

Chapman Hall Programming Study

Clark Honors College
The University of Oregon

August 2015



Report

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Letter from the Dean

Dr. Terry L. Hunt

To the CHC Community:

In early July the Oregon legislature, pending final approval by Governor Kate Brown, authorized bonding for the renovation of Chapman Hall. Our private match came from generous donations made by our Advisory Council members, other CHC supporters, and from a significant unrestricted gift allocated to our project by Interim President Coltrane. This spring, in anticipation of state funding, we engaged THA Architecture of Portland, for an architectural programming study of Chapman Hall. The purpose of the study was twofold: to understand how well spaces in Chapman currently meet the needs of our students, faculty, and staff, and to begin envisioning new spaces to better support the CHC community today and into the future as we grow. In tandem with the programming study, UO Campus Planning and Real Estate conducted a historic assessment of Chapman and produced a focused report on Chapman's original steel frame windows. The programming study, historic assessment, and analysis of Chapman's windows will enable us to move more quickly through the design phase and develop construction plans for the renovation.

Throughout the programming study we sought significant input and interaction with all members the CHC community: students, faculty, and staff. A cross-section of students (class years and majors) participated in our Leadership Group meetings, Focus Groups, and an Open House. Through the study, we learned more about how students see Chapman Hall—their home base on campus—and how much they treasure its historic qualities. CHC faculty attended the Leadership Group meetings, Focus Group discussion, and participated in one-on-one discussions with a THA architect. The study elicited faculty perspectives on effective seating and seminar-style classrooms, the potential of incorporating a science studio or lab in Chapman, and the wide range of faculty needs for office space and degree of connectedness with student spaces. Staff also shared their needs, from a welcoming space in which to meet prospective students and their parents, places to meet with graduating seniors on their thesis, as well as quiet spaces for focused work.

From these many perspectives we developed a set of planning principles. These planning principles are the foundation of the series of potential floor layouts provided in the study. These floor layouts are ideas; they do not reflect any firm design decision or construction plan. Indeed, the layouts include an addition to Chapman's roof, something far beyond an interior renovation. The planning and principles and floor layouts will provide a starting point as we engage both the architecture firm and general contractor chosen for the Chapman renovation. Many more ideas and inputs will be collected during the design phase beginning in fall 2015.

As you read this architectural programming study, you will hear our students' voices—what they value about the CHC and Chapman Hall. You will hear faculty and staff voices expressing issues of the building's outdated utilities, lack of internal staircase linking all floors, and the potpourri of renovated spaces in the first and third floors. The study presents several possible solutions, suggested by the THA architects who bring significant experience renovating historic buildings, and by our own Campus Planning and Real Estate staff. This is an exciting time, and I invite you to envision a new Chapman Hall.

Clark Honors College Mission and Goals of this Project

Clark Honors College Mission

Established in 1960, the Robert D. Clark Honors College is one of the first, four-year honors college at a public university in the nation. Its mission is to provide a liberal arts education, with emphases on critical thinking, interdisciplinary coursework and undergraduate research, to students who also benefit from the rich academic opportunities available at an AAU research university. In contrast to many other public university honors colleges and programs, the CHC has its own resident faculty and a required curriculum, a portion of which replaces the UO's general education requirements. In order to graduate, each CHC student completes the CHC requirements, the academic requirements of their major as well as researches, writes and orally defends a senior thesis.

With an enrollment of 800 students, the CHC is a community of the best and brightest students (three-quarters are Oregon residents). Classes, capped at 19 students, are interdisciplinary and heavily discussion-based with significant amounts of reading and class preparation required. Lower division classes are frequently taught by CHC resident faculty, while upper division colloquia are taught both by CHC resident faculty and faculty drawn from across the greater UO.

The Clark Honors College has a strategic goal to grow (from 800 now to 1200-1500 students). Growth will require additional tenure-related faculty who will broaden the range of academic disciplines in the college. Growth will also benefit the UO in many ways, such as improving freshman metrics (GPA, SAT scores) as well as keeping Oregon's brightest students in state.

A recent strategic planning exercise with CHC Advisory Council members resulted in these keywords to describe who the CHC serves, what the CHC does, and how the CHC accomplishes its mission:

- Who do we serve?
 - Students
 - The world (society)

- What do we do?
 - Foster intense faculty-student relationships
 - Build critical thinking skills
 - Draw out the skills and talents of our students (Latin verb: educare)
 - Improve creative thinking and problem solving skills

- How do we do it?
 - Small class size
 - Emphasize the critical thinking through the thesis process
 - Provide opportunities to broaden experience beyond the classroom and campus
 - Provide exposure to diverse persons, experiences, disciplines and ideas
 - Create a supportive, nurturing environment where it is safe to experiment and to make mistakes

As a group, these words emerged as ones that resonated the most when describing the CHC experience:

- Nouns: Scholars, Leaders
- Verbs: Challenge, Excite, Transform
- Adjectives: Transformative, Critical, Creative, Diverse
- Adverbs: Collaboratively, Creatively, Interactively, Intensively

Project Goals

In the most concrete terms, this project will help members of the CHC community understand how Chapman Hall is currently used, and how it could be reconfigured to support of the CHC 's mission. The project will enumerate possible solutions to current issues with the building, such as lack of a staircase that unites all floors, uneven flow of students and faculty throughout the building, antiquated environmental controls, and outdated classrooms (both technology-wise as well as the ability to incorporate different learning environments such as small groups vs. class discussion).

From a broader perspective, given the CHC's growth objective, the project will suggest options, solutions, space reconfiguration and usage patterns which will minimize growing pains while providing an improved environment for student learning, faculty-student interaction, faculty research, and administrative work done by CHC staff. The project will recommend options that better support the CHC's recruitment of prospective students, better serve the current and future CHC student body, and provide an effective and comfortable workspace for both CHC faculty and staff.

Completed in 1939, Chapman Hall is a historic building on the UO campus. Future building renovation will focus on the interior. This programming study will present options and renovation schemes that will modernize the building's internal environment in a way that respects the historic nature of the building itself.

Chapman Hall Architectural Programming Study: Executive Summary

Background

The University of Oregon’s Robert D. Clark Honors College (CHC) is housed in Chapman Hall, one of the first four historic “sister” buildings flanking 13th Avenue on the Memorial Quadrangle axis. The first four-year honors colleges at a public university in the United States, CHC has flourished since its founding in 1960. Its students benefit from a liberal arts education as well as access to the academic richness of a large research university. Students enjoy intimate seminar classes with fewer than 20 students taught by resident faculty and experts from across campus. The College benefits UO directly through higher freshman metrics, as well as keeping Oregon’s brightest students in state.

With current enrollment at 800 students and plans to expand to 1,200 students, CHC’s current arrangement in Chapman Hall is lacking in area and functionality. While many of its spaces are well-liked, there are also significant opportunities for improvement. In early 2015, in order to plan for future renovations, the University established a Leadership Group to guide a Programming Study and hired THA Architecture from Portland, Oregon to inform the work. This core team met four times over the ensuing months and organized outreach via an Open House, a series of Focus Groups, and individual meetings with faculty members.

Purpose

The purpose of this Programming Study is to record how Chapman Hall is used currently and to identify ways in which it could be reconfigured to support CHC’s mission, establishing a series of Planning Principals to guide future design work. The Study suggests options for space reconfiguration to improve the environment for student learning, faculty-student interaction, faculty research, and administrative work. The ultimate goal is for Chapman Hall to better serve CHC’s faculty, staff and students and to be an effective recruitment tool for prospective students.

Findings

Chapman Hall's current configuration serves to separate rather than integrate the different types of building users; this bifurcation also hinders CHC's ability to communicate its distinct identity and mission to its visitors.

This said, Chapman Hall is well-loved, and strongly identified as the home of the Clark Honors College. Its sense of history, its dignity, and location are well liked. Students appreciate its amenities and the privileges it affords their CHC cohort, but would like greater access to study spaces for groups and individuals – and more robust technology. Faculty would like a variety of office types based on their approach to research and education. Staff would like a home that supports CHC from student recruitment to thesis defense and graduation. Everyone – faculty, staff and students – recognize a fundamental need to organize and modify Chapman Hall in order to create a strong sense of “ownership”, to encourage faculty/student interaction, and to unite everyone in the Honors College in a single place: interconnected, accessible, and discoverable. The renovated Chapman Hall will continue to welcome students and faculty who use the general university classrooms – and while the large, second floor Lecture Hall will remain, other classrooms may be modified to better support CHC's seminar model of instruction. This may enable a greater proportion of CHC's classes to return to Chapman Hall, thus reinforcing the presence of the Honors College in this beautiful historic building.

Next Steps

In July 2015, the Oregon State Legislature approved bonds to fund the renovation, augmenting \$2.5M in privately raised funds.

Planning Principles

1. Create a welcoming entry sequence into CHC that is both well connected to predominant university traffic flow and that clearly expresses the college's identity.
2. Honor the historic look and feel of Chapman Hall while adjusting the building's layout to support a diversity of learning and working styles.
3. Build a more integrated community by promoting informal interaction along the user's circulation path.
4. Consider the experience of the visitor as they go on their first tour of the college.
5. Improve vertical connectivity between all levels and, if possible, provide ADA access to all levels.
6. Mix faculty office clusters, student study space, and seminar rooms to encourage interaction and dialogue between different building users
7. Create flexible/reconfigurable seminar style classrooms that support a variety of seating layouts.
8. Create a diversity of faculty office types that cater to the range of faculty uses (social, quiet, high and low volume storage, part-time use).
9. Create rational security strategies/zones that address different hours of use.
10. Place general education spaces for non-CHC students together in order to maximize CHC's feeling of ownership of Chapman Hall's footprint and minimize non-CHC traffic through core CHC spaces.
11. Physically showcase the diversity of topics that is taught and researched by CHC faculty and students.
12. Increase the presence of the sciences within the building.
13. Array group study and personal study spaces throughout the building to best support student learning.
14. Provide for a diversity of classroom types.
15. Employ gradients of acoustical privacy to optimize the user's experience throughout the full range of activities within the building.
16. Meet or exceed the University's Oregon Model for Sustainable Development requirements while paying particular attention to how the building environment may enhance the occupant's connection to nature.

Programming Study Process and Findings

Methodology

The Programming Study work effort occurred over a two month period from February to April 2015. The University of Oregon established a Leadership Team to guide the process. This group met with THA Architecture four times during the study period, to provide input and feedback and to guide the process in general.

In addition to these meetings, the following strategies were used to gather data, opinions and ideas:

- Existing reports, studies and other documents were reviewed.
- Focus Groups addressed issues specific to Faculty, Staff and Students.
- An Open House included a series of stations addressing sustainability, atmosphere, environment, and plan organizations.
- Individual interviews were schedule with Faculty members, and the Leadership Group Toured of several buildings on campus including Fenton Hall, Peterson Hal, and the HEDCO College of Education building,

THA Architecture developed a set of exercise that were used by participants during the Programming Study effort. These included Vision Cards, a “Day in the Life” activity, an Activities exercise, and a set of plan diagrams and program/activity cards. Each exercise was designed to engage the user and elicit ideas regarding building use and organization.

After significant data gathering, visioning, and discussion the design team developed several vignettes studying specific program relationships and opportunities. Next, four full-building layouts were created. Following careful review and discussion of each scheme, a fifth and final possible layout was created and is included in this report.



Areas of Concern

The following issues will inform the eventual program distribution and design strategy for a renovated Chapman Hall:



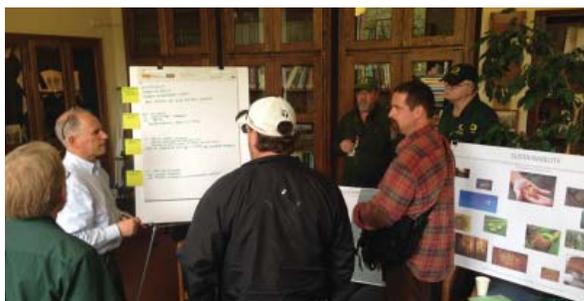
- The original organization of Chapman Hall for Humanities and the University bookstore results in a lack of connection between the first and upper floors of the building. This now presents a significant challenge for occupants of the building, who rue the lack of connectivity between the Clark Honors College spaces that are now distributed on all levels of the building.
- Chapman Hall is a historic building, important to the campus and eligible for the National Register of Historic Places. Various aspects of the building have been identified as important to this distinction, and will require careful consideration. This includes select interior spaces as well as the façade, windows, entrances and some landscape areas.
- Chapman Hall is relatively modest in size; the desired program areas are likely to be too large to be entirely accommodated and compromises will be necessary unless great synergy can be found in some areas. This is compounded by the compact size of the building, the locations of existing entrances, the historic interiors and particular by the existing window configuration.
- Necessary structural, mechanical and restroom upgrades along with other improvements for life safety and accessibility requirements will almost inevitably result in a smaller available area for program uses.



Finding synergies

The following strategies may help reduce space pressure within the building and maximize the ability for this project to meet all its programming goals:

- Classrooms and conference rooms that function effectively as seminar rooms
- Providing access to printing from technology enabled meeting / huddle rooms, reducing the need for dedicated computer lab
- More efficient and flexible furniture to support room reconfiguration
- Creating seating/meeting opportunities in hallways
- A variety of office sizes and provision of small reservable meeting rooms to augment small office challenges
- Basement could be used for general UO storage; lack of elevator service is challenging
- Basement could be used for technology-rich, daylight averse uses; lack of access may be challenging



Historic Assessment Summary

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In May 2015, the University of Oregon issued a Historic Assessment of Chapman Hall.

Designed by Ellis Lawrence and completed in 1939, Chapman Hall originally housed Humanities and the University bookstore. Overall, the building has been assigned a “primary” historic ranking, meaning that it has both a high historical significance and excellent integrity. Per the report the building is eligible for listing in the National Register of Historic Places.

Exterior facades and interior spaces were ranked with regard to potential historic significance and historic integrity, with a resultant assignment of primary, secondary or tertiary rankings. The Historic Assessment recommends retention and preservation of primary and secondary areas of historic significance. This may directly inform possible space strategies and reconfiguration options for Chapman Hall in the future. The following summary identifies components / aspects of the report that may directly affect the design approach and planning strategies for the building and its site:

Landscapes: The proposed building layout supports maintaining “primary” landscape zones at the north and west edges of the building. The plan identifies an opportunity for modifying the south landscape, ranked “secondary” that would enhance CHC’s connectivity to the outdoors. This modification is not required to achieve the proposed scheme.

Basement: The historic report does not rank any of the spaces on this level. The proposed building layout suggests modifications to the stair accessing this level as well as the addition of a new elevator stop making the restrooms accessible to all building users.

Level 1 and Level 1.5: According to the report, entries from the north (primary), west (primary), and south (secondary), should be preserved. The proposed plan identifies the northwest entry as the new main entry to the college. The existing detailed terracotta molding already indicates that this is an important entry. Its adjacency to the 13th Avenue E-W axis through the campus supports the campus plan. The report identifies the interior west portion of the ground floor (level 1) to be of tertiary importance and it gives the east side (level 1.5) no ranking. This portion of the assessment allows for significant changes to the interior on these levels. The proposed layout does include major interior changes but they do not require a change in fenestration on the exterior.

Level 2: This level makes the most significant contribution to the building’s historic character. The character of the interior main stair (“primary”) would be maintained in the renovation proposal. The plan for the second floor corridor, also “primary”, would maintain the built-in display case, the bronze plaque

and most of its walls would remain in their original position. Suggested changes include the removal of some doors and the enlargement of some wall openings. Office room 223 would maintain both its 1942 mural and its built-in cabinet and drawers but the east wall that encloses this space and the built-in bookcases along this wall would be removed to create the more generous student lounge that would take the place of the office. Classroom 202, 203 and 204 are all of “tertiary” importance. This historic flexibility allows the proposed plan to both densify and diversify CHC program spaces in this area. Lecture Hall 207 at the east is of “secondary” importance. The proposed building layout respects its current condition and detailing while also suggesting that the room could be used more efficiently if the fixed seating were replaced with a more versatile layout. This change is, however, not required.

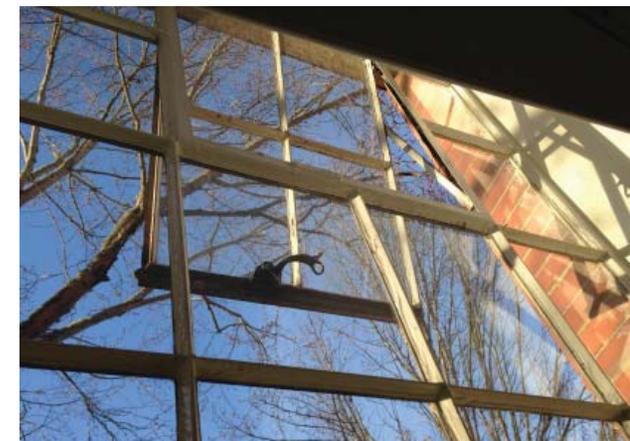
Level 3: The west stair serving this level receives a “primary” ranking from the report. The proposed plan retains the stair in its existing condition. The announcement case here could remain but the proposed plan suggests removing the double doors (a 1966 addition) at the top of the landing as well as the glass block wall flanking the north landing. The plan could be reworked to keep both of these elements if the college decides that it is important to do so. The hallway on this level is considered to be of “secondary” importance. Original built-in bookcases, a fuel bin cabinet, a fireplace, built-in cabinets and pine board paneling would be removed to accommodate a new arrangement of faculty offices proposed in the renovation. While much loved by current students and Alumni, the third floor library is marked as “tertiary”. The proposed building plan suggests relocating the library to the first floor adjacent to the main entry where it can welcome newcomers and help to give the college the strong academic identity it desires and deserves.

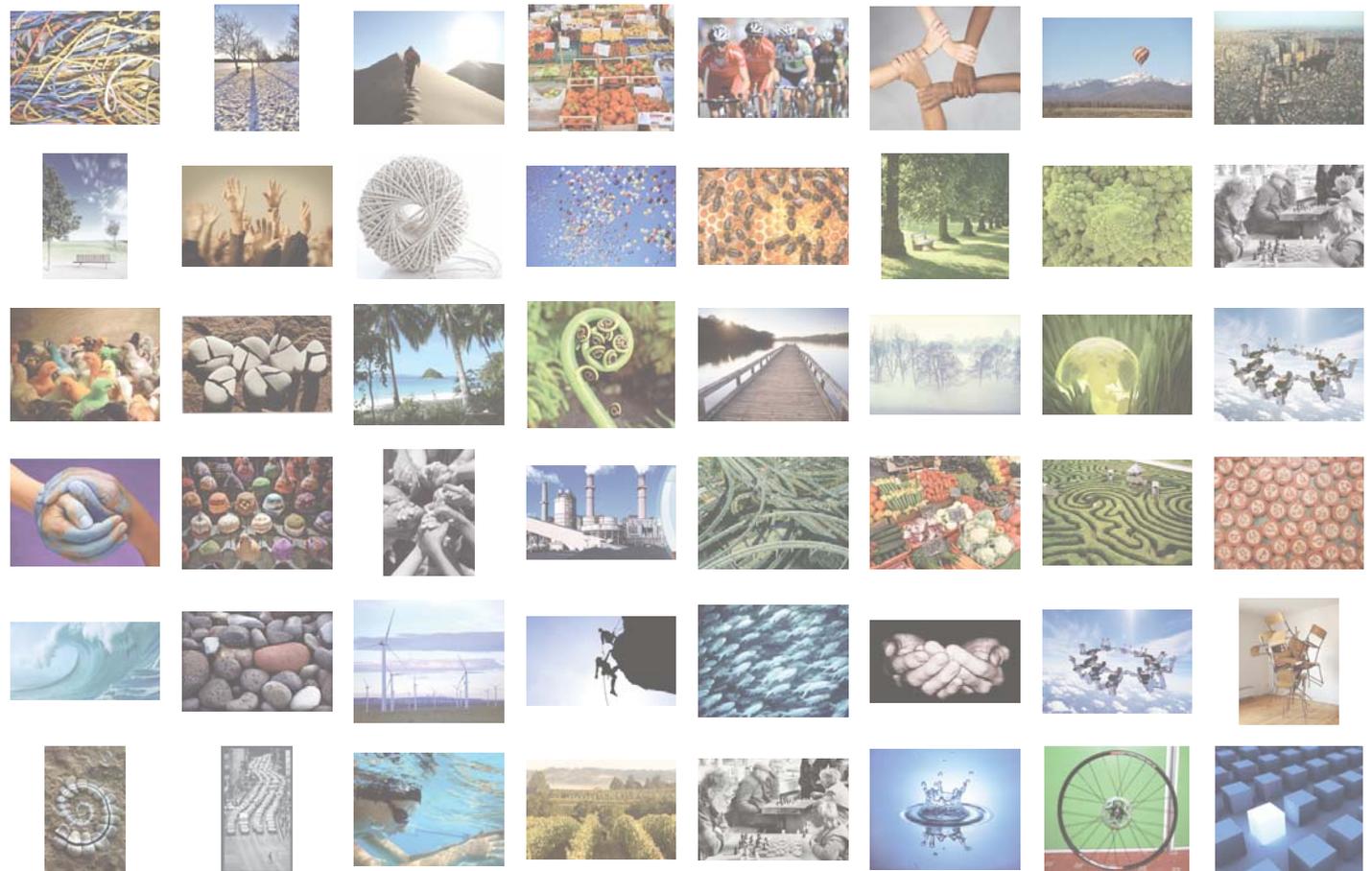
Roof: The historic report does not directly address this level of the building but it does identify a portion of this north elevation to be of “primary” importance. Due to the location of the elevator and the need to make a proposed new level at this height ADA accessible, the north elevation would appear different from 13th Avenue if the suggested rooftop addition was executed. The walls enclosing the added height to this elevation could be set back from the original façade and their design would need to be very carefully considered to support their historic context. The same set of factors will need to be considered on the west and south elevations.

Facades: The proposed building plan does not require any changes to the exterior skin. It assumes that all windows will remain in their current positions and maintain their original character. Brick and terracotta details of the skin would also remain intact, preserving the beloved character of this anchor on the Memorial Quadrangle.

Preliminary Window Assessment Summary

The findings of a Preliminary Window Assessment are very positive - the majority of windows studied were found to be in “good” or “excellent” condition. The most common issues were peeling paint, surface rust, and cracked and chipping glazing compound. Additional problems include missing or replaced hardware, difficulty or inability in operating the windows, and air gaps. The assessment makes recommendations regarding routine maintenance and repair, and discusses opportunities for improvement.





Vision Cards

During this Programming effort, THA's Vision Cards were used in a variety of ways to elicit aspirational statements from building users. The Leadership Group was asked to select cards that represented how Chapman Hall "feels NOW" and how the building should feel "THEN" - after it is renovated. The following cards were selected, and comments shared:

NOW THEN

“we have the potential to be more like this but we are not physically near enough - I’m not in that circle because they’re upstairs”

CH is old... there are new ways to do things



risk taking; team work; boldness; exciting

haphazard feeling – constrains possibilities. “the problem we have”



beautiful; peaceful; serene; green

intellectual; old fashioned; traditional (in a positive way)



students; intellectual curiosity; enthusiasm

NOW THEN

“take these skills and you can go just about anywhere”

helping each other climb the mountain; exploring new territory; students often learn from one another; students at the apex



CHC is integrated and recognized within UO; the Curriculum is integrated within UO; as flexible as we need to be, not rigid as we are perceived to be.

community of achievers “all hands in the classroom”; passionate, enthusiastic, energetic

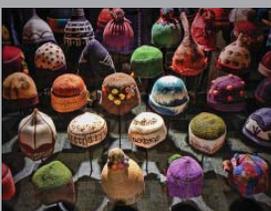


organic growth; sustainable; living/breathing; green campus – to succeed CHC needs to be thoughtful about its growth, changing, not fully unfurled.

they graduate & sail away; they are related...; we launch them; we don’t always keep in touch; “they’re just up there”; a divide between alumni and the CHC community



...students are embarked on their career and life journeys and are interconnected. They have skills to take to their future careers; they can take any on- or exit-ramp. They can go anywhere.

		NOW		THEN	
Interesting interdependent community; hierarchical			a mixed forest of coniferous and deciduous: non-hierarchical yet robust through diversity; long lived		
Community of achievers Passionate, enthusiastic, energetic			<i>more colorful; stronger; more interdependence; the strength of the community</i>		
diversity of people; diversity of ideas			<i>order on any dimension; grows organically from its core values; the future is based on its values</i>		



Events happening in CH;
Liked colors; Happy image



Haphazard feeling – con-
strains possibilities. “the
problem we have”



Seeing people; Travel;
Working with each other



Abstract beauty
Landscaping



Serenity
Relaxed feeling



Relaxation
Beauty



Feeling of suspension
View
Canopy



Camaraderie
Collaboration



Natural

Vision Cards - Open House

During the Open House, attendees were asked to select three cards in response to the question “how should a renovated Chapman Hall feel?”. The selected cards were then shared along with brief statements explaining why each card had been picked.



Serenity



Collaboration
People together
Global connection and
awareness



Welcoming for everyone
Diversity
Working together



Outdoors
Connection to nature



Fresh
Feel good image



Working together
Instinctive



Organized
Functionality



Working together
Humans together



Peaceful
Natural
Comforting



Togetherness
Welcoming
Helpful



Fresh
Feel good image



Integrated into landscape
Not industrial
Connection to nature



Place where everyone connects and supports



Natural materials
Form that evolves naturally



Fun maze = what learning should be
Challenging
Interesting
Fun



Creative use of resources



Intellectual engagement
Old/young = professors & students engaging



Place to take care of people



Our own little world within the larger world
Green = alive and growing



Community



Connection to nature



Fun
Enjoying your work



Culturally diverse
Collaboration



Fractal
Detailed
Nooks & crannies
coziness



Small spaces
People working
Organized chaos



Calm
Wood
Light
Nature



color



Warmth
Historical aspect



Soft
comfort
good acoustics / not loud



Warmth
Nature
Respecting history
Tradition is important



“thinky” space
Concentration is important
Few distractions
Focus



Compartmentalized spaces
Reduced distraction
Community: Honors college is part of bigger whole but unique



Organization
Creativity
Color



Light
Airy
Comfort
Natural



Passion
Energy
Community
Youth



This should be a place we want to be more than anywhere else.
An “Oregon” feel relaxing



Dialogue between professors and students



Nooks & crannies
Fun
Exploratory
Place to study / “found” private spaces



Unity
People helping each other diversity



Clean water
Fresh



Organization
Wayfinding



Collaboration
Global worldview
Cultural diversity



Sustainability
Green technology
Environmental planning



Tranquil
Peaceful
Calm
focus



Collaboration
Connection between people
support



Many ideas wound up together
Exploring ideas



Uplifting
Clear vision
Happy
Wants to feel this way when coming to work



Feel of age
Timeless
Adequate space and closeness at the same time



Intangibility
Removes distance
Pretty
White/black simple contrast



Bright
Contrast
Simple color scheme
Sense of duplication
Tessellation



Community
Supporting each other



Peaceful
Zen
Nice study space



Connection to outdoors
Nature
Peaceful

Sustainable Strategies

Sustainability Exercise: How should UO's priorities relate to this project?

Attendees: The open house and all of its activities were open to all students, faculty and staff of the honors college. While it was predominantly attended by students, a number of representatives from facilities and the administration were present. There were very few faculty at the event.

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Sustainability Exercise: Participants were given a framework for thinking about sustainability issues that included the following categories: environmental issues/concerns, environmental values, environmental goals and environmental actions.

Comments: Four different groups gave their ideas for sustainability as they related to the four categories identified. Here is the summary of their thinking:

Group 1

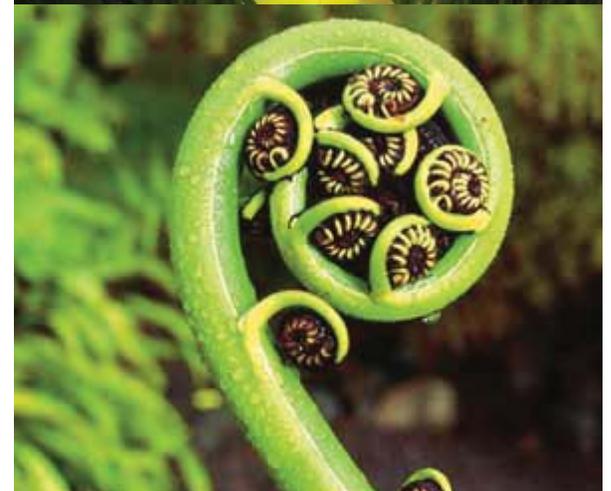
- environmental issues/concerns
 - create relationships to the environment
 - preserve architectural and cultural heritage
- environmental values
 - human benefit of daylight (282 Lillis example)
- environmental actions
 - indoor plants
 - Fenton display of building "innards"

Group 2

- environmental issues/concerns
 - Indoor air quality
 - Material environment impact – bad impacts of electric lighting
- environmental values -
 - UO energy
 - UO storm water improvement
 - UO people
 - Reuse materials, ideally in place

Group 2 [cont.]

- environmental goals –
 - UO reduce carbon footprint
 - UO reduce storm water runoff and pollution
 - UO engage building users and their environment
 - Listen to lifecycle cost, not first cost
 - Use durable systems
 - Make healthy buildings: materials, lighting systems, heating and cooling, toilet room controls
- environmental actions –
 - UO LEED gold or higher
 - Use durable materials
 - Use natural materials with low environmental footprint





Group 3

- environmental issues/concerns –
 - Indoor cleanliness - health
 - Climate change
 - Emotional health of those here “permanently” (i.e. 40hrs per week) in Chapman Hall
 - Storm water quality
- environmental values -
 - Healthy indoor environments
 - Reduce carbon footprint
 - Support connection to outdoors
 - Cleaner rivers etc.
- environmental goals
 - Better air circulation
 - Low energy consumption, use renewables; net zero energy
 - Make space that “feels like home”
 - Healthy lighting; daylighting, full spectrum electric lights
 - reuse storm water
- environmental actions
 - Materials that don’t off-gas
 - Materials that don’t harbor dust, etc.
 - Gas fireplace in 303
 - Treat/slow storm water
 - Use storm water to replace clean water in toilet flushing

Group 4

- environmental issues/concerns
 - UO climate change
- environmental values
 - UO reduce carbon footprint: High carbon absorbing plants. Lots of plants. Engagement with plants (caring for fruit/ flower bearing)
- environmental goals
 - UO net zero energy: passive heating and cooling (also fans rather than AC). Use water features to cool building using storm water. Skylights and light tubes (natural light is also good for productivity). Visible public energy monitors and goals.
- environmental actions –
 - Transitional spaces (and outdoor roofs and balconies)

Activities and Uses of Chapman Hall

Faculty, staff and students discussed how they use Chapman Hall currently, and to envision how this might change in the future.

Students

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Students have a deep appreciation for the traditions of the Honors College. They enjoy the privileges that come with being part of the College – from the seminar-style classes and the quality of the learning experiences to the ability to print homework and class assignments. There is a strong sense of community, with students meeting to study and socialize together. Students rarely leave campus during the day, and Chapman Hall acts as a home-base. Many students would like to have a greater number of their Honors College classes offered at Chapman Hall rather than other venues around campus.

Students would like to have greater access to faculty, with spaces that better promote informal faculty and student interaction. Students would also like access to small reservable meeting rooms for group or individual study. Students also seek opportunities to study alone and to rest, or even nap. CHC has strong ties to the Global Scholars Hall; 85% of freshmen live in this residence hall and take some of their CHC classes there.

Faculty

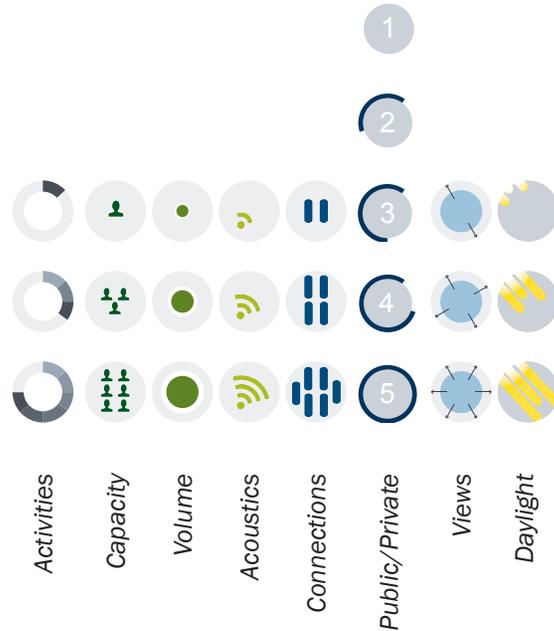
Many current faculty members spend little of their time in Chapman Hall; some are busy working on research projects and find they can focus more effectively elsewhere – often at home. Faculty offices sometimes house large collections of books and other research materials; some accommodate a number of students in small meeting settings. Some faculty members have more than one office on campus, and house their collections and research materials elsewhere. Faculty offices offer respite between teaching responsibilities as well as places to hold office hours.

Faculty/student meetings could occur in a variety of settings - offices, small meeting rooms, and even in public areas of the building. Some faculty members hold office hours at local coffee houses and have found this to be very successful – perhaps because of the high ambient noise levels and the neutrality of communal space, along with the availability of food and drink.

Staff

Staff supports the Honors College in a variety of ways; some individuals require acoustically private space while others could be located in open office environments. The current layout makes the most of existing conditions but is not ideal; work conditions are compromised for a variety of reasons. Staff enjoy the collegiality and efficiency of being located together and would like to retain this arrangement, while the need for greater connectivity to the rest of Chapman Hall can't be overstated. The Administrative functions of the Honors College are currently located in the position once enjoyed by the University bookstore, which was deliberately separated from the rest of the building. This arrangement has a significantly negative effect on the life of the College.

The administrative area should: improve the orientation of staff seating; consider lines of sight; address acoustics; accommodate visiting families; ensure a positive “front door” experience; and provide a good place for orientations.



Building Program

Faculty, staff and students were asked to discuss how they use Chapman Hall currently, and to envision spaces that would best serve their needs. The following program descriptions express these desires; the icons shown to the right are used to summarize the performance requirements of the spaces in a comparative manner.

1 Auditorium [registrar-controlled; non-CHC]



The existing auditorium-style lecture hall (Chapman 207) should be retained. Its construction and capacity inform this recommendation: the room's raked floor is original to the building, and it would be extremely costly to remove the concrete and rebuilt an alternate configuration. Various improvements could be made to the room to improve its performance, and it may be possible to increase its seating capacity while improving the learning environment and creating more collaborative learning opportunities. Careful attention to accessibility will also be necessary.

<i>Activities:</i>	A variety of instructional styles ranging from traditional lecture to active learning/in-class breakout sessions.
<i>Area / Capacity:</i>	1,748 SF (current size: 1,748 SF; capacity: 117 students)
<i>Height/volume:</i>	Generous height required for scale of room; existing to remain
<i>Acoustical:</i>	STC 60 / NC 30
<i>Connections/separations:</i>	Adjacent to other general assignment classrooms; clear access from and egress to public ways. Visually and acoustically separated from CHC spaces.
<i>Degree of Publicness:</i>	2
<i>Views:</i>	N/A
<i>Daylight:</i>	preferred; but not required; excellent shading strategies required for effective AV
<i>Thermal comfort criteria:</i>	TBD
<i>Other:</i>	Robust AV; voice reinforcement



2 Classrooms [registrar-controlled; non-CHC]

Clark Honors College classes serve 19 or fewer students in a seminar format. If all of Chapman Hall’s classrooms were designed to accommodate this size and type of learning environment, many more of CHC’s courses could be scheduled in the building. This would help reinforce the presence of the Honors College within the building and would reduce CHC’s need to use other classrooms across campus. Currently, the Registrar’s Office schedules all the second floor classrooms, and can schedule one of the two CHC seminar style classrooms on the third floor. The CHC has exclusive scheduling for one third floor classroom.

<i>Activities:</i>	A variety of pedagogical styles ranging from lecture format to break out sessions, strongly supporting a seminar-style interactive discussion format led by a faculty member.
<i>Area / Capacity:</i>	700 SF / 20 students for collaborative work or up to 35 students in less open configurations
<i>Height/volume:</i>	As tall as possible within confines of the existing building.
<i>Acoustical:</i>	STC 60 / NC 30
<i>Connections/separations:</i>	Adjacent to other general assignment classrooms and auditorium if possible; clear access from and egress to public ways. Acoustically separated from CHC spaces.
<i>Degree of Publicness:</i>	2
<i>Views:</i>	Desirable
<i>Daylight:</i>	Desirable; excellent shading strategies required for effective AV
<i>Other:</i>	Robust AV, careful furniture choices and abundant white boards will support a variety of teaching styles; including seminar formats and collaborative breakout sessions. Storage of unused furniture will need consideration in any layout options
<i>Note:</i>	One of these rooms could be equipped as a lab-type classroom with good storage, a sink, and perhaps benches at its perimeter CHC and other classes focused on scientific inquiry, visual inquiry, etc may benefit from a room configured in this manner



3 Seminar Rooms

Activities:

The seminar format is paramount and should drive the overall configuration of the space. The room should also support a variety of alternate furniture arrangements and pedagogies, including collaborative team-based learning

Area / Capacity:

600 SF / 20

Height/volume:

As tall as possible within confines of the existing building.

Acoustical:

STC 50 / NC 30

Connections/separations:

Clearly within CHC spaces, adjacent to student and/or faculty spaces.

Degree of Publicness:

2-3

Views:

Desirable

Daylight:

Required, with robust window shading

Other:

Robust AV system. A large area of white boards on multiple walls.



4 Hearth

The Hearth will help the Honors College establish and strengthen its sense of community within the building.

Activities:

Informal gathering, socializing and events.

Area / Capacity:

SF /

Height/volume:

As tall as possible within confines of existing building, although intimate proportions acceptable for specific design strategies.

Acoustical:

STC 40 / NC 35

Connections/separations:

the Hearth could double as the waiting area for the Administrative suite, but its hours of use will be longer and security may be challenging. Should be at an intersection of uses.

Degree of Publicness:

1-2

Views:

N/A

Daylight:

Desirable / Not required

Other:

Could include AV displays or physical displays showcasing the work of faculty and students from CHC. Should include abundant device charging opportunities.



5 The Library

The Library is one of the core “identity” spaces of the Honors College. Currently located on the third floor of Chapman Hall, its location within Chapman Hall could change but its symbolism remains vital.

<i>Activities:</i>	A variety of uses including quiet individual and group study, presentations by visiting scholars, and hosted receptions. Storage and display of bound copies of students’ theses; storage for upper level student’s belongings [could occur elsewhere]
<i>Area / Capacity:</i>	900 SF / 45
<i>Height/volume:</i>	As tall as possible within confines of the existing building.
<i>Acoustical:</i>	STC 50 / NC 30
<i>Connections/separations:</i>	A degree of acoustical isolation is desired
<i>Degree of Publicness:</i>	2-4
<i>Views:</i>	Desirable
<i>Daylight:</i>	Required
<i>Other:</i>	Flexible furnishings to enable rapid reconfiguration of space. Abundant power distribution for laptop use.



6 Student Lounge

<i>Activities:</i>	An informal gathering space for CHC students, with food preparation facilities and a variety of lounge-type furniture. This room or area supports student studying, relaxation, and socializing
<i>Area / Capacity:</i>	625 SF / 25
<i>Height/volume:</i>	As tall as possible within confines of the existing building.
<i>Acoustical:</i>	STC 50 / NC 35
<i>Connections/separations:</i>	Close to printer hub/computer bar, and Student Association space
<i>Degree of Publicness:</i>	4-5
<i>Views:</i>	Desirable
<i>Daylight:</i>	Desirable



7 Printer Hub / Computer Bar

CHC students enjoy printing privileges and require access to an output room with printing devices.

<i>Activities:</i>	Printing and finishing of class and other projects; access to specialized software on a limited number of computers.
<i>Area / Capacity:</i>	250 SF / 10
<i>Height/volume:</i>	Standard.
<i>Acoustical:</i>	STC 50 / NC 40
<i>Connections/separations:</i>	Adjacent to student lounge
<i>Degree of Publicness:</i>	4-5
<i>Views:</i>	Not required
<i>Daylight:</i>	Not required



8 Faculty Offices

While standard faculty office sizes and configurations are often the norm in newly constructed buildings, Chapman Hall offers opportunities to provide a variety of office environments that can support faculty needs while leveraging the historic building's idiosyncrasies and maximizing the efficient use of available space. Some faculty members have access to second offices in other locations on campus; the purpose of the Chapman Hall offices is to give these faculty members a strong presence in the Honors College rather than to accommodate scholarly collections, etc.

<i>Activities:</i>	Private study, research and rest. Small meetings. Larger offices could support larger student groups / meetings
<i>Area / Capacity:</i>	varies SF / 1-2
<i>Height/volume:</i>	Standard.
<i>Acoustical:</i>	STC 50 / NC 30 with acoustical seals at doors.
<i>Connections/separations:</i>	Offices should be clustered in groups, but not fully consolidated in one area. Access to small reservable meeting rooms required for smaller offices.
<i>Degree of Publicness:</i>	3-5 - some groupings of offices could be in more active, social parts of the buildings, while some should be more remote and/or private
<i>Views:</i>	Desirable
<i>Daylight:</i>	Required



9 Faculty / Staff Lounge

<i>Activities:</i>	Communal or singular meals, informal gathering; relaxation. Perhaps furnished with table and chairs in a “family supper” style. To include storage, sink, fridge and microwave.
<i>Area / Capacity:</i>	120 SF / 6
<i>Height/volume:</i>	Standard.
<i>Acoustical:</i>	STC 50 / NC 35
<i>Connections/separations:</i>	Separated from public/formal areas. Acoustically isolated from work areas.
<i>Degree of Publicness:</i>	3-5
<i>Views:</i>	Not required
<i>Daylight:</i>	Not required



10 Small Reservable Meeting Rooms / “Huddle Rooms”

<i>Activities:</i>	Groups of 2-6 to support peer mentoring, study groups, and faculty/ student meetings or faculty office hours. Individuals provide laptops for data-driven work
<i>Area / Capacity:</i>	varies SF / 2-6
<i>Height/volume:</i>	TBD.
<i>Acoustical:</i>	STC 50 / NC 30
<i>Connections/separations:</i>	Close to clusters of faculty offices; distributed within building; some can be more public than others; some can be “discoverable” with others adjacent to public spaces.
<i>Degree of Publicness:</i>	2-5
<i>Views:</i>	Not required
<i>Daylight:</i>	Not required
<i>Other:</i>	Could include flat screen monitors to support group work; ample white boards/writable walls; power and wireless data access.



11 Student Association Office

<i>Activities:</i>	Meeting room/home base for the CHC Student Association, with storage and work space
<i>Area / Capacity:</i>	120 SF / 6
<i>Height/volume:</i>	Standard.
<i>Acoustical:</i>	STC 50 / NC 35
<i>Connections/separations:</i>	Adjacent to Student Lounge
<i>Degree of Publicness:</i>	4
<i>Views:</i>	Not required
<i>Daylight:</i>	Not required



12 Administration [Clark Honors College]

a Reception Desk

<i>Activities:</i>	Staffed by student workers and College staff; flexible to support various working styles. First point of contact for many prospective students and visitors to the College
<i>Area / Capacity:</i>	100 SF / 2
<i>Height/volume:</i>	While the desk may be in a large open environment it may benefit from a lowered ceiling to provide acoustical control.
<i>Acoustical:</i>	STC 40 / NC 35
<i>Connections/separations:</i>	Centrally located in suite, with excellent lines of sight to all entrance(s) and to waiting area. Strong connections to other CHC spaces within the building – particularly faculty offices and active student spaces – for example the Hearth.
<i>Degree of Publicness:</i>	1 or 2
<i>Views:</i>	Desirable
<i>Daylight:</i>	Desirable
<i>Other:</i>	Ability to secure entire Administration Suite from rest of the building due to different hours of operation



b Waiting Area.

<i>Activities:</i>	Waiting area for visiting students and their families as well as visitors waiting for the Dean, etc. Should be comfortable and welcoming, with lounge seating and possibly other seating styles
<i>Area / Capacity:</i>	120 SF / 6
<i>Height/volume:</i>	No specific requirements.
<i>Acoustical:</i>	STC 40 / NC 35
<i>Connections/separations:</i>	Adjacent to Reception Desk; proximity to Hearth desirable
<i>Degree of Publicness:</i>	2
<i>Views:</i>	Desirable
<i>Daylight:</i>	Desirable



C Office of the Dean

<i>Activities:</i>	Meeting with visitors, donors, faculty, staff and students. Private research and writing
<i>Area / Capacity:</i>	180 SF / 1 (plus guests)
<i>Height/volume:</i>	Taller than standard if possible.
<i>Acoustical:</i>	STC 50 / NC 30
<i>Connections/separations:</i>	Immediately adjacent to Dean's Conference Room and Executive Assistant; somewhat separate from Reception area
<i>Degree of Publicness:</i>	4
<i>Views:</i>	Desirable
<i>Daylight:</i>	Required



d Dean's conference room

<i>Activities:</i>	Meetings with visitors, faculty, staff and students. A somewhat formal environment with good AV; white board desirable for flexibility.
<i>Area / Capacity:</i>	120 SF / 6

d) Dean's conference room [cont.]

Height/volume: Well proportioned.
Acoustical: STC 50 / NC 25
Connections/separations: Adjacent to Dean's office
Degree of Publicness: 3
Views: Desirable
Daylight: Desirable



e Large Conference Room

Activities: Faculty and staff meetings, introductory presentations for College tours, and Thesis Defense presentations. This room, if adequately sized, could also function as a Seminar Room if scheduling allows.
Area / Capacity: 400 SF / 20
Height/volume: As tall as possible within confines of the existing building.
Acoustical: STC 50 / NC 30
Connections/separations: Adjacent to Reception Desk and entry to suite. Alternatively could be located within a new rooftop addition.
Degree of Publicness: 2
Views: Desirable
Daylight: Desirable, with excellent shading system.
Other: Robust AV and white boards.



f Private offices

Activities: General work activities including a significant amount of private in-person meetings and/or phone calls. May be shared if staff can be co-located without effecting privacy concerns. Furniture selection and arrangement to allow occupants to see visitors approach while working in an efficient environment.
Area / Capacity: 120 SF / 1 or 2
Height/volume: Standard.

f) Private offices [cont.]

<i>Acoustical:</i>	STC 50 / NC 35
<i>Connections/separations:</i>	N/A
<i>Degree of Publicness:</i>	3-5
<i>Views:</i>	Not required
<i>Daylight:</i>	Desirable
<i>Other:</i>	N/A



g) Open workspace

<i>Activities:</i>	Workstations can be used by staff members and student workers not involved in tasks that routinely require voice privacy. May be shared.
<i>Area / Capacity:</i>	50-80 SF / 1
<i>Height/volume:</i>	Standard.
<i>Acoustical:</i>	STC 40 / NC 35
<i>Connections/separations:</i>	N/A
<i>Degree of Publicness:</i>	3-5
<i>Views:</i>	Desirable
<i>Daylight:</i>	Required



h) Copy/Work Room

<i>Activities:</i>	Routine administrative and production tasks
<i>Area / Capacity:</i>	100 SF / none
<i>Height/volume:</i>	N/A
<i>Acoustical:</i>	STC 50 / NC 40
<i>Connections/separations:</i>	None; visually separated from public/formal areas
<i>Degree of Publicness:</i>	4-5
<i>Views:</i>	Not required
<i>Daylight:</i>	Not required



i Storage

<i>Activities:</i>	Active and long term storage; some private data (files etc) and seasonally used materials
<i>Area / Capacity:</i>	400 SF / none
<i>Height/volume:</i>	N/A
<i>Acoustical:</i>	N/A
<i>Connections/separations:</i>	None; visually separated from public/formal areas
<i>Degree of Publicness:</i>	4-5
<i>Views:</i>	Not required
<i>Daylight:</i>	Not required
<i>Other:</i>	Multiple or single location



13 Communication / Celebration / Display

<i>Activities:</i>	Display cases and/or flat screens to showcase the work of faculty and students and to promote upcoming events, etc.
<i>Area / Capacity:</i>	N/A
<i>Height/volume:</i>	N/A
<i>Acoustical:</i>	Noise reduction criteria: N/A; Reverberation: N/A
<i>Connections/separations:</i>	In public areas adjacent to large gathering spaces – Library, Seminar Rooms, Administrative Suite, Hearth.
<i>Degree of Publicness:</i>	1-3
<i>Views:</i>	Not required
<i>Daylight:</i>	Not required

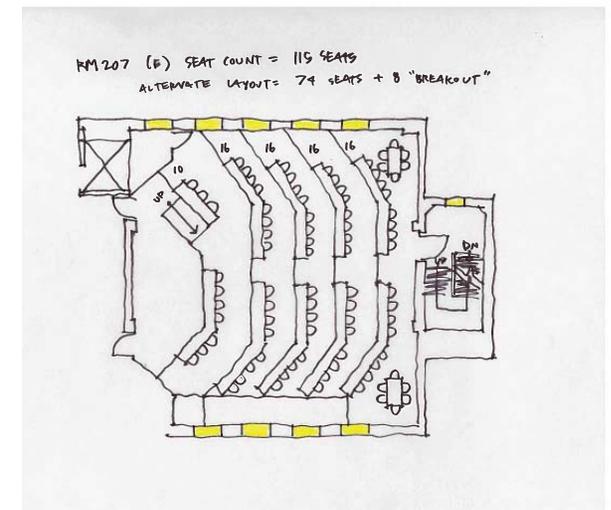
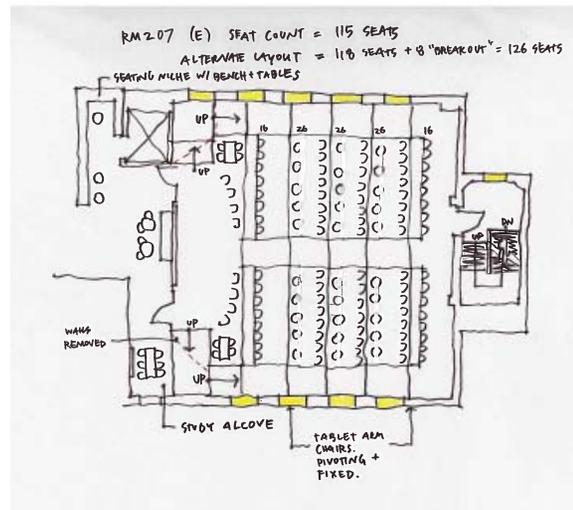
Program Layout Scenarios - Four Studies

After studying discrete activity areas in vignette format, a set of four “Program Layout Scenarios” were developed to explore specific attitudes towards organizational strategies for Chapman Hall. The following pages show these plan sets along with brief narratives regarding the design approach for each. The schemes were named “Center Activated”, “Secret Student”, “NW Entry” and “Rooftop”. Each scheme is discussed and illustrated on the following pages.

36

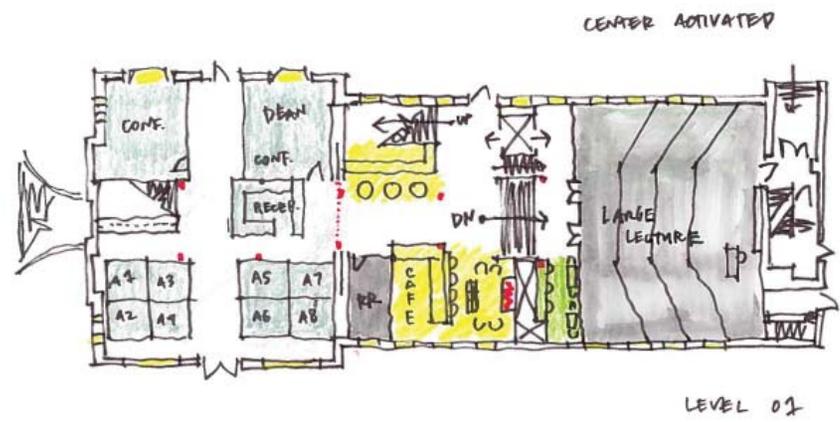
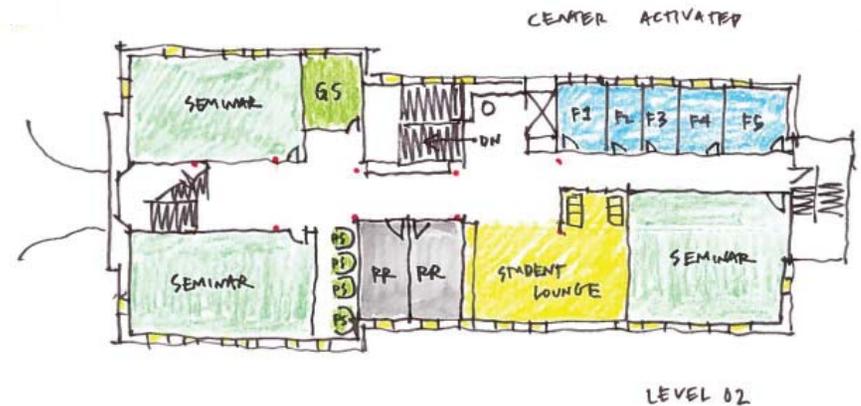
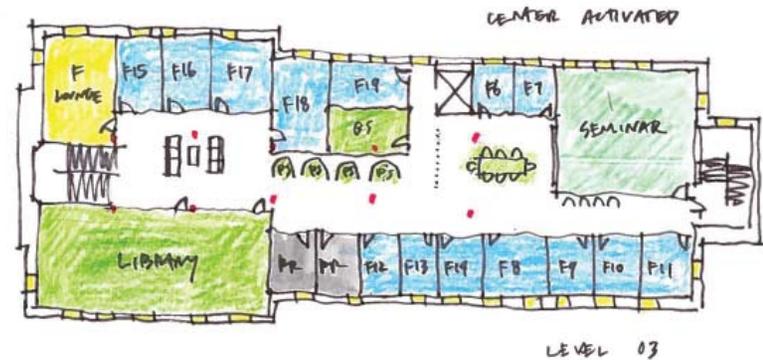
Opportunities for the Auditorium

Room 207 is original to the building and has a stepped floor configuration. These sketches study ways to adjust the layout while retaining the steps, in an effort to create a more collaborative “Active Learning” arrangement in the room.



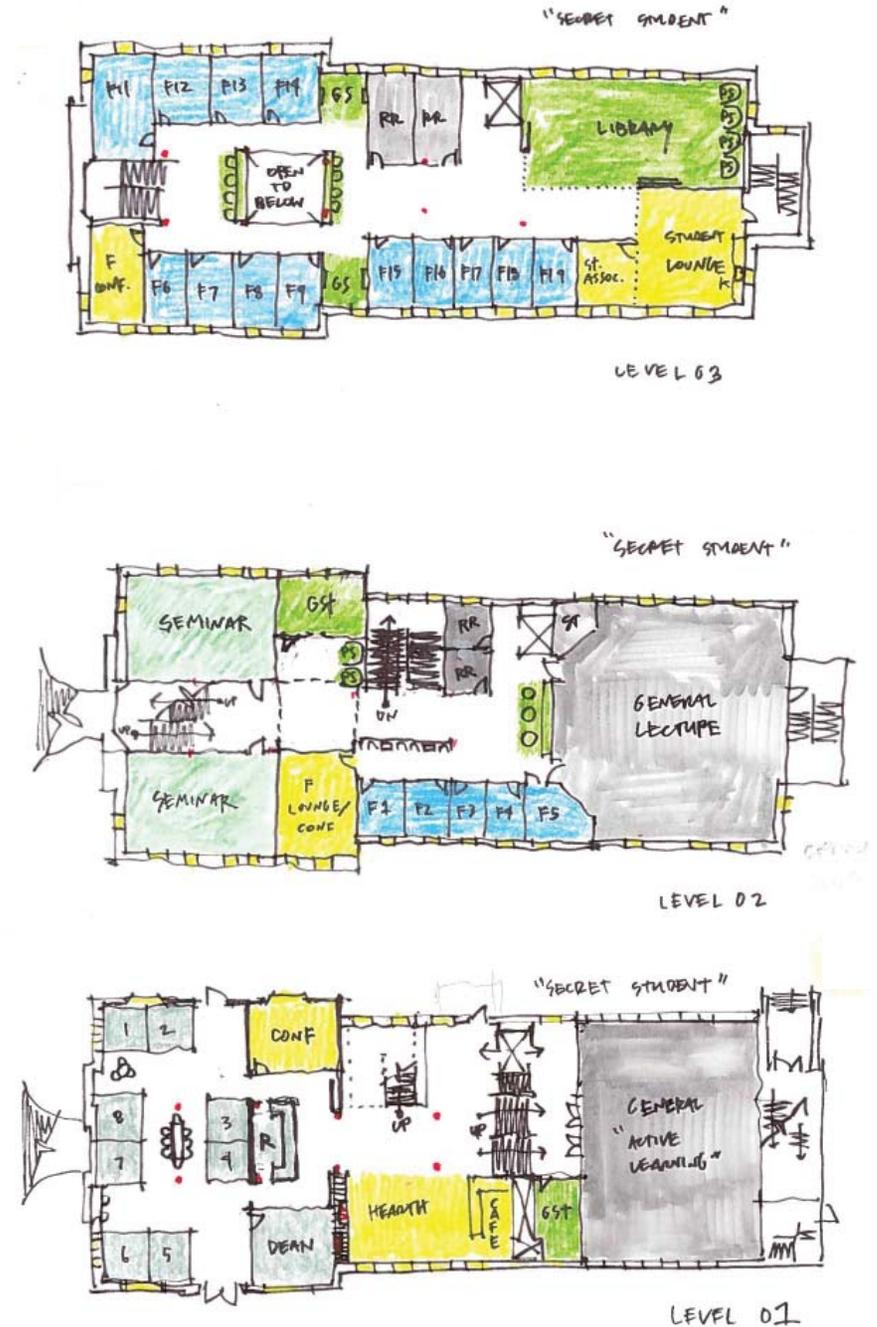
“Center Activated”

Main building entry is on 13th, towards the west – the original bookstore entrance. Locates the Hearth at the center of the first floor, admin to the west and a relocated lecture hall to the east. The lecture hall concept would require a major reconfiguration of the entire east side of the building and would reduce the amount of available space in the basement; it would also negatively affect the mechanical systems. Stair between first floor and level 1.5 is modified to a more central location. Visual connection is enhanced between the second and third floors. Printing hub / computer bar is not shown, yet required.



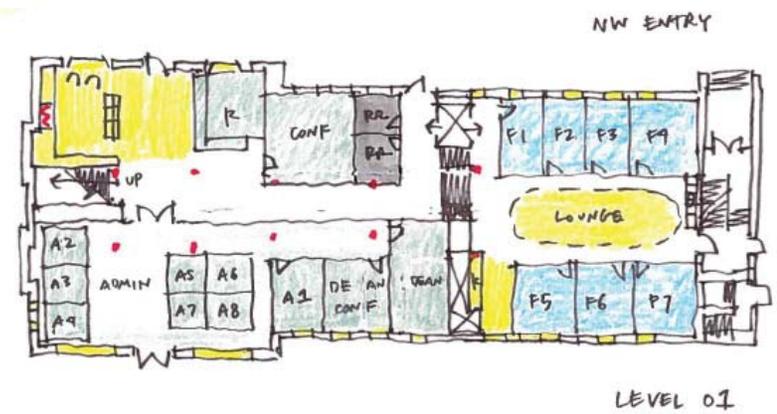
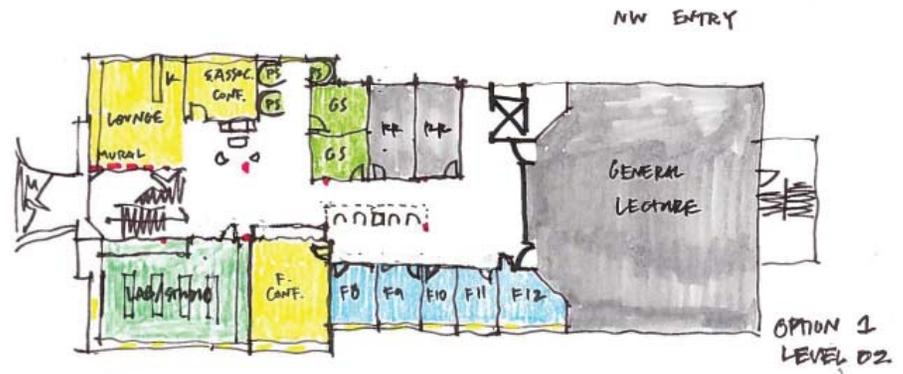
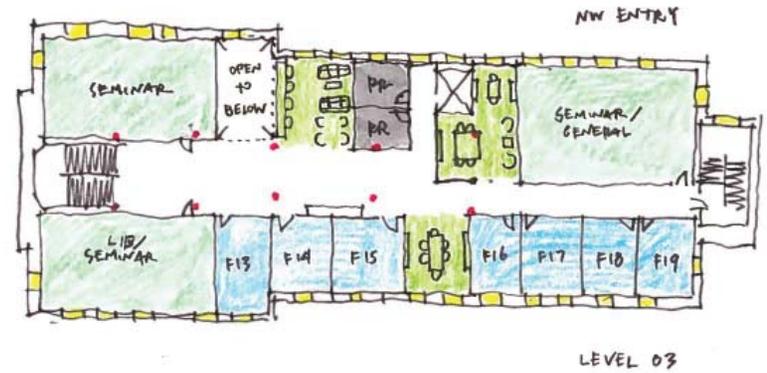
“Secret Student”

Main building entry is on 13th, towards the west – the original bookstore entrance places significant student spaces (Library, lounge) at the eastern (more hidden) side of the top floor. This scheme is the only one of the four shown that doesn’t connect the west stair to the first floor. It retains the location of the lecture hall and places an Active Learning classroom below, on level 1.5. This reduces the number of potential seminar rooms that are shared with General Assignment classrooms. Stair between first floor and level 1.5 is modified to a more central location. Visual connection is enhanced between the second and third floors. Printing hub / computer bar is not shown, yet required



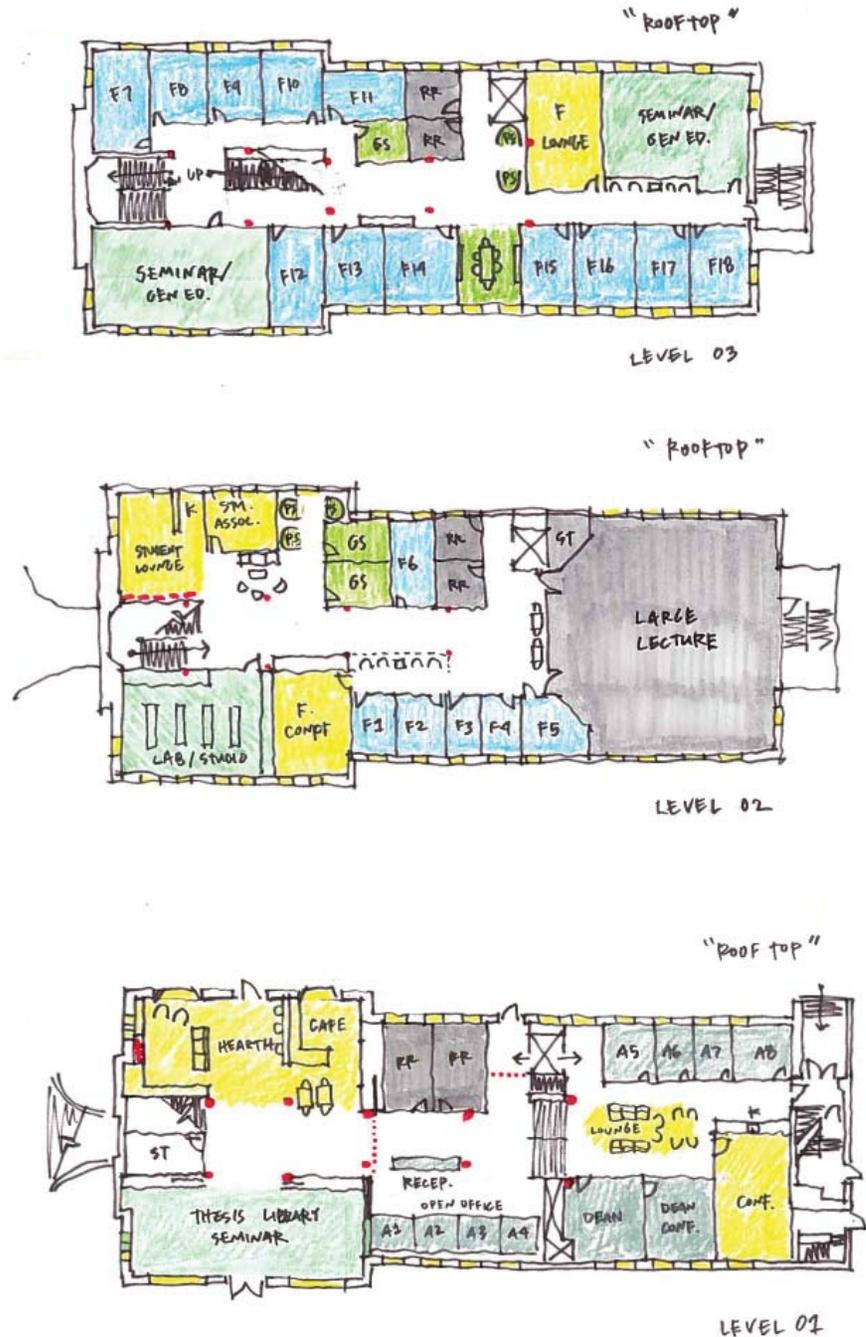
“NW Entry”

Main building entrance is at the center of the building on 13th, adjacent to the elevator. This door is historically a secondary entry and lacks the terracotta detail of the more westerly doors. Locates admin to the west on the first floor, and a faculty suite in level 1.5 akin to the current configuration. A lab-type seminar room is placed on the second floor with three conventional seminar rooms on the third floor. Stair between first floor and level 1.5 is modified to a more central location. Visual connection is enhanced between the second and third floors. Printing hub / computer bar is not shown, yet required.



“Rooftop”

Main building entrance is at the center of the building on 13th, adjacent to the elevator. This door is historically a secondary entry and lacks the terracotta detail of the more westerly doors. This scheme explores a conference space addition at the roof level. This requires a stair connection (shown) and an elevator connection (not shown). The elevator could be extended to the roof, and would also require an overrun which would further increase its height. Stair between first floor and level 1.5 is modified to a more central location. Visual connection is enhanced between the second and third floors. The Library space is shown on the first floor, opposite the Honors College entrance, with patio access to the south. The west stair is continued down to the first floor. The Dean’s office and conference room is tucked to the west, with the reception desk and open office spaces in the midsection. The elevator could be accessed by building users after hours with appropriate door locations / security. Printing hub / computer bar is not shown, yet required.

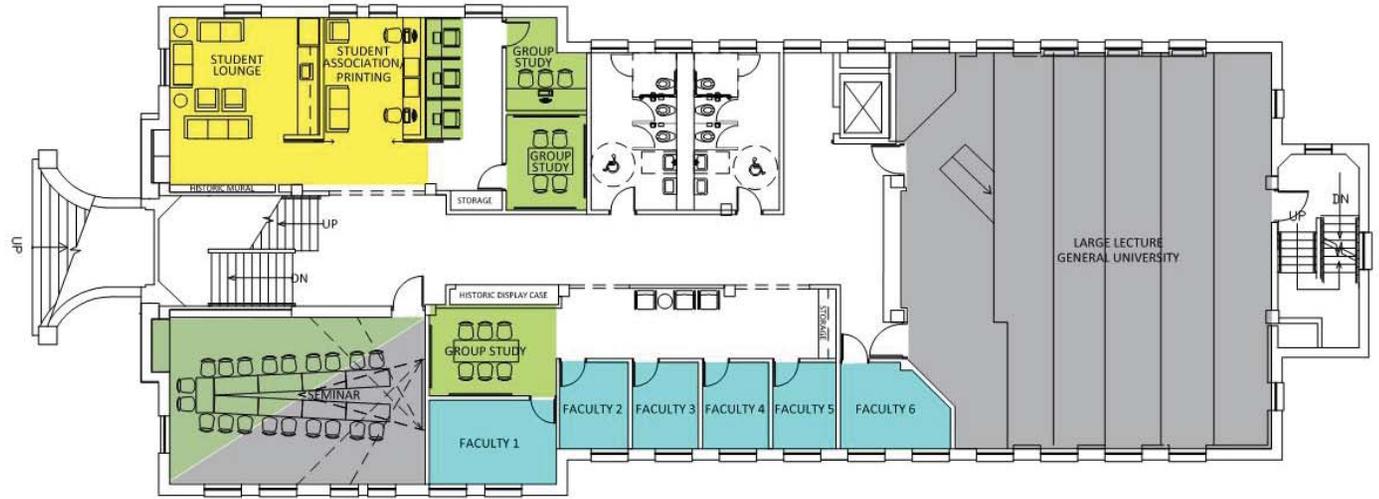


Proposed Program Layout

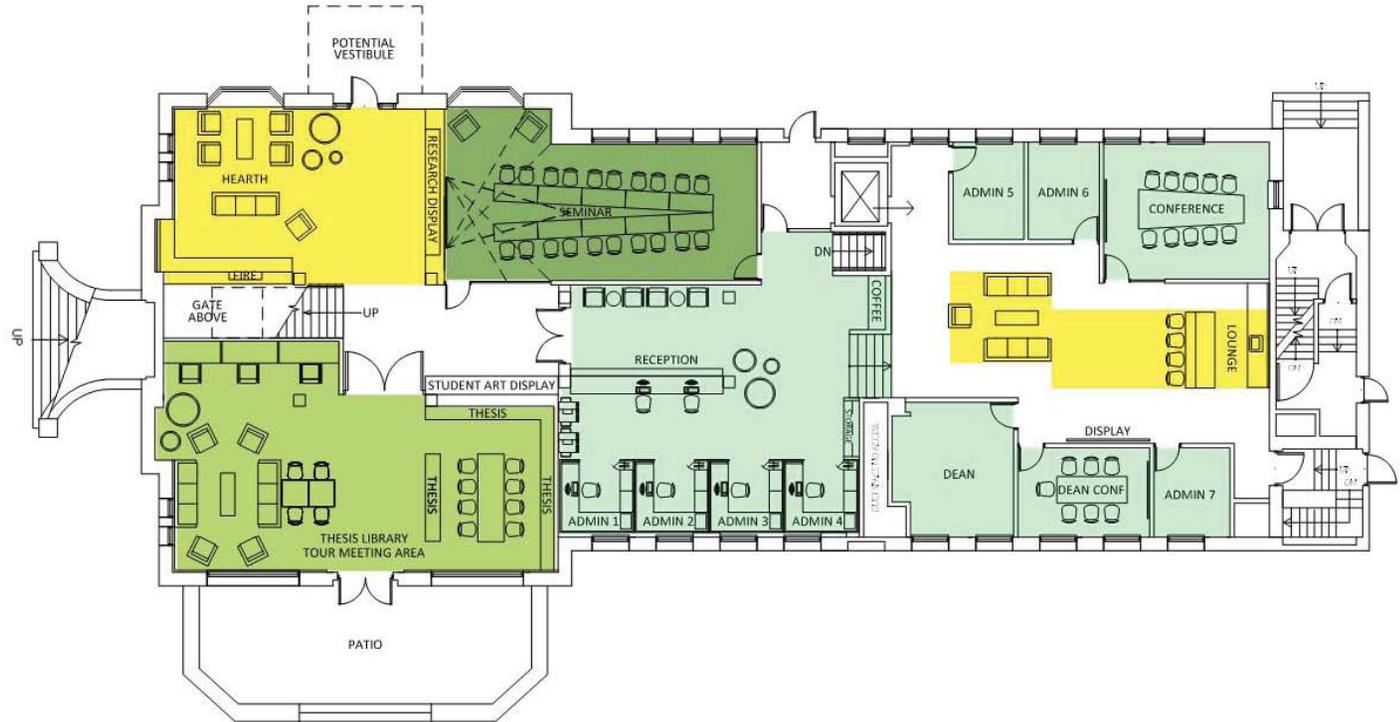
The following floor plans represent one possible strategy for Chapman Hall. The Clark Honors College spaces are connected vertically, with the west stair reconfigured to descend from the west entry to the first floor. A new “Hearth” is created at the confluence of this new stair and the natural cross axis of the original book store. The Hearth creates a strong presence for Clark Honors College on 13th, and is adjacent to the front door of the administrative suite. The Library - the symbolic heart of the Honors College - is located on the south side of the first floor, with access to the south courtyard area.

The socially active Student Lounge is placed at the west stairs’ second floor landing, reinforcing the presence of the Honors College in the building. Seminar rooms, faculty offices, and study areas are distributed through the second and third floors to encourage a rich academic experience.

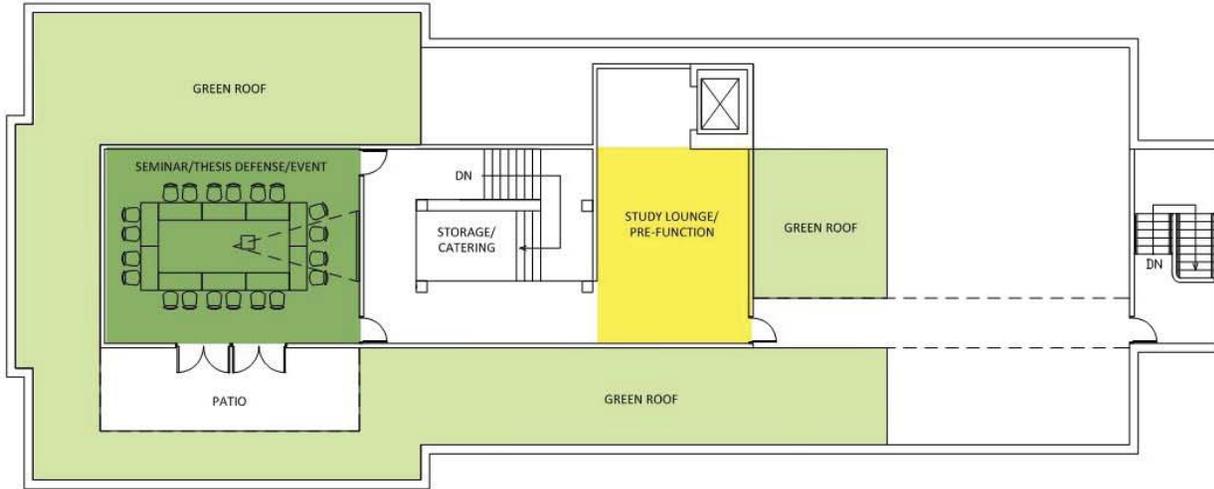
It may be possible to add a small rooftop addition to Chapman Hall. Elevator access and two stairs would be required, and the historic integrity of Chapman Hall would need serious consideration.



Second Floor Plan



First Floor Plan



Roof Plan



Third Floor Plan

