

HISTORICAL INTEGRITY OF UNIVERSITY UNION BUILDINGS BUILT BEFORE  
WORLD WAR II

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## **ABSTRACT**

### **HISTORICAL INTEGRITY OF UNIVERSITY UNION BUILDINGS BUILT BEFORE WORLD WAR II**

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This case study explores whether the retention or removal of historical features on historic buildings affects the sense of place and community on a university campus. Three Union buildings, located on the campuses of the University of Michigan, Purdue University and Michigan State University, all designed by the architectural firm of Pond and Pond, were selected as the basis for the research. Each Union building was built at approximately the same time and for the same purpose. Each has undergone numerous renovations. This research investigated how each university approached the renovations. One of the universities used a Stylistic theory of renovation where each addition or renovation is easily identifiable; furthermore most of the historical architectural features were removed or obscured with each renovation. The other two universities predominately used the Conjunctive theory of renovation and retained the original historical features incorporating the original Collegiate Gothic design into the renovations. Using a qualitative research approach, 30 people on the Michigan State University campus were interviewed and data was analyzed by use of the Mean's End Theory distribution method. The interviews determined that students, faculty and staff do care that the original architectural features are retained during a renovation. It was also shown that when the architectural features are removed or altered, the integrity of the building and sense of place and community is also affected.

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# CHAPTER I

## INTRODUCTION

Continuity gives us roots; change gives us branches, letting us stretch and grow and reach new heights. ~Pauline R. Kezer

When thinking of a college or university campus, what is the first iconic image that comes to mind? Perhaps it is a Collegiate Gothic style building built with dark red brick that is contrasted by lush green ivy vining over the surface, with doorways edged in limestone, and impressive tracery patterned windows. Perhaps it is an expansive glass and metal structure, designed in the post war International style. Each person comes to a college campus with their own preconception of what the ideal campus architecture should look like. The initial visual images of a specific university may attract people to it, and help instill memories and build traditions. Is it imperative that the historical integrity of existing structures be preserved in order for each generation to continue building their own memories and traditions? According to Audrain (2011), the choice of the type of renovation may affect endowments and choices made by future students:

While it may be difficult, there is value in preserving campus heritage. Alumni care, and they will let the trustees and the president know they care if there is an attempt to destroy a part of the past. There have also been articles and conference presentations by Society for College and University Planning members that point out the value of a well-maintained campus as a critical factor in a student's choice of college. (p.19)

Dober reiterates this sentiment by explaining how campus heritage can “nurture” alumni attachment and affection for their alma mater, with the end result being promotion of the institution, and involvement with the university in its fund-raising endeavors (2005, p. 6). Dober further explains that campus heritage serves as a trophy to the “ambitions and attainment” of the generations that have gone before (2005, p. 6).

As it is often necessary to renovate buildings to adapt to new technologies or even a different function that was not imagined in the original design, the question becomes, how these renovations should be planned in order to retain the character of the structure and does it matter to students, alumni, faculty and staff if the architectural integrity is retained.

On most campuses there is usually a building that serves as a center for the university - the Student Union. The Union is the community center of the college, serving students, faculty, staff, alumni, and guests. According to the Association of College Unions International, a Union is:

Traditionally considered the 'Living Room' of the campus, today's union is the gathering place of the college. The union provides services and conveniences that members of the campus community need in their daily lives and creates an environment for getting to know and understand others through formal and informal associations. (n.d., p.2)

The Union also is the center for student government, home for various student organizations and a place where social, academic and social needs meet. In 1909 Woodrow Wilson stated:

The chief and characteristic mistake which teachers and governors of our colleges have made in these latter days has been that they have devoted themselves and their plans too exclusively to the business, the very common-place business of instruction, and have not enough regarded the life of the mind. The mind does not live by instruction. The real intellectual life of a body of undergraduates, if there be any, manifests itself, not in the classroom, but in what they do and talk of and set before themselves as their favorite objects between classes and lectures...

Contact, companionship, familiar intercourse is the law of the life for the mind... So long as instruction and life do not merge on our colleges, so long as what undergraduates do and what they are taught occupy two separate, air-tight compartments in their consciousness, so long will the college be ineffectual...

If you wish to create a college, therefore, and are wise, you will seek to create life... and fill it with the things of the mind and the spirit...

My plea, then is this: that we now deliberately set ourselves to make a home for the spirit of learning; that we reorganize our colleges on the lines of this simple conception, that a college is not only a body of studies but a mode of association; that its courses are only its formal side, its contacts and contagions,

its realities. It must be a community of scholars and pupils. (as cited in Butts, 1971, p. 11)

The Student Union can provide such a place for contact, companionship and interaction, A Union building is a place to build community and experience that sense of place that enriches campus life. The building that houses a Union should be the heart of a campus – it has to pump the life blood of the campus to sustain the existence of the university. Whatever form the physical structure of the Union takes, a college union is an organization offering a variety of programs, activities, services and facilities that, when taken together, represent a well-considered plan for the community life of the college. Historically the college Union building represents an opportunity where students and faculty can meet on equal ground, students can mingle, socialize, and provides a safe haven for exploring new ideas and openly debating these ideas. The Union is the center of campus life that helps develop the type of society that will influence a student's perspective on education and life going forward.

When a building is programmed to be enlarged or renovated; there are two types of renovations to consider, one being whether the addition/renovation should retain the characteristics of the original building, and the second being that the addition/renovation be designed to be noticeably different, to show that the building has been altered. What happens to the sense of place or community if the historical integrity of the Union building is altered or completely removed? These are all questions designers and architects ask themselves at the beginning of each and every project. What is not examined is, what students, faculty and alumni desire from a renovation. Do they care if the original historical features are removed in order to update the building?

## Study Objectives

Consistency is comforting, but change is inevitable. Given changing needs, updates can improve functionality, but could these new details interfere with the sense or spirit of place and play havoc with recollections? It may be necessary to delete memories of the past in order to appreciate the design of the future. How will an alumnus feel when returning to their Alma Mater thirty years after they graduate for a visit to see the building that may have meant so much to them has been completely changed? Will they find some detail that would remind them of specific memories they attained as a student, or have those visual cues been erased during a renovation? If everything has changed, will they feel disoriented, confused - sad? Will they lose that sense of belonging? Little previous research could be found that explains how the retention or elimination of historical attributes of a structure can emotionally impact a person, or affect the use of the structure and value the structure holds in the community. This empirical study can help to understand the attachments people form to buildings and how this attachment enhances the sense of place and community. Ultimately this research can contribute to data on how a renovation should be planned. Since the Union building is such a central part of university life, it was selected to be researched as it is the one building that connects students, staff, faculty and alumni.

Research questions are:

1. How do students, faculty, staff and alumni feel about the retention of the original architectural features of the Union building?
2. Do students, faculty, staff and alumni feel that the retention or removal of historical architectural features affects the integrity of the building? Why do they feel this way?

3. Do students, faculty, staff and alumni feel that the sense of community in the student Union is modified by the loss or retention of the original architectural features? Why do they feel this way?

### **Study Justification**

A large part of the process of the schematic design phase of a renovation is the determination of how each restoration, preservation, addition or renovation should be approached. Each building has its own history, function and style. According to the National Trust for Preservation, preservation enhances our sense of community, it tells the “stories of our past” (National Trust for Historic Preservation in the United States, 2013). During the programming phase a large part of the discussion of the planning team is whether to retain historical aspects – for example, the intricate wood moldings and trim from a building built at the turn of the twentieth century, or the unadorned style of mid-twentieth century wood paneling. Frequently the decision is to remove the historical architectural characteristics of the building in order to make the renovation easier. The thought being, if the historical details need to be repaired or copied, it would be too costly to preserve them. Another thought is that a trendier design and style is what the general public, especially students, desire. Students, faculty, staff and alumni are, by and large, not consulted when a renovation is planned. It is important to take into consideration their opinions and desires since they work, play and learn in these buildings. If the structure does not meet their needs and preconceptions, they may not use the building, programs and services that are housed there.

Frequently it is determined that some of the historical buildings on a campus should not be restored or renovated, that they should be demolished. For example, Western Michigan University’s East campus has been nominated for America’s Eleven Most Endangered Historic

Places ("Explore America's 11," 2013) with three of its four buildings being slated for demolition, rather than renovation. The estimated cost for renovation is \$94.5 million. East Hall, which is the university's birthplace, will be the only remaining building. The university will borrow \$15 million for its restoration and convert it into an alumni center. A petition to save all of the buildings has garnered 700 signatures (Zipp, 2013). A conclusion can be formed from this action that people do care about buildings. If students, alumni and faculty had been consulted, would the outcome be different? Another example is on the campus of Michigan State University, Morrill Hall is slated to be demolished in 2013. This neo-classical building was built in 1900 and was known as the Women's Building, and jokingly referred to as the "Coop" (Stanford & Dewhurst, 2002, p.62). This building is iconic to the campus of Michigan State University. It is representative of how the college adapted to agricultural education and co-education. It was originally built as a dormitory for women to pursue studies in Household Science. It was named to honor Justin S. Morrill who introduced the bill that became the Morrill Federal Land Grant of 1862 (Stanford & Dewhurst, 2002). This bill was signed into effect by President Abraham Lincoln; allowing lands to be apportioned to each state so that they could provide income with the monies used to support education that promoted mechanical and agricultural arts. The Morrill Act was the beginning of Land Grant Universities, with Michigan State being one of the first.

The choice of materials used to construct Morrill Hall has led to its ultimate demise. Morrill Hall's exterior was built of Lake Superior sandstone; unfortunately, the bricks have weathered and deteriorated and the foundation of the building weakened over time and is in need of extensive repair. A building with this extensive integral history should be considered very carefully before a determination is made to have it demolished. Ruskin states, "... that

Architecture is to be regarded by us with the most serious thought. We may live without her, and worship without her, but we cannot remember without her” (Ruskin, 1859 p. 147). Will the memories of those who have lived, studied or work in Morrill Hall be tarnished after its removal? Future students won’t even know such an important building existed. The fate of Morrill Hall and the East campus of Western Michigan University is something that could happen to a Union building or any other older campus structure if it is determined that the renovation of the structure is too problematic or costly. Pam O’Connor, advisor for the National Trust for Historic Preservation, past president of Michigan Historic Preservation Network and former chairwoman for the Kalamazoo Historic Preservation Commission feels that what is happening on the campus of Western Michigan University “... represents an issue that takes place nationwide on college and university campuses” and that “demolition of campus historic buildings has been a challenge nationwide for decades” (Zipp, 2013). This research may assist committees and university planning departments to take into consideration the opinions of others - outside their groups - in the ultimate decision to restore, renovate, adapt or demolish. “Age *plus adaptivity* is what makes a building come to be loved. The building learns from its occupants, and they learn from it” (Brand, 1994, p. 23).

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **The Importance of a Union**

American colleges were originally modeled after their English counterparts of Oxford and Cambridge with the intention of training educated clergy and disciplined leaders. Education was thought to combat ignorance, develop citizenship, and help teach future generations how to govern and manage the New World (Knell & Latta, 2006). Augustus Hare, a student at Oxford, founded a group in 1812 called the Attic Society. He believed that, “discussion was both the road to truth and the only justification of university education” (Butts, 1971, p.1). Hare felt that through discussion and debate, people could be unified and stimulated by understanding the differences in men. Hare left Oxford and enrolled at Cambridge, hoping that he would find more freedom for his newly formed society. By 1823, the first official union was founded at Cambridge.

Because of the success of Hare and his Attic Society, three debate teams wanted to find a consistent and common place to practice their debates, and bring groups together for discussions – thus they created a union. The students built their own quarters in 1857, which included a billiard room, reference library, dining room and offices (ACUI, n.d). This collaboration formed the beginnings of the college union movement. It was found that unions:

...were dedicated to the idea of free discussion, open dialogue, and the essential need to teach young men how to get along with their fellows...it became evident that these debating societies were quite successful at training young men for leadership and statesmanship...(Knell & Latta, 2006, p.3)

Just as the universities in the United States were modeled after their British counterparts, so were the student unions. In 1880 the Harvard Union was founded after Colonel Henry L. Higginson, a Harvard graduate and founder of the Boston Symphony Orchestra, visited Oxford

and stated, “We chose the name Union in the hope that out of the Debating Society, a large general Society, like the Unions at Cambridge and Oxford would grow” ( p.9). Higginson in 1900 stated during his dedication for the building for which he donated money, “Perhaps you can establish here, as at Oxford, an area, where you can thresh out the questions of the day...Let this house stand a temple consecrated ...to friendship”(Butts, 1971, p.10).

While the Unions were fledgling, debates were ongoing as to what a university should be to its students. Discussion centered on whether universities should provide a liberal education or a practical education. With the industrial age coming on full steam, a more practical education was needed. Thus, the Morrill Federal Land Grant Act was passed in 1862. This act allowed people from the industrial classes to obtain a liberal and practical higher education that focused on agriculture and the mechanical arts.

Universities were also changing by becoming co-ed and developing social and academic organizations - the beginnings of Greek life. Students also had the desire to help govern their university and give a student’s perspective through publication productions. A place was needed for all of these activities as well as a place to socialize. In 1896 America had its first Union building, Houston Hall, located on the campus of the University of Pennsylvania. It was described in that year’s University Catalogue as a building that will “provide for all students of the various departments a place where they may meet on common ground; and to furnish them with every available facility for passing their leisure hours in harmless recreation and amusement” (as cited in Knell & Latta, 2006. p. 10). This new building included a gymnasium, swimming pool, bowling lanes, billiard room, and also had offices for various student organizations and rooms for reading, religious services, music classes, a darkroom and a cafeteria (see Figure 1). The American School and University Yearbook stated in 1938:

The basic objective was to organize under one roof facilities which would make possible a community life for students and faculty members...The ultimate goal is to develop a community center with congenial accommodations for every type of group activity, save athletic, that students may have the maximum opportunity for the profitable cultivation of leisure time, and that the university may continue to be an authentic community of teachers and students. (Butts, 1971. p.41)



***Figure 1. Houston Hall, University of Pennsylvania. The first Union building built in the United States, (Before 1910)***

Since American universities were based on England's Oxford and Cambridge Universities, it is little wonder that the architecture of the earlier unions embraced various forms of classical architectural styles such as Jeffersonian, Colonial Revival, and Collegiate Gothic. These styles are based on symmetry, proportion, and a prescribed set of rules about form, proportion and detailing (Knell & Latta, 2006). Many of the early designs had classic geometry of central entrance and symmetrical wings resembling many of the homes of that era.

Both World Wars changed the face of American campuses. After World War I, students returning from battle had a different perspective. They had matured, been out in the world, and consequently wanted more from campus life. Extracurricular activities such as sports, student government and community service took on an important role on campuses. The Union became an even stronger community center for the campus, a place for both students and faculty.

According to Knell and Latta (2006), a Union would also create a place for campus democracy and also be a memorial for those who died for democracy.

When planning a building that will house a Union, many universities have facilities with similar proposed functions and plans. A 1946 survey of 55 colleges and universities found the following:

The Percentage of Unions which include facilities used primarily as headquarters for student organizations and university service related to students:  
90-99% - had committee or meeting rooms, offices either for student organizations or university agencies  
80-89% - office for members of union staff  
60-69% - offices for alumni secretary, student government council, and student publications

The Percentage of unions which include facilities used primarily for social purposes  
100% - lounges  
90 – 99% - dance hall and general lounge  
80- 89% - lounge for male students  
70-79% - faculty club, smoking room  
60-69% lounge for women students, reception room, terrace for lounging

Percentage of Unions which include facilities used primarily for cultural purposes  
70-79% - browsing library  
50-59% dramatic society, art exhibit facilities, debating hall, rehearsal room

Percentage of unions which include facilities for games  
80-89% - game rooms, table tennis  
60-69% - pocket billiards, straight rail billiards  
50-59% – bowling alley, trophy room

Percentage of Unions which include facilities used primarily for club services and conveniences:  
100% - information desk, rest rooms  
90-99% - candy and cigarette counter, dining services, banquet hall, and public telephone  
80-89% - cafeteria, check rooms, dining room for private parties, lost and found department  
60-69% - barber shop, general dining room, information bureau, ticket bureau, living quarters for transients, student supply store

50-59% - locker room for students, post office, living quarters for other than transients, shoe shine stand, writing room. (Humphreys, 1946, pp.76-77)

This list gives a very good indication of what was valued in planning Union buildings that were built before World War II. Understanding the rationalization of how the structures were originally planned can provide input for planning committees who are designing renovations.

Many of the buildings built after World War II were designed in the style of American Modernism. This style is similar to the International Style that was widely used by Walter Gropius, Marcel Breuer, and Ludwig Mies van der Rohe (Knell & Latta, 2006). These buildings are a study of simplicity, using steel and wide expanses of glass that were not possible in an earlier age. Gone were the intricate ornamental details. “Buildings were conceived as objects, and, like sculptures, they were simply placed in the landscape” (Knell & Latta, 2006, p.12). This style of design found its way into many of the renovations that occurred during the expansion of campuses and Unions. While this style of architecture has a beauty of its own, the simplicity of form may lose some of the personality and character. Quite often, limited colors for paints and types of floorings are selected; details are eliminated. This is done in order to make maintenance and navigation easier. While simplifying the interiors may make a building easier to maintain and seem easier to navigate, the complexity of different levels and architecture create interest and increases the ability for wayfinding. A good analogy is a parking garage that uses colors, or even music to help people to remember on which floor they are parked.

By 1971 questions were being asked as to how the Union building could evolve and grow with the university. Students, faculty and the community were changing:

Certainly it is a mistake in planning if the union is treated, as it still is on some campuses, merely as a catch-all for just miscellaneous college needs, without regard to their appropriateness in the union or without regard to implanting in the union the core of activity essential to a good campus center. (Butts, 1971, p.131)

With colleges and universities growing larger and students living in more dispersed areas, it became even more important that the Union should be considered the prime gathering spot on campus in order to retain the sense of community.

According to Knell and Latta (2006) there are guidelines that a Union should encourage:

- The union should be one of the campus's primary landmarks with an architectural character appropriate to the institution's educational mission.
- The style of the union should complement and contribute to the overall context of the campus. The building should be comfortable with its neighbors.
- The union and its programs should be an extension of the educational climate of the institution.
- The building should express the institution's spirit and traditions.
- The union should serve as the gathering place for the entire campus community.
- The union should be at the core of creating and advancing the ideals of community on campus and within its environs. (p.33)

The one word that is consistently repeated in literature regarding what a Union exemplifies is *community*; the Union should act as the center of the university community.

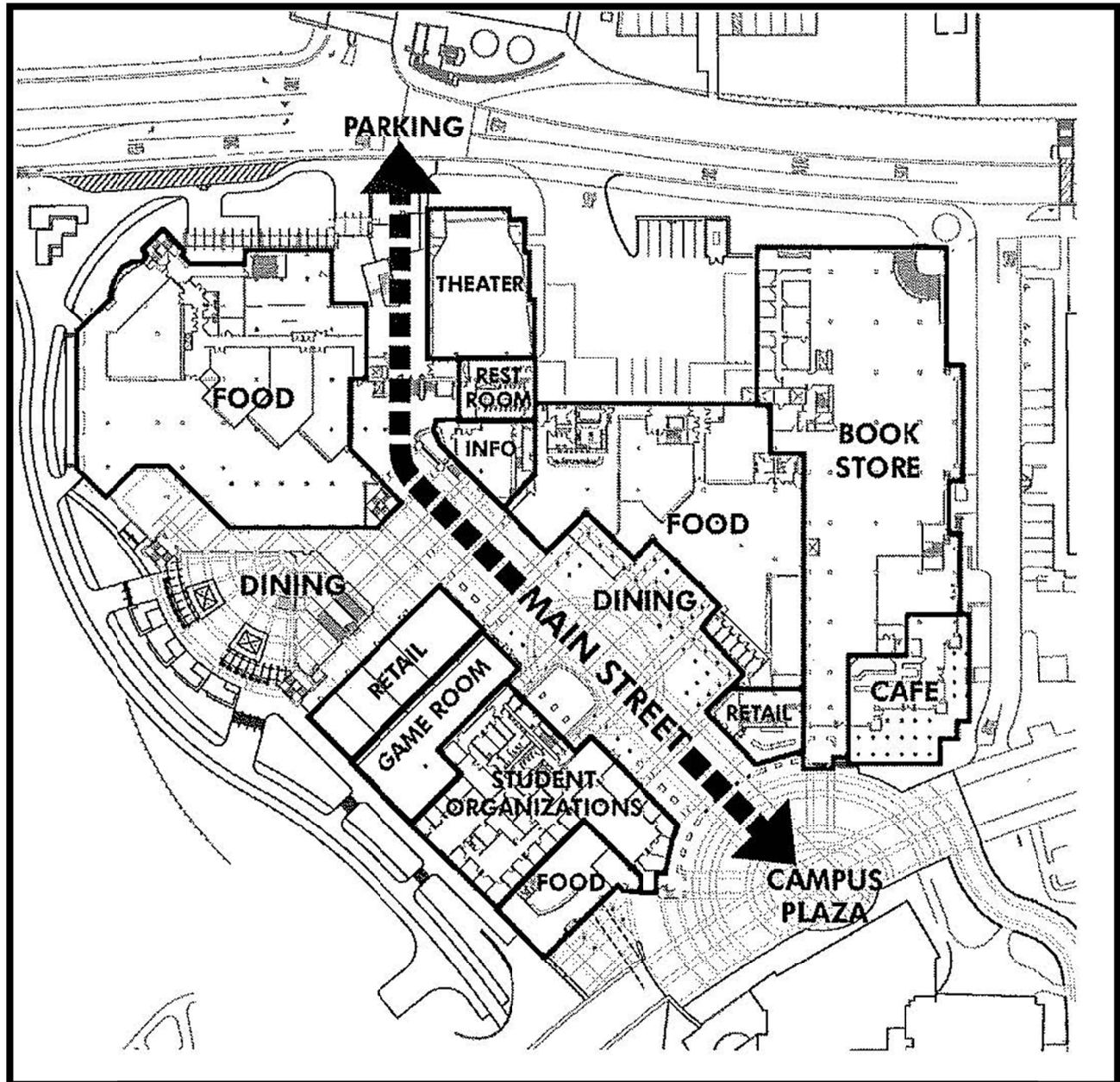
Boyer and Mitgang (1996) state that the mission of the Union should be:

In the context of higher education, the learning community begins with respect for the rich resources each member brings to it. It rejects prejudicial or dogmatic judgments, honors diversity; and seeks to serve effectively and empower the full range of people in our society. Clear and civil language in all forms –written, oral, and three dimensional representations – is also at the heart of a well-functioning community of learning. A healthy learning climate must be caring, where every individual feels affirmed and where activities, inside and outside the classroom are humane. Finally, learning communities are places of celebration, where the traditions, purposes, and accomplishments of the institution are regularly recalled and rituals are shared in a spirit of joy and common cause by all members of the community. (p.91)

The Union building has often been referred to as “the Living Room”, (Knell & Latta, 2006) however it may be more accurate to think of a university as a small town and the Union building as its downtown.

A college or university is much like a small metropolis. The president and trustees govern a college much as a local mayor and council oversee the affairs of a small town. The central academic core of the college campus equates to the central business district of a town or city. The daily flow of people to and from a college campus resembles the dynamic comings and goings of a small town. (Knell & Latta, 2006, p.50)

To encourage community life in a Union building, it is important to consider the traffic pattern like a “main street” in a small city. Knell and Latta (2006) describe this “main street” approach as a place where everyone is welcome; it has an energy that is drawn from its public spaces (p.60). Just as a small town has one main thoroughfare, so should a Union building be designed in a similar fashion. The core, or the main street, is where services, recreation, dining facilities, meeting spaces and in some cases lodging is provided, all at one destination: the Union (See Figure 2).



**Figure 2. Circulation Pattern in a Union Facility Creating a Main Street**

According to Maul (1994):

We need to remember that we are partners in education; we need to be more than passing participants in enhancing campus life. We need to recognize that campus life is more than services and programs and that we must be more than shopping services or service stations. We need to think seriously about “The Role of the College Union” phrase that we are more than buildings and that we are a “well considered plan for community life of the college”. (p.30)

## Definition of Community

According to the Association of College Unions International College Union Idea (2012):

Researchers have long noted that students are more likely to be successful in college when they feel a sense of place and are involved outside of the classroom. The college union serves these needs, offering a home, a living room, where individuals come together through activities and work, forming a community. It supports the academic mission through the cocurricular experience, cultivating student's leadership, citizenship, and cultural competency and developing alumni's enduring loyalty to the institution. (p.1)

ACUI defines community as “a broad vision for campus life that allows all groups and individuals to learn, grow and develop to their best potential in a challenging yet safe environment” ( 2012). The Union is a place where the student can grow and develop, to challenge traditions, accept differences, lifestyles, behaviors: it is a place where “misunderstandings are dropped, and acceptance changes to respect, and ultimately a celebration of cultures and differences” (ACUI, 2012). ACUI believes that the Union is a “campus community builder” of which there are five elements:

1. Inclusiveness – The ability to confront the differences within yourself and the ability to accept and transcend the differences in others.
2. Transformation versus conversion – It is the ability to know that everyone has their own opinion: one opinion is not better than the other, just different. Transformation “respects the rights of others to have their own opinions as well as the right of others to change or not to change”.
3. Chaos and conflict are a natural part of the community-building process – the evolution of understanding, accepting, and then celebrating differences.
4. An important key to community building is the individual community builder- a person who is willing to manage the hurt and disappointment that comes with risk taking and who understands that the process is not always easy.
5. Community building is a continual process. (ACUI, 2012; Maul 1994)

Sarason (1974) researched the concept of psychological sense of community (PSC) and found that the absence or dilution of the psychological sense of community is the most frequent and poignant feature of life in our communities. Sarason went on to state that PSC is:

...part of a readily available, mutually supportive network of relationships upon which one could depend and as a result of which one did not experience sustained feelings of loneliness that impel one to actions or to adopting a style of living masking anxiety and setting the stage for later and more destructive anguish. (1974, p.1)

In order to avoid a student from feeling that anguish of loneliness, it is important to provide a variety of arenas where a sense of community can thrive. A sense of community can be described as having a feeling of belonging, interdependence, being needed, and identification with certain groups or people (Sarason, 1974). Lounsbury & DeNeui summarized Sarason's findings by stating, "a strong sense of community is seen as countering loneliness and social isolation" (p.270, 1995). McMillan & Chavis (1986) defines the sense of community as having four elements:

1. Membership – the feeling of belonging and interconnectedness
2. Influence – knowing that each person matters to the group and contributes to the group
3. Reinforcement – fulfillment of needs, that each member's needs will be met through the "resources" received through being a member of the group
4. Shared emotional connection – members will share a common history of times and places they have experienced as a group. (p.9)

Rullman, Van den Kleboom & Van Jura presented findings from a report based on a Summit called the "Physical Place on Campus: a Summit on Building Community." The gathering of 50 higher education and industry leaders worked together to help encourage the relationship between physical place and campus community. The assertions for the Summit were:

- Achieving campus community matters to higher education's mission
- Physical spaces provide experiences for students to practice living in and contributing to community

- Planning too often happens in silos that reflect professional boundaries and reporting lines rather than what students do or should experience
- Significant resources are spent on facilities planning, design, construction, and management without knowing if our objectives and intended outcomes are actually being met. (Rullman & Wahlquist, 2012, p.6)

The resulting discussions during the summit found:

1. When campus community exists in its strongest form, it is associated with learning, civic purpose, and a sense of belonging. However, higher education lacks a common definition or vocabulary to democratized participation in facility planning and design, and transparent alignment between research, educational goals, project implementation, and facility management.
2. Places of exceptional community are those that exhibit a high level of human engagement and are imbued with evidence of human-to-human mutuality, psychological safety and refuge, and a strong sense of individual and group ownership. Students, in particular, often seek and develop places of community where it is needed, rather than where it is administratively intended; many times these places are surprisingly low tech and low cost but highly customizable and fully satisfying to their users.
3. Although legitimate barriers to achieving physical community exist, more sophisticated and willful campus leadership can overcome barriers such as discipline-based, institutional, or association boundaries; navigation of campus politics; or inarticulate justification for physical place and community. The largest barrier, then, may be leadership. Overcoming barriers may simply require a more courageous decision to lead through them rather than the unlikely elimination of them. (Rullman, Van den Kieboom, and Van Jura, 2012, p.5)

The question was asked of the attendees of the summit, “What would it look like if community were achieved in all the places desired”? The emergent themes were:

1. Engagement – Interaction is visible and palpable between people and groups
2. Bridging – Mutuality and commonality occurs between people who are seemingly dissimilar
3. Layering – People can find personal refuge before moving into larger groups and community
4. Agency – Individuals feel ownership for and believe they can modify space as needed

5. Responsive – Space can morph, adapt, and change as needed throughout the days and years
6. Distributed – Campus space is decentralized and distributed to optimize access, convenience, scale, refuge, and personalization
7. Policies – Policies and restrictions that reduce user ownership and flexibility are minimized
8. Gestalt – All elements (e.g. light fixtures, materials, diversity, sound, location, activity) work together to create a functional “wholeness” that cannot be created by only its parts. (Rullman et al., 2012, p.18)

It was also found that a definition of community is understood and valued differently by various groups: faculty, students, staff, and guests (Rullman & Wahlquist, 2012, p.7). This can cause different perspectives as to how a space should be designed and used. One ongoing observation found that “flexibility, adaptability, responsiveness, and a sense of ownership may be more important than the architecture, tradition, or permanence of campus facilities” (Rullman, et al., 2012, p.27).

Oldenburg (1999) describes a relationship between the physical place and the effect of place on human behavior that creates community. He describes three places in community: the first is home, the second is work and the third is the social gathering place. The ‘third place’ as Oldenburg refers to it, is the most important part of a community. He describes it as “informal public gathering places where the main activity is conversation” (Santasiero, 2002, p. 10).

Santasiero interviewed Oldenburg about the importance of the third place on a university campus, Oldenburg stated, “For most students today, college life is probably the closest thing to community they’ll ever experience and college is the place to sell them on the idea“(Santasiero, 2002, p. 10). He explains his rationale:

There’s a hierarchy in the traditional classroom that is not present in the third place. The lack of structure and scheduled meeting times is a great leveler. All can be equally heard...This kind of learning prepares them for civic and political

life as well as all careers that require them to build relationships with others and articulate themselves. (Santasiero, 2002, p. 12)

Santasiero (2002) asked Oldenburg how administrators could encourage more student interaction outside of the classroom. Oldenburg stated that administrators should research where the students have already found their third place. It may not be clean and new, but students feel comfortable and have built tradition in these places. Providing a new space that is expansive and easily cleaned may result in lack of use. Students need to feel ownership of the space.(p.13).

### **Sense of Place**

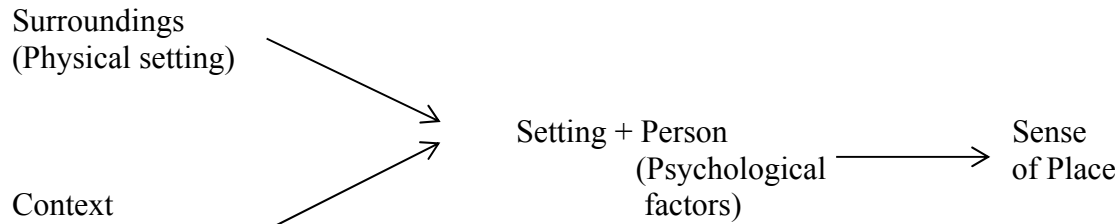
Steele describes the word “place” as having a variety of meanings:

“Place” may be one of the most frequently used words in the English language. It is used variously as a physical location (what places did you visit?), a psychological state (I’m not in a good place right now), social status (people should know their place), the location of something in one’s mind (I can’t quite place it), a standard for evaluation (there’s a time and place for everything), and on and on. (1981, p.5)

Place, in this context will be defined as physical location. Just as the word place has many interpretations, so does each individual have a different and varied reaction to place. According to Steele, “Each would experience a personal sense of place ... stimulated by different feelings, threats, and opportunities (1981, p.1). Steele continues to describe an individual’s reaction to a place as being affected by not only the environments physical attributes, but:

... we must take into account the eyes, ears, intentions and moods of the persons who are experiencing it. It is not a place in a vacuum: it is a *setting* in which people may experience a sense of place, given the right conditions. (1981, p.4)

Steele (1981, p.12) describes the sense of place as a pattern of reactions from a person’s expectation to a setting and the reactions to the physical characteristics of the setting (see Figure 3).



**Figure 3. Illustration of How a Sense of Place is an Interactional Concept.**

People have preconceived ideas about how a place should look. If the environment does not meet expectations, disappointment and a lack of interest will ensue; it will not have that sense of place. According to Gordon (2010) if a person’s psychological needs are met, then a sense of pride and belonging to a place will be achieved:

Research shows, for example, that a child’s sense of identity and belonging are influenced positively by appropriately scaled and comfortable furnishings, lively colors, and a homey feel. Students have a much greater pride of place in such an environment and believe they are listened to and valued as individuals. (p.1)

Steele (1981) also describes a combination of physiognomies that give an environment or location a special character as the “Spirit of Place” (p.13). If a building is non-descriptive and does not have a strong image, or spirit of place, then it blends into obscurity, not creating a sense of place; it is not a place that can help build memories.

Steele describes how universities may be eliminating that sense of place by the creation or altering of structures:

In many instances, modern society is tending to destroy the rich variety of places, replacing them with homogenized “efficient” settings that have no variety, surprise, or traces of their own history and development. They may indeed be efficient for certain tasks (such as crossing a city by expressway in a matter of minutes, or providing a choice of five types of hamburger), but they offer minimal returns compared with the traditional impact of places as providers of many levels of meaning and experience. (1981, p.8)

Before World War II, the center of social life on campus was the Union building. After World War II campuses grew and spread to accommodate the growing student body. Another

growth surge happened after the baby boomers went to college in the 1960s. As each growth spurt affected the university, so it affected the growth of the Union building. The buildings needed to expand, functions changed and renovations forever changed the face of the Union building.

As previously stated, the Union building could be considered as the downtown of a college or university campus. A Union building that recreates a downtown environment could generate a sense of place for students and the varied organizations that occupy the building; it can create heritage. James (2001) states: “A sense of place results gradually and unconsciously from inhabiting a landscape over time, becoming familiar with its physical properties, accruing history within its confines” (p.1). Since a Union building can be considered the town square of the university, it should reflect that sense of heritage that a downtown represents.

In contrast, post-World War II urban sprawl created communities which are typically without a downtown or centralized group of services, recreation, and lodging or shopping. Oldenburg (1999) described life in the post-World War II subdivision in this way.” Life in the subdivision may have satisfied the combat veteran’s longing for a safe, orderly, and quiet haven, but it rarely offered the sense of place and belonging that rooted his parents and grandparents”(p.4). This suburban community has a feeling of disconnection – it does not have that sense of place. Oldenburg (1999) refers to the main street of a small town in pre-World War II where the architecture provided benches and stairs that encouraged citizens to sit along the main street and talk. It is hard to feel a connection to a place that does not strive to build its own community identity, cultural resource, or heritage. According to Cox, “The historic downtown center can become a valuable existing resource and serve as a symbol of community stability” (2000, p.4).

Understanding what students, faculty and alumni expect and want for their environments will help campus planners, interior designers and architects create spaces students and faculty will want to use, and create memories in; thus creating a sense of heritage. An environment strong in a sense of place creates those memories. Having good memories will encourage students to stay affiliated with their alma mater, and hopefully be generous with endowments. It is important to understand what creates a sense of place - especially to students since they will be the future alumni and even faculty. According to Steele, “We need to create richer settings and use existing ones more effectively and generally improve their contributions to our lives” (1981, p.8). Steele also reflects on the traces of history in an environment:

A city that shows evidence of development and change over several different periods is likely to stimulate several place responses: memories, fantasies, mood changes, recognition in visitors (from general knowledge of its history), and so on. This is why I believe that a city that does have a heritage of buildings, parks and other structures from earlier eras should be protected from wholesale leveling because of inherent value of the buildings themselves. (p.158)

The spirit of place is in the details of a structure. It is the moldings, trims, stained glass windows, gothic arched windows, patterned tiles on the floor, the ivy covering the brick. Memories can be evoked by visual cues (Steele, 1981). When settings have strong features and identifiable characteristics the memories will be strong. If a structure is bland and lacks identifiable characteristics, memories of that setting may not be as strong.

### **The Architectural Firm of Pond and Pond**

Irving Kane Pond (1857-1939) and Allen Marlitt Pond (1858-1929) were brothers and the principal architects of the Chicago architectural firm of Pond and Pond. Both were born and educated in Ann Arbor Michigan. Irving Pond received a degree from the University of Michigan in Civil Engineering and worked in various architectural firms as a draftsman. He gained his initial architectural indoctrination at the Chicago offices of William Le Baron Jenney

and Solon S. Berman. During the time Irving Pond worked at Berman, he gained invaluable experience with brick detailing and craftsmanship that is evident in his future designs (“Essential architecture”; Pond, n.d.). Irving was the artistic and creative brother. In 1886 he joined his brother, Allen to create the Pond and Pond architectural firm (Zukowski, 2011).

Allen Pond was the more studious and civic minded brother. He was the one that initially moved to Chicago to work as an architect. As the founding brother of the Pond and Pond Architectural firm, he controlled the everyday business and was extensively involved in various aspects of social education. He aligned himself with various organizations that helped people with disabilities and the poor. For example, the Hull House Settlement, located in Chicago Illinois, was a group of buildings, with the exception of the original home, that was designed by the Pond brothers and constructed to help the large immigrant population of Chicago to assimilate into a new country, and a new way of life. Allen Pond was a very close friend of Jane Addams, who, along with Ellen Gates Starr founded the Hull House Settlement in 1889 (Hull House, 2006). They based the concept on Toynbee Hall located on the East End of London which in 1885 was founded to be a center of social reform. Toynbee Hall is still in existence today and according to their website:

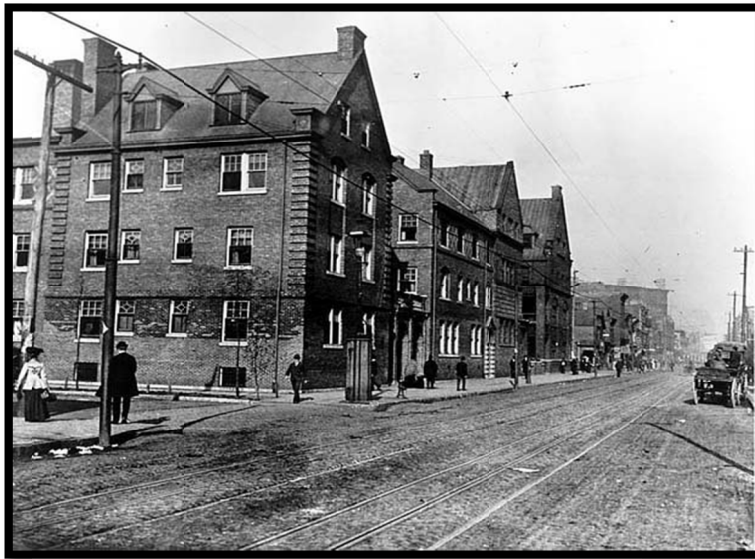
Toynbee Hall aims to be the place where people come for excellent local services and where they can share ideas and experience, gather information and knowledge that we use together to take action to change lives and eradicate poverty in the UK. (Toynbee Hall, 2012)

Addams stated that as a University has a place for men to gather and socialize so should those who are less fortunate have the same capability to attend a place to socialize and learn (Polikoff, 1999).

According to Zukowski (2011), it is stated that, “Allen repeatedly expressed the opinion that architecture, unlike the more ephemeral arts of music, literature and theater, and the less

conspicuous arts of painting and sculpture, could greatly influence the human spirit.” Many of the structures the Pond brothers designed were designated to be used for education and social reform. Among the list of structures that are credited to their firm are:

- The Hull House (Chicago, IL, see Figure 4)
- The Chicago Commons (Chicago, IL)
- City Club of Chicago (Chicago, IL)
- Michigan Union (Ann Arbor, MI)
- Michigan League (Ann Arbor, MI)
- Perdue Union (Lafayette, IN)
- Michigan State Memorial Union (East Lansing, MI)
- Kansas Memorial Union (Lawrence, KS)



***Figure 4. Hull House Designed by the Pond and Pond Architectural firm. (2012 The Social Welfare History Project, 1920)***

Pond and Pond’s inventive architecture, such as the Hull House, is known for its exceptionally well-detailed craftsmanship, as well as its influence on turn-of-the-century

architectural modernism. Pond and Pond's buildings also rank among the best examples of Arts & Crafts, but in many instances, the design is blended with the Collegiate Gothic style of architecture in such a way, that it represents an iconic perception of what a university building of the time should look like. Irving Pond (1905) stated:

...architecture is a personal art and it is the individuality, shown in the composing and balancing of masses of solid and void, ornament and surface, color and texture, line and form, which makes a work of architecture instinct with life, which vivifies forms old and new, which gives to the new the right and power to exist and which has been known to raise academic forms from the dead. It is individuality alone, a comprehending, deep-feeling personality, which breathes into architecture the breath of life. (p. 160)

When the Union buildings were designed on the campuses of Purdue University, University of Michigan, and Michigan State University, society and social ethics were completely different than they are today. Some Union buildings did not allow women to enter the building unless it was a social occasion, while other Union buildings were co-ed from the beginning. Among some Unions you had to be a member to use the facilities; while other Unions allowed everyone entrance. Pond (1931) wrote regarding the design of a Union Building that:

Every man's Union has to be planned to accommodate women and every women's League must be planned in reference to the accommodation of men. In a man's building the very minimum of accommodation for women may quite properly be provided; while in a woman's building the maximum of accommodations must be provided for men. For men will gather in clubs and enjoy themselves without the presence of women, while women, especially college girls, find their enjoyment greatly enhanced by the presence of men or boys. There are psychological as well as sociological problems to be considered in planning a college social center. (p.771)

Although this approach to programming the design of a Union building may be laughable and archaic today, this thinking dictated how a Union building before World War II was to be planned and used. A clear understanding of social mores of the time is needed to comprehend the

function and rationale behind the original design. Pond (1931) lists factors that had to be considered when programming the design of the building:

- Lobbies
  - Location and quantity of lobbies will be determined by the size of the University
  - Main Lobby should be on the main floor and convenient to the main office counter with cashier, information desk, phone and telephone operator, coat check and rest rooms
  - Special Lobbies should be provided on each floor with separate rooms for men and women
  - The Women's rest room should have room for a retiring couch
- Offices
  - Two to three sets should be provided
    - One should be for the management of the building, another for the kitchen and staff, while another should be for the governing student body and student staff that run the Union activities and functions
- Lounges and Dining Rooms
  - If the Union is coeducational there should be one lounge for men only and one for women only – a common area between the two lounges should be provided for commingling
  - A dining area should be located near the lounge
  - Folding walls are not recommended but may be necessary to adjust room sizes
  - A cafeteria should be provided within easy access to street and to the kitchen
- Assembly Room
  - Should not be too large – needs to have a personal feel
- Library
  - Usually is a memorial room
  - Should be a place for quiet study with adequate light

- Theatre
  - Separate entrance from the street
  - Check room and ticket office
  - 250 – 700 seats
- Kitchens
- Game Rooms
  - Bowling alleys
  - Billiard room
  - Toilet rooms should be easily accessible and close to the barber shop
- Bedrooms
  - Must have adjacent bathroom
  - Must be varying sizes for one or two beds
  - Should have cement floors with rugs
- Service Rooms
  - Help must be provided with showers, locker room, rest room and cafeteria
  - Professional help and student help must be separate
  - Storage room for furnishings, cold storage for perishables

## **Union Buildings Designed by Pond and Pond**

### **Purdue Memorial Union.**

At the turn of the 20<sup>th</sup> century the students of Purdue University, located in West Lafayette Indiana, claimed a room above Southworth's Bookstore as the place to meet with other students and faculty. George O. Hayes of the class of 1912 was the first to suggest the idea of building a Union (Purdue; Purdue union history, 2012). As a result, the Class of 1912 decided

that instead of the traditional class gift, they would start a fund drive to raise monies to build the Union. The fund was seeded by the contribution of each senior donating five dollars. The original thought was that money would first go towards completion of the Memorial Gymnasium and the remainder of the money would go to a Union building:

A constitution was prepared and approved at a mass meeting of students and faculty on April 17, 1912. A financial Campaign Committee consisting of students, faculty, alumni, the University President and a trustee was formed. The fund continued to grow until World War I. (Purdue; Purdue union history, 2012)

The idea of building a Union was halted until after the war ended. Four thousand thirteen Purdue students had served in the war and 67 had died (Purdue university; Purdue union history, 2012). Thus the name Purdue Memorial Union was established. The story is told that on Armistice Day, the first anniversary of the end of World War I, there was another mass meeting to ask for student pledges; the students locked the doors and would not let anyone leave the meeting until each person had made a pledge (Purdue; Purdue union history, 2012). To this day a bronze plaque exists on the main floor with the name of each person that pledged one hundred dollars or more and satisfied that pledge prior to 1947. The 1928 Yearbook for the University notes:

The Purdue Memorial Union is typical of the spirit of the University – the spirit of democracy and good fellowship and a proper combination of work and play. It is the oasis of cultural and aesthetic ideas in the midst of a desert of technical laboratories. Although the Purdue Campus contains some one hundred organizations, the Purdue Memorial Union stands alone in its service to the faculty, student body, and alumni of the University. (Purdue memorial Union, Debris, C. Antle (Ed.), 1928)

The architectural firm of Pond and Pond was selected to design the building in 1921. Pond believed that the Union “must provide an environment in which social activities can train the ‘massive foundation’ of man’s life - his emotions. Psychology teaches that a refined, restrained and noble architectural beauty will uplift the emotional life” (Purdue, Architecture,

2012). Construction began on June 13, 1922. “In August of 1923, a crowd watched cranes put 25-ton sections of milled limestone in place to form arches over the main entrance of the building”(Purdue; Purdue union history, 2012). At the dedication ceremony, Pond stated:

...The completed structure was an expression of ‘poise and physical and spiritual strength and firmness shot through and modified by spiritual aspiration.’ Its purpose was twofold. First, the broad, simple and harmonious masses of the building would proclaim to the world the freedom and unity of life found within. Second, the many architectural details and ornaments inside and out would minister to the unified life by symbolizing the harmonious interplay of structural forces and hence an ordered society. (Purdue, Architecture, 2012)

Many of the details in the building have meaning:

- The stained glass windows represent the mixing of students of all races and creeds within its walls
- The interior stone arches represent the ruggedness, sincerity and individualism of the students
- The upswept arches of the windows symbolize the youth and spirit of the Union
- The gold and black cross on the floor of the Great Hall honors the 67 Purdue men who gave their lives for their country during World War I. It has since been extended to honor all Purdue faithful who lost their lives in service to the United States of America. (Purdue, Architecture, 2012)

In 1924 after the original funds were depleted, a loan for \$200,000 was secured by the university stipulating that each student should pay a fee of four dollars per semester (Purdue; Purdue union history, 2012). The partially completed building opened on September 9, 1924. At that time, the University consisted of 323 faculty and staff and 3,234 students. The sizable sum of \$400,000 was still needed for completion. With the necessity of borrowing money, there arose the large question of a reliable plan for procuring and repaying the sum. In 1929, it was deemed necessary and appropriate that the building be deeded to the trustees of the University. Through their financial resources, bonds were issued to acquire the money needed for

completion. The student fee, started in 1924, was continued to offer necessary financial security (Purdue; Purdue union history, 2012).

The building opened in 1924 with the first floor being the only useable space. It had temporary pine flooring, and unplastered walls and ceilings. According to the Purdue website, the following is a listing of the spaces of the original building and a comparison of what is now located in the spaces (see Table 1):

Table 1. Comparison of Purdue Union original room locations to what is located in space in 2013

<u>Original Building</u>	<u>Today</u>
<i>Ground Floor – Cafeteria</i>	Union Commons
<ul style="list-style-type: none"> <li>• Designed to serve 1,000 people/meal</li> <li>• Weekly meal tickets were \$4.50</li> <li>• Served 240,000 in its first year</li> </ul>	
Soda Fountain/Sweet Shop	TV Dining room
Billiard Room	Sweet Shop
Barbershop	Evans Eye Care
Beauty shop (1929)	
<i>Main Floor</i>	
Great Hall	Main Lounge
<ul style="list-style-type: none"> <li>• Informal gathering space</li> <li>• Official memorial area for those who served and lost their lives</li> </ul>	
Men’s Lounge	Room 118
Three Reception Rooms	Card Office

Table 1. (*cont'd*)

- |                       |          |
|-----------------------|----------|
| • One for men         | Room 132 |
| • One for women       | Room 136 |
| • One for general use |          |

#### Assembly Room

#### *Second Floor (completed in 1929)*

#### Alumni Faculty Lounge

#### East Faculty Lounge

#### Women's Lounge

- Included a kitchenette

#### Student Activity Rooms

In 1929 a wing, housing a 60 room Union Club Hotel was built. In 1936 the South Ballroom was enlarged and another wing was constructed which housed a browsing library, bowling alley, and the Anniversary Drawing Room (Purdue, Architecture, 2012).

At the seventy-fifth anniversary of the Purdue Memorial Union a new statement of purpose was adopted. It states:

...to enrich the quality of life on campus and to build community amongst the diverse members of the University family - students, faculty, staff, alumni and guests - by inviting them to participate in formal programs and informal opportunities to gather, study, work, develop and have fun.

...to support the public service aspect of Purdue's Land Grant mission by providing conference facilities and services that bring the University into helpful contact with the outside world.

...to use its facilities and resources to offer the services, conveniences and amenities needed by the campus community, while achieving the financial viability necessary to support both daily operations and long-term maintenance of facilities.

The Union stands as a permanent memorial to the Purdue men and women who served in defense of their country, protecting the very freedoms that we enjoy today. It is our duty and privilege to maintain the union as a point of identification with the University and its traditions, as a community landmark,

and as a symbol of the unity of spirit that transcends our individual differences.  
(Purdue; Purdue union history, 2012)

### **Michigan State University.**

The need for a Union on Michigan State's campus was first recognized early in the twentieth century. The class of 1915 initiated the drive to build a Union by dedicating money for its construction. After World War I the Michigan Agricultural College (MAC) Association, with assistance from alumni, faculty, staff, administration and the governor (an alumnus of the University of Michigan) made the construction of the Union possible. They were able to raise \$130,000 to build the Union as a memorial not only for the MAC soldiers in WWI but also the soldiers of previous wars. It was to be called Michigan Agricultural College Union Memorial Building.

In order to save on costs, it was decided that students and faculty would dig the foundation themselves. It took one week, 5,000 yards of dirt (weighing 13,500,000 pounds), 2,000 frankfurters and rolls, one barrel of cider, 14 bushels of apples, 150 gallons of coffee, 70 quarts of cream, and 30 pounds of sugar (Widder, 1925). Even with the sweat equity and fundraisers, more money was needed to complete the building. Governor Alex J. Groesbeck worked with the legislature to authorize a sale of bonds. Once the funds were attained, the architectural firm of Pond and Pond was hired.

In 1925, the doors opened to the Union. The building was 81,724 square feet, with the main floor dedicated mainly to space for individual activities which included a newspaper stand, a common cafeteria, a men's cafeteria, a women's lounge and a restroom. The second and third floor were designated for group activities providing meeting rooms, a ballroom, a billiard room, a men's lounge, and sixteen guest rooms with their own private bath for lodging. The fourth

floor was designated for management offices, while the basement contained a barbershop, a beauty shop, a boot black stand, and lavatories.

During the construction of the Union, Michigan Agricultural College became Michigan State College (MSC). The Union was self-supporting, non-profit, employed 50 students, and didn't require an endowment for operation. The final cost to build the Union was \$443,149, or \$6.15 per square foot. Over the years there were three additions to the building to accommodate the changing needs of the students and the use of space within the Union. In 1936, an addition provided an East Wing that added 30,047 square feet at a cost of \$85,120, or \$4.00 a square foot. It was during this renovation that the college secured ownership when \$150,000 was acquired from the Works Progress Administration (Stanford & Dewhurst, 2002, p. 64). In 1949, a 868,897 square feet addition was added at a cost of \$2,362,125, or \$26.67 a square foot. The 1949 renovation included a large living room, a women's study room, bowling alley, a grill, which became the most popular hangout on campus, and the billiard room was relocated to the basement. The new addition's architecture was very different from the original Collegiate Gothic. The style was contemporary, using blond wood paneling and plain details instead of the original dark oak and walnut ornate details.

During the era of the 1949 renovation, there was a story of an African-American student that complained to President John Hannah that he was told he could not get a haircut at the Union barbershop. The student indicated that the barber was nice enough but said, "we don't cut black people's hair." John Hannah said, 'Come with me,' walked to the Union barbershop, and said, 'we'd like haircuts.' He sat in one chair and the student sat in another chair and the barber said, 'I never cut a black person's hair.' Hannah said, 'It's time to learn,' the student got a haircut" (Thomas, 2008, p.56).

In 1980 major interior renovations made the building handicap-accessible by adding ramps and an elevator. The grill became a food court that added fast food restaurants and a gift shop. Much of the original interior dark oak paneling was removed and replaced with vinyl wallcovering and medium stained oak paneling and trim. The renovation cost \$670,000 with a square foot cost of \$174.64 ("MSU physical plant facilities," 2012).

Replacing the windows and making the building energy efficient was a focus of the renovation in 1997. The Gothic wood tracery windows in the ballroom were removed and the windows were replaced with limestone.

### **University of Michigan.**

In 1904 the University of Michigan did not have a dormitory system. The students lived in hundreds of different houses that were spread throughout the city of Ann Arbor. A decision was made to build a Union that would be one central location for only male students to assemble. Female students were only allowed entry during special events and then only through a side door rather than the main front door. In order to build the Union, monies were raised by fundraisers and drives that were initiated by the University's President, Harry Burns Hutchins. He was authorized to take as much time as needed to raise money for the endeavor. Students also helped raise money by organizing musical comedies that were written, composed, produced and acted by all male students (Peckham, 1994).

The original estimate to construct the building was \$300,000 and eventually increased to \$1,000,000. Furnishings alone were estimated at \$100,000 and \$250,000 was allotted for an endowment. It was decided that the University Buildings and Grounds Department would act as the contractor. The Union was to be run as a club; each member paid dues of \$2.50 per year. By 1914 there were 4,000 members and in 1918 it was decided that all male students automatically

would become members, and were to pay dues of \$5.00 annually. With the onset of World War I, many of the promised pledges were halted, causing the interior to remain incomplete. During the war, the unfinished pool area became the barracks for 800 soldiers and a mess hall for 4,000. With the aid of a loan of \$260,000 from the Michigan War Preparedness Board, the building was completed after the war. When the Union was complete in 1919, the seven-story red brick tower and four-story structure exceeded the budget by \$500,000 and the pool area still was not completed. The pool was finished in 1925 at an additional cost of \$61,500 (Peckham, 1994).

In the original design the first floor had two large lounges, a main reception desk, offices for management and two small dining rooms that opened onto the main dining room which included an open terrace. The rooms were designed with tile floors set in a basket weave pattern and the walls were covered with raised oak paneling, giving the rooms a feeling of austerity. The second floor housed the Pendleton Library, a billiard room which contained twenty-two tables and a two-story ballroom. Three private dining rooms with moveable walls were located off the ballroom so that it could be enlarged. The third floor contained offices and committee rooms for various student organizations. Guest rooms and a large lounge occupied the fourth floor. The basement housed a large barbershop and a cafeteria called The Tap Room, which became the most popular place for the male students to gather (Shaw, 2011).

In 1936 and 1938 two wings were added to the original building. These additions very closely followed the original architectural style and created a place for a University Club, a lounge for faculty and 124 additional guest rooms. In 1954 a \$2,900,000 addition followed the original architectural style on the exterior, but used a more contemporary interior concept, such as the use of blond-paneled wainscoting. In 1996 the fourth floor of the Union, where guest

rooms originally were located, was transformed into office space for student organizations, a shared workroom, and a mirrored dance rehearsal room.

One major issue that caused friction: women were not allowed to use the front door. It is rumored that the Student Council President of 1918, Steven S. Atwood, requested that it be off limits to women. In 1932, an anonymous letter arrived at the Union from a disgruntled mother asserting that she was insulted because she could not use the same doors as her sons who were attending the university. Women were allowed through the front doors on every other building on campus; however, the centerpiece building for the university made her enter from a secondary entrance. It wasn't until 1951, that women were allowed through the front doors. The billiard room was still off limits until 1969 (Shaw, 2011). A separate Union building for women students called The Michigan League was built in 1929; Pond and Pond were also the architects.

### **Types of Renovation - Stylistic Unit Theory versus Conjunctive Theory**

Many of North America's Universities are facing the same problem – what to do with the aging Union buildings on campus? Technological advancements and changes in how students are taught, study, and live have prompted many facility management and planning departments to look at the future of the buildings in a new way (McRobbie, 2009; Hewitt, 1994; Langston, Wong, Hui & Shen, 2008). How should the criteria be determined as to whether the buildings will be demolished, renovated or be considered for adaptive reuse potential? How important is it to faculty, students, and alumni that renovation be considered before demolition in order to preserve the local culture, historical heritage and the environment? Audrain (2011) states:

Frank Lloyd Wright, in designing and building Taliesin, was always experimenting, always adding on or replacing sections. How do you preserve a changed and changing building? What is the accurate historical building?

Buildings like Mount Vernon or those in Salem Pioneer Village are historical artifacts that have been converted to museums that people come to see as they were. The interiors are as fixed as the exteriors. There is still the problem

that some parts have to be replaced from time to time, but the structures use never changes. Many churches fall into this category, insofar as the kind of interior use is constant, although there are minor changes to be dealt with as people and practices change.

However, college campuses and their buildings are living, evolving entities that must change over time. While some dormitory, classroom, and office buildings may, like churches, have a relatively constant use and not present much difficulty in terms of historical continuity, when it becomes necessary to convert a structure from residential to office use or update a research laboratory, “preservation” takes on a quite different form. (p.22)

Once a building has been slated for renovation, the next step is to determine the type of renovation. There are two types of renovation that can establish the direction of the design. The first is *stylistic unit theory* that stipulates that there should be a clear distinction between the old and the new. In the stylistic theory approach, it is felt that all periods in history have contributed to the overall design, making a continuous documentation that should be studied and preserved. This approach to renovation was popular during much of nineteenth century and had resurgence in the mid-twentieth century (Hewitt, 1994). This type of renovation is also referred to as *anti-scrape*. This philosophy of preservation seeks to retain and preserve the original architectural features as well as any past alterations as they are, contending that each style has its own value and merit. Ruskin (1859) describes restoration as:

... the most total destruction which a building can suffer: a destruction out of which no remnants can be gathered; a destruction accompanied with false description of the thing destroyed. Do not let us deceive ourselves in this important matter; it is *impossible*, as impossible as to raise the dead, to restore anything that has ever been great or beautiful in architecture. (p. 161)

Following is the only philosophy endorsed by United States Secretary of the Interior's Standards for Rehabilitation. Rehabilitation is defined as:

...the process of returning a property to a state of utility, through repair or alteration, which makes possible an efficient contemporary use while preserving those portions and features of the property which are significant to its historic, architectural, and cultural values. (Weeks, 2001).

According to the National Secretary of the Interior's Standards for the Treatment of Historic Properties, there are four treatments to consider:

1. Preservation – this preserves the historic integrity of the building to show the buildings continuum over time. It is respectful of any changes and alterations that may have been made to the structure.
2. Rehabilitation – addresses the issue of historical materials that may have deteriorated over time. Retention and repair is preferred but replacement of deteriorated elements is acceptable but should be consistent with the historical characteristic.
3. Restoration – emphasizes is on retention of materials from the most significant time in the property's history and allows removal of materials from other periods.
4. Reconstruction – ability to re-create a non-surviving structure in all new materials. (Weeks, 2001)

Ruskin (1859) eloquently states:

Therefore, when we build, let us think that we build forever. Let it not be for the present delight, nor for the present use alone; let it be such work as our descendants will thank us for, and let us think, as we lay stone on stone, that a time is to come when those stones will be held sacred because our hands have touched them, and that men will say as they look upon the labor and wrought substance of them, "See! This our fathers did for us." For indeed, the greatest glory of a building is not in its stones, or in its gold. Its glory is in its Age, and in that deep sense of voicefulness, of stern watching, of mysterious sympathy, nay, even of approval or condemnation, which we feel in the walls that have long been washed by the passing waves of humanity. (p. 155)

An example of the stylistic theory of preservation can be seen at the Purdue Union. In 1958 a new addition was built that included a corridor that led to the newly built Stewart Center (Purdue, 2006) designed in mid-century modern. The existing adjoining corridor retained the original collegiate gothic style. There is a clear distinction between the old section of the building and the new (see Figure 5).



**Figure 5. Example of stylistic and anti-scrape theories. Original Purdue University corridor leading from original building into Stewart Center.**

For interpretation of the references to color in this and all other figures, the reader is referred to the electronic version of this thesis.

Jokilehto (1985) quotes Cesare Brandi, who was the first Italian director of the Italian Central Institute of Restoration in Rome:

Restoration consists of the preservation of the material of a work of art and it aims at the re-establishment of the potential unity of the work of art so far as possible without committing an artistic or historic falsification. A fundamental pre-condition for restoration is the recognition and definition of an object as a work of art, by considering its aesthetic and historic aspects. Restoration is the method for transmitting the work of art to the future. (p.7)

The second theory, *conjunctive theory*, requires that the renovation appear seamless between the old and the new (Hewitt, 1994). One argument for the conjunctive theory is that each building has its own character and “intrinsic heritage” that reflects cultural values (Langston, C. Wong, F., Hui, E. & Shen, L., 2008). This Victorian era theory is also referred to as the *scrape method*. According to Brand, the scrape method can be described as “tear off the

plaster to expose ancient stones (even if they were plastered originally)” (1994, p. 94). The scrape theory endorses taking the structure as it currently exists, and restoring it to its original style, even if it means taking artistic license to make it appear as what it is thought to have looked like. Dupont (1966) asks the question of how an historical structure that has had many alterations and additions be maintained:

Monuments as a rule, have been repaired and enlarged throughout the ages, a fact that creates considerable embarrassment when the original parts and the modified sections need to be restored. Should we neglect the latter and reestablish the original unity of style, or must we restore the whole and maintain the later modifications? (p. 13)

He answered his own question by stating that one should observe the components of the structure and determine their intrinsic value.

Viollet-le-duc (1860) was a great proponent of the scrape method of restoration. He stated:

Let us therefore thoroughly examine our methods and the customary forms of our architecture, and see whether we have not gone astray-whether everything has not to be commenced anew-if we would discover that Architecture of our time which is so loudly called for even by those who deprive us of the only means by which it could be produced. (p.470)

A good example of this style can be found at the Union building on the campus of Purdue University. According to T. Clayton, Assistant Director of the Purdue Memorial Union, when a section of the corridor needed to be enclosed, the wall and floor finishes were specified as closely as possible to the original design (personal communication, October 15, 2012. See figure 6 & 7).



***Figure 6.*** Example of conjunctive theory. Original Purdue University corridor



***Figure 7.*** Example of conjunctive theory. Renovated Purdue University corridor

## **CHAPTER III**

### **METHODOLOGY**

This study focused on qualitative research since it sought to understand people's perception and value attached to the retention of historical architectural elements of a structure. The data retrieved from the research is subjective since it is the opinions and interpretations of people. The following chapter will describe the research design and rationale for utilizing a case study methodology, data collection and analysis methods.

#### **Research Design and Rationale**

The research design was based on previous research conducted by Lindberg, Garling Montgomery and Waara. Their research explored the relationship between housing attributes, beliefs and values. The research explored how different housing attributes are valued and how these values might vary across age, sex, marital status, and the size of the home town of the respondents. The goal of their study was to "investigate the psychological basis of subjective evaluations of different housing quality by relating them to the individual's underlying belief system and value structure" (2008, p. 81). A similar style of study was conducted by Coolen and Hoekstra to determine the correlation of motivational factors such as value, goals and the preferences for housing selections (2001). Each of these studies' utilized a means-end theory to analyze the data retrieved from the interviews.

The objective of this study is to understand the value people have to visual attributes of a structure. The first section of the interview contained demographic questions to determine the age, sex, race, education, and affiliation with the university. The second section centered on the importance of a Union building. These questions were based on guidelines suggested by Knell and Latta. The third section focused on whether alterations to specific components of a structure

can change the expectations or reaction of a person to a setting which can affect the sense of place as suggested by Steele (1981) and ultimately affect community as suggested by Rullman, Ven den Kleboom & Van Jura (2012). The instrumentation used was an interview rather than a survey. Interviews were conducted with participants to allow for a more in-depth approach.

A case study methodology was used for the research since it can focus on one aspect of a structure rather than the whole structure. Case Studies are used when the questions to be answered are “how and why”. These types of questions are best for this type of research since they are “explanatory” rather than “exploratory” (Yin, 2009). Another advantage of a case study is that research is done in natural conditions and the circumstances can be understood in a realistic situation (Key, 1997; Yin, 2009).

### **Qualitative Research.**

The advantage of qualitative research is that it allows for a more comprehensive overview of a situation regarding values, perceptions and interpretations. It also uses subjective information rather than setting pre-defined variables, taking into account different variables and the interactions of those variables. The research can be flexible and emergent rather than static. Since this research is about the values individuals perceive about the retention of a building, qualitative research is an appropriate approach. It places importance on the impact that opinions and values have and seeks to understand by taking those values into account (Key, 1997; Yin 2009).

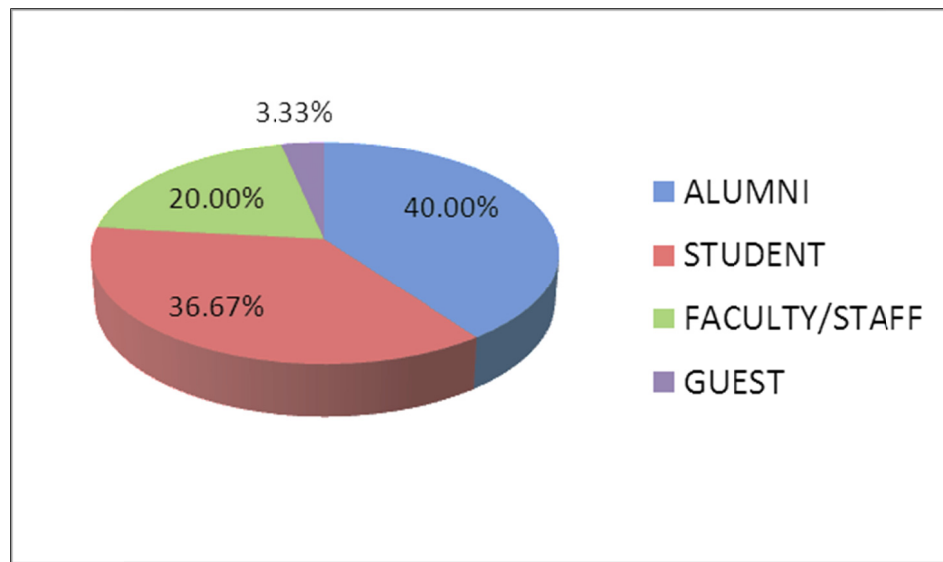
The disadvantage of qualitative research is that this type of research is subjective and there are difficulties in the validity of the information. Researcher prompted prejudice can be another issue. The best way to prevent both the bias and validation issues is to keep detailed records, constantly monitor the observations, and to record accurately (Key, 1997).

### **Case Study Selection.**

The research design utilized a case study approach that focused on three Union buildings that were designed by the architectural firm of Pond and Pond on the campuses of Purdue University, Michigan State University, and the University of Michigan. Each building was designed by the same architectural firm, built at approximately the same time, for similar purposes and each had undergone numerous renovations. It was found that each university approached renovations in different ways. One university retained almost all of the historical features, while another completely obliterated any ties with the past, and the third retained many of the historical architectural features while integrating an eclectic contemporary design. These different approaches to renovations made these three Union buildings a preferred case study. Case studies are favored when examining contemporary issues and are unique in that they deal with a wide variety of evidence, documents, artifacts, interviews and observations (Yin, 2009, p11). This case study will show the perceptions of how students, alumni, staff and faculty value the retention of historical integrity of the university structures.

### **Participants.**

The majority of those interviewed were alumni, about 40.00% ( $n=12$ ) followed by students at 36.67% ( $n=11$ ), then faculty/staff at about 20.00% ( $n=6$ ), and 3.33% ( $n=1$ ) were guests to the University (see Figure 8).



**Figure 8. Percentage Distribution of Interview Participants Relationship to MSU**

The majority of people interviewed were in the age range of 18-28 at 37% (n=11), the next largest group was in the 29-39 age range (n=8, 27%). The predominant gender interviewed was female, at almost 57% (n=17). A large majority of the people interviewed in terms of race were Non-Hispanic White at almost 87% (n=26). All respondents had completed high school, with 30% (n= 9) having attained at the minimum of a Bachelor's degree. For the students interviewed, the anticipated degree desired upon graduation from MSU varied: Accounting, Human Biology, Criminal Justice, Psychology, Biochemistry, Communication, Bachelor of Arts, Interior Design, Dietetics, Marketing and Economics with a Spanish minor, Anthropology, and one with no response. The average number of years all respondents interviewed had lived in campus housing is about two years (see Table 2).

Table 2. *Percentage Distribution of Scio-Demographic Characteristics*

Demographics	Frequency n=30	Percent
<b>Age</b>		
18-28	11	37%
29-39	8	27%
40-50	2	7%
51-65	8	27%
Over-65	1	3%
<b>Gender</b>		
Male	13	43%
Female	17	57%
<b>Race</b>		
American Indian or Alaskan Native	1	3%
Hawaiian or Other Pacific Islander	0	0%
Asian or Asian American	0	0%
Black or African American	3	10%
Hispanic or Latino	0	0%
Non-Hispanic White	26	87%
<b>Education</b>		
High School	12	40%
Bachelor's degree	9	30%
Master's Degree	6	20%
Doctoral Degree	2	7%
No response	1	3%

### **Data Collection.**

To have an effective case study Yin indicates that there are six sources of evidence that when combined, create a chain of information that strengthens the research questions:

documentation, archival records, interviews, direct observations, participant observation and

physical artifacts (2009, p.102). All forms of evidence were used in this study with the exception of participant observation. Historical research was conducted as to the original intent for the use of a Union building, the original physical attributes of each Union building, and how many, and types of renovations that occurred. Each university was visited; photographs were taken to illustrate the current conditions. The University archives were visited to find photographs of the building as they appeared when first built. Photographs that were retrieved from the archives and current photographs were compared to determine what changes had been made to the structure. The archives also provided literature and yearbooks that confirmed information about the original structures, use of the buildings, and subsequent renovations. Tours were conducted by the Facility Managers of the Purdue Union and the Michigan State University Union that also confirmed information retrieved from the archives. These tours also allowed access to areas that normally would not have been possible to the general public. Interviews of students, alumni and faculty were then conducted to obtain insights to what is valued in a University building.

#### Interview Method.

The interviews were conducted on two different days in Brody Hall on the campus of Michigan State University. The days selected to perform the interviews were based on when it was anticipated certain groups would be in attendance; one day during the work week was selected in order to interview faculty and a weekend day where the probability would be higher for more alumni visiting campus. Brody Hall was selected as the site for the interviews since it contains one of the largest and busiest dining facilities on campus, classrooms, and a study and resource center. The days that the interviews were conducted, no faculty were available for participation. Faculty was interviewed by random selection from around the campus.

In adherence to the guidelines of the IRB, participants were informed by the researcher of the voluntary nature of the interview and the complete confidentiality of their responses. They were asked to sign a consent form at the onset of the interview (see Appendix B). Ten alumni known to the researcher were e-mailed and asked to complete the interview questionnaire. The e-mail introduced the researcher and presented the research project. The interview and the consent form were attached to the e-mail. The respondents were asked to send the e-mail back to the researcher after completion by a specific date. Of the ten e-mails that were sent out five persons responded for a 50% response rate.

#### Interview Design.

The Interview was divided into three parts:

1. Demographic Information (see Appendix C)
2. The second portion of the interview had to do with the participant's opinion of the Union and its relationship to the University. The questions were paraphrased from the guidelines Knell and Latta encourage for University's when evaluating the success of a Union:
  - Do you think the Union is one of the campus's primary landmarks? If so, why?
  - Do you think the interior and architectural character is appropriate to the institution's educational mission? If so, how so?
  - Do you think the style of the interior of the Union complement and contribute to the overall setting of the campus? If so, how?
  - Does the building represent the University's spirit and tradition?
  - Do you think the Union serves as a gathering place for the entire campus community? If so, how?

3. Thirty black and white photographs, ten from each of the three Pond and Pond designed Unions, were selected to be used for the interview. The photographs were divided into these following categories:

Exterior photos:

1. The original building after completion
2. The building as it exists today

Interior photos showing the comparison of:

1. Ballroom
2. Lounge
3. Corridors
4. Paneling detail
5. Stair hand rails
6. Food courts
7. Windows
8. Flooring

The participants were asked to evaluate each group of images and select the one image in each group that fit their ideal of how the architectural features of a University should look. The participants were then asked to describe why that particular image was selected. This type of interview process is based on a technique called “Laddering” (Yin, 2009; Reynolds & Gutman, 1988). The laddering technique of interviewing is a one-on-one approach that is used to develop an understanding of how the participants translate the attributes of the structure into meaningful associations. The technique involves directed questions that ask why something is important to the participant. Most people cannot articulate the reason they may prefer one object over

another. This process guides the participant to think about the rationale for their reaction. The goal is to look for sets of linkages or ladders across the range of attributes (A), consequences (C), and values (V) (Reynolds & Gutman, 1988, p.12). This type of interview uncovers the relationships between attributes and associations with each participant.

## **Data Analysis**

A Means End Theory based approach was used to analyze the responses. The Means End Theory is a conceptual tool used to evaluate the responses from the participants. According to Reynolds and Gutman, the Means End Theory, or chain approach shows that products are not selected for themselves or their physiognomies, but rather for the meaning they provoke in the minds of the participants (1988, p. 11). It seeks to look for a connection between the products (the “means” or attributes or feature) the consequences (or benefit) for the participant provided by the attributes, and the personal values (the “ends” or goal) the consequences reinforce (Reynolds & Gutman, 1988, p.12). For this research the means end theory might look like this (see Table 3):

Table 3. *Example of Means End Distribution*

<u>Attribute (A)</u>	<u>Consequence (C)</u>	<u>Value (V)</u>
Physical characteristics of Union Buildings	Environment	Sense of Place
	Consistency	Sense of Community
	Beauty	
	Tradition	Heritage
	Prestige	

The Means-End Theory looks at the rationale underlying why consequences are important to the values (Reynolds & Gutman, 1988). It explores the connection between the abstract values or goals of the participant, the concreteness of an attribute and the benefits or consequence that the participants desire to be satisfied. Links and commonalities of the responses were analyzed to determine if there are meaningful associations. Codes were then

applied to the responses from the participants. The codes were determined by key words or phrases in the responses. The three values that were determined to be relevant to this research were sense of place, sense of community and heritage. If the discussion pertained to the physical characteristics and the emotional connection to the attribute, then a value was coded to the sense of place. For instance, key phrases such as: the importance on campus, iconic, consistency, modern, the variety of architectural features, landscape, were coded as having a value indicating sense of place. If the discussion had key words or phrases that pertained to the social connection, or how the space functions, such as: how the use of furnishings or flooring defines the functions, inviting, distracting, how the light from windows or fixtures influences the type of activity, aesthetics, emotional temperature of the environment, emotional connection, sustainability, or accessibility, then it was valued for its sense of community. If the discussion used keywords such as, historic, traditional, looks like the original, or connection to the past, then it was valued as heritage. Many of the responses had more than one value, so the response could have more than one code assigned to it.

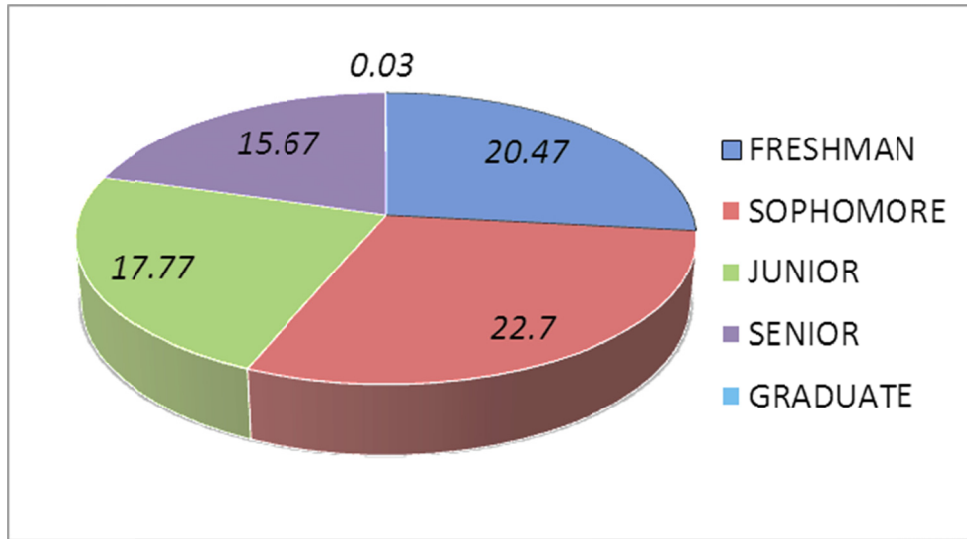
## **CHAPTER IV**

### **RESULTS**

This chapter presents the empirical and analytical results between the retention of the historical architectural elements and the sense of place and community. The findings are based on the results and analysis of interviews. Steele (1981) indicates that a sense of place is a reaction to the expectations of the physical surrounding and the emotional reaction to the context of the space. When a response indicated a physical attribute to the structure, it was interpreted as indicating a sense of place. Rullman, Van den Kleboon & Van Jura (2012), ACUI (2011, Boyer and Mitgang (1996) discussed the importance of the physical space creating a social environment and having amenities that draw people together that create a sense of community. In the interviews, if the response indicated the social environment, or amenities to the environment, it was interpreted as indicating a sense of community. A synopsis of the results of the interview will be the first portion of the chapter, followed by an analysis of the responses to determine a correlation between the attribute and the value.

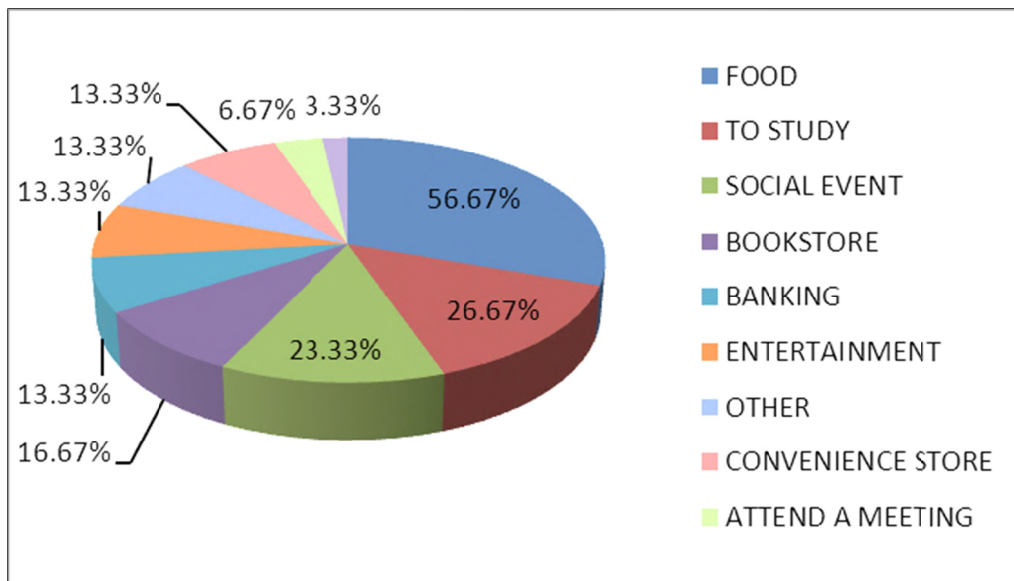
#### **Interview Part One - Student Involvement with the Union**

The thirty respondents indicated they visited the Union a total of 614 times during their Freshman year, for an average of 20.47 times per year. Sophomore students frequented the Union the most, 681 times, with an average of 22.7 times. Junior year, students visited 533 times, or an average of 17.77 times per year, senior year, students visited 470 times, with an average of 15.67 times per year (see Figure 9).



**Figure 9. Respondents Estimate of Visits to Union During Their Tenure at the University**

Figure 10 is indicative of the purpose for visiting the Union. Participants were asked to indicate all options that pertained to them when answering. Food ranked the most important with 56.67% ( $n=17$ ), Studying was also an important activity with 26.67% ( $n=8$ ), followed by social event 23.33% ( $n=7$ ), bookstore 16.67% ( $n=5$ ), convenience store 16.67% ( $n=4$ ), banking 13.33% ( $n=4$ ), entertainment 13.33% ( $n=4$ ), attend a meeting 6.67% ( $n=2$ ), and work 3.33% ( $n=1$ ). The option for “other” as a reason to visit the Union was selected 13.33% ( $n=4$ ). The reasons listed were; mail, bowling and billiards, to find a ride home and student government activities (see Figure 10).



**Figure 10. Respondents Purpose for Visiting the Union**

In 2012, the Michigan State University Union building underwent phase one of a major renovation. According to the project goals outlined by architectural firm SmithGroup, the intent of the renovation was; to generate revenue by creating additional functions, simplify circulation, and maintain historical integrity while providing modern amenities (2010). The first floor was the focus of phase one. The Sparty's convenience store was updated and opened to the food court, an information desk was installed on the main concourse, and lighting was replaced and updated as well as all the furnishings for the main lounge. The Biggby coffee shop was relocated closer to the front door and the food court. When the question was asked in the interview of whether people had seen the new renovation, 45% ( $n=13$ ) answered they had, while 52% ( $n=15$ ) had not seen the renovation. The comments about the renovation were:

- Students
  - "Not enough remodel."
  - "Feels like skimped on detail."

- “It looks nicer than before; more welcoming.”
- “Like it.”
- “I think it’s really nice and open, but I also never saw what it used to look like (only under construction).”
- “I approve, it is sleeker and more functional without taking away from the buildings’ features. I would love to see some more of the buildings historical features highlighted.”
- “I think it was nice. It looks more clean and the Sparty’s is convenient.”
- Faculty/Staff
  - “Modernized – better use of space, better lighting – flows better.”
  - “Amazing, very comfortable.”
  - “It is very nice.”
  - “Nicely furnished, good food venue, very open feeling.”
- Alumni
  - “Great food court reno, didn’t see other (renovations).”
  - “OK.”
  - “Beautiful.”
  - “Beautiful renovation that kept the original feel of the Union.”

## **Interview Part Two – Importance of the Union Building.**

Respondents were asked to answer five questions asking their opinion of how the Union building enhances campus life and relates to the university.

**Question 1. Do you think the Union is one of the campus’s primary landmarks? If so, why?**

In response to the question of whether the respondents considered the Union to be one of the campuses primary landmarks, about 67% ( $n=20$ ) of the respondents answered that they felt it

was a primary landmark, about 26% ( $n=8$ ) felt that it was not a primary landmark, and about 7% ( $n=2$ ) did not respond.

Of the respondents that answered that it was a landmark, it was found:

- “Exterior architecture only, it is the physical representation of the fight song /MSU lyrics.”
- “Historical because of age of building and the emotional connection to the community.”

Of the respondents that indicated that it was not a primary landmark, comments included:

- “It is not architecturally appealing, not used as iconic structure or memorable.”
- “I hear people talk about the other buildings instead.”

**Question 2. Do you think the interior and architectural character is appropriate to the institution’s educational mission? If so, how so?**

It was found that 63% ( $n=19$ ) felt that it was appropriate, 10% ( $n=3$ ) felt it was not, and 27% ( $n=8$ ) did not respond or were ambiguous.

Statements to the question included:

- “It represents the iconic nature of a premier university.”
- “Connection to the past is important.”
- “It supplies areas to study and meet. Love the architecture. ‘Feels’ like a Union. It draws you in as a comfortable area.”
- “Outside architectural features more so than current interior; overall, it should look ‘older’ and ‘scholarly.’”

Of the respondents that did not think it was appropriate to the educational mission of the university, statements included:

- “They should celebrate their history. Sometimes I feel like the Union is just being covered up.”

Of the respondents that were ambiguous, the statements included:

- “Yes, because it serves many interdisciplinary needs, but no because it has not kept up with or adapted to the times.”
- I haven’t seen the Union in 25 years. I don’t see how a Union adds anything to an educational mission. The only possibility is if there are dual use rooms or facilities class use.”

**Question 3. Do you think the style of the interior of the Union complements and contributes to the overall setting of the campus? If so, how?**

In response to the question of whether the style of the interior complements and contributes to the overall setting of the campus, 50% ( $n=15$ ) felt that the Union did complement and contribute to the overall setting, 23% ( $n=23$ ) felt it did not and 27 % ( $n=26$ ) either did not respond or where ambiguous.

Of the respondents that answered that the interior of the Union does complement and contribute to the overall setting of the campus, statements included:

- “It complements the nature of the buildings on North campus.”
- “Connection to the past is important.”
- “Being north of campus, the traditional feel fits in well because it responds to the role of the Union.”
- “Sure. It is bright, airy. Space is nicely designed. Good use of furniture, carpet, paint, contributing to an area for all students and employees to study, meet and greet - social events for students.”
- “I think it does now after the renovation. The style flows well with a lot of dorms creating unity.”
- “It is a very chill environment, and that represents the campus as a whole.”
- “As long as the exterior appears historical, I’m happy.”

The respondents that felt that the Union did not complement or contribute stated:

- “It’s old.”

- “The interior of the Union has no memorable architectural character.”

The ambiguous respondents stated:

- “Difficult to recall.”
- “Not sure, pretty modern.”
- “OK, if you say it is comfortable space – does it compliment, not really – contribute - it’s another space, yes it contributes.”

**Question 4. Does the building represent the University’s spirit and tradition?**

It was found that 74% ( $n=22$ ) said it did and 20% ( $n=6$ ) felt it did not. Why the respondents responded negatively or positively was not asked of this question, therefore no statements were made.

**Question 5. Do you think the Union serves as a gathering place for the entire campus community?**

In response to the question of whether the Union serves as a gathering place for the entire campus community, 60% ( $n=18$ ) felt that the Union is a gathering place, 36% ( $n=11$ ) felt it is not and 3 % ( $n=1$ ) was ambiguous.

Some of the statements made by the respondents that felt that the Union is a gathering place included:

- “Accessible, has historical value. Many amenities and functions, great for commuters. Alumni like coming back.”
- “There used to be dances. There is bowling and areas to eat.”
- “Comforting place to hang out.”
- “Its many features allow this. Everything from only women’s lounge to a bowling alley draw people in.”
- “Because it is at north campus so people off campus and on campus can meet at a place convenient for both.”

The respondents that did not feel that the Union is a gathering place stated:

- “It has never felt to me like a gathering place. It is a catchall for different services and orphaned unconnected departments.”
- “It is a great place to go bowling or play pool, but it does not seem to offer a decent place to study in groups, watch movies, eat pizza with a game, etc.”
- “Not all the time. The campus is too large.”

The respondent that was ambiguous stated:

- Will wait to see how it goes after the next renovation – sounds like it will.”

### **Interview Part Three - Response to Images**

Respondents were asked to look at a series of images. The images were divided into a variety of architectural features. The variable within this section of the interview was that University of Michigan, Purdue University and Michigan State University were all randomly represented in each group:

Group 1 – Original exterior renderings by architectural firm of Pond and Pond

- A. Michigan State University
- B. Purdue University
- C. University of Michigan

Group 2 - Recent exterior photographs of front entrance

- A. University of Michigan
- B. Purdue University
- C. Michigan State University

Group 3 - Recent photographs of ballroom

- A. Michigan State University
- B. Purdue University
- C. University of Michigan

Group 4 - Recent photographs of lounge

- A. Purdue University
- B. Michigan State University
- C. University of Michigan

Group 5 - Recent photographs of corridor

- A. Michigan State University
- B. University of Michigan
- C. Purdue University

Group 6 – Recent photograph of wood paneling detail

- A. Michigan State University
- B. Purdue University
- C. University of Michigan

Group 7 – Recent photographs of stair hand rails

- A. Michigan State University
- B. Purdue University
- C. University of Michigan

Group 8 – Recent photographs of food court

- A. University of Michigan
- B. Michigan State University
- C. Purdue University

Group 9 – Recent photographs of windows

- A. Purdue University
- B. Michigan State University

C. University of Michigan

Group 10 – Recent photographs of flooring

A. Michigan State University

B. Purdue University

C. University of Michigan

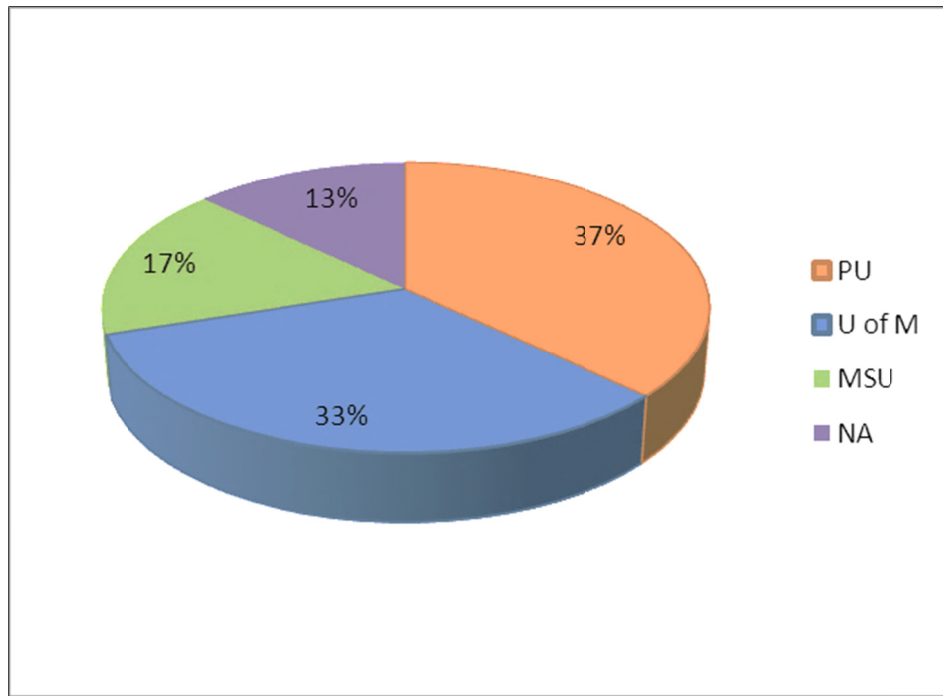
Respondents interviewed were not aware of the locations of each of the photographs.

The variables were assessed by asking the respondents to look at each group of photographs and select the one photograph that best represented their ideal image of what makes a Union building look collegiate. Respondents were then asked to explain why that particular image appears collegiate.

**Evaluation results of images of architectural characteristics within union buildings.**

Group 1. Original exterior renderings by architectural firm of Pond and Pond.

The exterior rendering of Purdue University was selected by 37% ( $n=11$ ) of the respondents, followed by University of Michigan, 33% ( $n=10$ ), Michigan State University 17% ( $n=5$ ), the remaining 13% ( $n=4$ ) were ambiguous (see Figure 11).



**Figure 11. Group 1 – Original Exterior Renderings by Architectural Firm of Pond and Pond**

The ambiguous respondents who selected more than one image, or all of the images, the reasons stated were:

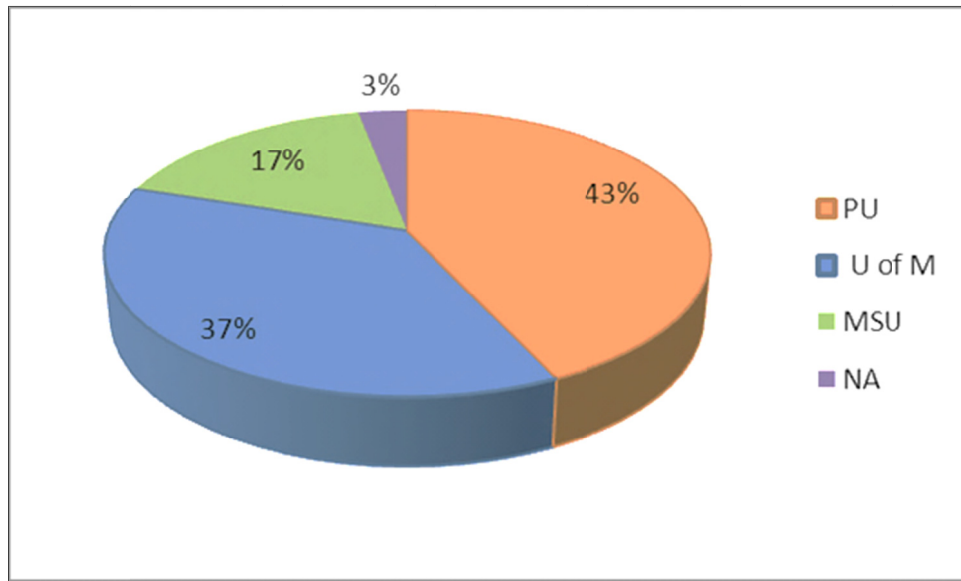
- “They all look the same with brick, limestone, arches, peaks, etc.”
- “Old and scholarly.”  
(Respondent selected Michigan State University and University of Michigan)
- “Each looks similar, hard to choose.”
- “All are representative to me.”

Other respondents commented:

- (MSU) “It looks a lot like our Union, and feels comfortable and recognizable to me. It’s what I came to MSU thinking was a Union. I have no other images to compare it to.”
- (U of M) “It’s tall and official, sort of how you want your education to be.”
- (PU) “Entries on all sides with sidewalks leading to and circling. Looms upward, but not too much.”

Group 2. Recent exterior photographs of front entrance.

The photograph of the Purdue University entrance was selected by 43% ( $n=13$ ) of the respondents, followed by University of Michigan, 37% ( $n=11$ ), Michigan State University 17% ( $n=5$ ), the remaining 1% ( $n=1$ ) was ambiguous (see Figure 12).



**Figure 12. Group 2 - Photographs of Front Entrance Design**

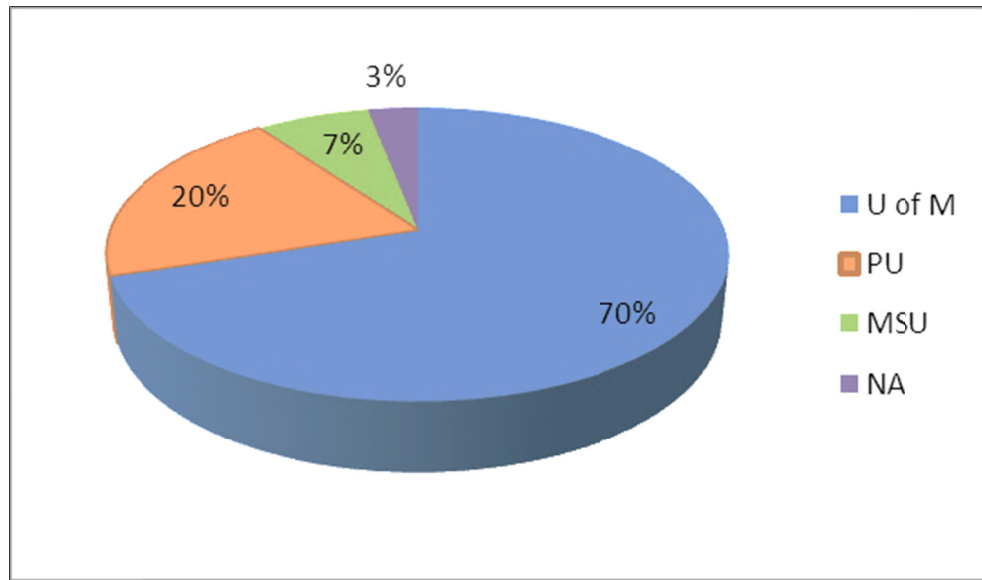
The ambiguous respondent selected more than one image. The reason stated was, “A (U of M) is very historical, but B (PU) has gorgeous original windows and door entrance.”

Other respondents commented:

- (U of M) “Classic, historic look. Large windows and welcoming.”
- (PU) “Windows and brick have been preserved to original.”
- (MSU) “It looks collegiate yet modern.”

Group 3. Photographs of ballroom design.

The Ballroom of the University of Michigan was selected by 67% ( $n=20$ ) of the respondents, followed by Purdue University, 20% ( $n=6$ ), Michigan State University 7% ( $n=2$ ), the remaining 1% ( $n=1$ ) was ambiguous (see Figure 13).



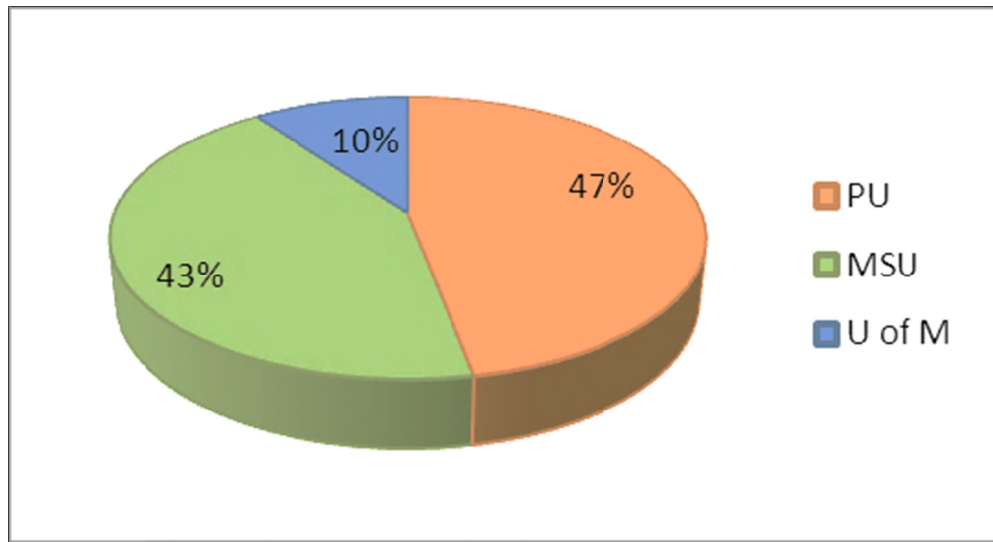
**Figure 13. Group 3 – Photographs of Ballroom Design**

Many of the respondents made statements not only of the physical characteristics of the rooms, but what created the ambiance or what they imagined the room could have been used for:

- “A” (MSU) looks generic, “C” (PU) looks like a gymnasium; “B” (U of M) brings to mind old 1940’s mixers with students in suits and cocktail dresses which is very idyllic to me.”
- (PU) “It looks like a good dance floor.”
- “B” (U of M) would be best if it had carpet – cool lights and windows. “C” (PU) looks like a roller rink – it’s the ceiling. “A” (MSU) dullsville – no windows.”
- (U of M) “Authentic, grand, beautiful. Love the windows and wall details. Traditional.”

Group 4. Photographs of lounges.

The lounge of Purdue University was selected by 47% ( $n=14$ ) of the respondents, followed by Michigan State University, 43% ( $n=13$ ), University of Michigan 10% ( $n=3$ ) (see Figure 14).



**Figure 14. Group 4 – Photographs of Lounge**

Some of the respondents stated:

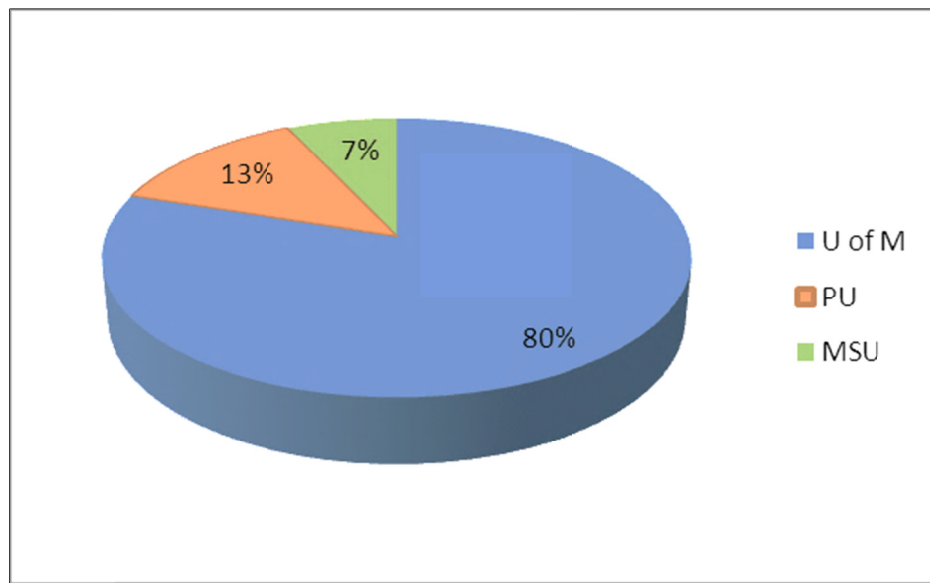
- (MSU) “More efficient. People don’t like to sit next to each other.”
- (MSU) “There are many options for seating, many lighting options, and it is modern and hip which draws in a younger crowd.”

Of the respondents that selected the lounge at the University of Michigan some of the comments were:

- “Best area to study.”
- “Good place to gather and study. Welcoming, looks like anyone could set up camp and be there for a period of time.”

Group 5. Photographs of corridors.

The corridor at the University of Michigan was selected by 80% ( $n=24$ ) of the respondents, followed by Purdue University, 13% ( $n=4$ ), Michigan State University 7% ( $n=2$ ) (see figure 15).



**Figure 15. Group 5 – Photographs of Corridors**

All of the corridors had some type of seating integrated into the design. The Michigan State University corridor had groups of seating similar in layout to the University of Michigan. Each had loveseats, lounge chairs, end tables, and lamps, but the majority of the respondents selected the University of Michigan. Statements about the corridors at the University of Michigan were:

- “Inviting to walk through or take a moment to relax.”
- “Promotes comfort/meeting and interaction.”
- “Great mix of beautiful, original paneling coffered ceiling and comfortable furniture and rugs.”
- “Good combination of function with traditional or warm elements.”

- “Nice mix of ‘warm’ sitting space with carpet, yet walk area is clean and open. Plenty of seating. Upper lighting is bright, yet fixtures are appropriate to the era it was built.”

- 

Statements about Michigan State University consisted of:

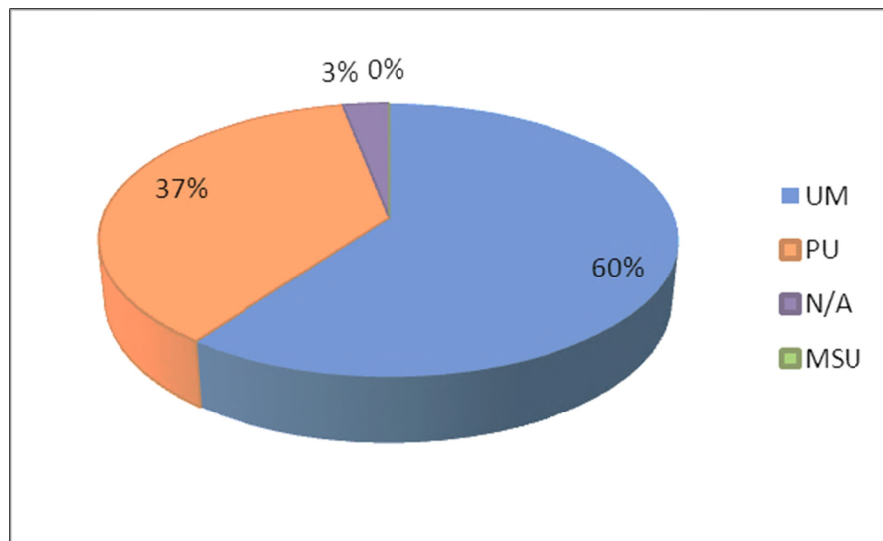
- “Artwork, small semi-private conversations.”
- “It has more of a ‘home’ feeling.”

The corridor at Purdue University only provided a bench for seating. Statements about Purdue were:

- “It needs some seating.”
- “Functional corridor. “B” (U of M) seems noisy.”

Group 6. Photographs of paneling design.

The paneling at the University of Michigan was selected by 60% ( $n=18$ ) of the respondents, followed by Purdue University, 37% ( $n=11$ ), Michigan State University 0% ( $n=0$ ), 3% of the respondents ( $n=1$ ) were ambiguous. The ambiguous response stated, “ “B” (PU) and “C”(U of M) nice classic wood – “A” (MSU) was probably “cool” when installed – should avoid “cool” stuff in these locations – need to stay with classical stuff.” (see Figure 16).



**Figure 16. Group 6 - Photographs of Paneling Design**

The respondents that selected the paneling at the University of Michigan stated:

- “I like the intricate look.”
- “Like the diverse features, warm paneling – not too high to make the area smaller – lower ceiling.”
- “I like the combination of drywall and the wood.”
- “Details are welcoming/charm, originals.”

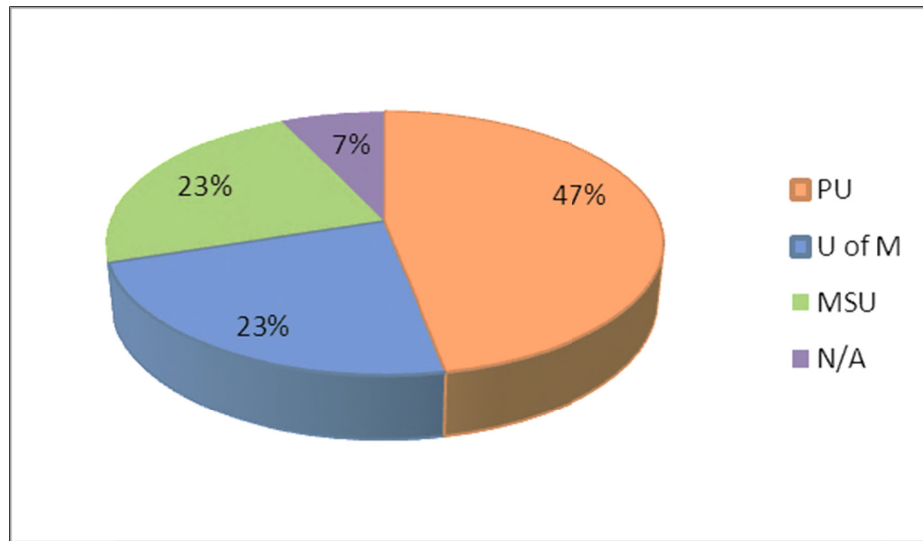
Of the respondents that selected Purdue, stated:

- “B” (PU) and “C” (U of M) are very similar. I like that “C” doesn’t go all the way to the ceiling, but the stem lights are distracting. “B” is just beautiful with the trim and the windows. “A” (MSU) is hideous.”
- “A lot of detail from floor to ceiling, topped with windows.”
- “Warm, modern yet traditional. “A” (MSU) looks more like a hotel and “C” looks dated.”

Group 7. Photographs of stair hand rails.

The stair hand rail design at Purdue University was selected by 47% ( $n=14$ ) of the respondents. While 23% ( $n=7$ ) selected the University of Michigan, and another 23% ( $n=7$ )

selected Michigan State University, while 7% ( $n=2$ ) were ambiguous, stating that they all looked similar (see Figure 17).



**Figure 17. Group 7 – Photographs of Stair Hand Rails**

The stair hand rails at Michigan State University and at Purdue University are similar in design and style. However, the majority of the respondents selected Purdue University. The statements from the respondents included:

- “Grander.”
- “A lot of detail. Fits the period that the university was built.”
- “Strong and sturdy feel.”

The respondents that selected Michigan State University stated:

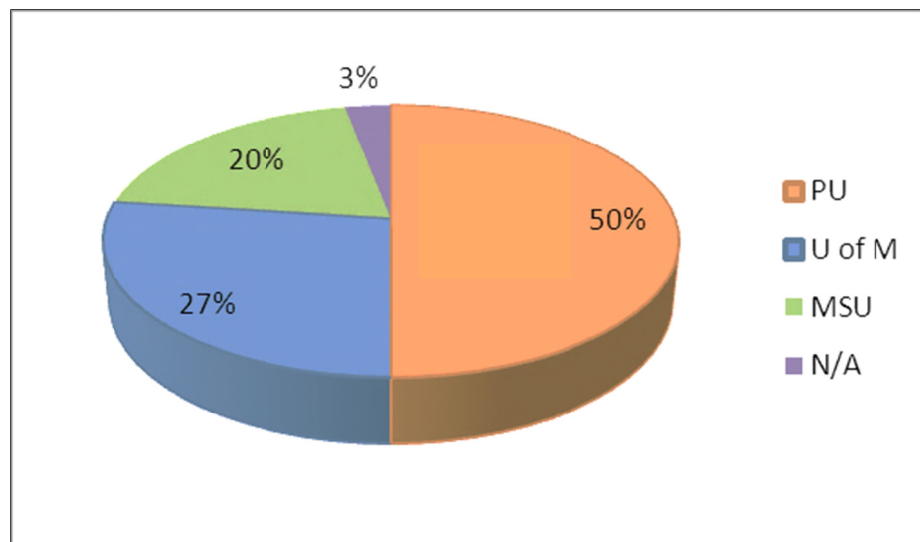
- “I only picked “A” (MSU) over “C” (PU) because of the switch back stairs, which I like, but I don’t like the no-slip black strips in “A”, there must be a more pleasing solution.”
- “The railings allow for a visual of what is to come and who is on the staircase.”

When the University of Michigan stair hand rails were selected, it was the construction material that was most often mentioned:

- "Warm."
- "The wood."
- "Wood is warmer, older statement."

#### Group 8. Photographs of food court.

The food court at the Purdue Union was selected by 50% ( $n=15$ ) of the respondents, 27% ( $n=8$ ) selected the food court at the University of Michigan, 20% ( $n=7$ ) selected Michigan State University and 3% ( $n=1$ ) was ambiguous (see Figure 18).



**Figure 18. Group 8 – Photographs of Food Court**

Some of the statements about Purdue's food court comprised:

- "Non-restaurant feel. Can combine eating with relaxing, studying and not feel rushed."
- "A" (PU) is not boring. "B" (MSU) is fun but has limited architectural detail and I don't like the drop ceiling blocking the arched windows. "C" (PU) is beautiful and has great architectural detail with complimentary furniture."
- "It looks more interactive."
- "Not too modern or retro."

Of the respondents that selected the University of Michigan some statements included:

- “Space efficient.”
- “More traditional.”
- “More intimate setting, less cafeteria.”
- “Clean lines.”

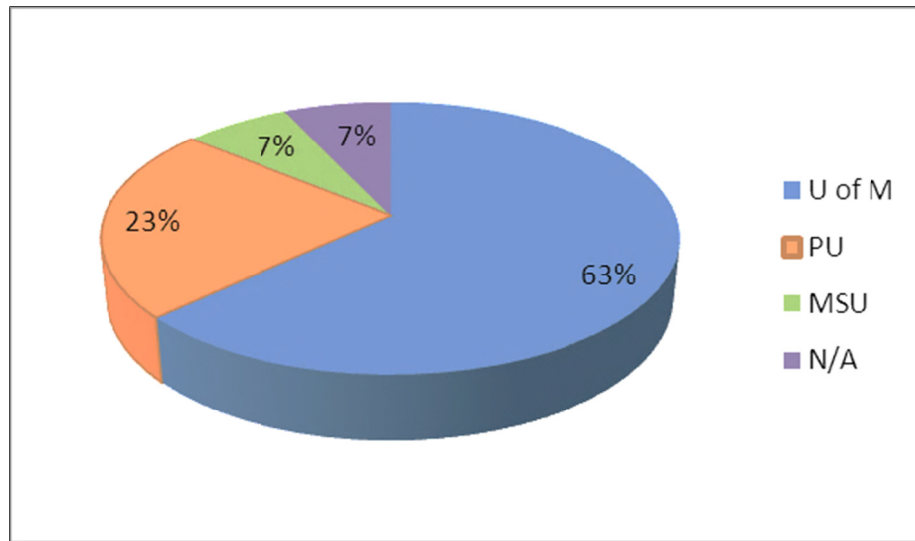
The statements about Michigan State University included:

- “I like food courts to feel more modern. This is fresh and welcoming.”
- “Variety, interesting.”
- “Looks the best.”

The ambiguous respondent stated, “These are all fine. A food court is not part of only a union building. As long as it functions well, it could be anywhere.”

#### Group 9. Photographs of windows.

The windows at the University of Michigan was the preferred design at 63% ( $n=19$ ) followed by the Purdue University at 23% ( $n=7$ ) and Michigan State University at 7% ( $n=2$ ) (see Figure 19). Two respondents were ambiguous. The first respondent selected both “A” (PU) and “C” (U of M) and stated, “Very traditional – I suppose “B” (MSU) is too, but the A/C really detracts.” The second respondent who also selected “A” (PU) and “C” (U of M) stated, “B” (MSU) is hideous, “A”(PU) and “C”(U of M) are gorgeous.”



**Figure 19. Group 9 – Photographs of Windows**

Of the respondents that selected the University of Michigan some of the statements were:

- “Love the windows and the furniture.”
- “Natural light, plants, comfortable seating.”
- “I would rather study in this picture with plants and seats and natural light. It also looks similar to photo “A”.”
- “I don’t see the difference between “A” (PU) and “C” (U of M).”

Of the respondents that selected the window at Purdue University:

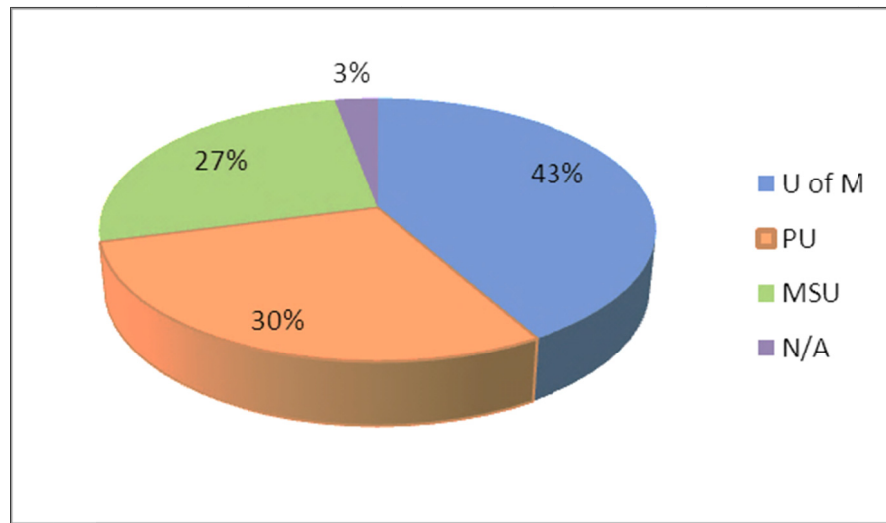
- “Contains a lot of detail with the multitude of small panels.”
- “Doesn’t look so creepy and old.”

Of the respondents that selected the windows at Michigan State University, no comments were made.

Group 10. Photographs of flooring.

Selection of the flooring was the most evenly distributed of the responses from the interview. The majority of respondents, 43% ( $n=13$ ) selected the floor at the University of Michigan as the one that represents what a floor in a college building should look like. Purdue

University was selected by 30% ( $n=9$ ) of the respondents and 27% ( $n=8$ ) of the respondents selected the floors at Michigan State University, while 3% ( $n=1$ ) was ambiguous. The ambiguous statement felt that any of the floors were acceptable (see Figure 20).



**Figure 20. Group 10 – Photographs of Flooring**

Of the respondents that selected the floors at the University of Michigan some of the statements made were:

- “Interesting but maintainable.”
- “Nice pattern, but not too busy.”
- “Traditional and updated, easy to clean.”

The respondents that selected Purdue University some of the statements were:

- “Pattern fits in with the overall look at the university. Interesting pattern breaks up the expansive floor without the use of furniture.”
- “A” (MSU) looks like high school. “B” (PU) and “C” (U of M) are both nice, but “C” checkerboard reads like a kitchen, while “B” has more interesting detail.”

Some of statements about the floor at Michigan State University:

- “Timeless and solid.”

- “Basic, clean look, soothing.”
- “It’s getting walked on, decorations really don’t matter.”

#### **Interview Part Four: Response to Images - Past and Present**

Interviewees were asked to look at photographs of the Union taken during two different eras; before the second renovation and after the third renovation, and compare them to photographs taken in 2013. Respondents were asked to evaluate the images as if they were on a planning committee that would be selecting various components for the building.

##### **Exterior images of the Union with emphasis on evaluating the windows.**

Respondents were asked to evaluate the original windows of a photograph taken in 1935 and compare them to the photograph of existing replacement windows. The windows of the 1935 photograph were selected by 63% ( $n=19$ ) of the respondents with statements of:

- “Looks better on north campus.”
- “It adds character to the building.”
- “They look classic.”
- “They have a prestigious look about them compared to the 2013 windows. Arches /curves provide character.”
- “Ugh... this makes me upset. Why would anybody remove such beautiful windows and brick them in? At least replace them slowly with more insulated replicas of originals. What was once beautiful in every way now looks like a bruised and bandaged relic.”
- “1935-so much more character, 2013 – sucked the life out of it.”
- “Definitely the 1935 windows. They help to give the building character with the multiple panels and ornate detail. The union in 2013 lacks character and interest...sad.”
- I like the 1935 windows better. I think it matches with the older dorms and buildings in that area of campus.”

- “These windows are so much more beautiful and have so much more character. I do not understand why you would cover up MSU’s history, or these beautiful intricate windows.”
- “I am inclined towards the historical and find that the detailed architecture of the campus sets it apart from other schools I have attended.”
- 1935 is better. 2013 looks like a condemned property.”

Of the 33% ( $n=10$ ) of the respondents that selected the windows in the 2013 photograph, statements included:

1. “High performance windows that met energy criteria.”
2. “More modern.”
3. “The newer windows look more inviting and not so closed off.”
4. “Appears larger. I like the curves.”
5. “Planning for upkeep, I’d go with 2013; less painting, easier to clean. Different viewing and probably brighter without the extra slats on the windows.”
6. “Because it looks better with the trees and I like the windows better.”
7. “Windows are probably more energy efficient and they don’t appear to be obstructed with tracery.”

#### **Exterior images of the Union with emphasis on evaluating the front entry doors.**

Respondents were asked to evaluate a photograph of the original front entry doors of the Union in a photograph taken in 1935 and compare to the existing replacement doors in the photograph taken in 2013. The doors of the 1935 photograph were selected by 80% ( $n=24$ ) of the respondents with statements of:

- “Seem to fit the style.”
- “Old look is better on north campus.”
- “The second one (2013) looks cheap and outdated.”

- “More interesting.”
- “Again, the subtle arches/curves give it a more classic, prestigious look with character. Non-cookie cutter appearance.”
- “2013 is nondescript. 1935 is beautiful, but 2013 is cleaner which I appreciate and I like the ivy on 2013.”
- “Traditional, warm, inviting and full of character.”
- “I would select 1935 again, a lot more detail, helps to contribute to the overall look and feel of the building and campus. The 2013 doors are bland and generic.”
- “The vintage look is kind of eye catching.”
- “Feel more grand.”
- “Historic and prestigious.”
- “More ornate wood detail.”
- “Love the traditional worn look.”
- “Once again this has character and history. Why would we replace it with generic doors when these doors and exterior façade is so unique?”
- “They are beautiful. It represents the long history of the university.”
- “I’d select 1935, but make the doors double wide and improve lighting.”

Of the 20% ( $n=6$ ) of the respondents that selected the front entry doors of the 2013 photograph, statements included:

- “I’d pick the 2013 door because it looks more simple.”
- “Steel doors? 2013 appears taller and wider which is better for movement. Probably easier care but unsure of this.”
- “More modern and welcoming, and there is a long window which seems safer to me, so you can see in and out.”
- “1935 looks too churchy.”

**Exterior images of the Union with emphasis on evaluating interior conference room.**

Respondents were asked to evaluate a photograph that was taken in 1949 of a newly renovated conference room in the Union, and a photograph taken in 2013 of a conference room located in the same area of the union. The respondents were asked to evaluate the windows in each image and select the one style of windows they would select if they were on a planning committee and why. The 1949 photograph was selected by 67% ( $n=20$ ) of the respondents with statements of:

- “2013 is modern institutional and doesn’t fit my idea of what the MSU union should be.”
- “The 2013 version makes me disinterested in learning there.”
- “Older is better on north campus.”
- “Drapes need updating – softens the space.”
- “Appropriate to the period.”
- “Same as before. (Subtle curves give it a more classic prestigious look with character. Non-cookie cutter appearance.) A much more welcoming appearance. Warm. The curtains seem to add a nice touch.”
- “1949 is gorgeous; 2013 is boring and nondescript.”
- “1949. The 2013 union in one word...yuck! The 1949 picture is welcoming and warm with a lot of detail in the windows. Looks like a place you want to gather and spend time. The 2013 picture is generic, sterile, uninviting and looks like an office or hospital waiting room.”
- “More visually stimulating.”
- “Very scholarly.”
- “Looks more academic.”
- “This seems to be the ongoing motif for the union. Why not keep it around and strengthen the branding of the building?”

Of the 26% ( $n=8$ ) of the respondents that selected the image from 2013, some of the statements made were:

- “With technology always in our face, a lot of students nowadays wouldn’t really notice fine decorations, so I wouldn’t pick the 2013 room.”
- “I suppose 2013 is easier to clean or repair versus multiple glass panels. Better view, probably brighter light.”
- “I like the more open windows.”
- “Easier to clean and allows most light.”
- “Unobstructed windows. More light.”
- “More modern, high performance.”

The remaining 7% ( $n=2$ ) did not select an option. One of the respondents stated, “1949 look nicer, but the 2013 people can gaze outside easier

## **Analysis**

After respondents supplied demographic information, the interview consisted of five questions that pertained to how the respondents perceived the importance of the Union to the university. This section took the responses and analyzed the coded information and categorized which value was represented in the respondent’s discussion by using keywords that attributed the response to heritage, sense of place or sense of community.

Question 1. Do you think the Union is one of the campus’s primary landmarks ? If so, why?

The responses indicate that 30% ( $n=10$ ) of the respondents feel that the heritage of the Union building is a factor for the Union to be a landmark on the campus of Michigan State University because of the historical aspects of the structure, while 26% ( $n=8$ ) indicate that the Union is a landmark because of its contribution to the sense of community because they consider

it a gathering place, and a place to eat study and shop. Only 13% (n=4) felt that the location of the Union is what makes it important to the sense of place on the campus of Michigan State University (see Table 4).

Table 4. *Means End Theory Distribution of the Union as a Primary Landmark*

Attribute	Consequence	Value
Campus Landmark	Historic (n=10)	Heritage
	Place to eat, study, shop (n=1)	Sense of Community
	Gathering Place (n=7)	
	Importance on Campus (n=4)	Sense of Place

Question 2. Do you think the interior and architectural character is appropriate to the institution's educational mission? If so, how so?

According to the responses, 27% (n=8) of the respondents indicated that the heritage of the structure contributes to the Union being architecturally appropriate to the university's mission. 30% (n=9) indicate the Union's sense of community is what contributes to the educational mission of the university by being sustainable and accessible. Only 10% (n=3) indicated that the iconic nature of the structure contributes to the sense of place by being iconic. (see Table 5).

Table 5. *Means End Theory Distribution of Architectural Character Appropriateness to Educational Mission*

Attribute	Consequence	Value
Architectural appropriateness to university's mission	Iconic (n=3)	Sense of Place
	Historic/Classic (n=8)	Heritage
	Gathering place (n=7)	Sense of Community
	Sustainable (n=1) Accessibility (n=1)	

Question 3. Do you think the style of the interior of the Union complements and contributes to the overall setting of the campus? If so how?

The responses indicated that 17% (n=5) felt that the heritage of the building is the reason that the Union's interior space contributes to the overall setting of the university. 23% (n=7) of the respondents stated that the Union's consistency, updated appearance, and comfort where indications that the Union had a sense of place. The major grouping of responses, 30% (n=9), indicated that comfort and location of the building on campus contributed to the sense of community and was the main reason that the Union's interior space contributes to the overall setting of the campus (see Table 6).

Question 4. Does the building represent the University's spirit and tradition?

Respondents were not asked to give a rationale for their responses, so it was not analyzed by a

Means End Theory Distribution

Table 6. *Means End Theory Distribution of Union's Interior Space Contributing to the Overall Setting of Campus*

Attribute	Consequence	Value
Interior Space of Union contribution to overall setting of campus	Connection to the past (n=5)	Heritage/Nostalgia
	Consistency (n=4)	Sense of Place
	Updated (n=3)	
	Comfortable (n=3)	Sense of Community
	Location on campus (n=3)	
	Unity with other campus updates (n=3)	

Question 5. Do you think the Union serves as a gathering place for the entire campus community?

As can be expected, statements about the amenities, function of the building, help to create the sense of community. It was the foremost value with 67% (n=20) of the respondents

commenting that Union building is a gathering place for the campus of Michigan State University for one reason or another. The other value mentioned by 7% (n=2) of the respondents was the heritage or the nostalgia of the Union building helping to make the building the gathering place for the campus. The physical attributes that would be considered as indicative of the Union having a sense of place was not addressed in this question. The question directed the respondents to discuss the social aspects of the Union not the physical attributes (see Table 7).

*Table 7. Means End Theory Distribution of the Unions as a Gathering Place for the Campus*

Attribute	Consequence	Value
Gathering Place	Historical (n=2)	Heritage/Nostalgia
	Amenities/Functions (n=3)	Sense of Community
	Social/Meeting (n=10)	
	Bowling/Billiards(n=3)	
	Place to Study (n=1)	
	Place to Eat (n=3)	

### **Analysis of respondent's discussions about the images of the Union buildings architectural characteristics.**

Group 1. Original exterior renderings by architectural firm of Pond and Pond.

When respondents were asked to discuss the exterior renderings of the Unions, the grand scale of the building, and the landscape surrounding the building was an observation made by 40% (n=12) of the respondents; thus indicating that the overall design of the building created a sense of place, and was an important element reflected in the renderings. 43% (n=13) felt that renderings indicated a design that met their emotional expectations of what a Union should look like, or that it was inviting. These responses indicated that the building looked like a structure that would encourage people to engage, thereby developing a sense of community. Only 13% (n=4) of the respondents commented on the historical aspects of the renderings (see Table 8).

Table 8. *Means End Distribution - Original Architect's Rendering of Union Buildings*

Attribute	Consequence	Value
Original Exterior Design	Grand Scale of Building (n=10)	Sense of Place
	Landscape Surrounding (n=2)	
	Meets Expectations (n=5)	Sense of Community
	Inviting (n=8)	
	Historic Looking (n=4)	Heritage

Group 2. Recent exterior photographs of front entrance.

Overwhelmingly 67% (n=20) of the respondents indicated that the architectural features of the front entrance contributed to the structures aesthetic appeal contributing to the sense of place. The respondents indicated that the front entrance design encouraged people to engage with the structure by being inviting, was commented on by 30% (n=9), thus contributing to the sense of community. The historical aspect of the design was discussed by 17% (n=5) of the respondents (see Table 9).

Table 9. *Means End Distribution - Front Entrance Design*

Attribute	Consequence	Value
Front Entrance	Inviting (n=9)	Sense of Community
	Good Architectural Features (n=20)	Sense of Place
	Historic (n=5)	Heritage

Group 3. Photographs of ballroom design.

The sense of place was indicated as the most compelling value with 60% (n=18) of the respondents discussing design features of the Ballroom. Thirteen of the respondents 43% commented on how the ambiance of the Ballroom enhanced the sense of community by creating an environment where people could gather for social events. The historical elements of the Ballroom were discussed by 40% (n=12) of the respondents (see Table 10).

Table 10. *Means End Distribution – Ballroom*

Attribute	Consequence	Value
Ballroom	Historic ( $n=8$ )	Heritage
	Traditional ( $n=4$ )	
	Ambiance ( $n=13$ )	Sense of Community
	Windows ( $n=5$ )	Sense of Place
	Flooring ( $n=6$ )	
	Lighting ( $n=7$ )	

Group 4. Photographs of lounges.

Only 13% ( $n=4$ ) of the respondents commented that heritage was an important value in their discussion of the lounges. Respondents indicated that the architectural features and the modern approach to the layout with a high variety of seating contributed to the sense of place, with 50% ( $n=15$ ) of the respondents indicating it was a value important to them. Many of the respondents, 27% ( $n=8$ ), indicated that seating contributed to the sense of place because of the type, style and comfort of the furnishings. Many of the respondents, 47% ( $n=14$ ), felt that there was some level of an emotional connection to lounges which contributed to the sense of community. Of the respondents that mentioned that the space felt historic, the lounge at Purdue University was selected. Of the respondents that felt the social atmosphere was enhanced because of the variety of seating, the lounge at Michigan State University was the preferred selection (see Table 11).

Table 11. *Means End Distribution – Lounges*

Attribute	Consequence	Value
Lounge	Historic ( $n=4$ )	Heritage
	Architectural Features ( $n=3$ )	Sense of Place
	Modern ( $n=3$ )	
	Variety of Seating ( $n=8$ )	
	Emotional Connection ( $n=14$ )	Sense of Community

Group 5. Photographs of corridors.

Respondents found that the layout and style furnishings encouraged social interaction, which contributed to the sense of community. This was the discussed by 53% ( $n=16$ ) as being the most highly regarded value when they examined the images of the corridors. The furnishings, architectural features, and function of the corridors was the factor mentioned by 37% ( $n=11$ ) of the respondents. The historic elements, or lack of historic elements, were commented on by 17% ( $n=5$ ) of the respondents. The discussion from the respondents indicated that combination of the values, architectural features, functional aspect of the corridor being a conduit from one area to the next, the cleanliness of the modern design, and the furnishings helped to create a sense of place (see Table 12).

Table 12. *Means End Distribution – Corridors*

Attribute	Consequence	Value
Corridor	Historic ( $n=3$ )	Heritage
	Modern ( $n=2$ )	Sense of Place
	Architectural Features ( $n=3$ )	
	Functional ( $n=3$ )	
	Furnishings ( $n=5$ )	
	Promotes Social Interaction ( $n=16$ )	Sense of Community

#### Group 6. Photographs of paneling design.

The majority of the responses, 77% ( $n=23$ ) discussed how design details of the paneling was a contributing factor to creating a sense of place. Very few of the respondents 13 % ( $n=4$ ) actually discussed the historical value, but referred to the traditional design of the paneling and how it contributed to the heritage of the environment. The warmth or emotional appeal of the wood was discussed by 20% ( $n= 6$ ) of the respondents which is valued in developing an environment that contributes to the sense of community (see Table 13).

Table 13. *Means End Distribution - Paneling Design*

Attribute	Consequence	Value
Paneling	Traditional ( $n=4$ )	Heritage
	Height of Paneling ( $n=5$ )	Sense of Place
	Wood ( $n=7$ )	
	Visually Appealing ( $n=11$ )	
	Warm ( $n=6$ )	Sense of Community

Group 7. Photographs of stair hand rails.

It was found that 40% ( $n=12$ ) of the respondents felt that the stair handrails construction materials, details and beauty of the railings and function of the stairs leading people into the space contributed to the sense of community of the Union buildings. The construction materials were also cited by 10% ( $n=3$ ) as contributing to the sense of place by adding warmth to the environment. The historical value of the hand rails was specifically mentioned by 13% ( $n=4$ ) of the respondents (see Table 14).

Table 14. *Means End Distribution - Stair Hand Rails*

Attribute	Consequence	Value
Stair Hand Rail	Historical ( $n=4$ )	Heritage
	Wood/Warm ( $n=3$ )	Sense of Place
	Function ( $n=5$ )	Sense of Community
	Aesthetics ( $n=7$ )	

Group 8. Photographs of food courts.

Most of the respondents, 53% ( $n=16$ ) mentioned that the sense of community was enhanced by the type and layout of the furnishings, as well as the ambiance of the design elements in the food court. The architecture of the food court was discussed by 20% ( $n=6$ ) which was analyzed as contributing to the sense of place. Only two respondents specifically mentioned the historical elements of food courts contributing to the heritage of the building (see Table 15).

Table 15. *Means End Distribution - Food Courts*

Attribute	Consequence	Value
Food Court	Traditional ( $n=2$ )	Heritage
	Architecture ( $n=6$ )	Sense of Place
	Furniture ( $n=7$ )	Sense of Community
	Ambiance ( $n=9$ )	

Group 9. Photographs of windows.

How the windows created an inviting environment which contributed to the buildings sense of community was mentioned by 53% ( $n=16$ ) of the respondents. The discussions included descriptions of the how the architectural details of the windows. Some respondents indicated they could visualize themselves in the room where the windows are located, and the subsequent emotional response to that environment. The scale of the windows and the architectural details of the frames was cited by 27% ( $n=8$ ) of respondents as a contributing factor to the sense of place. Only two respondents specifically referred to the historical aspects of the window. It was also mention by two of the respondent's that the accessories; plants (U of M) and air conditioning unit (MSU) was a distracting factor in the image (see Table 16).

Table 16. *Means Ends Distribution - Window*

Attribute	Consequence	Value
Windows	Historic ( $n=2$ )	Heritage
	Large ( $n=3$ )	Sense of Place
	Detail ( $n=5$ )	
	Distracting Accessories ( $n=2$ )	Sense of Community
	Light ( $n=5$ )	
	Inviting ( $n=9$ )	

Group 10. Photographs of flooring.

This is the first category not to mention the historical aspect of the material or design. It is also the first category to have maintenance has a theme. It was found that 80% ( $n=24$ ) of the

respondents discussed how the design of the flooring contributed to the sense of place. The respondents commented on how the pattern or lack of pattern created interest. Two of the respondents felt that the design of the floor helped to define the space for a variety of activities which contributes to the sense of community (see Table 17).

Table 17. *Means Ends Distribution - Flooring*

Attribute	Consequence	Value
Flooring	Defines Areas (n=2)	Sense of Community
	Maintenance ( n=2)	Sense of Place
	Interesting (n=6)	
	Pattern (n=12)	
	Plain (n=4)	

## **CHAPTER V**

### **DISCUSSION AND CONCLUSION**

The subsequent chapter will discuss interpretations of the findings from the interviews, followed by conclusions and speculative implications that can be derived from the study. A discussion will then follow on the limitations of this study and future research potential.

#### **Discussion**

The primary purpose of this study was to identify whether the alteration or removal of the historical features of a building affects the sense of place, thereby affecting the sense of community. This is the first known research that has sought to understand how the renovation of a structure can affect a person's perception and emotional connection to the structure and the structures perceived status in the community. Based on the results from the interviews, this research had three main questions that will be discussed based on the major findings.

#### **Question 1. How do students, faculty, staff and alumni feel about the retention of the original architectural features of the Union building?**

During the interview, respondents were asked to analyze and evaluate various features located within the Union buildings. The first group of images they were asked to evaluate were the original schematic sketches done by the architect. When respondents evaluated the sketches of the original architectural renderings of the structures, many had a hard time discerning the difference between the three buildings. Since all the renderings and design were by the same firm, this was the expected reaction. These images were intentionally selected to show that the buildings were designed using the same Collegiate Gothic style and to observe how each building had been altered and changed from the original design during subsequent renovations. The interview was designed so that the respondents would focus on individual characteristics and

discuss the reasoning for their design preference of each attribute. It was theorized that by the end of the interview the respondents would notice the similarity in the original design of each and be able to discuss their opinion about how the exterior of the University of Michigan and Purdue University had changed little from its original design, but that Michigan State's exterior had been altered by replacing the Gothic tracery windows for more energy efficient contemporary style. Respondents intentionally were not informed of the location of each sketch so as not to influence their preference. Only one respondent recognized that one of the sketches was the Union building at Michigan State University.

During the interviews it was shown that the strongest preference was both the University of Michigan and Purdue University building design. Using the Means End Theory Distribution chart to analyze the responses from the interviews, it was found that words such as scholarly, grand presence, inviting, stability and grace were most often used in their descriptions of these two buildings. One third of the responses had used the term grand presence to describe the building. By using these words the respondents indicate the importance of the building to the sense of place on campus. A theory can be made that the Collegiate Gothic style of the structure influences that the building holds an important place on campus. The responses also indicate that the building has a sense of community by describing the building as a place to gather and discussing how the landscape surrounding the building allows for people to mingle. When the sketches of the buildings were drawn, the heritage for the structures did not exist for they had yet to be built. However, respondents associate the sketches with heritage by stating, "brick and ivy and rich history", "old and scholarly". Statements such as these indicate that heritage is associated with the Collegiate Gothic style and the intrinsic design elements of that style. By altering the exterior design and eliminating the key elements of the collegiate gothic style, such

as the tracery windows and intricately designed front doors, the style of the building has been altered and lessens its sense of place on campus.

The front entrance of the building is the most important feature of the structure. It is the first impression of the building and it can either draw people into the structure or repel admittance. Its architectural elements are what unify the overall design of the building. Seven respondents indicated that their selection felt inviting or welcoming which reflects a sense of community. Of those seven responses all of them selected either the University of Michigan or Purdue University, overall twenty four respondents selected the doors at both University of Michigan and Purdue University; both having retained the original Collegiate Gothic design of the doors. Michigan State University had changed the doors to a more contemporary style. The five respondents that selected the doors from Michigan State University, two respondents did not comment and the three that did comment all liked the simplicity and ease of maintenance of the doors. Those comments do not indicate that the doors at Michigan State University's entrance contribute to the sense of place or community. However, the retention of the original architectural elements at the University of Michigan and Purdue University attracts people to the building and invites them to enter, thereby contributing to the sense of place and community.

When evaluating the ballrooms the vast majority (67%) selected the photograph from the University of Michigan. Some respondent's comments projected a human presence into the spaces, "it looks like a good dance floor", or "brings to mind old 1940's mixers with students in suits and cocktail dresses..." Descriptive comments such as "personable", "very pretty 'space'", "I love the windows", "doesn't have a ballroom feel", "relaxed" indicate an emotional connection to the space giving it a strong sense of community. Further, the responses indicate that the design of the windows, flooring and lighting contributes to the Sense of Place. The

University of Michigan and Purdue University had retained the original design of the windows and even the original floor at Purdue University. Since these two structures were selected by 87% of the respondents, the retention of the historical integrity is strong indication that these elements contribute to the sense of place and community. The ballroom at Michigan State University has been altered the most. The windows had been removed in the 1996 renovation and replaced with marble wainscoting and carpet was installed on the walls above the wainscoting. The original light fixtures were replaced with contemporary style fixtures. The original trims and moldings on the ceiling had been left intact. The Means End Theory Distribution chart showed that the ballroom at Michigan State University lacked the same emotional connection of the other two ballrooms, indicating that it lacked a sense of place or sense of community. It can be surmised that the respondents do care that the original architectural features remain intact since the photographs most often selected of the ballrooms were of the buildings that had retained the original architectural features.

The lounges at Purdue University (47%) and at Michigan State University (43%) were almost equally selected. However, Purdue University was selected for its architecture, historical and traditional feel, which indicates its sense of place while Michigan State was selected for the socializing aspects of the furnishings which indicate its sense of community. Many of the furnishings at Purdue are the original furnishings. Respondents indicate that they selected the Purdue lounge not only for the intact original architectural features but they also noted that they like the historical aspect of the furnishings. It's ironic that University of Michigan was selected by only 10% of the respondents given that the original architectural features are intact as well as some of the furnishings. What can be deduced from this reaction is that the photograph showed the room as a study lounge not a lounge for socializing. Each of the respondents that selected the

University of Michigan indicated they liked the room as a place to concentrate and study but no mention was made of the architecture or furnishings. Michigan State's Union had recently undergone a major renovation of the lounge area, which included new furnishings. The lounge is located in the portion of the building that was added in 1949. As previously mentioned, the addition was designed using the Stylistic theory approach to renovation, and used the International style that was prevalent at the time, thereby not continuing the Collegiate Gothic style that the original building and subsequent 1936 renovation had used. In this particular situation the retention of historical integrity was not a strong factor for contributing to the Sense of Place since the room was designed at a later date and never had a Collegiate Gothic design but rather a more contemporary feel than the other two lounges. The International style of Architecture is so prevalent with the university campus buildings built in the post-World War II era that most people do not consider the style as historical. Furthermore, the style is quite often seen as being out of date rather than historical and not worth preserving. However, the Means End Theory chart showed that the lounge had a strong sense of community. The contributing factor for this conclusion is the opinions regarding the type of furnishings selected and the comfort and arrangement of the furniture that allows for interaction between the individuals and groups using the building. An ironic twist is that the furnishings selected for the renovation were very similar in design and layout to the original 1949 renovation furnishings.

Corridors are usually seen as a route from one place to the next. Typically in historic buildings the main floor corridors are designed to impress, with each subsequent floor's design becomes less ostentatious and more serviceable. It is the one area of a building that is usually not given as much thought to how the space functions other than as an artery for a building. This usually results in strong architectural elements; doors, windows, paneling and signage such as

the corridors at Purdue University. It may have a sense of place however the design usually will lack a sense of community. The corridor at the University of Michigan was selected by the majority (80%) of the respondents because of the social aspects of the environment which lends it to have an undeniable sense of community. The corridor was not treated as just a way to transport people; it was used as a place to engage people. However, it should be noted that the corridor at Michigan State University had the same type of seating available and it was selected by only 7% of the respondents. Therefore, it can be surmised that the architectural features of the space at the University of Michigan and Purdue University influenced the respondents to select that space more often. The corridor at the University of Michigan retained the architectural integrity of the original design and added updated lighting that was in keeping with the original Collegiate Gothic style thus encouraging a sense of community by incorporating lounge style seating and good lighting to use as a meeting, study and or lounge space. The architectural elements in the corridors at Michigan State had been completely obliterated and replaced with non-descript wallcovering and 1980s medium oak crown molding. An attempt was made to create an engaging environment with lounge style furnishings, but according to the Mean's End Theory charts, without the retention of the historical architectural elements, the design fell short of fulfilling a sense of community.

The majority of the respondents (60%) selected the paneling detail at the University of Michigan not just for the paneling itself, but because of the environment where the paneling is located. The space has retained the wood paneling, trims, coffered ceiling, and lighting that make the space visually appealing. The common word in the Means End Theory chart describing the paneling was "warm" (n=5), thus giving the retention of the architectural details a Sense of Place. Michigan State replaced the original Gothic style paneling with a contemporary

style of paneling. It can be surmised that since the paneling detail at Michigan State University was not selected by any of the respondents, that the retention of the traditional details of the paneling at the University of Michigan and Purdue University is preferred and contributed to the buildings sense of place.

Stair hand rails are an indication of the era and style of building. Each subsequent renovation can be identified by the design of the hand rails. Stair hand rails in older historic buildings are generally ornate and given a place of prominence. Over the years, hand rails have lost their ornate design due to budget constraints and ADA requirements. Photographs were taken in the main staircase in the original portion of each Union building with the exception of the University of Michigan. This handrail was part of the latest renovation in 1996. The stair hand rails selections were evenly distributed between Michigan State University (23%) and University of Michigan (23%), however the majority of the respondents selected the stair hand rails at Purdue University (47%). 50% (n=7) of the respondents that selected Purdue, did not provide a reason for their selection. Since the stair hand rails at Michigan State University and at Purdue University are very similar in design, it is not surprising that the respondents could not verbalize their reasoning. The statements that were provided in the interview predominately referred to selecting them because they look original to the building. Since the hand rails at both Purdue University and Michigan State University are original to the building, what can be surmised from the responses is that the retention of the historical features is preferred.

The food court at each university is the one area that did not preserve the historical features, however Purdue University did incorporate a historical aspect to its design, however, the original historical features had been eliminated in previous renovations. What was being evaluated was if the respondents felt the design of the food courts is in keeping with the

historical characteristics of the building and if the respondents felt that was important. The food court at Purdue University was selected by the majority (50%) of the respondents not only for the social aspects of the space, but also because of the architectural features, such as the subway tile, the blend of the historical with an “updated” venue. The University of Michigan was selected for the “efficient” seating method ( $n=2$ ). Michigan State University was selected for its variety and contemporary seating ( $n=3$ ). All respondents made their selection primarily for the sense of community that was provided by the type of seating and the ambiance provided by the environment. Retention of the historical features was not an important factor in the design of the food courts.

Windows are the eye to the soul of a building. The removal of the Gothic windows from the Union building at Michigan State University was the researcher’s motivation for this study. Through conversations during the interviews, it was found that many of the current students, guests, faculty and recent alumni are not aware that the Gothic style windows existed. If the windows had been retained, as they were at the University of Michigan and Purdue University, would the Union have a stronger sense of community and sense of place? The way to determine this is to analyze the responses about the windows that are still in existence at the University of Michigan and Purdue University. The windows at the University of Michigan were selected by the majority of the respondents (63%). The reasons cited for the selection is the ambiance the windows create, “they give the room warmth”. The architecture of the windows and construction materials are other reasons mentioned by the respondents. The words used in the Means End Theory chart imply positive and expressive emotions are associated with the design of the windows. Since 93% of the respondents selected the original windows at the University of Michigan and Purdue University, it can be surmised that the retention of the historical aspects

during a renovation is important to the sense of place and contributes to the sense of community and people feel strongly about the retention of the historical integrity of a structure.

The style of the floors elicited less of an emotional response from the interviews. The photographs that were analyzed by the respondents were of the floors in the main entrances of each building. Purdue University's floor was selected by 30% of the respondents. The design of this floor has significant historical significance and contributes greatly to the sense of place and community. The black cross design of the tiles in the floor is representative of the Purdue students that lost their life in wars. This fact was not known to the interviewees; it was felt that information could have swayed the results. However, in hindsight it may have been preferred to mention the meaning behind the tiles on the floor. If the majority of respondents selected that floor, then it would be clear that the historical integrity is important to retain. The floor at the University of Michigan was selected by the preponderance of respondents at 43% ( $n=13$ ) because they liked the pattern and they thought it would be easy to clean.

The University of Michigan and Purdue University were selected overwhelmingly as having the preferred design elements in all categories.. Each of the university's had retained most of the architectural integrity within the building and exterior of the building. By retaining the historical integrity, their Unions have a sense of place and contribute to the Sense of Community on the campus. The supposition that can be determined is that if students, alumni, faculty and guests were asked before a renovation if the historical integrity should be retained, the resounding answer would be yes.

**Question 2. Do students, faculty, staff and alumni feel that the retention or removal of historical architectural features interferes with the integrity of the building? Why do they feel this way?**

The fourth part of the interview was purposefully designed so that respondents could see the transition of the original design of the Union at Michigan Agricultural College to the Michigan State Union building as it exists today. The groups of pictures evaluated where of the Union Building in 1935 and with one image of a renovated room from 1949. Respondents were asked to compare the images from the original construction or the 1949 renovation to how the Union appears today. The results from the interview indicate respondents preferred the images of the Union building from the decades before 2013.

When respondents discussed the 1935 windows versus the 2013 replacement windows, the comments regarding the 2013 image included fervent emotions in their comments by stating, “ugh...this makes me upset”, “2013 sucked the life out of it”, “bruised and bandaged relic.”, “2013 lacks character and interest...sad”, “why would you cover up MSU’s history, or these beautiful windows”. When the respondents referred to the 1935 image, the Means End Theory chart showed words such as “character”, “classic”, “prestigious”, and “inviting” as the common themes. As mentioned previously, before the interview most of the respondents had not realized that the Union was designed in the Collegiate Gothic style and that the original windows had been removed. The resulting opinions indicate that the respondents felt strongly about the removal of the historical features interfering with the integrity of the building; the original windows gave the building a classic traditional look resulting in a sense of place. The Collegiate Gothic style of architecture is what many people imagine a building at a University should look like. An emotional connection is associated with buildings that fulfill the preconceived idea of hallowed halls. By removing the parts of the buildings such as the Gothic style windows and covering them up, as in the ballroom, or replacing them with energy efficient double pane of

glass removes the spirit of place. People may use the building for the services provided, but that emotional connection to the building is removed along with the historical integrity.

It was found by utilizing the Means End Theory chart, that when comparing the original doors to the current door design, the respondents described the original 1935 front entry doors by using terminology such as “historic”, “prestigious”, “ornate”, and “unique”. This indicates that entrances have a strong sense of place. When describing the 2013 doors, the chart indicated themes of “nondescript”, “bland”, “clean”, “cheap”, and “outdated”. The implication is that the current design has a weak sense of place. Since the front doors are the first impression of a building, the description of nondescript and bland is not going to be conducive to an environment that can build a sense of community. It can be surmised that the respondents would have liked to retain the original doors and when needed to be replaced, they should have been replicated in a manner that would be more energy efficient, but still retain the integrity of the original design.

During the 1949 renovation of the Michigan State Union, the new parts of the building that conjoined the original sections of the building utilized the Conjunctive Theory of renovation. The newly installed windows were in the original Collegiate Gothic style. The new addition utilized Stylistic Theory of renovation, utilizing the International style of architecture. While the architectural elements in the transition areas retained the Collegiate Gothic style, the furnishings were contemporary, blending the old with the new. The Means End Theory chart showed themes that describe the windows from 1949 as; “character”, “welcoming”, “warm”, “gorgeous”, “traditional”, “visually stimulating”, and “scholarly”. Thus indicating that the respondents felt the original windows gave the environment a sense of place. However, the current windows were described as; “generic”, “sterile”, “boring”, “high performance”, and “uninviting”. One student went so far as to say that they are not as interested in studying in the

2013 environment. The opinions of the respondents indicate that they feel that the loss of the historical integrity also resulted in a loss of the sense of place.

When respondents answered why they felt the way they did about the 1949 image, the statements reflected an emotional connection to the space:

- “A much more welcoming appearance, warm. The curtains seem to add a nice touch”.
- “Beautiful – old, traditional and in keeping with the character. 2013 looks like a boring, non-descript office building”.
- “1949, 2013 Union in one word... yuck! The 1949 picture is welcoming and warm with a lot of detail in the windows. Looks like a place you want to gather and spend time. The 2013 picture is generic, sterile, uninviting and looks like an office or hospital waiting room”.

The last description infers that the space from 1949 also had a sense of community; that it is a place that invites participation. When respondents answered why they felt the way they did about the 2013 photograph, the answers were analytic and unemotional:

- “I suppose 2013 is easier to clean or repair vs. multiple glass panels. Better view, probably better light”.
- “Easily to clean and allows most light”.
- “Unobstructed windows – more light”.
- “More modern, high performance”.

These responses are not indicative of a sense of community. It can be noted that the responses are about the performance of the windows and direct the attention out of the room to the exterior view. A place that is strong in community engages people into the room and encourages interaction. The statements made by the preponderance of the respondents indicate that students, faculty, staff and alumni do feel that the integrity of the building is affected when the historical elements are altered or removed.

**Question 3. Do students, faculty, staff and alumni feel that the sense of community in the student Union is modified by the loss or retention of the original architectural features? Why do they feel this way?**

In over one hundred of the responses reference was made to the sense of community provided by the Union building. Various themes throughout the charts indicate they feel this way because the space is: inviting, has emotional connection, has specific amenities, and promotes social interaction. The first part of the interview asked the interviewees, “do you think the (Michigan State University) Union serves as a gathering space for the entire campus community.” Only one response indicated that they felt the heritage of the environment contributed to the sense of community with the majority of the responses referring to the amenities provided by the Union for the reason to visit the building. This question was purposefully asked before the respondents had looked at the photographs of the historical elements of all three Unions. The respondents had not thought of the space as historical because the prevalent architectural features that would indicate the historical aspect of the Michigan State Union had been removed during renovations. The Michigan State Union is the one Union out of the three where the interior no longer retained any of the original Collegiate Gothic design. Since the interviews were conducted on the campus of Michigan State University, most of the respondents had not associated the building with having historical significance. The Purdue Union and the Union at the University of Michigan have a sense of community that is a direct result of the retention of the historical features. If the Michigan State Union is to have a sense of community it would to come from some other cause.

According to Figure 14, which shows the distribution of respondents that analyzed the current photographs of the lounges from all three of the Union buildings, there was only a 4%

difference between the Purdue Union and the Michigan State University Union. In Table 9, the Means End Distribution which analyzed the common themes in the responses about the lounges, a historical theme is mentioned four times, which reflects a feeling of heritage and all of them are in reference to the Purdue Union. Most of the responses when referring to the Purdue Union, not only mention the historical aspect of the furnishings, comfort of the space, but also the architectural features. This is not so with either the Union at the University of Michigan nor the Michigan State Union buildings. It is true that if a space has a feeling of heritage, the occupants will feel an emotional connection to the space. Heritage is only one aspect for an emotional connection. An emotional connection theme is mentioned 14 times in the responses, but not all of the comments reference the historical aspects of the lounges. Many of the respondents refer to the Michigan State Union as having a sense of community because it is comfortable, relaxing, a place to hang out; none of the comments refer to the architectural features or reflected on the historical aspect of the room. In this particular situation, the sense of community is not connected to the retention or removal of the historical features. This was the only instance where a sense of community was strong in an area that had not retained the historical integrity. The lounge at the Purdue Union was still selected by the majority of respondents indicating that the retention of historical integrity does contribute to the sense of community, but a design that allows for interaction and comfort will also contribute.

## **Conclusion**

In order for a strong sense of community to develop, a sense of place needs to be deep-seated. Retention of the historical integrity is an important aspect in developing that sense of place. The findings from the interviews determined that the removal of historic architecture and finishes does affect the sense of place, thereby affecting the sense of community. The strongest

indication of this was found when respondents were asked to evaluate the corridors of the three different universities. When comparing the photographs, the majority of respondents selected the photograph from the University of Michigan. This photograph shows a corridor where lounge seating is incorporated into the design. The photograph shows the original Collegiate Gothic style wall paneling, the original coffered ceiling, trims and moldings, the original floor and newer area rugs that emphasize the seating groupings. The lounge furniture selected for the space is traditional and placed into conversation groupings. The corridor at the Michigan State Union does not have any identifiable architectural features but does have wallcovering, wall to wall carpeting and pictures on the wall showing student life on campus. The seating selected for the space is contemporary and placed in conversation groupings. The photograph of the corridor at Purdue shows the original Collegiate Gothic paneling, the original limestone arches and the original flooring. The type of seating is a wooden bench placed against the wall. The corridor at Purdue was selected more often than the corridor at Michigan State University; even though the same type of seating is available in the photographs of the University of Michigan and at Michigan State University. The difference is in the architecture of the Union at the University of Michigan and Purdue University. The interviewees felt a connection to the paneling, coffered ceilings, traditional furnishings and details of the space indicating a sense of place that is creating a sense of community. Whereas, when observing the photograph of the corridor at Michigan State University, the respondents felt no connection to the space, thus resulting in a lack of a sense of place or sense of community.

Of the ten groups of photographs illustrating various features from the three different universities, the University of Michigan was selected as the preferred choice 60% (n=6), Purdue University was selected 40% (n=4) and Michigan State University was not selected as the

preferred feature in any of the categories. As mentioned previously, all of the universities were originally designed in a similar fashion; however, the renovations over the decades have been approached differently by each university. The University of Michigan and Purdue University retained most of the original architectural features, while Michigan State University eliminated most of them. A space needs to be flexible, adaptable and occupants need to have a sense of ownership. That ownership is lost when the architectural elements of the building are altered beyond recognition. Students, alumni, faculty and staff won't feel that sense of belonging which is a big part of building a sense of community. Since two out of three universities were able to retain the architectural integrity, and these were also the two universities selected by the majority of the respondents, preservation should be given the highest priority. As can be determined from the interviews, consistency of the structure contributes to that sense of ownership. What can also be determined from the interviews and themes through the Means End Theory Distribution charts is that students, alumni, faculty and staff, for the most part, would like to see updates and renovations include the retention of architectural elements. As Rullman & Wahlquist (2012) presented in their summit, most decisions are made in a "silo", not involving the people that will be utilizing the spaces. It is important in the programming phase of design to interview the prospective occupants to determine what is valued by the groups that will be using the building.

The respondents commented that the location of the building on campus helps to contribute to the Sense of Place. On the campus of Michigan State University, the north end of campus is the predominate location of the pre-World War II buildings, including the Union. It is located along the main entrance to the north end of campus and is easily identifiable making it a landmark for the campus. Many of the respondents indicated that the historical aspect of the north end of the campus was important to maintain. The University of Michigan Union is

located in the center of Central Campus which is where the university had its beginnings. The Purdue Union is located at the main entrance to the University. Knell and Latta (2006) indicate that one of the guidelines for a Union building is that it should be a landmark on the campus. Each of the Union buildings fulfills that requirement by being a true landmark which is centrally located or near one of the main entrances and easily identifiable. Since each of the buildings are landmarks, it is not surprising that elements of the building are used as trademarks. Purdue University uses a stylized image of their windows as the trademark for the Union building, Michigan State University uses an image of the south entrance doorway and the University of Michigan uses an image of the main tower. It is important to note that each university has selected an unaltered feature from the Union building as its trademark. It is significant that Michigan State University selected as their trademark an historic element of the building that has not been altered when so much of the building has lost its historical integrity. Since the universities decided that certain architectural details are what identify the Union building and even to some extent the university itself, it is imperative that these features be preserved. These iconic images are indicative that the buildings are landmarks and important to the sense of community for the campus. Any renovation that alters the physical attributes of the building should be considered with care.

When respondents were asked about the Union being appropriate to the University's educational mission, 50% of the respondents felt that the Union was appropriate, within that 50%, 27% (n=8) felt that connection to the past was an important factor. Of the respondents that said the Union did not contribute to the educational mission, the lack of architectural character was a concern: "Outside architectural features more so than current interior; overall it should look and feel "older" and "scholarly." Two respondents commented that they felt that historical

integrity had been diluted or eliminated, especially in the interior. Of the respondents that stated that the Union was appropriate to the educational mission, they felt that it is the ambiance of the interior design that makes it appropriate, stating: “It provides a calm environment for people to study, so yes it is appropriate”. Since the interviews were being conducted on the campus of Michigan State University, the Mission Statement from the university website was available for the interviewees to review, however no one asked to look at it. Retention of the historical integrity does not fulfill the Mission Statement for Michigan State University. However, future plans for the Michigan State Union building include an Engagement Center. The campus of Michigan State University has divided its campus into neighborhoods. An Engagement Center has been placed within each neighborhood. Engagement Centers bring together resources that help to fulfill the Mission Statement.

The results of this study found that the retention of the historical integrity is important in order to build a sense of place which ultimately creates a sense of community. Unions were built on campuses in order to bring individuals together in one area of campus. Retention of the historical integrity helps to create an environment that has a spirit of place and a sense of place that continues to bring people together. But it is not just the historical integrity, it is also the amenities. Even with great amenities, if the building does not have continuity that contributes to the heritage and a sense of place, the students won’t continue to use the building. The historical integrity gives a feeling of stability and a belonging which contributes to the sense of place and a sense of community. A building that retains that collegiate feeling by retaining the original architecture becomes a point of pride for the university and a place that alumni want to return to and faculty and staff will use. A building can be historical, but if the historical integrity is not left in place, then the only way future students will understand the history is by reading a plaque on a

wall or looking for a display that tells them the buildings history. The only way alumni will remember is to look through old photographs. When the historical features are removed from the building, it begins to look like every other building on campus – it is no longer a special place.

### **Study Limitations**

This research is important in contributing to the knowledge that the retention of historical attributes contributes to the sense of place and the sense of community on a university campus. However, there are limitations associated with this study.

#### **Limited Generalization of Findings.**

Only three Union buildings were selected to be researched. All three of the Union buildings are located in the Midwest region of the United States. Also, the quantity and the limited demographic profile of respondents involved in the interviews may not be a clear representation of the general population. Additionally, only people on the campus of Michigan State University campus were interviewed.

#### **Limited Interview Interpretation.**

Even though every attempt was made to use an unbiased approach to the interpretation of the interviews, this research was self-reported and the interpretations of the findings could have been biased in some responses. Every attempt was made to eliminate the bias and report as accurately as possible.

Notwithstanding these limitations, it is anticipated that the findings in this research may help the future planning for universities. Knowing these limitations, further research should be encouraged. The following section is some suggested ideas for additional study.

#### **Future Research.**

Since this is the first known research involving the effects of the retention of historical integrity on structures, there is ample opportunity to develop further research. An area of research that was not analyzed was to compare the revenue produced by each Union building. It would be advantageous to compare each area of the buildings to determine if the buildings that retained the historical integrity produce more revenue or if the building that has completely renovated the structure is generating more monies. For instance, does the lack of windows in the ballroom at Michigan State prohibit it from being rented as much for weddings and other social functions as the ballrooms that have retained the original windows?

It would be helpful if this type research could be expanded to other regions of the United States. Further research could incorporate how various regions have handled the growth of the campuses and the incorporation of the Union building on the campus. It would be important to know how many universities have retained their original Union building and how many have abandoned them in favor of a new structure.

Additional, research by Dober (2010) on campus heritage could be expanded. His book involves an overview of historic buildings and how their heritage contributes to the overall goals of an institution. Research could be conducted on how buildings have been renovated and if these renovations have affected the overall heritage of the building.

Thirdly, another form of renovation Adaptive Reuse Potential (ARP) could be considered before any form of demolition. This form of renovation was not discussed in the types of renovations with the Union buildings, since none of the Union buildings in this study were being considered for demolition. ARP is the conversion of a building that was built for one purpose and changing that purpose to accommodate a new need. (Langston. et al, 2008) The determining factor on renovation of a building for its ARP factor may ultimately be influenced by who is on

the planning committee. Each person on that committee may have a different interpretation of what is an important criterion for renovation or demolition. Many people who view buildings solely as tools that require upkeep have ease of maintenance as a top priority, as was seen in some of the interview responses. Those who value the artistry of architecture strive to preserve a building's original integrity. Hewitt (1994) in his article, "Architecture for a Contingent Environment" looked at a building as an ever changing entity that is composed of living layers. Each layer is an indication of what the building was used for in a previous existence. He argued that a designer or architect that looks at a building as it is right now is not allowing the richness of the multiplicity of each layer of history to be formulated. The aesthetics of the building may not be to our sense of beauty or good design, but understanding the development of the design might help to determine the course of the future of the building. According to Hewitt (1994), in Europe, designers are taught from the beginning that existing buildings are to be respected, they know that change must be made within the confines of the history of the building and they recognize ecological impacts of their decisions. Conversely, in the United States, architects look at buildings as a way to create something new in order to leave their mark. By erasing the existence of a building, a part of history or some tradition has also been erased (p.199).

### **Method for Strategic Assessment**

For many, campus buildings have an emotional connection. Planning committee members however need to look at renovation of the building from an analytical point of view. A strategic assessment calculation for determining potential for adaptive reuse opportunities was developed by Bond University Professor Craig Langston to assist with this process (Langston, et al., 2008). The calculation is based on seven factors of obsolescence: physical, economic, functional, technological, social, legal, and environmental. Each area is evaluated and assigned a

measurement to determine the building's useful life. Another measurement referred to as the "physical life calculator": it starts with a predictor of how long the building service life should be and then it modifies that age according to quality of maintenance, environmental aspects, occupational profile and structural integrity (Langston, et al., 2008). While this method is good for influencing the financial position, many buildings that have a lot of life in them could be marked for demolition by these measurements.

Financial aspects heavily influence whether a building may be demolished or renovated. It may be considerably less expensive to obtain permits in certain cities to demolish than to renovate (Linn, 2008). Empty buildings may be considered blight in the community and even landmarks may be demolished if renovation is not considered a fiscally responsible option.

### **Advantages of Restoration**

Restoration of a building is the ultimate form of recycling. In a study at the University of Surrey in Great Britain, it was found that there was an overall cost savings in renovation rather than new construction (University Renovation: A Case Study, 2008). Unfortunately, this study did not indicate a percentage of the actual building cost savings. In a comparison between the costs of new construction versus renovation of existing buildings, it was found that renovation avoided the environmental impact of a new build. In addition, the renovation actually generated HVAC savings from new window installation and lowered building related CO2 emissions (p.1).

Another form of recycling is "mining" the materials from a building that cannot avoid demolition. This reuse can add to the character of new building as well as recycle materials. Consideration into the public infrastructure also needs to be evaluated. New construction means new sewerage, drainage, water, gas and communication. It is important to reduce energy and material consumption that new construction would create. Langston calculates that buildings

consume 32% of the world's resources, 12% of water consumption, 40% of waste to landfill and 40% of air and greenhouse gas emissions (Langston, et al., 2008).

The common thread through all the research was that ARP can have a real impact on the retention of the character of a community, its continuance, and ultimately, the environment.

Renovations also need to consider future use of the buildings. With so many changes that have taken place in the past 10 years – wireless infrastructure, LED lighting, codes, accessibility - the most important common denominator in design is flexibility (Dickinson, 2001). A building should not just be viewed as an artistic statement representing history, but should also be viewed as a living, changing artifact for human use. Its manipulation by succeeding generations becomes a matter of historical interpretation as well as architectural design (Hewitt, 1994). Buildings should not be demolished because of demolition's comparative ease and short term cost effectiveness. Emotional factors such as attitudes about preserving the heritage of our buildings for future generations to enjoy need to be considered as well.

## APPENDICES

## APPENDIX A: LETTER FOR USE OF PREVIOUSLY COPYRIGHTED MATERIAL

July 9, 2013

Elizabeth Beltramini  
Director of Content Curation  
Association of College Unions International

Dear Elizabeth:

I am completing a Master Thesis at Michigan State University entitled "The Impact of Modifications to University Union Buildings Built before World War II on a University's Historical Integrity and Sense of Place." I would like your permission to reprint in my thesis the following:

Knell, P., & Latta, S. (2006). College union dynamic; flexible solutions for successful facilities.  
Bloomington, IN: Association of College Unions International.

Circulation Pattern in a Union Facility Creating a Main Street (Knell & Latta, 2006, p.60).

The requested permission extends to any future revisions and editions of my thesis, including non-exclusive world rights in all languages, and to the prospective publication of my thesis by ProQuest Information and Learning (ProQuest) through its UMI Dissertation Publishing business. ProQuest may produce and sell copies of my thesis on demand and may make my thesis available for free internet download at my request. These rights will in no way restrict republication of the material in any other form by you or by others authorized by you. Your signing of this letter will also confirm that you own (or you company owns) the copyright to the above described material.

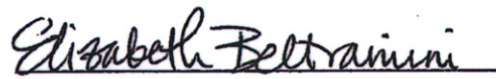
If these arrangements meet with your approval, please sign the letter where indicated below and return to me. Thank you very much.

Sincerely,



Linda Luoma

PERMISSION GRANTED FOR THE  
USE REQUESTED ABOVE:



Elizabeth Beltramini

APPENDIX B: IRB CERTIFICATE OF TRAINING

**Michigan State University  
Office of Regulatory Affairs**

*This certifies that*

***Linda Luoma***

*has successfully completed the Training Tutorial on human subject research protections. This training is conducted under the terms of Michigan State University's Federal-Wide Assurance with the U.S. Department of Health and Human Services, Office for Human Research Protections, FWA #00004556, and Federal Regulations in 45 CFR 46.103.*

**Training Date:** 6/27/2012

**Record ID:** 0041294

## APPENDIX C: CONSENT LETTER

Dear Sir or Madam:

My name is Linda Luoma and I am a Master of Arts candidate in Interior Design at Michigan State University. You are invited to participate in a research study regarding your opinion of how you feel about Union Buildings and how they are maintained during a renovation. The first part of the study will determine if the original architectural features of the building should be retained and the second part of the study will determine if the renovation influences your emotional connection to the building. By participating in this study you will be providing essential feedback on how future renovations should be conducted.

Your involvement in this study will take approximately twenty minutes. Your answers will remain anonymous. Your privacy will be protected to the maximum extent permitted by law. Your participation is completely voluntary and you may choose not to participate at all, or you may refuse to answer certain questions or discontinue your participation at any time without consequence. Please answer all the questions and submit it to me after completion. Please sign below indicating your voluntary participation.

If you have questions about this study, please contact Linda Luoma at [luomal@msu.edu](mailto:luomal@msu.edu), or Dr. Allen at [allenapr@msu.edu](mailto:allenapr@msu.edu). If you have any concerns or questions about your role and rights as a research participant, or you would like to register a complaint about this survey, you may contact anonymously if you wish, MSU's Human Research Protection Program by phone (517)355-2180, fax (517)432-4503, e-mail [irb@msu.edu](mailto:irb@msu.edu), or regular mail 202 Olds Hall, East Lansing, MI.

Thank you so much for your time and participation.

Sincerely,

Linda Luoma, MA Candidate  
School of Planning, Design, & Construction

April Allen, Ph.D.  
Assistant Professor

Accepted and Agreed \_\_\_\_\_

## APPENDIX D: DEMOGRAPHIC INFORMATION

### Demographic Information

1. Male \_\_\_\_\_ Female \_\_\_\_\_
2. Age
  - a. 18-28
  - b. 29-39
  - c. 40-50
  - d. 50 and over
3. Highest level of education completed
  - a. High School
  - b. Bachelor's Degree
  - c. Master's Degree
  - d. Doctoral or Professional Degree
4. University Attended \_\_\_\_\_
5. Dates Attended University \_\_\_\_\_
6. Are you still attending the University? \_\_\_\_\_
7. Anticipated Degree upon completion \_\_\_\_\_
8. Anticipated graduation date \_\_\_\_\_
9. How many years did you live in campus housing? \_\_\_\_\_
10. If not a student, reason for visiting the university?  
\_\_\_\_\_

APPENDIX D: Demographic Information (continued)

11. Race?

- a. American Indian
- b. Hawaiian or Other Pacific Islander
- c. Asian or Asian American
- d. Black or African American
- e. Hispanic or Latino
- f. Non-Hispanic White

12. How often would you estimate that you visited the Union

- a. Freshman year\_\_\_\_\_
- b. Sophomore year\_\_\_\_\_
- c. Junior year\_\_\_\_\_
- d. Senior Year\_\_\_\_\_
- e. Graduate student\_\_\_\_\_

13. What was the main reason that you visited the Union

- a. Banking
- b. Entertainment
- c. Food
- d. Convenience Store
- e. Bookstore
- f. To study
- g. Attend a meeting
- h. Social event
- i. Work
- j. Other \_\_\_\_\_

14. What do you think of the current renovation?

## APPENDIX E: INTERVIEW

# Interview

1. Do you think the Union is one of the campus's primary landmarks? If so, why?
  2. Do you think the interior and architectural character is appropriate to the institution's educational mission? If so, how so?
  3. Do you think the style of the interior of the Union complement and contribute to the overall setting of the campus? If so, how?
  4. Does the building represent the University's spirit and tradition?  
Yes\_\_\_\_\_ No\_\_\_\_\_
  5. Do you think the Union serves as a gathering space for the entire campus community?  
Yes\_\_\_\_\_ No\_\_\_\_\_
- If so, how?

## What makes a Union building look Collegiate?

When looking at the following images, in your opinion, select the one image on each page that is your ideal image of what a University should look like. Why do you feel that way?

# EXTERIOR ARCHITECTS PROPOSAL SKETCHES OF STRUCTURES



A

SELECT THE ONE IMAGE THAT REPRESENTS  
YOUR IDEAL OF WHAT A UNIVERSITY  
BUILDING SHOULD LOOK LIKE

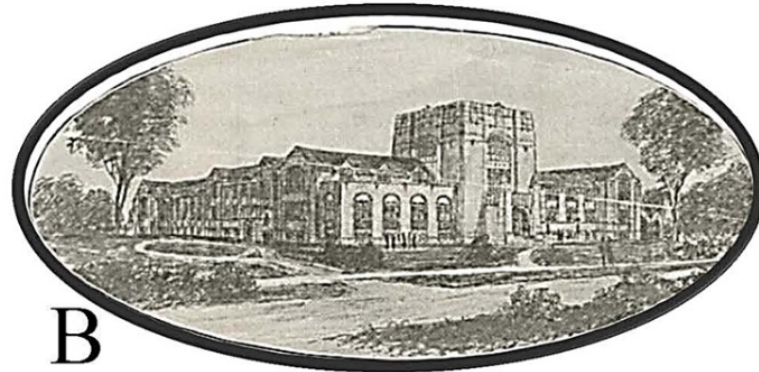
A \_\_\_\_\_

B \_\_\_\_\_

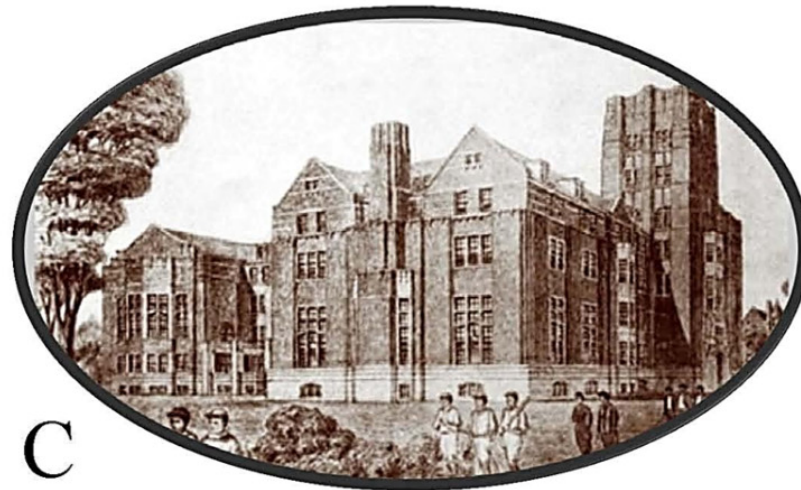
C \_\_\_\_\_

WHY? \_\_\_\_\_

\_\_\_\_\_



B



C

*Figure 21: Exterior architects proposal sketches of structures*



## FRONT ENTRANCES

SELECT THE ONE IMAGE THAT REPRESENTS YOUR IDEAL OF  
WHAT A UNIVERSITY BUILDING SHOULD LOOK LIKE

A \_\_\_\_\_

B \_\_\_\_\_

C \_\_\_\_\_

WHY? \_\_\_\_\_

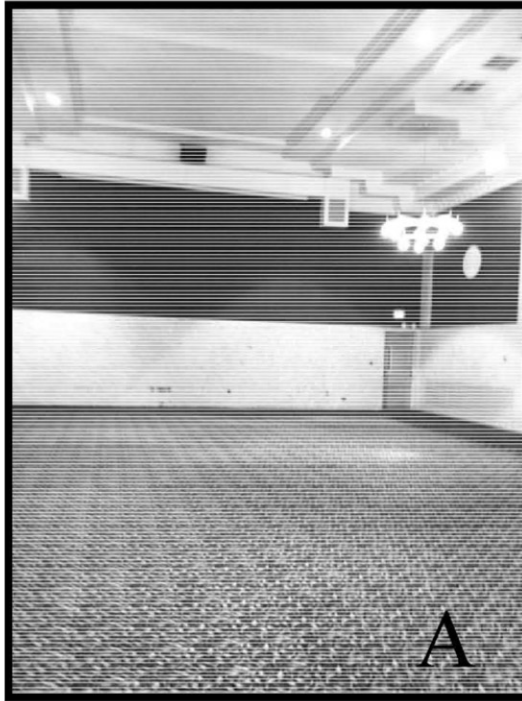
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



*Figure 22: Front entrances of Union building*



## BALLROOMS



SELECT THE ONE IMAGE THAT REPRESENTS  
YOUR IDEAL OF WHAT A UNIVERSITY BUILDING  
SHOULD LOOK LIKE

A \_\_\_\_\_

B \_\_\_\_\_

C \_\_\_\_\_

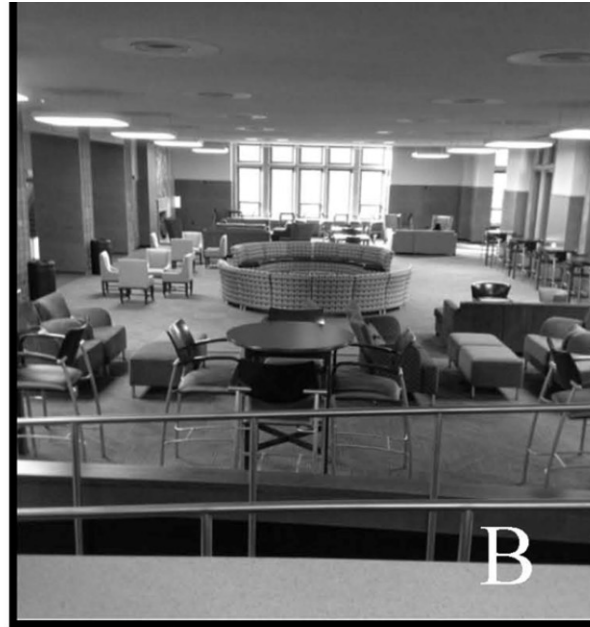
WHY? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Figure 23: Images of ballrooms**



## LOUNGE

SELECT THE ONE IMAGE THAT REPRESENTS YOUR IDEAL OF  
WHAT A UNIVERSITY BUILDING SHOULD LOOK LIKE

A \_\_\_\_\_

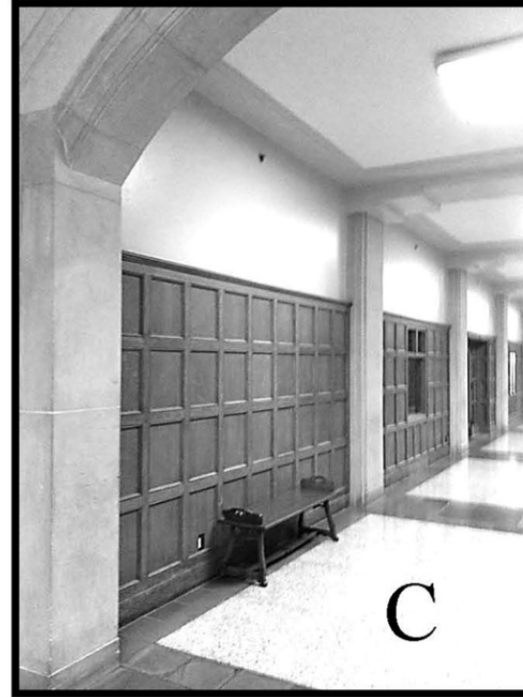
B \_\_\_\_\_

C \_\_\_\_\_

WHY? \_\_\_\_\_

\_\_\_\_\_

*Figure 24: Images of lounges*



## CORRIDORS

SELECT THE ONE IMAGE THAT REPRESENTS YOUR IDEAL OF  
WHAT A UNIVERSITY BUILDING SHOULD LOOK LIKE

A \_\_\_\_\_

B \_\_\_\_\_

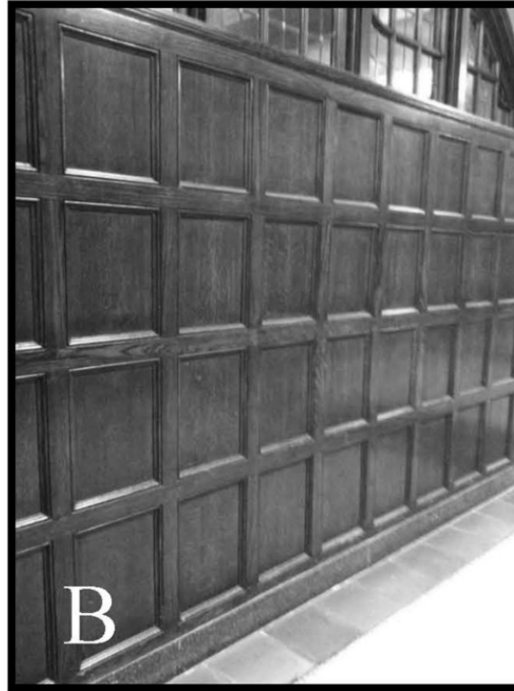
C \_\_\_\_\_

WHY? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*Figure 25: Images of corridors*



## PANELING DETAIL

SELECT THE ONE IMAGE THAT REPRESENTS YOUR IDEAL OF  
WHAT A UNIVERSITY BUILDING SHOULD LOOK LIKE

A \_\_\_\_\_

B \_\_\_\_\_

C \_\_\_\_\_

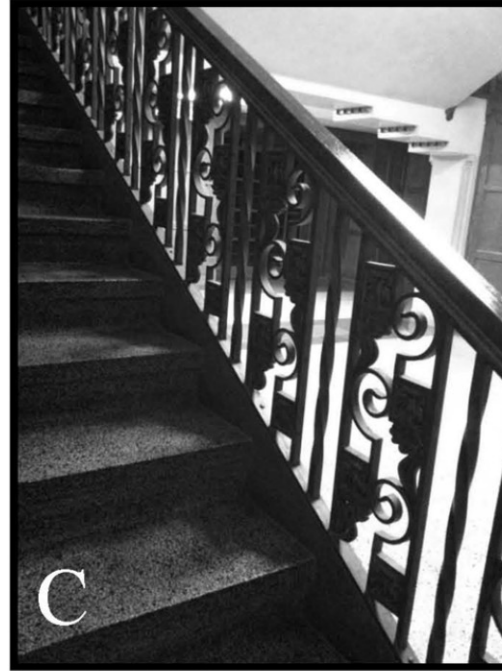
WHY? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



*Figure 26: Images of paneling detail*



## STAIR HAND RAILS

SELECT THE ONE IMAGE THAT REPRESENTS YOUR IDEAL OF  
WHAT A UNIVERSITY BUILDING SHOULD LOOK LIKE

A \_\_\_\_\_

B \_\_\_\_\_

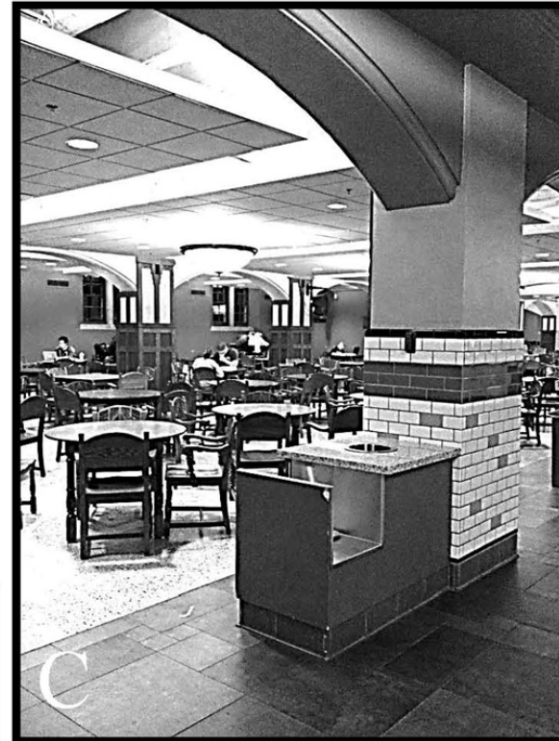
C \_\_\_\_\_

WHY? \_\_\_\_\_

—

\_\_\_\_\_

*Figure 27: Images of stair hand rails*



## FOOD COURT

SELECT THE ONE IMAGE THAT REPRESENTS YOUR IDEAL OF  
WHAT A UNIVERSITY BUILDING SHOULD LOOK LIKE

A \_\_\_\_\_

B \_\_\_\_\_

C \_\_\_\_\_

WHY? \_\_\_\_\_

\_\_\_\_\_

*Figure 28: Images of food courts*



## WINDOWS



SELECT THE ONE IMAGE THAT REPRESENTS YOUR IDEAL OF  
WHAT A UNIVERSITY BUILDING SHOULD LOOK LIKE

A \_\_\_\_\_

B \_\_\_\_\_

C \_\_\_\_\_

WHY? \_\_\_\_\_

—

\_\_\_\_\_

*Figure 29: Images of windows*



## FLOORING

SELECT THE ONE IMAGE THAT REPRESENTS YOUR IDEAL OF  
WHAT A UNIVERSITY BUILDING SHOULD LOOK LIKE

A \_\_\_\_\_

B \_\_\_\_\_

C \_\_\_\_\_

WHY? \_\_\_\_\_

\_\_\_\_\_

*Figure 30: Images of flooring*

## Interior of MSU Union

Please look at the two pictures of the MSU Union. The first picture was taken in 1949. The second picture was taken in 2013. If you were on the planning committee which style of windows would you select ? Why?

---

---

### MSU Union - 1949



### MSU Union - 2013



*Figure 31: Images of MSU Union windows 1949 and 2013*

## Exterior of MSU Union

Please look at the two pictures of the MSU Union , the first picture was taken in 1935. The second picture was taken in 2013. If you were on the planning committee which style of windows would you select? Why?

**MSU Union - 1935**



**MSU Union - 2013**



*Figure 32: Images of MSU Union 1935 and 2013*

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## REFERENCES

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