

Teaching Space Utilization Analysis

Although constructing a new building may seem like the best way to produce more space on campus, it may not be the best use of your institution's resources. Sometimes an addition or new building is a more expensive fix than necessary. Sightlines' Teaching Space Utilization Analysis creates more accurate information so you can make better decisions regarding space on campus.

How it works

Sightlines creates an inventory of all teaching spaces and tracks their utilization. Our experience at hundreds of campuses nationwide allows us to compare your profile to those of peer institutions and best practices everywhere. These quick and cost-effective services can be performed separately or in conjunction with an Integrated Facilities Plan (IFP).



Results

As a result of the Teaching Space Utilization Analysis, your institution receives a database of facilities assets, utilizations, and specific deficiencies that:

- Includes links to photographs and, in many cases, verified CAD drawings.
- Can be coordinated with your Integrated Facilities Plan to assure you use institutional resources to reach the best outcome.
- Merges the deficiency database with the findings of the utilization analysis.
- Leads to the assessment of new space needs and/or any reconfiguration options that improve the use of space and/or the release of space for other purposes.

Sightlines' Analysis: A Three-Phase Process

Phase I: Teaching Space Inventory

- How many rooms (classrooms, labs, etc.) are there?
- How big are they?
- What are their configurations?
- What are the rated vs. actual capacities?
- What are the conditions of the facility, equipment, etc.?

Phase II: Utilization

- Do you have the **right** combination of rooms for the program goals?
- How often is each room occupied?
- How often is each seat occupied?

Phase III: Peer Comparison

- How does the overall profile compare to those of its peers?

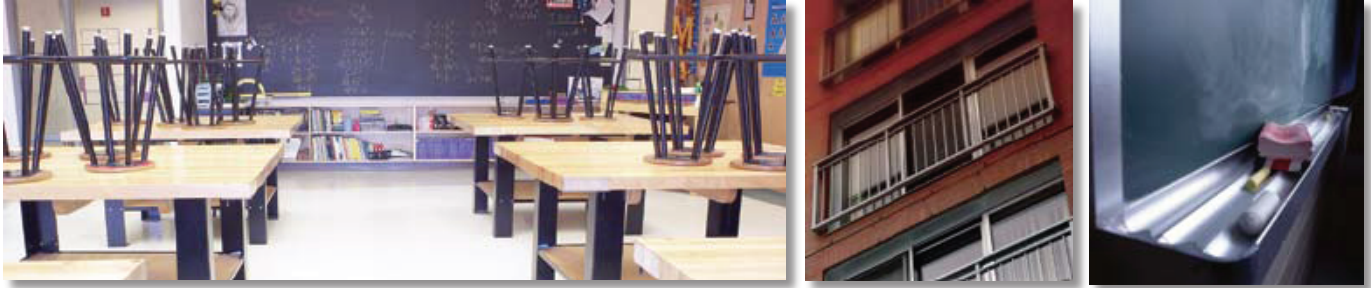


For more information, please contact us at info@Sightlines.com or call 203.682.4950

Sightlines
www.sightlines.com

SPACE

Teaching Space Utilization Analysis



Case Study

Background

Institution X felt that the number and profile of their classrooms (most of which were constructed between 25 and 50 years ago) did not meet the institution's current needs. Over time, class sizes had changed, the technology needed had evolved, and spaces became "owned" by departments – a process that limited scheduling flexibility. The campus generally believed that more space was the best way to accommodate the changing program demands of the institution.

Additionally, undergraduate laboratory spaces required stronger design standards. Many required updating, and some leaders thought it would be more economical and expedient to build a new lab building rather than to renovate existing space.

Analysis

Sightlines worked with the institution to catalog and understand the classroom conditions, their usage and their potential for renovation. Additionally, Sightlines worked with other schools to define best practices in lab design.

Results

These efforts illustrated tremendous opportunity to improve the utilization of existing spaces. In addition, the analysis showed that many of the institution's labs were the right size but wrong configuration. In combination, both analytical efforts defined ways to adapt existing spaces in lieu of high-cost new construction.

For more information, please contact us at 203.682.4950 or at info@sightlines.com.

Sightlines