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## **Minutes of Facilities Planning Workshop The College of New Jersey**

January 15, 2003

*The text below is transcribed from an all day Facilities Planning Workshop at The College of New Jersey on January 15, 2003. Thirty-nine attendees representing a wide cross-section of the College community spent the day in an intellectual exchange relating to current facility planning issues. Representatives from H2L2 facilitated the workshop exercises. The following topics were discussed in small groups and major points were written on large newsprint tablets. The results of the small group discussions were orally presented to all attendees.*

### **Morning Session: Implications of Curriculum Changes on Formal and Informal Learning Opportunities**

- Group 1: Academic Buildings*
- Group 2: Faculty / Administrative Offices / Student Services Offices*
- Group 3: Library*
- Group 4: Student Center / Student Spaces / Outdoor Areas / Parking*
- Group 5: Residence Halls*
- Group 6: Technology / Communications*

### **Afternoon Session: Housing**

- Group 1: Singles vs. Doubles*
- Group 2: Freshman Experience and Common Baths vs. Private Suite Baths*
- Group 3: "Grade-Level" Zoning / Location / Parking*
- Group 4: Living Learning Environment / Location*
- Group 5: Optimal Residence Hall Size*
- Group 6: Demo TW?*

**MORNING CURRICULUM WORKSHOP**

**GROUP I**  
**ACADEMIC BUILDINGS**

*(Students identify with their academic area – A major part of their life at TCNJ)*

**EXISTING BUILDINGS**

*What do we have now?*

*Will these spaces meet the needs of:*

- *Smaller*      *5-10 people*
- *Medium*      *8-18*
- *Med./Large*   *18-50*
- *Large*      *Over 50*

*Can we have convertible spaces? – Multi-use.*

*Need for “display” areas for student projects (might be combined with student lounges).*

*Faculty – Collaborative work-spaces (Adjunct).*

*Need “sense of entry”*

*Constructed so that there is future flexibility (fewer interior walls might be added).*

**PLANNED BUILDINGS/AREAS**

*Art – Need for individual studio space, cubicles.*

*Education*

- *Classrooms*
- *Group Rooms*

*Computer Science*

- *Need for Labs?*
- *Student use of laptops instead of P.C. 's?*

*Inter (and Intra) disciplinary project space*

- *Fac/Student Meeting/Discussion space*
- *Academic Bldgs.*
- *Residence Halls*

*Additional meeting space within Residence Halls*

*Small Conference Rooms for Fac/Student Groups*

- *Work rooms*

**GROUP I**

**Sheet 2.**

*Center/Central "Common" Space in Academic Buildings/Residence Halls*

- *More inviting/conducive to impromptu interaction*

*Wider hallways/benches in hallways*

*Natural lighting*

*"Interior Quad" between buildings for additional interaction*

- *Benches*

**GROUP II**  
**FACULTY/ADMINISTRATIVE OFFICES/STUDENT SERVICES**

*Sense of Large, Joint Meeting Spaces, Group Advising Space*

*Additional opportunities/spaces for Faculty interaction with Students*

*Studios/Labs in addition to offices*

*Additional opportunities for Faculty interaction with Student Services*

*Disperse Student AVC throughout campus*

- *Bursar Office satellite in Academic Building*

*“Flexible Spaces” within Buildings*

- *Registration in School of Business Building*
- *Fore thought in planning for future growth*

*Faculty to Faculty space-Spaces for Adjuncts*

**GROUP III**  
**LIBRARY**

**TYPE OF WORK**

*More individual study spaces*

- *Wired/un-wired, quiet, secure, etc.*
- *Collaborative work space (Conference rooms, lounges, sm. project rooms, messy coffee, patios)*
- *Flexible space*

**COMMUNITY**

*Faculty project spaces, Teaching center*

*Open to Community (Access)*

**MODES OF LEARNING**

- *Theater/Film – Listening/viewing*
- *Computer*
- *Non-tech Space*

**OTHER**

- *Presence of Arts*
- *24-Hour spaces*
- *Distribution of Xerox, Printers in enclosed space*

**GROUP IV**  
**STUDENT CENTER/STUDENT SPACES/OUTDOOR AREAS/PARKING**

*Student Center (4<sup>th</sup> Hour Impact) = 12% Increase*

- *Seating Areas*
- *Flexible use of Small Rooms (Block out noise)*
- *Wireless Retrofit and places to plug in*
- *Activity Areas (Ping-Pong...)*
- *Open Space*

*Parking – Will Students park longer (may depend on when 4<sup>th</sup> Hour scheduled)?*

*Coffee House Spaces/In Academic Spaces – Location/Quality*

*Outdoor Spaces*

- *Kiosks/Mobile Vending in good weather*
- *Bench clustering*
- *Mini Amphitheatres*

*Large group meals*

**GROUP V**  
**RESIDENCE HALLS**

**REALITIES**

1-Computer Lab – 10 Halls (Closing at midnight) (Wolf)

*Huge lounge spaces (TW, Decker, Cromwell, Eickhoff)*

*\*-Large lounge spaces elsewhere (Centennial, Norsworthy, EAB)*

2-Seminar Rooms (Eickhoff)

2-Seminar Rooms (TW)

*Individual “Study Lounges” in Townhouses (Really a living room with lighting problems)*

*Some floor lounges (with desks) – Decker, Cromwell*

*Floor lounges in TW used for Residence*

*\*New Residence*

**WISHES**

**Eating and Gathering**

- Coffee
- Conversation
- Good lighting

**Faculty/Staff in Residence (Mentoring)**

- Wireless or data jacks

*Study and Lounge Spaces*

- Quiet
- Conversational – Ergonomics matter
- Laptop room
- Difference sizes and furnishing configurations

**GROUP V**

**Sheet 2.**

**Living Learning Spaces**

- *Office advisement space*
- *Seminar Spaces*
- *Technology Study Rooms – Discipline Special – Pods*
- *Learning Communities*

**GROUP VI**  
**TECHNOLOGY/COMMUNICATIONS**

*Wireless – Infrastructure*

- *Flexibility/Redundancy/Long-term/Affordability*

*Integrated Access Technology*

- *ID – Computer-Office Lights-HVAC*

*Distance Learning/Off-Site, Remote Access*

- *Faculty/Staff/Commuters*
- *Distance Working and Research*

*Emergency Communications/Video Security*

*Specific Space Needs*

- *Personal*
- *Flexible/Offices Adjuncts*
- *Visitors/Guests/Alum*

*Small Groups*

- *Seminars/Projects/Homework*
- *AC. Bldgs.*
- *Res. Bldgs.*
- *Informal meeting space*
- *Commuter Spaces*

*Tech Kiosk*

- *IT Access into privately developed spaces*
- *Smart Classrooms*
- *Alumni*
- *“Smart” presentation space – Flexible large space/to small space*

*Teaching & Learning Center*

- *Training space*
- *Studio*

*Research/Lab Space*

**CURRICULUM WRAP-UP/ OUTLINE FOR ACTION PLAN**

**“ACADEMIC TRANSFORMATION”**

1. *Tour Faculty, Staff and Board members through the residence halls.*
2. *Arrange for campus visits of aspirational peers and competitive peers.*
3. *Identify groups to continue planning efforts – stakeholders (good process=good product)*
4. *Student focus groups / Other Schools*
5. *Programming / Funding / Visioning*
6. *Develop a culture of “flexibility”, NOT “territories” (Pros and Cons)*
7. *Redefine the definition of the buildings*
  8. *Identify a committee for planning for this change: Who? And What is their charge?*
9. *How to get the message out to faculty? Academic Leaders, Faculty Senate, Schools*
10. *Create a Statement of Principles / Facilities Guidelines*

**AFTERNOON HOUSING WORKSHOP**

**GROUP I  
SINGLES VS. DOUBLES**

*Freshmen*

- *Doubles*
- *Gang Baths*

*\*Mix with other class dining services*

*Sophs/Juniors*

- *Doubles & Singles*
- *Suites*
- *Dining Services*

*Study & Work Spaces*

*Junior & Senior*

- *Dorms Singles & Doubles*
- *Suites*
- *Apartments Autonomy*

*What do Students want?*

*What is good for them?*

*What do parents want?*

*\*Minority opinion*

**GROUP II**  
**FRESHMAN EXPERIENCE/COMMON BATHS VS. SUITE BATHS?**

**CONCLUSIONS:**

*Groups of 30 students to share two (2) bathrooms*

*Let students decide whether:*

- *2 – Co-ed Bathrooms or,*
- *1 – Each Male & Female*

*Create common spaces for 30 students (Study, Sociable)*

*Tie residence to first year semester seminar (FYS FSS)*

*Two seminar groups to each cluster (Enrollment in FYS FSS drives residence)*

*Short Term – 3 seminars of 15 each to each floor of T/W*

*Longer Term*

- *Trash T/W*
- *Build new human sized units with 30 students per floor*

*Find out how possible examples have worked on other campuses*

*Roommates?*

**GROUP III**  
**GRADE LEVEL**

**MAINTAIN FYE**

- *Finr. (becomes advisors)*

*Maintain sophomores*

- *Due to developmental needs*
- *Doubles vs. Singles*

*Living Learning Community*

- *Importance of floor size – 30*
- *Center Lounge*
- *Timing of construction and into of Faculty-in-Residence*
- *Role of dining in Living/Learning Community (Previous lack of success; need for multi-disciplinary cohorts)*

*Third & Fourth Year – More Singles*

- *Impact of construction timeline and academic transformation implementation*

**LOCATION**

*???? Not an easy decision*

*Like the Centennial/ABE/Norsworthy concept but, not enough to accommodate 300-1,600 students.*

*Freshmen removed*

*Loose 2<sup>nd</sup> Year natural grad level cohorts, and their close geographical proximity to the core of the campus.*

**PARKING**

*No FY parking in immediate future (supports developmental/transition to college success).*

**GROUP III**

**Sheet 2.**

*However – issues.....*

- *Academic internships to commute to:*
- *Employment in career track & family finances; convenience to dual working parents*
- *Continued community service from high school experience*

*Need for visitor parking I the residential zone.*

**GROUP IV**  
**LIVING & LEARNING ENVIRONMENT/LOCATION**

*How segregated should living/learning space be?*

- *How does this intersect with “grade-level” groups?*

*Maximizing the spectrum of activities available in living spaces*

- *Living*
- *Study*
- *Social*
- *Recreation/Wellness*
- *Eating*

*Seminar space for frosh in living spaces/learning communities*

*Linkage between room assignment & academic program*

- *Freshmen*
- *Discip. or inter-discip. Groupings, e.g. “Spanish House”*

*Smaller sites develop better communities*

- *Good compromises for privacy issues*

*Tutoring space*

**GROUP V**  
**OPTIMAL RESIDENCE HALL SIZE**

*Guided by principles, not just bed count*

- *Safety*
- *Community*
- *Flexibility (e.g. Thematic Houses)*

*Clustering of smaller buildings*

*Outside spaces with functions, purpose*

*Variety of options through the students' years*

*Ideal 250-350 beds -----automatic community*

**GROUP VI**  
**DEMO TW**

Focus Group

Cost Increase – Initial vs. eventual

	<i>Mass Housing</i>
	<i>Community</i>
<b>TW PROS</b>	<i>Lower maintenance costs</i>
	<i>Apathy correlates to comfort</i>
	<i>Financially cheaper to leave alone?</i>
	<i>Aesthetics unimportant later on</i>

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	<i>Health issues – Air conditioning</i>
	<i>We will eventually tear down anyway</i>
<b>TW CONS</b>	<i>Elevator problems/appearance</i>
	<i>Life in the projects (aesthetics)</i>
	<i>Inconsistent with our image</i>
	<i>Noise – Non-conducive to learning-Lounges occupied</i>
	<i>Optimal size is 250-300 beds</i>
	<i>Cannot accommodate Faculty live-in</i>
	<i>Does not house entire freshman class</i>
	<i>Unattractive to prospectives/parents</i>

## HOUSING WRAP-UP

### **1. Residential / Academic Concept**

- *The College envisions changes taking place to better integrate academic space and housing, perhaps creating residential / learning communities. The 1<sup>st</sup> Year Seminar concept of grouping freshmen students by discipline could possibly be extended to grouping students in residential settings. The College should also look into other opportunities to classify students to group them in academic and residential settings. The residential/academic concept should be explored fully in any new building projects being designed or any renovations being considered.*

### **2. Advising**

- *Advising offices should be located in residence halls. These offices can be an extension of an office with a main office elsewhere or it can be the only location. The name of the advising function should be matched well to the building and residents it serves.*

### **3. Costs**

- *Many of the housing options are costly. While cost is not the single, paramount criteria, the College should take careful note of the long term costs to the College and the students. Many of the schemes seem to downplay the importance of "money making" residence halls while emphasizing those that are costly to build and expensive to operate.*

### **4. Assessment**

- *The housing options address shortcoming in the design and conditions of existing buildings. Again, the options seem to emphasize getting the "perfect" mix of unit types. This could result in a plan to remove or significantly alter a building that was basically acceptable, in essence "fixing something that ain't broke".*

### **5. Timetable**

- *It is recognized that many of the options do not need to be decided immediately. The critical path elements must be identified and addressed, but key issues such as Travers Wolfe and the "lake view area" can be given time to be resolved. Questions were raised about how much flexibility there is with the location and layout of the current apartment project.*

**6. Lake View Area**

- *It was agreed that the area now occupied by Norsworthy, EAB, and Centennial is a critical area of the campus. It is at an interface where the academic and residential areas merge. As such, it is critical that this area be comprehensively planned.*

**7. Critical Needs**

- *The College must identify critical maintenance issues that need to be fixed today. They need to be taken care of regardless of whether or not they "fit" with the long range plans.*