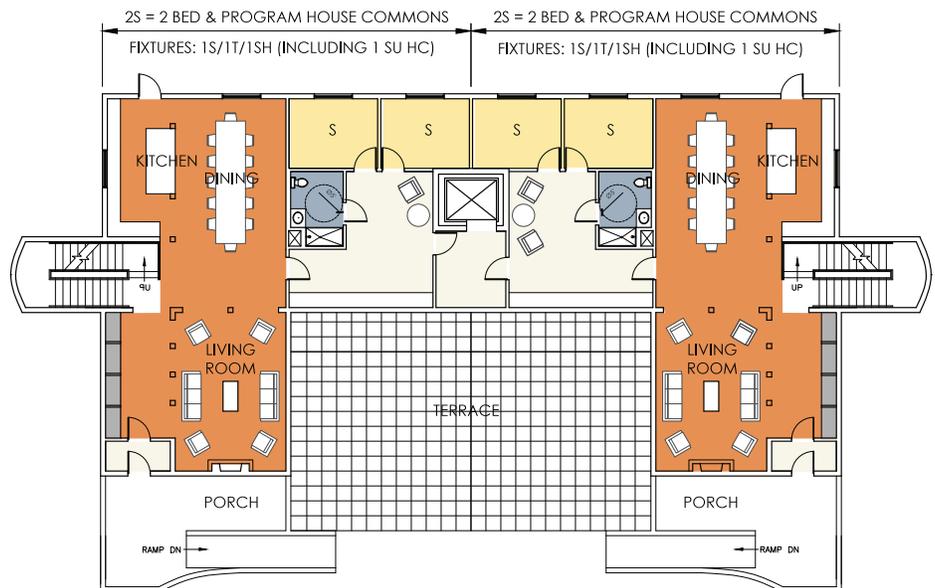
New College Houses Interior Study



New College Houses 3rd Floor (Option A)

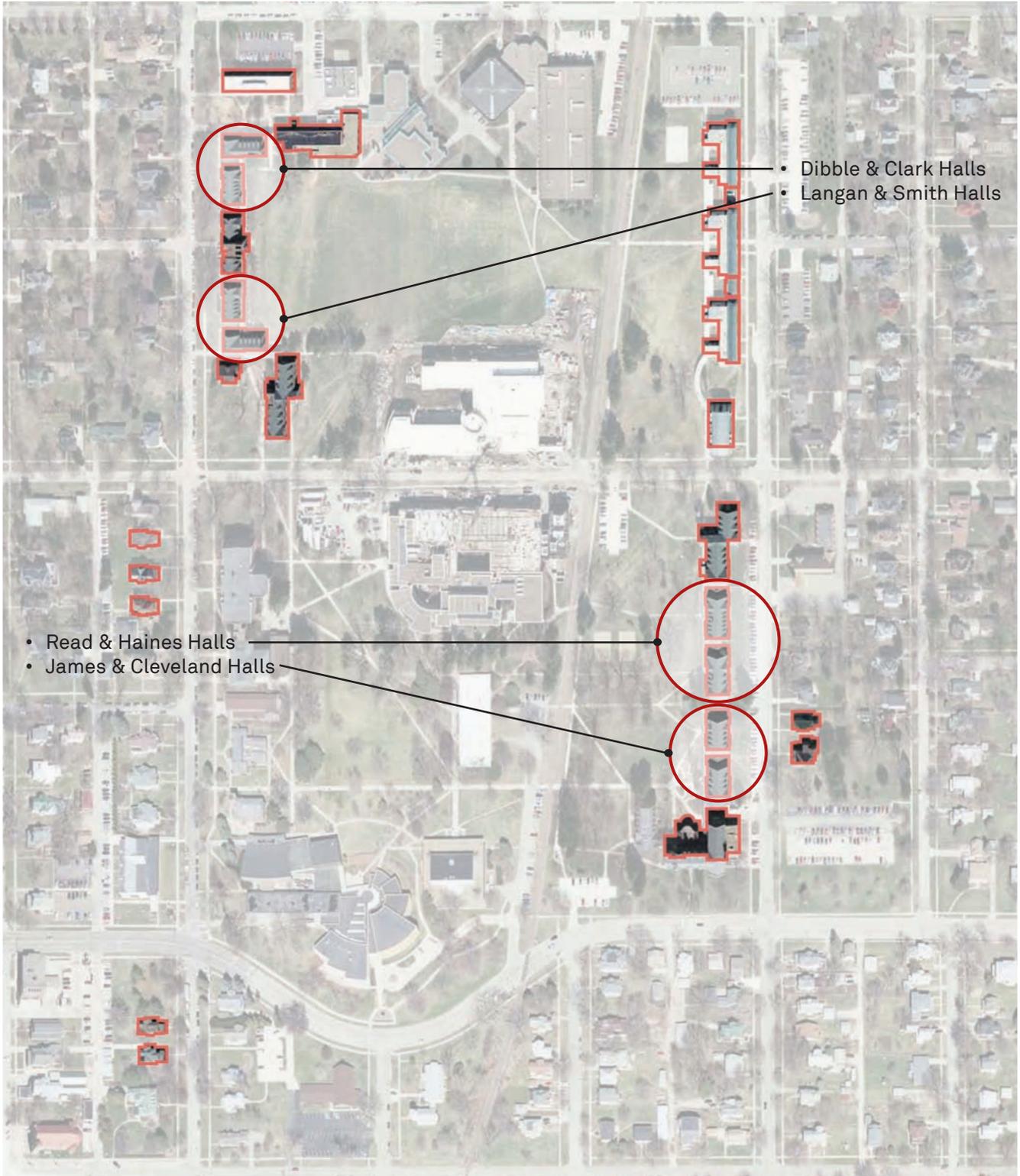


New College Houses 2nd Floor (Option A)



New College Houses 1st Floor (Option A)





- Dibble & Clark Halls
- Langan & Smith Halls

- Read & Haines Halls
- James & Cleveland Halls

Paired Renovation W/ Infill Additions Site Plan

## 2. Infill Additions & Renovations

Infill additions are recommended for four pairs of existing buildings; Dibble Hall joined to Clark Hall, Langan Hall paired with Smith Hall, Read Hall with Haines Hall and James Hall joined to Cleveland Hall. These infill structures would address many of the current building deficiencies, such as accessibility and lack of floor commons, while minimally impacting the interior structures of these relatively small buildings.



Typical Exterior Study for Read & Haines or James & Cleveland Halls (Option A)



Typical Exterior Study for Read & Haines or James & Cleveland Halls (Option B)



Typical Exterior Study for Read & Haines or James & Cleveland Halls ((Option C)

## A. Read & Haines Halls Test Fit

The test fit of Read and Haines Halls reflects several principles of this strategy. The infill between the existing structures creates a new grade level entry directly off the loggia. A small sitting area and access point to a new elevator flank a central stair that brings residents up the half level to a entry lounge with a mix of seating arrangements. A closed building lounge and common kitchen are just left off the entry lounge and a student office is to the right. The first floor co-op in Haines is maintained but adjusted to create better internal arrangement; a new suite with an internal bathroom and living room is created at the end of the hall in Read. Singles and doubles are grouped where possible to create clusters of same year students but also ensure cross-class interactions.

The basement level shows the intended reconfiguration of loggia side spaces into a range of student activity spaces with glazed interior corridor walls to maximize light transfer. Here, where window size is adequate, student bedrooms are maintained on the street side of the building. In buildings where windows are less substantial the recommendation is to remove student bedrooms from those spaces.

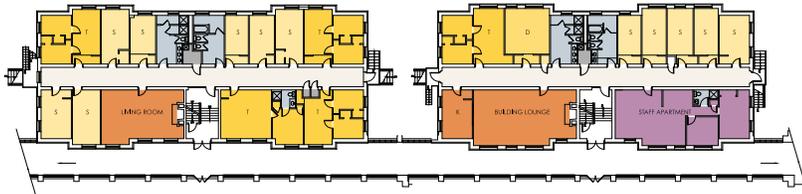
Upper floors also offer a mix of student room types; suites are located at the end of hallways with traditional rooms toward the center. The infill addition provides a central floor lounge connecting the two buildings, with plans suggesting both soft seating and study tables. At the second floor a double-height slot from the entry level is indicated; at the third floor additional study space is shown.

The character of these additions is an essential part of the design work for these projects. Renderings suggest a range of options from more contextual to modern but the common thread is to create lively, well-lit spaces that draw students to these spaces and signal the activity within them back to the campus at night.

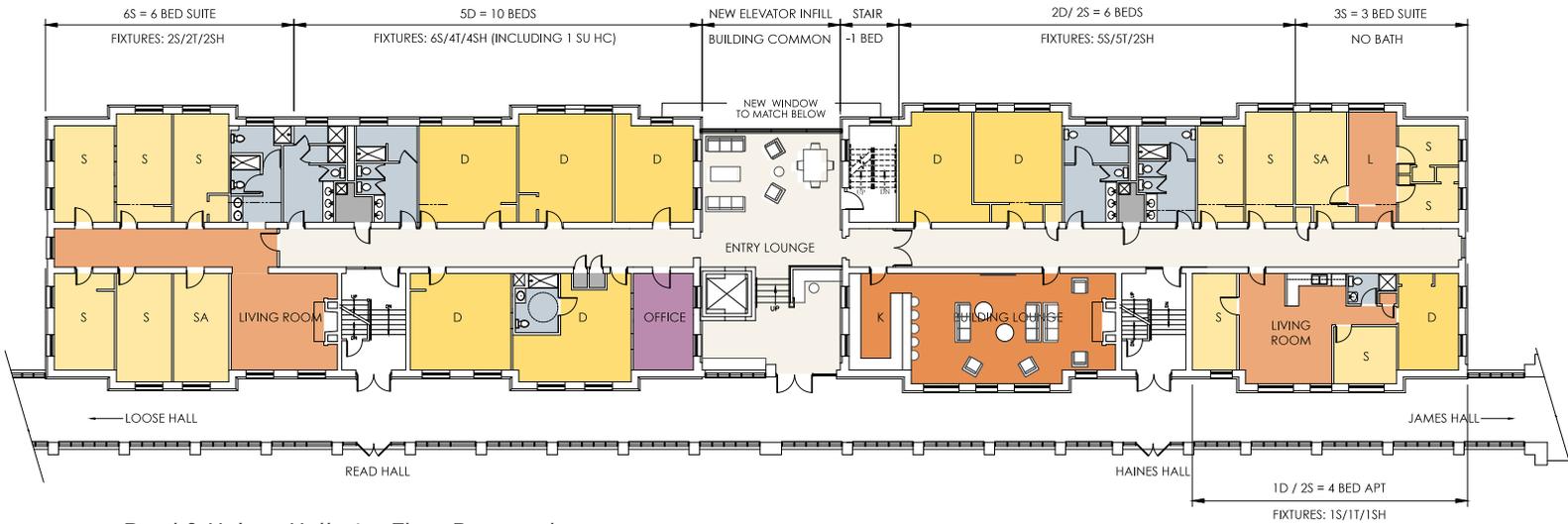
Noted in the earlier description of existing buildings and in the 2001 study was a critique of general levels of fit and finish in Grinnell's residence halls. The use of good quality lighting, color and pattern can relatively inexpensively alter the character and perception of space. The rendering of a corridor presents one notion of such a transformation; the value of these interventions is significant and well understood in the current national conversations regarding residence life spaces.



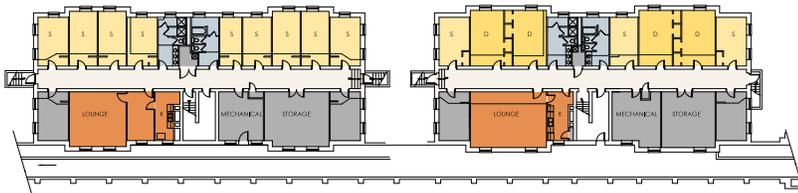
Existing Photo James & Cleveland Halls



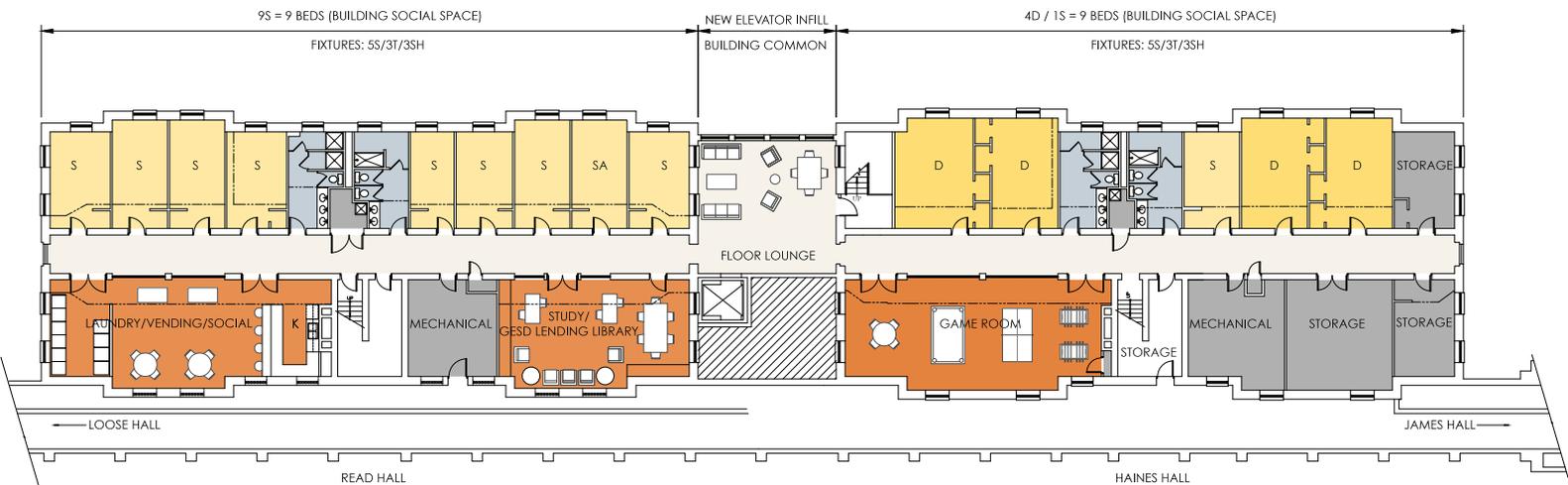
Read & Haines Halls 1st Floor Existing



Read & Haines Halls 1st Floor Proposed



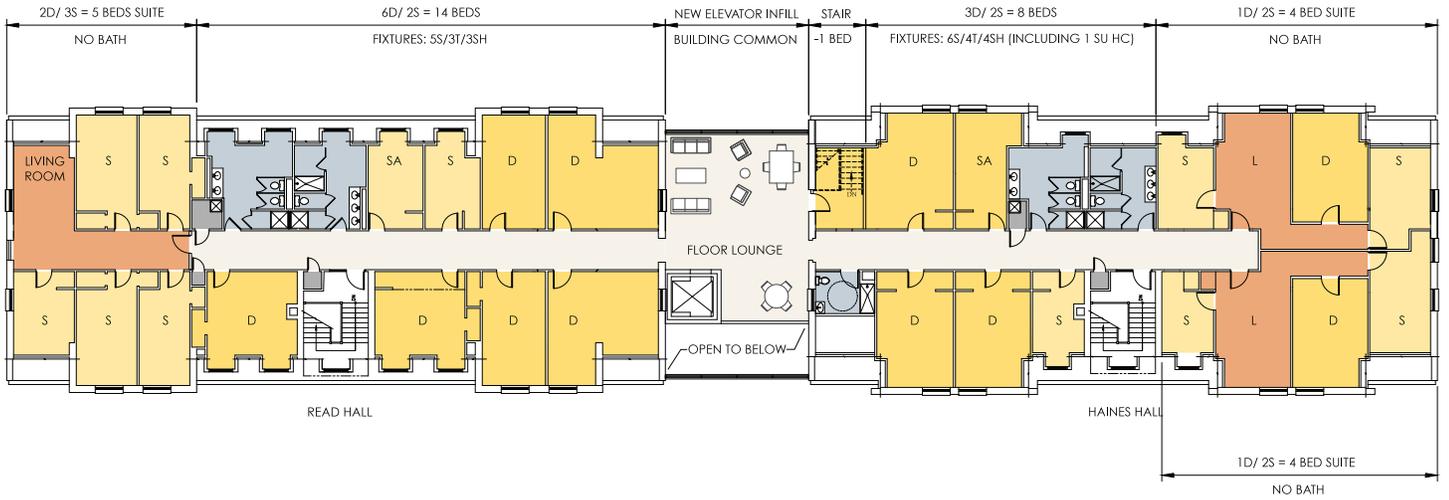
Read & Haines Halls Basement Existing



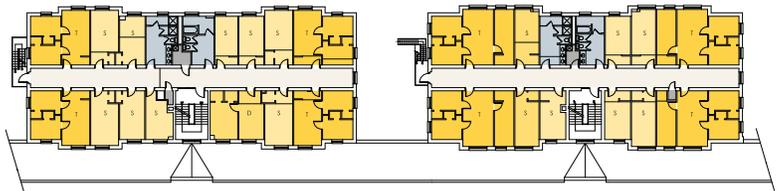
Read & Haines Halls Basement Proposed



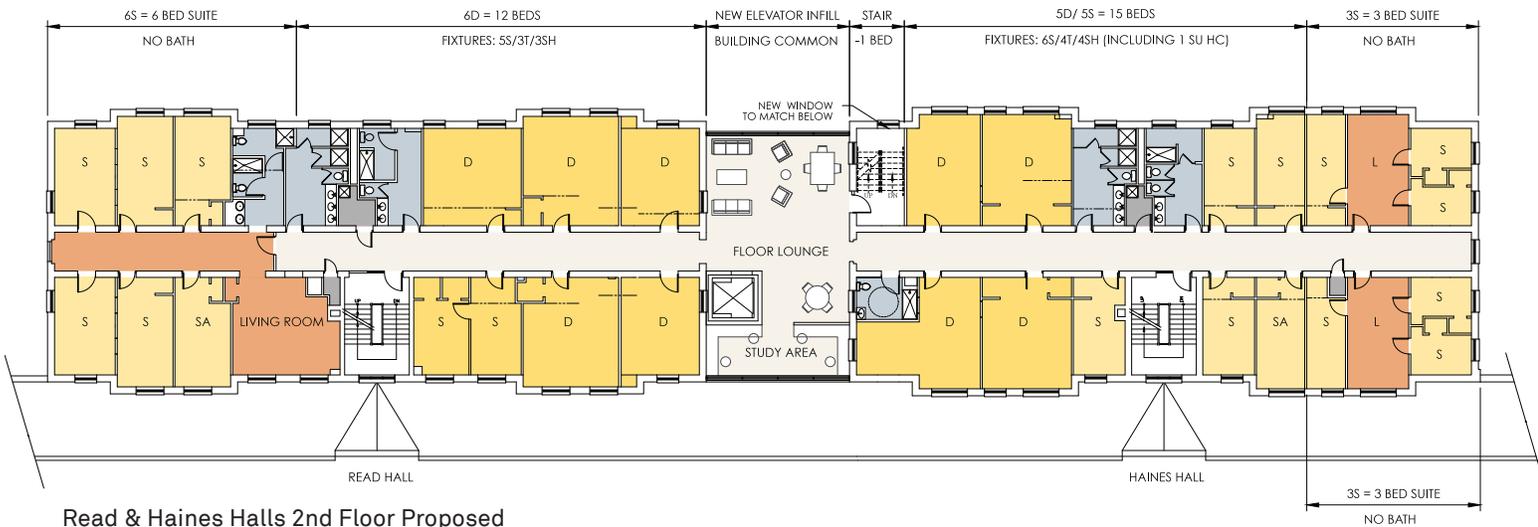
Read & Haines Halls 3rd Floor Existing



Read & Haines Halls 3rd Floor Proposed

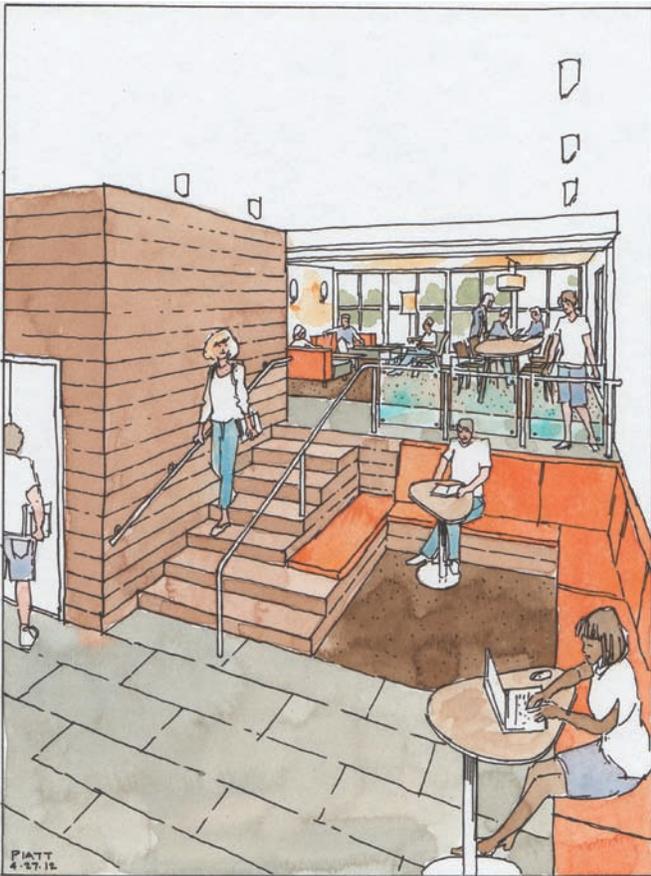


Read & Haines Halls 2nd Floor Existing



Read & Haines Halls 2nd Floor Proposed





Typical Interior 1st floor Study for all Infill



Typical Interior Hallway Study for all Renovations

## B. Dibble & Clark Halls Test Fit

The test fit of a proposed infill addition at Dibble and Clark Halls follows similar strategies to that tested at Read and Haines. An accessible entry, elevator and sitting area are shown a half level below a new entry lounge. An image of the entry space is shown in a concept rendering.

At Clark, the existing lounge will be renovated and the adjacent kitchen enlarged and enhanced. At Dibble the first floor is to be re-configured into two larger suites; one is immediately off the lobby and the second is in the annex separated from the main circulation spaces. In conversations with the campus community it was suggested that these types of spaces could also be used as Program House "starter space", requiring fewer students to live-in but having access to good program spaces to springboard a good residential community.



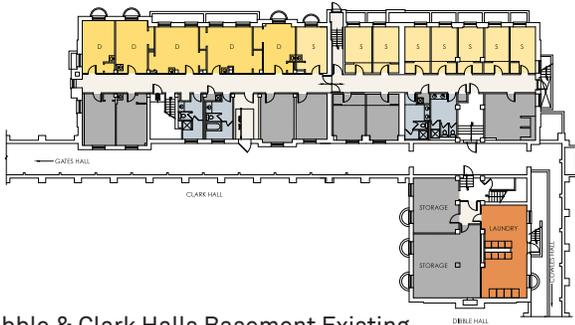
Existing Dibble & Clark Halls Photo

The upper floors in the Dibble and Clark tests show a slightly different strategy; Clark is configured as traditional double and single occupancy rooms while Dibble is all singles and mostly suites. This would suggest that older students will live in Dibble and younger in Clark with the essential meeting spaces in between.

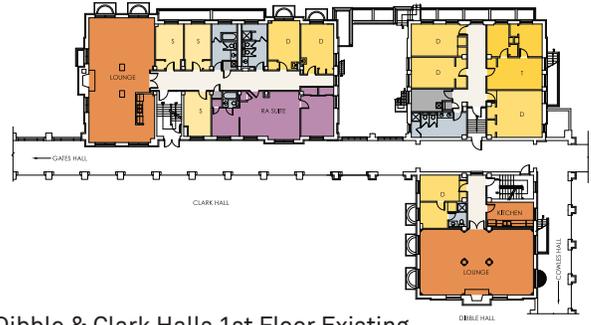
Strategies and alternate configurations should be explored and fully vetted with the campus population as designs proceed to actual renovation projects.



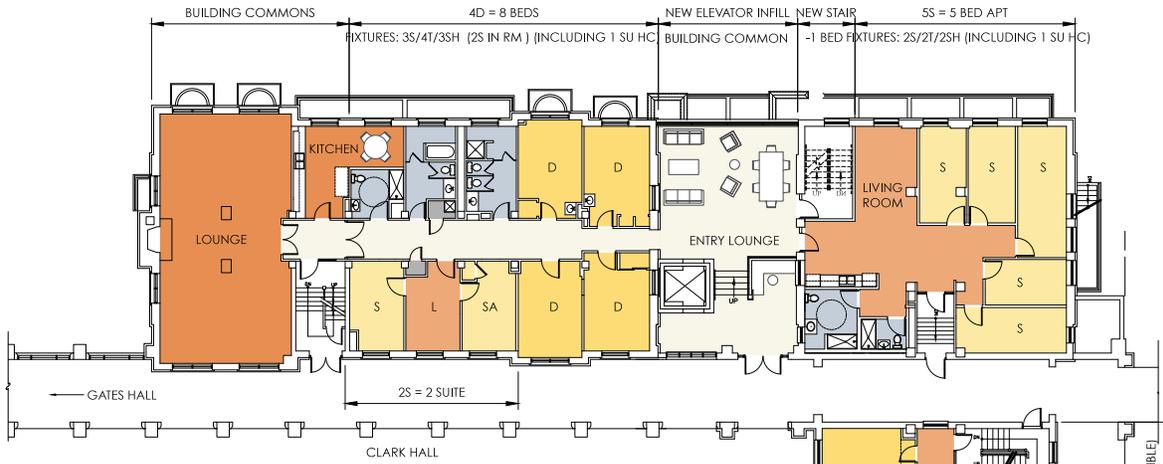
Typical Exterior Infill Study for Dibble & Clark, Langan & Smith Halls



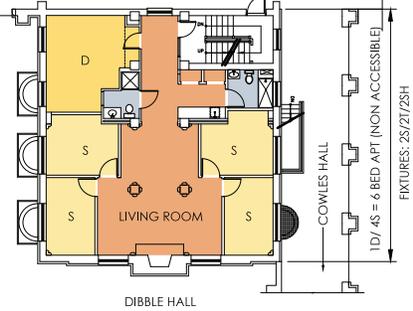
Dibble & Clark Halls Basement Existing



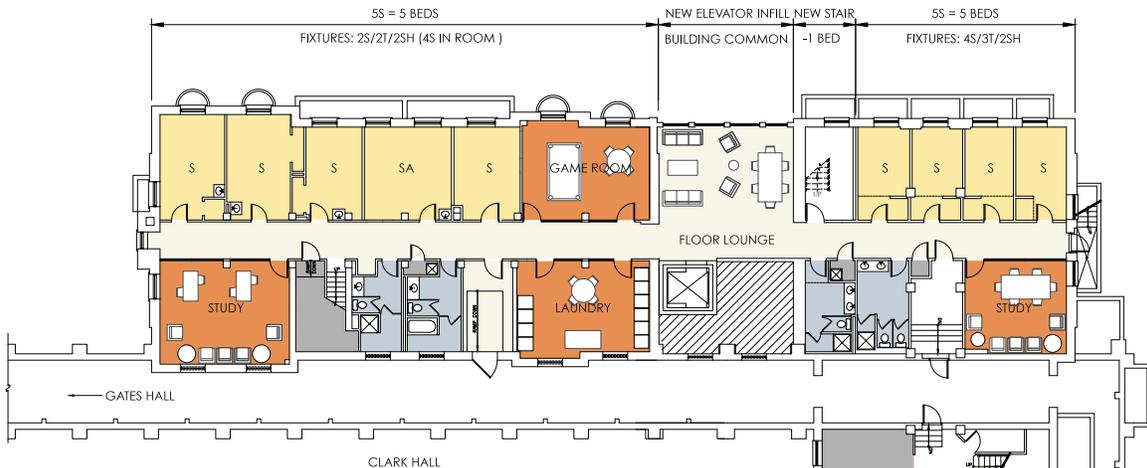
Dibble & Clark Halls 1st Floor Existing



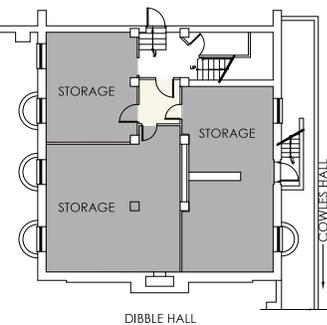
Dibble & Clark Halls 1st Floor Proposed



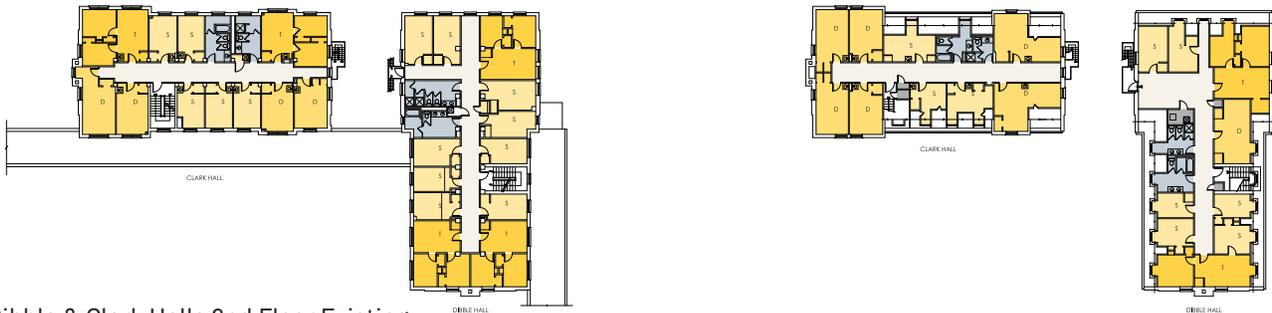
DIBBLE HALL



Dibble & Clark Halls Basement Proposed



DIBBLE HALL



Dibble & Clark Halls 2nd Floor Existing

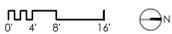
Dibble & Clark Halls 3rd Floor Existing

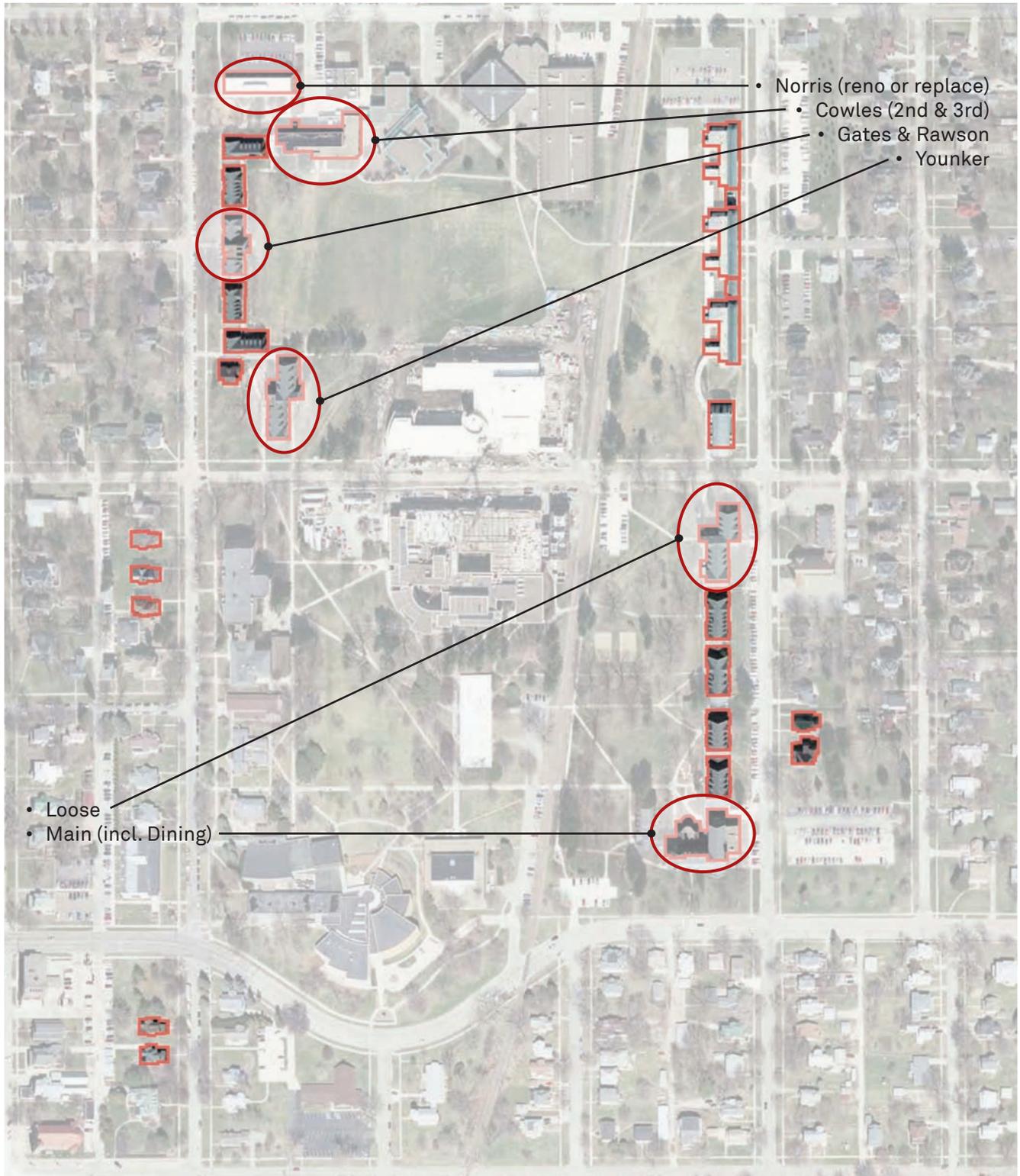


Dibble & Clark Halls 3rd Floor Proposed



Dibble & Clark Halls 2nd Floor Proposed





Internal Renovation Site Plan

### 3 Internal Renovations

Internal renovations address many of the issues broached in infill concepts. Cases where internal renovations alone are recommended include Norris, Cowles, Younker, Loose and Main Halls. Suggested scopes for each of these follow; concept plans not shown in this section are included in Appendix A.

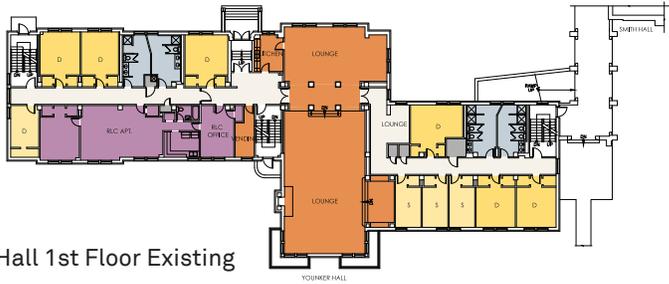
- Cowles Hall: Following the major renovation in 2010 requires relatively minor alterations to upper floors and provisions for an elevator to create more accessibility.
- Main Hall: Requires minor cosmetic upgrades and an assessment of the need to replace the existing elevator. Quad Dining is recommended for conversion to income producing, large-scale event space. Will also support campus-wide programs for Language and Program Houses.
- Norris Hall: Recent system replacements have extended the reasonable life of this building. For near term, interior renovations to add commons on each floor will improve building function. Ultimate replacement still recommended.
- Younker & Loose Halls: Significant internal renovations recommended. Test fits follow.

#### A. Younker Hall Test Fit

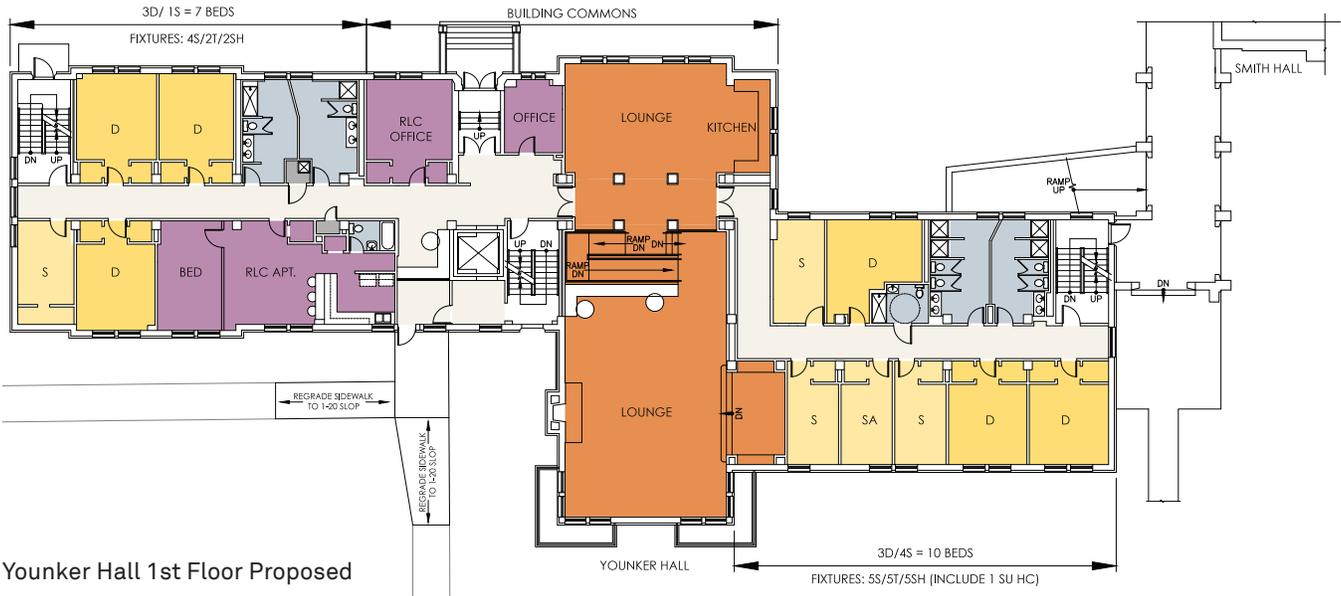
Re-grading, ramps and landscaping at the building's east face will create an accessible entrance to a small entry lobby for vertical circulation systems. Up one half level are offices and the Younker Lounge, which would be renovated to include an architecturally integrated ramp, renewed finishes and new furnishings. An RLC apartment and small cluster of student rooms is in the south wing and a larger cluster of student rooms is in the north wing.

In the basement level the Stonewall Resource Center is maintained and new social spaces are added across the hall. Because windows provide good light to this level, student rooms are maintained in north and south wings.

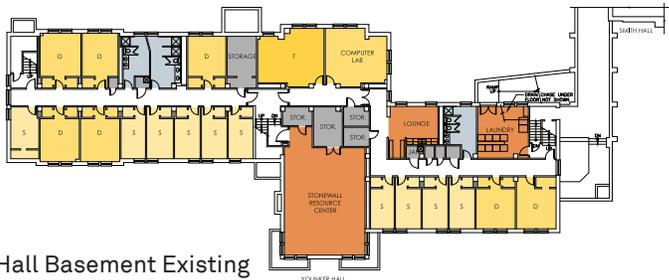
Upper floors follow the pattern established on the lower levels with clusters of traditional doubles and singles in north and south wings and enhanced social space in the joint between the two wings. By adding two suites in this center zone, corridors are reduced and lounge space enlarged. The most significant advantage of this approach is that the lounge captures windows and hence natural light. To further advance the notion of lounge as crossroad it is enclosed with glazed walls.



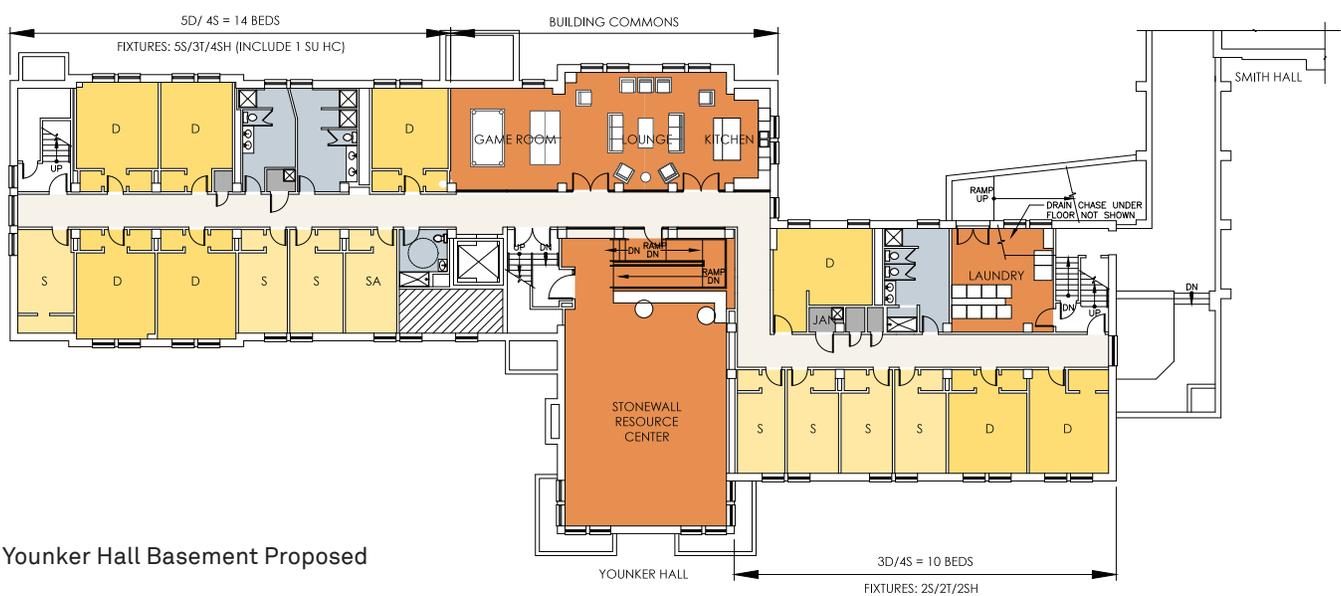
Younker Hall 1st Floor Existing



Younker Hall 1st Floor Proposed



Younker Hall Basement Existing



Younker Hall Basement Proposed



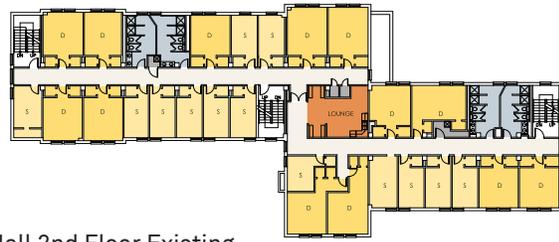
Younker Hall 3rd Floor Existing



SMITH HALL



Younker Hall 3rd Floor Proposed



Younker Hall 2nd Floor Existing

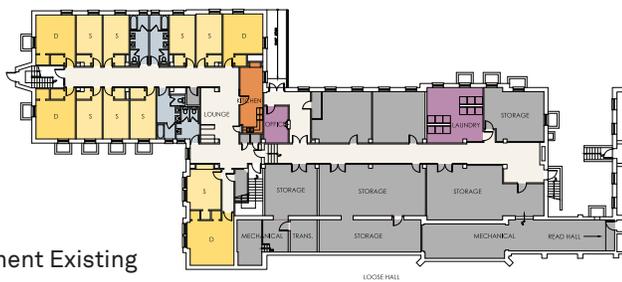
SMITH HALL



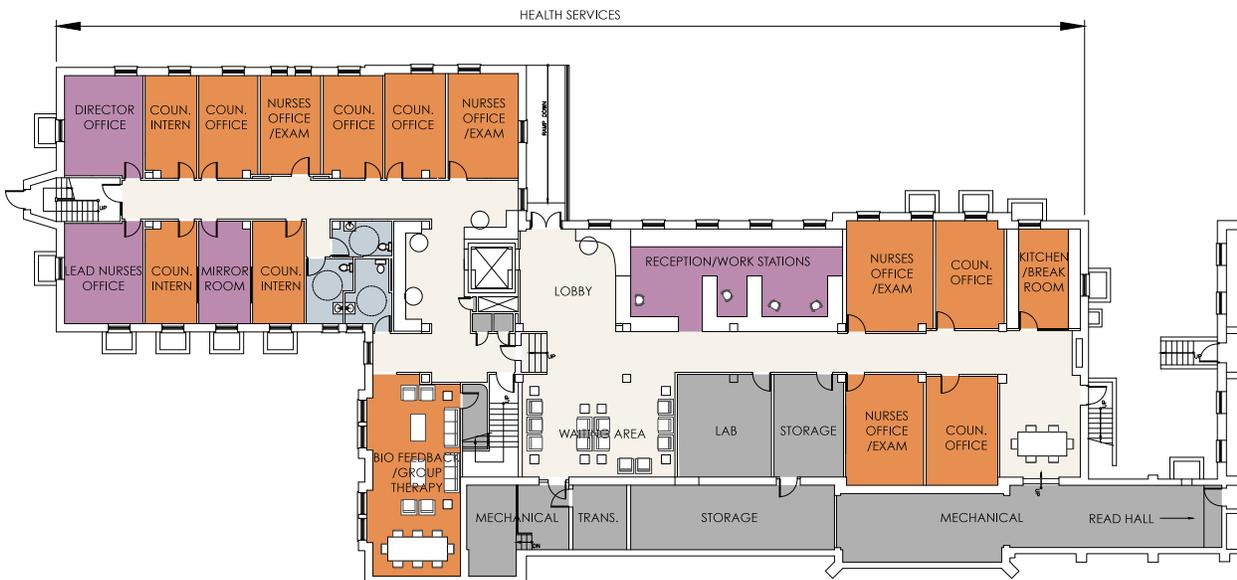
Younker Hall 2nd Floor Proposed



YOUNKER HALL



Loose Hall Basement Existing



Loose Hall 1st Floor Proposed Option A

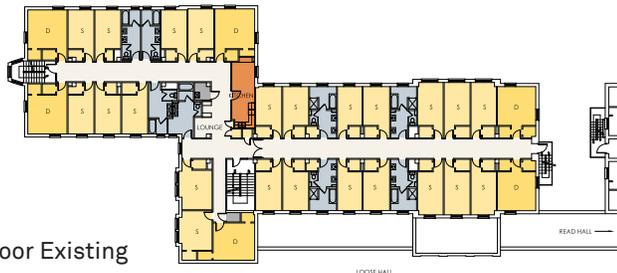
## B. Loose Hall Test Fit

Two options are shown for the basement level of Loose Hall; the first proposes a total renovation of this level to accommodate the SHACS program. Studied as an option to locating the program in new construction, the requested spaces fit well into this area and the location at the mid-point of residential areas is convenient. The conversation regarding the location of SHACS within a residence hall may deserve additional dialogue; while this is an approach that has worked on some campuses, some students expressed discomfort with this relationship.

A more typical basement configuration is shown in Option B; a cluster of student rooms is in the north wing where light is best and student commons and storage are in the south wing.



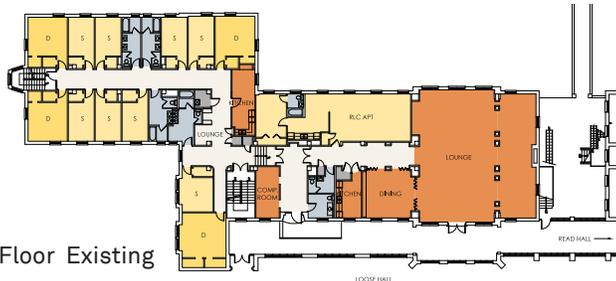
Loose Hall Basement Proposed Option B



Loose Hall 2nd Floor Existing



Loose Hall 2nd Floor Proposed



Loose Hall 1st Floor Existing



Loose Hall 1st Floor Proposed



Grinnell College		Sequence Option 1: Extended construction time frame; each project allotted one summer + one semester; North Halls to South Halls sequence																			Final
	Fall 2011	Year 1 F/Sp	Year 2 Fall	Year 2 Spring	Year 3 Fall	Year 3 Spring	Year 4 Fall	Year 4 Spring	Year 5 Fall	Year 5 Spring	Year 6 Fall	Year 6 Spring	Year 7 Fall	Year 7 Spring	Year 8 Fall	Year 8 Spring	Year 9 Fall	Year 9 Spring	Year 10 Fall	Proposed	
<b>Target Enrollment:</b>	1600	1600	1600	1600	1600	1600	1600	1600	1600	1600	1600	1600	1600	1600	1600	1600	1600	1600	1600	1600	
<b>Building Name</b>																					
<b>NORTH</b>																					
Norris	108	108	106	106	106	106	106	106	106	106	106	106	106	106	106	106	106	106	106	106	
New Norris	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	51	
Cowles	107	107	107	0	95	95	95	95	95	95	95	95	95	95	95	95	95	95	95	95	
Dibble	41	41	41	41	41	0	35	35	35	35	35	35	35	35	35	35	35	35	35	35	
Dibble/Clark Addition			0	0	0	0															
Clark	56	56	56	56	56	0	53	53	53	53	53	53	53	53	53	53	53	53	53	53	
Gates	40	40	40	40	40	40	0	35	35	35	35	35	35	35	35	35	35	35	35	35	
Rawson	34	34	34	34	34	34	34	0	30	30	30	30	30	30	30	30	30	30	30	30	
Langan	50	50	50	50	50	50	50	0	47	47	47	47	47	47	47	47	47	47	47	47	
Langhan/Smith Addition																					
Smith	57	57	57	57	57	57	57	57	57	0	29	29	29	29	29	29	29	29	29	29	
Younker	116	116	116	116	116	116	116	116	116	116	116	116	0	105	105	105	105	105	105	105	
North Loggia Renovation																					
<b>sub-total</b>	<b>609</b>																			<b>586</b>	
<b>SOUTH</b>																					
Loose	103	103	103	103	103	103	103	103	103	103	103	103	103	0	70	70	70	70	70	70	
Read	70	70	70	70	70	70	70	70	70	70	70	70	70	70	0	62	62	62	62	62	
Read/Haines Addition																					
Haines	67	67	67	67	67	67	67	67	67	67	67	67	67	67	67	0	57	57	57	57	
James	59	59	59	59	59	59	59	59	59	59	59	59	59	59	59	59	0	45	45	45	
James/Cleveland Addition																					
Cleveland	57	57	57	57	57	57	57	57	57	57	57	57	57	57	57	57	57	0	45	45	
Main	56	56	56	56	56	56	56	56	56	56	56	56	56	56	56	56	56	56	56	46	
South Loggia Renovation																					
<b>sub-total</b>	<b>412</b>																			<b>325</b>	
<b>EAST</b>																					
Rathje	71	71	71	71	71	71	71	71	71	71	71	71	71	71	71	71	71	71	71	71	
Rose	68	68	68	68	68	68	68	68	68	68	68	68	68	68	68	68	68	68	68	68	
Kershaw	68	68	68	68	68	68	68	68	68	68	68	68	68	68	68	68	68	68	68	68	
Lazier	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	
Building E Option B	0	0	0	0	0	0	0	0	0	0	0	0	0	0	124	124	124	124	124	124	
E Loggia																					
East Loggia Renovation																					
<b>sub-total</b>	<b>259</b>																			<b>383</b>	
<b>CAMPUS HOUSES</b>																					
XH14 - 1130 East Street	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	0	
XH13 - 1128 East Street	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	0	
XH12 - 1316 Park Street	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	0	
XH11 - 1227 Park Street	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	0	
XH10 - 1221 Park Street	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	0	
XH09 - 1217 Park	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	0	
XH07 - 1023 Park Street	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	0	
XH06 - 1019 Park Street	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	0	
Grinnell House	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	
BCC-Black Cultural Center	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	0	
New Campus House I	0	0	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	
New Campus House II	0	0	0	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	
New Campus House III	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	32	32	32	
<b>sub-total</b>	<b>74</b>																			<b>106</b>	
<b>Projected Capacity</b>	<b>1,354</b>	<b>1,354</b>	<b>1,384</b>	<b>1,317</b>	<b>1,412</b>	<b>1,315</b>	<b>1,363</b>	<b>1,364</b>	<b>1,344</b>	<b>1,334</b>	<b>1,363</b>	<b>1,363</b>	<b>1,355</b>	<b>1,357</b>	<b>1,357</b>	<b>1,352</b>	<b>1,349</b>	<b>1,337</b>	<b>1,400</b>	<b>1,400</b>	

## IV. SEQUENCING & IMPLEMENTATION

### A. Sequence

Several sequencing options were tested to explore both the amount of construction and renovation that could happen within an academic cycle and what the impact would be on available beds for each academic year. Scenarios are based on conversations with two contractors who have had experience with the College and their expertise in scheduling and placing construction work.

Sequencing options all assume that the renewal program start with the development of College Houses. These relatively small, more conventionally constructed houses require less investment in time and expense resources, allowing a relatively quick start up for the residential program while still providing enough beds to begin a sequential renovation of existing residences. It should be noted that none of the sequencing options is specific about the start date for this construction and renovation program; each are based on elapsed time once the program is kicked-off and each shows a 10-year schedule of continuous activity to complete all projects.

Two of the options, Sequencing Option 1 and 2, assume a north to south sequence for renovations as recommended by Grinnell's Facilities Department to best address buildings with the greatest deferred maintenance issues. Option 3 alters the renovation sequence to begin with the southeastern district residence halls, though still working from north to south through this group of buildings. This approach is consistent with the sequence reflected in the Campus Planning Infrastructure Study completed in September 2012. It should be noted that the Infrastructure Study stated that any grouping of residence halls could lead, as each group is independent from an energy production standpoint, however a north to south sequence within each geographic district is required for systematic connection to campus utilities.

The main differences between the three options are found in the beds available in each academic year or semester, and the earliest required delivery of a new building in the East Campus area. Other scenarios are easily conceived and could be developed as preferred approaches emerge.

#### **Sequencing Option 1:**

Option 1 assumes a construction sequence of one summer and one semester for each project, with a paired project and addition encompassing a full year. In this scenario beds in a wing or building are off-line for one semester and students would be expected to move to renovated spaces mid-year.

The advantages to this option are that it presents a reasonable schedule for construction periods, and defers a new East Campus Hall E until Year 7 by relying on two new College Houses for renovation swing space. The disadvantages are the fluctuation in available beds between Fall and Spring semesters, and disruption for students impacted by mid-year moves.

**Sequencing Option 2:**

Option 2 presents the most aggressive construction sequencing, relying on summer construction projects for most renovation work. Recent history from both the contractors and the housing consultant suggest that the proposed scope for interior renovations is attainable within the summer construction window as long as projects are well planned and bought out in advance of actual construction periods. Infill additions may require some additional finishing during academic years but wings could continue to function independently while this work is completed.

The advantages to this sequencing option are that the bed count maintains numbers close to 1400 on-campus residents by the second year of the program and a new East Campus Hall E is deferred until Year 8. Furthermore students are not inconvenienced by mid-year moves. The disadvantage is that the summer construction projects require careful project coordination and present some scheduling risk.

<b>Grinnell College Sequence Option 2: Compressed construction schedule; each project or pair of projects allotted one summer; North Halls to South Halls</b>																				
<b>Building Name</b>	<b>Fall 2011</b>	<b>Year 1 F/Sp</b>	<b>Year 2 Fall</b>	<b>Year 2 Spring</b>	<b>Year 3 Fall</b>	<b>Year 3 Spring</b>	<b>Year 4 Fall</b>	<b>Year 4 Spring</b>	<b>Year 5 Fall</b>	<b>Year 5 Spring</b>	<b>Year 6 Fall</b>	<b>Year 6 Spring</b>	<b>Year 7 Fall</b>	<b>Year 7 Spring</b>	<b>Year 8 Fall</b>	<b>Year 8 Spring</b>	<b>Year 9 Fall</b>	<b>Year 9 Spring</b>	<b>Year 10 Fall</b>	<b>Final Proposed</b>
<b>Target Enrollment:</b>	<b>1600</b>	<b>1600</b>	<b>1600</b>	<b>1600</b>	<b>1600</b>	<b>1600</b>	<b>1600</b>	<b>1600</b>	<b>1600</b>	<b>1600</b>	<b>1600</b>	<b>1600</b>	<b>1600</b>	<b>1600</b>	<b>1600</b>	<b>1600</b>	<b>1600</b>	<b>1600</b>	<b>1600</b>	
<b>NORTH</b>																				
Norris	108	108	106	106	106	106	106	106	106	106	106	106	106	106	106	106	106	106	106	106
New Norris	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	51
Cowles	107	107	95	95	95	95	95	95	95	95	95	95	95	95	95	95	95	95	95	95
Dibble	41	41	41	41	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35	35
Dibble/Clark Addition			0	0																
Clark	56	56	56	56	53	53	53	53	53	53	53	53	53	53	53	53	53	53	53	53
Gates	40	40	40	40	40	40	35	35	35	35	35	35	35	35	35	35	35	35	35	35
Rawson	34	34	34	34	34	34	30	30	30	30	30	30	30	30	30	30	30	30	30	30
Langan	50	50	50	50	50	50	50	50	47	47	47	47	47	47	47	47	47	47	47	47
Langhan/Smith Addition																				
Smith	57	57	57	57	57	57	57	57	29	29	29	29	29	29	29	29	29	29	29	29
Younker	116	116	116	116	116	116	116	116	116	116	105	105	105	105	105	105	105	105	105	105
North Loggia Renovation																				
<b>sub-total</b>	<b>609</b>																			<b>586</b>
<b>SOUTH</b>																				
Loose	103	103	103	103	103	103	103	103	103	103	103	103	103	103	70	70	70	70	70	70
Read	70	70	70	70	70	70	70	70	70	70	70	70	70	70	62	62	62	62	62	62
Read/Haines Addition																				
Haines	67	67	67	67	67	67	67	67	67	67	67	67	67	67	57	57	57	57	57	57
James	59	59	59	59	59	59	59	59	59	59	59	59	59	59	59	59	45	45	45	45
James/Cleveland Addition																				
Cleveland	57	57	57	57	57	57	57	57	57	57	57	57	57	57	57	57	45	45	45	45
Main	56	56	56	56	56	56	56	56	56	56	56	56	56	56	56	56	56	56	46	46
South Loggia Renovation																				
<b>sub-total</b>	<b>412</b>																			<b>325</b>
<b>EAST</b>																				
Rathje	71	71	71	71	71	71	71	71	71	71	71	71	71	71	71	71	71	71	71	71
Rose	68	68	68	68	68	68	68	68	68	68	68	68	68	68	68	68	68	68	68	68
Kershaw	68	68	68	68	68	68	68	68	68	68	68	68	68	68	68	68	68	68	68	68
Lazier	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52
Building E Option B	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	124	124	124	124
E Loggia																				
East Loggia Renovation																				
<b>sub-total</b>	<b>259</b>																			<b>383</b>
<b>CAMPUS HOUSES</b>																				
XH14 - 1130 East Street	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	0
XH13 - 1128 East Street	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	0
XH12 - 1316 Park Street	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	0
XH11 - 1227 Park Street	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	0
XH10 - 1221 Park Street	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	0
XH09 - 1217 Park	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	0
XH07 - 1023 Park Street	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	0
XH06 - 1019 Park Street	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	0
Grinnell House	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
BCC - Black Cultural	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	0
New Campus House I	0	0	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32
New Campus House II	0	0	0	0	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40	40
New Campus House III	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	32	32	32	32
<b>sub-total</b>	<b>74</b>																			<b>106</b>
<b>Projected Capacity</b>	<b>1,354</b>	<b>1,354</b>	<b>1,372</b>	<b>1,372</b>	<b>1,403</b>	<b>1,403</b>	<b>1,394</b>	<b>1,394</b>	<b>1,363</b>	<b>1,363</b>	<b>1,352</b>	<b>1,352</b>	<b>1,352</b>	<b>1,352</b>	<b>1,402</b>	<b>1,402</b>	<b>1,382</b>	<b>1,382</b>	<b>1,400</b>	<b>1,400</b>

### Sequencing Option 3:

Option 3 employs the extended construction schedule for renovations recommended in Option 1 but suggests that the renovation sequence begin with the South Campus Halls as opposed to the North Campus.

The disadvantages to this approach are that the South Campus renovations result in a larger bed loss than the North Campus renovations, requiring the earlier Year 3 delivery for a new East Campus hall. The advantages of this approach are similar to Option 1. The desired bed-count of 1400 can be reached starting in Year 3.

Grinnell College		Sequence Option 3: Extended construction time frame; each project allotted one summer + one semester; South Halls to North Halls sequence																				Final
	Fall 2011	Year 1 F/Sp	Year 2 Fall	Year 2 Spring	Year 3 Fall	Year 3 Spring	Year 4 Fall	Year 4 Spring	Year 5 Fall	Year 5 Spring	Year 6 Fall	Year 6 Spring	Year 7 Fall	Year 7 Spring	Year 8 Fall	Year 8 Spring	Year 9 Fall	Year 9 Spring	Year 10 Fall	Final Proposed		
Target Enrollment:	1600	1600	1600	1600	1600	1600	1600	1600	1600	1600	1600	1600	1600	1600	1600	1600	1600	1600	1600	1600		
<b>NORTH</b>																						
Norris	108	108	108	108	108	108	108	108	108	108	106	106	106	106	106	106	106	106	106	106		
New Norris	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Cowles	107	107	107	107	107	107	107	107	107	0	95	95	95	95	95	95	95	95	95	95		
Dibble	41	41	41	41	41	41	41	41	41	41	41	41	0	35	35	35	35	35	35	35		
Dibble/Clark Addition																						
Clark	56	56	56	56	56	56	56	56	56	56	56	56	0	53	53	53	53	53	53	53		
Gates	40	40	40	40	40	40	40	40	40	40	40	40	0	35	35	35	35	35	35	35		
Rawson	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	30	30	30	30		
Langhan	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	0	47	47	47		
Langhan/Smith Addition																						
Smith	57	57	57	57	57	57	57	57	57	57	57	57	57	57	57	57	57	0	29	29		
Younger	116	116	116	116	116	116	116	116	116	116	116	116	116	116	116	116	116	116	105	105		
North Loggia Renovation																						
sub-total	609																			586		
<b>SOUTH</b>																						
Loose	103	103	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70		
Read	70	70	70	70	0	62	62	62	62	62	62	62	62	62	62	62	62	62	62	62		
Read/Haines Addition																						
Haines	67	67	67	67	67	0	57	57	57	57	57	57	57	57	57	57	57	57	57	57		
James	59	59	59	59	59	59	0	45	45	45	45	45	45	45	45	45	45	45	45	45		
James/Cleveland Addition																						
Cleveland	57	57	57	57	57	57	57	0	45	45	45	45	45	45	45	45	45	45	45	45		
Main	56	56	56	56	56	56	56	0	46	46	46	46	46	46	46	46	46	46	46	46		
South Loggia Renovation																						
sub-total	412																			325		
<b>EAST</b>																						
Rathje	71	71	71	71	71	71	71	71	71	71	71	71	71	71	71	71	71	71	71	71		
Rose	68	68	68	68	68	68	68	68	68	68	68	68	68	68	68	68	68	68	68	68		
Kershaw	68	68	68	68	68	68	68	68	68	68	68	68	68	68	68	68	68	68	68	68		
Lazier	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52	52		
Building E Option B	0	0	0	0	124	124	124	124	124	124	124	124	124	124	124	124	124	124	124	124		
E Loggia																						
East Loggia Renovation																						
sub-total	259																			383		
<b>CAMPUS HOUSES</b>																						
XH14 - 1130 East Street	9	9	9	9	9	9	9	9	9	9	9	9	9	9						0		
XH13 - 1128 East Street	12	12	12	12	12	12	12	12	12	12	12	12	12	12						0		
XH12 - 1316 Park Street	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	0		
XH11 - 1227 Park Street	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	0		
XH10 - 1221 Park Street	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	0		
XH09 - 1217 Park	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	0		
XH07 - 1023 Park Street	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	0		
XH06 - 1019 Park Street	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	0		
Grinnell House	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2		
BCC-Black Cultural Center	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	0		
New Campus House I	0	0	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32	32		
New Campus House II	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	40	40	40	40		
New Campus House III	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	32	32	32	32		
sub-total	74																			106		
<b>Projected Capacity</b>	<b>1,354</b>	<b>1,354</b>	<b>1,353</b>	<b>1,353</b>	<b>1,407</b>	<b>1,402</b>	<b>1,400</b>	<b>1,388</b>	<b>1,377</b>	<b>1,316</b>	<b>1,409</b>	<b>1,409</b>	<b>1,368</b>	<b>1,347</b>	<b>1,365</b>	<b>1,368</b>	<b>1,378</b>	<b>1,368</b>	<b>1,400</b>	<b>1,400</b>		



## V. RECOMMENDATIONS & NEXT STEPS

The recommendations of this study employ a variety of responses to address each of the goals established at the outset.

- **Bring more upper year students back on campus for leadership and mentoring roles**

Two strategies would be employed to increase the upper year population in student residences. The first will be to limit the number of off-campus waivers granted to 80 to 120 students, depending on the number of students studying outside of Grinnell in a given year. The second will be to ensure that unit types available for upper year students provide sufficient variety and autonomy including full suites and a limited number of apartment-style units.

- **Improve accessibility; ensure that buildings can be used by all students**

New construction, additions and renovations each provide the means to make all buildings accessible through graded entries and internal elevators. Each floor will have accessible and gender neutral bathroom facilities. Where practical universal design standards should be incorporated.

- **Extend the learning environment into the residence halls; provide good spaces for both social & academic pursuits**

By expanding the types, scale and quality of common spaces the ability to program, teach and meet formally or informally will increase. Enhancing spaces with technology, flexible furnishings and good lighting will improve functionality. Providing zoning that separates some commons from student sleeping areas will create areas where non-residents can be comfortable.

- **Enhance the self-governance model for residential life by mixing class years within halls; provide clusters of similar year students (particularly FY)**

Provision of a broader range of unit types and a more systematic distribution of unit types within buildings and neighborhoods will create a more intentional mix of students. Clustering of first-year students in groups of six to eight at a minimum will provide links to other entering students, as well as chances to interact with upper class year students.

- **Improve the quality & equity of accommodations across the campus**

While new construction should always provide high quality student space, the most essential factor in achieving this goal will be the systematic renovation of existing spaces. All of the recommended work is not costly but requires the development of aesthetic standards that reflect the values of the College.

- **Provide variety in unit offerings to recognize student developmental needs**

Unit types will offer students increased amenities with each year of advancement. In the proposed program match younger year students will have the greatest ability to meet other students, and older students will have the ability to live in groups of peers and friends while still recognizing their role as mentors.

- **Clarify building entry and spatial organization; define public, semi-public and private zones of habitation**

With the completion of this plan each building will have a clear, inviting entry sequence, adequate zones of public space and understandable zones of demarcation from public to private space.

- **Address sustainability, maintenance and density issues**

Both renovations and new construction will enable Grinnell to employ sustainable strategies for new work placed. If the College is interested in LEED certification for all projects, scopes of work will need to be assessed for the most appropriate rating category. Renovations will address deferred and on-going maintenance issues; materials must be aesthetically pleasing and durable. New beds and common space will decrease density in existing halls; common space will also provide designated space for activities away from bedrooms, reducing intensity of corridor use.

There is no question that the proposed plan is ambitious and comprehensive; it will require significant and continuous financial investment for an extended period of time. It is also an important step in the evolution of residential life for Grinnell College. In 2001 the College recognized many of these issues and responded with a significant building initiative. In 2012 it is a good moment to follow the lead of many of the College's peers and address the unmet needs of improving all campus residences. This study lays out a path to move to the next stages of project development.

