

# University of Maine Presque Isle

## Facility Master Plan

July 20, 2018



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# **University of Maine Presque Isle Facility Master Plan**

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# **Executive Summary**

# EXECUTIVE SUMMARY

## PURPOSE AND BACKGROUND

This Facilities Master Plan offers a campus-wide evaluation and vision for the future of the University of Maine at Presque Isle (UMPI). The campus, located on sloping terrain one half mile south of downtown Presque Isle on Main Street/US Route 1, opened its doors in 1903 as Aroostook State Normal School (ASNS). Its roots as a teacher's college evolved through the twentieth century, joining the University of Maine System in 1968 and adopting its current name, UMPI, in 1970. Facility expansion on campus occurred primarily in the decades of 1920 and 1960 with recent expansion in 2006. UMPI also owns property off-campus including the Skyway Residence Hall located 2.5 miles from campus and the Houlton Center located in downtown Houlton, 41 miles south of campus. The UMPI campus is compact, walkable, and much denser than many of its peer institutions in the University of Maine System. Its existing configuration is well developed with a principal loop road and most buildings organized along a southeast to northwest axis.

Through its mission to deliver exceptional experiences for learners of all ages to become informed leaders, engaged citizens, and prepared professionals within their communities and beyond UMPI has become an anchor in the community of Presque Isle, Aroostook County, and the region. The Facilities Master Plan Recommendations consider regional context, the strength of the existing campus, facilities condition, and current academic programs. The University continues a legacy of strong connection to its community and history. For example, many campus buildings are named after influential leaders at the school including ASNS's first dorm matron Miss Kelley, and Presidents such as Wieden and Merriman.

This Master Plan includes detailed evaluations of space uses and needs with recommendations for optimizing research, teaching, administrative, residential, and support spaces throughout the campus. Space needs information is summarized in the Executive Summary and expanded upon in Chapter 2. A facility review of each building on campus describes physical building conditions. Based upon their evaluation, facilities on campus are categorically described as being in: excellent, very good, good, average, fair, or poor condition. An analysis of campus energy consumption is provided to benchmark UMPI with national averages. Specific hardscape and landscape material recommendations for the UMPI campus are also included. Facilities assessment and energy information is summarized in the Executive Summary and expanded upon in Chapter 3.



UMPI Owl Totem



Pullen Hall



Campus Pathways



*Existing Campus Plan*



*Proposed Campus Plan*

## MASTER PLANNING PROCESS

Guided by the Harriman planning team, the Facilities Master Plan for UMPI is the result of an inclusive, comprehensive, and strategic process involving a broad community constituency including: students, staff, administration, faculty, alumni, Board of Visitors, and representatives from the City of Presque Isle.

The process developed a list of Master Plan Drivers which were derived from the UMPI 2020 Strategic Plan as well as extensive input from UMPI constituents. Master Plan Drivers are listed below and represent the framework upon which the Master Plan recommendations were created.

In addition to the inclusive, community-based process, the planning recommendations that follow are in many cases solutions that identify an alignment of space needs, facility needs, and campus needs. The result is a series of elements, each of which address multiple issues simultaneously to affect transformational change on the UMPI campus. Recommendations, which are identified as Master Plan Elements, consider funding and potential timing for implementation. They are intended to be actionable with feasible to accomplish. Most recommendations are, by design, modest and practical while a few are intended to be more aspirational in nature. The planning process categorizes elements into short-term, medium-term, and long-term initiatives to address immediate needs as well as long-term vision goals.

## STRATEGIC PLAN, PLANNING GOALS, AND DRIVERS

UMPI 2020 Strategic Plan:

### *Vision*

We will lead the State of Maine in delivering an affordable and accessible education with an innovative spirit and commitment to excellence.

### *Mission*

We deliver exceptional experiences for learners of all ages to become informed leaders, engaged citizens, and prepared professionals within their communities and beyond..

### *Institutional Values*

- Responsive
- Collaborative
- Supportive
- Ethical

### *Service Promise*

Excellence, every day!

### *Strategic Plan*

**Goal One-Campus Culture:** The University will enable all employees to achieve their potential while also enhancing a sense of community and campus pride.

Initiative 1.1: The University will enhance professional development for all employees.

Initiative 1.2: The University will implement lean initiatives to improve performance and increase efficiency.

Initiative 1.3: The University will strengthen a sense of community on campus and strive to improve the health and morale of all campus employees.

Initiative 1.4: The University will develop and maintain a comprehensive onboarding and offboarding program.

#### **Metrics:**

#### *In 2020, Success Will Look Like:*

- UMPI will rate in the top 10% on the Great Colleges to Work For survey, provided by the Chronicle of Higher Education.
- UMPI will have trained all supervisors in lean principles and will have implemented at least one lean initiative annually.
- 75% of UMPI employees will describe at least one professional development experience on their annual evaluations, and 100% of faculty will update their professional development plan annually.

**Goal Two-Student Success:** The University will improve student outcomes as measured by retention, persistence to degree completion, and academic achievement.

Initiative 2.1: The University will promote the development and implementation of proficiency based learning, high impact practices, and personalized learning.

Initiative 2.2: The University will ensure that living and learning environments (e.g. classrooms, residence halls, dining, and athletic facilities), are appropriately designed, configured, and equipped in support of practices maximizing student achievement and engagement.

Initiative 2.3: The University will ensure that all majors maintain comprehensive curricular pathways ensuring students' ability to complete degrees within two or four years, that we provide best practices in regard to academic support services in their effort, and that we excel our peers in regard to the percentage of the student body completing degrees and other relevant credentialing within both four and six year cohorts.



*Central Campus Axis Looking at  
Folsom Hall*



*Park Family Fields*



*UMPI Academics*

Initiative 2.4: The University will maintain a comprehensive campus to career readiness program that ensures all students will develop and present an electronic portfolio demonstrating their accomplishments and career readiness.

**Metrics:**

*In 2020, Success Will Look Like:*

- UMPI will enroll at least 1,450 students in on-campus, online and early college programs.
- Residence halls will exceed 85% occupancy.
- Over 70% of first year students will be retained to the second year.
- The four-year and six-year graduation rates will exceed those of peer institutions as identified by Hanover Research.

**Goal Three-Community Engagement:** The University will meet the needs of regional employers by increasing the number of workforce-ready graduates who become employed and have successful careers.

Initiative 3.1: The University will establish a Campus to Career Steering Committee and individual program advisory boards as appropriate to their disciplines to ensure academic programming and learning outcomes across our curriculum that is both relevant and responsive to the needs of today's workforce.

Initiative 3.2: The University will work with employers to integrate internships, practicums, research opportunities, service learning or other work experiences into all academic programs.

Initiative 3.3: The University will encourage and facilitate student learning through travel experiences such as the National Student Exchange and Study Abroad.

Initiative 3.4: The University will engage alumni to provide campus to career opportunities for current students and graduates.

Initiative 3.5: The University will promote the growth of the region through increased cultural offerings for campus and community.

**Metrics:**

*In 2020, Success Will Look Like:*

- All UMPI students have the opportunity to obtain work experience in their area of interest prior to graduation.
- Within one year of graduation, 90% of graduates are professionally employed or enrolled in advanced study.
- The percentage of alumni who are actively engaged with the University has steadily increased.

**Goal Four-Enrollment:** The University will create an integrated marketing plan and brand, thereby creating relevancy and action among its constituencies to recruit and enroll right-fit students.

Initiative 4.1: The University will create a university branding strategy.

Initiative 4.2: The University will implement a marketing plan with objectives to recruit a diverse student population based on a variety of student types (early college, traditional, online, CBE, readmits, student athletes, in-state/out-of-state/international, transfer, etc.).

Initiative 4.3: The University will grow total enrollment through an integrated marketing and communication plan involving a variety of media channels (traditional, paid and social media marketing) that will move prospects from inquiry to enrollment by targeting and segmenting the market.

Initiative 4.4: The University will continuously analyze and develop student financial assistance strategies, thereby supporting the financial aid packaging needs of all students.

Initiative 4.5: The University will develop and implement a plan for increasing educational partnerships with K-12 and other educational and business entities to support the enrollment and seamless transition of students for undergraduate and graduate programs.

**Metrics:**

*In 2020, Success Will Look Like:*

- New student enrollment for the incoming class in Fall 2020 will exceed 350 students.
- The CBE program will boast at least 5 major program/concentration offerings, enrolling 25 new students per term.
- All Athletic Teams will have full rosters.
- Dual enrollment levels at 20% of overall credit hours.
- UMPI enrollment will exceed 1,450 students in on-campus, online and early college programs.
- Pathways for 2-4 graduate programs are established and students are enrolled.

**Master Plan Drivers**

*Master Plan Drivers* were developed to clarify UMPI's priorities and values within the Facilities Master Plan. The drivers are organized into three categories and represent the framework upon which the Master Plan recommendations were created. All of the Master Plan Elements can be organized within the three categories which are: Maximize Asset Utilization, Address Deferred Maintenance, and Enhance Campus Organization and Function. Initiatives are listed in the associated table.

Master Plan Drivers	Program	Facilities	Campus	Energy
<b>Maximize Asset Utilization</b>				
Determine the Best Use for Normal Hall	•	•	•	•
Address Rickes Associates Space Needs	•	•		
Renovate CIL	•	•		•
Renovate Student Residence Halls		•	•	•
<b>Address Deferred Maintenance</b>				
Normal Hall	•	•	•	•
Renovate/Replace Wieden	•	•	•	•
Replace/Relocate President's House		•	•	
<b>Enhance Campus Organization/Function</b>				
Flag Circle/South Hall Parking Lot			•	
South/Preble Campus Entrance Improvements			•	
Connect Merriman & Gentile to Core Campus			•	
Future Building Locations	•	•	•	•

*Master Plan Drivers Chart*

## PLANNING ASSUMPTIONS

The framework for development and growth of the UMPI campus is not without assumptions and constraints. The planning process is an exercise that must balance aspirational visioning that is grounded in achievable opportunities. The final recommendations strive to create impactful transformations within the constraints of budgets, time frames, and political circumstance.

Planning recommendations are assumed to be achievable within a 20-25 year horizon.

No new net growth of square footage is envisioned for the immediate future. New facilities proposed in the short-term planning initiatives are directed at deferred maintenance, replacement of obsolete and inefficient infrastructure and building systems, replacement of obsolete structures such as the facilities garage, and result in no increase in campus building gross square foot area.

The UMPI Facilities Master Plan should be interpreted as the basis for planning guidance rather than a depiction of final designs.

## PLANNING CATEGORIES

To meet immediate facility needs, address the requirement of no new net square footage in the short-term, and allow for aspirational visioning, three categories were created to organize the Master Plan Elements.

The first category includes immediate facilities and space need deficiencies. Elements or items in Category 1 are generally considered to be 'broken' and require immediate repair. These items should be addressed within the annual facilities budget, if possible, to expedite work. The second category captures actionable short-term needs targeted within a 0-5 year window and aimed at right-sizing existing spaces. The most transformational elements are designed to occur within the Category 2 time frame. The third category focuses on long-range vision based on future growth on a 5-20 year time frame. Items in Category 3 are designed as placeholders to accommodate significant enrollment and/or changes in academic needs.

### Category 1.Urgent Facilities Needs 0-5 years

- Address facilities issues and deferred maintenance needs
- Accommodate acute program exigencies

### Category 2.Short-term Master Plan 5-15 years

- Provide appropriate space for current programs
- Consolidate and improve facilities
- Enhance the Campus Environment

### Category 3.Long-range Master Plan 15-25 years

- Provide flexibility for enrollment growth
- Identify locations for new and expanded facilities



*Urgent Needs Category*



*Short-term Planning*



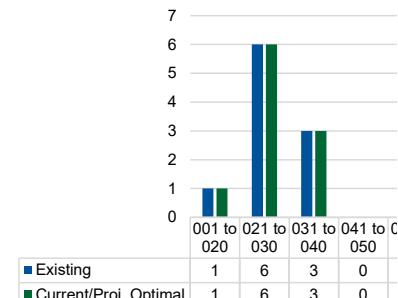
*Long-range Planning*

## PHASE 1 SUMMARY: DATA GATHERING AND ANALYSIS

### SPACE NEEDS ANALYSIS

The program analysis looks at the ways in which building resources are utilized in support of UMPI's academic programs. Data was gathered through Registrar records and staff interviews, and is categorized through the Facilities Inventory and Classification Manual (FICM), the benchmark for higher education program analysis. This information serves to provide insight into the capacity of the current facilities, compares against national higher education utilization factors, and recommends possibilities for improvement in future projects. Values for the analysis are in assignable square feet (ASF) which equals the area in a building that can be assigned to a particular program or use.

The Space Needs Analysis focused on non-residential building program that is assignable to various FICM categories. In general terms the academic, administrative, and athletics spaces that were analyzed met, or were close to



*Space Needs: Partial Graphic*

*Showing Number of Classrooms*

*Needed By Size: Existing vs Optimal*

Current ASF	Current Optimal	Surplus or (Deficit) to Current ASF	Proj. Optimal 636 FTE	Surp (Def) Cur Curr A
13,885	12,920	965	12,920	
14,718	26,742	(12,024)	26,742	(1)
6,907	6,907	0	6,907	
1,457	3,210	(1,753)	3,510	(
40,688	30,980	9,708	30,980	
11,965	13,440	(1,475)	14,180	(
266	2,400	(2,134)	2,400	(
51,354	51,354	0	51,354	
29,988	29,988	0	29,988	
8,766	12,434	(3,668)	12,677	(
158	200	(42)	200	

### Space Needs: Partial Graphic

#### Comparing Existing vs Optimal SF



Campus Facilities, Laboratories



Campus Facilities, Systems



Campus Facilities, Building Envelope:

#### Wieden Hall Roof

meeting current needs. The analysis was based upon a full time equivalent (FTE) enrollment number of 636 students. Space needs from this analysis needs to be qualified against the University of Maine System's mandate that no new square footage be constructed on any campus without an equivalent reduction in existing square footage.

Areas of space deficiency included classroom laboratory, research laboratory, and support spaces. These areas represent a 22,000 ASF, or roughly a 12% need compared to the existing 180,152 ASF on campus. Administrative office spaces occupied more ASF than their total calculated need. However, inefficiencies from extensive renovations to South Hall and Preble Hall account for much of this excess square footage. Overall, many of the space needs can be met with renovations to existing classroom spaces to improve efficiency, update furniture and casework, and meet 21st Century education needs. The Executive Summary of the Space Needs Analysis can be found in Chapter 2 and the full report is located in the Appendix of this Facilities Master Plan.

## FACILITIES ANALYSIS

The facilities review evaluated each campus building by a series of technical criteria including: building exterior, building interior, life safety, building structure, mechanical systems, electrical systems, and plumbing systems. Assessments determined which buildings are in good condition and which buildings are in need of repair. Qualitative criteria outlined below included:

1. Maintain and improve a compact and pedestrian-scale
2. Prioritize infill/redevelopment where possible
3. Preserve important historic buildings
4. Phase out buildings that:
  - Do not contribute to the character of the campus
  - Do not represent the highest/best use of land resources
  - Require disproportionate investment in deferred maintenance
  - Smaller, inefficient, legacy buildings

The analysis shows that UMPI's facilities are mostly built to a scale appropriate to higher education but major infrastructure is in need of upgrade or complete replacement. Examples of infrastructure include electrical and mechanical systems as well as major architectural systems such as exterior envelope and interior finishes.

## ENERGY ASSESSMENT

Energy consumption on campus includes multiple fuel sources including: wood (pellets), electric, fuel oil, and propane. Electric power is provided by public utilities as well as supplemental generation by an on-site wind turbine and a photovoltaic solar panel array on the roof of Pullen Hall. UMPI utilizes independent mechanical systems, discussed in Chapter 3, Facilities. Each building is served by its own HVAC system. UMPI operates using 42% less energy than the national median for campuses its size. Annual greenhouse emissions are currently 3,106 metric tons. UMPI's clean energy generation initiative removes 129 metric tons of greenhouse emissions annually. Replacement of older HVAC systems and updates to HVAC controls combined with additional clean energy generation initiatives will further improve UMPI's current energy profile and lower campus operating costs.

## PHASE 2 SUMMARY: DEVELOPMENT OF CONCEPTS AND FINAL MASTER PLAN

### CONCEPT ALTERNATIVES

Conceptual Master Plan options were developed and reviewed by the Campus Master Plan Steering Committee to discuss several Master Plan alternatives. Initial planning ideas included a range of short-term, cost effective improvements limited in scope as well as broader, long-term aspirational options. The initial alternatives were also presented to local constituencies, and the campus community. Feedback from all groups helped the Master Planning Team develop the preferred option that are the basis of the final Master Plan.

### FINAL PLAN RECOMMENDATIONS

The preferred planning option is a hybrid of ideas from the Concept Alternatives, Steering Committee, and public outreach process. Most projects address exterior areas or are focused on renovations and upgrades to existing facilities. Many of the recommendations are designed to be implemented during the summer to limit disruption to campus activities. The strategies include the following:

- Facility upgrades that focus on improving existing building infrastructure.
- Campus improvements to create quadrangles and better pedestrian experiences.
- Facilities upgrades that focus on improving specific program areas, typically interior renovation projects.
- Exterior improvements to roads and campus parking.
- Limited and strategic new facility initiatives or additions to existing buildings.

Summary information about the Master Plan Elements are listed below. A complete description of these elements with additional graphics can be found in Chapter 4.



*Existing Campus*



*Concept Alternative: 1 Campus Consolidated*

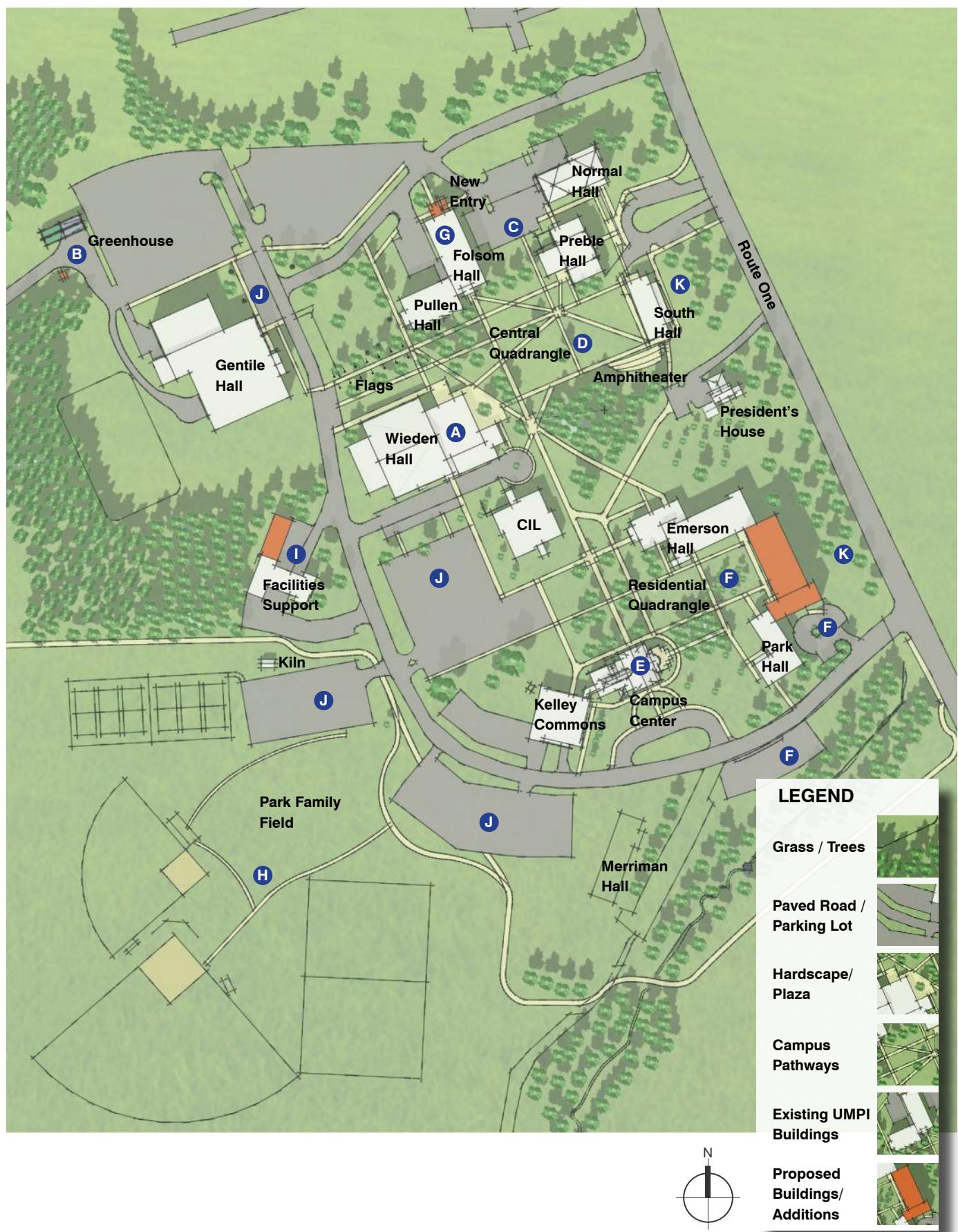


*Concept Alternative: 2 Campus Redefined*



*Refined Concept Alternative: 3 Campus Realigned*

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## 2018 MASTER PLAN ELEMENTS

**A Wieden Hall Renovation:** Phased building renovation of exterior and interior elements of Wieden Hall as outlined in 2016 building evaluation. The Scope of Work will be adjusted to meet near-term funding. In addition, improvement of the access drive on south side of building will create better access to the Central Quadrangle and convenient drop off area for visitors. Long-term initiatives for Wieden are to complete major deferred maintenance projects.

**B Greenhouse:** Complete the ongoing Greenhouse project to add program space for sciences. Building site location is coordinated with the Master Plan and provides reasonable adjacency to Pullen and Folsom and orientation to maximize solar exposure.

**C Preble Hall Parking:** Phased parking improvements dependent on decision whether or not to retain Normal Hall.

Phase 1: Reconfigure existing parking to increase total count by 11, remove Maintenance Garage (Motor Pool), reconfigure edges at Folsom and Preble Halls, create spaces behind Normal Hall

Phase 2: Remove Normal Hall and replace with parking to increase an additional 40 spaces.

Option A. Allows for Element D parking displacement to occur.

Option B. Option for two-way traffic at North entrance or exit through main entrance to Preble Hall.

**D Central Quadrangle:** Develop a formal central quadrangle to connect Wieden, Folsom, Preble, and South Hall beginning with landscaping initiatives as listed as follows. Flag Circle modified to become a procession of flags north of Wieden. South Hall Parking Lot is reduced and/or eliminated for better quad connection to Preble Hall. A Central Quadrangle is developed to create a single outdoor space that directly connects Wieden, Pullen, Folsom, Preble, and South Halls. South Hall parking removed to directly connect South Hall to campus by expanding Central Quad. Element C Phase 2 replaces lost parking. Create an amphitheater into the hill to the south side of South Hall.

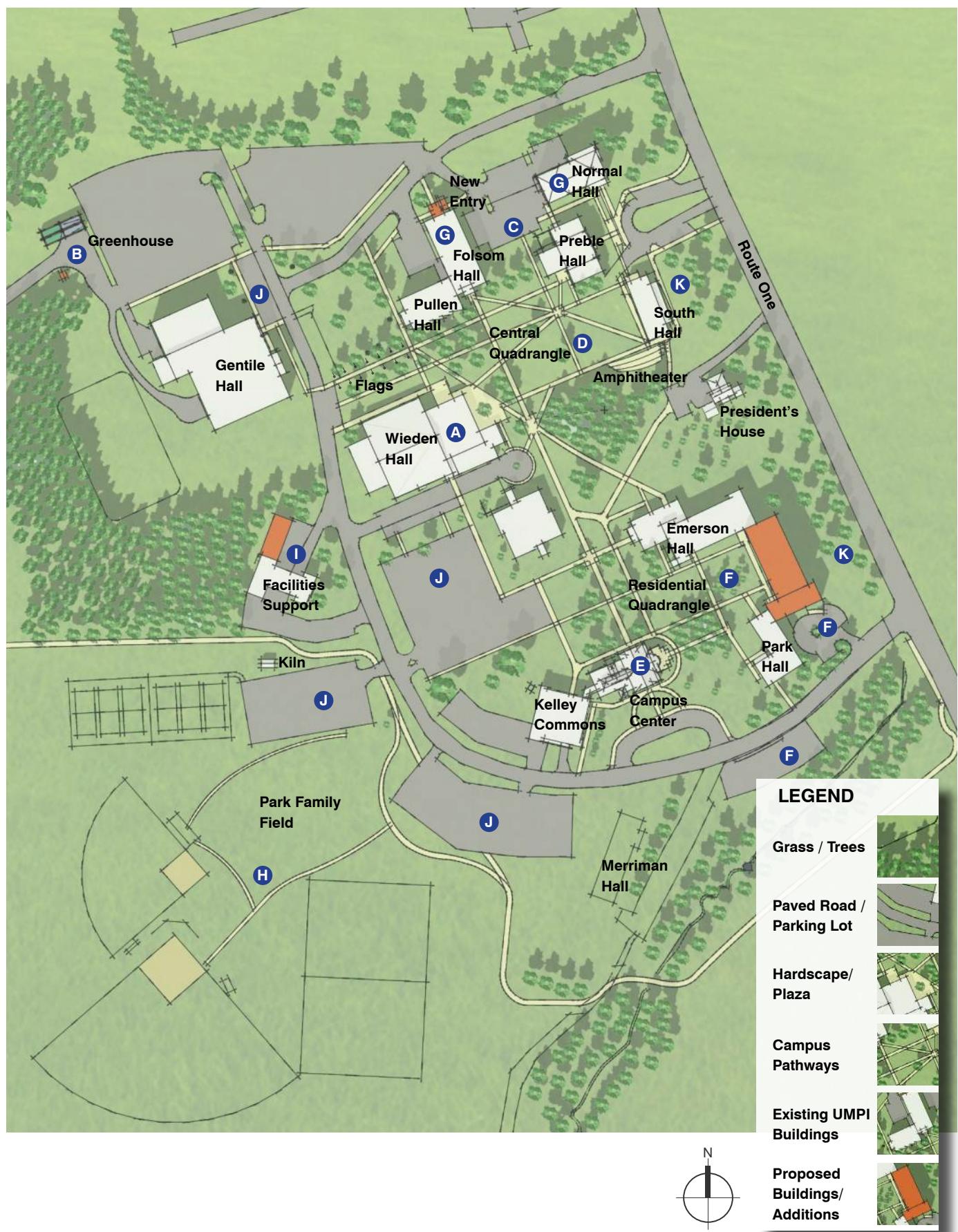
Option A: Retains and reduces South Hall parking lot

Option B: Relocates south lot parking, removes Normal Hall, creates amphitheater

Option C: Relocates south lot parking to west side of Pullen Hall, retain Normal Hall, creates amphitheater

**E Create a Student Center:** Renovations to Owl's Nest in the Campus Center to improve a central location for both commuting and residential students to gather, study, eat, and socialize. Remove food service from Folsom and replace with enhanced vending service.

Long-term Option: Move Student Center to a more geographically central location such as the CIL to better connect resident and commuting students. Cafe food service and learning center would benefit from sharing a facility.



## 2018 MASTER PLAN ELEMENTS, CONTINUED

- F Improve the Residential Campus:** Redefine the residential core of campus through a series of phased projects.

Phase 1. A major renovation to first floor of Park Hall as a lower cost first step to residential improvements. Additional floors may be phased based upon initial renovation success, cost, and funding opportunities.

Phase 2. Create new residential drop-off and short-term parking area and create a long-term residential parking lot to house future displaced parking across from Park Hall.

Phase 3. Create a Residential Quadrangle connected to Campus Center and central campus spine.

Phase 4. Construct a new building connecting Emerson and Park to provide dedicated upper-class housing and improve the campus edge along Main Street. New construction will provide swing space for renovation projects in the existing residence halls.

Phase 5. Renovate or replace Emerson and/or complete renovations to Park.

Phase 6. Remove Merriman once renovation projects are complete or retain if additional capacity is required.

- G Improve Academic Core:** Moderate renovations and a small addition to Folsom Hall to provide the following. Replace the 'Fish Bowl' classroom in Folsom Hall with classroom(s) that better suit education needs. Renovate classrooms and labs that are underutilized. Create a 1½ story addition to improve access and building circulation for commuters. Renovate Normal Hall.

- H Upgrade Athletic Fields:** Small scale short-term project to add pathways for improved access to existing field areas.

Long-term Option: Improve fields for competition events to strengthen campus athletics and student life. Fields upgrades would include: baseball, softball, soccer, and additional modifications to the existing trail system.

- I Facilities Addition:** Construct a two-story addition to the Facilities Support building to house maintenance fleet and additional facilities program and storage spaces.

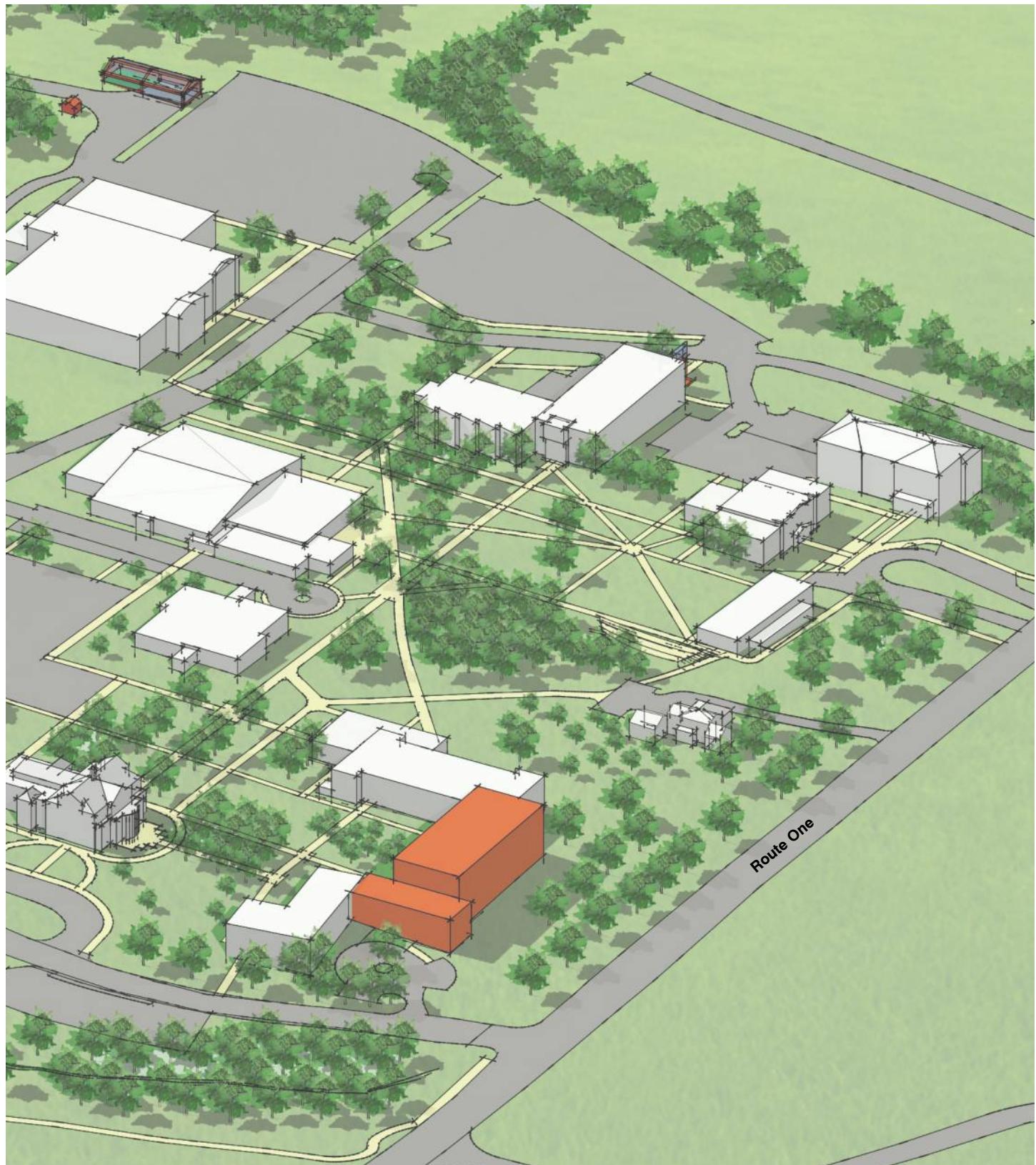
- J Parking Lots Expansion/Improved Vehicle Circulation:** Expansion of upper campus parking lot and path improvements to create convenient parking and access to campus buildings. Additional athletics fields parking for visitors and residents, and staff. Create a dedicated bus drop off at Gentile Hall to improve safe traffic flow along the loop road.

- K Campus Improvements:** Ongoing projects to improve safety and campus visibility including site lighting for landscaping, buildings, and paths. This initiative also includes continuation and improvement of the existing campus signage program.

- L Houlton Center:** Address deferred maintenance as needed over the long-term.

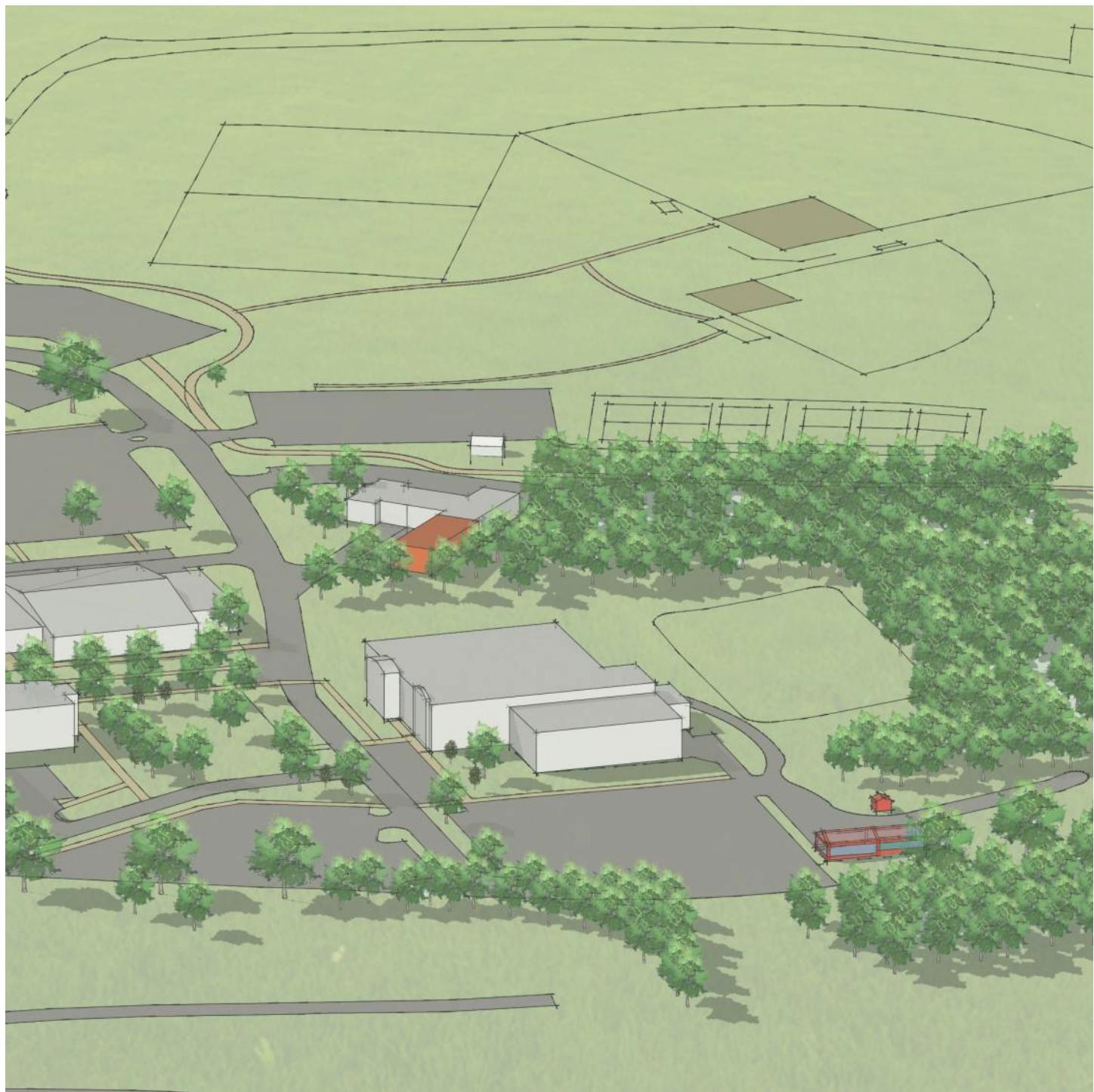


Aerial View of UMPI Campus Looking North





Aerial View of UMPI Campus Looking South





Perspective View of New Entry at Folsom Hall from Student Parking Lot



Perspective View of Drop-off at Central Quadrangle



Central Quadrangle Perspective View of Wieden Hall



Perspective View of Residential Quadrangle (CIL Shown on Left Side)

## ACKNOWLEDGMENTS

The facilities master plan team would like to acknowledge the following people and groups for their contribution to this effort:

President Raymond Rice

Benjamin Shaw, Chief Business Officer

Steven Richard, UMPI Board of Visitors



*Open Forum, 11.01.2017*

## Master Plan Steering Committee

Chris Bell, Director of Student Financial Services

Jason Johnston, Dean, College of Arts and Sciences; Associate Professor of Wildlife Ecology

Kimberly Jones, Assistant Professor of Business Administration

Steven Richard, UMPI Board of Visitors

Deborah Roark, Executive Director of University Advancement & Enrollment Management

Benjamin Shaw, Chief Business Officer



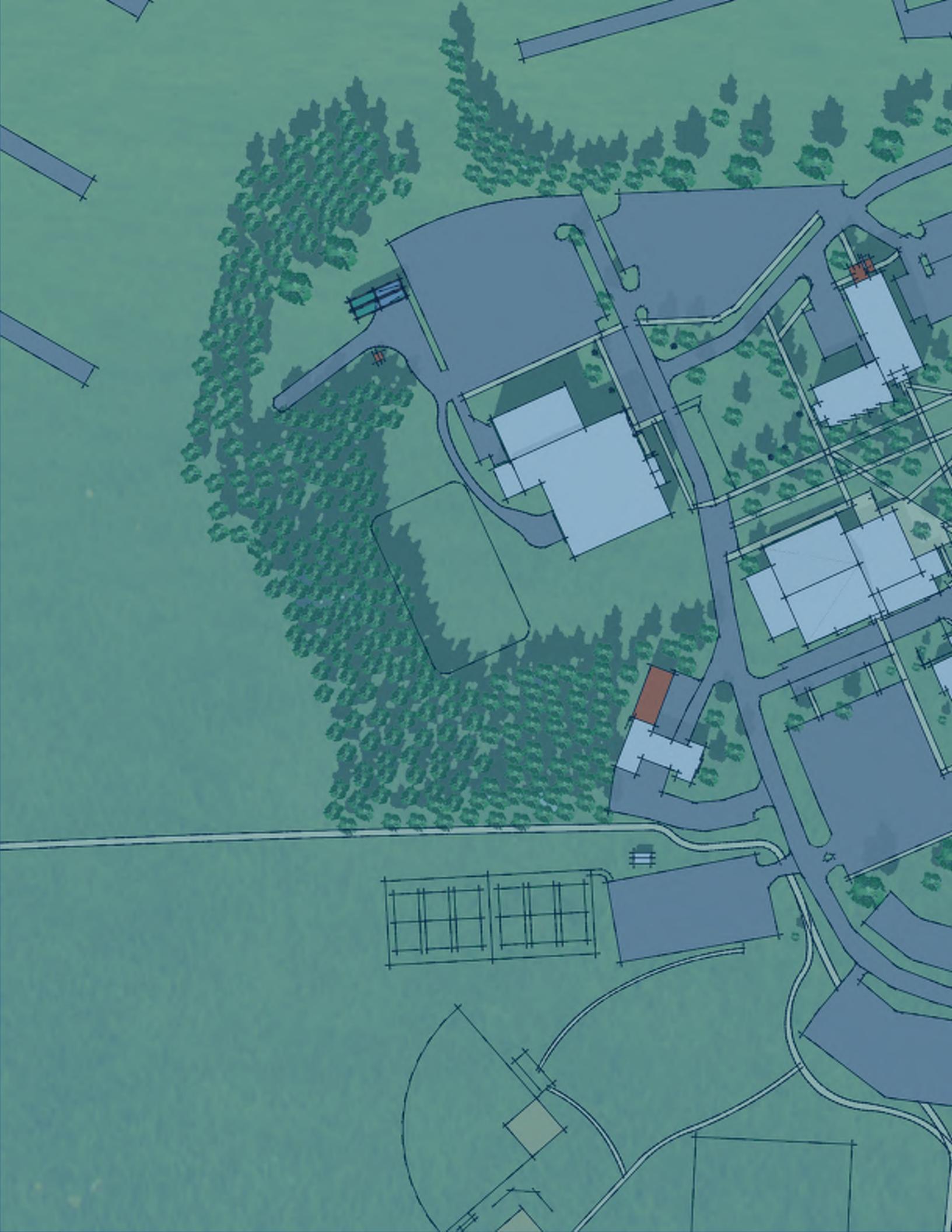
*Open Forum, 11.01.2017*

## Master Planning Team

Harriman, Architects, Engineers, and Planners

Rickes Associates

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# 1

## Planning Context and Process

# PLANNING PROCESS

## ROLES AND RESPONSIBILITIES

### Administration

The UMPI administration was responsible for initiating the master planning process in the Spring of 2017 and providing the supporting management for the planning process that created this Campus Master Plan. The University leadership is ultimately responsible for adopting and implementing the plan. As well, the leadership is charged with reconciling the plan's recommendations with other campus-related initiatives, policies, and decisions.

### Master Planning Steering Committee

The Master Planning Steering Committee, composed of members of the faculty, staff, and University administration, was responsible for working with the professional planning team directly on the preparation of the Campus Master Plan. This was accomplished through their review and discussion of contributing studies, alternative planning concepts, and consideration of the input from the University community. The members of the Master Planning Steering Committee also served as liaisons to their respective colleagues, departments, and programs.

### Professional Planning Team

The professional planning team, comprised of Harriman and Rickes Associates, provided services according to a scope developed through the University of Maine System and tailored to meet specific needs identified by administrative staff at the University of Maine at Presque Isle. The professional services included a wide range of research, planning, and technical studies to inform the planning process of creating the Campus Master Plan. The planning team also facilitated communication and input from the UMPI community and produced the final graphics, presentations, and report.

## COMMUNICATION AND PARTICIPATION

### Master Plan Steering Committee

As primary stewards of the Campus Master Plan, the Master Plan Steering Committee played a central role. The Committee provided the professional planning team with information, technical studies, and analyses to allow meaningful and productive discussions of the current conditions of the campus and insights into the vision that the Committee had for the campus in the future. The Committee also provided guidance, oversight, and valuable decisions on that helped to inform the planning process. This was accomplished with scheduled meetings with the planning team and review of presentations.



### Faculty, Administration, and Staff

The professional planning team met with UMPI leadership, faculty, and staff during the planning process to present findings and formulate planning initiatives for the campus. Faculty and administrative members, and campus staff provided valuable insights that were incorporated throughout the planning process.

### User Groups

User groups of people representing various constituencies, including students, work units, and divisions provided input on a variety of focused topics and specific issues regarding the Campus Master Plan. This input was provided during interviews with Rickes Associates. Data collected from the user group meetings was shared with the Master Plan Steering Committee and played an important role in informing the report.

### Students

Students were encouraged to participate in the process during campus-wide meetings and interviews. Students' perspectives and priorities were a central focus during all phases of the Campus Master Plan's development and were advocated by other UMPI constituents.

## PROCESS STEPS

### Scope Definition Phase

#### *Kick-off Meeting*

The planning effort began with a kick-off meeting between the professional planning team, the Master Plan Steering Committee, and other key representatives of UMPI. This initial meeting served to define the purpose of the Campus Master Plan, identify goals and objectives for the outcome, define expectations for those involved during the planning process, begin to develop the criteria to prioritize needs, and outline a communication strategy for all directly involved in the planning process.

#### [Master Planning Steering Committee Meetings](#)

Master Planning Steering Committee Meetings were held monthly during this phase to advance discussions about key issues that shaped the Campus Master Plan.

#### [Base Documentation Inventory](#)

The consultant team reviewed existing reports and studies to determine what had already been done and to aid in clarifying the Scope of Work.

#### [Communication Plan](#)

A Communication Plan was drafted to ensure that the planning process appropriately engages the UMPI community. It is a guidebook and outline that can be referred to clarify the Master Plan's purpose, its guiding principles, team roles and responsibilities, expectations, and project protocols. The Communication Plan underlines key principles of this planning process to support informed, inclusive, and open discussion through a variety of forums and outreach methods. The document describes how the planning process will be organized to disseminate information, provide for timely input, and communicate the resulting framework for future campus facility decisions and actions.

This Communication Plan anticipates how the Campus Master Plan will be employed once it is completed. This document describes how the resulting planning framework can be formulated to assist UMPI in their future efforts and initiatives.

The Communication Plan identifies: the purpose of the Master Plan, ground rules for engagement and communication, constituency communication goals, mechanisms for communication of public meetings, media resources, and post-plan communications framework. The full Draft Communications Plan can be found in the Appendix of the UMPI Facilities Master Plan.



*Wieden Hall Gymnasium*



*Academics, Wieden Hall*



Academics, Pullen Hall

## Data Gathering and Analysis Phase

### *Strategic Planning and Program Analysis*

The existing Mission, Vision, Strategic Plan, and a variety of institutional planning materials, were reviewed by the planning team to gain an understanding of the needs, goals, and institutional priorities at UMPI and were used as a guide throughout the process.

### *Existing Campus and Site Analysis*

The team spent time on campus to understand the current state of the campus and its various features. Special attention was paid to campus outdoor spaces, pathways, connections, views, pedestrian movement, vehicular circulation, parking, and the campus landscape. The planners analyzed the impact of regulatory requirements on the campus by reviewing state and local ordinance. Factors considered included use patterns, building and site conditions, visual character, zoning, and historic areas, pedestrian and vehicular circulation, and special features of the campus. The resulting analysis is included in the appendix of this document.

### *Existing Building and Program Analysis*

The team also evaluated all campus buildings to observe their condition, identify issues, and assess how each supports the mission and strategic goals of the University. The team compiled capital improvement recommendations to inform planning decisions and short-term maintenance needs. The information was compiled and is incorporated into this report.



Campus, Normal Hall

## Planning Process Phase

### *Development of Concept Alternatives*

A series of concept alternatives were developed during the planning process. These alternatives explored various campus configurations and improvements and offered distinct visions for the focus areas of the campus reorganization.

Monthly meetings Master Planning Steering Committee and outreach efforts with the UMPI community informed the development and assessment of the concept alternatives. They reviewed the options and their components throughout the planning process and provided comments and preferences on each alternative. From the discussions and review of the comments received, the planning team assembled the preferred components of the various alternatives into concept plan that illustrated the UMPI community's vision for the campus in the future.

### *Preferred Concept/Vision Development*

The concept plan developed by the planning team was further refined to ensure the various changes represented in the plan would follow a feasible

and logical process of implementation. Input from the Master Plan Steering Committee provided guidance that allowed the preferred concept to be best aligned with the UMPI community's vision for the campus and with the known and anticipated initiatives that would be undertaken in the future. The final campus plan provides both short-term and long-term direction for capital investment and campus development.

### ***Cost Estimates***

Preliminary cost estimates were developed at the conclusion of the prioritization process to establish an order of magnitude of potential costs for the work discussed. Final cost estimates were developed once the preferred concept was finalized. Estimates are in present day value and represent an order of magnitude of total project costs.

### **Documentation Phase**

#### ***Final Master Plan***

Capital renewal and investment projects were incorporated into the final master plan with phasing options. These initiatives, some of which were identified by previous studies, are integrated with current project priorities. Future planning by the University will be required to integrate implementation of the master plan with subsequent phases of capital improvement projects.



**Athletics**

#### ***Final Presentation***

The planning process ended with a final presentation of the Campus Facilities Master Plan to the UMPI community on May 17, 2018.



**Athletics**

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# CONCEPT ALTERNATIVES

## COMMON ISSUES AND THEMES

Concept alternatives were developed during the first half of the planning process. These options were presented to the Master Plan Steering Committee and the various components of each one evaluated. Initial planning concepts in the options considered a range of campus improvement and changes; from cost effective, short-term limited enhancements to broader, long-term aspirational improvements.

These initial alternatives were also presented at a public assembly of the campus community. Feedback from multiple stakeholder groups was taken into consideration as the planning team developed a preferred option that became the basis of the final Campus Master Plan. Location of specific elements such as the Greenhouse are shown in their conceptual locations which may differ from the final plan.

While each alternative presented unique attributes and responses to planning needs of the campus, the three concepts had several planning elements in common. These common elements consider:

- Redefined campus presence along Main Street/US Route 1
- Improved pedestrian connectivity across the campus
- Defined central quad and re-imagined open space areas
- Limited intrusion of vehicular dependent uses into the central portions of the campus

The three concept alternatives respond to the planning drivers of this Campus Master Plan listed below:

- Build upon the existing campus density
- Strengthen elements that engage campus typography
- Clarify open spaces and connections between buildings
- Define campus edge and create a central campus gathering area
- Improve and clarify pedestrian and vehicular circulation
- Reduce the two campus (residential and commuter) paradigm



Recreation, Gentile Hall



Recreation, Gentile Hall

## CONCEPT ALTERNATIVE A: CAMPUS CONSOLIDATION

This option focused on consolidating the campus mostly by creating a central quad and allocating parking to the periphery of the campus. The consolidation occurs with reconfiguration of existing campus elements, reprogramming of existing facilities and limited changes to the inventory of campus buildings.

The current flag circle is re-imagined and expanded into the existing parking area behind South Hall. This enhanced open space creates a central quad and place appropriate for both personal and campus-wide social gathering.

The displaced parking capacity is allocated to the space created with the removal of the facilities garage and Norton Museum from behind Normal Hall. Parking capacity is increased with restriping of existing facilities situated along University Drive.

The inventory of campus buildings is modified with the addition of a greenhouse behind Gentile Hall, expansion of the Facilities Support Building to accommodate the removal of the facilities garage, and relocation of the President's House from Main Street to near Merriman Hall.



## CONCEPT ALTERNATIVE B: CAMPUS REALIGNED

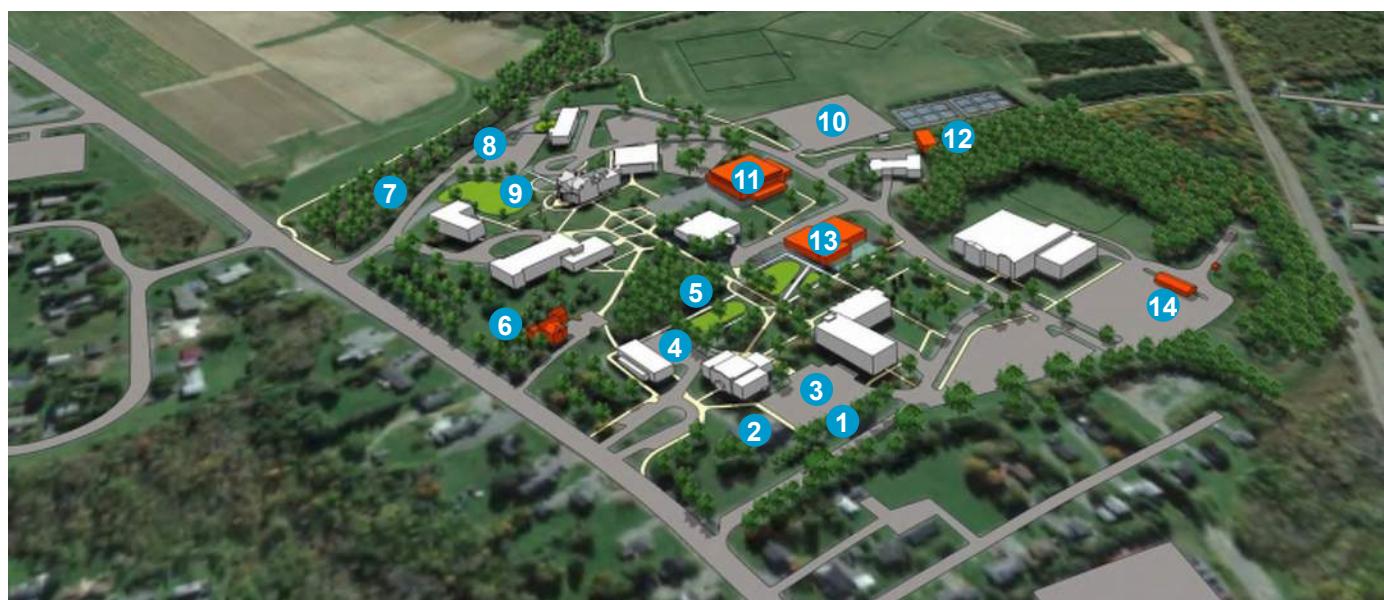
Concept Alternative B explored realigning the Campus with University Drive to encompass the southern portions of the campus and expanding the middle portion of the campus with a central quad and the addition of several buildings.

Realignment of University Drive provides better connectivity between Merriman Hall, the Campus Center, and other residential buildings. The new roadway alignment allows for parking facilities to be in closer proximity to campus buildings and provides campus visitors more direct routes onto the campus.



Expansion of the middle portion of the campus includes removal of the parking area behind South Hall and creation of a central quad area. This open space area is appropriate for both personal and campus-wide social gathering and helps to create a collegiate campus image.

This concept explores removal of Wieden Hall and construction of a performance arts center in its' place. The sports-oriented uses currently in Wieden Hall are located within a new gymnasium constructed south of the proposed performance arts center. The same changes to the inventory of campus buildings considered in Concept Alternative A are also part of Concept Alternative B.

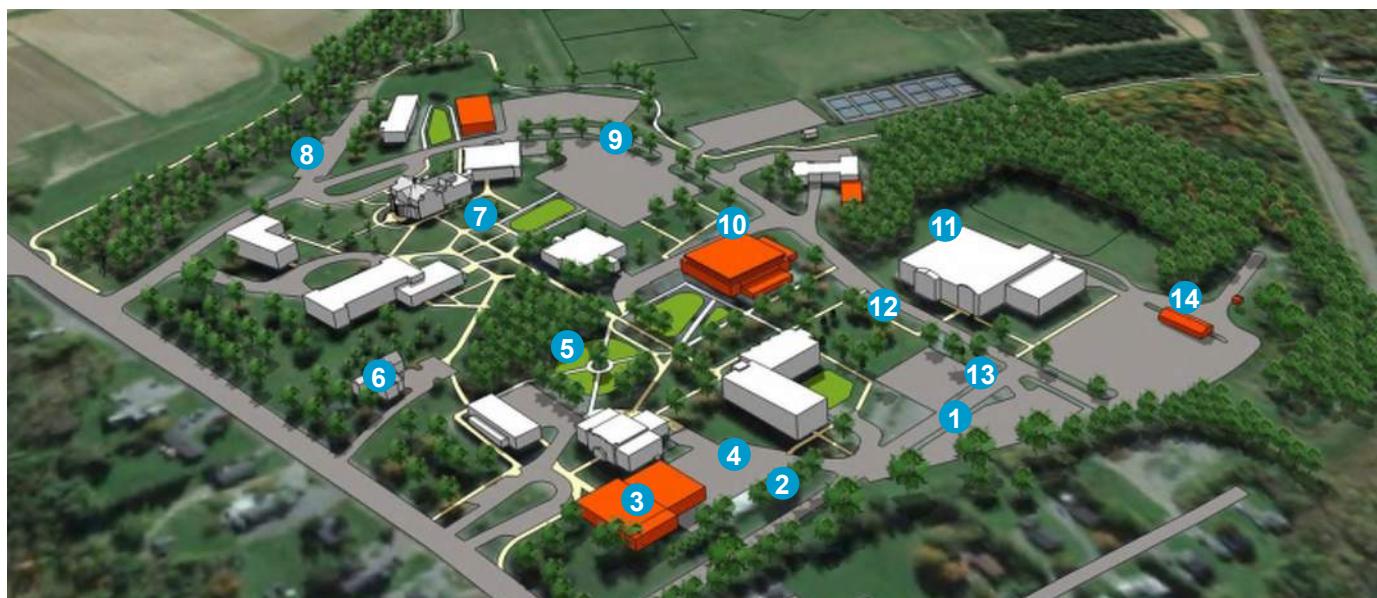


## CONCEPT ALTERNATIVE C: CAMPUS REDEFINED

This alternative considered the expansion of an open space area in the central portion of the campus while providing dedicated open space areas in the campus locations. This concept also provided expanded parking areas on the periphery of the campus to accommodate construction of new facilities.

The parking area at South Hall is reduced and parking capacity relocated to a new parking area constructed at Pullen Hall. This area at South Hall accommodates the expansion of the open space area and creates a dedicated quad space. Other open space areas are created on the north side of Pullen Hall, at the Campus Center with a reduction in the size of the existing parking area, and at Merriman Hall.

A new residence hall is considered east of Merriman Hall for expansion of UMPI's boarding student capacity. Wieden Hall is replaced with a new gymnasium and helps to define the edges of the central quad space. The performance space currently within Wieden Hall is accommodated in a new performing arts center situated where Normal Hall is today. Construction of a performing arts center in this location will help to redefine the campus presence along Main Street.





# 2

## Space Needs Analysis

# SPACE NEEDS ANALYSIS

## EXECUTIVE SUMMARY

As part of the University of Maine System-wide Master Plan, Rickes Associates (RA) was engaged to develop the Educational Space Master Plan for the University of Maine Presque Isle. This space needs analysis has been grounded in defined institutional strategic drivers of enrollment and personnel, supported by the space inventory, driven by nationally recognized space planning guidelines, and tempered by the specific needs of the University.

### Space Inventory

There are 20 buildings comprising 261,137 assignable square feet (ASF). The ASF, excluding residential and unclassified space, is 180,152 ASF. This reflects the core campus space including classroom, laboratory, office, library, special and general use, health care, and central facilities. The Houlton Center was excluded from this analysis.

### Planning Methodology

The outcome of the study is an order-of-magnitude space program organized according to the coding structure of the Facilities Inventory Classification Manual (FICM). A more detailed space needs analysis of instructional space was conducted by RA to inform a finer-grained set of recommendations and is included at the end of this report. Space needs were quantified for: Current Calculated, Current Optimal, and one scenario, Projected Optimal, using a projected FTE figure. The Current Optimal as well as the Projected Optimal included adjustments to the mathematically calculated need informed by trends in higher education and interview findings that would affect space needs, as well as the culture of the campus, which may not be accounted for in the calculations alone.

### Interviews

During the week of April 17, 2017, Rickes Associates conducted three days of interviews on-campus with senior administrators, faculty members, departmental and unit directors and managers, administrative and academic staff members, students, and community members. These interviews

*The space deficit for the campus, identified by FICM, totals 21,000 ASF for Current Optimal and 22,000 ASF for Projected Optimal. While there are surpluses in other categories, the assumption is you cannot simply “borrow” from that area and use the overage for something else such as repurposing the 9,000 ASF “surplus” of office space to instructional labs.*

provided the qualitative data related to the use of and demand for space on the campus; insights into programmatic and spatial relationships between departments; and ideas regarding what facility improvements were needed to meet current and future program and operational requirements.

Overall, the space deficits identified by the interviewees were supported by the quantitative analysis in terms of: specialized instructional space, student life/services/club space, meeting and conference space, and athletics space needs, both now and in the future. The thematic summary of findings is provided at the end of this report.

### Recommendations

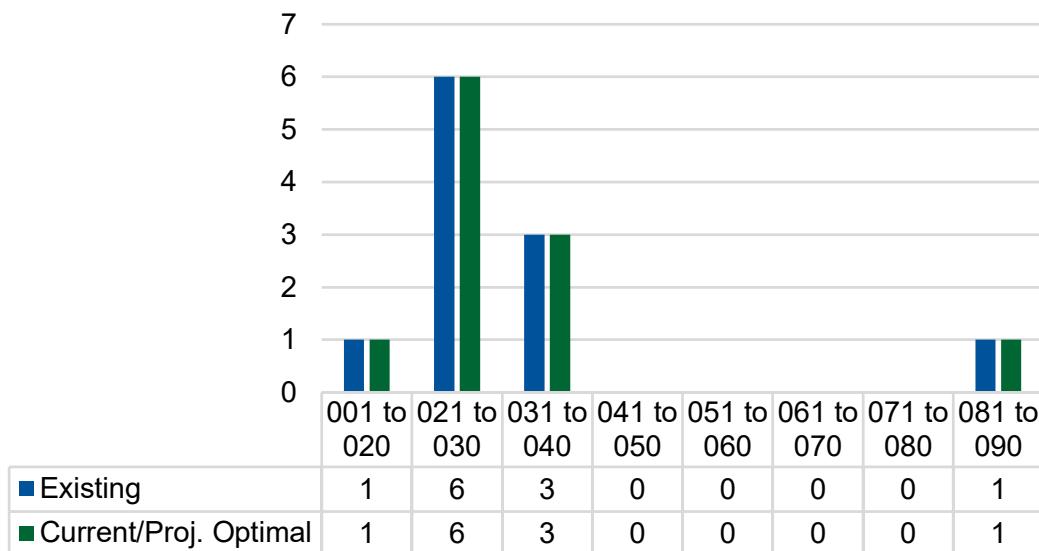
The space deficit for the campus, identified by FICM, totals 21,000 ASF for Current Optimal and 22,000 ASF for Projected Optimal. While there are surpluses in other categories, the assumption is you cannot simply “borrow” from that area and use the overage for something else, such as repurposing the 9,000 ASF “surplus” of office space to instructional labs. However, the availability of that space should be considered if there is an opportunity thorough redesign and moves to capture that ASF. Another area for more detailed review is the availability of the roughly 16,000 ASF in Normal Hall. This ASF would help meet the majority of space needs for the campus as a whole. Before building another space, care must be taken to critically examine available space and better define, repurpose, and refurbish it for more collaborative and efficient use.

The following summarizes the space needs by category and identifies areas that may require specific additional review.

### Instructional Spaces (100)

At the time of this analysis, there were 19 spaces and 13,495 ASF identified as general-purpose classrooms available for scheduling. Of these 19 rooms, eight spaces and 4,987 ASF were reclassified as classrooms dedicated to specific programs. The analysis was therefore conducted on 11 general-purpose classrooms and 8,508 ASF.

Applying the base rubrics of 67 percent occupancy, 67 percent utilization and a planning guideline of 22 to 25 ASF/seat, the calculated need is for 10 appropriately sized classrooms to support existing enrollment and course distribution. This aligns with how spaces are currently being utilized.



*Figure 2.1 Classroom Capacity Summary*

The graph aligns the existing distribution of rooms by capacity (seat count) to the need. Using the existing stock of rooms, seat counts, and ASF, a theoretical exercise of “right-sizing” was conducted, which is mathematically calculating the appropriate capacity of the existing rooms. While right-sizing does not change the total number of classrooms available, it can often bring the distribution of classroom capacities into better alignment with course section sizes.

UMPI is relatively on target for ASF/seat and so the re-alignment of rooms by capacity did not provide any major changes. As such, the existing rooms can be maintained and meet the necessary space requirement for current enrollment and course offerings. While there is not a calculated need for a larger space and courses scheduled in this room can be reassigned to more appropriately sized classrooms, the lecture style room has been maintained to meet event/meeting space. If FTE enrollment were to increase to the six-year high of 636, there would be a need for 12 classrooms totaling 8,140 ASF.

### Specialized Instruction and Research Spaces (200/250)

#### Specialized Instructional

There are 11 spaces and 13,575 ASF assigned to instructional lab space, such as Biology, Art, Athletics Training, Art, etc. Space needs for specialized instructional space are based on the number of hours by discipline of the courses as many courses/programs cannot share space. Where opportunities to continue shared use of the spaces between similar courses was possible, these were maintained. Using the rubrics of 80 percent occupancy, 50 percent utilization, and discipline-specific ASF per station, it is recommended

Discipline	Optimal Need Rooms	Optimal Stations (Each Space)	Optimal ASF/Station	Optimal ASF	Existing Rooms	Existing Total Stations	Existing ASF	Hour Utilization	Seat Utilization	Existing ASF/Station	Existing Bldg. & Rm	Proposed	Proposed ASF	Incremental Room Need	Incremental ASF Need	Total Rooms	Total ASF
Art - Ceramics	1	16	60	960	1	30	1,173	10%	40%	39.1	Wieden Hall 101B	1	1,173	0	0	1	1,173
Art - Studio	4	24	60	5,760	1	50	4,558	45%	18%	91.2	Folsom-Pullen Hall 311 (serves 4 disciplines)	1	4,558	0	0	1	4,558
Athletics Training	2	16	80	2,560	2	44	1,727	28% to 35%	43% to 56%	39.3	Wieden Hall 156 & 159	2	2,560	0	0	2	2,560
Biology - Anatomy and Physiology	1	24	60	1,440	1	18	594	23%	82%	33.0	Folsom-Pullen Hall 301	1	1,010	1	1,440	2	2,450
Biology - General	1	24	60	1,440	1	18	786	30%	76%	43.7	Folsom-Pullen Hall 304	1	786	0	0	1	786
Biology - Genetics	1	24	60	1,440	1	18	804	15%	97%	44.7	Folsom-Pullen Hall 305	1	804	0	0	1	804
Chemistry - General	1	24	60	1,440	1	18	971	30%	81%	53.9	Folsom-Pullen Hall 202	1	971	0	0	1	971
Chemistry - Organic	1	16	60	960	0	0	0	0%	0%	0.0	N/A	0	-	0	0	0	0
Computer Lab - Multipurpose	1	24	40	960	0	0	0	0%	0%	0.0	N/A	0	-	0	0	0	0
Ecology - General	1	24	60	1,440	0	0	0	0%	0%	0.0	N/A			0	0	0	0
Geology - General	1	24	60	1,440	1	18	1,266	19%	64%	70.3	Folsom-Pullen Hall 302	1	1,266	0	0	1	1,266
GIS	1	8	40	320	1	18	1,036	10%	42%	57.6	Folsom-Pullen Hall 201	1	1,036	0	0	1	1,036
Nursing: Labs	0	0	0	0	0	0	0	0%	0%	0.0		0	-	3	4,000	3	4,000

Figure 2.2-A. Special Instruction Space Recommendations (continued on next page)

Physical Education	1	8	80	640	1	10	660	14%	40%	66.0	108	Caroline D. Gentile Hall	1	660	0	0	1	660
Physical Therapy Assistant	2	16	80	2,560	0	0	0	0%	0%	0.0	0	Currently in Wieden 102 (dedicated classroom/lab)	0	-	2	2,560	2	2,560
Physics - General	1	8	60	480	0	0	0	0%	0%	0.0	N/A		0	0	0	0	0	0
<b>Grand Total</b>	<b>20</b>	<b>280</b>	<b>920</b>	<b>23,840</b>	<b>11</b>	<b>242</b>	<b>13,575</b>	<b>24%</b>	<b>50%</b>	<b>56.1</b>			<b>11</b>	<b>14,824</b>	<b>6</b>	<b>8,000</b>	<b>17</b>	<b>22,824</b>

**Figure 2.2-B. Special Instruction Space Recommendations**

that, beyond maintaining its current complement of SI spaces, UMPI add six additional labs, including three for the new Nursing program (4,000 ASF), two for the Physical Therapy Assistant program (2,560 ASF), and one Biology – Anatomy and Physiology Lab (1,440 ASF). There is also a recommendation that UMPI update the existing Athletics Training labs and add additional ASF to bring the labs more in line with Current Optimal need

### Research

UMPI faculty and students conduct a moderate amount of scientific research and there is a growing desire for this type of student/faculty engagement space on campuses throughout academia. Currently, UMPI has carved out space in existing instructional labs that is shared among various constituents. For UMPI, a total of 3,200 ASF has been identified as a placeholder to create appropriately designed spaces that are more conducive to promoting engaged research. Some of this space will be met within the proposed Greenhouse, set to be constructed for Fall 2018.

### Office Spaces (300)

UMPI has 194 FTE (251 headcount) faculty/staff on campus, housed within 40,000 ASF of office and associated support space. Office space ranges from a 61 ASF office in the Campus Center and Wieden Hall to a 1,221 ASF office in Preble Hall, with an overall average of 237 ASF across faculty, staff, and administrative spaces. The application of appropriate planning multipliers and assumptions that the spaces are properly outfitted and useable, result in the need for between 28,000 ASF and 31,000 ASF, depending on how many of the 18 vacant lines the institution fills.

Those spaces that are less than 90 ASF should be reviewed for appropriateness in terms of assignment and use. As the campus moves forward with the master plan, putting office guidelines into effect should be considered to begin standardizing the size of offices across the campus.

### Library and Study Spaces (400)

The library and study space category encompasses almost 12,000 ASF and meets the needs for the campus, overall. However, there are challenges related to the layout and associated acoustical issues on the first floor that houses tutoring, and the placement of the Gallery on the second floor.

Library space has become the learning commons at many institutions, and incorporates coffee bars, some social areas, group study rooms, etc. It is understood that many of the renovations in the CIL have recently been completed, but it is also recognized by the community it was not necessarily done with full consideration of campus needs.

### Special Use Spaces (500)

The Special Use FICM space category consists of various space clusters including athletics, field buildings, greenhouses, and animal quarters, among others. These spaces are calculated based on specialized need for the associated space types. For example, not all campuses need/require animal quarters. More often than not, the primary driver for campuses in this category is Athletics/Recreation space, which is the case for UMPI, but not in a quantitative manner. Athletics/Recreation encompasses 51,000 ASF disaggregated between Wieden Hall (15,000 ASF) and Gentile Hall (36,000 ASF). The base calculated ASF for athletics at a four-year institution is 50,000 ASF. The challenge for UMPI is Wieden Hall, the main athletics building, which no longer physically supports athletic needs. The layout is not conducive for functions housed in the building, and there is a preference to have the building set back to where the practice fields are located.

Another space type in this category is the greenhouse. Currently, the campus has a small greenhouse located in Folsom-Pullen Hall (266 ASF). While the calculated need equates to the existing ASF, UMPI has put forth for construction of a 2,400 ASF greenhouse to support faculty/student research, the Sustainable Agriculture Program, and the local community.

### General Use Spaces (600)

The General Use FICM space category consists of various clusters including assembly, exhibition, food service, and meeting rooms (student-centered services). Some of the highlights of this area are:

Assembly: Wieden Auditorium, part of the athletics building, is assigned to this category. While the ASF is appropriate for a campus of this size, and will support a minimal uptick of enrolment, the quality of the space needs to be addressed. During this exercise, opportunities to provide smaller auditoria style meeting space at the front of the room for 70-100 should be explored to allow for more intimate presentations and to double as small lecture spaces in the future.

Dining: Currently, the main dining service is located adjacent to the Campus Center in Kelley Commons. Today's students are looking for more inviting and varied dining experiences, featuring specialty food stations, high top tables, booths, comfortable seating, and connectivity—spaces and furnishings

that promote easy interaction. Although the overall ASF for dining has been maintained, location, function and aesthetics may need to be refreshed.

Recreation: This space type is often found in student centers and consists of game rooms, TV lounges, general fitness rooms, etc. This type of space, with the exception of the fitness aspect, is generally missing on campus. However, it is presumed that Gentile fulfills a majority of the student needs.

Meeting Rooms: This type of space is generally available to internal and external groups such as study groups, board meetings, community groups, etc. There are multiple spaces and flexible rooms located in the Campus Center that exceed the calculated need. The challenge for these spaces is the lack of storage areas for tables, chairs, etc.

### **Central Facilities Spaces (700)**

Central Facilities (8,700 ASF) support overall campus operations and include mail, receiving, general storage, and shop space, among others. Based on a percentage of the anticipated overall campus ASF, there is a current deficit of 4,000 ASF, bringing the total space to 12,000 ASF. The most notable space needs are in Shop and Storage spaces.

### **Health Services Spaces (800)**

Health Services is currently located in Emerson Annex. The space has been held constant as it meets the needs of the campus, and there are nearby medical services in town. The quality and access to this space should be reviewed. It is integrated with a student lounge in the residential building and shares space with security. It is proposed that if this space were to be revamped, a slightly larger area with associated private waiting space should be considered.

### **Residential (900)**

UMPI has four residential buildings on campus: Emerson Hall, Merriman Hall, Park Hall, and the President's House. UMPI also owns the Skyway residential facilities, located off-campus. The on campus residences are in need of upgrading. There is discussion on the removal of many of the Skyway residential facilities.

## SPACE NEEDS SUMMARY

With competing needs for scarce funds, it is critical for UMPI to identify and implement a few key renovation and expansion projects for near-term consideration but planned and designed with a campus-wide and long-term perspective - the ultimate objective of a campus master plan. Some basic decisions will need to be made and a select group of projects identified for implementation to set the course. The project list should include deciding the fate of buildings such as:

- Normal: A 16,000 ASF building that may help address various deficiencies on campus with appropriate phasing of programs, personnel, etc.
- Wieden Hall: While 15,000 ASF is assigned to athletics, other spaces in the building include offices (mainly for athletics), some instructional spaces dedicated to athletic use, and an adjacent auditorium. Also, the future of the Art Program and the attached Art Studio needs consideration for future location. As part of that decision is the re-use of the site. One intriguing idea is to consolidate Nursing, Physical Therapy, Athletic Training, Massage Therapy, and the Medical Lab Technician programs into an Academic Wellness Building. Health services could also be co-located with these units. There is high opportunity to shave spaces and create synergies.
- CIL: Identifying the future goal for the CIL and addressing the dispersed tutoring space within the building will help solidify the building identity.
- President's House: Can this space be repurposed to support a Welcome/Art Center or some other functions? Is it to be used for swing space, or does it get demolished?

Generally there is one pinch-point that when addressed would initiate a series of "domino" moves that would allow many of the recommendations contained in this report and in the Master Plan to be realized. UMPI does not seem to have that key pinch-point. What it does have is the ASF capacity to support well thought out moves and relocations.

Regardless of renovation or new construction, in light of the budgeting climate today and for the foreseeable future, thoughtful and purposeful planning is required to make the highest and best use of current facilities before advocating for new facilities, and to serve the System's construction and sustainability policies. New or renovated spaces should incorporate, where possible, the flexibility needed to accommodate the changes that will inevitably come in the future.

The following graphically summarizes space needs by FICM category for Current, Calculated, Current Optimal, and Projected Optimal Need, as well as the categories with specific deficits. The detailed findings and related information is in the report, proper.

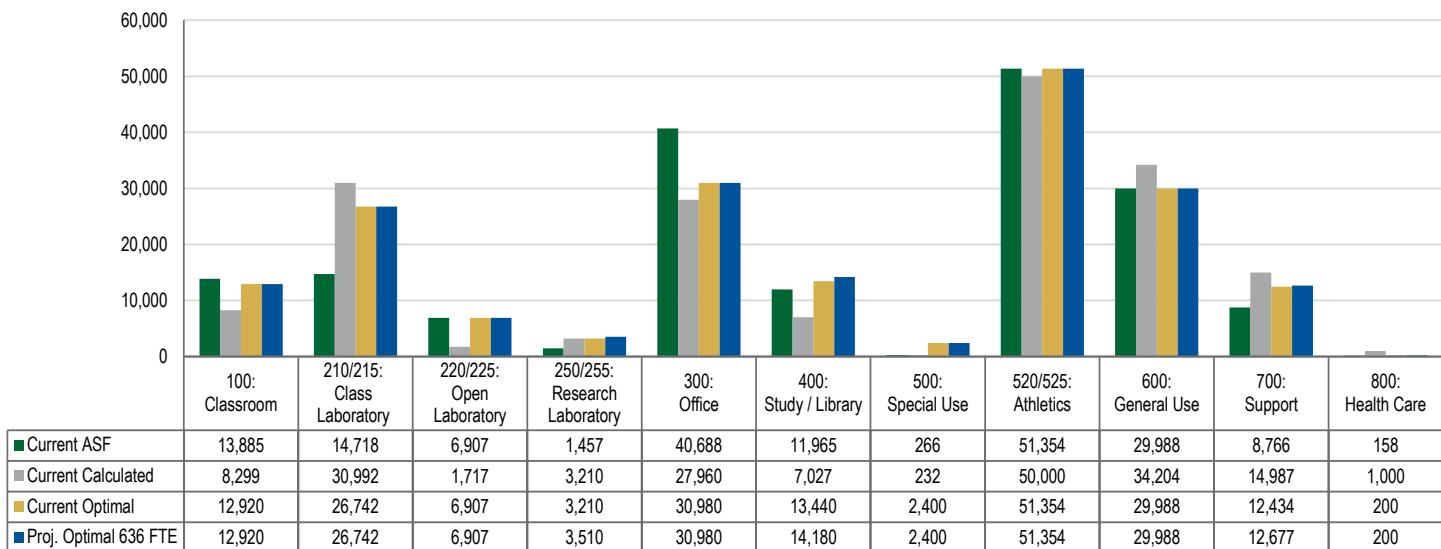


Figure 2.3. Summary of Space Needs and Deficits by Category

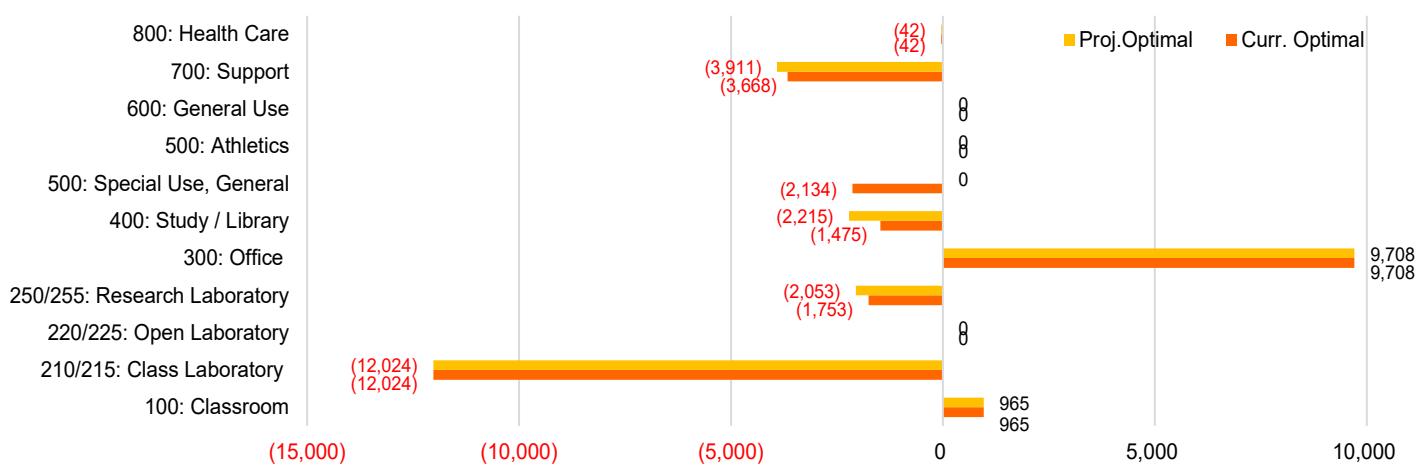


Figure 2.4. Summary of Space Needs and Deficits by Category

Space Type	Current ASF	Current Optimal	Surplus or (Deficit) to Current ASF	Proj. Optimal. 636 FTE	Surplus or (Deficit) to Current ASF
100: Classroom	13,885	12,920	965	12,920	965
210/215: Class Laboratory	14,718	26,742	(12,024)	26,742	(12,024)
220/225: Open Laboratory	6,907	6,907	0	6,907	0
250/255: Research	1,457	3,210	(1,753)	3,510	(2,053)
300: Office	40,688	30,980	9,708	30,980	9,708
400: Study / Library	11,965	13,440	(1,475)	14,180	(2,215)
500: Special Use, General	266	2,400	(2,134)	2,400	(2,134)
500: Athletics	51,354	51,354	0	51,354	0
600: General Use	29,988	29,988	0	29,988	0
700: Support*	8,766	12,434	(3,668)	12,677	(3,911)
800: Health Care	158	200	(42)	200	(42)
<b>Total:</b>	<b>180,152</b>	<b>190,575</b>	<b>(21,096)</b>	<b>191,858</b>	<b>(22,379)</b>
Residential (900s)	61,309	61,309	0	61,309	0
<b>Total 100 to 900 CAMPUS</b>	<b>241,461</b>	<b>251,884</b>		<b>253,167</b>	
Other Space (000's): Normal 16,000 ASF possibly available	16,605	16,000	16,000	16,000	16,000
<b>Space Need if use Normal</b>			<b>(5,096)</b>		<b>(6,379)</b>

\*Excludes 3,071 ASF of vehicle parking.

Figure 2.4. Space Needs Analysis Summary by Category

Capacity	Existing	Right-Sized	Calculated Need	Adjusted Need
001 to 020	0	1	4	1
021 to 030	3	2	2	3
031 to 040	3	6	1	2
041 to 050	4	2	0	2
051 to 060	0	0	0	0
061 to 070	1	0	0	0
071 to 100	0	0	1	0
<b>Total</b>	<b>11</b>	<b>11</b>	<b>8</b>	<b>8</b>

Figure 2.5. Classroom Needs Analysis Summary by Capacity

Rickes Associates is confident that the information compiled, and the analysis completed by the UMPI consultant planning team will provide UMPI with the guidance it needs to chart a responsible and navigable course for sustainable success.

## CLASSROOM FURNITURE

Although Master Planning typically does not address specifics such as classroom furniture, the campus-wide need for upgrades in chairs, tables, and desks is noteworthy. As shown in the Space Needs Report, UMPI's classrooms meet the target range of 20 - 25 average square foot per student. While many classrooms in the Folsom and Pullen academic core have been recently upgraded with furniture, there are many that would benefit from upgrades. New furniture designs provide more flexibility than rectangular tables by allowing multiple configurations for single and group work.

Continued replacement of existing furniture with flexible desks and chairs will greatly improve the utilization of classroom spaces throughout campus. For example, tables that seat two students can be configured for independent or group work and rearranged to suit the particular needs of each class. In addition, chairs and/or tables that can be stacked or nested allow for the creation of free and open space in an otherwise furniture-filled classroom. A campus-wide investment in new furniture is highly recommended as it will create classroom spaces that support current and future pedagogies.



*Classroom Furniture, Folsom Hall*



*Alternative Classroom Furniture*



*Alternative Classroom Furniture*

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# 3

## Facility Assessment

# FACILITY ASSESSMENT

## OVERVIEW

The UMPI Campus Master Plan included a visual assessment of current building facility conditions. All free-standing buildings owned and operated by UMPI, listed in the tables that follow, were evaluated on a scale of 0 – 5 where 0 is considered in immediate need of repair, 2.5 is generally considered in good condition, and 5 is considered brand new.

Review categories included: building exterior, building interior, life safety, electrical, lighting, mechanical systems, plumbing, and visible structure. Anecdotal information from UMPI Facilities staff were also taken into consideration. Information from the facilities assessment was used to identify buildings that are in need of repair or upgrades in any or all of the above mentioned categories. Tables were created to show how each building relates to others on campus relative to age, condition, energy use, and size. The data informed the master planning process by categorically identifying a building's strengths and deficiencies. This aided in deciding how a particular building contributed to the campus.

The facility assessment will allow UMPI to focus capital improvement funds on facilities that will be a long-term asset to the UMPI campus. For example, a small building in need of extensive repair that would provide a negligible return for UMPI could be identified as a less viable candidate than a larger, outmoded building that would provide a significant improvement to the UMPI campus if it underwent extensive renovation and/or addition.

The assessments focus on describing facility issues and needs, and do not discuss items that do not represent a concern for either future capital improvement need or occupant welfare.

Review of each building was visual and non-destructive in nature. Therefore, there was limited opportunity to observe items such as structural steel and other elements that are typically hidden from view. To this affect, there is limited information regarding most of the exterior wall assemblies to accurately assess thermal performance. Comments regarding energy efficiency are primarily focused on building HVAC systems, heating fuel, and lighting.

Facility assessments include a metric similar in nature to the Facilities Condition Index (FCI). Buildings are listed in chart form from best condition to worst where 0 represents the best condition and 10% represents the worst condition. There are four categories:

Good: 1% - 3.5%

Fair: 3.6% - 4.5%

Poor: 4.6% - 6%

Critical: 6% - 10%



Gentile Hall Exterior



Folsom Hall Lab Classroom Interior



Wieden Hall Exterior



Gentile Hall Pool Interior

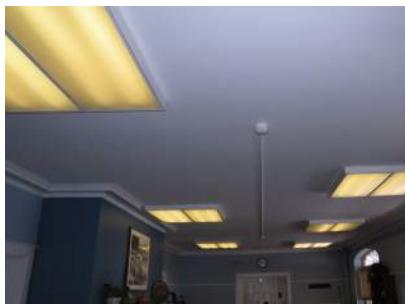
This metric reveals that the facilities at UMPI are mostly in fair-to-good condition with only a few buildings falling into the poor category and none of the facilities falling into the lowest critical category. Over half the buildings surveyed (12 out of 22) were in good or very good condition. Less than half (10 out of 22) were in fair, fair-to-poor, or poor condition.

UMPI campus facilities range in age and style. The common theme is most campus buildings were between 40 and 60 years old. The facilities reviews generally identify needs and deficiencies in major building systems, interior finishes, and exterior envelope. UMPI's Facilities have spent limited funds well, focusing on keeping roofing in good condition which prevents leaks and interior finishes destruction.

UMPI utilizes individual boilers to heat one or several buildings on campus. Due to the campus size, investment in a central heating plant and heat loop may not be a viable option to improve energy efficiency. There is one biomass boiler that serves Pullen and Folsom Halls.



Skyway Apartments Exterior



South Hall Interior

## SUMMARY OF FINDINGS

Campus facilities fall within three categories: Original campus buildings constructed in the early 1900s, post-war buildings constructed between 1958 and 1978, and contemporary buildings constructed since 1990. The post-war buildings represent most of the facilities square footage on campus. Due to their age, they also have significant deferred maintenance needs especially in major building systems such as electrical distribution, interior finishes, and exterior envelope. Normal Hall, the oldest campus building, is in poor condition, currently closed and is under structural review to determine the viability of renovation vs. demolition.

Strategies of maintaining facilities roofs and interior finishes so they do not slip into the critical need category appear to be serving the campus well. Despite their age, most campus facilities have remained in fair condition due to good facilities maintenance practices.

Recent upgrades to interior lighting typically raised scores per building with many rating good or better.

## FACILITY RECOMMENDATIONS

Renovations in the immediate future and over the next 10 years are recommended for most of the institutional buildings on campus.

Recommended projects range in scale as follows:

- Comprehensive renovations including major building systems, interior and exterior upgrades for buildings such as Wieden and Normal Halls
- ADA improvements to buildings that allow better access from outside as well as improved interior circulation and room access. Preble, South, Folsom-Pullen, and Emerson Hall would greatly benefit from ADA improvements.
- Major electrical systems replacements in Park, Emerson, Merriman, South Hall, and the CIL.
- Interior improvements to refresh spaces are mostly needed for the residence halls.

The Master Plan Elements generally align with recommended project sequencing based on facility need. Wieden Hall and Normal Hall are in the most dire need of facilities upgrades and should be addressed within the next two years. Phased renovations to the residence halls, starting with Park or Emerson, should be performed in the near future (2-4 years).



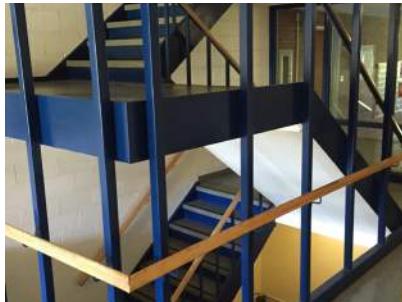
South Hall Exterior Detail



Emerson Hall Exterior



Folsom Hall Biomass Boiler



Emerson Hall Interior



Normal Hall Exterior

The ongoing review of Normal Hall will determine recommendations for renovation vs. demolition although renovation appears to be a feasible option. Demolition of the Facility Garage, which is in very poor condition, is recommended for demolition and replacement. Limited and strategic new construction is recommended to serve campus facility needs including ADA access for the north end of Folsom Hall, Facilities Support spaces, and a new student residential facility that would allow Merriman Hall to be closed and limit extensive renovations for all existing residence halls.

To provide long-term benefit to capital investments, institutional quality materials and systems are highly recommended for all renovations and new construction. For example, roofing, glazing systems, finish flooring, and FF&E should be designed to withstand college and university environments to reduce the burden on campus facilities staff and operating budget.



Figure 3.1. Facility Overall Condition Rating: Campus Overview

## OVERALL CONDITION

Overall condition values are derived from an average of individual qualitative assessments of major building systems including the building exterior envelope, building interior systems, life safety, electrical, lighting, mechanical systems, plumbing, and structure. Values are assigned from a low of 0.0 (obsolete or non-functioning) to 5.0 (like new).

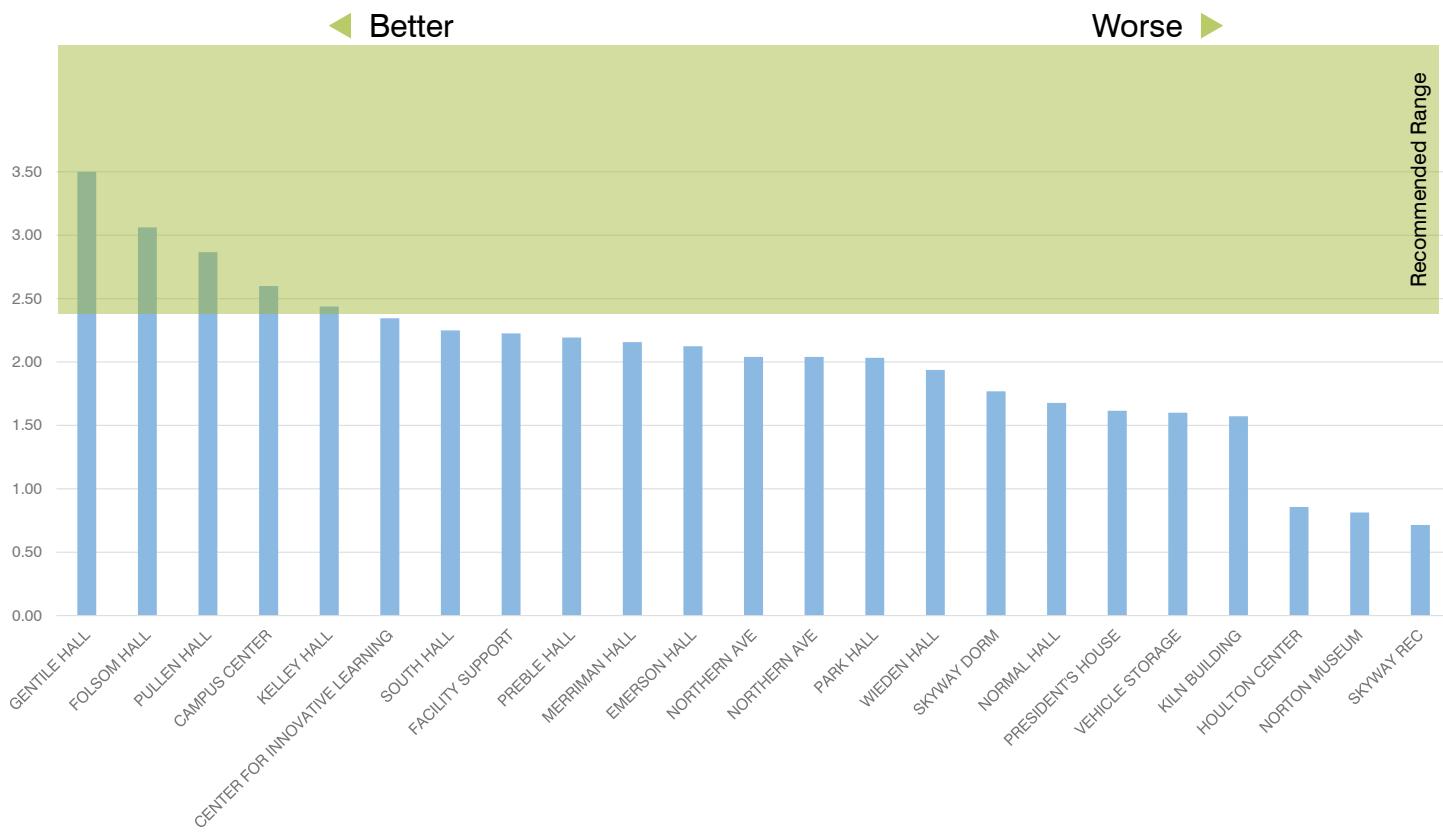


Figure 3.2. Overall Facility Condition Ranking

## BUILDING AGE

Building age often closely correlates to facility condition and necessary deferred maintenance requirements. Most building systems have a useful life expectancy of 40 years or less. For this reason, facilities beyond forty years old begin to require greater attention and investment. For UMPI, the older buildings are typically in need of major systems replacement such as electrical distribution.

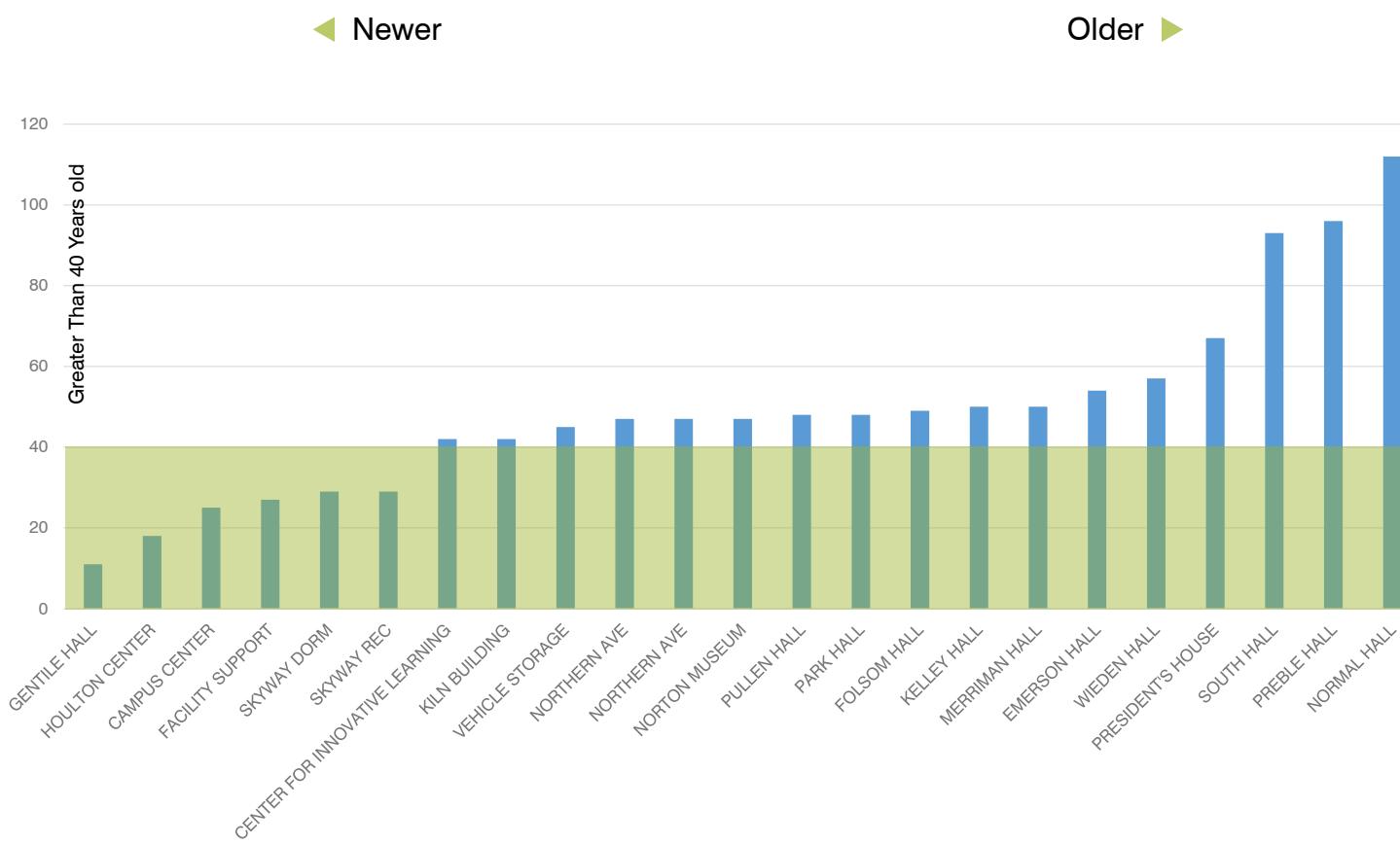


Figure 3.3. Building Age (Number of Years Old)

## BUILDING SIZE

Smaller buildings with gross areas less than 10,000 square feet in size are typically less efficient and more costly to maintain and operate than larger facilities. The majority of UMPI's structures are over 10,000 SF. This category highlights facilities with the greater deferred maintenance needs due to small size. During the Master Planning process, some of the smaller buildings, shown with red lines through the name, were either sold or demolished.

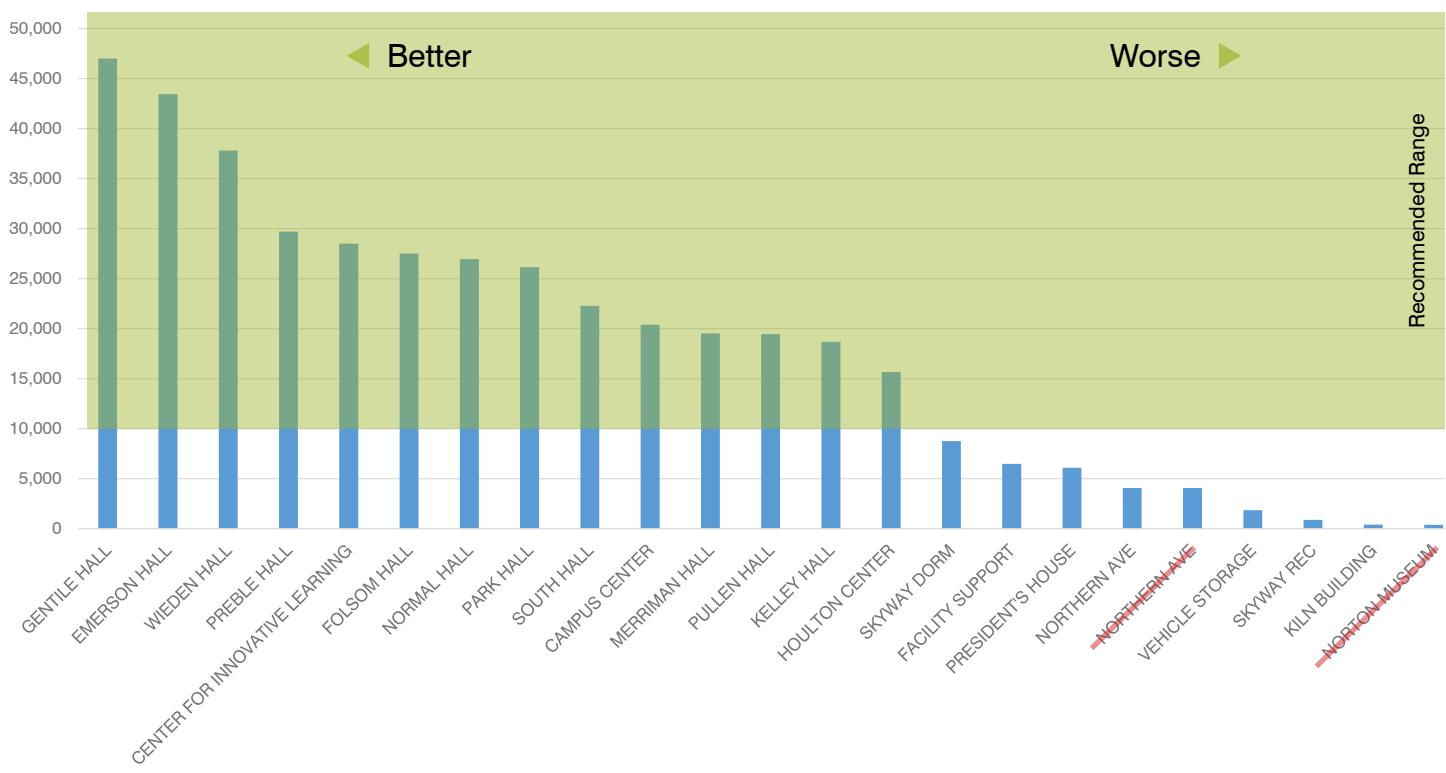
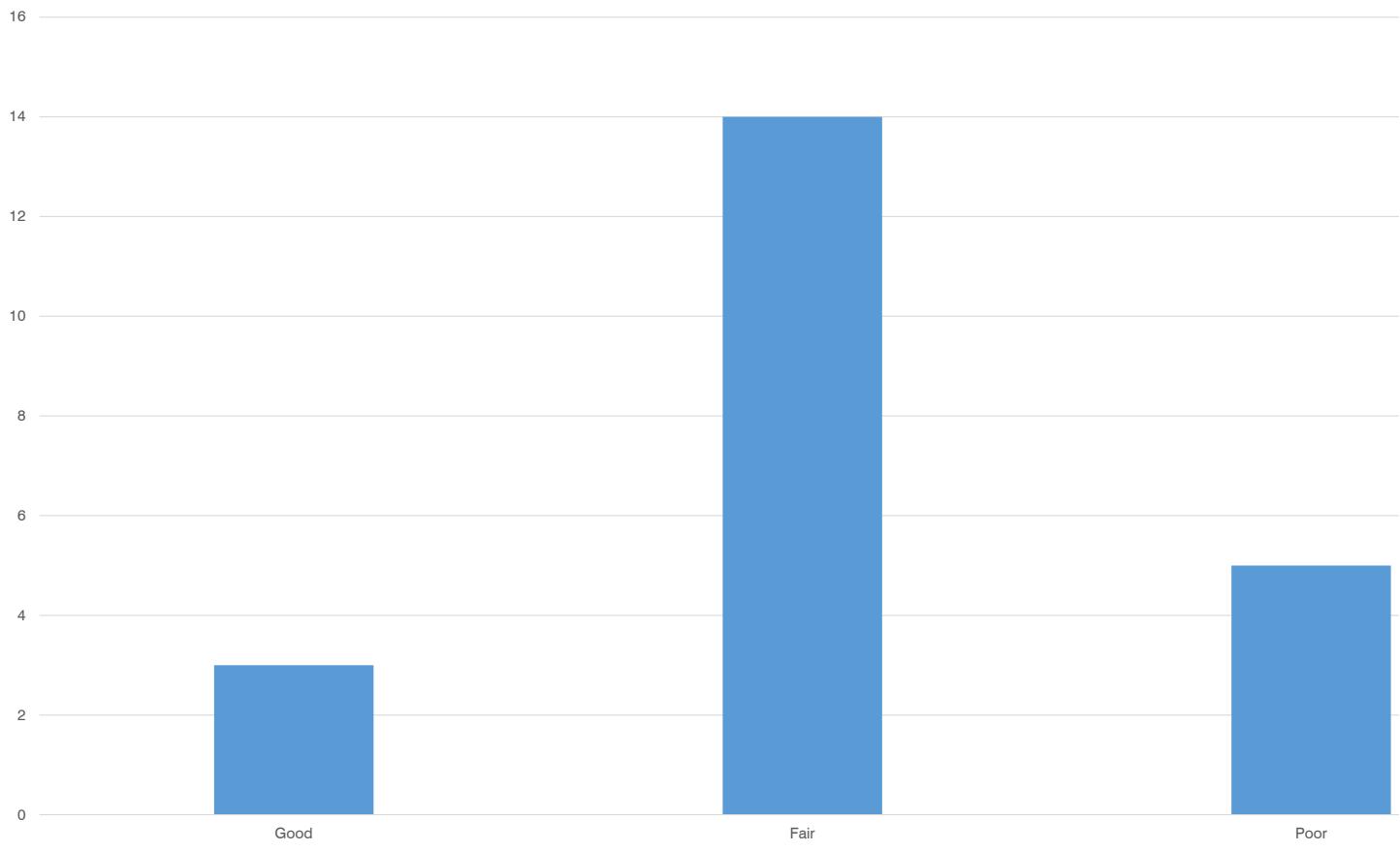


Figure 3.4. Building Area (Gross Square Feet)

## BUILDING CONDITION

Without taking square footage into account, the chart below shows most of UMPI's buildings fall into the fair condition category. Most of the buildings in poor condition are recommended to be removed or renovated within the short-term. As renovations and upgrades occur to address deferred maintenance, building condition will improve.



*Figure 3.5. Campus Building Count by Condition Rating*

# ENERGY ASSESSMENT

## OVERVIEW

The University of Maine at Presque Isle has made significant investments in renewable energy and energy efficient HVAC systems. In particular, the boiler plant within Folsom Hall which also serves Pullen Hall includes a wood pellet fired heating hot water boiler. Additionally, Folsom and Pullen Hall are both heated and air conditioned with high efficiency variable refrigerant flow (VRF) heat pump systems. VRF systems transfer energy from one space to another using refrigerant along with incorporating variable speed scroll compressors. Additionally, photovoltaic solar collectors are installed on the roof of Pullen Hall and have been generating electricity since September of 2011. Lastly, the campus also incorporates a wind turbine which has been generating electricity since May of 2009. It is understood that power generated by the recently decommissioned wind turbine will be replaced by additional photovoltaic solar collectors on campus.

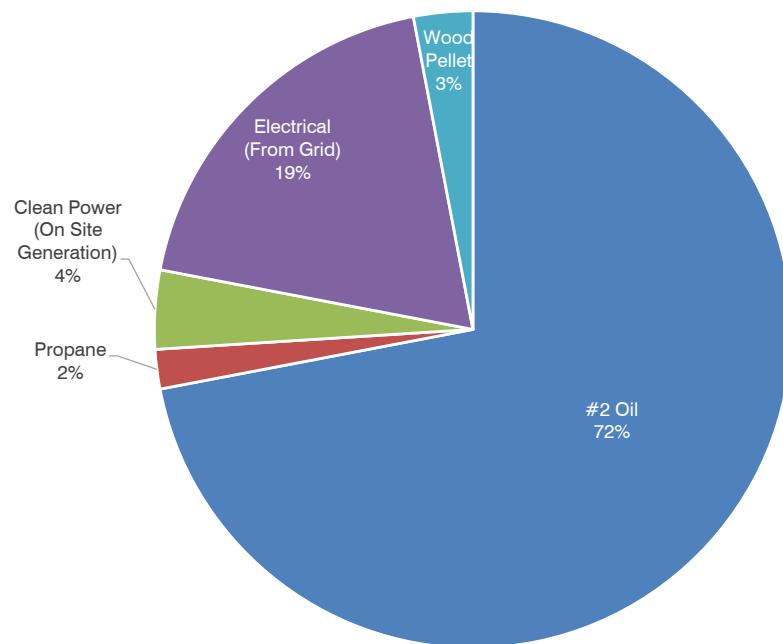
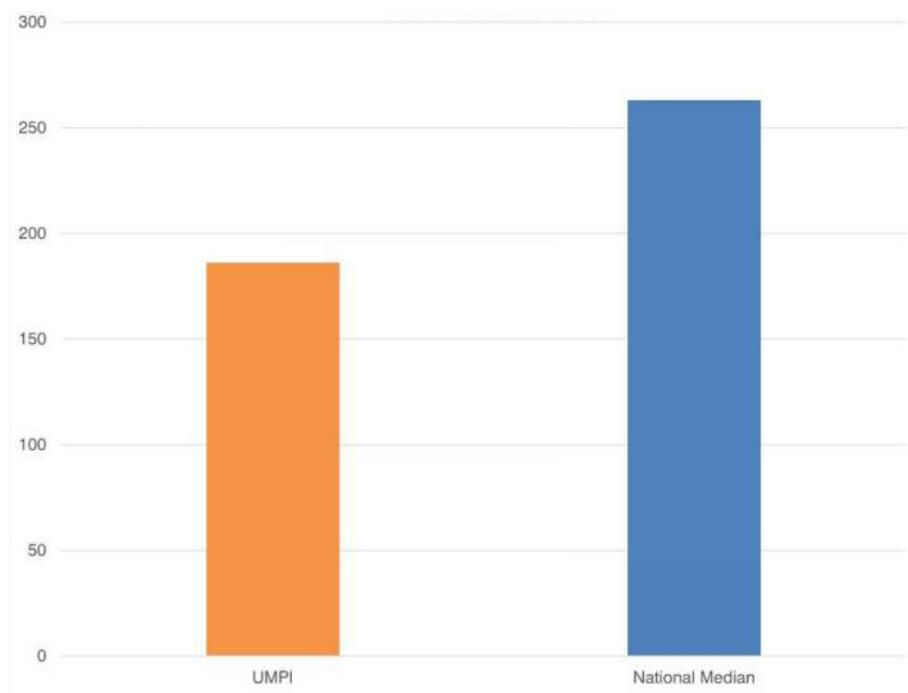


Figure 3.6. Campus Energy Consumption Profile



*Figure 3.7. Campus Energy Consumption Comparison*

Electric power, #2 fuel oil, propane and wood pellet consumption data was provided to Harriman and used to benchmark the campus energy performance. Harriman uses an online program called EPA Energy Star Portfolio Manager to benchmark the campus energy consumption and compare that performance against other college campuses around the country. In addition to the consumption data, electric power generation data from the photovoltaic solar collectors and wind turbine was also provided and used to benchmark the campus energy performance.

It is understood that annual fluctuations in weather conditions can affect energy usage at facilities that are being benchmarked. In order to more accurately report energy consumption data, the program uses temperature data collected by weather monitoring stations and published by the National Climatic Data Center (NCDC) to "weather normalize" the energy usage.

The EPA Portfolio Manager program calculates both site and source Energy Use Intensity (EUI) and then compares those numbers against the national median values. The site EUI is a calculation of energy consumption for the campus being benchmarked. However, the EPA has determined that the source EUI is the most equitable unit of evaluation. The source EUI takes into account the total amount of raw fuel required to operate the campus including production and transmission/delivery of energy to the campus being benchmarked. The fact that the UMPI Campus uses wood pellet fuel, along with onsite electrical power generation, provides a significant impact to the source EUI.

## SUMMARY OF FINDINGS

The site EUI for the UMPI Campus is 107.1 kBtu/ft<sup>2</sup> compared to the national median of 185.7 kBtu/ft<sup>2</sup>. This represents a 42% reduction from the national median which is a significant reduction in energy consumption. Additionally, the source EUI for the UMPI Campus is calculated at 151.5 kBtu/ ft<sup>2</sup> compared to the national median of 262.6 kBtu/ ft<sup>2</sup>. This also represents a 42% reduction from the national median which again is assisted by the use of wood pellet fuel and onsite electrical power generation.

For comparative purposes, the planning team looked at the impact of the onsite electrical power generation and benchmarked the campus energy performance as if all of the electricity were provided from the power grid. Findings reveal that the site EUI remained the same, which makes sense since the Campus energy consumption was unchanged. However, the source EUI and greenhouse gas emissions both increased since the electricity would have been produced from a fossil fuel fired power plant instead of onsite. As a result, the onsite electrical power generation saves 8.7 kBtu/sf and 129 metric tons of CO<sub>2</sub> emissions each year.

## ENERGY RECOMMENDATIONS

While UMPI's energy profile reflects highly efficient energy consumption for a campus of its size, further reductions in energy consumption can be achieved through additional measures. In order to further improve the energy efficiency of the Campus, some of the older boiler plants should be updated with high efficiency non-condensing boilers. Additionally, it is recommended to replace all pneumatic temperature control systems on Campus with full electronic DDC. This will eliminate the energy used to operate the air compressors and air dryers, while at the same time providing tight temperature control for all buildings. Additionally, incorporation of occupancy sensors and daylight harvesting will continue to reduce energy consumption.



Pullen Hall Solar Panels



Emerson Hall Boiler

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# 4

## Master Plan Recommendations



*Figure 4.1. Campus Overview Looking Northeast*



*Figure 4.2. Campus Overview Looking South*

# ELEMENTS AND INITIATIVES

## INTRODUCTION

The UMPI Facilities Master Plan establishes general concepts of campus improvements that are represented in the illustrated Campus Plan on pages 74 and 75. The principles embodied in the plan are discussed in the Executive Summary portion of the Strategic Plan, Planning Goals and Drivers section.

The illustrated Campus Plan was developed from several concept alternatives that explored different configurations and responses to planning goals and drivers. The merits of each alternative were discussed with the Campus Master Plan Steering Committee and shared with the larger UMPI community. The preferred components of each alternative were assembled into a campus plan that was further refined into the final plan.

This plan establishes general concepts of site and facility organization to be undertaken on the campus over time. An underlying structure in the plan is as each project is implemented the project is evaluated to ensure it accomplishes the intended goals of the Master Plan.

The Campus Plan balances transformative aspirations and strategic improvements to key areas of the campus that are realistically achievable within the financial and operational constraints of a public university.

## CAMPUS CONTEXT

Situated within the Aroostook Valley, the University of Maine at Presque Isle is characterized by the landscape and culture that defines this region of northern Maine. The region's forests and agricultural based communities create a unique character that is an integral component of the campus environment experienced UMPI. Adding to this campus character is UMPI's location in Presque Isle, the commercial and population center of Aroostook County. The importance of the relationship between the UMPI, the City of Presque Isle, and the Aroostook County region is realized in the students who attend UMPI, the academic endeavors of the University, and the numerous events held on the campus.

The campus in Presque Isle is largely described by the hill the campus has evolved upon. The terrain generally slopes across the campus, from higher elevations in the southern portions of the campus to lower elevations in the northern portions. The southern portion of the campus is described by the open space created by athletic fields while the edge of campus is defined by woodlands and walking path. As the campus slopes towards the north, the western edge is mostly woods while the eastern edge is defined by Main Street/U.S. Highway Route 1. The lower northern portion of the campus is

described by parking areas and a roadway but with an edge defined by trees that screen the adjacent residential properties. From many campus locations, the distant hills of the Aroostook Valley can be seen and add to the Maine character of the UMPI campus. Baxter State Park can be seen from higher elevations on the campus.

Defining the southern, ‘upper campus’ portions of the campus are buildings oriented towards student lifestyle. On the high point of campus are athletic fields with residential dormitories, student dining and administrative functions of Campus Center and Kelly Commons nearby. The more historic buildings on the campus lie further east. These structures reflect the campus heritage as they originate with the time of the Aroostook Normal School that would be renamed as the University of Maine at Presque Isle in the late 1960s. These structures consist of South Hall, Preble Hall and Normal Hall and retain the early 1900s era in which they were constructed. These three brick, neoclassical buildings create a feel and image of UMPI as a small, community-oriented college campus.

A small wooded area within the central portion of the campus brings the Aroostook Valley character to the heart of campus. Near to these woods is Wieden Hall, housing an auditorium and gymnasium, and the academic oriented buildings of Pullen Hall and Folsom Hall. These structures were constructed in the late 1960s in a simple institutional architecture style. Among these buildings and the wooded area are small scale open space areas that provide spaces for pedestrians to traverse through on the way to various campus destinations. This area of the campus is considered by the Master Plan as an opportunity to create a larger scale central quad space to help unify and foster the collegiate character of the UMPI campus.

The northern ‘lower’ portion of the campus is described by a large parking facility that supports the needs of the commuter students and the Caroline D. Gentile Hall recreation building. The landscape of this area has some pedestrian character provided by lawn areas and tree canopy but is mostly set aside for vehicular use with the large parking areas and entry roadway originating from Route One.

This Master Plan considers these strengths and weaknesses of the existing campus so appropriate and realistic recommendations can be made in the Master Plan to support and enhance the UMPI campus and community.

## **UNIFYING SITE ELEMENTS AND MATERIALS**

Findings from the planning process for this Campus Master Plan informed the planning team with a greater appreciation for the campus environment and the UMPI community. This acknowledgment comes with an understanding the campus needs a universal system of site-oriented elements specific to UMPI. Such elements are needed to reinforce the campus setting and unify the campus to a desired image. Portions of the campus have unique qualities that create the campus character. Examples are Preble Hall that is seen from the



campus edge at Main Street and the Flag Circle area. However, such features of the campus landscape require stronger connections with other buildings and landscape destinations to create a universal sense of place for campus visitors and the UMPI community.

The campus grounds of UMPI are in need of an organized program of design elements consisting of wayfinding and signage, site amenities such as seating and lighting and landscape elements of plant and hardscape materials. This section of the Master Plan considers current conditions of these design elements on the campus, the unique qualities of the campus, and makes recommendations to improve the distinctive attributes of the campus and enhance the desired campus identity.

An associated set of design standards for the campus should be context-sensitive and of design thinking that enhances the campus's environmental character and adds to the campus's sense of place. Leading principles of this thinking is the use of locally sourced materials when possible and natural materials where suitable. Additional principles are to include improvements that are to a scale and incorporate a design approach appropriate to the project's location on the UMPI campus. Materials are to be selected and used in a manner that would form a hierarchy to spaces, reinforce or create connections between campus destinations and further develop the attractive aspects of the campus. Most of all, the developed design standards should consist of materials that are easily implemented, managed, sustainable, and fiscally responsible.

The following sections discuss recommended design standards that would provide structure to an initiative of the campus plan to unify the UMPI campus environment. These standards are intended to create and establish a universal campus character. Their adoption and application to campus improvement initiatives should occur from the early phases of the Master



Figure 4.3 Proposed Drop off at Wieden Hall

Plan's implementation. These measures need to be universal, strategic and executed in a manner that follows the sequence of steps outlined in Master Plan Elements, later in this section. The design standards are organized into a series of categories consisting of wayfinding and signage, site amenities, plant material and hardscape material and include discussion of material selection and appropriate application. A brief discussion of stormwater management considerations is also provided.

### Signage and Wayfinding

The UMPI campus has a fairly consistent program for building identification and campus information. Further development of a comprehensive wayfinding and signage program is necessary so the University is able to provide valuable information and communicate an organized campus culture to visitors, students and other members of the UMPI community.

An enhanced wayfinding and signage program should be based on the following guidelines:

- Create a purposeful image and character of the campus for visitors and UMPI community
- Develop a program that is easily implemented, managed and maintained
- Highlight campus destinations and key attractions
- Emphasize mobility and connectivity
- Integrate a range of navigation types to accommodate a range of users

#### Wayfinding:

Wayfinding consists of physical and digital elements that informs and directs a person in the process of finding their way from point A to point B. A unified system integrates informational hierarchy, sequence and scale with the various components to communicate a single voice for the system.

A succinct wayfinding program on the UMPI campus is required to create and facilitate movement of visitors and students between campus destinations. This cohesive program would consider both location and user to provide appropriate information in a manner that enhances the user experience, provides appropriate information to multi-modal transit types and enhances the visual campus identity.

- A successful wayfinding program at UMPI should include:
- Overall design concept that is suitable to pedestrians and drivers
- Accessible and inclusive of all users
- Design for first-time visitors while providing for the needs of frequent users



Figure 4.4 Existing Signage

- Incorporate elements and materials that reflect the northern Maine qualities of the campus
- Hierarchy of destinations and provision for informing of alternative routes

#### Signage:



Figure 4.5 Building Signage

Signage is the most visible element of a wayfinding system. An effective signage program must consider all hierarchical levels of identity, information and direction. With use of a graphic standard that is easily interpreted and understood, both a first-time visitor and user familiar with the environment can efficiently reference and interpret information. Signs add an important dimension to the campus environment when words, shapes, and images are used in a meaningful and legible manner. Signs provide more than direction, they assist people in their effort to sequence to, through and out of a place.

The UMPI campus has a limited sign program, consisting primarily of plaques on buildings with a few campus wide maps. Those signs vary in types, size and graphic configurations that provide an appearance of singular effort and casual approach. The existing building signs are specific and correlate little to other campus buildings or facilities. A result is a casual system that informs only to the specific location and does not communicate at a campus wide level.

A complete and cohesive signage program is needed so users are well informed and properly directed to campus destinations. A set of sign standards will help create a unified campus image that can be expanded upon in the future when the campus is realigned and expanded.

A comprehensive signage program at UMPI should include:

- Orientation maps: As a standard visual tool with consistent terminology and artwork, orientation maps applied across various formats and are located in gathering areas of pedestrian travel. This type of sign is consistent in character while providing translation of information specific to each location.
- Pictograms: Pictograms combine text, images, typeface, colors and representative graphics in a useful and meaningful manner to create information easily interpreted by various user groups. Pictograms allow users who seek easy reference and consistency of information and translate well across all methods and materials.
- Directional Signage: This type of sign is commonly located at key intersections and nodes. Directional signage offers a greater understanding of current location, nearby destinations and advise the user's decision making so they can best proceed.

Signage standards will establish a hierarchy of locations so the user will understand how to sequence into and around the campus. In primary campus locations, such as the roadway entries to campus from Main Street, signs consisting of orientation maps and pictograms should be installed. This type of sign should visually establish a first impression to campus visitors.

These signs should be constructed of materials and a manner consistent with the desired design standard for all wayfinding elements and signs on the campus. The signs in primary locations should also create a visual and purposeful transition from the public realm into the campus realm and initiate a wayfinding process to direct visitors to various first stop campus destinations.

Secondary locations for signage should be where vehicles transition from roadway to parking and a visitor transitions from driver to pedestrian. Signs installed in these secondary locations should be more directional in nature. These locations are where the overall campus environment needs to be known, but destinations and routes may be unknown and need to be described. Signs of directional type will provide this information to the pedestrian user. Examples of secondary location on the UMPI campus would be the parking area in front of Preble Hall and the north parking lot near Folsom Hall. This type of sign should also include pictograms.

Tertiary locations on the campus should consider places where paths and sidewalks intersect, feature spaces such as the Flag Circle and campus building entries. These signs should be designed similar to those in primary and secondary locations but more interpretative in nature. Interpretive signs provide for a more personal experience for users by helping them understand their spatial environment and provide information relating more to the function and culture of the campus. Intersections of the expanded path network approaching the re-imagined quad is an example of where this type of sign may be appropriate.

### Site Amenities

For this Master Plan, site amenities consider site furnishings and light fixtures. These two design elements can provide consistency in the experiences of the campus's exterior spaces and serve as a functional and purposeful landscape feature. In conjunction with other site elements, such as signage and plant materials, a comprehensive program of site amenities will establish and strengthen a cohesive sense of place for the UMPI campus.

Development of design guidelines for site amenities should be done as the first steps in implementing the Master Plan. The design guidelines should establish a campus standard that could be applied sequentially as each element of the Master Plan is implemented. As well, the design guidelines should be structured in a manner that would allow installation of site amenities to occur with site-specific project initiatives that occur as part of the campus annual maintenance program. Any proposed changes to an approved site amenity program should be reviewed and approved by the facilities department.

Design standards for site furnishings and light fixtures should consider several objectives to increase enjoyment of the campus.

These objectives are as follows:



*Figure 4.6. Plant Material*



*Figure 4.7 Native Vegetation*

- Consider materials and construction that are durable, safe and sustainable
- Select amenities that will require lower annual maintenance funding
- Compliment the architectural styles of campus buildings and the campus landscape
- Choose models from well-established manufacturers that can be applied consistently in application across the campus
- Furnishings and fixtures that are suited to the environmental conditions of the UMPI campus

#### *Site Furniture*

In this Master Plan, site furniture encompasses seating, trash and recycling receptacles, and bicycle racks. Design standards should establish a manufacturer, make and model for a preferred type and provide two alternative types. The design standards should also develop a clear understanding regarding where and how these site amenity elements should be installed.

#### *Seating*

Appropriately designed and located seating would address a campus need for more gathering opportunities of individuals and groups of various sizes. Seating elements should be located at building entries, along pedestrian pathways at set intervals, at pathway intersections and trailheads to accommodate pedestrians wishing to stop and rest or meet. Larger groupings of benches or seating walls should be located at building entries such as in front of Wieden Hall and Campus Center and at primary pedestrian path intersections with the expanded quad area.

All seating elements should be consistent and complementary to the campus character and reflect the location of the campus within the Aroostook Valley region of northern Maine. Adirondack style chairs could be used to create a casual and adaptable seating environment with park style benches used at building entries to create a collegiate image. Where seating is encouraged, the design and layout should accommodate universal access requirements.

#### *Trash Receptacles*

Trash and recycling receptacles should be located in tandem in strategic locations around campus. Installation of receptacles should be at building entry locations and other areas where students and faculty are encouraged to gather. As well, installation at seating locations at pathway intersections. The method of installation and locations are to be coordinated with the facilities department to ensure proposed locations are optimal for their operations.

#### *Bicycle Racks*

The Master Plan encourages dedicated areas for bicycle parking as these facilities would reduce the use of automobiles by boarding students and faculty. The purpose is to create a bicycle rack network that provides students



Figure 4.8 Seating

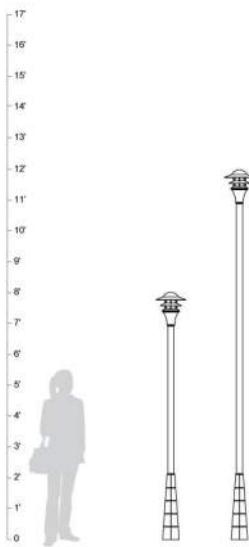


and faculty with an alternative to their automobile when traveling in-between campus destinations. Bicycle rack stations should be an integral part of the campus circulation system with locations adjusted as the system is changed with the implementation of the Master Plan. Bike racks should be situated close to building entrances when feasible, have adequate area for maneuverability, adequate lighting to encourage their use during evening hours, and be in locations where they can be viewed from buildings. Bicycle parking should also be coordinated with improvement projects to the parking facilities as to support the initiative of reducing automobile traffic between on-campus destinations.

#### *Exterior Light Fixtures*

Light fixtures are a highly visual element of the campus environment. They can be very effective in creating a sense of place for the campus. They are also a critical part of the campus environment as academic and campus lifestyle activities occur at all hours and lighting creates a safe environment for all to travel between destinations. As with most of the other site amenities, design standards for site lighting should be established before any of the Master Plan elements are implemented.

The scale and illumination intensity of lighting can help to create a hierarchy of place. Pedestrian scale light fixtures along pedestrian circulation routes should have a luminary of appropriate height to provide adequate lighting and located to limit shading impacts from adjacent tree canopies. Light fixtures at building entries should provide a higher level of illumination than fixtures along pathways to reinforce the importance of the location as a destination. Architectural lighting, such as up lighting building facades, should also be considered for design effect and secondary illumination to accent building



*Figure 4.9 Scale of Pedestrian Lighting*

entries at night.

Light bollards are smaller scale light fixtures that produce a limited amount of light directed at pathways. This fixture type can be used along pathways as supplemental lighting or to accent path intersections or a site amenity such as bicycle parking or special seating areas. Suitable site lighting will help to create the desired campus character by providing a welcoming nighttime landscape that is also a safe and secure environment.

To establish and implement site lighting design standards, the following objectives should be considered:

- Evaluate the campus on a routine basis to verify the exterior lighting is continuous without dark areas
- Use fixture types that cast a warm white, instead of an orange or bright white, light
- Highlight the intersections of pedestrian walkways and building entries
- Select light fixtures to accommodate light sensitive areas, keeping the night sky from being over-lit and protecting upper story levels of nearby buildings from glare

#### *Plant Material*

The built environment of the UMPI campus is simultaneously described by the historical buildings in the center of campus and the more modern architecture of buildings situated in the southern and western portions of the campus. The landscape environment is primarily open area dotted with trees but accented by the Central Woods and occasional other smaller massing of trees. The effect is a simplistic landscape with a campus character largely experienced by one's immediate surroundings as views to other campus locations are often limited. These conditions create opportunities for an enhanced campus landscape that will strengthen the current campus identity.

Development of design standards for plant material should be done prior to implementation of the Master Plan. Development of these standards should consider a thoughtful approach to the application of plantings and consider multi-generational implications of landscape improvements. This would allow a uniform campus landscape to be established and to evolve in proper sequence with other campus initiatives. Similar to the development of wayfinding and signage programs, a purposeful plant palette will help to create a sense of a cohesive campus identity.

A successful planting program is accomplished, in part, with a consistent effort to install particular plant material in specific locations across the



*Figure 4.10 Integrated Landscape and Hardscape Design Standards*

campus. A set program of trees, shrubs and ground cover varieties should edge pedestrian walkways. Plantings at building entries should be purposeful to reinforce the building's architecture and create hierarchies of places and spaces while providing continuity to the desired campus character.

Consistent in the plant palette selection and implementation efforts should be objectives that will increase enjoyment of the campus landscape.

These objectives are as follows:

- Orchestrate a variety of gathering opportunities in multi-use spaces
- Create a multi-sensory environment to enhance the character and experience of the space
- Select and locate native plant material best suited to the environment of the site and campus
- Design for the microclimates created by buildings when choosing plant material
- Add nuances to the campus character to development a sense of place unique to UMPI
- Consider seasonal interests of selected plant material to reinforce the University's place in northern Maine
- Create a framework of campus vitality with the plant material's natural growth process to allow the UMPI community to witness change and evolution of the campus landscape year to year
- Embrace sustainability and select native plant species that require lower annual maintenance than non-native species.
- Select plant material based upon, and allow it to grow to, its natural growth and form.

Once approved the selected plant material could be installed on a project-by-project basis. Projects independent of the Master Plan element sequencing, such as expansion or repaving of a parking lot or sidewalk, could install plant material as long as the planting effort conforms to the overall landscape vision for the campus.

#### *Hardscape Materials*

This Master Plan considers hardscape as the courtyards and pathways that create the social spaces between campus buildings and within the campus landscape. These hardscape areas are the meeting places, gathering spots and destinations for quiet study required by an active and vibrant campus lifestyle.



Figure 4.11 Campus Paths



*Figure 4.12 Campus Open Spaces*

If poorly situated, such hardscape areas can become unfriendly, open-air voids in the campus landscape that are hardly used. Excessive or inappropriate use of hardscape may bring a utilitarian image to the campus landscape.

To be successful, design standards for hardscape on the UMPI campus need to address the desired function of the space and be somewhat flexible to allow for a variety of other activities. Spaces should include appropriate area of paving and quantity of seating. These hardscape elements should be incorporated with adequate lighting and easily accessed by pathways. Spaces should be scaled appropriately for their intended use. To provide material continuity across campus, it is recommended materials be used in similar applications.

Appropriate pavement material selection will easily create a sense of place and establish a hierarchy to the place. High-value materials such as stone and brick should be used at building entry locations and other student gathering areas. A simpler pavement material, such as concrete, should be used to pave the pedestrians leading to and away from the hardscape feature. Asphalt paving is appropriate for vehicular traffic areas and should not be used in pedestrian oriented applications.

Design standards for hardscape materials should consider a number of objectives with goals that the exterior hardscape elements are sustainable, suitable to the climate of northern Maine, and support a diversity of campus activities.

Objectives for hardscape design standards include the following:

- Create outdoor rooms that focus on activities supported by adjacent buildings and incorporate the appropriate amount of site furnishings and landscape
- Ensure building courtyards are pedestrian friendly spaces
- Design to facilitate pedestrian movement and minimize conflict with users of the space
- Ensure each area and place incorporates unique design characteristics and provides flexibility so different types of social activities will be accommodated
- Evaluate and select materials for life-cycle costs, quality and intended application
- Construct major pedestrian pathways with adequate width to allow small plow trucks or commercial grade snow blowers to operate and efficiently remove snow

*Figure 4.13 Campus Landscape*



*Figure 4.14 Campus Landscape*

## STORMWATER MANAGEMENT CONSIDERATIONS

Stormwater management is an important component of the context sensitive design standards that should be established before implementation of the various elements of this Master Plan. Stormwater management features should be used to enhance the campus's environmental character. Expansion of existing buildings, construction of new buildings, development of associated hardscape areas and relocated or expanded parking facilities will increase the amount of impervious surface area on the campus.

Strategic installation plantings will help to offset some of impact development will have on the campus landscape. Plant material designs incorporating rain garden strategies will help to control water flows. Use of various permeable pavement types will allow water to infiltrate into sub-surface soils instead of across pavements into a limited number of catch-basins and an aged subsurface drainage system.

Given the limited amount of new construction recommended for the UMPI campus, stormwater management will play a larger role relative to roads and parking than to building construction.



*Figure 4.15 Stormwater Management*

## CAMPUS ACCESSIBILITY

This section addresses campus accessibility and identifies general deficiencies that were observed during facilities reviews and campus tours.

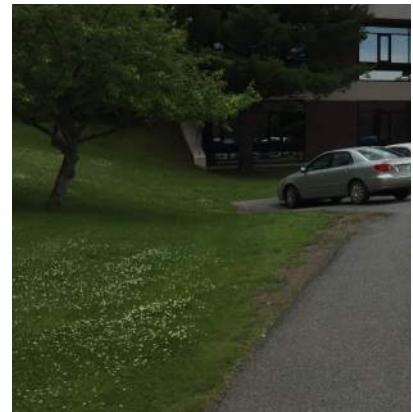
The Americans with Disabilities Act of 1990 (ADA) is intended to provide universal access to facilities, removing barriers for anyone traveling to and through a building or space. Universal access is not limited to serve those using wheelchairs but is meant to remove barriers for those with mobility, strength, sight, and hearing limitations.

The relatively steep topography of the UMPI campus makes it difficult to develop and maintain a campus that meets accessibility requirements.

Recommended improvements to the campus include accessible entrances at multiple locations whenever possible to allow those with mobility impairments to navigate the campus terrain via lifts within buildings rather than steep and slippery outdoor paths. The central campus path connecting Folsom to the Campus Center could be modified in front of the CIL and Folsom Hall to reduce the traverse height between both buildings.

Retrofits to older buildings do not always create ideal situations regarding access and elevators, lifts, and ramps in older facilities are often not well suited for today's needs. Improvements to Folsom Hall, Pullen Hall, Preble Hall, South Hall, the CIL, and the residence Halls are recommended to create an more easily navigable campus for all users.

In addition, the long winter season and large amounts of snow in Presque Isle make parking, navigation, and access to building entrances difficult for those who have limited mobility. Improvements to handicap parking entrances relative to adjacent building entries should be made whenever possible.



*Figure 4.16 Stormwater Management*



*Figure 4.17 Campus Accessibility*

## CAMPUS CIRCULATION AND PARKING

This section addresses multi-modal movement through the UMPI campus. Access to the campus by commuters is by automobile. Residents typically own cars but can navigate campus on foot. Given the small scale of campus and the cold climate, bicycle transportation is not widely utilized nor is it expected to be in the future.

Parking for visitors, commuters, and residents is essential. Parking and vehicle navigation needs to meet the needs of personal automobiles, vans, buses, and large delivery trucks while ensuring the safety of pedestrians.



Figure 4.18 Parking

## PARKING LOTS AND SPACES

The Master Plan elements have a minor effect on parking for the UMPI campus. Most changes attempt to move infrequent vehicle users and residents to parking lots on the outer edges of campus. This strategy allows visitors, commuters, and staff better parking options closer to campus buildings. Given the scale of campus, the difference between walking to the center of campus from an interior lot vs. an exterior lot is roughly one minute. Parking spaces lost due to Master Plan recommendations are replaced in other areas and intended to be as convenient as possible while preserving core campus areas for pedestrian use.

The table, below, provides information about how each parking area on campus is affected by the Master Plan.

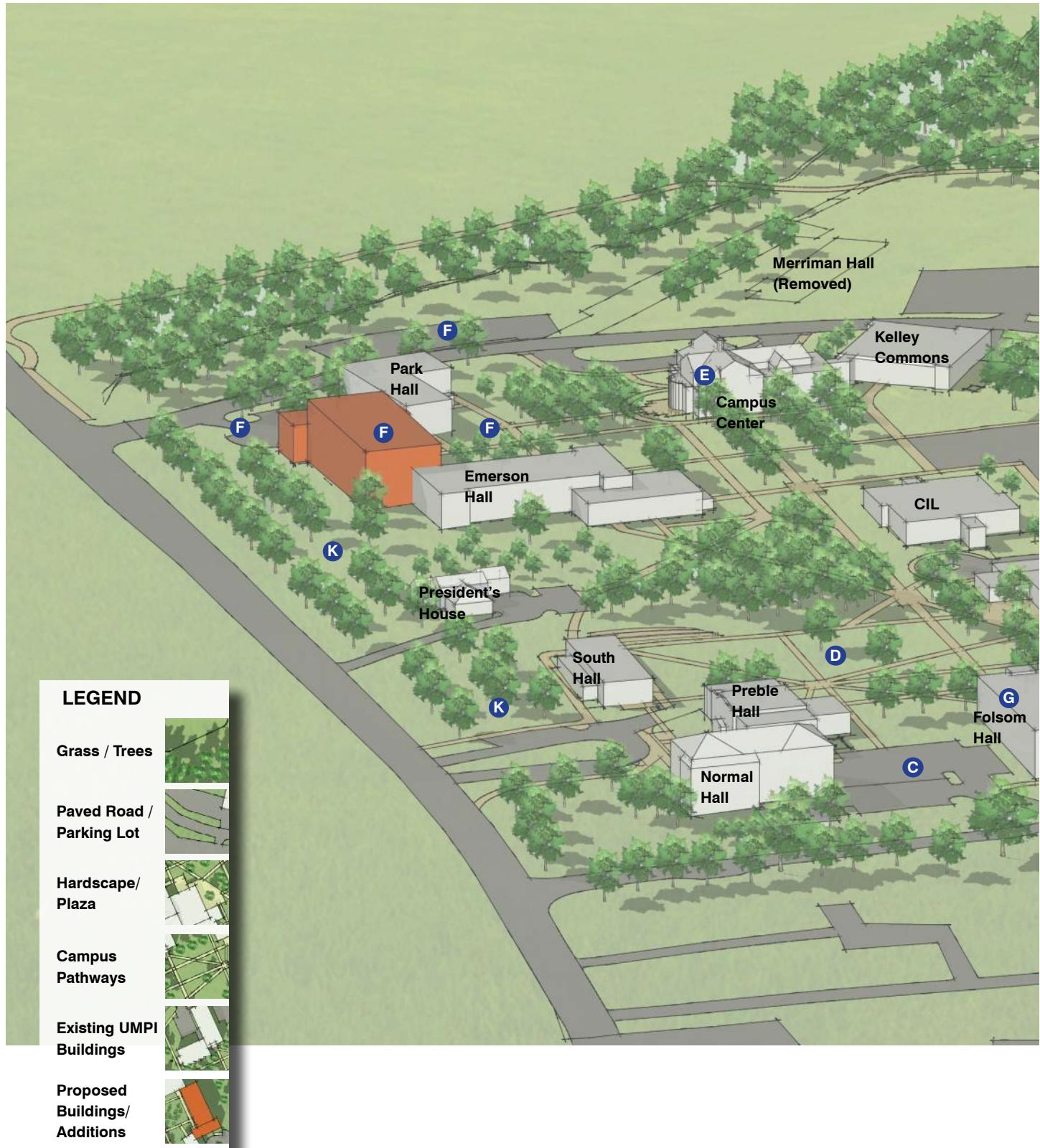
Parking Lot / Area Name	Parking Spaces Existing: March 2018 *	Parking Spaces Proposed: Master Plan **	Change in Parking Lot Capacity
MERRIMAN HALL (LOWER) Student***	33	0	-33
MERRIMAN HALL (UPPER) Student/Visitor	47	140	93
TENNIS COURT Maintenance/Staff	8	8	0
TENNIS COURT Student/Visitor	77	84	7
CAMPUS CENTER Visitor	19	50	31
KELLEY COMMONS Non-designated	31	36	5
LIBRARY Faculty/Staff	18	20	2
LIBRARY Handicap	7	8	1
LIBRARY Day Care	2	2	0
LIBRARY Student/Visitor	83	100	17
SUPPORT/PHYSICAL PLANT Maintenance	26	28	2
WIEDEN HALL Faculty/Staff	7	8	1
WIEDEN HALL Student/Visitor	9	12	3
SOUTH HALL Faculty/Staff ****	39	0	-39
NORMAL HALL Faculty/Staff	32	68	36
PREBLE HALL Visitor	12	12	0
EMERSON CIRCLE/PARK HALL Student	5	6	1
FOLSOM/PULLEN Non-designated	7	8	1
GENTILE HALL Student/Visitor	181	195	14
NORTH LOT Faculty/Staff	20	22	2
NORTH LOT Student	119	125	6
NORTH LOT Maintenance	2	2	0
<b>TOTALS</b>	<b>792</b>	<b>942</b>	<b>150</b>
Net gain or loss by percent			18.9%
Note:			
* Parking numbers provided by UMPI and visual survey			
** Lot capacity increased with restriping and/or expansion of parking area			
*** Master Plan removes this parking lot			
**** Parking relocated to expand Preble Hall Lot			



Figure 4.19 Map of Proposed Parking Locations



## 2018 UMPI MASTER PLAN ELEMENTS



## Master plan Elements

- A** Wieden Hall Renovation
- B** Greenhouse
- C** Preble Hall Parking
- D** Central Quadrangle
- E** Create a Student Center
- F** Improve the Residential Campus
- G** Improve Academic Core
- H** Upgrade Athletic Fields
- I** Facilities Addition
- J** Parking Lots Expansion / Improved Vehicle Circulation
- K** Campus Improvements
- L** Houlton Center

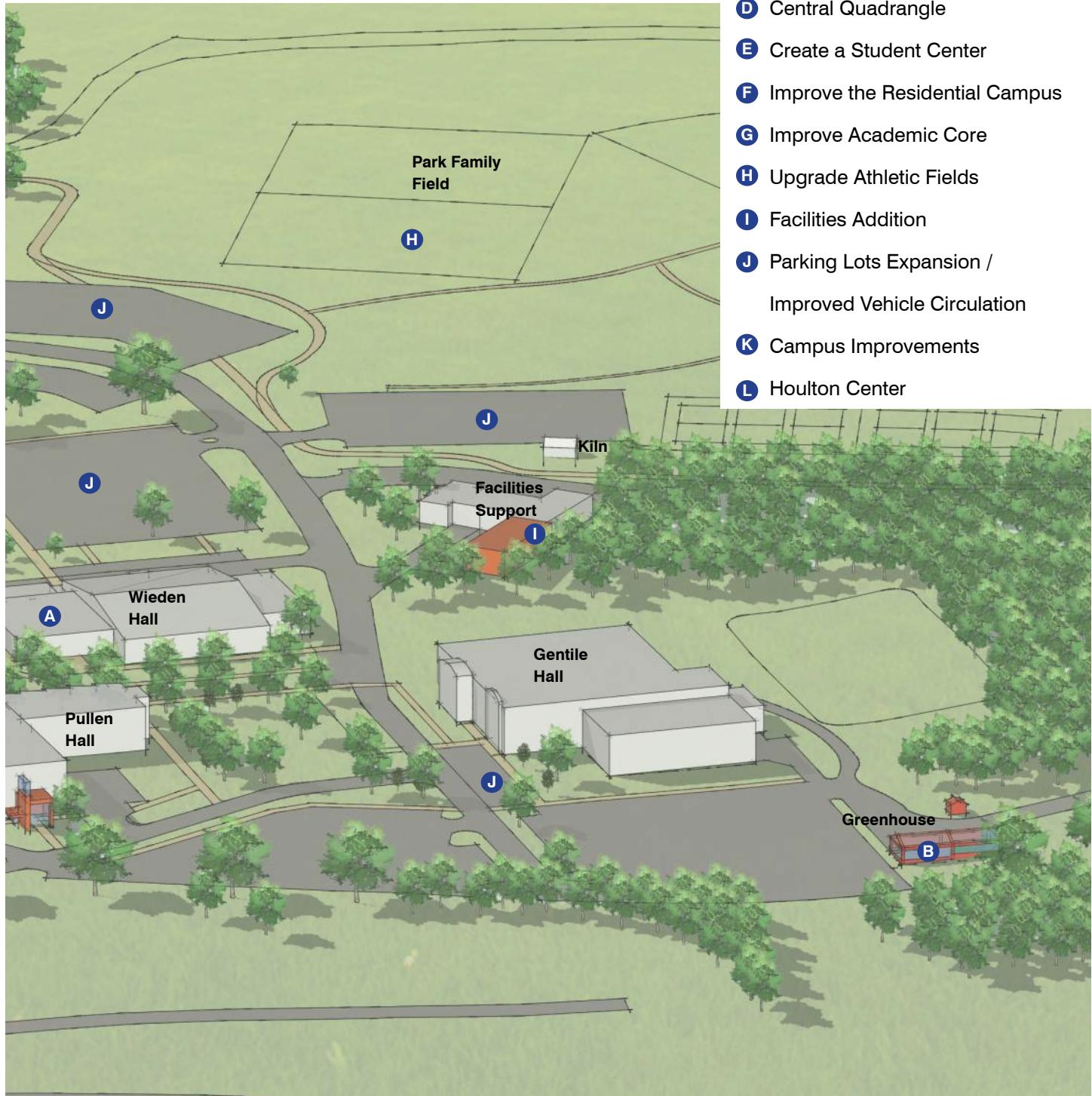






Figure 4.20 Wieden Hall Looking North



Figure 4.21 Wieden Hall Looking South

## A. Wieden Hall Renovation

**Wieden Hall Renovation:** Phased building renovation of exterior and interior elements of Wieden Hall as outlined in 2016 building evaluation. The scope of work will be adjusted to meet near-term funding. In addition, improvement of the access drive on South side of building will create better access to the Central Quadrangle and convenient drop off area for visitors. Long-term initiatives for Wieden are to complete major deferred maintenance projects.

Renovation to Wieden Hall should be broken into individual scope items in order of priority as follows:

1. Replace existing steam heating system throughout with hot water. Note, the Wieden boiler also serves the CIL so any required upgrades to convert the existing heating system from steam to hot water are required in the CIL as well. A new high efficiency boiler will greatly improve energy efficiency and reliability for delivering heat and hot water to both buildings.
2. Provide a chiller for the auditorium
3. Install fans and/or mechanical ventilation for the gymnasium
4. Replace main electrical panel and a strategic replacement of electrical distribution panels
5. Replace roofing at the gym
6. Interior renovation of auditorium including ADA improvements, code upgrades, finishes, and seating
7. Replace gym floor and bleachers
8. Replace windows including abatement
9. Replace interior floor finishes throughout



Figure 4.22. Perspective looking toward Wieden Hall





Figure 4.23 Greenhouse Looking North

## B. GREENHOUSE

Complete the ongoing Greenhouse project to add program space for Sciences. Building site location is coordinated with the Master Plan and provides reasonable adjacency to Pullen and Folsom and orientation to maximize solar exposure. A support shed is anticipated to be built in addition to the greenhouse building. The shed will be located on the south side of the access drive from the greenhouse. Teaching and laboratory space within the greenhouse will alleviate laboratory space needs in Folsom Hall.



Figure 4.24 Greenhouse Looking South



Figure 4.25 Enlarged view of the proposed greenhouse and shed





Figure 4.26 Preble Hall Parking  
Looking North

## C. PREBLE HALL PARKING

Phased parking improvements dependent on decision whether or not to retain Normal Hall.

Phase 1: Reconfigure existing parking to increase total count by 11, remove Maintenance Garage (Motor Pool), reconfigure edges at Folsom and Preble Halls, create spaces behind Normal Hall

Phase 2: Remove Normal Hall and replace with parking to increase an additional 40 spaces.

Option A. Allows for Element D parking displacement to occur.

Option B. Option for two-way traffic at North entrance or exit through main entrance to Preble Hall.



Figure 4.27 Preble Hall Parking  
Looking South





*Figure 4.28 Central Quadrangle  
Looking North*

## D. CENTRAL QUADRANGLE

Develop a formal central quadrangle to connect Wieden, Folsom, Preble, and South Hall beginning with landscaping initiatives as listed below. Flag Circle is modified to become a procession of flags north of Wieden. South Hall Parking Lot is reduced and/or eliminated for better quad connection to Preble Hall. A Central Quadrangle is developed to create a single outdoor space that directly connects Wieden, Pullen, Folsom, Preble, and South Halls. South Hall parking is removed to directly connect South Hall to campus by expanding the Central Quad. Element C phase 2 replaces lost parking. To further activate the space, an amphitheater would be constructed into the hill to the south side of South Hall.

Site work relative to this initiative would lessen the grade difference between Folsom Hall, Wieden Hall, and the CIL. Building entrance access and campus navigation would greatly improve from an accessibility standpoint.

Option A: Retains and reduces South Hall parking lot, moves flag circle to a processional between Pullen and Wieden Halls, expands the existing green to the east, and regrades the sloping area in front of Folsom Hall.

Option B: Relocates South Lot Parking completely, removes Normal Hall, and creates an amphitheater. This option completely removes parking from the center of campus.

Option C: Relocates South Lot parking completely to the west side of Pullen Hall. Normal Hall is retained and an amphitheater is created.



*Figure 4.29 Central Quadrangle  
Looking South*



*Figure 4.30. Perspective of the Central Quadrangle looking toward Wieden Hall with the edge of South Hall at the left side*





Figure 4.31 Campus Center Looking North

## E. CREATE A STUDENT CENTER

Renovations to Owl's Nest in the Campus Center to improve a central location for both commuting and residential students to gather, study, eat, and socialize. Remove food service from Folsom and replace with enhanced vending service. The Owl's Nest can be transformed into a more vibrant and comfortable space for the UMPI community via a few strategic and cost effective changes. Modifications to lighting, ceiling treatments, and furniture can make significant impacts to the existing space. Minor changes to the entrance that highlight the central circulation corridors and better definition between the corridor and the Owl's Nest would improve the space. Simple architectural treatments can be used to give the Owl's Nest its own identity.

Long-term Option: Move 'Student Center' to a more geographically central location such as the CIL to better connect resident and commuting students. Cafe food service and learning center would benefit from sharing a facility. The best location for a cafe at the CIL would be at the building entrance to allow easy access control.



Figure 4.32 Campus Center Looking South



Figure 4.33 Perspective looking toward the proposed Residential Quadrangle with the CIL shown on the left side





*Figure 4.34 Residential Quadrangle  
Looking North*

## F. IMPROVE THE RESIDENTIAL CAMPUS

Redefine the residential core of campus through a series of phased projects.

Phase 1. A major renovation to first floor of Park as a lower cost first step to residential improvements. Additional floors may be phased based upon initial renovation success, cost, and funding opportunities.

Phase 2. New residential drop-off and short-term parking area and create a long-term residential parking lot to house future displaced parking across from Park Hall.

Phase 3. Create a Residential Quadrangle connected to Campus Center and central campus spine.

Phase 4. Construct a new building connecting Emerson and Park to provide dedicated upper-class housing and improve the campus edge along Main Street. New construction will provide swing space for renovation projects in the existing residence halls.

Phase 5. Renovate or replace Emerson and/or complete renovations to Park.

Phase 6. Remove Merriman once renovation projects are complete or retain if additional capacity is required.



*Figure 4.35 Residential Quadrangle  
Looking South*



*Figure 4.36 Perspective of proposed Residential Quadrangle in background with the CIL shown on the left side*





Figure 4.37 Folsom and Pullen Halls  
Looking North



Figure 4.38 Folsom and Pullen Halls  
Looking South

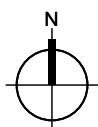
## G. IMPROVE THE ACADEMIC CORE

Moderate renovations and small addition to Folsom Hall to improve teaching spaces and right size classrooms to current curriculum. Phasing and sequencing of projects are intended to be flexible and implementation is recommended as funding becomes available or needs determine priority. Project 1 will have the highest campus impact and give other classroom renovation projects better accessibility options.

1. Create a 1 ½ story addition at the north end of Folsom Hall to improve access and building circulation for commuters. This addition will tie into the ground level entry and first level corridor. A second entry location with lift may be required as a renovation of minor addition at the south end of Folsom to provide accessibility on the Central Quadrangle side of the building.
2. Replace the “Fish Bowl” classroom in Folsom Hall with classroom(s) that better suit current education needs.
3. Renovate existing underutilized classrooms and labs to better meet curriculum needs.
4. Renovate Normal Hall as space needs require to re-activate the iconic building on campus. Although the building's needs are significant, incremental renovations could provide a cost effective way to keep the currently mothballed building viable. First phase renovations, in addition to meeting exterior envelope needs, could be limited to the first floor to prevent the need for extensive vertical circulation improvement such as fire stairs and elevators. This strategy would allow UMPI to navigate the large list of recommended upgrades and focus on pieces of the building rather than upgrading the entire building at once.



Figure 4.39 Perspective of Proposed North Entry to Folsom Hall



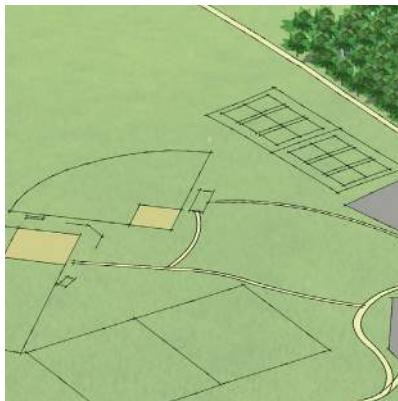


Figure 4.40. Athletic Fields Looking North

## H. UPGRADE ATHLETIC FIELDS

Phase 1. Small scale short-term project to add pathways for improved access to existing field areas.

Phase 2. Long-term Option: Improve Fields for competition events to strengthen campus athletics and student life. Fields upgrades would include: baseball, softball, soccer, and additional modifications to the existing trail system



Figure 4.41 Athletic Fields Looking South



Figure 4.42 Athletic Fields Looking South





Figure 4.43 Facilities Addition  
Looking North

## I. FACILITIES ADDITION

Construct a two-story addition to the Facilities Support building to house maintenance fleet and addition facilities program and storage spaces. The upper level will provide office and storage space to correct deficiencies from the Space Needs report (Chapter 2). The lower level will provide vehicle parking and storage to replace the existing Facilities Garage.



Figure 4.44 Facilities Addition  
Looking South





Figure 4.45 Parking Looking North

## J. PARKING LOTS EXPANSION / IMPROVED VEHICLE CIRCULATION

Expansion of upper campus parking lot and path improvements to create convenient parking and access to campus buildings. Additional Athletics Fields Parking for visitors and residents, and staff. Create a dedicated bus drop off at Gentile Hall to improve safe traffic flow along the loop road.

1. The vehicle drop off at Gentile will improve safety and circulation for pedestrians and vehicles along the loop road. Providing a cueing lane to hold 2-3 buses will separate recreation and other campus traffic. Design of this element will need to include modification of an existing drainage swale along the edge of the loop road.
2. Reshaping and re-striping the CIL (Library) parking lot will improve parking capacity for several public locations on campus including the CIL, Wieden Hall, and the Campus Center.
3. Additional parking outside the loop road will add capacity for occasional drivers such as residential students and improve capacity for visitors at the more central parking lot locations.



Figure 4.46 Parking Looking South



Figure 4.47 Enlarged Plan at the Proposed Gentile Hall Drop Off



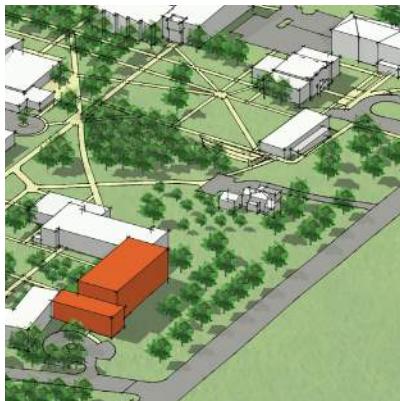


Figure 4.48 Campus Improvements  
Looking North

## K. CAMPUS IMPROVEMENTS

Ongoing projects to improve safety and campus visibility including site lighting for landscaping, buildings, and paths. This initiative also includes continuation and improvement of the existing campus signage program.

The primary initiative is to improve UMPI's visibility from Route One by adding site lighting that illuminates buildings and site features. The secondary initiative is to improve illumination at major building entry locations and along campus pathways.



Figure 4.49 Campus Improvements  
Looking South



Figure 4.50 Perspective Showing Site Lighting and Other Site Emenities in Central Quadrangle

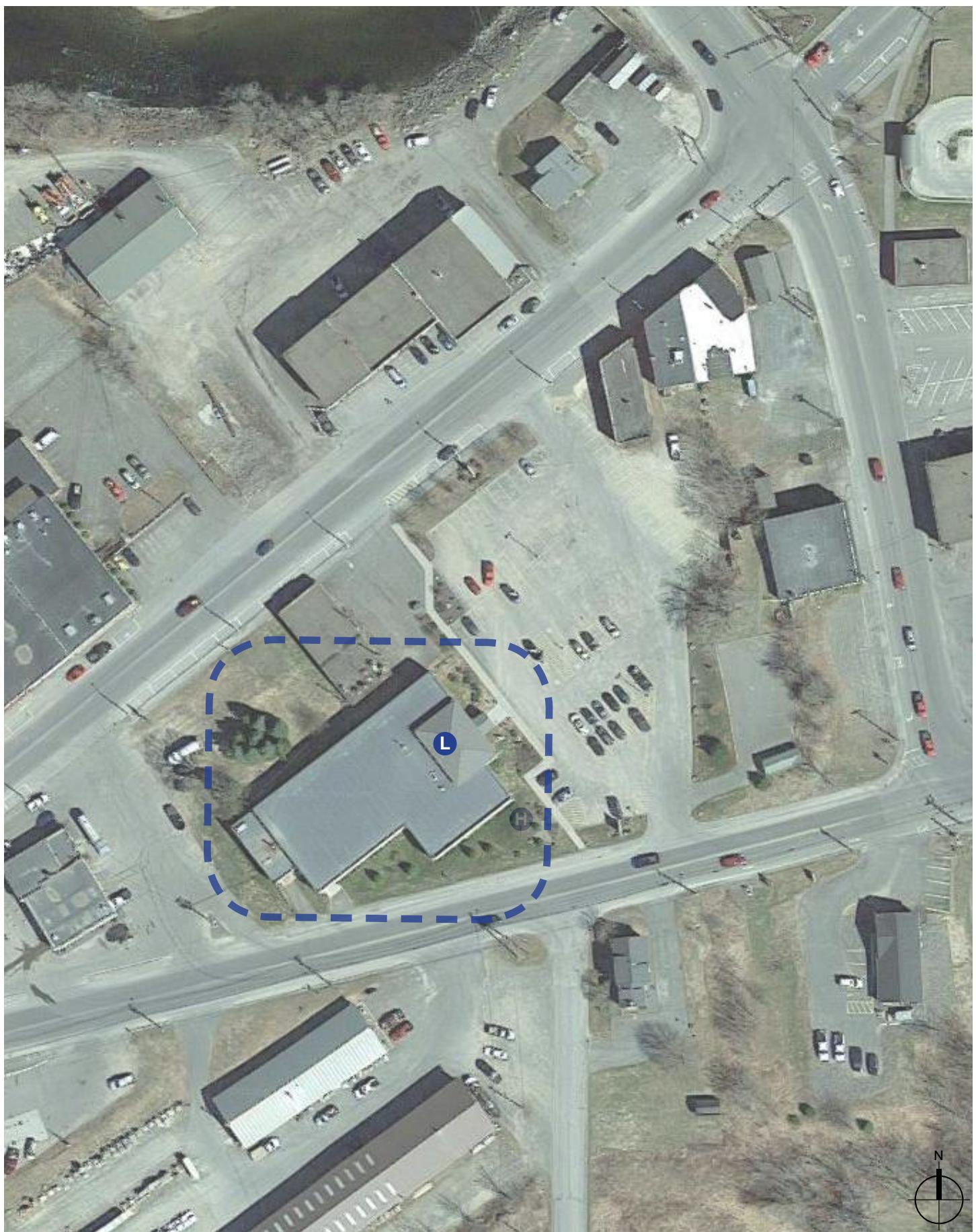




Figure 4.51 Houlton Center Exterior Photograph

## L. HOULTON CENTER

Address deferred maintenance as needed over the long-term.



Figure 4.52 Houlton Center Interior Photograph



Figure 4.53 Houlton Center Interior Photograph



Figure 4.54 Houlton Center Interior Photograph

## COST

Opinions of probable cost are included to give a conceptual idea of cost implications for each Master Plan element. Costs are based on 2018 construction cost for institutional grade work and generated using building cost per square foot. Inflation factors must be applied to projects executed in the future. Generally, an inflation factor of 0.5% per month (or 4% to 6% per year) will provide a reasonable understanding of future cost.

Cost values are limited to construction cost only, which includes building and related site costs. For project budgeting purposes, UMPI should consider the total project cost which includes fees for permitting, design, and testing as well as other soft costs such as furniture, fixtures, and equipment (FF&E), Owner's Project Manager (OPM), technology, and other related costs. Total project cost ranges from 1.25 – 1.5 times the construction cost.

As projects are approved in the budgeting process and designs are developed, more refined cost estimates can be created. The cost considerations in the Master Plan are based on orders of magnitude rather than unit cost and are general in nature.

Project	Estimated Costs/ Construction Duration	Priority Category	Constituent Projects	Dependency Considerations
A. Wieden Hall Renovation 37,800 GSF 1: HVAC upgrades 2: Electrical panel replacement 3: Gym roof replacement 4: Interior renovations 5: Window replacement 6: Flooring replacement 7: Site & Drive improvements	Total: \$4,543,000 1: \$2,126,000 2: \$50,000 3: \$97,000 4: \$1,570,000 5: \$175,000 6: \$285,000 7: \$240,000	Immediate	-	-
B. Greenhouse	Active project, currently budgeted	Immediate	-	-
C. Preble Hall Parking (Normal Hall stays)	\$200,000	Short-term	Central Quadrangle	Demolition of Maintenance Garage
D. Central Quadrangle	\$2,800,000	Short-term	-	Preble Hall Parking to accomodate lost parking at South Hall
E. Create a Student Center (Owl's Nest renovation)	\$122,000	Short-term	-	Construction during school breaks will minimize disruption to the Campus Center

Project	Estimated Costs/ Construction Duration	Priority Category	Constitu- ent Projects	Dependency Considerations
F. Improve Residential Campus Phase 1: Renovate 1 floor of Park Phase 2: New drop off Phase 3: New quadrangle Phase 4: New Res Hall Phase 5: Renovations Phase 6: Remove Merriman	Total: \$29,508,000 Phase 1: \$1,270,000 Phase 2: \$250,000 Phase 3: \$650,000 Phase 4: \$12,950,000 Phase 5: \$14,193,000 Phase 6: \$195,000			Renovation construction during school breaks will minimize disruption
G. Improve the Academic Core Phase 1: New entry addition Phase 2: Renovate fishbowl	Total: \$947,000 Phase 1: \$427,000 Phase 2: \$500,000	Short-term	-	Renovation construction during school breaks will minimize disruption
H. Upgrade Athletic Fields	-	Long-term	New Student Housing (C)	-
I. Facilities Addition / Renovation	-	Long-term	-	-
J. Parking Lots Expansion / Improved Vehicular Circulation	-	Long-term	-	-
K. Campus Improvements	-	Long-term	-	-
L. Houlton Center	-	Long-term	-	-

## Phasing

The master plan serves as a flexible framework allowing UMPI to organize and implement elements and initiatives according to institutional priorities and funding feasibility. Because so many aspects of the Presque Isle campus and its programs are interconnected, embarking on one or more of the projects will have facilities and scheduling implications on other active areas of the University's operations. The Master Plan Elements generally include a limited number of dependencies to allow a level of flexibility in facility phasing. Part or parts can be expedited if a functional need for one element becomes evident sooner in the evolution of the campus or if a funding resource or donor opportunity becomes available according to a different time-line. Additional flexibility may be gained by temporary accommodations such as reducing parking or relocating programs.

Implementation strategies should focus on the opportunity to leverage future growth from each stage of development. This entrepreneurial phasing approach is built on incrementally supporting key elements of the University's strategic goals, recruitment and retention efforts, and increased revenue generation.

Sequencing recommendations begin with the most transformative projects with the intention that they will become catalysts for future opportunities. Sequencing also takes into account projects, or elements, that can or should be clustered for maximum efficiency and effect. In addition, sequencing attempts to balance work across various uses on campus so that development does not become too focused on one area or program. UMPI has a significant need to address deferred maintenance issues, upgrade residential spaces, and improve campus accessibility: so renovation/addition projects that support those needs are recommended to be prioritized. For example, work to Wieden Hall and Normal Hall represent the highest level of need, however projects such as the new entrance to Folsom Hall, Central Quadrangle, and renovated Owl's Nest are considered catalysts to create more student focused spaces for all students on the UMPI campus.

### Urgent Needs:

This category includes Elements/Projects recommended to be initiated as soon as possible and completed within the next three to five years. Projects include items from Elements A, B, E, F1, and G2.

### Short-term Master Plan:

This category includes Elements/Projects recommended to be initiated and completed within the next five to ten years. Projects include items from Elements C, D, G, F2, F3, F5, G1, I, and K.

### Long-range Master Plan:

This category includes Elements/Projects recommended to be initiated and completed within the next ten to twenty years, or as needs arise. Projects include items from Elements F4, F6, G3, H, J, and L.

Projects that are most immediately transformational for UMPI include renovations to Wieden Hall, the Owl's Nest, and a first phase renovation of Park Hall (or Emerson). These initiatives will address deferred maintenance needs, improve core academic spaces, and display a commitment to improve student life.

Larger, campus scale initiatives that will have a substantial impact on campus include the creation of a central quadrangle as well as a residential quadrangle. Depending on funding, near-term renovations to Normal Hall, which could be limited to renovations of the first floor, will display a commitment to preserve the iconic campus history.

Implementation of elements is typically initiated based on facilities or programmatic need. In the event that funding becomes available, large projects are recommended that would make greater impacts on the entire UMPI campus.



# **APPENDIX 1**

## **Campus Space Needs Report**

# University of Maine System - Presque Isle Campus

Master Plan

DRAFT  
May 2017





## Executive Summary

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## EXECUTIVE SUMMARY

As part of the University of Maine System-wide Master Plan, Rickes Associates (RA) was engaged to develop the Educational Space Master Plan for the University of Maine Presque Isle. This space needs analysis has been grounded in defined institutional strategic drivers of enrollment and personnel, supported by the space inventory, driven by nationally recognized space planning guidelines, and tempered by the specific needs of the University.

### Space Inventory

There are 20 buildings comprising 261,137 assignable square feet (ASF). The ASF, excluding residential and unclassified space, is 180,152 ASF. This reflects the core campus space including classroom, laboratory, office, library, special and general use, health care, and central facilities. The Houlton Center was excluded from this analysis.

### Planning Methodology

The outcome of the study is an order-of-magnitude space program organized according to the coding structure of the Facilities Inventory Classification Manual (FICM). A more detailed space needs analysis of instructional space was conducted by RA to inform a finer-grained set of recommendations and is included at the end of this report. Space needs were quantified for: Current Calculated, Current Optimal, and one scenario, Projected Optimal, using a projected FTE figure. The Current Optimal as well as the Projected Optimal included adjustments to the mathematically calculated need informed by trends in higher education and interview findings that would affect space needs, as well as the culture of the campus, which may not be accounted for in the calculations alone.

### Interviews

During the week of April 17, 2017, Rickes Associates conducted three days of interviews on-campus with senior administrators, faculty members, departmental and unit directors and managers, administrative and academic staff members, students, and community members. These interviews provided the qualitative data related to the use of and demand for space on the campus; insights into programmatic and spatial relationships between departments; and ideas regarding what facility improvements were needed to meet current and future program and operational requirements.

Overall, the space deficits identified by the interviewees were supported by the quantitative analysis in terms of: specialized instructional space, student life/services/club space, meeting and conference space, and athletics space needs, both now and in the future.

The thematic summary of findings is provided at the end of this report.

### Recommendations

The space deficit for the campus, identified by FICM, totals 21,000 ASF for Current Optimal and 22,000 ASF for Projected Optimal. While there are surpluses in other categories, the assumption is you cannot simply "borrow" from that area and use the coverage for something else, such as repurposing the 9,000 ASF "surplus" of office space to instructional labs. However, the availability of that space should be considered if there is an opportunity thorough redesign and moves to capture that ASF. Another area for more detailed review is the availability of the roughly 16,000 ASF in Normal. This ASF would help meet the majority of space needs for the campus as a whole. Before building another space, care must be taken to critically examine available space and better define, repurpose, and refurbish it for more collaborative and efficient use.

Space Type	Current ASF	Current Optimal	Surplus or (Deficit) to Current ASF	Proj. Optimal. 636 FTE	Surplus or (Deficit) to Current ASF
100: Classroom	13,885	12,920	965	12,920	965
210/2115: Class Laboratory	14,718	26,742	(12,024)	26,742	(12,024)
220/2225: Open Laboratory	6,907	6,907	0	6,907	0
250/2555: Research	1,457	3,210	(1,753)	3,510	(2,053)
300: Office	40,688	30,980	9,708	30,980	9,708
400: Study / Library	11,965	13,440	(1,475)	14,180	(2,215)
500: Special Use, General	2,666	2,400	(2,134)	2,400	(2,134)
500: Athletics	51,354	51,354	0	51,354	0
600: General Use	29,988	29,988	0	29,988	0
700: Support*	8,766	12,434	(3,668)	12,677	(3,911)
800: Health Care	158	200	(42)	200	(42)
<b>Total:</b>	<b>180,152</b>	<b>190,575</b>	<b>(21,096)</b>	<b>191,858</b>	<b>(22,379)</b>
Residential (900s)	61,309	61,309	0	61,309	0
<b>Total 100 to 900 CAMPUS</b>	<b>241,461</b>	<b>251,884</b>		<b>253,167</b>	
Other Space (000's): Normal 16,000 ASF possibly available	16,605	16,000	16,000	16,000	16,000
<b>Space Need if use Normal</b>			<b>(5,096)</b>		<b>(6,379)</b>

\*Excludes 3,071 ASF of vehicle parking.

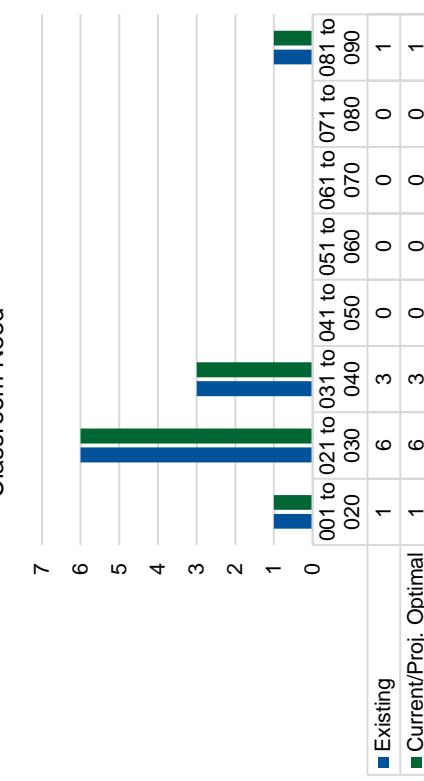
The following summarizes the space needs by category and identifies areas that may require specific additional review.

**Instructional (100):**

At the time of this analysis, there were 19 spaces and 13,495 ASF identified as general-purpose classrooms available for scheduling. Of these 19 rooms, eight (8) spaces and 4,987 ASF were reclassified as classrooms dedicated to specific programs. The analysis was therefore conducted on 11 general-purpose classrooms and 8,508 ASF.

Applying the base rubrics of 67 percent occupancy, 67 percent utilization and a planning guideline of 22 to 25 ASF/seat, the calculated need is for 10 appropriately sized classrooms to support existing enrollment and course distribution. This aligns with how spaces are currently being utilized.

Classroom Need



The graph aligns the existing distribution of rooms by capacity (seat count) to the need. Using the existing stock of rooms, seat counts, and ASF, a theoretical exercise of “right-sizing” was conducted, which is mathematically calculating the appropriate capacity of the existing rooms. While right-sizing does not change the total number of classrooms available, it can often bring the distribution of classroom capacities into better alignment with course section sizes,

UMPI is relatively on target for ASF/seat and so the re-alignment of rooms by capacity did not provide any major changes. As such, the existing rooms can be maintained and meet the necessary space requirement for current enrollment and course offerings. While there is not a calculated need for a larger space and courses scheduled in this room can be reassigned to more appropriately sized classrooms, the lecture style room has been maintained to meet event/meeting

space. If FTE enrollment were to increase to the six-year high of 636, there would be a need for 12 classrooms totaling 8,140 ASF

**Specialized/Research (200/250):***Specialized/Instructional*

There are 11 spaces and 13,575 ASF assigned to instructional lab space, such as Biology, Art, Athletics Training, Art, etc. Space needs for specialized instructional space are based on the number of hours by discipline of the courses as many courses / programs cannot share space. Where opportunities to continue shared use of the spaces between similar courses was possible, these were maintained. Using the rubrics of 80 percent occupancy, 50 percent utilization, and discipline-specific ASF per station, it is recommended that, beyond maintaining its current complement of SI spaces, UMPI add six (6) additional labs, including three (3) for the new Nursing program (4,000 ASF), two (2) for the Physical Therapy Assistant program (2,560 ASF), and one (1) Biology – Anatomy and Physiology Lab (1,440 ASF). There is also a recommendation that UMPI update the existing Athletics Training labs and add additional ASF to bring the labs more in line with Current Optimal need.

Specialized Instructional Space Recommendations																		
Discipline	Optimal Need Rooms			Optimal ASF/Stations			Existing Total Stations			Notes								
	Optimal Need Rooms	Optimal ASF/Space	Optimal Stations (Each Space)	Existing Rooms	Existing ASF	Existing Stations	Hour Utilization	Seat Utilization	Existing Bldg. & Rm	Total ASF	Incremenatal ASF Need	Total Rooms	Total ASF	Maintain Existing for discussion   Decision on program will decide future space.				
Art - Ceramics	1	16	60	960	1	30	1,173	10%	40%	39.1	101B	Wieden Hall	1	1,173	0	0	1	1,173
Art - Studio	4	24	60	5,760	1	50	4,558	45%	18%	91.2	Folsom-Pullen Hall 311 (serves 4 disciplines)		1	4,558	0	0	1	4,558
Athletics Training	2	16	80	2,560	2	44	1,727	35%	56%	39.3	156 & 159	Wieden Hall	2	2,560	0	0	2	2,560
Biology - Anatomy and Physiology	1	24	60	1,440	1	18	594	23%	82%	33.0	Folsom-Pullen Hall 301		1	1,010	1	1,440	2	2,450
Biology - General	1	24	60	1,440	1	18	786	30%	76%	43.7	Folsom-Pullen Hall 304		1	786	0	0	1	786
Biology - Genetics	1	24	60	1,440	1	18	804	15%	97%	44.7	Folsom-Pullen Hall 305		1	804	0	0	1	804
Chemistry - General	1	24	60	1,440	1	18	971	30%	81%	53.9	Folsom-Pullen Hall 202		1	971	0	0	1	971
Chemistry - Organic	1	16	60	960	0	0	0	0%	0%	N/A			0	-	0	0	0	0
Computer Lab - Multipurpose	1	24	40	960	0	0	0	0%	0%	N/A			0	-	0	0	0	0
Ecology - General	1	24	60	1,440	0	0	0	0%	0%	N/A			0	0	0	0	0	0

Specialized Instructional Space Recommendations									
Discipline	Optimal Need Rooms	Optimal Stations (Each Space)	Existing Rooms	Existing Total Stations	Hour Utilization	Seat Utilization	Existing ASF/Stations	Proposed ASF	Incremental ASF Need
	Total ASF	Optimal ASF	Existing Bldg. & Rm	Existing ASF/Stations	Hour Utilization	Seat Utilization	Existing ASF/Stations	Proposed	Total Rooms
Geology - General	1	24	60	1,440	1	18	1,266	19%	64%
GIS	1	8	40	320	1	18	1,036	10%	42%
Nursing: Labs	0	0	0	0	0	0%	0.0	0	-
Physical Education	1	8	80	640	1	10	660	14%	40%
Physical Therapy Assistant	2	16	80	2,560	0	0	0	0%	0.0
Physics - General	1	8	60	480	0	0	0	0%	0.0
<b>Grand Total</b>	<b>20</b>	<b>280</b>	<b>920</b>	<b>23,840</b>	<b>11</b>	<b>242</b>	<b>13,575</b>	<b>24%</b>	<b>50%</b>
								<b>56.1</b>	<b>56.1</b>
								<b>11</b>	<b>14,824</b>
								<b>6</b>	<b>8,000</b>
								<b>17</b>	<b>22,824</b>

**Notes**

Folsom-Pullen Hall 302 Folsom-Pullen Hall 201

Maintain Existing.

Provides place holder for Skills / SLM space; similar to recommendation for UMFK with whom UMPI will partner.

This space needs to be relocated to Wieden Hall. Current instruction conflicts with public use of Gentile Hall. Existing room is being used as both classroom and lab as enrollments are low.

**Recommendation:** Relocate instruction and associate office to Wieden Hall, if program is maintained or is expected to grow. If there is any significant growth, the hours of general instruction will need to be placed in general-purpose classrooms.

Currently scheduled in a dedicated classroom/lab area Wieden 102.

**Recommendation:** The hours of instruction drive the need for 2 specialized instructional/lab spaces. Based on other instruction needs for similar departments that would use the same layout, this space is maintained until such time that Wieden Hall is renovated or replaced. At that point in time, a review of collaborative spaces can be conducted and changes in the program can be analyzed. Dedicated specialized space is proposed here to support the program.

Caroline D. Gentile Hall

Currently in Wieden 102 (dedicated classroom/lab)

Currently sharing with GIS.

Could maintain current arrangement.

*Research*  
While currently there is not a high research component for UMPI, there is a growing desire for this type of student/faculty engagement space on campuses throughout academia. Currently, UMPI has carved out space in existing instructional labs that is shared among various constituents. For UMPI, a total of 3,200 ASF has been identified as a placeholder to create appropriately designed spaces that are more conducive to promoting engaged research. Some of this space will be met within the proposed Greenhouse set to be constructed for Fall 2018.

#### Office (300):

UMPI has 194 FTE (251 headcount) faculty/staff on campus, housed within 40,000 ASF of office and associated support space. Office space ranges from a 61 ASF office in the Campus Center and Wieden Hall to a 1,221 ASF office in Preble Hall, with an overall average of 237 ASF across faculty, staff, and

administrative spaces. The application of appropriate planning multipliers and assumptions that the spaces are properly outfitted and useable, result in the need for between 28,000 ASF and 31,000 ASF, depending on how many of the 18 vacant lines the institution fills.

Those spaces that are less than 90 ASF should be reviewed for appropriateness in terms of assignment and use. As the campus moves forward with the master plan, putting office guidelines into effect should be considered to begin standardizing the size of offices across the campus.

#### Library/Study (400):

The library and study space category encompasses almost 12,000 ASF and meets the needs for the campus, overall. However, there are challenges related to the layout and associated acoustical issues on the first floor that houses tutoring, and the placement of the Gallery on the second floor.

Library space has become the learning commons at many institutions, and incorporates coffee bars, some social areas, group study rooms, etc. It is understood that many of the renovations in the CIL have recently been completed, but it is also recognized by the community it was not necessarily done with full consideration of campus needs.

#### Special Use (500):

The Special Use FICM space category consists of various space clusters including athletics, field buildings, greenhouses, and animal quarters, among others. These spaces are calculated based on specialized need for the associated space types. For example, not all campuses need/require animal quarters. More often than not, the primary driver for campuses in this category is Athletics/Recreation space, which is the case for UMPI, but not in a quantitative manner. Athletics/Recreation encompasses 51,000 ASF disaggregated between Wieden Hall (15,000 ASF) and Gentile Hall (36,000 ASF). The base calculated ASF for athletics at a four-year institution is 50,000 ASF. The challenge for UMPI is Wieden Hall, the main athletics building, which no longer physically supports athletic needs. The layout is not conducive for functions housed in the building, and there is a preference to have the building set back to where the practice fields are located.

Another space type in this category is the greenhouse. Currently, the campus has a small greenhouse located in Folsom-Pullen Hall (286 ASF). While the calculated need equates to the existing ASF, UMPI has put forth for construction of a 2,400 ASF greenhouse to support faculty/student research, the Sustainable Agriculture Program, and the local community.

#### General Use (600):

The General Use FICM space category consists of various clusters including assembly, exhibition, food service, and meeting rooms (student-centered services). Some of the highlights of this area:

**Assembly:** Wieden Auditorium, part of the Athletics building, is assigned to this category. While the ASF is appropriate for a campus of this size, and will support a minimal uptick of enrollment, the quality of the space needs to be addressed. During this exercise, opportunities to provide smaller auditoria style meeting space at the front of the room for 70-100 should be explored to allow for more intimate presentations and to double as “small” lecture spaces in the future.

**Dining:** Currently, the main dining service is located adjacent to the Campus Center in Kelley Commons. Today’s students are looking for more inviting and varied dining experiences, featuring specialty food stations, high top tables, booths, comfortable seating, and connectivity—spaces and furnishings that promote easy interaction. Although the overall ASF for dining has been maintained, location, function and aesthetics may need to be refreshed.

**Recreation:** This space type is often found in student centers and consists of game rooms, TV lounges, general fitness rooms, etc. This type of space, with the exception of the fitness aspect, is generally missing on campus. However, it is presumed that Gentile fulfills a majority of the student needs.

**Meeting Rooms:** This type of space is generally available to internal and external groups such as study groups, board meetings, community groups, etc. There is a multiple spaces and flexible rooms located in the Campus Center that exceed the calculated need. The challenge for these spaces is the lack of storage areas for tables, chairs, etc.

#### Central Facilities (700):

Central Facilities (8,700 ASF) support overall campus operations and include mail, receiving, general storage, and shop space, among others. Based on a percentage of the anticipated overall campus ASF, there is a current deficit of 4,000 ASF, bringing the total space to 12,000 ASF. The most notable space needs are in Shop and Storage spaces.

#### Health Services (800):

Health Services is currently located in Emerson Annex. The space has been held constant as it meets the needs of the campus, and there are nearby medical services in town. The quality and access to this space, however, should be reviewed. It is integrated with a student lounge in the residential building and

shares space with security. It is proposed that if this space were to be revamped, a slightly larger area with associated private waiting space should be considered.

#### Residential (900):

UMPI has four residential buildings on campus: Emerson Hall, Merriman Hall, Park Hall, and the President's House. UMPI also owns the Skyway residential facilities, located off-campus. The on campus residences are in need of upgrading. There is discussion on the removal of many of the Skyway residential facilities.

#### Summary

With competing needs for scarce funds, it is critical for UMPI to identify and implement a few key renovation and expansion projects for near-term consideration but planned and designed with a campus-wide and long-term perspective—the ultimate objective of a campus master plan. Some basic decisions will need to be made and a select group of projects identified for implementation to set the course. The project list should include deciding the fate of buildings such as:

- Normal: a 16,000 ASF building that may help address various deficiencies on campus with appropriate phasing of programs, personnel, etc.
- Wieden Hall: While 15,000 ASF is assigned to athletics, other spaces in the building include offices (mainly for athletics), some instructional spaces dedicated to Athletic use, and an adjacent auditorium. Also, the future of the Art Program and the attached Art Studio needs consideration for future location. As part of that decision is the re-use of the site. One intriguing idea is to consolidate Nursing, Physical Therapy, Athletics Training, Massage Therapy, and the Med Lab Technician programs into an Academic Wellness Building. Health

services could also be co-located with these units. There is high opportunity to shave spaces and create synergies.

- CIL: Identifying the future goal for the CIL and addressing the dispersed tutoring space within the building will help solidify the building identity.
- President's House: can this space be repurposed to support a Welcome/Art Center or some other functions? Is it to be used for swing space, or does it get demolished?

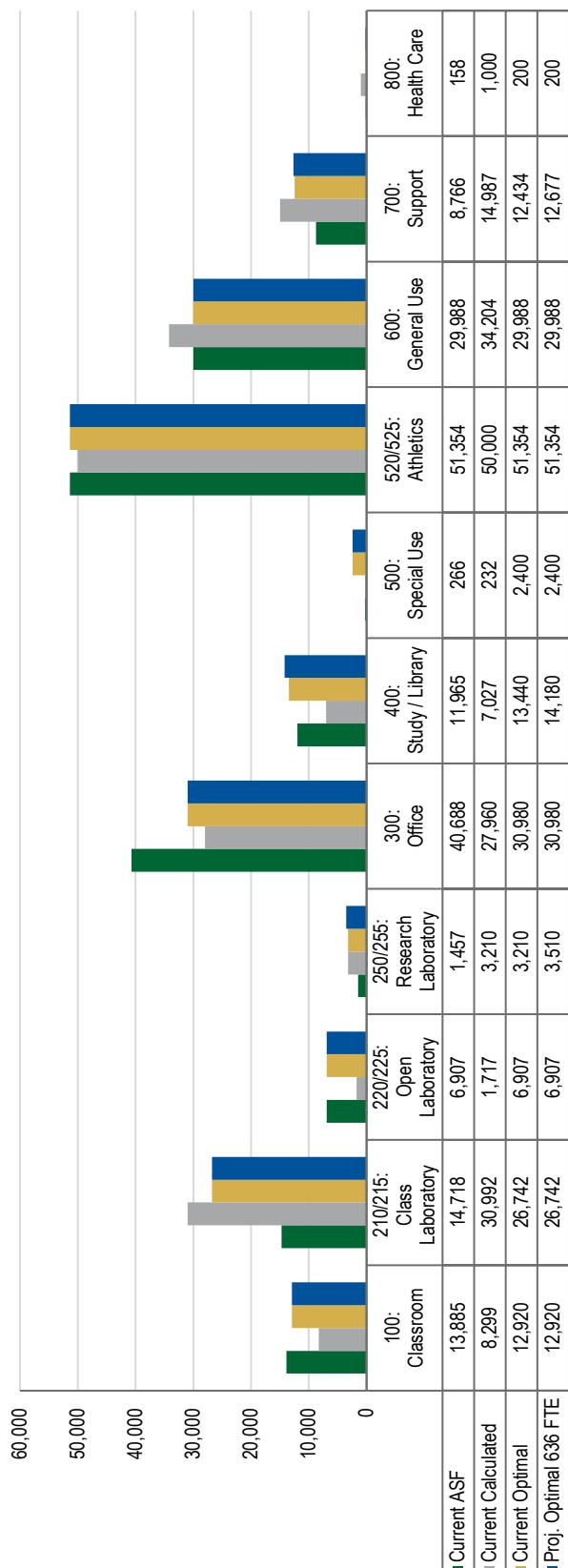
Generally there is one pinch-point that when addressed would initiate a series of "domino" moves that would allow many of the recommendations contained in this report and in the Master Plan to be realized. UMPI does not seem to have that key pinch-point. What it does have, however, is the ASF capacity to support well thought out moves and relocations.

Regardless of renovation or new construction, in light of the budgeting climate today and for the foreseeable future, thoughtful and purposeful planning is required to make the highest and best use of current facilities before advocating for new facilities, and to serve the System's construction and sustainability policies. New or renovated spaces should incorporate, where possible, the flexibility needed to accommodate the changes that will inevitably come in the future.

The following graphically summarizes space needs by FICM category for Current, Calculated, Current Optimal, and Projected Optimal Need, as well as the categories with specific deficits.

The detailed findings and related information is in the report, proper.

## Summary of Space Needs and Deficits by Category



Rickes Associates is confident that the information compiled, and the analysis completed by the UMPI consultant planning team, will provide UMPI with the guidance it needs to chart a responsible and navigable course for sustainable success where current and future space needs are concerned.



# Report and Thematic Summary

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## 1.0 OVERVIEW AND APPROACH

Rickes Associates (RA), in concert with Harriman Associates, supported the development of a Master Plan for the University Maine Presque Isle (UMPI) as part of a comprehensive master planning process initiated by the University of Maine System.

- An evaluation of key strategic data inputs was interpreted using quantitative analysis, but viewed with the qualitative lens specific to UMPI, and included the following elements:
  - Enrollment: historical, current and projected
  - Personnel: faculty and staffing levels, current and projected
  - Space Inventory: organizational structure, space assignments and distribution
  - Instructional Space Utilization Analysis: scheduling and space use
  - Programmatic Changes: current and anticipated programs; goals of the institution and of the individual departments
  - Interviews: qualitative input from a cross section of stakeholders gained during on-campus interviews.

Collectively, these analyses established a quantitative and qualitative base in support of the recommendations that are informed by a data-driven context. The end product provides UMPI planners with key information about how much space is needed now and in the future, and in conjunction with planning work undertaken by Harriman, begins to identify how that space could be allocated.

UMPI enrollment is estimated to remain at its current level. However, there are proposed programmatic shifts that will impact the space needs for the campus, particularly in the instructional areas. The order-of-magnitude space program provides recommendations based on current enrollment, with associated programmatic growth, as well as a scenario based on a 636 FTE enrollment that existed in 2011. Application of specific and order-of-magnitude calculations indicate areas where additional space is necessary to support current activities in the existing environment. Supporting documentation from the instructional space utilization analysis, the space inventory, and the interviews, is provided in the Appendix.

The following summarizes the results of the analyses based on the operational environment.

To ensure the order-of-magnitude space program reflects a “snapshot” of the institution at a specific point in time, Rickes Associates requested consistent Fall-only data for all data sets.

## 2.0 STRATEGIC DRIVERS

Rickes Associates’ space guidelines have been developed over time based on extensive experience with the metrics of the Council of Educational Facility Planners International (CEFPI), best practices from representative public and private post-secondary institutions, and other published methodologies. The projections are also informed by RA’s experience, interests in higher education planning trends, and knowledge of technological advances and pedagogical changes. The recommended space program is further supported by the qualitative information collected during the interviews and surveys, and informed by observations made during the campus walkthrough.

### Planning Methodology

It is critical to note that order-of-magnitude (OOM) space calculations represent a first iteration of campus space needs and are intended to serve as planning guidelines. Spaces included in the order-of-magnitude calculation are shown as “pools” of space to be used campus-wide, as needed. Given that they are proposed in the aggregate, they are not intended to act as program specifications for any particular building or facility, but to provide an overall sense of current and future space needs. Where specific space challenges were strongly identified in the interviews, and/or via other documentation, walkthroughs, current trends, etc. more targeted recommendations related to the distribution and re-organization of spaces has been provided.

In addition to the OOM, an analysis is the carrying capacity of each space type was reviewed. This is the obverse of the OOM and answers the question of how many students the existing space can support.

The two major drivers of space needs are students and personnel; both of whom physically use the space. The level and type of students and personnel define needs across various categories of space. For example, a campus where enrollment is primarily commuter-based requires different types of space to support the student and staff populations versus a campus where enrollment includes housing and full-time traditional students. Understanding institutional mission and culture, along with knowledge of evolving trends in higher education, provides direction in terms of the various space types and amounts required to support the teaching and learning environment for that particular institution.

To ensure the order-of-magnitude space program reflects a “snapshot” of the institution at a specific point in time, Rickes Associates requested consistent Fall-only data for all data sets.

## Inventory

The space inventory is a powerful facilities management tool that should be continuously updated and integrated into the decision-making fabric of the institution. The information contained in the inventory can provide the foundation for data-driven decision-making regarding capital and non-capital improvements, and help to balance quantitative and qualitative concerns regarding space. It is also critical to establish the “supply” side that is at the cornerstone of institutional space management and serves both as the foundation for the space program and the “gap” analysis between existing and projected needs.

Overall, space is categorized into two main groups, Gross Square Feet (GSF) and Assignable Square Feet (ASF). For the purpose of this study, all calculations of space needs are calculated as ASF which is defined as the amount of space assigned to people or programs, measured within the interior walls of the defined spaces and includes classrooms, laboratories, offices, study areas, athletics (interior) spaces, bookstores, dining, etc. Areas such as hallways, stairwells, mechanical rooms, rest rooms, etc. are excluded.

A working space inventory, at its rudimentary level, will differentiate each and every space by building, floor, room number, ASF, and associated space code as defined by the Facilities Inventory Classification

FICM Category	Description
100: Classrooms	General purpose instructional spaces
200: Laboratory	Specialized instructional spaces
300: Office	Academic/administrative offices and related spaces
400: Study/Library	Traditional library space and related study spaces
500: Special Use	Athletic, media, demonstration spaces
600: General Use	Dining, bookstore, day care, student activities spaces
700: Support	Shops, storage, mailroom, printing services spaces
800: Health Care	Examination rooms, nurse station, waiting area
900: Residential	Housing for students, faculty, staff, visitors
000: Unclassified	Inactive, unassigned, unfinished, or renovation areas

coding structure permits the application of planning guidelines and allows a campus to compare itself against peer or aspirational campuses for benchmarking purposes. Space inventories should always be viewed as a work in progress for a campus and will continue to require refinement and updates.

This study focuses on ASF – the space in which the campus community lives, and the instructional, administrative, and support functions of the campus are carried out. Not shown in this table, and excluded from the analysis, are those spaces coded as circulation, stairwells, lavatories, janitorial or electrical closets, etc. as these are part of the gross square footage of the building.

Rickes Associates reviewed the working space data in terms of space, type, use, and aligned it against various other data sets to provide a working foundation for a comparative analysis.

The working database indicated a total of 258,066 ASF for the campus. A summary of space by FICM, department, building and department, is provided in the Inventory Appendix. The electronic working file will be submitted electronically to UMPI and UMPI facilities for continued use and update. The total space analyzed excluded unclassified and residential space and equated to 180,152 ASF.

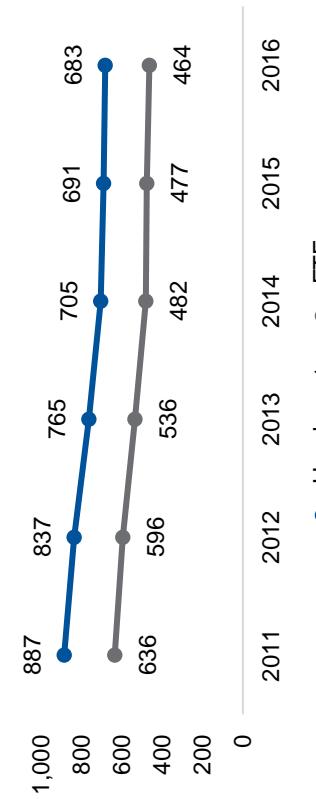
Figure 2: Summary by Space Type: FICM				
FICM Code	FICM Space	ASF	% ASF	
100s	Classroom	13,885	5%	
210s, 220s	Instructional & Open Lab/Studio	21,625	8%	
250s	Research	1,457	1%	
300s	Office	40,688	16%	
400s	Library/Study	11,965	5%	
500+	Other	266	<1%	
520s	Athletics	51,354	20%	
600s	Student & Campus Support	29,988	12%	
700s*	Central Plant	8,776	3%	
800s	Health Care	158	<1%	
<b>Subtotal ASF</b>		<b>180,152</b>	<b>70%</b>	
000s	Unclassified	16,605	6%	
900s	Residential	61,309	24%	
<b>Grand Total</b>		<b>258,066</b>	<b>100%</b>	

\*Excludes 3,071 ASF of vehicle parking.

## Enrollment

Quantification of space needs for any institution is driven by the users: students, staff, and faculty. The numbers of users in terms of headcount and FTE provides the working foundation for the space needs calculations. The analysis used Fall 2016 unduplicated student headcount and FTE to drive space needs for the majority of the space categories on campus. The graph below presents comparison of headcount and FTE and excludes fully on-line as well as dual-enrollment students.

Figure 3a: Headcount and FTE



### Summary

- There has been a steady decline in headcount and FTE of roughly 25% since 2011.
- While on-campus enrollment has decreased, there has been an uptick in on-line enrollment and dual high-school enrollment.
- Enrollment goals are tempered by the available pool of high school graduates in the region (Figure 3b). Maine is expected to continue to decline -20% of available high school graduates, statewide. On average, four of the seven campuses have faced enrollment decreases of -17% since 2012.

## 3.0 ORDER OF MAGNITUDE SPACE SUMMARY

The following sections define the FCM codes and their associated ASF as identified in the space inventory against the quantity of space currently needed based on order-of-magnitude calculations. Each section integrates relevant findings associated with pertinent data sources, as well as related insights into the qualitative information gathered during the interviews.

**Existing:** This is based on the working space inventory which was assigned to units/departments and aligned with various data sets to provide the functioning base for this analysis. It should be noted that there may still be discrepancies in the data and a full scrubbing of the data should be completed.

**Calculated:** The calculated space needs are pure mathematical calculations based on space guidelines.

**Current Optimal Need:** This includes adjustments, described in the prior sections, based on existing data and tempered by the campus culture, interviews, etc.

**Projected Optimal Need (636 FTE):** This includes adjustments, described in the prior sections, based on existing data and tempered

All current need is based on an FTE of 464, combined, undergraduate and graduate.

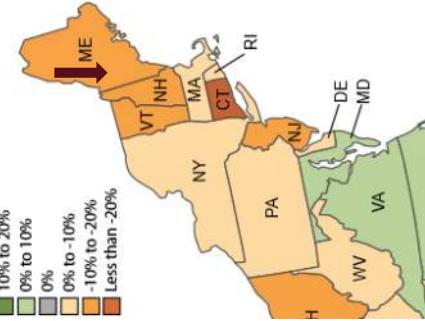
The projected optimal need assumes, 636 FTE equivalent to the 2011 enrollment. All units of measure are Assignable Square Feet (ASF).

### General-Purpose Instructional Spaces (100)

**Definition:** General-purpose classrooms, lecture halls, recitation rooms, seminar rooms, and other spaces used primarily for scheduled non-laboratory instruction.

### Planning Calculations

The primary purpose of the instructional space analysis is to inform facilities planning decisions and support the allocation of capital resources within the context of a Campus Master Plan. The outcome of this detailed analysis of instructional space is intended to ensure the provision of the right type of space, in the right amount, in the right location, and at the right time. The statistical methodology applied by RA to the instructional space utilization analysis is widely used and accepted in higher education.



The three-metrics used to determine how well an institution is able to satisfy instructional demand are **seat/station size**, **utilization**, and **occupancy**, and each are defined and applied as follows:

### **Seat or Station Size**

Seat or station size is the amount of assignable space per seat or station (ASF/seat) in an instructional space. This metric is calculated by dividing the total ASF in a room by the number of student seats or stations available in the room. The station size metric is based on a graduated average ranging from a low of 12 to 15 ASF/seat in large auditoria and lecture rooms, to 25 ASF per seat in flat-floor lecture rooms, to 35 in active learning rooms. The overall average is 22 ASF/seat, although this number has been increasing to an average of 25 ASF/seat as the types of rooms for instruction now include spaces such as collaborative classrooms. These averages provide flexibility during the detailed planning process.

### **Utilization**

Weekly hour utilization is the percent of weekly hours available during which a room is scheduled. An institution's "scheduling window" refers to that block of time within which it is possible to schedule all or most coursework. Since weekly room hour utilization rates are calculated based on the institution's scheduling window, it is essential to define the hours of this window. UMP has a total 36.33-hour formal daytime scheduling window beginning at 8:00 a.m. and ending at 4:45 p.m. Monday through Thursday, and 8:00 a.m. to 11:50 a.m. on Friday. The campus has an activity period from 12:30 p.m. to 1:45 p.m. on Tuesdays and Thursdays. The defined scheduling window has a direct impact on the total number of instructional spaces required. The more compressed the scheduling window, the more instructional spaces will be needed to support institutional course offerings.

The utilization guideline for general-purpose classrooms is to schedule 67 to 70 percent of the available hours, or 24.34 hours in the UMPI day scheduling window. Since classroom sizes, amenities, and course sizes all vary, this flexibility allows the Registrar to optimize potential matches between course needs and available classrooms. There are several other reasons that the 67 percent utilization rate is considered standard in academic planning including:

- Additional capacity needs are provided at the start of a semester, when the most number of course changes occur
- Special and extracurricular events are able to schedule and use classroom space
- Faculty are more likely to obtain some of their preferred teaching spaces
- Classrooms can "air out" between uses

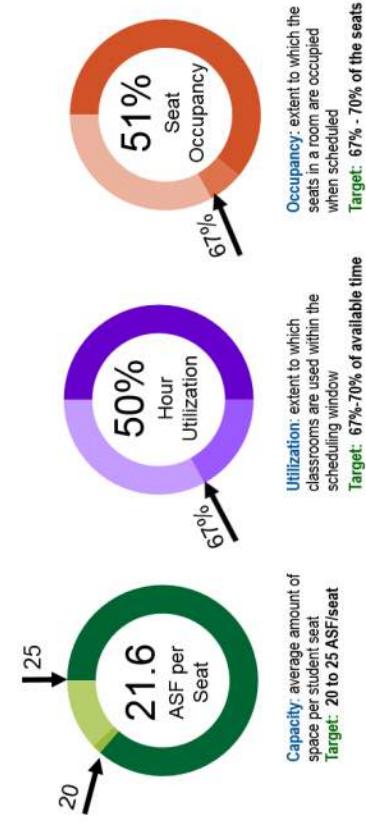
- Access is needed for unanticipated maintenance in-between routine maintenance periods
- Scheduling flexibility is provided throughout the semester

### **Occupancy**

The seat or station occupancy rate refers to the proportion of seats or stations that are occupied during the time an instructional space is scheduled, relative to the total seating capacity of the space. As is the case with the target weekly room use hours, the occupancy rates proposed here reflect planning guidelines in consistent use throughout higher education. When general-purpose classrooms are occupied, it is suggested that 67 percent of the available seats be filled. This is an average, and lower and higher occupancy rates will exist on a room-by-room basis. Adherence to the guidelines associated with these three variables provides credible and defensible findings to support the planning and prioritization of space needs.

The statistical methodology applied by RA to the instructional space utilization analysis is widely used and accepted in the realm of higher education. The analysis incorporates suggested guidelines for classroom utilization of 67 to 70 percent weekly hour utilization and seat occupancy. Again, it is critical to note that these are planning factors and not design guidelines. The detailed analysis is located in the *Instructional Appendix*.

Figure 4: Classroom Findings



### **General-Purpose Classrooms**

- There are 10 general-purpose classrooms in which courses were scheduled, encompassing 6,913 ASF (excluding lecture hall and associated support spaces).

- A total of 84 courses and 185.67 hours of instruction (day only) were analyzed as the driver of space needs.
- UMPI average ASF/seat is relatively on target and as such, there were no rooms in which seats needed to be deanted. Because of decreased enrollment, however, UMPI is below target for occupancy and hours scheduled.
- Applying the rubrics of Seat Size, Utilization, and Occupancy, the calculated need is for 10 appropriately sized class rooms using *current* enrollment.
- Currently there is not a deficiency indicated in terms of ASF or number of spaces. However, as the College moves forward and looks to upgrade and incorporate different types of pedagogy, there may be the opportunity to revise and re-use some of the existing space for this purpose.

#### Lecture Classroom (1)

- There is one larger/lecture style room to which courses are also assigned. This room is known as the “fishbowl”.
- The fishbowl is a stepped classroom design with tablet armchairs and does not meet any current instructional standards.
- A total of five (5) courses and 12.5 hours of instruction (day only) was analyzed as the driver of space needs.
- While designed for larger class/lecture meetings, courses assigned to this space are done so based on availability and time of day, not because of enrollment need.

#### Interviews revealed the need to:

- Standardize technology across the instructional spaces, especially for multi-modal learning.
- Provide better/flexible seating
- Establish policies for hybrid learning in order to establish better fit between classrooms and class size.
- UMPI is challenged for space because of scheduling. With many of the courses being scheduled for Tuesday/Thursday and in the morning, in order to meet the demand Polycom rooms and the large lecture hall are pressed into service.
- Polycom spaces should be revisited. Finding one student in a receiving room for 30 students. What are the opportunities to provide better and more appropriately designed receiving/broadcasting rooms.

#### Classroom Needs

- UMPI has 11 general-purpose classrooms and 8,508 ASF.
  - If all general courses scheduled in Polycom were re-assigned to general-purpose classrooms, and the hours scheduled were distributed vs. compacted into a small scheduling block, UMPI would need *what they currently have* in terms of room count and sizes.
  - While the calculated need indicated a shift to additional smaller classrooms, this is not proposed under the assumption that enrollment/course sizes will increase in the future, and to allow for more flexibility in use. The following table outlines UMPI classroom need presuming the schedule is smoothed out across the week, and that courses scheduled elsewhere such as the Polycom space that should / could be in a general-purpose classroom, are incorporated into the need.

**Figure 5: Instructional Option**

	Capacity	Room Count	Room ASF	Calculated Need w/non-Polycom classes		Room Count	Room ASF	Comment	Modified Need
				Existing	Calculated Need w/non-Polycom classes				
1 to 20	1	550	5	2,500	1	550		Maintain Existing Folsom-Pullen 2/4	
21 to 30	5	3,362	4	3,000	5	3,362		Maintain Existing	
31 to 40	4	3,001	1	880	4	3,001	If FTE increases to 636, this one additional room will be required in this category.	Maintain Existing	
41 to 50	0	0	0	0	0	0			
51 to 60	0	0	0	0	0	0		This capacity can be designed from the Fishbowl for new pedagogical instruction.	
61 to 70	0	0	0	0	0	0			
71 to 80	0	0	0	0	0	0			
81 to 90	1	1,595	0	0	1	1,595		Fishbowl: could be renovated to collaborative flat-floor classroom for 55 and shared with future Nursing Program	
<b>Totals</b>	<b>11</b>	<b>8,508</b>	<b>10</b>	<b>6,380</b>	<b>11</b>	<b>8,508</b>			

### Dedicated Classrooms (8)

- There are four spaces identified as Polycom. Within these rooms, 15 courses and almost 30 hours of instruction are scheduled and only 5 courses and 12.25 hour show requisite Polycom need.
- One dedicated room, CIL (104), is scheduled for three courses that would otherwise be held in a general-purpose classroom.
- Folsom-Pullen Hall 111 is assigned to Education program and should remain as such.
- One room is assigned to the Medical Lab Technician Program but is relatively underutilized based on available data.
- One room is dedicated to the PTA program and is located in Wieden Hall 102.
- Overall, there are eight (8) spaces, roughly 5,000 ASF and 166 seats assigned to dedicated/priority use.

The following table identifies the rooms and some associated recommendations for consideration. These proposals are in tandem with the general-purpose classroom findings and incorporate similar assumptions.

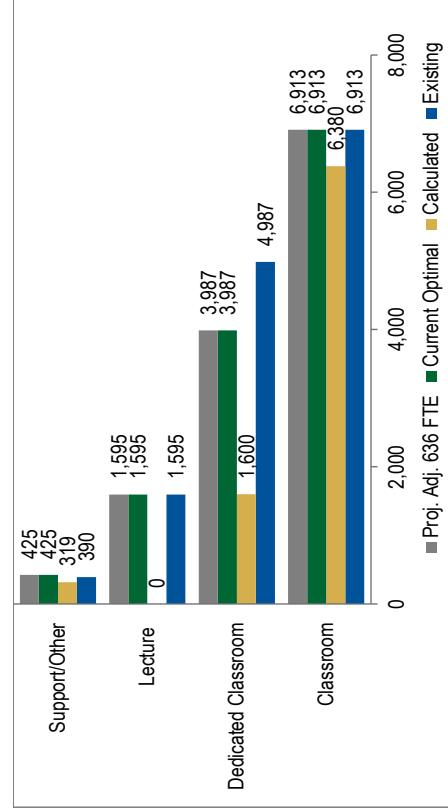
**Figure 6: Dedicated Classrooms**

Building/Room	Department	Room Count	ASF Capacity	ASF per Seat	Hour Utilization	Seat Utilization	Recommendations
Center for Innovative Learning 104	Library	1	489	15	32.6	22%	Used for 3 courses. re-assign courses to general-purpose classrooms. Assign Room 104 to study groups or small tutoring meetings
Folsom-Pullen Hall 111	Education	1	872	40	21.8	69%	Maintain for Education: The maximum enrollment for Fall 2016 was 27 students. Reduce seat count and provide more interactive / group work areas.
Folsom-Pullen Hall 112	Polycom	1	431	15	28.7	35%	*112 G Used in conjunction with 112 *15 is underutilized. This could be a shared space between Medical Lab Technician and other Polycom classes,
Folsom-Pullen Hall 112G	Polycom	1	412			0%	with sensitivity to scheduling.
Folsom-Pullen Hall 115	Med. Lab Tech.	1	767	25	30.7	17%	*215 is a well utilized room.
Folsom-Pullen Hall 213	Polycom	1	526	27	19.5	28%	<b>Recommendation:</b> There is a need for 3 properly sized and designed spaces.
Folsom-Pullen Hall 215	Polycom	1	625	25	25.0	53%	1@15 seats=450 ASF 1@ 25 seats=750 ASF for Med Lab Tech 1@ 30 seats= 900 - 1,000 ASF for NURSING program collaboration with UMFK Dedicated classroom/lab area for the PTA program.
Wieden Hall 102	Physical Therapy Assistant	1	865	19	45.5	64%	<b>Recommendation:</b> The hours of instruction drive the need for 2 specialized instructional/lab spaces. Based on other instruction needs for similar departments that would use the same layout, this space is maintained until such time that Wieden Hall is renovated or replaced. At that point in time, a review of collaborative spaces can be conducted and changes in the program can be analyzed.
<b>110D Total</b>		<b>8</b>	<b>4,987</b>	<b>166</b>	<b>30.0</b>	<b>36%</b>	<b>47%</b> When the dedicated rooms are revised, the net change is from eight rooms and 4,987 ASF to seven rooms and roughly 4,000 ASF. This presumes the Library is off the books as a classroom, the Polycom rooms are reconfigured to the identified three rooms, and PTA and Education are maintained.

## Summary

The existing classrooms can support upwards of 618 FTE. At this point, UMPI could take the opportunity to create different types of instructional spaces using new furniture styles and testing new technologies. They also provide expansion space for shifts in enrollment. Through revision of scheduling policy and process, UMPI has the opportunity to work within existing ASF to meet classroom needs.

**Figure 7: Instructional Comparison**



The FICM 100 space category is the core space for the academic mission of the campus. By the numbers, there is adequate ASF to support the general-purpose classrooms. The lecture hall is maintained for use as event/meeting space, although the layout/design needs to be addressed. There is also the opportunity to revamp this room for use as a collaborative instructional space (roughly 50 persons), a general-meeting room for Nursing education, or a high-tech Polycom room to address the UMFK/UMPI Nursing Collaboration, etc. UMPI has the opportunity to meet current and imminent space needs with the proposed shared nursing program to begin in Fall 2018.

## Specialized Instructional Spaces | Laboratories (200)

### Open Laboratory (220) Laboratory | Research Space (250)

*Definition: Rooms or spaces characterized by special purpose equipment or a specific configuration that ties instructional activities to a particular discipline or a closely related group of disciplines.*

## Planning Calculations:

### Specialized Instructional (SI) | 210/215

These space types consist of rooms characterized by special equipment that ties instructional activities to a particular discipline. Examples include science laboratories, art studios, etc. The same metrics of analysis were applied to SI spaces as applied to general-purpose classrooms, but with variations on the guidelines for:

- Scheduling window (same),
- Utilization (50%),
- Occupancy (80%), and
- Station size (varies by discipline and space type).

### Open laboratory (220/225)

Open Laboratories are areas in which generally non-formal instruction occurs, but the spaces are critical to the promotion of learning. Oftentimes these spaces are open/drop-in computer labs, but can also be studio space dedicated to majors or individual practice rooms, such as those seen in visual arts or music. Open labs are calculated for the campus as a whole, using student FTE.

### Research space (250/255)

Research space is generally assigned to faculty for individual research associated with grants or to further academic standing. Also prevalent is the assignment of labs to undergraduate students to conduct their own research and/or to work in conjunction with faculty. These calculations are based on personnel figures.

### SI: (14,718 ASF)

#### Findings

A detailed analysis of these spaces was conducted. The detailed findings are available in the Instructional Appendix.

- The analysis assumed that these rooms would be scheduled for 50% of the scheduling window on average, with a target station occupancy rate of 80%. The target station size is based on discipline and ranges from 30 ASF to over 200 ASF. These sizes are planning factors used for this study and not intended as room-by-room design standards.
- Additional labs are needed for Nursing, and Anatomy and Physiology would require additional space presuming future enrollment growth in Nursing.

**Figure 8: Current SI Space Needs by Course Discipline**

Discipline	Optimal Need Rooms	Optimal Stations (Each Space)	Existing Total Stations	Hour Utilization	Existing ASF	Set Utilization	Existing ASF/Stations	Hour Utilization	Existing ASF/Rm	Proposed ASF	Incremental Room Need	Total Rooms	Total ASF	Notes		
Art - Ceramics	1	16	60	960	1	30	1,173	10%	40%	39.1	Wieden Hall	1	1,173	0	0	1,173 future space.
Art - Studio	4	24	60	5,760	1	50	4,558	45%	18%	91.2	Folsom-Pullen Hall 311 (serves 4 disciplines)	1	4,558	0	0	Maintain existing for discussion.   Supports multiple functions including senior studio space.   Decision on program will decide future space.
Athletics Training	2	16	80	2,560	2	44	1,727	28% to 35%	43% to 56%	39.3	Wieden Hall	2	2,560	0	0	Replace / update existing with more appropriate space (Additional ASF identified) Can these spaces be shared with Physical Therapy Assistant Program?
Biology - Anatomy and Physiology	1	24	60	1,440	1	18	594	23%	82%	33.0	Folsom-Pullen Hall 301	1	1,010	1	1,440	2,450
Biology - General	1	24	60	1,440	1	18	786	30%	76%	43.7	Folsom-Pullen Hall 304	1	786	0	0	Generally specialized instructional spaces are sized at 24 stations.   Decision on program will decide future space.
Biology - Genetics	1	24	60	1,440	1	18	804	15%	97%	44.7	Folsom-Pullen Hall 305	1	804	0	0	Generally specialized instructional spaces are sized at 24 stations.   Decision on program will decide future space.
Chemistry - General	1	24	60	1,440	1	18	971	30%	81%	53.9	Folsom-Pullen Hall 202	1	971	0	0	Generally specialized instructional spaces are sized at 24 stations.   Decision on program will decide future space.
Chemistry - Organic Computer Lab - Multipurpose	1	16	60	960	0	0	0	0%	0%	0.0	N/A	0	-	0	0	Currently sharing with general Chemistry lab. Could maintain current arrangement.
Ecology - General	1	24	60	1,440	0	0	0	0%	0%	0.0	N/A	0	-	0	0	Currently sharing with Genetics lab. Maintain current arrangement.
																Currently sharing with Geology lab? Maintain? Can it share with Geology?

Discipline	Optimal Need Rooms	Optimal Stations (Each Space)	Optimal ASF/Simulation	Existing Rooms	Existing Total Stations	Hour Utilization	Seat Utilization	Existing ASF/Simulation	Existing Bldg. & Rm	Proposed ASF	Incremental Room Need	Total Rooms	Total ASF	Notes				
Geology - General	1	24	60	1,440	1	18	1,266	19%	64%	70.3	Folsom-Pullen Hall 302	1	1,266	0	1	1,266	Maintain? Can it share with Ecology?	
GIS	1	8	40	320	1	18	1,036	10%	42%	57.6	Folsom-Pullen Hall 201	1	1,036	0	0	1,036	Maintain Existing. Provides place holder for Skills / SIM space; similar to recommendation for UMFK with whom UMPI will partner.	
Nursing: Labs	0	0	0	0	0	0	0%	0%	0%	0.0		0	-	3	4,000	3	4,000	This space needs to be relocated to Wieden Hall. Current instruction conflicts with public use of Gentile Hall. Existing room is being used as both classroom and lab as enrollments are low.
Physical Education	1	8	80	640	1	10	660	14%	40%	66.0	Caroline D. Gentile Hall 108	1	660	0	0	1	660	<b>Recommendation:</b> Relocate instruction/and associate office to Wieden Hall, if program is maintained or is expected to grow. If there is any significant growth, the hours of general instruction will need to be placed in general purpose classrooms. Currently scheduled in a dedicated classroom/lab area Wieden 102.
Physics - General																	<b>Recommendation:</b> The hours of instruction drive the need for 2 specialized instructional/lab spaces. Based on other instruction needs for similar departments that would use the same layout, this space is maintained until such time that Wieden Hall is renovated or replaced. At that point in time, a review of collaborative spaces can be conducted and changes in the program can be analyzed. Dedicated specialized space is proposed here to support the program.	
<b>Grand Total</b>	<b>20</b>	<b>280</b>	<b>920</b>	<b>23,840</b>	<b>11</b>	<b>242</b>	<b>13,575</b>	<b>24%</b>	<b>50%</b>	<b>56.1</b>		<b>11</b>	<b>14,824</b>	<b>6</b>	<b>8,000</b>	<b>17</b>	<b>22,824</b>	Currently sharing with GIS. Could maintain current arrangement.

- Many of the lab spaces have been recently upgraded using STEM funding. Currently these spaces are meeting the existing need.
- Opportunity to create an Academic Wellness Program in a consolidated space in a renovated/replaced Wieden for Physical Therapy, Massage Therapy, Physical Education, Athletics Training, and some cross-pollination with Nursing.
- There is a net increase of six rooms and the addition of 8,000 ASF to meet existing and projected programmatic need.
- Instructional space and associated support does not meet current space requirements.
- Space has a carrying capacity of 322 FTE (vs. existing 464 FTE) before new programs or necessary ASF adjustments are made.
- UMPI is currently short on specialized instructional spaces.

### **Interviews**

- Teaching labs are doing double duty, supporting instruction as well as research.
- Some labs have been divided to support this need.
- Certain labs, such as Physical Therapy, Ceramic Studio, are not of the appropriate size and/or lack needed support/storage space.
- Existing goal to add Nursing as a collaborative program with UMFK. Will need new space of Simulator labs, dedicated meeting/instructional, skills labs, etc.
- Most of the labs have been upgraded from recent infusion of STEM funding.

### **Open Laboratory: 6,907 ASF**

#### **Findings**

Non-formal instruction that is critical to student learning occurs in open laboratory spaces, such as open/drop-in computer labs, studio space in visual arts dedicated to majors, or individual practice rooms for music majors.

- Open labs are calculated for the campus as a whole based on student FTE.
- The calculated need is for 1,717 ASF, however the existing ASF of 6,907 has been maintained as it incorporates the tutoring spaces such as those in the CIL, and additional areas of drop in computer labs/practice spaces.
- While there is an “abundance” of open laboratory space, UMPI needs to address the quality and location.

### **Interviews:**

There was minimal commentary on open lab space needs or challenges.

### **Research: (1,457 ASF)**

#### **Findings**

This space need is calculated using a guideline applied to full-time equivalent faculty. The calculated need for UMPI is for just over 3,200 ASF that is then held for the optimal need to provide room for future expansion. The caveat to this, however, is that currently UMPI is programming a greenhouse of 2,400 ASF that will incorporate research into the space. This will impact/reduce the need for dedicated research space indicated here. The final outcome will be dependent on the amount and type of research assigned to the Greenhouse. The Greenhouse is addressed in the 500 FICM category.

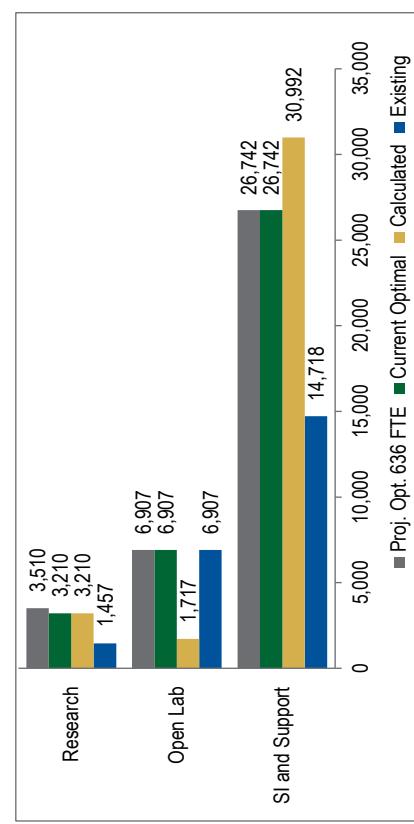
### **Interviews**

- Science faculty are making do with revamped laboratory spaces from which space has been carved out for research.
- There is the expectation, mainly science related areas, that research will be moved/occur in the new Greenhouse.
- There was minimal comment about research for other areas on campus.

### **Summary**

The FICM 200 space category is well below target. Specialized instructional spaces has a deficit related to the on-boarding of the Nursing program. Open lab is inclusive of the tutoring spaces (often assigned to the 400 category). Research space needs may be met with the Greenhouse. The projected optimal includes space for the proposed filling of the vacant lines for the campus.

**Figure 9: Specialized Instructional / Open Lab Space / Research Space**



The existing 200 FICM space is designed for 260 FTE vs the existing 464 FTE

## Offices (300)

**Definition:** Offices and conference rooms specifically assigned to each of the various academic, administrative, and service function.

Another component of space demand is driven by the number of current employees at an institution. The need for office space and other types of support space for both instructional and non-instructional staff is calculated through a quantification and analysis of staffing levels throughout the institution. The primary source of data for this analysis was the personnel database extract provided by the campus, which served as a snapshot in time of UMPI total staff.

As was the case with student data, the personnel data was evaluated by both headcount and FTE, and is summarized below.

**Figure 10: Distribution of Personnel by Type**

Position	Headcount	FTE
Executive / Administrative / Managerial	25.0	
Faculty	37.5	
Adjunct Faculty/Emeritus	46.5	
Professional	13.0	
Clerical/Paraprofessional/Technical	46.5	
Coaches / Security / Skilled Craft / other	25.5	
<b>Total</b>	<b>251</b>	<b>194.0</b>

### Planning Calculations:

Office space is the FICM 300 series that encompasses both academic and administrative offices, including support space such as reception areas, conference rooms, workrooms, storage, and dedicated lounges. Student government offices are also in this category. While offices are all generally coded as 310 space, the academic, administrative, student, and related support spaces should be coded separately to permit a finer-grained analysis. This allows for a more effective review of space distribution by department, faculty, administrative levels, and students.

Office space needs are based on a multiplier per faculty or staff FTE by organizational level such as Executive, Dean, Faculty, Professional, Manager, Technician, etc. The level is important as some areas require less office space than others due to the nature of their work. For example, maintenance staff in Facilities do not need private offices or workstations, but do need access to some support space, so these formulas are adjusted to reflect a "reduced" staff multiplier.

Academic and administrative office clusters include reception areas, conference rooms, workrooms, storage, and lounges. Current personnel figures were collected from the campus and converted to FTE. The FTE by department/area was multiplied by the appropriate ASF multiplier to provide the base need for offices and associated support spaces, thereby defining a general pool of office space for the campus.

### Findings

- A total of headcount personnel of 251 was converted to 194 FTE.
- 40,688 ASF of office/conference/support space was identified in the inventory.
- Assuming appropriately-sized and outfitted office spaces, just under 30,000 ASF of office and support space is needed for existing personnel.
- When vacant lines (18) are incorporated into the calculations, the overall need rises to 31,000 ASF.
- There is minimal fragmentation of personnel on campus.
- Some office spaces may be oversized or may include some non-office spaces, leading to the "overlap" indicated in the existing ASF. Average ASF ranged from 180 to 252.

### Interviews

- Interviewees identified challenges with access and design.
- Additional office space was requested to meet the demand associated with new hires/visiting personnel, and vacant lines for future expansion.
- It was also noted that there is a significant lack of storage space, in general.
- There is a perceived lack of meeting space with the removal of Normal.

### Study / Library (400):

**Definition:** Study rooms, stacks, open-stack reading rooms, and library processing spaces.

Library space is coded as FICM 400 and space needs are derived from CEFPI guidelines. The library collection is converted into a "book volume equivalent" based on various components of the collection and a multiplier is applied. Space for reading and study areas is calculated based on a proportion of the number of student and faculty FTE as users. It should be noted that "study" space also includes departmental libraries or spaces such as resource and skill centers, learning labs, and small group study rooms that may be located elsewhere on campus. Space is separately calculated for stacks, processing space, and support. Note that Library staff office space and support space appears under the calculation for administrative offices in the FICM 300 category.

Libraries have been continually evolving in higher education. Gone are the days where all students gathered at the library to simply study and read. Learning commons, gathering spaces, coffee shops and cafes, and group study areas are now the norm, along with the inclusion of computer labs, classrooms, and student study/learning support areas.

The calculated need indicates a bottom-line deficit to existing of 1,500 ASF. The delta is in study/seating space. However, in general the library is generously sized for the student population. UMPI could take this opportunity to re-engage the library as a Learning Commons with appropriate study/tutoring space, seating/reading areas, group study rooms, etc.

#### Interviews:

- Poorly designed/layout related to tutoring/technology.
- Tutoring space is too open and does not provide opportunity for privacy or small group study spaces. The overall space either needs to be redesigned or re-located.
- Fragmentation of tutoring space and the professional tutors located in South was identified. Although faculty found it helpful to have the professional advisors in South, the shift of these personnel to the Library/Tutoring Center would open up space in South for small / conference meeting rooms. The additional access to meeting style spaces will meet the need for the group rooms that are no longer available and were available in Normal.
- There is some concern about the Gallery being on the second floor. The Gallery may be better positioned, strategically, in a new/different space on campus. Perhaps the Gallery could be combined with Admissions in a different building providing for more secure presentation of material, and in an easier place for finding/viewing.

#### Summary

The FICM 400 space category is relatively on target by the numbers. By use, however, there are questions related to the organization of the library proper, the distribution of the tutoring, and the location of the Gallery.

UMPI should step back and re-assess the purpose and design of the Library.

- What is the goal for the Center of Innovative Learning (CIL)? If it is to be a true Learning Commons, the layout and space allocation needs to be re-configured to better serve the students.

- Is the CIL the appropriate place for IT? Could that space / support be re-located to allow for additional space for Tutoring/TRIO, etc.?
- Does TRIO work well on the lower level? Should TRIO be co-located with tutoring for shared resources?
- Can the CIL support the additional defined needs for a Learning Commons, such as the Professional Tutors (housed in South), need for small group study rooms, and associated private/meeting offices for one-on-one tutoring / conversations?
- Should Career Services move from Preble to join Tutoring and Advising in the CIL?

#### Special Use Spaces (500)

- Definition:** *Spaces sufficiently specialized in their primary activity or function to merit a unique room code: military training rooms, athletic and physical education spaces, media production rooms, clinics, demonstration areas, field buildings, animal quarters, and greenhouses.*

#### Planning Calculations

By definition, the spaces contained within the FICM 500 series constitute “special use” and so are challenging to appropriately quantify. While CEFPI provides guidance in the way of suggesting “core” space allowances, in some instances the approach is designated as “ad hoc” with the intent that the space needs be based on the type and culture of the institution ranging from basic space needs, to highly specialized needs to support high-research / land-grant institutions.

#### Athletics (520s); 51,354 ASF:

- The existing ASF is located in Wieden Hall (15,551 ASF) and Caroline D. Gentile Hall (35,803 ASF).
- The Athletics core space suggested by planning guidelines is 50,000 ASF and UMPI is on target. However, Wieden Hall falls below acceptance in terms of layout, physical building, and sustainability.

#### Interviews:

- Spaces for PE instruction and exercise physiology are too small and need to be redesigned, particularly if Educational PE is to continue as a program. Currently, some courses are conducted in Gentile, and is a challenge as there is a tension with the public and instructional activities cohabitating this space.
- The current location of the building should be reconsidered. Is it more cost effective to rebuild a more appropriate designed building further out on the fields?

- The ceramics studio is attached to Wieden, in what was formerly the Green Room. Continuation of the program will require reconstruction of the ceramic studio elsewhere. Because this is a "dirty" art space, it needs to have a separate space, preferably adjacent to the kiln.

#### **Media Production (530s): 0 ASF:**

- This refers to television and radio studios, distribution of materials and signals, etc.
- The calculated need is for 2,000 ASF if there is a demand for this type of space to support both a television and radio station distribution. For UMPI there is currently no call for this type of space on campus.

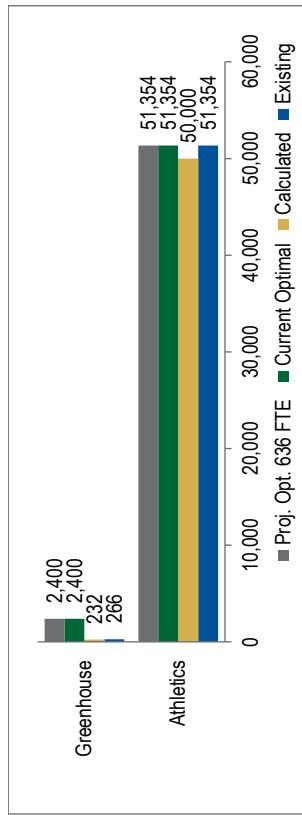
#### **Demonstration (550s): 0 ASF**

- This space is used to practice within an instructional program, such as teaching, child care, etc. Generally considered a laboratory school, such as day care.
- There is currently no need for this space type on campus.

#### **Greenhouse (580s): 266 ASF**

- UMPI currently has 266 ASF of Greenhouse space located within Folsom-Pullen Hall.
- The calculated need for a Greenhouse for a campus of 464 or 636 FTE is minimal, and equates to what currently exists.
- There has been a movement for adding a greenhouse and associated research.

**Figure 11: Special Use Space**



The existing 500 FICM space is designed for the existing FTE. The Greenhouse ASF is that of a Land Grant High Research campus, but is shown here based on existing plans. The actual current optimal need would have been for a 1,200 ASF Greenhouse with room for expansion in the future.

#### **General Use Spaces (600)**

*Definition: General Use includes a broad range of categories serving the campus and greater community, such as: assembly rooms, exhibition space, food facilities, lounges, merchandising facilities, recreational facilities, meeting rooms, child and adult care rooms.*

#### **Planning Calculations:**

For the most part, CEFPI space planning guidelines provide clear multipliers for the various space clusters in the 600 category, as they are substantially linked to student enrollment.

#### **Assembly (610s): 5,328 ASF:**

Assembly space generally supports campus and community events, such as auditoria, theatre, arenas, and chapels.

- The calculated need is for 14,000 ASF to support the core needs of a campus with an enrollment less than 5,000 FTE, with add-on square footage related to program specific needs.
- With existing enrollment low, and projected enrollment with a minimal up tick, assembly may occur in existing spaces.

**Summary**  
The FICM 500 space category, while on target for ASF, has challenges in Wieden with quality and layout of space. In addition, UMPI is actively promoting Sustainable Agriculture, transforming it from a minor to a major. As such, UMPI is building for the future of the program, including a research component, and supporting the community with a 2,400 ASF greenhouse. This is reflected in the optimal need.

### **Exhibition (620s): 1,913 ASF**

Exhibition space provides areas for display of materials, art, and artifacts, and includes departmental and institution-wide galleries, museums, etc., available for viewing by campus and community members.

- The calculated minimum need based on square footage per FTE is 2,000 ASF.
- Currently UMP has a dedicated gallery (CIL) of 1,913 ASF. This ASF has been held constant. The current space lacks storage space for the movable walls, the collection is stored in the basement of the CIL, and there is some concern that art pieces are "borrowed" and tend to show up in various offices on campus (lacks security and controlled access).

### **Food Service (630s): 10,044 ASF**

Food and dining facilities, including dining halls, snack bars, coffee stations, etc., are included in this category.

- The main dining area is 8,935 ASF located in Kelley Commons, with an additional 1,109 ASF located within the Campus Center.
- The existing ASF for dining has been held constant.

### **Day Care/After School (640s): 0 ASF**

There is currently no existing day care space on the UMPI campus and is not hereby proposed.

### **Lounge (650s): 1,880 ASF**

Lounge space for students, faculty, and staff to gather is generally distributed across campus and provides soft seating areas.

- At UMPI, there is a total of 1,880 ASF in distributed lounge space.
- The calculated need for the campus proper is 1,160 ASF based on student FTE.
- Existing space has been held constant.

### **Merchandising (660s): 3,199 ASF**

Merchandising space includes bookstores, supply stores, vending areas, etc.

- The existing inventory identifies 3,199 total ASF, with 2,554 located in the Kelley Commons bookstore, 500 ASF located in the C3 convenience store in Folsom-Pullen Hall, and 145 ASF for the University Credit Union in the Campus Center.
- The calculated need for pure merchandising activities related to bookstore/grocery style shop based on FTE is 2,000 ASF.
- Existing space has been held constant.

### **Recreation (670s): 0 ASF**

Recreation includes game rooms, table tennis rooms, TV rooms, and general exercise and fitness areas not related to athletics. Generally, this space is located in a campus center.

- There is currently no space coded to this for UMPI
- The calculated need is for 3,000 ASF.
- No space is provided under the presumption that Gentile fulfills a majority of this need.

### **Meeting Rooms (680s): 7,624 ASF**

Meeting rooms or multi-purpose spaces are generally used by the institution or the public for non-class meetings and may be equipped with various types of furniture.

The calculated need is for 2,000 ASF. The existing meeting ASF, located in the Campus Center and Kelley Commons, has been applied as the optimal need.

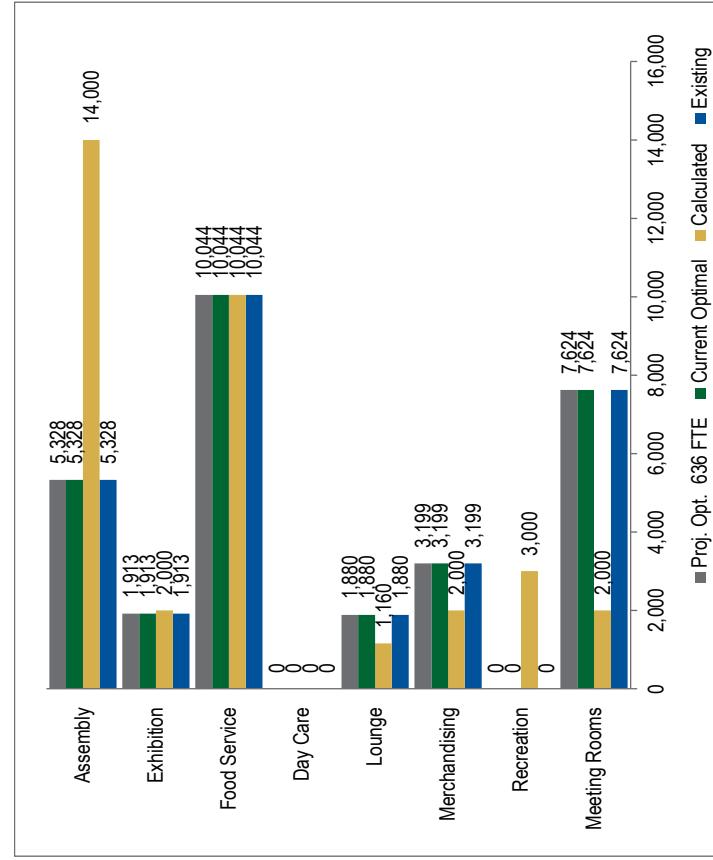
### **Interviews**

- Minimal comments related to public / multi-purpose spaces.

## Summary

The FICM 600 space category is relatively on target, overall.

**Figure 12: General Use Space**



The existing space has a carrying capacity for roughly the existing FTE

## Central Facilities (700)

**Definition:** Central Facilities are the “back-of-the-house” campus spaces such as centralized areas for shop services, general storage and supply, vehicle storage, central services (e.g., printing and duplicating, mail, shipping and receiving, environmental testing or monitoring, laundry, or food stores), and hazardous materials area.

### Planning Calculations:

CEFPPI guidelines apportion a percentage of each type of space to this function.

- Currently there is 8,766 ASF on campus (excludes parking garages) supporting the function of the campus through shops, storage, and central services / facilities.
- There is an existing deficit in shop/storage areas, overall.
- The need is for approximately +4,000 ASF for a total of 12,600 ASF, overall, and would include an additional heated bay.

### Health Services (800)

**Definition:** Health clinic facilities for students, faculty, and staff.

This category refers to student health services, or “wellness centers” in contemporary parlance. CEFPII metrics provide for a per student FTE allowance, augmented as needed. UMP1 has 158 ASF of space currently located in Emerson Annex.

The quality/access to this space should be reviewed, however. It is integrated with lounge/waiting area for the residence hall and co-located with security. This may lead to students and other employees being exposed to ill students who are waiting to be seen. If this space were to be revamped, a slightly larger area with associated private waiting space should be considered. A total of 200 ASF has been proposed.

### Unclassified (000)

**Definition:** Assignable areas that are inactive, unfinished, unfinished, or in alteration.

Typically, about one percent of a campus’s space is undergoing alteration or is offline at any given time. During this study, 16,605 ASF was vacant and included Normal Hall and the Northern Maine Museum of Science.

## 4.0 SPACE PROGRAM SUMMARY

Currently, UMPI encompasses 180,152 ASF useable space, excluding unclassified, residential, and parking. With a Fall 2016 enrollment of 464 FTE students, this calculates to 388 ASF/FTE.

If UMPI were to regain an FTE of 636, the ASF/FTE would average 302. This is based on the premise that some areas (currently oversized for enrollment) continue to be maintained.

The following table summarizes Existing, Current Calculated, and both Current and Projected Optimal space needs, excluding unclassified and residential, that inform this ASF/FTE calculation.

Figure 13: Summary

	FTE	ASF	ASF/FTE
Existing	464	180,152	388
Calculated	464	179,628	387
Current Optimal Need	464	190,575	411
Projected Optimal Need	636	191,858	302

There is a base need of ASF for campuses to support appropriate services for the students. As enrollment increases, the ASF/FTE normalizes. UMPI is currently showing robust ASF/FTE because of the decline in enrollment on campus.

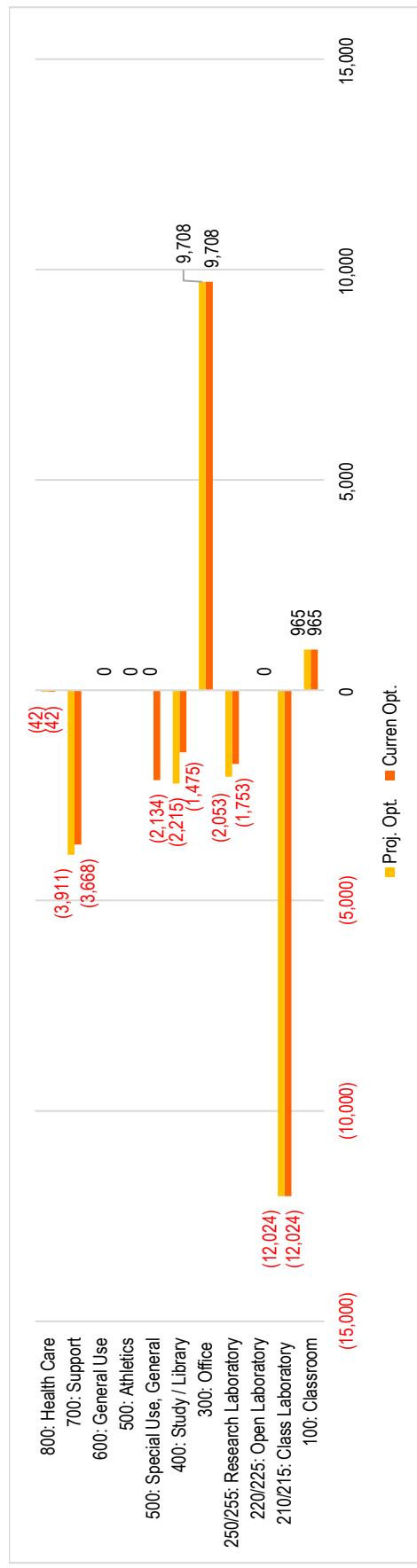
The following graphically summarizes space needs by FICM category for Current, Optimal, and Projected Optimal Need.

**Figure 14: Summary by Space Type**



The challenge is in balancing the type of space, whether or not it is appropriately located on campus, and the need to make thoughtful and purpose-driven decisions.

**Figure 15: Summary by Space Type | Deficit**



The pure deficit for the campus, identified by FICM, totals 21,000 ASF for Current Optimal and 22,000 ASF for Projected Optimal. While there are surpluses in other categories, the assumption is you cannot simply “borrow” from that area and use the overage for something else, such as repurposing the 9,000 ASF of office space.

However, that availability of space needs to be considered if there is an opportunity thorough redesign and moves to capture that space. Another area for more detailed review is the availability of the roughly 16,000 ASF in Normal. This ASF would help meet the space needs for the campus, reducing the deficit extensively. It is not simply the answer of building another space, as it is critically looking at available space and to better define, repurpose, and refurbish for more collaborative and efficient use.

## 5.0 THEMATIC SUMMARY OF INTERVIEWS

### Overview

During the week of April 17, 2017, Rickes Associates conducted three days of interviews in order to support the preparation of the University of Maine at Presque Isle Campus Master Plan. These interviews were focused on instructional, office, and support space at UMPI, while many other uses of space were considered, such as that supporting varsity and club athletics, recreation, visual and performing arts, student services including clubs and food service, and meetings and conferences, both now and in the future. Interviewees included senior administrators, faculty members, departmental and unit directors and managers, administrative and academic staff members, students, and community members.

- Interviews typically began with a review of current and projected staffing levels based on information provided by Human Resources, as well as the appropriateness and adequacy of current space, using the University's space inventory database. In addition, the interview team sought insights into programmatic and spatial relationships among and between departments and campuses, and what facility improvements were needed to meet current and future programmatic and operational requirements. Of equal importance were opportunities to discuss curricular and pedagogical changes that would impact the use of space on the UMPI campus, existing and projected space needs based on future enrollment and personnel changes, and overall campus space needs.
- The following areas were included for discussion in order to quantify existing and projected space needs for the campus as a whole:
  - Review of current staffing based on data provided by Human Resources (titles, full- or part-time status, level, etc.);
  - Identification of assigned office and support spaces using data obtained from the space inventory, floor plans, and Human Resources;
  - Assessment of projected staffing needs based on curricular and pedagogical changes;
  - Investigation of the quantity and quality of instructional spaces required to meet current and future program, enrollment, and pedagogical needs;
  - Analysis of proposed location/adjacency needs;
  - Impact of departmental and administrative unit realignments or organizational issues that may define how space is used on campus.

The following section offers some preliminary options for consideration

Space Type	Current ASF	Current Optimal	Surplus or (Deficit) to Current ASF	Projected Optimal 636 FTE	Surplus or (Deficit) to Current ASF
100: Classroom	13,885	12,920	965	12,920	965
210/215: Class Laboratory	14,778	26,742	(12,024)	26,742	(12,024)
220/225: Open Laboratory	6,907	6,907	0	6,907	0
250/255: Research Laboratory	1,457	3,210	(1,753)	3,510	(2,053)
300: Office	40,688	30,980	9,708	30,980	9,708
400: Study / Library	11,965	13,440	(1,475)	14,180	(2,215)
500: Special Use, General	266	2,400	(2,134)	2,400	(2,134)
500: Athletics	51,354	0	51,354	0	51,354
600: General Use	29,988	29,988	0	29,988	0
700: Support	8,766	12,434	(3,668)	12,677	(3,911)
800: Health Care	158	200	(42)	200	(42)
<b>Total:</b>	<b>180,152</b>	<b>190,575</b>	<b>(21,196)</b>	<b>191,858</b>	<b>(22,379)</b>
Residential (900s)	61,309	61,309	0	61,309	0
<b>Total 100 to 900 CAMPUS</b>	<b>241,461</b>	<b>251,884</b>		<b>253,167</b>	
Other Space (000's): Nominal 16,000 ASF possibly available	16,605	16,000	16,000	16,000	16,000
Revised Space Need if use Normal			(5,096)		(6,379)

This document summarizes themes that emerged from the discussions. The entries are not prioritized. This summary is not intended to be a comprehensive unit-by-unit transcription.

## Buildings

This portion of the Thematic Summary includes brief discussions of individual buildings and groups of buildings that were singled out by interviewees because of space-related issues. In many cases these descriptions and recommendations will be related to specific unit and program challenges.

During the course of the interviews, individual buildings were mentioned as being favorites, needing significant renovation, or needing replacement. Preble and South halls, for example, were singled out because of their importance to the life and operation of the campus and their representation of the history and traditions of the institution. However, they require updating and upgrading if they are to hold their places in the communities they serve. The Campus Center is appreciated as an essential modern facility for both the campus community and the broader town/regional constituencies.

Others, generally the structures built during the period of rapid growth of UMPI (1952 to 1975), are relatively modern structures cited by their users as being dysfunctional in some ways and hindering the resolution of major campus planning and programming issues. Several of these buildings are candidates for rehabilitation, some for rehab and expansion. Three new buildings were discussed, all replacements of existing buildings. All three of the existing buildings could potentially be rehabilitated, but one is thought to be an inappropriate building for its location, one is the University's most significant historic building, and one is obsolete in terms of design and construction. All three would require extensive rehabilitation to continue to contribute to the University in significant and positive ways.

## Rehabilitation of Historic Buildings

Three buildings representing the founding and early years of the University of Maine at Presque Isle precedent institutions remain on the campus. South Hall, Preble Hall, and Normal Hall are clustered at the main entrance to the campus and are the face of the institution to visitors and, importantly, to prospective students and their parents. Two of the three are heavily and appropriately used. The third was recently taken off line due to environmental issues. All three would benefit from rehabilitation projects ranging from selective room size changes to complete exterior and interior renewal.

## Normal Hall

Normal Hall is a distinguished masonry building that was constructed in 1904-1905, designed in the Colonial Revival architectural style in vogue at the time. The building originally contained student housing, a dining hall and a small gym, spaces that supplemented the original two structures of the institution (then named the Aroostook State Normal School): Central Hall (classrooms) and the principal's home and office. Central was a rambling Victorian wood structure that later became a residence hall, but was destroyed by fire in 1923. Thus, Normal is the oldest building remaining on the UMPI campus.

Normal Hall was converted to faculty offices in 1971. The former dining hall became a faculty lounge. Further renovations executed in 1996 converted the main floor to classrooms and meeting rooms, while the lounge and kitchen were retained. The building has been recently vacated because of indoor air quality and structural issues. Various studies have been conducted recently to test renovation options and possible replacement with new construction. Sentiments expressed during interviews favored restoring the building, to retain this important link to the University's past and traditions, to occupy a prime campus site with a landmark building, and to bring much-needed office and meeting space back into the campus space inventory.

There was general agreement that if the building were to be replaced, the new structure should be erected in the same place and should be of the same iconic quality and presence as the original structure. It seems that either a restored Normal Hall or a new building, representing re-use of existing space or replacement of unfit space, could resolve some of the space issues described in the previous pages, or provide an opportunity to re-present areas such as front door amenities of a combined Admissions Office, Reed Art Gallery, and event space.

## South Hall

South Hall is a handsome brick building designed in the Georgian Revival style and completed in 1924, immediately after the destruction of the original South Hall (which incorporated Central Hall). It was built as a dormitory, but was converted to its present use as faculty office and support space in 1990. Today it also houses faculty offices as well as Academic Advising and Counseling, and Career Readiness. The building has been well-maintained, and its gracious front porch provides a welcoming statement to those arriving at the historic front door of the campus.

While the conversion from residence hall to office building was accomplished with relative ease, the burden placed on it by absorbing much of the space inventory of the mothballed Normal Hall has resulted in a very cramped facility. Space issues relating to overcrowding and other factors were discussed during several interviews.

- The building is currently at capacity (with exception of one to two empty offices awaiting filling of vacant positions).
- There is no space for growth or to fill vacant faculty or support positions.
- The “Faculty Lounge” on the first floor is meant to be for meals and faculty break space, but is often used for meetings between students and faculty or advisors and is often not available for faculty gatherings.
- Professional Advisors are also housed on the first floor and are occupying some prime space. While the location is well liked by the faculty in the building, the Faculty Lounge space is not conducive to individual or small group meetings with students.
- Future space needs should be addressed in such a way so as to reduce the possibility of disenfranchising departments/units.
- First floor space should be repurposed to meeting space that is lacking in the building through re-location of advising.
- An addition to the west side of South Hall could relieve some of the pressure on the building and provide expansion opportunity, as would the renovation or replacement of Normal Hall.

#### **Pebble Hall**

Pebble Hall completes the trio of historic buildings clustered above Main Street at the University’s main entrance. Completed in 1921, this Colonial Revival style red brick building was originally called the Administration Building to reflect its primary purpose as the home of the University’s administrative staff, but it also contained a larger gym than that of Normal Hall, as well as classrooms and the school’s library, and the campus bookstore. As the other functions came to be housed in newer buildings over the years, Pebble office functions expanded to the point that today, the building is devoted exclusively to administrative uses. As new occupants and departments have taken up residence in Pebble, space has been renovated. Most recently, the offices and public spaces of the Admissions Office have been updated and upgraded, resulting in an inviting first stop at UMPI for prospective students and their families.

Interview issues relating to Pebble were few. Comments were generally positive. Suggested changes included developing the basement for high-quality office space and specialized storage, and minor reorganization and renovation of some offices to reflect changing administrative structures and staff thereby furthering the implementation of one-stop student services strategies.

#### **Candidates for Renovations/Upgrades/Expansions**

##### **Center for Innovative Learning**

The first dedicated library building on the UMPI campus was completed in 1975.

Although it was never named, a plaque was made for the Ardelle M. Tozier Library and can be found in the Special Collections Room. Ms. Tozier was the institution’s first librarian. Originally the ground floor housed periodicals, a computer lab, and the Special Collections Room, which incorporates the University Archives. The main floor housed periodicals, microform, a conference room, and the reference and circulation desk. The second floor was comprised of stacks, a small children’s library, and study space.

Recently the building was renamed the Center for Innovative Learning (CIL) and the building now includes the Library as described above but also contains the Reed Art Gallery at the upper floor and Student Support Services at the ground floor. Changes in library technology and new media, along with attendant staffing changes, have allowed these additional uses to be absorbed within the bounds of the original building.

Interviewees, however, raised concerns about how the space is designed in the library, the purposefulness of thought behind the placement of support such as TRIO and the Reed Gallery, and the lack of spaces needed to promote student success:

- The existing layout is poorly designed and laid out relative to tutoring and technology requirements.
- The main floor space is too open and does not allow for some small group study rooms; it should be redesigned.
- There is the opportunity to bring the professional tutors to the tutoring center in the Library; this would open up space in South for small/conference meeting rooms that are currently lacking for faculty housed there.
- Some suggested that the Reed Art Gallery should be moved to a new/different space on campus, making the prime area in the building available for programs more related to current and future CIL mission and vision.
- Although the TRIO location is good from the standpoint of having student traffic nearby, some staff and faculty feel that these programs should have higher visibility and should be moved to a more prominent campus location.

The CIL building is considered an asset to the campus. Use of space and mix of uses in this building should be considered as part of short- and long-term master plan options for renovation/expansion and new construction projects.

### **Folsom-Pullen Hall**

Folsom Hall and Pullen Hall were completed in 1968 and 1969, respectively, as a connected pair. Both were named for prominent former long-term faculty members.

Folsom was designed and equipped to be a math and science facility, with a mix of classrooms and labs with support spaces. Folsom also contains a large lecture auditorium, called the Fishbowl by the campus community, and an herbarium. Most of the labs in Folsom have been recently renovated.

Pullen Hall was designed and built as a general classroom building, the purpose it still serves. The first and second floors are comprised of classrooms and seminar rooms, some of which are equipped for ITV receiving and broadcasting/receiving using Polycom equipment. The third floor is devoted to the Art Laboratory and the Marguerite Pullen Art Gallery. Some renovation is needed to allow the Art Lab to function according to today's art instruction pedagogy. A small number of offices are distributed throughout both buildings.

While a significant portion of each building was renovated in 2008 and also in 2014, there are still rooms that remain in original configurations and finishes, and thus are outdated and tired-appearing. Principal among these is room 105, the Fishbowl, which is widely regarded as a space that is uncomfortable in terms of student seating, teaching environment, HVAC, and acoustical qualities. Public spaces, including the entrance lobby, corridors, and restrooms, have also escaped upgrading. Both buildings have accepted renovations easily and have good bones, so renovations should continue.

There were few interview comments with regard to these two buildings. Most referred to an apparent lack of use of the TV spaces, with the suggestion that these rooms could be more intensively scheduled and designed. The same is true of Room 115, which is widely thought to be dedicated to the Medical Laboratory Technician program but is little used and appears to be appropriate for use as a general classroom.

Finally, growth in science programs, and the addition of Nursing to UMPI degree programs, will result in the need for additional instructional and research labs with prep and office space. If this proves to be the case, there is potential to expand Pullen to the west, onto a prominent vacant corner parcel; and it might be feasible to add a new east-west wing to the north end of Folsom.

### **Campus Center/Kelley Commons**

In 1992, the Campus Center was completed. This contemporary brick building was prominently located at the top of the campus hill, and was connected to Kelley Commons, built in 1967 as the University's dining hall and social center. The new

Campus Center was built as both a student center and community events center, with offices for student organizations and building operations, and a variety of meeting spaces to fulfill the needs of campus groups and outside organizations to hold meetings, workshops, banquets, and social gatherings. A campus snack bar and student hangout, named the Owl's Nest, was located in prime main floor space adjacent to the main entrances and overlooking the campus below. The building originally housed an art gallery, but this was moved to the Library when the success of the Campus Center fueled the need for additional meeting space. Together with the attached Kelley Commons dining hall, which was renovated in 1994, and the campus store, mailroom, switchboard, and daycare center, also provided in Kelley, the new building fulfilled most of the requirements of a student union and UMPI events center.

Interview comments relating to the Campus Center included the following:

- The meeting rooms are flexible and are in great demand, especially from external users. This sometimes creates internal scheduling conflicts.
- The popularity of the Owl's Nest, which is dedicated to University use and is not available to outside groups, ebbs and flows, but the recent addition of a Starbucks coffee bar has increased traffic significantly.
- The original art gallery has been converted to meeting space but the room still looks like a gallery, is not overly conducive to meetings, and needs to be renovated and equipped with high level of technology.
- There is a shortage of storage in the building, requiring storage of tables and chairs behind unattractive curtains in one of the three main meeting rooms on the upper level, and the use of ground floor meeting room for miscellaneous building storage.
- There should be more space for student activities.
- The Campus Center is the University's strongest connection to the greater Presque Isle community.,
- Use of the Center needs to be balanced between community and student uses, taking revenue generation and responsibility to students into account. While designed and promoted as a Campus Center, there is a lack of desirable student "hang out" space, with the exception of dining.
- The Campus Center works well as a catering venue.
- The Alumni Room on the second floor is heavily used by the administration.
- Parking for outside event attendees is a problem.
- The Center will soon be getting replacement tables and chairs as heavy use wears them out quickly.

### **Gentile Hall**

Gentile Hall is UMPI's newest building, having been opened to the public in January 2006. The facility features a multi-purpose multiple-court gymnasium, a 25-yard pool, a workout and fitness center, a climbing wall, an elevated track, classrooms, a physiology lab, and office space. The building has proven highly successful, with heavy use by students, faculty, staff, and the community at large. Community use and campus use frequently conflict, but so far acceptable compromises have been made.

Problems mentioned during interviews included poor acoustics, which become a problem primarily when instructional uses overlap with recreational uses or community uses. Also mentioned were lack of storage space, lack of some specialty instructional space such as in the physiology lab, and the need for a technology center for P.E.-related programs. Another area of conflict is that between varsity sports and recreational pursuits. Although the building was constructed primarily for recreational use, and the weight and fitness space is happily shared by the two groups, athletics uses the gym for practice, particularly for spring sport practices in winter and early spring. This causes scheduling headaches.

It appears from looking at floor plans and experiencing the building that Gentile could be easily expanded, and may have been designed for additions. When planning is begun for rehabilitation/expansion of Wieden Hall, or for a replacement building, current and future shortcomings of Gentile should be taken into consideration. It may be that all athletics and P.E. space should be combined with recreational program space in an expanded Gentile, leaving the Wieden site to be focused on a new auditorium/performance space and other academic, student life and community engagement space needs.

### **Emerson Annex**

Emerson Hall was constructed in 1963 as a women's dormitory, the first new student space to be built on the campus since South Hall was completed in 1924. Shortly thereafter, an addition was constructed to house the campus Health Service and Residential Life program offices. The annex still serves those purposes, while in addition providing office space for the campus Safety and Security Department. While the users of the spaces say they can make do with what they have, all three occupants should have additional space. An empty office will be assigned once a Residential Life vacancy is filled, and at that point Security, which has one office, will have no option to add needed space for interview rooms, lost and found storage, meeting/training space for student employees, room for processing student ID's, or office space for a full-time assistant.

With two offices and a conference area, Residential Life appears to have the space it needs. However, all three occupants of the Annex share a waiting area and best practices suggest that each of these units should be served by a private waiting area. Any of the three could be located elsewhere and each suggested alternatives. Planning for a new Wieden, a renovated Normal or its replacement, or an expanded Campus Center (by adding to Kelley Commons), should include consideration of new space for one or more of these uses. The Emerson Annex could then be used to house one or two of the current occupants, or be converted to a different use, perhaps as program space related to a renovated Emerson residence hall or office building.

### **Candidates for Extensive Renovation or Replacement**

Based on the facilities and space analyses and the interviews, the new Master Plan contains justification for the possible removal of three buildings: Normal Hall, Wieden Hall, and the President's House. None of these is a given at present as all could be renovated and possibly expanded. All would probably be replaced with new space to be used for the same purpose(s) or for different functions. All projects, whether new or renovation, could be carried out in keeping with University of Maine space requirements. All would provide opportunities beyond simply meeting program requirements to improve life on the UMPI campus.

### **Wieden Hall**

Wieden Hall was a very large and important building when it was built in 1960 and as such it was expanded more than once over the years. It was and is multi-purpose, housing a gymnasium, an auditorium/theater seating 400 people, and several classrooms. Other uses include the UMPI Athletic Hall of Fame, the athletic training room, the varsity weight room, a fitness center, faculty offices, and the office of the Director of Athletics. A variety of classes have been and are being held in Wieden, including dance and physical therapy. New programs are under consideration, such as Nursing and Massage Therapy, which are likely to increase demands on Wieden. Over the years, Wieden has proven adaptable to change, continuing to serve its multi-purpose role. But such buildings always represent compromises, especially when slim budgets for Maine's university buildings are factored in. No single use program requirements were completely satisfied; and when heavy use, enrollment and program growth, less-than optimal building methods and materials of the 1960's (generally not expected to last 40 or 50 years without significant upgrading), and changing program requirements are factored with the lack of resources to keep up with deferred maintenance, such buildings become obsolete physically and programmatically. This is the case with Wieden Hall, which has served its design purposes well but today is in need of a major renovation and expansion or replacement.

Some of the comments relating to Wieden were:

- Spaces for P.E. instruction and exercise physiology are too small and need to be redesigned if Educational P.E. is to continue as a program.
  - The gym is outdated and undersized, and should be replaced with a building reconstructed in an expanded and updated format, or replaced.
  - The ceramic and sculpture studio should be located elsewhere, perhaps near the kiln, in part because of acoustical conflicts with the auditorium.
  - The gym is used extensively for indoor practice for spring sports, as well as intramural court sports, which is a source of friction in winter and spring.
- Whether new or renovated, a project to create a 21st century Wieden will be a major project. However, it represents renovation or replacement, not new space, and such a project has the potential to resolve a multitude of space issues on the UMPI campus. Planning for this project would touch almost every campus unit and department and offer a tremendous potential for improvement and change.

#### **Normal Hall**

As noted above, consideration of Normal Hall as part of this master planning process may result in a recommendation to demolish the building. If that is the case, the planning team strongly recommends that a new building be designed with the potential to become a landmark "new" historic building, on the site now occupied by Normal. Like Normal, it should be multi-purpose with at least some important public spaces, such as a welcome center, revamped admissions, etc. Planning for a new Normal should include consideration of the programming of the other two historic buildings on the campus, South Hall and Preble Hall, with the intent of improving the spatial functions of those two buildings in light of deficiencies that surfaced during the interviews and data analysis.

A replacement for Normal Hall would fall under acceptable capital project guidelines, and could resolve many space utilization issues on campus, while maintaining the attractive and substantial face of UMPI to the Presque Isle community and to campus visitors. While the campus community appears to expect that a near-heroic effort should be made to preserve and re-use Normal, if that proves impossible, then its replacement should be of the same quality of design and construction, so that it may represent the institution to the public, and support the on-campus life of UMPI students for another century.

#### **President's House**

- The current President's House is a greatly-expanded and altered former craftsman-style bungalow that bears little resemblance to its original domestic appearance. Sitting as it does in line with Normal, Preble, and South, it does not represent the same sense of tradition, permanence, and history as those notable buildings. The University acquired the house in 1974. When it was first moved to the campus, it was known as the Smith House and was used as offices for Student Services staff. In 1987, it was renovated and expanded to create a home for the President of UMPI. Questions of the need for a presidential residence were discussed during the interviews.

The house has no historic value of which the planning team is aware, sits on a prime site, and is currently vacant and serving as swing space and hosting an occasional campus event. The future of the building/site consists of two options. One, complete a focused renovation to the building and convert it into a dedicated use and identifiable space such as a Welcome Center housing admissions, historical/museum memorabilia, the Reed Art Gallery, some event/presentation space, etc. The second options is to demolish the building and either replace it with a more appropriate building that reflects the architecture and feel of the campus, or leave the site vacant for future development.

#### **New Buildings**

Given the thrust of the system-wide and UMPI campus master planning efforts currently underway, the focus of the planning team's work has been to determine space deficiencies and needs, compare those needs with the opportunities and constraints presented by existing facilities, and filter the results through a rigorous process that looks first at how well existing facilities can meet the needs. If there is a shortfall of space that cannot be addressed with buildings and grounds already in place, then new construction can be considered.

While addressing the system-wide need for the intelligent and frugal application of budgetary constraint is the primary goal of the planning effort, qualitative issues also play a part. Campus planning requires us to identify the optimal series of strategic moves with which to solve the problems that emerge from the data analysis and interview process. The best mix of new construction, renovation, and re-purposing of an institution's facilities can be formulated by finding the best fit between space needs and space options. Most often, the best fit is also the most economical solution.

At UMPI, there are no "huge" problems, no new space needs that require a major new construction project, but there are two substantial potential renovation/expansion/replacement projects, as well as several renovation options, that have been identified.

The previous narratives have addressed programmatic issues along with opportunities and constraints presented by the existing physical plant. The bottom line is that most of the space needs can be met by existing buildings. However, in order for them to provide the quality and quantity of space required to accomplish the mission of the University of Maine at Presque Isle on a day-to-day basis well into the future, some new space is ideally required. Many of the space adjustments needed on the campus will be resolved by additions and renovations to the buildings described above, which, in turn, will permit other space needs to be addressed as existing space is repurposed. The University of Maine at Presque Isle physical plant and existing infrastructure offers good opportunities to work within the goals of the University of Maine System for prudent facilities management while responding to the space needs and space utilization goals of the University.

### **Summary Units/Programs**

The following identifies some of the identified space challenges by major units, programs, and themes, many that with the application of space analysis, shaped the recommendations related to the previously discussed building needs.

#### **Instructional Space**

UMPI has a reasonable inventory of academic instructional spaces in buildings dating from the completion of Normal Hall in 1905 to recently renovated classrooms and labs in Folsom-Pullen Hall. The current inventory represents a variety of types, sizes, and levels of quality. Most are located in Folsom/Pullen. Additional rooms used for instruction can be found in Gentile Hall, Kelley Commons, and Wieden Hall. There are several classrooms in Normal Hall, but these have been taken off line as the building has been mothballed pending a decision on whether to renovate, demolish, or replace the University's original academic building.

The most recent, well-equipped, and properly sized instructional spaces are in Folsom/Pullen. Many, though not all, of the classrooms and labs in this building have been renovated since the buildings were constructed in 1968 and 1969. Based on the interviews, both the best-liked and least-liked classrooms are located in this connected pair of buildings: rooms 214 in the newer Pullen Hall were mentioned as a favorite, while room 105 in Folsom, a large-capacity tiered-seating traditional lecture hall and not renovated since the building was constructed, was singled out by many as the least popular. Most of the laboratory spaces have been renovated, but both labs and classrooms that have not been upgraded recently are tired in appearance. Frequent complaints include outdated finishes, furniture, and technology, though all instructional spaces are being brought up-to-date with regard to IT equipment and

infrastructure as time and resources permit. The interview team did not hear any mention of specific HVAC issues, though there are acoustic issues in some cases.

The quantitative aspects of instructional space are addressed in detail in the Instructional Space Assessment component of the Master Planning project. Results show that UMPI has a sufficient number and more than adequate square footage of classroom space, though some may need to be rearranged or re-furnished, and current scheduling preferences may be creating the need for additional space. There is an incremental need for additional square footage and labs related to the sciences.

The general faculty perception is that current space is used wisely, but more space is needed. Though the numbers show a relative balance between demand and need for academic space, there are qualitative, programmatic, pedagogical, and size issues that emerged from the interviews that will require some changes in the physical characteristics of the inventory.

The following summarizes various issues that were raised in most all of the interviews:

- Technology in instructional spaces needs to be fine-tuned and upgraded.
- The quality of instructional space is not consistent campus-wide.
- Appropriate space is needed to accommodate new trends and technologies such as "makerspace" instruction, collaborative and interdisciplinary work, and active learning. There is current discussion of adding a makerspace to the basement of South, by Art and Science. The mission/vision of this makerspace and the associated location has not been identified/clarified.
- Sizes and occupancies of instructional spaces need to be brought in balance with current and future pedagogy including a move away from tablet armchairs.
- Extensive community use of Gentile makes instructional use of space there difficult (and indicates there is space lacking in Wieden).
- There is a need for additional conference/meeting spaces that were lost when Normal was taken off line.
- Class scheduling appears to be based on desire of when and where instruction should occur, and not necessarily related to lock-step program offerings to provide on-time graduation. There are limited Friday classes as that is considered a Faculty assembly day.
- Some spaces in Folsom and Pullen have been divided into smaller rooms for independent/faculty research.
- New massage and nursing programs being considered and will put pressure on classroom and laboratory space.

- There is a desire for more active/flexible spaces for collaborative instruction.
- The current state of distance learning, the rooms equipped for distance learning, and the scheduling of these rooms are out of balance; the rooms so-equipped could be used more efficiently and thus be more available for scheduling.
- Full-time faculty members try to teach from 8 a.m. to 3:30 p.m., while adjunct faculty members try to teach from 3:30 p.m. on, so classrooms are available when needed.
- Faculty want to teach on Tuesdays and Thursdays; this has obvious implications for scheduling.
- Pullen 115 is a large desirable classroom that is earmarked for the Medical Lab Tech program but is underutilized, with no equipment or storage that would preclude it from use by others.

### **Office and Support Space**

Ensuring adequate faculty office space is a focus on most every campus. Changes in student enrollment dictate faculty appointments, as do evolving programs. Constantly varying numbers of adjunct professors and instructors, faculty on sabbatical, visiting professors, and emeritus faculty, put pressure on a finite supply of office spaces. The number, nature, character, quality, and location of faculty offices is in constant flux. By and large, most of the UMPI faculty members interviewed expressed comfort, if not total satisfaction, with their own office environments. However, issues such as the coming of a new faculty member with no offices to spare continue to surface.

Administrative office space is somewhat less volatile, and the amount of such space on the UMPI campus appears to be adequate. Between consolidations and changing job descriptions, administrative positions are holding steady or decreasing, making the demand for administrative office space less of an issue. However, support spaces for administration needs, such as work areas, printing/copying centers, mail room, break rooms, etc., are either nonexistent, too small, and/or inappropriately located (in basements or corridors, for example). Space is also in demand for work/study students, interns, transients (auditors, consultants), and employees being shared with the system office or other UMaine System institutions,

The office space study included elsewhere in this report indicate that the institution currently has more than adequate square footage for office space. However, there have been some 18 vacant lines identified. While not all these lines will be filled, or need to be filled, there are some critical areas that are lacking personnel and should be addressed. As these vacant positions are filled (some are required to maintain

accreditation standing, e.g., Social Work), or new programs are added, additional office space will be needed.

Adjacencies are very good, since almost all faculty are housed in South Hall and most administrators are located in Preble Hall. Personnel not housed in those buildings seem to be satisfied with their arrangements, in part because UMPI is a small campus with relatively small numbers of faculty and staff members. None are very far away from each other, even if not located in the same building.

Faculty proximity to each other makes daily communication and collaboration between many professors effortless. However, there is a pronounced shortage of meeting space. The need for conference/meeting rooms accommodating eight to 10 people was mentioned by many interviewees, both faculty and staff. Some or all of these should be Polycom-equipped.

Sometimes, as in the case of the addition of a new faculty member or staff person, office space must be created quickly. Under these circumstances, properly-sized offices may be divided, closets and storage rooms may be converted, and even instructional spaces are pressed into service as office space. The result is that offices are placed adjacent to other campus functions that are not conducive to an office environment. All of these conditions are reasons for having flexibility in the University's office space inventory. This can be accomplished by establishing a planning basis for adding offices as part of some, if not all, construction projects, and/or building dedicated swing space that is designed appropriately and located conveniently to meet faculty and staff needs. Ideally, any current or projected future demand for office space could be met in close proximity to the current office centers, Preble and South.

Some options for providing consistent assignment and quality of space include:

- Develop campus-wide standards for the design of renovated and new offices to help prevent inappropriate and inefficient offices from persisting and multiplying;
- Study the existing physical plant to identify locations where efficiencies in office spaces could be realized, and right-sized office spaces and new spaces created.
- Utilize new ideas in office design to foster collaborative work environments in inefficient spaces;
- Back-of-house administrative functions could be relocated to the perimeter of the campus to relieve pressure on campus office space.

As mentioned above, one additional frequently-mentioned issue relating to faculty and administrative/staff offices is the shortage of conference and meeting spaces, where

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As mentioned above, one additional frequently-mentioned issue relating to faculty and administrative/staff offices is the shortage of conference and meeting spaces, where

faculty can confer with other faculty, department faculty and administrators can meet, and faculty can meet with students. Rooms of the sizes commonly suggested for these purposes can sometimes be created as a result of more efficient use of space overall. For example, if some UMPI classrooms that are too small to meet current instructional needs are reconfigured, a pair of rooms can be divided to provide one new larger classroom and a smaller seminar space. At present, the renovation of Normal Hall or its replacement with a new structure could resolve the need for faculty and administrative meeting space.

The following is a summary of other, more specific points raised regarding office space during the interviews.

- Preble Hall works well as an administrative building.
- South Hall works well as a faculty office building, but space is tight; allocation of first floor space by removing advising would make more office space available, as well as make the faculty lounge more useable by faculty.
- There are 20 to 25 adjuncts, and there is only one office for them, and no access to network printers.
- There is an adjunct space in the CIL; some adjuncts use CIL for conferences and meetings with students.
- Security has one small office in Emerson Annex, another in the Campus Center, but no interview room(s) and little space for walk-ins or for student employees.
- Facilities needs a conference room (there is none now), private file storage, a training room, and office space for staff.
- Faculty advisers are separated from tutoring.
- Some programs should have interview rooms for confidential conversations while others should be set up for video playback and recording.
- Admissions is lacking storage, private meeting space, and is fragmented in the building. There is a preference for all admissions counselors to be together.
- Office space is needed for student activities and clubs, ideally in the Campus Center.

Multiple scenarios are being considered as part of the work of this master planning effort. The most basic task is to look at individual issues with a campus-wide and long-term perspective, the ultimate objective of a campus master plan.

### **Student Life and Student Services**

In the context of this report, "student services" refer to tending to the academic and financial needs of UMPI students, while "student life" addresses primarily residential

and social issues such as food service, dorm life, social life, and recreation programs and student organizations.

### **Student Services**

**Academic student services** include:

- Student Support Services (TRIO programs directed at low income and first-generation students);
- Learning Commons (tutoring, writing, reading, and math programs);
- academic advising and counseling;
- disability services;
- ESL program;
- Career Services; and
- Testing Services.

Most of these services are delivered in Center for Innovative Learning, or CIL, still called the Library by many. Some are delivered in spaces deemed tight but adequate by those who staff and operate them. There are, however, some deficiencies in the amount of space available for certain activities and tasks, and in the location of certain programs as they relate to each other. In general, spaces used by student consumers and student workers are too small, and not very comfortable or welcoming. In some instances, spaces that should provide for confidentiality and privacy do not. So, while it is good that many of the programs are together in one space, it is not a purpose-built space, although most feel the CIL is an appropriate central location for these programs and activities. There is potential for additional space in the basement, now occupied by IT, to be re-purposed for academic student services. A minimal amount of new office and meeting space, planned well for effective collaboration and sharing and for client privacy, would go a long way toward meeting needs. Should more space become available in the CIL, deficiencies in academic Student Services could be easily remedied.

**Student financial services** include functions are located in Preble Hall amidst other administrative functions of the University. The Business Office (Bursar), Financial Aid, and the Registrar are located in Preble Hall, on three different levels. The potential is there to create a one-stop space on one level, and there are ongoing conversations relating to working toward increasing the convenience factor for students. These groups are generally pleased with their current locations at the historic core of the campus. At present, some units have excess space due to some recent staff downsizing and reorganization. A new space plan should be prepared for Preble to include the one-stop center for financial services and to comfortably accommodate the

evolving space needs of all UMPI administrative functions. In the long term, other options for office and meeting space for Admissions (and perhaps Financial Aid) may free space in Preble for other uses, which might include meeting/conference/gathering space for administration, faculty and students, and/or faculty offices to supplement those in neighboring South Hall.

The following are comments relating to Student Services heard during the interviews:

- Career Readiness and Professional Advising (both in Preble) should be co-located in Preble, although though some also feel that the PA program should be co-located with general advising/tutoring.
- The one-stop approach to both academic and financial student services is continually being evaluated and has been implemented in some ways and to some degree.
- Student Support Services should be in a more visible location.
- Testing functions are housed in CIL basement and in Preble.
- A Vista volunteer is housed in a corner of the CIL first floor and needs a better space adjacent to other Student Success functions.
- The campus is lacking a designated space for veterans.

Ideally, there is a desire to see an integrated one-stop Academic Services Center, known as an Academic Learning Commons, consisting of: Career Readiness, TRIO, Academic Success, Advising, and Tutoring.

#### **Student Life**

Student Life encompasses the functions that are typically associated with student affairs. At UMPI, these include:

- Student housing
- Dining: (*please note: residence halls and dining facilities were not included in this space analysis; office space for administrators of these programs and residence hall lounge spaces are considered in the office space and gathering space sections of the analysis*)
- Student activities, clubs and organizations
- Health services

Spaces used specifically for student activities are minimal and diffused throughout the campus. There is no real student center or student union on the UMPI campus. The Campus Center and Kelley Commons serve some of these functions, but these facilities also serve the broader Presque Isle and regional communities as well as students, to the point that programming time for community use exceeds that for

students. Student groups and organizations currently use residence hall lounges, the Who's Hut in Folsom Hall, public spaces and recreation spaces in Gentile Hall for gathering, as well as classrooms for student organization meetings and activities. It appears that the demands for meeting space can continue to be met in this fashion, but there is a real need for storage and office space for student organizations, and for multiple informal gathering spaces across the campus to offer a variety of environments for interaction among all constituencies of the UMPI community.

The following are some of the specific issues raised in the interviews.

- Student organizations face a lack of space, limited access and visibility, and few opportunities for productive adjacencies.
- Some student organizations, such as the Student Organization of Social Work, which runs a small food bank, and the Business Club, need dedicated space.
- The Owl's Nest ebbs and flows as a student gathering place but is currently well-used and is a dedicated student space, but not used for community programs.
- The Campus Store is well-located adjacent to the Campus Center.
- The Campus Center is the right place for student activities and organizations, but space is limited, there is minimal office space, and no real storage space.
- The Student Health Center is located in Emerson Residence Hall. While the space is adequate, it could be more comfortable and welcoming.

Current deficiencies in student life space can be met with incremental upgrades, reorganization and renovation of existing spaces, and specific spaces in new construction that may be considered. All facilities planning should include consideration of student life spaces to accommodate specific needs, enliven the campus environment, and contribute to attracting and retaining students. Perhaps an opportunity would be to return the Campus Center to a true Campus Center, and provide the event and meeting space in a consolidated fashion in a revamped/new building on campus, such as the previously discussed Admissions/Welcome area.

#### **Gathering/Meeting/Conference/Seminar Spaces**

An issue that was raised in almost every interview was the need for a larger number and variety of spaces for students and other University community constituent groups to gather informally and to produce, support, and attend events and performances of a wide variety of types and sizes. Interviewees cited the lack of a sufficient number and quality of the following:

- informal student gathering spaces, both indoors and outdoors;
- performance and event venues;

- meeting rooms for student organizations and clubs;
- faculty meeting space;
- study spaces for individuals and small groups, some quiet, and some equipped with the technology required to meet academic demands; and
- special-purpose interview rooms for confidential and one-on-one conversations and recording/playback for programs such as Social Work and Business and tutoring.

Supplemental information came in the form of comments and wish lists, offering more detail as to perception of needs:

- Campus Center is nearing the point of being over-utilized.
  - Some interviewees say finding basic meeting space on campus can be a challenge sometimes, but not necessarily a "huge challenge."
  - Others say the campus is "crunched" for meeting space, as a result of the loss of the conference/seminar/meeting rooms in Normal and the conversion of two meeting rooms in South to office use, made necessary by the loss of office space in Normal.
  - The most oft-mentioned meeting space need is for a conference room for eight to 10 people.
  - There is a need for more seminar-style furniture and collaborative spaces for general use as well as classes.
  - Consolidated and expanded student life and student services, including spaces for clubs and other student-run organizations, should be a high priority.
  - Students need formal and informal, welcoming, comfortable, and flexible student study and gathering spaces, in a variety of sizes and formats.
  - Houlton Center is becoming a meeting center for that area, if has a comfortable and well-appointed lounge that is a gathering place for those using that building.
  - A renovated, expanded, enhanced, and technically-savvy auditorium and/or performance space with audience services oriented to student programs as well as community events should be built to replace the obsolete auditorium in Wieden Hall.
  - International and commuting students should have gathering spaces focused on their needs. Ideally, the University should also provide commuter students with space that invites them to stay on campus.
  - An enhanced multi-purpose meeting, conference, and event space, including office and support space and food service or a catering kitchen, would allow
- UMPI to comfortably host meetings of up to 150 people and supplement the large multi-purpose space in the Campus Center, which is in great demand.
- Food service venues should be introduced to more buildings on campus, including a cafe in the CIL and a juice bar in Gentile or a Wieden replacement.
  - Softer, more welcoming, colorful, friendly interior design should be introduced to existing gathering and meeting spaces.
- Strategically-located formal and informal outdoor eating and gathering spaces would take advantage of the beauty and topography of the campus and support interior gathering and study spaces.
- An outdoor common should be created, perhaps where the flags are now, to host all-campus BBQ's, outdoor ceremonies, etc.
- The campus landscape needs more seating areas, wi-fi, and other enhancements.
- Some faculty members advocate a student/faculty common space, with a quiet study space and furniture to encourage student/faculty interaction.
  - South Hall is short on meeting and conference space.
  - The existing President's House could be used for events until a "permanent" president is appointed, or that could be a permanent use if another president's house in a more appropriate location is found or built.
  - All-campus events are held in the Gentile field house or the auditorium in Wieden; neither is ideal, and Wieden gives a poor impression due to its age and lack of renovation.
- Many of the spaces students seek do not require much space or infrastructure. Perhaps a student-run survey of students and of the physical environment of the campus could be used to identify locations where small investments, perhaps from the student organization budget, could be used to create informal spaces for socializing, studying, and collaborating. For more involved or larger spaces associated with buildings, plans for rehabilitation or new construction should include the design and implementation of gathering and study spaces in keeping with the nature of the project.

#### **Information Services/Distance Education**

Information Technology was not mentioned very much during the interviews, leaving the impression that the state of IT on the UMPI campus is adequate, though slow. Wi-fi coverage is thought to be inadequate. Like most of the UMaine System campus, upgrading IT is continuous, to keep up with changes in hardware and software, with faculty and staff training, with student help, and to try to make sure that all

instructional spaces and meeting spaces reach parity with regard to technical resources. It appears that UMPI IT staff are doing good work in keeping up with constantly-changing demands and infrastructure requirements.

That being said, needs were described in interviews. Many of these related to distance learning, as UMPI faculty and administration look for the right combination of on line and on campus courses, and determine the ramifications of that balance for facilities. There are also implications for campus-wide course scheduling beyond on line courses, inter-campus communication issues, and determining how many rooms must be equipped with appropriate technology such as Polycom systems. Most distance learning and teleconferencing capabilities are concentrated in Pullen Hall, though some of the seminar-sized Polycom rooms are underutilized because of the real or perceived need to "hold" these rooms for interactive communication.

The following are some of the IT-related comments and issues that arose during the interviews.

- Athletic and P.E. program faculty would like an IT center in Gentile.
- The College of Education has 30 I-Pads available for students and faculty to access.
- P.E. faculty has the technology they need, but could/use more.
- All ITV/Polycom classrooms are in Pullen.
- Polycom receive sites are empty most of the time, sometimes only four to five students are in the 30-seat space on a regular basis.
- Use of the Polycom rooms needs to be evaluated; it might make sense to have one dedicated 8' x 10' Polycom receiving room, which would free up the others for general use.
- UMPI's Polycom systems are becoming dated and not meeting needs; this is a major issue with broadcasting in collaboration with the Houlton Center and with some other UMaine System institutions, and with producing effective and high-quality on-line courses.
- UMPI faculty and administration want to engage in more collaboration, both in terms of teaching as well as on line, but the institution needs to achieve a higher and easier to use level of technology before that can occur.
- Digitization of records is ongoing.

UMPI shares IT staff with other UMaine System institutions and is making progress in bringing its IT programs and infrastructure into line with System standards.

## Athletics, Recreation and Fitness Facilities

UMPI is fortunate in having respected athletic and physical education-related programs as well as successful varsity sports on campus. This is particularly noteworthy given the small size of the faculty and coaching staff, and somewhat limited facilities. Faculty and staff members wear multiple hats and teach in spaces that are not always appropriate or well-equipped for program delivery. While Gentile Hall is a fine new facility, it is somewhat limited in functional programming while at the same time it sees heavy use by the Presque Isle community, featuring as it does one of the few indoor tracks and indoor pools in the region. Departmental space in Wieden Hall shows the impact of age and heavy use on the facility. UMPI places a strong emphasis on physical education and coaching courses relating to teacher education, but also has some highly-regarded programs in Physical Therapy and Athletic Training, with plans to develop a Massage Therapy program. Plans are underway to integrate P.E. and athletics expertise with a new nursing program to be delivered jointly with the University of Maine at Fort Kent.

UMPI Athletics runs 12 varsity sports under NCAA Division III rules and programs. Indoor facilities at Wieden Hall and Gentile Hall are less than ideal but those responsible for the programs "make do." Outdoor sports facilities on campus are limited to grass fields, which shortens practice seasons and forces most games and meets to be held elsewhere. Due to the northern climate, practice for spring sports takes place mostly indoors, placing heavy demands on the two gyms.

Recruiting is successful due to the quality of the programs. The recreational needs of students also appear to be well-met, in general. Court space in Wieden and Gentile, and the pool, climbing wall and fitness center in Gentile, provide ample opportunities for indoor recreation, while on-campus fields and the skiing and cross-country running facilities of the nearby Nordic Sports Center provide first-class support for recreational as well as organized outdoor sports. There is some competition for indoor sports between varsity and recreational sports, but this is not deemed to be a serious issue.

The bottom line is that between the lack of all-season fields, the heavy demands on Gentile Hall, and the obsolescence of Wieden Hall, the athletics and physical education programs can barely handle current needs, let alone consider the growth of existing programs or the addition of new ones.

The following are some of the specific comments recorded during the interviews:

- Assistant coaches are mostly volunteers.
- Recruiting is a time-consuming and critical activity, especially considering UMPI's size and location.

- Recent faculty and coach retirements, with no replacements as of yet, are placing heavy demands on remaining faculty and coaches.
  - Athletics and P.E. offices are in Wieden and Gentile and are generally satisfactory, although there is not much room for assistant coaches or room for new faculty or staff.
  - Community use of Gentile can make instructional use difficult and scheduling to find an acceptable space for classes an issue.
  - Athletics would like to add ice hockey as a new varsity sport, in part to attract Canadian students, as well as track and field, and lacrosse.
  - Weather and facilities drive potential student athletes away.
  - UMPII varsity teams uses the Presque Isle High School all-weather soccer field and baseball diamond. It would be beneficial for the campus to have turf practice fields on campus to extend seasons. For example, a turf baseball field would allow outdoor practices to start in February and would reduce the enormous baseball and softball travel budgets by allowing UMPII to host games. There is space for the turf ballfield on campus.
- Athletics and recreation play an important part in student life at UMPII, and physical education and coaching round out teacher education programs. While the opening of Gentile Hall gave a huge boost to student and community recreation, Wieden, as the aging center of academic P.E. and varsity athletics, leaves much to be desired. A replacement for Wieden, or an extensive renovation and expansion, whichever is more cost-effective, should be placed on the project docket. These actions, combined with a new turf practice field and baseball diamond, will boost already successful programs and allow new sports, activities, and courses to be added to attract and retain students as well as providing additional ways for UMPII to engage with the Presque Isle community.

### Safety and Security

The Coordinator of Safety and Security is the only full-time employee, though he has a staff of as many as 16 work/study students. This heavy dependence on student employees helps put a friendly and familiar face on security. The primary office space is in the Emerson Annex, co-located with Residential Life offices and the Health Center. It has space for the director and two office workers. There is a satellite office on the first floor of the Campus Center, putting a security/safety presence in the action between the Owl's Nest and the Dining Hall in Kelley Commons down the hall, if needed. This office also provides a space to complete paperwork.

The following comments describe typical situations and deficiencies:

- The current location in Emerson Annex is one office; it is undersized and lacks the appropriate support spaces and services. Security shares a storage closet with Residential life and in that space provides student ID's. The gun lockers are not collocated with security, but are located in Emerson Hall basement.
- Space needs, at a minimum, include:
  - Storage space for supplies and equipment / gun locker.
  - An area for lost and found.
  - One or two interview rooms/meeting rooms.
  - A small dedicated space to produce student ID's.
  - One additional office/work space; the office currently has a vacant line for third shift officer that should be filled.
- With national concern over security at large events, the ability to have lock down capabilities and video surveillance has become a requirement. Currently, UMPII is lacking this level of control in some buildings, particularly the administration building, Preble Hall, which has no cameras.
- Security works well being collocated with Residential Life, but could also be housed in the Campus Center, which would encourage interaction with students.
- A meeting/gathering/training space for student workers would be a plus.

Though space demand for Security is minimal, those areas mentioned are needed to allow the department to function effectively and efficiently. Consideration of relocation and some expansion of this office should be on the priority list.

### Facilities Management

Facilities Management offices and shops are housed in the Facilities Support Building (FSB) located on the western edge of the UMPII campus. The FSB is a serviceable building that meets most of the operational needs of the department. That being said, spaces such as the plan/map storage room is inadequate in size, there is a need for a conference/meeting room, and internal storage and support space is limited. However, there are spaces that are missing or of insufficient size or poorly designed:

There are some vacant lines for Facilities Staff that will need to be filled to maintain the campus at peak levels. These replacement personnel have been factored into the overall space needs for the unit. The FSB is well-located to support an addition that could provide the space to meet these needs.

Vehicles and large equipment are currently stored in a utilitarian building located behind Normal Hall. This building is slated for removal, to be replaced by a garage structure to be built adjacent to the FSB. The design and planning for this new building should include provisions for re-planning or expanding the FSB.

## **Storage and Swing Space**

Insufficient storage space is a constant problem across most, if not all, departments and organizations, and in all facilities. While one would expect this to be true of the older buildings on the UMPI campus, and it is, it is also true for even more recently-constructed buildings, such as the Campus Center and Gentile Hall, and buildings that have been renovated in the last several years. When space allocations or budgets need to be reduced, storage is often the first line item to be cut from projects.

Storage space of individual departments and units varies widely, but in general, inadequate storage impacts offices, instructional spaces, athletics and recreation facilities, and support spaces. There is a need for storage immediately adjacent to work spaces, and also for large-scale warehousing or compartmentalized storage located on the fringe or off-campus for Facilities Management, Purchasing, and Athletics. Insufficient storage is sometimes simply a shortage of space in a particular building. In other cases, storage space is lost to program spaces such as faculty or student offices, resulting in deeper storage deficiencies in those program spaces.

Providing additional storage space in an existing building is difficult at best, especially on a campus where many support functions are working in less than optimal space for existing programs and personnel, let alone for future growth. New buildings such as the Campus Center and Gentile Hall often take so long to bring on line that usage exceed expectations or programming changes, causing storage rooms to be repurposed. Storage in new facilities is often maxed out on dedication day.

UMPI should ensure that storage needs are considered as a high priority in future renovation and new construction projects, and that existing storage is for necessary material and not holding cells for outdated material or equipment that should be destroyed. Currently, UMPI has access to some swing space if needed, with use of the President's House as well as Normal.

## **Community Engagement**

Interviewees were asked about ramifications of UMPI's history of, and emphasis on, community engagement: What facilities or facility improvements are needed to enhance the already well-established ties between UMPI and the town and the region, while at the same time enhancing campus life for students, faculty and staff? The following is a non-prioritized list of responses:

- Improved athletic, recreation and fitness facilities, with ample space for community programming;
- Continued good work with the Campus Center and appropriate expansion of facilities and programs;

- Improved auditorium suitable for performances, lectures, and conferences for community use as well as University use, large enough to accommodate audiences from all constituencies;
  - Expanded and enhanced cultural program and exhibit venues;
  - More places for students to interact with community members;
  - Landscape improvements throughout the campus; and
  - Streetscape improvements on Main Street.

These potential physical improvement projects will offer opportunities for, and in fact will depend on, participation of town and state governments and organizations. Accomplishing them, and then enjoying them, will strengthen ties between UMPI, its host community, and Aroostook County.

## **Instructional Program/Labor Market Alignment**

As part of the study, a high-level overview of UMPI's current academic program offerings, as aligned with associated occupational needs in both Maine and New England level, was undertaken. This aggregate connection of program degrees to identified workforce demands, according to required credential levels, may help UMPI begin the conversation to develop a strategic action plan.

Such a review is not meant to generate a definitive and prescribed set of program offerings, nor is it meant to tell the institution what to teach, as it does not include possible occupations where an alignment does not currently exist. It is only one means of informing the future direction of the institution to identify targeted areas where there may be opportunities to expand or enhance the existing curriculum to meet demand both now, and in the future. Moving forward, more in-depth analysis would need to be conducted, such as a SWOT (Strengths, Weakness, Opportunities, Threats) Analysis that also explores the impact of area institutions (e.g., Northern Maine Community College), specific local conditions, etc.

The top three ranked job openings for Maine include: Mental Health/Substance Abuse Social Workers, General Operations Managers, Accountants and Auditors, while for New England the focus is on teachers/technical education and managers.

## 6.0 SUMMARY

The interviews provided an intriguing look into the character and life of the University of Maine at Presque Isle community. The themes presented here were the most commonly held opinions on what needs improvement in the spatial realm. The spaces used by the UMPI community and the campus are exceptional, with select areas that require improvement. There is a high level of pride on UMPI and it shows in the care of the facilities and the care for the students.

Faculty, staff, and administration are looking for an integrated plan to support the changing environment at the University and within the UMaine System. The global issues identified from the interviews are similar to those of the other UMaine System institutions that have gone through this process include the following:

1. Create a home for each Program, Department, and Unit, in dedicated and recognizable areas meeting requirements for visibility, identity, privacy, accessibility, and interdisciplinary collaboration among faculty and students.
2. Define and implement University-wide policy on space assignments.
3. Construct flexible space in renovated and new areas to adapt to changing needs.
4. Apply state-of-the-art technology campus-wide.
5. Analyze the impact of proposed program changes such as Nursing, Message Therapy, shift to major for Sustainable Agriculture, etc.
6. Identify how UMPI can collaborate with its sister institutions, and its local community College (Northern Maine Community College), to share resources.

There is much to do, but there is an excellent base on which to build, and a committed and engaged UMPI community to get it done. Creativity is needed in planning the use of space, locating of people and programs, scheduling collaboratively, policy-writing imaginatively, and planning facilities thoroughly and thoughtfully. Perhaps most important, in light of the budgeting climate today and for the foreseeable future, enlightened, informed and purposeful planning is required to make the highest and best use of the space UMPI has now, in keeping with University of Maine System construction and sustainability policies. When new construction is proven to be the best solution to a problem, after re-use opportunities have been thoroughly explored, it is vital that new capital projects solve present problems completely and incorporate the flexibility needed to accommodate changes that will inevitably come in the future.

We are confident that the process we have used together, and the analysis the UMPI and consultant planning team will present upon completion of the master plan process, will provide the University of Maine at Presque Isle with the guidance needed to chart a responsible and navigable course for sustainable success for the next twenty years.

# Appendices

- Instructional Space Utilization Analysis Report
- General-Purpose Classrooms | Day
- General-Purpose Classrooms | Evening
- Specialized Instructional Spaces | Day
- Specialized Instructional Spaces | Evening



# Appendices

## **Instructional Space Utilization Analysis Report**

General-Purpose Classrooms | Day

General-Purpose Classrooms | Evening

Specialized Instructional Spaces | Day

Specialized Instructional Spaces | Evening



## 1.0 GOALS

This study supports the development of a Master Plan for The University of Maine Presque Isle (UMPI) by providing information and recommendations to ensure an adequate and effectively utilized supply of classrooms and specialized instructional (SI) spaces to meet the University's needs. The questions to be answered by this portion of the study include the following:

- Are instructional spaces being scheduled according to guideline percentages of weekly available room hours?
- Does the number of seats filled in instructional spaces during course meetings match seat utilization guidelines?
- Are instructional spaces appropriately sized for the number of seats they contain?
- What is the correct distribution of instructional space types and capacities?

## Utilization

An institution's scheduling window is the block of time within which it is reasonable and possible to schedule all or most coursework during a week. An instructional space's weekly room hour utilization rate is the percent of the weekly scheduling window during which that space is scheduled for instruction.

A perfect "match" between available classroom capacities and course section enrollments cannot always be made for every time period. Classroom capacity, course enrollment, seat configuration, technology, and other amenities impact demand and availability. A target utilization rate of 67 percent provides the scheduling flexibility to better match courses to classrooms, permits maintenance access, and allows for ad hoc room uses, such as special events. Specialized instructional spaces should be scheduled for 50 percent of the weekly scheduling window to allow set-up and take-down of experiments, props, or other materials and equipment, and allow for independent student use of the space outside of scheduled instruction.

## 2.0 METRICS

A utilization analysis of the University's classrooms and specialized instructional spaces has been completed, based on Fall 2016 course data and an inventory of instructional spaces. Course data was "scrubbed" to eliminate courses held off-site, zero-enrollment courses, and the potential duplication of cross-registered courses. The following instructional space utilization metrics and guidelines were used:

### Planning Methodology

The amount of space allocated to each student in an instructional space is referred to as seat size for general-purpose classrooms and station size for specialized instructional spaces. For any given space, this metric is calculated by dividing its assignable square feet (ASF) by its number of student seats. ASF per seat guidelines vary according to space type. A range of 20 to 25 ASF per seat is recommended for typical flat floor classrooms. Specialized instructional space guidelines, however, vary according to discipline. A biology lab, for instance, would typically require 50 to 75 ASF per station, while a dance studio would require significantly more space.

### Occupancy

The seat occupancy rate is the percent of student seats occupied in an instructional space when it is scheduled for instruction. It varies by classroom capacity as well as by instructional space type. Ideally, classrooms seating fewer than 70 students should have 67 percent of their seats occupied. Classrooms seating 70 or more students and SI spaces should have 80 percent of their seats occupied, given the configuration of such spaces and their greater relative capital cost.

A space's average seat occupancy is calculated across all of its scheduled courses. The same is true when calculating average seat occupancy for a space type. This average will involve lower and higher occupancy rates on a room-by-room and course-by-course basis. These guidelines have been found to be efficient averages, given that course sizes are not entirely predictable, balancing course scheduling and room configuration flexibility, adequate circulation space within rooms, and effective space utilization.

## 3.0 COURSE SCHEDULING

### Scheduling Window

UMPI's daytime scheduling window is used in this analysis, as daytime courses are the driver of instructional space need. The University's 36.33-hour daytime scheduling window begins each day at 8:00 a.m. and ends, Monday through Thursday, at 4:45 p.m. and on Fridays at 11:50 p.m. There is a common hour on Tuesdays and Thursdays from 12:30 p.m. to 1:45 p.m.

### Time Blocks

UMPI's daytime scheduling grid contains 13 standard time blocks to organize start and end times of classes. During Fall 2016, a total of 28 time blocks were used to schedule daytime courses, of which 13 were standard time blocks and 15 were non-standard time blocks. Of the 89 daytime courses, 79 percent were scheduled in standard time blocks.

Use of standard time blocks is a key factor in effective instructional space utilization as it prevents courses from "running into" other schedulable standard blocks and precluding their utilization during these periods. It is also a factor in enabling students to create schedules that can accommodate courses that do not "clash" due to out-of-grid scheduling.

## 4.0 CLASSROOMS

### Overview

A total of 11 general-purpose classrooms were scheduled for instruction during Fall 2016, encompassing 8,508 ASF and totaling 393 seats. The following table categorizes the distribution of rooms, ASF, and seat count by capacity ranges.

Figure 1: Classrooms and ASF/Seat

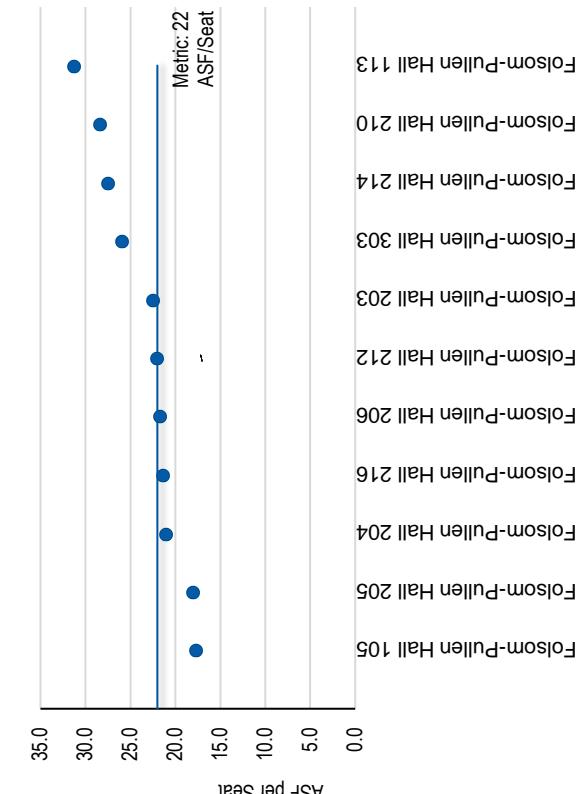
Capacity Range	Rooms	Total Seats	ASF	Average ASF/Seat
1-20	1	20	550	27.5
21-30	6	165	4,143	25.1
31-40	3	108	2,220	20.6
81 to 90	1	90	1,595	17.7
<b>Total</b>	<b>11</b>	<b>393</b>	<b>8,508</b>	<b>21.6</b>

### Seat Size

Given 8,508 ASF of classroom space and 393 seats, the average ASF/seat for general-purpose classrooms is a relatively on target 21.6 ASF/seat.

The following graph plots each of the classrooms by square footage. As the graph indicates, most of classrooms are at, or above, the 22 ASF per seat guideline. It should be noted that this guideline is gradually increasing to 25 ASF per seat due to changes in pedagogy requiring flexible, reconfigurable furniture.

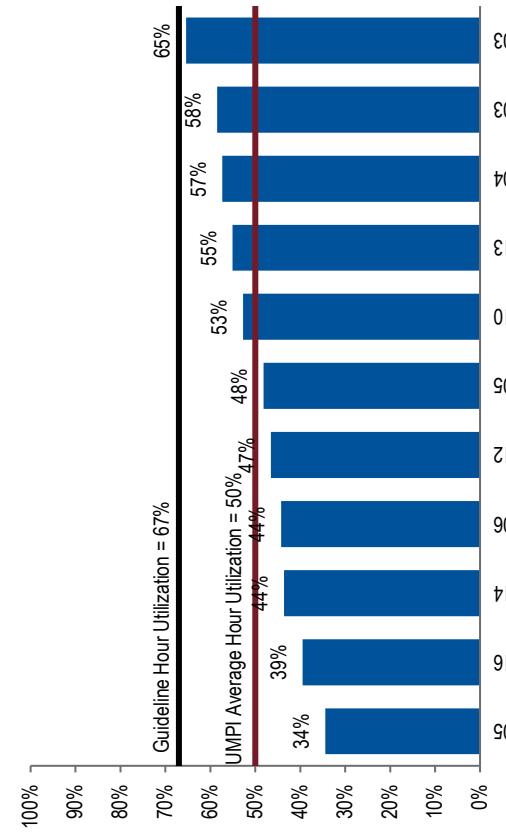
Figure 2: ASF per Seat for Individual Classrooms



### Utilization

Overall daytime hour utilization is 50 percent of the 36.33-hour daytime scheduling window, which is below the 67 percent guideline. Hour utilization ranged from a low of 34 percent in Folsom-Pullen Hall 105 (five courses), to a high of 65 percent in Folsom-Pullen Hall 303 in which 10 courses were scheduled. The following chart represents weekly hour utilization rates for each of UMPI's 11 classrooms.

**Figure 3: Weekly Daytime Hour Utilization per Classroom**



### Course Meetings by Day

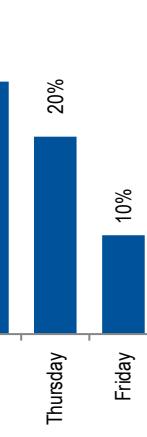
These courses yielded 178 individual day course meetings. The number of individual course meetings is greater than the number of courses when courses meet on multiple days of the week. A single Monday-Wednesday-Friday course, for instance, yields three individual course meetings per week.

If course meetings were distributed evenly across the five days of the week, 20 percent of all course meetings would occur each day. As the number of course meetings increase on any given day, scheduling flexibility declines as a greater number of classrooms are in use.

**Figure 4: Course Meeting Day Combinations**

Day Combinations	Daytime Courses	Percent of Daytime Courses
TR	36	40%
MWF	18	20%
MW	17	19%
W	11	12%
M	5	6%
T	2	2%
Total	89	100%

**Figure 5: Course Meetings Per Weekday**



### Classroom Course Scheduling

#### Courses by Day

During Fall 2016, there were 89 daytime classroom courses scheduled for a total of 198.17 hours per week. These were scheduled using six (6) meeting day combinations. The most frequent was Tuesday - Thursday, used for 40 percent of courses. Monday-Wednesday-Friday and Monday-Wednesday were the next most frequently used scheduling patterns, accounting for 20 percent and 19 percent of daytime courses, respectively.

Most post-secondary institutions schedule the majority of their courses within Monday-Wednesday-Friday and Tuesday-Thursday meeting day combinations, with most courses meeting three days per week. Due to shifts in student needs and scheduling preferences, there has been a trend at many institutions towards more courses being scheduled to meet twice a week.

Course meetings were distributed fairly evenly across Monday, Thursday, and Friday. Wednesday had higher utilization at 26 percent, while Friday was the lowest at only ten percent of the total course meetings.

The tables present the distribution of meeting day combinations and the number of individual course meetings per weekday.

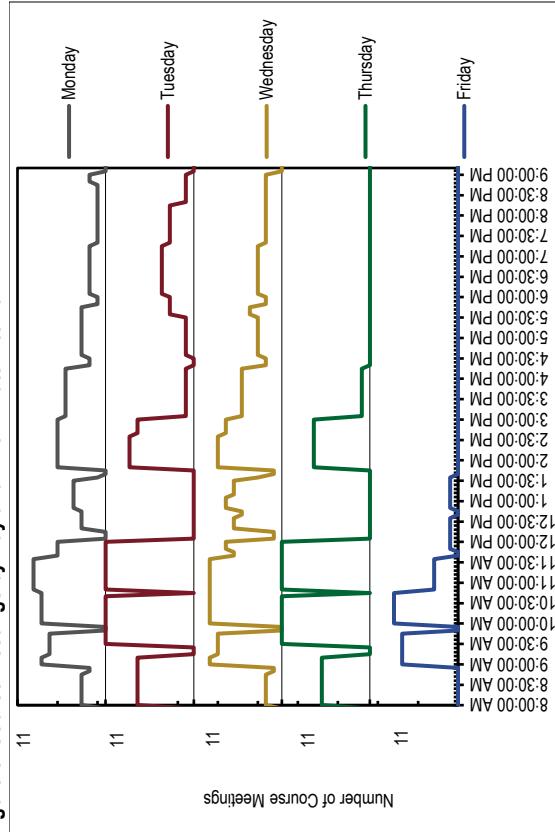
### Course Meetings by Time

The demand for classrooms is also influenced by intra-day scheduling, creating peaks and valleys of use during the day and throughout the week. On many campuses, highest use during the day is typically late morning through early afternoon with lower use on the “shoulders” or those early morning / late afternoon timeframes.

The chart on the next page illustrates how classroom course meetings are distributed by day and time by showing the number of course meetings occurring per five-minute interval during each weekday.

- Peak use occurs on Tuesdays and Thursdays from 9:30 a.m. to 12:00 p.m. when with all 11 classrooms in simultaneous use.
- Prime times are from 9:30 a.m. to 12:00 p.m., Tuesdays and Thursdays, and from 10:50 a.m. to 11:40 a.m., Mondays and Wednesdays.
- Course scheduling declines by 3:00 p.m. Monday through Thursday.
- Friday daytime use peaks from 10:00 a.m. to 10:45 a.m. when eight (8) of the 11 classrooms are in simultaneous use.
- Sharp valleys shown on Tuesdays and Thursdays roughly correspond to the activity period when classes are generally not scheduled

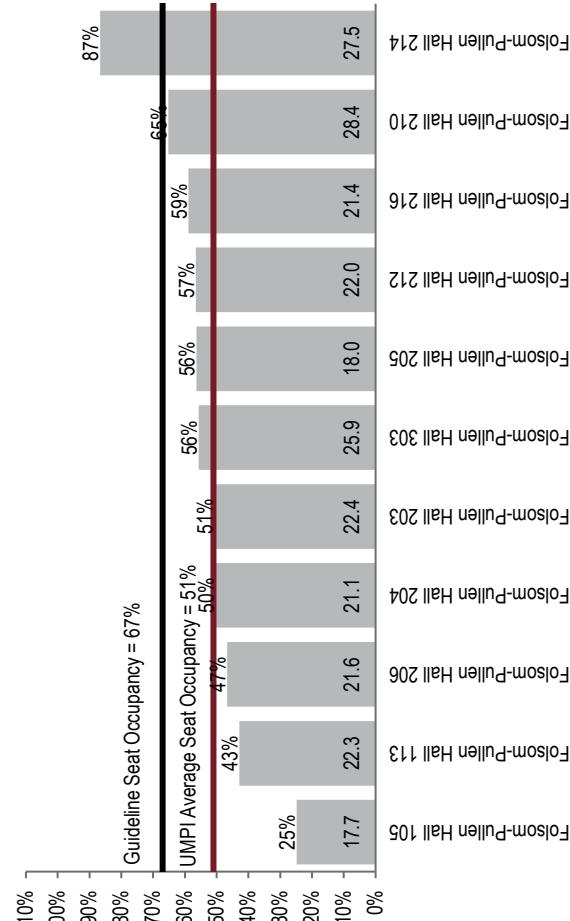
**Figure 6: Course Meetings by Day and Five-Minute Interval**



### Occupancy

Overall, UMPI's classrooms had an average of 51 percent of their seats filled when scheduled—below the identified guideline. Among individual rooms, occupancy ranged from a low of 25 percent in Folsom-Pullen Hall 105 (a 90-seat lecture hall with five courses enrolling 15 to 24 students) to a high of 87 percent in Folsom-Pullen Hall 214 (a 20-seat room with nine courses enrolling 12 to 23 students). The following chart presents average seat occupancy for each classroom.

**Figure 7: Average Seat Occupancy and ASF per Seat per Classroom**



While seat occupancy varies from classroom to classroom, it does appear to be somewhat correlated with seat size. Two of the highest utilized classrooms, Folsom-Pullen Hall 210 and Folsom-Pullen Hall 214 of the lowest utilized classrooms, Folsom-Pullen Hall 112, also has the highest ASF per seat.

Determining why some rooms exhibit low average occupancy relative to their seat size is an important step towards improving the fit between course section sizes and adequately-sized classrooms.

### Additional Issues for Consideration

Qualitative issues that vary by campus can affect instructional space use. Their impact must be balanced with the quantitative analysis, and should be taken into consideration in decisions regarding classroom needs.

### **Contractual Issues**

A faculty contract may limit either credit-hour contact or the number of students by course or discipline that a faculty member may teach. This can affect room capacity and space needs.

### **Geographical Issues**

Faculty requests to schedule courses in proximity to their offices can also influence the demand for classrooms in particular areas. If an instructor teaches two back-to-back courses, for example, he or she may request that the assigned instructional spaces be proximately located.

### **Quality Issues**

Problems with physical quality are often found to be responsible for low utilization of a given space. Poor or inadequate heating, cooling, acoustics, lighting, location, sightlines, and/or accessibility can impact a space's desirability. Low utilization can also result from a lack of appropriate teaching technology.

### **Capacity Issues**

Selective overriding of course capacities by the Registrar is standard practice at most institutions. The application of a 67 percent seat occupancy rate allows for such enrollment overages in a room, assuming the course is assigned to an appropriately-sized space at the outset. When overriding and adding seats become the norm, the flexibility of a room is adversely affected.

### **Pedagogical Issues**

Recent advances in the understanding of how students learn are influencing pedagogy and instructional space design. Today's students have a strong predilection to socialize, study, and work in groups. Group-based learning models are increasing the need for different kinds of interaction spaces, so that students may engage in hands-on, problem-based learning. This has direct space implications, as these spaces tend to require more ASF per seat than a traditional classroom.

### **Scheduling Issues**

An institution's mix of faculty and student types has a direct influence on course scheduling. The availability of part-time/adjunct faculty to teach is often limited by their other duties. A higher proportion of full-time faculty and full-time students at a campus promotes a more even distribution of scheduled courses.

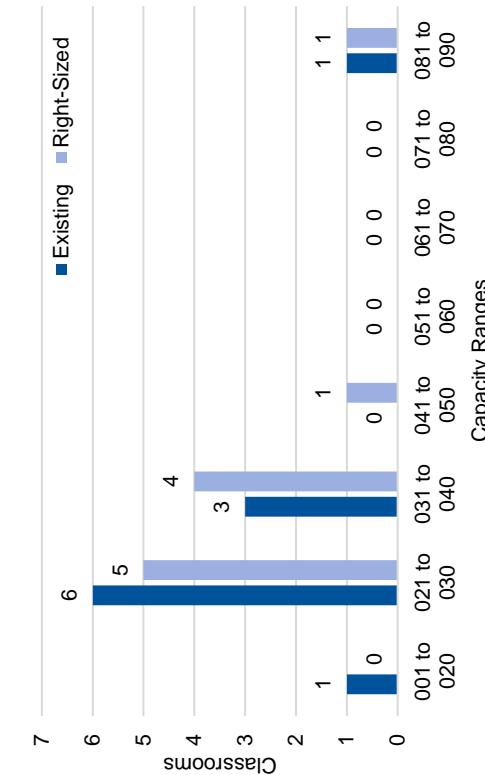
### **Right-Sizing**

#### **Current Existing and Right-Sizing**

"Right-sizing" adjusts the number of seats in a classroom to achieve a target seat area. A goal of 22 ASF per seat was used to support a variety of furniture, such as movable tables and chairs, as well as contemporary desks/tablets. Rooms too small for the number of seats they contain feel crowded, impede circulation, and are difficult to reconfigure. Flexible pedagogy is also curtailed in such spaces.

The following graph compares the current distribution of classroom capacities to the distribution achieved from theoretically right-sizing every classroom.

**Figure 8: Existing Classrooms vs. Right-Sized Classrooms**



Right-sizing would eliminate one 1 to 20-seat room and one 21- to 30-seat rooms, but would create one 31- to 40- seat rooms and one 41- to 50-seat room. The impact is minimal as the campus falls within the planning average.

## Summary

On average, UMPI's classrooms appear below target and have opportunities for expansion in seat occupancy, and hours scheduled. The following table summarizes the distribution of classroom capacities and their average hour utilization, seat occupancy, and ASF per seat by building and capacity category. Guidelines for average hour utilization and average seat occupancy are provided at the tops of their respective columns.

- The majority of the classrooms accommodate upwards of 30 students.
- Excluding the lecture hall, The 31 to 40 seat category has one of the lower ASF per seat ratio, and the highest hour utilization rate.
- The largest classroom on campus is Folsom-Pullen Hall 105 with 90 seats. This space is underutilized at 34% weekly hour utilization and below target seat utilization at 25% (averaged over five courses). The largest enrollment scheduled in this space is 34 students.

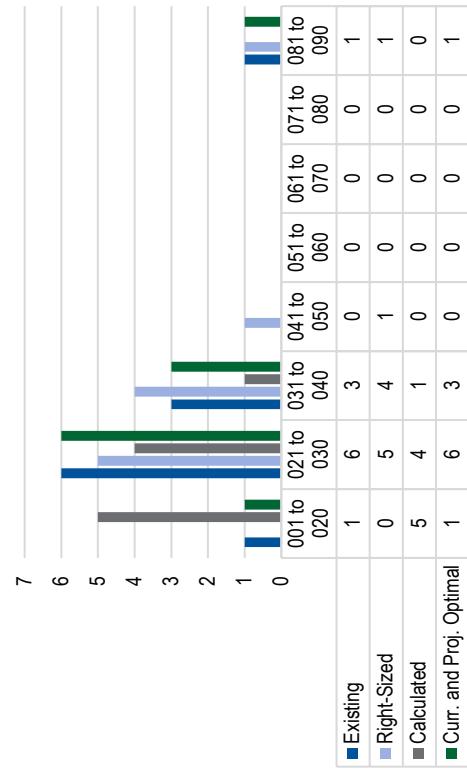
**Figure 9: General-Purpose Classroom Average Utilization, Occupancy, and Seat Size**

Number of Seats	Folsom-Pullen Hall	Spaces	Goals:		ASF per Seat Occupancy
			67%	67%	
1 to 20	1	1	44%	87%	27.5
21 to 30	6	6	41%	57%	25.1
31 to 40	3	3	73%	50%	20.6
81 to 90	1	1	34%	25%	17.7
Spaces	11	11	Overall		
Hour Utilization	50%	Overall	50%	Overall	
Seat Occupancy	51%	Overall	51%	Overall	
ASF per Seat	21.6	Overall	21.6	Overall	21.6

## Classroom Need

The needed distribution of classroom capacities was based on Fall 2016 course data and the 36.33-hour daytime scheduling window. Need was calculated based on guidelines of 67 percent average weekly daytime hour utilization, and average seat occupancy. Figure 10 presents the existing distribution and calculated need for classrooms.

**Figure 10: Existing Classrooms, Right-Sized, Calculated, Current and Projected Optimal Classroom Need**



In contrast to the 11 classrooms that existed during Fall 2016, a current calculated need for 10 classrooms was determined totaling 6,380 ASF. If enrollment were to increase to the six-year high of 636 FTE, there would be a need for 12 classrooms totaling 8,140 ASF. UMPI is relatively on target for ASF/seat and so the re-alignment of rooms by capacity did not provide any major changes. As such, the existing rooms can be maintained and meet the necessary space requirement for current enrollment and course offerings. While there is not a calculated need for a larger space and courses scheduled in this room can be reassigned to more appropriately sized classrooms, the lecture style room has been maintained to meet event/meeting space.

## Recommendations

UMPI is mainly challenged for space because of current scheduling practices. With many of the courses being scheduled for Tuesday/Thursday and in the morning, there is the physical need to press the Polycom rooms into service.

- UMPI has 11 general-purpose classrooms and 8,508 ASF, including a large lecture style room known as the "fishbowl".
- If all general courses scheduled in Polycom were re-assigned to general-purpose classrooms, and the hours scheduled were distributed vs. compacted into a small scheduling block, UMPI would need what they currently have in terms of room count and sizes.

- UMPI average ASF/seat is relatively on target and as such, there were no rooms in which seats needed to be de-caunted.
- While the calculated need indicated a shift to additional smaller classrooms, this is not proposed under the assumption that enrollment/course sizes will increase in the future, and to allow for more flexibility in use.
- Although the “fishbowl” is used for events/meetings, it is proposed the space be repurposed to another use such as a flat-floor collaborative space, or a more comfortable small lecture room to support cohort meetings for Nursing, or small events/lectures.

The following provides suggested needs by capacity.

**Figure 11: Modified Classroom Need**

Capacity	Existing Room Count	Room ASF	Room Count	Room ASF	Calculated Need without Polycom classes	Modified Need
11 to 20	1	550	5	2,500	1	Maintain Existing
21 to 30	5	3,362	4	3,000	5	Folsom-Pullen 214
31 to 40	4	3,001	1	880	4	Maintain Existing
41 to 50	0	0	0	0	0	If FTE increases to 636, this one additional room will be required in this category.
51 to 60	0	0	0	0	0	This capacity can be designed from the Fishbowl for new pedagogical instruction.
61 to 70	0	0	0	0	0	
71 to 80	0	0	0	0	0	
81 to 90	1	1,595	0	0	1	Fishbowl: could be renovated to collaborative flat-floor classroom for 55 and shared with future Nursing Program
<b>Total</b>	<b>11</b>	<b>8,508</b>	<b>10</b>	<b>6,380</b>	<b>11</b>	<b>8,508</b>

## Dedicated Classrooms (8)

In addition to the general-purpose classrooms, there are eight (8) spaces, roughly 5,000 ASF and 166 seats assigned to dedicated/priority use. In these rooms, general instructional classes are assigned because of the demand during peak scheduling times.

- There are four spaces identified as Polycom. Within these rooms, 15 courses and almost 30 hours of instruction are scheduled and only 5 courses and 12.25 hour show requisite Polycom need.
- One dedicated rooms if in CIL (104) and is scheduled for three courses that would otherwise be held in a general-purpose classroom.
- Folsom-Pullen Hall 111 is assigned to Education program and should remain as such.
- One room is assigned to the Medical Lab Technician Program but is relatively underutilized based on available data; and when it is utilized the program runs more on the evening / weekend schedule.
- One room is dedicated to the PTA program and is located in Wieden Hall 102.

The following table identifies the rooms and some associated recommendations for consideration. These proposals are in tandem with the general-purpose classroom findings and incorporates similar assumptions.

## Dedicated Classrooms

**Figure 12: Dedicated Classroom**

Building/Room	Department	ASF	Capacity	ASF per Seat	Hour Utilization	Seat Utilization	Recommendations
Center for Innovative Learning 104	Library	489	15	32.6	22%	58%	Used for 3 courses: re-assign courses to general-purpose classrooms. Assign Room 104 to study groups or small tutoring meetings.
Folsom-Pullen Hall 111	Education	872	40	21.8	69%	32%	Maintain for Education: The maximum enrollment for Fall 2016 was 27 students. Reduce seat count and provide more interactive / group work areas.
Folsom-Pullen Hall 112	Polycom	431	15	28.7	35%	32%	*112 G Used in conjunction with 112 *115 is underutilized. This could be a shared space between Medical Lab Technician and other Polycom classes, with sensitivity to scheduling.
Folsom-Pullen Hall 112G	Polycom	412			0%	0%	
Folsom-Pullen Hall 115	Med. Lab Tech.	767	25	30.7	17%	60%	*215 is a well utilized room.
Folsom-Pullen Hall 213	Polycom	526	27	19.5	28%	40%	<b>Recommendation:</b> There is a need for 3 properly sized and designed spaces.
Folsom-Pullen Hall 215	Polycom	625	25	25.0	53%	68%	1@ 15 seats=450 ASF 1@ 25 seats=750 ASF for Med Lab Tech 1@ 30 seats= 900 - 1,000 ASF for NURSING program collaboration with UMFK
Wieden Hall 102	Physical Therapy Assistant	865	19	45.5	64%	53%	<b>Recommendation:</b> The hours of instruction drive the need for 2 specialized instructional/lab spaces. Based on other instruction needs for similar departments that would use the same layout, this space is maintained until such time that Wieden Hall is renovated or replaced. At that point in time, a review of collaborative spaces can be conducted and changes in the program can be analyzed.
<b>110D Total</b>		<b>4,987</b>	<b>166</b>	<b>30.0</b>	<b>36%</b>	<b>47%</b>	<b>When the dedicated rooms are revised, the net change is from eight rooms and 4,987 ASF to seven rooms and roughly 4,000 ASF. This presumes the Library is off the books as a classroom, the Polycom rooms are re configured to the identified three rooms, and PT A and Education is maintained.</b>

## 5.0 SPECIALIZED INSTRUCTIONAL SPACES

### Occupancy

A utilization analysis was also conducted for the 11 SI spaces that existed at UMPI during Fall 2016. Daytime use was assessed, as this was the driver of SI space demand.

The weekly hour utilization guideline for SI spaces calls for scheduling 50 percent of the daytime scheduling window to allow for set-up/break-down of equipment for classes and for out-of-class use by students for project assignments. Due to the comparatively large capital investment in these rooms, the station occupancy goal is 80 percent when a room is scheduled for instruction. ASF per station guidelines vary for SI space by discipline.

#### Analyzed Spaces

Between the course data, instructional space list, and inventory file 11 spaces and 13,575 ASF were identified as teaching laboratories.

#### Utilization

Average weekly daytime hour utilization was 24 percent, and ranged from 10 percent of the 36.33-hour scheduling window for the Physics and GIS Lab in Folsom-Pullen Hall 201 (two courses) and the Ceramics Studio in Wieden Hall 101B (one course) to 45 percent for the Art Studio in Folsom-Pullen Hall 311 (averaged across five courses). Ten of the 11 scheduled SI spaces had weekly hour utilization rates at or below 40 percent in contrast with the target of 50 percent, indicating that they have additional scheduling capacity available.

The average station occupancy rate for SI spaces was 50 percent, which is below the goal of 80 percent. Occupancy rates among scheduled spaces ranged from 18 percent in the Art Studio in Folsom-Pullen 311 (five courses) to 97 percent for the Genetics and Ecology Lab in Folsom-Pullen Hall 305 (two courses).

The average station occupancy and average weekly hour utilization for each SI space for both the day and evening windows can be found in the Appendix Section.

#### Current Specialized Instructional Space Need

SI space needs were calculated based on hours of instruction and course section enrollments by course discipline. This method of calculating SI space need recognizes that courses in a given discipline could have been taught in spaces of another discipline out of necessity due to what may have been a less than ideal alignment between available spaces and course offerings during the period under consideration.

Using the rubrics of 80 percent occupancy, 50 percent utilization, and discipline-specific ASF per station, it is recommended that, beyond maintaining its current complement of SI spaces, UMPI add six (6) additional labs, including three (3) for the new Nursing program (4,000 ASF), two (2) for the Physical Therapy Assistant program (2,560 ASF), and one (1) Biology – Anatomy and Physiology Lab (1,440 ASF). There is also a recommendation that UMPI update the existing Athletics Training labs and add additional ASF to bring the labs more in line with the current need.

**Figure 13: Current SI Space Needs by Course Discipline**

Discipline	Optimal Need Rooms	Optimal Space (Each Station)	Existing Rooms	Existing Total	Hour Utilization	Seat Utilization	Existing ASF/Situation	Existing Rm & Bldg.	Total Rooms	Incremental ASF	Proposed ASF	Proposed	Incremental Room	Incremental ASF	Total ASF	Notes		
Art - Ceramics	1	16	60	960	1	30	1,173	10%	40%	39.1	Wieden Hall	1	1,173	0	0	1	1,173	Maintain existing for discussion   Decision on program will decide future space.
Art - Studio	4	24	60	5,760	1	50	4,558	45%	18%	91.2	Folsom-Pullen Hall 311 (serves 4 disciplines)	1	4,558	0	0	1	4,558	Maintain existing for discussion.   Supports multiple functions including senior studio space.   Decision on program will decide future space.
Athletics Training	2	16	80	2,560	2	44	1,727	28% to	43%	39.3	Wieden Hall	2	2,560	0	0	2	2,560	Replace / update existing with more appropriate space (Additional ASF Identified) Can these spaces be shared with Physical Therapy Assistant Program?
Biology - Anatomy and Physiology																	Space has been renovated. The room is shared with MLT leaving just 594 ASF for A&P. In addition, A&P supplies are stored in the Lab Proper. Generally specialized instructional spaces are sized at 24 stations.	
Biology - General	1	24	60	1,440	1	18	594	23%	82%	33.0	Folsom-Pullen Hall 301	1	1,010	1	1,440	2	2,450	<b>Recommendation:</b> There will be additional courses in the future related to new programs. This space can accommodate an additional 3 courses & the associated hours identified for Massage Therapy. It is proposed that as A&P demand increases with the impact of Nursing, the entire existing lab be returned to full A&P use and MLT be relocated.
Biology - Genetics	1	24	60	1,440	1	18	786	30%	76%	43.7	Folsom-Pullen Hall 304	1	786	0	0	1	786	<b>Recommendation:</b> Maintain existing for discussion. Generally specialized instructional spaces are sized at 24 stations.
Chemistry - General	1	24	60	1,440	1	18	1,151	30%	81%	44.7	Folsom-Pullen Hall 305	1	1,151	0	0	1	1,151	<b>Recommendation:</b> Maintain existing for discussion. Generally specialized instructional spaces are sized at 24 stations.
Chemistry - Organic	1	16	60	960	0	0	0	0%	0%	0.0	N/A	0	-	0	0	0	0	Currently sharing with general Chemistry lab.
Computer Lab - Multipurpose	1	24	40	960	0	0	0	0%	0%	0.0	N/A	0	-	0	0	0	0	Could maintain current arrangement.
Ecology - General	1	24	60	1,440	0	0	0	0%	0%	0.0	N/A	0	0	0	0	0	0	Currently using open computer lab in Center for Innovative Learning and Folsom-Pullen Hall. Maintain current arrangement
																		Currently sharing with Genetics lab. Maintain? Can it share with Geology?

Discipline	Optimal Need Rooms (Each Space)	Optimal Stations (Each Space)	Existing Rooms	Existing Total Stations	Existing ASF	Hour Utilization	Seat Utilization	Existing ASF/Station	Existing Bldg. & Rm	Proposed	Proposed ASF	Total Rooms	Increments/ASF Need	Total ASF	Notes			
Geology - General	1	24	60	1,440	1	18	1,266	19%	64%	70.3	Folsom-Pullen Hall 302	1	1,266	0	0	1	1,266	Maintain Existing? Can it share with Ecology?
GIS	1	8	40	320	1	18	1,036	10%	42%	57.6	Folsom-Pullen Hall 201	1	1,036	0	0	1	1,036	Provides place holder for Skills / SIM space; similar to recommendation for UMFK with whom UMPI will partner.
Nursing: Labs	0	0	0	0	0	0	0	0%	0%	0.0		0	-	3	4,000	3	4,000	This space needs to be relocated to Wieden Hall. Current instruction conflicts with public use of Gentile Hall. Existing room is being used as both classroom and lab as enrollments are low.
Physical Education	1	8	80	640	1	10	660	14%	40%	66.0	Caroline D. Gentile Hall 108	1	660	0	0	1	660	<b>Recommendation:</b> Relocate instruction/and associate office to Wieden Hall, if program is maintained or is expected to grow. If there is any significant growth, the hours of general instruction will need to be placed in general-purpose classrooms. Currently scheduled in a dedicated classroom/lab area Wieden 102.
Physics - General	1	8	60	480	0	0	0	0%	0%	0.0		0	-	2	2,560	2	2,560	Currently sharing with GIS.
Physical Therapy Assistant	2	16	80	2,560	0	0	0	0%	0%	0.0		0	-	2	2,560	2	2,560	Could maintain current arrangement.
<b>Grand Total</b>	<b>20</b>	<b>280</b>	<b>920</b>	<b>23,840</b>	<b>11</b>	<b>242</b>	<b>13,755</b>	<b>24%</b>	<b>50%</b>	<b>11</b>	<b>15,004</b>	<b>6</b>	<b>8,000</b>	<b>17</b>	<b>23,004</b>			

- Many of the lab spaces have been recently upgraded using STEM funding. Currently these spaces are meeting the existing need.
- Opportunity to create an Academic Wellness Program in a consolidated space in a renovated/replaced Wieden for Physical Therapy, Massage Therapy, Physical Education, Athletics Training, and some cross-pollination with Nursing.
- There is a net increase of six rooms the addition of over 12,000 ASF to meet existing and programmatic projected need.
- Instructional space and associated support does not meet current space requirements.
- Space has a carrying capacity of 322 FTE before new programs or necessary ASF adjustments are made.

## 6.0 SUMMARY AND RECOMMENDATIONS

### Non-Capital Suggestions

#### Low-Use Classrooms / Specialized Spaces

Seven of UMPI's 11 classrooms have utilization rates of 55 percent or less, in contrast with the target rate of 67 percent. The lowest-used space is the lecture hall Folsom-Pullen Hall 105 at 34 percent hour utilization. These, and other spaces, should be examined to determine the reason for their low usage. If these spaces are underutilized because of quality issues, inexpensive upgrades and/or minor aesthetic adjustments may be considered to make them more desirable and more likely to be scheduled. The spaces may also be too small and/or somewhat "specialized" in terms of their departmental use. Alternatively, it may simply be that there is more than adequate space available, resulting in the low use of some spaces.

#### Scheduling Policies, Practices, and Procedures

Adherence to standard scheduling time blocks for all courses is imperative to ensure optimal classroom use. While it is understood that there are exceptions – such as an expanded course meeting time or the legitimate needs of a specific faculty member – a large number of exceptions results in fractured time blocks that have a ripple effect across the week, making scheduling challenging and space utilization inefficient.

UMPI scheduled 79 percent of its courses in standard time blocks during Fall 2016, it utilized almost twice as many non-standard time blocks than standard time blocks during the same period. The proliferation of non-standard time blocks can cause scheduling conflicts for both spaces and students. In order to promote the most effective use of instructional space and optimize students' ability to create desired or needed schedules, the use of non-standard time blocks should be kept to a minimum. UMPI's high morning use on Tuesdays and Thursdays ought to be addressed and incentives for utilizing non-peak periods should be considered.

#### Capital Suggestions

UMPI has the opportunity now to refurbish and repurpose existing spaces through thoughtful and strategic renovations. For example, there is the opportunity to redefine the use of Folsom-Pullen Hall 105 (the "Fishbow") from a 90-seat lecture hall, to a flat-floor collaborative learning classroom that could be used by the future Nursing program. The Polycom rooms can be re-designed to address receiving (smaller cohorts) and sending classrooms. With increased collaboration between campuses, there will need to be investment in high-end technology as well as dedicated sending and receiving spaces.

Specialized instructional spaces, although recently upgraded, need additional square footage and with the new Nursing program, additional dedicated lab spaces. The location and design of the spaces for nursing should parallel the requirements set forth by the accrediting bodies and Fort Kent, with the appropriate ASF.

# Appendices

Instructional Space Utilization Analysis Report

**General-Purpose Classrooms | Day**

General-Purpose Classrooms | Evening

Specialized Instructional Spaces | Day

Specialized Instructional Spaces | Evening



Building	Room	Course	Title	Room ASF	Seats	ASF per Seat	Enrollment	% Seats Occupied	Weekly % Hours	Right- Sized at 22	Delta: Enrollment vs. Right-Sized
Folsom-Pullen Hall	105	ENG 211 0001	Intro. to Creative Writing				16	18%	2.50		74
Folsom-Pullen Hall	105	POS 101 0001	American Government				22	24%	2.50		68
Folsom-Pullen Hall	105	PSY 100 0001	General Psychology				25	28%	2.50		65
Folsom-Pullen Hall	105	PSY 100 0002	General Psychology				34	38%	2.50		56
Folsom-Pullen Hall	105	SWK 400 0001	Social Work Practice II				15	17%	2.50		75
<b>Folsom-Pullen Hall</b>	<b>105 Total</b>			<b>1,595</b>	<b>90</b>	<b>17.7</b>	<b>112</b>	<b>25%</b>	<b>12.50</b>	<b>34%</b>	<b>90</b>
Folsom-Pullen Hall	113	ATH 340 0001	Acute Care Athletic Injuries				10	29%	2.50		26
Folsom-Pullen Hall	113	ATH 340 0002	Acute Care Athletic Injuries				9	26%	2.50		27
Folsom-Pullen Hall	113	ENG 101 0002	College Composition				19	54%	2.50		17
Folsom-Pullen Hall	113	ENG 101 0003	College Composition				18	51%	2.50		18
Folsom-Pullen Hall	113	ENG 101 0006	College Composition				13	37%	2.50		23
Folsom-Pullen Hall	113	PCJ 215 0001	Business Communication				21	60%	2.50		15
Folsom-Pullen Hall	113	PHE 381 0001	Biomechanics				14	40%	2.50		22
Folsom-Pullen Hall	113	SWK 285 0001	Human Beh in the Soc Envir I				16	46%	2.50		20
<b>Folsom-Pullen Hall</b>	<b>113 Total</b>			<b>781</b>	<b>35</b>	<b>22.3</b>	<b>120</b>	<b>43%</b>	<b>20.00</b>	<b>55%</b>	<b>36</b>
Folsom-Pullen Hall	203	BIO 261 0001	Human Anatomy and Physio I				23	58%	2.50		18
Folsom-Pullen Hall	203	BIO 261 0002	Human Anatomy and Physio I				24	60%	2.50		17
Folsom-Pullen Hall	203	BIO 350 0001	Genetics				18	45%	2.50		23
Folsom-Pullen Hall	203	BUS 335 0001	Organizational Behavior				20	50%	2.50		21
Folsom-Pullen Hall	203	BUS 415 0001	Operations Management				16	40%	1.25		25
Folsom-Pullen Hall	203	BUS 440 0001	Business Analytics				23	58%	1.25		18
Folsom-Pullen Hall	203	CRJ 130 0001	Phil & Ethics of Social Cntrl				16	40%	2.50		25
Folsom-Pullen Hall	203	CRJ 377 0001	Probation,Parole & Corrections				17	43%	2.50		24
Folsom-Pullen Hall	203	SWK 305 0001	Ethnicity & Multiculturalism				24	60%	2.50		17
Folsom-Pullen Hall	203	BUS 260 0001	Leadership				22	55%	1.25		19
<b>Folsom-Pullen Hall</b>	<b>203 Total</b>			<b>897</b>	<b>40</b>	<b>22.4</b>	<b>203</b>	<b>51%</b>	<b>21.25</b>	<b>58%</b>	<b>41</b>
Folsom-Pullen Hall	204	BIO 112 LC21	Learning Community Section (General Biology I)				12	38%	2.50		19
Folsom-Pullen Hall	204	EDU 200 0001	Learner & Learning Process				20	63%	2.50		11
Folsom-Pullen Hall	204	ENV 110 0002	Intro to Environmental Science				25	78%	2.50		6
Folsom-Pullen Hall	204	FRE 101 0002	Elementary French I				18	56%	2.50		13
Folsom-Pullen Hall	204	MAT 101 0002	Basic Statistics				22	69%	2.50		9
Folsom-Pullen Hall	204	MAT 117 0002	College Algebra				21	66%	2.50		10
Folsom-Pullen Hall	204	PSY 404 0001	Psychology of Learning				9	28%	2.50		22
Folsom-Pullen Hall	204	MAT 121 0001	Pre-Calculus				13	41%	2.50		18
Folsom-Pullen Hall	204	MAT 132 0001	Calculus II				5	16%	0.83		26
<b>Folsom-Pullen Hall</b>	<b>204 Total</b>			<b>674</b>	<b>32</b>	<b>21.1</b>	<b>145</b>	<b>50%</b>	<b>20.83</b>	<b>57%</b>	<b>31</b>
Folsom-Pullen Hall	205	BUS 330 0001	Marketing Management				22	61%	2.50		8
Folsom-Pullen Hall	205	CHY 111 0001	General Chemistry I				25	69%	2.50		5
Folsom-Pullen Hall	205	CHY 111 0002	General Chemistry I				23	64%	2.50		7
Folsom-Pullen Hall	205	CHY 221 0001	Organic Chemistry I				10	28%	2.50		20
Folsom-Pullen Hall	205	MAT 101 0004	Basic Statistics				25	69%	2.50		5
Folsom-Pullen Hall	205	MAT 186 LC09	Learning Community Section (Special Topics in Mat				15	42%	2.50		15
Folsom-Pullen Hall	205	MAT 201 0002	Probability & Statistics I				22	61%	2.50		8
<b>Folsom-Pullen Hall</b>	<b>205 Total</b>			<b>649</b>	<b>36</b>	<b>18.0</b>	<b>142</b>	<b>56%</b>	<b>17.50</b>	<b>48%</b>	<b>30</b>
Folsom-Pullen Hall	206	BIO 112 0004	General Biology I				26	87%	2.50		4
Folsom-Pullen Hall	206	ECY 355 0001	General Ecology				17	57%	2.50		13
Folsom-Pullen Hall	206	ENV 220 0001	Integrated Pest Management				9	30%	2.50		21
Folsom-Pullen Hall	206	FYS 100 0003	First Year Seminar				18	60%	0.83		12
Folsom-Pullen Hall	206	MAT 274 0001	Linear Algebra				9	30%	2.50		21
Folsom-Pullen Hall	206	REC 234 0001	Outdoor Pursuits I				10	33%	2.75		20
Folsom-Pullen Hall	206	MAT 312 0001	Geometric Structures				9	30%	2.50		21
<b>Folsom-Pullen Hall</b>	<b>206 Total</b>			<b>649</b>	<b>30</b>	<b>21.6</b>	<b>98</b>	<b>47%</b>	<b>16.08</b>	<b>44%</b>	<b>30</b>

Building	Room	Course	Title	Room ASF	Seats	ASF per Seat	Enrollment	% Seats Occupied	Weekly % Hours	Right-Sized at 22	Delta: Enrollment vs. Right-Sized
Folsom-Pullen Hall	210	CRJ 100	LC07 Learning Community Section (Intro to Criminal Jus		11		37%	2.50			28
Folsom-Pullen Hall	210	CRJ 100	LC08 Learning Community Section (Intro to Criminal Jus		26		37%	2.50			28
Folsom-Pullen Hall	210	ECO 207	0001 Macro & Micro Economics		13		87%	2.50			13
Folsom-Pullen Hall	210	ENG 314	0001 Screenwriting Workshop		26		43%	2.50			26
Folsom-Pullen Hall	210	HPR 101	0001 Lifelong Wellness		26		87%	2.50			13
Folsom-Pullen Hall	210	HPR 101	0002 United States History II		23		77%	2.50			16
Folsom-Pullen Hall	210	HTY 162	0001 Basic Statistics Practicum (Special Topics in Mat		23		77%	2.50			16
Folsom-Pullen Hall	210	MAT 186	0003 College Algebra Practicum (Special Topics in Math		25		83%	0.83			14
Folsom-Pullen Hall	210	MAT 186	0004 College Algebra Practicum (Special Topics in Math		18		60%	0.83			21
<b>Folsom-Pullen Hall</b>				<b>852</b>	<b>30</b>	<b>28.4</b>	<b>176</b>	<b>65%</b>	<b>19.17</b>	<b>53%</b>	<b>39</b>
Folsom-Pullen Hall	212	EDU 490	0001 Capstone in Teacher Education		5		20%	2.75			20
Folsom-Pullen Hall	212	ENG 121	0001 College Composition II		21		84%	2.50			4
Folsom-Pullen Hall	212	ENG 121	0002 College Composition II		20		80%	2.50			5
Folsom-Pullen Hall	212	FYS 100	LC04 Learning Community Section (First Year Seminar)		12		48%	0.83			13
Folsom-Pullen Hall	212	FYS 100	LC10 First Year Seminar		11		44%	0.83			14
Folsom-Pullen Hall	212	MAT 101	0001 Basic Statistics		14		56%	2.50			11
Folsom-Pullen Hall	212	SOC 430	0001 Theoretical Criminology		12		48%	2.50			13
Folsom-Pullen Hall	212	SWK 300	0001 Social Welfare Policy & Issues		18		72%	2.50			7
<b>Folsom-Pullen Hall</b>				<b>550</b>	<b>25</b>	<b>22.0</b>	<b>113</b>	<b>57%</b>	<b>16.92</b>	<b>47%</b>	<b>25</b>
Folsom-Pullen Hall	214	CRJ 250	0001 Criminal Law		19		95%	2.50			6
Folsom-Pullen Hall	214	ENG 101	0001 College Composition		20		100%	2.50			5
Folsom-Pullen Hall	214	FYS 100	0005 First Year Seminar		17		85%	0.83			8
Folsom-Pullen Hall	214	FYS 100	LC07 Learning Community Section (First Year Seminar)		12		60%	0.83			13
Folsom-Pullen Hall	214	FYS 100	LC09 Learning Community Section (First Year Seminar)		23		115%	0.83			2
Folsom-Pullen Hall	214	SOC 100	LC62 Learning Community Section		20		100%	2.50			5
Folsom-Pullen Hall	214	SWK 396A	0001 Junior Field I		13		65%	2.50			12
Folsom-Pullen Hall	214	ENG 100	0001 Intro to College Read & Write		16		80%	2.50			9
Folsom-Pullen Hall	214	ENG 100	0001 Intro to College Read & Write		16		80%	0.83			9
<b>Folsom-Pullen Hall</b>				<b>550</b>	<b>20</b>	<b>27.5</b>	<b>156</b>	<b>87%</b>	<b>15.83</b>	<b>44%</b>	<b>25</b>
Folsom-Pullen Hall	216	HTY 313	0001 Early Modern Europe		15		60%	2.50			9
Folsom-Pullen Hall	216	HTY 370	0001 The Scramble for Africa (Topics in Non-Western Hi		20		80%	2.50			4
Folsom-Pullen Hall	216	PHE 485	0001 Organiz & Administ of Phys Edu		5		20%	2.50			19
Folsom-Pullen Hall	216	PHI 151	0001 Introduction to Philosophy		18		72%	2.50			6
Folsom-Pullen Hall	216	ENG 100	0003 Intro to College Read & Write		18		72%	2.50			6
Folsom-Pullen Hall	216	ENG 100	0003 Intro to College Read & Write		18		72%	1.00			6
Folsom-Pullen Hall	216	MAT 312	0001 Geometric Structures		9		36%	0.83			15
<b>Folsom-Pullen Hall</b>				<b>534</b>	<b>25</b>	<b>21.4</b>	<b>103</b>	<b>59%</b>	<b>14.33</b>	<b>39%</b>	<b>24</b>
Folsom-Pullen Hall	303	BUS 101	LC10 Learning Community Section (Introduction to Busin		27		90%	1.25			8
Folsom-Pullen Hall	303	BUS 150	0001 Intro to Financial Accounting		12		40%	2.50			23
Folsom-Pullen Hall	303	BUS 361	0001 Intermediate Accounting I		14		47%	2.50			21
Folsom-Pullen Hall	303	BUS 377	0001 Federal Taxation		15		50%	2.50			20
Folsom-Pullen Hall	303	ENG 121	0004 College Composition II		17		57%	2.50			18
Folsom-Pullen Hall	303	ENV 120	0001 Meteorology		20		67%	2.50			15
Folsom-Pullen Hall	303	MAT 117	0001 College Algebra		19		63%	2.50			16
Folsom-Pullen Hall	303	MAT 166	0002 Math for Elementary Teachers		15		50%	2.50			20
Folsom-Pullen Hall	303	PHE 265	0001 Motor Learning		23		77%	2.50			12
Folsom-Pullen Hall	303	MAT 132	0001 Calculus II		5		17%	2.50			30
<b>Folsom-Pullen Hall</b>				<b>777</b>	<b>30</b>	<b>25.9</b>	<b>167</b>	<b>56%</b>	<b>23.75</b>	<b>65%</b>	<b>35</b>
<b>Folsom-Pullen Hall Total</b>				<b>8,508</b>	<b>393</b>	<b>21.6</b>	<b>1,535</b>	<b>51%</b>	<b>198.17</b>	<b>50%</b>	<b>404</b>
<b>Grand Total</b>				<b>8,508</b>	<b>393</b>	<b>21.6</b>	<b>1,535</b>	<b>51%</b>	<b>198.17</b>	<b>50%</b>	<b>404</b>

# Appendices

Instructional Space Utilization Analysis Report

General-Purpose Classrooms | Day

**General-Purpose Classrooms | Evening**

Specialized Instructional Spaces | Day

Specialized Instructional Spaces | Evening



Building	Room	Course	Title	Room ASF	Seats	ASF per Seat	Enrollment	% Seats Occupied	Weekly Hours	% Hours	Right-Sized at 22	Delta: Enrollment vs. Right- Sized
Folsom-Pullen Hall	105	ART 107 0001	Experience of the Arts									93
Folsom-Pullen Hall	105	CRJ 372 0001	Police & Policing									103
<b>Folsom-Pullen Hall</b>	<b>105 Total</b>			<b>1,595</b>	<b>90</b>	<b>17.7</b>	<b>34</b>	<b>19%</b>	<b>6.00</b>	<b>43%</b>	<b>115</b>	
Folsom-Pullen Hall	113	ASL 101 0001	American Sign Language I									15
Folsom-Pullen Hall	113	BUS 350 0001	Business Law I									24
<b>Folsom-Pullen Hall</b>	<b>113 Total</b>			<b>781</b>	<b>35</b>	<b>22.3</b>	<b>33</b>	<b>47%</b>	<b>5.50</b>	<b>39%</b>	<b>36</b>	
Folsom-Pullen Hall	203	BUS 415 0001	Operations Management									25
Folsom-Pullen Hall	203	BUS 440 0001	Business Analytics									18
<b>Folsom-Pullen Hall</b>	<b>203 Total</b>			<b>897</b>	<b>40</b>	<b>22.4</b>	<b>39</b>	<b>49%</b>	<b>5.50</b>	<b>39%</b>	<b>41</b>	
Folsom-Pullen Hall	204	FYS 100 0004	First Year Seminar									13
Folsom-Pullen Hall	204	MAT 121 0001	Pre-Calculus									18
<b>Folsom-Pullen Hall</b>	<b>204 Total</b>			<b>674</b>	<b>32</b>	<b>21.1</b>	<b>31</b>	<b>48%</b>	<b>1.67</b>	<b>12%</b>	<b>31</b>	
Folsom-Pullen Hall	205	NS	Not Scheduled									30
<b>Folsom-Pullen Hall</b>	<b>205 Total</b>			<b>649</b>	<b>36</b>	<b>18.0</b>	<b>0</b>	<b>0%</b>	<b>0.00</b>	<b>0%</b>	<b>30</b>	
Folsom-Pullen Hall	206	NS	Not Scheduled									30
<b>Folsom-Pullen Hall</b>	<b>206 Total</b>			<b>649</b>	<b>30</b>	<b>21.6</b>	<b>0</b>	<b>0%</b>	<b>0.00</b>	<b>0%</b>	<b>30</b>	
Folsom-Pullen Hall	210	ART 116 0001	Introduction to Film									20
Folsom-Pullen Hall	210	ART 211 0001	Art History I									26
Folsom-Pullen Hall	210	ART 403 0001	Film Seminar									35
<b>Folsom-Pullen Hall</b>	<b>210 Total</b>			<b>852</b>	<b>30</b>	<b>28.4</b>	<b>36</b>	<b>40%</b>	<b>8.25</b>	<b>59%</b>	<b>39</b>	
Folsom-Pullen Hall	212	EDU 490 0001	Capstone in Teacher Education									20
<b>Folsom-Pullen Hall</b>	<b>212 Total</b>			<b>550</b>	<b>25</b>	<b>22.0</b>	<b>5</b>	<b>20%</b>	<b>2.75</b>	<b>20%</b>	<b>25</b>	
Folsom-Pullen Hall	214	PSY 350 0001	Sports and Health Psychology (Topics in Psychology)									13
<b>Folsom-Pullen Hall</b>	<b>214 Total</b>			<b>550</b>	<b>20</b>	<b>27.5</b>	<b>12</b>	<b>60%</b>	<b>2.75</b>	<b>20%</b>	<b>25</b>	
Folsom-Pullen Hall	216	NS	Not Scheduled									24
<b>Folsom-Pullen Hall</b>	<b>216 Total</b>			<b>534</b>	<b>25</b>	<b>21.4</b>	<b>0</b>	<b>0%</b>	<b>0.00</b>	<b>0%</b>	<b>24</b>	
Folsom-Pullen Hall	303	BUS 101 LC10	Learning Community Section (Introduction to Business)									8
Folsom-Pullen Hall	303	SOC 100 0001	Introduction to Sociology									14
<b>Folsom-Pullen Hall</b>	<b>303 Total</b>			<b>777</b>	<b>30</b>	<b>25.9</b>	<b>48</b>	<b>80%</b>	<b>5.50</b>	<b>39%</b>	<b>35</b>	
<b>Folsom-Pullen Hall Total</b>				<b>8,508</b>	<b>393</b>	<b>21.6</b>	<b>238</b>	<b>35%</b>	<b>37.92</b>	<b>25%</b>	<b>429</b>	
<b>Grand Total</b>				<b>8,508</b>	<b>393</b>	<b>21.6</b>	<b>238</b>	<b>35%</b>	<b>37.92</b>	<b>25%</b>	<b>429</b>	



# Appendices

- Instructional Space Utilization Analysis Report
- General-Purpose Classrooms | Day
- General-Purpose Classrooms | Evening
- Specialized Instructional Spaces | Day**
- Specialized Instructional Spaces | Evening



Building	Room	Course	Title	Room ASF	Seats	ASF per Station	Enrollment	# Seats	% Seats Occupied	Weekly Hours	% Hours
Caroline D. Gentile Hall	108	PHE 302 0001	Teaching Secondary PE				4	10	40%	2.50	
Caroline D. Gentile Hall	108	PHE 480 0001	Measurement & Eval of Phys Edu				4	10	40%	2.50	
<b>Caroline D. Gentile Hall Total</b>	<b>108 Total</b>										
Folsom-Pullen Hall	201	ENV 408 0001	GIS II-Appl & Adv Spatial Anal	660	10	66.0	8	20	40%	5.00	14%
Folsom-Pullen Hall	201	PHY 153 0002	General Physics I	660	10	66.0	8	20	40%	5.00	14%
<b>Folsom-Pullen Hall</b>	<b>201 Total</b>										
Folsom-Pullen Hall	202	CHY 111 0003	General Chemistry I				15	36	42%	3.75	10%
Folsom-Pullen Hall	202	CHY 111 0004	General Chemistry I				17	18	89%	2.75	
Folsom-Pullen Hall	202	CHY 111 0005	General Chemistry I				15	18	94%	2.75	
Folsom-Pullen Hall	202	CHY 221 0002	Organic Chemistry I				10	18	83%	2.75	
<b>Folsom-Pullen Hall</b>	<b>202 Total</b>										
Folsom-Pullen Hall	301	BIO 261 0003	Human Anatomy and Physio I				16	18	89%	2.00	
Folsom-Pullen Hall	301	BIO 261 0004	Human Anatomy and Physio I				13	18	72%	2.00	
Folsom-Pullen Hall	301	BIO 261 0005	Human Anatomy and Physio I				18	18	100%	2.00	
Folsom-Pullen Hall	301	MAT 186 0005	Professional Math (Special Topics in Math)				12	18	67%	2.75	
<b>Folsom-Pullen Hall</b>	<b>301 Total</b>										
Folsom-Pullen Hall	302	GEY 112 0001	Combined Lecture/Lab Section (Fundamentals of Geo	594	18	33.0	59	72	82%	8.50	23%
Folsom-Pullen Hall	302	GEY 353 0001	Surficial Geology				18	18	100%	4.50	
<b>Folsom-Pullen Hall</b>	<b>302 Total</b>										
Folsom-Pullen Hall	304	BIO 112 0005	General Biology I				11	18	61%	2.75	
Folsom-Pullen Hall	304	BIO 112 0006	General Biology I				16	18	89%	2.75	
Folsom-Pullen Hall	304	BIO 112 0007	General Biology I				16	18	89%	2.75	
Folsom-Pullen Hall	304	BIO 112 LC22	Learning Community Section (General Biology I)				12	18	67%	2.75	
<b>Folsom-Pullen Hall</b>	<b>304 Total</b>										
Folsom-Pullen Hall	305	BIO 350 0002	Genetics	786	18	43.7	55	72	76%	7.00	19%
Folsom-Pullen Hall	305	ECY 355 0002	General Ecology				18	18	100%	2.75	
<b>Folsom-Pullen Hall</b>	<b>305 Total</b>										
Folsom-Pullen Hall	311	ART 103 0001	Drawing I				17	18	94%	2.75	
Folsom-Pullen Hall	311	ART 104 0001	Figure Drawing				17	18	94%	2.75	
Folsom-Pullen Hall	311	ART 120 0001	Design Foundations I				10	50	20%	2.50	
Folsom-Pullen Hall	311	ART 261 0001	Painting I				6	50	12%	3.67	
Folsom-Pullen Hall	311	ART 499A 0001	Senior Thesis Project I				2	50	4%	2.83	
<b>Folsom-Pullen Hall</b>	<b>311 Total</b>										
Folsom-Pullen Hall	101B	ART 246 0001	Ceramics:Beg Handbuilding	4,558	50	91.2	46	250	18%	16.33	45%
<b>Wieden Hall</b>	<b>101B Total</b>										
Wieden Hall	156	ATH 244 0001	Techniques of Athletic Trainin	1,173	30	39.1	12	30	40%	3.67	10%
Wieden Hall	156	ATH 244 0002	Techniques of Athletic Trainin				10	25	40%	2.50	
Wieden Hall	156	ATH 342 0002	Assess Thoracic,CSpine,Head				16	25	64%	2.50	
Wieden Hall	156	ATH 404 0002	Gen Med Cond Athlete & Pharm				5	25	20%	2.50	
<b>Wieden Hall</b>	<b>156 Total</b>										
							43	100	43%	10.00	28%

Building	Room	Course	Title	Room ASF	Seats	ASF per Station	Enrollment	# Seats	% Seats Occupied	Weekly Hours	% Hours
Wieden Hall	159	ATH 341 0001	Therapeutic Interventions I				14	19	74%	2.50	
Wieden Hall	159	ATH 342 0001	Assess Thoracic, CSpine, Head				16	19	84%	2.50	
Wieden Hall	159	ATH 345 0001	Athletic Training Clinical I				13	19	68%	2.75	
Wieden Hall	159	ATH 400 0001	Athletic Training Clinical III				5	19	26%	2.50	
Wieden Hall	159	ATH 404 0001	Gen Med Cond Athlete & Pharm				5	19	26%	2.50	
<b>Wieden Hall</b>	<b>159 Total</b>			<b>481</b>	<b>19</b>	<b>25.3</b>	<b>53</b>	<b>95</b>	<b>56%</b>	<b>12.75</b>	<b>35%</b>
<b>Wieden Hall Total</b>				<b>2,900</b>	<b>74</b>	<b>39.2</b>	<b>108</b>	<b>225</b>	<b>48%</b>	<b>26.42</b>	<b>24%</b>
<b>Grand Total</b>				<b>13,575</b>	<b>242</b>	<b>56.1</b>	<b>407</b>	<b>819</b>	<b>50%</b>	<b>94.50</b>	<b>24%</b>

# Appendices

Instructional Space Utilization Analysis Report

General-Purpose Classrooms | Day

General-Purpose Classrooms | Evening

Specialized Instructional Spaces | Day

**Specialized Instructional Spaces | Evening**



Building	Room	Course	Title	Room ASF	Seats	ASF per Station	Enrollment	# Seats	% Seats Occupied	Weekly Hours	% Hours
Caroline D. Gentile Hall	108	NS	Not Scheduled		660	10	66.0	0	0%	0.00	0%
<b>Caroline D. Gentile Hall</b>	<b>108 Total</b>				660	10	66.0	0	0%	0.00	0%
<b>Caroline D. Gentile Hall Total</b>								0	0%	0.00	0%
Folsom-Pullen Hall	201	ENV 408 0001	GIS II-Appl & Adv Spatial Anal		1,036	18	57.6	15	42%	8.25	59%
	201	PHY 153 0002	General Physics I					7	18	39%	44%
<b>Folsom-Pullen Hall</b>	<b>201 Total</b>							0	0%	0.00	0.00
Folsom-Pullen Hall	202	NS	Not Scheduled		971	18	53.9	0	0%	0.00	0%
<b>Folsom-Pullen Hall</b>	<b>202 Total</b>							0	0%	0.00	0%
Folsom-Pullen Hall	301	NS	Not Scheduled		594	18	33.0	0	0%	0.00	0%
<b>Folsom-Pullen Hall</b>	<b>301 Total</b>							0	0%	0.00	0%
Folsom-Pullen Hall	302	NS	Not Scheduled		1,266	18	70.3	0	0%	0.00	0%
<b>Folsom-Pullen Hall</b>	<b>302 Total</b>							0	0%	0.00	0%
Folsom-Pullen Hall	304	NS	Not Scheduled		786	18	43.7	0	0%	0.00	0%
<b>Folsom-Pullen Hall</b>	<b>304 Total</b>							0	0%	0.00	0%
Folsom-Pullen Hall	305	NS	Not Scheduled		804	18	44.7	0	0%	0.00	0%
<b>Folsom-Pullen Hall</b>	<b>305 Total</b>							0	0%	0.00	0%
Folsom-Pullen Hall	311	ART 104 0001	Figure Drawing					10	50	20%	3.67
	311	ART 251 0001	Photography I					11	50	22%	3.67
	311	ART 499A 0001	Senior Thesis Project I					2	50	4%	3.00
<b>Folsom-Pullen Hall</b>	<b>311 Total</b>							23	150	15%	10.33
<b>Folsom-Pullen Hall Total</b>					10,015	158	63.4	38	9%	18.58	19%
Wieden Hall	101B	NS	Not Scheduled		1,173	30	39.1	0	0%	0.00	0%
<b>Wieden Hall</b>	<b>101B Total</b>							0	0%	0.00	0%
Wieden Hall	156	NS	Not Scheduled					0	0%	0.00	0.00
<b>Wieden Hall</b>	<b>156 Total</b>							0	0%	0.00	0%
Wieden Hall	159	ATH 405 0001	Athletic Training Senior Cap					5	19	26%	0.83
<b>Wieden Hall</b>	<b>159 Total</b>							5	19	26%	0.83
<b>Wieden Hall Total</b>					2,900	74	39.2	5	74	7%	0.83
<b>Grand Total</b>					13,575	242	56.1	43	504	9%	19.42
											13%

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# **APPENDIX 2**

## **Facility Assessments by Building**

## Normal Hall 020

<b>Year Constructed</b>	1905
<b>Use</b>	Academic
<b>Building GSF</b>	26,954
<b>Number of Floors</b>	4+B
<b>Construction type</b>	Masonry and wood
<b>Average rating (scale of 0-10)</b>	1.68
<b>Overall Condition Rating</b>	Poor
<b>FCI: (From FY 2013 NAV)</b>	Critical

### Facility Issues and Needs

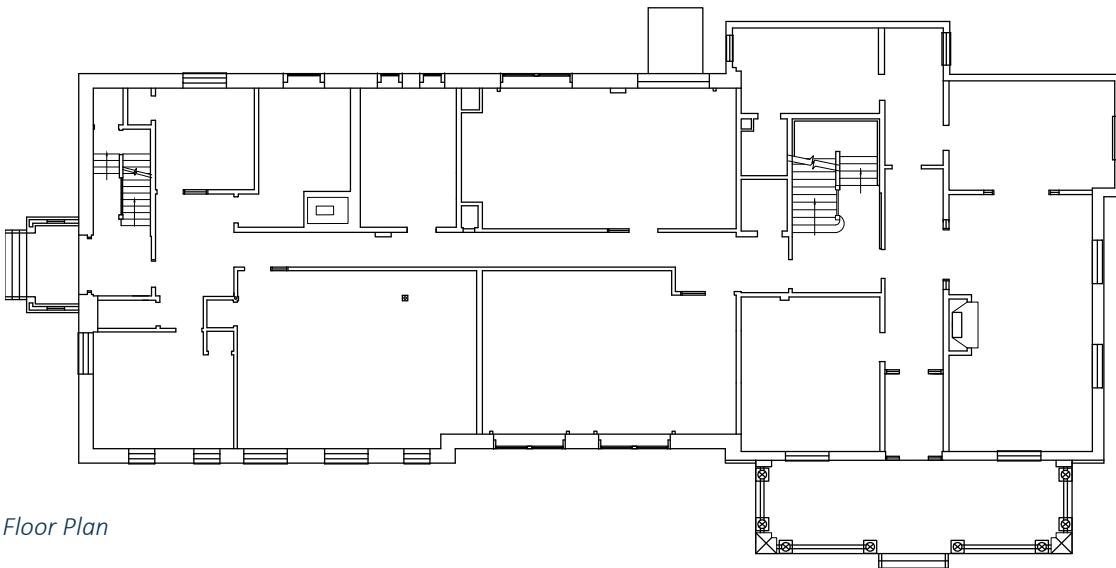
- Structural** Foundation, floor framing, and roof framing deficiencies were identified in an associated assessment performed by Harriman in 2018.
- Building Envelope** A detailed envelope assessment was conducted in 2014 by Building Envelope Specialists and the findings remain true: deep repointing is needed in many locations along with replacement and repair of exterior windows and wood elements.
- Building Interior** Interiors condition range from poor to fair with the exception of newer ceiling tile throughout. Many interior spaces do not meet ADA including approach widths, vertical circulation, and stair handrails.
- Life Safety** Minor modifications need to be made to the front entry to provide ADA access.
- Mechanical** Boiler is in good condition. The building is not mechanically ventilated.
- Plumbing** Plumbing systems are currently inactive.
- Electrical** Electrical systems are in poor condition.



Building Facade



Building Facade



Floor Plan

## Preble Hall 030



Building Façade



Building Façade

**Year Constructed** 1921

**Use** Academic/Admin

**Building GSF** 29,700

**Number of Floors** 3

**Construction type** Masonry and wood

**Average rating (scale of 0-5)** 2.19

**Overall Condition Rating** Fair

**FCI: (From FY 2013 NAV)** Fair

### Facility Issues and Needs

**Structural** Some cracking was observed at the building foundation.

**Building Envelope** Masonry cracks were observed especially at rooftop parapet areas. Repointing is needed in several locations on the facade. Windows and roof are in good condition.

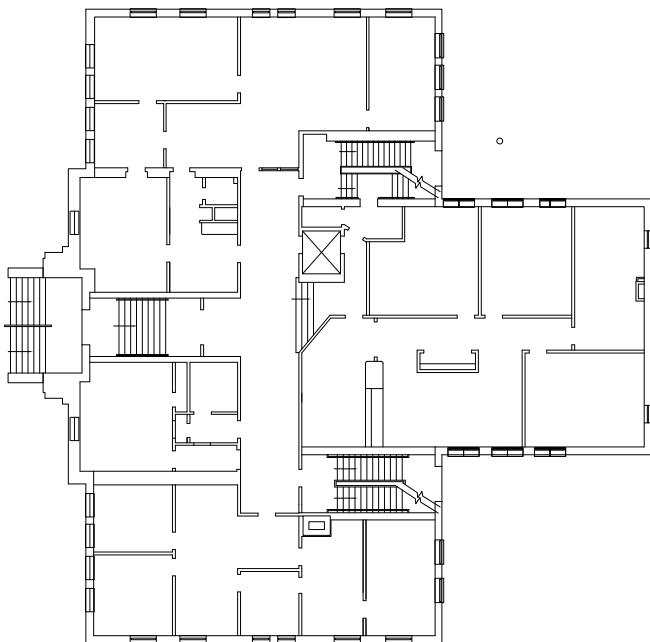
**Building Interior** Interior finishes are generally in fair condition. There are extensive ADA concerns regarding navigation through partial floor levels and limited access from the exterior. Ramp access to the main level and improved interior accessibility is needed.

**Life Safety** Life safety elements appear to be in good condition.

**Mechanical** Building is heated from Folsom Hall boiler.

**Plumbing** No significant issues were observed in this category.

**Electrical** Electrical systems are in fair to poor condition.



Floor Plan

## Folsom Hall 040

<b>Year Constructed</b>	1968
<b>Use</b>	Academic
<b>Building GSF</b>	27,516
<b>Number of Floors</b>	3
<b>Construction type</b>	Steel frame w/ composite concrete slab
<b>Average rating (scale of 0-10)</b>	3.06
<b>Overall Condition Rating</b>	Good
<b>FCI: (From FY 2013 NAV)</b>	Fair



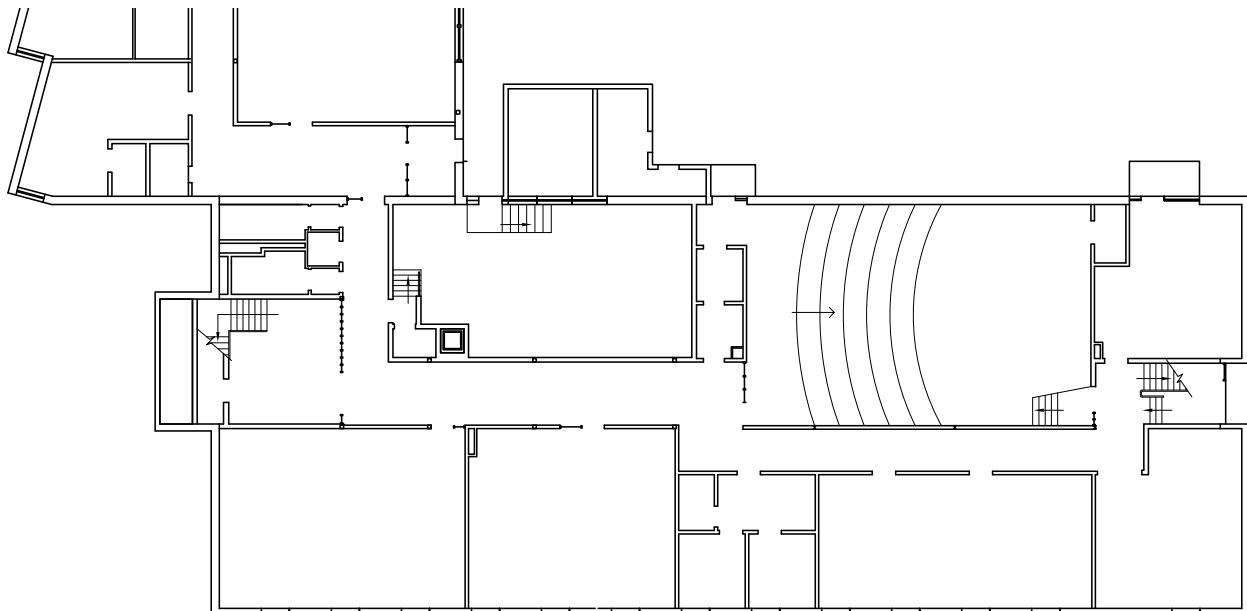
Building Facade

### Facility Issues and Needs

- Structural** No significant issues were observed in this category.
- Building Envelope** No significant issues were observed in this category.
- Building Interior** Interiors condition is good with the exception of doors and stairs which show extensive wear. Vertical access is limited to a single building entrance and should be improved upon.
- Life Safety** Minor modifications need to be made to the front entry to provide ADA access.
- Mechanical** Boiler is in good condition. The building is not mechanically ventilated.
- Plumbing** Plumbing systems are in good condition.
- Electrical** Electrical systems are in good condition.



Building Facade



Floor Plan

## Pullen Hall 040



Building Façade



Building Façade

**Year Constructed** 1969

**Use** Academic

**Building GSF** 19,451

**Number of Floors** 3

**Construction type** Steel frame w/ composite concrete slab

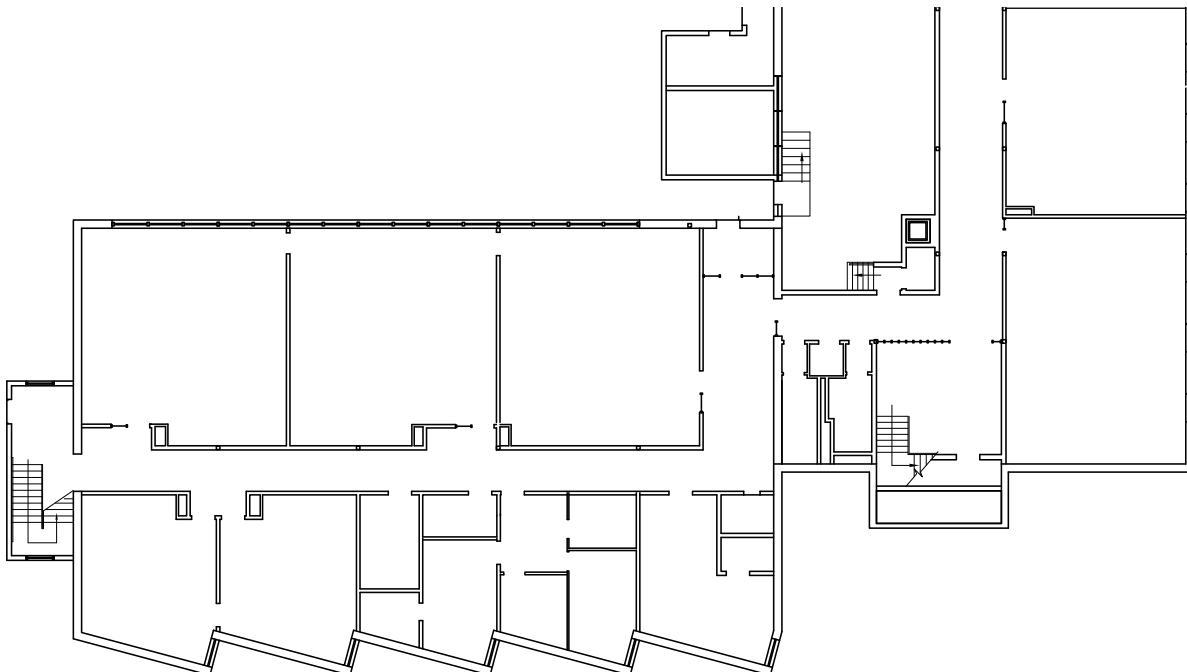
**Average rating (scale of 0-5)** 2.87

**Overall Condition Rating** Good

**FCI: (From FY 2013 NAV)** Good

### Facility Issues and Needs

Structural	Some cracking was observed at the building foundation.
Building Envelope	Masonry cracks were observed especially at rooftop parapet areas. Repointing is needed in several locations on the facade. Windows and roof are in good condition.
Building Interior	Interior finishes are generally in fair condition. There are extensive ADA concerns regarding navigation through partial floor levels and limited access from the exterior. Ramp access to the main level and improved interior accessibility is needed.
Life Safety	Life safety elements appear to be in good condition.
Mechanical	Building is heated from Folsom Hall boiler.
Plumbing	No significant issues were observed in this category.
Electrical	Electrical systems are in fair to poor condition.



Floor Plan

## **South Hall 060**

<b>Year Constructed</b>	1924
<b>Use</b>	Administration
<b>Building GSF</b>	22,289
<b>Number of Floors</b>	3+B
<b>Construction type</b>	Masonry
<b>Average rating (scale of 0-10)</b>	2.25
<b>Overall Condition Rating</b>	Fair
<b>FCI: (From FY 2013 NAV)</b>	Fair



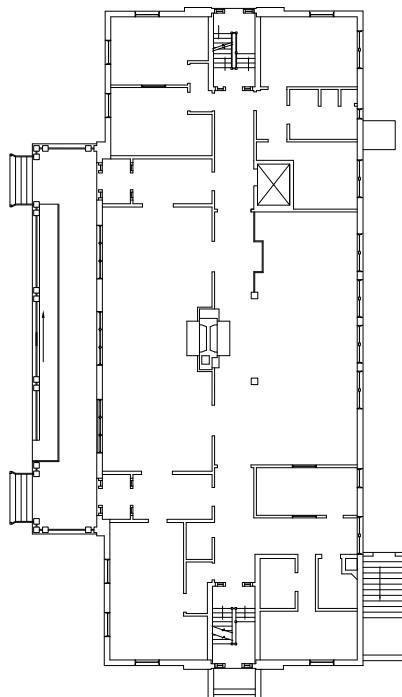
*Building Facade*

### **Facility Issues and Needs**

<b>Structural</b>	No significant issues were observed in this category.
<b>Building Envelope</b>	No significant issues were observed in this category.
<b>Building Envelope</b>	Some spalled concrete was observed at exterior stairs and base of porch. chimneys require repointing.
<b>Building Interior</b>	Interior finishes are older but in fair to good condition.
<b>Life Safety</b>	Aside from sprinkler system, life safety systems should be upgraded.
<b>Mechanical</b>	No significant issues were observed in this category.
<b>Plumbing</b>	Plumbing systems are in good condition.
<b>Electrical</b>	Service entrance is in good condition although all other electrical systems are old and are in need of replacement.



*Building Facade*



*Floor Plan*

## Wieden Hall 070



Building Facade



Building Facade

**Year Constructed** 1960

**Use** Assembly/Academic

**Building GSF** 37,807

**Number of Floors** 1+M

**Construction type** Steel and composite concrete slab

**Average rating (scale of 0-5)** 1.94

**Overall Condition Rating** Poor

**FCI: (From FY 2013 NAV)** Critical

### Facility Issues and Needs

**Structural** A detailed facilities analysis and report from 2016 identified structural deficiencies. Spalling and cracking was observed at exposed concrete locations. No visible/observable issues were identified for the steel structure during the Master Plan overview.

**Building Envelope** Envelope is old and in need of upgrade. Windows are typically single pane and should be replaced.

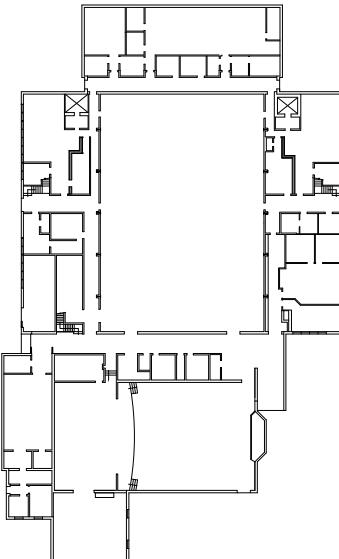
**Building Interior** Most interior finishes are old and in need of replacement including flooring, ceilings, stairs, and railings.

**Life Safety** Additional emergency lighting is required.

**Mechanical** No significant issues were observed in this category.

**Plumbing** No significant issues were observed in this category.

**Electrical** Systems are in poor condition and are in need of replacement.



Floor Plan

## Emerson Hall 080

<b>Year Constructed</b>	1963
<b>Use</b>	Residential
<b>Building GSF</b>	43,435
<b>Number of Floors</b>	3+B
<b>Construction type</b>	Masonry
<b>Average rating (scale of 0-10)</b>	2.13
<b>Overall Condition Rating</b>	Fair
<b>FCI: (From FY 2013 NAV)</b>	Poor



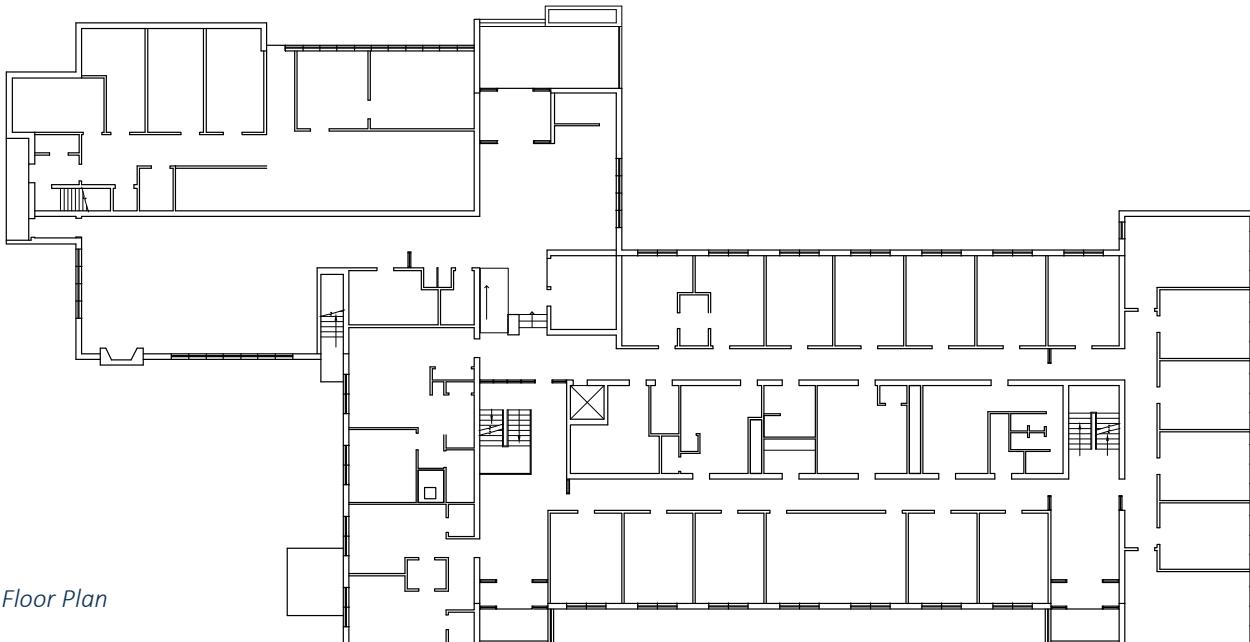
*Building Facade*

### Facility Issues and Needs

<b>Structural</b>	No significant issues were observed in this category.
<b>Building Envelope</b>	Cracking was observed at several exterior brick locations. Chimneys require repointing.
<b>Building Interior</b>	Many finishes are old and in need of replacement.
<b>Life Safety</b>	Fire alarm upgrade is recommended and additional emergency lighting is required.
<b>Mechanical</b>	No significant issues were observed in this category.
<b>Plumbing</b>	No significant issues were observed in this category.
<b>Electrical</b>	Systems are in poor condition and are in need of replacement.
<b>Misc.</b>	



*Building Facade*



## Park Hall 090



Building Facade



Building Facade

**Year Constructed** 1969

**Use** Residential

**Building GSF** 26,144

**Number of Floors** 3+B

**Construction type** Masonry

**Average rating (scale of 0-5)** 2.03

**Overall Condition Rating** Fair

**FCI: (From FY 2013 NAV)** Poor

### Facility Issues and Needs

**Structural** No significant issues were observed in this category.

**Building Envelope** Envelope was observed to be in good condition overall with the exception of canopies and overhangs which are in poor condition and should be repaired/replaced.

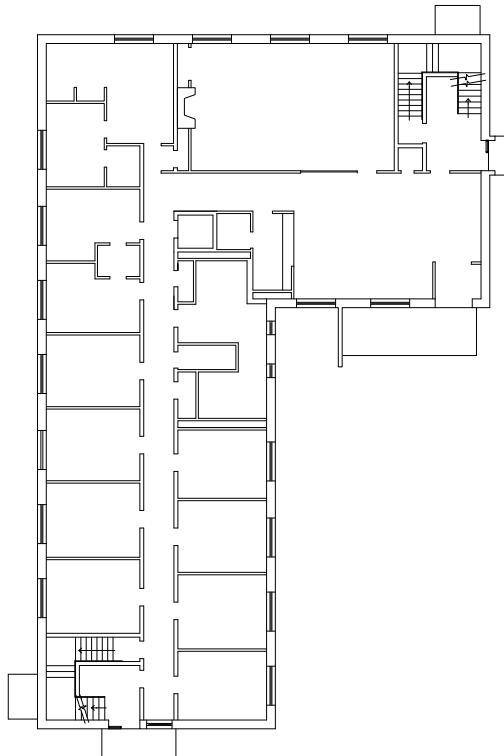
**Building Interior** Most finishes are old and in need of replacement.

**Life Safety** Fire alarm upgrade is recommended and additional emergency lighting is required.

**Mechanical** No significant issues were observed in this category.

**Plumbing** No significant issues were observed in this category.

**Electrical** Systems are in poor condition and are in need of replacement.



Floor Plan

## Kelley Commons 100

<b>Year Constructed</b>	1967
<b>Use</b>	Student Life
<b>Building GSF</b>	18,682
<b>Number of Floors</b>	2
<b>Construction type</b>	Steel frame w/ composite concrete slab
<b>Average rating (scale of 0-10)</b>	2.44
<b>Overall Condition Rating</b>	Fair
<b>FCI: (From FY 2013 NAV)</b>	Fair



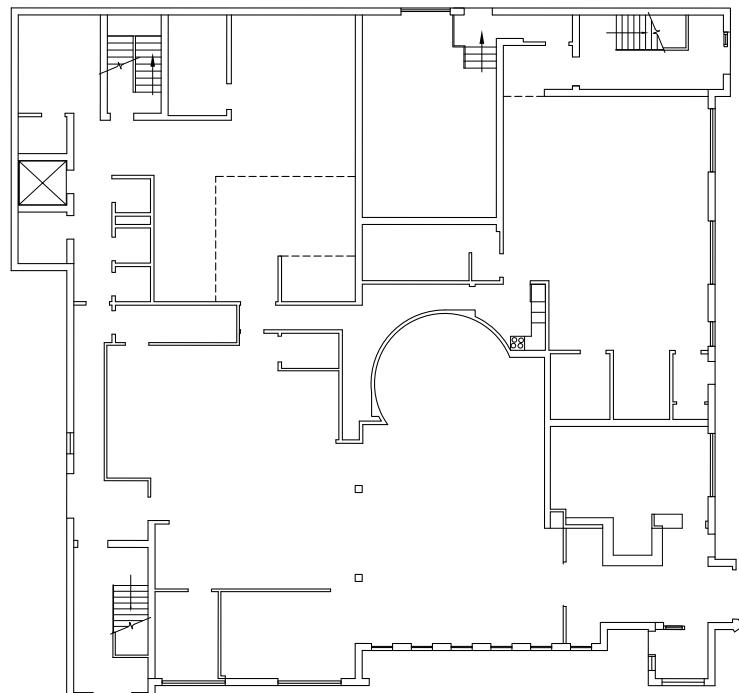
Building Facade

### Facility Issues and Needs

- Structural** No significant issues were observed in this category.
- Building Envelope** No significant issues were observed in this category. Chimneys require repointing.
- Building Interior** Finishes are in fair to good condition with the exception of ceilings which should be upgraded and/or replaced.
- Life Safety** Upgraded exit signs are needed.
- Mechanical** No significant issues were observed in this category.
- Plumbing** No significant issues were observed in this category.
- Electrical** No significant issues were observed in this category.
- Misc.**



Building Facade



Floor Plan

## Campus Center 101



Building Facade

**Year Constructed** 1992

**Use** Student Life

**Building GSF** 20,411

**Number of Floors** 2

**Construction type** Steel frame w/ composite concrete slab

**Average rating (scale of 0-5)** 2.60

**Overall Condition Rating** Fair

**FCI: (From FY 2013 NAV)** Good

### Facility Issues and Needs

**Structural** No significant issues were observed in this category.

**Building Envelope** No significant issues were observed in this category.

**Building Interior** Finishes are in good condition.

**Life Safety** Upgraded exit signs are needed.

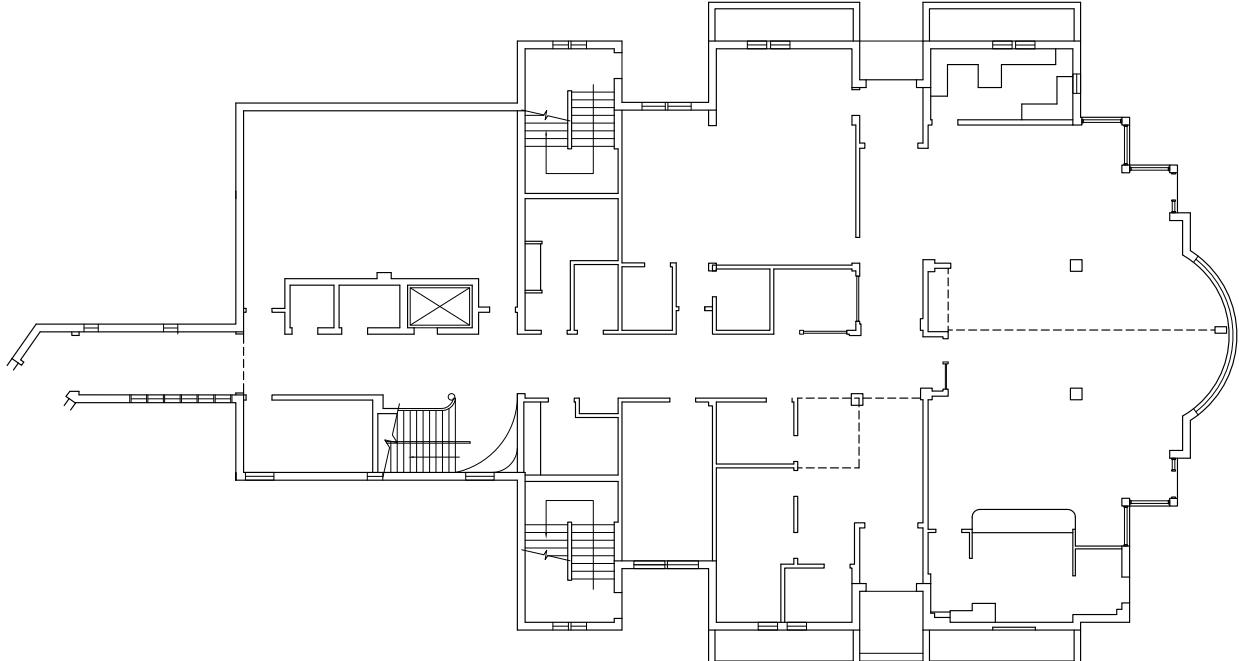
**Mechanical** No significant issues were observed in this category.

**Plumbing** No significant issues were observed in this category.

**Electrical** No significant issues were observed in this category.



Building Facade



Floor Plan

## Center For Innovative Learning 110

<b>Year Constructed</b>	1975
<b>Use</b>	Academic
<b>Building GSF</b>	28,492
<b>Number of Floors</b>	3
<b>Construction type</b>	Concrete
<b>Average rating (scale of 0-10)</b>	2.34
<b>Overall Condition Rating</b>	Fair
<b>FCI: (From FY 2013 NAV)</b>	Fair



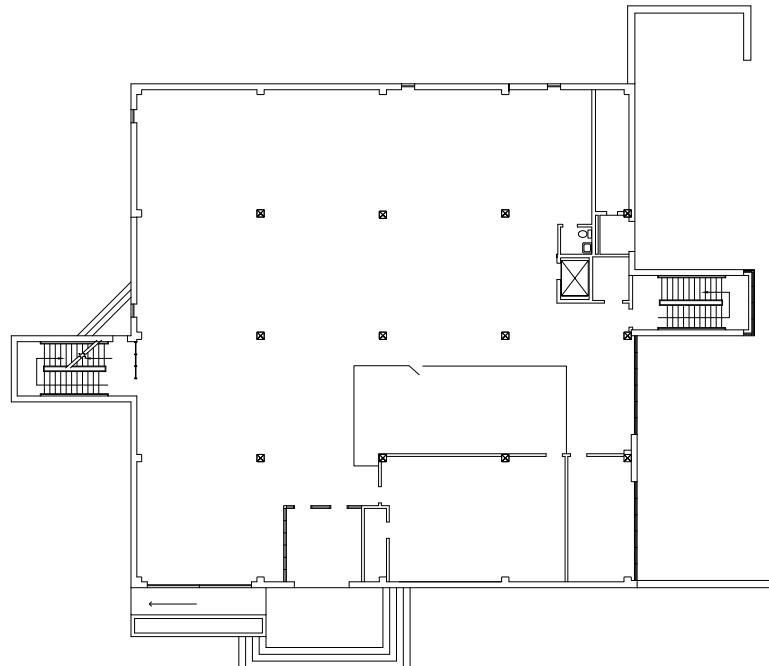
Building Facade

### Facility Issues and Needs

<b>Structural</b>	Exposed steel lintels at stairway glazing was observed to have settled. Further investigation is recommended.
<b>Building Envelope</b>	No significant issues were observed in this category aside from glazing system at stairwells which should be inspected along with a structural analysis.
<b>Building Interior</b>	Recent improvements have been made throughout the building interior.
<b>Life Safety</b>	Building is not sprinklered. Life safety upgrades needs include exist signs and emergency lighting.
<b>Mechanical</b>	No significant issues were observed in this category.
<b>Plumbing</b>	No significant issues were observed in this category.
<b>Electrical</b>	Systems are in poor condition and are in need of replacement.



Building Facade



Floor Plan

## Merriman Hall 120



Building Facade



Building Facade

**Year Constructed** 1967

**Use** Residential

**Building GSF** 19,525

**Number of Floors** 3

**Construction type** Masonry

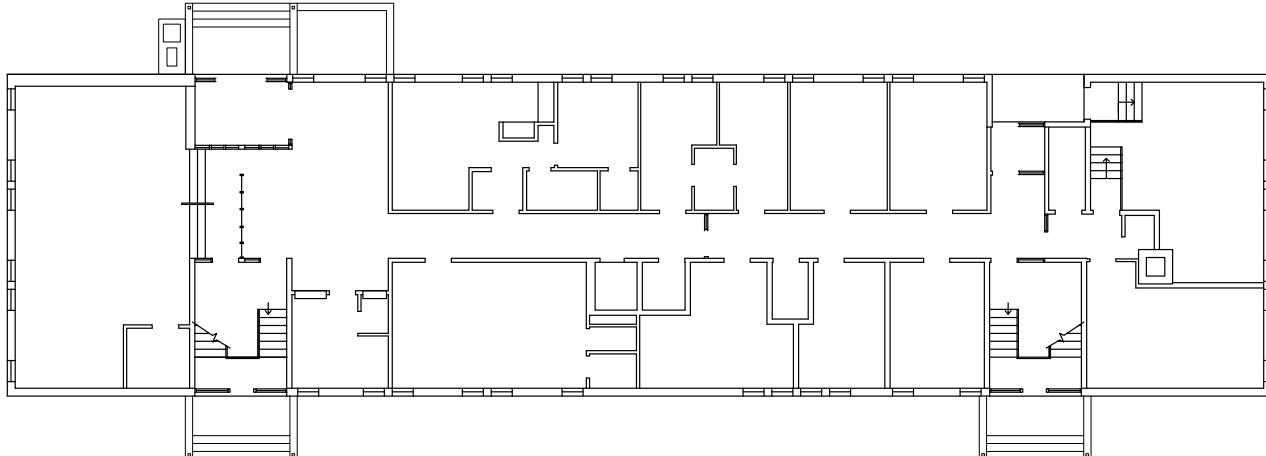
**Average rating (scale of 0-5)** 2.16

**Overall Condition Rating** Fair

**FCI: (From FY 2013 NAV)** Fair

### Facility Issues and Needs

Structural	No significant issues were observed in this category. Rusting at some steel lintels were observed.
Building Envelope	No significant issues were observed in this category. Some cracking at foundation walls and brick veneer was observed as well as rusting at entry canopy steel framing.
Building Interior	Many finishes are old and in need of replacement, specifically flooring. Flooring at building entries is peeling and creates a potential trip hazard.
Life Safety	Fire alarm upgrade is recommended and additional emergency lighting is required.
Mechanical	No significant issues were observed in this category.
Plumbing	No significant issues were observed in this category.
Electrical	Systems are in poor condition and are in need of replacement.



Floor Plan

## Facility Support 130

<b>Year Constructed</b>	1990
<b>Use</b>	Facilities
<b>Building GSF</b>	6,483
<b>Number of Floors</b>	1 (split level)
<b>Construction type</b>	Steel frame w/ masonry veneer
<b>Average rating (scale of 0-10)</b>	2.23
<b>Overall Condition Rating</b>	Fair
<b>FCI: (From FY 2013 NAV)</b>	Fair



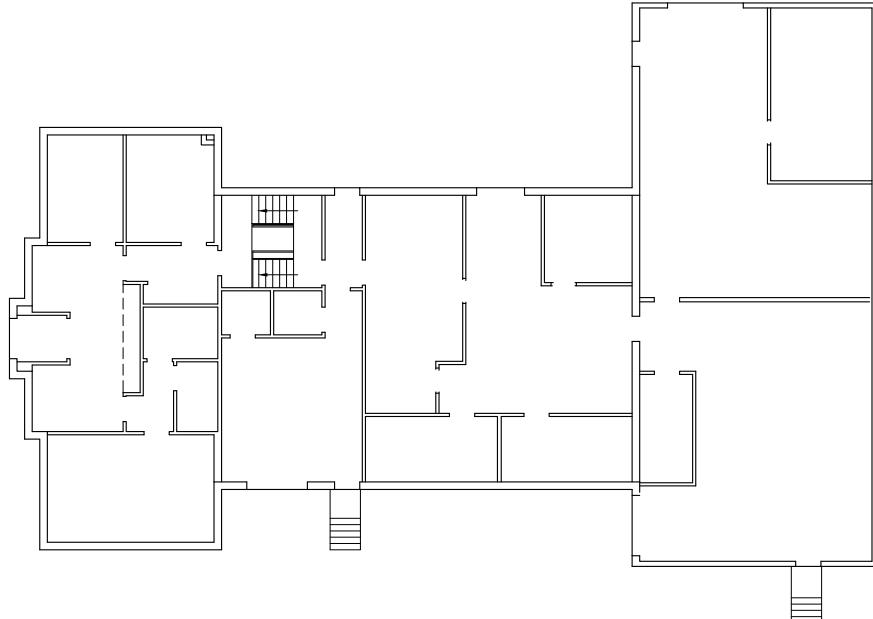
Building Facade

### Facility Issues and Needs

<b>Structural</b>	No significant issues were observed in this category. Minor cracking was observed at the exposed concrete wall supporting the loading dock.
<b>Building Envelope</b>	No significant issues were observed in this category. Scupper drainage was observed to create water and icicles down building corner which may create future water infiltration issues.
<b>Building Interior</b>	Many finishes for occupied spaces are old and in need of replacement, especially ceilings.
<b>Life Safety</b>	No significant issues were observed in this category.
<b>Mechanical</b>	No significant issues were observed in this category.
<b>Plumbing</b>	No significant issues were observed in this category.
<b>Electrical</b>	No significant issues were observed in this category.



Building Facade



Floor Plan

## Vehicle Storage 140



Building Facade



Building Facade

**Year Constructed** 1972

**Use** Facilities

**Building GSF** 1,854

**Number of Floors** 1

**Construction type** Steel Frame

**Average rating (scale of 0-5)** 1.60

**Overall Condition Rating** Poor

**FCI: (From FY 2013 NAV)** Critical

### Facility Issues and Needs

Structural	No significant issues were observed in this category.
Building Envelope	Envelope is in poor condition with visible holes, damage and rusting.
Building Interior	Facility has no interior finishes
Life Safety	Upgrades in all life safety areas are needed.
Mechanical	Facility has no mechanical systems.
Plumbing	Facility has no plumbing systems.
Electrical	No significant issues were observed in this category.

No Floor Plan Available

## President's House 160

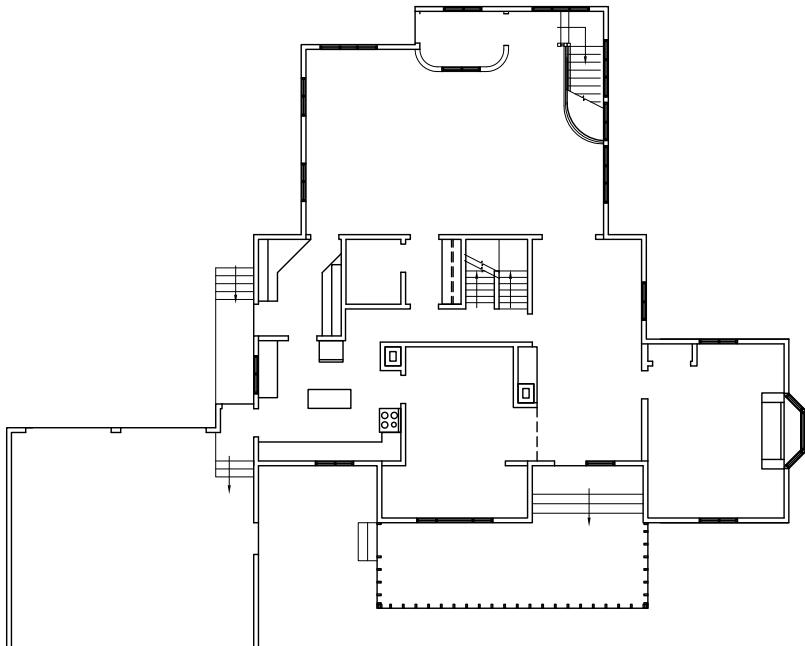
<b>Year Constructed</b>	1950
<b>Use</b>	Residential
<b>Building GSF</b>	6,099
<b>Number of Floors</b>	2
<b>Construction type</b>	Wood
<b>Average rating (scale of 0-10)</b>	1.62
<b>Overall Condition Rating</b>	Fair
<b>FCI: (From FY 2013 NAV)</b>	Fair



*Building Facade*

### Facility Issues and Needs

- Structural** No significant issues were observed in this category.
- Building Envelope** No significant issues were observed in this category.
- Building Interior** Facility interior was not assessed during the Master Plan.
- Life Safety** Facility interior was not assessed during the Master Plan.
- Mechanical** No significant issues were observed in this category.
- Plumbing** No significant issues were observed in this category.
- Electrical** No significant issues were observed in this category.



*Floor Plan*

## Houlton Center 001



Building Facade

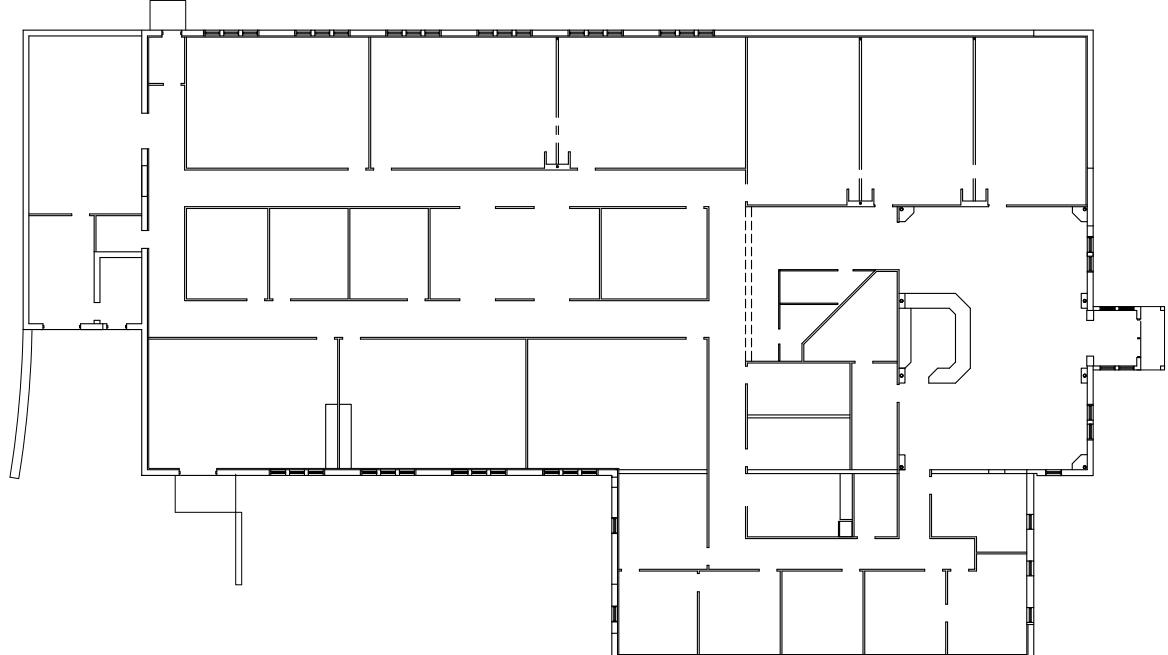
<b>Year Constructed</b>	1999
<b>Use</b>	Academic
<b>Building GSF</b>	15,662
<b>Number of Floors</b>	1
<b>Construction type</b>	Steel Frame
<b>Average rating (scale of 0-10)</b>	2.61
<b>Overall Condition Rating</b>	Good
<b>FCI: (From FY 2013 NAV)</b>	Good

### Facility Issues and Needs



Building Facade

- Structural** No significant issues were observed in this category.
- Building Envelope** Facility has been recently renovated. No significant issues were observed in this category.
- Building Interior** Facility has been recently renovated. No significant issues were observed in this category.
- Life Safety** No significant issues were observed in this category.
- Mechanical** No significant issues were observed in this category.
- Plumbing** No significant issues were observed in this category.
- Electrical** No significant issues were observed in this category.



Floor Plan

## Gentile Hall 210

<b>Year Constructed</b>	2006
<b>Use</b>	Athletics
<b>Building GSF</b>	4,700
<b>Number of Floors</b>	2
<b>Construction type</b>	Steel frame w/ composite concrete slab
<b>Average rating (scale of 0-10)</b>	3.50
<b>Overall Condition Rating</b>	Good
<b>FCI: (From FY 2013 NAV)</b>	Good



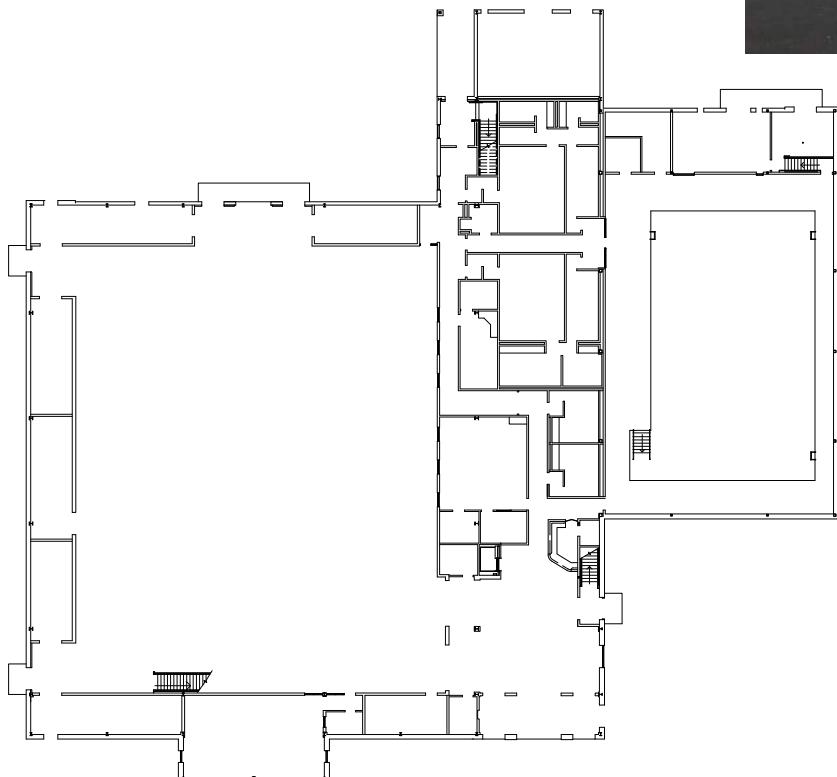
Building Façade

### Facility Issues and Needs

- Structural** No significant issues were observed in this category.
- Building Envelope** No significant issues were observed in this category.
- Building Interior** No significant issues were observed in this category.
- Interior** Significant paint peeling was observed in natatorium structural steel
- Life Safety** No significant issues were observed in this category.
- Mechanical** No significant issues were observed in this category.
- Plumbing** No significant issues were observed in this category.
- Electrical** No significant issues were observed in this category.



Building Façade



## Kiln Building 017



Building Facade



Building Facade

**Year Constructed** 1975

**Use** Academic

**Building GSF** 409

**Number of Floors** 1

**Construction type** Wood

**Average rating (scale of 0-5)** 1.57

**Overall Condition Rating** Poor

**FCI: (From FY 2013 NAV)** Poor

### Facility Issues and Needs

**Structural** No significant issues were observed in this category.

**Building Envelope** Envelope is in poor condition with visible holes, damage and rusting.

**Building Interior** Facility has no interior finishes

**Life Safety** Exist signs and emergency lighting are needed.

**Mechanical** Mechanical systems are limited to the kiln and kiln ventilation.

**Plumbing** No significant issues were observed in this category.

**Electrical** No significant issues were observed in this category.

