Skidmore College

SPACE PLANNING GUIDELINES

November 2023

Contents

Intent of this Document 2

Principles of Space Use 3

Shared Resources..... 3

Principles of Space Use

SHARED RESOURCES

I. Campus space belongs to the College, not to an individual or department.
II.

Sdœ olleg//

Allocations & Guidelines by Space Type

INSTRUCTIONAL SPACE

I. Learning spaces should be accessible to all, including individuals with mobility challenges, hearing and/or vision impairments, and learners who are neurodiverse.
   A. Instructional buildings should have accessible main entrances. If accessibility cannot be provided at the main entrance, clear signage must be provided to direct people to an accessible entrance.
   B. Instructional buildings should have accessible restrooms on all levels where instruction takes place.
   C. Classrooms should be clearly signed as such, and signage should meet ADA guidelines.
   D. Universal design principles should be applied to learning spaces whenever possible.
      i. Utilize flat floors and mobile furnishings whenever possible. Provide ramps when tiered floors are required.
   E. Sound amplification should be provided in classrooms of all sizes. Hearing loops should be installed where feasible.

II. Flexible instructional environments can be adapted to meet changing instructional needs and pedagogies in the future in a less resource-intensive manner.

III. When daylight isn't available due to the location of the classroom or other factors, alternative design solutions considering natural elements, forms, and patterns should be provided instead.

IV. Classroom lighting specifications/selection should consider space use and daylight availability. Design considerations should include dimmable lighting, bulb color, even illumination, minimized glare, and occupancy sensors, among others.

V. Classrooms should have clear sightlines that allow all students to see one another, the instructor, and the presented material.

VI. Classrooms should be no longer than one-and-a-half times the width to maintain sightlines and to ensure that the instructor is near all students. If a single front of room is needed (such as with a single projector), it should be situated on the long wall.

VII. Users should be able to completely circulate the classroom. Aisles should be provided on the sides and back of the room.

VIII. Classrooms should be furnished and laid out such that users are able to circulate throughout the entire room. Instructors should be able to be within fifteen feet of every student whenever possible.

IX. Furnishings should be comfortable and allow for flexibility.

INFORMAL GATHERING & STUDY SPACE

I. Informal spaces should be dispersed throughout campus in all buildings where students spend time, including academic buildings, faculty offices, and the library.

II. Within a given building, there should be choices in the types and sizes of informal spaces available. There should be options to study alone, amidst others, or together. There should be spaces where students can be loud and other spaces where students can expect to find a quiet retreat.

III. When daylight isn't available, due to the location of the space or other factors, alternative design solutions considering borrowed lighting, natural elements, forms, and patterns should be provided instead.

IV. Furnishings should be comfortable and allow for flexibility.
    A. Furniture choices should emphasize sustainability and promote healthy, environments through high quality and long-term furniture solutions with lower environmental life cycle impact.
    B. Upright seating at tables is often preferred for studying and/or eating.
    C. Softer, lower lounge-style seating is often preferred for relaxing and socializing.
    D. Seating groups should be of different sizes to accommodate individual use, pairs, small groups, and larger groups.
    E. Flexible, easily reconfigurable furniture provides students an opportunity to make the space what they need.

V. Study space should be outfitted with technology such as monitors where groups or individuals can view a screen together and whiteboards for notetaking.

VI. Power should be provided in informal spaces to allow students to safely and conveniently charge laptops and other devices. Strong(S)-1 ( )1 r85 (r)2 (e)iu(t)6 (r)2 pt-0.001 T

Table 5. Office Space Guidelines

Title	Space Allocation* (assignable square feet per full-time equivalent, ASF/FTE)
Senior Leadership	150-200 ASF/FTE
Administration/Professional Staff/Support Staff	80-120 ASF/FTE
Faculty	60-120 ASF/FTE
Student Workers	30-60 ASF/FTE
Metrics assume a traditional, five-day per week in-person schedule. Hybrid employees who are sharing spaces or hoteling would have a reduced allocation by one-third, assuming that schedules are dispersed.	
If titles are not known, 120 ASF/FTE can be used as an average for planning purposes.	

* For core office space / workstation only, see *Table 6* for related facilities

Table 6. Other Shared Office Facilities

Space Name and Description	Space Allocation (ASF/FTE)
Community Spaces: Faculty/Staff lounges, kitchenettes, soft seating areas, and other d file gathering spaces	5-10 ASF/FTE room E
Support Spaces: Copy rooms, storage areas, and file rooms	5-10 ASF/FTE

water features, and sculpture can help promote a sense of place and spatial identity through new experiences in these spaces.

II. Design Guidelines:

A. With each new development project or building renovation on campus, plazas should be integrated into the site design as appropriate with associated programming, while responding to the surrounding campus context.

B. Plazas are most successful at busy campus "crossroads."

C. Drain sidewalks and plaza hardscape areas to vegetated treatment zones, filter strips, or buffers.

D. When developing new or updating existing plazas, it is important to have an adequate soil structure and mix to support the growth of healthy trees and plantings in these paved areas.