Dartmouth College

Classroom Master Plan

Report of Preliminary Recommendations

Biddison Hier, Ltd.
10 April 2001
Agenda

- Summary of Findings
- Preliminary Recommendations
- Discussion
Summary of Findings
Key Finding

Many interests represent various aspects of classrooms but no one entity represents Dartmouth’s institutional interests with respect to classrooms
Implications

1. Quality

2. Quantity

3. Budgeting and Funding

4. Scheduling

5. Management
1. Quality Issues

- Lighting
- Equipment
- Classrooms
  - Seminar Rooms
  - Theatre-Style Rooms
- Furnishings
  - Tablet Arm Chairs
  - Tables & Chairs
Lighting

- Cited by faculty as one of the most significant physical issues in classrooms
**Equipment**

- Wide variation in type, amount, layout and ease of use
Classrooms: Seminar Rooms

In general, oversized furnishings tax room capacity, e.g.:

- "Aircraft carrier" seminar tables
- Dartmouth arm chairs, which cannot fit under seminar tables
Classrooms: Theatre-Style Rooms

- Wide variation in seating, lighting, technology, acoustics, overall quality of rooms
Furnishings: Tablet Arm Chairs

- Unrealistic assessments of how many chairs can fit into a room
- Difficulty in regularly maintaining capacity per standards after "seat migration"
- Mix of furnishing types, colors, styles within a single room
- Cleanliness and maintenance issues
Tables and Chairs

- Very different educational experiences for Dartmouth students depending on classroom
2. Quantity

- Quantity of classrooms, in total or by area of campus, can expand or contract without explicit review process

  - Capital planning process for a building does not necessarily include an explicit representative for classrooms

  - Depending on funding sources for new construction, replacement classrooms may become controlled by department rather than Registrar

  - In renovation, classrooms may become converted to faculty offices or other uses
3. Budgeting and Funding

- Two types of projects funded
  - New construction
  - Renovation

- Each has its own issues with respect to classrooms

- For new construction
  - Classrooms are usually a small part of overall picture; may be altered in design process (eliminated, changed in size, shape)
  - Technology issues may be considered late in the design process
3. Budgeting and Funding (cont.)

- For renovation, there are several funding sources:
  
  1. FO&M: physical costs of renovations (basic maintenance and renovation)
  
  2. Classroom Committee: $125,000 per year for new technology – approximately 2 projects per year
  
  3. Treasurer (through Provost)
  
  4. INSV: technology maintenance / replacement budget
3. Budgeting and Funding

- No "master list" of projects; to the extent that there is coordination of budgets, it is through individual efforts.

  - Accessibility for physically challenged not explicitly funded.

  - No formal mechanism for developing capital budgets based on physical condition of classroom and priority of need.
4. Scheduling

- Departmental control:
  
  41% of all rooms are under departmental control
  (63% of rooms with less than 21 seats)

  Registrar is responsible for scheduling 80% of
courses; burdens 59% of the inventory that
Registrar controls

  "Two-class system": some departments control no
classrooms; others have own classrooms and
access to Registrar controlled rooms
4. Scheduling (cont.)

- Scheduling Procedures – Resource25:
  
  - Software selected primarily due to its ability to meet event scheduling needs of Conferences and Events Office

  - It represents a "compromised" solution for academic course scheduling

    ... A patchwork of multiple software solutions and manual scheduling

    ... Relies on the "institutional memory" of a few individuals to meet a host of special departmental requests
4. Scheduling (cont.)

- Scheduling Procedures – Resource25:
  - Software also is not optimal for handling INSV work order tracking
  - Does not track easily with FO&M
    - Spaces to be taken off-line for renovation
    - Space management data
  - Does not provide integrated data for Registrar
    - Headcount data
    - Utilization rates
5. Management

- Absence of specific control has led to creation of various *ad hoc* committees to manage on an issue by issue basis:
  
  - Resource25 Group
  - Classroom Committee
  - Classroom Working Group
  - Scheduling committees
  - Etc.
Preliminary Recommendations
To redress the issues identified in the Summary of Findings above, the following recommendations are offered for discussion and consideration.
1: Classroom Manager

Appoint a Classroom Manager with the authority and responsibility to set classroom management policies, procedures and standards and to represent Dartmouth College’s interests with respect to classrooms.
Rationale

- Management and operation of classrooms involves multiple entities (administrative / academic offices, ad hoc committees) on campus

- There are few formalized procedures that guide functional relationships among these entities, leading to problems of coordination, quality, competitiveness, etc.
# Existing Organizational Relationships

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Proposed Responsibilities

Classroom Manager’s primary responsibilities are strategic management and coordination of activities that affect classrooms, e.g.:

- Determine funding requirements and other priorities for classrooms
- Design and implement classroom policies and procedures
- Coordinate scheduling and management of space
- Coordinate classroom improvement and construction projects
- Approve changes to classroom use
Proposed Functional Relationships

Classroom Manager
- Management
- Funding and budgeting
- Policy setting
- Coordination

Coordination Function

Scheduling
- Registrar
- Departments
- Conference & Events

Technology
- INSV
- Classroom Committee
- Administrative Computing
- Academic Computing

Operations
- FO&M

Capital Projects
- Facilities Planning
- FO&M
- INSV
- Registrar
- Departments
Locus for Classroom Manager

- Classroom Manager must have a holistic view of classrooms and classroom issues

- Classroom Manager must be vested with *both* responsibility and authority for classrooms

- Some offices (e.g., Registrar’s Office) currently have *de facto* management responsibilities for classrooms, without full authority to set guidelines, develop policies or standards, etc.
2: Reduce Departmental Ownership

Reduce departmental “ownership” of classrooms in favor of a system that gives departments scheduling priority in their preferred geographic location / room(s)
Rationale

- Institutional interests are best served if classrooms are constructed, scheduled, equipped and maintained in the context of the classroom inventory as a whole (e.g., size, mix, equipment, etc.)

  - Reduces the need to duplicate costly resources that can be shared

  - Minimizes the inequities between departmental “haves” and “have nots”
Issue

- Dartmouth has a history of localized proximity to classrooms

- **Benefit:** This tradition provides opportunities to build community around academic endeavors (classrooms proximate to faculty offices, sense of departmental identity for both students and faculty)

- Implications:
  - Supporting this tradition requires some “overage” in the inventory
  - Leads to low overall room utilization and widely varying seat utilization
Implementation: 2 Options

- OPTION 1: Adopt a “zone and room feature” scheduling protocol
  
  - Allow departments to specify geographic and room feature preferences; software schedules according to an “optimizing algorithm”
  
  - All but a few special cases can be handled in this fashion; special cases would be addressed on a case by case basis
Implementation: 2 Options

- OPTION 2: Adopt a “room preference /distributed day” scheduling protocol
  
  . Allow departments latitude to identify preferred rooms, but require that scheduling be distributed more evenly throughout the day (i.e., beyond “prime time”)
  
  . In general, Dartmouth has adequate capacity for departments to have a high degree of choice in selecting rooms if non-peak hours are scheduled more intensively
3: Adopt Standards

Adopt standards whereby all classrooms meet a base quality level that ensures that all Dartmouth College students have reasonably equal classroom experiences.
Rationale

- Eliminates inequities among Arts and Sciences classrooms
- Improves learning environment and competitive position of Dartmouth by upgrading lighting, room comfort, technology, seating, other furnishings and equipment
- Achieves economies in procurement and maintenance of classrooms
Standards: Square Footages

- Standards are matched to room type and pedagogy

- Allows for different types of furnishings

- Alleviates overcrowding
## Standards: Square Footages

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<td>H Auditorium</td>
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Standards: Furnishings

- Adopt standards that provide for base quality levels in all classrooms

  Seminar rooms:
  ...
  Seminar tables scaled to fit room
  ...
  All chairs to fit around the seminar table

  General purpose classrooms:
  ...
  Tables and moveable chairs or, where space is an issue, tablet arm chairs
  ...
  Single type of seating within a single classroom
Standards: Furnishings

- Adopt standards that provide for base quality levels in all classrooms (cont.)

  . Case Study
    ...Fixed tables with moveable seats

  . Theatre Style:
    ...Fixed seating with tablet arms
Standards: Technology

- Adopt INSV standards and replacement cycles for all new construction and renovation projects, e.g.:
  - 3 year cycle: computers
  - 4 year cycle: LCD computer displays, data / video projection systems
  - 8 to 10 year cycle: audio-visual equipment (e.g., slide projectors, overhead projectors, sound systems)

- Emphasize “user-friendliness” and ease of use
  - Standard controls
  - Dimmable lighting
  - Placement of screens vs. blackboards
4: Resize Classrooms

Resize existing classrooms based on recommended square footage standards
Rationale for Room Resizing

- To balance the physical size of the classroom and the number of seats it can appropriately accommodate

- To establish consistent space allocation standards for classrooms
  
  Current sf per seat allocations in A&S classrooms range from 8 sf to more than 60 sf
# Rooms Proposed for Resizing

(p. 1 of 2)

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<th>Partition</th>
<th>Building &amp; Room</th>
<th>Seating: Moveable vs. Fixed</th>
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## Rooms Proposed for Resizing

(p. 2 of 2)

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<td>Sem</td>
<td>230</td>
<td>16</td>
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<td>-25%</td>
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<td>M</td>
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<td>GP</td>
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<td>SUDIKF 213</td>
<td>M</td>
<td>Sem</td>
<td>260</td>
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<tr>
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<td>WEBSTR 103</td>
<td>M</td>
<td>Sem</td>
<td>250</td>
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<tr>
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<td>WEBSTR 109</td>
<td>M</td>
<td>Sem</td>
<td>285</td>
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<td>19</td>
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<td>20</td>
<td>-7%</td>
</tr>
<tr>
<td>53</td>
<td>WILDER 202</td>
<td>M</td>
<td>Sem</td>
<td>675</td>
<td>18</td>
<td>38</td>
<td>38</td>
<td>18</td>
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</tr>
<tr>
<td>54</td>
<td>WILSON 315</td>
<td>M</td>
<td>Sem</td>
<td>884</td>
<td>20</td>
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<td>FAIRC 405</td>
<td>M</td>
<td>GP</td>
<td>602</td>
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<td>19</td>
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<td>FAIRC 410</td>
<td>M</td>
<td>Sem</td>
<td>309</td>
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<td>M</td>
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<td>728</td>
<td>24</td>
<td>30</td>
<td>40</td>
<td>18</td>
<td>67%</td>
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</table>
Impact of Resizing

- 49 rooms proposed for resizing – 25 reduced in capacity, 24 increased
  - 16 rooms have been decreased by at least 20%
  - 16 rooms have been increased by at least 20%

- Most resizing occurs either:
  - within the 11 to 25 seat range, or
  - down from 26 – 50 to 11 – 25 seat range
Benefit of Resizing

- 40% of courses occur in the 11 to 25 room size range
- "Rightsizing" creates more and better capacity in this range
Allocate sufficient capital funding over the next 5 years to bring classrooms up to the standards recommended in this report, and create capital outlay plan that serves as a roadmap for reinvestment in classrooms.
Rationale

- To accomplish the proposed recommendations will require a more substantial investment than the annual $125,000 Classroom Committee funding.

- Other than this funding, funding for classroom renovations has been episodic.
Implementation

- Develop a comprehensive phasing / funding plan for classroom renovations
  - Build on the substantial information that now exists within FO&M, Facilities Planning, INSV and other groups with respect to classroom requirements
  - Framework for plan to be provided as part of this study
- The plan should be for a “time specific”, preferably on the order of 5 to no more than 7 years