

An Overview of the Planning Process

Learning Spaces & Technology

Rhodes College, Memphis, TN February 17 – 19, 2006



PROJECT KALEIDOSCOPE



NITLE



THE COUNCIL OF
INDEPENDENT COLLEGES

Arthur J. Lidsky, AICP

Dober, Lidsky, Craig and Associates, Inc.



It's True, Hobbes, Ignorance is Bliss

Once you know things, you start seeing problems everywhere..

...and Once You See problems, you feel like you ought to try to fix them...

...and fixing problems always seems to require personal change...

But if you're willfully ignorant, you don't know any better, so you can keep doing whatever you like!

...and change means doing things that aren't fun!

The secret to happiness is short-term, stupid, self-interest!

We're heading for that cliff!

I don't want to know about it!

Planning is an unnatural process; it is much more fun to do something.

**Architectural Design is not
Planning**

**Landscape Design is not
Planning**

**Selecting Technology is not
Planning**

Planning is a Process

**It is a Process of Making
Choices**

**It is a Process of Making
Informed Choices Within a
Broad Institutional Context**

It is an intentional way of moving towards a set of goals

Planning Steps

- 1. Vision and Academic Plan**
- 2. Assessment of Existing Situation**
- 3. Articulation of Needs**
- 4. Alternatives –Benefits and Costs**
- 5. Plan of Action**
- 6. Implementation Strategy**
- 7. Assessment**

Vision

“John Carroll University aspires to be a leader in science and mathematics education, known for pedagogical innovation, personal attention to students, and its positive impact on the surrounding community”

Proposed Vision Statement, John Carroll University, 1999

Vision Themes

- 1. Curriculum Integration**
- 2. Use of Technology**
- 3. Student Recruitment and Retention**
- 4. Student and Faculty Research**
- 5. Pedagogy and Faculty/Student Relationships**
- 6. Pre-K-12 Science and Mathematics Education**

John Carroll University, 1999

Realizing the Vision

VISION STATEMENT

Rationale for the Theme

Goals

Strategies for Realizing Goals

Programmatic

Operational

Organizational

Staffing

Facilities

Realizing the Vision

**Clemson University will be one of the
top 20 public research universities
within the next 15 years**

Realizing the Vision

ACADEMIC PLAN (1 to 2 Years) Broad Participation

Institutional Assumptions

Measures and Assessment

Enrollment Targets

Projected Number of Faculty (by Department)

Departments to be Nurtured

New Programs

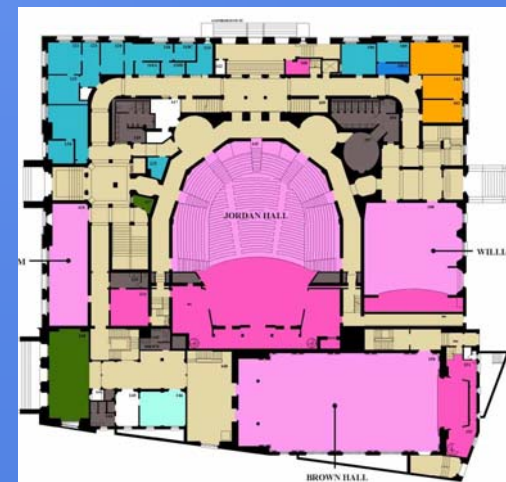
Modified Programs

Curriculum

STRATEGIES FOR ACHIEVING THE PLAN

Types of Plans

1. Academic or Strategic Plan
2. Financial Plan
3. Campus Plan
 - a. ~~“Master”~~ Plan
 - b. Landscape Plan
 - c. Comprehensive Campus Plan
4. Programmatic Plan
5. Building Plan
6. Technology Plan



Types of Plans

The Death of the Master Plan

The use of the term adds a level of implied importance and thoroughness that is misleading.

In many cases, “Master Plans” are not “Master”

Institutions are making multimillion dollar decisions based on incomplete information and information that is out of context with the broad picture.

Mission

Vision

Needs

Priorities

Resources

Programs

Initiatives

Curriculum

Pedagogy

Alternatives

Benchmarking

Enrollment

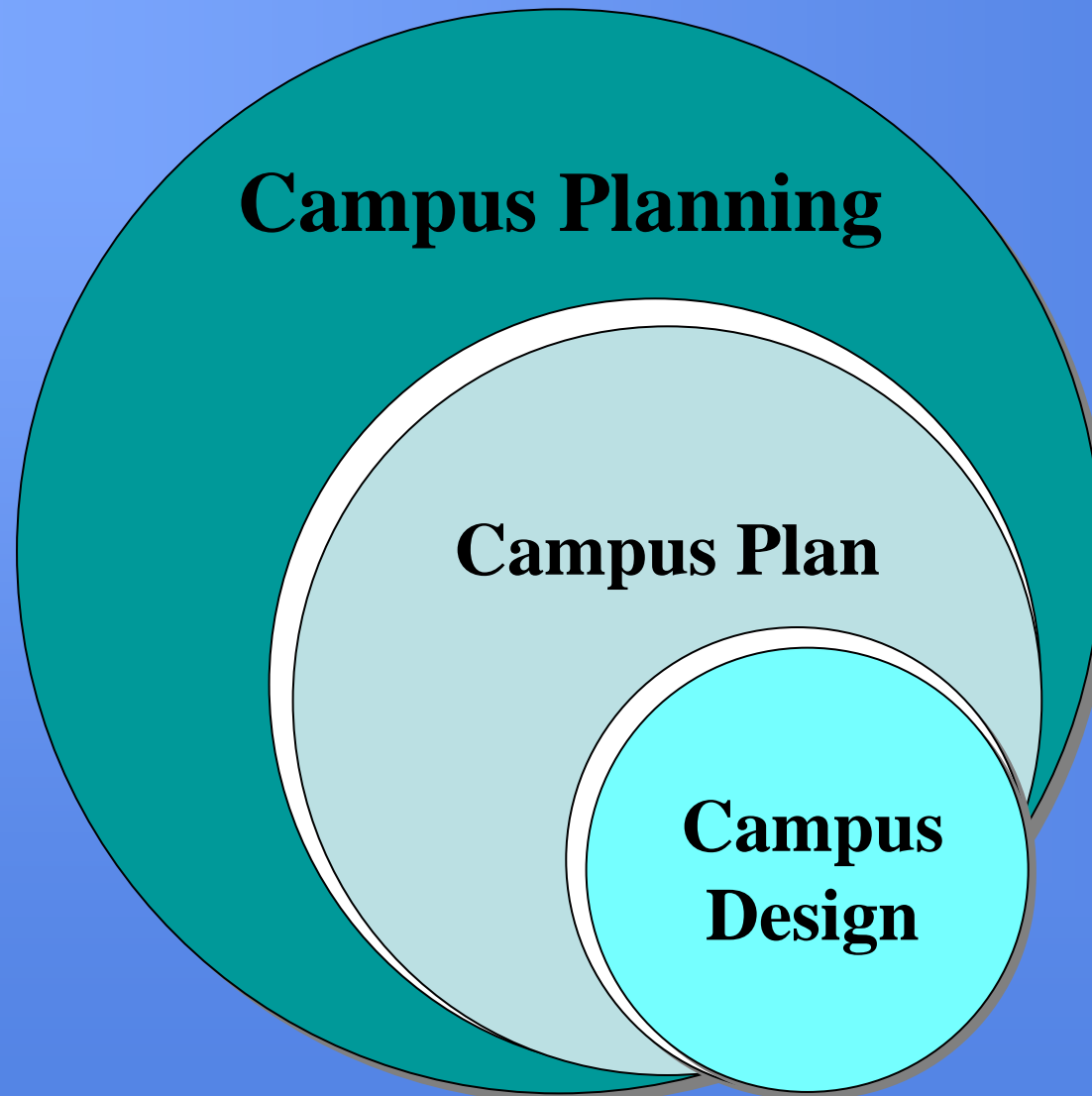
Funding

Utilization

Participation

Consensus

Implementation



Campus Planning

Campus Plan

**Campus
Design**

**Architectural
Style**

**Building
Elements**

Campus Style

Design Principles

Lighting

Materials

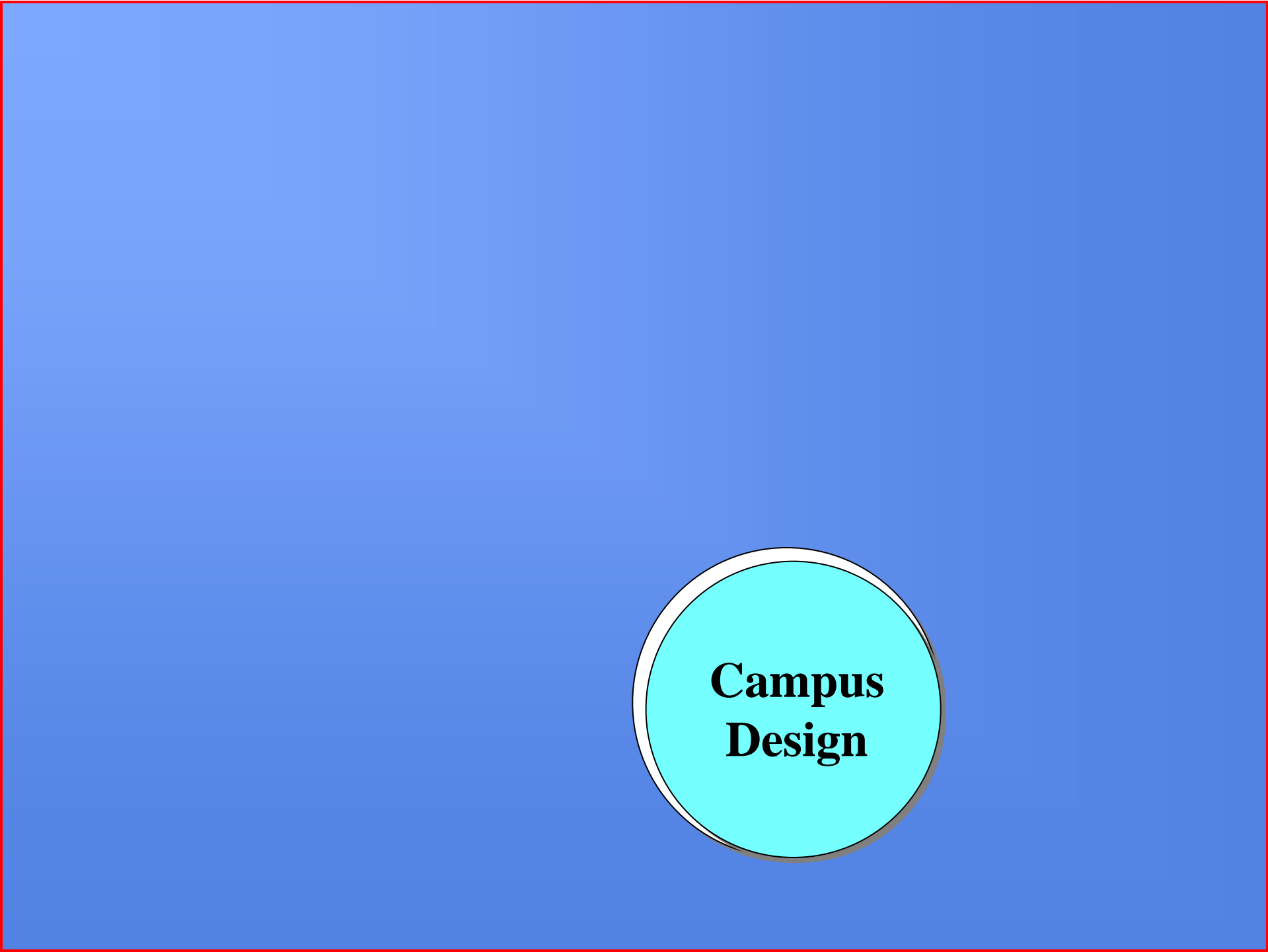
Massing

Scale

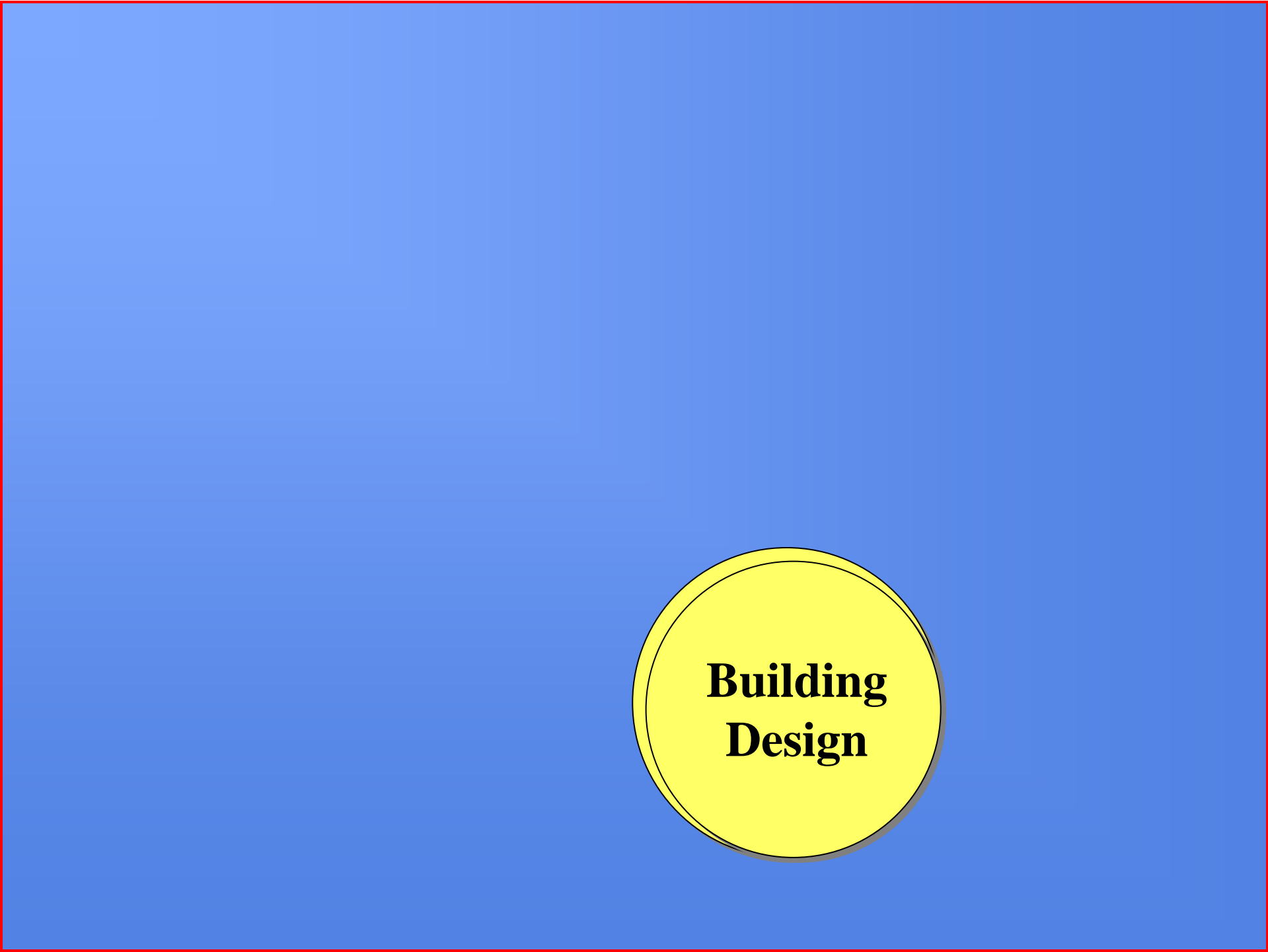
Site

Characteristics

Street Furniture

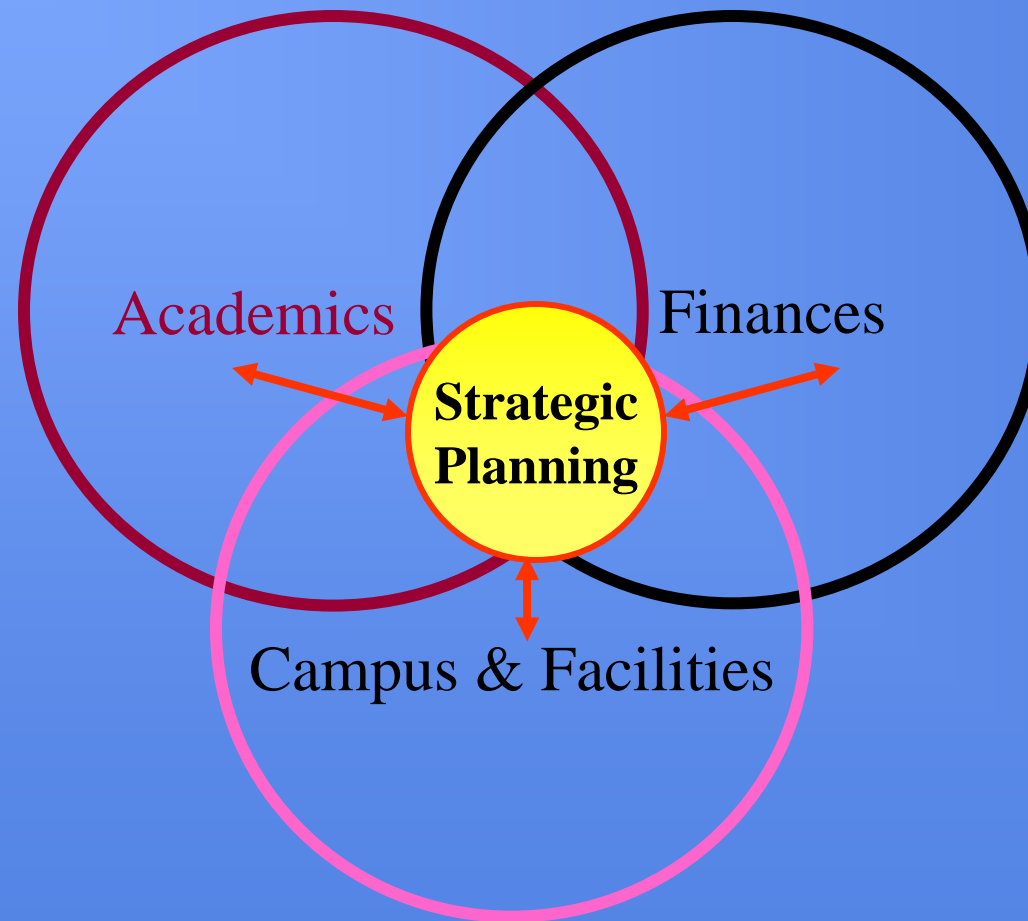


**Campus
Design**



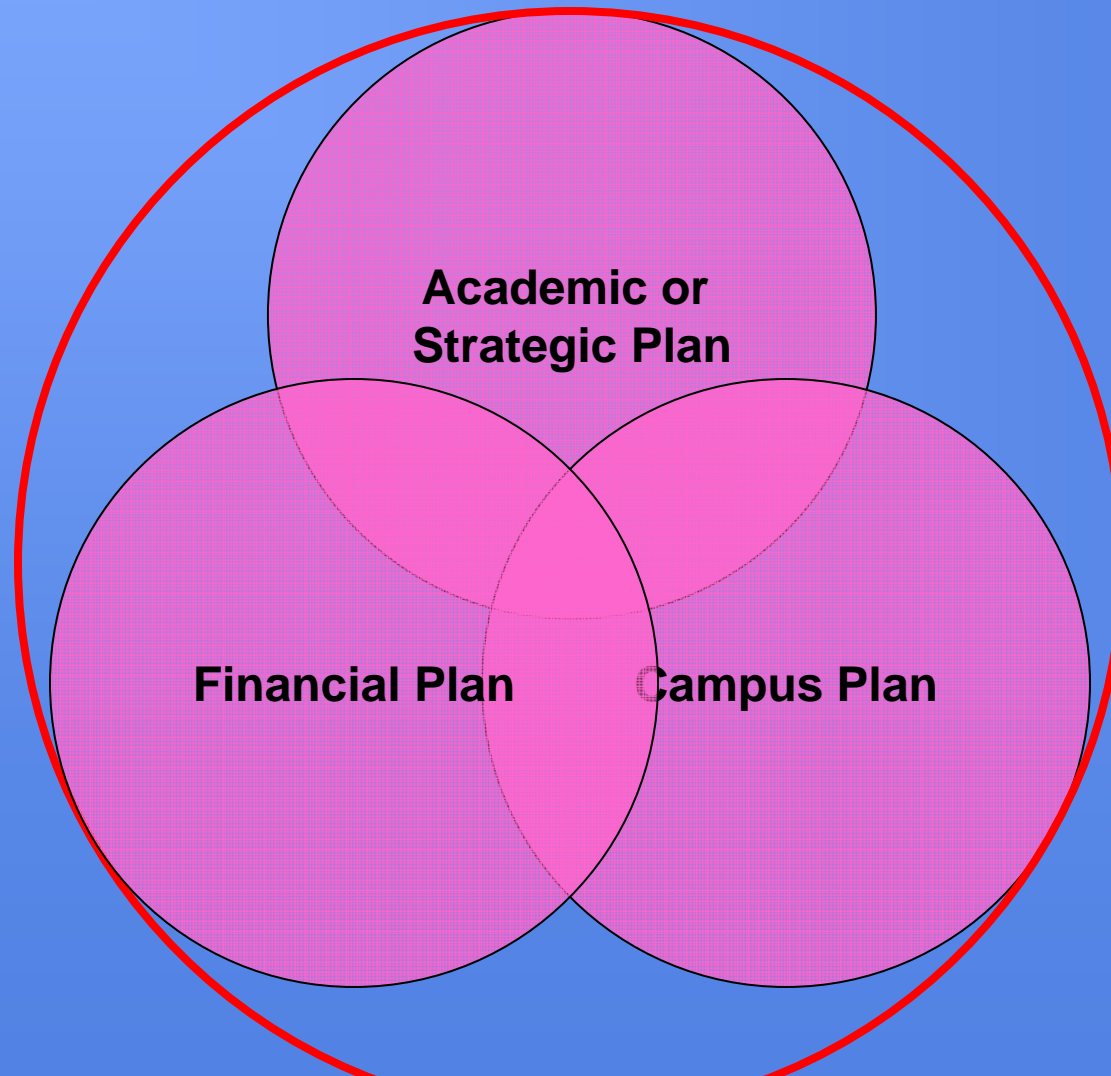
**Building
Design**

Comprehensive Planning

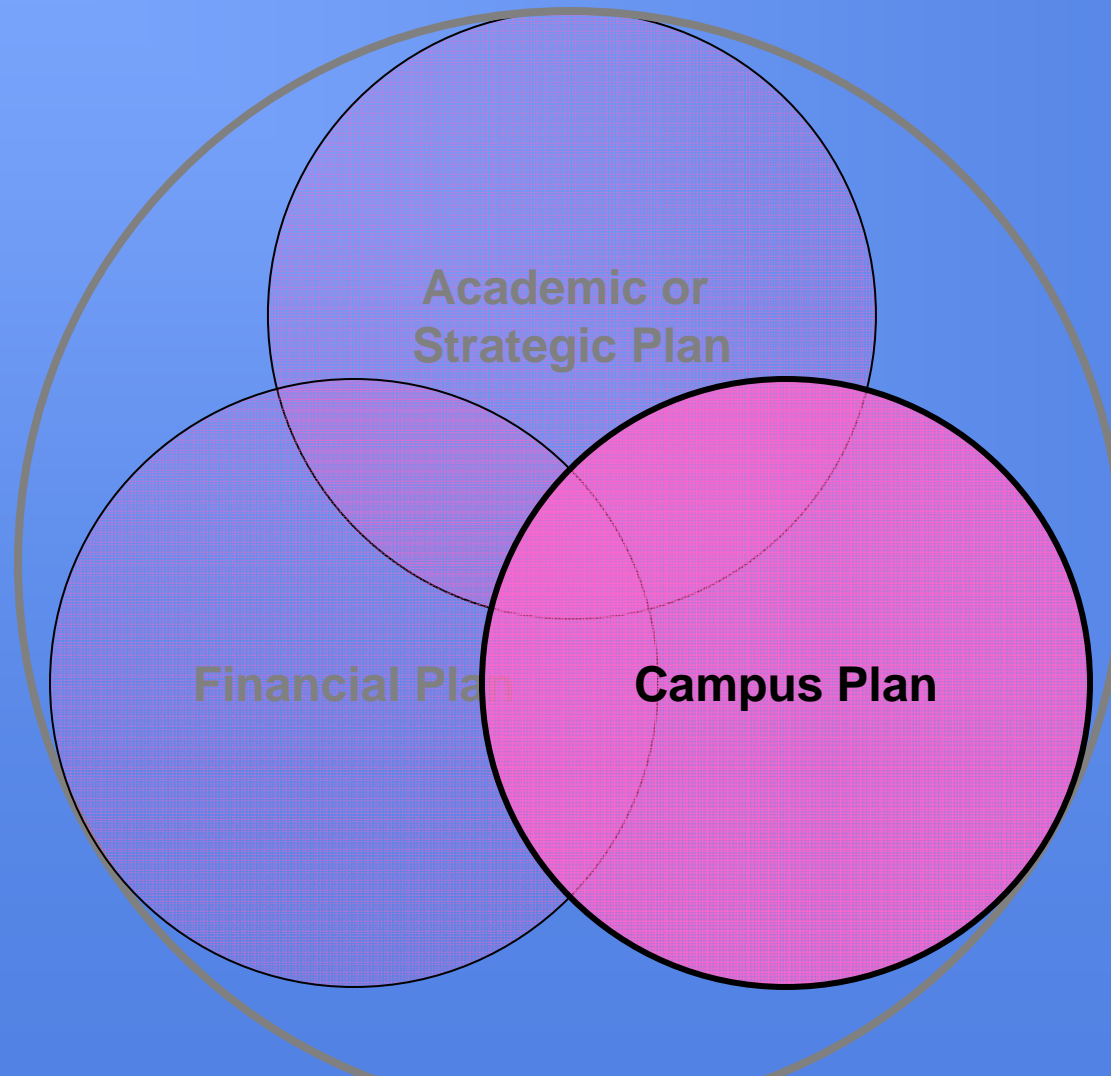


Planning

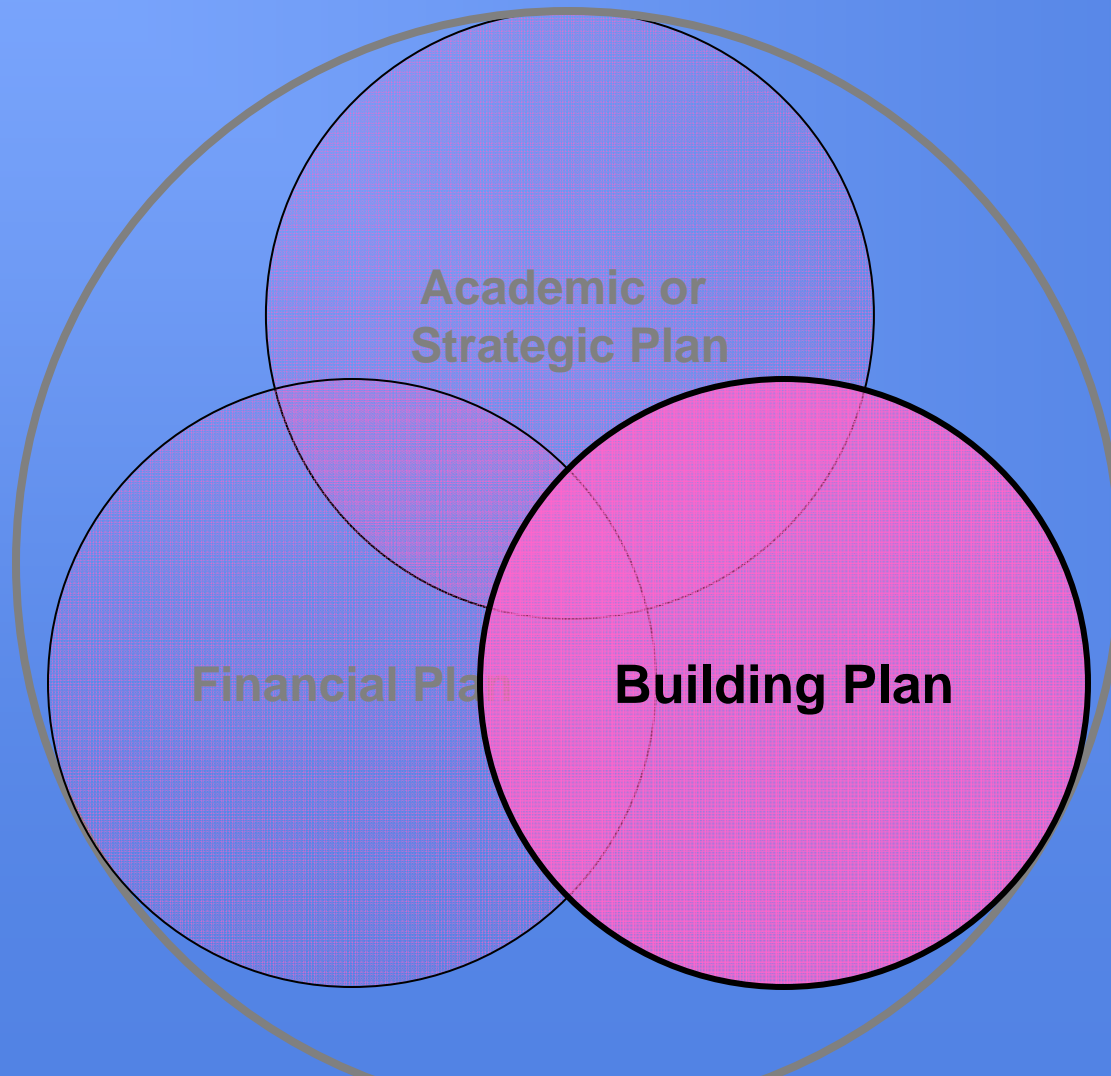
Comprehensive/Integrated Campus Planning



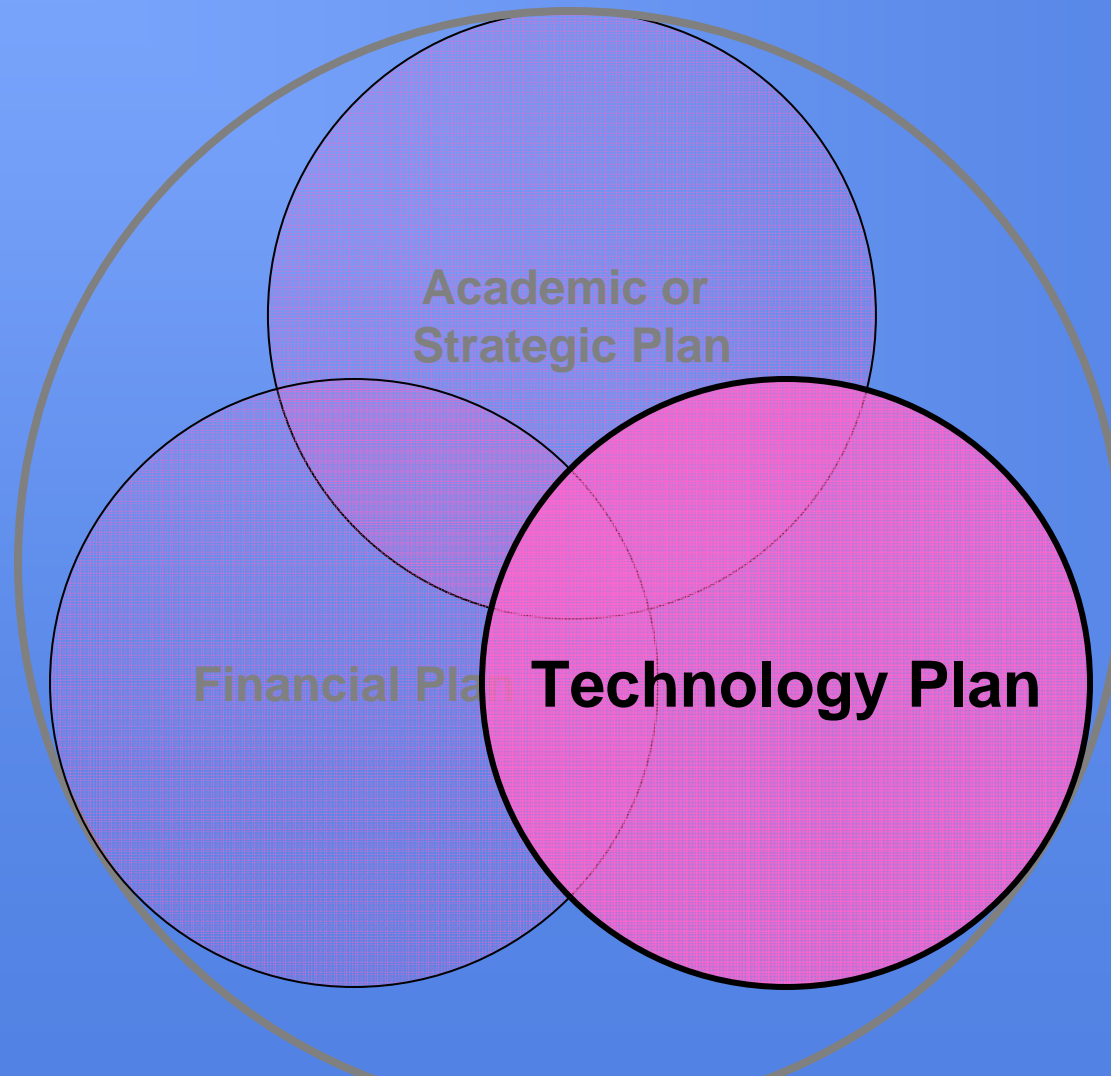
Planning



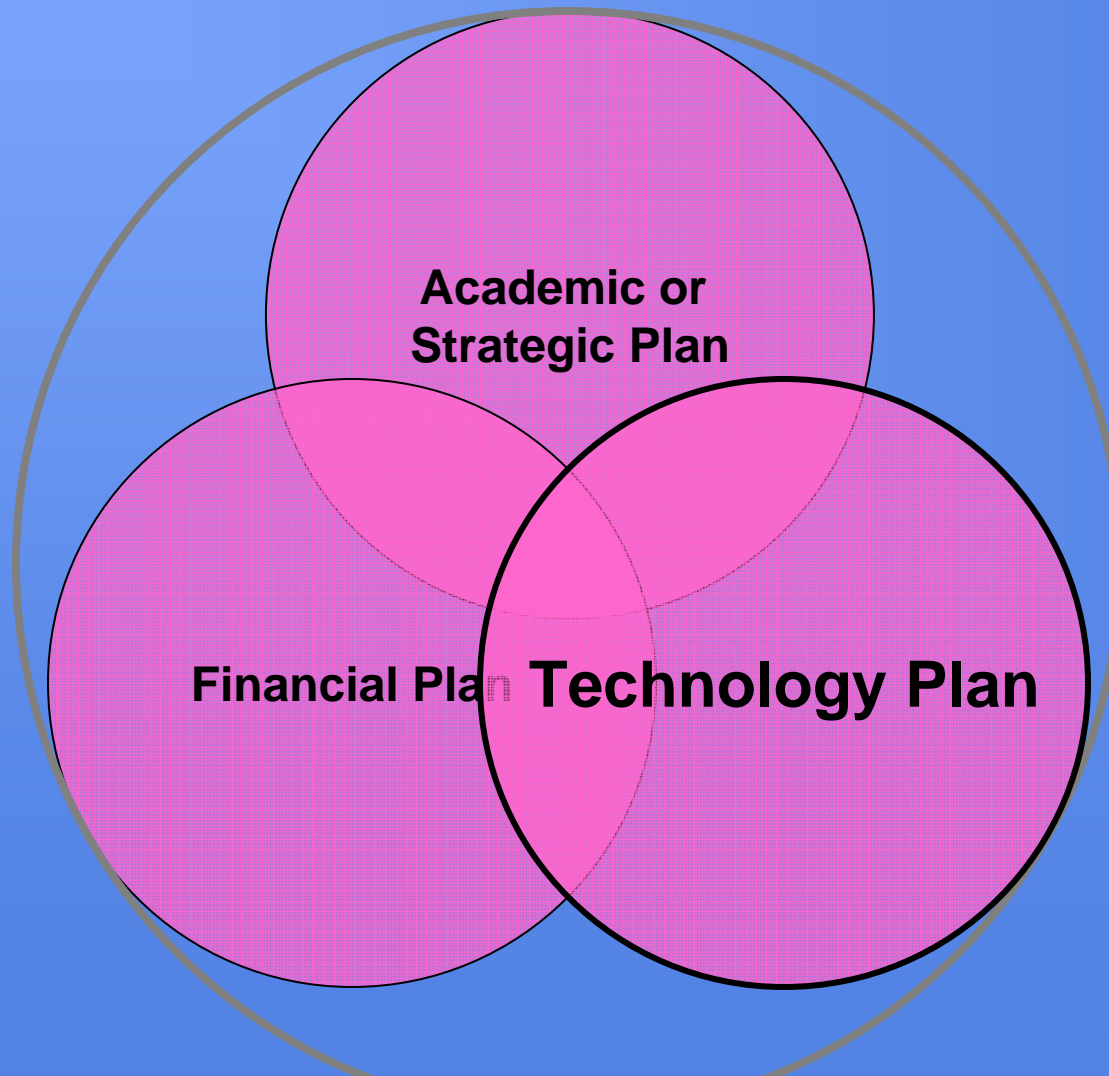
Planning



Planning



Planning

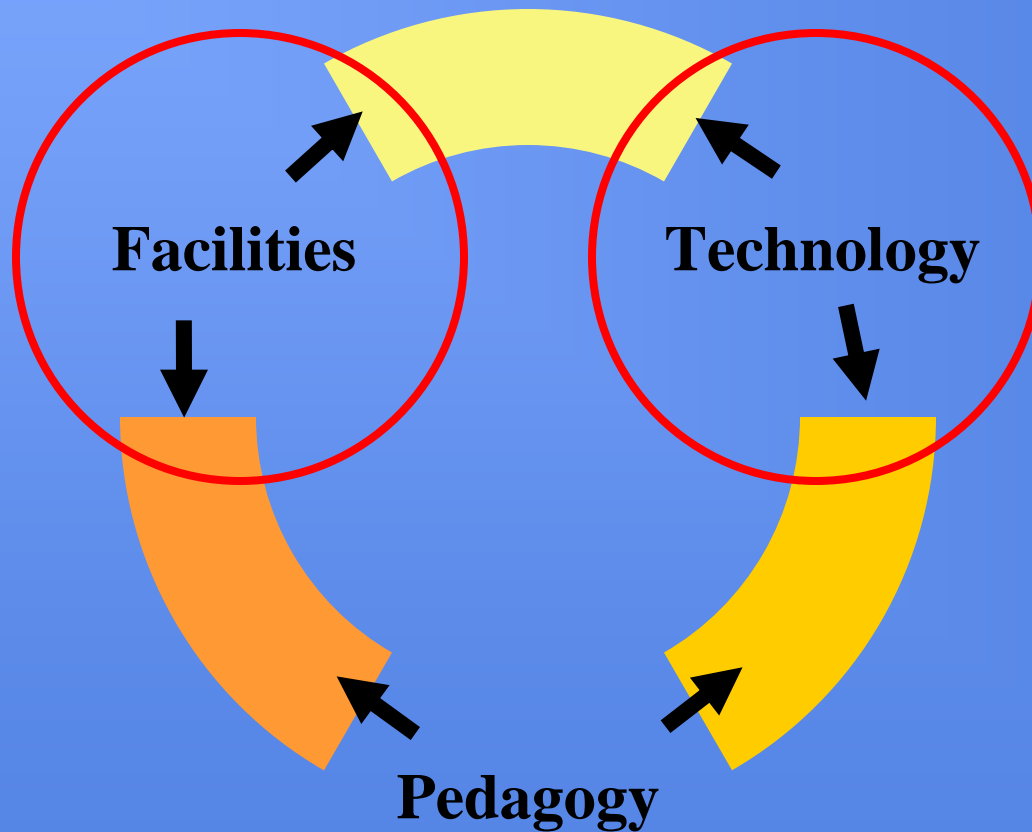


Planning

**So, How Does all This
Relate to Planning
Technology-rich
Spaces for Learning?**

Planning

Pedagogy, Facilities, and Technology are Interrelated



Structure a Planning Process

Student Life/Campus Life

Residential Life

Athletics/Recreation

Staff

Community Professionals

Community Representatives

7 to 9 Members

**Project
Planning
Committee**

Project Shepherd

IT

Library/Information Services

Faculty

Buildings and Grounds

Students

Registrar

Development

Dean/Provost

Structure a Planning Process

Project Shepherd

Institutional Memory

**Must be able to Build Consensus
Communicator and Coordinator**

Perceived as Agenda-less

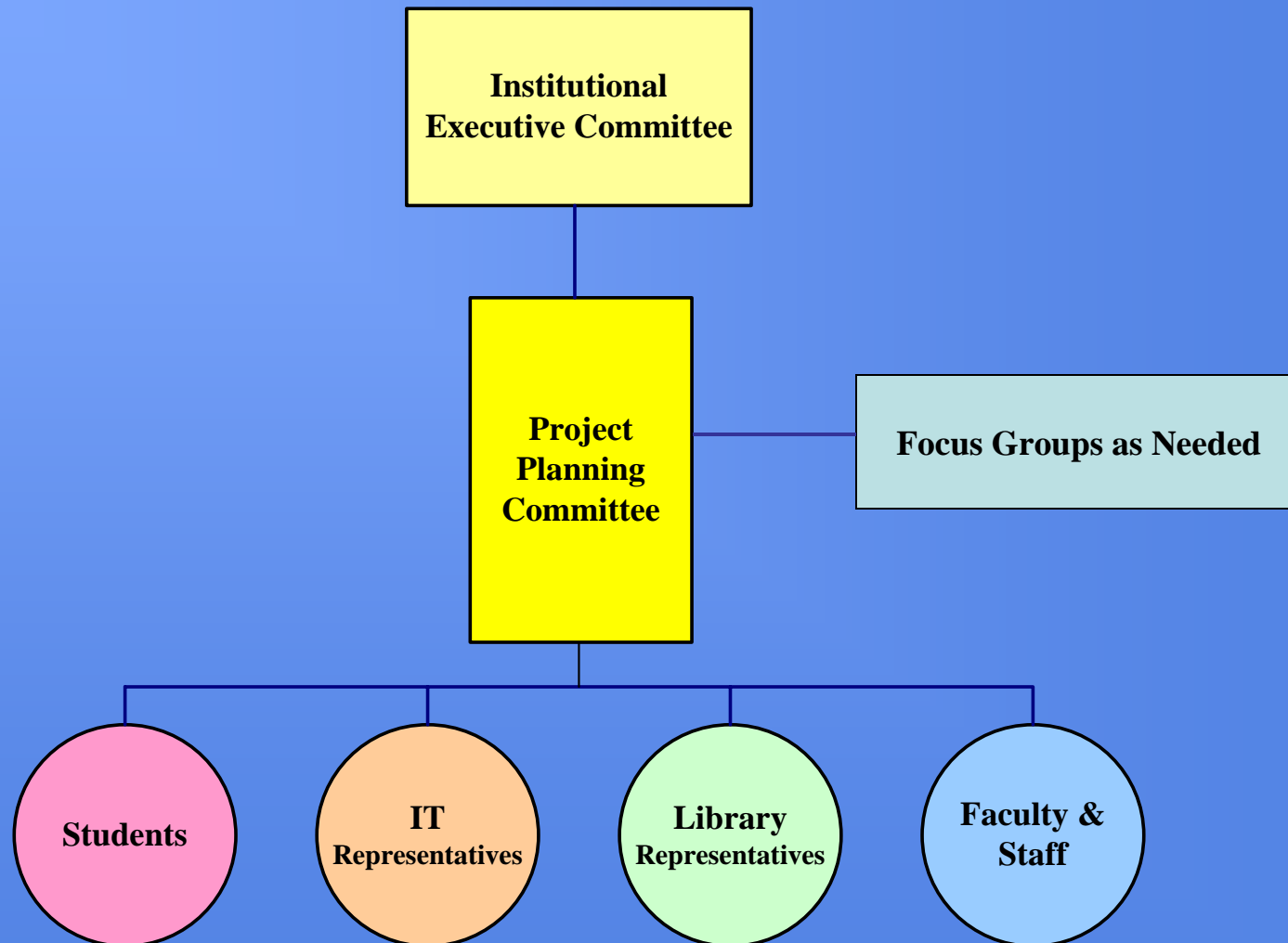
Will Require Release Time 2-3 Yrs.

Should Not be on Tenure Track

Must Have Access to Decision-Makers

PKAL Network of Shepherds

Structure a Planning Process



Two Planning Projects

1. Classrooms

2. Commons

Classroom Planning



Classroom Planning



Planning Steps

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Planning Steps

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STRATEGIES FOR ACHIEVING THE PLAN

Questions

How many classrooms do you currently have?

How are these classrooms utilized?

How many classrooms are department, rather than Registrar controlled?

Do you anticipate changes in program, schedule, or teaching style?

Are the classrooms the appropriate size?

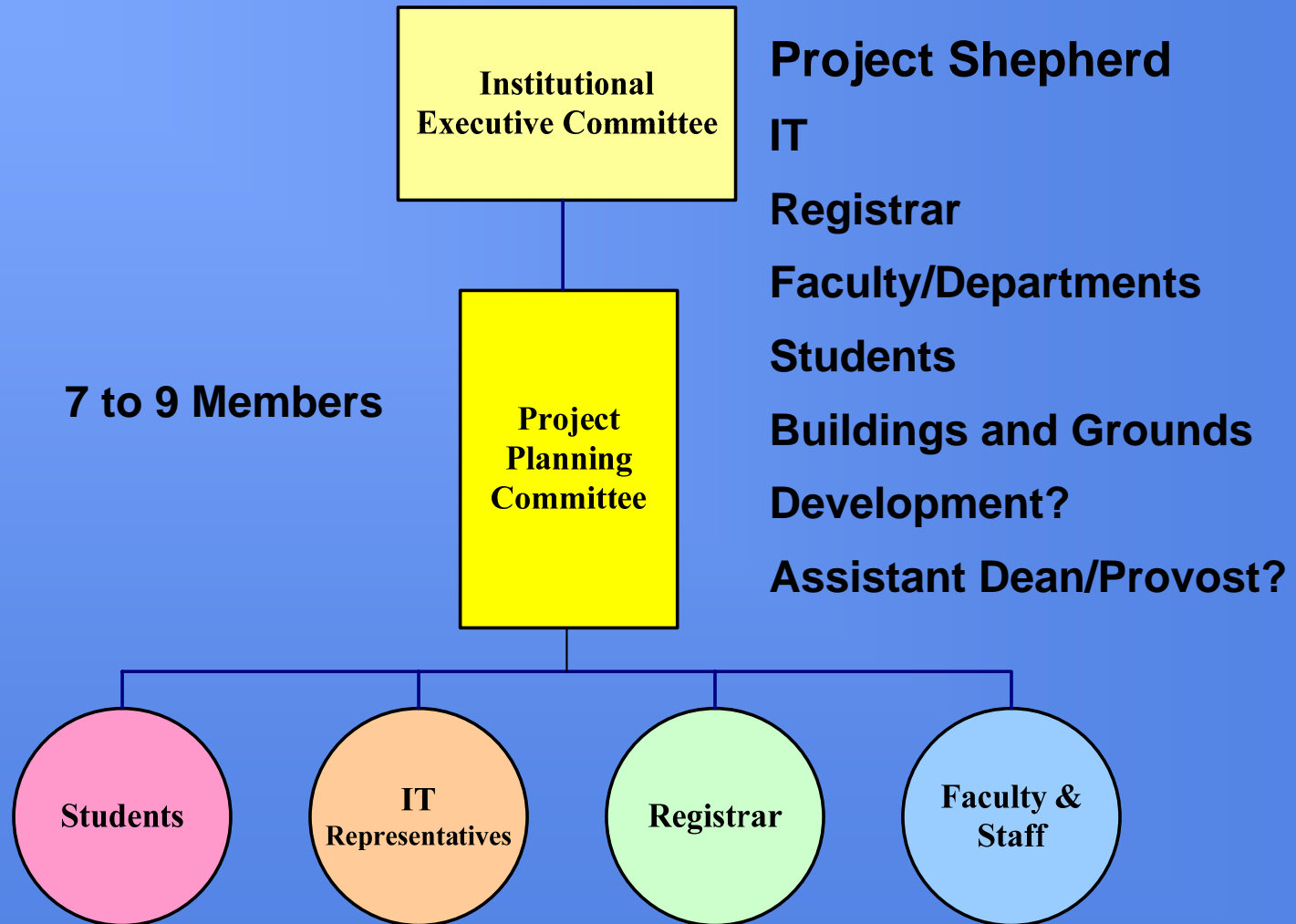
What should be the standard media/technology package

Does the size, configuration, furniture, and technology support your current and anticipated programs and pedagogy?

What scheduling and utilization policy decisions are appropriate for the campus?

How will the changes support your campus' vision for the future?

Planning Committee



Classroom Characteristics

Ownership

Net Square Feet

Dimensions & Configuration

Number of Seats

Type of Furniture

Furniture Layout

Technology

Lighting, Acoustics

Code Compliance

Condition

Utilization Measures

Scheduled Hourly use per Day

Schedule Room Hours per Week

Seat Utilization

Net Square Feet per Student

Section Size Compared to Room Size

Peer Comparisons

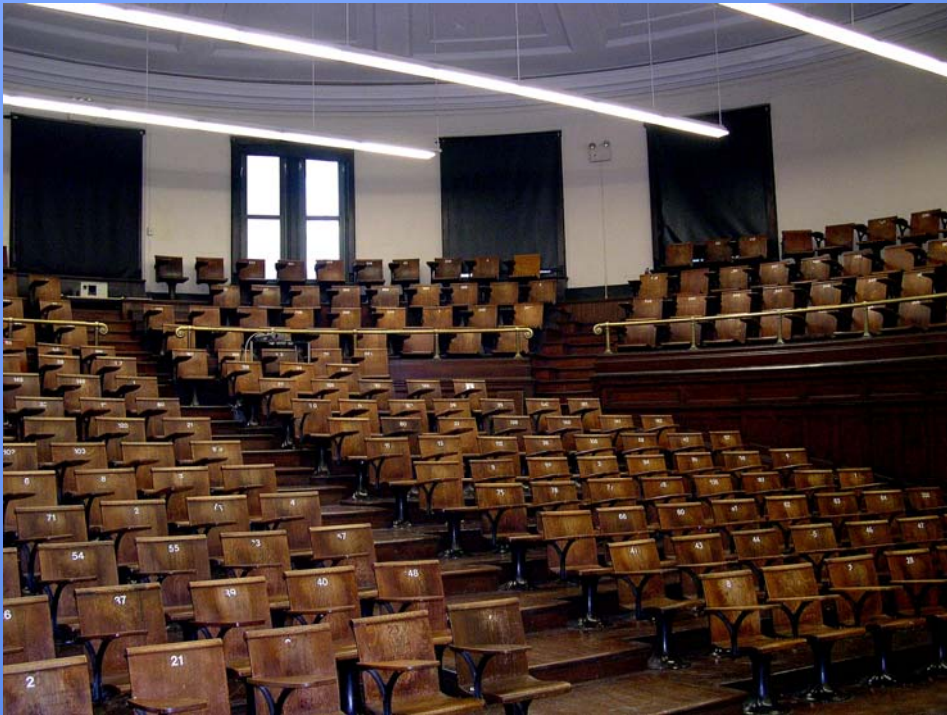
Proportion of College vs. Department Classrooms

Utilization Measures

What affects Classroom Utilization?

- **Control: Registrar or Department**
- **Location**
- **Condition**
- **Sight Lines**
- **HVAC/Noise**
- **Furniture**
- **Technology**

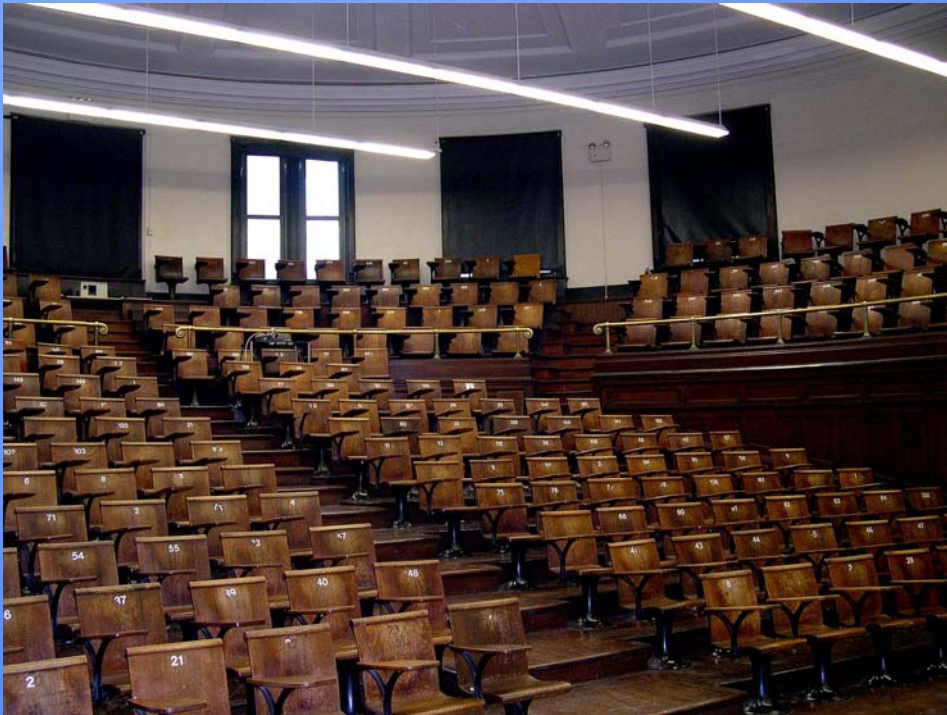
Utilization Measures



Classroom Utilization

- a. Room Utilization
Hours per week
- b. Seat Utilization
% Seats Used
- c. Square Feet/Seat
Square Feet/Seat
- d. Correlations of Day
and Time

Utilization Measures



Classroom Utilization

a. Room Utilization

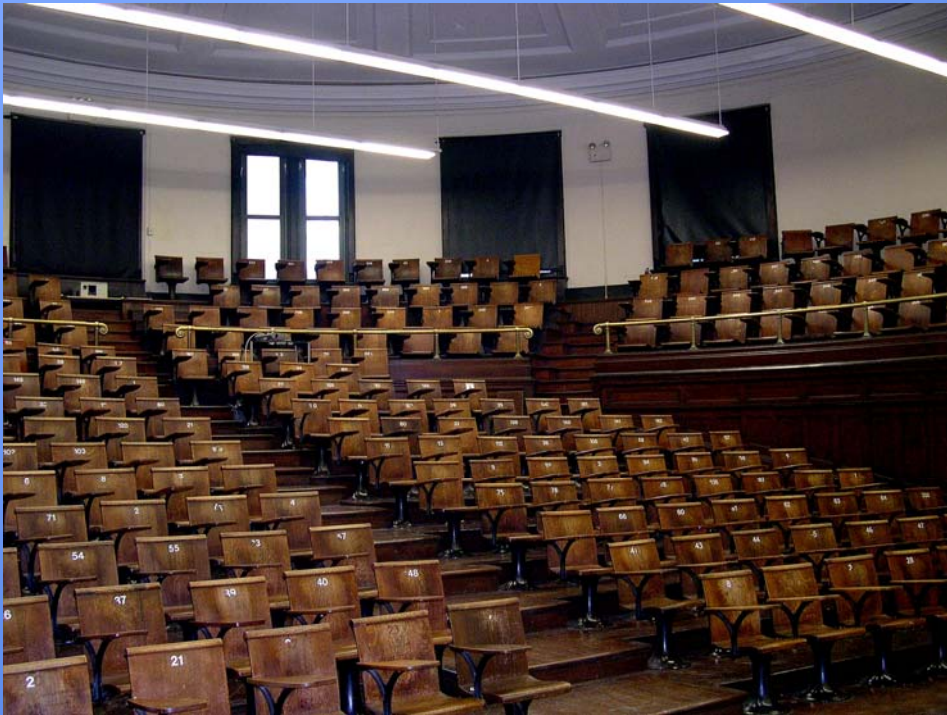
Target:

**25 to 30 hours per week
for day program**

**15 to 18 hours per week
for evening program**

Time for meetings, study, unscheduled events, group activities, maintenance

Utilization Measures



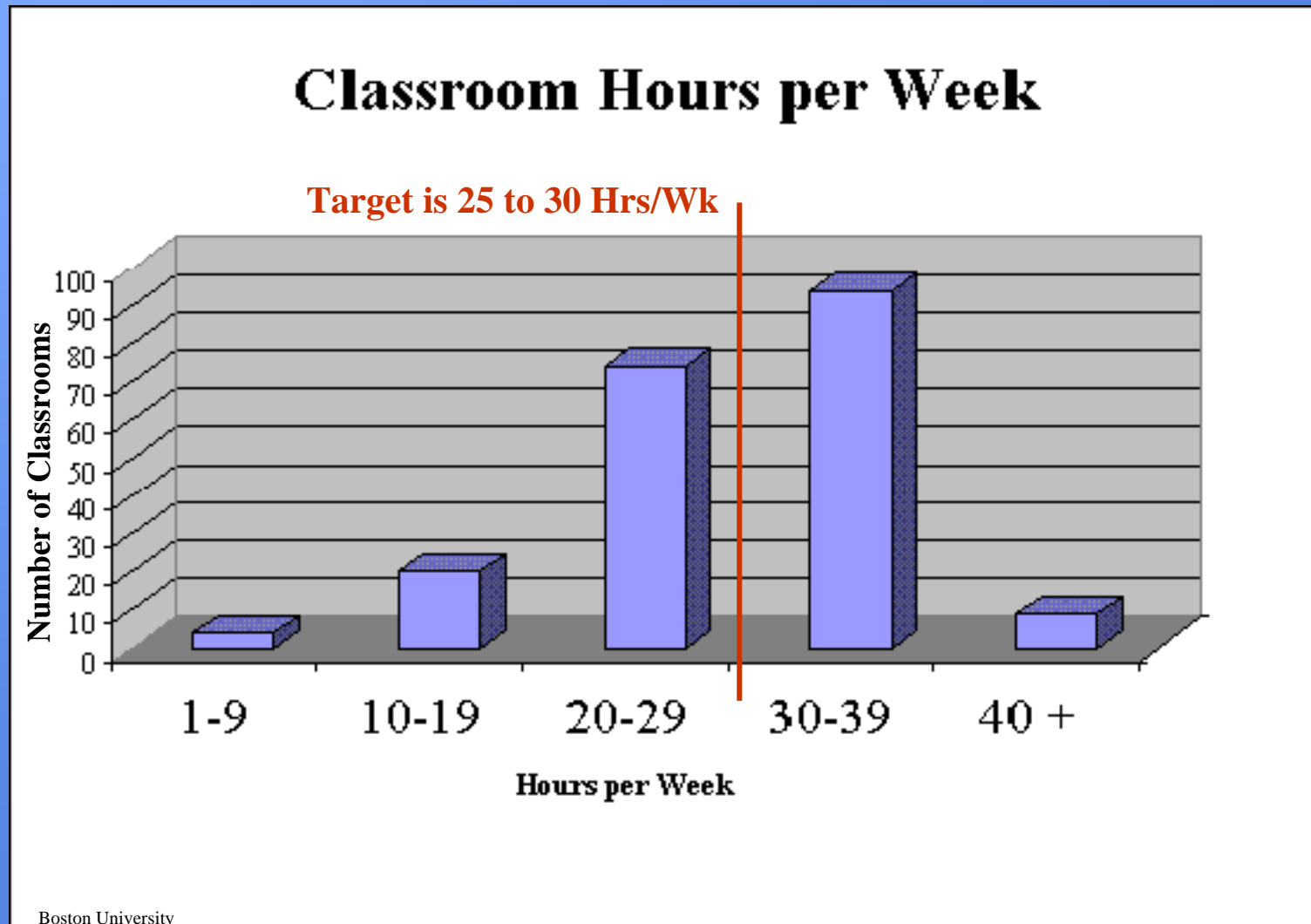
Classroom Utilization

a. Room Utilization

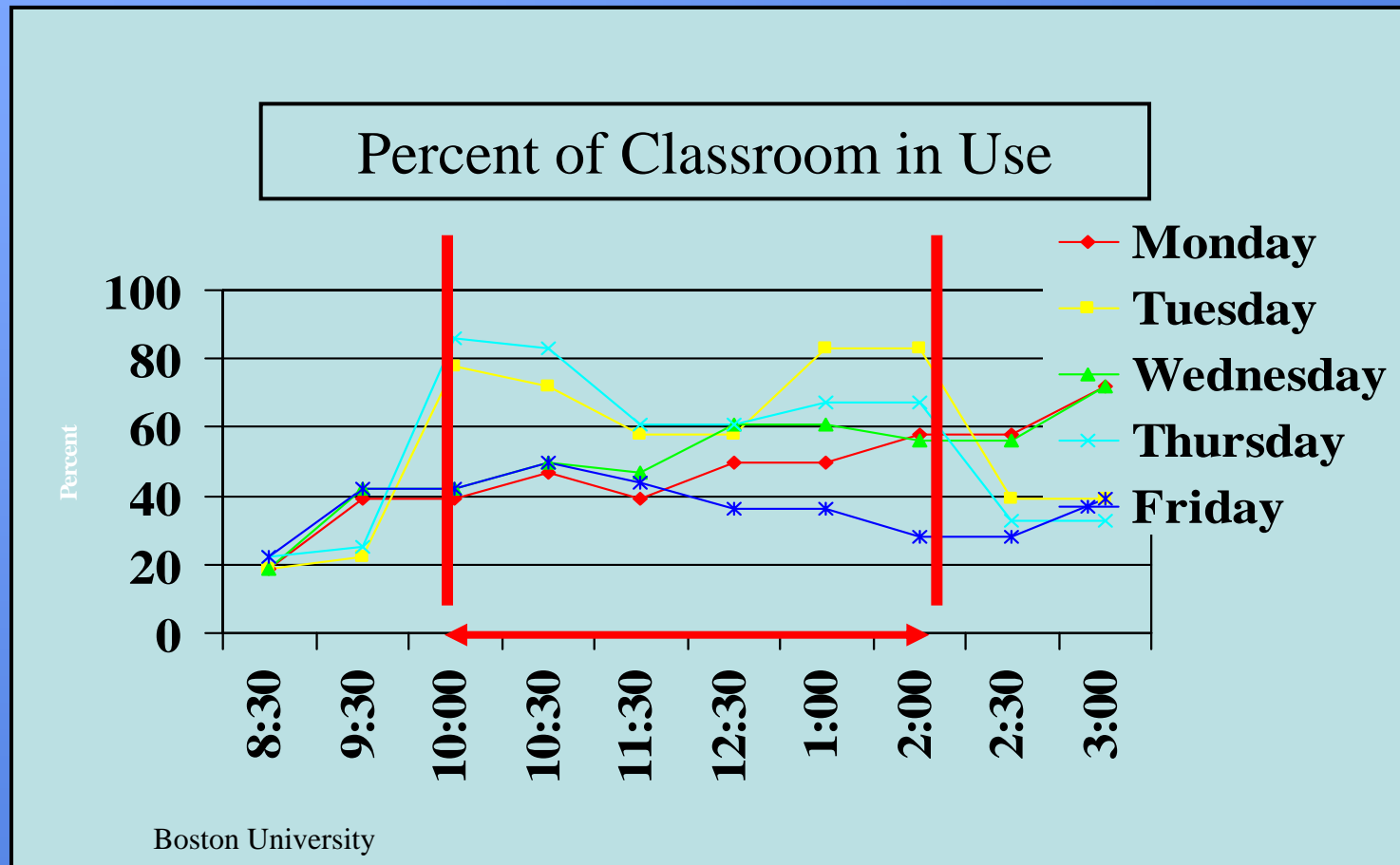
**Some states combine
the day and evening
Program into one target
Of 40 to 48 hours**

That strategy for utilization penalizes the more heavily scheduled program

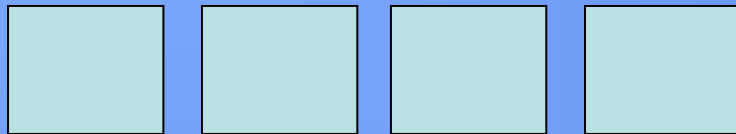
Utilization Measures



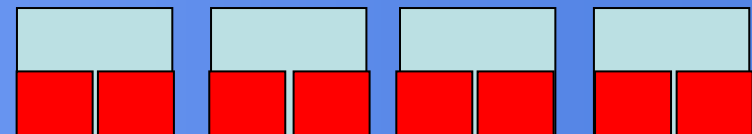
Utilization Measures



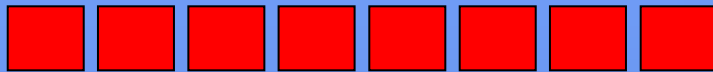
Utilization Measures



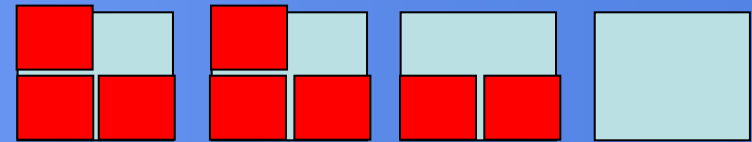
Classrooms



50% Room Utilization

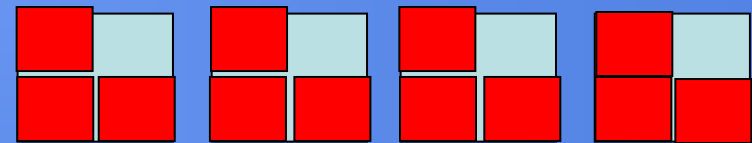


Course Sections



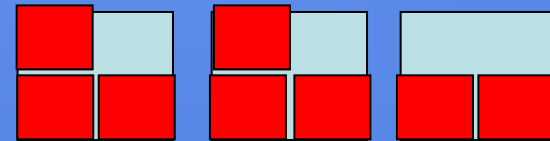
50% Room Utilization

Increased number of course sections impacts student : faculty ratio, section size, or number of faculty

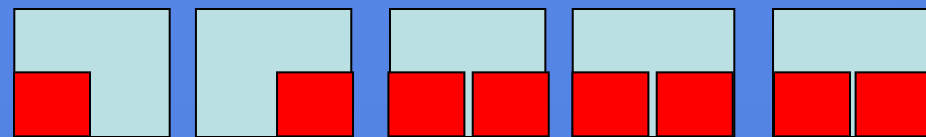


75% Room Utilization

Removing a classroom from the inventory potentially allows it to be reused for another function



67% Room Utilization



40% Room Utilization

Utilization Measures

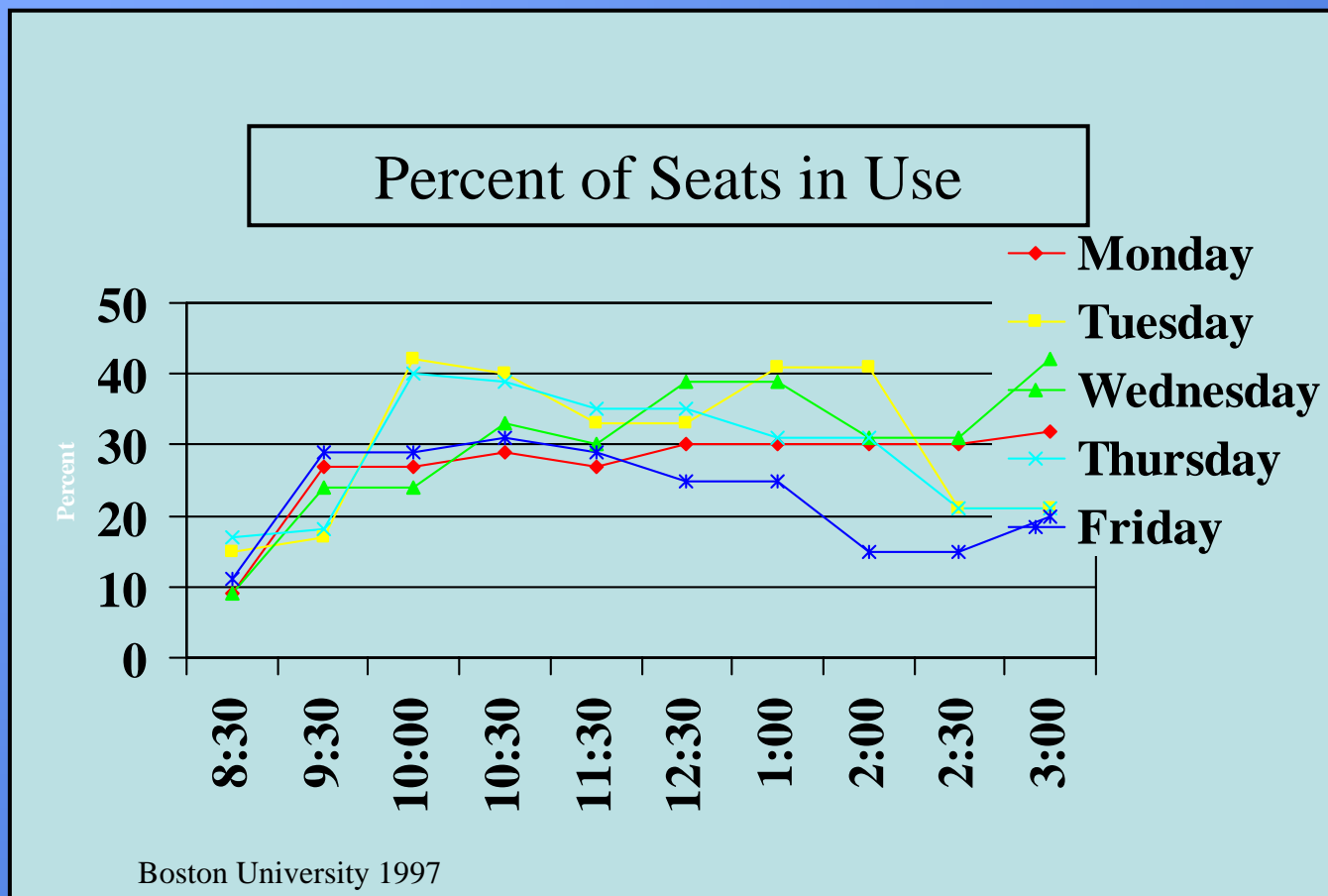


Classroom Utilization

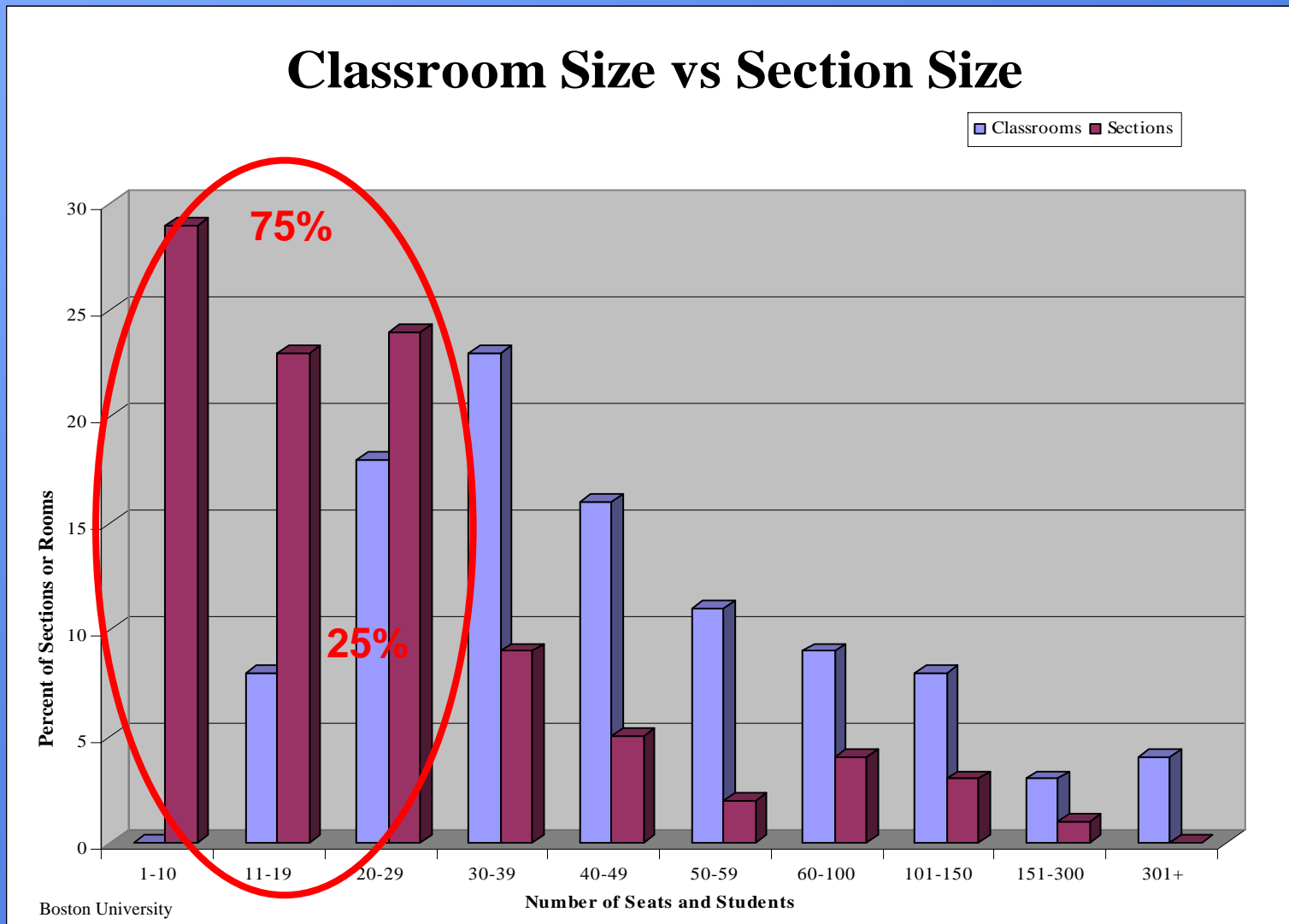
- a. Room Utilization
- b. Seat Utilization

Target:
Seats filled to 60% to
70% of capacity

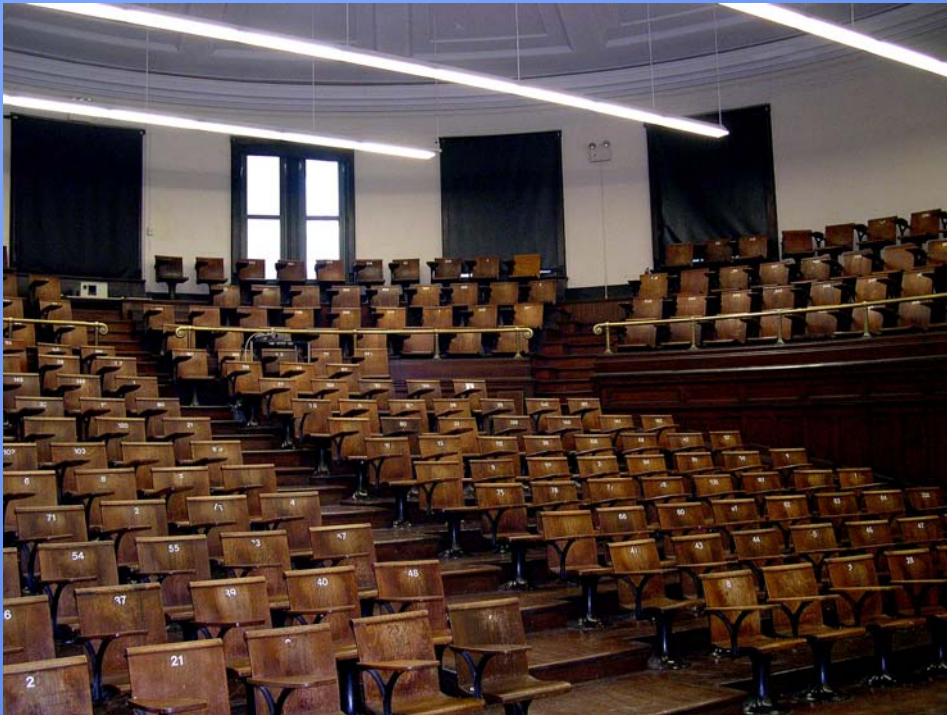
Utilization Measures



Utilization Measures



Utilization Measures



Classroom Utilization

a. Room Utilization

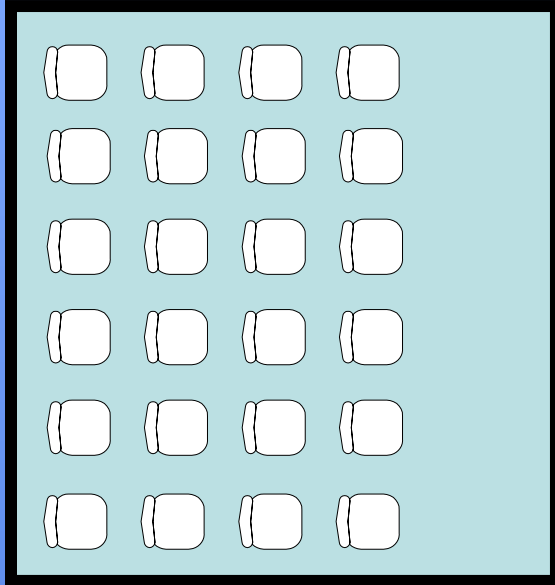
b. Seat Utilization

c. Square Feet/Student

Many state guidelines suggest 15 NSF/Student

If a high percentage of your course section enrollments are less than 30 students then your institution is being penalized.

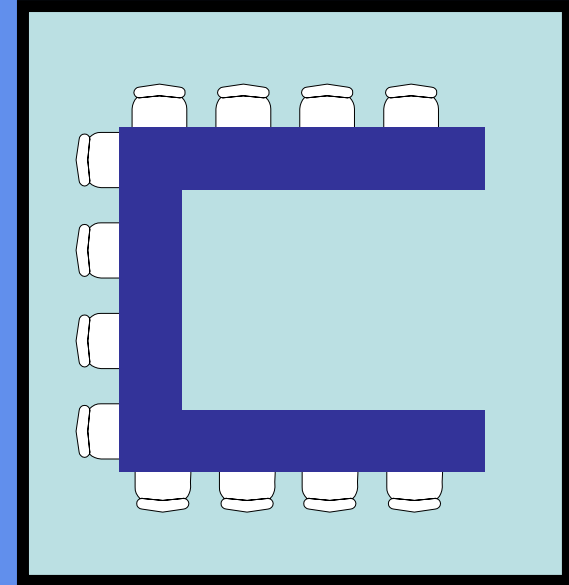
Utilization Measures



24 Seat Classroom

430 NSF

18 NSF/Seat

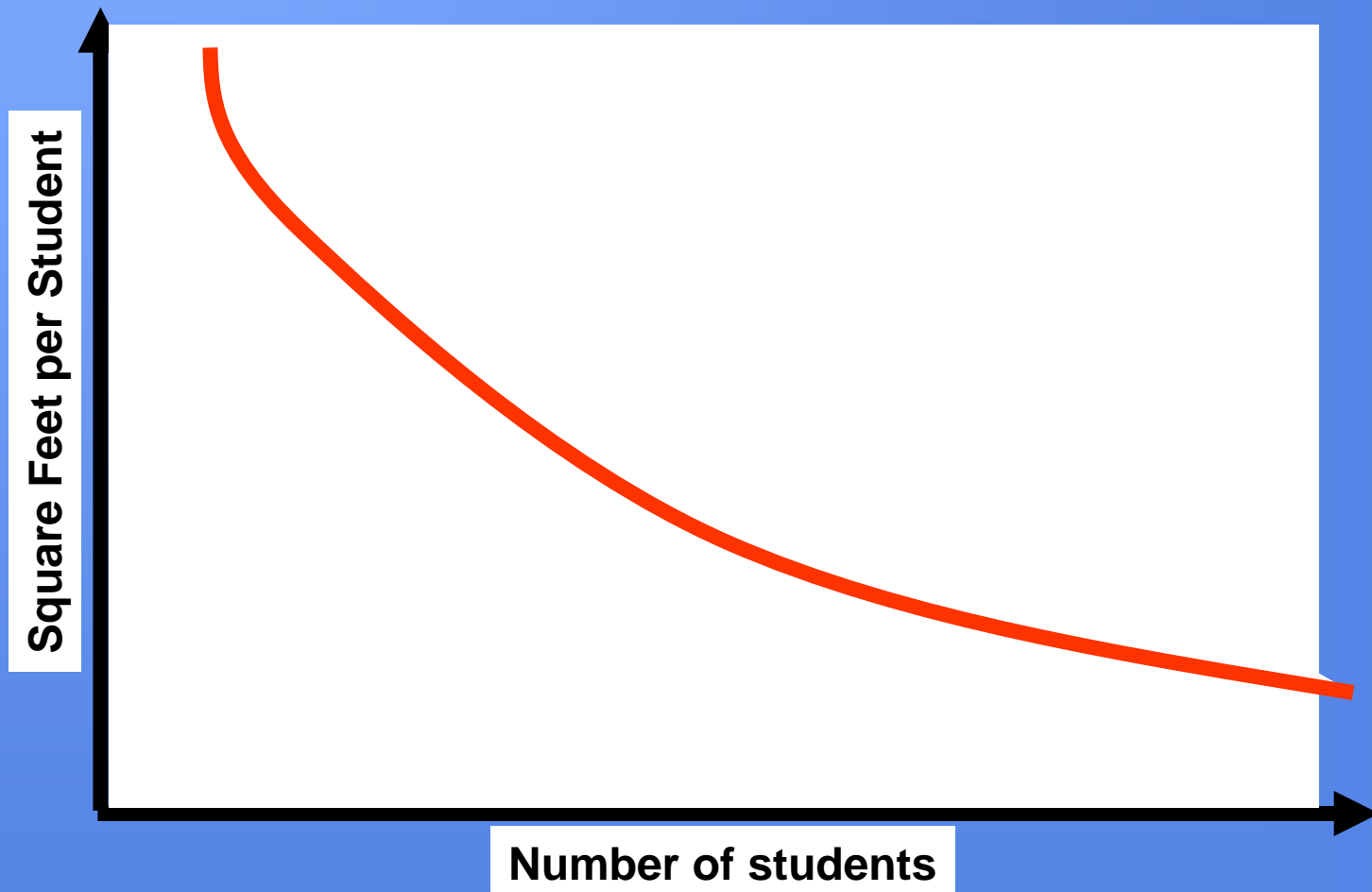


12 Seat Classroom

430 NSF

36 NSF/Seat

Utilization Measures



Utilization Measures

Number of Students	NSF/Student Tables & Chairs	NSF/Student Tablet-arm Chair
10-19	25-35	20-22
20-29	25-35	18-20
30-39	20-25	16-18
40-49	18-22	14-16
50-59	18-22	14-16
60-99	18-22	14-15
100-149	16-20	12-14

Information Commons

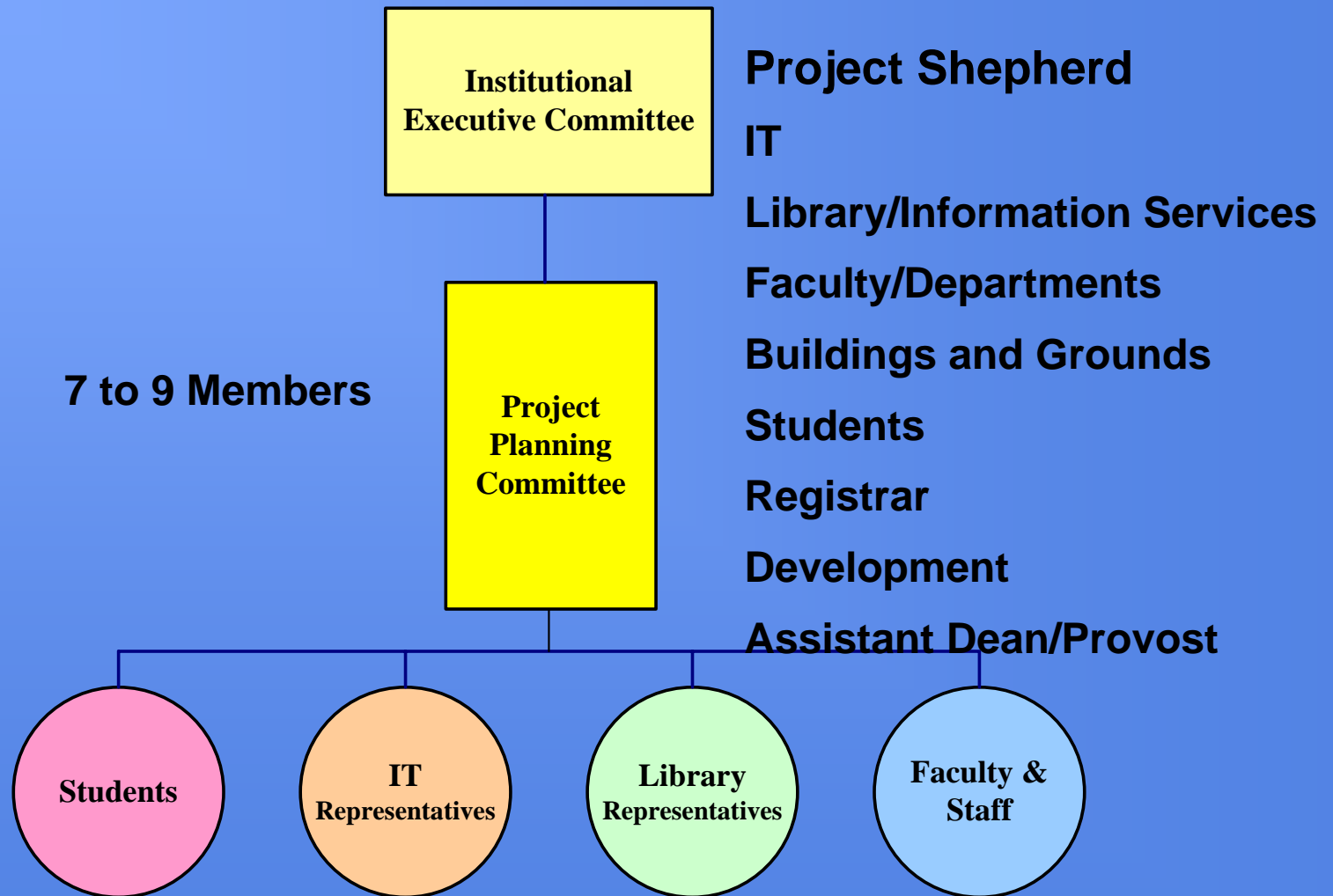


Information Commons

Learning Commons

Knowledge Commons

Structure a Planning Process



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A Commons Example

- 1. Library**
- 2. All of University Computing**
- 3. Help Desk and Reference Desk**
- 4. Cross-trained Staff**
- 5. Coffee Shop**
- 6. Small Group Collaboration Areas**
- 7. Group Study Areas**
- 8. Desktops and Laptops – wired and wireless**
- 9. Instructional Technology/Multimedia Lab**

Existing Volumes	Acquisition Rate yrs 1-10	Acquisition late yrs 11-20	Plus Law Library	20 Years Projected Volumes
577,994	9,350	7,013	100,000	841,619

Space for Volumes

	Projected Volumes	NASF per Volume	NASF
First 150,000 Volumes	150,000	0.10	15,000
Next 150,000 Volumes	150,000	0.09	13,500
Next 300,000 Volumes	300,000	0.08	24,000
Above 600,000 Volumes	141,619	0.07	9,913
Compact Shelving	100,000	0.04	4,000
	841,619		66,413
			1,375

Non-book Formats

Space for Readers

Tables, Carrels, Groups

% Standard	383	30	11,504
% Data Capable	345	35	12,079
% Reserved/Assignable	38	50	1,917
	767		25,501

Space for Technical Services

12.5% of Sub-total for Technical Services

TOTAL 104,949

Guidelines for Information Commons

Conference Room: 25 NSF - 30 NSF per Person

Computer Lab: 35 NSF – 50 NSF per Person

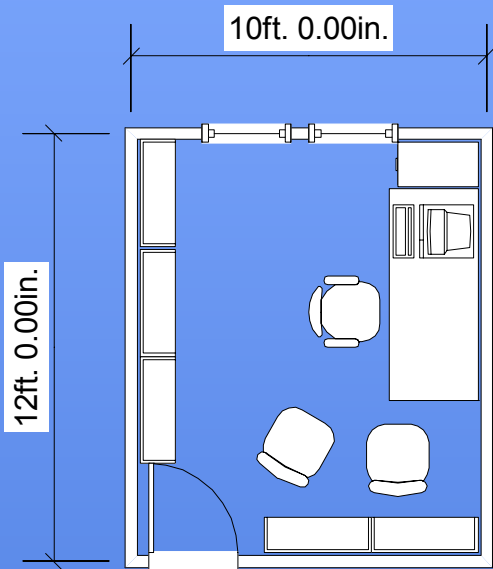
Shared Office: 75 NSF – 90 NSF per Person

Office: 120 NSF – 150 NSF per Person

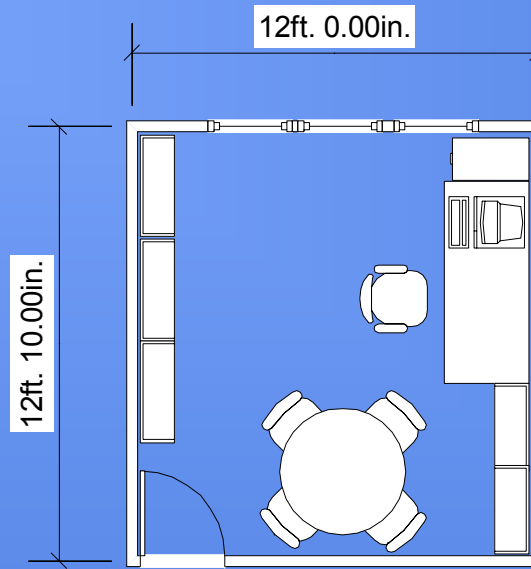
Reading/Lounge: 25 NSF - 30 NSF per Person

Small Group: 40 NSF - 60 NSF per Student

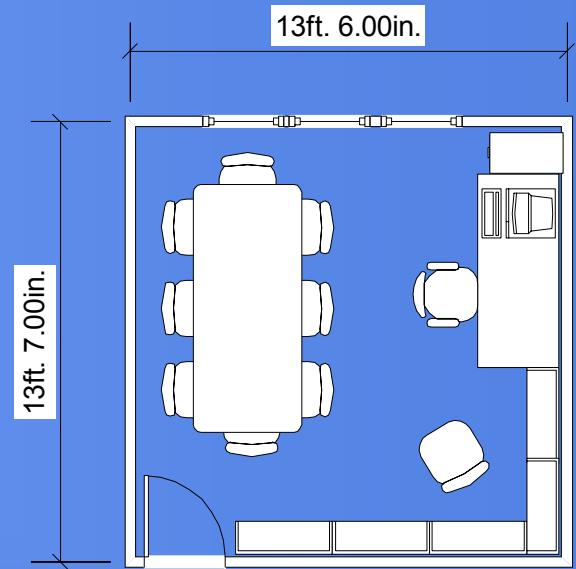
Carrel: 25 NSF - 35 NSF per Person



120 NASF



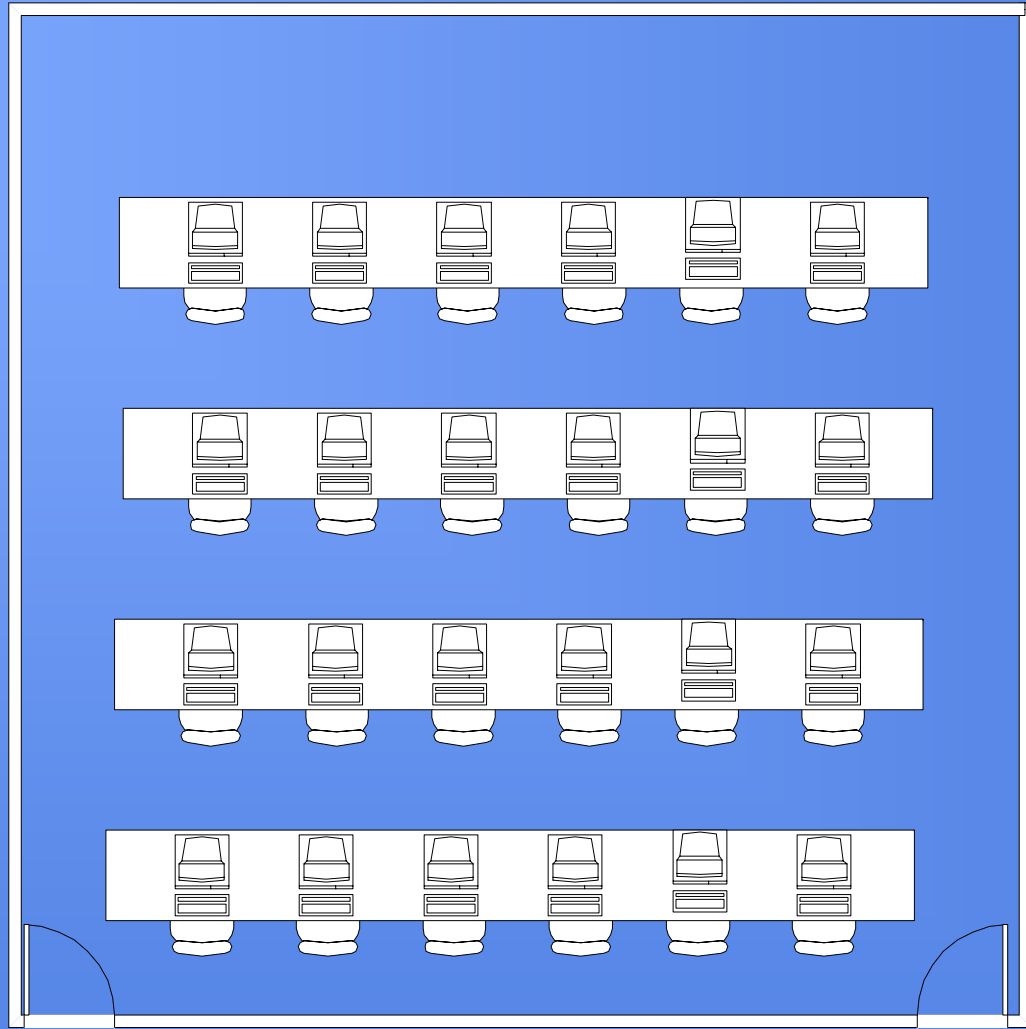
150 NASF



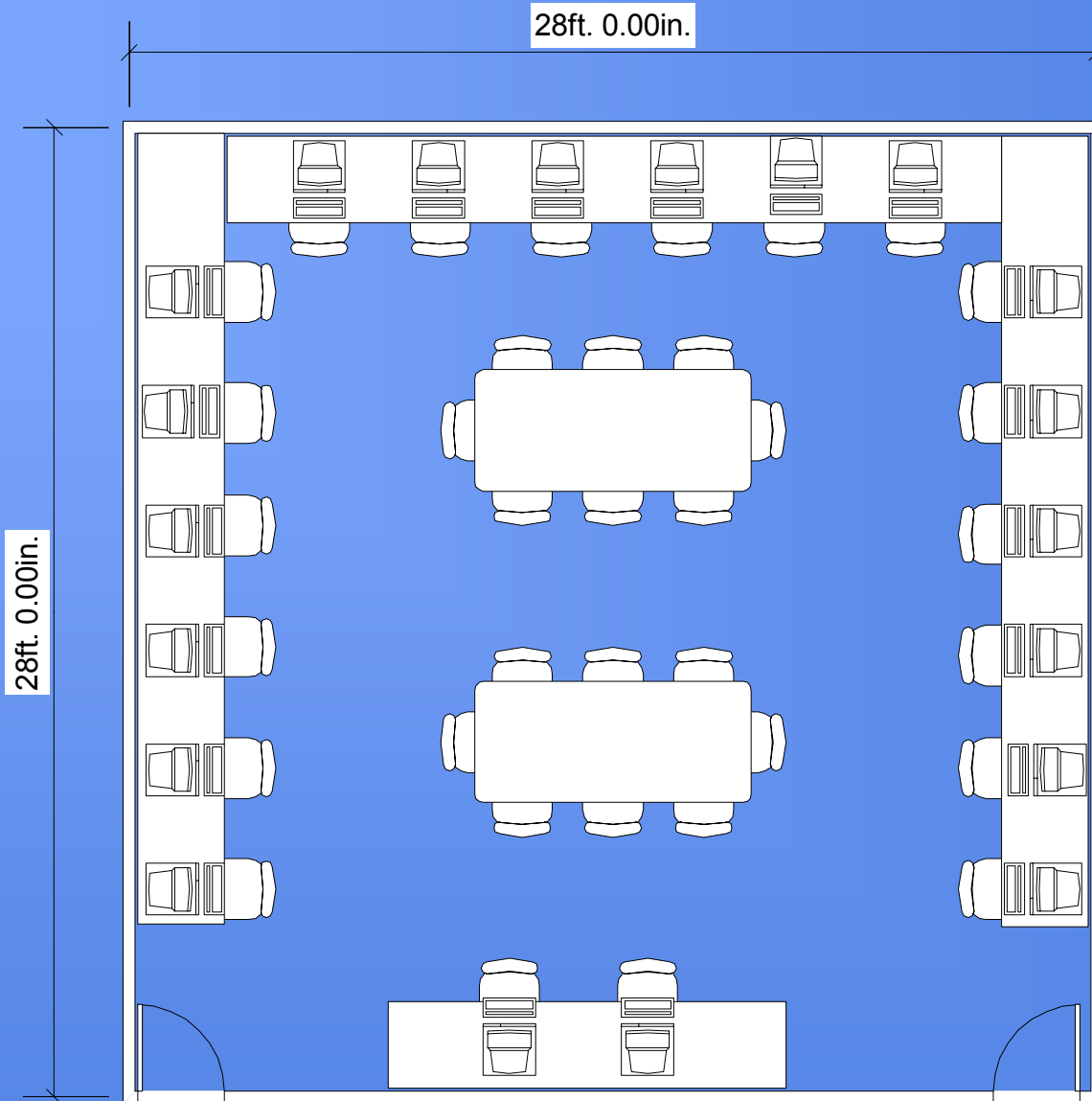
180 NASF

28ft. 0.00in.

28ft. 0.00in.



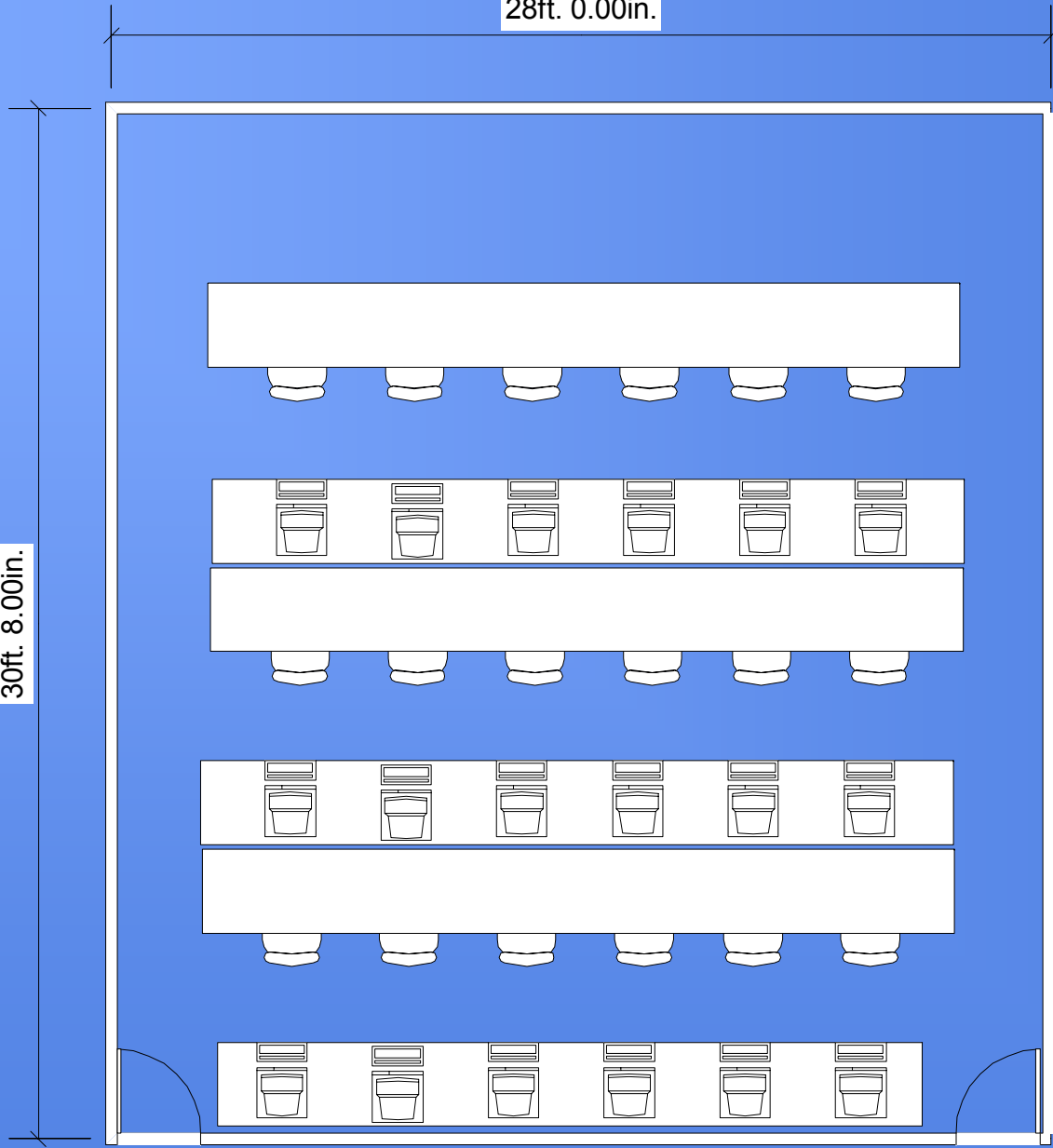
24 Student Computer Room



20 Student Computer Room

28ft. 0.00in.

30ft. 8.00in.



18 Student Computer Room

Don't Forget Faculty Development and Training

**Planning is not Predicting the
Future**



You can't always get what you want

You can't always get what you want

You can't always get what you want

But if you try sometimes you just might find

You get what you need

Oh yeah, hey hey hey, oh... Baby

