Fleming College - Sutherland Campus

Interior Campus Development Plan

Final Draft - April 15, 2016

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Abbreviations

CMP	Campus Master Plan
COFSI	Colleges Ontario Facilities Standards & Inventory
GSF	Gross Square Feet
ICDP	Interior Campus Development Plan
FTE	Full-Time Equivalent
FTEE	Full-Time Employee Equivalent
IP	Integrated Planning
ITS	Information Technology Services
KPI	Key Performance Indicator KTTC Kawartha Trades & Technology Centre
NASF	Net Assignable Square Feet
SJF	St. Joseph's at Fleming
WSCH	Weekly Student Contact Hours

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Introduction

Introduction

Fleming College commissioned Educational Consulting Services Corp. (ECS) in October 2015 to develop an **Interior Campus Development Plan** (ICDP) for Sutherland Campus. The Study has three components:

A. **Backfill Plan** – to identify optimal uses for vacant building spaces at the Sutherland Campus

B. **Campus Space Plan** – to develop an accommodation plan for the future allocation of campus space that considers the long-term needs, strategic directions and priorities of the college, while leveraging, on a short-term basis, the opportunities created by vacant space

C. **Space management principles, practices and processes** – to strengthen or develop best-in-class processes, methodologies, tools and standards for space management at the college – instructional space scheduling policy, space management policies and allocation processes, criteria for the allocation of space, and space standards

Why an Internal Campus Development Plan?

A Campus Master Plan (CMP) for Sutherland Campus was completed in 2009 and sets out guidelines for the long-term development of campus lands and strategies to improve the student and visitor experience in the existing buildings. While the CMP is a vital planning tool, it does not address, in a detailed manner, the interior spaces of the campus.

The Interior Campus Development Plan (ICDP) was therefore commissioned to assess interior campus space in reference to the accommodation needs of all campus activities. The ICDP reviews existing conditions and sets out guidelines and recommendations to improve, over time, the organization and configuration of campus space to support the College's strategic goals, academic and service plans and operational objectives to advance the efficient utilization of the valuable space resource and optimize student learning and the experience of student life on campus.

Study Process

Although it would be ideal to develop a Backfill Plan as part of the process of preparing the ICDP, Backfill Plan preparation was fast-tracked to meet internal planning, budget and implementation timelines due to the fact that funds remaining from the Kawartha Trades & Technology Centre (KTTC) construction project, where most of the Backfill space is located, had to be committed by March 31, 2016.

The Backfill Plan was developed from November 2015 to January 2016 with the Backfill Plan report presented and approved in mid-January 2016. Work on the Internal Campus Development Plan and Space Management principles, practices and processes commenced in late January although data collected and analysis work for Backfill planning informed work on the other two study components.

Tasks Common to All Study Components

Timing – November – December 2015

- Review strategic and campus planning documents, building inventory and floor plans
- Analyze centrally scheduled instructional room timetabling data
- Room-by-room tour of all buildings at Sutherland Campus, Cobourg Campus, existing and potential college space at St. Joseph's at Fleming
- Consultations held on campus on December 10 and 11, 2015 + teleconferences with 20+ stakeholders including the Executive Leadership Team, Academic Deans and managers, Library and Learning Resource Centre managers, Service unit managers, and Student Administrative Council representatives to understand activities and space needs

A - Backfill Planning Process

Timing: November 2015 – January 2016

- Present Backfill Plan report to Space Committee on January 12, 2016
- Report approved by College and Board of Governors by end of January, 2016

B - Internal Campus Development Plan (ICDP) and C – Space Management Guidelines Process

Timing: January 2016 – April 2016

- Additional consultations on campus on January 28 and 29, 2016 + teleconferences with 30+ stakeholders focussed on understanding the needs and issues affecting academic, academic support and service groups
- Meet with Space Committee on January 28, 2016 to prioritize focus of work on space management guidelines
- Conduct four World Café workshops open to the college community on March 7 and 8, 2016 to gather input on ICDP issues and space management challenges (see Appendix A for details)
- Present Draft ICDP report to Space Committee on April 14, 2016
- Present Draft ICDP report to Board of Governors on April 27, 2016

Stakeholder Consultations – Small Group and Individual Meetings

Stakeholder	Position
Senior Leadership Team	
Dr. Tony Tilly	President
Laurel Schollen	Vice President, Academic
Brian Baker	Vice President, Finance & Administration
Sonia Crook	Vice President, Human Resources and Student Services
Kristi Kerford	Associate Vice President, Student Services
Space Committee / Project Steering Committee	
Laurel Schollen	Vice President, Academic
Sonia Crook	Vice President, Human Resources and Student Services
Kristi Kerford	Associate Vice President, Student Services
Roger Fitch	Chief Information Officer
Sue Kloosterman	Director, Academic Planning & Operations & Student Pathways
Angie Sims	Director, Budget Services
Terry Williams	Director, College Facilities
Kim English	Facilities Project Officer
School of General Arts & Science	
Judith Limkilde	Dean
Silvana MacDonald	Academic Chair
School of Business	
Maxine Mann	Dean
James Boesch	Academic Chair, School of Business
Nick Draker-Fortis	Culinary Operations Liaison
School of Health & Welllness	
Carol Kelsey	Dean
Molly Westland	Academic Chair
Sherry Gosselin	Operations Leader
Tracy Partridge	Faculty
School of Justice & Community Development	
Carol Kelsey	Dean
Linda Poirier	Academic Chair
Sherry Gosselin	Operations Leader
School of Trades & Technology	
Maxine Mann	Dean
Hossein Ahair	Academic Chair
Haliburton School of the Arts	
Sandra Dupré	Principal, Haliburton Campus
Gayle McIntyre	Program Coordinator, Museum & Conservation Programs
Academic Operations	
Sue Kloosterman	Director, Academic Planning & Operations & Student Pathways
Sally Ellis	Academic Operations Officer – Timetabling
David Baker	Business Analyst - Academic
Learner Support	
David Luinstra	Manager, Library Operations
Information Technology Services	
Roger Fitch	Chief Information Officer
Barry Knight	Manager, IT Customer Service
Finance & Facilities	
Linda Humphries	Director, Purchasing
Terry Williams	Director, College Facilities
Student Administrative Council	
Rob Williams	President, Student Administrative Council
Chris Smith	General Manager, Student Administrative Council

Stakeholder Consultations – World Café Workshops

A total of 86 members of the Fleming College community participated in four World Café workshops in March 2016. An account of the input received and stakeholders who attended is provided in Appendix A.

Study Scope

This study focusses on the main academic complex at Sutherland Campus. Residences and sports and recreation facilities on site are outside the scope of work.

Management of Resources at Fleming College

The College has initiated the **Meta Project** in recognition that successful delivery of the Strategic Plan is dependent upon excellent infrastructure and services, multi-year financial management, quality academic programs and delivery, and human and capital resources. The Project focuses on developing **Integrated Planning** and **Lean methodologies** to address financial challenges and objectives. The Integrated Program Planning tool for academic programs was launched in 2014 to evaluate all programs based on relevancy, quality and financial metrics. The College is now developing a IP process for services.

The Internal Campus Development Plan, mapping out recommendations for the optimization of campus space, has been prepared using a consultative and analytical process in keeping with the College's commitment to evidence-based planning.

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Planning Context & Campus Overview

Planning Context & Campus Overview

Planning Context

Strategic Planning Documents

The Internal Campus Development Plan (ICDP) is guided by the College's strategic ambitions and plans and builds on prior planning work. Key documents include the most recent Strategic Plan, Academic Plan, Business Plan, Internationalization Strategy, Strategic Mandate Agreement, Meta Project and Sutherland Campus Master Plan.

2015 – 2018 Strategic Plan

Our Vision

FLEMING. MORE THAN SKILLS

Our Values

Learning – knowledge, skills and attitudes – for work and life
Collaboration – with communities and employers, students and each other
Creativity – in teaching and supporting students
Continuous Improvement – to innovate, grow, and excel
Sustainability – for our college and our environment
Inclusiveness – to welcome and value all students and all perspectives

Strategic Priorities

1.   Deliver Outstanding Student Learning and Experiences
2.   Collaborate and Prosper With Our Communities
3.   Excel as an Organization
4.   Enhance Financial Health and Sustainability

Our Core Promise to Students

LEARN - You will be empowered to develop both technical and life skills. You will be the architect of your own experience, choosing from an array of exceptional educational and extracurricular opportunities, within and beyond the classroom.

BELONG - There is a special feeling to our campuses. Our faculty and staff members, along with your classmates, welcome, engage and support you as you live, learn and grow as part of our inclusive learning communities.

BECOME - You will be equipped with the tools you need to build a better future – for yourself and for those around you. You will have renewed confidence in your skills, values and capabilities.

2009 Sutherland Campus Master Plan

The CMP sets out recommendations for campus development over the long-term including strategies for land use, campus arrival and entry, new building siting, vehicular access and parking, transit, cycling, signage and wayfinding. Internal building planning includes strategies to strengthen circulation and wayfinding, social spaces, and enhancements to architectural features of main public areas.

Building expansion plan: KTTC sited and College Green is framed by 2 new buildings accessed directly by a realigned entry road. p. 40
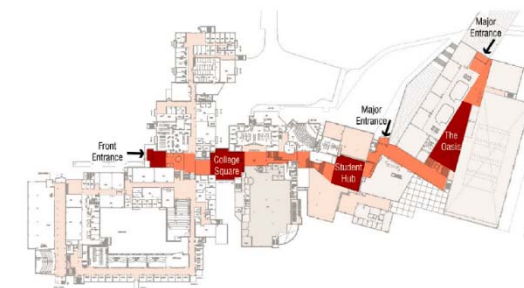
Circulation and Wayfinding enhancement – p.48

Campus Enrolment Profile

Sutherland campus supports 67% of Fleming College's overall enrolment. The total campus enrolment and distribution of enrolment by school/program area is shown in the table.

Sutherland Campus Enrolment – 2015/16

School/Program Area	FTE Enrolment	% of Total Enrolment
Health & Wellness	1,146	25%
Trades & Technology	1,139	25%
Justice & Community Development	1,251	27%
Business	754	16%
GAS	269	6%
Arts	60	1%
Total	4,619	100%

FTE – Full-time equivalent

Enrolment of specific cohorts:

- Students with Disabilities enrolment   16.8%
- Aboriginal student enrolment   2.5%
- First Generation student enrolment   35.3%

Data source: Fleming 2013/14 Multi-Year Accountability Agreement
Figures are for full-time enrolment, all campuses

Student Satisfaction

Key Performance Indicator (KPI) ratings reflect directly and indirectly on college space:

- The overall quality of the learning experiences in this program: 79.4%
- The overall quality of the services in the college: 65.3%
- The overall quality of the facilities/resources in the college: 77.3%

Data source: Fleming 2013/14 Multi-Year Accountability Agreement (all campuses)

Sutherland Campus Overview

Sutherland Campus was designed by respected Canadian architect Ron Thom and opened in 1973. It stands as Fleming College's main campus.

Campus Size	245 acres
Facility Inventory	386,606 GSF
Enrolment - Total	4,618.6 FTE - 2014-2015 Audited Enrolment
Enrolment – Peak	2,066.1 FTE – Fall 2014 Audited Enrolment

In addition to the academic complex that is the focus of this study, the following facilities are integral components of the Sutherland Campus:

- **Peterborough Sport & Wellness Centre and Bowers Park** – 33 acres leased to the City of Peterborough. The Sport & Wellness Centre provides athletic and aquatic facilities of 58,000 SF developed in partnership with the City of Peterborough and opened in 2005 serving both college and community users. Amenities include a 5-lane leisure pool, therapeutic pool, triple gymnasium and fitness centre.

- **Old Farmhouse**

- **Fleming Sport Complex** - 2 artificial turf fields, change rooms and a field house opened in 2013

- **Sutherland Residence Village** – 500-bed six building residence complex opened in 2002. An additional 1000+ student accommodation beds are provided by private sector operators in close proximity to campus

- **St. Joseph's at Fleming** (SJF) - the first long-term care facility to be built on a college or university campus providing a cluster of 8 resident homes for 200 people.

Sutherland Campus Academic Complex

The Academic Complex is made up of four interconnected building wings – A, B, C and D. A, B and C are part of the original Ron Thom design. Over the past 15 years, the College has made significant capital investment in Sutherland Campus infrastructure to enhance and expand programming and amenities for students. This includes construction of the Brian L. Desbiens Galleria and Technology Wing addition to B Wing, and the Kawartha Trades & Technology Centre (KTTC) – D Wing.

Sutherland Campus Site Plan

Campus Building Wings

A Wing

Opened: 1973
Area: 76,227 GSF

Major Activities/Spaces:

Level 1 – School of Health & Wellness labs, common pool classrooms

Level 2 – Main entrance, Bookstore, School of Health & Wellness labs, clinics and offices, student services offices, VP office, Purchasing

Level 3 – Culinary lab, Fulford's Restaurant, Chemistry lab, common pool classrooms, School of Business faculty offices

Key Features

- Original building that has not been significantly upgraded resulting in a dated appearance within interior spaces that do not reflect the Fleming College of the 21st Century

- Building condition issues include a leaking roof and original ceiling and wall systems that have exceeded their life cycle duration. This condition is true of almost all original office and instructional areas found in the buildings designed by Ron Thom.

- North end building corridors and staircase experience overcrowding with students using exit to access public transportation stop

Main entrance

A Wing corridor

B Wing

Opened: 1973 + Brian L. Desbiens Galleria and Technology Wing opened in 2003
Area: 91,151 GSF

Major Activities/Spaces:

Level 2 – Common pool computer labs, Technology computer labs, Pharmacy lab, Skills for Justice lab, CICE classroom and office, Data Centre and ITS offices, Finance office, Call Centre, Starbucks, staff lounge

Level 3 – Common pool lecture theatres and classrooms, Technology lab and Galleria, Health Information Management lab, President and VP offices, HR office, faculty offices

Key Features

- Original building with modern addition that provides good quality space

- Challenging navigation and accessibility with ramps and narrow corridors in original portion of building

- Galleria provides large public atria space but has awkward internal access limited to south end of B Wing.

B Wing Galleria

B Wing Level corridor

C Wing

Opened   1973
Area   98,322 GSF

Major Activities/Spaces:

Level 0   Accessibility Services, vacant space

Level 1   Library, Tutoring Centre, SAC offices, Pub, food services, Museum and Conservation lab, Facilities, Security, Shipping & Receiving

Level 2   Main entrance atrium, common pool classrooms, Justice & Community Development learning space and offices, Learning Resource Centre, Testing Centre, Registrar's Office, Counselling, Continuing Education, Aboriginal Lounge, Academic Operations

Key Features

- Renovations have transformed key zones into high quality space including the main entrance atrium, Registrar's Office, LRC and food services

- C0 basement level is a windowless office suite that is difficult to find and access. The College has been relocating student services functions from this level to more accessible and visible locations in the college

Main entrance atrium

Cafeteria seating

D Wing / Kawartha Trades & Technology Centre (KTTC)

Opened   2014
Area   80,278 GSF

Major Activities/Spaces:

Level 0   Trades shops: HVAC Shop, Welding Shop, Carpentry Shop, 'The Cube' – Electrical, Instrumentation, Plumbing

Level 1   Classrooms, computer lab, faculty offices, Graphic Design lab (pending)

Key Features

- Provides high quality new space that sets a new standard for the campus

- Provides second main entrance to campus

- Transparent design showcases all learning spaces

- Attractive, technology-enabled informal study/social space in circulation zones animate the building and provide places for students, staff and visitors to gather

- As a new building, the College is progressing towards full utilization of the KTTC

Carpentry Shop

Informal study space with views into workshops

St. Joseph's at Fleming (SJF)

Opened	2004
Area	2,325 NASF occupied by Fleming College

Key Features

The College has a lease agreement with SJF to occupy space in the building. The original intent was for Fleming and SJF to create and jointly operate the Institute for Healthy Aging (IHA).

Currently, Fleming space in SJF consists of a classroom, research and administrative offices and related support space located off the main circulation spine of the main level of the facility.

St. Joseph's has recently approached the College to propose that the College relocate within SJF to space on the lower level. At 3,995 NASF, this alternate space provides a net gain in space of approximately 1,670 NASF and has its own exterior entrance on the college side of the complex. However, the proposed suite is unfinished and would require comprehensive fit-out to become useable for College functions.

The College is currently considering the relative merits of relocating to the alternate space.

Fleming College existing space in St. Joseph's at Fleming

Potential new space for Fleming College at SJF

Other

Portable – temporary structure in parking lot north of C Wing accommodating the Paramedic program

Space Inventory Benchmarks Achieved

The 24 Ontario colleges of applied arts and technology adopted, in 2012, guidelines and a framework to measure space inventories and assess space needs. The Colleges Ontario Facilities Standards & Inventory (COFSI) framework now allows the calculation of high level benchmarks and reliable comparison with peer institutions.

Colleges Ontario is currently in the process of updating the 2012 COFSI data; at the time of writing this report, 2016 COFSI figures have not been released.

A key benchmark comparison provided by the COFSI analysis is 'area per student'. The system-wide COFSI space allocation guidelines call for the following average space allocation per student measured as gross square feet (GSF) per full-time equivalent (FTE) enrolment:

- Low End of Allocation Range   106.1 GSF/FTE
- High End of Allocation Range   129.2 GSF/FTE

The 2012 COFSI data points to a general shortfall of space across the Ontario College system given that the overall average GSF/FTE across all 24 colleges is 89.8 GSF/FTE.

Due to economies of scale, GSF/FTE is generally lowest at large colleges and highest at small colleges. For this reason, it is most appropriate to compare Fleming's GSF/FTE to comparably sized peer institutions. Among the 24 colleges in the Ontario system, Fleming belongs to the group of 8 mid-size colleges.

College Comparison – 2012 – All Campuses

| All 24 Colleges 2012 | 25,912,134 GSF / 288,692 FTE = | 89.8 GSF/FTE |

Ontario Mid-Size Colleges

St. Clair 2012	1,283,376 GSF / 10,349 FTE =	124.0 GSF/FTE
Conestoga 2012	1,563,198 GSF / 12,994 FTE =	120.3 GSF/FTE
La Cité collégiale 2012	665,570 GSF / 5,662 FTE =	117.6 GSF/FTE
Fleming 2012	834,610 GSF / 7,563 FTE =	110.4 GSF/FTE
St. Lawrence 2012	801,075 GSF / 7,653 FTE =	104.7 GSF/FTE
Niagara 2012	949,295 GSF / 10,711 FTE =	88.6 GSF/FTE
Durham 2012	1,005,622 GSF / 11,839 FTE =	84.9 GSF/FTE
Georgian 2012	1,192,858 GSF / 14,215 FTE =	83.9 GSF/FTE

| Average of 8 Mid-Size Colleges 2012 | 8,743,711 GSF / 80,984 FTE = | 104.3 GSF/FTE |

Note that, since 2012, many institutions have seen infrastructure expansion including Fleming with the opening of the KTTC in 2014. Although now dated, the comparison above provides an informative measure of Fleming's relative position among its peer institutions with respect to this benchmark and shows that in 2012, Fleming's GSF/FTE was in line with the allocations at other mid-sized colleges.

Fleming College's Facilities Department keeps the college inventory up to date. The following measurements are based on 2015 inventory and enrolment data. The all-campus GSF has decreased due to replacement of the McRae Campus in Peterborough with the new KTTC facility as well as the decommissioning of portables. As a result of this reduction in inventory and an enrolment decline, the 2015 GSF/FTE remains close to the 2012 value. The benchmark for Sutherland Campus alone is lower at 103.4 GSF/FTE.

| Fleming 2015 All Campuses | 764,813 GSF / 6,885.6 FTE = | 111.1 GSF/FTE |

| Fleming 2015 Sutherland Campus | 477,355 GSF / 4,618.6 FTE = | 103.4 GSF/FTE |

Once the new COFSI report becomes available, it will be informative to assess Fleming's relative position to its peers with respect to these measurements and benchmarks.

Sutherland Campus Inventory – By Building Level and COFSI Code

Building	Building Level	A1 Classroom	A2 Laboratory	A3 Learning Support	A5 Academic Offices	B1 Student & Client Services	B2 Common Use / Student Activity Space	B3 Athletics / Wellness	C1 Food Services	C2 Retail & Comm-ercial Services	D1 Admin-istrative Offices	D2 Technical Services / Campus Operations	D3 Building & Grounds Maint-enance	Z1 Circulation Areas	Z2 Building Services Areas	Z3 Building Mechanical & Electrical Areas / Central Plant	Z5 Calculated Building Structural and Residual Area	Grand Total
Sutherland Campus Main	Level 0	4,862	53,338	1,484	5,840		751					5,279	72	6,087	3,377	2,029		83,119
	Level 1	10,323	9,963	9,276	4,805	112	10,740		13,156	167	1,395	2,433	2,181	20,724	3,988	480		89,743
	Level 2	8,181	17,405	11,269	21,852	5,675			405	3,449	136	6,872	510	22,332	3,405	293		101,784
	Level 3	17,648	21,108		13,759						1,816	263	183	19,440	463	223		74,903
	MAIN		4,095		2,800			20,000					8,372					35,267
	Building Structural																83,495	83,495
Sutherland Campus Main Total		41,014	105,909	22,029	49,056	5,787	11,491	20,000	13,561	3,616	3,347	14,847	11,318	68,583	11,233	3,025	83,495	468,311
Career Services Structural		1,015			1,624	1,135						75		1,095	108			5,052
Eastern House								652										652
Fire School		1,393	497		212									79	223			2,404
Newfoundland House											936							936
Grand Total		43,422	106,406	22,029	50,892	6,922	11,491	20,000	14,213	3,616	4,283	14,922	11,318	69,757	11,564	3,025	83,495	477,355

Current Space Allocations by COFSI Code and Building Level

Sutherland Campus Level 0

Legend:
- A1 Classroom
- A2 Laboratory
- A3 Library / Learner Support / Study
- A4 Research
- A5 Academic Offices and Related
- B1 Student / Client Services
- B2 Common Use / Student Activity
- B4 Welcome / Assembly
- C1/C2 Food Services / Retail
- D1/D2/D3 Administrative Services
- K3 Inactive / Vacant Assignable Area

Building A

Building B

Building C

Building D
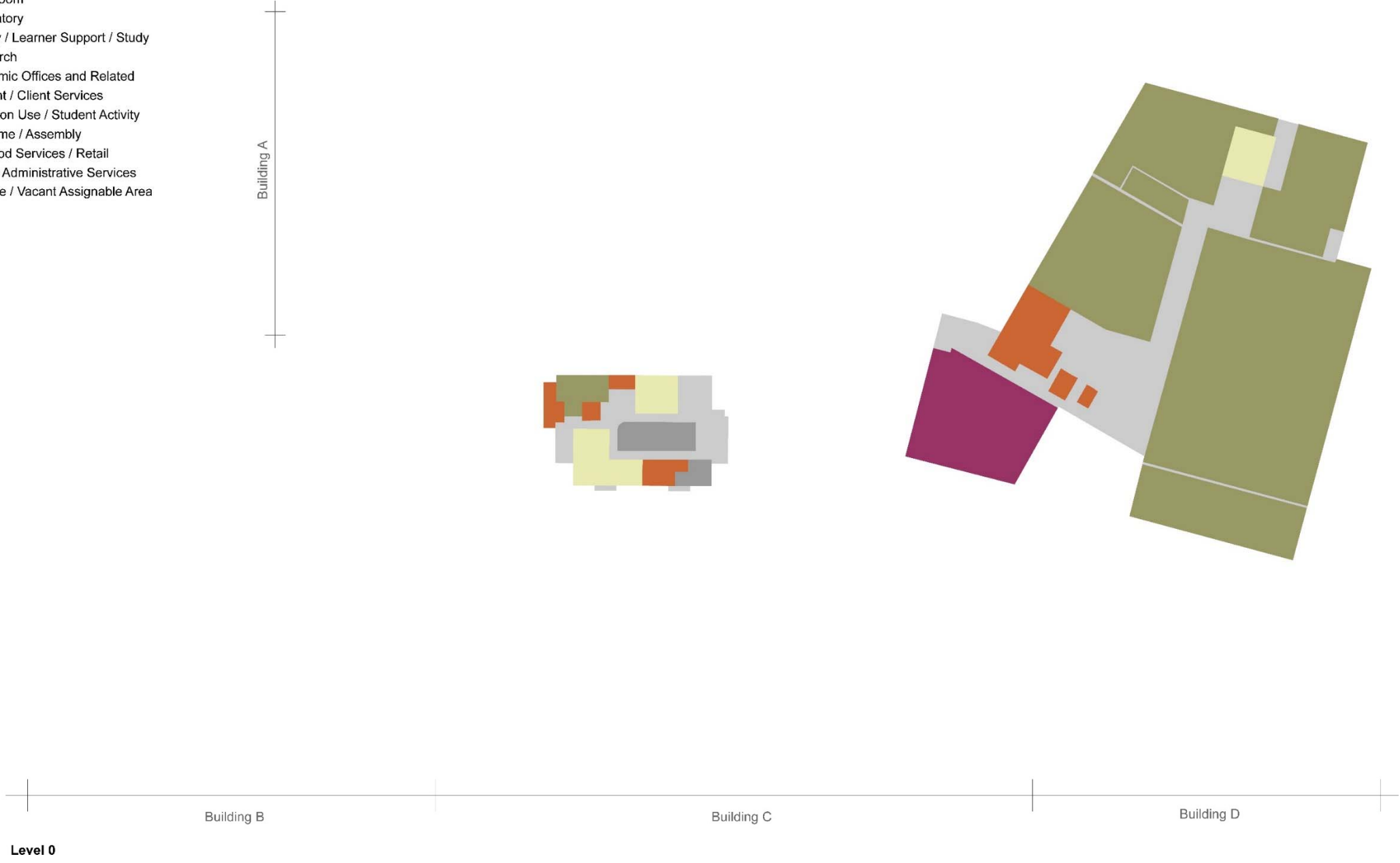
Level 0

Sutherland Campus Level 1

A1 Classroom
A2 Laboratory
A3 Library / Learner Support / Study
A4 Research
A5 Academic Offices and Related
B1 Student / Client Services
B2 Common Use / Student Activity
B4 Welcome / Assembly
C1/C2 Food Services / Retail
D1/D2/D3 Administrative Services
K3 Inactive / Vacant Assignable Area

Building A

Building B
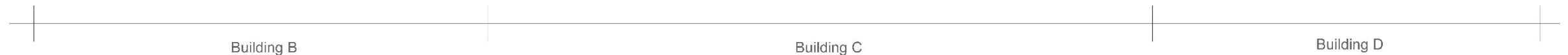
Building C

Building D

Level 1

Sutherland Campus Level 2

Legend:
- A1 Classroom
- A2 Laboratory
- A3 Library / Learner Support / Study
- A4 Research
- A5 Academic Offices and Related
- B1 Student / Client Services
- B2 Common Use / Student Activity
- B4 Welcome / Assembly
- C1/C2 Food Services / Retail
- D1/D2/D3 Administrative Services
- K3 Inactive / Vacant Assignable Area

Building A

Building B

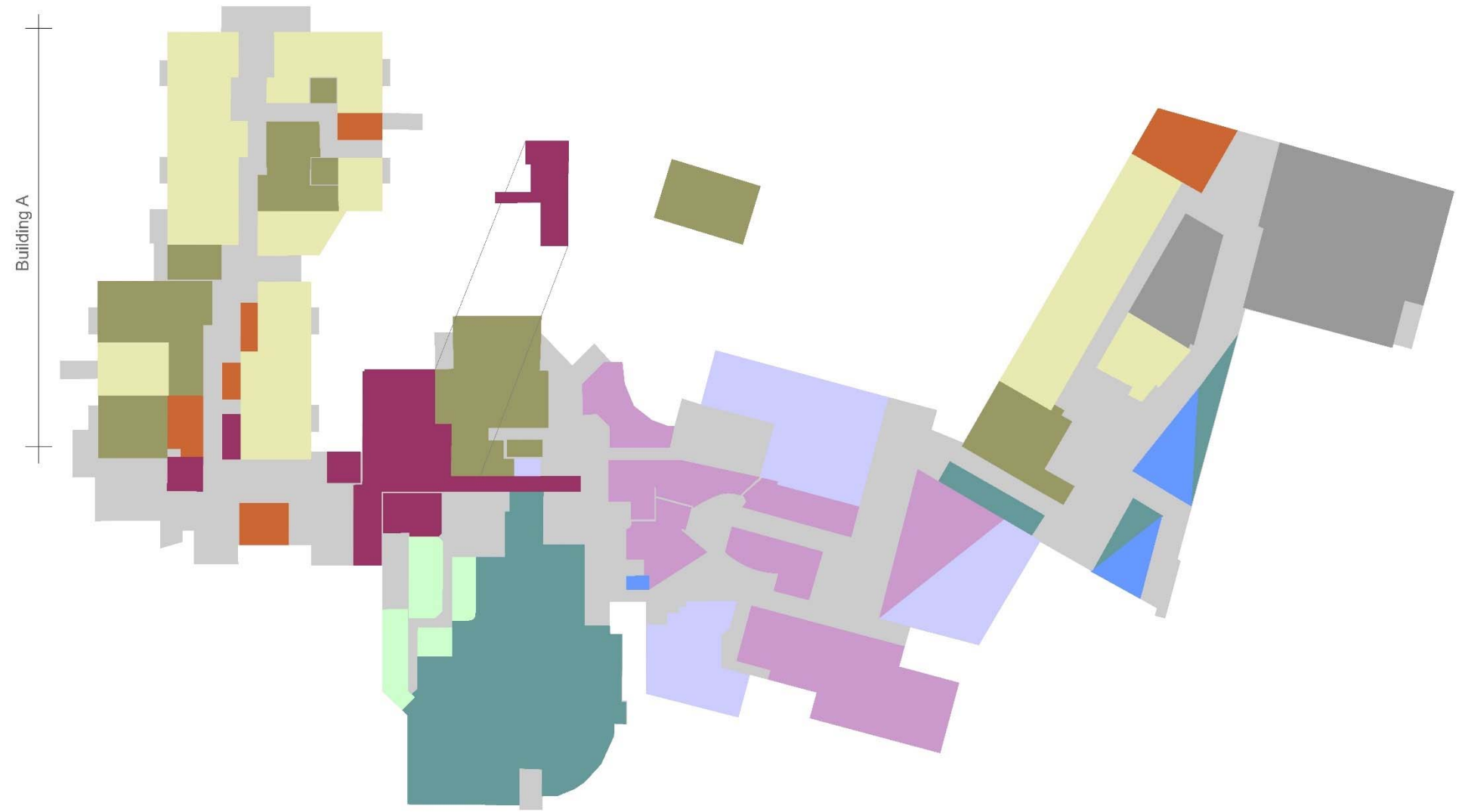Building C

Building D

Level 2

Sutherland Campus Level 3

Legend:
- A1 Classroom
- A2 Laboratory
- A3 Library / Learner Support / Study
- A4 Research
- A5 Academic Offices and Related
- B1 Student / Client Services
- B2 Common Use / Student Activity
- B4 Welcome / Assembly
- C1/C2 Food Services / Retail
- D1/D2/D3 Administrative Services
- K3 Inactive / Vacant Assignable Area

Building A
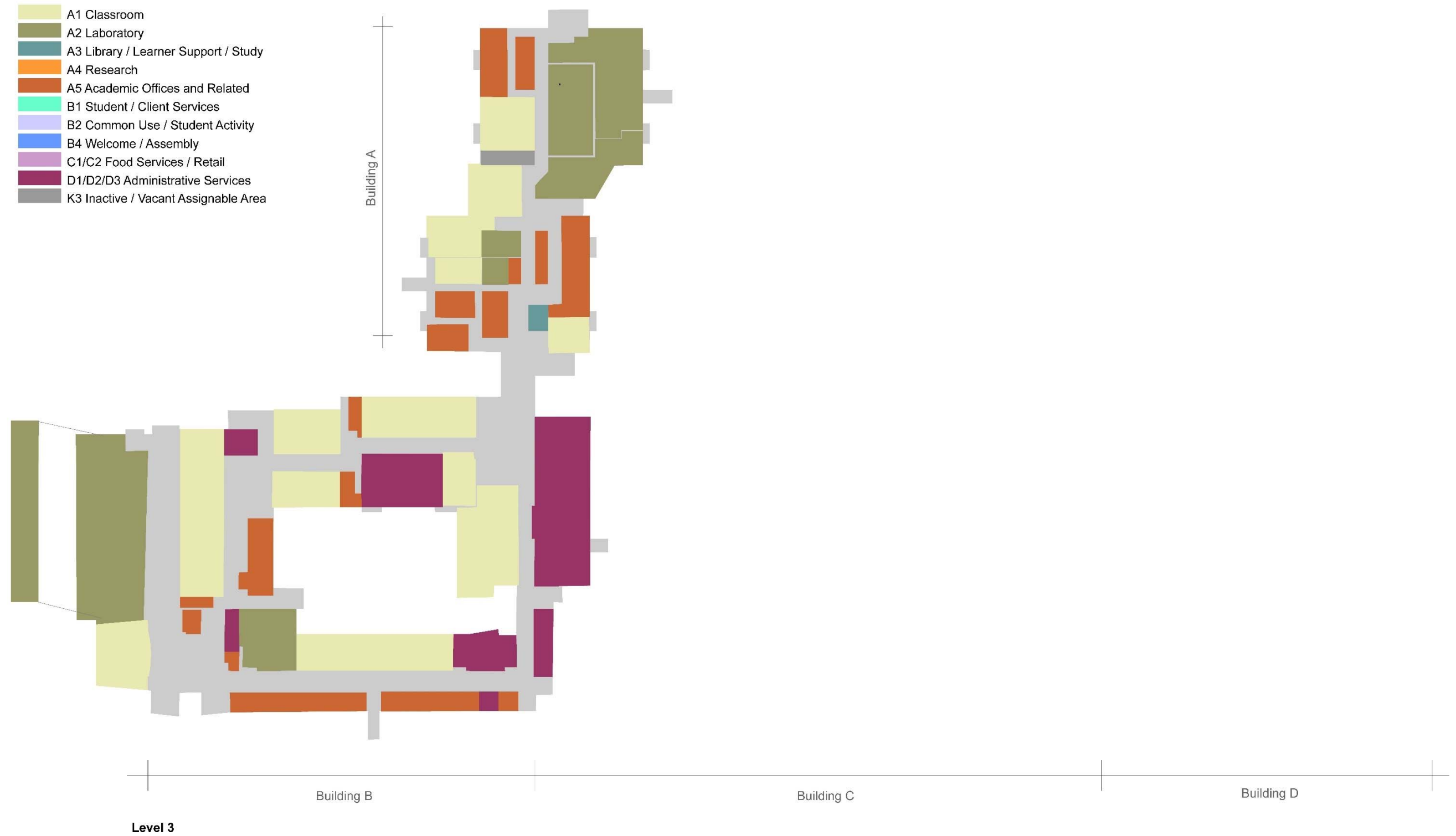
Building B

Building C

Building D

Level 3

3

Campus Planning Issues & Initiatives

Campus Planning Issues and Initiatives

This section sets out interior campus planning issues that have emerged from the stakeholder consultations and the analysis work. Initiatives that have been approved as part of the Backfill planning process are also described. Each issue described may be considered a 'piece of the puzzle' in the overall campus space planning exercise. The planning options described later in this report propose strategies for addressing the most pressing issues through renovation and/or reallocation of space.

Note that this section does not set out a comprehensive review of all campus space but instead intends to provide a high level snapshot of the campus with a focus elements and aspects which would benefit from improvement.

Information is presented by space category according to the COFSI classification system as discussed in Section 2.

Academic Complex - General Issues

- Due to the Ron Thom architectural design and the grade of the ravine setting, the academic complex is comprised of 8 different levels and 26 elevations. This creates **significant challenges in achieving a fully accessible facility and makes interior navigation challenging**. The College recently commissioned a study to develop a new room numbering system which has significantly enhanced wayfinding.

  Specific building circulation issues include:

  - Lack of connection between B Wing north corridor and the Technology Galleria

  - Poor access and visibility for Conservation and Museum program space (C1306) which can only be accessed via back-of-house shipping and receiving or food services corridors

  - Narrow, right angle elements of circulation pathways between C Wing cafeteria and KTTC

- **Limited places for informal study and socializing throughout the circulation system of the original campus buildings** – A, B and C Wings. The KTTC provides a model of how technology-enabled seating and workspace designed into public areas can animate a building and create a sense of community.

- Zones where potential views to the beautiful campus setting are not taken advantage of – e.g. LRC

School Profiles on Campus

School	'Home' Base	Profile	Comments
Business	A3	Poor	As at all colleges, it is challenging to create sense of place for the Business School given its delivery in common pool classrooms distributed across campus. Business' A3 'home' is designated by signage and a student lounge near Business faculty offices but does not create desired profile and student space
Trades & Technology	B Wing	Good	School is split across campus but has good profile in each location due to clustering of labs/shops in B Wing (Technology) and KTTC (Trades) Engineering Commons, Galleria and B2 computer labs form a strong identity for Technology cluster. Potential to improve Galleria as vibrant social/ study space and home base for students with additional and improved seating and technology access
	KTTC	Excellent	New building provides high quality academic and social space for Trades students and faculty
Health & Wellness	A1 and A2	Poor	Programs and faculty clustered in A Wing with some distributed facilities such as Pharmacy and Forensics labs. Despite clustering, School profile is low due to dated appearance of original building wing, lack of signage, and poor configuration of space
Justice & Community Development	C2	Poor	Programs and faculty clustered in east portion of C2. School profile is low - major program cluster signifier from main circulation path is mock jail. Zone has dated appearance of original building wing and lack of signage visible from main circulation spine.
GAS	N/A	N/A	As a service school, GAS does not have a visible profile on campus

A1 - Common Pool Classrooms

Classrooms – Utilization & Requirements

- Analysis (Section 4) shows high rates of utilization of the classroom pool - 75% in Winter 2016 with 25 rooms achieving utilization rates over the target of 80% and 6 rooms with rates above 90%.

- These levels of utilization are rarely achieved by medium-sized colleges which do not have the economies of scale seen at larger colleges where high rates of utilization are more easily achieved

Classrooms – Quality of Space

- Although the College has an ongoing program to update classrooms throughout the campus, due to the age and design of the buildings, many classrooms do not provide best-in-category learning environments due to issues such as inflexible room configurations, fixed seating, building systems that limit technology upgrades, lack of natural light, etc.

- Currently, the campus has one best-in-class, technology-enabled active learning classroom – D1111 in the new KTTC that is used for corporate training. There are also three 'smart' classrooms in B-Wing Level 3 although the room set-ups with tiered, fixed seating are not conducive to small group active learning activities.

Classroom A1134 – traditional classroom

Whetung Theatre

Backfill Planning Initiative – Approved January 2016

Allocate Use for D1129 'Silver Ballroom' Space

- Unused space in the new KTTC required assigned use to take advantage of the high quality space and high profile main entrance location in the campus's new flagship building.

Backfill Accommodation Plan – Approved Proposal:

Room D1129 (The 'Silver Ballroom')

7,213 NASF

A large, unfinished, high quality space in a prime campus location

Convert D1129 to three large technology-enabled active learning classrooms with capacity of 60-seats each + 5 to 6 small breakout/ study rooms + storage space.

Movable partitions and mobile furniture and equipment will allow the space to be reconfigured into two rooms (120 seats + 60 seats) or a single large event and assembly space of 4,800 square feet capable of accommodating approximately 320 people.[1]

Success of this space is dependent on investment in highest quality movable partitions that provide excellent acoustics and easy reconfiguration.

Advantages of Plan:

- Provides state-of-the-art learning and event space equitably benefitting the entire college learning enterprise and all college stakeholders

- Creates new instructional space on campus that can support active learning delivery modes

- Breakout/project rooms provide space for applied project work and entrepreneurial and interdisciplinary initiatives in Business, Trades & Technology and other program areas. These rooms will also serve as bookable group study rooms expanding the provision of places for students to study and work collaboratively

- As a multi-purpose event and assembly space, the facility can be used for conferences and events sponsored by the college or external parties. This use will benefit from access to the five existing classrooms on the same level of the KTTC that can be used in conjuction with the D1129 space as well as attractive social and sit-down areas in the circulation areas (licensed for serving alcohol).

  Use by external parties is strongly aligned with the College's strategic priority of *"collaborating and prospering with our communities"* as well as with the College's MetaProject by enabling new revenue streams and community involvement.

- Creating new classrooms will allow the repurposing of existing classrooms elsewhere on campus. These secondary backfill spaces can be used to solve space problems and implement new high priority initiatives in other campus locations.

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[1] A detailed design of Room D1129 that considers capacity of emergency exits and other code requirements is required before the final maximum occupancy load can be determined. The 320-seat capacity indicated above is estimated and will have to be validated by a compliance analysis.

## A2 - Laboratories / Studios / Workshops

Common Pool Computer Laboratories

Peak Utilization (4 lab average):
Fall 2015   38 hrs/wk or 76% of the 50 hour daytime scheduling window

- KTTC Computer Lab (D1110) provides a high quality learning environment. Glazing attractively showcases the lab along entrance to the building from C Wing. The room has the capacity to be dedicated to specialized computer laboratory use however designation as a common pool room allows a broad cross-section of students to benefit from this new, high quality facility

- B Wing common pool computer labs (B2101, B2121, B2131) provide much less attractive learning environments. Glazing offers views into the labs from the B Wing north corridor

- Post-secondary institutions across all jurisdictions are considering how the evolution of technology and the advent of mobile devices may impact the provision of general computer laboratories over the long-term. Future changes may include a move towards providing flexible spaces that support 'bring your own device' and render the need for dedicated computer laboratories less pressing.
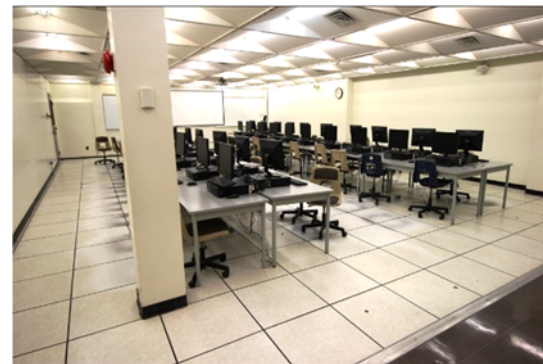
B Wing Computer Lab (B2101)
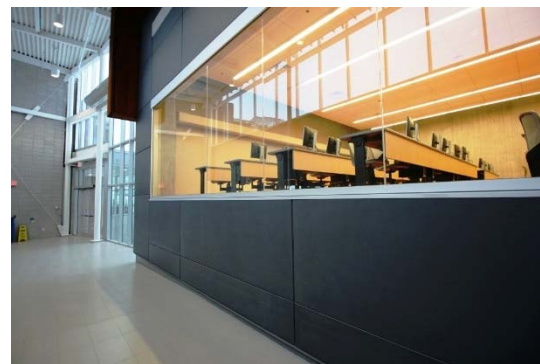
KTTC Computer Lab (D1110)

Business Labs
Culinary Lab (A3168)

Peak Utilization:
Winter 2016   50 hrs/wk or 100% of the 50 hour daytime scheduling window

- Utilization rates at this level would normally point to the need for additional lab space. However, with no confirmed enrolment growth, the prohibitive cost of developing an additional lab, the 'landlocked' location of the current lab that precludes expansion, and the fact that the School is considering future options that include relocation to downtown Peterborough / new Canadian Canoe Museum, it may not be prudent to expand or duplicate this lab in the short to medium term

- The space planning options outlined in Section 6 propose the creation of a simpler 'cold preparation kitchen' near the existing culinary facilities as a way of relieving scheduling pressures on the existing laboratory at a much lesser cost. This is because a cold prep kitchen does not require cooking or baking equipment. A cold prep kitchen can also be configured for culinary demonstration purposes.

Fulford's Restaurant (A3152)

Peak Utilization:
Winter 2016   40 hrs/wk or 80% of the 50-hour daytime scheduling window

- Fulford's is integral to the delivery of Culinary programming at Fleming campus and is collocated with the Culinary kitchen lab (A3168). The Restaurant would benefit from a location with significantly higher visibility and public access such as near a main entrance. The 2009 Campus Master Plan proposes moving it to the Engineering Galleria. The School is considering future options including relocation to downtown Peterborough / new Canadian Canoe Museum. For the same reasons stated above for the Culinary lab, no changes to Fulford's are proposed here.

Culinary lab ((A3168)

Fulford's Restaurant (A3152)

Health & Wellness Labs

- The College has requested Ministry funds to upgrade the Health cluster.

Nursing Lab and Classroom (A1120)

Peak utilization:
Winter 2016   38 hrs/wk or 76% of the 50-hour daytime scheduling window
                (Scheduled as classroom)

- School reports tri-section configuration with classroom situated between pair of Nursing labs results in inefficiencies – lab areas are unused while classroom instruction is taking place and vice versa

- School has ambitions to modernize simulation learning settings including high fidelity learning technologies

Nursing simulation area

Nursing classroom area

Home Practice Lab (A1126)

- Lab adjoins Nursing lab and provides simulated home environment

- Small size of lab limits capacity for instruction and ability to run scenarios involving interdisciplinary mix of students

Home Practice Lab – simulated kitchen/living room

Simulated bedroom

Health & Wellness Labs

Massage Therapy Lab and Clinic (A2137/ A2167)

Peak utilization:
Winter 2016   37 hrs/wk or 74% of the 50-hour daytime scheduling window

- Massage lab, clinic and clinic reception are well clustered interconnected space

- Clinic has low visibility on campus

Massage Lab A2167

Massage Clinic entrance

OTA/PTA + Fitness and Health Promotion Lab (A1159)

Peak utilization:
Fall 2015   21 hrs/wk or 42% of the 50-hour daytime scheduling window

- Laboratory provides a windowless learning environment, the School has tired various solutions for storage, observation room (A1161) not used for intended purpose

OTA/PTA + Health Promotion Lab

A1161 Observation Room used for storage

Health & Wellness Labs
Chemistry Lab (A3160) and Forensics Lab (B2143)

Peak utilization:
Fall 2015   46 hrs/wk or 92% of the 50-hour daytime scheduling window

- Utilization rates at this level point to the need for additional lab space. This is a costly undertaking as Chemistry labs are one of the most expensive space types. Ideally, a second lab would be developed adjacent to the existing one so as to permit sharing of preparatory spaces, resources and technical support staff. However, the current location is 'landlocked' precluding expansion. Space for an additional Chemistry lab, if initiated, will have to be found elsewhere on campus or alternate strategies found to reduce pressure on the existing laboratory

- It is noted that the College has requested Ministry funds to refresh the existing Chemistry lab

Chemistry lab

Chemistry Prep room

Forensics Lab (B2143)

- Peak utilization:
  Winter 2016   12 hrs/wk or 24% of the 50-hour daytime scheduling window

- The lab provides specialized equipment
- It is isolated from related program spaces

Forensics lab

Health & Wellness Labs
Paramedic Lab (Portable)

Peak utilization:
Fall 2015   20 hrs/wk or 40% of the 50-hour daytime scheduling window

- Housed in a portable structure in the parking lot north of C Block isolating the program from the Health & Wellness cluster

Paramedic portable

Portable interior

Pharmacy Lab (B2329) and Aseptic Lab (B2341.2)

Pharmacy Lab peak utilization:
Winter 2016   43 hrs/wk or 86% of the 50-hour daytime scheduling window

Aseptic Lab peak utilization:
Winter 2016   26 hrs/wk or 52% of the 50-hour daytime scheduling window

- Newly developed laboratories providing high quality learning environments. Separated from the A Wing Health & Wellness cluster

Pharmacy lab

Aseptic Lab

Backfill Planning Initiative – Approved January 2016

Relocate Esthetician Program from Cobourg Campus to Sutherland Campus

- Credential – Diploma
  Program duration – 1 year continuous

- Accommodation for this program must be provided at Sutherland Campus in time for start of term September 2016

- Dedicated spaces required – Esthetician / Personal Care Laboratory between 1,200 and 2,000 NASF

Backfill Accommodation Plan – Approved Proposal:

Rooms A2129 & A2135 1,931 NASF Current use - classrooms	Create Esthetician Laboratory in converted classroom space for program relocating from Cobourg Campus.
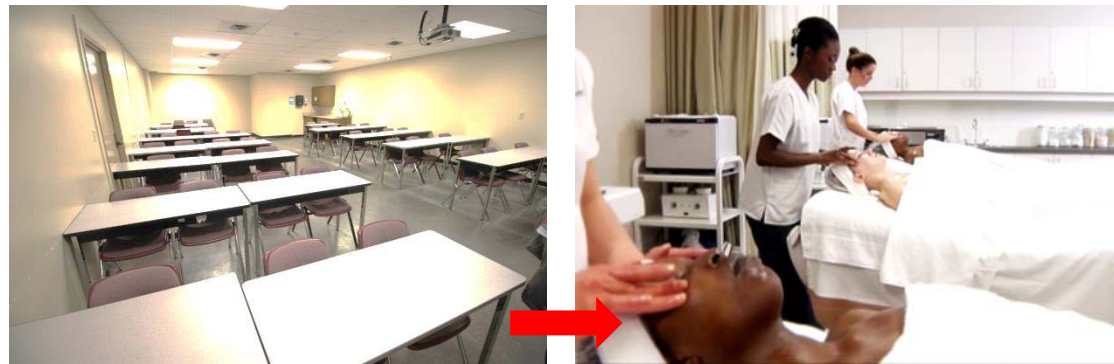
Advantages of Plan:

- Locates Esthetician program in Health & Wellness campus zone and strengthens clinic cluster providing service to the college and larger communities

- Adjacency to Massage Therapy Lab provides opportunity to share laundry, change rooms and client waiting area

- New location is permanent avoiding multiple moves for the program

Justice and Community Development Labs

Courtroom (C2159) and Jail (C2133)

Peak utilization:
Fall 2015 & Winter 2016   36 hrs/wk or 72% of the 50-hour daytime scheduling window

- **Courtroom** (C2159) is a classroom equipped with a judge's bench and accoutrements enabling use as a simulated courtroom

- **Mock jail** (C2133)

Classroom / Moot Court   Simulated Jail Cell

Skills for Justice Laboratory (B2299)

Scheduled daytime utilization:
Fall 2015   12 hrs/wk or 24% of the 50-hour daytime scheduling window

- Lab occupies a narrow, split level space of 1,546 SF that is not accessible. The configuration limits capacity and flexibility for simulations. It is separated from the Justice cluster in C Wing.
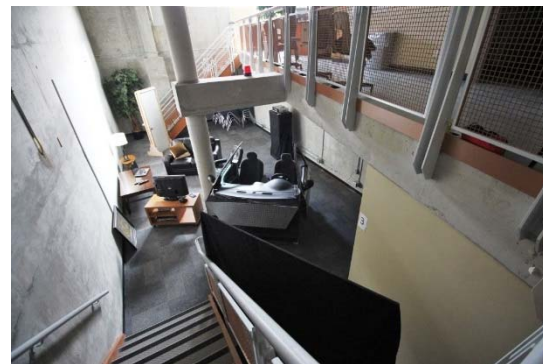
Skills for Justice lab – narrow space, split level

Community Development

- Community Development programs are offered in classroom space. However, School notes that CYW, SSW, DSW and related programs share a requirement for access to space for interviewing, counselling, etc. with capacity for taping and playback and would also benefit from access to shared lab space for simulation and role playing learning activities

Trades Workshops

Trades Workshops - KTTC Carpentry Shop, The 'Cube', HVAC Shop, Welding Shop

Welding Workshop (KTD0130) peak utilization:
Winter 2016   48 hrs/wk or 96% of the 50-hour daytime scheduling window

Carpentry Workshop (KTD0101) peak utilization:
Winter 2016   32 hrs/wk or 64% of the 50-hour daytime scheduling window

HVAC/HRAC peak utilization:
Winter 2016   42 hrs/wk or 84% of the 50-hour daytime scheduling window

'The Cube' average utilization:
Winter 2016   17 hrs/wk or 35% of the 50-hour daytime scheduling window

- New high quality space in KTTC attractively showcased throughout building

- As a new building, some shop/ lab areas not yet used to full potential:

    - The Cube, rated for 120 students, is currently underutilized. The School plans to address this through program/ enrolment growth or reconfiguration

    - Shop space (D0101.6) adjoining Carpentry shop requires defined use – College plans to repurpose the space as a Materials lab as of September 2016

    - D 1115 is currently undergoing renovation for use as Graphics lab/makerspace

- Welding shop (D0130) has very high rates of utilization. As a program with cyclical demand, the College's strategy of meeting demand through stacked sections with evening and weekend utilization is appropriate

The Cube   HVAC shop

Technology Workshops and Labs

B Wing Engineering Commons (B3200)

Peak utilization:
Winter 2016   25.5 hrs/wk or 51% of the 50-hour daytime scheduling window

- Engineering Commons provides 10,518 SF of shop space on two levels:

    - Lower level – 8,136 SF – instrumentation, robotics
    - Mezzanine – 2,382 SF – PLC, electronics

- Siemens has recently funded improvements to the Engineering Commons

- Shop is organized in zones in an open concept. Some zones cannot be used simultaneously due to noise. Faculty and technicians have developed a system for concurrent use of shop by multiple sections of students. Improving utilization is complicated given current configuration of space and delivery patterns

Engineering Commons – upper & lower levels

B Wing Technology Computer Labs (B2309 – B2319, B2181)

Peak utilization (Radio Frequency Lab - B2309.1):
Winter 2016   34 hrs/wk or 68% of the 50-hour daytime scheduling window

- B Wing south accommodates Technology computer lab cluster including Computer Hardware, Wireless Network, CISCO, Computer Security, Radio Frequency, and other labs

- Some issues with existing lab configurations

- School is looking to add additional specialized computer lab to the cluster such as Wireless Information Networking to address growth pressures, particularly from international cohorts

CISCO lab (B2315.3)   Wireless lab (B2319)

Arts Labs

Conservation and Museum Lab Suite (C1306)

Peak utilization:
Winter 2016   25 hrs/wk or 50% of the 50-hour daytime scheduling window

- Conversation and Museum laboratory suite is 'buried' in C Block with very low visibility for one of the College's marquee programs. Access is either through unattractive back-of-house shipping and receiving or food services corridors.

- The lab of 3,696 NASF does provide suitable space with zones for 'clean' and 'dirty' activities, water, ventilation, power, fumehoods, secure areas for storage of artifacts and chemicals, and natural north light to aid colour matching, etc. Any relocation to a moreh high profile location would have to provide these services and features.
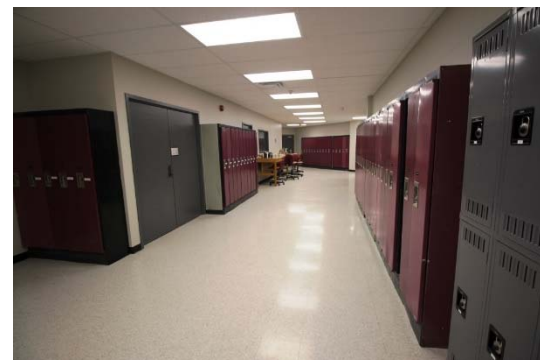
Access hallway to lab   Conservation & Museum lab

Backfill Planning Initiative – Approved January 2016

Relocate Graphic Design Program from Haliburton Campus to Sutherland Campus

- Credential – Advanced Diploma
  Program duration –24 months continuous

- Accommodation for this program must be provided at Sutherland Campus in time for start of term September 2016

- Dedicated spaces required – Graphic Design / Visual Communication Laboratory

Backfill Accommodation Plan – Approved Proposal:

Room D1115	Convert D115 to Graphic Design / Visual Communication Laboratory to accommodate program relocating from Haliburton Campus
1,511 NASF	
This room is well showcased by glazing, and is situated in a prime location near the main entrance to the KTTC.	

Advantages of Plan:

- Provides high quality accommodation in space that will showcase program activities.

- Potential synergies with adjacent trades & technology programming.

Campus Planning Issues & Initiatives

A3 – Learner Support

Learning Resource Centre and Library

- The **Learning Resource Centre / LRC** (C2102) provides approximately 150 computer workstations funded by the Student Association. Workspace is available for students bringing their own laptops. Printing services are provided. The facility also houses the **IT service desk**, **Testing Centre**, and a small number of bookable group study/meeting rooms. **Counselling** is accommodated in the adjacent office suite.

- The LRC is conveniently situated and showcased off the main atrium / circulation spine of the campus near the main entrance.

- The facility is well used and stands as a dynamic student focal hub on campus where students study when not in class

- The LRC offers a fairly traditional learning environment. The College is considering future updates to provide additional collaborative group work space settings and technologies that support learning and content creation

- The Testing Centre expands into LRC space during busy times

- The **Library** (C1220) provides library services, print collections including the Fleming Archives and study space – work tables, computer workstations (20 seats), study carrels and group and silent study rooms. Total seat count – 154. 2014/15 yearly gate count – 132,958

- The facility presents a very traditional library environment.

- There are areas of unused space.

- Stakeholders interviewed including students in World Café sessions report insufficient quiet study space

- Room C1203 adjacent to the Library has recently been renovated as the **Tutoring and Academic Skills Centre**.

- **Library and College managers have identified the need to update the Library** to reflect the 21st Century transformation of libraries from their traditional role as a repository of information to the emerging role in supporting students and users in learning how to access, distill and synthesize the vast array of information available in the digital age. Measures can include providing a broader range of settings for collaborative and solo study, intensifying the use of space, re-considering the deployment of print collections (stacks have already been significantly reduced), and expanding the range of multi-media technologies and content production resources.
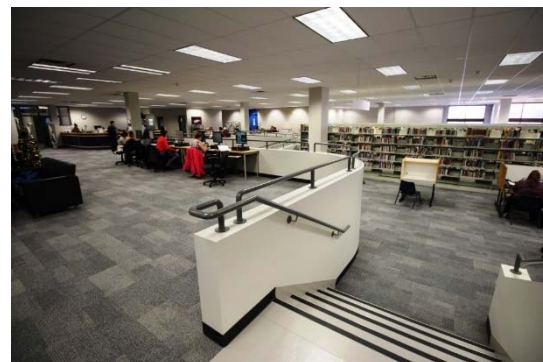
Learning Resource Centre   Library

Learning Resource Centre and Library

- Although the Library and LRC are vertically adjacent on C1 and C2 and connected by a staircase external to their respective entrances, they are physically (and organizationally) separate entities which is unusual within the college system.

  Library and LRC managers have developed a position paper exploring the options and benefits of greater physical integration including incorporating additional services to provide seamless access to resources and learner support services for students[2].

Distributed Study / Work Space

- The new KTTC provides an attractive range of **distributed informal study / social space** in the form of bench and table & chair workspaces and comfortable seating in circulation areas. Some seating is also provided in the main entrance C Wing atrium and B Wing Technology Galleria – these areas would benefit from additional seating. Students also use the Steele Centre, cafeteria and pub for study and socializing. Access to power for mobile devices is in an issue in the older building areas.

- The Academic Technology Committee / Learning Support Development Team are reviewing the provision of informal study space across campus and note that the most significant challenge is providing power.

- SAC is looking to maximize flexible space on campus that can be used for study and socializing and converted to event space when required in order to encourage the full range of Fleming students to stay and connect on campus

KTTC informal study/social space   Main entrance atrium informal study/social space

[2] Library and Learning Commons – Integration Proposal, 2013

A4 – Research

Research

- Fleming College's approach to Applied Research is to focus resources in key areas. Currently applied research is centred at Frost Campus and the Centre for Alternative Waste Water Treatment (CAWT)

- No space at Sutherland Campus is currently designated for Research in the College's COFSI database

- The College is looking to expand applied research activities at Sutherland Campus in areas such as health and technology.

Innovation Space

- The School of Business is moving to integrate entrepreneurship into the learning experience in a way that cuts across all disciplines. Business and other Schools are looking to create an **Innovation Hub** on campus envisioned as a place where students can come to collaborate, work on innovation and entrepreneurial projects, and access resources and mentorship. Resources such as flexible workspace, computers and production equipment would be open to students from any program.

- Other college constituencies who have expressed an interest in accessing innovation space are SAC and faculty

- A 3-D printer / makerspace / sandbox is being installed in the north portion of D1115 in the KTTC as part of the development of the new Graphic Design lab

A5 – Academic Operations

Academic Offices

- Sutherland Campus was designed using a private / semi-private office model resulting in the following conditions:

  - With no reception area for faculty offices, school identity is less apparent and students can find it challenging to find faculty members

  - Isolation of faculty in separate offices reduces sense of collegiality

  - Distributed small offices result in what some users refer to as 'rabbit warren' faculty office accommodation. Examples include School of Health & Wellness academic offices in in A Wing, Level 2, School of Business academic offices in A Wing, Level 3

  - Office sizes vary across campus as a function of building design. Many private offices are generously sized and difficult to reconfigure or repurpose – e.g. offices on south side of B Wing Level 300 opposite the smart classrooms

- Faculty offices in the new KTTC use an open office model

- Schools of Health & Wellness and Justice & Community Development have indicated a desire to co-locate their academic offices to facilitate collaboration

Private offices – School of Health & Wellness   Open office - School of Trades & Technology in KTTC

B1 – Student & Client Services

General

Sutherland Campus has most Student and Client Services functions clustered and located in visible, easy to access locations that maximize convenience for users. Details and exceptions are noted below.

- The **Office of the Registrar** suite (C2101) – Admissions, Financial Aid, Cashier's Office, Records & Registration, Continuing Education and Academic Upgrading – is well situated as one of the first functions visible on entering the campus through the main entrance. Excellent signage and design provide a welcoming profile and one-stop convenience for essential student services. Back-of-house staff work in an open office environment.

- **Counselling Services** (C2100) is located off the main entrance atrium close to other Student Services and the LRC. Although the office provides privacy once inside, students participating in the World Café sessions indicated that less visibility for this service is desirable.

- **Accessible Education Services** (C0 suite) - Although C0 offices and learning spaces are good quality, the location and learning/work environment is poor – the C0 basement level is windowless, isolated from the rest of the college, difficult to find for first time users, and challenging to access with separate stairs and elevator

- **Aboriginal Student Support Services** The College has recently developed an Aboriginal Student Lounge (C2129) that provides gathering and study space for students with couches, chairs, workstations and resources to support Aboriginal learners. The College's next focus is on developing strategies to integrate an Aboriginal ethos throughout the campus.

- **International and Career Services** (A2109) – This office area colocates International, Career Services, Diversity, Student Life, and 1st General Student Support in a high profile location near the main entrance. Future growth in international enrolment may create pressure to expand services for international students.

- **Health Services** (A2113) has a location near the main entrance that is convenient for users and near the Health & Wellness academic and clinic cluster. Student Services states that this service would ideally be co-located with Counselling Services.

Registrar's Office

B2 – Common Use / Student Activity Space

Student Association Offices and Amenities

- **Student Administrative Council** (C1430) occupies high quality space in an excellent location in C Wing close to high traffic student amenities including Tim Horton's, cafeteria, The Steele Centre and the Pub

- **The Steele Centre / Pub** (C1440-1450) provides renovated high quality student activity, event, food services and socializing space

The Steele Centre

SAC office suite

School of Business Student Lounge

- Lounge for students at entrance to A3 is an initiative to provide a 'home' and amenity for Business students. The lounge suffers from noise complaints from faculty and does is not considered a fully successful amenity

School of Business Student Lounge

Reflection Space

- **Prayer Room** (C1304) is located in a part of the college that is difficult to find but provides a degree of privacy

B3 – Athletics / Wellness

Peterborough Sport & Wellness Centre and Fleming Sports Complex

- High quality athletics and recreation amenities for students are provided by these facilities on campus and are in walking distance from the main academic complex

B4 – Welcome / Assembly

- No space at Sutherland Campus is currently designated as Category B4 in the College's COFSI database

- The campus does not have gallery space. However, a display case is inset into the wall of a B Wing Level 3 corridor. Additional gallery/display space is desirable to allow further showcasing of tudent and college work and achievements. Conservation and Museum, and the new Graphic program particularly generate work appropriate for display. During consultations, stakeholders indicated the desire to have on display at Sutherland Campus artwork created at Haliburton Campus

B Wing Display case

C1 – Food Services

- C Wing cafeteria, Tim Horton's outlet, The Steele Centre and Pub were renovated in 2011 and provide attractive, welcoming space that serve as a vibrant hub and animated go-to places for students to eat, socialize and study outside of class time

- Breaktime (B2100) provides Starbucks coffee services at the entrance to B Wing

Cafeteria

Tim Horton's

C2 – Retail and Commercial Services

Bookstore (A2106)

- The Bookstore retail space occupies prime space adjacent to the information kiosk at the main entrance to the campus. Logoed items are featured at the front of the store giving prominence to the Fleming College brand.

- It is a matter of debate whether this function is the most appropriate for such a prime location particularly on a long term basis given how the introduction of digital materials is impacting the textbook market and the volume of print texts sold. Operated by a third party vendor, the Bookstore is a significant source of revenue for the College and this aspect is a key consideration. At this time, relocation of the Bookstore is not considered.

Bookstore storefront at main entrance

Bookstore interior

D – Administration / Campus Operations

Administrative Offices

- Administrative offices tend to be dispersed across campus:

- President + 2 VPs	Office Suite B3351 - 71
- VP Administration & Finance	Office Suite A2126
- Academic Operations	Office Suite C2117
- Call Centre	Room B2150
- Facilities	Office Suite C1201 + Ship/Receiving zone
- Finance	Office Suite B2375
- Human Resources	Office Suite B3112
- IT Services	Office Suite B2161 & B2153
- Purchasing	Office Suite A122

- Consolidating administrative units is not 'mission critical' but can achieve operational efficiencies by providing the opportunity for greater collaboration and sharing of resources through proximity

Data Centre

- Data Centre (B2171) is a very expensive facility that cannot easily be moved. ITS offices in B2181 and B2153 can be located anywhere as they are mostly back-of-office functions.

Shipping & Receiving

- Original building design creates challenges for moving materials in and out of the C Wing shipping & receiving zone (C1106) due to multiple levels. Building configuration also means that users walk though parts of the shipping & receiving area to access certain parts of the academic complex

- KTTC D 0137 was intended as a new shipping and receiving port on campus but difficult access to rest of campus prevents this use. This space is currently available for repurposing

4

Instructional Space
Utilization Analysis

Instructional Space Utilization Analysis

Introduction

This section describes the utilization of seminar rooms, classrooms, lecture halls, laboratories and workshops at the Sutherland Campus of Fleming College. Scheduling records for Fall 2015 and Winter 2016 are used representing the most recent available data.

Instructional space constitutes more than one third of total building inventory on campus and is central to the student experience. A careful assessment of its utilization is important since any shortfall or surplus of instructional space will typically become a planning priority for the College.

The instructional space inventory has been divided into "Classrooms" and "Laboratories". "Classrooms" are defined as instructional spaces used for lectures, seminars and any form of *theoretical* instruction. They are distinct from specialized teaching spaces such as computer laboratories, art studios or science laboratories used for *practical* instruction and typically equipped with specialized equipment and workstations. In this report, such rooms are referred to as "Laboratories" and are considered separately.

Utilization of Classroom Pool - Daytime

The table that follows summarizes how Fleming College's centrally scheduled classroom inventory was used in Fall 2015 and Winter 2016. Each table considers:

- The capacity range of the rooms

- List of rooms each capacity range

- Total number of hours regularly scheduled in the rooms on a weekly basis

- Average daytime weekly utilization, expressed as a percentage of the total time these classrooms are considered to be available in daytime during the week, i.e. 50 hours

Fleming College currently uses a 50-hour scheduling week with 10 periods accommodated per day between 8:00 AM and 6:00 PM. Each period is 50 minutes in duration + 10 minutes for travel between classes. A weekly common hour is incorporated into the timetable during which no classes are scheduled. The analysis shown here uses a 50-hour scheduling window to analyze utilization during the most recent semesters. Note that the College plans to change the scheduling week from 50 to 55 periods – this is described further in the section on 'Optimal Classroom Pool'.

An **80% utilization benchmark** is considered to be the threshold beyond which an institution should consider adding classrooms to its inventory. Institutions can schedule classrooms beyond an average of 80% if required. However, this leaves little flexibility for scheduling changes, the scheduling of ad hoc events and access to the rooms in daytime for maintenance and cleaning.

The daytime classroom utilization analysis indicates that the 42 classrooms were scheduled at an average rate of 75% in Winter 2016, semester of peak use. (This rate is 76% if a 49-hour scheduling week is used for the calculation taking into consideration that the common hour removes one hour a week from available timeslots). It is noteworthy that 25 of the classrooms achieve rates of utilization of 80% or higher and 6 are scheduled at over 90% of the 50-hour week.

It is uncommon for a medium-sized campus like Sutherland to achieve rates of utilization at these levels. This is because a medium-sized campus does not enjoy the economies of scale afforded at larger campuses such as those in the GTA which have many more classrooms and larger enrolments.

Classroom Utilization Based on a 50-hour daytime scheduling window

Fall 2015 - Week of September 14th to 20th / Winter 2016 - Week of January 25th to 31st | 42 classrooms

Capacity Range	Room Number	Fall 2015 Hours Scheduled	Fall 2015 % Utilization	Winter 2016 Hours Scheduled	Winter 2016 % Utilization
25 to 32 Stations	BRA1120	26	52%	38	76%
	BRA1163	36	72%	39	78%
	BRA3120	40	80%	26	52%
	KTD0134	2	4%	5	10%
	WE1	33	66%	36	72%
25 to 32 Stations Total		137	55%	144	58%
33 to 40 Stations	BRA1123	42	84%	45	90%
	BRA1131	42	84%	44	88%
	BRA1134	39	78%	46	92%
	BRA1138	35	70%	40	80%
	BRA1142	36	72%	46	92%
	BRA1146	41	82%	43	86%
	BRA1152	39	78%	42	84%
	BRA1156	37	74%	38	76%
	BRA2129	43	86%	43	86%
	BRB3102	39	78%	30	60%
	BRB3151	40	80%	41	82%
	BRB3155	41	82%	41	82%
	BRB3167	44	88%	44	88%
	BRB3171	45	90%	41	82%
	BRB3310	40	80%	43	86%
	BRB3316	42	84%	39	78%
	BRB3320	39	78%	36	72%
	BRC2131	41	82%	46	92%
	BRPOR1	26	52%	12	24%
	KTD1111	12	24%	18.5	37%
	KTD1118	28.5	57%	44	88%
	KTD1120	24	48%	33	66%
33 to 40 Stations Total		815.5	74%	855.5	78%
41 to 48 Stations	BRA2135	35	70%	37	74%
41 to 48 Stations Total		35	70%	37	74%
49 to 60 Stations	BRA2128	41	82%	40	80%
	BRA3147	42	84%	48	96%
	BRA3151	39	78%	44	88%
	BRA3159	41	82%	44	88%
	BRB3101	41	82%	41	82%
	BRB3121	39	78%	43	86%
	BRB3150	41	82%	41	82%
	KTD1112	32	64%	40	80%
	KTD1114	39	78%	43	86%
49 to 60 Stations Total		355	79%	384	85%
61 to 80 Stations	BRB3179	41	82%	46	92%
61 to 80 Stations Total		41	82%	46	92%
81 to 100 Stations	BRA1111	38	76%	34	68%
81 to 100 Stations Total		38	76%	34	68%
141 to 180 Stations	BRB3250	34	68%	22	44%
	BRC2125	37	74%	27	54%
141 to 180 Stations Total		71	71%	49	49%
181 to 220 Stations	BRB3100	42	84%	28	56%
181 to 220 Stations Total		42	84%	28	56%
Grand Total		1,534.5	73%	1,577.5	75%

Note: BRA1120 is a Nursing lab/classroom

Classroom Utilization Analysis by Capacity & Optimal Classroom Pool

The tables on the following pages present a two-part analysis of the classroom pool based on Fall 2015 and Winter 2016 data: Part 1 - seat utilization; and Part 2 - a demand analysis describing the optimal classroom pool with a comparison of the existing distribution of room capacities to the calculated ideal complement of room capacities required. This latter analysis includes an accounting of the net addition/removal of classrooms from the pool proposed in the Backfill Plan described in Section 3.

Note that the descriptions below reference results from the Winter 2016 analysis since this is the semester of peak activity and drives requirements for space.

Part 1 - Seat Utilization

The upper coloured portions compare the capacity of the rooms in which classes were scheduled (Y axis of the table) and the size of the student groups enrolled in those classes (X axis of the table). The body of each table totals the number of hours per week in which classes of a certain group size were scheduled in rooms of a certain capacity. The background colours indicate the following:

- WHITE background: Instructional hours for which the **capacity of the room matched the size of the student group.** In Winter 2016, 252 of 1,578 hours or 16% of all classes that took place in the classroom pool fell into this category.

- GREEN background: Instructional hours for which the **capacity of the room exceeded the size of the student group**. In Winter 2016, 1,321 of 1,578 hours or 84% of all classes that took place in the classroom pool fell into this category.

- BLUE background: Instructional hours for which the **size of the student group exceeded the capacity of the room.** In principle this should not occur, and the calculated percentages are negligible. It is assumed that these are data anomalies whereby the number of students exceeds the capacity of the room by one or two students only, a situation that corrects itself a few weeks into the semester through normal course attrition.

The analysis suggests that the capacities of the rooms that are part of the classroom pool are less than optimal given the high percentage of activity taking place in rooms that are too big (shown with a GREEN background). The definition of what the optimal classroom pool should be, all other variables remaining constant, is further discussed below.

Part 2 - Demand Analysis for Optimal Classroom Pool

The lower portion of the tables calculates what an optimal classroom pool should be in terms of both the number of rooms and their capacities.

Lines A to G – Scheduling Week of 50 Periods:

- Line A details the total number of hours of utilization occurring per week, by student group sizes.

- Line B details the total number of classrooms available for scheduling in Fall 2015 and Winter 2016 by room capacity.

- Lines C, D and E illustrate how the utilization target per room, expressed in periods per week, is calculated. The target is set at 80% of a 50-period week, or 40 periods per room.

- Line F calculates how many rooms would optimally be required to absorb the number of hours of activities taking place by student group size.

- Line G calculates the differences in the number of existing classrooms available for scheduling and the optimal number of classrooms calculated as per Line F, at each capacity range.

Lines H to L – Scheduling Week of 55 Periods:

This analysis recalculates the Lines A to G analysis but assumes a 55 period scheduling week in line with the intention of the College to change its scheduling week as part of the Meta Project initiative to improve the efficient use of college resources. Starting in September 2016, the College plans to change the duration of class periods from the current 50 minutes + 10 minutes for between-period travel to 55 minutes + 5 minutes for between-period travel. This change will increase the total number of periods per week from 50 periods to 55 periods, effectively increasing the capacity of the existing inventory without the addition of new space. The analysis reveals the additional capacity that can result from this change.

Lines M to Q – Changes to Classroom Inventory as per Backfill Plan:

This analysis takes into consideration the net gain/loss of classrooms resulting from implementation of the Backfill Plan described in this report and examines its impact on the optimal classroom pool assuming the future change to a scheduling week of 55 periods. Specifically, the Backfill Plan will add 3 classrooms through renovation of D1129 (the 'Silver Ballroom') and will repurpose 2 A-Wing classrooms as part of the relocation of the Esthetician program to Sutherland Campus.

Results – Number of Classrooms Required (Based on Winter 2016 data):

- Based on existing classroom inventory of 42 rooms and scheduling week of **50 periods**: 39.4 classrooms required (Line F) Net surplus of 2.6 classrooms (Line G)

- Based on existing classroom inventory of 42 rooms and future scheduling week of **55 periods**: 35.9 classrooms required (Line K) Net surplus of 6.1 classrooms (Line L)

- Based on the **future classroom inventory** of 43 rooms following implementation of the Backfill Plan and future scheduling week of 55 periods: 35.9 classrooms required (Line P) Net surplus of 7.1 classrooms (Line Q)

The results show that the scheduling change from 50 to 55 periods per week will result in an effective gain of 3+ classrooms. The notional existing surplus of 2.6 classrooms will increase to 6.1 classrooms. With the net addition of one classroom following implementation of the Backfill Plan, the net surplus of classrooms on campus will be 7 rooms. Recognizing that classrooms are also used for non-scheduled activities, given the change to 55 periods per week, implementation of the Backfill Plan, and stable projected campus enrolment, the results indicate that the future classroom pool can absorb repurposing of some inventory. This potential has informed the development of the Planning Options shown in the report.

Results – Classroom Capacity Profile:

The analysis also sheds light on the match between the room capacities required as generated by actual sizes of class sections scheduled and the capacity profile of the actual inventory. The differences between the figures listed in Line B and Line F express a mismatch, and also explain why 84% of the periods of classroom instruction took place in rooms for which the capacity of the classrooms exceeded the number of students. In ECS's experience, the reason for the mismatch is linked to the way academic departments communicate their timetabling requirements to the scheduling office. Academic departments tend to overestimate how many students will register in a given course, but, just-in-case, the scheduling office timetables that course in a room that could hold that maximum number of students without exceeding occupancy according to fire code regulations. When the actual course registrations are finalized and are found to be lower than the projected maximum, it is too late in the scheduling cycle to make changes whereby rooms with the correct capacities are used instead. The way to avoid this situation is to use enrolment projections that are closer to historical averages for each course.

Classroom Demand Analysis – Fall 2015

Instructional Space Utilization Analysis (vertical text, right margin)

		1 to 8 Students	9 to 16 Students	17 to 24 Students	25 to 32 Students	33 to 40 Students	41 to 48 Students	49 to 60 Students	61 to 80 Students	81 to 100 Students	101 to 120 Students	121 to 140 Students	141 to 180 Students	181 to 220 Students	221 + Students	Grand Total
	1 to 8 Stations															
	9 to 16 Stations															
	17 to 24 Stations															
	25 to 32 Stations	5	21	63	44	4										137
	33 to 40 Stations	6	64	210	333	182	21									816
	41 to 48 Stations	3			15	11	6									35
	49 to 60 Stations	6	16	79	100	87	48	19								355
	61 to 80 Stations		2	2	14	1	6	10	6							41
	81 to 100 Stations			4	3	4		9	13	5						38
	101 to 120 Stations															
	121 to 140 Stations															
	141 to 180 Stations							6	4	30	10	14	7			71
	181 to 220 Stations									4		2	5	26	5	42
	221 + Stations															
A	**Grand Total**	**20**	**103**	**358**	**509**	**289**	**87**	**42**	**53**	**15**	**16**	**12**	**26**	**5**		**1,535**

2%		Hours of Use Whereby the Number of Students Exceeds the Capacity of the Classroom
17%		Hours of Use Whereby the Number of Students Matches the Capacity of the Classroom
81%		Hours of Use Whereby the Capacity of the Classroom Exceeds the Number of Students

		1 to 8	9 to 16	17 to 24	25 to 32	33 to 40	41 to 48	49 to 60	61 to 80	81 to 100	101 to 120	121 to 140	141 to 180	181 to 220	221 +	Grand Total
B	Existing Number of Classrooms	0	0	0	5	22	1	9	1	1	0	0	2	1	0	42
	Scheduling Week of 50 Periods															
C	Number of Daytime Schedulable Periods per Week	50	50	50	50	50	50	50	50	50	50	50	50	50	50	
D	Weekly Utilization Target - %	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	
E = C x D	Weekly Utilization Target - Periods	40	40	40	40	40	40	40	40	40	40	40	40	40	40	
F = A / E	Number of Classrooms Required	0.5	2.6	9.0	12.7	7.2	2.2	1.1	1.3	0.4	0.4	0.3	0.7	0.1	0.0	38.4
G = B - F	Net Surplus/Deficit Compared to Existing Inventory	-0.5	-2.6	-9.0	-7.7	14.8	-1.2	8.0	-0.3	0.6	-0.4	-0.3	1.4	0.9	0.0	3.6
	Scheduling Week of 55 Periods															
H	Number of Daytime Schedulable Periods per Week	55	55	55	55	55	55	55	55	55	55	55	55	55	55	
I	Weekly Utilization Target - %	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	
J = H x I	Weekly Utilization Target - Periods	44	44	44	44	44	44	44	44	44	44	44	44	44	44	
K = A / J	Number of Classrooms Required	0.5	2.3	8.1	11.6	6.6	2.0	1.0	1.2	0.3	0.4	0.3	0.6	0.1	0.0	34.9
L = B - K	Net Surplus/Deficit Compared to Existing Inventory	-0.5	-2.3	-8.1	-6.6	15.4	-1.0	8.0	-0.2	0.7	-0.4	-0.3	1.4	0.9	0.0	7.1
	Changes to Classroom Inventory as per Backfill Plan															0
M1	Backfill Plan Rooms Added							+3								+3
M2	Backfill Plan Rooms Removed					-1	-1									-2
N = B + (M1+M2)	Number of Classrooms	0	0	0	5	21	0	12	1	1	0	0	2	1	0	43
H	Number of Daytime Schedulable Periods per Week	55	55	55	55	55	55	55	55	55	55	55	55	55	55	
I	Weekly Utilization Target - %	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	
J = H x I	Weekly Utilization Target - Periods	44	44	44	44	44	44	44	44	44	44	44	44	44	44	
P = A / J	Number of Classrooms Required	0.5	2.3	8.1	11.6	6.6	2.0	1.0	1.2	0.3	0.4	0.3	0.6	0.1	0.0	34.9
Q = B - P	Number of Existing Classrooms - Required Classrooms	-0.5	-2.3	-8.1	-6.6	14.4	-2.0	11.0	-0.2	0.7	-0.4	-0.3	1.4	0.9	0.0	8.1

Classroom Demand Analysis – Winter 2016

		1 to 8 Students	9 to 16 Students	17 to 24 Students	25 to 32 Students	33 to 40 Students	41 to 48 Students	49 to 60 Students	61 to 80 Students	81 to 100 Students	101 to 120 Students	121 to 140 Students	141 to 180 Students	181 to 220 Students	221 + Students	Grand Total
	1 to 8 Stations															
	9 to 16 Stations															
	17 to 24 Stations															
	25 to 32 Stations	7	51	35	51											144
	33 to 40 Stations	6	84	312	290	159	5									856
	41 to 48 Stations		3	15	8	11										37
	49 to 60 Stations	6	35	95	116	75	34	23								384
	61 to 80 Stations			1	7	8	5	6	19							46
	81 to 100 Stations		2	3	8	5	3	4	9							34
	101 to 120 Stations															
	121 to 140 Stations															
	141 to 180 Stations							2	22	9	14	2				49
	181 to 220 Stations									2	4	4	6	12		28
	221 + Stations															
A	Grand Total	19	175	461	480	258	47	35	52	13	18	8	12			1,578

|	
0%	Hours of Use Whereby the Number of Students Exceeds the Capacity of the Classroom
16%	Hours of Use Whereby the Number of Students Matches the Capacity of the Classroom
84%	Hours of Use Whereby the Capacity of the Classroom Exceeds the Number of Students

		1 to 8 Students	9 to 16 Students	17 to 24 Students	25 to 32 Students	33 to 40 Students	41 to 48 Students	49 to 60 Students	61 to 80 Students	81 to 100 Students	101 to 120 Students	121 to 140 Students	141 to 180 Students	181 to 220 Students	221 + Students	Grand Total
B	Existing Number of Classrooms	0	0	0	5	22	1	9	1	1	0	0	2	1	0	42
	Scheduling Week of 50 Periods															
C	Number of Daytime Schedulable Periods per Week	50	50	50	50	50	50	50	50	50	50	50	50	50	50	
D	Weekly Utilization Target - %	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	
E = C x D	Weekly Utilization Target - Periods	40	40	40	40	40	40	40	40	40	40	40	40	40	40	
F = A / E	Number of Classrooms Required	0.5	4.4	11.5	12.0	6.5	1.2	0.9	1.3	0.3	0.5	0.2	0.3	0.0	0.0	39.4
G = B - F	Net Surplus/Deficit Compared to Existing Inventory	-0.5	-4.4	-11.5	-7.0	15.6	-0.2	8.1	-0.3	0.7	-0.5	-0.2	1.7	1.0	0.0	2.6
	Scheduling Week of 55 Periods															
H	Number of Daytime Schedulable Periods per Week	55	55	55	55	55	55	55	55	55	55	55	55	55	55	
I	Weekly Utilization Target - %	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	
J = H x I	Weekly Utilization Target - Periods	44	44	44	44	44	44	44	44	44	44	44	44	44	44	
K = A / J	Number of Classrooms Required	0.4	4.0	10.5	10.9	5.9	1.1	0.8	1.2	0.3	0.4	0.2	0.3	0.0	0.0	35.9
L = B - K	Net Surplus/Deficit Compared to Existing Inventory	-0.4	-4.0	-10.5	-5.9	16.1	-0.1	8.2	-0.2	0.7	-0.4	-0.2	1.7	1.0	0.0	6.1
	Changes to Classroom Inventory as per Backfill Plan															0
M1	Backfill Plan — Rooms Added							+3								+3
M2	Backfill Plan — Rooms Removed					-1	-1									-2
N = B + (M1+M2)	Number of Classrooms	0	0	0	5	21	0	12	1	1	0	0	2	1	0	43
H	Number of Daytime Schedulable Periods per Week	55	55	55	55	55	55	55	55	55	55	55	55	55	55	
I	Weekly Utilization Target - %	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	
J = H x I	Weekly Utilization Target - Periods	44	44	44	44	44	44	44	44	44	44	44	44	44	44	
P = A / J	Number of Classrooms Required	0.4	4.0	10.5	10.9	5.9	1.1	0.8	1.2	0.3	0.4	0.2	0.3	0.0	0.0	35.9
Q = B - P	Number of Existing Classrooms - Required Classrooms	-0.4	-4.0	-10.5	-5.9	15.1	-1.1	11.2	-0.2	0.7	-0.4	-0.2	1.7	1.0	0.0	7.1

Time-of-Day Utilization

The next two tables provide graphic representations of how the classroom pool was scheduled in the course of a typical week, 8:00 AM to 10:00 PM, Monday to Friday for both Fall 2015 and Winter 2016 semesters. The X axis represents the time of the day in half-hour increments with each day of the week indicated by colour. The Y axis represents the number of classrooms in use for each time of day interval, the total number of available rooms being 42.

The patterns of utilization are typical of many colleges in that the highest levels of scheduling activity occur between 9:00 AM and 4:00 PM, with utilization late in the day, particularly on Fridays, markedly lower. Latent capacity in the campus' classroom pool resides in early and later hours and late in the day on Fridays.

Fall 2015
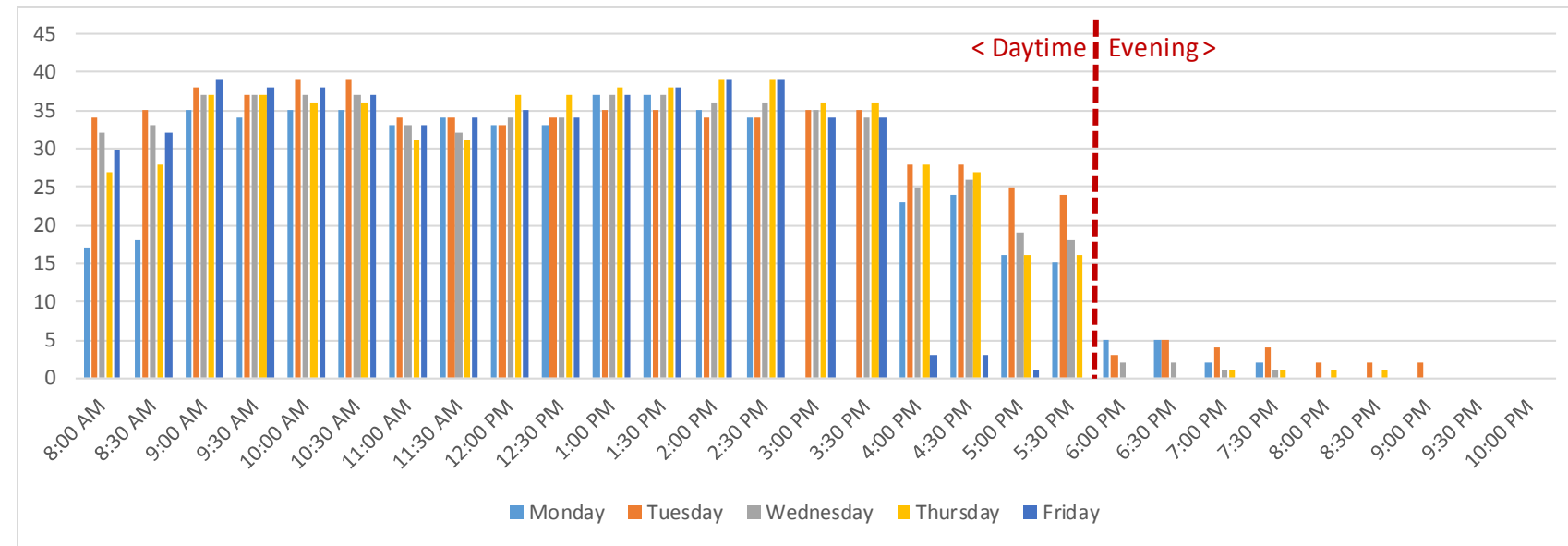
Winter 2016
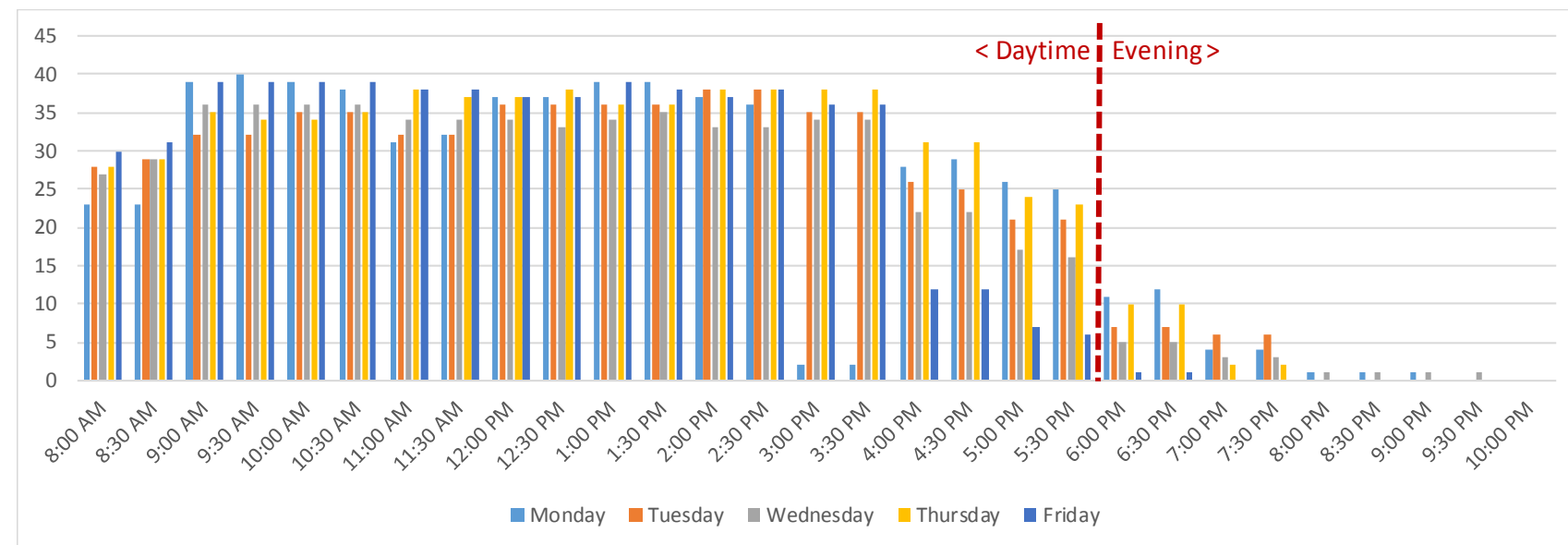
Utilization of Laboratories

The recommended benchmark, or target, against which to assess the utilization of laboratory and workshop space is: 30 hours per week, or 60% of a 50-hour weekly scheduling window of 8:00 AM to 6:00 PM, Monday to Friday.

This target is lower than the rate recommended for classrooms and general computer laboratories to account for lab preparation, workshop maintenance, and independent access by students.

The table below describes how the laboratory inventory was used in Fall 2015 and Winter 2016 in daytime. Average utilization for all labs peaked at 51% in Winter 2016. This rate is below the 60% utilization benchmark considered to be the threshold of utilization beyond which an institution should consider adding laboratories to its inventory, indicating that opportunities exist to increase utilization rates within the laboratory inventory.

Note however that several labs have exceptionally high rates of utilization including the Chemistry lab, Culinary lab and Welding workshop.

Also, it is important to note that the specialized nature of laboratories and workshops negates general conclusions on how laboratories are used 'on average'. Certain programs may require certain laboratories only a few hours per week or per semester, yet a facility must be provided regardless of utilization.

Laboratory / Shop Utilization – Winter 2016

COFSI Level 2 Code	COFSI Description	Room Number	Description	Fall 2015 Hours of Utilization	Fall 2015 Utilization Rate	Winter 2016 Hours of Utilization	Winter 2016 Utilization Rate
A2.01	Computer Lab - General	BRB2101	Common pool computer	32	64%	38	76%
		BRB2121	Common pool computer	34	68%	34	68%
		BRB2131	Common pool computer	37	74%	36	72%
		KTD1110	Common pool computer	48	96%	29	58%
A2.02	Computer Lab - Specialized	BRB2309.2	Technology	26	52%	27	54%
		BRB2309.3	Technology	27	54%	0	0%
A2.03	Dry Laboratory	BRB2106	CICE Room	18	36%	18	36%
		BRC2159	Courtroom	36	72%	36	72%
		PMMUSE1	Paramedic	20	40%	14	28%
		PMMUSE2	Paramedic	0	0%	4	8%
A2.04	Electronics & Electrical Bench / Automation / Motors	BRB2181	Computer Hardware	34	68%	26	52%
		BRB2309.1	Radio Frequency	25	50%	34	68%
		BRB2315.2	CISCO	23	46%	32	64%
		BRB2315.3	CISCO	24	48%	11	22%
		BRB2319	Wireless	32	64%	18	36%
		BRB3200	Engineering Commons	8	16%	14	28%
		BRB3200.1	Engineering Commons	4	8%	22	44%
		BRB3200.3	Engineering Commons	13	26%	32	64%
		BRB3200.4	Engineering Commons	15	30%	30	60%
		BRB3200.6	Engineering Commons	18	36%	29	58%
		BRB3200.7	Engineering Commons	10	20%	27	54%
		BRB3302	Health Info Management	31	62%	33	66%
A2.05	Wet Lab - Life Sciences	BRB2329	Pharmacy	32	64%	43	86%
		BRB2143	Forensics	6	12%	12	24%
		BRB2341.2	Aseptic	0	0%	26	52%
A2.06	Wet Lab - Physical Sciences	BRA3160	Chemistry	46	92%	45	90%
A2.10	Culinary Arts / Kitchen	BRA3168	Culinary	38	76%	50	100%
A2.11	Dining Room / Retail Lab	BRA3152	Fulford's Restaurant	17	34%	40	80%
A2.12	Patient Care Skills Lab / Simulation / Therapy / Dental Clinic	BRA1159	PTA/OTA/Fitness	21	42%	18	36%
		BRA2137	Massage lab	12	24%	10	20%
		BRA2167	Massage Clinic	24	48%	37	74%
		BRB2299	Skills for Justice	12	24%	0	0%
A2.15	Workshop - Fabrication/ Welding	KTD0130	Welding	24	48%	48	96%
A2.17	Workshop - Building Trades (Electrical, Plumbing, HVAC, etc.) / Civil	KTD0101.1	The 'Cube'	18	36%	29	58%
		KTD0101.2	The 'Cube'	14	28%	15	30%
		KTD0101.3	The 'Cube'	24	48%	16	32%
		KTD0101.4	The 'Cube'	23	46%	27	54%
		KTD0101.5	The 'Cube'	0	0%	4	8%
		KTD0101.6	The 'Cube'	6	12%	15	30%
		KTD0122	HVAC	39	78%	20	40%
		KTD0122.1	HRAC	42	84%	35	70%
A2.18	Workshop - Wood Trades / Construction / Masonry	BRC1306	Art & Conservation	21	42%	25	50%
		KTD0101	Carpentry	28.5	57%	32	64%
Grand Total				962.5	45%	1,091.0	51%

5

Planning Directions

Planning Directions

Introduction

The planning directions set out in this section represent the views and priorities of the Fleming College community (students, faculty and staff) for Sutherland Campus as assessed through the World Café workshop consultation sessions, one-on-one and small group meetings held during the course of this study.

The College has already achieved or has made significant advances in organizing and configuring campus space to achieve these goals.

These planning directions have guided the development of planning options outlined in the next section.

ICDP Planning Direction	
1	Prioritize enhancing student learning and student life experience on campus
2	Develop a learn anywhere / anytime, technology-enabled campus
3	Ensure the sequence of arrival optimizes user experience by featuring front-of-house services and activities that benefit students, and highlight the Fleming College brand
4	Create a strong identity for Schools by clustering program learning spaces, informal social space and academic offices. Through the configuration of space, design features and signage, create a high profile 'home' for each school, a sense of community, optimize learning delivery, and enable cross-program synergies and sharing of resources
5	Showcase marquee programs and activities through design features such as transparent wall treatments and high profile campus locations. In cases where relocation or renovation are prohibitive, consider using technology (e.g. videowalls) to feature student, faculty and college activities and achievements
6	Cluster and profile learner support and student services to enhance convenience for Fleming's diverse student body, create a seamless user experience, and support efficient operations
7	▪ Create flexible space that can serve multiple users and adapt to evolving uses, technologies and needs over time
8	▪ Highlight the beauty of the campus setting by featuring views from the interior spaces to the grounds
9	▪ Organize functions and activities on campus to facilitate ease of navigation and wayfinding
10	▪ Create a fully accessible, green and sustainable campus

6

Planning Options

Planning Options

Introduction

This section sets out planning solutions to improve the organization, allocation and quality of campus space in support of enhanced learning and student life experience in ways that are consistent with the College's plans and priorities.

Evidence-Based Planning

The planning options stem from an evidence-based assessment of a wide range of planning inputs including:

- Fleming strategic, academic and service delivery plans

- Benchmark comparison of Sutherland campus space allocations to those of peer institutions across the province (COFSI analysis - Section 2)

- Assessment of space planning issues identified through analysis and consultations (Section 3)

- Instructional space utilization analysis (Section 4)

- Priorities identified by the college community including students, faculty and staff through a multi-faceted consultation process (Appendix A for input received during 4 World Café workshops)

- Experience of the consultant team at other Ontario colleges (all 23) and post-secondary institutions across Canada (65+)

Projects as Packages

The planning options presented here are described as five discrete 'Packages'. With one exception, these Packages are not inter-dependent and may be implemented in any combination – e.g. 1 to all 5 packages, in sequence, simultaneously, etc. as funding and priorities dictate.

Planning Options Listing

Package #	Description	Locations
Package 1:	Health & Wellness Cluster Revitalization	A Wing – Levels 1 and 2
Package 2:	Business Cluster Revitalization	A Wing - Level 3
Package 3:	Academic & Administrative Office Clustering	A Wing – Level 2 B Wing – Level 2 C Wing – Levels 1, 2
Package 4	Learner Support Facility Integration and Library Revitalization	C Wing – Levels 0, 1, 2
Package 5:	Relocation of ___ services to St. Joseph's at Fleming to Create New Teaching Space and Access Between ___ B Wing ___	___ Levels 2, 3 St. Joseph's at Fleming

Future Consideration
Not Currently Planned

Overview and Issues

- Health & Wellness programming represents one quarter (25%) of campus enrolment at Sutherland Campus yet the majority of Health & Wellness activities on campus are located in A-Wing Levels 1 and 2 in dated, uninspiring accommodation for laboratories, clinics and faculty offices. Despite its prime location near the main entrance, the School has a low profile on campus and its facilities do not compare favourably with those of competitor colleges.

- The School has prepared a business case proposal (March 2014) for developing an **Interdisciplinary Simulation Centre** to serve the applied learning needs all 19 programs. The vision is for a multi-purpose facility that will provide increased capacity for on-campus work-integrated learning (WIL) opportunities and greater access to simulations for task-based and scenario-based learning.

- The School also prepared a business case proposal (April 2014) for developing a **Wellness Spa and Clinic** to provide a high profile, accessible, year-round facility which will provide WIL opportunities for Massage Therapy, Esthetician and other programs.

- The January 2016 Backfill initiative has identified Rooms A2129 and A2135 for repurposing as Esthetician laboratory space to accommodate the Esthetician program relocating from Cobourg Campus – effective September 2016.

Planning Proposal - General

- Renovate, reconfigure and revitalize Levels 1 and 2 of A-Wing to develop high quality learning and support space and a strong identity for the School of Health & Wellness

- Enhance clustering of Health & Wellness and synergistic programs with relocation to A Wing of Esthetician lab from Cobourg, Paramedic lab from the portable and Skills for Justice lab from B Wing. Clustering enhances the creation of a 'home' for the School, enables interdisciplinary collaborations and sharing of resources, and promotes a spirit of collegiality

- Create flexible, multipurpose learning laboratories that support a range of program activities including simulations, demonstrations, role playing, and skills practice spanning interprofessional activities. Provide facilities for interviewing and counselling, video recording and debriefing

- Cluster clinics to create full service Spa / Wellness Clinic providing massage and esthetics services with enhanced visibility and access for clients

- Consolidate academic offices to provide modern office environment, ease of access to faculty for students, school identity, and collaboration and sharing of ideas and resources among staff

- Use circulation space to create social gathering space for School students to help build a sense of community, foster an interprofessional mindset, and enhance amenities for students

- Transform a wing of the college that is in poor condition to the Fleming 21st Century standard benefitting all users, enhancing the College's image and supporting recruitment during open houses and college tours. Design features such as transparency with the use of glazed wall will showcase and celebrate academic activities (as achieved with the Pharmacy Lab and KTTC workshops)

Planning Proposal – Specific

A Wing – Level 1

- Renovate Nursing Lab (A1120) to create:
  - 2x **Nursing and Related Skills labs**
  - 1x **Interdisciplinary Simulation lab**

  Interdisciplinary Simulation lab will support activities of a range of programs including Paramedic.

- Reconfigure and renovate Classrooms A1123 and A1111 (partial) to create a new **Skills for Justice lab** replacing the existing poor quality split level lab in B2299

- Renovate A1111 (partial) as **Classroom** to replace Classroom A1120

- Repurpose Home Practice Lab (A1126) for laboratory equipment **storage**

- Repurpose High School Classroom (A1130) as a **High Fidelity Simulation lab**

- Repurpose and renovate OTA/PTA/Fitness Lab (A1159), interview room (A1161) and Classroom (A1163) as **faculty offices and new classroom**. Implementing an open office accommodation model will allow faculty to benefit from natural light on the east side of the office suite.

- Renovate circulation space at south end of A1 currently housing lockers as attractive, bright **social/study space** for Health & Wellness students. Include area currently accommodating Facilities storage (A1106).

A Wing – Level 2

- Create new **Esthetician laboratory** in Classrooms A2129 and A2135 (in progress, Summer 2016). Adjacency to the Massage Clinic and lab (A2165, A2167, A2137) will create a **Spa / Wellness Clinic** cluster

- Repurpose Seminar Room (A2128) to **OTA/PTA/Fitness lab** relocating from A1159

B Wing – Level 2

- Vacate B2299 as Skills for Justice lab is relocated to A Wing. Vacant space can be repurposed as Technology space – e.g. project space, lab for post-graduate program requiring students to work in an independent fashion, other

Note

Significant **clustering of the School of Health & Wellness and School of Community Development & Justice** can be achieved through the proposals set out in this section. This Package 1 proposal relocates the Skills for Justice lab to A Wing; options for consolidating offices for the Schools' Dean and Chairs and faculty offices in A Wing are described in the Package 4 proposal. Further clustering can be achieved if classroom space in A Wing is set up to serve as the Justice Courtroom lab to replace C2159.

Package 1: Health & Wellness Cluster Revitalization

A Wing - Level 2

A Wing - Level 1

B Wing - Level 2

Repurpose as High Fidelity Simulation Lab
- Repurpose High School Classroom A1130 as a
  High Fidelity Simulation Lab

Repurpose for laboratory storage and equipment
- Repurpose Home Practise Lab A1126 for laboratory
storage and equipment

**Repurpose and Renovate to create Faculty Offices (2,500 NASF)
and New Classroom**
- Repurpose and renovate OTA/PTA/Fitness Lab (A1159), interview room
  (A1161, and Classroom (A1163) as faculty offices and new classroom

Create new Skills for Justice Lab
- Reconfigure and renovate Classrooms A1123 and A1111 (partial) to create
  a new Skills for Justice lab replacing the existing poor quality split level lab
  in B2299

Relocate Skills for Justice Lab
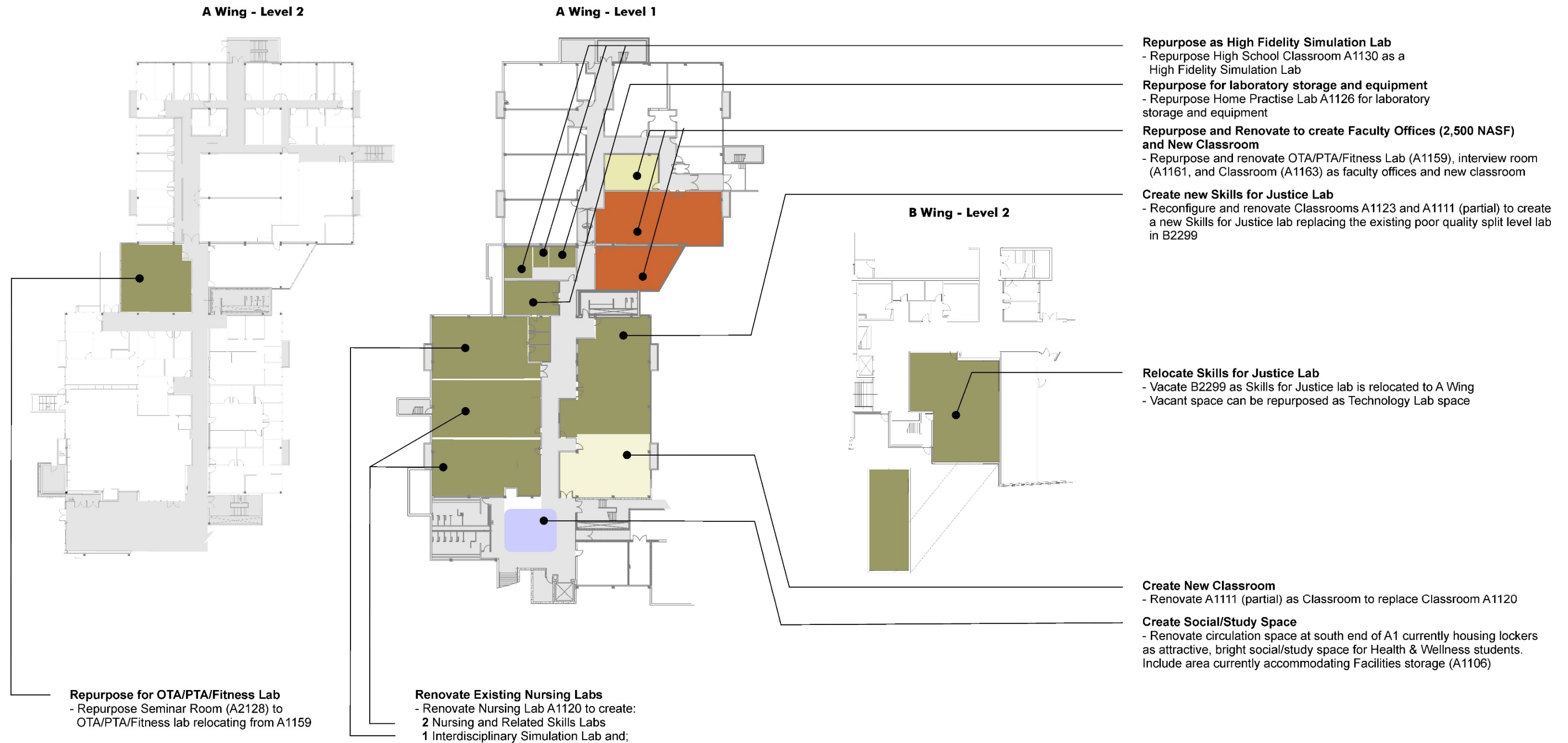- Vacate B2299 as Skills for Justice lab is relocated to A Wing
- Vacant space can be repurposed as Technology Lab space

Create New Classroom
- Renovate A1111 (partial) as Classroom to replace Classroom A1120

Create Social/Study Space
- Renovate circulation space at south end of A1 currently housing lockers
as attractive, bright social/study space for Health & Wellness students.
Include area currently accommodating Facilities storage (A1106)

Repurpose for OTA/PTA/Fitness Lab
- Repurpose Seminar Room (A2128) to
  OTA/PTA/Fitness lab relocating from A1159

Renovate Existing Nursing Labs
- Renovate Nursing Lab A1120 to create:
  2 Nursing and Related Skills Labs
  1 Interdisciplinary Simulation Lab and;

Package 2:   Business Cluster Revitalization / A Wing Level 3

Overview and Issues

- The School of Business is concentrated on A Wing, Level 3 which accommodates faculty offices, Culinary lab, Fulford's Restaurant, and a student lounge. The level also accommodates a Chemistry lab used by Health & Wellness programs and common pool classrooms.

- Configuration of circulation on A Wing, Level 3 is poor with an inefficient layout and access to many offices and classrooms only possible via narrow corridors.

- Despite upgrades to public space and signage, the confusing organization of space on the floor does not provide the School of Business with a strong identity or professional profile

- Culinary lab (A3168) utilization rates are very high peaking at 100% utilization in daytime Fulford's Restaurant (A3152) caters to members of the public but has low visibility

- Chemistry lab (A3160) utilization rates are very high peaking at 92% utilization in daytime

- The abutting configuration of two expensive lab spaces – Culinary and Chemistry – makes expansion or duplication of either lab not possible in the current location

Planning Proposal - General

- **Reconfigure floor circulation** to provide more coherent navigation and welcoming, attractive access to the floor. Provide places for socializing/study (e.g. benches, casual seating) to animate the wing and create a sense of community

- **Consolidate academic offices** in an open office environment that provides a **strong identity for the School of Business** at the entrance to the wing, improves faculty office accommodation, promotes collegiality, and enhances student access to faculty by providing a single point of contact for the school.

- Use expanded circulation space to **create social gathering space** for Business students to help build a sense of community, and enhance amenities for all students

- Create the potential to **develop new teaching space and/or storage space to relieve existing pressure on the Chemistry lab and Culinary lab** due to high rates of utilization

- Create **high quality new classroom space**

- Transform a wing of the college that is in poor condition to the Fleming 21st Century standard benefitting all users, enhancing the College's image and supporting recruitment during open houses and college tours. Design features such as transparency with the use of glazed wall will showcase and celebrate academic activities (e.g. KTTC classrooms)

Planning Proposal – Specific

A Wing – Level 3

- Consolidate as many Business faculty offices as possible to open office suite at main entrance to floor in location of existing Classroom A3120, adjacent offices and student lounge. Highlight identity of School with signage and welcoming, glazed entrance to office reception.

- Use vacated offices at northwest end of wing and Classroom A3159 to create:
  - new Dry Science laboratory AND/OR
  - new Preparatory Cold Kitchen AND/OR
  - Forensics lab (relocated from B2143) AND/OR
  - Science/Kitchen storage AND/OR
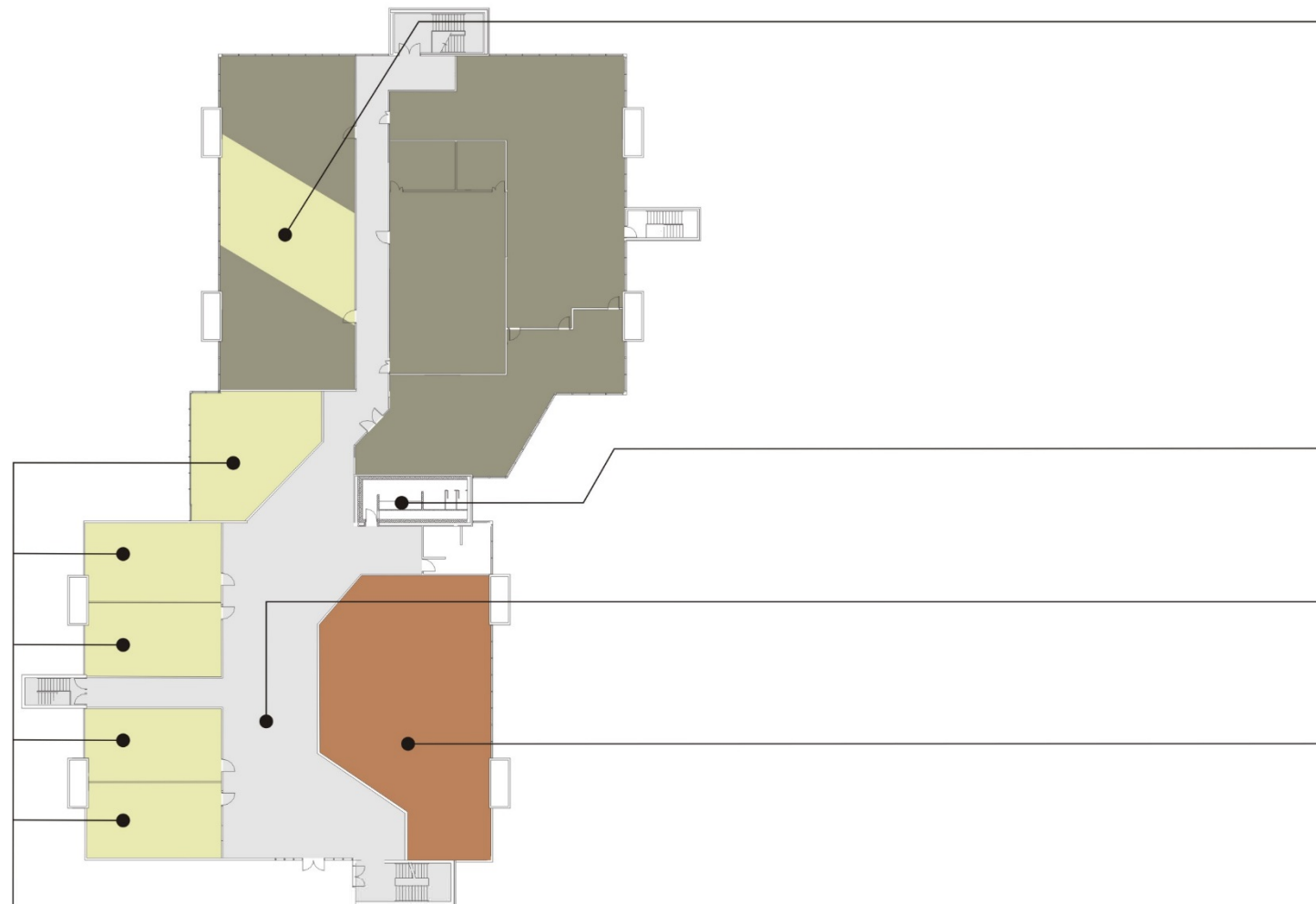 - new classroom space

  A new Dry Science lab will feature services only on the periphery of the room and will be suitable for instruction in basic science, physics, anatomy, etc. It will relieve pressure on the highly utilized Chemistry lab (A3160) at less capital cost than duplicating the existing wet lab

  A new Preparatory Cold Kitchen is proposed as a less expensive complement to the full Kitchen available in A3168 where students can practice food preparation and other skills that do not require access to baking or cooking equipment.

- Consider relocating or reducing the size of the Washroom south of Fulford's Restaurant in order to allow signage and/or glazing that features Fulford's and makes it visible from a distance to those entering the floor

- Create 5 new high quality classrooms on the southwest zone of the wing

- Reconfigure and enlarge the main circulation spine by removing the 'island' created by A3129 – A3131 + A3143, A3114, A3116, A3141, A3113, A3101, A3121

Package 2:   Business Cluster Revitalization

A Wing - Level 3

Repurpose Classroom and Office Space
- Use vacated offices and Classroom A3159 to create:
  - new Dry Science laboratory AND/OR
  - new Preparatory Cold Kitchen AND/OR
  - Forensics lab (relocated from B2143) AND/OR
  - Science/Kitchen storage AND/OR
  - new classroom space
- A new Dry Science lab will feature services only on the periphery of the room and will be suitable for instruction in basic science, physics, anatomy, etc. It will relieve pressure on the highly utilized Chemistry lab (A3160) at less capital cost than duplicating the existing wet lab
- A new Preparatory Cold Kitchen is proposed as a less expensive complement to the full Kitchen available in A3168 where students can practice food preparation and other skills that do not require access to baking or cooking equipment

Potential Washroom Relocation/Reconfiguration
- Consider relocating or reducing the size of the Washroom south of Fulford's Restaurant in order to allow signage and/or glazing that features Fulford's and makes it visible from a distance to those entering the floor

Reconfigure Circulation
- Reconfigure and enlarge the main circulation spine by removing the 'island' created by A3129 - A3131 + A3143, A3114, A3116, A3141, A3113, A3101, A3121

Create Office Suite (3,200 NASF)
- Consolidate as many Business faculty offices as possible to open office suite at main entrance to floor in location of existing Classroom A3120, adjacent offices and student lounge
- Highlight identity of School with signage and welcoming, glazed entrance to office reception

Create New Classrooms
- Create 5 new high quality classrooms on the southwest zone of the wing

Package 3: Academic & Administrative Office Clustering

Overview and Issues

- The College was designed using the private / semi-private office accommodation model which has resulted in instances of 'rabbit warren' office set ups, staff distributed in different parts of campus, and space inefficiencies. As new buildings and renovations are undertaken, the College has adopted an open office accommodation model in which staff are provided with open workstations, and access to shared meeting rooms and private interview rooms. While this type of accommodation does not necessarily 'save' space, it does offer key advantages such as: the academic or administrative unit gains a stronger identity; a reception function ensures that all visitors are greeted and provided with assistance even if the individual they came to meet is unavailable; proximity to colleagues promotes collegiality and sharing.

- Academic offices, including the Schools of Health & Wellness and Community Development & Justice, are currently housed in 'rabbit warren' private and semi-private offices. The Schools have expressed interest in consolidating offices to promote interprofessional collaboration and sharing.

Planning Proposal – General

- Consolidate Administrative functions in B Wing, Level 2 east to provide backfill opportunities to enhance clustering of academic activities in A Wing (See Package 1).

- Co-locate and consolidate academic offices of the Schools of Health & Wellness and Community Development & Justice to support interprofessional collaborations and sharing. This initiative complements the development of shared labs among the Schools in A Wing (Package 1)

- Corollary benefits to the consolidation of Administrative functions include enhanced operational efficiencies due to proximity of staff.
  - VP, Finance & Administration will be closer to other members of the Executive Team
  - Synergies among Finance, Purchasing, Facilities and VP, F&A can be capitalized upon
  - Improved work settings for those currently accommodated in private / semi-private offices

Planning Proposal - Specific

- Relocate Vice President, Finance & Administration (A2126), Purchasing (A2122) and Facilities (C1201) to B Wing in location currently occupied by Duplicating Services (B2365) and Staff Lounge (B2367). Existing stair provides access to Executive Team office suite B3355. This move releases space in A Wing for consolidation of academic functions and releases C1201 for other uses

- Relocate Duplicating Services (B2365) to either:
  - C1201 (current Facilities office space) OR
  - A Wing west of Health Services (A2120, A2118, A2116, A2110, A2122.1)
  This move releases space for consolidating Administrative functions in B Wing

- Relocate Staff Lounge to C Wing Level 2 – space currently occupied by Classroom C2131, Offices C2151-54). New location offers natural light on two sides of the new lounge space. This move releases space for consolidating Administrative functions in B Wing

- Renovate vacated space to create high quality open academic office environments

A Wing – Level 2

- Renovate existing private and semi-private academic offices in north and west sections of Level 2 as high quality open office environment for academic staff of the School of Health & Wellness and /or School of Community Development & Justice

- Repurpose and renovate Offices A2126, A2122, A2125 (currently accommodating VP, Finance & Administration and Purchasing) as high quality open office suite for Dean and Chairs of Schools of Health & Wellness and Community Development & Justice. This proposal is contingent on the relocation of the VP and Purchasing to B Wing.

- Option: Repurpose Faculty Offices A2116, A2118, A2120, A2110 and A2122.1 to Print Shop relocated from B2365

B Wing – Level 2

- Renovate space occupied by Print Shop (B2365) and Staff Lounge (B2367) to Administrative office suite for VP, Finance & Administration, Purchasing and Facilities

C Wing – Level 1

- Option: Repurpose Facilities Office C1201 to Print Shop relocated from B2365

C Wing – Level 2

- Renovate space occupied by Classroom C2131 and offices C2151 - C2154 to create new staff lounge to replace existing staff lounge in B2367

- Option: Reconfigure and renovate Courtroom teaching space (C2159) and adjacent private / semi-private faculty offices to create a consolidated high quality open office environment for academic staff – school(s) to be determined

Package 3: Academic & Administrative Office Clustering

B Wing – Level 2

A Wing – Level 2

C Wing – Level 2

Option 1: Relocate Staff Lounge
- Relocate Staff Lounge to C Wing Level 2 – space currently
  occupied by Classroom C2131, Offices 2152

C Wing – Level 2

**Option 2: Relocate Staff Lounge and Create New Office
Space (4,800 NASF)**
- Relocate Staff Lounge to C Wing Level 2 – space currently
  occupied by Classroom C2131, Offices 2152
- Reconfigure and renovate Courtroom teaching space (C2159)
  and adjacent private / semi-private faculty offices to create a
  consolidated high quality open office environment for academic
  staff of the School of Community Development & Justice and / or
  School of Business and / or other school

C Wing – Level 1

Relocate Duplicating Services to either:
- C Wing 1201
- A Wing west of Health Services

Consolidate Administrative Offices
- Relocate Vice President, Finance & Administration
  (A2126) and Purchasing (A2122) to B Wing in
  location currently occupied by Duplicating Services
  (B2365) and Staff Lounge (B2367)
- Relocate Facilities (C1201) to new Administration
  office suite
- Existing stair provides access to Executive Team
  office suite (B3355)

Repurpose for Dean of Health Office Suite (1,200 NASF)
- Repurpose and renovate Offices A2126, A2122, A2125
  (currently accommodating VP, Finance & Administration
  and Purchasing) as office suite for faculty and Dean of
  Health & Wellness & Community Development &
  Justice and faculty

Renovate for Academic Open-Plan Offices (5,450 NASF)
- Relocate academic offices A2120, A2118, A2115,
  A2110 to new open office space at north end of
  A Wing (See Package 2)

Package 4:   Learner Support Facility Integration and Library Revitalization
**   C Wing – Levels 0, 1, 2**

Overview and Issues

- Major learner support facilities at Sutherland Campus comprise two functional units:
  - Learning Resources Centre (LRC) –   C Wing, Level 2
  - Library   C Wing, Level 1
  Additional learner support services are co-located with either the LRC or Library and include Tutoring and Academic Skills Centre, Testing Centre, IT Service Desk, and Counselling

- Although the Library and LRC are vertically adjacent and connected by a staircase external to their respective entrances, they are physically separate entities.

- The Library presents a very traditional library environment and has zones of unused space

- Library and College managers identify the need to update the Library to reflect the changing role of library in the 21st Century. Key elements include providing a broader range of settings for collaborative and solo study, intensifying the use of space, re-considering the deployment of print collections (stacks have already been significantly reduced), and expanding the range of multi-media technologies and content production resources.

- Library and LRC managers have developed a position paper exploring the options and benefits of greater physical integration including incorporating additional services to provide optimum, seamless access to resources and learner support services for students

- C Wing Level 0 below the Library provides good quality office and learning space but in a difficult to find, windowless part of campus with poor accessibility. The College has been relocating functions from C0 to more easily accessed parts of campus and the majority of the suite is currently vacant.

- Business, Technology and other academic managers have identified a need for an Innovation Hub to provide a place on campus for the development of new business ideas

Planning Proposal - General

- Improve the integration of learner support services and unify the suites of services, resources and facilities by creating a single access point in a highly visible location off the main entrance atrium of the campus

- Provide users with a single service point at the entrance to the integrated LRC/Library for both IT technical and information access support

- Update the Library to create a 21st Century learning environment

- Expand the provision of collaborative group work space and quiet study space and segregate quiet study space to ensure noise levels are appropriate

- Consider integrating into the plans an Innovation Hub that can be used by students and faculty from all program areas for access to resources and mentorship for business start-up, product development and other innovation initiatives. Can be used as applied project space as well. Hub should have good visibility and profile to generate interest.

Planning Proposal – Specific

Detailed planning of the three levels will be carried out in the next stage of planning. The following allocations are preliminary options for consideration only.

C Wing – Level 2

- Reconfigure main entrance to LRC to encompass stairs leading down to Library on Level 1 and C0 suite in order to create a single access point for an integrated LRC/Library facility

- Create a main service point circulation and service desk to provide information to users about LRC, IT and Library resources

- Proposed Level 2 functions and activities:
  - IT Commons (partial)
  - Library services (partial)
  - Counselling Services
  - Accessibility Services
  - expanded collaborative group study rooms and settings in open areas
  - new types of study and group work environments – e.g. media pods
  - Innovation Hub

- Consider opening up views to the beautiful ravine setting on the south and east walls
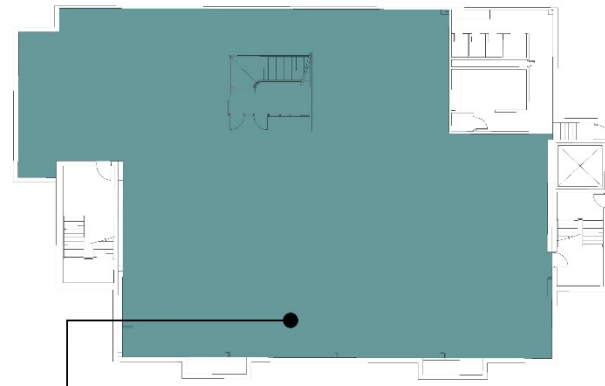
C Wing – Level 1

- Update Library space to create a 21st Century learning environment

- Proposed Level 1 functions and activities:
  - IT Commons (partial)
  - Library services (partial)
  - Library reference collection (partial)
  - Tutoring and Academic Skills Centre
  - Tutorial classrooms
  - expanded collaborative group study rooms and settings in open areas
  - new types of study and group work environments – e.g. media pods

C Wing – Level 0

- Proposed Level 1 functions and activities:
  - Library collections (partial)
  - Testing Centre
  - College Archive
  - Quiet study space
  - Additional group study rooms

**Package 4:   Learner Support Facility Integration and Library Revitalization**

C Wing - Level 0

C Wing - Level 1

C Wing - Level 2

Reconfigure Main Entrance to LRC
- Reconfigure main entrance to LRC to encompass stairs leading down to Library on Level 1 and C0 suite in order to create a single access point for an integrated LRC/Library facility

Create Service Desk
- Create a main service point circulation and service desk to provide information to users about LRC and Library resources

Proposed Level 2 Functions
- IT Commons (partial)
- Library services (partial)
- Counselling Services
- Accessibility Services
- Expanded collaborative group study rooms in open areas
- New types of study and group work environments e.g. media pods
- Innovation Hub

Potential Counselling Growth Space

Proposed Level 0 Functions
- Library collections (partial)
- Testing Centre
- College Archive
- Quiet study space
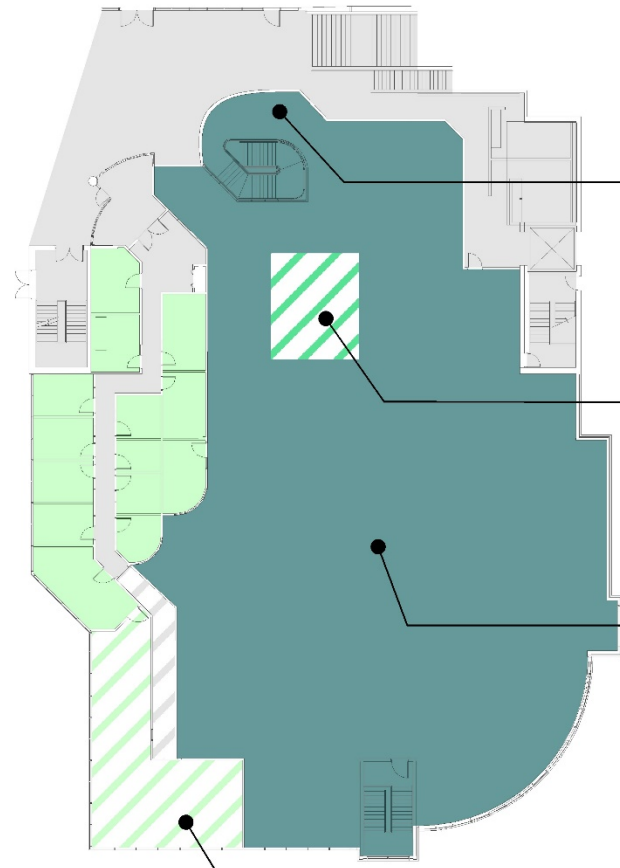- Additional group study rooms
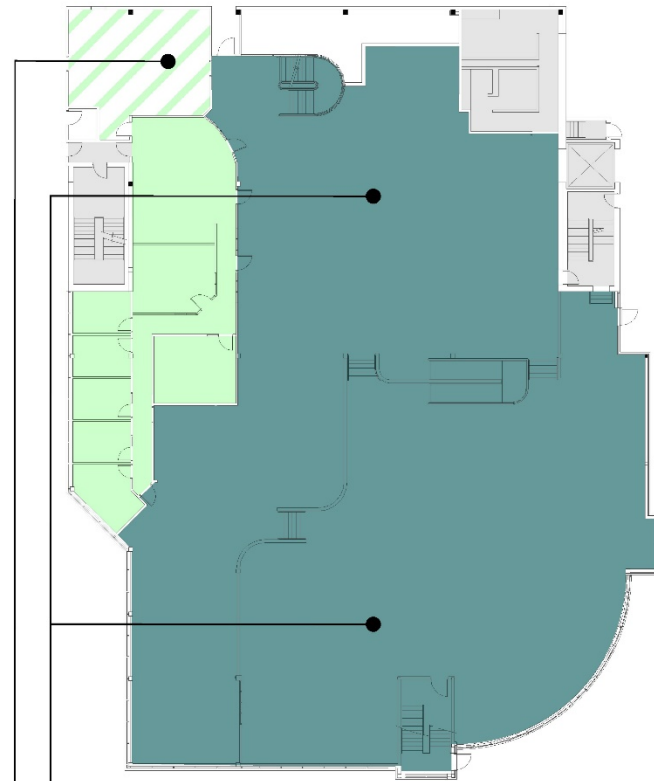
Proposed Level 1 Functions
- IT Commons (partial)
- Library services (partial)
- Library reference collection (partial)
- Tutoring and Academic Skills Centre
- Tutorial classrooms
- expanded collaborative group study rooms and settings in open areas
- new types of study and group work environments – e.g. media pods

Potential Tutoring Growth Space

Package 5: Relocation of IT Services to St. Joseph's at Fleming to Create New Teaching Space and Access Between NE B Wing and Galleria

Overview and Issues

- The School of Trades and Technology is seeking capacity for additional specialized technology laboratories and applied project work space.

- Implementation of Packages described previously will remove classrooms from the common classroom pool.

- The Engineering Galleria is a major public space on campus with its architecturally striking double-height atria space.

- Access to the Galleria is currently restricted to exterior entrances at the north and south end of the Galleria circulation spine and from the B Wing south corridor. There is currently no access to the Galleria from the north corridor of B Wing despite the fact that this circulation spine would provide the most direct interior access to the Galleria from the main Academic Complex.

- The Galleria is a half-level lower than B Building Level 3 and a half level higher than B Building Level 2.

- Portions of Information Technology Services, as a back-of-house service, does not need to be housed in the main Academic Complex.

Planning Proposal – General

- Create direct access from the east-west corridor of B Wing north to the Engineering Galleria from B Wing Levels 2 and 3 to improve access and ease of navigation to the Engineering Galleria and Commons. Improved access to the Galleria will encourage use by other members of the college community in addition to Technology students. The Galleria has the potential for additional intensified use with increased provision of informal study amenities - more seating options, connectivity and power. The Student Association has expressed interest in enhancing informal study space in the Engineering Commons

- Retain the Data Centre in its current location (too expensive to move) but relocate back-of-house portions of ITS to Fleming space at St. Joseph's at Fleming.

- Use vacated space to create new Technology lab/applied project space AND/OR classroom space

Planning Proposal - Specific

- Move Information Technology Services office functions (B2161 [except B2161.2], B2163, B2151, B2153) to Fleming College space at St. Joseph's at Fleming. Retain Data Centre (B2171 and B2161.2) in current location.

- Decommission Classroom B3167

- Renovate vacated space to create stair access to Galleria from B Wing Levels 2 and 3

- Renovate vacated space to create 2 new Technology labs / applied project space AND/OR new classrooms in:
  - B2151 & B2153
  - B2161 north of new stair

- Create new classroom in B2161 south zone to replace loss of Classroom B3167

Package 5:   Relocation of IT Services to St. Joseph's at Fleming to Create New Teaching Space and Access Between NE B Wing and Galleria

B Wing - Level 2

B Wing - Level 3

Create New Classrooms and/or Technology Labs
- Renovate vacated space to create 2 new classrooms
  and/or technology labs in:
  - B2151 - B2153
  - B2161 north of new stair

Create Stair to Galleria
- Renovate vacated space to create stair access to Galleria
  from B Wing Levels 2 and 3

Create New Classroom
- Create new classroom in B2161 south zone to replace loss of
  Classroom B3167
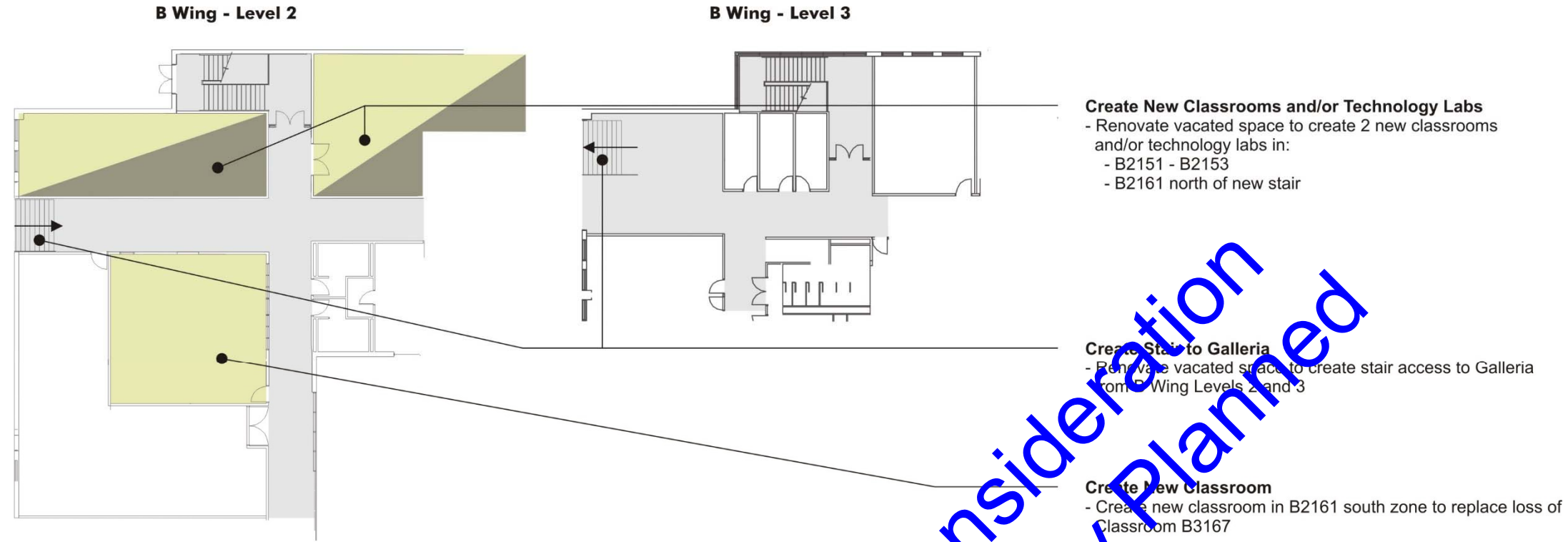
Future Consideration
Not Currently Planned

Other Planning Recommendations

Classrooms

- The College will continue its program of renewal of classrooms and modelling and testing of learning environments to improve technology, furniture and fittings, and flexibility for a range of learning delivery modes including active learning

Informal Study Space

- Currently, study space is provided in the Library and LRC with informal study areas available in the KTTC, main entrance atrium, Galleria and food services seating areas

- Where corridor width permits and in future renovations, the College will incorporate **distributed informal study / social space** into circulation spines. These amenities provide places for students (as well as staff and visitors) to socialize, study and relax between classes. By encouraging students and others to linger on campus, an atmosphere of dynamic energy is created, buildings become animated and a sense of community is enhanced.

- Informal study space should be incorporated into the renovations plans for all levels of A Wing in the Package 1 and 2 proposals

- The College is committed to applied learning and a requirement for students to work on applied projects is increasingly integrated into the curriculum, particularly in Business and Technology programs and in other schools as well. To support this mandate, the College requires **bookable rooms that can be used for applied project work**. Such multipurpose spaces can also be used for collaborative group work, studying, interviews and meetings and as break-out space during active learning class delivery. They can also be used to provide resources and support students in developing portfolios and materials that document their learning journey. As noted previously, the in-progress renovation of the KTTC 'Silver Ballroom' will provide at least 5 such bookable rooms on campus. Renovations to the Library/LRC proposed in Package 3 include an Innovation Hub and group work rooms that can be used for this purpose.

School Profile

- Currently most Schools at Sutherland Campus have poor visibility and profile on campus.

- The use of bold and attractive signage around academic office and lab clusters as well as design features such as glazing that provide views into learning spaces and welcoming entrances to academic office clusters can help to enhance a School's profile, assist wayfinding, and promote a sense of belonging, community spirit and School pride among students, faculty and staff.

- The renovations proposed here to improve accommodation for the School of Health & Wellness, School of Community Development & Justice, and School of Business provide the opportunity to create strong visual identities for these schools in their academic precincts on campus.

- The design and signage for the Registrar's Office in the main entrance atrium provides an excellent exemplar for this concept.

Impact on Classroom Inventory

An important consideration for the College is the net loss/gain of classrooms resulting from implementation of the Planning Packages.

The table below provides a high level estimate of the net change to the classroom pool stemming from implementation of all Packages: reduction in the classroom pool of 7 rooms.

Seats Gained		Seats Lost		Net Gain/Loss	
Room #	Room Capacity (# of seats)	Room #	Room Capacity (# of seats)	# of rooms	# of seats
Package 1					
A1111	40	A1120	40		
A1159	24	A1123	40		
		A2128	50		
		A1130	32		
		A1131	40		
Total	64		202	-3	-138
Package 2					
A31xx	40	A3120	30		
A31xx	40	A3112	28		
A31xx	40	A3147	60		
A31xx	40	A3151	50		
A31xx	40	A3159	60		
Total	200		228	0	-28
Package 3					
		C0107	24		
		C0119	32		
Total	-		56	-2	-56
Package 4					
		C2131	32		
		C2159	40		
Total	-		72	-2	-72
Grand Total	264		558	-7	-294

Section 4 provides an analysis of the optimal classroom pool for Sutherland Campus and indicates that following implementation of the Backfill Plan (including the creation of 3 new classrooms in D1129, the 'Silver Ballroom) as well as the move to a 55 period scheduling week, the campus will have a notional surplus of 7 classrooms based on peak semester scheduling data. Implementation of all Packages would reduce this surplus to zero. Calculations are shown in the table on the following page. (Note if classroom space rather than Technology space is created in vacated ITS space in Package 5, this surplus will be 2 classrooms.)

Note that the net/loss tally and optimal classroom pool calculations are notional, high level estimates. Detailed planning and design for the Packages should ensure that sufficient capacity is retained in the Sutherland Campus classroom pool to accommodate existing activities with 'spare' capacity to accommodate change over time.

Impact of Implementation of Packages 1 – 5 on Optimal Classroom Pool at Sutherland Campus

		1 to 8 Students	9 to 16 Students	17 to 24 Students	25 to 32 Students	33 to 40 Students	41 to 48 Students	49 to 60 Students	61 to 80 Students	81 to 100 Students	101 to 120 Students	121 to 140 Students	141 to 180 Students	181 to 220 Students	221 + Students	Grand Total
	1 to 8 Stations															
	9 to 16 Stations															
	17 to 24 Stations															
	25 to 32 Stations	7	51	35	51											144
	33 to 40 Stations	6	84	312	290	159	5									856
	41 to 48 Stations		3	15	8	11										37
	49 to 60 Stations	6	35	95	116	75	34	23								384
	61 to 80 Stations			1	7	8	5	6	19							46
	81 to 100 Stations		2	3	8	5	3	4	9							34
	101 to 120 Stations															
	121 to 140 Stations															
	141 to 180 Stations							2	22	9	14	2				49
	181 to 220 Stations								2	4	4	6	12			28
	221 + Stations															
A	Grand Total	19	175	461	480	258	47	35	52	13	18	8	12			1,578

0%	Hours of Use Whereby the Number of Students Exceeds the Capacity of the Classroom
16%	Hours of Use Whereby the Number of Students Matches the Capacity of the Classroom
84%	Hours of Use Whereby the Capacity of the Classroom Exceeds the Number of Students

Code	Label	1 to 8	9 to 16	17 to 24	25 to 32	33 to 40	41 to 48	49 to 60	61 to 80	81 to 100	101 to 120	121 to 140	141 to 180	181 to 220	221 +	Grand Total
B	Existing Number of Classrooms	0	0	0	5	22	1	9	1	1	0	0	2	1	0	42
	Scheduling Week of 50 Periods															
C	Number of Daytime Schedulable Periods per Week	50	50	50	50	50	50	50	50	50	50	50	50	50	50	
D	Weekly Utilization Target - %	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	
E = C x D	Weekly Utilization Target - Periods	40	40	40	40	40	40	40	40	40	40	40	40	40	40	
F = A / E	Number of Classrooms Required	0.5	4.4	11.5	12.0	6.5	1.2	0.9	1.3	0.3	0.5	0.2	0.3	0.0	0.0	39.4
G = B - F	Net Surplus/Deficit Compared to Existing Inventory	-0.5	-4.4	-11.5	-7.0	15.6	-0.2	8.1	-0.3	0.7	-0.5	-0.2	1.7	1.0	0.0	2.6
	Scheduling Week of 55 Periods															
H	Number of Daytime Schedulable Periods per Week	55	55	55	55	55	55	55	55	55	55	55	55	55	55	
I	Weekly Utilization Target - %	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	
J = H x I	Weekly Utilization Target - Periods	44	44	44	44	44	44	44	44	44	44	44	44	44	44	
K = A / J	Number of Classrooms Required	0.4	4.0	10.5	10.9	5.9	1.1	0.8	1.2	0.3	0.4	0.2	0.3	0.0	0.0	35.9
L = B - K	Net Surplus/Deficit Compared to Existing Inventory	-0.4	-4.0	-10.5	-5.9	16.1	-0.1	8.2	-0.2	0.7	-0.4	-0.2	1.7	1.0	0.0	6.1
	Changes to Classroom Inventory with Backfill Plan + 5 Packages Implementation															
M1	Backfill Plan — Rooms Added							+3								+3
M2	Backfill Plan — Rooms Removed					-1	-1									-2
R1	Packages 1-5 — Rooms Added			+1		+6										+7
R2	Packages 1-5 — Rooms Removed			-1	-5	-4		-4								-14
S = B + (M1+..+ R1..)	Number of Classrooms	0.0	0.0	0.0	0.0	23.0	0.0	8.0	1.0	1.0	0.0	0.0	2.0	1.0	0.0	36.0
H	Number of Daytime Schedulable Periods per Week	55	55	55	55	55	55	55	55	55	55	55	55	55	55	
I	Weekly Utilization Target - %	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	
J = H x I	Weekly Utilization Target - Periods	44	44	44	44	44	44	44	44	44	44	44	44	44	44	
T = A / J	Number of Classrooms Required	0.4	4.0	10.5	10.9	5.9	1.1	0.8	1.2	0.3	0.4	0.2	0.3	0.0	0.0	35.9
U = B - T	Number of Existing Classrooms - Required Classrooms	-0.4	-4.0	-10.5	-10.9	17.1	-1.1	7.2	-0.2	0.7	-0.4	-0.2	1.7	1.0	0.0	0.1

Appendix

Appendix A: World Café Raw Data Report

A World Café consultation exercise was undertaken to provide a forum for involving stakeholders in the planning process and to support the following objectives:

- **Develop space management principles, practices and processes** that are recognized as evidence-based, fair and equitable by all stakeholders

- **Instigate a cultural shift that encourages stakeholders to view space as a valuable college resource** that must be factored into all strategic and academic planning decisions

Four World Café workshops were held on March 8 and 9 at Sutherland and Frost campuses. Staff, faculty and student participants totaled 86 persons.

This appendix describes the consultation process used and the 'raw' responses received during each session.

World Café Sessions		
Purpose	▪	To capture the views and perspectives of a broad cross-section of college stakeholders on important aspects of managing the college's valuable space resource and planning college space.
Description	▪	World Café is a group conversational process that was pioneered in California in 1995 and has been used successfully by many different types of groups ranging from large multinational corporations to educational institutions. The methodology allows stakeholders to present their opinions and ideas in an inclusive, open, and unthreatening forum. ECS has successfully used this process at many colleges and universities across Canada.
		The process involves hosting conversations focussed on key topics. Stakeholders work informally in groups of 6 - 8 at a table and are asked to discuss and answer, both individually and collectively, 4 or 5 carefully-crafted questions. Each answer given is recorded on paper by a volunteer within the group, to be reviewed and considered by ECS afterwards. Each group is asked to select and record their 'best' answer. Groups are dismantled and reformed with different members after a question is answered in a 20 minute timeframe. In a plenary session, the 'best' answers are reviewed with all participants, and emerging themes and directions are identified and discussed.
	▪	The strength of the World Café format is that it exposes participants to the ideas and opinions of other stakeholders. Conversations connect and build on each other as people move between groups and hear different points of view. At the tables, in the plenary session, and through synthesis by ECS afterwards, responses are shaped into planning directions that represent a fusion of the collective intelligence of all stakeholders.

World Café Sessions

- Session 1   Topic: Space Management and Planning Focus
            Invited: Academic and administrative stakeholders
            Location: Frost Campus, Room 109
            Time: 8:30 – 11:30am, Monday March 7

- Session 2   Topic: Space Management and Planning Focus
            Invited: Academic and administrative stakeholders
            Location: Sutherland Campus, Room D1129
            Time: 1 – 4pm, Monday March 7

- Session 3   Topic: Space Management and Planning Focus
            Invited: Academic and administrative stakeholders
            Location: Sutherland Campus, Room D1129
            Time: 9am – 12pm, Tuesday, March 8

Questions for Sessions 1-3 (Academic and Administrative Stakeholders)

Q1:   Who is the Fleming College student of tomorrow and what features / qualities of campus will attract this person to the college?

Q2   What is a quality timetable?

Q3:   Identify the most important criterion the College should use to evaluate competing space allocation requests and needs.

Q4:   Identify the most important policy, or procedure, or timeline, or communication practice Fleming College should modify or adopt to ensure stakeholder acceptance and confidence in its space management and planning process.

Q5:   Identify the most pressing difficulty you have or might encounter when asked by the College to describe or forecast the space needs of the programs or services you oversee.

To provide a forum for addressing student concerns during the planning process, the fourth World Café sessions was geared towards students.   A mix of students, faculty and staff attended the session. Three of the five questions (Q3-Q5 were unique to the student focussed session and focussed on issues relevant to planning interior campus space.

- Session 4   Topic: Internal Campus Planning Focus
            Invited: Students, faculty, staff
            Location: Sutherland Campus, Room D1129
            Time: 1 – 4pm, Tuesday March 8

Questions for Sessions 4 (Students, faculty and staff)

Q1:   Who is the Fleming College student of tomorrow and what features / qualities of campus will attract this person to the college?

Q2   What is a quality timetable?

Q6:   What parts of campus and which buildings (and rooms) need priority attention?

Q7:   Which activities / functions on campus should be showcased and celebrated? How?

Q8:   How should Fleming College provide learner support facilities to meet the needs and expectations of students?

World Café Responses

The following tables set out a complete record, organized by question number, of the unedited responses provided by participants at all World Café sessions. The white and blue shading corresponds to the following: each group was asked to record all their ideas to each question on white sheets of paper; at the end of each session, groups were asked to record their "best" or most important response on a blue sheet. 'Blue sheet' answers were reviewed and discussed during a plenary session at the end of each World Café session. Note that all answers – both white and blue sheet - have been considered in the analysis in this report.

Question 1:   Who is the Fleming College student of tomorrow and what features / qualities of campus will attract this person to the college?

Q1 Responses
Sustainable features 'on campus' to reduce carbon footprint but also attract a diverse student population - accessible learning/ hands-on experience - arboretum, wetland, storm water management
Increased diversity; increased low income; increased technologically advanced - technology access - hands-on learning access
Hyper-connected, varying ages (mostly 18-25), commuting, more international - better online services - flexible accommodation (hostel? billeting? 2-3 days/week) - better access to food services, social opportunities - use campus 7 days/week
IT and environmentally focused, technologically friendly, environmentally conscious spaces
The student is socially connected on mobile and likes shiny objects Qualities of the campus - welcoming, collaborative, wired spaces with leading edge technology
Personalized education seeking new and up-to-date facilities from mature and specific target groups - transfer education (college -> university), customized education, new facilities
Supporting Student Life outside the classroom - whole experience
Student is incredibly varied - e.g. non-direct entry, 2nd Career, lifelong learner Facilities must be adequate and need to provide services to students when they need them
Overall, students more diverse - demographics Higher expectations for services
More diverse - mature, international, ESL We need to confidently project an image / present relevant space to meet needs
Diverse student body with many needs Diverse and unique collection of programs and services supported by aesthetically pleasing, technologically rich environments, modern, flexible
Student - diverse / flexible (with emphasis on technology) Space - diverse / flexible (with emphasis on technology
The student of tomorrow will be a more diverse group of students and seek Peterborough community integration
Diverse student body - change in demographics Bridging points/pathways - focus on pulling students from various universities in Ontario (i.e. Trent)
Expectation of students for customization and flexibility with a connected, adaptable for multipurpose use, and grown up space
Lifelong learning – attract people from industry
Urban students / people with disabilities / international – accommodating diverse needs
Shorter / condenses delivery – 2 semesters at one college, 2 at Fleming, transfer agreements
Attract environmentally minded people
Applied learning, practical skills for employment
More inviting study space, themed learning space
Outdoor learning space
Mature students – housing options to accommodate learners, teachers

Q1 Responses
Extracurricular activities, involvement
Variety of coop opportunities
Education while working – work integrated learning, (learning integrated work)
Innovative design to support learning
Integration / sharing of resources
Tuition includes garden plot
Features 'on campus' to reduce footprint – arboretum, wetland, stormwater retention
Mature – 2nd career
Technological – compared to other facilities we are behind, i.e. cybercafé, business centre, technology, increased access
Environmentally friendly – accommodations for smart cars, free public transportation, accessibility
Low income demographic – providing support: increased space, IT infrastructure, textbook loans through library, loan external hard drives
Accommodating modern learning styles – IT in general purpose classrooms, AV equipment
Students seeking hands-on learning experience – increased access to equipment for hands on experience
Online learning – appropriate curriculum delivery technology – IT infrastructure, access to online delivery software solutions
Increased diversity – Accommodate program growth, student/teacher ratios, classroom space
Financially challenged yet hyper-connected, safety issues for many classrooms
Cheaper to commute - Better access to food for outlying buildings
Greater flexibility in our residence accommodations – cater to students on short class schedules – e.g. 1 semester at a time, then leaving for coop or starting in January
Social media technology
More environmentally conscious spaces
More connected to environment we are in
Spaces that are more industry related
More open, nature, common spaces
More outdoor welcoming spaces for study and reflection
Young, direct out of high school – work placement
International – university, post-grads focus
Life transition – second time learners, career transition, upgrading
Need supports – less trained, less experience, need more broad supports
Mobile – students will move
Leading edge – parents and adults know what is leading edge; selling to parents of all ages
Bells, whistles, pretty things – need sizzle; socially connected; small groups; collaborative space; wired; bright space; spaces for students; sitting spaces; bells and whistles; experience
Older students
Specific target group
Lack of resilience
Practical learning experience
Previously educated
Experiences beyond classroom
Personalized approach – not a number
Not part of a 'system'
Customized education
Unique learning
Directly applicable learning
Student life
College needs to look good
'Real' programs
Cost of education
Clean spaces
Student services e.g. Wellness Centre – easily accessible, visible
What are we going to do for them? What other supports/activities? Student Life. How do we differentiate our learning from other colleges?

Q1 Responses
How can they save $? Students don't want to buy books in some cases, yet others do
Ethnic preferences come in to play as well as age groups. Understand
Attractiveness of outdoor space and gathering space available
Mental health and disability services. Adaptive technology services should not be in the basement
'Connected technology' for students – students want more technology. WiFi; print from laptops; need to be able to service Bring Your Own Technology; need access to specialized programs or their own devices
More 'group' space – e.g. facilities to do homework, Bio-commons at Frost
More 'second career' and industry students
Move to more 'federated systems' (i.e. consolidated) – e.g. OCAS student number that is applicable to all colleges
'Walk the Talk' re: sustainability. Way we deal with waste and organics, alternative energy, solar/ wind
Parking (reduced pricing)
Technology
Individualized learning
More social services required – on their time
Varied
2nd Career
International
Outdoor space
Appearance of space – in/out
Size of campus
Non-direct entry
'Free tuition' impact
Pathways students
Life-long learners
Online
Adequate facilities
Commuters, out of area – want flexibility
University students – come for applied learning
Technology
24/7 access
Better common space for students – better use of foyer? Student lounge?
Outdoor space – more tables (picnic tables)
Demographic – international, university, non-direct, older
Diverse
Mature students
International, ESL, demanding – true customers, discerning tastes
Specialized international – more supports for students, peer mentors
Tech savvy student
No sport culture
Need to self promote
Stronger web presence
Appearance – physical plant: take care of the burning platforms, leaking roofs
Very diverse student body – contemporary learning spaces: classrooms, labs, project rooms, library
Contemporary, clean, safe, logical flow – technology must support the program and general needs enterprise; all students expect a rich tech experience; a logical floor plan that is easy to navigate; student services front and centre; one stop shopping; great programs and equipment; space appropriate
Diverse – flexible
Not physically at the school location
Embrace technology
Accessible – physically, virtually, information online
Personal aspect

Q1 Responses
Continued emphasis on outcome – job
Flexible learning space
Open, accessible space for students – sense of community
Bright space, windows
Influx of mature students: represented hugely; should be incorporated; relationship between Trent and Fleming (programs and students should be reinforced)
Change in demographics – international students; where do we get the bodies
Degree students coming to the college for diploma – advanced/fast-tracking abilities; close connection to the city already standing; stress this point (i.e. other programs)
Aboriginal students – everyone and anyone
Architecture/aesthetics to attract future students – greening the inside of the campus; small classes; closer connection to the professors; safety of small town
Residence buildings – smaller size (i.e. 6 ppl is quite large); more living support for students (activities, etc.)
Lifelong learner – online courses, live face to face
Customization, on-demand – last minute generation, customization and flexibility
Vocal students – focussed on relevance to individual student; no one student model
Expectation to meet with faculty – part-time or shared facility. Office hours for contract faculty
Trent University – more mature settings, not like high school, lockers
Expectation – access to WiFi – automatic, continual connections
Sustainable campus movements
Growth of online learning
More choices
2nd Career and have other priorities
International students
Diverse background
Experiential learning
More community involvement
Jobs on campus
More on-campus committees
Providing out of class learning opportunities
Wanting more connection
Location – grounds of the campus
Want help figuring out what they want to do
Students will want to graduate into jobs
Courses that teach life skills, budgeting
Kitchen space
They know that skills will get them jobs

Question 2:   What is a quality timetable?

Q2 Responses
Timetables should be driven by the curriculum needs of each individual course or program. Consider all factors together before setting the timetable:
- modular curriculum (2 week periods); contract faculty; technology access; time of day requirements
Address the whole person (student, staff, faculty)
- allow time for labs, lectures but also health & wellness, eating, socializing
- no late nights, no early mornings
More flexibility and individuality
- online to build timetables
- medical accommodations
- e.g. mornings and evenings
Learning/life balance for students, teachers, support staff, facilities - work, kids, life
Include all stakeholders to determine criteria and improve communication
Focused from a student perspective
Students main concern are big gaps
- need to consider many factors - contracts/SWFs, student activity on campus
- match faculty and student needs
Compressed, reasonable breaks/gaps between lecture and seminar
Timetables made with forethought and seeking to minimize downtown for student and faculty while maintaining breath/travel time/student needs
To properly deliver content in an appropriate space, by appropriate faculty to deliver the best learning experience
Students first - responsive to student needs as best we can / flexibility
Student-centred needs
- balance of time
- services available
- when timetable comes out
One that allows the student choice and flexibility to around their outside life
Student-centred schedule achieved through the hiring of dedicated full-time staff
'Build your own' timetable
- select courses, professor preference, times preferred, days preferred, etc.
Increased flexibility of your timetable
I.e. change or add a common hour that more students can attend
Ideal for a common first year semester for all students
Contract faculty whoo nly work in the evening - need to consolidate timetable – e.g. if they have a late class one day and then early morning the next day
Accommodation of contract faculty throughout the week
Modular programming – moving through timetabling that does not match typical 15 week semester
Should be driven by curriculum, not timetabler
Should be driven by access to equipment – e.g. GIS classes all share computer labs
More accommodating around access to computer labs and technology; flexibility – don't require us to book labs for whole semester when we only need for 3 weeks
Progressive approach to having students bring technology – e.g. hand-held technology that is mobile we don't need to book a lab
Spreading out, maximizing classrooms through the week – classrooms are heavily booked back to back without a break for a few days of the week
Harmonizing curriculum with the timetable – look at all factors together
Appropriate amount of time for different activities – i.e. eating, lectures, labs, distance between buildings, etc., breaks during the day – 15 min, 30 min, 1 hour
Flexible times – 6 to 8 classes now. 4 topics in 7, 4 topics second 7
More flexibility – build own timetables, online booking of classes
Reasonable break time between lectures – distance between classrooms
Length of lecture time
Support employment, school/life balance – work before/after school
More consistent schedule for teachers / students/ facilities – Monday-Friday 8-2 or 2-10

Q2 Responses
Options for varied delivery – parents or people who travel, daycare only available 7 to 4
Identify activities that are taxing (e.g. all day outside), no classes before/after
One that supports time for facilities / IT to provide maintenance etc. – time in morning / evening
Fill the timetable
Incorporate class free day for students and faculty
Student – few gaps. Some gaps for group work, etc. Happy medium.
Sequencing of courses reflects curriculum. Lecture before seminar / lab.
From student/faculty perspective – courses offered evenings / weekends
How do we empower students through this process?
Improve communications – share criteria with all stakeholders
Ensure fairness and equity / across schools / programs
Hybrid delivery
Extended hours – services?
Quality means different to different people
Schedule is easy – printed communication for students
Spaces for students to apply learning
Get rid of blocked timetable entirely? – Pick up your own schedule
Include service info on timetable when there are gaps
For students – no large gaps. Harder for students that don't have group work / things to do on campus between classes
For faculty – larger blocks not spread out as much. Especially for part-time. Some part-time from industry can only work evenings.
Decreasing section sizes. 35 is good size. Fire regulations for labs
Theory taught in larger sizes – hurts quality of teaching, hard to keep focus student. Labs are separate; technicians used in labs
Timing o SWFs and contracts. Can they be looked at simultaneously to compressed days?
Timeliness – getting it in time to plan your term – quicker, earlier
Quality based on program
Timing – are late nights quality in some areas? Trades – hands on in late evenings could increase injury
Field campus – need consideration. Some rotate through
Trades – increase lab time throughout day. Drop-in labs that they could go. Space needs. Look at bio-commons at Frost similar for trades/health
No morning classes
Choose own timetable similar to university
Compressed for student
Reasonable breaks
Gaps between lecture and seminar
Available 4 – 6 weeks before start of semester
No long breaks (for students and staff)
7am start; 10pm end
Realistic timetables – learning that is relevant
Not enough time between classes
Easily accessible timetables
Add/drop/swap that actually works
College priority first (not dual credit or OYAP)
Class cancellation are not delineated
Timetables for better testing schedule
Easy of booking rooms
No weekend courses
Better busing in line with class schedule
More common hours
4 day per week program
Lack of lab availability
Needing a human touch
Student – properly delivery; appropriate space; appropriate faculty; best learning experience;

avoidance of large gaps in a day; flexibility for students

Faculty – avoid seminars / labs before lecture; limit back to backs

Design a schedule to suit demographics, i.e. mature students

Multipurpose labs to accommodate more flexible schedules

For whom? Students First
1. Less time waiting around;
2. 2 – 3 blocks of 'spare time' between classes;
3. take into account commuters;
4. public transit scheduling;
5. single section vs multi-section programs – try and schedule single section at 'prime time' vs too early or too late – no other choices;
6. flexibility – online, student needs, wants;
7. responsive to student needs as best we can;
8. advance notice as much as possible – tell students what are the limitations

Reasonable pace throughout the day

Number of days of during the week

When the timetable comes out – being able to plan life activities; being able to plan other college – related activities, e.g. orientation

Balance between student needs and faculty needs

Services available (during / outside of timetable) – health services, counselling, food services, financial aid: 8 – 4 / 9 – 5 could they offer services late one day/week?

Control of cancelled classes – notification system for students, inconsistent

One that allows to work outside of the college

More options / flex

Rest periods, break time

Mode of delivery – online in class

Still flex with teachers hours

Same class running at the same time is a no go. Hard to please everyone depending on the timetable

Lectures before seminars so that you are not being asked questions about things you have not learned

Put in another common hour – ex. Wednesday during a lunch hour for events to be planned then. More people can participate in events that way. Change the date because ours is on a Monday from 3-4pm

Seminars should be taught by someone with good grasp of the material that is similar (i.e. more than one person teaching course). Lectures vs seminars. Hybrid courses; online courses (students that succeed in these or ones who cannot)

Recording classes so that they can be posted online for student who may need more time, etc.

Has no large breaks

Over four days

One that doesn't change

Faculty that don't change at Week 7 over the summer

Put students first

One that is released early

Continuity

No long breaks between classes

Make your own timetable - interactive

Variety of times available

First come first serve

Not online. Online only where appropriate

Students able to shape their time/spare better

Continuity of online systems and applications

Expand the day 8-8 but don't want to be here for 12 hours

Customization – full for all situations (Students can enter in all their limitations)

Question 3: Identify the most important criterion the College should use to evaluate competing space allocation requests and needs.

Class size - there must be sufficient space to accommodate the number of students

The needs of everyone (staff, students) need to be considered. Decisions should not be made only on $ and 1st come, 1st serve basis

The needs of everyone (staff, students) need to be considered. Decisions should not be made only on $ and 1st come, 1st serve basis

Maximum utilization of space through room inventory
- space is 'college' owned not program owned

Student learning and services
- effective learning spaces
- visible, accessible services
- clustering of frontline-like services

Return on investment in terms of 1) student impact, 2) impact on KPI, 3) short-term impact, 4) long-term impact

Balance student needs, future market demand and financial considerations

Positive experience for students both inside and outside the classroom

Student needs
1 - Learning; 2 - Support services; 3 - Accessibility; 4 - Services not directly touching student locate in non-prime space; 5 - creativity and innovation

Needs assessment - unbiased, college priorities (learning, revenues, etc.); space requirements/ user requirements
If needs assessment is done well, then we have a thoughtful allocation space - good f

Takes into consideration the balance between student needs and operational needs

Space allocated based on user needs and should be tied to program model

Efficiency of academic delivery - day-to-day use and putting things in the right place

Sound/noise compatibility – e.g. drilling beside classroom that requires quiet (distracting)

Smell complaints

Requirement for proximity to equipment needed to teach – e.g. surveying

Room booked but not utilized (class outside that day) – drilling / all outdoor classes

Lack of IT, what requirements are needed

Class size – lecture with 30 students taking place in 250

Purpose of use

Flexibility of delivery

Accessibility

Faculty, facilities, program communication – change curriculum (delivery dates) to accommodate both parties

Heavy students to use simulators in new wing

Proper set-up for program usage

Have IT in all spaces

Space standardization

Who brings in the most $ (program)

Who has the potential to bring $

Consider if the space can handle the heavy use or if its suitable for that use

Needs of employees re: meeting rooms, staff meeting

Job market – who has the best chance of employment after graduation

$ value to run the program

Need for space – not 1st come, 1st serve

Accessibility and LSS requirements – appropriate equipment to accommodate diverse learning population

Access to technology equipment and software – expectation of modern student for classroom learning or independent learning (homework). Example – Excel software use versus advanced GIS technology used to facilitate analysis

Learning outcomes – physical resources match learning outcome. Flex classrooms to accommodate diverse needs

Access to resources for successful learning – students have means to access resources –

Q3 Responses
indoor/ outdoor / in-class/ outside class
Online learning growth – Virtual classroom space to facilitate program growth
Numbers ($) monitoring
What is our core business, does the suggestion support this?
Alignment between service and delivery is needed – e.g. what does the contract training customer expect?
Well utilized – efficient, space utilization maximized, no vacant rooms, room inventory
Less specialized rooms and more broad designed spaces to accommodate more courses
Learning space – offices moving 2-3 times
Student service frontline – high volume. Departments that don't directly serve students. Services under utilized
Outside students – ConEd
Students – Success, mental health
Cluster like services
Hidden services – AES in basement
Revenue / donors – Alumni, Advancement, ConEd, CREW
Community services
Changes in academic delivery/assessment – more group work assigned, still need quiet space
Tech use by students – more mobile, plugs, power. Robust central booking module
Flexibility
Adaptable walls – big to small
Student flow/traffic/patterns of referral. Disruptions to others
Constraint maximization
Are there alternatives to this service?
Impact on KPI
Does it support academic delivery?
Support student services
Popularity of service
Multi-use space
Program growth
Return on investment
Differentiation
Budget / cost
Necessity of service vs desire of service
Community need
Looking to outside space
College reputation
Time required of service of space
Financials included in costing of programs
SMA
Employment outcomes for students – future
Labour market info – industry
Prestige / individualized programs – boutique
IPP
Client / student-focussed
Efficiency
Flexible
Collaborative, creative, convertible
Domino / backfill effect
Impact on student learning broadly considered and contract training
Revenue generation - marginal revenue – dollars contributed to overhead
Student experience
Consideration of staff space – staff satisfaction to provide better customer service
Physical space requirements – accessibility, value, mental model
ROI. Profit – allocate according to what activity will generate the greatest return - $$, student satisfaction
Student/user experience – space serve the user needs and intention of the service (teaching) –

Q3 Responses
Alignment of service and space – includes teaching and learning
Engaging space for employees – must be accessible. Employees will be more productive; space needs to reflect values
Location of space matters – 'prime' real estate – needs to be aligned with values and core business. What are the student needs?
Efficiency of use – synergy, co-location, students
Unbiased decisions
What is required for the delivery the course
First come, first serve
Needs of requester – based on assets/liabilities of the rooms
Users of space – what they need – e.g. accessible, high traffic, etc.
Thoughtful, deliberate placement, flow of usage/services
Consequences/cost/cause of moving
Key Q – what is the space, who are the users, could they be somewhere else – needs assessment, need to consider permanency – Tier B
Based on our priorities – e.g. student learning, revenue, community partnerships – Tier A
Serve the students
Balance between student needs and operational needs
Non-student space should be removed from higher profile areas
Allocate space based on user needs – e.g. LSS should be more accessible not in basement
Better showcase programs
Should be tied to IPP program model, academic space
Academic delivery vs. non-academic – program, curriculum-based
Unique to the college
High profile – newsworthy
Longevity of the program
# of students
Flexibility – can be moved somewhere else
Appropriateness of use
Financial contribution to college overhead
External/internal use
Destination vs learning – if it is a destination, you'll find it vs. learning you need to get there
Related programs together – near faculty

Question 4: Identify the most important policy, or procedure, or timeline, or communication practice Fleming College should modify or adopt to ensure stakeholder acceptance and confidence in its space management and planning process.

Q4 Responses
Focus communication. Invest in knowledge and strengths of history not repeating itself. Group discussion for a proactive approach on space use
Multiple, flexible, changing pieces of information including: location, activities, etc. which needs a user-friendly, intuitive interface - WiFi, maps, meetings, orientation, health & safety
Transparent communication
Procedure - actively engage each program to determine space needs for their areas, have focus groups for each area - involve focus groups at each important milestone along the planning and design process - pay part-time and partial load to attend the focus groups
Adopt a policy which explains the procedure and timeline by which the college allocates space and communicates its choice
Communication - to ensure clear, transparency, policy, relevance, timeline, criterion for standards, data and objectivity - varying modes to meet different user needs - e.g. portal, email, paper, etc.
Create a policy, implement and communicate it. It is to include $ for square foot/budgetary allocation, IPP, enrolment, SMA, with criterion and well communicated rationale
Clear and transparent criteria communicated in a clear and transparent manner Committee with representation of a cross-section - admin, staff, faculty, student
We need better communication, better software and fewer 'hands in the cookie jar' to properly determine timetabling and physical resources
Communication strategy - input to process + clear understanding of how/why a decision is made
Centralized system/process - types of usage - PSE, ConEd, AdHoc, etc. - space available - monitoring and analysis - guidelines - e.g. cancellation, prebooks, just in time
Transparency - focus on communication - clear policy, procedure, timeline, adherence - decision markers
Room bookings – policy, procedures non-existing. Value of space 'priority' is there? Better utilization of room bookings/space.
Focus groups for discussions – proactive approach. Walls up/down, air flow, signage posted on walls. Where to post information
Communications location centralized. IT services, not equipped. Standardization – furniture, chairs. Communications is lacking
Technical Services – specialized room dictates $
Efficiencies of the planning process – reactive, not proactive
Ensure user fits the room – standardization of classroom / labs/ lecture theatre
Electronic information board – personal contact / information position / poor communication
Better signage – e.g. You are here to meet needs of visitors, students, staff, sub-contractor – vast array of info pieces – meetings/ class / resources, activities which we need which is accessible, clear
Wayfinding system that is user friendly – intuitive method. E.g. WiFi – school system interface
Transparency
Lead time in communication
Curriculum driving timetable
Equity
Engagement (feedback opportunity)
Change of parameters around 'normal' work day
Are we asking the right question up front?

Q4 Responses
Communication Practice – do not present the process details in a talking-head video – doesn't lead credence to the importance of the process - involve staff / faculty / students actively (workshops, etc.) at every step of the space management process – involve us at important milestones along the way – ensure our input, don't just present the final plan to us
Process / Procedure - actively engage each program to determine space needs for their area; have focus groups for each area; pay part-time, partial load to come to meeting
Timeline - involve staff at each important milestone - planning process should not be too long
Clarity of process – document the process we should use; no current process
Timeline
Clarify the current procedure – is there a current one?
New policy – needs first, not hierarchy. Timely (before the date you move); basis for decision; criteria about how to choose; broad announcement; stakeholder engagement prior to
Ownership – should there be sense of ownership of space?
Transparency
Ability to weigh in
Timelines – clearly communicated, ensure all aware usual planned timelines. Clearly communicated, communicate rationale for shorter timelines (outside of usual process)
Criteria – decisions based on data and objectivity. Related to space standards, student surveys, ensure data is understandable
Consistency – in message communication which meets varying needs (more than one mode, ex. portal page, email, flyer, ask us signs, etc.
Consider variability in needs – 'hotelling' model for allocating space for areas which feasible
Revisit every x number of years to ensure relevancy
Interaction – does space design allow for the required interaction?
Adopt a space management and planning process policy which includes criterion (see Q3) – currently we don't have one or it is in progress
Explain / communication 'why' decisions are made – relate to criterion. Employees will be more accepting of decisions, Currently operate in silos.
Ensure consistent application of space allocation criterion
Assign allocation numbers per square foot. E.g. $20/sq ft. Financial specifics included in policy. E.g. 'lease' space for a certain $ amount per square foot. This number would then be used for program costing.
Need a storage place for policies that are easily accessible.
Suggest there be a 'call' once per year re: space needs rather than throughout the year. Treat similar to the capital planning perspective
Clear, fair, equitable criteria/process. Proposals should contain needed criteria to be able to make decision – business case.
Should be a space allocation policy – timelines, communication
Clear communication, transparency – transparent inventory, process, criteria
Timelines – Debate cannot continue too long. Systematic timing communicated to everyone so decisions can be made.
Changing culture perspective – not your space, college space. Ownership – something breaks, department would have to replace (i.e. welding lab)
Knowing impact of decisions – bumping/transparency and communication comes into play
Two competing requests. Look at whole picture – needs to be a specific time for allocations
Prime space – how are you using it / can someone else use it better
Decisions need to be communicated back to those who apply. Business case for welding shop / break out room / supply room. Class scheduled into break out room
Stakeholder acceptance – buy into process needed. Transparency will help – need to know policy/procedure is followed. Talk to me at a dept. meeting - let me have input
Need for a space planning committee
Room booking – timetabling sets all and nothing can be done (i.e. events) until classes timetabled (which can change 10 days after classes start)

Q4 Responses

- identify to all stakeholders in the process
- currently chaotic
- must be followed by all
- over- management by too many players
- conflicting opinions given (no over-riding), makes one feel incomponent
- too many people have ability to book rooms
- too many areas think they have priority
- no one should take precedence (e.g. Tony needs this)
- better communication
- painting walls ver job fair
- proper software needed
- currently there is <u>no</u> policy or procedure for room booking beyond Sally who does timetabling
- only one or two persons should have approval
- info often not notified of events (appearance)
- currently using past practices

Central hub responsible for space management for room bookings and planning and better communication, email, with proper software
Maintenance aspect – clearly you know the common events – open house, convocation, job fair
Designate spaces for ConEd (Melissa)
Some programs are easier to book – nursing, fire, skilled trades. Why are apprentice over in B and not D?
No existing policy – we have procedures but they are not as transparent and cumbersome – time delays
Would be great to have a self-booking procedure and to view the schedule – great efficiency
Need storage facility
More communication and explanation of decisions
Forecasting needs better and identifying <u>actual</u> timetable/room requirements
Evaluating space utilization and setting targets
Extending the day to 10 o'clock
Ad hoc space bookings - employees or students. Would like one cohesive booking system with clear criteria
Communication of office moves
Unknown who makes decisions, who controls space, what space exists
Centralized system/process for all space bookings – PSE, ConEd, Ad Hoc, etc.
Room assets = user request
Just in time requests – for open space
Lobby/open space bookings
Guidelines on usage – cancellation process, penalty, guidelines around pre-booking
Centralized – advertising, monitoring, analysis of usage
Transparency – communication – cultural change – tie to policy and procedure. How? Why? Who? Criteria for decision-making
Principles for standards. Back end work vs front facing service – need rules. Involve people affected by changes
Policy should reflect values and make senses. Build the policy – 'greater good' – objective not personal!. Student voice?? – changes supported by students. Communication needs to include students to increase acceptance
Procedures – clear
Timeline – yes and adhere to the timeline!
Every decision aligned
Communication – no input in how space has been planned

Question 5: Identify the most pressing difficulty you have or might encounter when asked by the College to describe or forecast the space needs of the programs or services you oversee.

Q5 Responses

Flexibility of space and condition of space - depending on enrollment, class sizes, open space, condition of space, minimum plumbing /electrical for potential change, meeting rooms, labs
Accommodations for student's learning experience for success - physical, technological, program growth, costs
Requirement that we have to determine our space/classroom allocations 1 year in advance - we don't know staffing requirements, student numbers, curriculum design
Continual change drives need for future requirements yet change is unknown - e.g. use of fumehoods/computers for 3 labs out of 15 weeks - need multifunctional rooms/labs
Knowing the criteria and how decisions are made Good cross-section of stakeholders in decision-making More criteria around programs that generate revenue
Lack of clarity related to financial/planning, IT, safety, section size, staffing models, overall revenues - ID safety issues in labs - facilities not appropriate for tech - mismatch re: enrolment growth/lab size
Lack of opportunity for end user input or collaboration - poor articulation of needs / restrictions Specialized and flexible space - resulting scheduling demand
Clear criteria for space allocation in conjunction with integrative planning
Unknown student population - number of students / programs Appropriate space for out of class experience
Need for flexibility - to address international groups, community groups, corporate training, recruitment events, dual credit
Having a clear planning process that is well known, well defined, flexible, identifies priorities and criteria
Knowing what is possible at the college - knowing the process, system, decision-making process
Renovation plan needed – regular (10 year cycle?) assessment; upgrades of space needed; budgeting
Storage space – a problem for all. Indoor/ outdoor; services depending on storage for clients, meetings, industry, partners, programs
CAWT – where is it going? ERT – doesn't know-based. Plan – business partners, programs and strategies
Not enough nice meeting rooms – 288, 252. Need nicer 8-10 people, not 40 (Frost campus)
International students – volatility of numbers. Separate rooms for special services, cultural events, forecasting difficult, 5 – 25 students
Varying size
Access to technology upgrades – equipment available for use
Class size – affects all programs, how do we accommodate program growth? Design to max growth – over subscribe to class / program – no fixed seating, seating / furniture
Update furniture, design of space – how space is designed, age-demographics, design for flexibility
Cost associated with upgrades – aging infrastructure, outdated, design specs
Accommodations – physical, technological, furniture, growth
We need to know what our space allocations are 1 year in advance. Difficult to predict faculty, student #'s that far ahead, difficult to plan curriculum
Classrooms are designed to accommodate class sizes of 20 when they are now 35+ (Frost campus). Hard to work in small classrooms with so many people.
The College has not provided a comfortable, accessible staff room where staff can congregate (Frost campus). The former central location of the staff room was a welcoming location for all to share ideas.
Difficult to determine best allocation of equipment in the space available – who is in charge?

Continual change

Future requirements

Money and lack thereof

Efficiency of location/ movement

AODA compliant

Classroom size / activity limits / class size

Better prediction of student numbers (lead time)

Health & safety

Space assigned for activity not program. Use of fumehoods / computers for 3 labs out of 15 weeks (Frost campus). Create course outlines first, then schedule. Multi-function rooms/labs.

Lack of budget into. Build lab which is $ feasible. Ballpark would be helpful. Need to ensure section size to contribute to CTO

Section sizes – ensure plan space for $ reality (don't plan for 15 students when need 25)

Staffing model – needs to match space and budget

Safety considerations – ensure costing works. Student to teacher ration requirements. Labs designed for multiple purposes

AODA requirements – when planning space ex. Welding lab, one booth 2x size of others

Planning needs to look at student needs 5 – 10 years out, not short term

Space needed for wireless needs to be taken into consideration

When asked what's available – no answer

Room booking – no centralized booking system; no we can't book that yet, you have to wait; can get bumped; contract training gets bumped around

Priority is post-secondary

External training – need professional up to date room, not hidden in dungeon

Library – quiet zone, group zone – students want more quiet zone. If group work in class, library could use more quiet

Want to have more applied space for learning

Students could book classrooms for group work – going to 4-5 places to book a room

Culinary – space for business model limited, no updates, stuck away, customers can't find, no storefront

Bookstore can be in worse location – students will find it

Not enough thought into revenue generating programs – culinary, esthetician, massage. Hard to bring anyone in. Dealing with parking an issue.

External partners turned away – no room to meet, no parking

Should Culinary be off campus? Other colleges' are off.

Poor articulation of needs and restrictions

Inventory of what space is available / restrictions

Unclear/ non-existent policy

Who 'owns' the space

Booking of temporary space

Enrolment

Specialized space vs flexible space – scheduling demands

Input from end user. Lack of opportunity for end user input, collaboration

Prior college priorities

Metrics of program evaluation

Too siloed

Lose sight of the real student need

Having a long term plan

Knowing the criteria by which space is chosen

What do students want?

Getting student engagement

Give students all the possibility and let them choose

We are reactive

Selfishness. People protect their space

Student population - unknown student #'s and programs.

Library overcrowded – no quiet space. People sitting on floor before/after reading weeks 10-4

Students- graduate success should determine space allocation. Students are tired, zone out, no

student lounge, no space to relax and comfortable seating

Destination for learning – showcase space, e.g. Bookstore has the best real estate in the college.

Windows in on learning, pop-up learning areas. More flexible spaces – comfortable, accessibility, seating, student lounge

Access – time restrictions – limited access to resources at post-grad level used to 24/7 at university – much different at college level

Impact of new gov't promise of free tuition for those making less than $50K – accessibility, funding, welcoming, comfortable, safe, clean, functioning

Electives scheduling needs to reflect values of institution

Dedicated labs and facilities – enrolment changes

Scheduling for students – who are we disadvantaging? Pushing FTPs into evening. Not all students can do this

Flexibility – need for flexibility to address international groups, corporate training, recruitment, events, dual credit

Program changes – focus programs, IP programs. Need for dedicated reserved space

Smart sectioning – need for application of rules; planning and delivery pattern. Application consistent within discipline program

Unpredictability – this is a given in enrolment planning.

There was a lack of process. Didn't know where to go, who to ask. What is the process? What is the plan? Knowing who to contact.

Timing / lead times are challenging

Managing expectations

Getting and validating relevant data for decision making

Housing all requests in one area – to see competing demands

Need for applied project space

Unknown enrolment

Flexibility/ agility. Need to change space quickly

What I need does not fit into our current space / need. People don't understand the needs.

Knowing what is possible at the college

Difficult to know our own needs – tech (etc.) may impact our business / delivery / service

Difficult to forecast #'s – we don't know, control these – enrolment plan, recruitment priorities not communicated

Changes in programs / legislation are difficult to forecast

Not being a priority of the college

Space forecasting is not part of my regular role – no time to do it

Knowing the College benchmarks for space allocation / usage

The following questions were only posed during the fourth World Café session focussed on students.

Question 6: What parts of campus and which buildings (and rooms) need priority attention?

Response
Organization of the facility to reflect on the students creating a more professionalized working atmosphere - different layout/space - accessibility - greening of the campus
The LRC - moving student services to a more centralized location
Accessibility – service consolidation on main floor for students
LRC – congestion; Testing Centre – too many people. Different layout/space: the clusters are not appealing (hard to move around) + 2 rooms for studying, other 'social' stuff
Cafeteria – food eating area. Layout of seating/ tables hard for accessible
Staff/Faculty rooms and offices – dropbox (handing in assignments); leakage in offices; prioritize faculty offices
Hallways – lockers when they are all open it is very difficult to walk pass if you need to get somewhere; issues surrounding accessibility
Greening the inside of Sutherland Campus – mimic Frost; living green wall; green bins' plants
Multi-faith room
Outdoor aboriginal space (tipi)
Testing Centre
Put health services and counselling
Cafeteria
Continuing Education
The Basement
Community garden
Disability services
The LRC – move computing out of LRC – spread it out
The courtyard – why do we have this
Accessibility Services needs a better space – showcase for recognition, pride for school spirit
Labs need updating – Biotech
Lab furniture needs updating
Improved lighting – e.g. Breaktime
Green space / air quality
Stigma re: mental health – off main lobby – need to move – confidential services placement
Paint walls nice colours – front foyer needs life and colour
Integrate art from Haliburton, plants from Frost – connecting campuses

Question 7: Which activities / functions on campus should be showcased and celebrated? How?

Response
Recognizing and celebrating the student and their accomplishments as well as the overall caring environment
Make sure we are involved in the community to communicate services (massage, pedicures, Fulford's, tax clinic, placement) and market within the community to get them to use our services
Showcase student work - Haliburton School of the Arts - student events/student-led initiatives - capitalize on TV's for promotion
Athletics
Showcase the student's ability, at other campuses
Alumni services
The Knights
Community involvement (massage, pedicures, Fulfords, tax clinic, etc.). Promotion to network
Success stories about current students
Awards wall
Continuing Education courses that are available. Continuing Education for high school credits
Resources that the college has
A map on an iPad to show you where to go
Use the Mall for promotion
Showcase in the foyer to display articles
Streamline Facebook and Twitter as well as Instagram
App that notifies the students
Athletics should be more showcased – many awards are unknown. Wrap posts could be distributed throughout the campus
Kawartha Trades Centre / D Wing – great facility. Make use of this space for showcasing and celebrating different activities/programs throughout the school
The Haliburton School of the Arts – more unknown among the schools. Showcase artwork throughout the campus. Online gallery of pieces through social media or website.
Changing common hour or increasing common hour. Collaborating social events / workshops into the curriculum. Connected programs
Massage clinic – for students, staff, community. More advertisement

Question 8: How should Fleming College provide learner support facilities to meet the needs and expectations of students?

Response
Central area for student services or group-like minded services - Library, testing centre, tutoring computers, counselling, health, disabilities
Making student spaces easily accessible / Group services together / AODA compliant
Second year students to talk to first year students (almost like mentoring or tutoring the students) - Subject peer help in the LRC
Testing Centre – noise level from both and outside the LRC
Library – mimic Trent's library with levels for noise and food (varying sections to cater to different needs)
Subject peer help in the LRC – would be based on program to help students in the common area for help with assignments, etc.
Older or more mature student talking – disconnect between the years of each program. 2nd year students to talk with 1st year students (almost like mentoring or tutoring the students)
Services grouped together – helping services together; keeping athletics separate
Must be accessible for all
Grouping relevant services
Advertise existing student space
Have a central location for all things
Privacy for counselling, tutor, doctor
Group like-minded services – (library, learning centre, tutoring), (health, disabilities, counselling)

World Café Participants

A total of 86 members of the college community attended four World Café Workshops on March 7 and 8, 2016.

Name	Position
Brian Baker	VP, Finance & Administration
David Adam Baker	Academic Operations
Mary Bencze	Office Assistant – Con Ed
Steve Benns	Business
Valentin Bolsterli	Faculty
Cindy Broughton	Contract Faculty
Alana Callan	Learning Technologist
Kirk Challenger	Maintenance Worker
Phillip Chee	Computer Science Techn
Raymond Yip Choy	Professor, Business
Cindy Colford	Faculty
Sonia Crook	VP, HR & Student Services
Sherri Crump	Accessible Education Facilitator
Darla Cuthbertson	Student, Social Service Worker
Fiona Duffe	Student
Joanne Duffy	Career Services
Sally Ellis	Academic Operations
Maha Elnaggar	Professor, School of Technology
Kim English	Project Coordinator, Physical Resources
Leona Folz	Student Life Coordinator
Carmen Gelette	Library Technician
Amanda Gray	International Student Services Coordinator
Mark Gray	Manager, Student Services
Gerald Guenkel	Forestry Coordinator
Ian Guest	Accessibility Coordinator
Talbot Harren	Physical Resources
Debbie Harrison	International Student Services
Audrey Healy	Counselling
Trudy Heffernan	Director, Academic Quality
Suzanne Hooke	Faculty
Dorothy Hopkins	Con Ed Liaison
William Howe	Manager, Dual Credit
Kaitlyn Ittermann-Argue	Student
Greg Jefford	Manager, Student Life
Lead Jefford	Student
Amy Jones	SAC VP, Finance
Elane Kalavrias	IT – Unified Com and Collaboration
Cheryl Katcher	Physical Resources
Red Keating	Director, Counselling & Accessible Education
Laurie Keillor-Faulkner	GIS Faculty
Kristi Kerford	AVP, Student Services
Sue Kloosterman	Director, Academic Planning
Denise Kovac-Brown	Human Resources
Amie Kroes	Student, Master's Social Work
Andrew Lucking	Student
Rob MacPherson	Physical Resources

Name	Position
Darryl Madussi	Coordinator, WTQ/WFT
Karen Maki	Academic Services Leader
Brendon Molley	Heavy Equipment Technology
Kevin Mancini	HVAC Tech
Shelley Mantik	Human Resources
Melissa Martin	Facilities
Gayle McIntyre	Collections Conservation & Mgmt Coordinator
Kylie McMaster	Student, Business General
Betty McNeely	Campus Health Services
Clair Moloney	Electrician – Physical Resources
Randy Moloney	PR
Dale Northey	Faculty
Trish O'Connor	HR/ Office Sustainability
Bernadette O'Leary	Finance
Steve Orser	HVAC
Jen Paul	Centre for Alternative Wastewater Treatment
Mike Peart	Physical Resources Manager
Nancy Pogany	Physical Resources
Angie Premate	Tutoring Coordinator
Dave Reed	Grounds Maintenance
Eva Rees	Contract Training
Laurel Schollen	VP, Academic
Bill Smith	Blasting Techniques Coordinator
Chris Smith	SAC General Manager
Marth Steeves	Copyright Technician
Champagne Thomson	SAC Director of Programming
Tony Tilly	President
Tony Timperio	Physical Resources
Carrie Truman	Manager, Student Recruitment
Russell Turner	Program Coordinator
Katrina Van Osch	Faculty
Drew Van Parys	Executive Director, Marketing & Advancement
Marie Walden-Oulahen	Career Services
Cheryl Wardell	Library Technician
Liz Waudby	Info Booth
Maeda Welch	Office of Sustainability
Vicki Welton	Centre for Alternative Wastewater Treatment
Molly Westland	Chair, Health & Wellness
Marikka Williams	Faculty
Bev Wiseman	Earth Resources