



GROUP 4

ARCHITECTURE
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WORKING GROUP MEETING SD 03 PROGRAM STACKING + EMERGING DESIGN

Zoom Conference Call

MEETING ON

07 January 2021

College of Marin Integrated Learning Resources Center + Student Services

MINUTES

INVITED ATTENDEES

Name	Initials	Attended	Company or Organization
Jonathan Eldridge	JE	X	COM
Greg Nelson	GN	X	COM
Isidro Farias	IF	X	COM
Beth Rhodes	BR	X	COM
Jon Horinek	JN	X	COM
Tonya Hersch	TH	X	COM
Sadika Sulaiman Hara	SSH	X	COM
Stormy Miller	SM	X	COM
Ryan Byrne	RB	X	COM
Cari Torres-Benavides	CTB	X	COM
Sarah Frye	SF	X	COM
Carol Hildebrand	CH	X	COM
Ken Kirch	KK	X	Gilbane
David Schnee	DS	X	Group 4
Andrea Gifford	AG	X	Group 4
Harding Dowell	HD	X	Group 4
Nicole Ghiselli	NG	X	Group 4
Marko Blagojevich	MB	X	HMC

DISTRIBUTION

Via email to all Attendees.

PURPOSE

1. Project Update + Schedule

- a. DS shared the project schedule with anticipated Schematic Design Package presented to the Board on 3/9.

2. Emerging Design Concepts

- a. DS presented how the Round 1 engagement informed the foundations of the emerging design concepts.
- b. Design goals include:
 - i. Unify the campus and various edges of the project.
 - ii. Fit in the overall context.
 - iii. Inspire campus and community.
- c. Lantern
 - i. New welcoming face from College Avenue.
 - ii. Articulated double height space on the southern façade highlighting the Library program.
 - iii. Active social slope with gathering and social spaces.



- iv. Bell/clocktower reference, similar to historic campus architecture.
- v. Includes porch-like roof extending over the entry.
- vi. Overhang shades the second-floor deck and entry; site also includes localized umbrellas for additional shading.
- d. Ridgeline
 - i. Includes a sculpted roof form with references to Mt. Tam ridgeline and relates to Academic Center roof forms.
 - ii. Controlling solar exposure with the shading element.
 - iii. Axial entry to LRC from parking lot bridge.
 - iv. Includes shade plaza for the space between LRC and AC since it is located on the north side of the building.
- e. Input
 - i. JH: both designs have merit and likes clean line of lantern scheme; umbrellas often the elements that get value engineered out and project will require covered outdoor space.
 - ii. CTB: looks like a real college campus and is significantly more tied into campus as compared to existing LRC. Happy with either option.
 - iii. SF: similar concerns to JH; both lovely; need to understand how you enter and access the Library from different campus entries.
 - iv. SM: likes exterior for both.
 - v. SSH: likes ability to have overhangs for outdoor programming. Really likes outdoor space opportunities on all options.
 - 1. *Chat*: SF agreed and noted the exterior/overhang is important for shade and for rain. The existing large overhang on the LRC gave a place for folks to shake off before entering the building on rainy days.
 - 2. *Chat*: JH asked if the trees along the creek will also provide shade.
 - 3. *Chat*: DL responded they would and since they are a bit away from the building, they will be more impactful with low angle winter sun than in summer.
 - 4. *Chat*: CTB agreed that the west and south side of the building will be especially impacted by the sun and rain (Kentfield is in a microclimate and gets a lot of rain compared to other places in Marin).
 - 5. *Chat*: DL noted the design team is trying to be very careful to protect the building facades, especially on the West and Southwest facing exposures.
 - vi. SSH noted it's important to consider how to access site spaces and how individuals would access seating areas within grassy areas.
 - vii. GN: considerations for maintenance of sunshade on southern façade over reading terrace, where birds can roost, and impact on seating areas below.
 - viii. CH: thinks both are good; wondering what the relationship to college avenue is and if one design option is more effective at connecting across street.



- ix. TH: first preference is ridgeline; likes the opening up from the college avenue which reinforces the idea of accessing the building from the street.
- x. RB: “The Center is the theme for the project – lantern feels more open and welcoming. Option is more dramatic and looks like an important building on campus. It would be a building that students would gravitate towards. Likes the ridgeline materials but likes the lines and feel of the lantern.
- xi. *Chat*: RB asked if the cost estimate for the exterior was roughly the same for both options.
 - 1. *Chat*: DL responded that they're roughly equivalent at this early stage, but the design team be doing more detailed cost modeling later in this phase.

3. Sustainability + Materiality

- a. MB presented the sustainable design analysis for the project.
 - i. Design team performed a preliminary analysis of environmental conditions to inform the sustainable design opportunities.
 - ii. Planning to harvest the sun in the winter since Kentfield is a heating dominated climate.
 - iii. Will be performing a daylight analysis for the project.
 - iv. MB noted that the design will be optimized for annual daylighting needs and cannot accommodate all conditions – project will include exterior solutions as well as interior shades for extreme conditions.
 - v. CH noted that certain classrooms in the Academic Center required additional shading beyond what was originally in the design.
- b. Materiality
 - i. MB shared the design team is looking for materials that are natural and contextually relevant to the location.
 - ii. Considering terracotta shading devices to connect to existing AC façade.
 - iii. Redwood and oak finishes, opportunity to bring in warmth of wood to the project.
 - iv. Materials will be durable, graffiti resistant, and easily maintainable.
 - v. MB noted the design team is considering perforated metal panel which can include artistic graphics and meaningful graphics for the community.
 - vi. DS noted that materials and exterior will be an ongoing discussion as design develops.
 - vii. *Chat*: JH noted deliberate, informed, and respectful inclusion of artistic and cultural elements from indigenous communities would be nice and would advance our equity efforts architecturally. SSH + SF agreed.
 - 1. *Chat*: HD shared that the design team plans to meet with the local indigenous groups to make sure any inclusion is respectful and appropriate.

4. Program Stacking + Bubble Diagrams



- a. AG presented the floor plan modifications since the last working group meeting.
- b. First Floor Creekside
 - i. Pulled service and support spaces adjacent to circulation desk.
 - ii. Still keeping Wellness pod and wellness check-in adjacent to lobby.
 - iii. Includes campus store, large meeting room, and medium classroom on Creekside level.
- c. Second Floor Glade A
 - i. Brought tutoring, reading and writing (TRW) to second floor for stronger adjacency to Library and aligns with meet/engage floor branding.
 - ii. More active spaces on west side of the project with more focused spaces on the east – Reading and Writing Lab furthest east.
- d. Third Floor Tam A
 - i. Learning communities shifted to third floor with the strong connection to event space.
 - ii. Future learning community located on the east side since it will function as a classroom.
 - iii. Light pink future learning community will act as open study at top of the stairs until a future learning community is defined.
 - iv. Design would solidify east side of south elevation to reduce glare issues in classrooms.
- e. Second Floor Glade B
 - i. Targeted Learning communities, TRW on single floor based on previous WG meeting.
 - ii. Unable to get all 5 LCs on single floor while keeping enrollment+ all on second floor – includes 2 learning communities on third floor.
 - iii. Learning communities on second floor would be embedded into the building so they will not have direct window access but will have borrowed daylight and views.
- f. Third Floor Tam B
 - i. Primarily classrooms on third floor with smaller proportion of open study spaces. This option would reduce the amount of glazing on the southern façade.
- g. Input
 - i. SF: group study rooms are often noisy and would not recommend them near the classrooms – or provide other noise mitigation strategies. Staff will require line of site from reference desk to circulation desk. SF confirmed the division of library staff spaces makes sense.
 - ii. CH: international ed ties closely with counseling, learning communities and enrollment.
 - 1. JH noted that IE location will be part of 830 College discussion.
 - 2. JE noted that Working Group will guide the programming and operations for welcome desk,



- outreach, IT support, info desk for the design team to implement.
3. *Chat:* CH noted International Ed is a fairly even split between recruiting/engaging prospective students and supporting existing students, her interest is in keeping the Int'l Advisor in the new bldg. (not union bank) and positioning her space not too far removed from the public facing element of the new bldg.
- iii. TH: preference for A because of close proximity of LCs to event space. Asked how visible TRW spaces will be with library.
 1. AG noted that there is the open to below zone adjacent to TRW overlooking the Library with access from the main stair.
 - iv. JH: thinks A provides more flexibility in future. Likes the ability for expansion of learning communities rather than splitting the learning communities between floors – this could provide challenges in how to determine who goes on what floor in the future.
 - v. JE: optimize balance of proximity and flexibility; not everyone can be next to everything they desire, so informed tradeoffs necessary. may be able to accommodate learning communities with a more consolidated enrollment+ staff spaces on glade level – option to bring some of enrollment+ pod up to third floor to be swapped with learning communities – this will require rethinking service delivery and how students interface with staff.
 - vi. JE: could consider bringing classrooms to the glade level and bringing tutoring, reading + writing labs up to third floor.
 - vii. DL noted the design team has located the stair and elevator centrally in the building and stacked the program so some services are only one floor away by vertical circulation rather than sharing a wall.
 - viii. AG noted that open vs enclosed spaces will be easy to manage noise considerations – group study rooms in front of classrooms will act as an additional noise buffer.
 - ix. TH: likes that the third floor feels like a ‘retreat’ with learning communities and teaching and learning center located there with access to event space and deck.
 - x. SF: will require closet or area for library storage space adjacent to event space.
 1. AG noted that the event space has associated storage and kitchen to support catering.
 - xi. *Chat:* SM likes the visibility of wellness services and close proximity to the entrance/lobby. RB agrees.
 - xii. *Chat:* JH noted it’s important that students see tutoring and the R&WL in their daily activities (food service).
 1. *Chat:* DL shared there will be good visual connections across the length of the building on each floor for easy wayfinding.



- xiii. *Chat:* RB noted the goal to maximize flexibility as COM's approach to student success is going to change over time.
- xiv. *Chat:* SSH noted the importance of having an external door for the pantry should it remain in the wellness suite so students do not have to check in at a desk to access the pantry.
- h. Design Team Next Steps
 - i. A is a viable option.
 - ii. Confirm if B can work with all learning communities on the same floor.

5. Interior Design Values

- a. Interior design values were not presented during the meeting but are included in the presentation.
- b. Interior design values will be part of the round 2 engagement meetings.

6. Next Steps

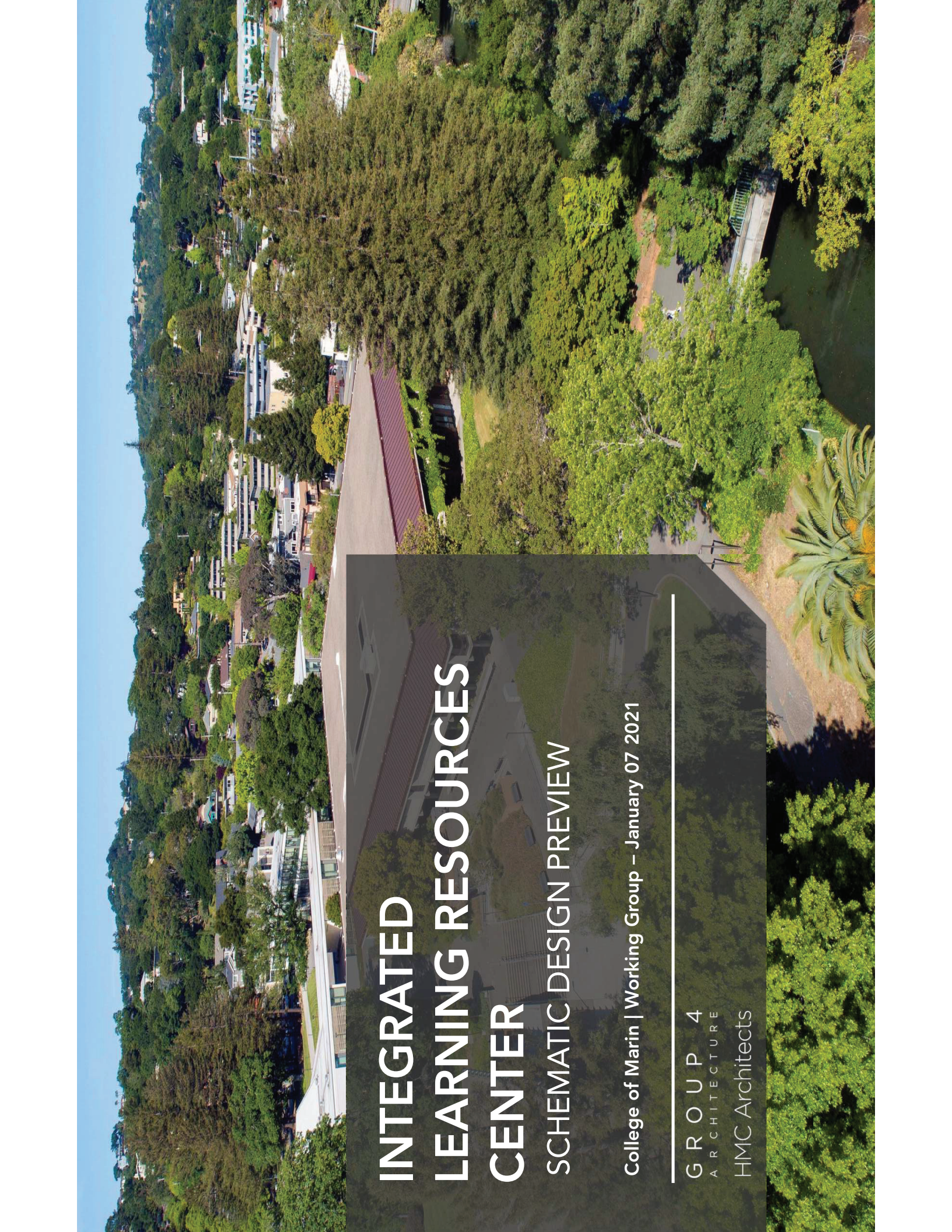
- a. ***Provide floor plan option update to Jonathan – either email distribution or additional meeting in January to review.***
- b. ***JE noted Design Team should plan for hour total for Board meeting. Anticipate 30-minute presentation with 30 minutes for Board input and comment.***

Attachments: 2020-01-07 COM Working Group SD 03 Presentation.

These minutes were prepared on 07 January 2021.

Discussion of this meeting has been recorded as understood by the recorder noted below. If there are any omissions or corrections, please contact this office within 5 days. Unless notified to the contrary, these notes are assumed to be accurate.

GROUP 4 ARCHITECTURE, RESEARCH + PLANNING, INC.
Nicole Ghiselli
Job Captain
NG/HD

An aerial photograph of a campus. In the foreground, a large, modern building with a dark, sloped roof is visible. To the right, a river flows through the campus, bordered by lush green trees and a paved walkway. In the background, a hillside is covered with dense greenery and residential-style buildings. The sky is clear and blue.

INTEGRATED LEARNING RESOURCES CENTER

SCHEMATIC DESIGN PREVIEW

College of Marin | Working Group – January 07 2021

GROUP 4
ARCHITECTURE
HMC Architects

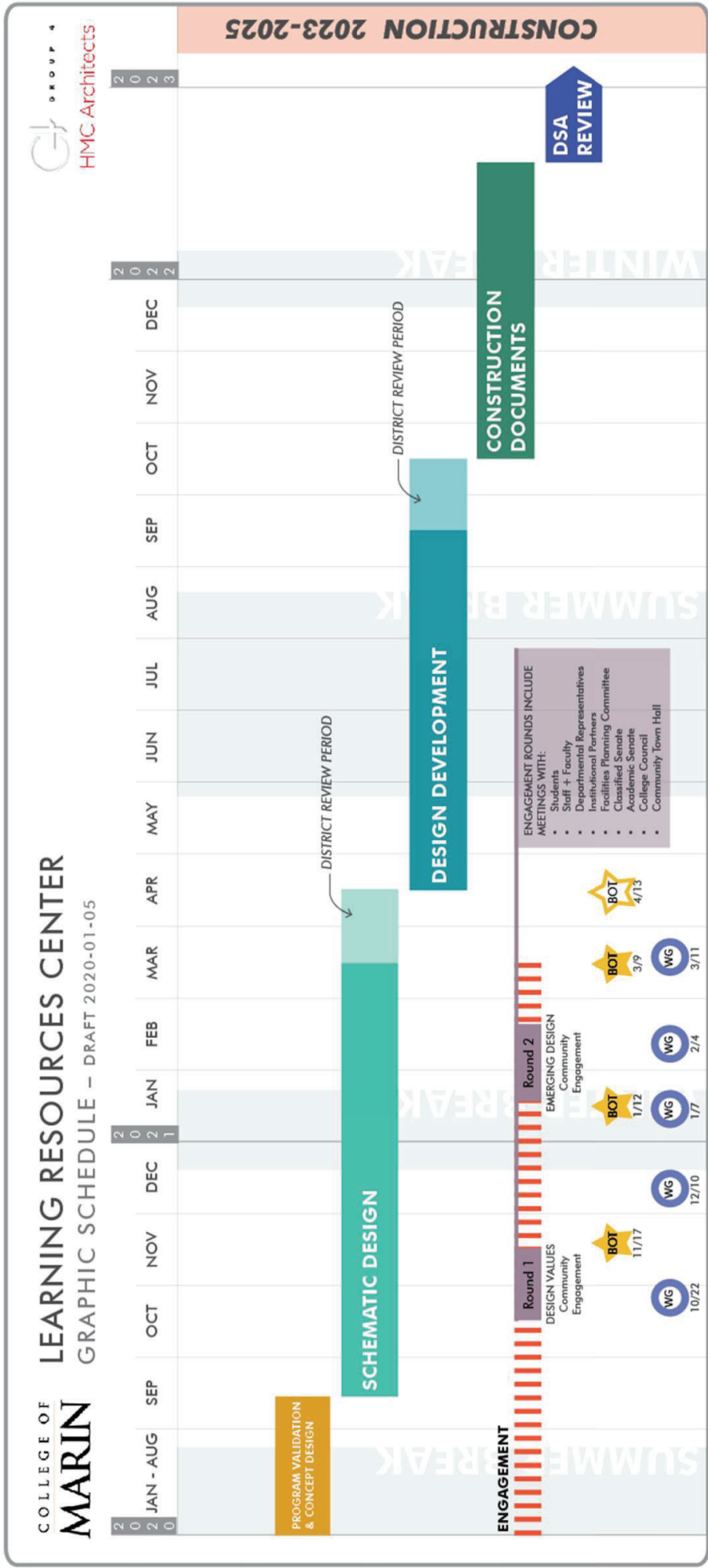
AGENDA

1. Project Update + Schedule
2. Emerging Design Concepts
3. Sustainability + Materiality
4. Program Stacking + Bubble
Diagrams
5. Interior Design Values
6. Next Steps





PROJECT SCHEDULE



3/9 BOT – SCHEMATIC DESIGN PACKAGE SUBMISSION

4/13 BOT – APPROVE START OF DESIGN DEVELOPMENT

AGENDA

1. Project Update + Schedule
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BOT VALUES + PRINCIPLES

BOT's Values & Guiding Principles - 2017 / 2018

GOAL PROCESS

- Strategic Plan Goals
- BOT's Values & Principles
- Superintendent – Operational Goals Developed

FISCAL INTEGRITY

- Budget oversight
- Institutional sustainability
- Long-term debt management
- Resource management
- Fundraising

INSTITUTIONAL PLANNING

- Pro-active BOT input that is integrated into institution wide decision making.
- Bring BOT into early stages of decision making.

STUDENT SUCCESS

- State-wide and local issues institutionalized
- Enrollment stabilization district wide – Transfer, CTE, & LLL
- Focus on positive student outcomes

BOND OVERSIGHT

- Clarify BOT's role in bond oversight
- Fiscal responsibility within the bond structure
- Project management utilizing best practices
- Implementation process – on time, on budget
- Refine and insure design standards

COMMUNITY ENGAGEMENT

- Assure ongoing community engagement processes to proactively reach out to community members and stakeholders to seek input on bond projects and other COM initiatives.
- Communicate and inform the public of the benefits of capital projects related to positive student success outcomes/initiatives.

Themes from WLC 2018 Programming Study

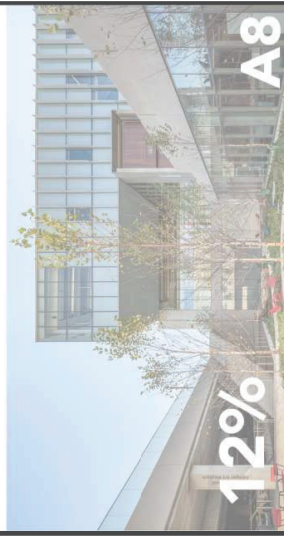
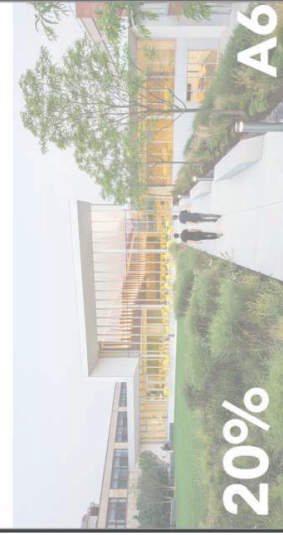
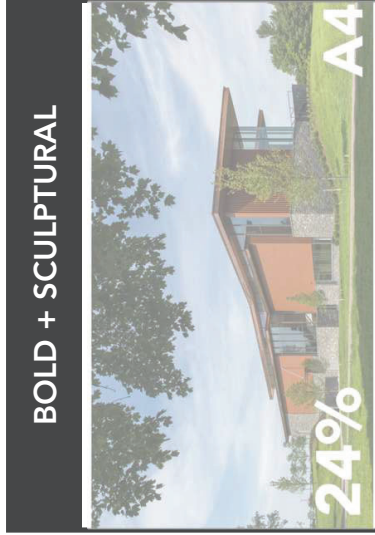
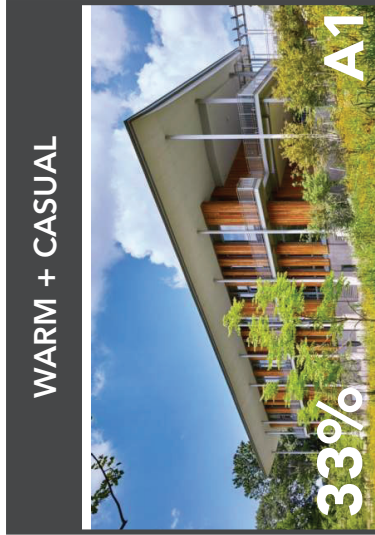
February 2018

- Create a welcoming and interactive outdoor space for the campus
- Design “New Campus Front Door”
- Design interior and exterior communal spaces
- Design an inviting campus entry from parking area
- Position and design for welcoming enrollment services



BUILDING DESIGN VALUES

These results are drawn from 142 survey responses. Respondents could select up to 4 examples.

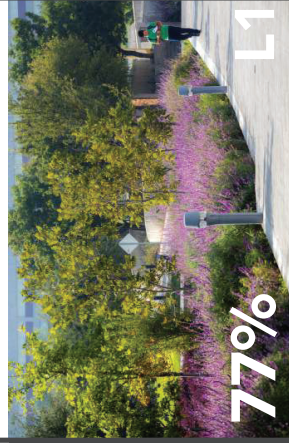


SITE DESIGN VALUES

These results are drawn from 133 survey responses. Respondents could select 1 example for each site frontage.

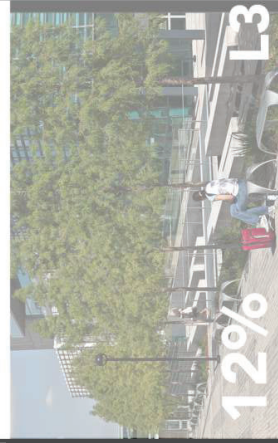
CAMPUS EDGE

COLLEGE AVENUE



NATURALISTIC

INFORMAL



CAMPUS ENTRANCE

CREEKSIDE



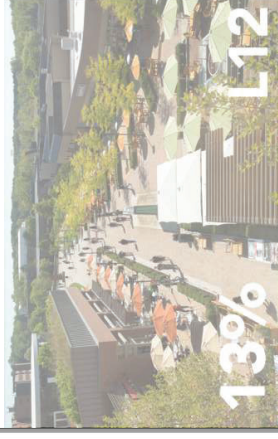
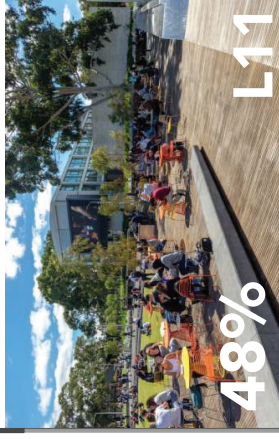
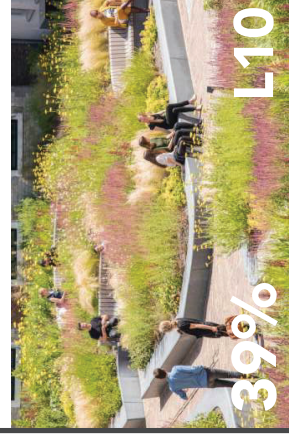
CAMPUS ARRIVAL

SOCIAL SLOPE



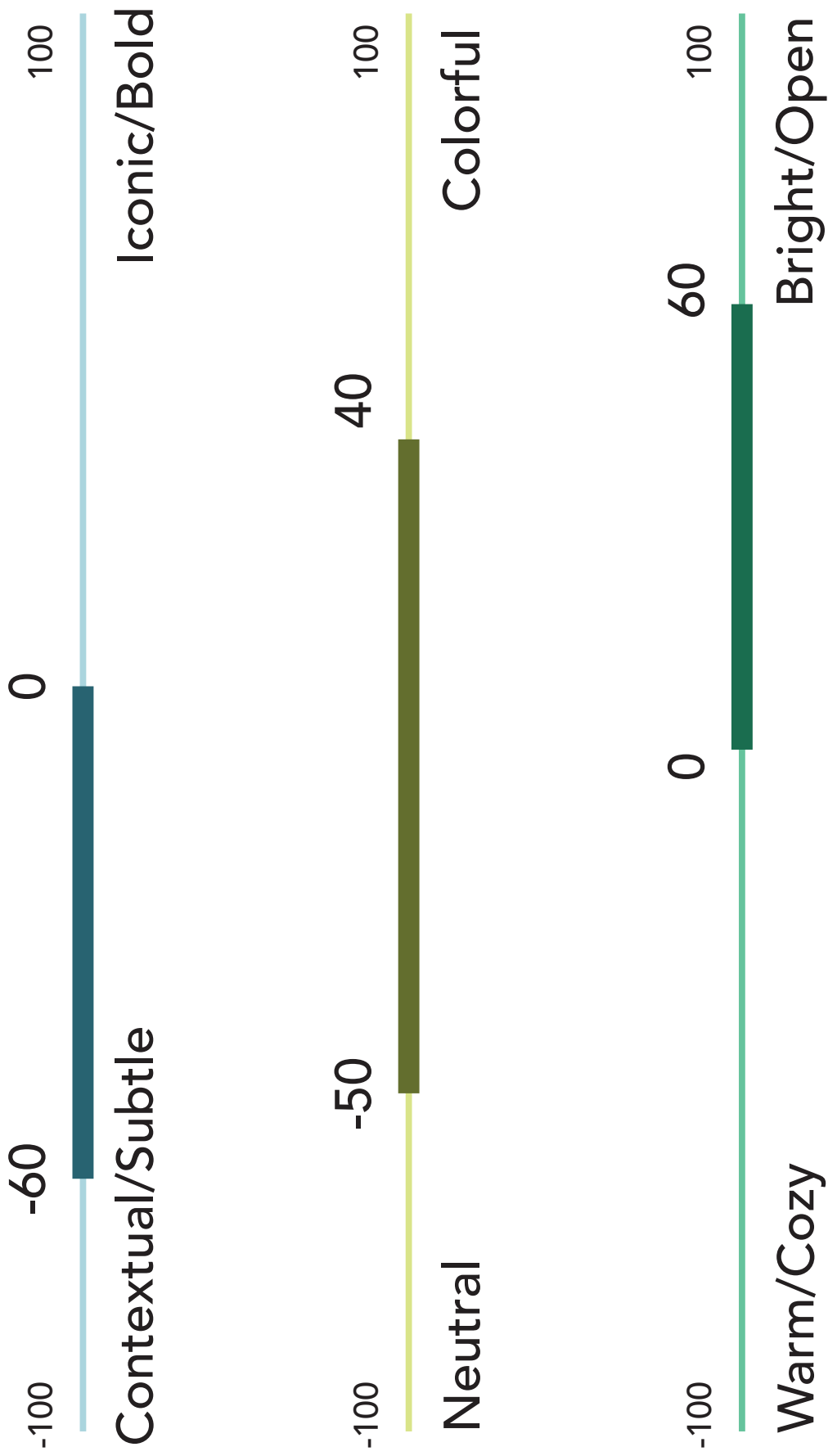
CAMPUS HEART

PLAZA AT GLADE



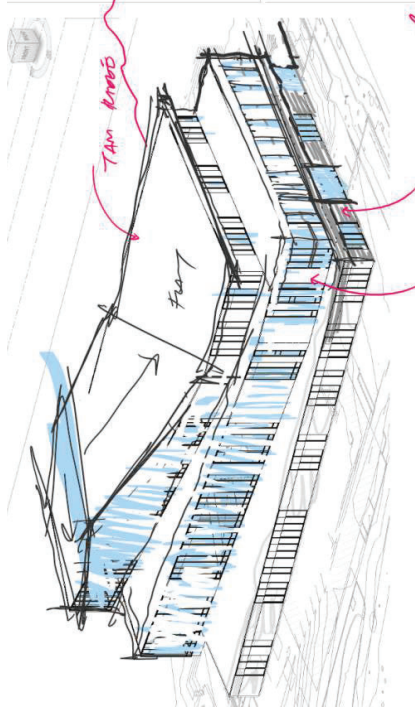
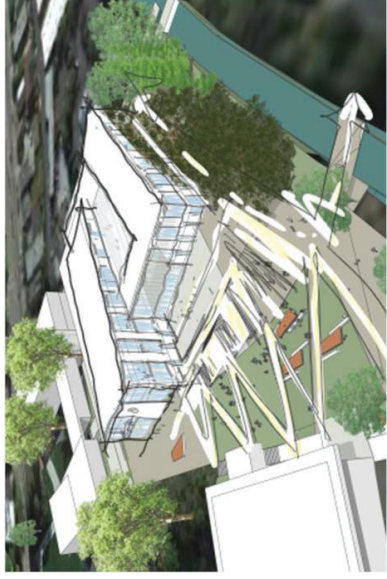
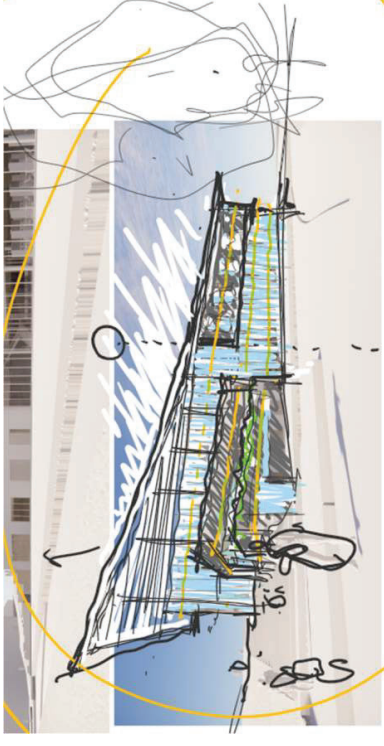
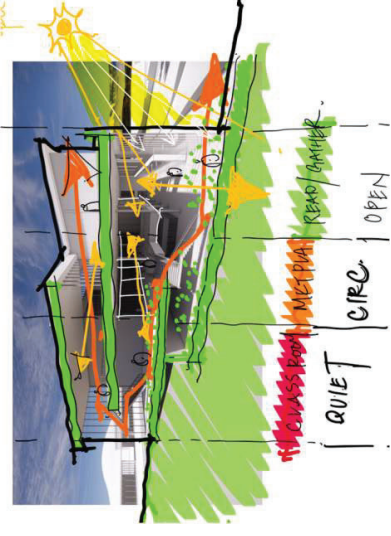
SURVEY RESULTS

Design Values Sliding Scale



EMERGING DESIGN CONCEPTS

PROCESS SKETCHES + MODELS



EMERGING DESIGN CONCEPTS

UNIFY

FIT

INSPIRE

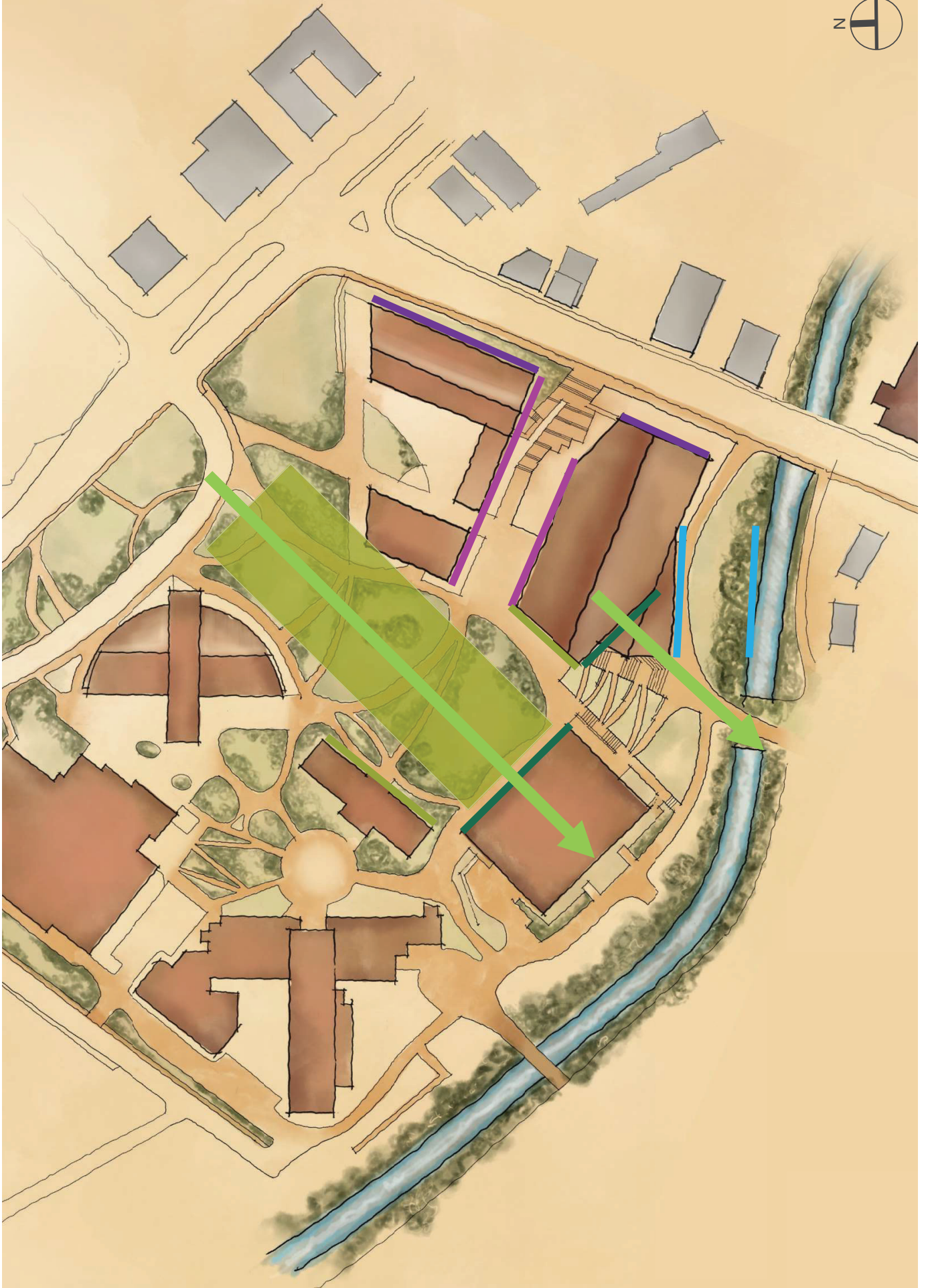
LANTERN

RIDGELINE





MOUNT TAM



EMERGING DESIGN CONCEPTS

LANTERN



RIDGELINE



INSPIRE



UNIFY



FIT



EMERGING DESIGN

LANTERN SITE DESIGN



LEARNING RESOURCES CENTRAL
COURSE OF MAIN
11.18.2020 8:00 AM

RIDGELINE SITE DESIGN

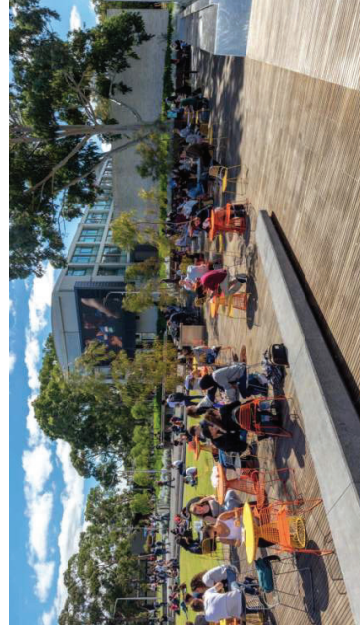
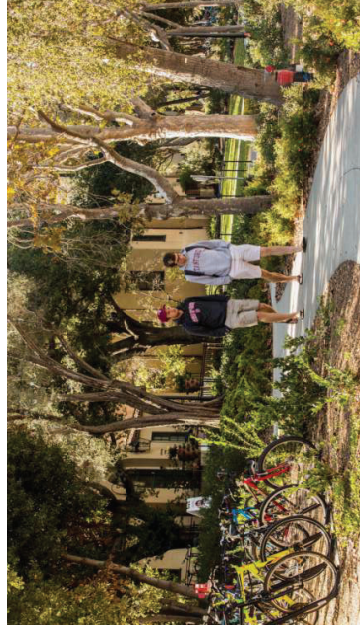
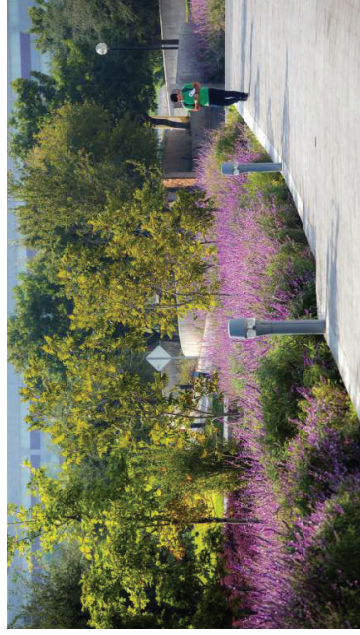
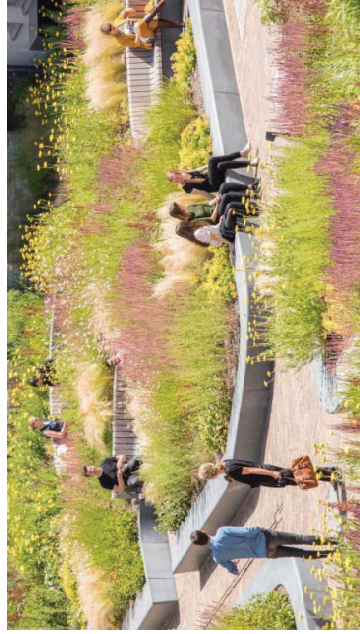
EMERGING DESIGN



LEARNING RESOURCES CENTER
COLLEGE OF MAINE
12.15.2020 8MA

EMERGING DESIGN

LANDSCAPE DESIGN INSPIRATION



DRAFT



UNIFY

LANTERN

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INSPIRE

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RIDGELINE

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EMERGING DESIGN CONCEPTS

LANTERN



RIDGELINE



INSPIRE



UNIFY

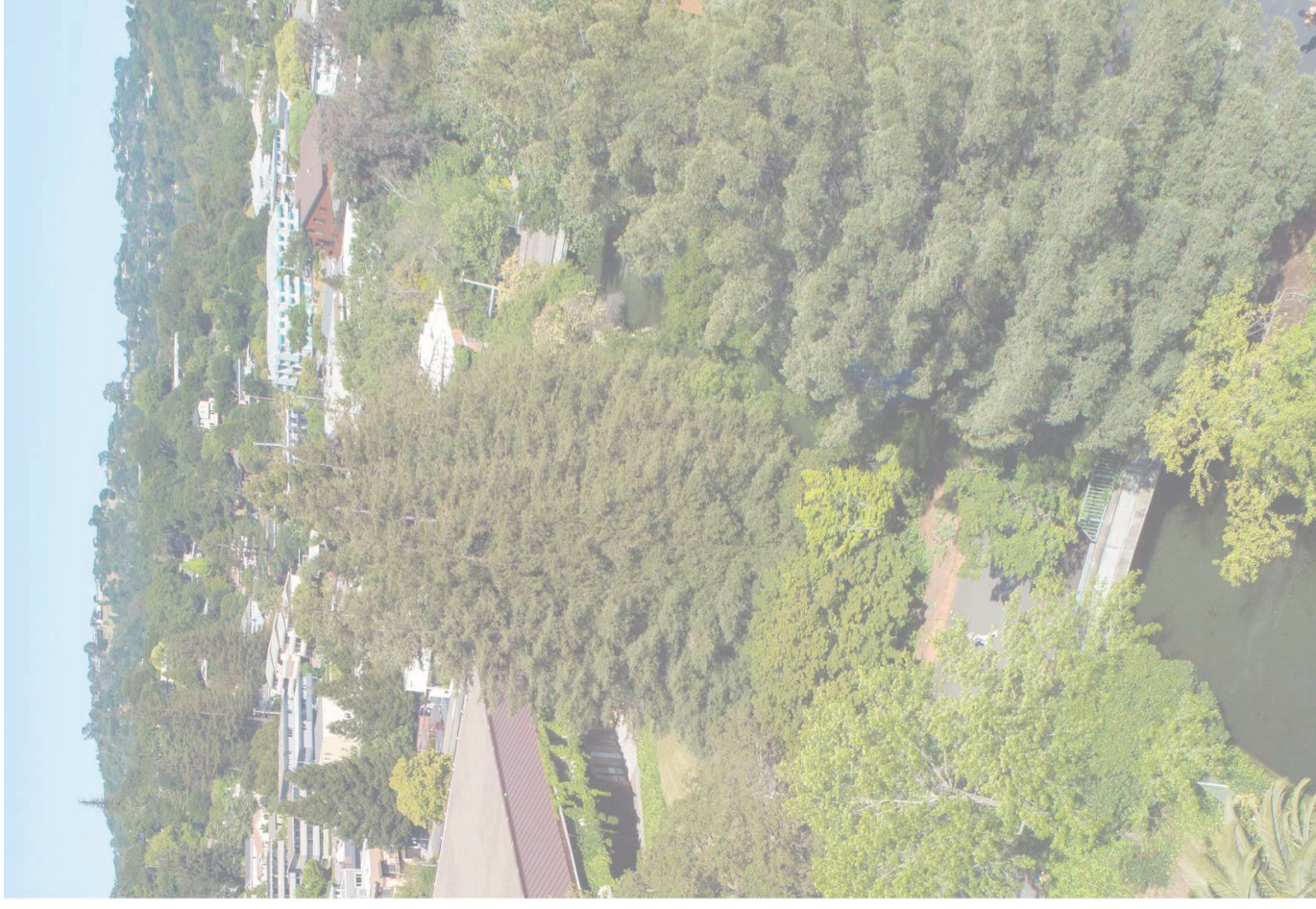


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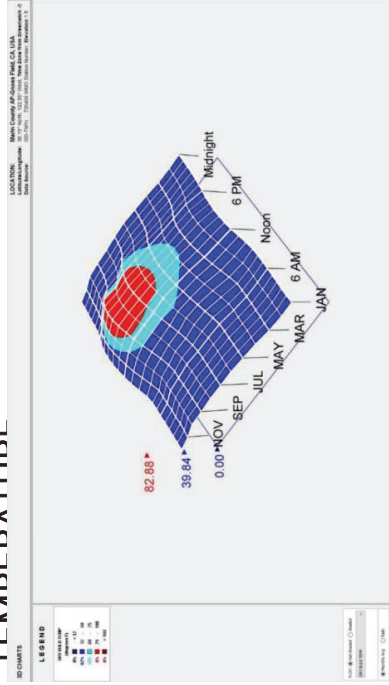
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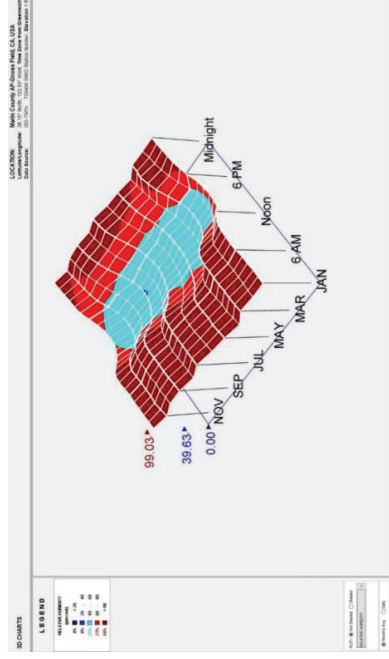


ENVIRONMENTAL ANALYSIS + SUSTAINABLE DESIGN OPPORTUNITIES

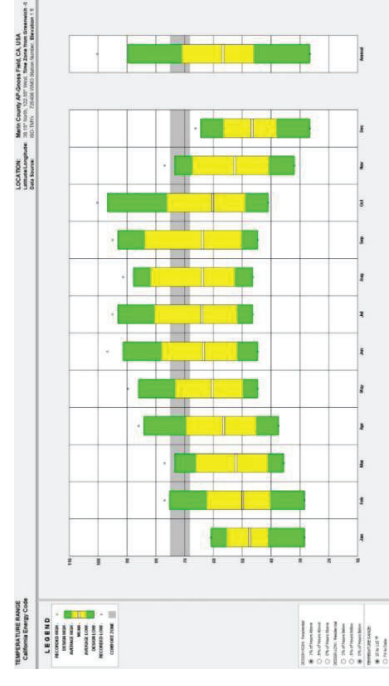
DRY BULB TEMPERATURE



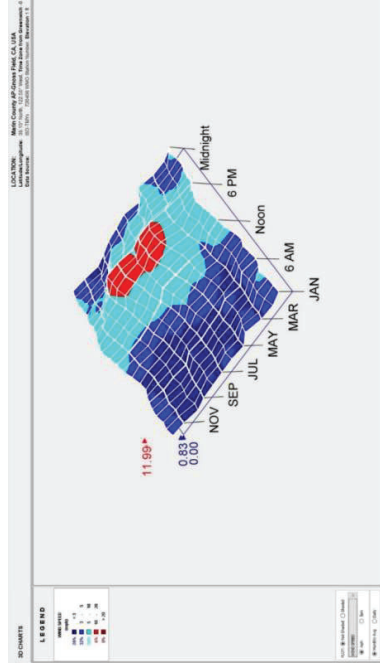
RELATIVE HUMIDITY



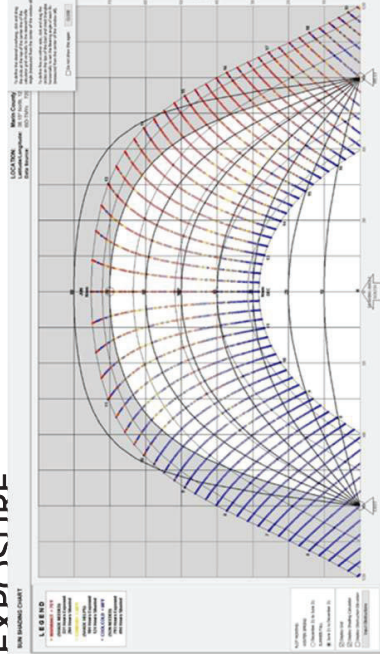
TEMPERATURE RANGE



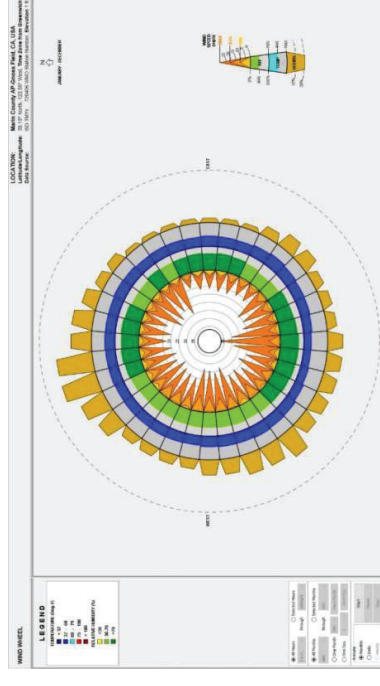
WIND SPEED – ALL YEAR



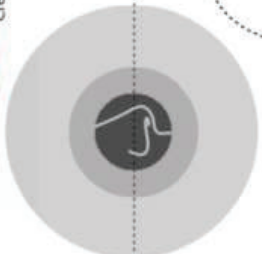
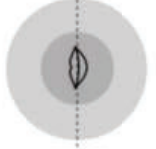
SOUTH FAÇADE – WINTER EXPOSURE



WIND ROSE – ALL YEAR

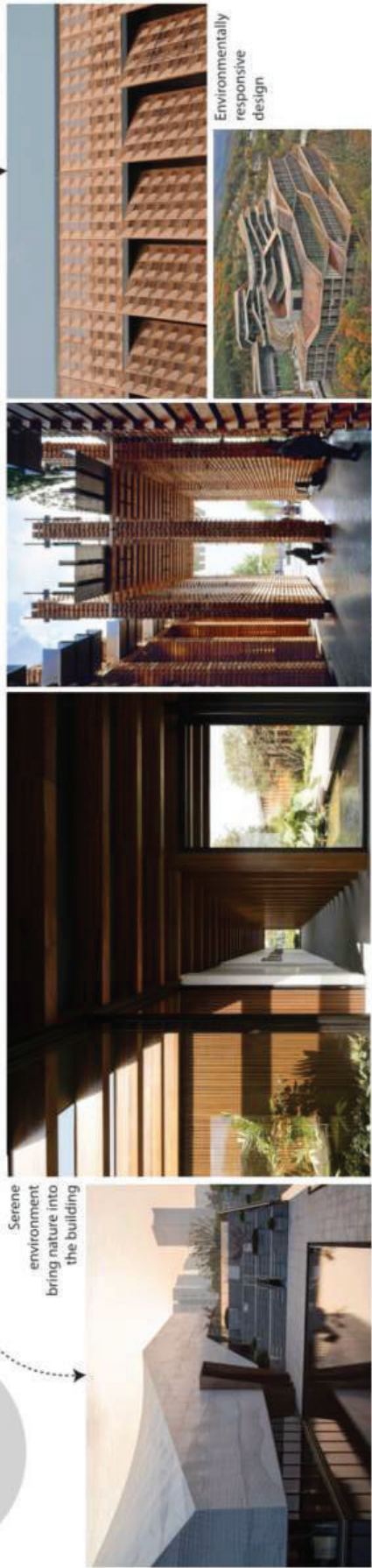


MATERIALITY CONCEPTS



Building as a tool for sensory experience to celebrate Marin

Serene environment bring nature into the building



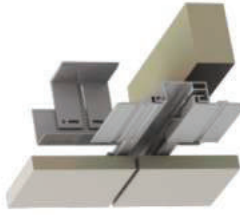
* community/cultural outreach is anticipated to appropriately integrated the cultural + ecological history of the site

MATERIALITY CONCEPTS

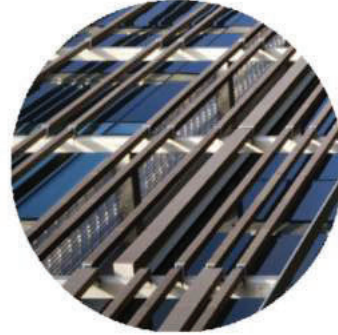
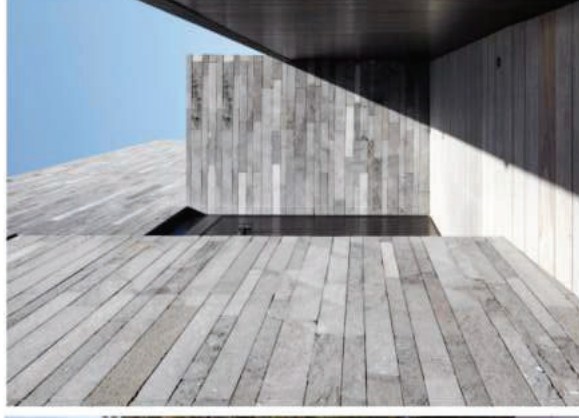
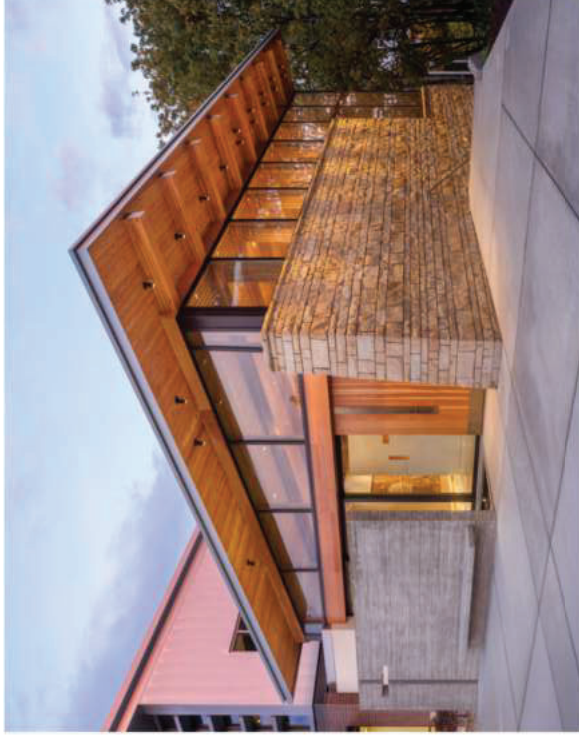
EXTERIOR ENVELOPE



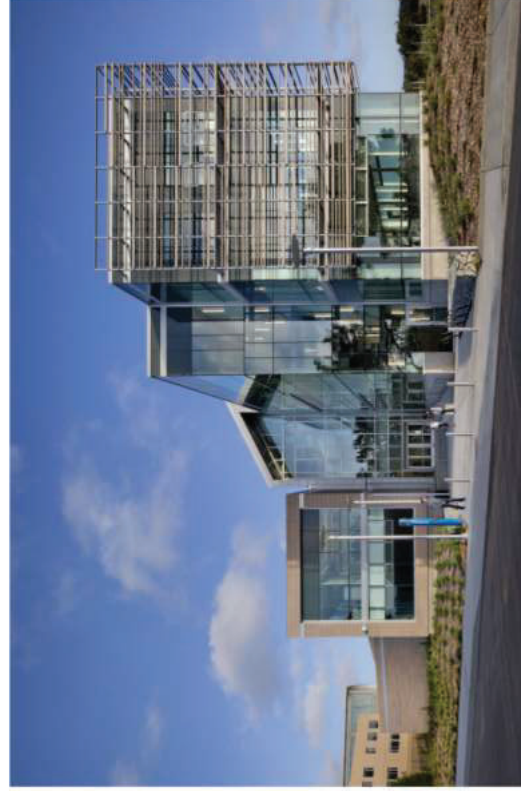
Stone Cladding



Exterior Cladding System



Terra Cotta Screen



MATERIALITY CONCEPTS

EXTERIOR ENVELOPE



Ribbed Metal Panels

Manufacturers:
Kingspan - Morin
Centria - EcoScreen Perforated Screenwall
North Clad - Rainscreen solution

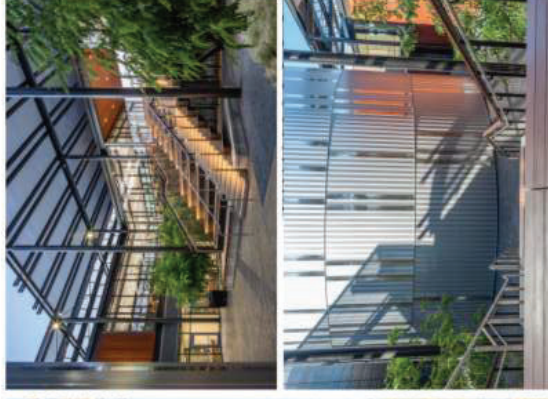
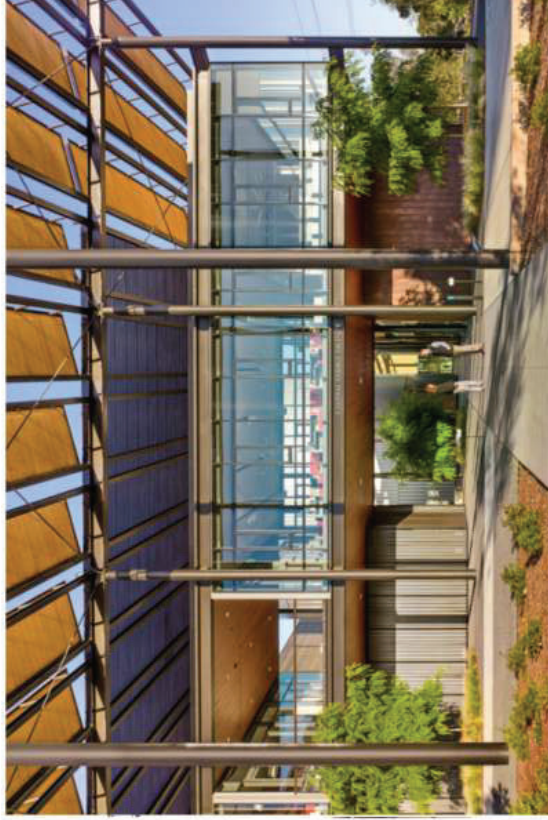


Exterior Cladding



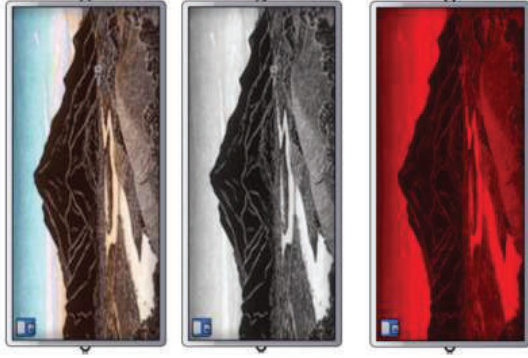
Solid Phenolic Panels

Manufacturers:
Stonewood Architectural Panels
Eco Cladding
Trespa



MATERIALITY CONCEPTS

EXTERIOR ENVELOPE



Enlarged View



Photograph

Perforated Panels

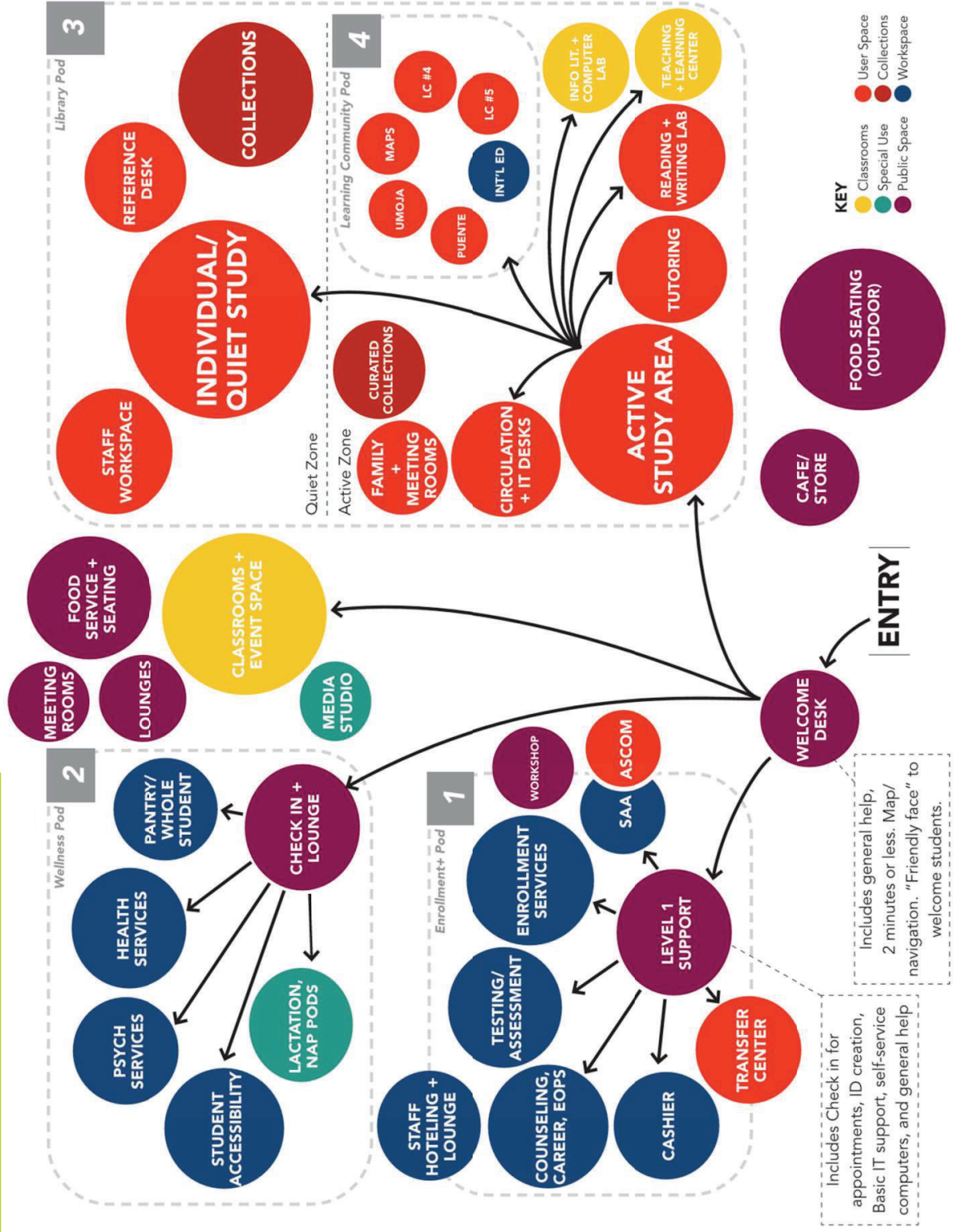


AGENDA

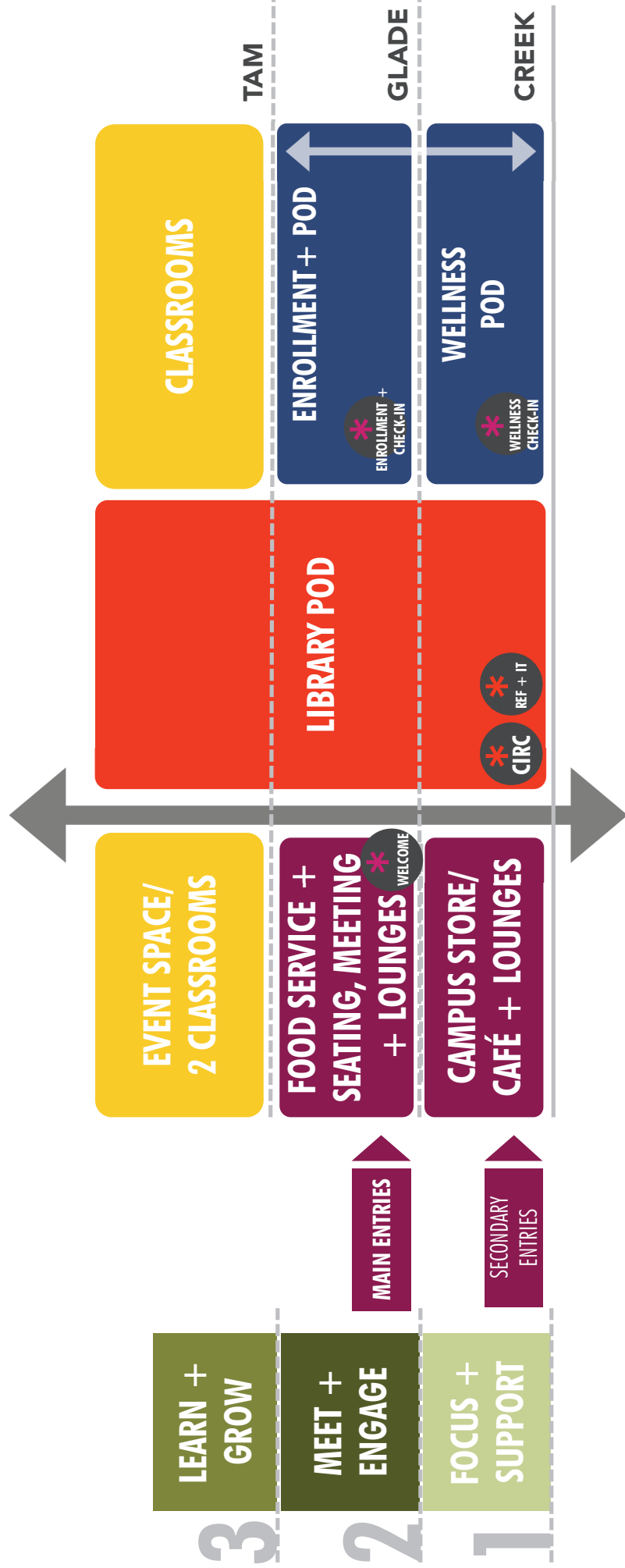
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PROGRAM FLOW



PROGRAM STACKING DIAGRAM



DRAFT

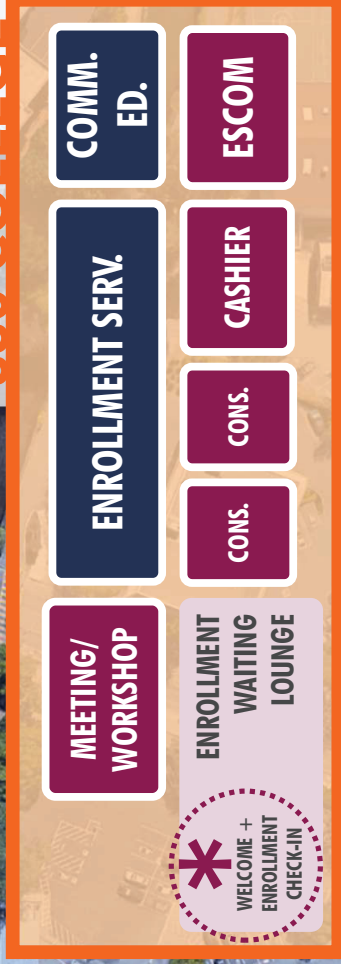
PROGRAM TBC BY DISTRICT TEAM

LRC + 830 COLLEGE AVE PROGRAM



LRC

830 COLLEGE



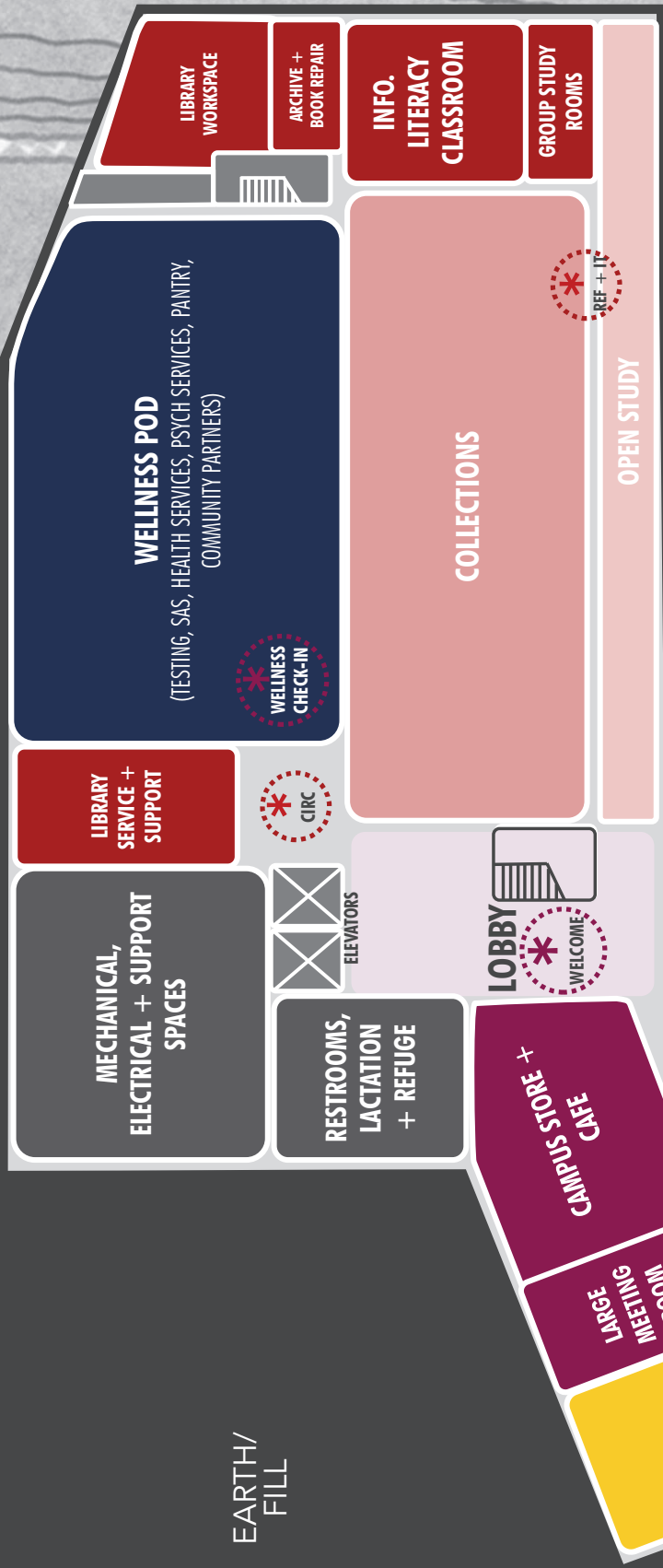
ENROLLMENT+ POD

DRAFT

BUBBLE DIAGRAM - 1ST FLOOR CREEKSIDE

PROGRAM STACKING A+B

COLLEGE AVE. STAIRS



EARTH/
FILL

COLLEGE AVE.



* PLAN ASSUMES ENROLLMENT SERVICES, ESCOM, COMM. ED, SOME MEETING/CONSULTATION ROOMS, AND PORTION OF PANTRY MOVE TO 830 COLLEGE AVE

CREEKSIDE

PROGRAM STACKING A

Bubble diagram – 2nd floor Glade

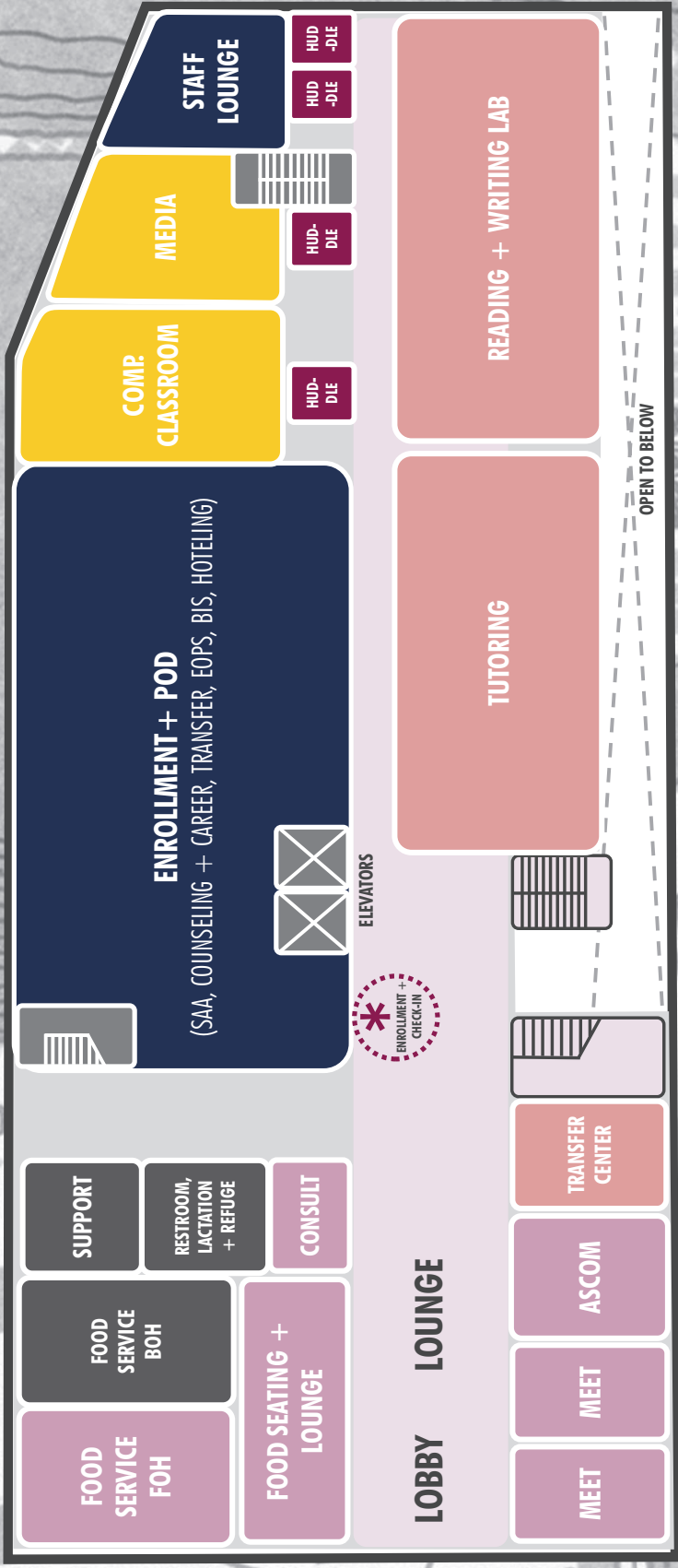
DRAFT

SHADE PLAZA

ENTRY

VIEW PLAZA

ENTRY

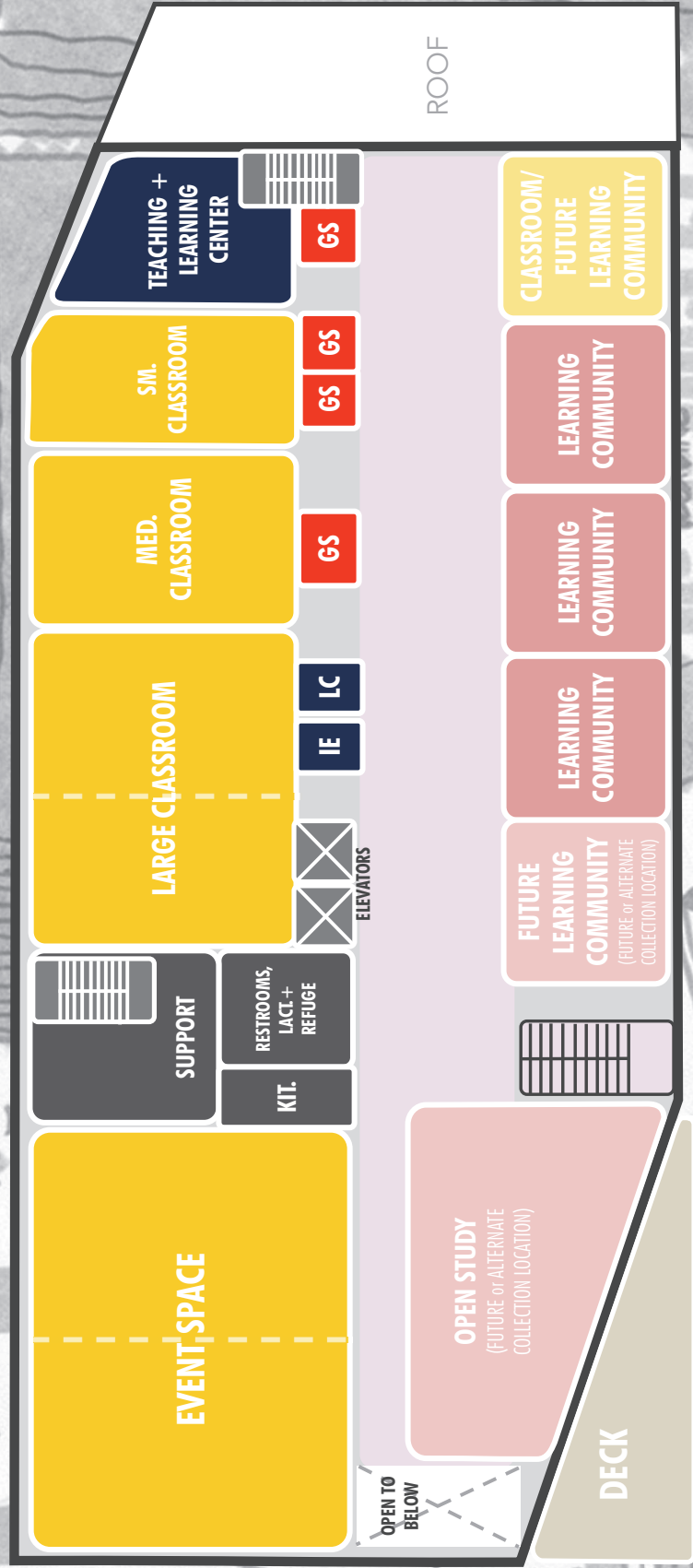


* PLAN ASSUMES ENROLLMENT SERVICES, ESCOM, COMM. ED, SOME MEETING/CONSULTATION ROOMS, AND PORTION OF PANTRY MOVE TO 830 COLLEGE AVE

DRAFT

PROGRAM STACKING A

BUBBLE DIAGRAM - 3RD FLOOR TAM



* PLAN ASSUMES ENROLLMENT SERVICES, ESCOM, COMM. ED, SOME MEETING/CONSULTATION ROOMS, AND PORTION OF PANTRY MOVE TO 830 COLLEGE AVE

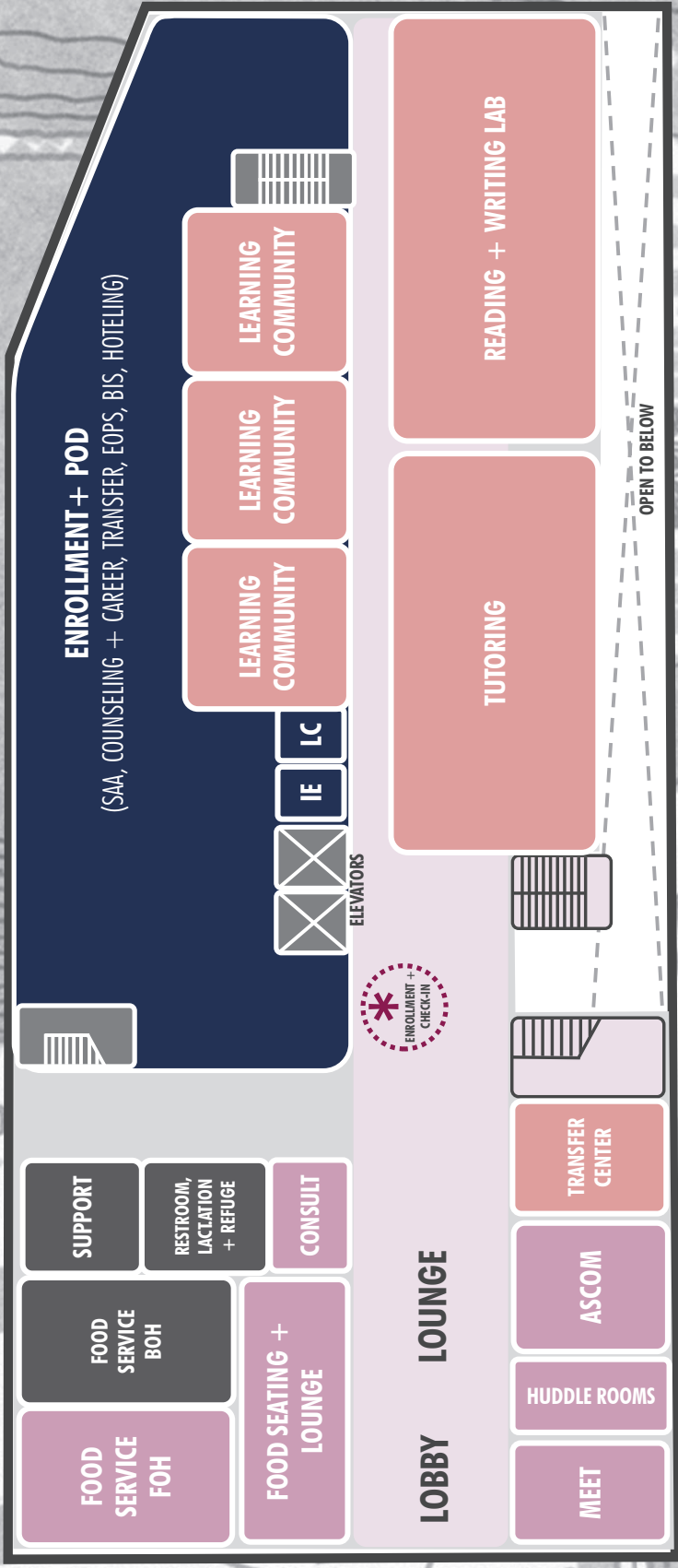
DRAFT

Bubble diagram - 2nd floor Glade

PROGRAM STACKING B

SHADE PLAZA

ENTRY



ENROLLMENT + POD

(SAA, COUNSELING + CAREER, TRANSFER, EOPS, BIS, HOTELING)

LEARNING COMMUNITY

LEARNING COMMUNITY

LEARNING COMMUNITY

IE LC

ELEVATORS

READING + WRITING LAB

TUTORING

OPEN TO BELOW

ENROLLMENT + CHECK-IN

SUPPORT

RESTROOM, LACTATION + REFUGE

CONSULT

FOOD SERVICE BOH

FOOD SEATING + LOUNGE

LOBBY LOUNGE

TRANSFER CENTER

ASCOM

HUDDLE ROOMS

MEET

DECK

VIEW PLAZA

ENTRY



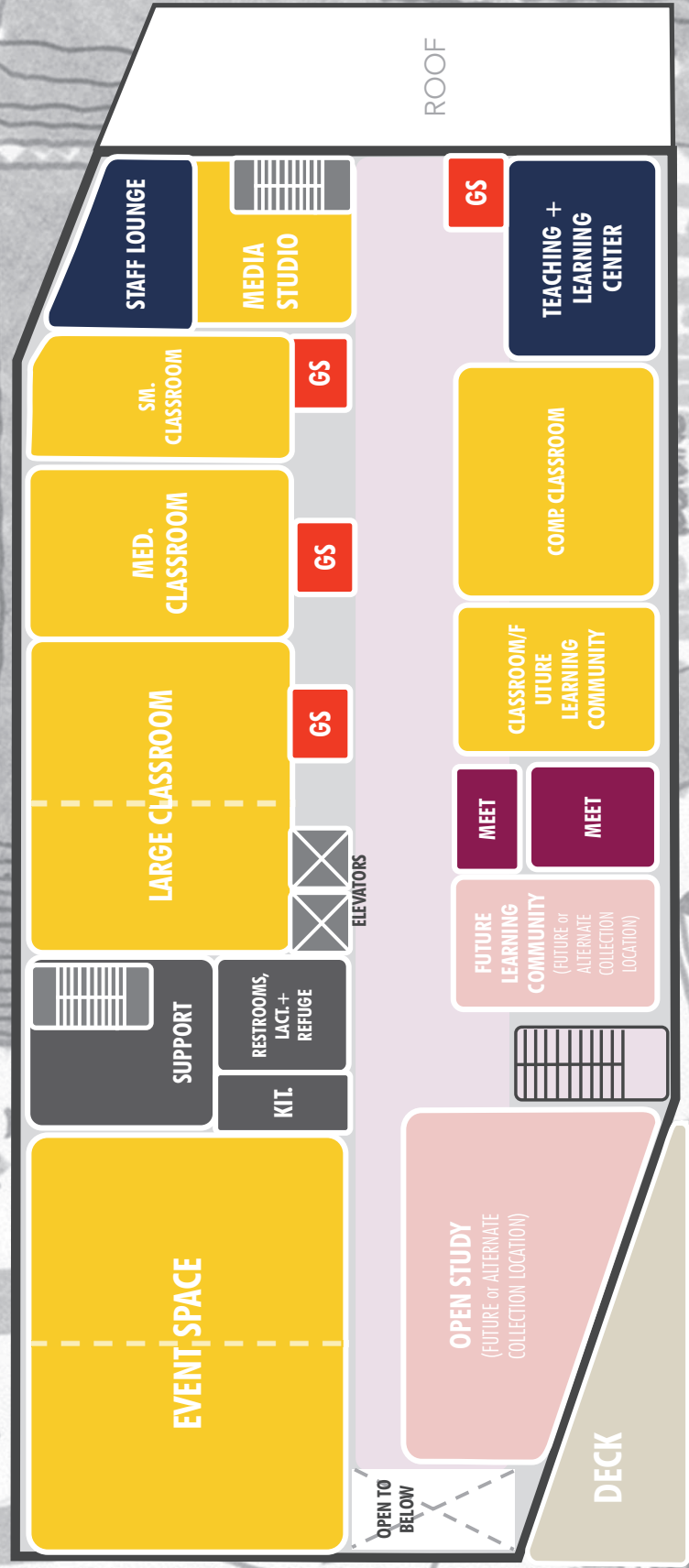
* PLAN ASSUMES ENROLLMENT SERVICES, ESCOM, COMM. ED, SOME MEETING/CONSULTATION ROOMS, AND PORTION OF PANTRY MOVE TO 830 COLLEGE AVE

PLAN

DRAFT

PROGRAM STACKING B

BUBBLE DIAGRAM - 3RD FLOOR TAM



* PLAN ASSUMES ENROLLMENT SERVICES, ESCOM, COMM. ED, SOME MEETING/CONSULTATION ROOMS, AND PORTION OF PANTRY MOVE TO 830 COLLEGE AVE

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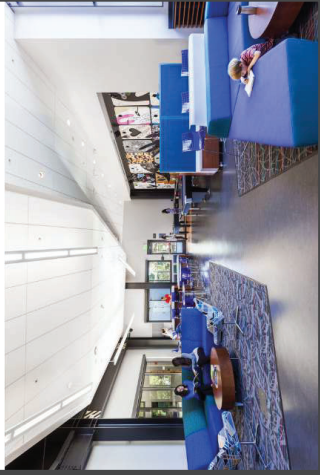


INTERIOR DESIGN VALUES

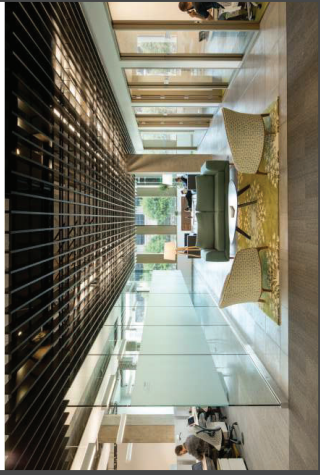
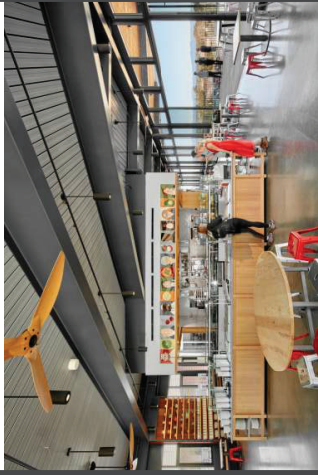
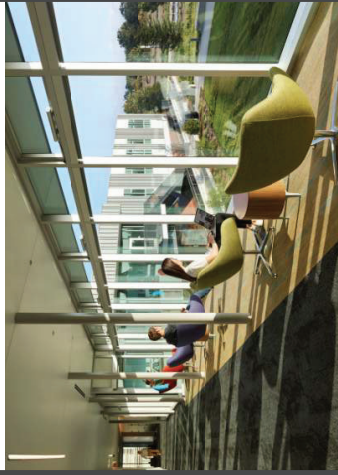
These example projects are potential reflections of College of Marin's interior design values and identity. The new LRC won't look exactly like any of them; your feedback is key to clarifying what values are right for COM.



COLORFUL + CREATIVE



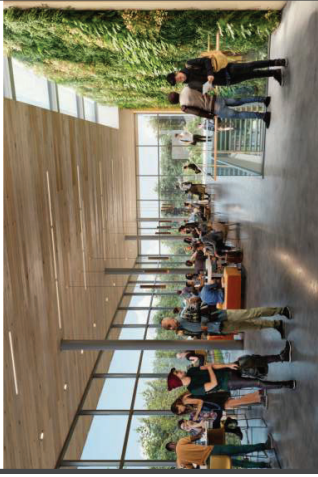
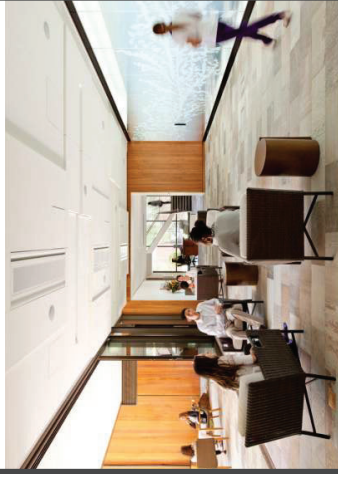
NEUTRAL + REFINED



WARM + COMFORTABLE

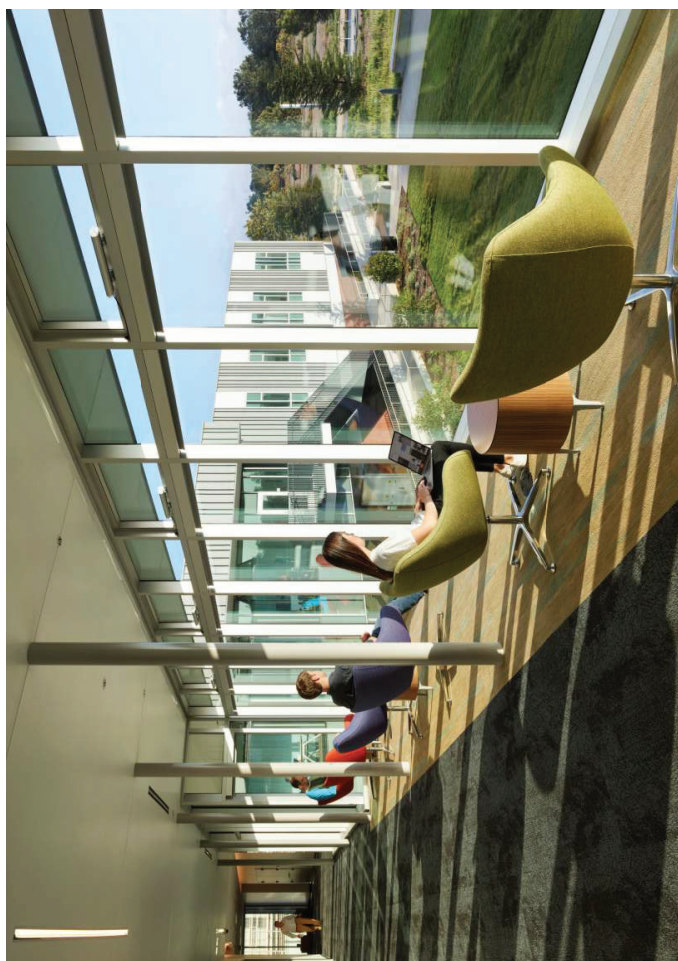
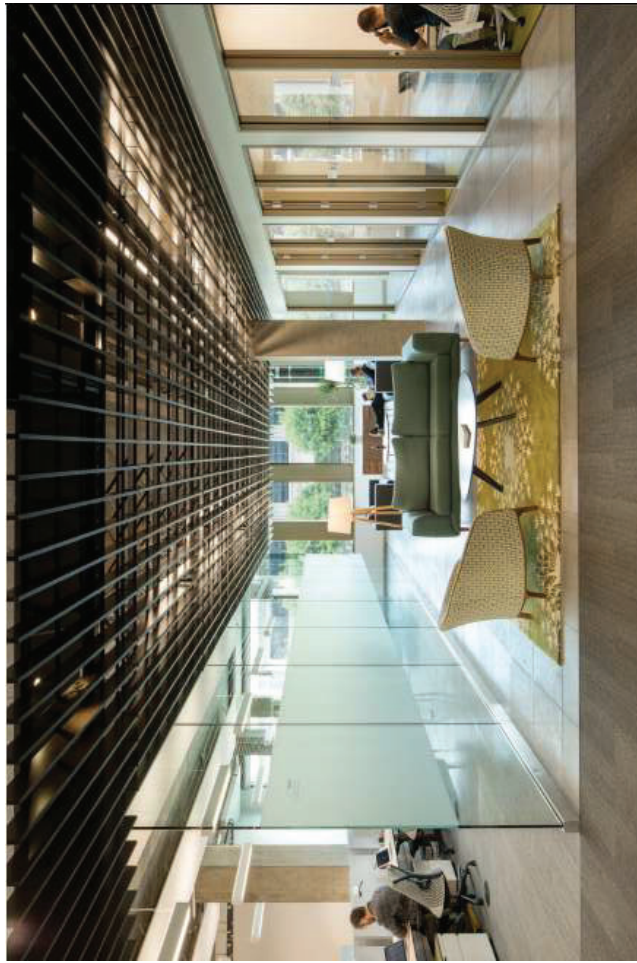


ECOLOGICAL + ORGANIC

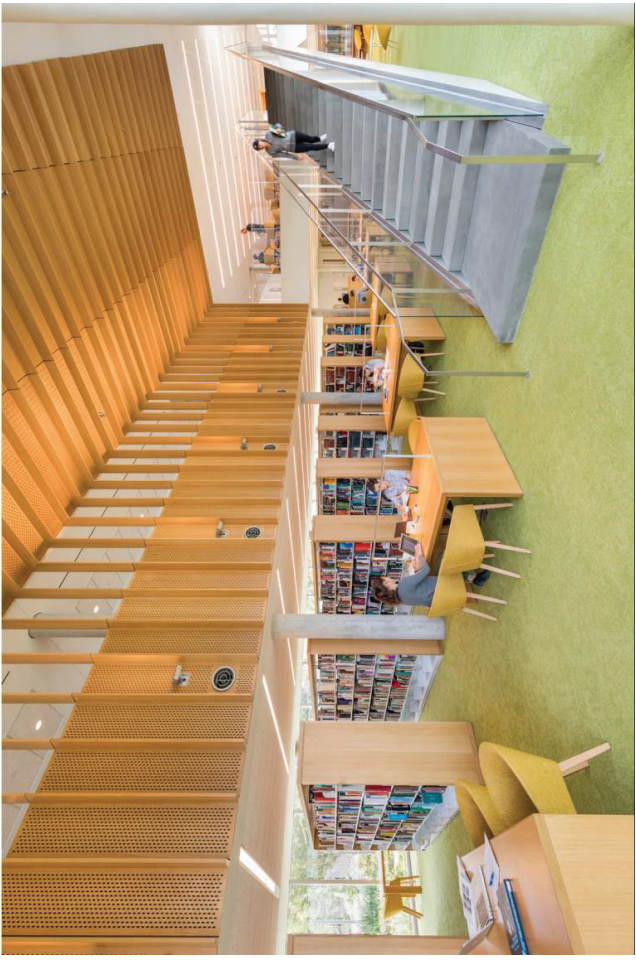




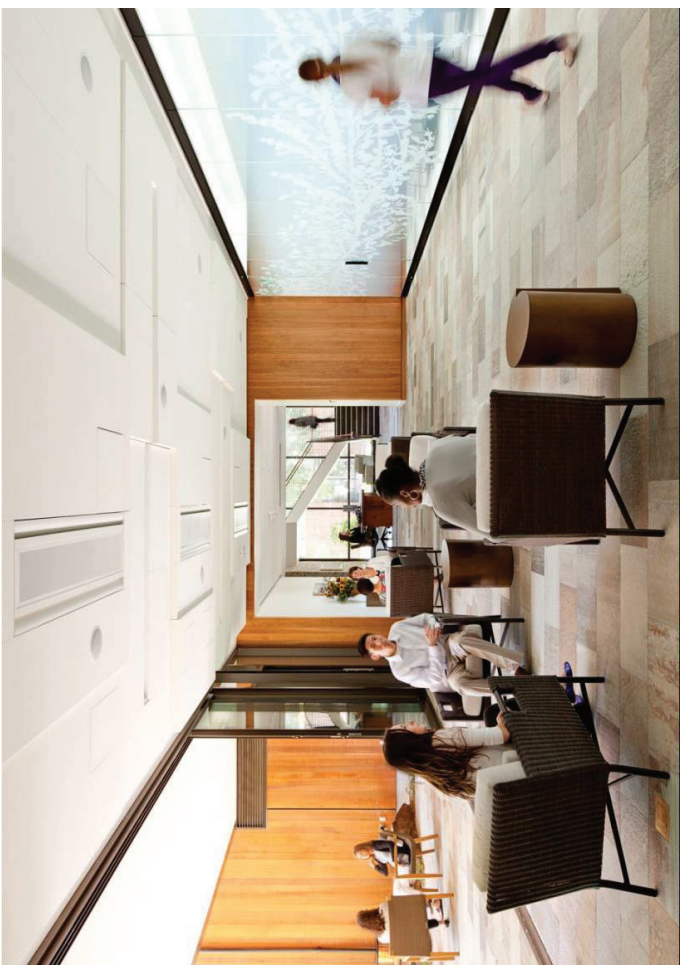
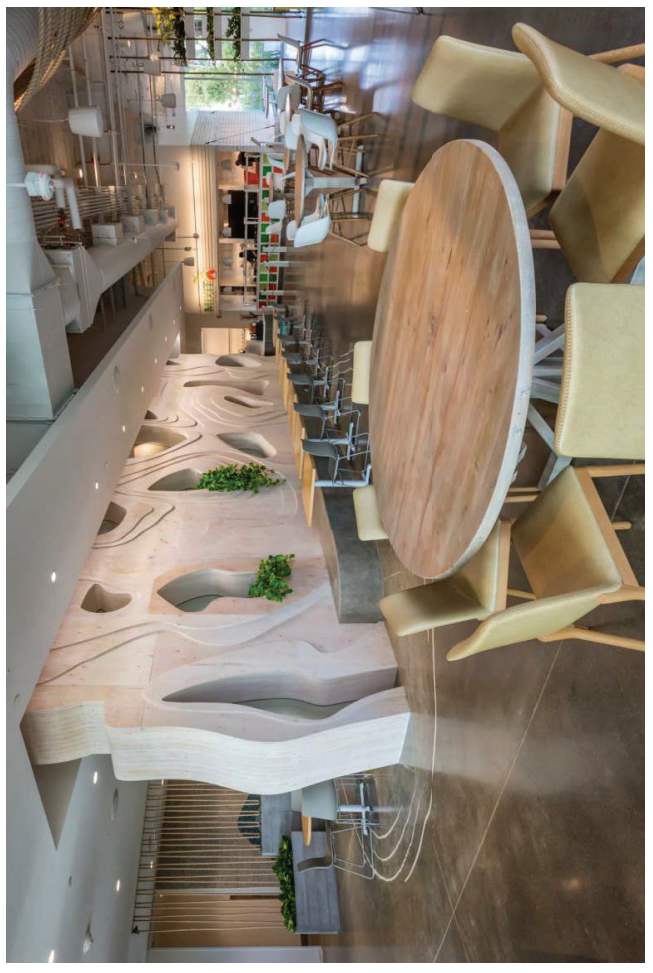
COLORFUL + CREATIVE



NEUTRAL + REFINED



WARM + COMFORTABLE



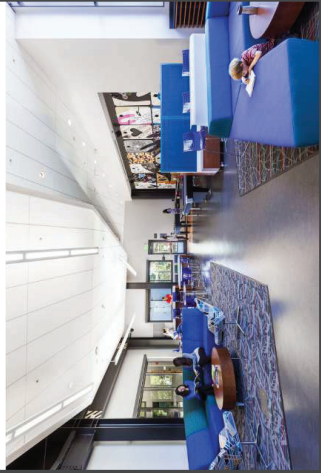
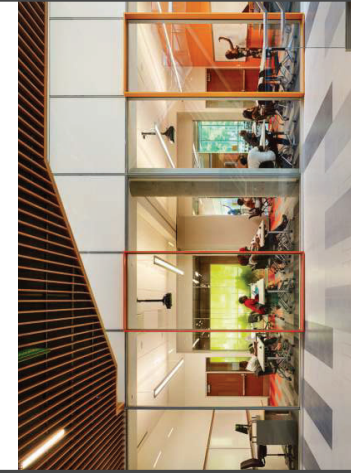
ECOLOGICAL + ORGANIC

INTERIOR DESIGN VALUES

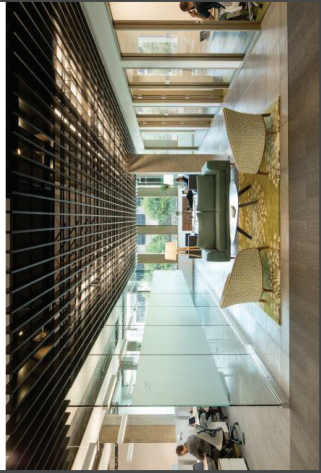
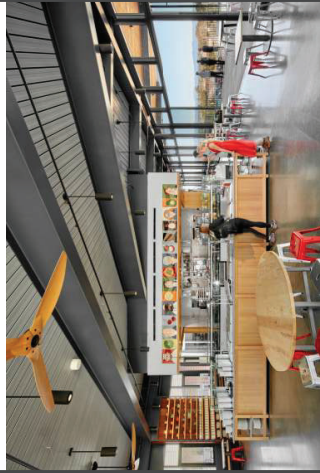
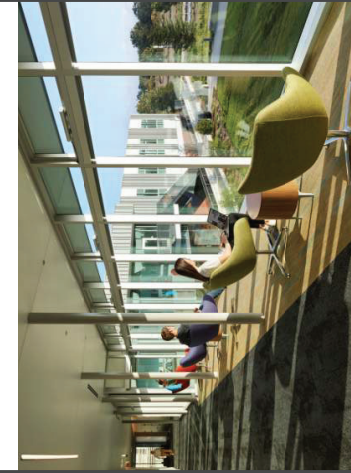
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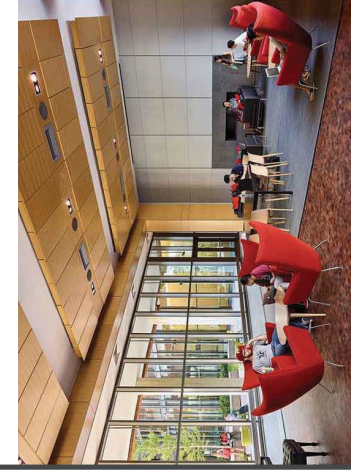
COLORFUL + CREATIVE



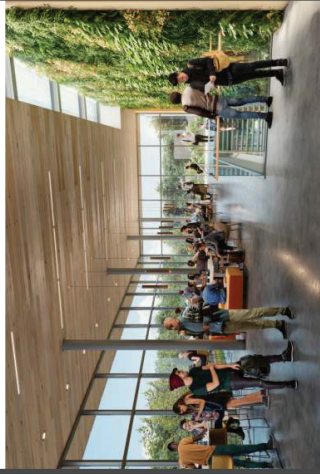
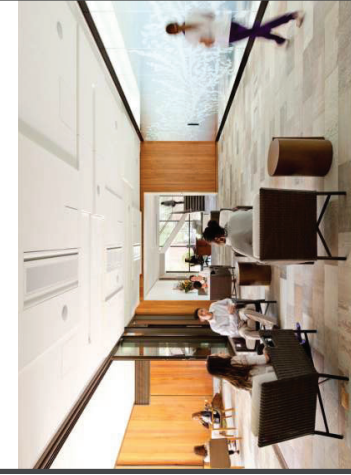
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NEXT STEPS

- **January - February** – Round 2
Engagement: Emerging Design Concepts
- **February 4 Working Group**
- **March 9 BOT** – Schematic Design
Package Submission
- **April 13 BOT** – Approve Start of Design
Development



THANK YOU!

