2014 Exhibition of School Planning and Architecture

GRIFFITH UNIVERSITY (G11) LEARNING COMMON

Gold Coast Campus Southport, Queensland, Australia

GRIFFITH UNIVERSITY (G11) LEARNING COMMON





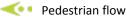
Site Context

The library and the extension responds to its immediate context and wider site connections. Geometries are used to engage the building visually with significant pedestrian paths that traverse the campus and University Drive. The 'Shard' cantilevers out towards the new light rail and Gold Coast University Hospital. A strong welcome and connection towards these \$2bn investments.

Undercroft spaces extend the welcome and create valuable covered learning settings that cater for the mass migration of students between lectures. As one moves up through the building outdoor spaces engage you back to firstly the immediate context and then a connection the a wider context with the views the Gold Coast Hinterland from the Sky Lounge. The design influenced and embraced our proposed future transformation of University Drive into a parkland.

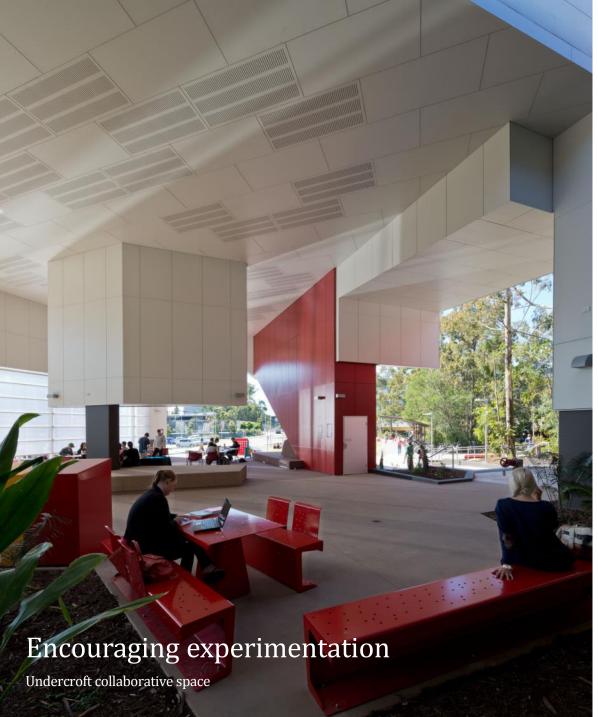






1. Future parkland

- 4. Clinical Sciences
- 2. Gold Coast University Hospital
- 5. Student Centre
- 3. Griffith Health Centre



Community Environment

Engaged the community, creating a sense of ownership

The building is a significant component of the 'New Griffith' community with a strong cultural presence at ground level. The planning and design process engaged the community through continual consultation with the project user group. Student feedback highlighted a need for people to be an integral part of the architecture. The lower level of the building responds to this need by creating an open, welcoming, student centric environment where people can meet, socialise, study, and feel a part of the environment.

Took advantage of the assets available within the community

The design took advantage of the physical assets available by 're-lifing' the existing building and transforming it into an innovative learning environment and community hub. The existing VC terrace was reused as a feature quiet study retreat.

The response triangulated the existing building, enhancing collaboration, maximising presence on University Drive, reducing travel and framing an inner garden. The building creates strong connections to the Gold Coast University Hospital, Health Centre and light rail through its cantilevered shape and its visual engagement with main pedestrian paths. The sky lounge opens up to the beautiful Gold Coast Hinterland views.

Fostered community use / joint-use / partnerships

The volume under the shard fosters community use through its agility and ability to be readily repurposed for community and learning events. The large white surfaces create a spatial canvas which can be used in the future with technology for image projection. Seminar rooms are extended past the façade line to assist way-finding so that they can be re-purposed outside of semesters for use by the community. The sky lounge is a bookable area which can host day and night events.





Community Environment continued

Provided an avenue to economic development/community redevelopment

Griffith Library is intentionally bold and expressive as it forms a focal point of a new social heart for the Gold Coast campus as part of the University's \$320M overall campus redevelopment. The design influenced a further related study which explored the potential to develop University Drive into green parkland further celebrating the library as a critical campus hub.

Reflects the unique needs of the community and local workforce

The local workforce needs were addressed by providing staff space on the top level of the library with light filled space and views of the bushland. The unique needs of the student community were addressed through providing spaces which promote social interaction and allow for multiple uses. For example, the collaborative space can be utilised to stage events, enrolment day, O-week, TV interviews, markets, exhibitions whilst serving as a distinctive campus meeting point. The learning aviary encourages serendipitous encounters and is a place for students and staff to rest, learn, share and contemplate. The open plan ground plane provides essential shade from the Queensland climate and reduces travel time for students and staff.





Community Environment continued

Celebrates the unique attributes of the community

The response celebrates the unique location of the Griffith University Gold Coast campus by taking advantage of the hinterland views and the Queensland climate. The building also celebrates the distinctive Griffith brand through the striking colours.

Serves as a centre of the community and connects students to their community

The central location of the building on University Drive and on main pedestrian routes, along with its bold presence has established the library as a community centre and hub of activity. The building has distant appeal and serves as a landmark along the campus axis. The building design is intentionally open to connect students to their surroundings, including the nearby café hub. It has also engaged with the local indigenous community (inclusive of a new Gumurrii Centre by others) and the Friends of the Library network.

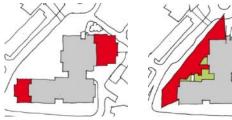




Learning Environment

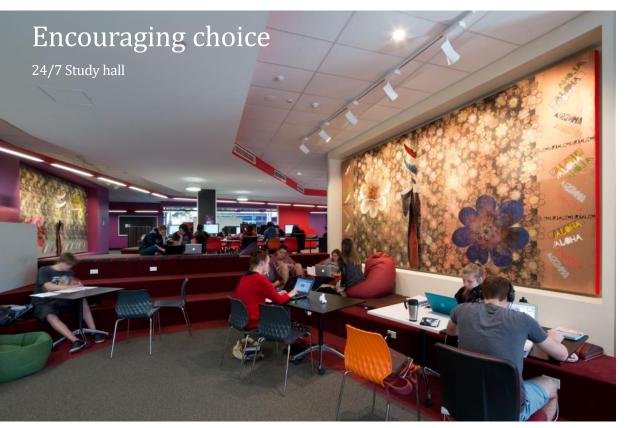
Reflects the desired learning program

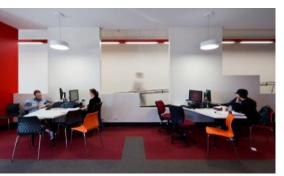
The existing library was L-shaped and the project brief proposed an extension to the north and south. The alternative solution of the triangulation of the existing library creates physical cohesion and far greater interaction between staff and students fostering a sense of collaboration, support and community.



A collaborative design process conceived and realised non-briefed spaces which are bookable, agile, and diverse. These include the sky lounge, learning aviary, shard meeting room, and collaborative space of 100m² internally and 300m² externally.

The building has been conceived to create spaces not found elsewhere on campus which encourage serendipity and provide a choice of learning settings internally and externally. Contrasting sociable and quiet spaces are provided enabling the building to balance the needs of varying semesters.







Learning Environment continued

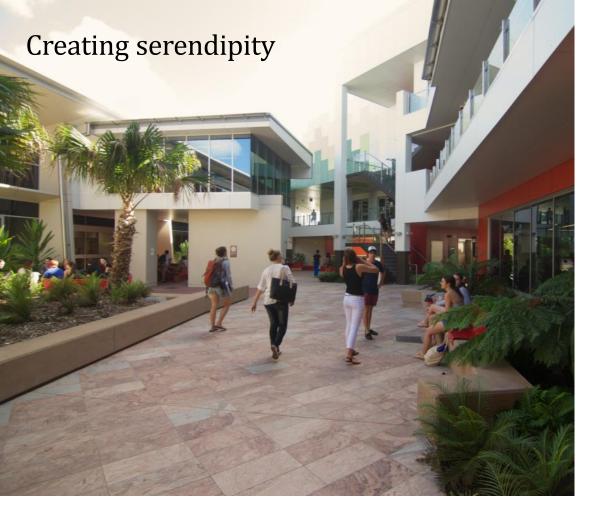
Supports a variety of learning styles and methods for delivering instruction

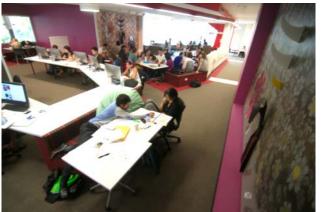
The essential choice of learning environment is provided ranging from quiet study to highly sociable space and place. Learning environments are enriched by light, colour, natural ventilation, art, passive ventilation, texture, views and convenience. The acoustic control of the space increases as you travel up through the building. This fosters a collaborative and interactive series of learning environments at ground level with quieter and contemplative learning settings located above.

Feature bookable spaces include an experimental multipurpose collaborative space, learning 'aviary' landscape, shard meeting room, 30 and 80 person seminar rooms which blend with outdoor areas on each level, 2-3 person consultation rooms, a 24/7 study hall and sky lounge with hinterland views, creating formal and informal learning, group, quiet and silent study, vibrant and agile spaces.

The collaborative space under the prominent shard form is a key example of providing agile space. This space is not biased to one functionality. The space can facilitate a range of activities such as O week, collaborative learning, entertainment, a VC address, exhibitions and digital communications.

A 24 hour study hall supports the variable study hours of students who are undertaking multiple roles to support their study. The enclosure of the former VC terrace to create a silent study area enables enjoyment of the aviary garden in inclement weather.





Learning Environment *continued*

Supports a "Learning anytime, anywhere" philosophy

The design creates serendipity and chance encounters between students and staff to encourage an exchange of information and ideas. The variety and convenience of learning spaces and the landscape allows students to study whenever and wherever suits them. The external landscape and Queensland culture is embraced with outdoor learning spaces which are naturally sunlit, yet shaded, leafy and refreshing. The 24/7 study hall allows flexible study times.

Enables all learners to be successful

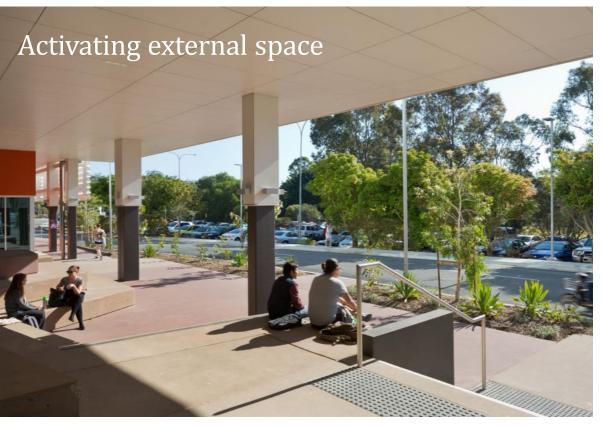
The design enables all learners to be successful by encouraging peer to peer learning and developing relationships through collaborative spaces. Quiet, silent and calming spaces allow students to concentrate for individual study, while other vibrant spaces inspire collaboration and group learning. The sky lounge is effectively designed to support presentations and events. A real world environment is simulated where ideas and knowledge are shared and developed.

Supports future changes in educational delivery systems

The building supports future changes in educational delivery systems through its inherent spatial agility and variety of learning environments. For example, the staff office area could be potentially reused to expand the library. The seminar rooms also could be connected to form one large space. The choice of formal and informal learning environments is critical to adapting to a progressive educational delivery system.

International recognition

The building has contributed towards wider international research into 'How Space Impacts on Learning' with the narrative of the building and associated experiences presented to the Nobel Forum of Future Learning Environments in Sweden in 2013. It was the subject of a design paper in the Journal Interprofessional Care, July 2013 , and the "Re-lifing-Realising the Potential" paper (2012) and presented at IFLA World Library Congress 2013.





Physical Environment

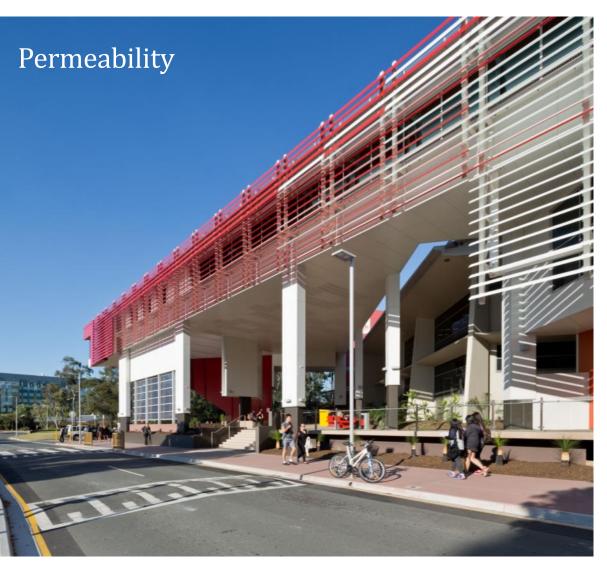
Relates to the learner / user

International research along with Griffith University library user consultation reveals an extensive demand for social space and the trend of 'fringe migration' – people's desire to occupy the fringes of space to gain amenity, environmental comfort and a temporary territorial place. The design of the library relates to the students by maximising the fringe, creating comfortable, convenient learning areas, and activating external space as alternative learning settings.

Supports the learning environment / activities

The design of the library creates spaces not found elsewhere on campus. The spaces are multipurpose, able to be used for a variety of learning methods and activities, while also having the ability to be re-purposed in the future. The building is effectively layered to support the different learning environments: a vibrant, open, collaborative lower level; a quiet and reflective study level above; seminar rooms and sky lounge presentation space on the top level, along with staff support offices.





Physical Environment continued

Demonstrates sustainability

The reuse and transformation of the existing building was a key strategy in reducing environmental impact. The building is offset from the existing building to assist buildability with two bridge links vastly transforming the efficiency and planning of the overall circulation flow. The new build reduces the energy consumption of the existing building and transform this ageing asset into a strong and progressive physical presence.

The louvred building skin serves as a critical environmental filter to the western sun, allowing light in but protecting the building from the intense heat. Blades are angled to afford protection whilst retaining permeability and views. The building implements passive design by making use of natural ventilation. The lower level is an open design which allows air to flow through the building into the aviary courtyard and upwards throughout the building. This creates a stack effect whereby the lower level is almost entirely naturally ventilated, while the second and third levels also benefit from fresh air flow.

Demonstrates appropriate use of materials, systems and other building elements

The louvres allow the protective façade to be permeable and assist with engaging with the street. Colour transitions across the louvre blades provide distinctive way finding with the green garden spaces being more dominant centrally. This façade creates 160m of impact and engagement with the University Drive and community. The red colour celebrates Griffith University's bold and expressive brand and creates a distinctive landmark address along the University Drive.

Landscape is an essential component of the library experience with steps, nooks and contrasting scales of space encouraging collaboration and serendipitous encounters. This space resolved the challenge faced by the need to replace an existing exposed western lawn.



"I walked into the library and everything was different and all the furniture was new, and I was just like, 'Wow!'"

"Every surface is padded, which is really comfortable. I really like that."

"It motivates you to want to learn."

"Quite new, quite modern, and I am looking forward to having classes in there."

"They are open 24 hours. That's open to a wide variety of people."



Physical Environment continued

Relates to the existing site and the greater environment

The building form was derived through analysis of site geometries, the need to promote the building on main campus axial routes and the critical move of floating the program above an extensive landscape to achieve a welcoming and permeable ground plane. The open plan ground level connects to the existing site and surrounding lawns, bushland and neighbouring precincts.

Innovations with the shard structure and form create a strong physical arrival. The shard form points towards the Griffith University Health precincts. The sky lounge highlights the natural beauty of the location, looking towards the Gold Coast hinterland.

Inspires both internally and externally

The learning environments inspire students and staff throught the creative, experimental and unique spaces.

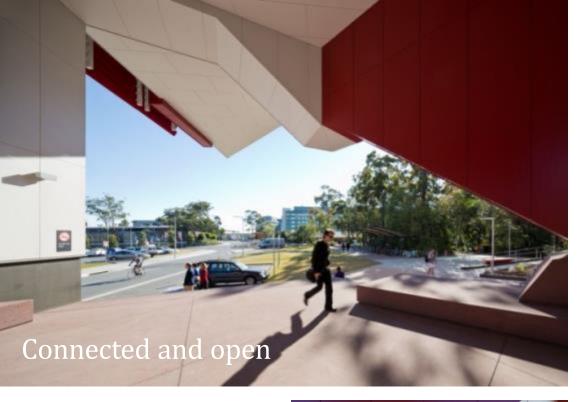
The learning aviary provides extensive landscape learning environments. Activation and engagement with the aviary is achieved at various levels and a combination of variable seating, covered space, open space, native planting, wi-fi connectivity, quiet study, permeable spaces, light and ventilation provides students and staff with an accessible and inspiring learning environment.

The original brief for a seminar room and lap top lounge was combined to form a contemporary study hall that benefits from direct connectivity to the existing library, aviary, University Drive and collaborative space. This 24/7 zone is enriched by significant local artworks, colour, agile furnishings, level changes and student activity. Comfort, light and convenience are key characteristics.

Successfully achieved the Visions and Goals

An exemplary collaborative process between the architect, client and builder realised non-briefed spaces which are bookable, agile, diverse and beyond the original expectations of the brief.

Student feedback has been very positive. Some comments are listed to the left.





Planning process

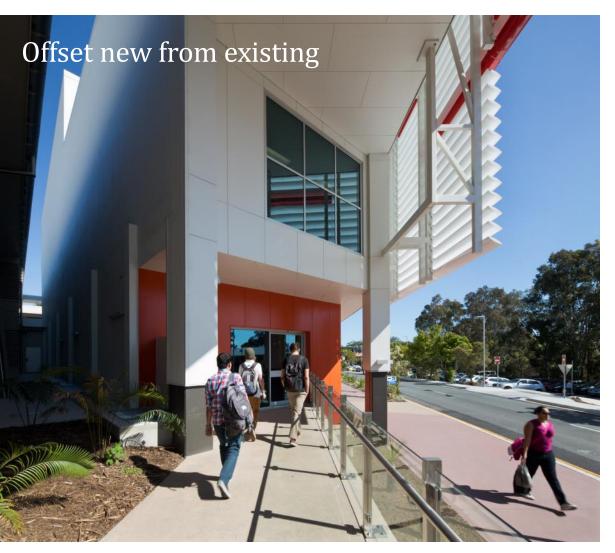
How did the process affect the learning environment?

The entire project team prioritised the student and staff experience throughout the design, project user group and delivery process. Weekly design collaborations enabled sharing, testing, refinement and communication of ideas.

Learning spaces were inspired by in depth discussions about student behavioural trends, design vision and many inspirations:

- Occupying the fringe Increased the extent and utilisation of the internal perimeter of the library whilst also activating the adjacent aviary garden space
- Temporarily claiming their own personal space -Conversion of an existing terrace into a quiet space retreat
- Increased focus on socialisation, provision of 24/7 study space and the design of learning settings which offer choice to suit different group modalities and pressures throughout the academic year
- The aviary was inspired by the librarian's reference to the analogy of an aviary when describing different student's activities occurring simultaneously at multiple levels
- Extensive landscape settings which absolutely captured the essence of Queensland indoor outdoor living
- Connected, open and welcoming achieved through views, breeze, passive design, light, texture, colour, the scent of planting, access to open sky and hinterland range views.
- Many experimental learning spaces not in the original brief such as the sky lounge and external collaborative space
- Spatial agility and community connectivity with the collaborative space which has multifunctional use

The typology of libraries is an ever changing space and the team embraced such customer feedback to create quintessentially Queensland learning environments and places that students actually want to be in.



Planning process continued

The University executive was very keen to express the permeability of the building with the building effectively becoming an extension of the New Griffith mantra. The louvered skin:

- Provides essential protection from the western sun
- · Enables permeability of views in and out of the building
- Promotes an active presence on the main campus artery University Drive
- Celebrates the Universities commitment to openness, a sense of welcome and inclusion

Our variant competition response made this possible. The triangulation of the existing building created a 160m long frontage and a collaborative and connected triangular plan in lieu what would of otherwise been two new extensions at either extremity of an existing asset.

This planning has transformed the connectivity and presence of existing learning settings with contrasting degrees of spatial formality complimenting the overall composition. The team continually assessed best value. The builder contributed efficiencies in construction early in the process such as the offset of the new from existing which maximised the spend on the student experience and provided a wonderful light quality between the new and existing buildings.



Planning process continued

How did the Planning Team continue to be involved through the design, construction, and post occupancy phases?

- The project was secured by a two stage design competition with detailed discussion and collaborations undertaken with the University executive and all project stakeholders in communicating the core ideas.
- Regular meetings were held throughout the entire process with the University executive and project user group team. This process continued throughout all design stages and construction with presentations being made at key project stages.
- The user group team included Linda O'Brien, the PVC of Information Services and Lori Bowe, the senior project officer. They attended every meeting and shared their behavioural observations and experience.
- Lori held regular demo-a-donut sessions with students which provided the essential interface with student and staff requirements.
- Graham Legerton and Chad Brown were the lead architects throughout the process, attending every meeting and undertaking daily liaison with Grant Bartholomew, the Gold Coast Health & Knowledge Coordinator and Paul Smith the lead builder.
- Site meetings were attended by this core team and this consistency of attendance was a key aspect.
- During the post occupancy period numerous visits have been made where we observed student utilisation of the facilities and we have developed concepts for further works.
- We are in the process of collating data on the buildings performance from an utilisation and environmental performance perspective. Feedback from the students and staff has been extremely positive.
- The team have contributed to international research programs and the global debate in this space.



'I can think of no better compliment, than one of our sociologists being genuinely moved by Griffith University library as it captured the essence of the area and its people – what it meant to be from Queensland and the Australian way of interacting – open, friendly, in touch with nature and the land's indigenous past. Graham's response was "it all comes down to listening". Fantastic.'

Dr Cristina Koppel

Registrar in Neurology, Honorary lecturer Imperial College School of Medicine, London

Planning process continued

Methods to align with the vision and goals in the planning phase

Our vision was to be bold, experimental and completely transform a tired asset into an exemplar of 21st century collaborative learning. We wanted to offer choice, encourage serendipity, embrace cultural and environmental qualities of the site and to create memorable experiences that encourage people to return.

- The two stage design competition process enabled us to distil our key moves such as triangulating the existing building, offering spaces not found elsewhere on campus.
- We ensured that the consultant team fully understood such key principles and use of 3d REVIT technologies communicated our vision at all project stages inclusive of responding to RFI's on site. The experimental nature of the cantilevered shard and fractured volumes required sophisticated modelling and resolution.
- Most importantly the builder was completely aligned with our process having been appointed at the midpoint of the competition stage by the University. We collectively realised the need for a higher landscape budget than typically provided and we worked hard to ensure this was realised.
- Alignment with the budget was realised by understanding and protecting the core ideas and making moves such as the 1m offset to realise efficiencies and environmental benefits.

Listening was critical at all stages. The librarian's aviary reference was delivered, the VC's need for permeability realised, the brief requirement for space not found elsewhere on campus served as an inspiration and students desire for contrasting spaces was delivered. Utilisation of passive design also played a key role as this also enabled cost efficiencies whilst enabling us to embrace Queensland culture and climate.

ACTIVITY	DATE
Project brief received	May 2011
Design Competition Stage 1	May-June 2011
Preparation of conceptual ideas	
1 of 6 architectural practices invited	
Included analysis of the wider site and connectivity	
Discussions with librarian on site and roof top visit to analyze potential views which informed the aviary and sky lounge ideas respectively	June 2011
Design Competition Stage 2	23 rd June 2011
Shortlisted to 3 for second stage of competition and developed ideas	
Presentation of developed ideas to University Directorate and selected D+C builder Watpac Specialty Services	5 th July 2011
Awarded the commission	5 th July 2011
Developed permeability of the building and achieved VC / full directorate approval of developed schematic design	July 2011
Extensive collaborative user groups utilizing 3d Revit technology.	July 2011 through
Weekly during the design stages	to completion
All user groups were attended by Information Services, Campus Life, WSS and ThomsonAdsett	
Presentations to University PUC directorate, monthly	June 2011 – September 2011
Achieved total project sum	September 2011
Presentation by Graham Legerton at Student Centric Learning Conference	May 2012
Presentation by Graham Legerton at Nobel Forum of Future Learning Environments to an international education community	June 2012
Presentation by Graham Legerton at Learning Space Design Summit	October 2012
Achieved practical completion	May 2013
Publication of a paper in the Journal of Interprofessional Care on the experiences of the project	August 2013
Presentation by Linda O'Brien PVC Griffith University Information Services at IFLA World Library Congress	August 2013
Awarded RAIA Gold Coast and Northern Rivers Regional Commendation. Building now shortlisted for State awards in June 2014.	February 2014
Awarded as Cefpi Australasia Overall Winner 2014 and Winner	
Pending presentation of the Library at the International Library Conference at Southport School	Pending, September 2014

Planning process continued

The timeline of the planning process is outlined to the left.

Who was involved in the process?

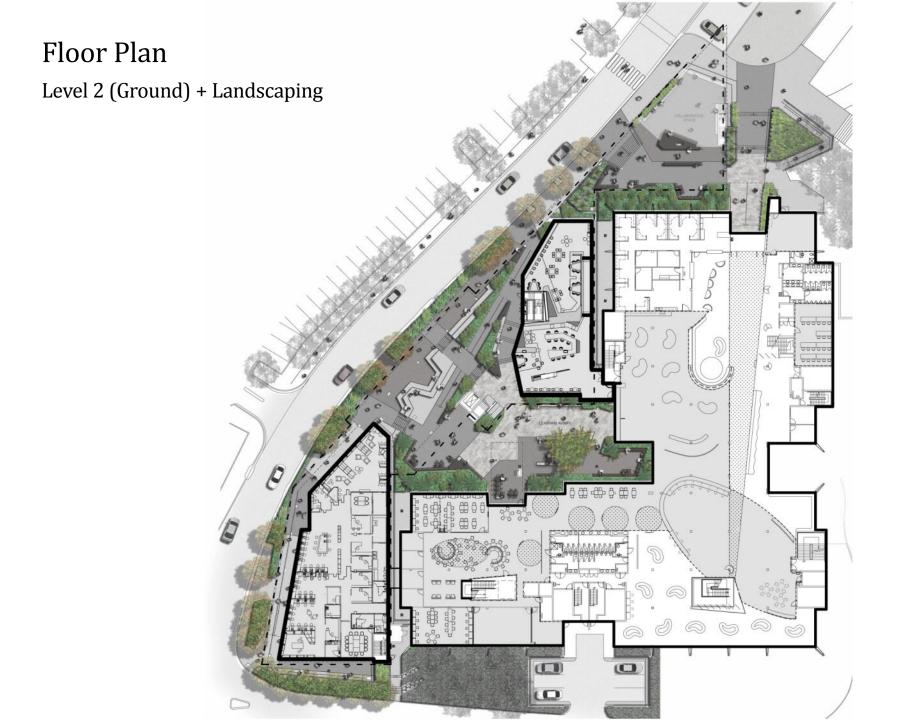
Participants involved included:

- Griffith University Information Services
- Griffith University Campus Life
- Consultation with Griffith students and staff
- ThomsonAdsett project team
- Contracto Watpac Specialty Services
- Consultant team, details on following pages

'The University set the design team a very challenging programme of 8 weeks to prepare a design solution and submit a Total Project Sum. ThomsonAdsett met this challenge, following weekly design team meetings with swift progress and delivering results that reflected the intent of the User Group, while maintaining the vision for the building set out in their original concept submission. To develop a concept into an efficient, buildable and economically achievable design in 8 weeks is an exceptional achievement by ThomsonAdsett.'

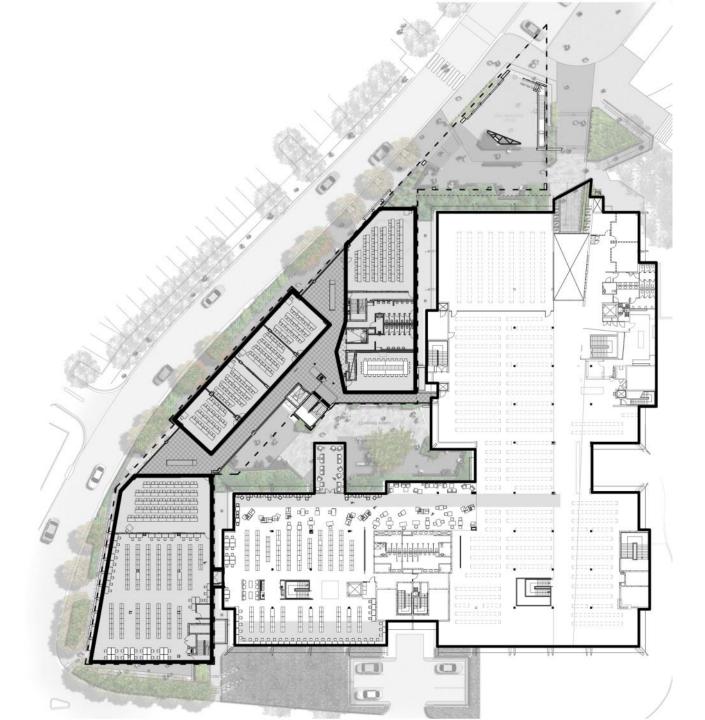
Grant Bartholomew

Project Manager
Gold Coast Health & Knowledge Precinct Coordination
Manager
Griffith University



Floor Plan

Level 3



Floor Plan

Level 4

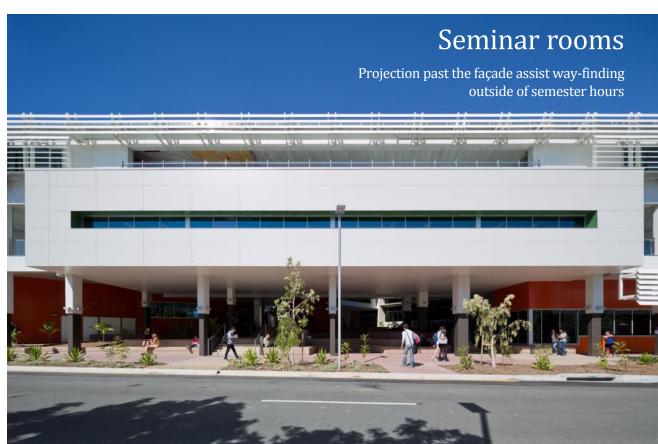


Additional photographs









2014 Exhibition of School Planning and Architecture

Project Data

Submitting Firm	ThomsonAdsett
Project Role	Architect
Project Contact	Graham Legerton
Title	Group Director Education + Communities
	Group Director Design
Address	128 Robertson Street
City, State, Country	Fortitude Valley, Queensland, Australia
Phone	+61 7 3840 9999

Client	Griffith University
Project Role	Client
Project Contact	Professor Ian O'Connor
Title	Vice Chancellor & President
Address	Office of the Vice Chancellor, Gold Coast
	campus, Griffith University, QLD 4222,
	Australia
City, State, Country	Southport, Queensland, Australia
Phone	+61 7 5552 8178

Construction Firm	Watpac Specialty Services
Project Role	Contractor
Project Contact	Paul Smith
Title	Pre-Construction Manager
Address	Level 1, 12 Commercial Road
City, State, Country	Newstead, Queensland, Australia
Phone	+61 7 3251 6370

Dele	6	Contact
Role	Company	Contact
Client	Griffith	Professor Ian O'Connor – Vice Chancellor
	University	Professor Ned Pankhurst – Senior Deputy
		Vice Chancellor
		Nicola Collier-Jackson – Director
		Linda O'Brien – Pro Vice Chancellor
		Lori Bowe – Senior Project Officer
		Grant Bartholomew – GCHKP Coordination
		Manager
		Debbie Dann – Assistant Campus Coordinator
Contractor	Watpac	Paul Smith – Pre-Construction Manager
	Specialty	Fran Diaz – Project Manager
	Services	
Architects	Thomson	Graham Legerton – Project Director
	Adsett	Chad Brown – Project Architect
		Phil Horwood – Architect
		Geraldine Camaroni – Architect
		Tom Fowler – Associate
Quantity	DCWC	Nell Schoeman
Surveyors		
Structural / Civil	MPN	Ken Roberts
Electrical	Greenleaf	Rob Dickie
	Engineers	
Mechanical	HJR	Craig Ross
Hydraulic	Medland	Brett Cluey
	Metropolis	
Landscape	CARDNO	Peter Baker
Acoustics	ASK	Michael Lancaster
Building	Building	
Certifier	Certifiers	
	Australia	

2014 Exhibition of School Planning and Architecture

Project Details

Project Name	Griffith University (G11) Learning Commons
City	Southport
State	Queensland
District Name	Australia
	Professor Ian O'Connor - Vice Chancellor &
Supt/President	President
Occupancy Date	June 2013
Grades Housed	Undergraduate - PhD
	2000 students per day in the Library, plus the seminar room use; plus staff (approximately
Capacity(Students)	103).
Site Size (acres)	17.3 acres
Gross Area (sq. ft.)	48,438 ft ² + 26,910 ft ² external space
Per Occupant(pupil)	N/A
gross/net please indicate	N/A
Design and Build?	Yes
f yes, Total Cost:	\$21,000,000
	Building cost, Fittings / Special Equipment,
	External Services / Site Works, Landscaping,
Includes:	Security, Loose Furniture/Equipment, Computers
Total:	\$21,000,000

