POLICY TO MAINTAIN SUFFICIENT INSTRUCTIONAL SPACE

The University’s ability to maintain sufficient instructional space is challenged due to steady increases in student enrollment and the loss of classroom seating that results when classrooms are remodeled to current pedagogical and building standards. Therefore, the University is instituting the following policies to increase instructional space when new building occurs on campus and to protect the quality and capacity of existing instructional space:

University Classrooms in New Buildings:

To ensure that the University builds and maintains sufficient classroom space, a policy requiring the inclusion of general university classroom space in new buildings is necessary. Even in those instances when construction of a new building is made possible by donation of private funds, the frequent necessity to match these donations using state funds and the ongoing use of University financial resources to maintain the building justify consideration of general university instructional space needs. Buildings comprised entirely of auxiliary spaces for which all operations will be paid entirely by student fees or rent (dorms) will usually be exempt from including instructional space that will be scheduled by the registrar’s office.

- When developing conceptual plans (“banker’s packages”) for construction of new buildings, units must consult with Facilities Services and the University Space Committee (USC) regarding the suitability of including general university instructional space. Early review of the potential for committing space to this important need is intended to facilitate subsequent planning and fundraising efforts.

- Similarly, planning for major renovations to existing buildings must include a comprehensive review of the potential for maintaining or expanding general university classroom space.

- Depending on the size of the building and its functional purpose, Facilities Services and the USC will make a determination concerning the inclusion of general university classroom space. The specific configuration, size, and seating capacity of the instructional space(s) will be guided by standards developed by Facilities Services and the USC, in consultation with the Registrar, and will be discussed with the relevant academic/administrative unit(s) and the architectural and engineering design team.

- Once the process described above establishes the expectation for inclusion of classroom space, subsequent alterations in the scope or design of the project should include specific conversations with Facilities Services and the USC to address any impact on previously agreed upon classroom space. A guiding principle is that reductions in the designed space be proportional or, more specifically, that classroom space not be reduced disproportionately.

- If a building is deemed inappropriate for general-purpose classrooms (e.g. due to location or specificity for research), the project planning will explore the possibility of including funds to add university classroom space at another location on campus or to examine conversion of existing research space being vacated to classroom use.

- Facilities Services will report back to the University Space Committee on any justification for not including classroom space in a new building.

- Design principles and programmatic plans will be reviewed by the Office of Equity & Inclusion and Disability Access Services to ensure compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act.
Conversion of Instructional Space to Other Purposes

No conversion of general purpose or departmental instructional space to other purposes is to occur without prior review by the University Space Committee. The USC is advisory to the Provost and the Vice President for Finance and Administration. To be supported by the USC, the proposed conversion must meet the following conditions:

- When instructional space is proposed to be converted to non-instructional use, replacement instructional space must be made available by the academic/administrative unit. The space provided as replacement must match or exceed the seating capacity and accommodate the instructional functions of the original space; it must also be accessible to individuals with disabilities, as determined by Facilities Services in collaboration with the Office of Equity & Inclusion and Disability Access Services. The academic/administrative unit shall be responsible for all expenses associated with the conversions of space.

- In cases where general-purpose instructional space is transferred to a department or administrative unit, the department or administrative unit is responsible to provide replacement instructional space that maintains or increases the overall inventory of instructional space (general purpose and departmental). For example, a department cannot acquire a general-purpose classroom, convert it to a non-instructional purpose, and offer a departmental classroom in exchange, because that results in a net loss in the instructional-space inventory.

Replaces “Policy to Maintain Sufficient Instructional Space for General University Use” Approved October 27, 2009

Approved by Provost and Vice President of Finance and Administration, August 21, 2012