

Date: June 9, 2014

To: Jerald Ainsworth, Provost

From: Karen I. Adsit, Assistant Provost
Janet Spraker, Director, Engineering Services
On behalf of the Lupton Repurposing Committee

Re: Proposed Renovations and Anticipated Needs for Lupton Hall (Lupton Library)

The Lupton Repurposing Committee was charged with proposing renovations and anticipated classroom needs to be added to the Lupton Library once the new library opens. The committee has representation from a variety of departments across campus and is listed below.

Dee Dee Anderson, Student Development	Mike Long, Finance
Beth Crawford, Education, Graduate Studies	Claire McCullough, Computer Science/Eng
Rebecca Dragoo, Records	Ed McMahan, Engineering/Eng Management
Jennifer Ellis, Education	Mark Mendenhall, Management
Ahmed Eltom, Engineering	Billy Millican, Education
Kelli Flood, Facilities	Linda Orth, Records
Jason Griffey, Library	Charlene Simmons, Communication
Kelly Griffin, Academic Affairs	James Spruill, Classroom Services
Timothy Haley (SGA)	John Swanson, History
Jim Henley, Marketing and Entrepreneurship	Hannah Turcotte (SGA)
Dan Hollingsworth, Accounting	Jeffrey Wetherill, CAIT
Rebecca Jones, English	Cecelia Wigal, Engineering/Computer Science
Theresa Liedtka, Library	Joe Wilferth, Arts & Sciences
Gary Liguori, HHP	

The draft proposal attached has been reviewed and approved by the committee. This proposal was developed with the understanding that professional architects would review this draft and meet with departmental, facility, and classroom support personnel to discuss the proposal as specific plans are developed that address the needs according to the allotted budget.

We hope that this proposal satisfies our charge. We look forward with anticipation to moving ahead with this project.

cc: Tom Ellis
Richard Brown

**Lupton Repurposing Committee
Proposal for Renovation and Occupancy**

The current Lupton Library building will be vacated sometime in FY 2015 as the Library and related offices are moved to the new library and other campus buildings. The attached proposal has been reviewed and approved by the committee. This proposal was developed with the understanding that professional architects would review this draft and meet with UTC departmental, facilities, and classroom support personnel to discuss the proposal as specific plans are developed that address the needs according to the allotted budget.

Overview of the Building and Assumptions

The existing Lupton Library has three floors (approximately 116,349 gross square feet [gsf]/75,627 assignable square feet [asf]). Assuming the portico is enclosed (which the committee endorses), this would increase the assignable square feet to 79,060 (121,631 gsf).

Departmental Office Needs

The committee endorses that the following departments and offices be moved to the repurposed space.

- English
- Philosophy & Religion
- Communication
- Modern & Classic Languages and Literatures
- History
- Integrated Studies
- Arts & Sciences Dean

Department	Current Location	Current asf	Projected asf Needs	Notes
English*	Holt/Lupton	10,162	11,178	10% growth projected
Philosophy/ Religion	Holt	2,350	2,350	No projected growth in faculty lines
Communication*	Frist/Metro	8,033	8,836	10% growth but should have economy in shared classrooms
Modern & Classic Languages & Literatures*	Brock	2,601	2,861	10% growth projected
History	Brock	2,215	2,437	10% growth projected
Integrated Studies Office	Pfeiffer	150	300	Small suite, administrative offices
Dean, Arts & Sciences	Holt	1,084	1,301	10% growth projected
TOTALS		26,595	29,263	

** Existing departmental "owned" classrooms are included in the departmental current square footage.*

These moves will free up space in Holt, Brock and Pfeiffer for other purposes and will allow for the demolition of Frist Hall (based on the proposed relocation of the Disability Resource Center). It is proposed that Brock be focused on the Social Sciences with the Psychology and Sociology/Geography/Anthropology departments located in this building. Suggestions for reuse for other vacated space in these buildings are not included in this proposal.

These moves and space allotments will result in approximately 40,000 assignable square feet to use for new classrooms and student "interaction space."

The committee recommends the inclusion of student interaction space – space that is configured for small impromptu student meetings and study – on each floor throughout the building. Since this building is located in the center of campus, it can begin to serve as a central student “connections” building that brings most students into the center hub of campus. In addition, most departments suggested for relocation into the building include a number of departments who offer general education classes, which should also result in high student traffic as a matter of course.

Classroom Space Needs

UTC’s current classroom inventory consists of the following. (These numbers also include the new classroom spaces in the new library facility).

Seat Range	Number of Classrooms
1 to 25	33
26 to 49	74
50 to 100	10
101 to 200	3
Over 200	5*

* List does not include the Hayes, Cadek or Ward Theaters

The departmental relocations already include space allocations for the following special departmental classrooms.

Department	Number of Classrooms Included in the Departmental Space Allocation
Communication	3
English	4
Modern & Classic Languages & Literatures	1

A survey of department heads indicated a need for more classrooms that seat 50-100 students, 101-200 students and over 200 students. (See page 5.) In addition, department heads noted to lack of classrooms configured to implemented trends in active learning pedagogy.

Given that there are approximately 40,000 asf for new classroom spaces, the committee recommends the following sizes and types of classrooms that address the campus and department heads needs.

Classroom Size	asf per Student Station	Total asf per Classroom	Number of Classrooms	Total Seats	Total asf Needed
100-seat classroom*	20	2,000	6	600	12,000
75-seat TEAL/SCALE classroom	30	2,250	5	375	11,250
120-seat TEAL/SCALE classroom*	30	3,600	2	240	7,200
200-seat flexible lecture hall (see image on page 6)	40	8,000	1	200	8,000
TOTAL			14	1,415	38,450

** The committee believes that there can be built-in flexibility in some of the classrooms. For example, the committee proposes that there be three 40-seat classrooms that might also be configured into one 120-seat classroom or some variation on these numbers. If this option is included in the plan, special care must be taken in scheduling these classrooms. For example, it is suggested that one configuration of the flexible space might be used for MWF classes and other configuration be used for TTh classes, which would help with the management of the flexible spaces. The committee recommends that the Classroom Services area (Media Resources) be charged with set up and changes for these flexible spaces based on the semester schedule and other scheduled events.*

An additional 200-seat flexible lecture hall is suggested if the final plan allows for additional classroom space. (This would increase the total number of 200-seat lecture halls in the renovated space to two.)

The design for all of the classrooms should be flexible enough that faculty can plan for and implement small group work, active learning strategies and varying pedagogies. The student workspaces must include space that allows students space for laptops, books and other classroom supplies and equipment.

Technology Enabled Active Learning/Student-Centered Active Learning Environments (TEAL/SCALE) classrooms are designated active learning classrooms that allow small student groups to work together. TEAL/SCALE classrooms usually have a flat floor, with flexible learning spaces (easily moveable furniture, seats and tables), and an instructor station. Student group spaces should include workspace for at least 8-10 students per group, surface space for laptops (at least three at any one time), continuous whiteboards throughout the classroom, projection areas and video projectors. A typical class session should be able to accommodate lecture, recitation, small group work, and hands-on experimentation, supported by interactive digital media and items from the Internet. Cameras and projectors should allow an instructor to highlight a specific student group's work by broadcasting to the entire room.

These new classrooms should be open and available to all departments to be used as general teaching spaces and should be scheduled to the THEC standard minimum utilization of 80%. The committee suggests that teaching in the TEAL/SCALE classroom be restricted to faculty who use active learning strategies and who have been trained to implement those teaching strategies using the technology/equipment in the room.

During the process of the work of the committee, several committee members spent a day at Georgia Gwinnett College (<http://www.ggc.edu/>) to observe several classrooms designed specifically for active learning. Several ideas from that trip have been included in this proposal: Pilot classrooms for testing and experimentation of new technology and equipment and dedicated "adjunct"/faculty space for preparation and access to facilities for materials preparation. Additional ideas and some specific technologies explored during that trip are listed in Appendix A.



Sample TEAL/SCALE classrooms as implemented at Georgia Gwinnett College, visited on April 1, 2014



Sample active learning classroom with whiteboards as implemented at Georgia Gwinnett College, visited on April 1, 2014



A department heads survey was conducted to determine the types of classrooms that are needed, but difficult to schedule, given our current facilities. Most of the needs mentioned in the survey results have been addressed in this proposal.

Department Heads Classroom Needs Noted in the Survey and Accommodated in this Proposal

- Classrooms in which active learning strategies can be implemented because of flexible room layout and furnishings, rooms that allow group work and team-based pedagogy.
- Large lecture classroom
- Applicable and adequate working technology to support pedagogical needs
- Consistent, reliable wireless access in all classrooms
- Appropriate (and comfortable) desks for our students
- Modular and flexible furniture and chairs, get the classroom design out of rows and seats
- Flexible equipment/technology for online/distance capability for any class that might want to collaborate with sites off campus (and possibly across the world) (with reliable support)

Department Heads Classroom Needs Noted in the Survey and NOT Addressed in this Proposal

- Studio space for arts-related classes (Communication, Art, Interior Design, Theater, etc.)
- Lab space for disciplines (Biology, Chemistry, Environmental Sciences, Geology, etc.)
- Spaces that mimic authentic environments and can allow video recording for student feedback, observation, and analysis (for profession-based disciplines (e.g.: Counseling, Nutrition, etc.))

Other details to consider in the classroom design include lighting, acoustics, presentation systems, and “broadcast” capabilities.

Lighting and Lighting Controls

It is assumed that the lighting for the classrooms will be flexible, with dimmers and zones or a variety of possible levels of light. The design should also encompass additional lighting controls and window treatments as necessary. Lighting banks configured for the best possible variations (comfortable reading light levels to projection levels) should be included and controls must be readily accessible by instructors. It must be possible to have lighting levels that allow use of the whiteboards and projection devices at the same time for viewing. Window treatments must be non-reflective and provide maximum light control even during the middle of the day.

Presentation Equipment

Basic presentation/projection equipment must be included in all classrooms. The equipment should allow both instructors and students to present a wide range of video, audio, from the Internet and from the computer, either wired or wirelessly. It would be ideal to also be able to present and project from any of the workstations located in the room.

Temperature Controls

Classroom temperature controls should be available to provide for comfortable temperatures no matter how many students are in the classroom.

Acoustics/Audio/Sound

Each classroom proposed should have available any/all controls for a variety of sound inputs/outputs and also be acoustically sound. Some of the large classrooms should have built in microphones and amplification with volume controls readily accessible by instructors and students. Acoustics should provide for balanced audio across all the rooms, with little background noise and reverberation.

Whiteboards

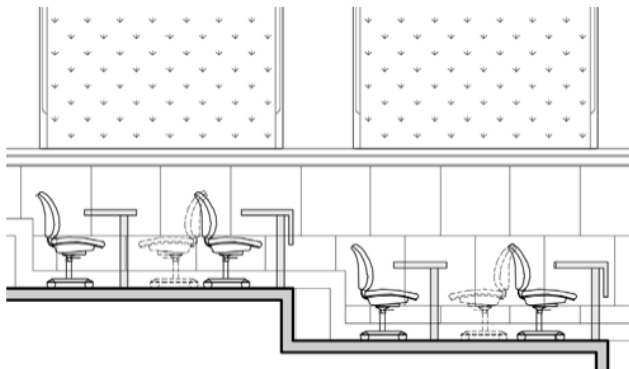
Ample whiteboard space on all possible classroom walls is ideal. New products should be explored that allow large whiteboards in most classrooms that might be used as a projection area and/or impromptu classroom notations. In some classrooms, it might also be ideal to be able to digitally save the contents of the whiteboard notations to files that can then be made available to students.

Instructor Stations

While the committee does not advocate an “instructor at the front of the room” approach, there still needs to be instructor stations in all classrooms. These stations should be flexible, movable and include easy access to presentation, lighting and temperature controls. The stations should accommodate input from a variety of installed devices as well as devices that might be brought into the classrooms by students, faculty and other presenters.

Lecture Hall Options for Active Learning Strategies

The committee believes that even the large classroom proposed (200 seats) can be configured to allow more active learning. For example, tiered seating can be installed that allows students to create groups based on room location by allowing some seats to swivel. (See picture below.)



Swivel chairs in team-based learning classroom, University of Notre Dame

(from Learning Spaces Collaboratory. [2013])

Special Purpose Classrooms

The allocated space for the departments for English, Communication and Modern & Classic Languages & Literatures include specialized classrooms for their use. These special classrooms should be designed for maximum use by both those departments as well as by other departments who may have the same or similar hardware and software needs (Art, Music, Interior Design, etc.)

Distance Learning Classrooms

It is anticipated that the basic technology set up for all of these classroom will be able to be configured to allow simultaneous Internet video and audio connections and collaborations to multiple remote sites (including international) using permanently-installed hardware and/or software solutions.

Pilot/Observation Classrooms

The committee would like to suggest that, of the planned classrooms, at least one be designated as a “pilot” classroom. This would allow the institution to have classroom space for experimentation and piloting of new pedagogies and teaching strategies, new equipment, and new configurations, etc.

In addition, several classrooms should be set up for easy observation and be accessible by visitors and others interested in observing the implementation of unique and different pedagogies and technology in the classroom.

Storage and Other Considerations

Instructor storage space should be included in most, if not all, classrooms for faculty items that might need to be stored in the building. These storage areas do not necessarily need to be in each classroom, but should be available for faculty to use on each floor and should be secure to prevent theft. Storage areas should be able to be shared by more than one faculty member.

The committee suggests that the departments be located throughout the building to provide a consistent physical presence on each floor.

The committee discussed that the building might include some common flexible space that is available for adjunct faculty and faculty who may teach in the building, but not have time to return to their offices between classes. Similar to a workspace “teacher’s lounge,” this flexible office space might include desktops and/or laptop connections and a printer to allow faculty to work on classroom materials, etc. A area such as this is not included in this proposed plan, but might be considered depending on the final layout for the building.

Implementation

It is suggested that further faculty travel for observation of innovative active learning teaching pedagogies and unique classroom space be planned after repurposing/renovation of the building is funded and scheduled. This will allow more immediate discussion on the use of the new classrooms closer to the time of their implementation. In addition, after renovation is completed, several current UTC faculty who are already implementing these practices can serve as models for how to use and teach in the rooms as part of a training program.

Policies and Procedural Needs

The committee suggests several policies and procedures related to the repurposed space. These are listed below. The committee is willing to draft these policies for approval, if requested.

- Policy to outline who is authorized to teach in the classrooms and what training is necessary. Suggestions include that faculty who implement active learning strategies are given “first dibs” on the classrooms.
- Policy that states that anyone who teaches in the newly refigured classrooms agree to any observation that may be scheduled by both internal and/or external audiences.

Maintenance

Classroom Services (Media Resources) and Facilities should create and implement a regular maintenance plan for equipment and classrooms. This will require a recurring source of funds for new equipment and any refurbishing or changes that might be required to maintain a functioning learning environment.

Assessment

Assessment and evaluation of the classroom space can include the number faculty who are trained and use the space for active learning, the number of students involved in those course sections, the “up” time for the classroom equipment, maintenance performed (or necessary to perform) and general use of the space. There might be some additional assessment that can take place as a part of the Student Rating of Faculty at the end of every semester.

References and Resources Used

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- Learning spaces toolkit. Retrieved from <http://learningspacetoolkit.org>
- MIT (n.d.). Technology-enhanced active learning. Educational Transformation Through Technology at MIT. Boston: MIT.
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- Van Horne, S., Murniati, C., Saichaie, K. (2012). Educause Learning Initiative: Assessing teaching and learning in technology-infused TILE classrooms at the University of Iowa. Washington, D.C.: Educause. Retrieved from <http://www.educause.edu/ir/library/pdf/SE11202.pdf>

Appendix A: Equipment and Ideas from Georgia Gwinnett College

Equipment Included/Viewed

- Epson Document Camera
- Panasonic (LED) projectors
- Sony HD video conferencing cameras
- Google Nexus devices for touchpad (wall panel)

Whiteboard Material: Walltalker (level 5 finish on the dry wall)

AirMedia/Crestron as instructor station controls

Mobishow - Wireless interactive presentation solution

Software Applications and Materials

- ViaResponse
- UnderstandIt
- Socrative
- GoodNotes
- Educreations (video clips from whiteboards)
- Kahn videos

Ideas to Include in Plan

- Pilot classrooms for testing and experimenting
- Dedicated space for adjunct faculty/faculty prep/technology access
- Lab prep space for sciences outside of classrooms to be rolled into lab space (allows for increased use of the classroom space over more hours by moving the lab preparation outside of the classroom)

Ideas that Must Be Included

- Lighting
- Maintenance
- Room: Rules (food, drink, use, training, etc.)
- Acoustical and Audio Levels