

PROVOST'S GUIDELINES FOR THE PLANNING, CONSTRUCTION, AND USE OF UNIVERSITY FACILITIES

With Particular Reference to New And Existing Academic Buildings

The University of Central Florida for most of its history has experienced serious shortages of space on the Orlando campus. These undoubtedly will continue for the foreseeable future—and certainly throughout the present decade at a minimum. In brief, the shortages have arisen and will persist because of continuing extremely rapid growth of the institution, coupled with perennial shortages of state funding for educational facilities. Together these have meant that invariably each increase of university facilities was more than matched by increased needs.

In quantitative terms, based on the state's long-standing space formula titled Florida Board of Education Fixed Capital Outlay Space Needs Generation, the overall "unmet need" for space on the main campus exceeds 1 million net assignable square feet (NASF). In percentage terms, this translates into the fact that as of the close of the year 2005-06, for example, the campus had only about 55% of the NASF it needed, the main shortages being in the key areas of classrooms, laboratories for teaching and for research, and student study areas.

Given this context, a primary motivation for the present guidelines is to assist in main-campus space planning and space utilization. To that end, the guidelines should be furnished to all program committees for new buildings on the main campus at the outset of their work. In addition, the guidelines can be helpful during the construction of new buildings when consideration is given to possible "change orders" to the plans after construction has begun, and then later during the certification for occupancy of a building, followed by data-entry for it in the university space inventory.

The guidelines can also be of assistance in course scheduling, both for those in the colleges and other instructional units as well as those in the Registrar's Office. By the same token, they can facilitate and regulate the processing of "facility improvements" (FI) to existing spaces, especially when these might lead to changes in the inventory totals for different space types—for example, conversions of classrooms to offices or *vice versa*.

In short, the guidelines are designed to assist in planning, constructing, and using both new and existing buildings, particularly those housing instructional units and/or administrative offices of the colleges, schools, etc., to which such units report. Units engaged mainly in research and/or administration should follow the office guidelines but generally are exempted from the classroom guidelines.

Specific rationales for the guidelines can be found at the end under Notes. In essence they are based on the handbook *State Requirements for Educational Facilities* (SREF), Section 6.1, "Size of Space and Occupant Design Table, State Universities" as well as on the comprehensive state formula for university space needs by inventory type.

Further information on the guidelines or related matters can be obtained from the university's Office of Space Planning, Analysis & Administration (SPAA), in the Division of Academic Affairs. Please contact Jose Castrillo, Coordinator of Space Analysis & Assessment, at extension 3-5867.

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1. NEW BUILDINGS

- 1.1. **Planning Process.** Plans for all new buildings (academic or other) must be approved by the provost or a designee before being implemented. In general, the provost's designee for this purpose will be a SPAA representative, as follows.
 - 1.1.1. **Office of Space Planning, Analysis, & Administration (SPAA).** To assist the provost with evaluating each new building during the planning process, a representative chosen by the SPAA office will be an *ex officio* member of the building committee.
 - 1.1.2. **Approval of 50% and 100% Construction Drawings.** Construction of a new building should not proceed unless the architectural drawings have been approved by the provost, either directly or by SPAA, at both the "50%" and "100%" planning stages.
 - 1.1.3. **Adherence to SREF standards.** Except as modified in these guidelines, the SREF design criteria for offices and all other assignable university spaces should be followed, insofar as possible. Requests for substantial exceptions (e.g., larger office sizes) should be made to the provost via SPAA, before being implemented.
- 1.2. **Classrooms.** Roughly 20% of net assignable square footage (NASF) in academic buildings should be devoted to general-purpose classroom space (Inventory Codes 110 & 115). If large auditoriums with fixed seating are included (for example, those with Code 610, "Assembly"), their NASF may be counted in the classroom total, provided that they will be scheduled as general-purpose classrooms at least 2/3 of the time.¹
 - 1.2.1. **Classroom Seating.** For planning general-purpose classroom capacities, space per occupant should be in the range 16-22 NASF, but may not exceed 24 NASF. For auditorium-style rooms with fixed seating, space per occupant should be in the range 10-15 NASF.
 - 1.2.2. **Classroom Seats.** For general-purpose classrooms without fixed seating, the seats used must be standard "tablet-arm chairs," such as those that occur in most classrooms across the University. If exceptions are desired (e.g., tables for use by two or more students, with ordinary chairs around each table), these will require written permission from the Office of Space Planning, Analysis, & Administration (SPAA) in Academic Affairs. This permission must be obtained before any furniture for the building is ordered. (See paragraph 1.11.)
 - 1.2.3. **Classroom Access.** Classrooms should be accessible directly from exterior entry doors, via normal hallways, without going through departmental areas where access must be limited after ordinary work hours or on weekends. In short, it should be possible to allow access to classrooms at all hours without providing special means of entry and/or taking extraordinary security precautions.
- 1.3. **Teaching Laboratories.** The "teaching laboratory" classifications (Codes 210 & 220) are for rooms which by layout or equipment are suitable for use only by one or a small set of related disciplines. This label should not be used merely as a device to hinder the general availability of what otherwise would be a "110" classroom or to insure control over its scheduling.
 - 1.3.1. **Percentage of Teaching Laboratories.** Needs for teaching laboratories vary by discipline. Their total NASF in a building should not exceed that of general-purpose classrooms by more than a ratio which depends on the discipline(s) for which the building is intended. A list of disciplines and their normative ratios of teaching laboratory to classroom square footage are given below under Notes.²

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- 1.4. **Faculty Offices.** General faculty offices should approximate 120 NASF but should not exceed 130 NASF.³ Offices for secondary academic administrators (associate deans, associate directors, assistant deans, chairs, etc.) should approximate 150 NASF but not exceed 175 NASF. Personal offices for chief academic administrators (deans or directors) of primary academic units (colleges or schools) should approximate 175 NASF but not exceed 200 NASF. (However, see Exceptions below.)
- 1.5. **Staff Offices.** Offices for staff who are not faculty should follow essentially the same guidelines as those for faculty at the same basic level of responsibility.
- 1.6. **Server Rooms.** Server rooms (Inventory Code 710) are spaces dedicated to computers and associated communications equipment. Such spaces are centralized whenever possible, since they typically require specialized power and cooling support. Requests to include server rooms in new construction projects must be reviewed and approved by the office of Information Technologies & Resources. Spaces assigned to telecommunications Main Distribution Frames (MDFs) or Intermediate Distribution Frames (IDFs) may not be used as server rooms.
- 1.7. **Exceptions.** Requests for exceptions to any of these rules or others set forth below should be made to the provost and approved by the provost or a designee in writing before being included in the building project specifications. This should be done early, before substantial effort has been invested in drawings or other items that might need to be revised if the exceptions are not approved.
- 1.8. **Change Orders.** After the construction of a building has begun, change orders desired by prospective occupants ordinarily will not be authorized. In any case, such requests or similar issues regarding the design or execution of a project must be raised through the Facilities Planning Department to the provost or his designee. In no case should this be done via contacts by prospective occupants directly with a contractor's employees.
- 1.9. **Furnishings and Equipment.** Funds from the "F&E" phase of a building project generally can be used for other aspects of the building infrastructure or added square footage of the structure itself. However, this is allowable only if seating for general-purpose classrooms has been provided, sufficiently to bring every such room to its theoretical seating capacity with seats of the normal type (see 1.2 & 1.3).
 - 1.9.1. **Prioritization.** Provision of full classroom seating must be the highest priority on the F&E list—above desks and chairs for offices, benches and equipment for labs, and so on.
 - 1.9.2. **Value Engineering.** Although "value engineering" in the project's construction phase may have been needed, and/or "economizing on purchases" in the F&E phase, it still will be mandatory to fully equip all of the general-purpose classrooms with seats.

2. EXISTING BUILDINGS

- 2.1. **Space Reassignments.** When building occupancies are changing, e.g., moves to other locations are occurring, proposed reassignments of vacated area(s) must be authorized in advance in writing by the provost. There should be no assumption that space will be reassigned to the college or other unit that occupied it previously.
- 2.2. **Facilities Improvements.** Requests for work that could lead directly or indirectly to changes in the inventory categories of rooms or in room sizes must be approved in advance by the provost, as follows. In general, requests which will result in taking instructional spaces out of service will be discouraged.
 - 2.2.1. **Facilities Improvements (FI) Form.** To initiate a request for any alteration of space in an existing building, a completed FI Form must be submitted. This can be obtained from the Web site at

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<http://www.fp.ucf.edu/activities/facilities/request.xls>. When completed, it should be sent to the office listed at the bottom of the form.

- 2.2.2. **SPAA Review.** The SPAA office will review all completed FI Request Forms with respect to certain suitability criteria. Once any SPAA questions that arise have been answered, the form will be forwarded to Facilities Planning for implementation or returned to the requestor for further information
- 2.2.3. **SEM Review.** An FI project that seems likely to substantially impact energy usage in a building will be reviewed by the Department of Sustainability & Energy Management (SEM) before being approved.
- 2.3. **Server Rooms.** Server rooms (Code 710) are spaces dedicated to computers, storage, and associated communications equipment. Such spaces typically require specialized power and cooling support.
 - 2.3.1. **Centralization.** In order to achieve more efficient allocation of space as well as to reduce power consumption associated with server rooms and their related power and cooling equipment, the university is wherever possible consolidating server rooms associated with colleges, departments and centers into central shared-hosting sites (e.g., the university data center).
 - 2.3.2. **Creation or Expansion.** Requests to create or expand server rooms in existing buildings must be reviewed and approved by SPAA and the office of Information Technologies & Resources.
 - 2.3.3. **Limitation.** Spaces assigned to telecommunications Main Distribution Frames (MDFs) or Intermediate Distribution Frames (IDFs) may not be used as server rooms.

3. INSTRUCTIONAL SPACES

- 3.1. **Scheduling.** Specific guidelines govern the scheduling of new or existing rooms listed in the inventory as “general purpose classrooms” (Inventory Code 110), as well as some of those listed as “conference” or “meeting” rooms (Code 350 or 680) or “class laboratories” (Code 210). Whether a room in the latter categories is covered must be determined on a case-by-case basis.
- 3.2. **Mixed Usage.** Many rooms not “classrooms” in the strict sense can serve as classrooms either part of the time or all the time. For instance, the distinction between a conference room and a small classroom may stem more from a desire to control scheduling of it or access to it than anything fundamental. Similarly, there may be little or no difference between a classroom and a class laboratory or an open laboratory.⁴ Where conference rooms, meeting rooms, class laboratories, etc., can serve as classrooms, they should do so, if only during hours of peak demand to relieve the burden on traditional classrooms. The guidelines that follow address this.
- 3.3. **Availability**
 - 3.3.1. **General Purpose Classrooms.** Rooms of type 110 should not be treated as the exclusive province of one administrative unit, and subject to scheduling by that unit alone. This remains true even if they are referred to informally as “distance learning rooms,” “FEEDS rooms,” “case study rooms,” or the like. To maximize their availability to both students and faculty, they should be scheduled using a single, uniform procedure (for example the “block method”).
 - 3.3.2. **Special Features of Rooms.** Rooms of type 110 should not be reserved for special scheduling by any one unit due to unusual design, expensive equipment, extraordinary security needs, or the like. Though such features do raise issues not encountered when dealing with classrooms in general, that does not justify removing them entirely from the realm of normal scheduling. (See also Section 1 on “Classroom Access.”)

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- 3.3.3. Sharing of Meeting Rooms.** Rooms of type 350 (“conference rooms”) or type 680 (“meeting rooms”) with seating capacities of 10 or more should be scheduled as classrooms whenever possible (e.g., in the hours from 10:30 a.m. to 1:30 p.m. and after 4:30 p.m.). Exceptions can be made for rooms not accessible directly from a main hallway of the building where they are located (e.g., without first entering a larger suite that contains them).
- 3.3.4. Sharing of Laboratories.** Rooms of type 210 or 220 (“teaching laboratories”) with seating capacities of 10 or more should be scheduled as classrooms if they already have served as the regularly scheduled meeting rooms for two or more distinct lecture courses during the previous twelve-month period.
- 3.3.5. Exceptions.** Requests for exceptions to the scheduling guidelines must be submitted to the provost and receive written approval before being implemented. This can occur if a room’s physical features (unusual shape or acoustics, means of access, etc.) or equipment (laboratory benches, fume hoods, etc.) make general classroom use of the room essentially impractical, even on a shared basis. Before an exception is made, however, the reasons should be submitted in writing to the provost and confirmed with a site visit that clearly shows the room to be unsuitable for classroom use. Disputes over scheduling are decided by the Registrar or a designee, but appeals can be made to the provost or a designee, whose resolution of them will be final.
- 3.3.6. Student Meetings and Other Events.** In keeping with long-standing practice, the scheduling of classrooms for non-class events will be done only after the term in which the events are to occur has begun. This is to help insure that regularly scheduled classes receive absolute priority for the use of classrooms. By the same token, if such an event does end up being scheduled for a certain day, every effort must be made to insure that it does not disrupt classroom use of the room, either later that day or afterward. Disruptions which might occur include rearranging or even removing furniture, physically damaging the room, or leaving trash behind which could be unsightly and/or hinder the use of furniture or some part of the room itself. To prevent these and similar problems, events that wish to gain the use of a classroom must meet several criteria, as follows:
- a) The event must be officially sponsored by a regular University department, which must assume responsibility for the proper conduct of it, including adherence to all existing regulations, such as those relating to maximum room capacities and other fire-law restrictions.
 - b) A designated departmental representative must remain present during the entire event and see to it that afterward the room is left in its original condition, vacated, and locked.
 - c) If the event leads directly or indirectly to associated costs before, during, or after it occurs, the sponsoring department must agree to cover these costs.

If violations of the given criteria occur, the department involved may lose its privilege to sponsor such events in the future, either temporarily or, in egregious cases, for an extended period of time.

4. RESEARCH SPACES

- 4.1. Definitions.** The distinction between research laboratories and teaching laboratories is to some degree arbitrary, if only because “research” often includes graduate and/or undergraduate students, and to that extent involves a measure of teaching. In any case, the distinction between a “Research Laboratory” (Code 250) and a “Class Laboratory” (Code 210) or an “Open Laboratory” (Code 220) is, for present purposes, as follows. With a research laboratory, emphasis does not lie on instruction in a group setting, organized around a specific subject and registered with a corresponding course name and number. Instead the related instruction, if any, is incidental

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to a particular faculty member's research or creative activity, and instruction is accomplished with students individually, in a thesis or dissertation framework.

- 4.2. **Allocation of Laboratories.** Unlike labs of type 210 or 220, those of type 250 are not viewed as the province of particular departments or even larger units, such as colleges. They are viewed as allocated to individual faculty members, or at most small groups of faculty, in support of their own research. By the same token, the measure of effectiveness for an allocation of a research laboratory is not any associated numbers of credit hours or degree recipients. Instead, it is the research accomplished, which should be demonstrable, and in most cases quantifiable, to justify the allocation.
- 4.3. **Time-limited Allocations.** While allocations of instructional spaces, offices, etc., are generally made without specific termination dates, meaning that they continue with the same department, college, or other unit until something may arise that occasions review of them (for example the relocation of a department to a separate facility; see Section 2.3 above), this is not the case with research laboratories. For them, the allocations are implicitly "time-limited" when made—the period of such an allocation being the period during which the continued productive use of the space can be demonstrated.
- 4.4. **Reviews and Reallocations.** Allocations of research laboratories are subject to review and possible revision at reasonable intervals. Generally speaking, whether or not a revision occurs will depend on the evidence regarding productive use of the space during the previous period. If such evidence is deemed insufficient, this will be brought to the attention of the concerned faculty member(s) by the appropriate dean or other major-unit head and/or the provost. In such case, the original allocation may be extended for a certain period, pending further evidence regarding productive use of the space, or it may be transferred to another faculty member, in the same or another unit.
- 4.5. **Appeals of Allocations.** Appeals of allocations of research laboratories, including those made originally to particular faculty members, their extensions, or reallocations, can be made to the provost, whose decision regarding them will be final.

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NOTES

1. Classrooms. UCF’s current percentage of classroom space in academic buildings, including modular structures and trailers, is 18%. The state’s enrollment-based formula for university space shows that for the SUS as a whole, about 15% of NASF is needed for classrooms and auditoriums. However, the results for some institutions, e.g., FIU, UNF, and UCF, suggest that the percentage should be more like 20%. The reason for this higher figure is that several other universities have substantially greater needs for non-classroom space, for example research labs. Over the coming years, as UCF continues to evolve toward greater research activity, the 20% figure for classroom needs can be expected to decrease somewhat, but for now this represents an appropriate goal.

2. Teaching Laboratories. The current overall ratio of teaching labs to classrooms at UCF is 1.15. For individual disciplines, the present guidelines follow state-formula norms for teaching laboratory to classroom ratios of square footage, as shown in the following table. To exceed these ratios in a new building, the provost’s approval is required:

Guidelines For Teaching Laboratory-to-Classroom Square Footage Ratios

CIP Code & Discipline	Ratio	CIP Code & Discipline	Ratio
02 Agriculture Sciences	0.49	25 Library and Archival Sciences	0.00
03 Renewable Natural Resources	0.49	26 Life Sciences	2.83
04 Architecture & Environmental Design	4.42	27 Mathematics	0.04
05 Area and Ethnic Studies	0.00	30 Multi/Interdisciplinary Studies	0.00
09 Mass Communication	0.74	31 Parks, Leisure & Fitness	0.08
11 Computer and Information Sciences	0.38	38 Philosophy, Religion, Theology	0.00
13 Education	0.64	40 Physical Sciences	1.27
14 Engineering	2.83	42 Psychology	0.08
15 Engineering Technology	4.05	43 Protective Services	0.00
16 Foreign Languages	0.30	44 Public Administration & Services	0.00
19 Home Economics/Human Science	1.13	45 Social Sciences	0.07
22 Law	0.00	50 Visual and Performing Arts	9.56
23 Letters	0.09	51 Health Professions & Related Sciences	1.41
24 Liberal/General Studies	0.00	52 Business & Management	0.11

3. Offices. The figures in these guidelines agree with those of the SREF handbook, except that limits for offices of “secondary administrators” have been increased by about 10%. As such, they represent recent practice throughout the state university system, and in addition they are consistent with construction at UCF over the past decade. Thus they provide a norm that can serve to promote a sense of “space equity” across the academic affairs division, while at the same time meeting legitimate functional needs.

4. Variances Among Universities. The state’s formula for university space needs suggests that the NASF for teaching laboratories and classrooms, across the whole SUS, should be roughly in the ratio 1 to 1.29. On the other hand, the table indicates that this will vary greatly among institutions, since it depends on the balance of disciplines offered (including such fields as agriculture, medicine, and law) as well as the mix of undergraduate and graduate instruction.

The university’s inventory system is that of the National Center for Higher Education Management Systems (NCHEMS). NCHEMS guidelines define “conference rooms” and “meeting rooms” similarly, with the difference described as follows: “Conference rooms are often confused with meeting rooms because they are both primarily used for non-class

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meetings. However, conference rooms are restricted service components of an office complex or used by office occupants of a specific area and are generally limited to staff meetings or other departmental non-class activities. Although it may be assigned to a specific organizational unit, a meeting room is more available and open to study groups, boards, governing groups, community groups, various student groups, non-employees of the institution, and various combinations of institutional and community members.”

NCHEMS guidelines define a “class laboratory” (also called a “teaching laboratory”) as follows: “A room used primarily for regularly scheduled classes that require special purpose equipment or a specific room configuration for student participation, experimentation, observation, or practice in an academic discipline.” The guidelines further state that a class laboratory is “furnished with equipment to serve the needs of a particular discipline for group instruction,” and this equipment “normally limits or precludes the room’s use by other disciplines.”

In short, unless a room is physically unsuitable for classroom usage by more than one discipline, its classification as a “teaching laboratory” is at best ambiguous and may be inappropriate.