



2014 /

# Carleton College Facilities Master Plan



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# **Carleton College** Facilities Master Plan





/ Figure 0 / Campus Master Plan



**/ VOLUME I /  
FACILITIES MASTER PLAN**

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## 01 Introduction and Process

*“This is a rare opportunity for Carleton to shape its physical character, appearance and operations for decades to come. The ideas we generate and then come together to support will ensure Carleton’s health, fidelity to its best self, continued success, and merited distinction.”*

President Poskanzer  
February, 2013

We submit here our report on Facilities Master Planning as requested in the Charge to the Committees in February of 2013. We have worked over this past year to gain insights, to explore alternatives, to engage everyone across the campus in dialogue. We have strived to be creative and thoughtful in our recommendations and suggestions. Our overall goal is to make recommendations that meet the call of the Strategic Plan’s priority for facilities: “Make focused investments in facilities that directly advance our mission.”

Building on the work of the Strategic Plan, we have focused our efforts on understanding our buildings, the programs they support and the aspirations and intentions of the faculty, staff and students who would use these types of spaces in the future. We have focused throughout on the objectives of balancing mission with available resources, both for new construction or renovation and in the ongoing operating costs of facilities and their required staffing. We are not recommending the construction of any new stand-alone buildings, except student housing. We believe that judicious additions to existing buildings, removal of the Music and Drama Center, and reallocation of spaces and uses within certain other buildings will allow us to achieve a much greater value from our cumulative investment in facilities; reducing our ongoing operating costs and maintenance obligations, while increasing sustainability. We believe that much of this plan can be achieved within a timeframe of ten years.



/ Figure 1 / At Carleton, buildings, environment, and people intersect to create “place”—a spatio-temporal phenomenon that nurtures interaction, strengthens community, and solidifies memory.



We understand that the larger issues of Science and Music will require substantial fundraising initiatives and a conversation about options and priorities that will go well beyond the facility planning scope. We hope that our work will inform and motivate such discussions and that we can build a wider understanding and consensus for action and solutions, just as we have sought to build such a consensus for facility planning in our work.

## BACKGROUND

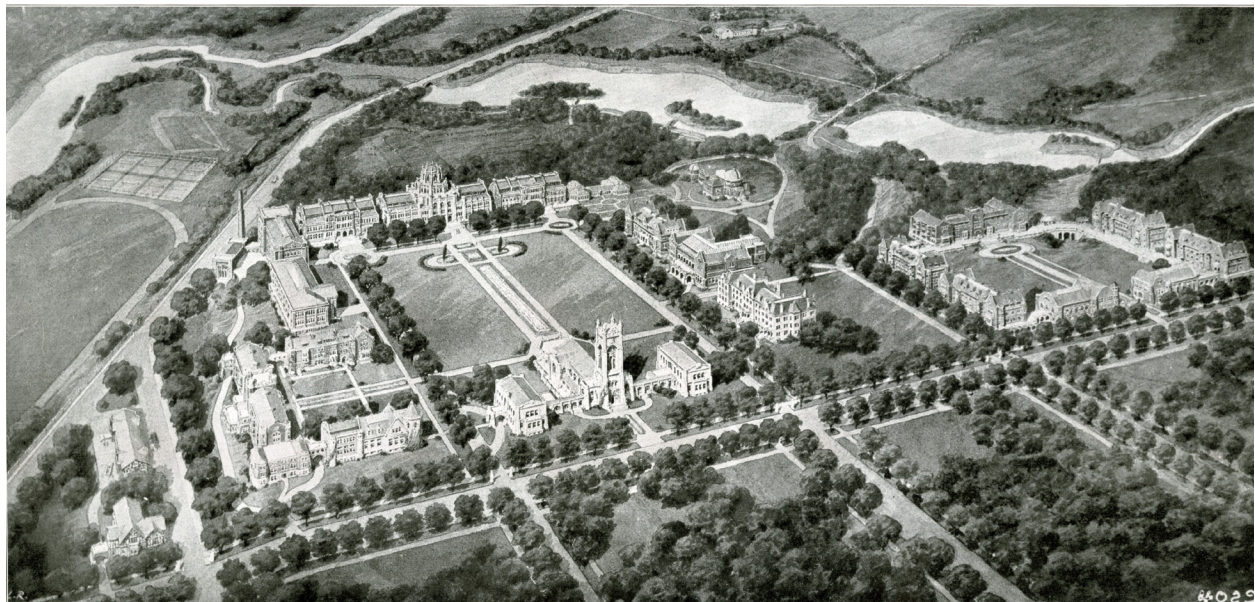
As Carleton has operated with several facilities plans over time, we find comfort in the fact that over the past century much has changed, but also much has remained constant. Therefore, we begin with a short reminder of our campus history and the cumulative context for where we now find ourselves heading.

Carleton College has a rich history of campus planning. For the first several decades of its existence, the campus developed without an overarching plan. As a result, four of the first five buildings constructed on campus were eventually razed—Williams Hall, Seccombe House, Gridley Hall, and the first observatory. However, in 1914 the architects and planners Patton, Holmes and Flinn of Chicago began working on campus, initially with the design

of Music Hall. The Chapel construction followed in 1916. Beginning in 1921 they formalized their planning into the first campus master plan, and by 1928 had completed eight more buildings on the campus. The Depression in 1929 would end construction for two decades.

To date, no major campus building constructed since the introduction of the first master plan has been demolished, although we now plan to demolish the Music and Drama Center built in 1969-70. With few exceptions, the definition of open spaces, the placement of buildings, and the maintenance of the grounds have been carefully considered. While there have been three master plans since, the original Holmes and Flinn plan lays the groundwork for much of what is visible on campus today: The “Bald Spot” remains the main quadrangle that serves as a gathering space for large events and a recreation area for the campus in all seasons. Skinner Chapel, immediately south of the Bald Spot, is the most prominent campus building and anchors the campus across the Bald Spot from the Library. The western quadrangle was completed, although Willis remains, and to the east of the Bald Spot, a second major outdoor space was defined as the “Women’s Quadrangle”.

Despite a complete integration of genders on campus over time, and residence hall placement that differed from the



/ Figure 2 / Holmes & Flinn master plan, circa 1921



original plan, a portion of this open space has continued to be developed as a residential quad, and has been affectionately nicknamed the “Mini Bald Spot” by students in recent years.

Perhaps more importantly, since the 1920’s plan the College has grown in size, complexity and stature, achieving a national prominence and expertise in fields, such as computer science, that were not envisioned in 1920. Our goal now is to develop a vision of facilities that support our programs and strengthen the College for the coming decades, once again with the knowledge that directions will change, new fields and disciplines will emerge, and major events in the U.S. and World economy will surely affect us. We strive to have a coherent, efficient, and welcoming campus that motivates and enables a highly functioning community of scholars.

While some would observe the campus as a bit eclectic, Carls often comment on the familiarity and comfort they find in returning to campus. There is something endearing about the approachable scale of the campus, its treed pathways and vistas to the north, and the integrated natural areas of the lakes, the hillsides and the quiet places, all of which are adjacent to the expansive and more diverse Arboretum and river valley. The library perhaps embodies this spirit most wholly. It has a one story, unassuming entrance into a well-lit and welcoming lobby that somewhat subtly opens into the rest of the reading areas and study areas of the top floor, which themselves are wonderfully light, open and inviting. Then, the three floors of the library below the main level invite one to ever more intimate engagement with the collection, with one’s own thoughts or with research done on the Internet using library resources. Never imposing, always supporting and rewarding of undying curiosity, the library is perhaps the best metaphor for the campus as a whole.

Recently the campus has expanded in a significant way to the south, first with the Alumni Guest House and Johnson House, and then the re-development of the old Northfield Middle School site as the Weitz Center for Creativity. All of these developments and history can be conceived

in a paradigm that begins in the 1921 plan and extends to today and into the future. This model is our frame for future development as described in the Precinct mapping recommendation.

## PROCESS

The President’s charge to our committee was focused: three major priorities, as named by the Strategic Plan, four secondary issues and the need to place these recommendations in the context of a long range vision for the campus and its planning with possible locations for other future needs. The key elements include:

As major priorities:

- Science Facilities
- Music Facilities
- Classrooms

As secondary issues:

- Scoville
- Residential Life
- The Library
- Sayles-Hill



/ Figure 3 / Student (top) and Faculty and Staff (bottom) facilities master planning workshops

Other Future needs:

- Locations for a relocated Student Health and Counseling Center
- Possible future locations for a relocated West Gym
- Preferred uses for all campus buildings

To address these topics, the President appointed three committees: The Core Committee, and two special committees, with one focusing on Science and the other on Music and Public Events Venues. These special committees reached broadly and deeply across the campus to gather information and insights before making their reports to the Core Committee which here makes a comprehensive report to the President, and thus to the campus and the Board.

The work of the committees for this Facilities Master Planning effort has spanned a full year. One of our first steps was the selection of the planning and architectural firm of Holabird & Root as our consultant, following interviews of several nationally recognized planning firms by the planning committees and a broad set of key stake holders across campus. This selection set the tone for a planning

process characterized by the solicitation of input from key stakeholders outside the committee, honest expression, open discourse, and careful listening. These qualities were augmented by the ability of our consultants to explore and articulate issues and insights more fully, and by the support that we received from Facilities Management, under the Director of Facilities and Capital Planning, Steve Spehn.

For our key issues, our planning proceeded in three sequential phases: an inventory of existing facilities resources, an analysis of needs, and the development of scenarios that addressed those needs. We paid especial attention to the possible ramifications that recommendations within one area could have for another.

Although much planning was done in committees, the planning process also involved numerous public events to obtain input, evaluate alternatives, and to discuss implications and options. These included meetings and workshops with science faculty, music faculty, and other parties interested in performance venues, students, other faculty, and staff. After our recommendations were formed, and before this report, we spent considerable time presenting and testing these recommendations across the



/ Figure 4 / Recommended campus plan showing renovated existing campus buildings, in orange, and new construction, in blue

campus, with alumni, parents, neighbors, and city officials, as noted in the Recommendation section below.

## RECOMMENDATIONS

We have come to a set of recommendations that represent the best work of our committee in answering the questions in the charge. We urge that these recommendations be generally accepted, and acted upon. While we had debates about many specifics, there was unanimity about the need for action and progress on the important issues identified for consideration in our charge. Thus, we feel a particular responsibility to bring forth actionable recommendations and to offer our ongoing support for their fuller development, funding, and implementation in a timeframe that will be responsive to the motivations for this study.

In an effort to share and test these recommendations we have held extensive meetings across the campus to present and discuss our findings. In all, we count 17 presentations and discussions on campus and with the Northfield community since the subcommittees on Science and Music presented their recommendations to the Core Committee in January. These sessions included staff, faculty and student groups, formal presentations to the Faculty Meeting and

the Carleton Student Association meeting, sessions with the Alumni and Parent Councils, and public sessions for neighbors and interested members of the community. Through this process we have refined the issues, clarified the interactions and tried to adjust where possible to input and further suggestions. Throughout this process of discussion, we have been pleased at the widespread interest and support for the directions chosen through our process.

We are confident that the implementation of these recommendations will make the College a stronger, more vibrant, and more successful educational community. Although buildings can effectively support such a community, it is what the people of the college do in these spaces that ultimately brings forth such outcomes. Knowing this, our goal is to enable their work in its most creative and collaborative fashion so that they can imagine and develop the uses of those spaces and the programs of Carleton in the 2020's and beyond.

We thank you for giving us the opportunity to consider these issues and to present our recommendations to you and thus, to the campus and the Trustees.

-Core Committee

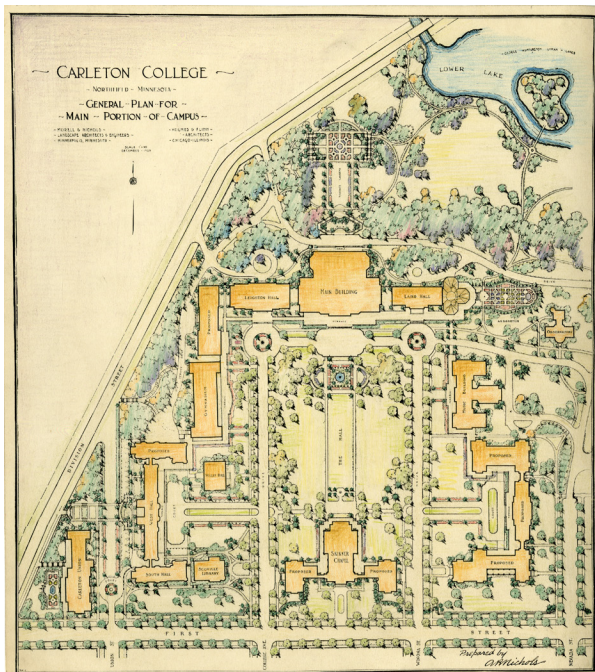




## 02 Campus Planning

### VISION AND OBJECTIVES

- Future campus growth should proceed in ways that build upon and strengthen the coherence and functionality of the campus, Figure 5.
- Even with new additions and some deletions, the campus will remain familiar and accessible to students, alumni and visitors, evoking a “Carleton Legacy” feeling and atmosphere.
- The campus will be primarily pedestrian in scale and access, with vehicle entrances and delivery separated from pedestrian uses as much as possible.
- Sustainability should be a central theme of all future facility planning, incorporating elements of high performance building design, pedestrian, bicycle and public transportation access and materials and systems intended for long term lower operating costs.



/ Figure 5 / Nichols landscape plan with Holmes & Flinn master plan, 1925

### BACKGROUND AND OBSERVATIONS

- Carleton’s historic academic campus is distinguished by its elevated position over the surrounding land to the west, north, and east. The campus is integrated with the uniform city street grid to the south, and interfaces directly with a mid-density neighborhood of primarily single family homes, Figure 6.
- The natural topography of the campus is used to great advantage, with many buildings situated along the prominent ridge providing access to service from below. This historic building organization now has little room remaining for additional growth.
- The overall organization of the campus is clear and logical, with an academic zone around the central Bald Spot, bordered by two residential zones, with recreational and athletic facilities at the periphery, Figure 7.
- More recently, the development of the Weitz Center as an academic building provides motivation and support for future growth in the area between First and Third Streets along College Street.
- Campus arrival is not clearly defined, lacking a clear entrance point or arrival sequence for visitors.
- The scale and organization of campus sidewalks and pathways promote pedestrian circulation and dissuade unnecessary vehicle use.
- Topography and historic buildings make many locations on campus inaccessible to vehicles.
- Sustainable principles are evident in many facets of the campus organization and facilities: native landscaping, siting for daylight in buildings, operable windows for ventilation, and efficiency in allocating area to building projects.

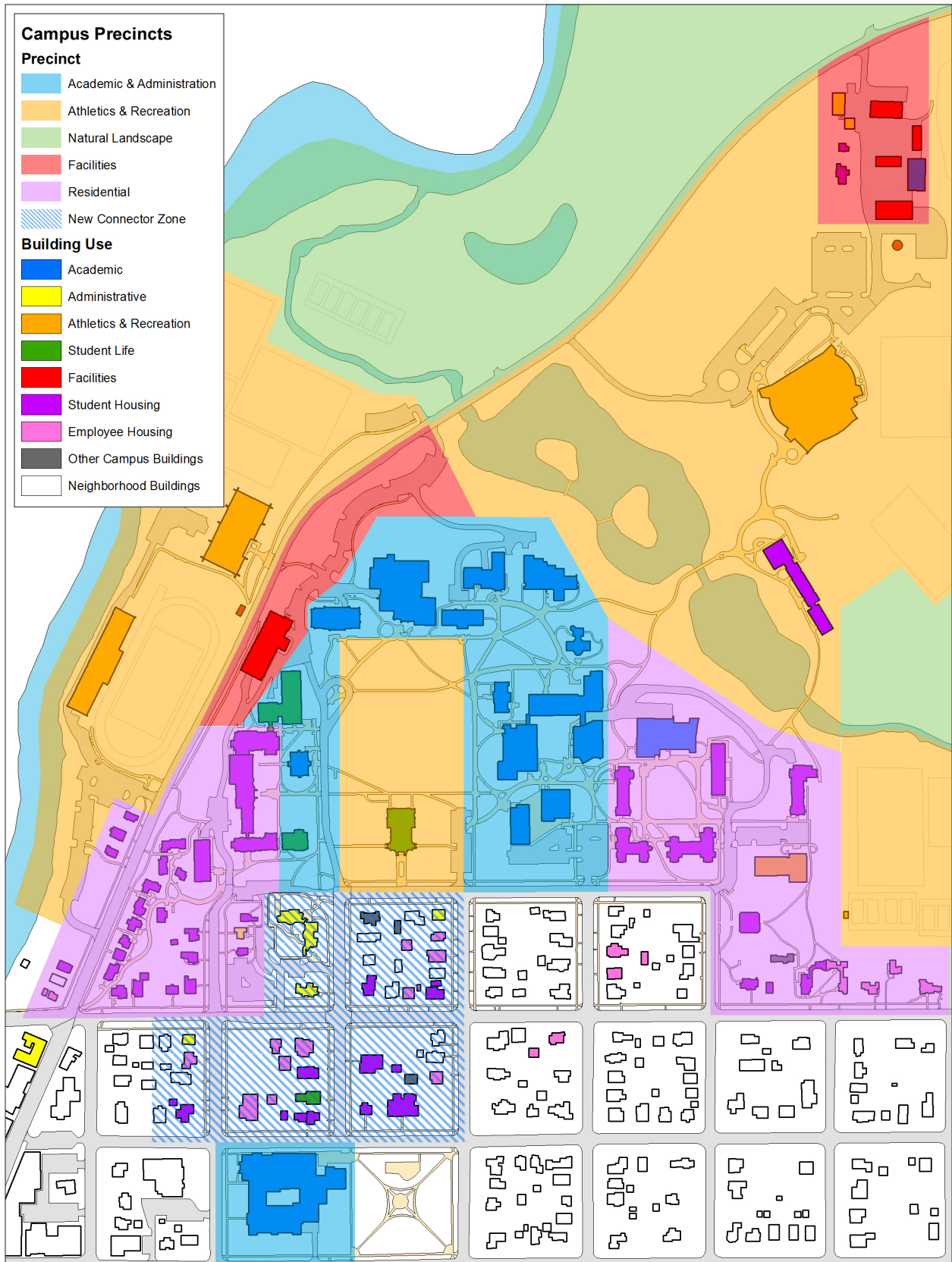


/ Figure 6 / Carleton College campus topographic context



## RECOMMENDATIONS

- Adopt the Precinct Plan described here as the general guideline for the College's future construction plans.
- The site to be vacated by removing the M&DC should be reserved for a future academic use. Siting of a new building in this area should respect the strong pedestrian connection between the Bald Spot, the Mini Bald Spot dormitories, and the Language and Dining Center.
- Create a welcoming entry point to campus at the intersection of Second and College Streets, while developing a campus character to College Street between First and Third Streets.
- Look to building renovation projects and new construction projects as opportunities to improve accessibility to programs and buildings.
- Follow efficient space utilization principles that plan for future growth while avoiding excessive or inefficient use of space.
- We should prepare for emerging and future state-of-the-art sustainable building systems and renewable energy technologies.



/ Figure 7 / Campus precincts

## 03 Projects

### 03A Science

#### VISION AND OBJECTIVES

Plans for new and renovated facilities should be judged against their ability to help us achieve the following educational goals:

- Support integrated science education. Students, faculty, and staff should experience the connections between scientific disciplines and the connections between science, other academic fields, and “real life” outside of the classroom.
- Support student-faculty research. Facilities should increase our ability to involve more students in meaningful research in our laboratories, and to incorporate meaningful research opportunities into the science curriculum.
- Enhance the strengths of our current facilities and programs in a manner that reflects Carleton’s historic leadership in educating scientists.

At the same time, the resulting facilities should clearly reflect these design principles:

- **Adaptability/flexibility**—Teaching and research spaces should be relatively easy to reconfigure as new faculty and new scientific techniques and areas of interest come and go. Incorporation of flexible casework, partitions, and utilities are ways in which adaptability can be achieved.
- **Sustainability**—As some peer institutions have done when building and renovating science facilities, we envision buildings that, in addition to cutting operational costs and being more sustainable, are also tools for teaching about energy conservation and the environment.

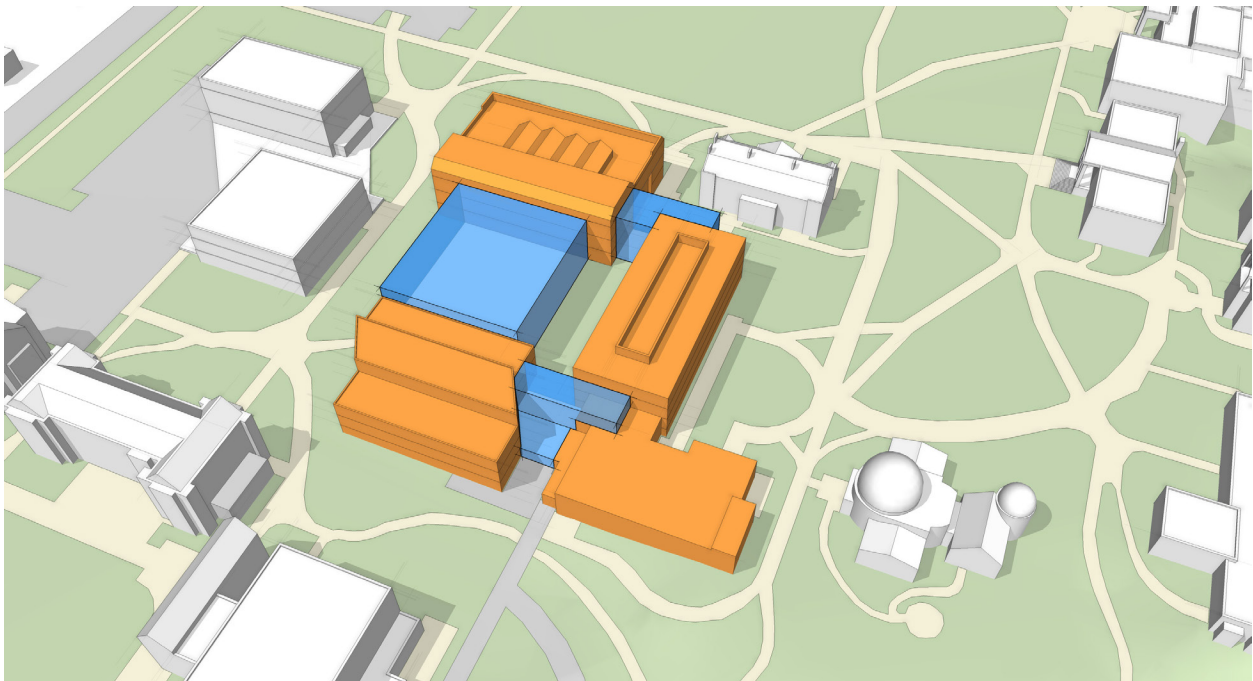
#### BACKGROUND AND OBSERVATIONS

- The science and math departments are housed in five buildings: The Center for Math and Computing, Hulings, Mudd, and Olin Halls have a combined area of about 209,000 gross square feet occupied by the Mathematics, Computer Science, Biology, Chemistry, Geology, Physics, and Psychology departments. The fifth, Goodsell Observatory, houses astronomy equipment, ENTS offices, and the GIS lab.
- Construction and renovation in these buildings has been designed to address department-specific needs (e.g. Hulings Hall for Biology), with less regard for inter-departmental concerns.
- Courses and research conducted in some of our older facilities require improved laboratories with enhanced infrastructure (better power, chilled water, HVAC), a more flexible design, and better energy efficiency.
- During the last two decades our science program has increased considerably (a 38% increase in faculty, and a 30% increase in laboratory enrollments). Trends at Carleton and nationally suggest a continued and accelerating emphasis on student-faculty research. Increased laboratory, office, storage, and other space is needed to accommodate this growth.
- Analysis by faculty and staff of current resources and needs, conducted during the planning process, suggested a need for a space increase of about 30% in the sciences.



## RECOMMENDATIONS

- New construction should be in the current science courtyard and should include connections at all floors across the courtyard and at the NW and NE corners between buildings.
- New construction should be dedicated mainly to high-intensity laboratory uses in chemistry and physics. Floor-to-floor heights should match those in Hulings, with connections at every floor.
- New construction and targeted renovations should enable cross-disciplinary and collaborative interactions across the sciences, as well as addressing departmental needs.
- A sufficiently large swing space should be built initially, so that as this space is occupied by parts of the science program, comparably-sized spaces become available for renovation.
- New office and dry laboratory space (e.g. many Psychology, Geology, GIS, and Computer Science labs) should be placed in renovated space in Mudd and Olin. A significant portion of renovated or new space should be dedicated to new and improved classrooms that would replace and supplement Olin 02 and 04.
- Significant pre-design and architectural design work will be critical to define arrangement of spaces, determine which spaces should be shared and how to maximize efficiency and flexibility. The staging of construction and renovation must be carefully orchestrated so that progress can be made in a reasonable timetable and with minimal disruption.
- New construction should result in an increase of approximately 30% in the overall footprint of the sciences. Initial renovation may involve about a third of the existing space.



/ Figure 8 / Locations of recommended science renovation, in orange, and new construction, in blue

## 03B Music and Public Events

### VISION AND OBJECTIVE

- Music will continue to offer diverse programs at multiple levels of proficiency, open to all interested students, engaging much of the student body in any given year, regardless of major.
- Our Music facilities will enable a variety of musical expression and support continued integration within the department and across the College.
- The new performance space to replace the Concert Hall will be of high acoustic quality, accessible to the music department and the College as a whole.

### BACKGROUND AND OBSERVATIONS

- The Music Department has 2,200+ enrollments per year in classes, applied lessons, large ensembles and chamber ensembles and currently utilizes space in three buildings:
  - Music Hall (classrooms, offices/studios, practice rooms, storage),
  - Music & Drama Center (M&DC) (concert hall, rehearsal room, studios, practice rooms, storage)
  - Skinner Chapel (used for occasional performances, wardrobe storage, choral workroom, and storage of choral performance scores)
- The Music Hall, now a century old, is in need of a complete overhaul for its mechanical infrastructure, sound insulation and functional layout.
- The Trustees have concluded that the Music and Drama Center should be demolished. In the meantime, the

M&DC visibly deteriorates, serves the program poorly, is only partially occupied, and must be avoided on student tours; its organ is in fine condition and could be relocated.

- Inadequate practice and rehearsal space is a major problem for the campus, with programs at their current sizes and levels of participation. The lack of instructional and rehearsal space has led to the use of the Concert Hall stage for instruction, restricting its availability for curricular and co-curricular music groups and for a variety of important productions brought to campus.
- The Concert Hall stage is inadequate in size as a stage and has very limited backstage capacity. These deficiencies seriously limit its functionality for many types of performances, both for College groups and for outside performers.
- The Chapel requires reallocation of space in the basement to restore functional HVAC and several maintenance upgrades to address deferred maintenance. The organ in the Chapel has not been well maintained.
- Inadequate sound insulation is a significant problem in all three of the buildings used today by Music.

### RECOMMENDATIONS

- We recommend an addition to the Weitz Center for Creativity to house the majority of the Music program, including the replacement large performance venue. Due to space limitations at the Weitz site, the



/ Figure 9 / Music is an integral part of the curricular and co-curricular scenes, with 30% of students studying music academically, and more than 30 music-focused student organizations.

program also requires a second building near Weitz to house other functions essential to our music program. For a variety of reasons, we believe that reassigning Parish House to be an academic building for this purpose is the best choice. The building character and architecture will make this an iconic and functional space for Music. While a single Music departmental facility has important advantages, we feel strongly that integration and synergy with activities and programs at the Weitz Center are even more desirable. At the same time, there is no natural division of functions that would make a Weitz/Music Hall split workable, and so we recommend that the second building be proximate.

- The Chapel is an important, long term, high-value asset of the College, but its acoustic quality and staging limitations will never permit it to be a primary music and performance venue. Thus it cannot replace the functionality lost when the Concert Hall is removed. We recommend that the large performance venue of high acoustic quality be included in the Weitz addition, with a stage and support facilities sufficient to accommodate large ensembles and staged productions. This venue will not only serve

the purposes of the old Concert Hall, but will also serve for events we are presently unable to support, such as musical theater, multimedia events, and more elaborate college and guest artist productions. While we are replacing a venue with a seating capacity of 450, we believe that the possible and appropriate capacity of this new facility will require further study in a more detailed design phase.

- The Chapel should be viewed as the primary and best speaking venue on campus, and should be maintained and supported accordingly. We recommend relocating music uses from the Chapel basement and enhancing the Chapel's ability to serve as a major speaking venue and occasional large performance venue. This will require upgraded HVAC, improved lighting, and better sound and AV support.
- The current division of departmental functions between the Music Hall and the M&DC will most likely not be replicated exactly in a new dual scheme of the Weitz Center and Parish, but rather, the program should be re-imagined and reallocated with attention to existing and hoped-for efficiencies, synergies, and collaborations.



/ Figure 10 / Locations of recommended music renovation, in orange, and new construction, in blue



- The vacated Music Hall will be a prime location for other academic needs, after a major update to its building infrastructure.
- We recommend three rehearsal spaces to accommodate the many groups of instrumental, choral, and chamber music, whereas the M&DC as built contained only one. We imagine these to be of differing capacities—accommodating groups of varying sizes. Two of these rehearsal spaces could also function as small performance and master class spaces with seating of less than 100. Smaller performance venues, suitable for many recitals and other campus events, would provide a more satisfying experience for performance and audience alike, and increase availability of the larger venues. Superior sound insulation and separation will enable the rehearsal and performance spaces to be much better utilized and thus to serve the programmatic and co-curricular needs of the campus more effectively.
- The College's two organs are from different historical periods and suited to different musical purposes. It would cost less to repair one and move the other than to replace them with a new one, which wouldn't be as versatile as the two. The Concert Hall organ could be relocated to one of the new rehearsal/small performance spaces or to the larger performance space. The Chapel organ should be restored and maintained appropriately, with the understanding that it is less flexible than the Concert Hall organ, on which one can play music from many historical periods, but integral to the ambience and many uses of the Chapel.



## 03C Classrooms

### VISION AND OBJECTIVE

- Carleton's excellence in teaching needs to be supported by excellent classrooms that are well-matched to our class size requirements and to the variety of teaching styles that are employed.

### BACKGROUND AND OBSERVATIONS

- Carleton's classrooms vary greatly in age and condition, and quite significantly in capacity, design, and technology. The condition of classrooms is monitored by the Classrooms Committee which also oversees a yearly process of classroom improvements.
- The Registrar assigns 52 classrooms, spread in ten buildings that rank as follows in order of use: Olin, Language and Dining Center, the Weitz Center for Creativity, Leighton, the Center for Math and Computing, Willis, Laird, Boliou, Library, & Goodsell. A small number of classrooms in other buildings are assigned by departments.
- There is a chronic and systematic tendency to overestimate the capacity of our classrooms. This is due to a gradual inflation of our estimates in response to enrollment pressures, and to changes in pedagogical practice that increasingly demand larger classroom areas.
- Carleton's diversity of teaching styles requires flexible, easily reconfigurable classrooms, and therefore larger classroom footprints.



/ Figure 11 / Flexible furniture and generous area allow for a variety of teaching styles

### RECOMMENDATIONS

- Our analysis indicates that, given current enrollments, and in view of recent additions of several 35 seat classrooms in CMC and Leighton, our needs in the 30-50 seat range are largely met at present. Future monitoring of classroom needs is essential to maintaining an adequate pool of classrooms.
- We recommend that we re-calculate the capacities of our classrooms in accordance to modern standards, and that we incorporate these standards into our construction guidelines.
- The same analysis suggests that we need several more (3-4) classrooms in the 48-72 seat range. Adding classrooms in this size range will help relieve demand by allowing many classes to move up to larger rooms across the spectrum, an effect that is negated when we build small classrooms.
- Classrooms in the 48-72 seat range have a footprint of up to 1,500 square feet, which limits possible locations. These larger classrooms would make most sense in the science complex. Merging of existing classrooms into larger ones (e.g. in CMC and Willis) is less desirable, as it removes rooms from other size ranges and reduces the overall number of classrooms available across campus.



/ Figure 12 / The Weitz "sandbox" classroom supports collaborative, active learning



## 03D Scoville Hall Reuse

### VISION AND OBJECTIVE

- To create a “Gateway Center” for prospective students and visitors
- To restore Scoville to its original and historical state

### BACKGROUND AND OBSERVATIONS

- Scoville was built in 1896 as the College library. In 1954, when it was replaced by Gould library, Scoville was renovated for office and classroom uses. Built in a Romanesque style, Scoville encompasses 14,300 gross square feet on three floors.
- While the Cinema and Media Studies department moved to the Weitz Center when it opened, three academic and student support functions remain in the building. The entire first floor is now vacant and dark.
- Major issues include:
  - A lack of important infrastructure such as restrooms, second stairs, elevator, accessible entrance.
  - A loss of original architectural integrity through poor renovations and sub-division of spaces.

- Awkward public access and interaction between the existing uses in the basement and the second floor.

### RECOMMENDATIONS

- Focus Scoville on a single, public-centered, and College-wide use or uses. While not a new idea, we strongly endorse and recommend the proposal to assign the building to Admissions and Financial Aid. This has the added advantage of allowing for a natural and larger home in Johnson House for the Career Center, which is in urgent need of expansion, per the Strategic Plan and as related later in the Sayles-Hill section. We believe that not only will Scoville fit the needs and purposes of Admissions and Financial Aid well, but that the types of spaces and traffic patterns of Admissions in particular, will fit the historic nature and design of Scoville.
- Relocate current uses out of the building, specifically Academic Support Center to the Library, and the Gender and Sexuality Center and Office of Intercultural and International Life to Sayles-Hill. Restore the architectural integrity of the building and address accessibility.



/ Figure 13 / Scoville Hall, historic reading room



/ Figure 14 / Scoville Hall, built in 1896, recommended home of Admissions and Student Financial Services

## 03E Student Residences

### VISION AND OBJECTIVE

- Provide our students with attractive, functional, and safe housing that is more than a place to sleep, but rather is a place to live.
- Continue to implement the 2007 Residential Life Strategic Plan which envisioned a mix of dormitory and independent living of about 80/20 for the campus as a whole. Offer newer, diverse independent living options for juniors and seniors, with an emphasis on more efficient facility utilization.

### BACKGROUND AND OBSERVATIONS

- Carleton Residential Life has the capacity to house 1852 students in our 46 residence hall, house and townhouse system. The majority of Carleton students studying in Northfield reside on campus in one of these types of facilities. There are a small number of upper-class students who do not live in campus housing.
- The 2007 Strategic Housing Master Plan report suggested a mix of living options in residence halls, houses and townhomes. The College has made significant steps over the last seven years to meet our student housing needs with the construction of Cassat and James Halls, the renovation and expansion of Evans Hall, and the elimination of some small houses. While we are close to the capacity goals of the 2007 plan, many of our independent living units are small, converted residential houses that are neither highly functional, nor efficient to operate.

- Students living in the Northfield Option, which was as high as 250, decreased significantly when the new dormitories opened. Our current target is for approximately 50 students to live in Northfield in off-campus housing that is not managed by the College.

### RECOMMENDATIONS

- Create new independent living environments along Union Street and near the Recreation Center, working towards a housing mix of 80% dormitory living and 20% independent living.
- The new residential buildings should suit several types of student living arrangements—ranging from townhome units to larger co-ops and interest housing. It is assumed that residents of independent living are not required to be on-board and thus these facilities would have kitchen and eating facilities sufficient for their intended occupancies.
- Moving the Student Health and Counseling Center (see later recommendation section) would allow the college to reclaim the ground floor of Davis Hall as a residential area. This is a valuable goal for Residential Life and would be a more appropriate use of this space.
- If the recommendation for assigning Parish House to Music is adopted, then the current uses in this house will have to be relocated. These include approximately 40 students who are in dormitory-like spaces, on-board, and the language associate program and opportunity for group language living.



/ Figure 15 / Locations of recommended new student independent living residences, in blue



## 03F Academic Support Center

### VISION AND OBJECTIVE

- Strengthen the highly-valued and functional role that the Library plays as a central learning, working, and social space on campus.
- Consider the specific recommendations from Strategic Planning and ascertain how these recommendations might improve the Library function and services to the campus while not disrupting existing essential services of the Library.

### BACKGROUND AND OBSERVATIONS

- The Strategic Plan recommended that the Academic Support Center should be integrated into the Gould Library.
- Special Collections and Archives have outgrown their current location, and now lack sufficient storage space, offices, work area spaces, and reading room/public service space.
- The building lacks adequate restroom facilities, especially on the fourth floor.
- The Library lacks sufficient meeting room space for small events, discussions, and group class or study work.



/ Figure 16 / With an average of 1,151 daily users, Gould Library is the academic heart of the campus.

### RECOMMENDATIONS

- We concur with the previous recommendations and believe that moving the Academic Support Center from Scoville Hall to the Library is entirely consistent with our vision of longer-term campus planning. Explorations with the Library staff have concluded that it could be accommodated in space currently occupied by the Reference Librarians on fourth floor, who would be moved to new offices built in the Technical Services area. This would place the Writing Center in a prime location on the main student thoroughfare in the Library.
- Expand Special Collections and Archives by reassigning and renovating existing space on first floor.
- Add accessible restrooms on the fourth floor, including one gender-neutral option.
- Create a flexible space on the fourth floor that could serve as a meeting room, seminar and public presentation space, lounge space for student study, and a place to showcase special works or collections.



/ Figure 17 / Gould Library's location, resources, and large number of users provides an ideal setting for the Academic Support Center



## 03G Sayles-Hill Campus Center

### VISION AND OBJECTIVE

- We continue to envision Sayles-Hill as our campus center, welcoming and supporting students, faculty, staff, alumni and visitors, featuring late night and weekend student services/resources.
- Sayles-Hill should be a place that supports and fosters collaboration among all campus constituencies.

### BACKGROUND AND OBSERVATIONS

- Built in 1910 as a men's Gymnasium, Sayles-Hill has become our campus center, i.e., the busy hub of campus life.
- Serving a dizzying variety of needs, Sayles-Hill is used by students, faculty, staff, and visitors, and seamlessly flows into Severance Hall, where additional student and campus services are housed.
- The circumstances of Sayles-Hill are mixed: a highly popular building, where more organizations would like to be than can be accommodated, yet afflicted by a sense of congestion due to a lack of efficiently used space. Of the current uses in Sayles-Hill, the Career Center faces the most difficulty in that their planned expansion and new programming cannot be accommodated in their current space and there is no

way that the building can be expanded to meet this need.

- Space and needs analysis of nearly 30 student service offices on campus revealed clear functional patterns, with well-defined “bundles” such as General Services and Student Life Resources that could be housed in Sayles-Hill and Severance Hall. It is helpful to consider these bundles in making recommendations, instead of focusing on individual spaces without broader consideration of functional consequences.

### RECOMMENDATIONS

- We recommend targeted Sayles-Hill renovations to improve traffic flow, storage space, and a reorganization of offices. These changes would help ensure that student services, meeting rooms, and all-campus services are situated throughout Sayles-Hill, Severance, and even lower Burton to attract and serve students, faculty, and staff.
- The Strategic Plan makes plain the high relevance of the Career Center. In meeting with the Career Center staff, it became clear that their future growth and enhancement cannot be achieved in their current space in Sayles-Hill. Therefore, we recommend that



/ Figure 18 / Great Space, the core of the Campus Center, welcomes students, faculty, and staff.



/ Figure 19 / The Sayles-Hill mailboxes are an iconic example of Carleton's community life and traditions.

the Career Center, and the Center for Community & Civic Engagement (CCCE) leave Sayles-Hill for a new location. These two organizations form part of a more outward-facing bundle that could benefit from a more accessible location where they can both expand and interact more directly with the campus and Northfield community. We believe the best alternative for this is Johnson House, when it is vacated by Admissions. Located on the corner of College and First, this would give these functions a central view of the campus and student traffic, and would make them more accessible to the public.

- We recommend that the Gender and Sexuality Center, the Office of Intercultural & International Life, and as space allows, Residential Life move into Sayles-Hill as

these offices work closely with the Student Activities Office, a current Sayles-Hill occupant, and program regularly in Sayles-Hill.

- We recommend that current occupants of Sayles-Hill and adjacent Burton and Severance Hall offices (Campus Services, Residential Life, Post-Office, Dining/Catering, Dean of Students Office, Bookstore) along with additional like-bundled services from other buildings on campus (Mailroom, Auxiliary Services, Human Resources, Business Office, etc.) be matched and moved within the Sayles-Hill and Severance facility, as well as moved into other more strategic/intentional spaces. A careful and deliberate planning process will be needed to carry out these changes in an optimal way, and to verify that our estimates of overall fit are accurate.

## 03H Student Health and Counseling

### VISION AND OBJECTIVE

- Student Health and Counseling (SHAC) should function effectively and efficiently in a planned space, created for its intended function as a College healthcare facility.
- New space should afford students greater confidentiality and privacy (i.e. proper soundproofing). SHAC services could be enhanced in ways not currently possible due to space or facility limitations.

### BACKGROUND AND OBSERVATIONS

- Health Services, Counseling Services & Alcohol Education were all separate offices until 1995 when they were brought under one. The current location in lower Davis Hall was intended to be a temporary placement until a more suitable location was found. Currently, the facility is bisected by the main Davis Hall entrance corridor, significantly reducing patient privacy.
- Residential space was lost to accommodate the clinic move into Davis. As demand for services has steadily increased, space needs grew and the facility expanded into the west side of lower Davis in 2002, resulting in the loss of additional residential spaces.

### RECOMMENDATIONS

- The ideal location for a clinic is a site that is located on-campus and which provides convenient access for most students, particularly for those who are sick or injured, but separate enough to afford privacy, given the sensitive services SHAC provides. Being located near other Student Life offices seems preferable.
- The committees considered several possible locations and did not choose one as an overall recommendation. However, we did delineate several criteria that we believe should be utilized in locating a new clinic, when that is determined to be timely:
  - proximity to residential buildings and near the “center” of campus, where students travel to and from regularly throughout the day.
  - oriented in such a way that students can come and go with some degree of privacy.
  - convenient for students who are sick or injured and need to travel across campus to access SHAC services.
  - accessible by vehicle for students requiring transport to another facility such as the hospital.

## 031 Athletics and Recreation

### VISION AND OBJECTIVE

- The three main programs of the PEAR department, Varsity Athletics, Recreation, and Physical Education, support activities that are vital to our health and well-being. Future facility considerations for these diverse programs should:
  - Maintain multi-purpose capabilities that support the diverse interests and needs of students, faculty and staff.
  - Remain open, inviting and highly visible to all campus constituents.
  - Have ample storage for our ever-changing and growing fitness-oriented needs.
  - Remain in close proximity to activity field spaces.
  - Maintain the strengths of current facilities and programs.
- Primary issues that should be taken into consideration in discussing any future athletics facility needs include the impact of future flooding on the Stadium and West Gymnasium areas, the need for a safe and welcoming competitive environment, and the impact of facilities in drawing prospective student-athletes.

### BACKGROUND AND OBSERVATIONS

- The four buildings and multiple field spaces managed by PEAR serve the campus' physical education, athletic, and recreational needs. They are: The Recreation Center, the West Gymnasium, Cowling Gymnasium and Laird Stadium, plus the fields and tennis courts on the west and east sides of the campus.
- While the Recreation Center is relatively new and highly functional, the other three buildings are aging and in need of substantial maintenance and updating. Several of the fields have received significant upgrades in recent years, including new irrigation for Laird Field, new tennis courts, and a new softball field.
- Laird Stadium was built in 1927, but the lower levels were substantially renovated in 2010 following a severe flood.

### RECOMMENDATIONS

- The large scale and requirement for public access and the historic nature of Laird stadium combined with the recent renovations warrant the facility remaining in its current location. A careful study of current



/ Figure 20 / Possible future replacement of West Gym on a site adjacent to the Recreation Center



conditions should be undertaken with the advice of a hydrologist to see what might be done to mitigate further future flooding.

- We recommend that the long-term plan be for the relocation of programs and competitive events currently held in the West Gym to an addition to the Recreation Center. As the West Gym ages, or flooding increases, this may become more timely. This would require the construction of a natatorium, gymnasium, and perhaps expanded locker rooms in the Recreation Center. A natatorium was envisioned

for the Recreation Center as a possible addition when it was designed.

- Cowling Gymnasium is an important asset for Bell Field and for many student uses of these former athletic spaces. Ongoing assessment will inform the campus in the future as to whether this building is worth retaining or whether the site might be better used for other pressing purposes. A new aquatic center at the Recreation Center could release the space currently occupied by the Cowling pool to alternative purposes.

## 04 Proposed Use of Existing Buildings

<b>EXISTING BUILDING</b>	<b>BUILT</b>	<b>EXISTING USE</b>	<b>LONG-TERM USE</b>
Alumni Guest House	1992	Residential	Residential
Boliou Art Hall	1949, 1993	Academic	Academic
Burton Hall	1915	Residential	Residential
Cassat Hall	2009	Residential	Residential
Center for Math & Computing	1993	Academic	Academic
Cowling Recreation Center	1965	Athletic, Recreation	Athletic, Recreation
Davis Hall	1923	Residential	Residential
Division Street Townhouses	2001	Residential	Residential
Evans Hall	1927	Residential	Residential
Faculty Art Studios	2010	Academic	Academic
Goodhue Hall	1962	Residential	Residential
Goodsell Observatory	1887	Academic	Academic
Gould Library	1956, 1983	Academic	Academic
Hulings Hall	1995	Academic	Academic
James Hall	2009	Residential	Residential
Johnson House	1992	Student Service	Student Service
Laird Hall	1905	Academic, Administration	Academic, Administration
Laird Stadium	1927	Athletic, Recreation	Athletic, Recreation
Language & Dining Center	2001	Academic, Student Service	Academic, Student Service
Leighton Hall	1920	Academic, Student Service	Academic, Student Service
Mudd Hall	1975	Academic	Academic
Music & Drama Center	1971	Academic	Demolish
Music Hall	1914	Academic	Academic
Musser Hall	1958	Residential	Residential
Myers Hall	1958	Residential	Residential
Nourse Hall	1917	Residential	Residential
Olin Hall	1961	Academic	Academic
Recreation Center	1999	Athletic, Recreation	Athletic, Recreation
Sayles-Hill	1910, 1988	Campus Center	Campus Center
Scoville Hall	1896	Academic, Student Service	Student Service
Severance Hall	1928	Residential, Student Service	Residential, Student Service
Skinner Chapel	1916	Chapel	Chapel
Watson Hall	1966	Residential	Residential
Weitz Center for Creativity	2011	Academic	Academic
West Gym	1964	Athletic, Recreation	Demolish
Willis Hall	1872	Academic	Academic, Student Service

## 05 Finances and Next Steps

The President's charge to our committees made it clear that financial constraints would apply to our planning and the scope of possible recommendations. As we have not engaged in specific design, it is difficult to determine with any certainty what these recommendations might cost. However, we did ask our consultants to assist us in determining an appropriate size and preliminary program for each of these functions or ideas, and then to suggest possible costs per square foot for these types of spaces. This information is contained in the following table.

Further study will assist us in determining whether these estimates are indeed reflective of the proposed work and whether these estimates are attainable as funding goals of the College. Matching those two objectives will be the ongoing work of the administration and the trustees as they work to prioritize and accomplish these recommendations

As we complete our work, we are keenly aware of the need for further work to elaborate and advance these recommendations. We anticipate that this work will focus on assessing the preliminary programs in greater depth, especially in the Sciences where we feel this is most complicated and potentially valuable; and on assessing the strategic prioritization and order in which these might be done so as to advance the overall mission and service of the College.

Finally, we understand that planning for funding these potential projects will require a multitude of approaches—from budgeting discipline, including possible debt financing, to fund raising plans and identifying key donors. We stand ready to assist with these next steps where we can do so, and urge that this work continue in the advance of our original mission: To make focused investments in our facilities that directly advance our academic mission.

COMPONENT	AREA, SQUARE FEET		COST PER SQUARE FOOT		ESTIMATED COST
	New	Renovated	New	Renovated	
Science	65,000	60,000	\$700	\$400	\$70 M
Music	39,000	16,000	\$575	\$460	\$30 M
<b>Total</b>	104,000	76,000			<b>\$100 M</b>
Scoville Hall		14,000		\$425	\$6 M
Independent Living	~100 beds		\$150k per bed		\$15 M
Other Projects	10,000	~20,000	\$600	\$400	\$14 M

/ Table 1 / Financial estimates

## 06 Acknowledgments

In addition to the specific individuals, groups, and organizations listed below, the Core Committee would like to thank the broader Carleton College community for an engaged, spirited, and productive dialogue surrounding all of the issues addressed in this plan.

### CAMPUS AND COMMUNITY PARTICIPATION

President Steven G. Poskanzer  
 The Carleton College Board of Trustees,  
 Special thanks to the Building and Grounds Committee  
 Dean of the College Beverly Nagel  
 Office of the Dean of Students  
 Science Faculty and Music Faculty  
 Faculty and Staff Workshop Attendees  
 Student Life and Services Staff  
 Carleton Student Association  
 Student and Student Athlete Workshop Attendees  
 Faculty, Staff, and Community Presentation Attendees  
 College Council  
 Carleton College Alumni Council  
 Carleton College Parents Council  
 Northfield East Side Neighborhood Association  
 City of Northfield

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