

American Indian Education Classroom
Northwest Museum of Arts and Culture (MAC)
Eastern Washington State Historical Society

PREDESIGN/MASTER PLAN

In Preparation for: American Indian Education Classroom Addition

February 2009

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Assignment: The primary assignment is a “mini” predesign/master plan for the American Indian Education Classroom. The ultimate goal of this assignment is to define the space(s) of this specific project sufficient to design and build it. The challenge comes in determining the location of this new classroom (and any ancillary spaces that come with it). This requires a “mini” predesign/master plan to study and determine the operational/functional, physical, and infrastructure-related contexts that will influence the location. Importantly, it also demands a look into the probable future development of the MAC as a key influence for context or framework within which the American Indian Education Classroom would fit.

To accomplish this assignment, an array of specific tasks has been developed. The driving impetus in these tasks is to (1) understand how the MAC works, (2) what the MAC’s near-term needs are, (3) what make sense for long-term development, and (4) to fit the American Indian Education Classroom into that context. The specific tasks are as follows:

- Review current spaces and anticipated future needs—and assess with each user group the following:
 - Nature of present operation and function.
 - Physical spaces presently used.
 - Evaluation of what works, and what doesn’t work.
 - Growth pressures: based on physical needs, personnel needs, expanded program needs, other requirements.
 - Notions of how to grow or otherwise adapt to defined needs.
 - Each user group’s evaluation of overall facility function (what works, what doesn’t).

[NOTE: a problem-identification and problem-solving mindset was brought to these meetings. This was done in hopes of testing conceptual approaches to specific user-group problems and to global or systemic problems of the whole facility. Thus near-term and long-term solutions would be initially formulated for evaluation by user groups, administration and Engineering and Architecture.]

- Develop near-term and long-term solutions for MAC development.
- Assess the physical and infrastructure-related influences:
 - Do so from vantage points of the engineering disciplines of structural, mechanical (HVAC and plumbing), electrical, and systems (security, communications, etc.).
 - Do so from a “global” standpoint to gain a sense of current infrastructure condition, and its pros and cons.
 - Do so from a “focused” standpoint, to evaluate the feasibility of both long-term development of the facility, and near-term development of the American Indian Education Classroom.
- Prepare a detailed program of the space requirements of the American Indian Classroom, including intended use of all spaces, occupancy, area (gross and net), and use appropriate space standards for each room type.

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- Prepare graphic product to illustrate the following findings:
 - “Bubble Diagrams” to illustrate overall space demands in the facility. Identify near-term and long-term problems and solutions. Illustrate these factors a suggested context for defining the location of the American Indian Education Classroom.
 - Illustrate overall MAC circulation (and its influence both on overall museum development and the location of the American Indian Education Classroom).
 - Illustrate site influences—for overall museum development and for location of the American Indian Education Classroom.
 - Illustrate massing influences—3D impacts of suggested development on the overall museum and the near term implications for the American Indian Education Classroom.
- Develop overall project cost using the State’s Form C100.

FEEDBACK FROM USERS

In December of 2008 meetings were held with the following user groups and representatives:

- Administration: Dennis Hession, John Drexel, Lorna Walsh
- Art: Heidi Arbogast, Ben Mitchell
- Library and Archives/Collections: Laura Thayer, Rose Krause, Val Wahl
- Education: Kris Major, Ginger Ewing, Michael Holloman, Dave Bonga (representing Indian Cultural Council)
- History: Marsha Rooney, Patti Larkin
- Visitor Services, Museum Store: Lori Bertis

General Feedback: While the facility gets high marks for esthetics, it gets much criticism based on function—both for users and visitors. This criticism comes in varying degrees from all user groups. For visitors this criticism is strong because fundamental entry identification and way-finding is very disorienting, counterintuitive and confusing. For users, the criticism varies in degree, but all users have difficulty with labyrinth-like circulation that forces many functions to intrude and circulate through the heart of other functions. In addition, from both user and visitor perspectives, the facility feels fragmented and disconnected rather than integrated. As such near-term solutions to specific circulation and way-finding problems, and long-term solutions to the overall circulation, way-finding and integration problem should be addressed.

Long-term Aspirations/Goals: From the discussions three significant aspirations or goals emerged:

- (1) the desire to develop an American Indian Cultural Wing of the museum (a cultural destination for American Indians with classrooms, offices, work rooms, a dedicated conservation lab for American Indian objects, dedicated American Indian exhibit space, etc.)—which wing could also consolidate other educational functions/activities of the museum;
- (2) the desire to develop a multi-purpose gathering area to support American Indian and other cultural events related to the museum, including fundraising events (especially since the museum raises 45% of its operating budget from community donors); and

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- (3) integrate the facility, somehow overcoming its fragmentation, physical disconnection and confusing way-finding that negatively impacts the visitor experience and users' daily operations.

These are ambitious aspirations. While well beyond the scope of immediate development, it is appropriate to consider these goals as potential influences on context or framework for the present-day development of the American Indian Education Classroom. In effect, this study attempts to conceptually address these aspirations as a long-term (20-year or 30-year) development plan. It suggests how to approach these long-term goals *and*, working backwards, how the American Indian Education Classroom might fit into that long-term view.

Administration Feedback: Administration is the overall management hub of the facility. It provides general and financial management, development, marketing, public relations, and Art at Work. It houses accounting, store management, visitor services, foundation operations, the American Indian educator, the history office, conference and miscellaneous related functions.

Facility Commentary (Administration):

- Work station cubicles are problematic (spaces Nos. 1, 7, Second Floor) with acoustical interference and lack of privacy, especially when addressing donor needs. (This is acknowledged as valid, but also acknowledged as common experience of most similar work-station settings.)
- Circulation among cubicles is narrow and tight.
- HVAC temperature control is erratic.
- Reception is not well separated or isolated from office activities.
- Large conference room (No. 12, Second Floor) is often too small and narrow for meetings greater than 10.
- The work room (No. 3, Second Floor) is too small, lacking counter space and adequate ventilation.
- Some office functions are positioned in this part of the building, far away from main activity areas.
- The kitchen (No. 2, First Floor) is small and limited for events/catering.
- Toilets are needed on the first floor (main entry level) of the east addition.

Growth Needs (Administration): No foreseeable growth in the next 10 years, except perhaps for accounting.

Facility Potentials/How to Expand or Develop (Administration): Probably the only logical expansion is south, onto the Outdoor Terrace (No. 13, Second Floor). This space is seldom used (perhaps once or twice per year). However, this Terrace provides shared exterior light which is very important to occupants.

Broader Facility Needs/Observations (Administration):

- Awkward overall facility organization and circulation (a common observation).
- A strong desire for better events space for development-related and culturally-related gatherings. Presently this is difficult and options are poor. Gallery spaces work poorly because they usually have exhibit conflicts. The available open space of the east building is narrow, and gatherings often overflow onto two different floors. There is a long term aspiration for gathering capabilities for 200 to 300 people.

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- The Auditorium (No. 20, First Floor) is lecture-oriented and somewhat one-dimensional. It has HVAC noise problems and a sloping floor. Converting it to a multi-purpose assembly area would not be effective—it's long and narrow, somewhat confining, and would be limited to 100 to 140 capacity for group events (when capacity for 200 to 300 is needed).

Art Program Feedback: The Art Program (space No. 12, Level L2) focuses primarily on art education, with much direct education contact with student patrons. It also trains teachers, does off-site art-related work, helps with art curating, training art docents, etc.

Facility Commentary (Art Program):

- Present Art Education Classroom works for observation, lecture or demonstration, but does not function well for hands-on art instruction. The flooring is hard to clean; furniture is not appropriate for participatory studio work; the space gets little natural light.
 - The classroom has inadequate ventilation for adult oil painting, print making, or any art activity with solvents.
 - Routine classroom activities typically involve 30 children and 5 to 8 adults. The space (approximately 920 sq. ft.) is overcrowded for these numbers.
 - The classroom is almost totally inadequate for the monthly "Family MAC-Fest" where sometimes 200 people attend, and the entire Level L2 is used. Sinks and user-related features of the classroom are overwhelmed. Drinking fountains elsewhere on Level L2 are used for clean-up.
 - There is no office for the instructor. Thus personal items are not secure when others use the space.
- The Education Lobby space outside the classroom (No. 11, Level L2) is inefficient and underutilized—almost wasted "leftover" space. Creating an interactive wall for children to do art-related activity is a potential for this space. In addition, the door to the Amphitheater is a noisy distraction.
- The nearby Stair Lobby (No. 14, Level L2) should be better utilized for more than just an exit lobby, but it has no hanging accommodation and poor lighting.
- Receiving school groups on Level L3 is difficult. Bus parking is excellent, but the reception space (No. 3) is cramped—30 can be accommodated but often 90 will arrive. This space (and the whole of the east addition) is noisy—the acoustics are very live, and it is often difficult to communicate with groups over acoustical interference. Even noise from the café (3 floors up) filters down very audibly and interferes.
- The Amphitheater sometimes works well for group orientations, but only May through October, weather permitting.

Growth Needs (Art Program): No program growth identified, but present space too small and facilities lacking.

Facility Potentials/How to Expand or Develop (Art Program): Perhaps there is an ability to envelop the Education Lobby space within the Education Classroom.

Broader Facility Needs/Observations (Art Program):

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- Awkward overall facility organization and circulation (a common observation).
- A larger multi-purpose space for the monthly “Family MAC-Fest” (200 people) would be desirable.
- Converting the problematic History Classroom (No. 18, Level L2) to studio art instruction has been suggested. Problems with this include (1) no natural light, (2) disruption to the studio when major exhibits delivered through this space, and (3) outfitting this space with plumbing requires piping to go under and over present space—in cold, exterior garage space where pipe freezing would have to be addressed.
- Long term: move the art classroom to the top floor of the suggested American Indian Cultural/Education wing—and take advantage of north light to create a true studio environment.

Library & Archives/Collections Feedback: Library and Archives/Collections are two separate but complementary functions and staffs. These functions curate and manage public access to typical library resources (reference materials, catalog records, books, etc.), archival materials (typically paper documents), three-dimensional objects and rare materials.

Facility Commentary (Library & Archives/Collections):

- The Library (No. 26, First Floor Plan) has adequate space, but more computers are needed in the Reading area. Ideally the present Library would be the public portal to all museum collections.
 - Presently access to/from the Library from Archives is somewhat inconveniently located, and doors are too narrow for some collection objects to pass into the Reading room.
 - Ideally computer files of collection materials would be more readily available to patrons, but this would require enhancement of server infrastructure as access needs increase.
- The AV Room (No. 25, First Floor) is used more for collections processing than AV.
- The Staff Lounge is located at the back of the Archives and Collections area, which draws much traffic through the heart of Archives and Collections. In addition, there is no handicapped access to Staff Lounge.
- Library Archive Storage (No. 17, First Floor) is very full.
- The Indian Collections (No. 7, First Floor) has much surplus capacity. However, this was originally office space and columns were added below for increased load-bearing capacity. There is some uncertainty about the structural capacity for heavy paper storage. Overhead ductwork in the southwest corner creates a low ceiling problem.
- Art Storage (No. 8, First Floor) is presently quite full.
- Rooms 12, 13 (First Floor) are used for handling sacred objects and ceremonies related thereto.
- Collections Processing (No. 9, First Floor) is used for processing collections, photo darkroom, and individual work station functions.
- The Office/Workroom (No. 15, First Floor) presently houses 3 staff.
- The History Collections (No. 16, Level L1) is growing, but some capacity is available.
- The Textile Collection (No.19, Level L1) is growing moderately. The Air Force collection is in the way of this growth.
- Library/Archives workroom (No. 18, First Floor), used as a computer lab space and for storing project materials, items to be accessioned, and supplies.

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Growth Needs (Library & Archives/Collections): Overall Archives/Collections has sufficient storage for the future 10-year to 20-year time frame. However, the capacity to absorb growth is scattered throughout the present spaces. Absorbing growth will require reorganization of present spaces—and shifting of present inventory. At the same time redistributing inventory will have a beneficial effect of reducing risk through diversification of location. If a long-term addition is needed, it should occur at the exterior, north of present spaces.

Facility Potentials/How to Expand or Develop (Library & Archives/Collections):

- Ideally three tiers of access for patrons would be developed: (1) access to conventional library materials (books, reference materials, catalog records, etc.), (2) access to paper archival materials, and (3) access to 3D objects or rare materials.
- The AV Room could be converted to a formal space for examination of 3D objects (which would have better proximity to support staff).
- Perhaps the Staff Lounge could be relocated elsewhere—to an area that doesn't draw non-Archive/Collection staff through the Archive/Collection area.
- Ideally there would be direct connection from Library Archive Storage (No. 17) to Indian Collections (No. 7) without an intervening circulation corridor. This would permit physical and intellectual integration.
- Ideally the large hallway space outside of Spaces 8, 9, 14, 15 (First Floor) could be absorbed as Collections Processing—and the entrance to a “suite” of Archive/Collection spaces, with direct internal connections to Indian Collections (No. 7), and even Library Archives (No. 17) and the Library itself. The photo studio could occur in this space. Ideally this would eliminate the intervening corridors and have them absorbed by Archives/Collections.
- Some “work space” with computer outlets is needed in all Collections storage areas.
- In the above “suite” scenario, the Office/Workroom (No. 15, First Floor) could perhaps become the home of Art at Work—where it would be closer to the Art at Work inventory.
- A pass-through door directly from the Conservation Lab (No. 17, Level L1) to History Collections (No. 16, Level L1) is desired.
- The Conservation Lab (No. 17, Level L1) is not used for conservation (repair) work per se, but is absolutely necessary (and cramped) work space/staging area for artifacts being prepped for or coming off of exhibit. Cleaning, framing, cataloging, repacking, mount-making, etc. happens here. The clean work should be separated from “dirty” work.
 - Cleanliness is a necessary requirement for housing and handling artifacts. The fumes, dust, particulates that result from the grinding, braising, painting, etc. involved in mount making are thus at odds, although the existing ventilation hood and sink lend well to the dirtier work that happens here.
 - To maintain cleanliness in this room, the grinding and sanding is done around the corner from the museum collections, just outside the door in the hallway (No. 20, Level 1). Perhaps capturing the Freight Elevator space, or otherwise finding or developing nearby “dirty” work area should be considered.
- The Freight Elevator (No. 16, First Floor) needs work.
- Hallway/Storage (No. 20, Level L1) is overflowing with temporary Fairchild Air and Space Museum collections, and is used for odds/ends storage related to exhibits.

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Broader Facility Needs/Observations (Library & Archives/Collections):

- Library & Archives/Collections is least impacted by the disjointed layout of the overall complex, because its spaces are relatively well co-located in close proximity—both for internal functions and connection to users. However, the Library & Archives/Collections is the most impacted in terms of being internally divided by circulation of others through their spaces. Corridors (not heavily used, but needed) by others divide these space—spaces that would ideally have uninterrupted connection from one to another.
- There is a museum-wide need for more general purpose computer work stations—for staff, visitors, volunteers, patrons, etc.
- In the long term, perhaps the existing auditorium could be absorbed by Library/Archives for its needs, and a new lecture area built into the cultural/educational wing addition. This would satisfy the need for a “teaching space” that can be used for teaching about or with collection objects in a controlled setting. Many archives and special collections in academic libraries have a “Special Collections Classroom” which is a “clean” room that can be used to teach with or about collection materials. It is usually located adjacent to collection areas so materials can be moved easily.
- A clean, climate-controlled space is needed as a server room.

Education Feedback: The Northwest Museum of Arts & Culture (MAC) offers a comprehensive education package for its four primary audiences: students, teachers, families, and adults. Programs for students and teachers are multi-layered, highly interactive, and directly support Washington State’s public school standards, the “Essential Academic Learning Requirements (EALRs)”. Family programs emphasize fun, quality intergenerational learning experiences. Adult programs highlight recognized scholars, experts, authors, and artists in a variety of formats. Education at the MAC enhances the museum’s changing exhibits and explores its three disciplines: regional history, visual arts, and American Indian and other cultures.

Facility Commentary (Education):

- The History Classroom (No. 18, Level L2) was built in space captured from the parking garage. It is poorly located and has proven very problematic. Public visitors/students must access the Classroom through the nearby Gallery (No. 15) and its east-end Exhibit Receiving/Storage area. This Receiving/Storage area acts as a lobby for the History Classroom. Outside deliveries for the galleries must pass through the History Classroom. Large objects must come through an industrial roll-up door which has no insulation and causes infiltration and drafts in the classroom. (Due to budget constraints the original roll-up service door was re-used when the classroom was built.) There are frequent disruptions to the classroom due to gallery deliveries. In addition, water leaks into the space from the overhead parking garage.
- The present Plateau Cultural Center (No. 8, Level L3) was intended to be an educational and cultural/activity destination. The American Indian collection is one of the preeminent collections in the United States. The Museum itself and the Plateau Cultural Center was intended to capitalize on this collection for educational and cultural purposes. However, the present Plateau Center is small relative to the size and quality of the Indian collection, and the current space was originally designed for other purposes (Art at Work). As such it is not ideally located in the lower depths of the east addition, and not a strong destination for Indian cultural activities. This location problem is compounded by the confusing overall organization of the museum. As such the present Plateau center is isolated from, not integrated with, other museum and education

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functions. Additionally, the small size of the Plateau Center does not well accommodate meetings of the American Indian Cultural Council, Tribal Delegates, Elders (for access to collection objects), or other small groups.

- Ideally the Plateau Cultural Center would be relocated near the new American Indian Education Classroom (and removed from its present hard-to-find location).
- The long-term goal is to digitize as much information about the Indian collection as possible, and interconnect all tribes in the process. This is hampered by the Museum's relatively poor internet connection and IT infrastructure. In this same vein, the new American Indian Cultural Center should have a strong electronic connection to the outside world, and be outfitted for distance learning.

Growth Needs (Education): Near-term growth includes, obviously, the American Indian Education Classroom. Over the years the education offices have filled up with personnel growth from 3 to 7. In addition, relocating or expanding the Plateau Cultural Center (No. 8, Level L3) would be a priority. (See comments above related to Plateau Cultural Center.)

Facility Potentials/How to Expand or Develop (Education):

- Ideally the History Classroom (No. 18, Level L2) would be relocated next to the American Indian Education Classroom. This would co-locate these important education functions. If relocated, the present History Classroom space could be recaptured as exhibition storage.
- Expand the present Plateau Cultural Center space (No. 8, Level L1). Do so by build-out to the west with a roof and skylight or light shaft up to the Amphitheater lower terrace. This would enlarge the space for group events and Indian ceremonies—and draw in natural light important to the atmosphere of such activities.
- Long term, an American Indian “wing” is a worth vision for the Museum—as an interpretive center and cultural activity destination. It makes sense that the present American Indian Education Classroom fit in the context of this major expansion vision. Such an expansion would also include work rooms, office spaces, and a suggested dedicated conservation lab for American Indian objects. In addition, it makes sense to co-locate other museum education functions (which are presently somewhat fragmented in terms of location).
- In addition, as a tribal cultural destination, the Museum ideally should accommodate cultural gatherings. Presently the Museum has no satisfactory gathering space. The goal is to develop the Museum as a cultural “experience” and not just objectify the culture by simply preserving and displaying its artifacts.

Broader Facility Needs/Observations (Education):

- Awkward overall facility organization and circulation (a common observation).
- Reflective of the overall facility, the present education program is fragmented. Its major components (offices, Plateau Cultural Center, and History classroom) are not in close proximity, on three different levels, and the History Classroom is accessed through other Museum functions.
- The education program, especially on the cultural side, would greatly benefit from having a large gathering area shared by other Museum users.

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History Program Feedback: The Regional History Program includes gallery exhibition development and installation; an active agenda of collecting historical artifacts, records, oral histories, and information; collaboration with history education and interpretive programs; and community public relations. The History Program oversees the preservation, restoration, and interpretation of the Campbell House complex, both as an artifact and as a permanent exhibition gallery.

The exhibits program has project teams that create an average of 12 exhibits annually. They are led primarily by curators of Art, History, and American Indian Cultures. These subject curators work with all staff, the MAC Collection, community groups and representatives, museums/scholars nationwide, and local media to research, develop, and publicize the exhibits. An in-house design and production team handles most gallery and graphic design; all object preparation and mount-making; and gallery prep, fabrication, and installation.

Facility Commentary (History Program):

- There are many needs for efficient and adjoining spaces for the History Program's many exhibition activities.
 - The Meeting Room (or "War Room") is awkward space in a hallway south of No. 19, Level L1. It was leftover space claimed toward the end of the original design planning. It is outfitted with tack board on the walls, and is the only place in the Museum to do planning layout for exhibits.
 - The Collection Processing/Prep room (No. 9, First Floor) and the Conservation Lab (No. 17, Level L1) should be dedicated to artifact handling.
 - Mount making equipment is currently relegated to a hallway, or occurs at the other end of the complex in the woodworking/paint shop (No. 35, Level L3).
 - Graphic design computers are located in Archives and Carriage House, while the vinyl production room is at the other end of the complex (No. 33, Level L3).
 - There is inadequate receiving space for major exhibitions. (Current spaces ...Crate Room No. 31, Level L3 and hallways outside of same...do not meet this need.) Crates fill the hallways (Nos. 16, 26, Level L3) when major exhibits arrive.
- The History Program preserves and protects the integrity of the Campbell House buildings—and any modifications or additions to the Museum should likewise preserve and protect these buildings and related grounds or landscaping. [Given other feedback from other Museum user groups, it is unlikely that the American Indian Education Classroom would be built in a location conflicting with the Campbell House.]
- The Carriage House east addition was once considered for the History Classroom, but might be better used as an interpretive center, and its north half for staff offices and history headquarters. Such headquarters space should not be in the east addition (too far away from Campbell House).
- The Campbell House Gazebo has handicapped access problems.
- The Museum presents challenges circulating exhibitions in its gallery areas.
- Art at Work (No. 19, Level L2) was originally designed to be exhibition storage, and would be ideal to recover for storage of cases and temporary walls.

Growth Needs (History Program): No program growth identified. However, the office space and planning spaces for staff are small and disjointed.

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Facility Potentials/How to Expand or Develop (History Program):

- Option for staff and HQ: Develop in Campbell House Carriage House with more space and better “War Room” facilities for exhibit planning.
- Reclaim Art at Work space (No. 19, Level L2) for exhibition storage.
- Suggest removing many cubicles on the Administration level west wing (No. 1, Second Floor Plan) and turning the area into an exhibit/graphic design, production, and conference presentation area.

Broader Facility Needs/Observations (History Program):

- Awkward overall facility organization and circulation (a common observation).
- Desire better space for planning and preparation than present “War Room.”

Store and Visitor Services Feedback: The Store and Visitor Services manages the Museum’s general visitor/patron interactions, ranging from the general visitor experience, to admissions, to the Museum’s retail operations.

Facility Commentary (Store and Visitor Services):

- Entry identification is very confusing for visitors. Visitors don’t know where the entry is (the east addition which doesn’t look like a museum? the original Cheney Cowles building which does look like a museum?). In fact the entry is the east building, one level down where admissions and the store are located.
 - The east building entrance has part-time docents at the entry, thus hit-and-miss reception.
 - The east building entry floor does not have basic visitor amenities such as admissions or restrooms.
- General way-finding is very problematic and frustrating for visitors. There is no reliable reference point for way-finding or orientation. The multiple levels of the east addition are confusing, the connections to the galleries are disorienting, the elevators are poorly located, and the south elevator of the east addition doesn’t connect to the main floor as one would expect. Visitors get lost trying to find the Campbell House, and don’t intuitively understand how the Cheney Cowles building is connected. Getting to the library and archives is very confusing, and better entrance presence and identification is needed (with perhaps a new name such as RESEARCH CENTER).
- The entry experience to the galleries is poor. It is at a lower level, has a low ceiling, and is somewhat like entering a cave or tunnel.
- The Orientation Gallery (No. 5, First Floor) was intended to pique visitor interest. But the space is not workable as a gallery. There is too much light, any exhibit objects must be shielded, and thus concealed from the viewer.

Growth Needs (Store and Visitor Services): No program growth identified. Relocating and reorganizing admissions, the store and the basic visitor experience are high priorities.

Facility Potentials/How to Expand or Develop (Store and Visitor Services):

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- Near term: relocate the store and admissions to the Orientation Gallery (No. 5, First Floor).
- Long term: relocate admissions to a new connection structure linking the east addition and the Cheney Cowles building.

Broader Facility Needs/Observations (Store and Visitor Services):

- Awkward overall facility organization and circulation (a common observation). Fundamentally the Museum is not visitor-friendly.
- Suggest that all museum changes be tested against the questions of “How does this improve the visitor experience?” and “How does this affect visitor circulation and way-finding?”
- Undertake way-finding improvements as a comprehensive effort in the museum. Extend this from parking, to entry, to internal and external circulation. Both paths and destinations should be clearly identified.
- More visitor benches throughout the museum are recommended. There is much time spent in the facility (which would benefit from the relief of a bench), or time spent waiting (which would also benefit from bench seating).
- A covered walk to the Campbell House would better solve the issue of its “separateness.” It would also help way-finding, improve safety and comfort in inclement weather, and reduce snow removal requirements.

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SUGGESTED MUSEUM IMPROVEMENTS

Background: Based on user/stakeholder input the following menu of improvements is suggested. The list is suggested in sequential phases. The timing of phases is undefined, except for Phase I, the American Indian Education Classroom, which will occur in 2009. All costs are in 2009 dollars.

Phase 1: Immediate Improvements
 American Indian Education Classroom and ancillary spaces. Project Cost: \$1.3M

Phase 2: Near-Term Improvements

Relocate Admissions and Store	Estimated Project Cost:	\$150K to \$190K
Expand Plateau Center	Estimated Project Cost:	\$202K to \$250K
Expand Group Entry (Remove Lockers)	Estimated Project Cost:	\$ 5K to \$ 10K
Expand Art Classroom	Estimated Project Cost:	\$ 88K to \$100K
Art at Work to Store Location	Estimated Project Cost:	\$ 10K to \$ 20K
Unify Archives/Collections Work Areas	Estimated Project Cost:	\$284K to \$852K
Relocate History Classroom	Estimated Project Cost:	\$380K to \$420K
Covered Walk (for future entry)	Estimated Project Cost:	\$350K to \$400K
Covered Walk (to Campbell House)	<u>Estimated Project Cost:</u>	<u>\$350K to \$400K</u>
Total Cost Range, Phase 2:		\$1.8M to \$2.6M

Phase 3: Long-Term Improvements
 Museum Commons and American Indian Culture/
 Education Wing, and Enclosure of Entry
 Covered Walkway (from Phase 2) Estimated Project Cost: \$9.5M to \$10M

Phase 4: Long-Term Improvements
 Archives/Collections Addition Estimated Project Cost: \$2.3M to \$2.5M

DETAILED COST ANALYSIS , PHASE 1

Background: A C100 Form is included herein (see Appendix). It is included not as a part of formal funding application, but rather as a means of analyzing the detailed costs of Phase 1, the American Indian Education Classroom in the context of this mini-predesign/master plan.

The funding is predicated on the following assumed revenue sources:

Funding Re-appropriation:	\$ 400,000
Anticipated Appropriation:	\$ 857,000
Residual from Present Planning:	<u>\$ 59,000</u>
Total:	\$1,316,000

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The following summary project costs are excerpted from the C100 Form:

Project Total	\$1,316,332
Consultant Services	\$161,000
Pre-Schematic Design Services	\$0
A/E Basic Design Services	\$76,000
A/E Extra Services/Reimbursables	\$39,000
Other Services	\$35,000
Design Services Contingency	\$11,000
Construction	\$1,083,000
MACC - Primary	\$918,000
MACC - Secondary	\$0
GC/CM Risk Contingency	\$0
GC/CM or Design Build	\$0
Contingencies	\$78,000
Sales Tax	\$87,000
Other	\$72,332
Acquisition	\$0
Equipment	\$53,000
Equipment Tax	\$5,000
Artwork	\$4,332
Agency Project Administration	\$0
Other	\$10,000

PROGRAM:

The program is predicated on the area (number of square feet) that can be built for the net construction cost of \$918,000. The C100 Form assumes a cost of approximately \$300 per square foot. Thus the total area presumed to be affordable is 3,000 square feet. This area is summarized as follows (see details in Appendix):

Space Type	Space Description	Quantity	Area in SF	Total SF
Classroom	American Indian Classroom (25 to 35 capacity)	1	900	900
Multi-Purpose	Multi-Use/Conference (12 to 18 capacity)	1	350	350
Art Classroom	Art Classroom	1	1,250	1,250
Art Office/Storage	Art Office/Storage	1	100	100
	Subtotal Assignable SF			2,600
	Circulation			400
	Total			3,000

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ENGINEERING AND LANDSCAPE/SITE EVALUATIONS:

Background: The engineering and landscape architecture disciplines were asked to evaluate the facilities in the context of the overall this “mini” pre-design/master plan. Instead of a broad-brush, unfocused evaluation, these disciplines were brought in after preliminary master planning conclusions were coming into focus. Thus their evaluations were aimed at specific outcomes and the defined general directions previously described. The following is their findings.

Landscape/Site: The creation of a new classroom space beneath the existing amphitheater space will cause significant disruption to the existing native-type landscape on the northern side of the MAC site.

Discussions with MAC maintenance staff provided information on the original design philosophy for the landscape of the facility, and the ‘native’ half of the site (roughly the north half of the site) is relatively easy to maintain. Portions of the original design have not ‘filled in’ however, and do present some problems for weed advancement in those areas.

The development of a new classroom space and longer-term expansion into the amphitheater space, will result in disruption to irrigation pressure mains and control valves; removal and replacement of existing concrete steps and amphitheater-level concrete paving; light fixtures; and perhaps large caliper ponderosa pines in the area. Smaller pines, planted during the MAC construction, may be able to be relocated and replanted, but it is likely they will not survive a transplant operation.

Repair and reconstruction of landscaping and irrigation systems disrupted by new construction should be completed in a manner to match the original MAC construction, design palette, and equipment—and complement existing development as much as practical. Additional efforts can be made in a new project to limit the encroachment of weed species, and additional tree thinning should be strongly considered to provide adequate opportunities for selected native trees to mature. At present, many smaller trees are advancing, and their density will result in poor development over time.

Structural: The potential location for the American Indian Education Classroom is at the north end of the existing amphitheater and west of Museum Level L2 (east building). This level is approximately 24’-6” below the First Floor main entries. As a structure independent of the existing facility, this location will support the new classroom building. The existing exterior stair of grade and its site retaining wall may be affected by the proximity of the classroom building.

This Classroom building location should accommodate the possible west expansion of the Plateau Center (a Phase 2 component) that is currently located in Museum Level L3. This sub-grade expansion would be below the amphitheater plaza level, and below and south of the American Indian Education Classroom addition. If this Plateau Center is to expand in this fashion, this report recommends lowering the bottom of the American Indian Education Classroom addition foundation an additional story to avoid having to later underpin the new Classroom

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addition to accommodate the Plateau Center expansion. This lowered foundation wall would be designed to retain the earth backfill when the excavation for the Plateau Center expansion occurs.

Another consideration for the Plateau Center expansion is the location of any openings in the existing 12" thick concrete basement wall. New openings should be positioned between the existing 24" square concrete columns at 20 feet on center along the basement wall. These lower-story columns support the columns and beams of the three floors and roof above.

Other Phase 2 renovations may include relocations of the admissions, museum store, history and art classrooms, Art at Work, and general work areas. These appear to be non-structural renovations and are structurally acceptable. The original floor design loads are capable of accommodating these relocated areas.

Portions of the Phase 2 covered walk are located above the roof framing of the sub-grade galleries. This concrete roof framing also supports exterior landscaped area, paver, crushed rock fill, rigid insulation and waterproofing system. A potential covered walk will require extensive future study and evaluation of the existing framing to support additional design loads.

Mechanical: The mechanical system serving the Museum is a mixture of system types and vintage. The majority of the systems were installed as part of the 1999 major building expansion. A small portion of the systems were existing at the time of the 1999 project and were modified to serve new space configuration. The systems are described below based on areas served.

Galleries: The galleries are served by a custom 6 zone indoor multi-zone air handling unit with a zone for each gallery. Hydronic heating water and chilled water are provided to the AHU from the central boiler and chiller plants. Humidification is provided to each zone by multiple packaged duct mounted steam generators. General circulation auditorium and office space (not including administration) – A dual duct Variable Air Volume (VAV) custom indoor air handler provides primary heating and cooling air to forty-two dual duct VAV terminal units. Hydronic heating water and chilled water are provided to the AHU from the central boiler and chiller plants. Humidification is provided by a steam fed humidifier at the AHU. This humidifier is currently out of service due to control issues. This is not a big concern since the areas served by the unit do not have sensitive humidification requirements.

Archives: Seven roof-mounted custom air handlers serve the art storage and archive storage rooms. Hydronic heating is provided by the central boiler plant. Cooling and dehumidification is provided by rooftop packaged DX (Direct eXpansion) condensing units, one for each unit. Humidification is provided to each air handler by a single low pressure steam boiler introducing direct steam to each humidifier at each air handler. The steam boiler is a single pass boiler with soft water make-up water. No chemicals are added to the steam to avoid introducing chemical laden particulate to the archive room environment.

Administration – The majority of the administration is served by a single fan constant volume dual-duct air handler. This unit existed before the 1999 expansion. Hydronic heating water and chilled water are provided to the AHU from the central boiler and chiller plants. This unit provides primary air both heating and cooling to multiple VAV terminal units. Constant volume single fan, dual-duct VAV is an inefficient way to provide human comfort. This unit is slated for rework under an energy upgrade contract currently underway with McKinstry.

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Auxiliary administration – Two constant volume gas-fired packaged rooftop units serve west and east facing zones in the administration area. Gas burners and DX cooling provide heating and cooling to these units.

History Classroom : A single, high-efficiency, gas-fired furnace with DX condensing unit serve the recently added history classroom.

Boiler Plant: The boiler plant consists of two gas fired hydronic heating boilers, one standard-efficiency, Weil McClain cast iron boiler and one new high-efficiency Aerco boiler installed in the last two years. Pumps with variable speed drives distribute heating water to the various hydronic air handling units.

Chiller plant – A single 50 ton water cooled chiller with a remote cooling tower provide chilled water to the custom indoor air handlers. Pumps with variable speed drives distribute chilled water to the indoor air handling units.

Domestic Hot Water: Domestic hot water is provided by a single high efficiency gas-fired instantaneous water heater with a hot water recirculation pump located in the boiler room.

Controls Systems - An antiquated DOS-Based direct digital control system provides system controls and energy management capability. This control system is out of date and difficult to manage.

Energy Services Contract: McKinstry is currently under contract to evaluate energy consumption and perform selected upgrades to the existing mechanical systems. The items that will be addressed are:

1. Replace existing direct digital control system with up-to-date controls that can monitor and react to changing conditions with greater speed, as well as be monitored and revised by MAC facility personnel.
2. Replace steam generators with new higher efficiency styles that use less energy to provide the same humidity levels.
3. Revise the existing constant volume dual duct air handler, and turn it into a variable volume dual fan dual duct air handler. This unit will receive a second fan to create a dual fan dual duct unit. Variable frequency drives will be added to each fan motor to create a VAV unit, allowing for significant fan energy savings.

Mechanical System Evaluation: The mechanical system as a whole is sound. The plant infrastructure, boiler, chiller, cooling tower, and pumps have been well-maintained and are in good condition. The addition of a high efficiency boiler provides for even better energy consumption and provides a new component to the plant. The indoor air handlers and VAV terminal are in good condition, as they are protected from the elements. The rooftop air handlers and condensing units are showing signs of wear, being exposed to the elements, but are in good working condition and should last for several more years. The existing constant volume dual duct air handler is a very inefficient way to provide comfort. This unit produces vibration due to throttling downstream VAV terminal units against a constant volume fan. It is our understanding that McKinstry will be addressing the issues with this unit as part of their energy contract. The steam generators are also sources of frustration as repeated control failures have caused flooding. Another source of frustration is the steam used for direct humidification at the rooftop air handlers. With the absence of chemicals in the make-up water, the acidity of the condensate has caused numerous failures and leaks in condensate piping over sensitive archive storage rooms. Overall the

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mechanical system works well, with the weak link is outdated controls system and the maintenance intensive humidity control systems.

Suggested Mechanical Improvements: Numerous approaches were taken during design of the museum expansion to provide space comfort. With this approach, there is a variety of equipment quality and life expectancy, as well as various maintenance requirements. This is causing maintenance personnel to have to be generalists instead of specialists, order to be able to work on multiple systems types. In order to improve equipment life span and have a more cohesive system, this report recommends developing a master plan for mechanical systems. This plan should provide guidance for replacing future failed equipment with units that have longer useful lives. This would also help aid in the elimination of some of the multiple system types utilized in the campus. This could be done by developing a “best practices” manual to help guide future designers as they design systems for future expansions renovations and additions. Without this guidance, designers may provide anything from fifteen-year packaged rooftop unit or furnace/heat pump, to a 35 year hydronic air handlers.

Mechanical for the American Indian Classroom Addition: The mechanical system approach for the proposed American Indian classroom will be one of two options: a single hydronic indoor air handler with overhead air distribution; or multiple four-pipe Fan Coils (FC) concealed above lay-in ceilings. Space requirements, meshing with future development, and owner preference will define final system direction. Hydronic heating and chilled water piping would be extended from the existing mechanical room nearby on level L3. Economizer cooling capability will be provided, allowing the air handler or fan coils to provide outside air as the first stage of cooling, whenever there is a call for cooling and outside air temperature is below the return air temperature. Ventilation air will be provided as prescribed by ASHRAE 62. CO2 sensors would provide demand controlled ventilation, allowing for increased ventilation air whenever the occupancy dictates. If smaller zones of control are required, four pipe fan coils would be provided to serve these spaces. The DDC system as installed under the energy upgrades will be extended for AHU and/or FC control. The existing boiler and chiller have enough capacity to provide heating and cooling to the proposed Indian classroom. Significant future expansions will need to add heating and cooling capacity, either in the form of a new boiler and chiller plant dedicated to the expansion, or by adding capacity to the existing plants and extending piping as required.

Electrical and Systems: The facility is served by two underground electrical services on opposite sides of the facility. The west service is a 2000 ampere, 120/208 volt, 3-phase, 4-wire service feeding a 2000 ampere, single main, fusible switch type main switchboard with transient voltage surge suppression protection. The switchboard is in an electrical room located at the northwest corner of the lower level of the west building. This electrical service feeds the west museum building, the Carriage House and the Campbell House. The 120/208 volt service appears to have plenty of spare capacity, but does not have any available space in the main switchboard and the confines of the electrical room will not allow the expansion of the main switchboard. In order to utilize this service for any future additions, revising the main switchboard to increase the available space in the switchboard for new overcurrent devices will be required.

The east electrical service is a 1600 ampere, 277/480 volt, 3-phase, 4-wire service feeding a 1600 ampere, single main, fusible switch type switchboard with ground fault equipment protection on the main disconnect and transient voltage surge suppression on the switchboard. The switchboard is in an electrical room located at the north end of the lower level of the east building. Dry-type transformers are used to provide 120/208 volts where required. This service feeds the east building, north building, parking garage and most of the site lighting. Once

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again this service appears to have plenty of spare capacity, but only has minimal spare overcurrent devices and minimal space for additional devices and the confines of the electrical room do not allow the expansion of the main switchboard. In order to utilize this service for any future additions, revising the main switchboard to increase the available space in the switchboard for new overcurrent devices will be required.

There is a small on-site, 277 volt, 3-phase, 4-wire generator that provided emergency power for egress lighting throughout the facility and the fire alarm system.

There is also an external connection for a trailer mounted generator to be brought in and connected to provide additional back-up power for non-life safety electrical loads.

The branch circuit panelboards typically have some spare capacity and space for additional branch circuits. This spare capacity could be utilized for small additions.

The facility telephone system has reached its maximum capacity and would need major changes to add anything more than one or two telephones.

The facility fire alarm, security and access control systems are in good condition and have the capacity to be expanded for any future additions.

The closed-circuit TV (CCTV) system utilizes banks of digital video recorders (DVRs) each supporting (16) cameras. Additional DVRs can be added as required to expand the CCTV system.

The data distribution system consists of fiber optic cabling from the Main Distribution Facility (MDF) to each of the Intermediate Distribution Facilities (IDFs) in the building. CAT 5E cabling is utilized for the distribution from the IDFs to the workstation outlets. Any additional workstation outlets should be done in CAT 6 equipment and cabling.

Electrical Implications for American Indian Education Classroom Addition: A typical classroom (900 sq. ft.) requires seven or eight 120 volt circuits. So if we think of this addition as equivalent of three classrooms, it will require most of a full panel in 120V circuits (not accounting for mechanical equipment connections). In addition we will need a 480V panel for various loads. There is adequate space to add one (1) panel in each of the 120/208V and 277/480V switchboards. Anything beyond that will require new electrical room(s) to provide new switchboards in to expand the existing services. To summarize, we don't believe we will need to build new electrical service rooms for the approximate 3,000 sq. ft. addition, but anything beyond that we will need more room for new switchboards.

We do not need (by code) a dedicated room for the new branch panels for the 3,000 sq. ft. addition.

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APPENDIX

Appended hereto are the following background materials:

- Floor Plans illustrating phase development (6 pages)
- Computer models (3D studies) of building massing (2 pages)
- Detailed Program Spaces (summary of spaces and needs of each, 3 pages)
- C100 Form (Phase 1 Project Budget Details, 4 pages)
- Background cost estimates for Cost of Phases in 2009 dollars (1 page)
- Landscape Architect's review of original design drawings (3 pages)
- Mechanical Engineer's review of site and building infrastructure (4 pages)

M = Kinstry

TASK ANALYSIS									
Project: MAC American Indian Education Classroom									
Date: October 6, 2008									
Task	Principal Time	Staff Time	Structural	Electrical	Mechanical	Landscape	Remarks		
1 Gather Existing Plans		1.5					Plans to be used for orientation and reference purposes.		
2 Prepare Floor Plans	0.5	12.0					Draft small-scale floor plans to use as guide for all activities.		
3 Prepare Site Plans	0.5	4.0					Draft small-scale site plan to use as guide for all activities.		
4 Review Current and Expected Future Spaces	12.0	6.0					Propose a 2-3 hour meeting with MAC users to inventory present space uses, and anticipated future growth needs. Record findings, prepare written report, and represent same in graphic plan.		
5 Engineer/Consultant Assessments			10.0	14.0	14.0	14.0	Includes on-site review with user representative(s), review of drawings and written reports		
6 Prepare Development Potentials and Review with Owner	24.0	8.0	2.0	2.0	2.0	2.0	Brainstorm development options in 2-3 hour meeting with owner representatives (key users), and formulate options for both general growth/development and classroom expansion in this context. Prepare written and graphic report.		
7 Prepare Room-by-room Program of Classroom and Ancillary Spaces	16.0	4.0							
8 Prepare "Bubble Diagram" Illustrating Programmed Spaces	8.0	10.0							
9 Mini Predesign									
a. Access/Circulation Plan	4.0	8.0					Assumes multiple options, including pros/cons of each option.		
b. Utility Extensions	1.0	2.0		1.0					
c. Site Impacts with 3D Consequences	2.0	10.0							
d. Conceptual Floor Plans	2.0	8.0							
e. Site, Section and Massing Models	2.0	8.0					Includes vehicular, pedestrian, service traffic patterns		
f. Cost Analysis Using Form C-100	8.0								
10 Miscellaneous/Contingency	10.0	10.0	1.5	2.1	2.1	2.0			
Hours, Not-to-Exceed:	90.0	90.0	13.5	19.1	19.1	18.0			
Hourly Rate	\$150.00	\$110.00	\$95.00	\$150.00	\$120.00	\$115.00			
Cost, Not-to-Exceed:	\$13,500.00	\$9,900.00	\$1,282.50	\$0.00	\$2,295.00	\$2,070.00			
Consultant Mark-up			\$128.25	\$0.00	\$229.50	\$207.00			
Grand Total, Not-to-Exceed:									\$29,612.25

MAC?

Good by

OPTION 1

MAIN LEVEL

EXISTING BLDG.

NEW BUILDING

PRELIMINARY ONLY
NOT FOR PERMIT
NOT FOR CONSTRUCTION

PARK GARAGE
ELEVATORS

BUILD ONTO PARK GARAGE.
STRUCTURAL ENGINEER TO
DETERMINE FEASIBILITY.

6646 SF
1 OCC / 15 SF
443 OCCUPANTS

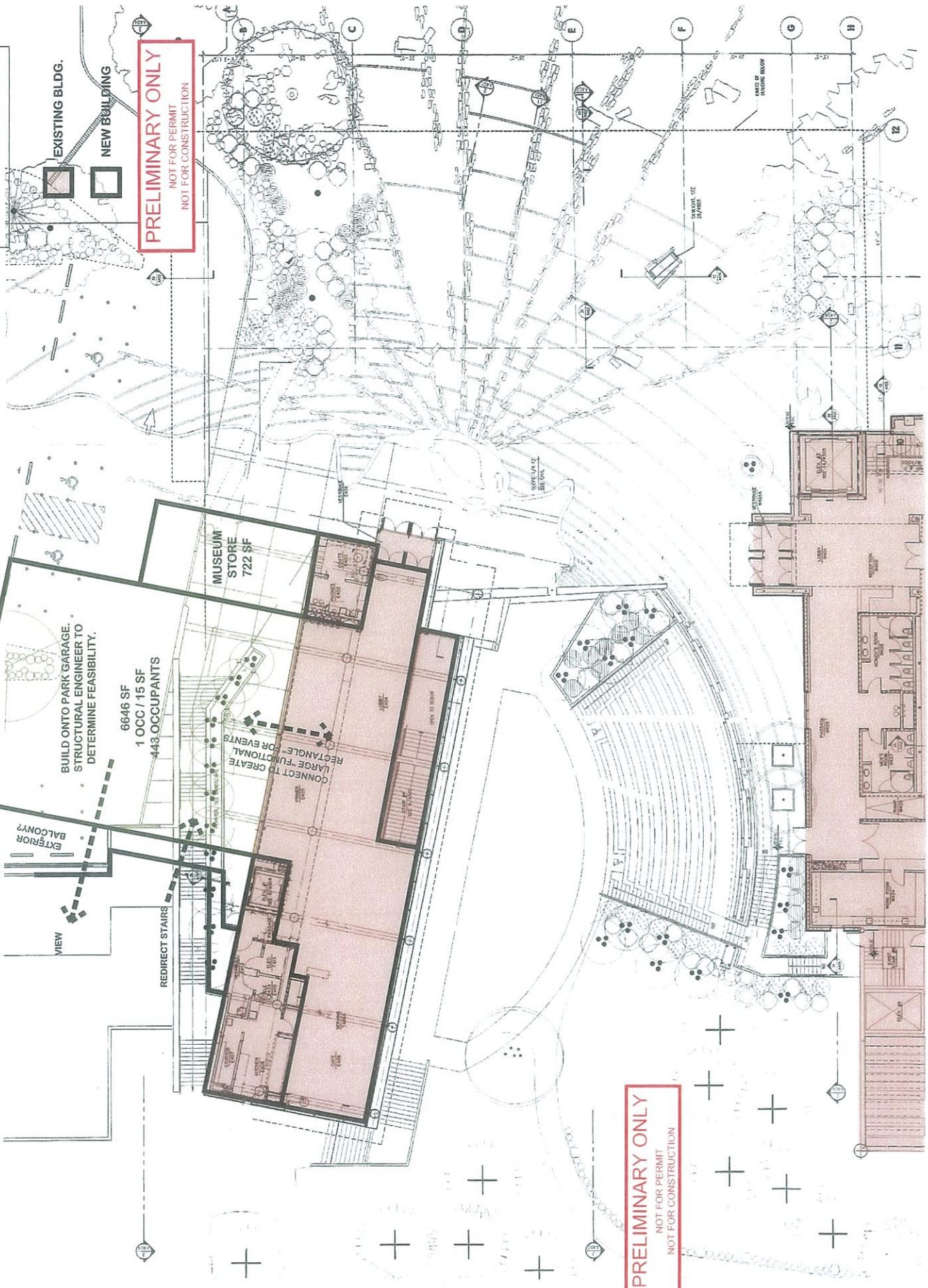
MUSEUM
STORE
722 SF

CONNECT TO CREATE
LARGE "FUNCTIONAL
RECTANGLE" FOR EVENTS

VIEW
EXTERIOR
BALCONY?

REDIRECT STAIRS

PRELIMINARY ONLY
NOT FOR PERMIT
NOT FOR CONSTRUCTION



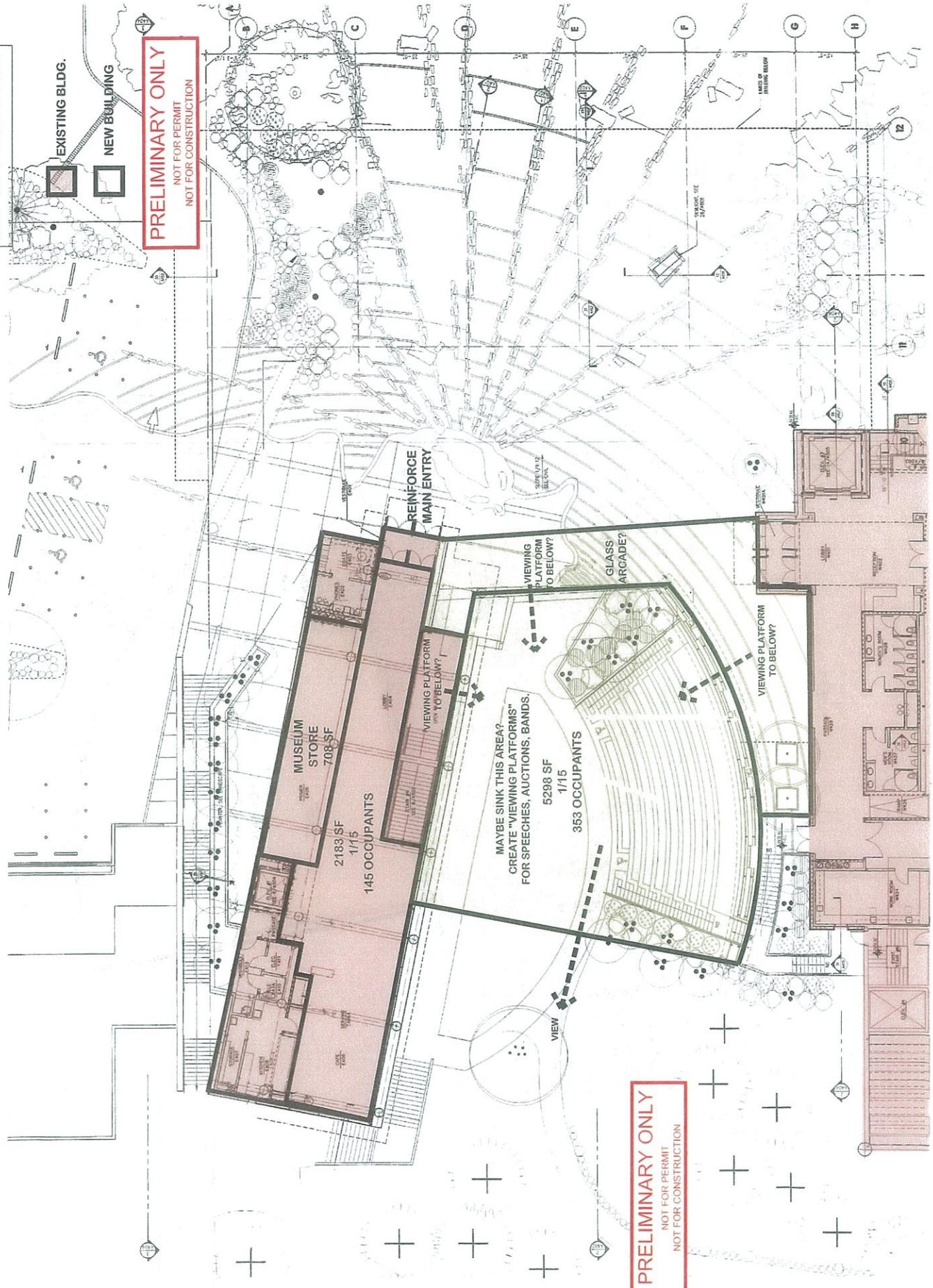
OPTION 2

MAIN LEVEL



PRELIMINARY ONLY
NOT FOR PERMIT
NOT FOR CONSTRUCTION

RESTROOMS



MUSEUM STORE
708 SF

2183 SF
1/15
145 OCCUPANTS

MAYBE SINK THIS AREA?
CREATE "VIEWING PLATFORMS"
FOR SPEECHES, AUCTIONS, BANDS.

5298 SF
1/15
353 OCCUPANTS

REINFORCE
MAIN ENTRY

VIEWING PLATFORM
TO BELOW?

GLASS
ARCADE?

VIEWING PLATFORM
TO BELOW?

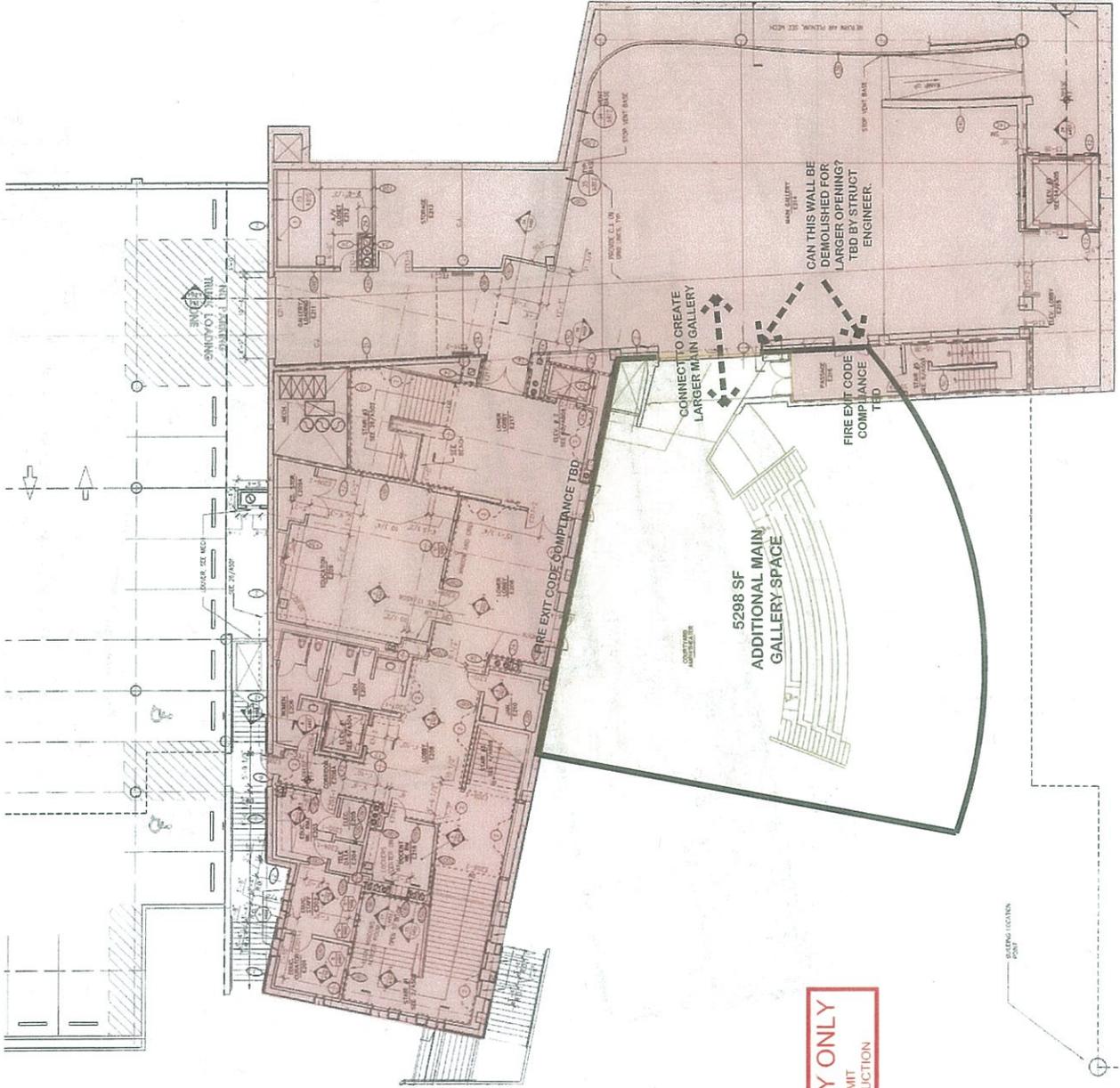
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OPTION 2

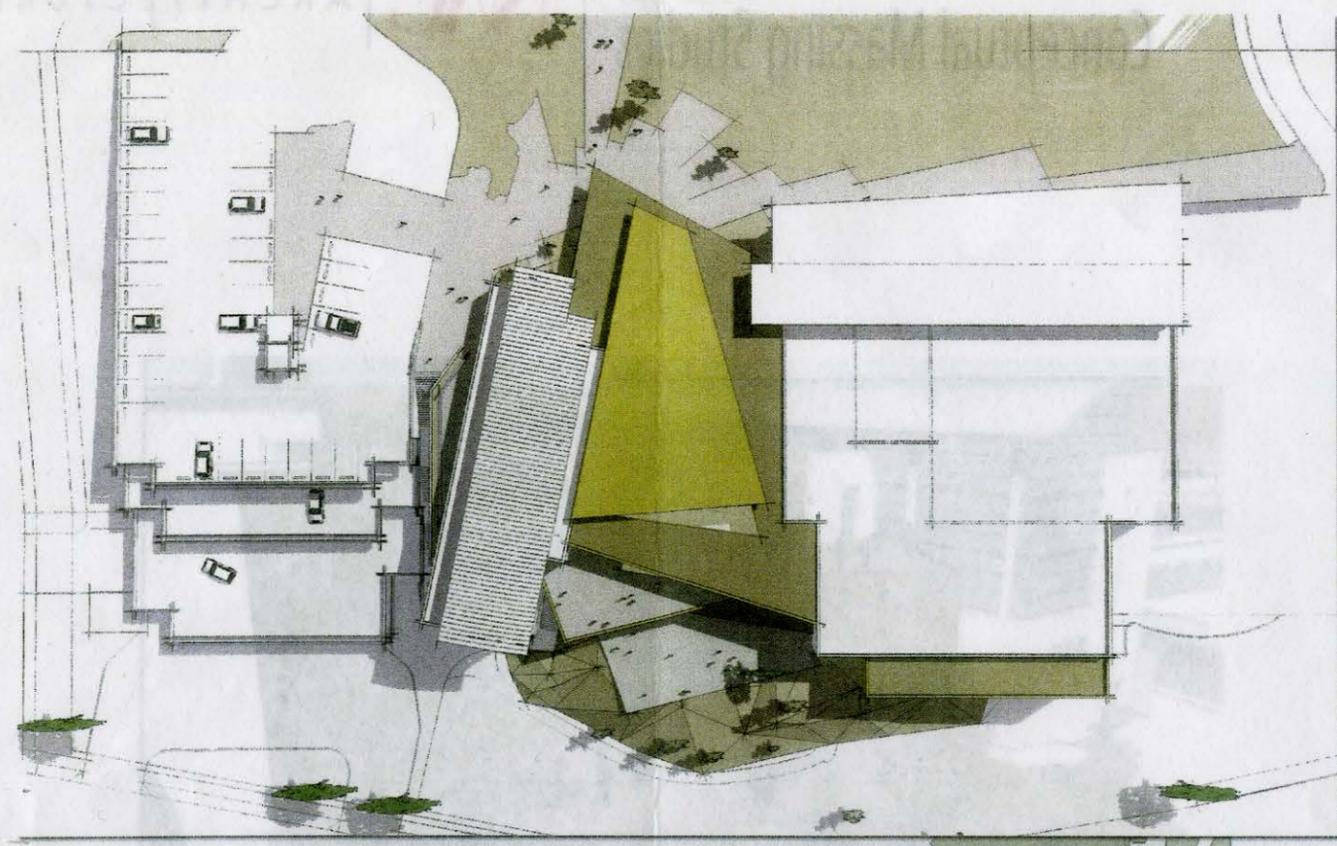
LWR. LEVEL



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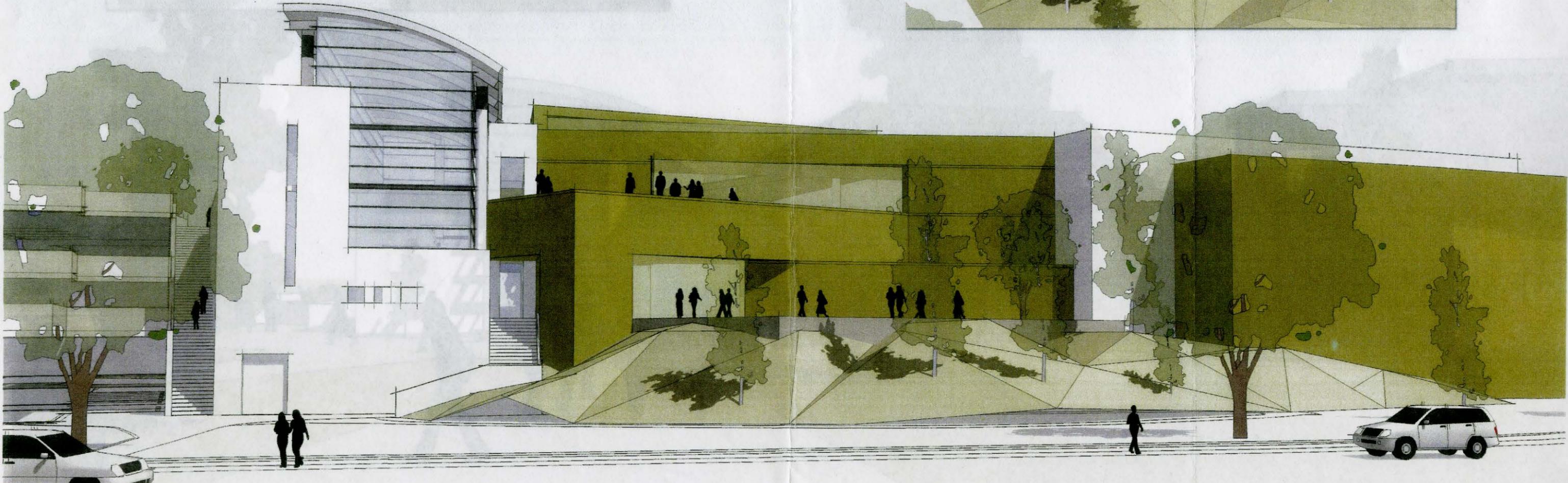
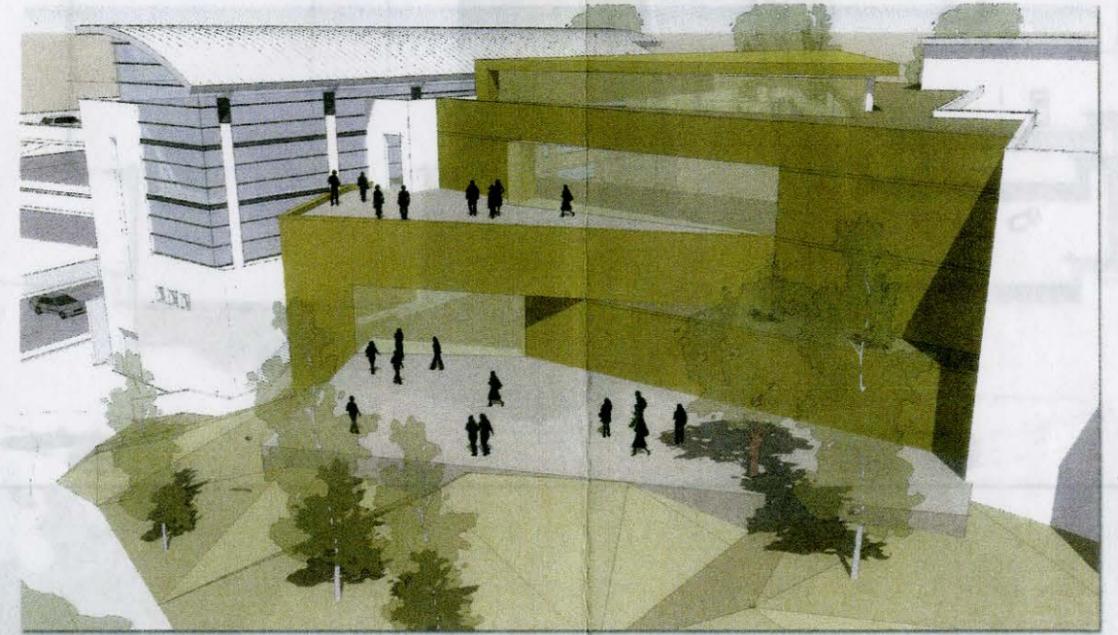
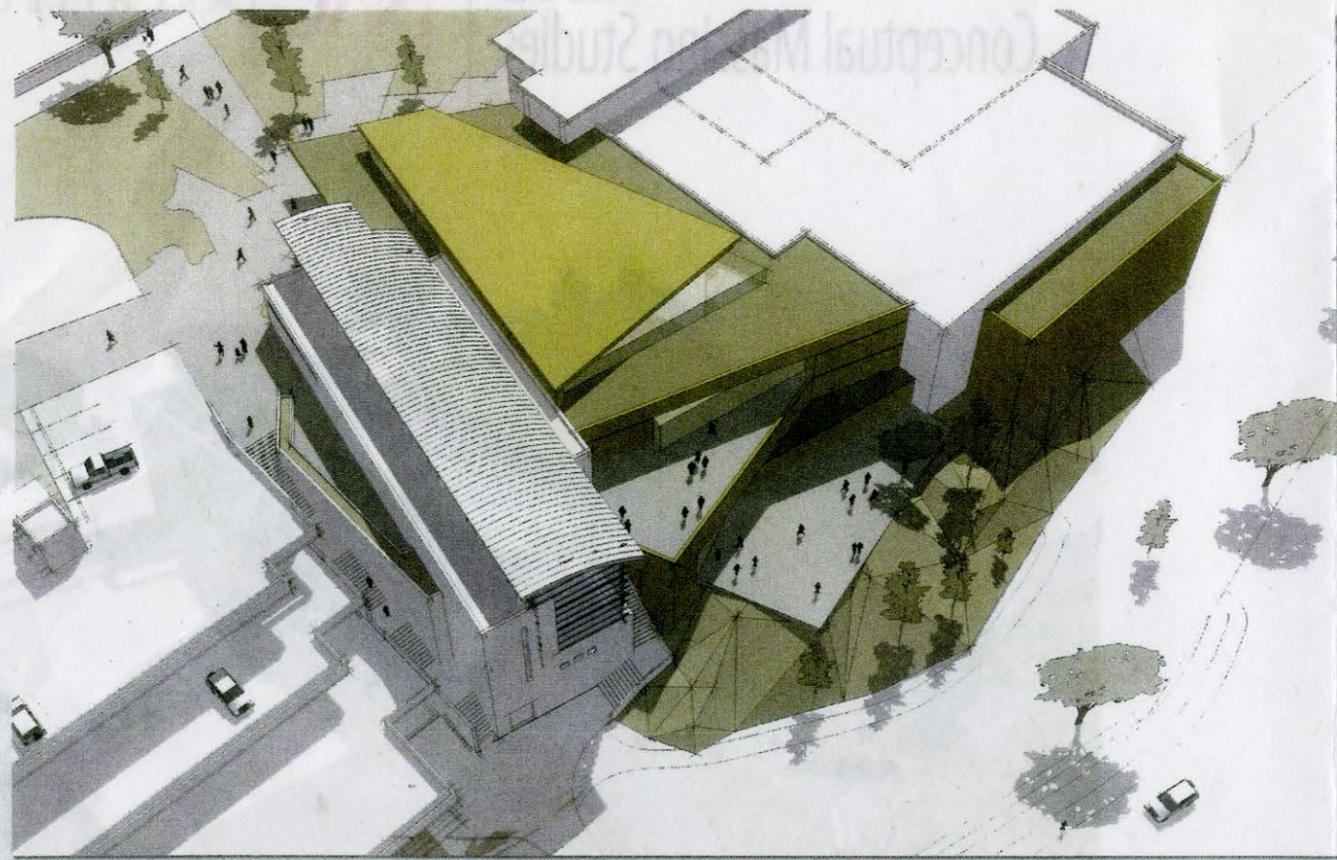


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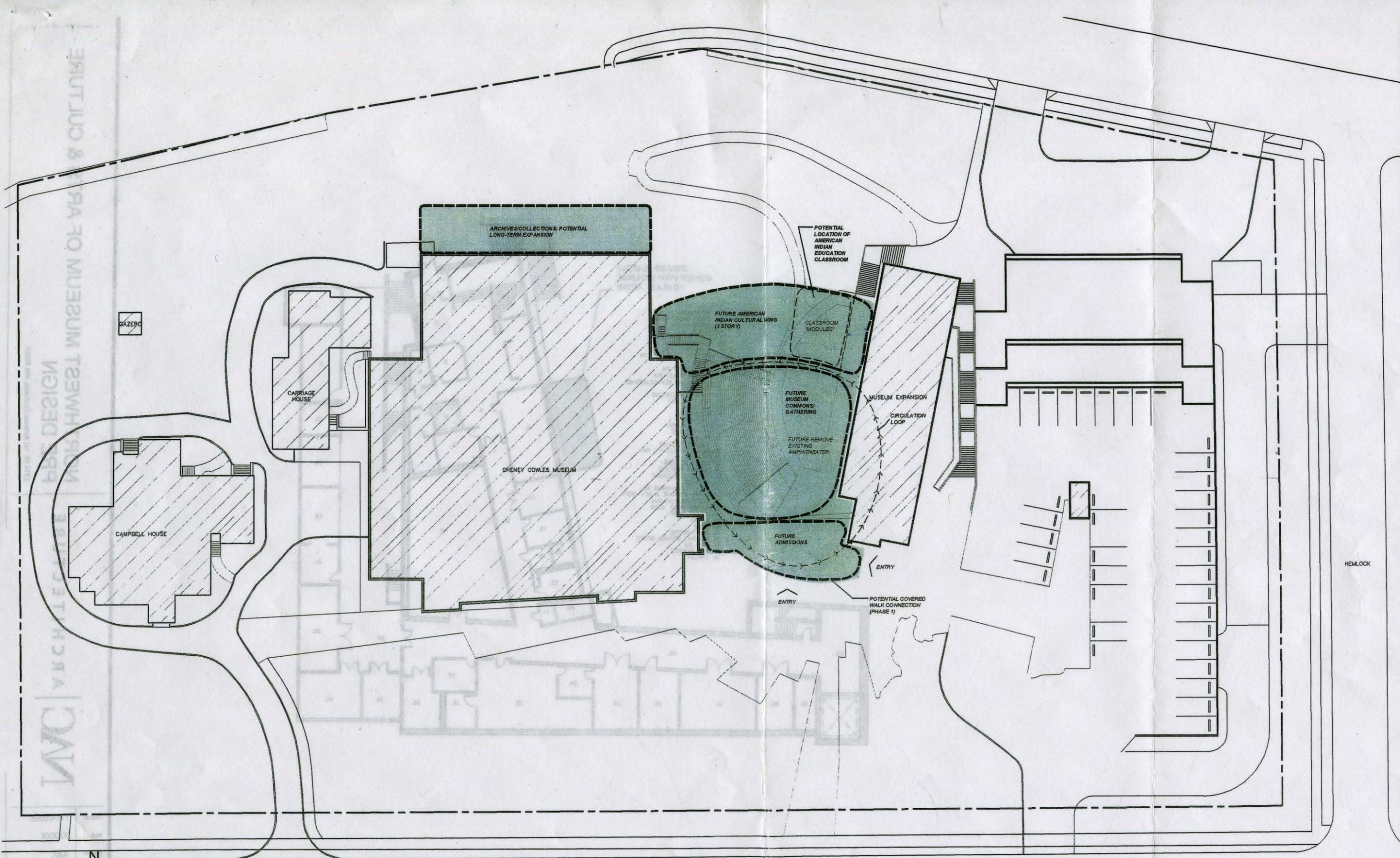


MAC
Conceptual Massing Studies

NAC ARCHITECTURE



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DRAWN	XXX
CHECKED	XXX
DATE	12-09-2008 1/19/09



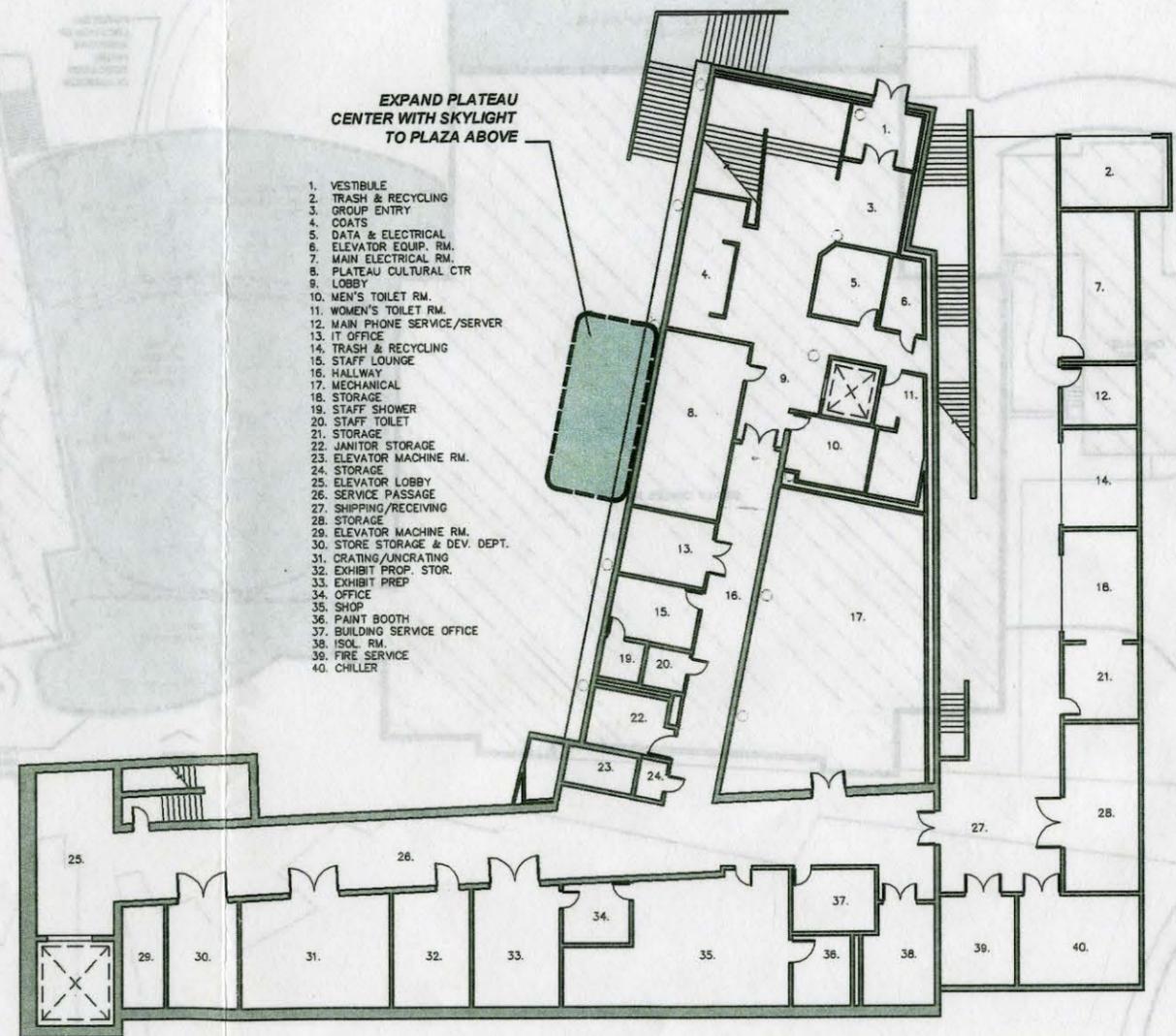
SITE PLAN
Scale: 1" = 50"

LEVEL L3 FLOOR PLAN
Scale: 1" = 50"



LEVEL L3 FLOOR PLAN

Scale: 1" = 30'



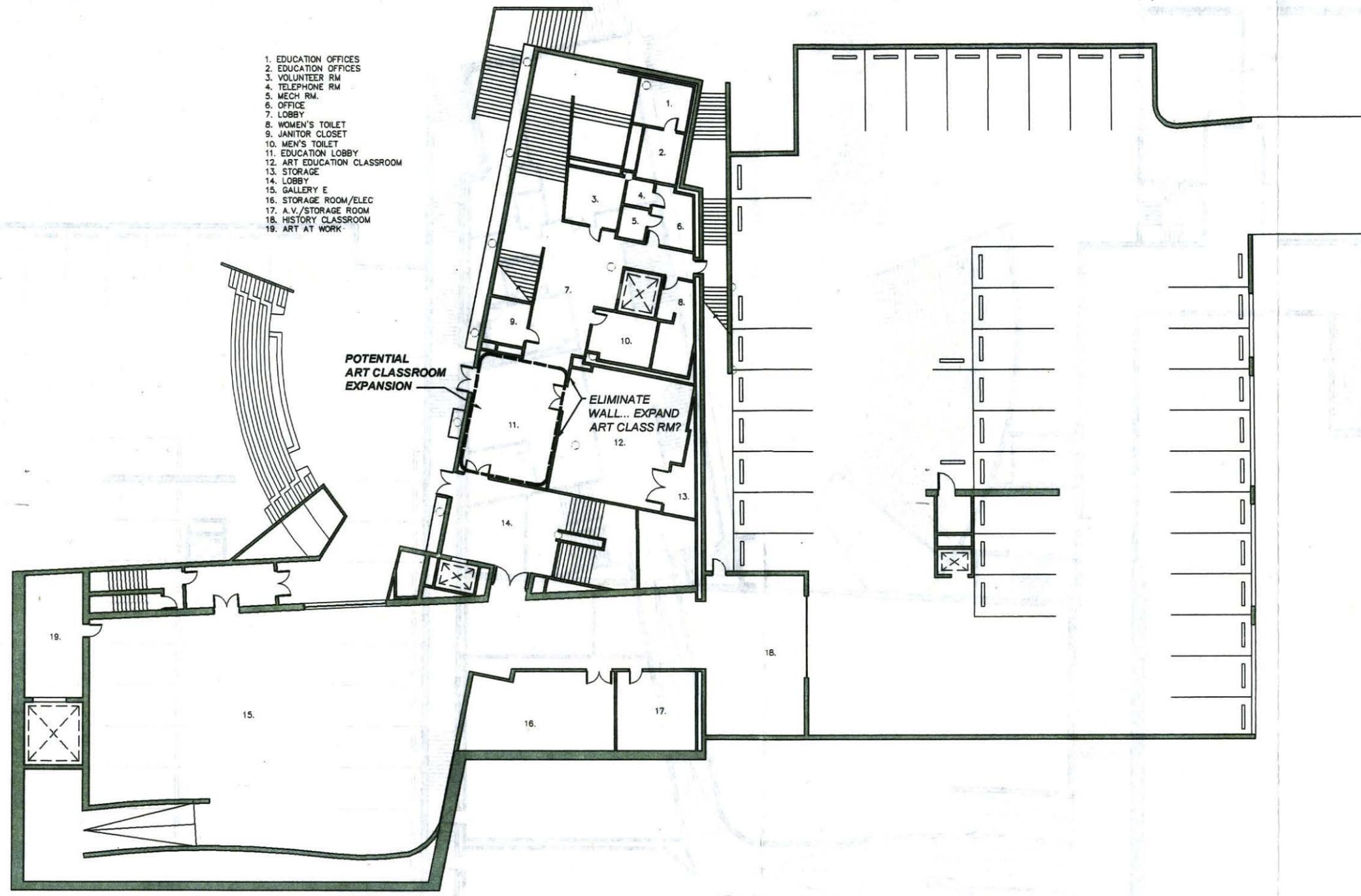
EXPAND PLATEAU CENTER WITH SKYLIGHT TO PLAZA ABOVE

- 1. VESTIBULE
- 2. TRASH & RECYCLING
- 3. GROUP ENTRY
- 4. COATS
- 5. DATA & ELECTRICAL
- 6. ELEVATOR EQUIP. RM.
- 7. MAIN ELECTRICAL RM.
- 8. PLATEAU CULTURAL CTR
- 9. LOBBY
- 10. MEN'S TOILET RM.
- 11. WOMEN'S TOILET RM.
- 12. MAIN PHONE SERVICE/SERVER
- 13. IT OFFICE
- 14. TRASH & RECYCLING
- 15. STAFF LOUNGE
- 16. HALLWAY
- 17. MECHANICAL
- 18. STORAGE
- 19. STAFF SHOWER
- 20. STAFF TOILET
- 21. STORAGE
- 22. JANITOR STORAGE
- 23. ELEVATOR MACHINE RM.
- 24. STORAGE
- 25. ELEVATOR LOBBY
- 26. SERVICE PASSAGE
- 27. SHIPPING/RECEIVING
- 28. STORAGE
- 29. ELEVATOR MACHINE RM.
- 30. STORE STORAGE & DEV. DEPT.
- 31. CRATING/UNCRATING
- 32. EXHIBIT PROP. STOR.
- 33. EXHIBIT PREP
- 34. OFFICE
- 35. SHOP
- 36. PAINT BOOTH
- 37. BUILDING SERVICE OFFICE
- 38. ISOL. RM.
- 39. FIRE SERVICE
- 40. CHILLER

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DATE	12-08-2008 1/19/09

NAC NO	111-08068
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CHECKED	XXX
DATE	12-08-2008 1/19/09

- 1. EDUCATION OFFICES
- 2. EDUCATION OFFICES
- 3. VOLUNTEER RM
- 4. TELEPHONE RM
- 5. MECH RM.
- 6. OFFICE
- 7. LOBBY
- 8. WOMEN'S TOILET
- 9. JANITOR CLOSET
- 10. MEN'S TOILET
- 11. EDUCATION LOBBY
- 12. ART EDUCATION CLASSROOM
- 13. STORAGE
- 14. LOBBY
- 15. GALLERY E
- 16. STORAGE ROOM/ELEC
- 17. A.V./STORAGE ROOM
- 18. HISTORY CLASSROOM
- 19. ART AT WORK



LEVEL L2 FLOOR PLAN

Scale: 1"=30'

ARCHIVES/COLLECTIONS: POTENTIAL
LONG-TERM EXPANSION

1. COMMUNITY ROOM
2. WOMEN'S TOILET
3. TELE/DATA RM.
4. ELECTRICAL RM.
5. GALLERY LOBBY
6. MEN'S TOILET
7. MUSEUM SHOP
8. ADMISSIONS
9. OFFICE
10. GALLERY E
11. GALLERY A
12. GALLERY D
13. GALLERY C
14. GALLERY B
15. ELECTRICAL RM.
16. HISTORY COLLECTIONS
17. CONSERVATION LAB
18. MECHANICAL ROOM
19. TEXTILE STORAGE
20. HALLWAY/STORAGE
21. COLD STORAGE
22. JANITOR'S CLOSET
23. DARK RM.

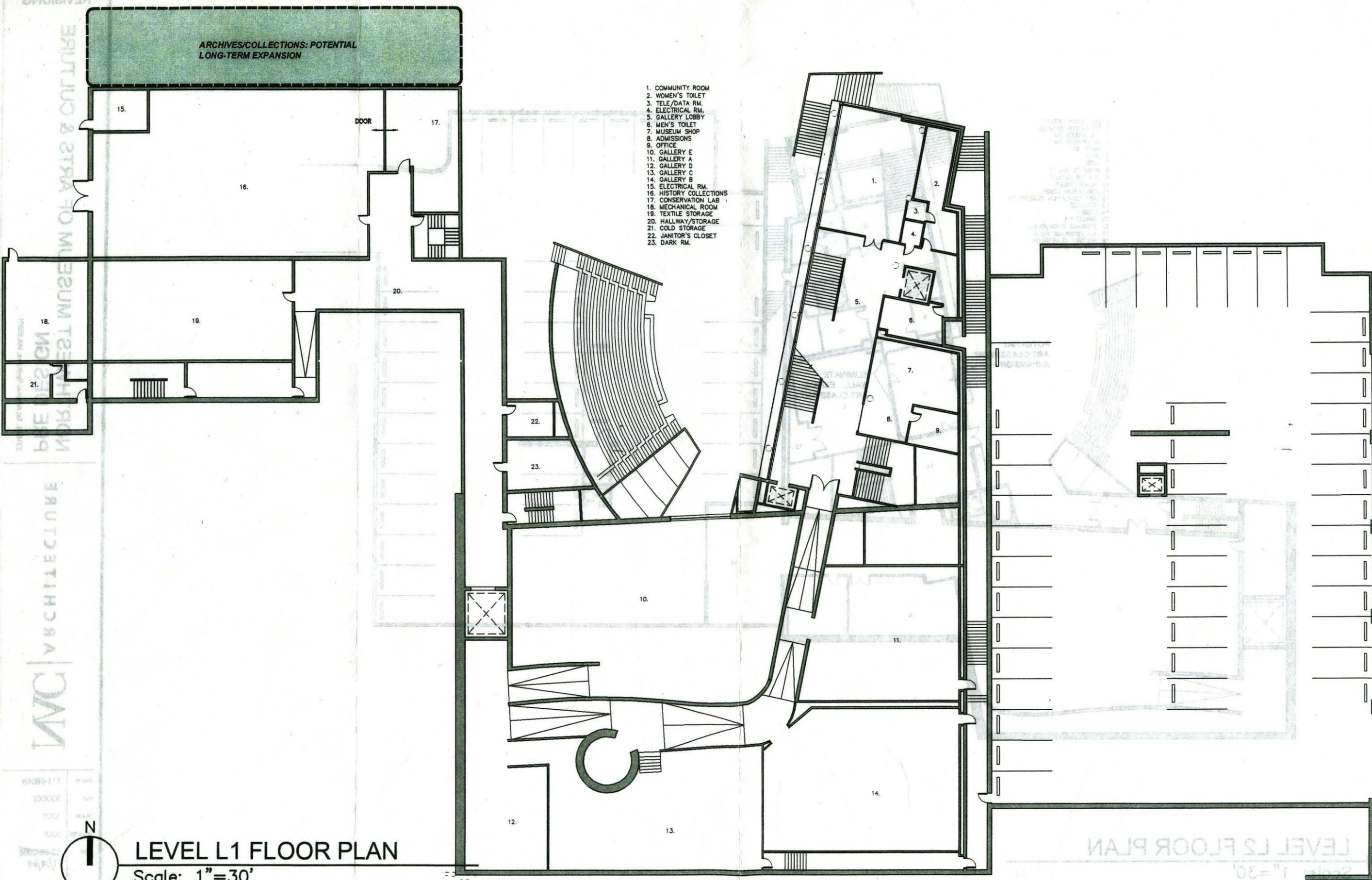
NORTHWEST MUSEUM OF ARTS & CULTURE
PRE DESIGN
2316 W. 1st Avenue Spokane, WA 99201

NAC | ARCHITECTURE

NAC NO	111-08068
FILE	XXXXX
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CHECKED	XXX
DATE	12-08-2008 1/19/09

A
3.3

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LEVEL L1 FLOOR PLAN

Scale: 1"=30'



NAC | ARCHITECTURE

PRE DESIGN

REVISIONS

111-08068
XXXXX
XXX
XXX
12-08-2008
1/19/09

LEVEL L2 FLOOR PLAN

Scale: 1"=30'

ARCHIVES/COLLECTIONS: POTENTIAL
LONG-TERM EXPANSION

CENTRAL SPACE
FOR PHOTO STUDIO,
COLLECTIONS
PROCESSING,
GENERAL WORK
AREA

ART AT WORK ?

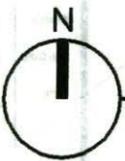
COLLECTIONS
"SUITE" ENTRY

DIRECT
CONNECTION
DESIRED
(W/O HALL)

RELOCATE
MUSEUM
STORE

RELOCATE
ADMISSIONS

1. CAFÉ
2. KITCHEN
3. TELE/DATA RM.
4. ELECTRICAL RM.
5. PRIMER & ENTRY
6. COAT CHECK
7. NATIVE AMERICAN COLLECTIONS
8. ART STRO.
9. COLLECTIONS PROCESSING
10. STAFF LOUNGE
11. STAFF TOILET
12. SACRED RM.
13. SACRED RM.
14. OFFICE
15. OFFICE/WORK RM.
16. FREIGHT ELEVATOR
17. LIBRARY ARCHIVE STORAGE
18. WORK RM./COMPUTER LAB
19. STORAGE
20. AUDITORIUM
21. STORAGE
22. MEN'S TOILET
23. WOMEN'S TOILET
24. TAPE STORAGE
25. A.V. RM.
26. READING RM.
27. ARCHIVIST
28. PROCESSING RM.
29. ELECTRICAL RM.
30. TELE/DATA
31. PROJECTION RM.
32. LOBBY



FIRST FLOOR PLAN

Scale: 1"=30'

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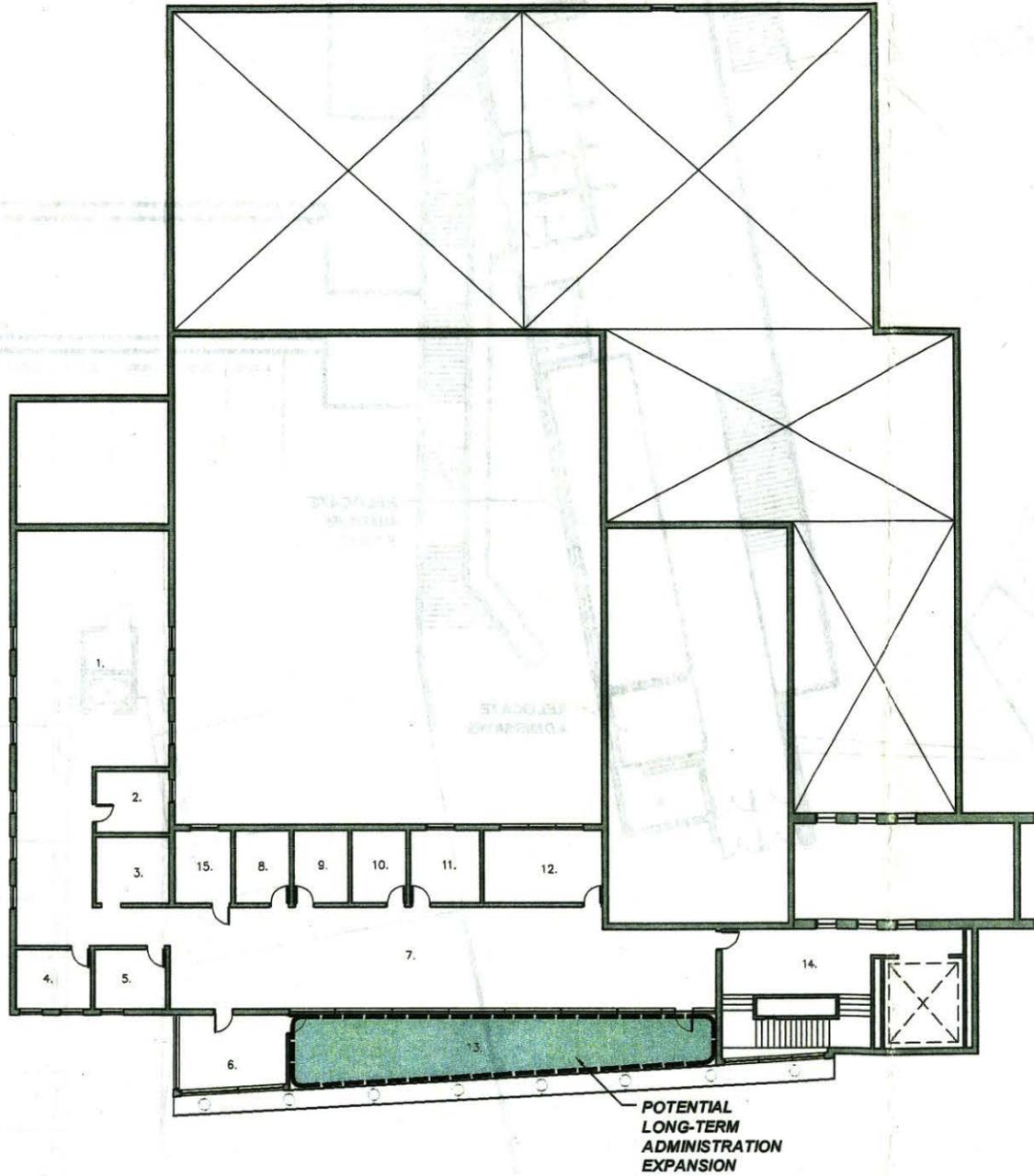
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3.4

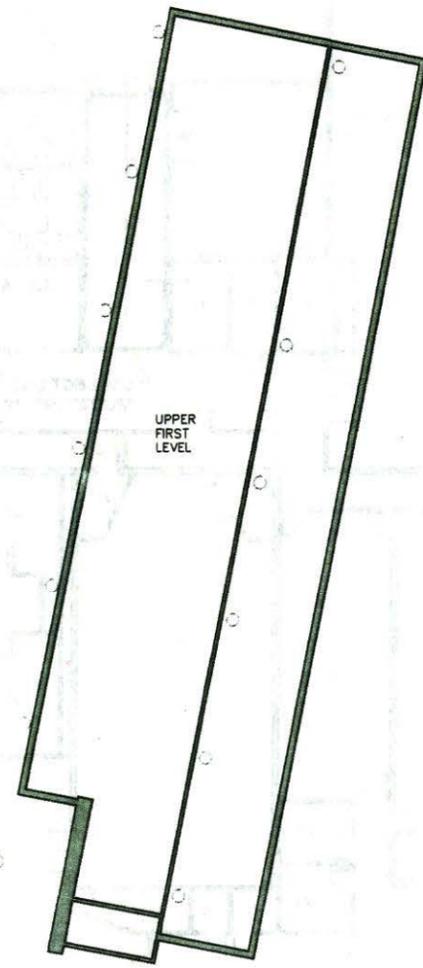
NORTHWEST MUSEUM OF ARTS & CULTURE
PRE DESIGN

2316 W. 1st Avenue Spokane, WA 99201

NAC | ARCHITECTURE



- 1. OPEN OFFICE
- 2. PRIVATE OFFICE
- 3. WORK RM.
- 4. PRIVATE OFFICE
- 5. PRIVATE OFFICE
- 6. CONFERENCE RM.
- 7. OPEN OFFICE
- 8. PRIVATE OFFICE
- 9. PRIVATE OFFICE
- 10. PRIVATE OFFICE
- 11. PRIVATE OFFICE
- 12. CONFERENCE RM.
- 13. OUTDOOR TERRACE
- 14. LOBBY
- 15. OFFICE



SECOND FLOOR PLAN

Scale: 1"=30'

NAC NO	111-08068
FILE	XXXXX
DRAWN	XXX
CHECKED	XXX
DATE	12-08-2008 1/19/09