

# Space Assessment & Optimization

ASSESSMENT SUMMARY  
MAY 13, 2022

BOTHELL



## 1. Key Insights

- Context Among Peers
- Office Space Allocation
- Space and Identity
- Instructional Space
- Community

## 2. Emerging Opportunities

- Community
- Governance & Identity
- Workplace
- Instruction

## 3. Indexing

- Peer Comparisons
- Internal Indexing

## 4. Benchmarking

- Theme Prioritization
- Space for Community and Connection
- Office Re-alignment for Student Success
- Parking Policies for Community Life
- Campus Space for Online Engagement
- Identity and Inter-departmental Collaboration

# 1. Key Insights

Context Among Peers

Office Space Allocation

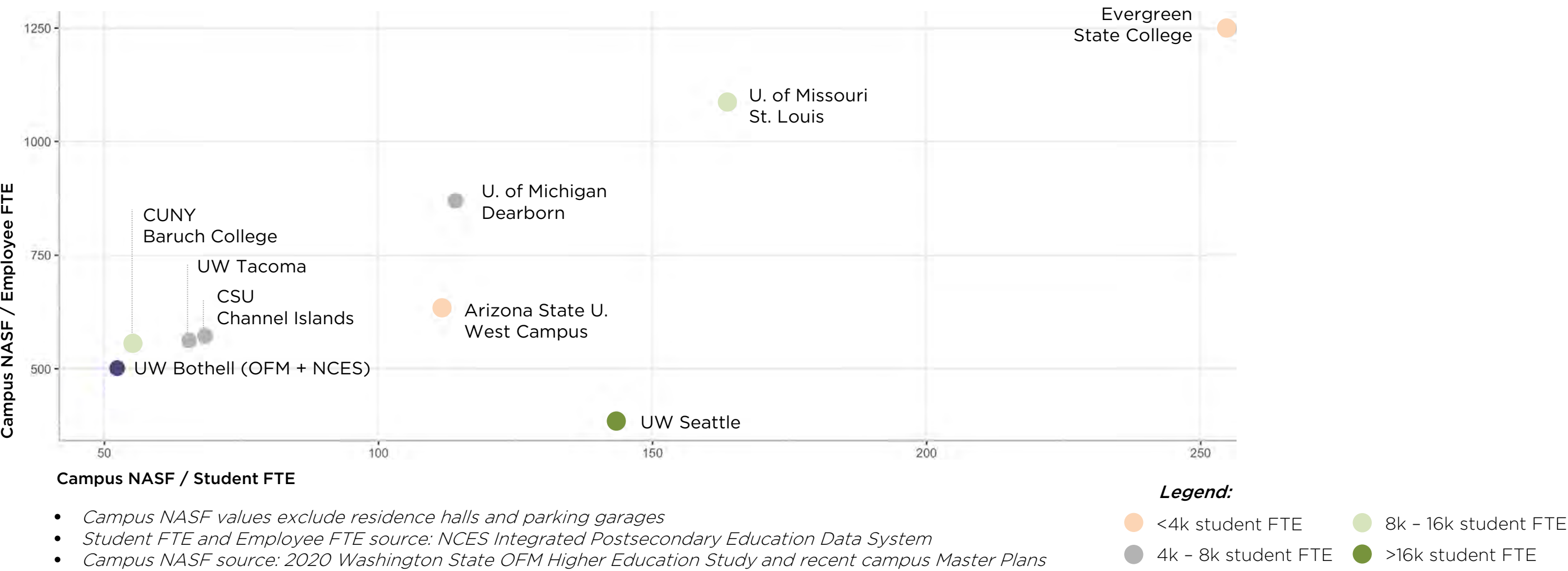
Space and Identity

Instructional Space

Community

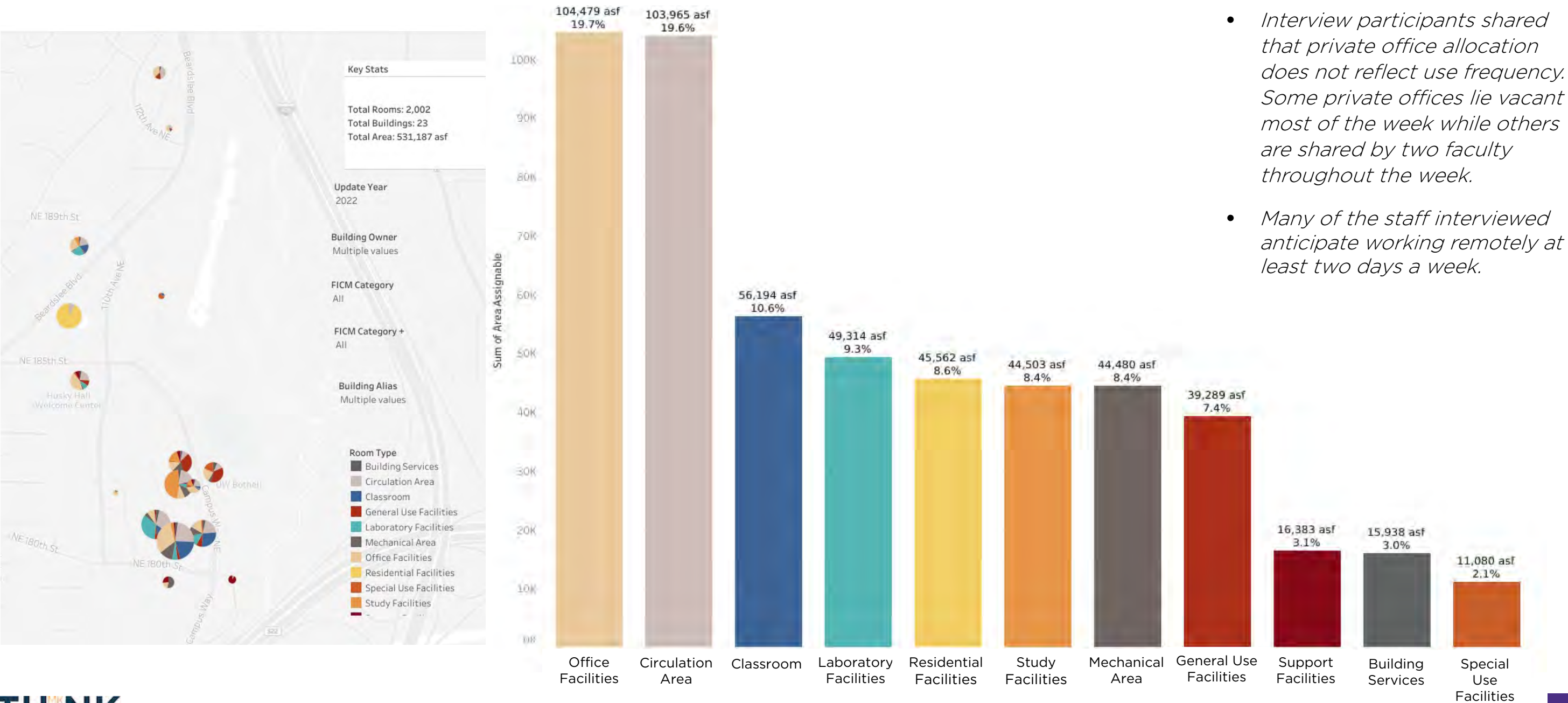
# UW Bothell is space constrained

Compared to peers, campus net assignable square feet per student and per employee are low. But, not the lowest when it comes to campus NASF per employee FTE.



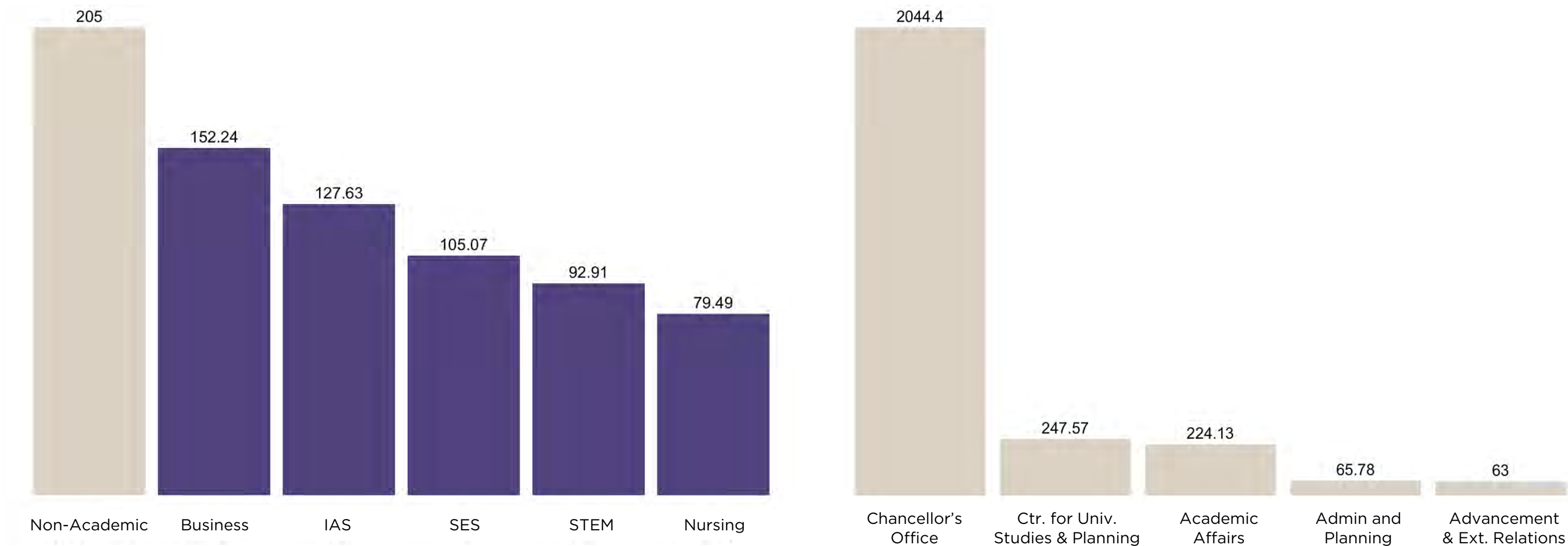
# Campus space distribution is office-heavy

*Parking garages aside, office space is the largest space user on the UW Bothell campus.*



# Office / employee ratios vary by department

*Varying needs may lie at the root of variation between space / employee ratios by department.*



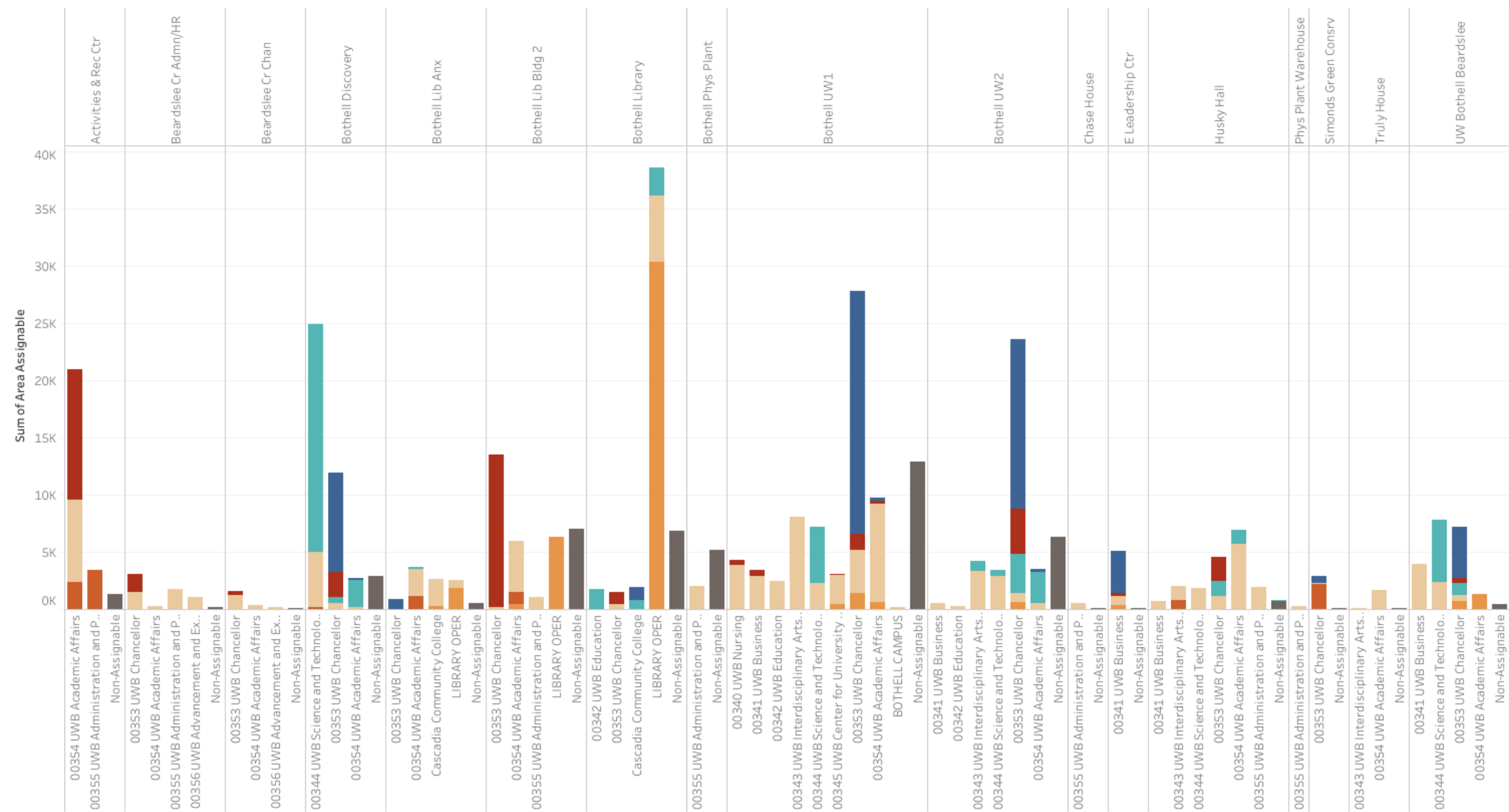
Office NASF / Employee FTE (payroll) by department

Office NASF / Employee FTE (payroll) by non-academic department

- Employee FTE source: NCES Integrated Postsecondary Education Data System
- Employee FTE includes faculty and staff

# Departments are distributed across multiple buildings

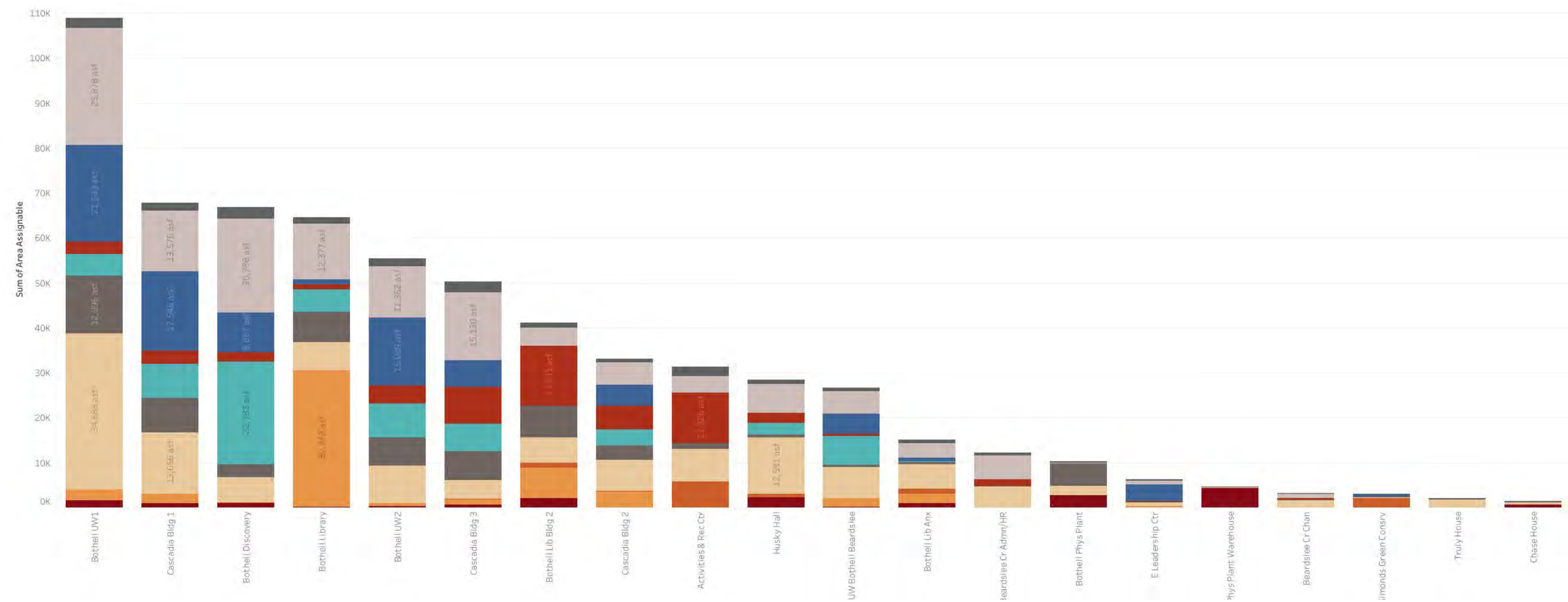
*This creates confusion and potential inefficiencies.*



- *The students interviewed relayed that buildings on campus “lacked intention” and were confusing. Students often did not know what they were supposed to do when they entered certain buildings.*
- *Some administrative staff voiced the desire to be more proximate to other departments for better collaboration and service integration.*

# Each building contains multiple use types

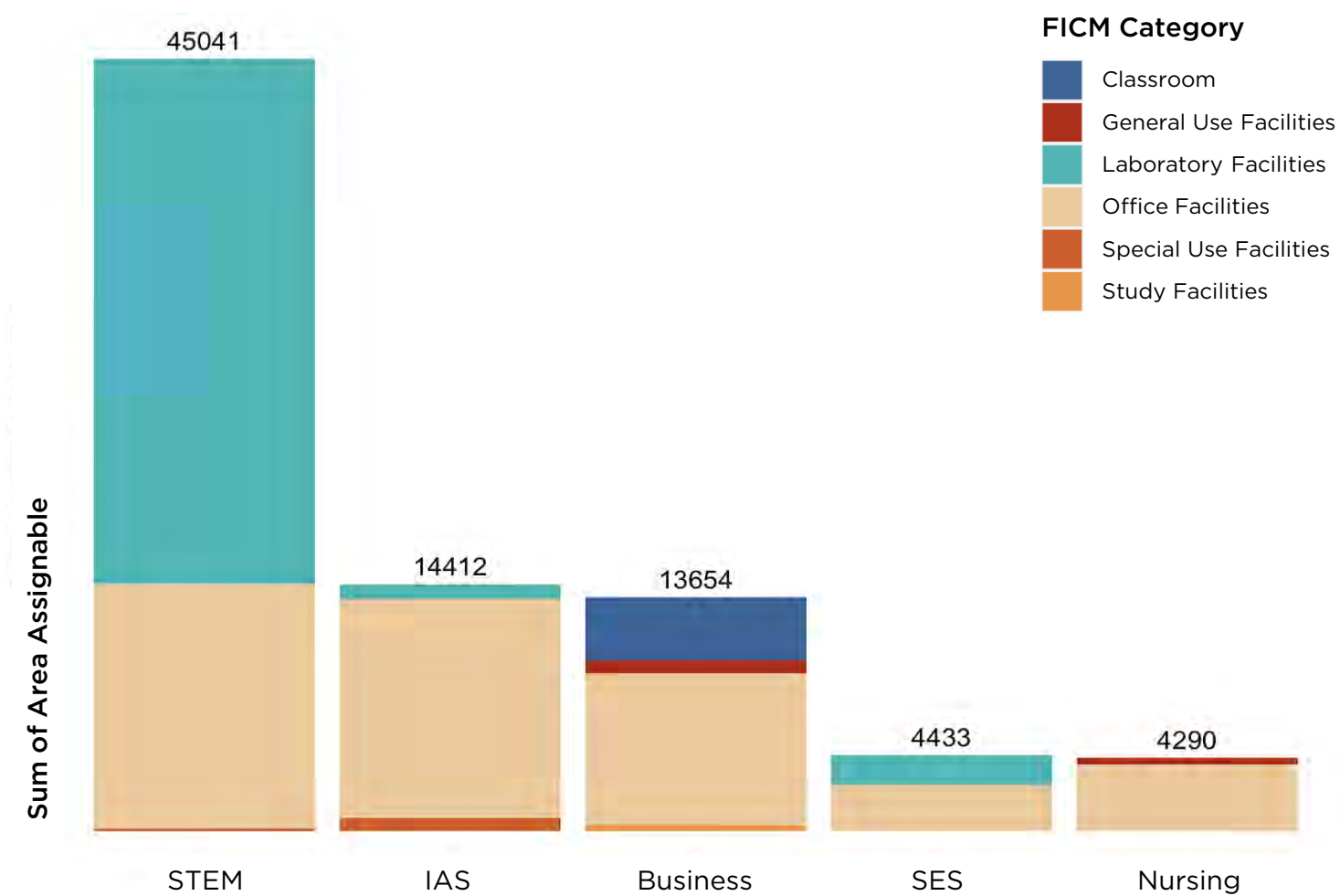
*This makes the relatively small campus hard to navigate and the integrated delivery of services more difficult.*





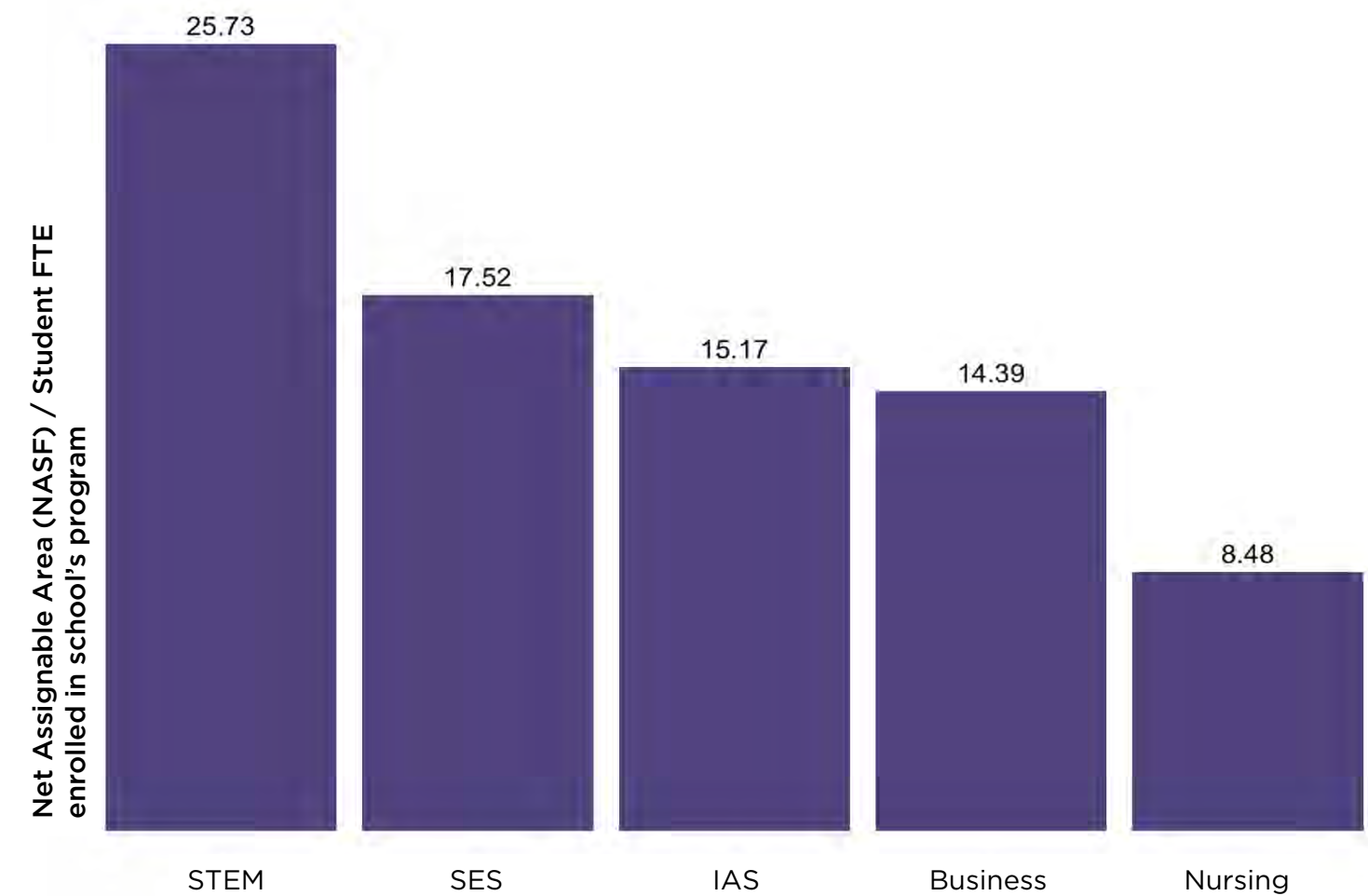
# STEM has a dominant presence on campus

*This presence is manifested through the spatial allocation as well. Most of STEM controlled space is specialized, lab space.*



UW Bothell: Departmental Space Analysis

- FICM = NCES's Post Secondary Education Facilities Inventory and Classification Manual

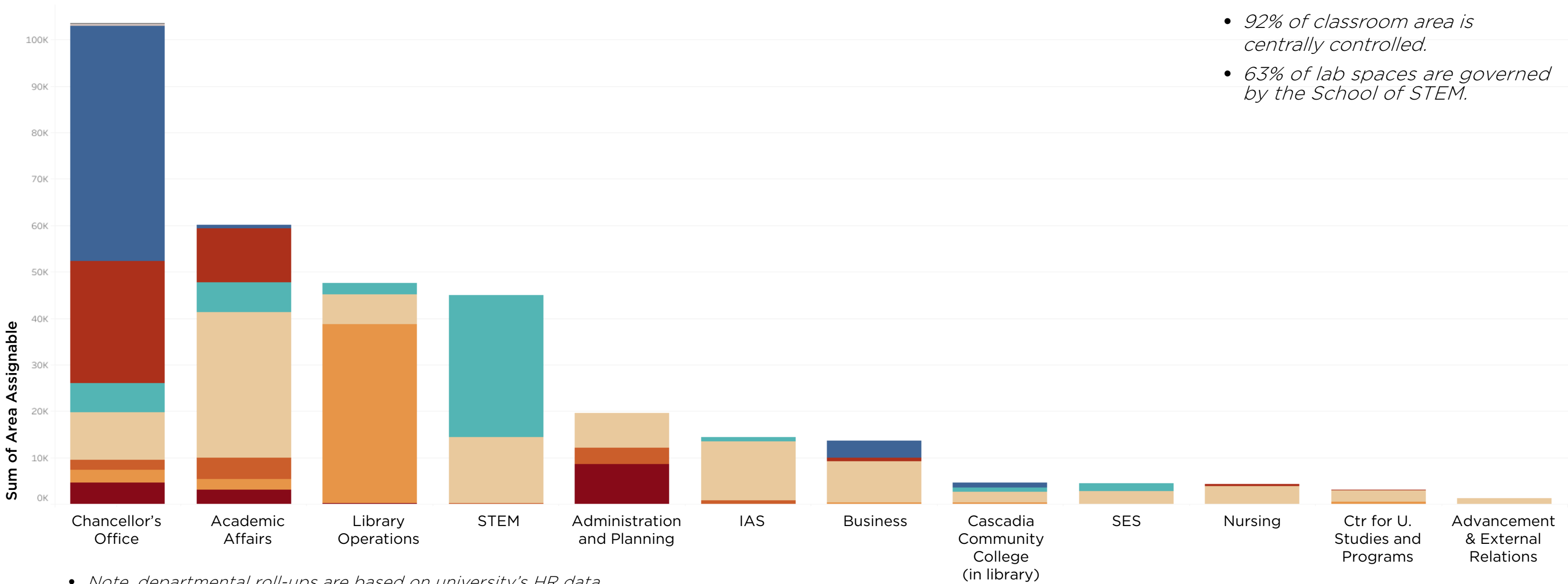


Department Controlled Space NASF / Student FTE

- Student FTE by department source: UW Bothell Fast Facts

# Classrooms are majority centrally controlled, labs and office space are not

*This partially explains the high classroom utilization, compared to labs and office space.*

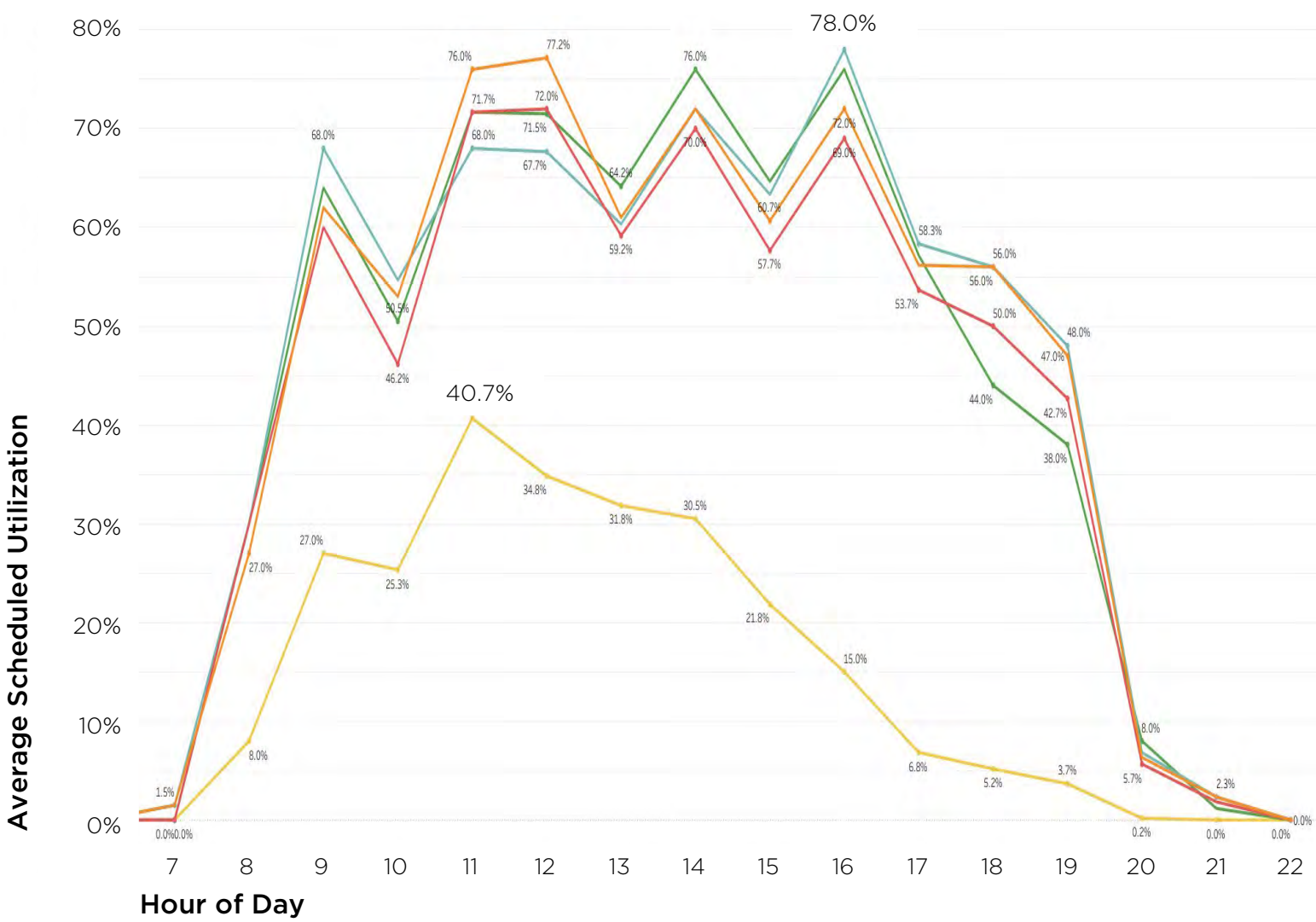


- 92% of classroom area is centrally controlled.
- 63% of lab spaces are governed by the School of STEM.

• Note, departmental roll-ups are based on university's HR data.

# Classrooms are heavily utilized, labs less so

Friday classroom utilization can improve. Lab utilization can improve overall.



Utilization Rate is the number of scheduled hours as a proportion of the total possible schedulable hours.

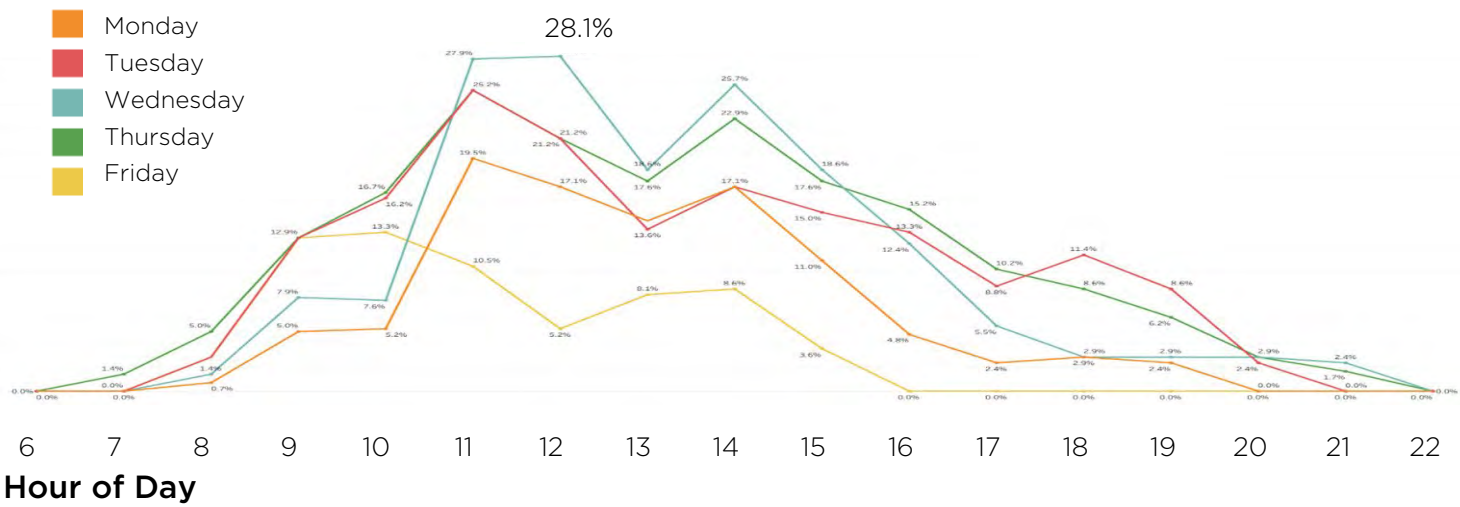


## Classroom Average Utilization by Day and Hour:

- High Monday-Thursday classroom utilization levels reinforce the perception among the campus community that utilization is high. Friday scheduling opportunities exist.
- Interviews revealed that outdated classroom technology represents a burden for faculty and limits access to asynchronous learning.

## Non-research Lab Average Utilization by Day and Hour:

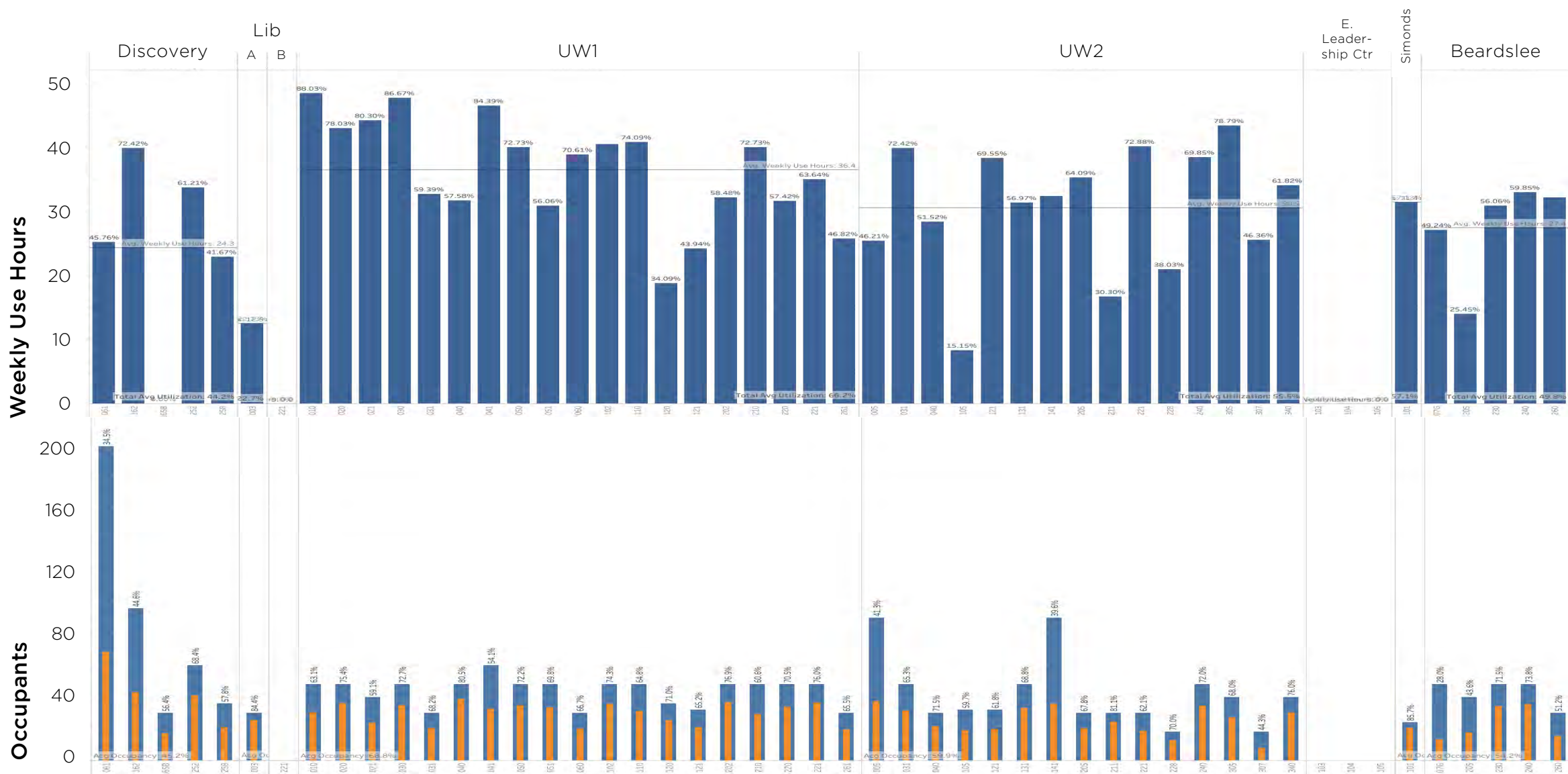
- Non-research lab scheduled utilization across available campus lab spaces is low, at a maximum of 28.1% across all available non-research lab space.
- Additionally, not all preparation space is considered adequate by some faculty, causing inefficiency in space use.





# Classrooms are well utilized, mostly within 25% of registrar capacity

Yet, select classrooms are not scheduled, and large room occupancies leave room for optimization



Classroom Utilization by Room:

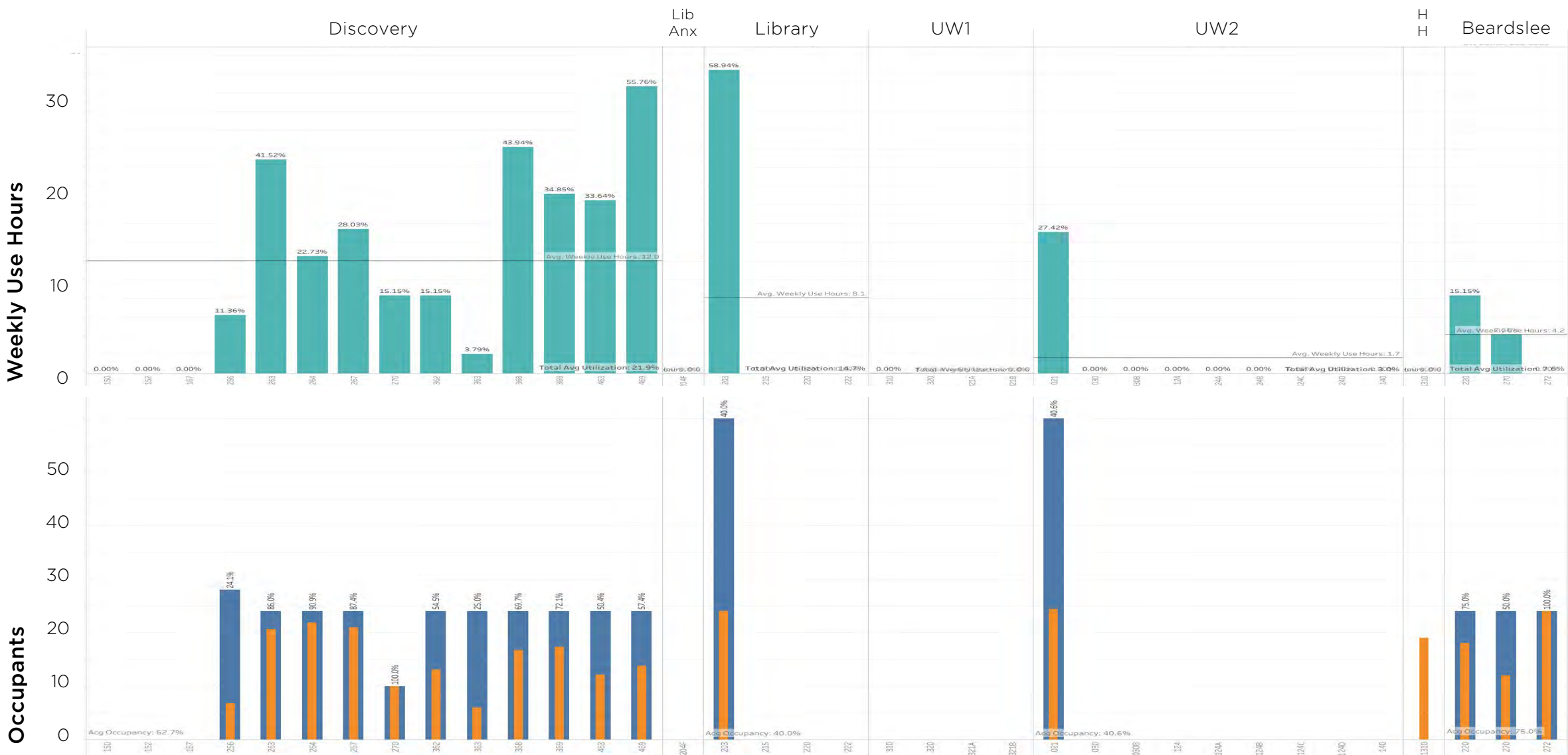
Classroom Occupancy by Room

- Utilization Rate is the number of scheduled hours as a proportion of the total possible schedulable hours.
- The graphic assumes a schedule that spans from 8am to 6pm. Some classes occur before / after this window.

Capacity (by Registrar)  
Enrollment

# Labs are lower utilization, and only sometimes at full capacity

Centralized scheduling of non-specialized lab spaces may alleviate pressures on classroom capacity.



- A high number of non-research and non-service lab spaces are not being scheduled for classes.
- Average weekly use hours are low, even in Discovery Hall, where most lab sessions are scheduled.

Lab Utilization by Room

Lab Occupancy by Room

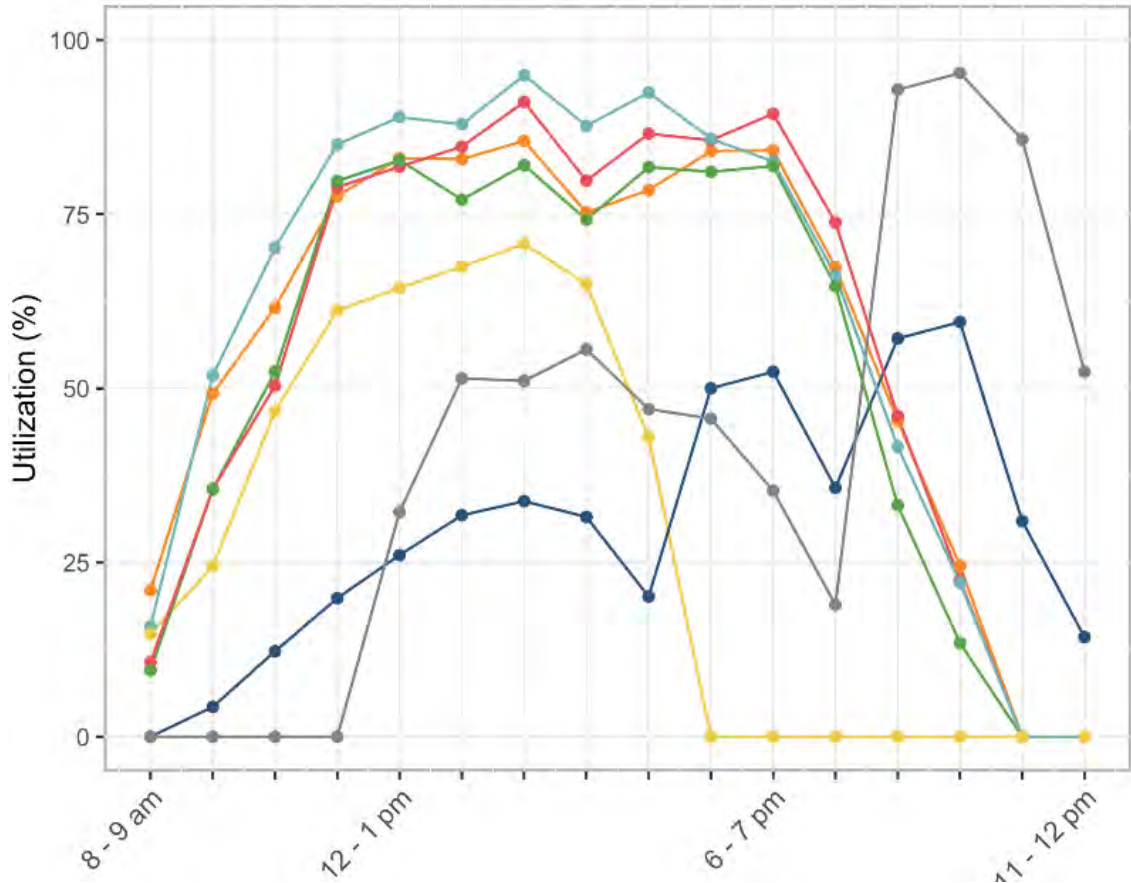
- Capacity (by Registrar)
- Enrollment

- Utilization Rate is the number of scheduled hours as a proportion of the total possible schedulable hours.
- The graphic assumes a schedule that spans from 8am to 6pm. Some classes occur before / after this window.
- Analysis excludes service space and research labs.

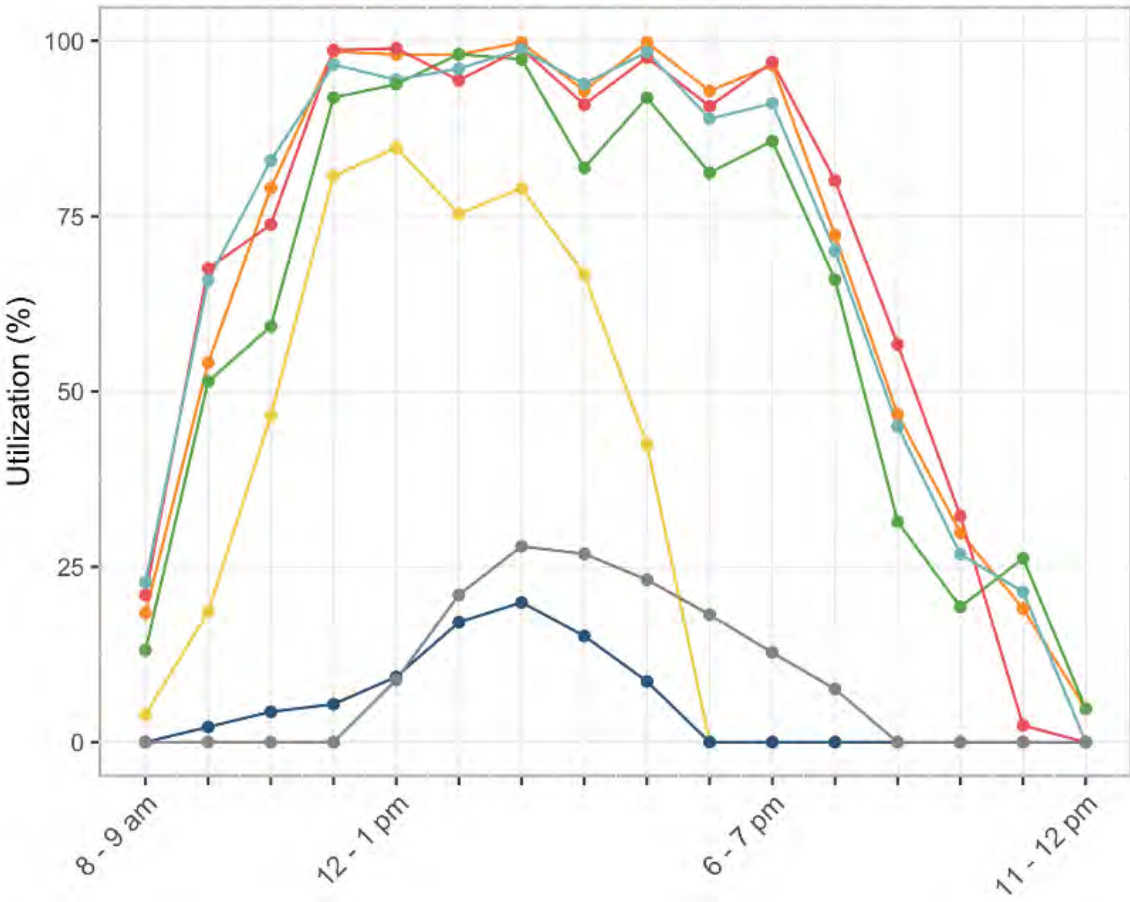
# Students need space for taking classes in multiple modes

Currently space is limited for collaboration and online class participation. The library currently fulfills these needs, but is experiencing pressures.

Study Room Utilization by Hour and Day  
2019 - 2020 Academic Year



Study Room Utilization by Hour and Day  
Autumn 2021



- Fall '21 study space use was more concentrated on weekdays than pre-pandemic, causing schedule pinch points and limited availability.
- Library staff are making efforts to adapt schedules and space, while some faculty are offering up their offices or research labs for student group use.
- Behaviors will continue to evolve as the campus transitions to more in-person instruction and a larger resident population.

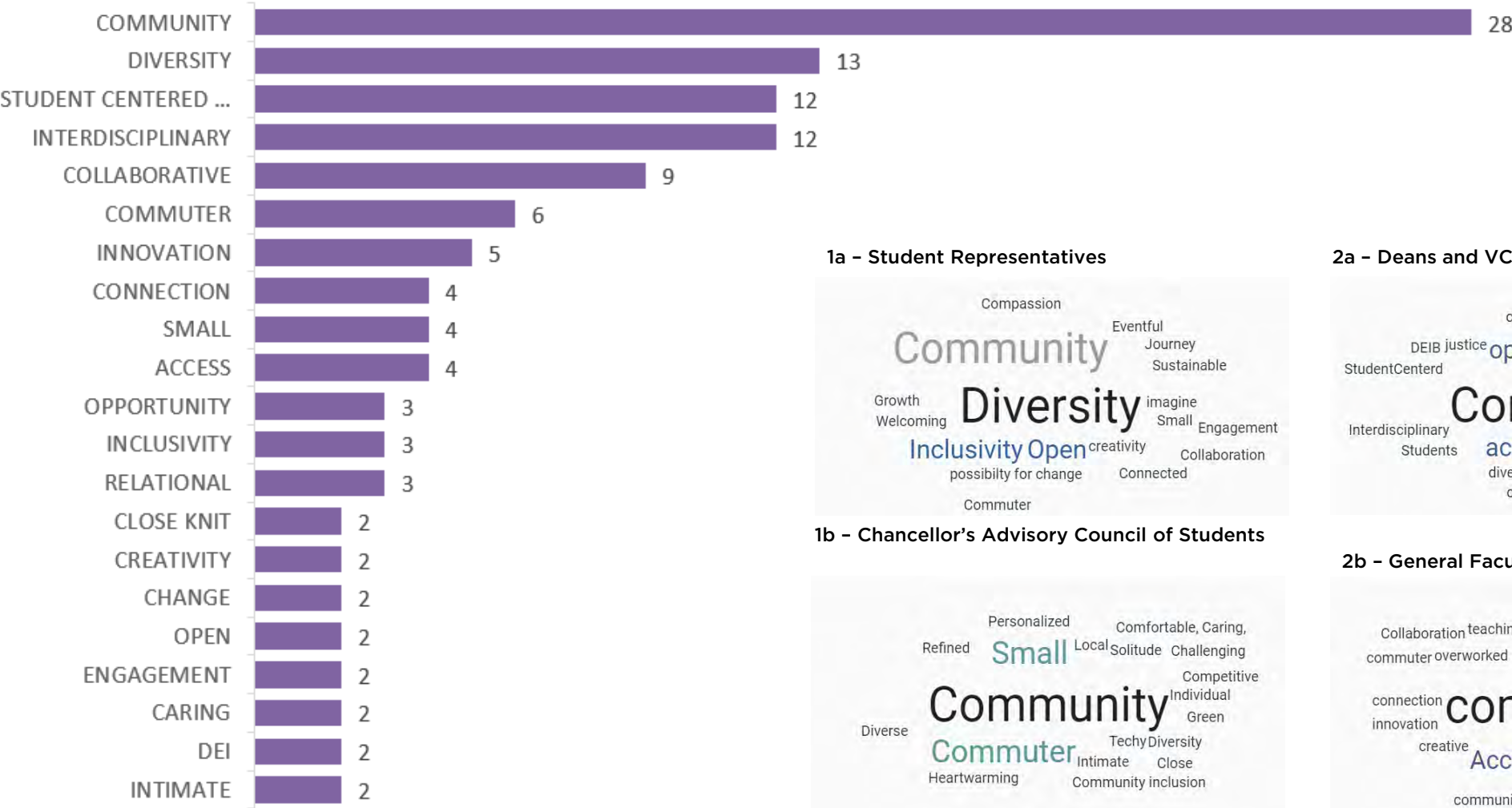
Utilization based on booking data



# Community is at the Heart of UW Bothell

Any initiatives should be rooted in strengthening the school's sense of community

Words that describe the essence of UW Bothell



1a – Student Representatives



1b – Chancellor’s Advisory Council of Students



2a – Deans and VCAA



2b – General Faculty Organization



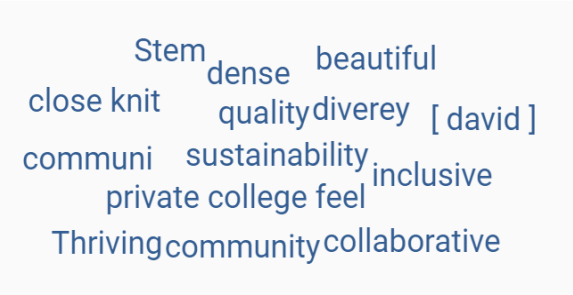
3 – Enrollment Management & Student Affairs



4 – Planning, Advancement, Institut. Research, IT

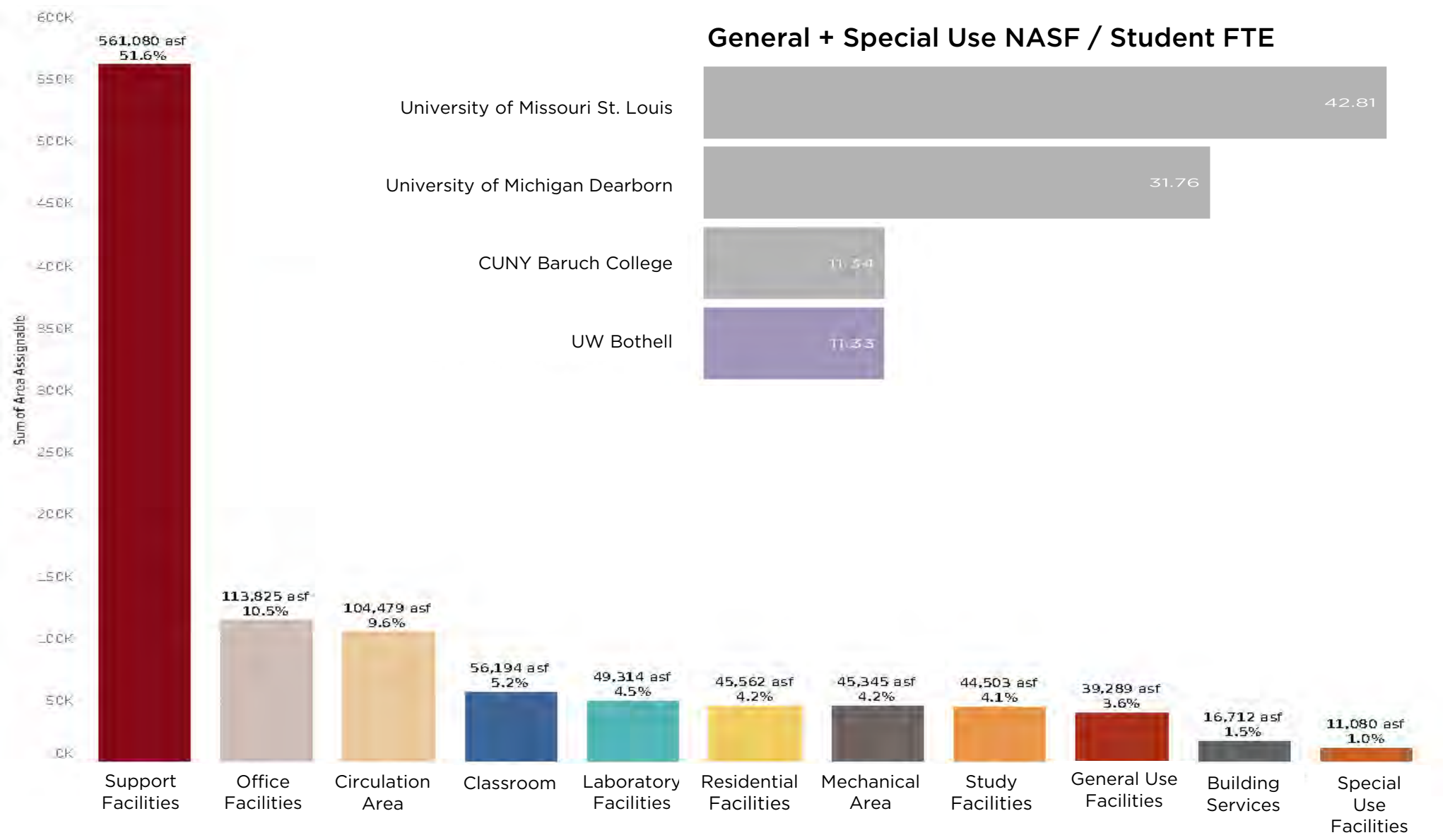


5 – Facilities and Campus Ops



# An enriched campus community experience is top priority at UW Bothell

*Perceived barriers include a lack of amenities and food, expensive parking, and limited space for informal interaction.*



*On-campus general use space is limited. Compared to peer institutions, general and special use space per student is low.*

*ARC falls short as a community magnet due to its status as a student only, reservable space that is not reliably available for informal “hang-out” time.*

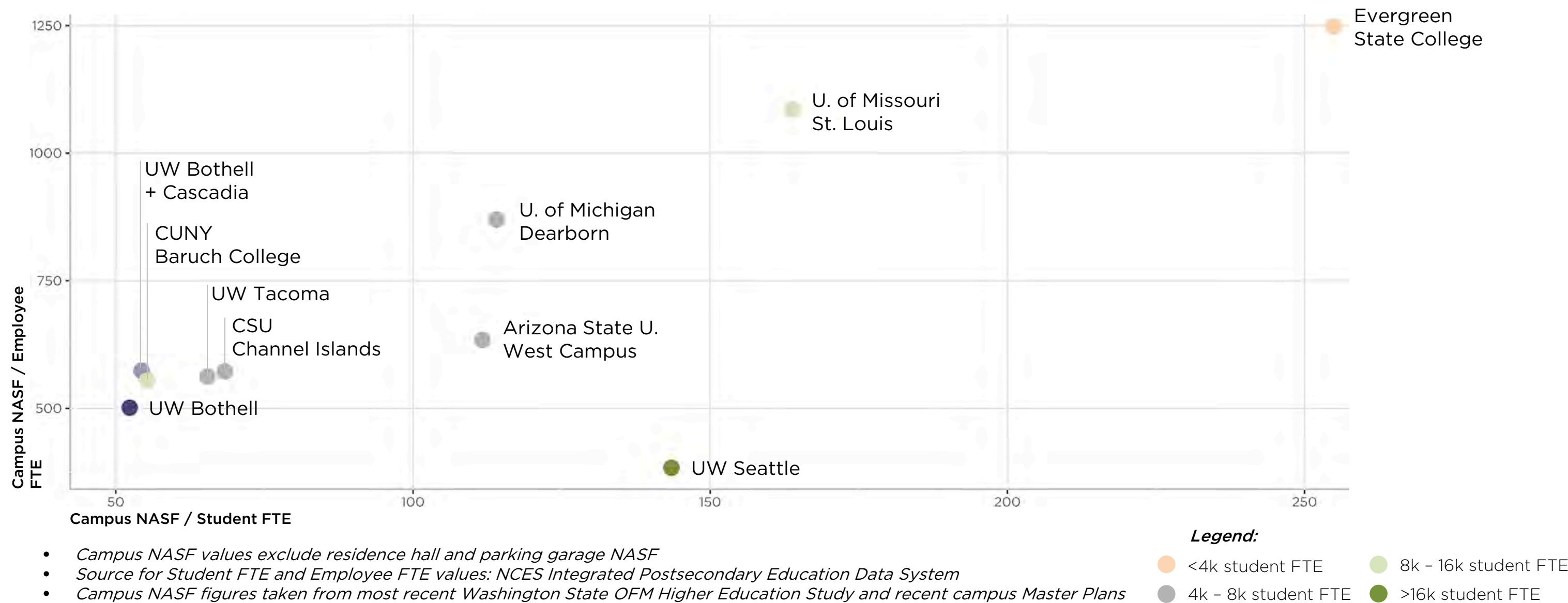
*Faculty voiced having no reason to stay on campus. Spaces for informal interaction and serendipitous encounters are limited.*

*Additional barriers:*

- Student preference for more remote engagement has increased.*
- Parking costs are a stated stressor for many.*
- Many students, faculty and staff find the campus lacking in food options. For students this is a top priority.*

# The connection with Cascadia is limited despite the physical proximity

*Shared governance of spaces between the institutions has potential to unlock new efficiencies and a shared identity of place.*





## 2. Emerging Opportunities

# Emerging Opportunities

*Moving from “Space to Place”*

*UW Bothell’s strong sense of community is a critical factor in its success as an institution. Any future space initiatives should readily support the school’s sense of community.*

## Community

**Provide strategically located amenities with evening hours and adjacent collaboration space** for students, staff and faculty to build stronger relationships, on campus.

**Shift parking policies and provide other quality of life benefits** to encourage longer campus stays and stronger connection to the institution and campus community.

**Concentrate off-campus academic and administrative functions on campus**, to increase interaction and create a stronger sense of belonging.

## Governance & Identity

**Strategically align departments and space types and enhance intuitive wayfinding** to provide intention to campus buildings and reduce inefficiencies from space disaggregation.

**Schedule office and non-specialized lab space centrally** to enable more workplace efficiencies and alleviate pressures on classroom capacity.

**Consider a shared governance model with Cascadia** to encourage shared scheduling of key spaces, alleviate the pressure on the current inventory and reduce spatial duplication between institutions.

## Instruction

**Retain classrooms but optimize their utilization** by scheduling more Friday classes, utilizing all rooms available, and right-sizing underutilized large rooms.

**Provide key technology upgrades equally across the classroom inventory** to help support in-person, asynchronous and hybrid teaching modalities, reducing faculty stress and improving access for all students.

**Recapture underutilized space, explore flexible solutions and shared use** to increase available options for students seeking to take classes on-line and collaborate while on campus.

## Workplace

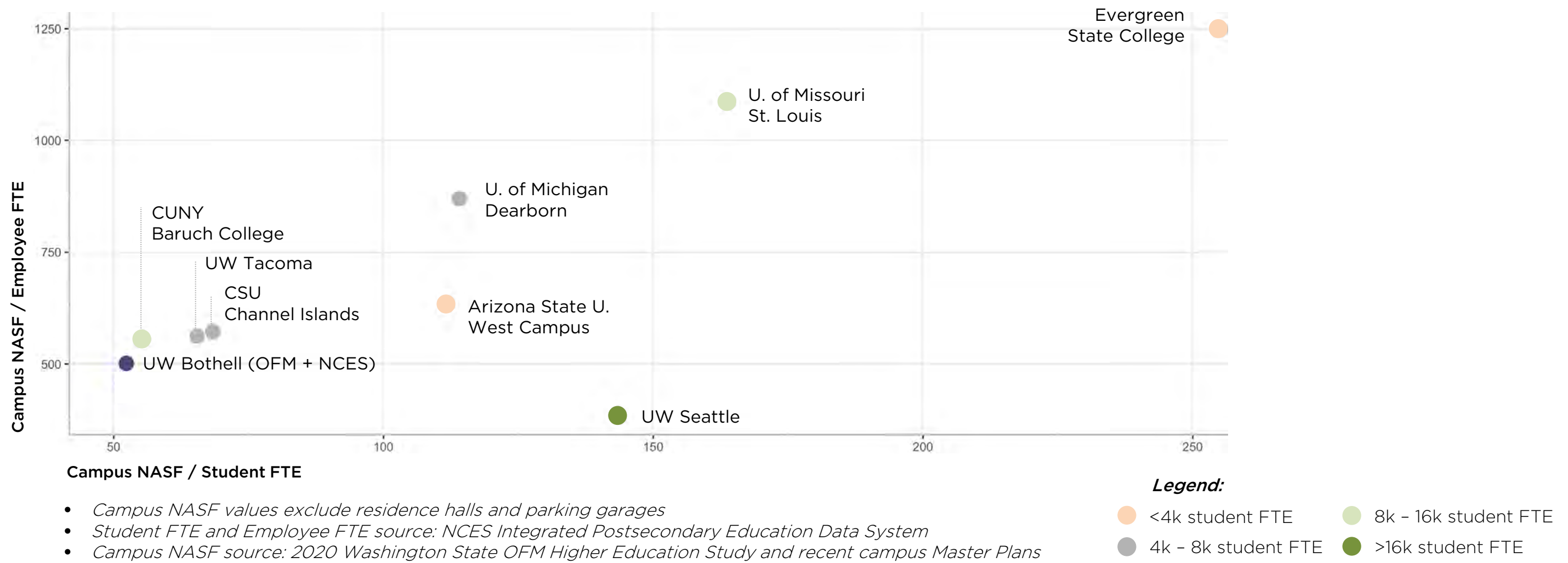
**Re-align faculty and staff office policies according to on-campus utilization** to free up space for other needs, including group study, on-line class participation, and faculty-staff collaboration.

# 3. Indexing



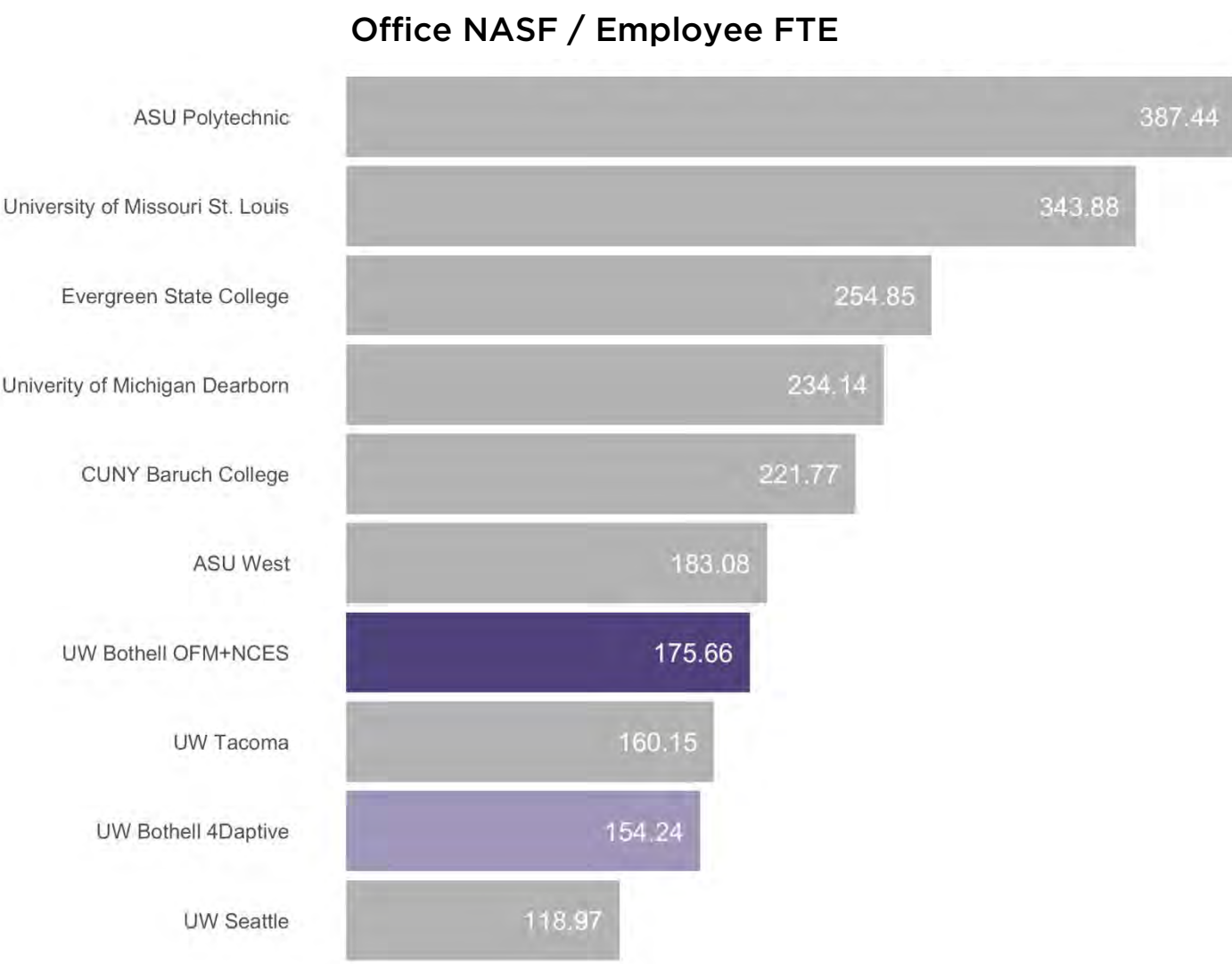
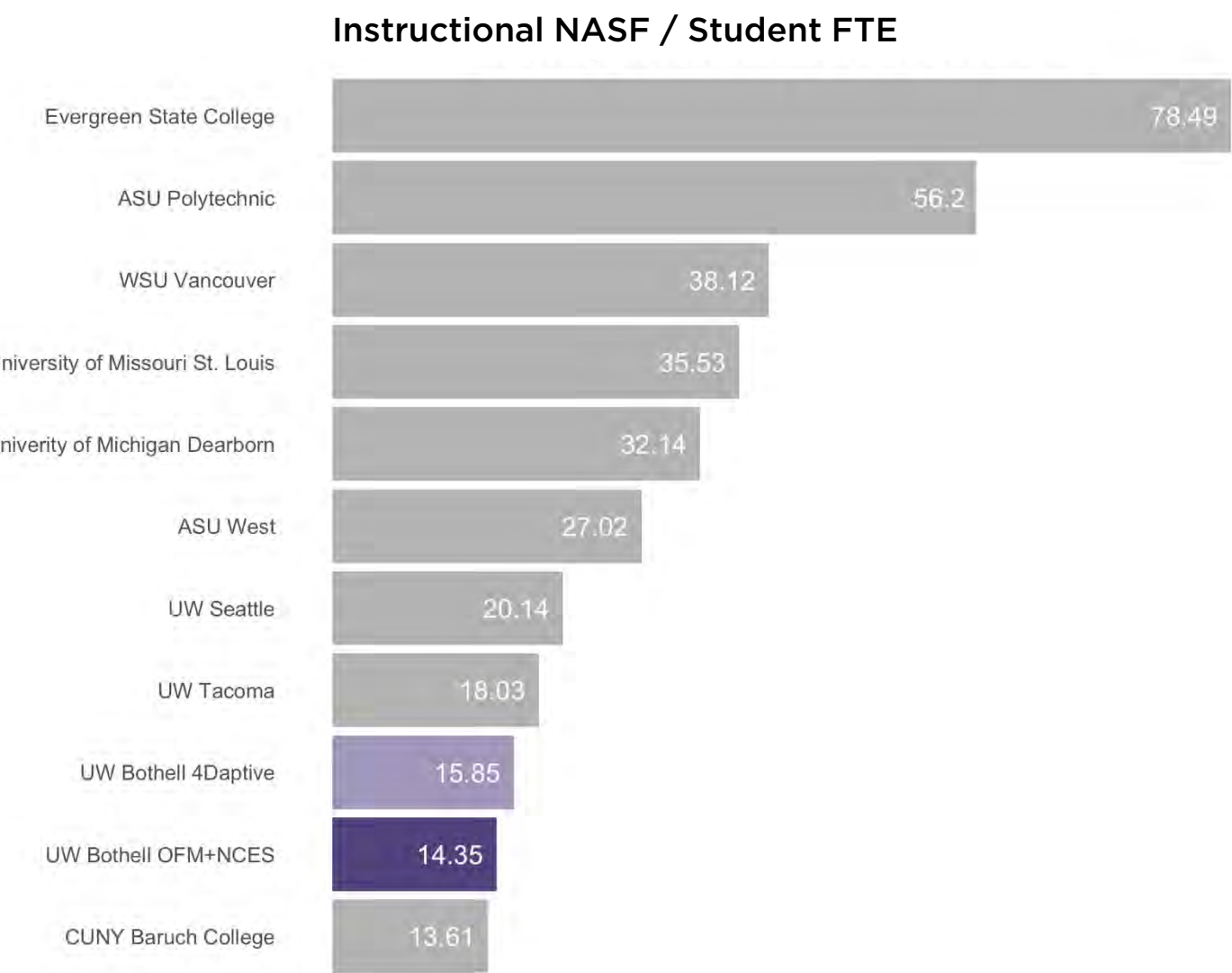
# Peer Comparison – Campus NASF per student and employee FTE

*Compared to peers, assignable space is low. But, not the lowest when it comes to campus NASF / employee FTE.*



# Peer Comparison – Institutional and Office Areas

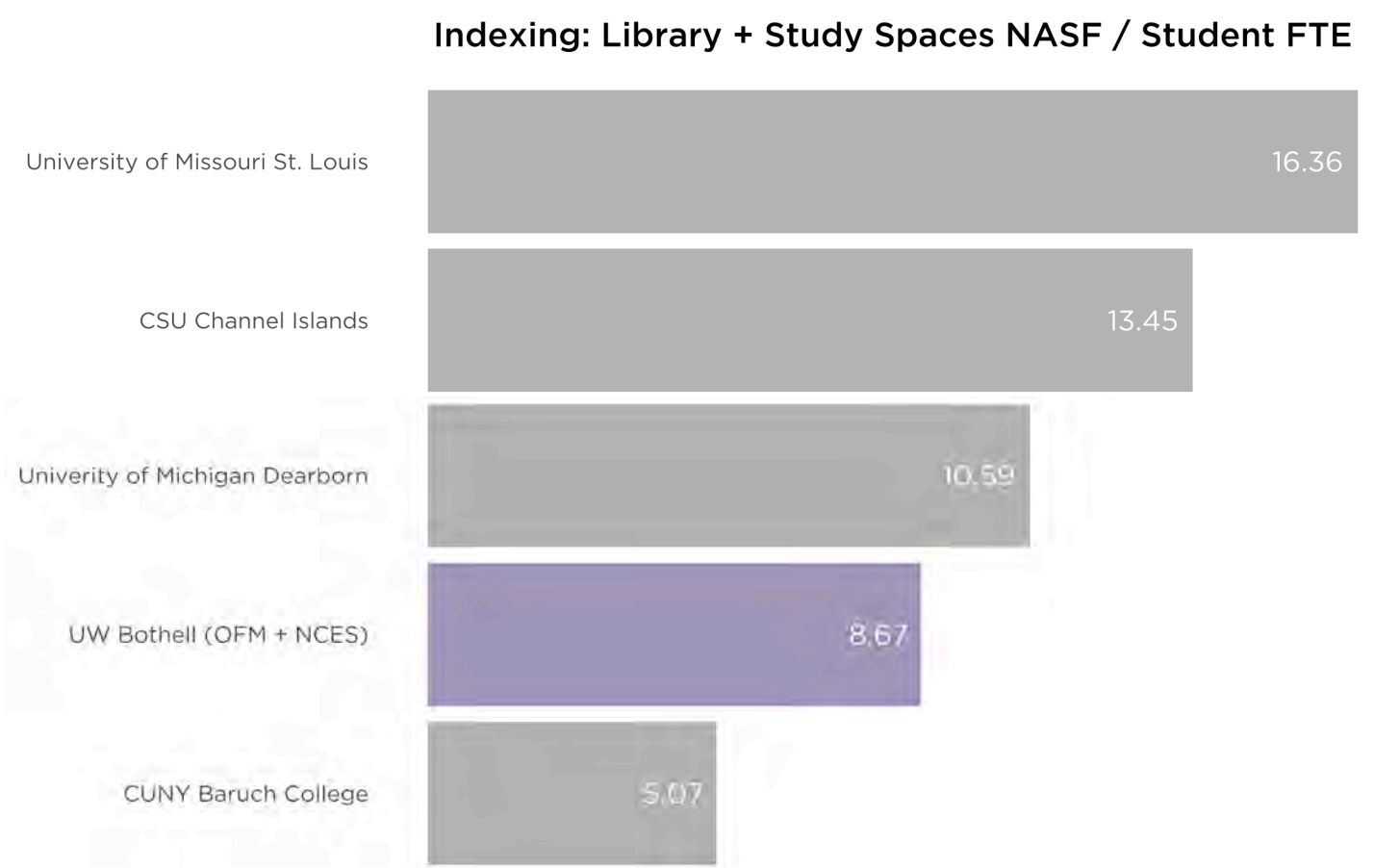
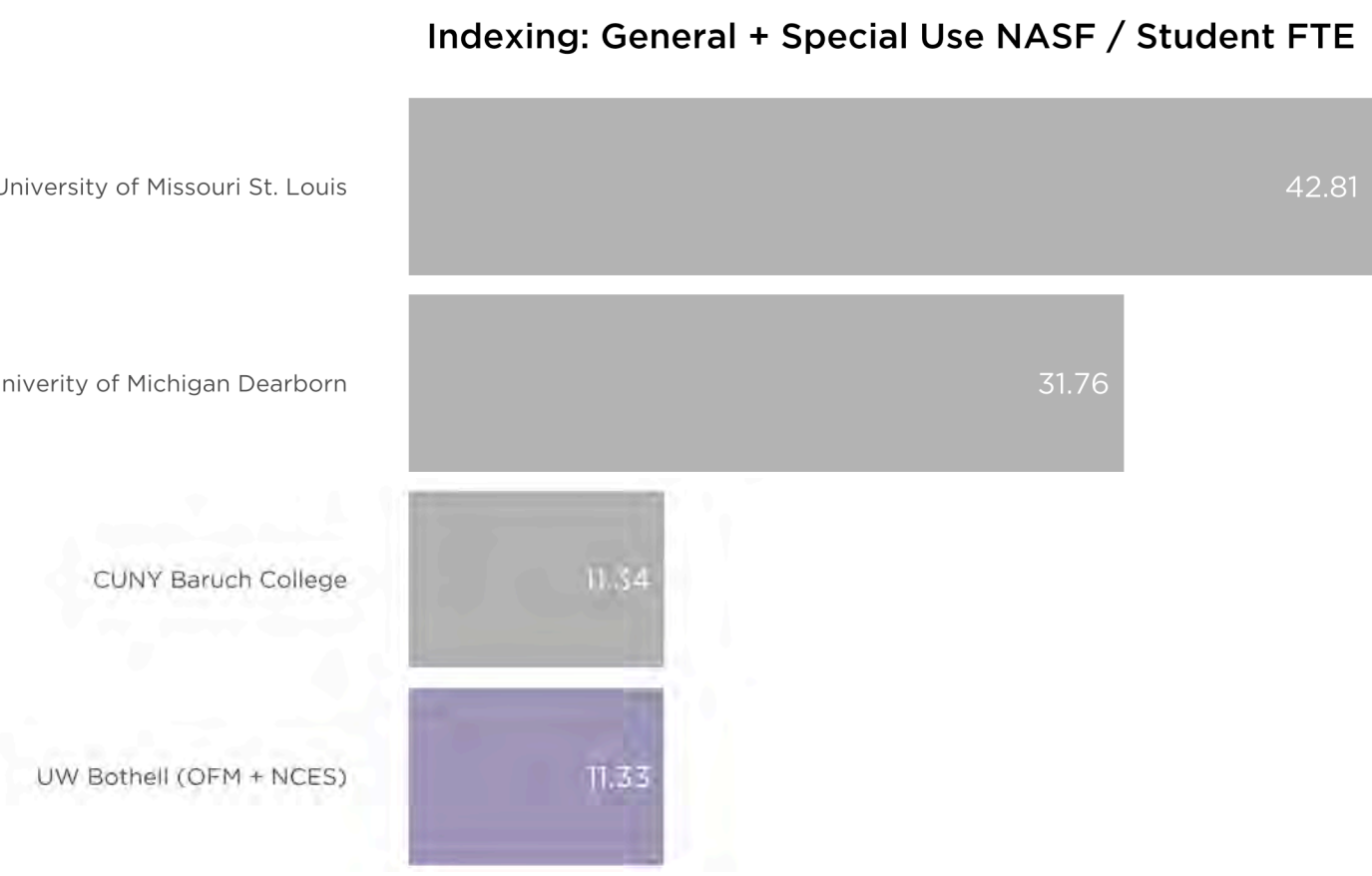
*Instructional NASF and office NASF / user are among the lowest. Note the more efficient UW Seattle office space / employee.*



- *Instructional space includes classroom and teaching or open lab space. It excludes research lab space.*
- *Student FTE and Employee FTE source: NCES Integrated Postsecondary Education Data System*
- *Employee FTE includes faculty and staff*

# Peer Comparison – General Use and Study Space Areas

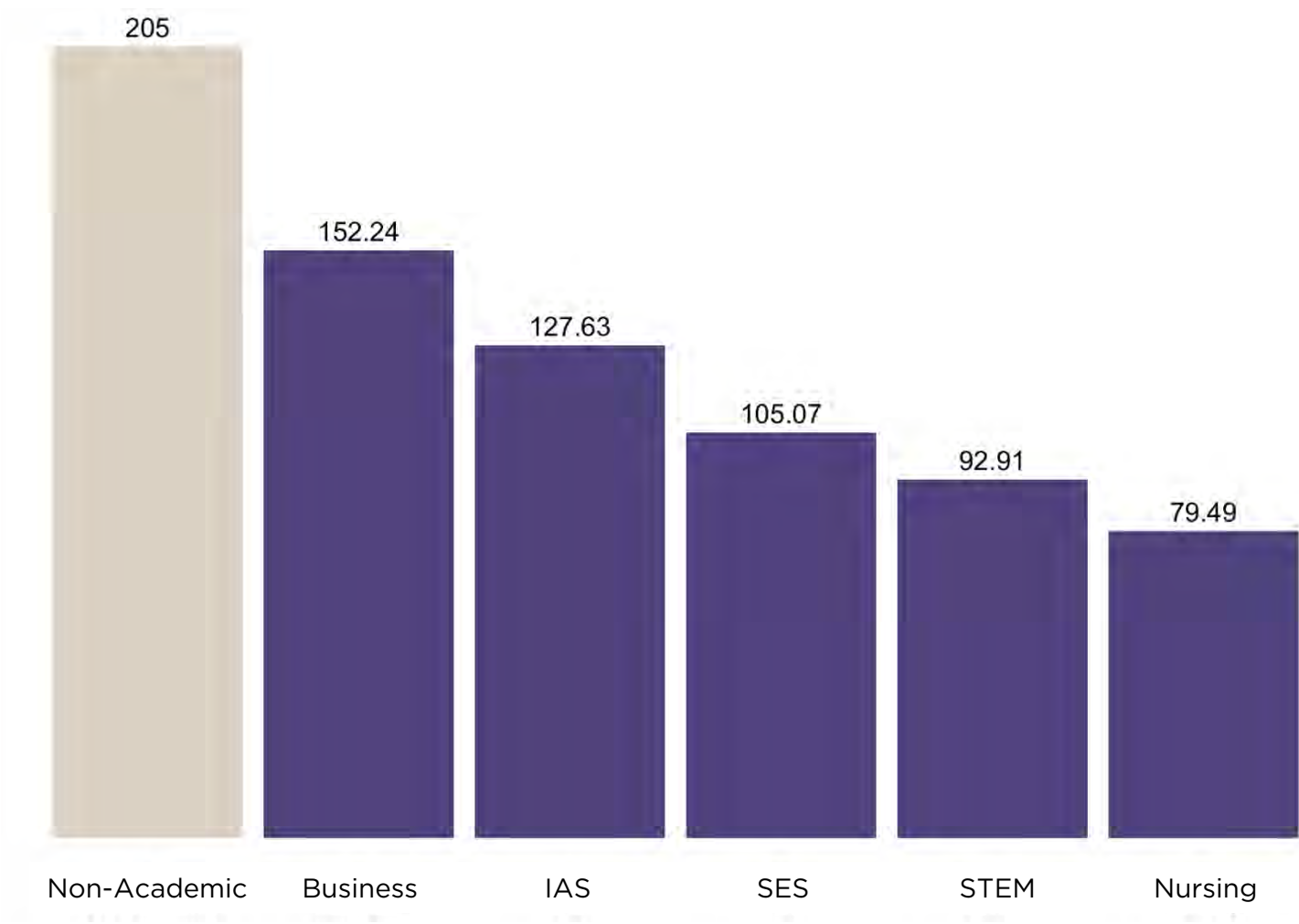
*Study space and general use NASF / user are among the lowest as well.*



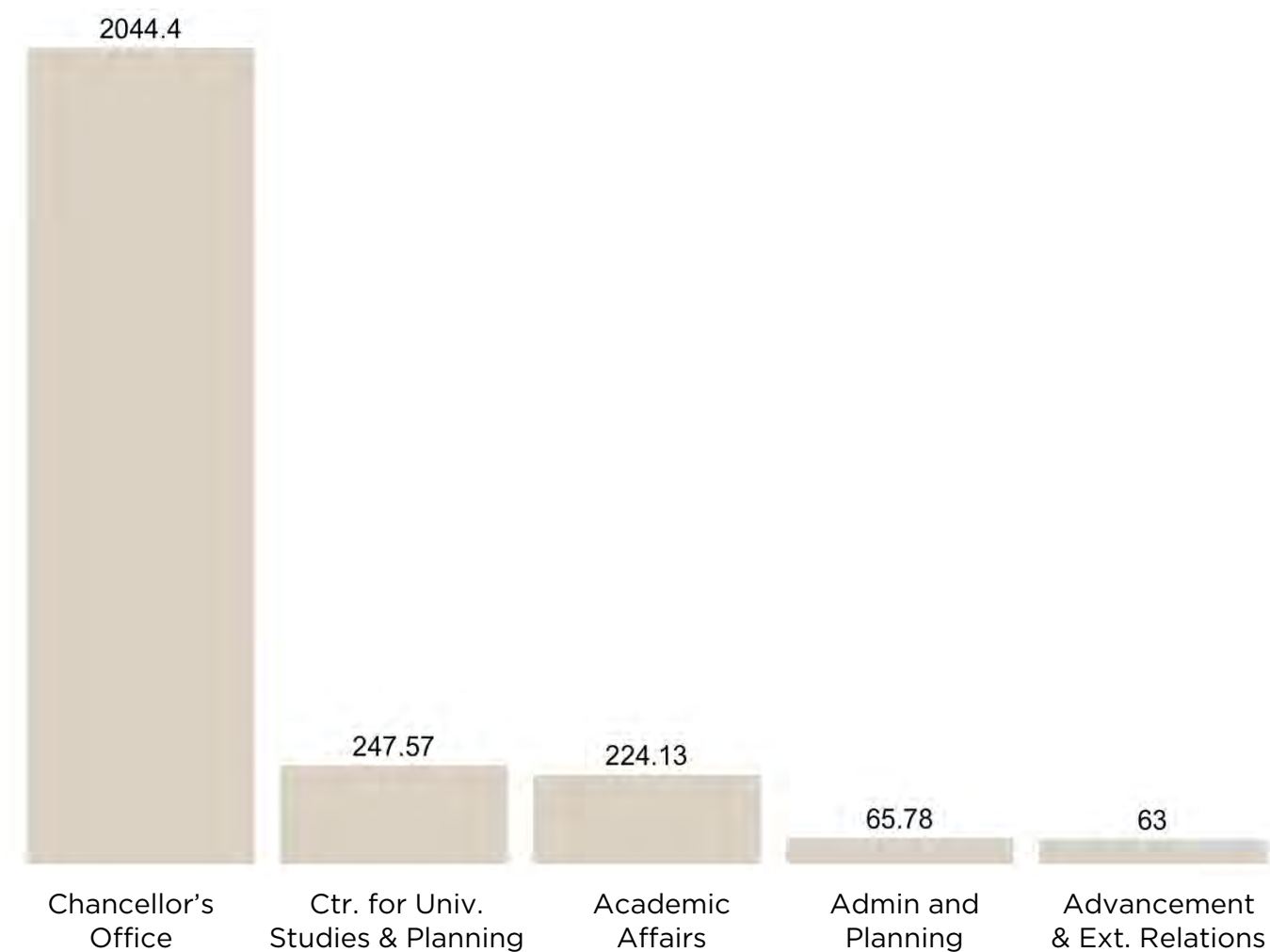
• Source for Student FTE and Employee FTE values: NCES Integrated Postsecondary Education Data System

# Internal Indexing: Office space / employee ratios by department

*Varying needs may lie at the root of variation between space / employee ratios by department.*



Office NASF / Employee FTE (payroll) by department

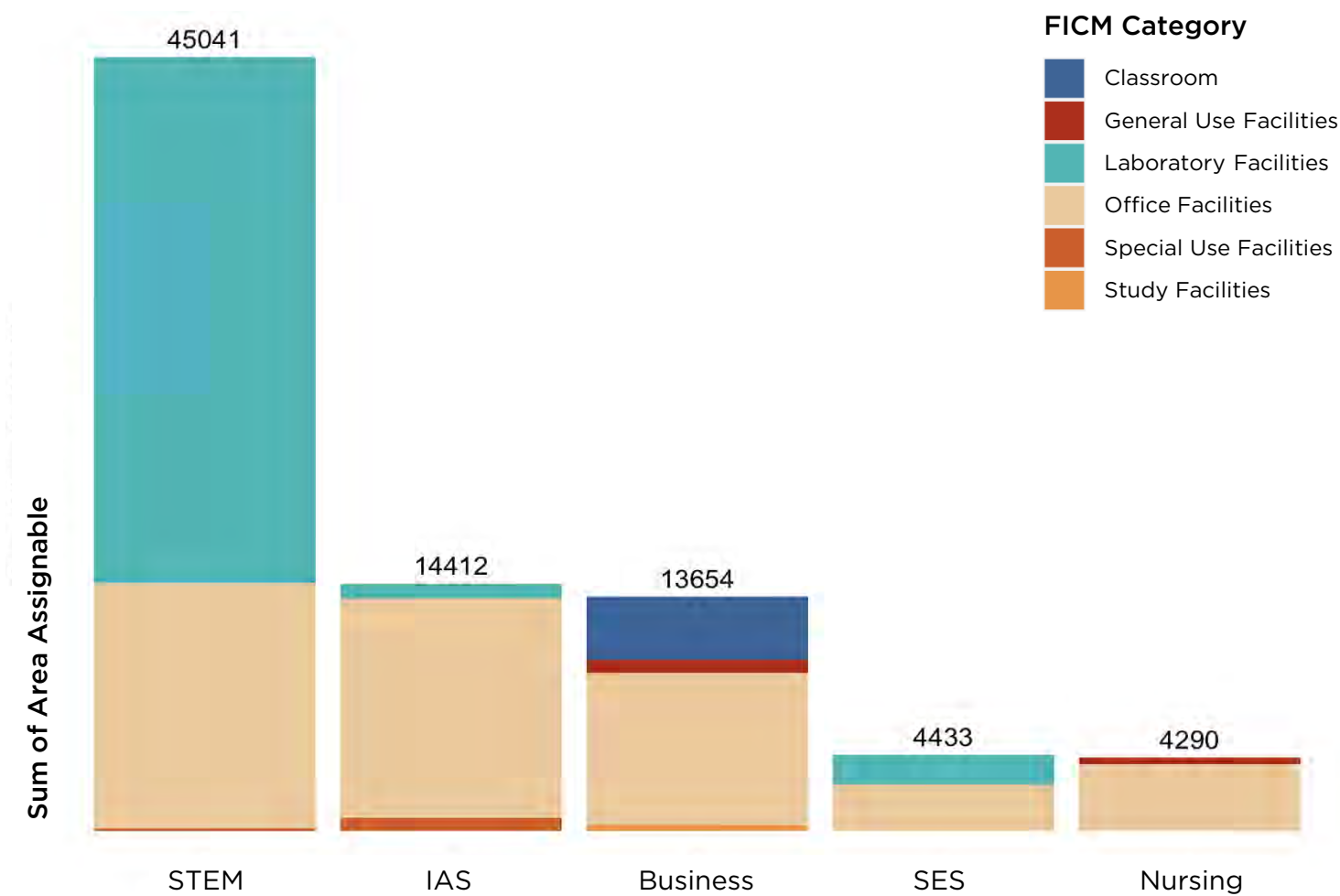


Office NASF / Employee FTE (payroll) by non-academic department



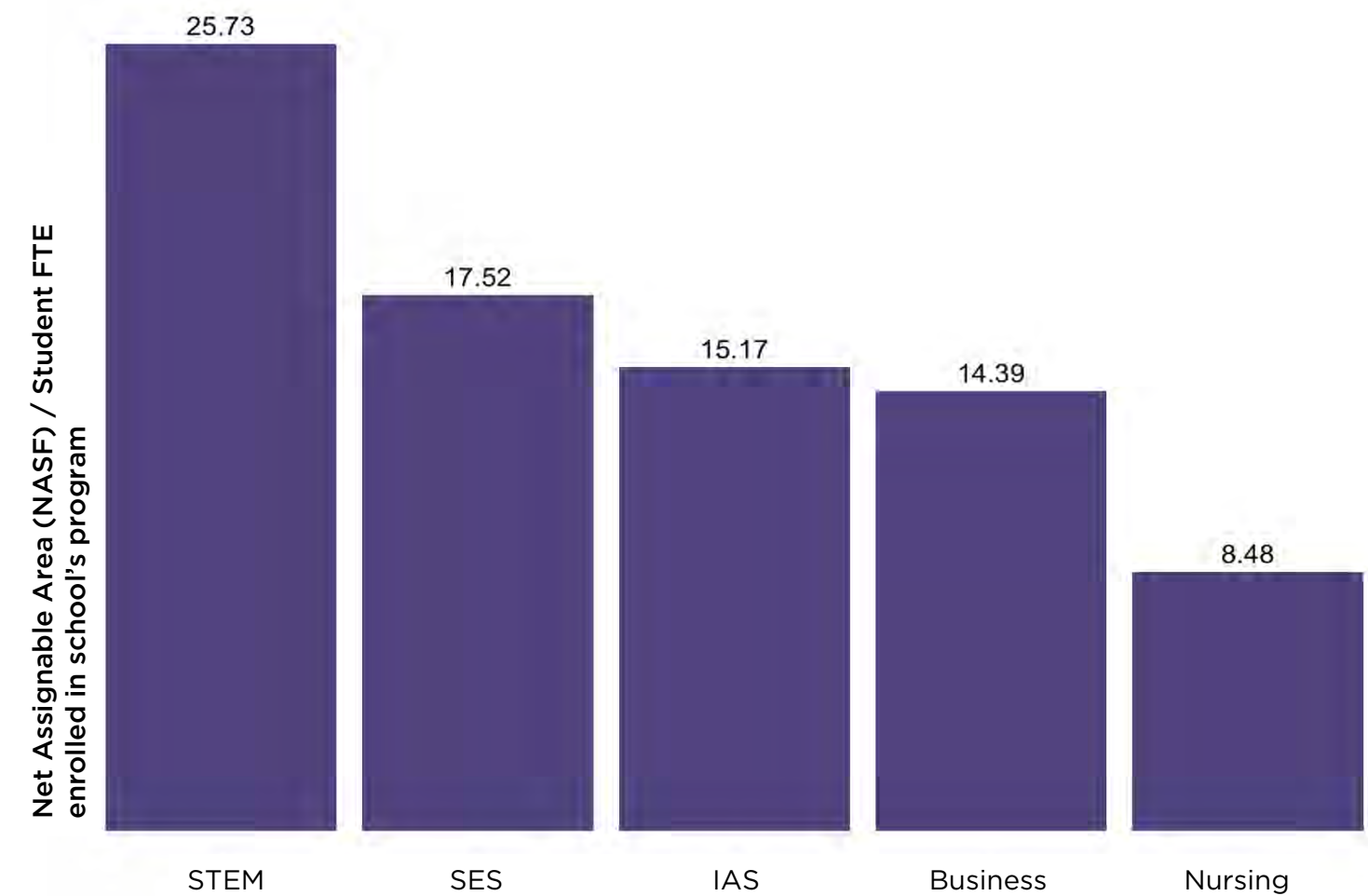
# Internal Indexing: Space and Space / Student FTE by Department

*STEM is allocated more space than the other departments. Most of this space is specialized, lab space.*



UW Bothell: Departmental Space Analysis

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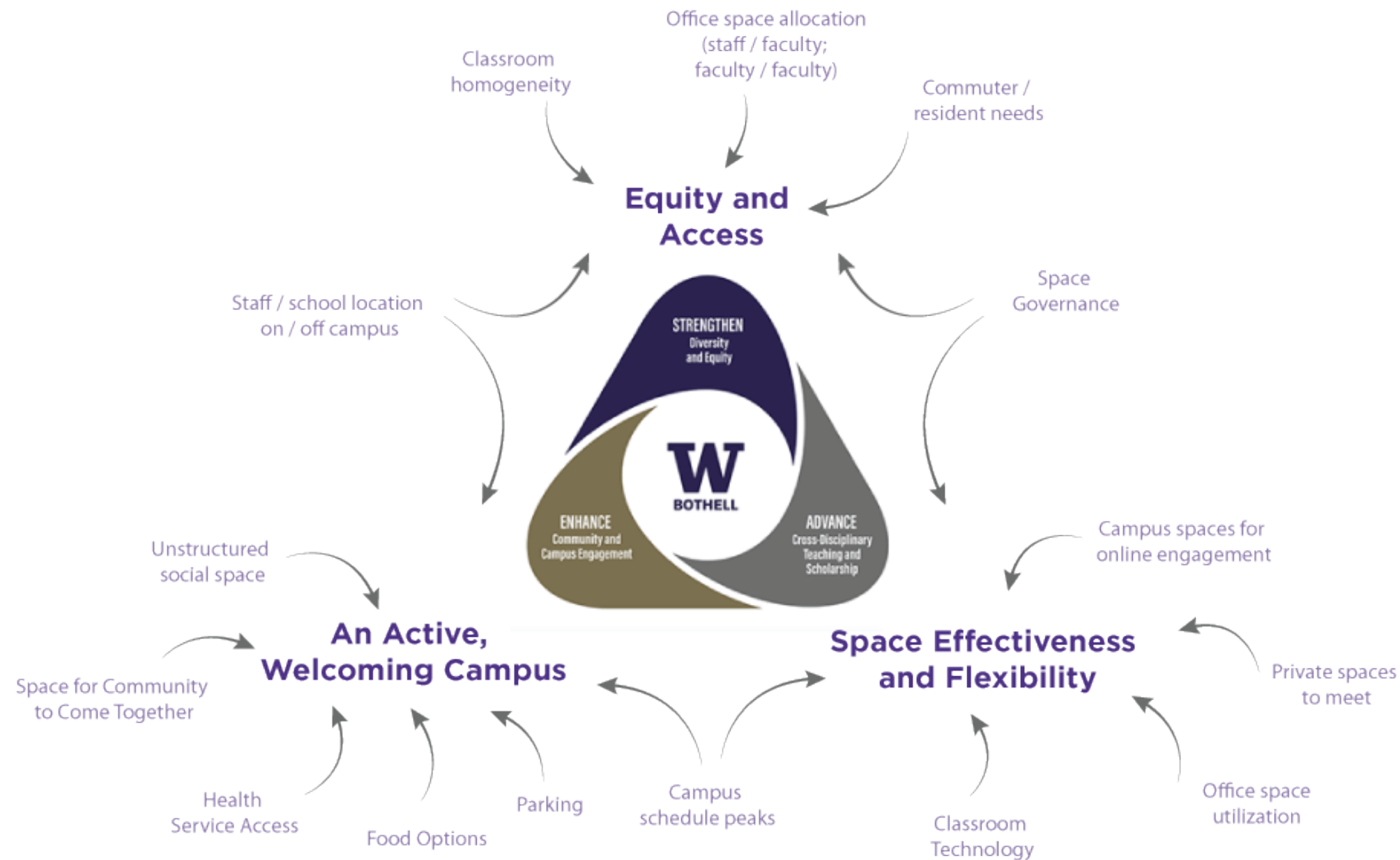


Department Controlled Space NASF / Student FTE

## 4. Benchmarking

# Key Themes

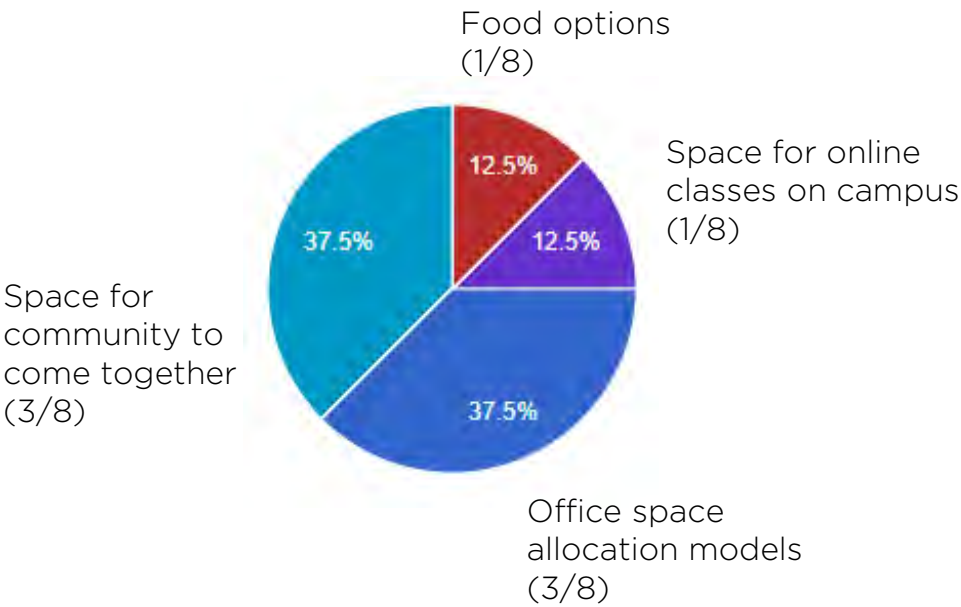
*Informed by stakeholder engagement, and connected to the University's Strategic Plan*



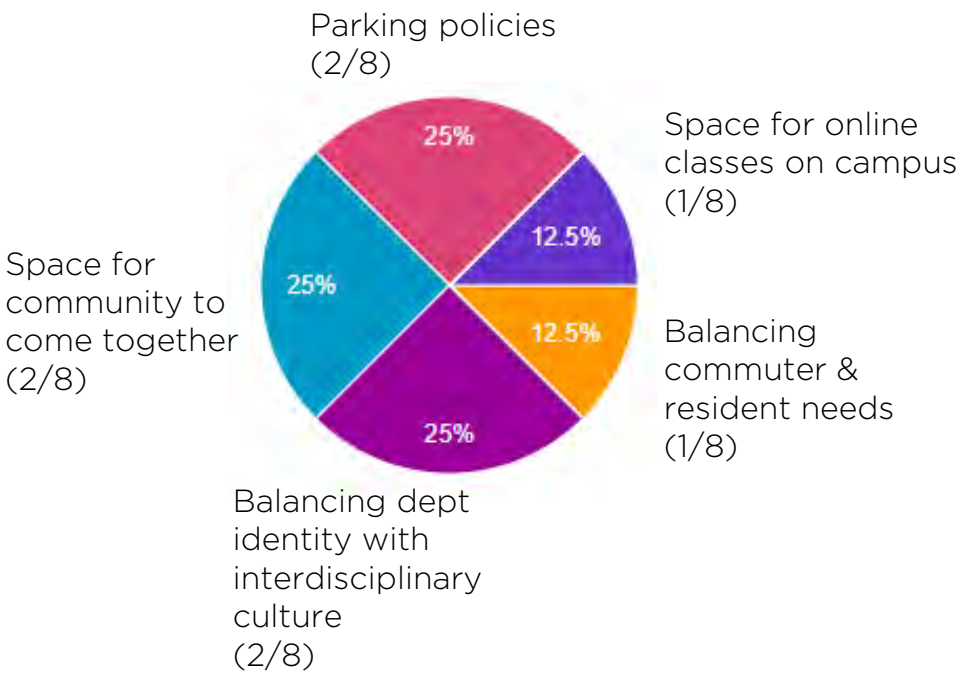
# Priority Topics

*As voted on by Steering Committee*

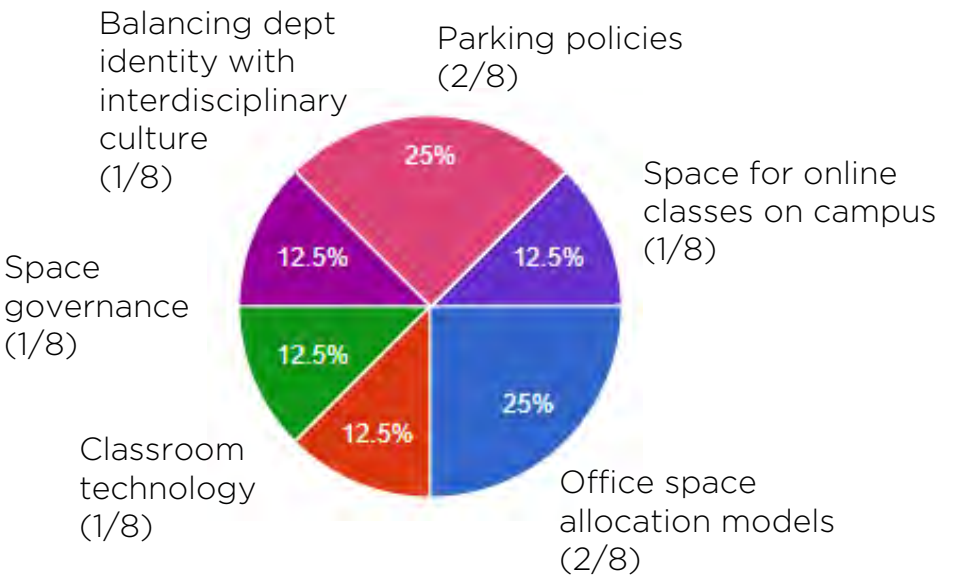
**Topic #1 of choice**



**Topic #2 of choice**



**Topic #3 of choice**





# Benchmarking Topics

*Informed by Stakeholder Engagement Themes and Steering Committee Input*

Space for Community and Connection	Office Re-alignment Models	Parking Policies for Community Life	Campus Space for Online Engagement	Identity and Inter-departmental Collaboration
How to bring together and cultivate connections among faculty, staff and students, commuters and residents alike?	How to create faculty and staff spaces that improve space utilization while strengthening relationships with students?	What are parking policies and pricing models that may encourage longer campus stays while still achieving revenue targets?	How have others solved the emergent need for more online engagement space and group study space on campus?	What are successful examples of cross-departmental collaborative space that retains intentionality and clarity?

## 4. Benchmarking

### Space for Community and Connection

How to bring together and cultivate connections among faculty, staff and students, commuters and residents alike?

### Office Re-alignment Models

How to create faculty and staff spaces that improve space utilization while strengthening relationships with students?

### Parking Policies for Community Life

What are parking policies and pricing models that may encourage longer campus stays while still achieving revenue targets?

### Campus Space for Online Engagement

How have others solved the emergent need for more online engagement space and group study space on campus?

### Identity and Inter-departmental Collaboration

What are successful examples of cross-departmental collaborative space that retains intentionality and clarity?

# Strengthening Student-Faculty Relationships

## SOUTHEAST MISSOURI STATE

*Student population: 9,851; 70% commuter*



**Problem to solve:** Facilitating partnerships between students and faculty on campus

### Key interventions:

- To strengthen student-faculty relationships, the university instituted both themed and living-learning communities in its residence halls
- Each community creates multiple engagement opportunities between faculty and students: faculty is involved in residence operations, and the coordinator for the living-learning community also teaches a class that the students who live there must take.

### Key insights:

- Faculty were eager to be part of the program in order to develop relationships with students.
- Can be easily implemented in existing residence halls. Faculty proximity to campus helps with implementation.
- Commuter integration into the program was found lacking and needed to be very intentional.



# Encouraging Faculty-Staff Collaboration

## NORTH CAROLINA STATE

*Student population: 37,556; 68% commuter*



**Problem to solve:** Encouraging engagement within and between university staff and faculty members

### Key interventions:

- To encourage engagement within and between university staff and faculty members, the university established two departments charged with organizing opportunities for such connection: the Faculty Peer Support Network and the Staff Senate
- These groups organize networking events such as lectures, coffee chats, and symposiums, as well as recreational activities and sporting events

### Key insights:

- Programming can be just as impactful as space in providing intentional means of having staff and faculty collaborate
- Programs must be deliberate about cross-engagement between staff and faculty, and must ensure that each is given opportunity to attend the other's events
- Tracking event frequency and effectiveness is a useful in ensuring desired outcomes are achieved



# Integrating Commuters into Campus

## SANTA CLARA UNIVERSITY

*Student population: 8,669; 44% commuter*



**Problem to solve:** Building and maintaining a strong connection between commuters and the campus community.

### Key interventions:

- To ensure that commuter students develop a connection to the campus community, the university assigns them to residential learning communities in their first year, with the option of staying in the program during subsequent years
- The program is supplemented by dedicated commuter spaces located throughout campus
- The Commuter Student Union organizes social events and provides a support system for commuters

### Key insights:

- Serving commuter students in spaces typically dedicated to residents acts as a powerful integrator
- Connection to the campus community occurs in stages: it must be first built up (maximum integration), and then maintained (continued support)

# Dedicating Space and Programs for Commuters

## SEATTLE UNIVERSITY

*Student population: 7,268; 66% commuter*



**Problem to solve:** Supporting the day-to-day needs of commuter students while fostering a sense of belonging

### Key interventions:

- The school created the Collegia program, which makes available a series of dedicated spaces to commuters. The spaces include computers, printers, a TV, a kitchen and eating area, sofas, games, and access to showers.
- The rooms are staffed by graduate students who offer mentorship, and develop educational and social programming that bring faculty to the commuter spaces.

### Key insights:

- The spaces were designed to accommodate commuter student needs, such as access to technology and showers, which encourage a student to remain on campus longer and participate in more activities
- Space exclusively dedicated to commuters enables them to interact with each other and feel acknowledged by the school, but it may hurt in integrating with the broader community if not paired with other programming. Peer /faculty programming and support helps avoid isolation.



# Facilitating Connections with Commuter Students

## STONY BROOK UNIVERSITY

*Student population: 26,782, 50% commuter*



**Problem to solve:** Mentoring and advising commuter students during their first year

### Key interventions:

- The school established a program called the Commuter Assistant Program which pairs first-year commuter students with student volunteers who help them navigate commuting in a university context
- Incoming students are given the opportunity to interact with peers, staff, and faculty members whom they may not have otherwise met

### Key insights:

- Current university spaces can offer a means of introducing on- and off-campus students and help cultivate relationships between them
- Such a program is low-maintenance and would require minimal funding, yet can potentially make a big impact for commuter students who may be easily overwhelmed in this new setting

## 4. Benchmarking

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How to bring together and cultivate connections among faculty, staff and students, commuters and residents alike?

### Office Re-alignment Models

How to create faculty and staff spaces that improve space utilization while strengthening relationships with students?

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What are parking policies and pricing models that may encourage longer campus stays while still achieving revenue targets?

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# Workplace Benchmarks | Key Questions

## **How can UWB create more student-focused spaces from the existing office inventory by better optimizing office space use, configuration and distribution?**

UWB needs to create more student-focused and collaboration environments on campus to better serve its students. At the same time, it allocates a disproportionate amount of its space to offices relative to other universities of its scale.

## **What spatial strategies and workplace policies might UW enact to create a more collaborative and ‘democratic’ workplace, while leveraging new opportunities for hybrid and remote work?**

The current office allocation policy has contributed to an uneven utilization of office space on campus and off; some offices are over-crowded while others lie empty. This unevenness in use has become even more pronounced as staff and faculty work and teach in different hybrid fashions. The result is a perceived inequity in the allocation of office space.

## **How should UWB rethink the Traditional Faculty Office to help all faculty support active student engagement outside the classroom?**

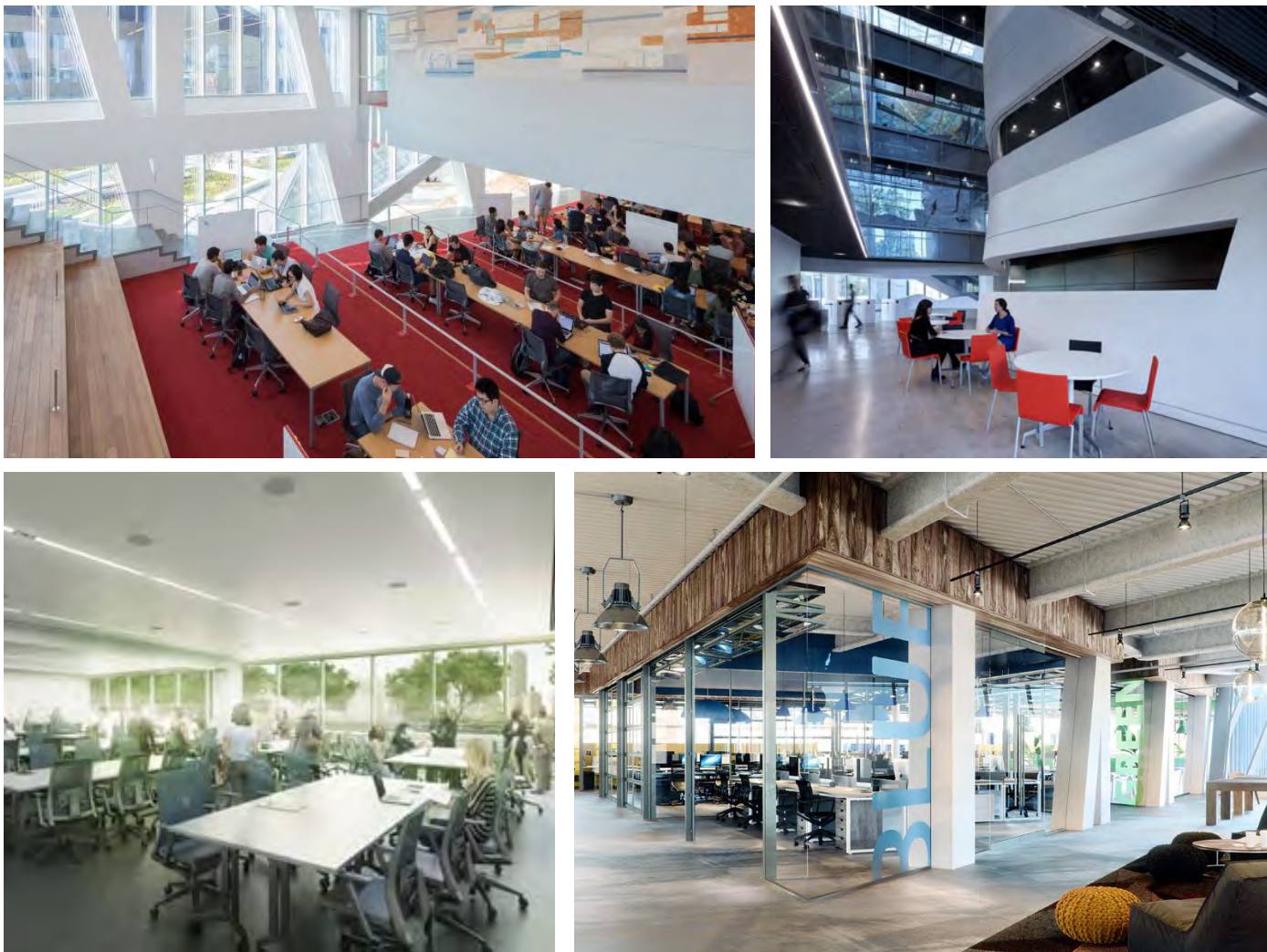
UWB is known for its strong, tight-knit community and the accessibility of faculty and staff to its students –this shows in UWB’s high 4-year graduation rates. As the university grows in scale, however, UWB needs to rethink how it can be more purposeful in how its space distribution can strengthen this sense of accessibility.

## **What space and place strategies can UWB deploy to support more inter-and cross-faculty and staff collaboration while also strengthening departmental identities?**

There is a strong cross-disciplinary culture at UWB staff and faculty. The office inventory currently supports this by distributing departments across multiple buildings rather than within departmental zones, which is not scalable. While the distributive model creates some collaborative serendipities, it also erodes individual or departmental identities, and makes it difficult for students to navigate faculty and staff on a small campus.

# Bringing Faculty Where Students Are

## Cornell Tech (New York City)



**Problem to solve:** How to flexibly embed faculty at the heart of academic activity on campus, while increasing low utilization rates (30%)

### Key interventions:

- The Bloomberg Center is the campus' first academic building and takes an integrated approach to learning environments, incorporating classrooms, study space, an auditorium, café, open office, huddle rooms etc.
- 100sf private offices are partially dedicated to a particular faculty member: they are open to anyone when the assigned faculty member is not present
- Open offices are supplemented by private huddle rooms, medium and large conference rooms

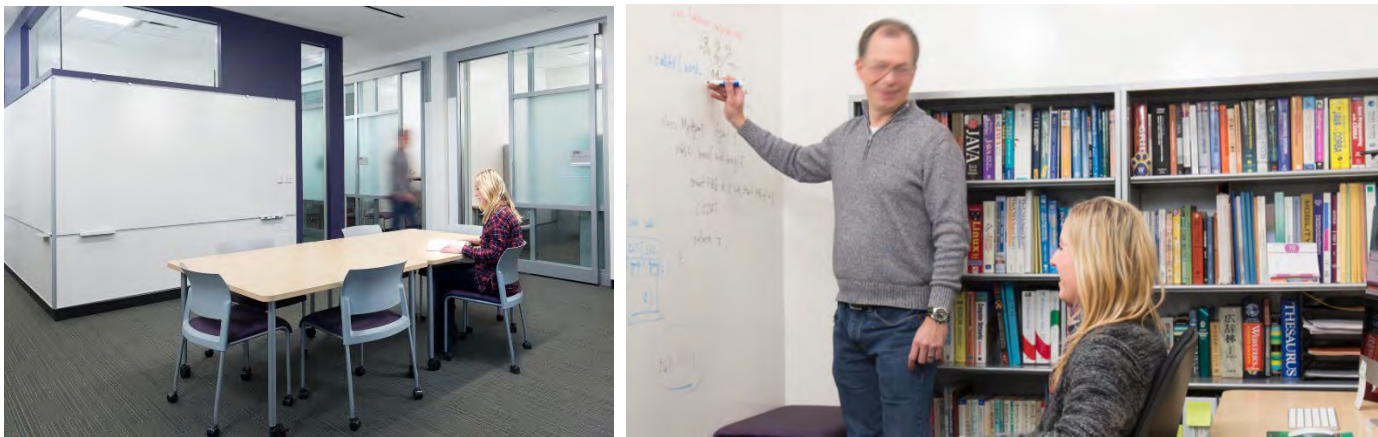
### Key insights:

- A mix of casual workspaces and meeting rooms provides flexibility of use
- The design was created prior to recruiting, ensuring strong faculty buy-in



# Prioritizing Collaboration and Student Access

## University of Washington, Bothell



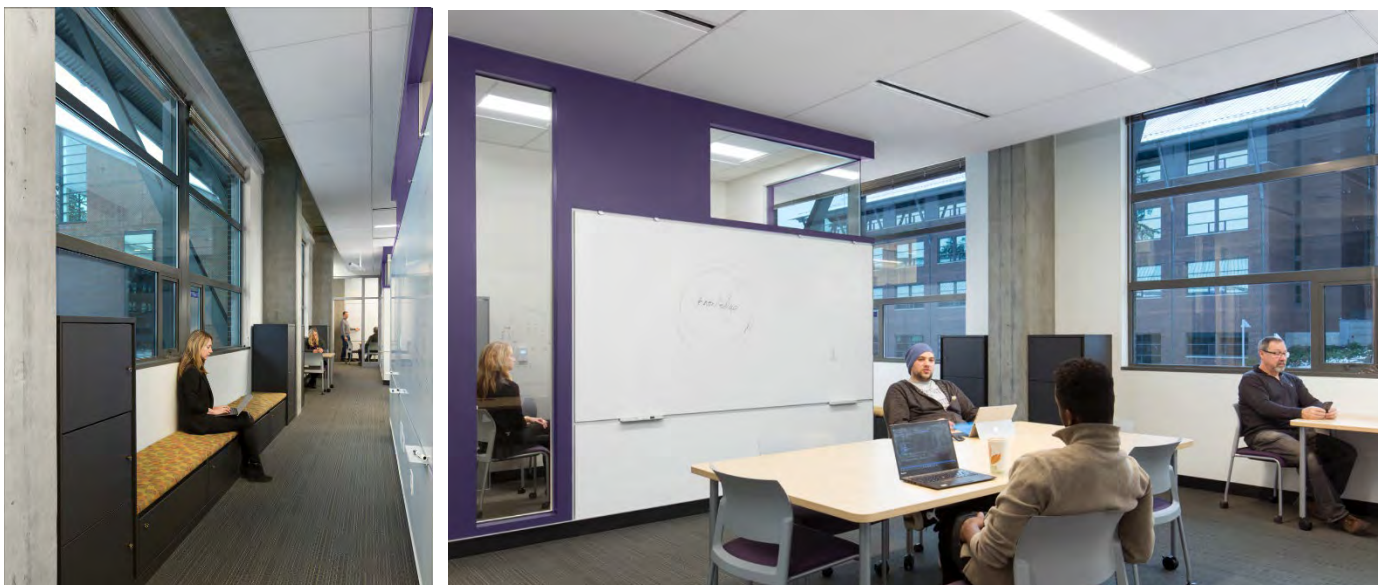
**Problem to solve:** How to replace the traditional private office with space that is optimized for collaboration

### Key interventions:

- A double loaded corridor with limited natural light was replaced by a suite of small private offices clustered around open and closed collaboration spaces and shared office amenities.
- Faculty adopted 80sf offices, with a secondary 40sf workstation in the open collaboration areas

### Key insights:

- Open collaboration areas around the building perimeter allow natural light to penetrate all offices
- Acoustics must be carefully considered to ensure functionality of both collaborative and private spaces.
- Providing two stations per faculty encourages faculty balances privacy with accessibility while keeping overall faculty suite SF allocation low.
- An increase in private office count of over 20% can be achieved through private office space reduction.





# Embedding Faculty Offices Into Student-Centered Space

## Sabine Hall at Richland College



**Problem to solve:** How to enhance student performance by encouraging student-faculty interaction outside the classroom

### Key interventions:

- The school created a central tutoring & advising core, surrounded by faculty offices with floor-to-ceiling glass
- Students can receive services in the central space while maintaining a visual connection to faculty

### Key insights:

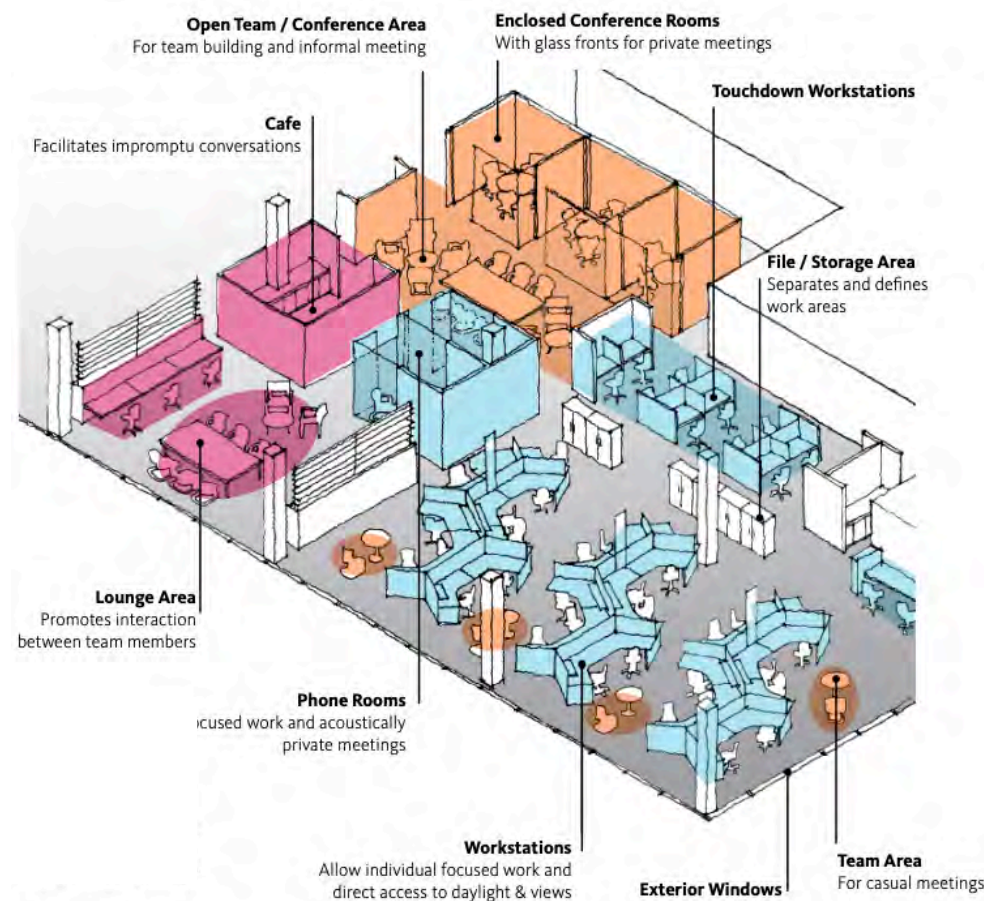
- Physical proximity and visual connection can engender dialogue, stronger relationships and lead to better student outcomes. Visits to the tutoring center and faculty offices increased by 57% following the implementation of the new layout.
- Over two years, students who visited the center completed biology, chemistry, or physics courses at a 10% higher rate than those who didn't visit. Students who visited the center also withdrew from the courses at a lower rate than those who did not use the center.



# Refocusing Office Space Around Activities

## UC San Diego

### Activity-Based Neighborhood Concept



**Problem to solve:** How to increase productivity by rethinking office space to focus on activities rather than ownership

#### Key interventions:

- The university created activity-based, shared open office neighborhoods centered around unique workplace activities: learn, collaborate, socialize, and focus
- Space types include open workstations, benching, phone rooms, single-size enclosed offices, lounges, small, medium, large, open, and flexible conference spaces, and multipurpose rooms

#### Key insights:

- To ensure successful implementation, the spatial intervention must be paired with technology that enables users to choose and schedule their workplace, and behavioral protocols that encourage and guide their utilization
- An office environment that allows users to choose where they work can improve employee effectiveness and reduce likelihood of turnover

## 4. Benchmarking

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### Parking Policies for Community Life

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### Campus Space for Online Engagement

How have others solved the emergent need for more online engagement space and group study space on campus?

### Identity and Inter-departmental Collaboration

What are successful examples of cross-departmental collaborative space that retains intentionality and clarity?

# Parking Permit Pricing Comparison

*Parking permit pricing is frequently modulated based on the factors outlined below.  
All universities studied also offer hourly paid parking and daily parking passes.*

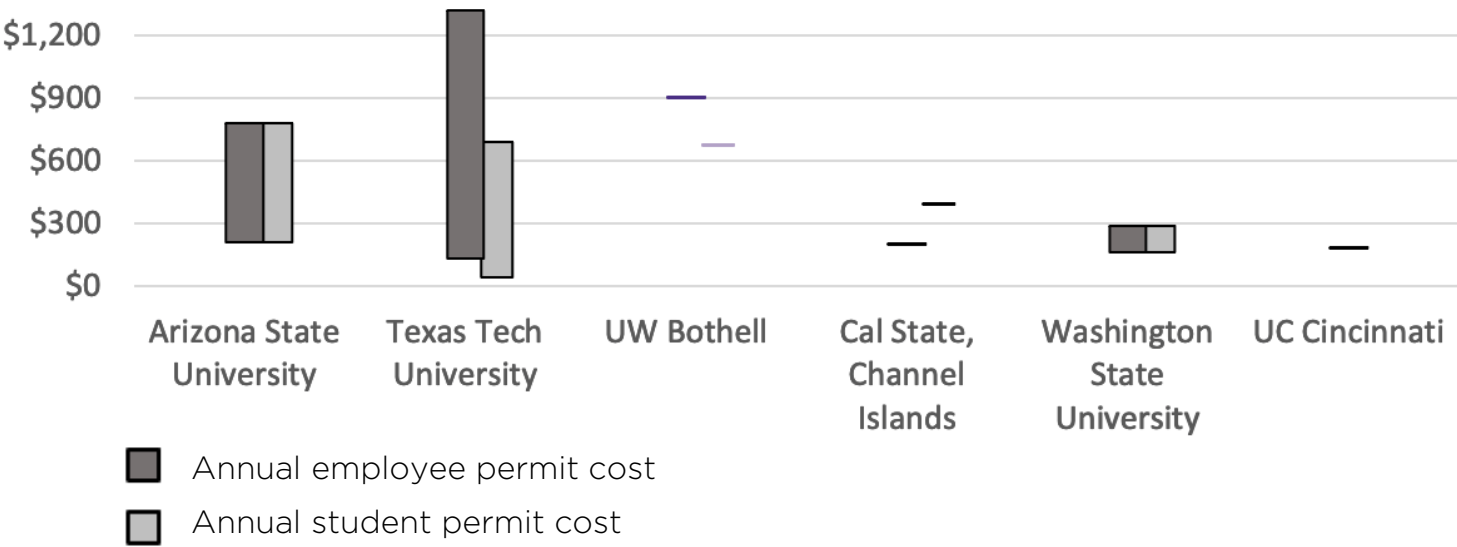
Organization	Student Population	Number of permit options	Length of validity	University Member Type (Student, Faculty, Staff)	Student Type		Faculty Type	Lot Designation*	Vehicle Type (motorcycle vs. car)
					Resident vs. Commuter	Special Permissions			
<b>University of Washington,</b> Bothell	6,304	3	Quarterly, Academic, Calendar Year	☑	☑	×	×	×	×
<b>UC Cincinnati:</b> Blue Ash & Claremont Campuses	8,010 (76% commuter)	3	Monthly, or Semester	☑	☑	×	×	☑	☑
<b>California State University,</b> Channel Islands	7,446 (60% commuter)	3	Semester, or Annual	☑	☑	×	×	×	☑
<b>Washington State University,</b> Vancouver	3,504 (81% commuter)	4	Semester, Academic, Calendar Year	×	×	×	×	☑	☑
<b>Arizona State Univ.:</b> Polytechnic, Tempe, Downtown Phoenix, & West Campuses	95,759 (59% commuter)	4-6	Annual	×	×	☑	×	☑	☑
<b>Texas Tech University</b>	40,322 (51% commuter)	21	3, 9, or 12 months	☑	☑	☑	☑	☑	☑

\* Lot Designation / Grouping may be based of location and convenience of lot(s)

# Pricing Comparison

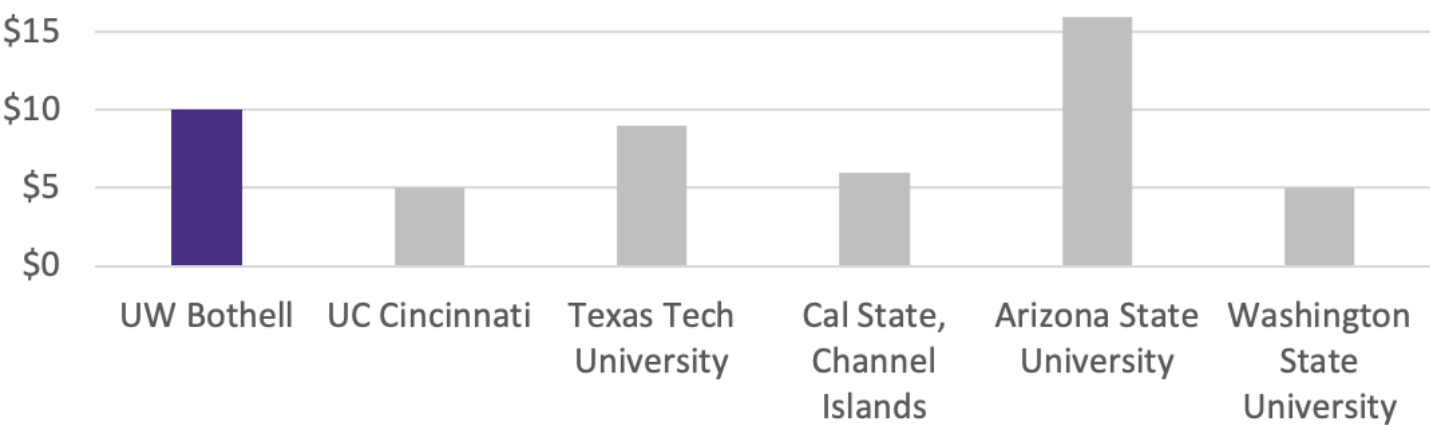
*Schools take different approaches to the permit price differential between student and employee parking and to the level of choice that they offer.*

Annual Parking Permits:



*UW Bothell is the only school with permits above 500\$ / year that doesn't provide a range of permit options besides a daily / hourly pass.*

Daily Parking Passes:\*



*\*Some schools offer discounts for bundled day-pass purchases*

*UW Bothell has the second highest daily pass cost.*



# Parking Policies for Community Life

## Key Takeaways



- **There is no ‘one-size-fits-all’ pricing model.** Parking permit pricing models vary widely between organizations.
- **Offering permits at the higher end of the price spectrum is best paired with a range of pricing options** in order to allow choice and reduce the burden of parking cost.
- Alternative to term-long permits, daily passes offer a more affordable option. **Compared to hourly parking, daily passes alleviate the pressure to leave campus within a certain time frame.**
- **Bundling daily passes and offering them at a reduced price** may increase on-campus presence compared to making them available only on the day of use.
- **Including permits in students’ tuition fees** can re-frame the monetary consideration for a permit early in the semester and ensure revenue towards parking resources. Although this is not an equitable strategy for non-driving university members, it can be mitigated by discounts for non-drivers.
- **Incentives for car pooling** may extend campus stays if students, staff or faculty share a schedule on campus.

## 4. Benchmarking

### Space for Community and Connection

How to bring together and cultivate connections among faculty, staff and students, commuters and residents alike?

### Office Re-alignment Models

How to create faculty and staff spaces that improve space utilization while strengthening relationships with students?

### Parking Policies for Community Life

What are parking policies and pricing models that may encourage longer campus stays while still achieving revenue targets?

### Campus Space for Online Engagement

How have others solved the emergent need for more online engagement space and group study space on campus?

### Identity and Inter-departmental Collaboration

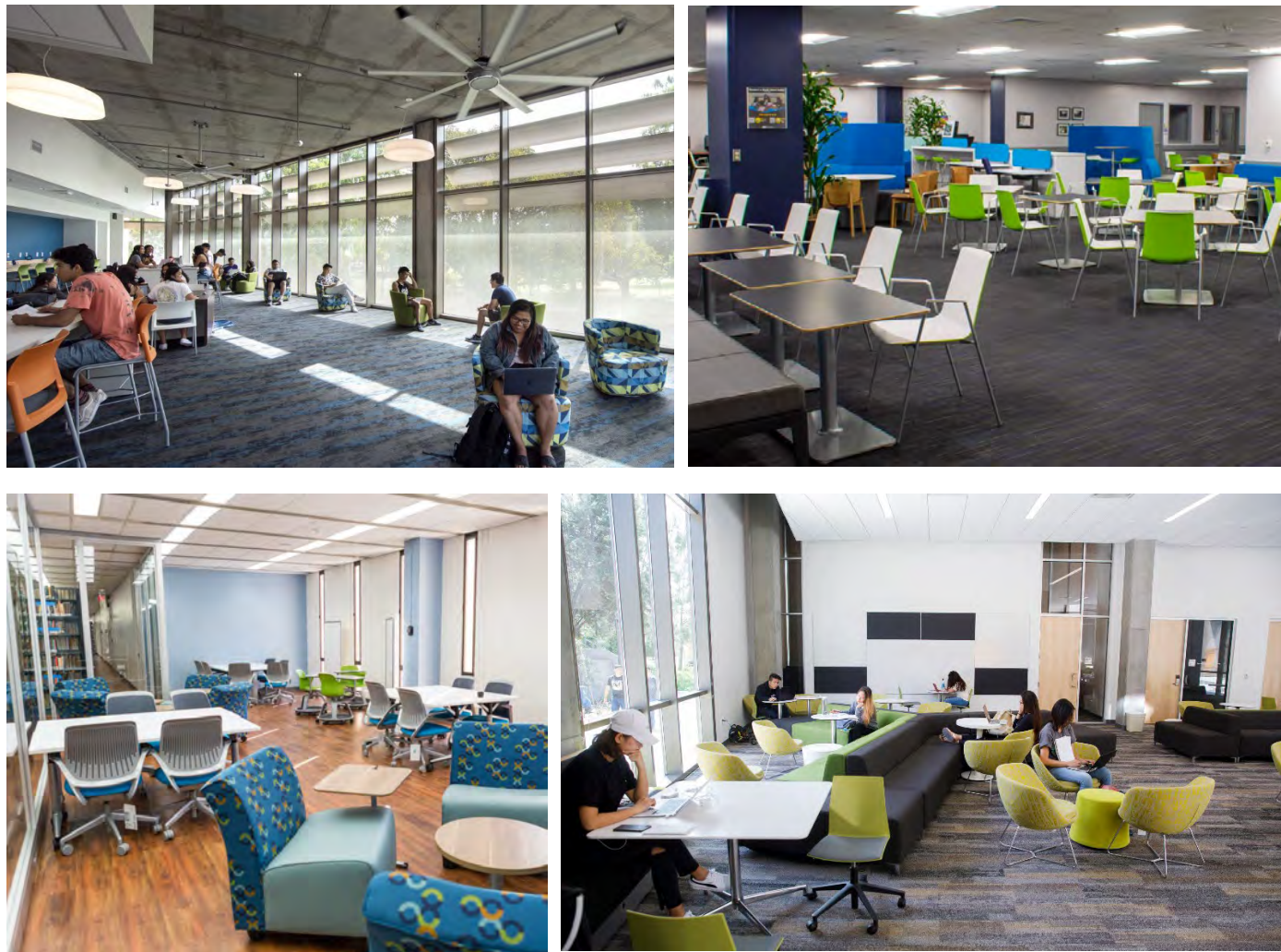
What are successful examples of cross-departmental collaborative space that retains intentionality and clarity?



# Enhancing Existing Space with Technology

## UC IRVINE

*Student population: 36,303; 20% commuter*



**Problem to solve:** Provide space for students to attend online classes on campus

### Key interventions:

- The university equipped a number of study rooms with AV technology
- The open study spaces offer a variety of layouts to accommodate student's needs
- A mix of open study space, semi-private space, conference rooms is available

### Key insights:

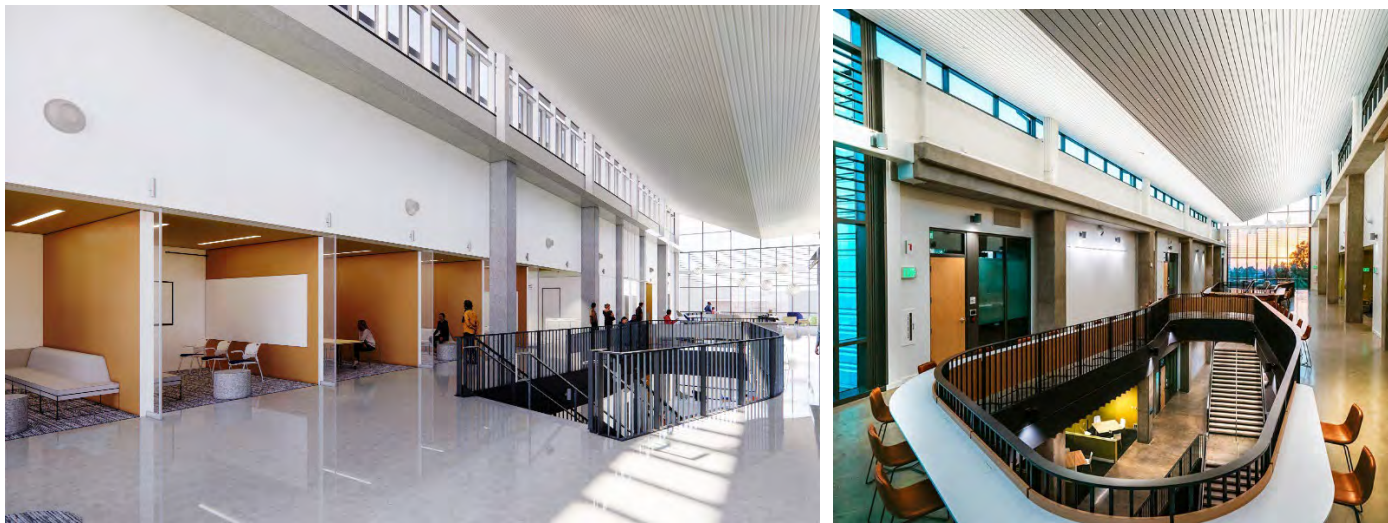
- Spaces for engagement may already exist and can be enhanced for online engagement and group study through flexible furnishings and technology upgrades.



# Capitalizing on and Promoting Existing Inventory

## UC RIVERSIDE

*Student population: 26,847; 52% commuter*



**Problem to solve:** Provide space for students to attend online classes on campus

### Key interventions:

- The university made a concerted effort to allocate a distribution of spaces across campus for on-campus remote learning and publicized them via web
- A mix of casual work/study spaces are provided
- Meeting rooms are equipped with technology, spaces are furnished with power strips and seating with power and meeting rooms are available to book or use as

### Key insights:

- Capitalizing on existing inventory across campus and enhancing its flexibility is an economical way to address the need
- A well-designed online portal for finding and reserving study space can be an effective tool for communicating and managing these spaces



# Consolidating and Creating New Space Centrally

## U. OF CENTRAL FLORIDA

*Student population: 71,948; low commuter population*



**Problem to solve:** Provide space for students to attend online classes on campus

### Key interventions:

- The university undertook a renovation and addition to a central campus space to accommodate student space and added an extension.
- A mix of private study rooms, meeting rooms, open study space, open quiet study space became available as part of the renovation
- Technology is available for students to borrow to access online classes on-campus

### Key insights:

- A broad variety of spaces accommodate different learning and engagement styles, including individual and group study and learning
- The consolidation in one central location may be beneficial but can come at a high capital cost.

## 4. Benchmarking

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# Using Shared Space To Physically Connect Disparate Departments

## ROCKEFELLER UNIVERSITY



**Problem to solve:** Create a shared space that encourages collaboration between disparate scientific disciplines

### Key interventions:

- The new Collaborative Research Center is positioned as a link between two existing campus research buildings. It holds a range of social spaces from formal meeting rooms, to informal gathering spaces, a café and a lecture hall.
- The departments retain their identity and specialized space within the adjacent buildings.

### Key insights:

- The new building acts as a shared extension of each department, containing general use and shared social spaces.
- Positioning the new space as the new entrance to all departments forces its integration into the school's life.



# Creating Flexible Space of Connection

## D SCHOOL - STANFORD



**Problem to solve:** How to encourage cross-pollination and collaboration while retaining the identity and independence of three groups with unique cultures, identities and work styles

### Key interventions:

- The d-School created a new hyper-flexible space at the physical core of the building, which doubles as circulation, is surrounded by the different groups, and can be transformed to host a wide variety of functions, small and large
- Throughout, spaces were infused with flexibility to encourage dialogue and collaboration.

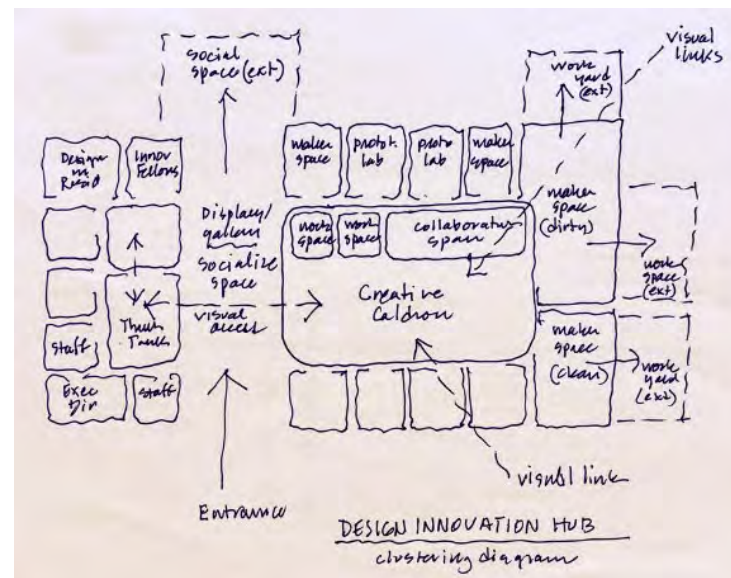
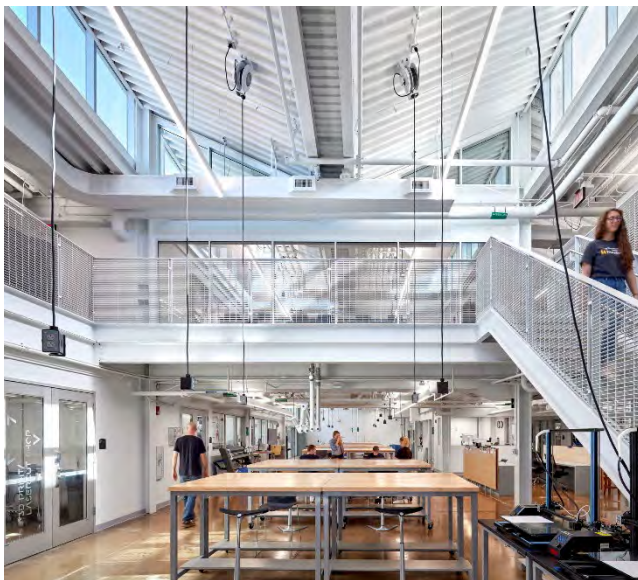
### Key insights:

- Moveable panels and partitions, writeable walls and flexible furniture are key elements enabling spatial flexibility.
- A designated furniture team regularly refreshes the space, adapting it to current needs and experimenting with layouts and solutions
- The central space encourages informal encounters and is further activated through intentional programming.



# Letting Culture and Activity Govern How Space Is Organized

## KENT STATE UNIVERSITY



**Problem to solve:** Create a cross-disciplinary space that projects and supports a culture of inquiry and making, and brings together students, faculty, community and leading experts from diverse disciplines

### Key interventions:

- The Design Innovation Center acts as a collaborative hub that brings together specialized and general space and equipment in service to the culture of inquiry.
- A core with large shared equipment, instructional and collaborative space is surrounded by more focused, program-based nodes that hold specialized equipment

### Key insights:

- Nodes are independently run, mostly non-departmental, and open to supporting all related inquiries.
- Departmental identity is secondary to program and function. The space is shaped by the activities within it rather than the departments occupying it.
- 'Owned by all, shared by all' workspace culture encourages users to collaborate over shared maker spaces.

