



# Grand Rapids Community College

## Space Renovation and Allocation Approval Process

Revision 1 – January 5, 2010

Reviewed by: Master Planning Team – January, 2012

PROCESS: Space Renovation and Allocation Approval

PURPOSE: A method of assessing and approving:

- Renovations beyond the scope of routine facility maintenance
- Changes in use or purpose of campus space
- Allocation of available spaces for new or expanding programs and services

CUSTOMERS:

Expect:

Transparency  
Easily accessible and unencumbered process  
Assistance with space development  
Functional and up-to-date facilities  
Effective environment to work and learn

OUTCOMES:

- A process consistent with College Mission, Strategic and Master Plans
- Facilities to meet the needs of students, staff, and the community
- Facilities and environments that reflect the Universal Guidelines developed by the Learning Environments Team
- Renovations within allocated funding

RELATED PROCESSES/ACTIVITIES

- Strategic Planning
- Master Planning
- Departmental Planning
- Budget Request
- Capital Campaigns
- Deferred Maintenance needs

MEASUREMENTS OF SUCCESS:

- Process is understood by participants
- Projects are completed within the budget
- Environment that is pleasant and/or comfortable for students, staff, and other users
- Plans accommodate growth
- Customers are satisfied with the process
- Learning environment conducive to student success
- Consistent with Master Plan

## SPACE RENOVATION AND ALLOCATION APPROVAL PROCESS

- Step 1: Departmental Planning –**  
This is the planning/identification phase, which is part of the annual departmental planning process.  
How is space impacting the ability of your department to accomplish its goals?  
Annual review of currently allocated space  
Annual rating of adequacy of space
- Step 2: Annual Resource Request Process – Both Budget and Space**  
The annual resource request process will now include requests for both budget resources and space resources. This is where departments will be asked to provide the detail data and narrative rational information.  
Example:
  - *Describe the change or renovation you are proposing*
  - *Provide rationale for the proposal*
  - *Provide data about accommodating growth, increase in staff and long and short term use of space*
- Step 3: Review of Department Plans and Resources Requests by EBCO**  
Executive Budget Control Officers will be responsible for working with their area to review/approve department plans, support/prioritize requests for resources, and submit prioritized requests to the Financial Services each year.
- Step 4: Master/Space Planning Team reviews submitted space requests**  
This is where cross college review and alignment with Strategic Plan and Master Plan occurs. The team will:
  - Review requests for alignment with Master Plan and strategic goals
  - Work with Exec Leadership/Cabinet for cross college prioritization as needed
  - Evaluate requests against identified standards/guidelines
  - Submit supported requests to Facilities for further cost analysis
  - Non-supported requests are returned to EBCO's for communication to requestor
  - Final recommendations with full financial impact data submitted for Executive Decisions (Cabinet)
- Step 5: Approved Requests forwarded to Facilities for full analysis*
- Step 6: Approval of Budget to support request*

## **SPACE RENOVATION AND ALLOCATION DECISION MAKING STANDARDS**

### **Mission Driven:**

Decisions will reflect commitment to the mission, vision, and strategic priorities of the college, believing that space is a valuable resource that must be used efficiently, and leveraged as a strategic asset to further the mission of GRCC.

### **Follow principles and guidelines from Learning Environment Team:**

The GRCC campus is a warm, vibrant and safe learning environment. The entire campus invites learning, engagement, professional conversation, reflection and social interaction. Decisions will be made that adhere to the Universal Guidelines established by LET.

### **Visionary and Futures Oriented:**

Decisions about the use of space are consistent with the Master Plan, and support long-range plans, and consider the future needs across programs and areas; with awareness of possible unintended consequences of proposed moves.

### **Efficiency & Stewardship:**

Decisions will be made that reflect consideration for people, square footage and cost implications, maximize our resources, and provide excellent environments for people to work and learn. Space changes are done in the most cost-effective way possible, minimizing the rework and expense of moving people multiple times, while still meeting college standards.

### **Compliance:**

Decisions will address all necessary compliance, code and legal mandate issues.

### **Data Driven:**

Decisions will be data-driven, considering enrollment and growth projections, financial performance, departmental services/performance data, etc.

Reviewed by Master Planning team – January 30, 2012

Appendix A  
(Will be submitted via an on-line form)

**Space Renovation & Allocation Request Form**

**Fiscal Year: 20xx – 20xx**

Department:

Budget Control Officer:

**A. General Description of Request** (including known equipment, technology or and/or furniture)

**B. Space Renovation/Allocation requested**

- a. Is this a request to renovate existing departmental space?    Y    N
- b. Is this a request for additional space?    Y    N
- c. If you have identified existing funding for this request, please identify the source of those funds:

**C. Request Justification**—please answer the following questions:

- a. For requests related to a new position:
  - 1. Has the new position already been approved?    Y    N
  - 2. Has this position been requested for 2010/2011?    Y    N
  - 3. Have you identified existing space within your department for this position?    Y    N
  - 4. How does this position and related space renovation/allocation needs address the issues/goals identified in your department plan?
- b. For requests due to an expansion or change in programs or services:
  - 1. Please identify the issues/needs driving this request (including compliance issues, departmental growth/demand changes, changes due to external forces, policies, etc.)
  - 2. Have you identified existing space for this request?
  - 3. How does this renovation/allocation request address the issues/goals identified in your department plan?
- c. For requests for general facility improvements and routine maintenance:
  - 1. Please identify the space/area for this request:
  - 2. What general improvements or changes are being requested?
  - 3. How do the requested changes address the issues/goals identified in your department plan?

## Appendix B

### SPACE RENOVATION AND ALLOCATION REQUEST INFORMATION

Different kinds of information will be needed for offices versus classrooms and labs. Listed below are some items to include in your proposal:

- Internal office adjacency (what office needs to be next to what office)
- ADA needs
- Long-term storage and filing needs
- Security concerns
- Describe the change or renovation you are proposing
- Provide rationale for the proposal
- Provide data about accommodating growth, increase in staff and long and short term use of space
- Endorsed by LET
- Enrollment projections – next five (5) years
- Number of faculty – full and adjunct (Day/Evening)
- Number of students the classroom or lab needs to accommodate
- Combined lecture space or shared space with other divisions
- Curriculum and instructional delivery system (distance learning, etc.) and the type of space needed to accommodate those
- Impact your request has on other work units' space

## Appendix C

### SPACE RENOVATION AND ALLOCATION GUIDELINES FOR DEVELOPING AND COSTING OUT PLAN

To be done in collaboration with the department/unit, Facilities and other related departments/teams:

- Obtain blueprint for present space from Facilities Office
- Use State Capital Outlay Specifications for determining general square foot standards (obtain from Executive Vice President for Business and Financial Services)
- Create plan with as few structural changes as possible
- Abide by the purchasing standards for furniture, technology, and equipment
- Instruction units will meet LET Guidelines (See Attached)
- Comply with legal mandates (ADA, OSHA, ASHRAE, etc.)
- Adjacency – the impact the proposed use of space will have on other units and systems
- Computer labs will be multi purpose labs. This means any new computer lab will be available for use by all instructional disciplines and students
- Break rooms/lounges/conference rooms will be interdisciplinary and not exclusive to one department/division
- There will be interdisciplinary approaches to room use
- Plan for sufficient student study/lounge space

## Appendix D

### RESOURCES/CONTRIBUTORS/STAKEHOLDERS:

- Work unit/Department submitting request
- Master/Space Planning Team
- Learning Environments Team
- Facilities Department
- Purchasing Department
- Financial Services
- College Leadership Council
- IT Department
- Construction/Design Consultants
- College Advancement/Donors

# Vision of the Learning Environment at Grand Rapids Community College

Prepared by the  
**Learning Environment Team**

*Endorsed by AGC, January 12, 2010*

This vision is the result of the work of the Learning Environment Team at GRCC. It represents the team's vision of the ideal GRCC campus as an enhanced learning environment. The vision was formulated after a great deal of consideration of the many factors that influence the campus community.

**The Grand Rapids Community College campus is a warm, vibrant and safe learning environment. The entire campus invites learning, engagement, professional conversation, reflection and social interaction.**

To achieve this vision, the Learning Environment Team has established the following universal guidelines for an enhanced physical learning environment at GRCC.

The enhanced physical learning environment at GRCC must:

- Meet the basic needs of human beings, including a diversity of physical needs
- Allow for multiple modes of learning in support of different learning styles and different teaching styles
- Allow and support individual choices and needs
- Provide places outside classrooms and offices that are conducive to formal and informal interaction
- Provide for flexibility in use of space
- Symbolize that learning is honored and that students and staff are valued
- Embody a democratic spirit by providing quality space for everyone
- Support access to and interaction with the greater community
- Be designed to meet functional needs; understanding that learning is distributed, has discipline-specific requirements, depends on technology, and requires multiple types of spaces
- Provide physically and psychologically safe spaces in support of learning

## Vision and Guidelines in Action

### **Information/Communication:**

- The names of all campus buildings convey a collegiate image.
- Maps, signage and electronic media assist students and visitors in locating buildings, offices and rooms on campus.
- Information about college services and resources is readily available to students, staff and visitors.
- Information about current college activities is readily available to students, staff and visitors wherever they are on campus.
- The prevailing consumer technologies are used to communicate important information to the individual student, employee or community member.
- Staff members are well-informed about college offices and services and respond accurately with warmth and courtesy to questions about the college.

### **Environment:**

- Bostwick Commons invites students and staff to gather outside for casual conversation.
- Comfortable, informal learning spaces located on each floor of every campus building encourage studying and informal dialogue. Food and beverage can be consumed in those informal learning spaces.
- Informal learning spaces adjacent to classrooms allow small-group pedagogies in classrooms to expand into the adjacent space.
- All internal building environments are quality, high-energy work and study environments. Walls are painted in vibrant, engaging colors. Artwork in hallways is visually appealing and stimulates thought and self reflection. All internal building environments encourage students to focus on their personal and academic goals and to respect needs and rights of others. Walls of the classrooms have ample whiteboard space and display colorful posters, artwork and instructional materials.
- Classrooms are equipped with tables and comfortable chairs that are appropriate for our population. This furniture can easily be moved to accommodate the preferred pedagogy for each class.
- Classrooms have sufficient space available to invite the movement of furniture, students and faculty throughout the room during the class.
- College policies empower faculty to create the classroom configuration that best supports the learning outcomes for that particular class.

- Technology that supports instruction is readily accessible. All classrooms have the technology infrastructure needed to accommodate future technology developments.
- Lighting in classrooms is sufficiently bright to promote reading and lively interaction. Level of lighting can be conveniently controlled to support various instructional methods.
- The college's heating/ventilation/air-conditioning (HVAC) system is regulated to levels that are safe, healthy, comfortable, and conducive to learning.
- All facilities are well-maintained (furniture, floor, carpeting, walls, bathroom fixtures, etc.)
- All areas of campus are physically and psychologically safe.
- Faculty office areas offer space for confidential conversations with students, one-on-one learning during office hours, and other individually-focused tutoring.
- A variety of quality food services are available and distributed throughout the campus. Picnic tables and benches are available throughout the campus
- The campus is a tobacco-free environment.
- Restrooms are designed for comfort and cleanliness. All equipment and materials are designed to minimize environmental impact. All restrooms have shelves to accommodate backpacks, books, etc.

### **Individual Needs:**

- All campus spaces strive to meet the basic needs of all individuals for a healthy, comfortable, and functional environment.
- The learning environments on campus are readily accessible to all learners and support a variety of learning styles and preferences.
- Students, staff and faculty are encouraged to develop and express their opinions. Opinions of a broad spectrum of individuals are respected.
- Students can identify and access places on campus where they feel comfortable and safe when necessary.
- Faculty are integrally involved in the setting of standards for all learning environments and in the design of those environments. The design of specialized instructional areas (e.g, science laboratories, art studios, etc.) relies heavily on the faculty who will teach in those environments.
- Faculty and staff have areas available for informal interaction over lunch and breaks. Interaction is facilitated with members of their own department and with faculty and staff from other offices and departments.

