

PRINCIPLE 4



SPACE USE AND ORGANIZATION

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Principle

When a university is too spread out, people cannot make use of all it offers. On the other hand, a campus diameter based strictly on the ten-minute class break is needlessly restrictive. The location of program spaces greatly affects how the campus functions and influences the degree of positive interaction.

In order to distribute the campus's available space in ways that are functional, flexible, and compatible, all proposed projects and space assignments shall meet the principle refinements below.

Pattern Summary

(Refer to "Principle 11: Patterns" on page 91 for the complete pattern text.)

- **Building Hearth**
- Classroom Distribution
- Enough Storage
- Fabric of Departments
- Faculty-Student Mix
- **Flexibility and Longevity**
- No Signs Needed
- Office Connections
- **Organizational Clarity**
- Outdoor Classroom
- Places to Wait
- Pools of Light
- Public Gradient
- **Quality of Light**
- Student Housing
- University Shape and Diameter

Principle Refinements

The following principle refinements apply campus-wide when considering new construction, interior renovations, and

assignment or reassignment of space within new and existing buildings. All such projects must meet applicable Plan principles and patterns whether or not they are subject to Campus Planning Committee review.⁹ Campus Planning and Facilities Management coordinate all interior renovations. (See CPFM description on page 24.)

Space Allocation

Consistent with the university's model of faculty governance, it is the university's practice to make decisions about the assignment of existing space at the lowest administrative level possible. Traditionally the assignment of space occurs within each department. Departments in need of space appeal to their deans or vice presidents, who may assign spaces within the units reporting to them.

For unmet needs, a dean may make a request to the university's Space Advisory Group.

- (a) In general terms, the Space Advisory Group is charged with advising the Provost regarding the assignment of new space that becomes available in existing facilities, receiving space requests from deans and vice presidents, adjudicating disputes over space, and recommending to the appropriate university body principles related to the governing of space. Space allocation shall comply with Plan principles and patterns.
- (b) The university's Committee for Academic Infrastructure, in consultation with CPFM, has primary responsibility for the oversight of general-pool classrooms on the campus, including their design, assignment, and renovations.

⁹ The Campus Planning Committee is not involved in space allocation or interior alterations.

- (c) Spaces do not work properly if they are either overcrowded or under-used. Space proposed for allocation to various functions must always be justified on the basis of demonstrated need.
- (d) In the absence of exceptional circumstances, space-equity issues shall not be resolved by reducing all affected units to the lowest common denominator.

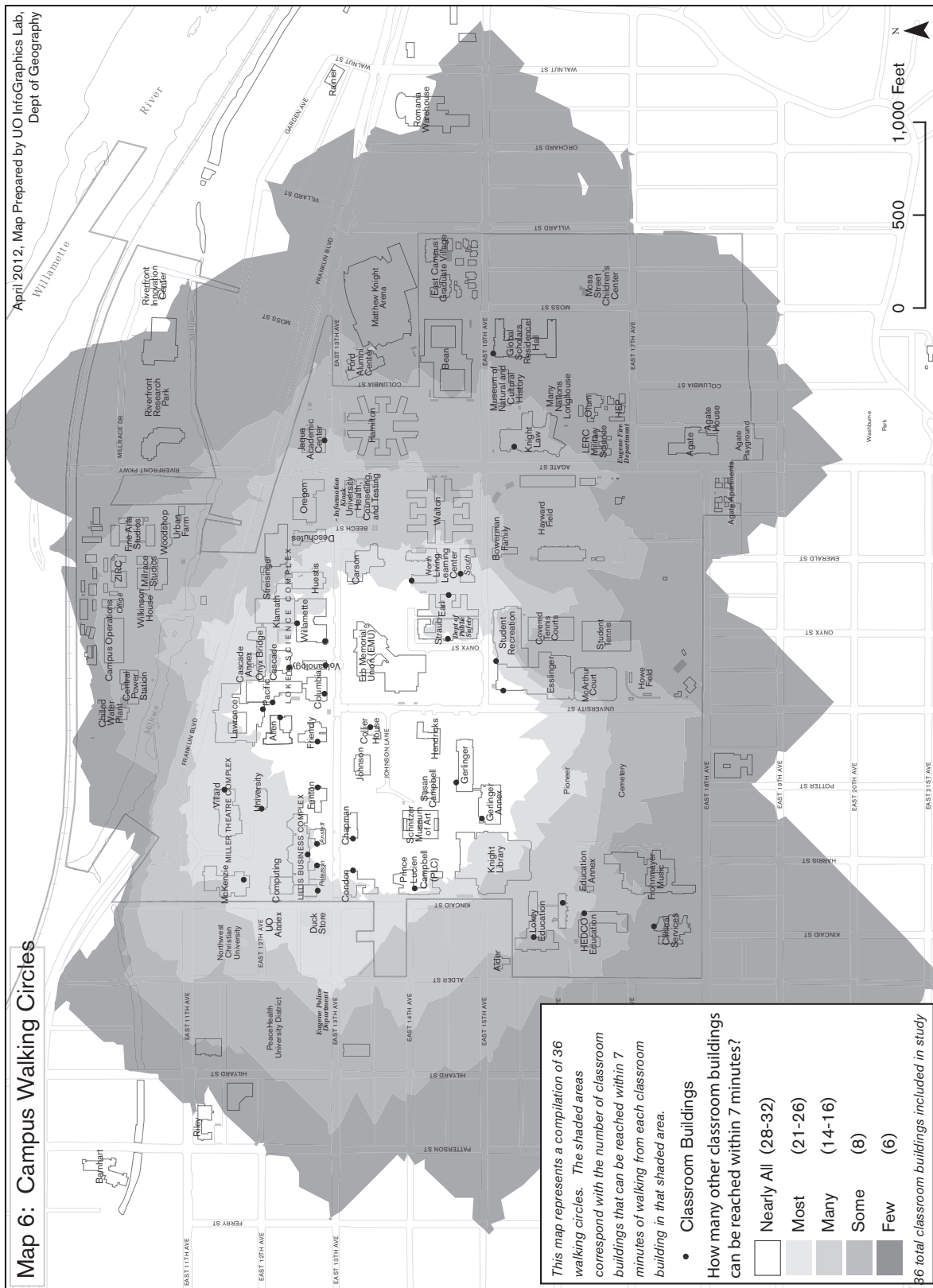
Walking Circles: Instructional Core

Map 6 on the following page identifies the general dimensions of the instructional core through the use of walking circles, the areas that can be traversed within the ten minutes allowed between class changes (a seven-minute walk). Some fixed features, such as Franklin Boulevard, provide barriers to pedestrian travel and need to be accounted for when interpreting walking circles.

- (a) To the maximum extent possible locate instructional facilities scheduled in accordance with the university's fifty-minute daily time schedule within an instructional core that can be traversed within the ten minutes allowed between class changes.
- (b) Except in unusual circumstances the priority for space in facilities situated within the instructional core should be given to programs and activities that either are affected directly by the university's fifty-minute daily time schedule or can function satisfactorily only in proximity to major instructional spaces.
- (c) To maximize future opportunities for concentrating instructional activities within the instructional core, to the greatest extent possible locate new (or relocate existing) programs, activities, and offices on the periphery of the instructional core if they can function satisfactorily without proximity to major instructional spaces.

Flexible and Compatible Use

- (a) Site buildings and program spaces so they provide opportunities for facility expansion and adaptation that will allow for future program growth.
- (b) To the extent possible locate program components in adjacent or reasonably proximate facilities. The intent of this principle is to facilitate the administration and management of resources available to program units; to provide more effectively for informal interaction among faculty, staff, and students; and to assist in the development of cohesive communities of intellectual interest.
- (c) The development and dissemination of knowledge in a complex society often involve the interaction of a number of disciplinary interests. Evaluate opportunities for establishing or enhancing interactions among related disciplines and activities in the process of siting new or expanded facilities.
- (d) Some activities that are essential ingredients of established programs have characteristics that render them incompatible with other activities even within the same community of interest. Kilns, foundries, machine shops, and heavy nighttime occupancies are examples. Locate activities of this sort in such a way as to minimize the resulting conflicts.
- (e) University principle encourages interaction that enhances the free and open exchange of ideas characteristic of a university. To this end the university recognizes the importance of providing some place that can establish an identity for each department and contribute to the coalescence of communities of interest.

**Map 6: Walking Circles**

NOTE: These walking circles are a general representation of the distance a student can travel within the ten-minute class break. It assumes 7 minutes of walking time at a walking speed of 3 miles per hour. This data is not exact; it is meant to be a reference tool to help assess the location of the instructional core. Refer to Appendix L for other renditions of walking circles.

- (f) Within buildings, situate major pedestrian destinations, such as classrooms and departmental offices, so that adjacent activities are not unnecessarily disrupted by pedestrian traffic. For example, locate large lecture halls on the ground floor of multi-storied buildings; if necessary, locate smaller classrooms, seminar rooms, and departmental offices adjacent to stair towers or elevators on upper levels.

- (a) Consider the use of the open space when siting buildings and trees, taking care to provide sunny, outdoor spaces for formal class meetings and informal group meetings and activities.
- (b) Outdoor classrooms used as a part of curricular offerings are identified on the diagram below. These open spaces should not be thought of as potential building sites without adequate provisions being included for the replacement of these activities in equivalent spaces. Consideration should also be given to other open spaces that are not part of curricular offerings but serve as “outdoor classrooms.”

Outdoor Classrooms

Many campus open spaces serve as vital classrooms (see diagram below). These functions require open, sunny spaces (for example, sports fields, marching-band practice areas, the Urban Farm, and informal, outdoor meeting spaces).



Diagram of Outdoor Classrooms (used for curricular offerings)