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Arts & Sciences Strategic Space Study Playbook

April 2023

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UVA ARTS & SCIENCES



Strategic Facilities Playbook

The objective of this project is to support facilities initiatives in the College of Arts and Sciences (A&S) at the University of Virginia with a “Playbook” of future strategies that build on current progress, inform College-wide planning, drive academic excellence, and that can be flexibly implemented.

brightspot strategy and VMDO Architects engaged A&S leadership, faculty, and staff in a collaborative way to understand current space challenges, identify space opportunities, and prioritize future facilities initiatives.

This Playbook provides an overview of the project approach, current state analysis, and strategic Plays categorized into five opportunity areas: Workspace, Teaching + Learning, Student Experience, Public Realm, and Research.

Ultimately, A&S must adapt its spaces and systems to not only keep pace with ever-evolving life on Grounds but also to lead in supporting people’s work and cultivating a strong sense of community.

Image by Goody Clancy, rendering of New Cabell Hall outdoor courtyard

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Acknowledgements

Project Leaders

Anna Towns, Director of Space Planning + Management
Erin Printy, Space Manager
Aimee Steussy, Scheduling Assistant

Leadership Committee

Laura Galloway, Associate Dean for Sciences and Research, Professor of Biology
Tammy McHale, Senior Associate Dean for Administration and Planning
Nicole Woods, Dean’s Office Chief of Staff

Interviews and Advisors

Judy Giering, Director of Learning Design & Technology
Alison Levine, Associate Dean of Arts and Humanities, Professor of French
Christian McMillen, Associate Dean of Social Sciences, Professor of History
Connie Warnock, Associate University Architect
Richard Minturn, Senior Academic Facility Planner
Ed Barnaby, Associate Dean for Graduate Academic Programs, Associate Professor of English
Rachel Most, Associate Dean for Undergrad Academic Programs, Professor of Anthropology

Advisory Committee

Keisha John, Associate Dean for Diversity, Equity, and Inclusion
Bo Odom, Academic Programs Manager
Jennifer Greeson, Chair for Department of American Studies
Ben Hayes, Assistant Professor of Math
Spencer Phillips, Assistant Professor of Global Studies
Seth Matula, Administrative Manager of Chemistry Department
Karl Miller, Chair for Department of Music

Faculty Workshops

Arts + Humanities

Natasha Heller
Sarah Betzer
Kiki Petrosino
John O'Brien
T. Kenny Fountain
Samuel Amago
Charles Laughlin

Social Sciences

Jim Igoe
John Pepper
Claudrena Harold
Andrea Press
Jennifer Lawless
Phoebe Chrisman

Sciences

Ken Ono
Phil Arras
Ali Guler
Mandy Gibson
Charlie Grisham
Rebecca Pompano
Howie Epstein
Karen Kafadar

Consultants

VMDO Architects

Joe Atkins, Principal
Lauren Shirley, Senior Associate
Katie Breckenridge, Interior Designer
Michael Deitz, Graphic Designer
Tyler Pitt, Designer

brightspot strategy

Elliot Felix, Founder and Project Advisor
Adam Griff, Director
Razan Altiraifi, Senior Strategist
Genesis Rodgers, Strategist
Allan Donnelly, Data Advisor

INTRODUCTION

Project Background

Purpose

The University of Virginia’s College of Arts and Sciences (A&S) has commissioned brightspot strategy and VMDO Architects to analyze the allocation, location, configuration, and use of its space in order to identify opportunities to 1) improve the efficacy and experience of A&S buildings and 2) to adapt to changes in learning, research, work, and life on Grounds.

Approach

The project team worked to collaboratively assess existing spaces, envision goals for the future, conduct a current and future gap analysis, and identify future opportunities for physical, programmatic, and operational changes within A&S facilities.

Outcome

The space study includes findings and recommendations from analysis of about 50 core buildings and targeted engagement to represent about 60 academic and administrative units.

Recommendations build upon known opportunities and deficiencies, existing facilities conditions, current utilization data, and UVA's academic space framework plan from 2018.

Not a prescriptive plan, this flexible Playbook features prioritized projects that A&S can adaptively implement over time as opportunities arise.

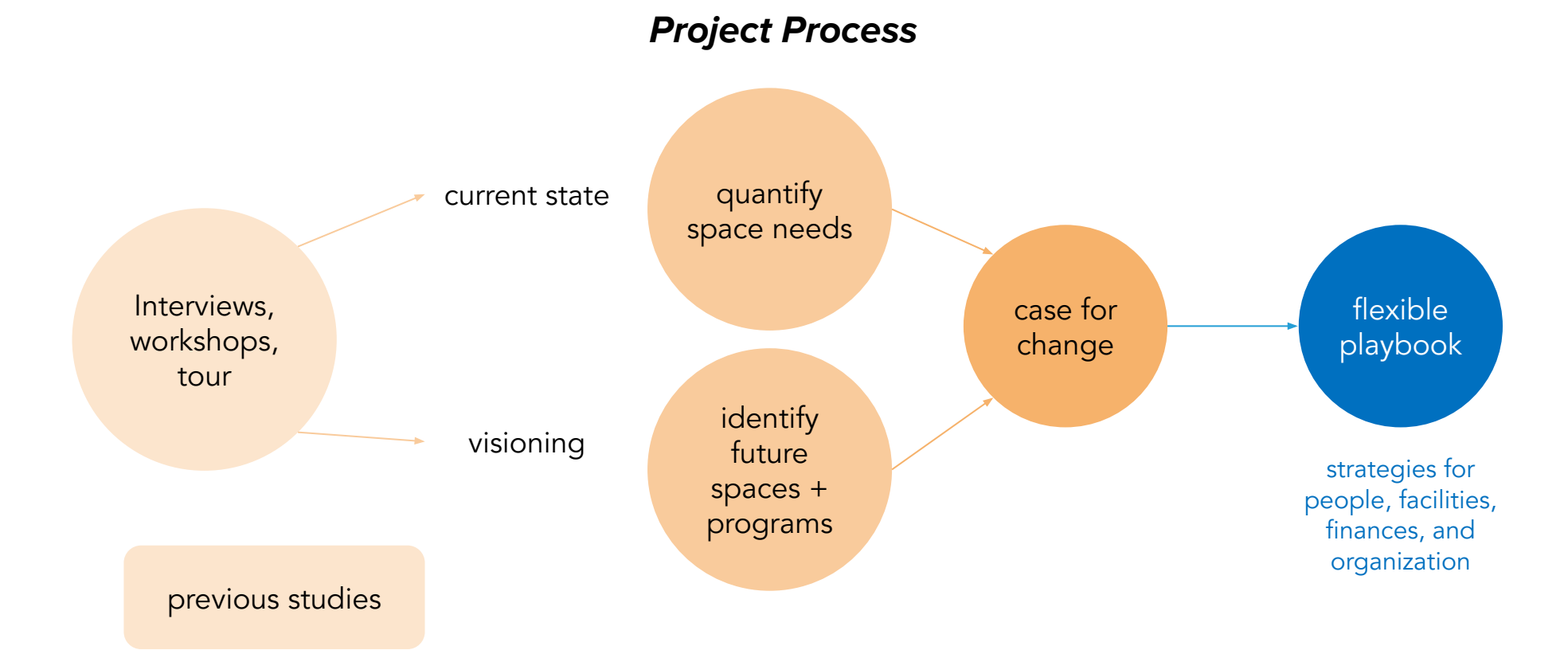


North-facing view of New Cabell Hall and the Lawn at UVA

Process + Stakeholders

The Arts & Sciences Space Study worked through five phases to define strategic facilities initiatives for this Playbook.

- 1. **Background** to analyze current conditions and known opportunities. Tours of numerous A&S buildings provided conditions context to supplement the engagements.
- 2. **Engagements** to understand current experiences and space needs within A&S facilities. Faculty, staff, and leadership shared qualitative insights during interviews and interactive workshops.
- 3. **Forecasting** to project future space needs within A&S facilities. Numerical and spatial data informed quantitative analysis before the Visioning phase.
- 4. **Visioning** to create the overarching goals that will guide the development of the Playbook. A&S and university leadership provided direction during virtual feedback sessions with the Project Team.
- 5. **Generating** to imagine future facilities projects that align with A&S and UVA’s broader mission and vision. Collaborative work sessions with the Project Team identified a wide variety of facilities-related initiatives.
- 6. **Refining** to clarify priorities, refine future initiatives, and mobilize the A&S facilities team with a clear strategic Playbook.



Project Stakeholders

Project Team	Dean’s Leadership Group	Advisory Committee	Faculty Stakeholders	Technical Staff
Work closely with brightspot + VMDO team to guide direction of project during weekly calls and on-site tour	Provided strategic input on the development of data analysis, goals, and Plays	Provided input in a kickoff workshop to represent A&S departments and programs	Participated in interactive workshops with brightspot to share about future space and program needs	Provided input about current conditions and future technical requirements in interviews

A&S Facilities Progress

Building on Success

Over the past 20 years, A&S has substantially grown and improved its facilities, with many projects completed, in-progress, or planned.

Areas of focus have included adding high quality new buildings, transformationally renewing older buildings, rationalizing space assignments and strengthening disciplinary precincts.

Strategies in this playbook aim to build upon the successes of improvements and initiatives completed to date.

Completed Renovations	Completed New Build	In-Progress Projects
<div><u>Major Capital Renovations</u><ol style="list-style-type: none">COCKE HALL Classics + PhilosophyFAYERWEATHER HALL Art HistoryNEW CABELL HALL Languages + CulturesCHEMISTRY BUILDING ChemistryGILMER HALL Biology and Psychology<u>Modest Renovations</u><ol style="list-style-type: none">MONROE HALL Undergraduate Advising Office and Economics DepartmentRANDALL HALL SociologyLEVERING HALL/HOTEL F Women, Gender & Sexuality</div>	<div><ol style="list-style-type: none">SOUTH LAWN Nau Hall, Gibson Hall, Dean Commons History, Politics, Religious StudiesRUFFIN HALL Studio ArtPHYSICAL LIFE SCIENCES BUILDING Biology, Chemistry, PhysicsMARCHING BAND BUILDINGDRAMA BUILDING ADDITION DramaANHEUSER BUSCH LONG-TERM ENVIRONMENTAL RESEARCH FIELD STATION Research Lab, Research Housing, Oyster, VA, off-GroundsMOUNTAIN LAKE RESEARCH STATION Director's Cabin, off-GroundsBLANDY FARM RESEARCH STATION Research Lab, Research Greenhouse, 4 visiting researcher cabins, off-Grounds</div>	<div><u>Major Capital Renovations</u><ol style="list-style-type: none">PHYSICS BUILDING RENOVATION Physics (August 2024)<u>Planned New Build</u><ol style="list-style-type: none">MUSIC, PERFORMING ARTS CENTER, & UNIVERSITY MUSEUMS BUILDING new building, Emmet/Ivy CorridorBIOTECHNOLOGY INSTITUTE new cross-school, interdisciplinary research building, Fontaine Research Park</div>

Source: Background Notes for Space Study 2022. See a map of these projects in Appendix (pp).

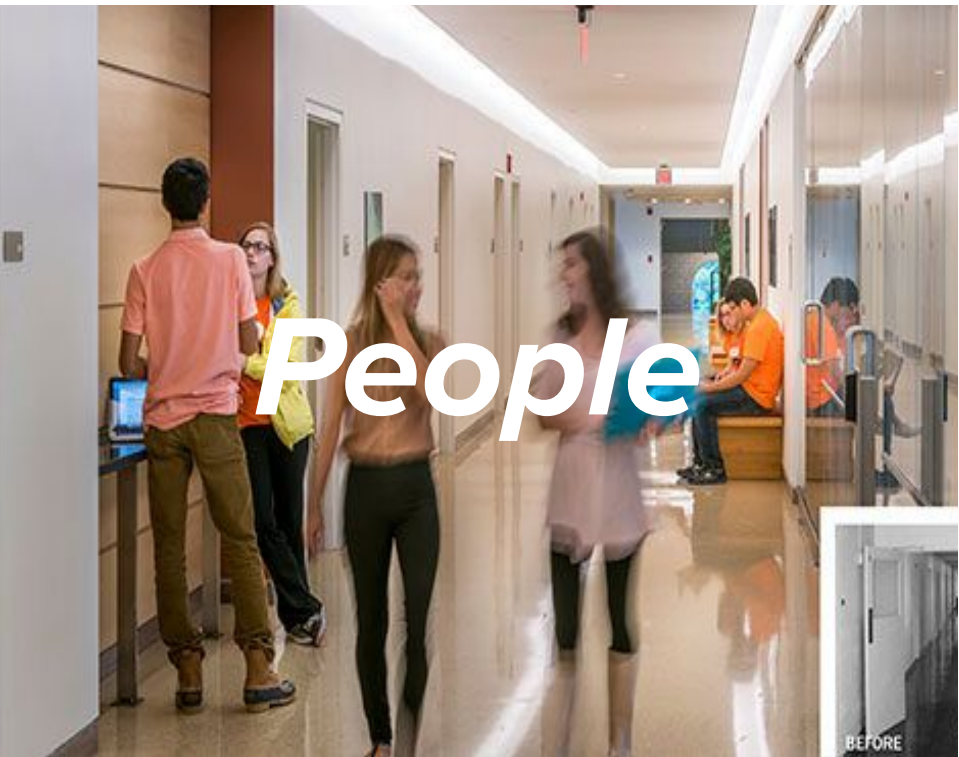
The Case for Change

Strategies in this playbook aim to further advance A&S’s teaching and research mission in alignment with UVA’s 2030 Strategic Plan for a “Great and Good University.”



UVA and A&S’s mission is to cultivate a vibrant learning and research community that provides an excellent living and learning residential experience for students in a facilities ecosystem that contributes to a sustainable climate future.

While Arts & Sciences is in a strong position with a portfolio of largely high quality facilities, A&S must continue to add and redevelop facilities to support the creative arts, emerging academic programs, and innovative research.



A&S recognizes that success depends on the quality of its people. To deliver incredible learning opportunities for the most diverse student body, faculty, and staff in UVA’s history, A&S must continue investment space to support recruiting and retaining outstanding and diverse faculty, staff, and research scholars.

Post-pandemic, there is a renewed and expanded emphasis on meaningful connection with others. A&S should continue its focus on developing spaces that support individual well-being and social community.



- In the University’s 2030 Plan, UVA’s focus is on:
- I. Strengthening our Foundation
 - II. Cultivating the most vibrant community in higher ed
 - III. Enabling discoveries that enrich and improve lives
 - IV. Make UVA synonymous with service

Moving forward, A&S should continue to implement buildings and grounds changes that will support internal organizational needs, expanding educational and research excellence, and to better support the public good.

Playbook Principles

The following principles were developed collaboratively with A&S leadership and faculty to guide the development of the overall space Playbook. These principles should be extended for accountability during future A&S facilities planning.

1 *Build on Success*

Build on previous A&S facilities improvements to preserve and enhance the historical significance of Grounds and compound impact for the future

2 *Act Sustainably*

Activate (or repurpose) under-utilized spaces, reduce energy consumption, and reinvest conserved resources into people and programs

3 *Showcase Culture*

Craft an A&S facilities identity that establishes presence, increases visibility, welcomes engagement, promotes inclusion, and encourages innovation

4 *Gather Intentionally*

Prioritize space projects for meaningful in-person experiences and adjust for the new normal of hybrid-remote work

5 *Promote Well-Being*

Develop healthy and delightful spaces using biophilic design principles and WELL-building principles to encourage overall wellness for people on Grounds

6 *Be the Bridge*

Pursue space and service opportunities to connect people, share resources, and leverage partnerships between departments and beyond A&S

A&S Facilities Goals

Across 5 opportunity areas, these project goals were developed to illustrate the cultural values and strategic priorities that serve as drivers for future A&S facilities projects.

Workspace

In the future, Workspace at A&S should enable collaboration across disciplines and departments, and reflect the character of unique departmental identities.

To do this, we envision further development of disciplinary precincts and shared resources that drive interaction among departments and programs; along with the reinforcement of program and department homes to support a sense of community and belonging for students, faculty and staff.

Teaching + Learning

In the future, Teaching + Learning at A&S should promote evidence-based practices that support student learning and success, knowledge development, and creative excellence.

To do this, we envision expanded active learning instructional and informal learning spaces that promote student well-being and belonging, flexible interaction, experimentation, and engagement.

Student Experience

In the future, Student Experience at A&S should enhance a sense of belonging so that undergraduate and graduate students feel more connected to each other, to Arts & Sciences, and to the broader University and community.

To do this, we envision expanded opportunities for informal socializing, academic gathering, and community engagement.

Public Realm

In the future, Public Spaces of A&S should support inclusive engagement and an strong sense of A&S and program identity.

To do this we envision an expanded network of public spaces, welcoming interiors, enhanced wayfinding, and reinforced (inter)disciplinary precincts.

Research

In the future, Research at A&S should attract, welcome, and retain faculty, staff, and students to participate in cutting-edge projects that advance UVA's Research Preeminence.

To do this, we envision increasing research resources with continued improvement of research space, creative resources, and specialized equipment. We envision increased sharing of resources and nimble location/re-location of interdisciplinary and cross-school research groups.

Overview of Plays

These prioritized recommendations indicate physical, programmatic, and operational changes that can be adapted and flexibly implemented within A&S facilities over time.

Recommended strategies for Research are listed below. Although a full Playbook section is not provided, improving facilities to support innovation in research is a significant priority for A&S.

Workspace	Teaching + Learning	Student Experience	Public Realm	Research
<div><div>1. Improve home locations for currently under-served, new, and growing departments and programs</div><div>2. Pilot additional hybrid collaborative workspace</div></div>	<div><div>1. Identify classrooms where seat density can be reduced to better support teaching and learning</div><div>2. Diversify instruction spaces for small courses and breakout sections in the Arts + Humanities</div><div>3. Identify opportunity to convert/add additional mid-size Active Learning Method classrooms</div><div>4. Identify opportunities to add an additional large lecture hall</div></div>	<div><div>1. Create a hub for A&S undergraduate academic advising, the College Fellows program, and other support services</div><div>2. Expand STE(A)M learning opportunities within A&S spaces and with other partners</div><div>3. Support Masters + PhD students and build community, possibly with a dedicated graduate commons</div></div>	<div><div>1. Expand and enhance the network of A&S communal spaces</div><div>2. Strengthen the sense of A&S and departmental identity by improving wayfinding and environmental graphics</div><div>3. Improve outdoor spaces by adding furnishings and amenities to support academic and social uses</div></div>	<div><div>1. Increase A&S access to vivaria, equipment, and other needed facilities</div><div>2. Continue to improve the flexibility and sharing of wet and dry lab research spaces to facilitate group collaboration</div><div>3. Support the development of expanded University research facilities:<div><div>a. the new School of Data Sciences Building</div><div>b. the proposed Biotechnology Institute at Fontaine Research Park</div><div>c. the new School of Engineering and Applied Sciences building proposal for Whitehead Road</div></div></div></div>

2

CURRENT STATE

A&S at a Glance

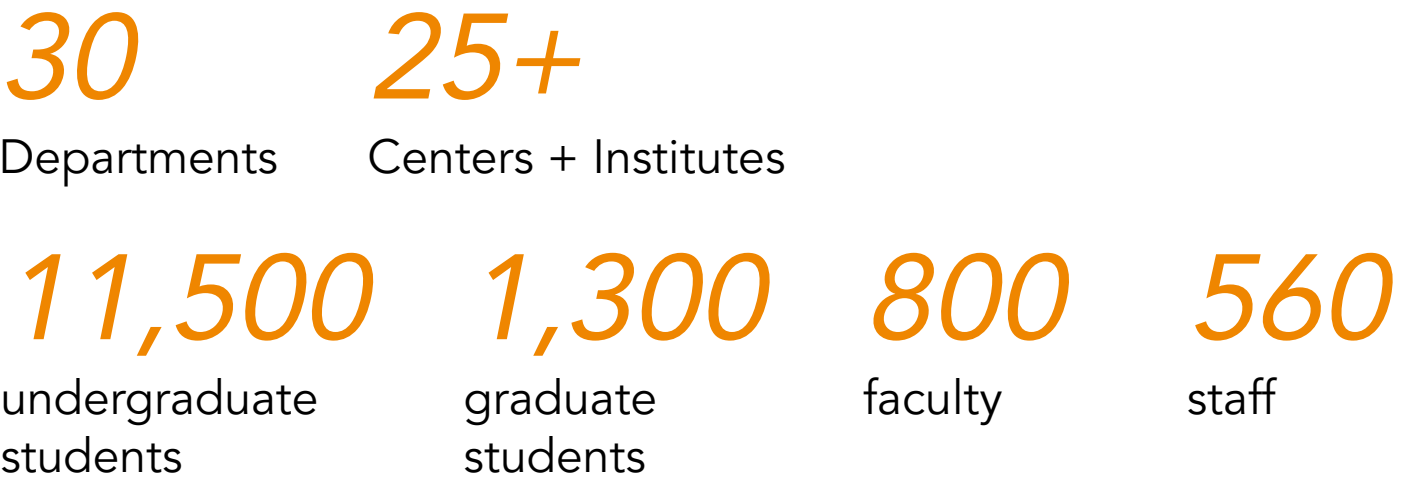
The College and Graduate School of Arts & Sciences (A&S) remains the historical and intellectual foundation of the University of Virginia.

The largest of UVA's 12 schools, A&S offers more than 50 undergraduate degrees and concentrations and more than 25 graduate degree programs. It educates 70% of all of the University's undergraduate students (conferring upwards of 2,500 degrees each year), trains a quarter of the graduate students, appoints 60% of the tenure-track faculty and houses the core disciplines upon which UVA's academic reputation is built.

Mission

The College's mission is to educate the world's future citizens and leaders and advance our collective knowledge through innovative research while also supporting the advancement of the Commonwealth, the nation and the world. To address both the historic challenges of the 21st century and the enduring questions that have fueled human inquiry for generations, the College offers a number of innovative educational programs, including:

A unique, new liberal arts and sciences curriculum provides undergraduate students with the skills, knowledge, and habits of mind necessary to flourish in the complex and interconnected global environment of the 21st century. The University's Democracy Institute and Brain Institute (to name only two) offer students and faculty the opportunity to engage in game-changing cross-disciplinary research.



Source: A&S main website facts and data provided

A&S Space Inventory

The College of Arts & Sciences is the largest school at UVA, with the largest facilities portfolio.

A&S facilities are distributed across Grounds, with a number of A&S research field stations located outside the Charlottesville region.

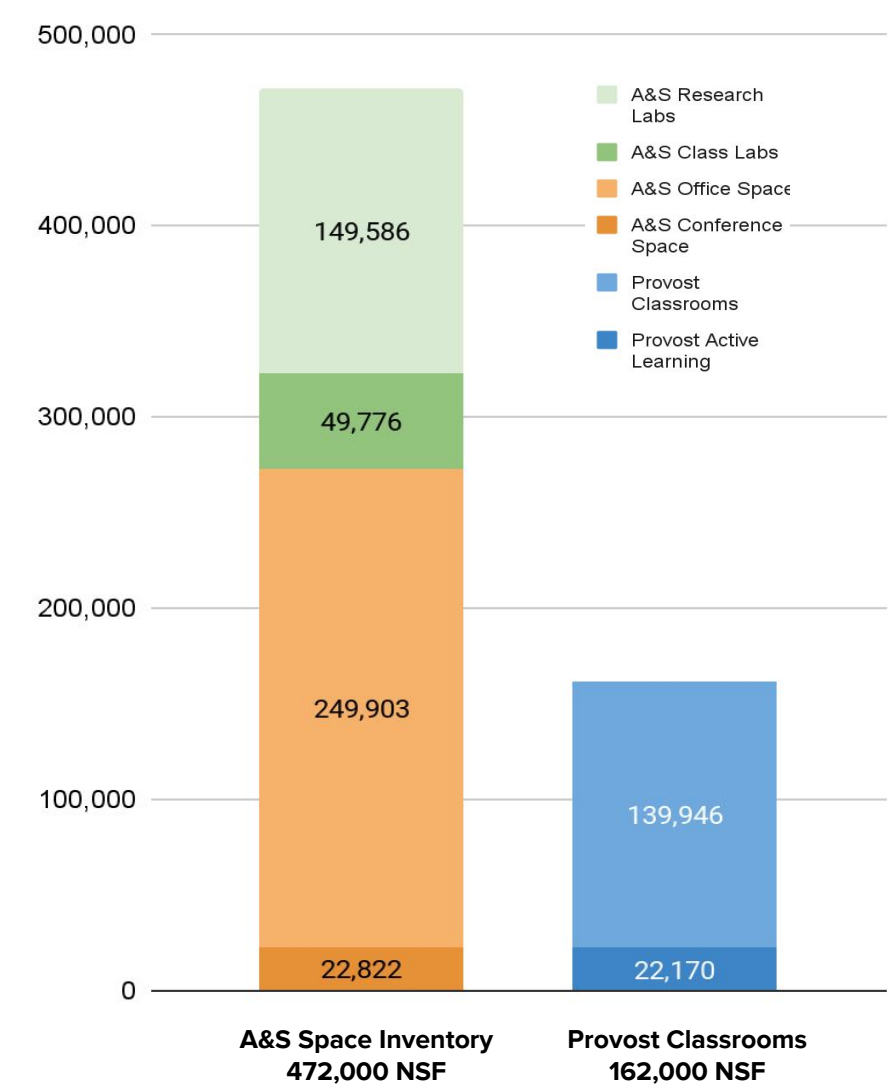
More than half of the A&S space portfolio is assigned to Sciences for teaching labs, research labs, office and workspace. Arts facilities occupy the next largest footprint, housing office and workspace, teaching labs, and specialized space for arts production, rehearsal, and creative innovation. Humanities and Social Sciences spaces include office workspace and research lab space.

A&S courses are taught in both Provost classrooms and classlabs, and in A&S disciplinary class labs. 161,321sf of Provost classrooms are located in buildings occupied by Arts & Sciences.

50
buildings
in Charlottesville
(approx. 100 in total)

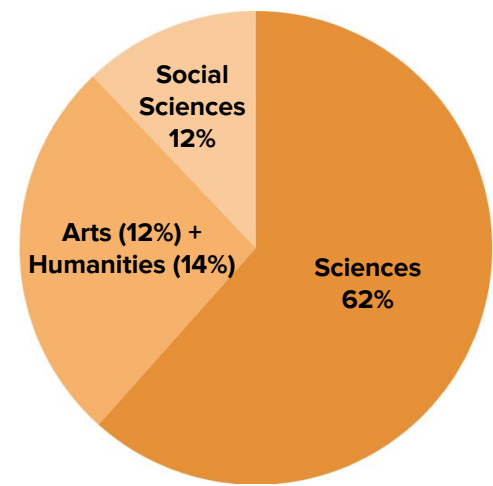
1.8m
Gross
Square Feet

Total Instruction, Research, and Workspace Inventory

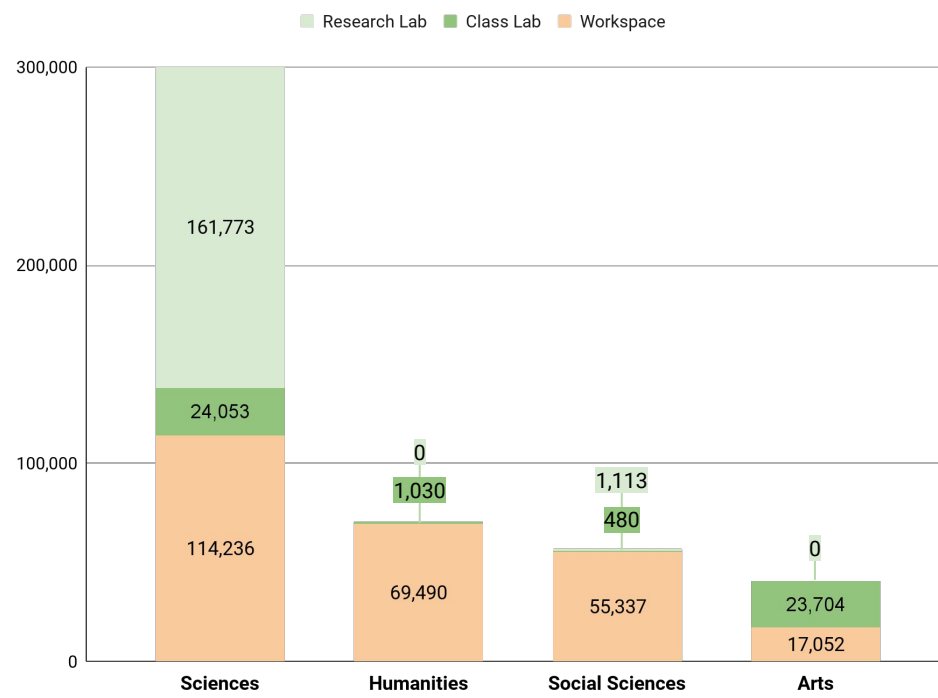


The graphic above shows the total instructional lab, research lab, and office and workspace under A&S purview. Provost regular and active learning classroom within A&S buildings are also shown. The graphic to the right shows class labs and research labs, by A&S division; open labs (makerspaces, computer labs) are not included. Public and study spaces are elaborated in other sections of the Playbook.

Total Space per division



Lab + Workspace per division



Source: Space Inventory data provided by A&S

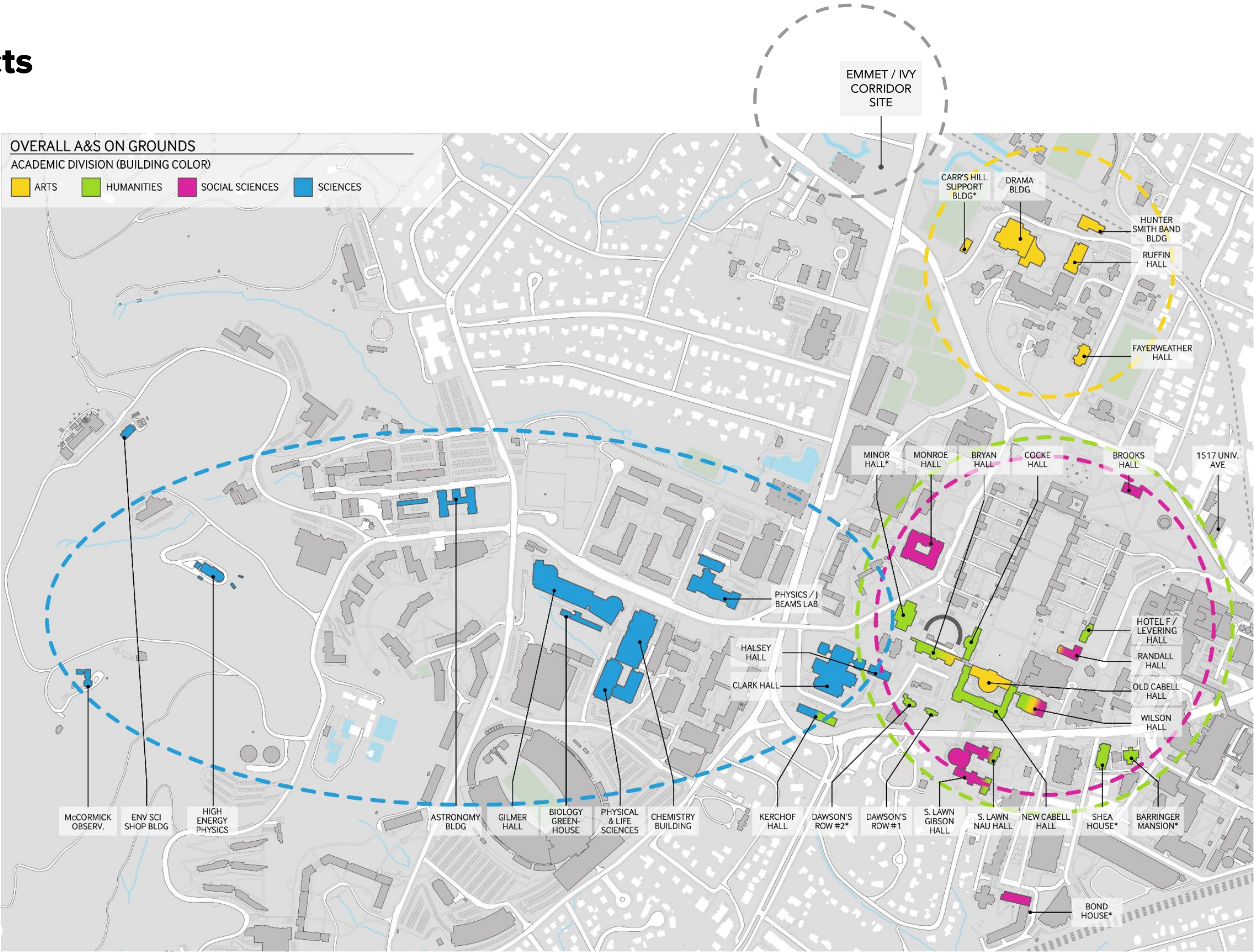
A&S Divisional Precincts

Over time, A&S department locations have moved to 3 discipline-focused clusters:

- Central Grounds with Humanities and Social Sciences
- Arts Grounds with Arts
- STEM precinct with Sciences along McCormick Road West

While the university is expanding, with new academic buildings in the Emmet/Ivy Corridor, at Fontaine Research Park and elsewhere, A&S will continue to be anchored in Central Grounds.

Emmet/Ivy Corridor with future buildings



Source: Space Inventory data provided by A&S

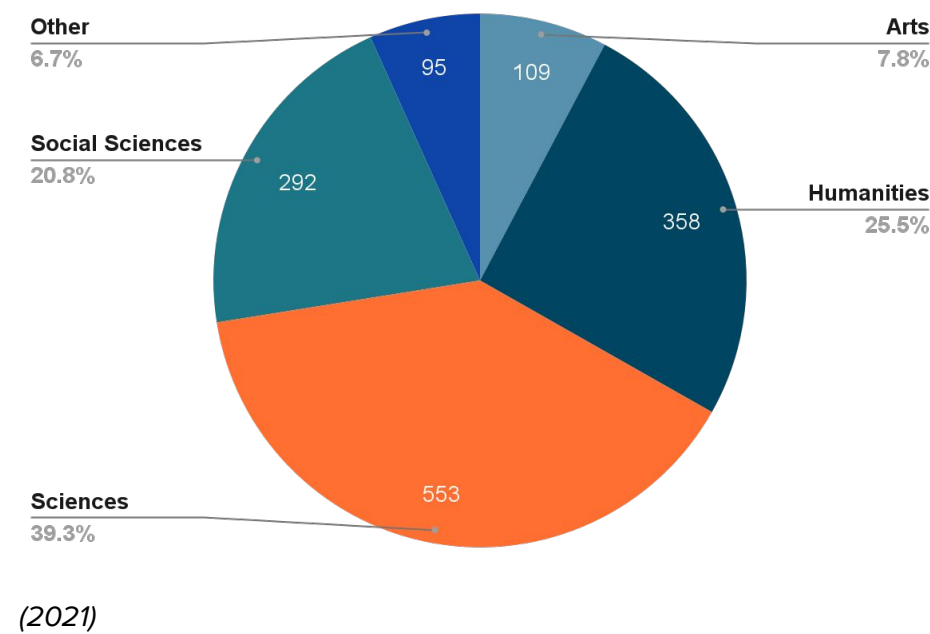
Faculty & Staff Population

Faculty and staff are central to the educational mission, research excellence, and functional operation of the College.

The current staff population in A&S includes about 575 tenure and tenure-track faculty, 235 general faculty, and 560 staff FTE.

A&S anticipates relatively little growth in faculty and staff counts overall, with modest incremental growth projected in new and priority departments, programs, and research areas.

Staff + Faculty by division



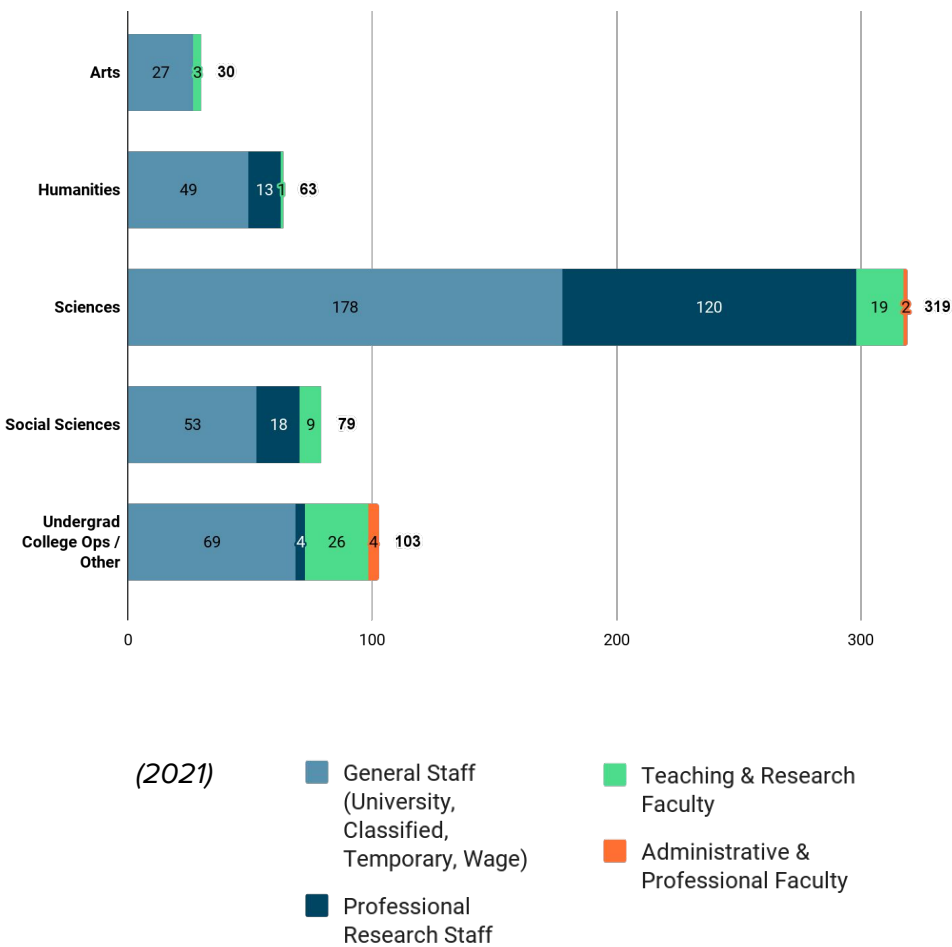
810

Total Faculty
(21/22)

560

Total Staff
(2021)

Staff + Faculty by position



Source: Population data provided by A&S

Student Population

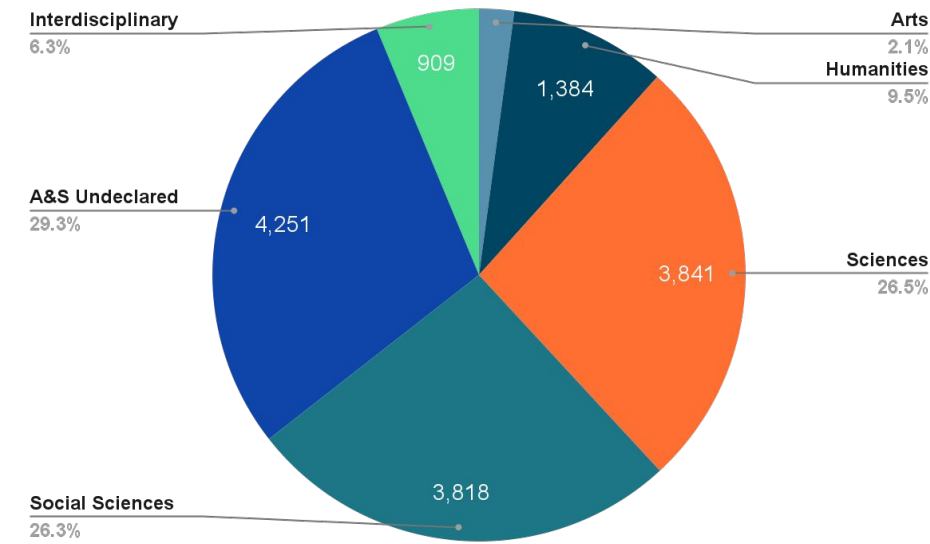
The College of Arts & Sciences is dedicated to excellence in teaching, learning, and advising and provides extensive research opportunities.

Demand for undergraduate admission into A&S is high. Future undergrad enrollment is not projected here but typically trends upward over time. Despite a recent increase in the undergrad population, total enrollments in A&S courses have not increased proportionately, in part because A&S students have increased access to compelling courses offered by the other schools.

A&S is developing new course offerings to further engage student interest. The New Curriculum Engagements Program for first-year undergraduates is growing. By Fall 2024, 100% of incoming first-years will enroll in four Engagement course sections. Thoughtful planning is necessary to accommodate expanding needs for new initiatives and broader pedagogical changes.

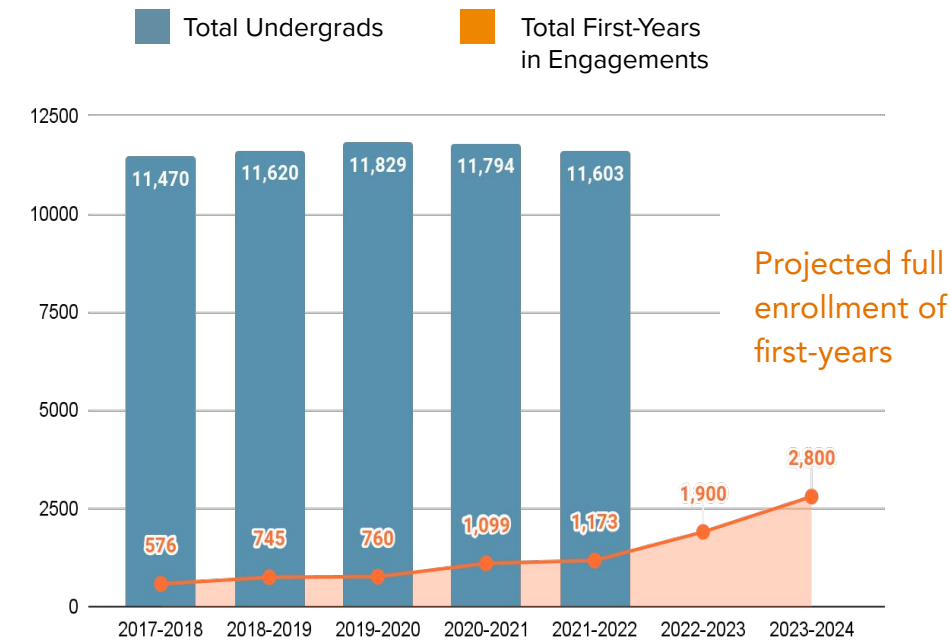
Furthermore, A&S represents a large portion of all graduate students at UVA. Strategic planning for the growth of these programs is in-progress and should inform space planning in the future.

Total Students by Division



(2021)

Undergrad Enrollment over time



Grad Enrollment Snapshot

PhD	1,120
M. Arts	203
M. Science	92
M. Fine Arts	35
Total	1,450

(2023)

43%
Total PhD
Students at UVA
(2023)

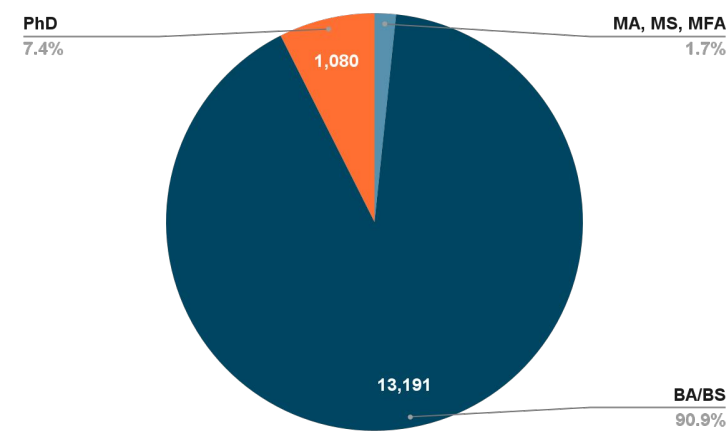
Source: Background notes and population data provided by A&S

Students by Degree in 2021

Undergraduate students make up 90% of students across A&S divisions and are increasingly multi-disciplinary. A&S is highly focused on excellence in undergraduate teaching and learning, and on expanding student success. A&S students are dedicated and competitive, and many seek opportunities to study across disciplines, and increasingly, across schools. Double majors, minors, and interdisciplinary programs allow for expanded academic flexibility. Interdisciplinary programs are seeing increased enrollment, encompassing 4 out of the top 10 majors in 2021.

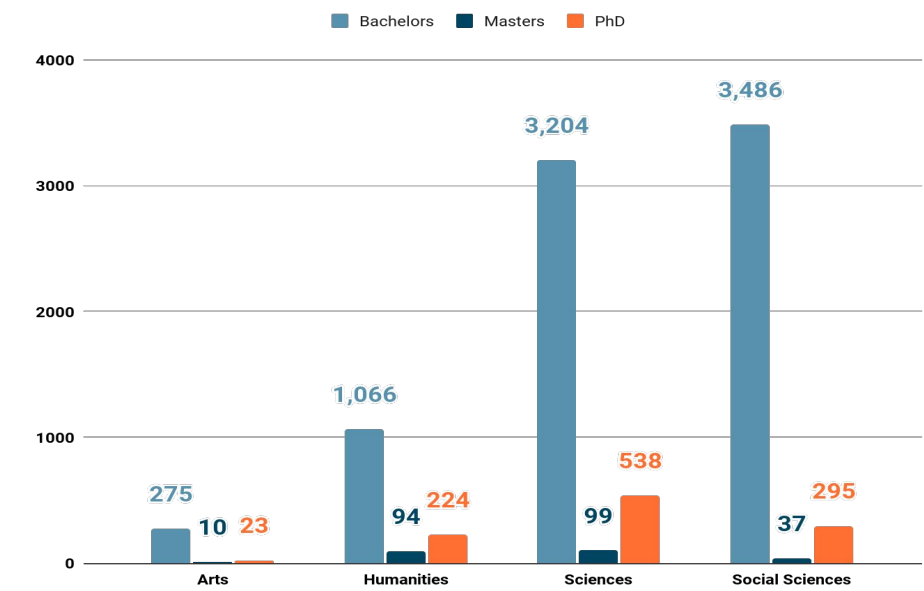
The Graduate School of Arts & Sciences is evolving to support both PhD *and* Masters students seeking diverse career paths. GSAS has historically been mainly a PhD program. 82% of current A&S grad students are PhD candidates. Meanwhile, Masters degree programs are an important area of growth. Opportunities for co-curricular and professional learning drives enrollment for Masters students interested in careers beyond typical academic instruction or research.

Students by Degree



(2021)

Enrollment per Division



(2021)

Top 10 Majors
Declared Undergrad Majors in A&S

	Total Enrolled
Economics	513
Biology	346
Computer Sciences*	293
Psychology	264
Statistics	241
Cognitive Science	214
Foreign Affairs	203
Media Studies	165
English	153
History	137

Interdisciplinary Majors

*joint-program offered with the School of Engineering

(2021)

Source: Population data provided by A&S

Workspace Overview

Across A&S, the majority of workspace is designated for private offices. Reservable space for hybrid workers, increased sharing, reduced office sizes, and other strategies can release space resources to support other academic and research priorities.

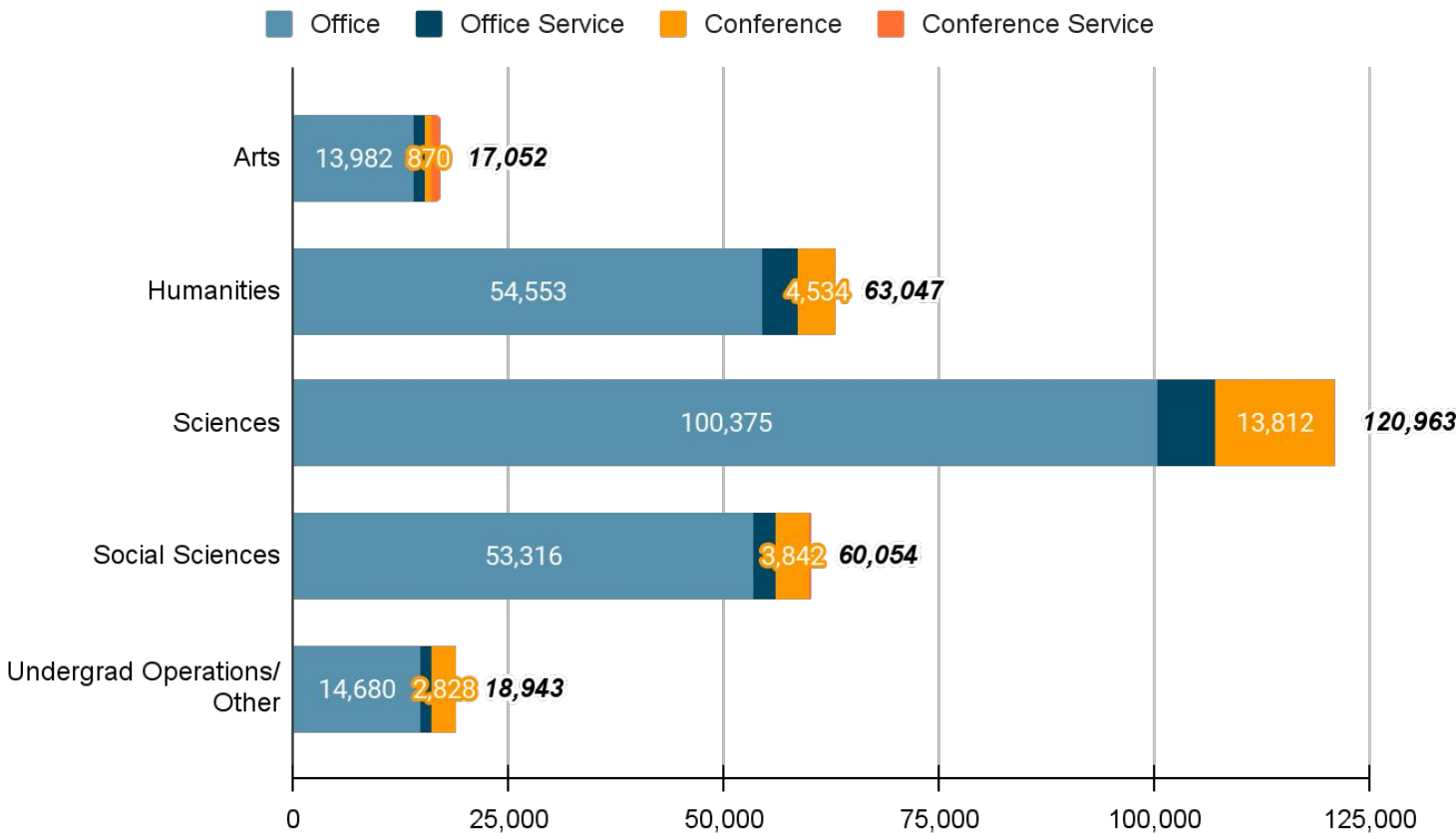
A&S currently (fiscal 2023) spends \$24/sf per year on facilities maintenance and approx \$5/sf on utilities. A 120 sf office costs roughly \$3,480 per year to maintain. With 237,000 nsf dedicated to office space, A&S approx. \$7m annual spending on office space is substantial.

To prioritize expanding in-person connections, increase the portfolio of collaboration spaces. To achieve this, A&S could repurpose office space into conference rooms, hybrid work areas, and touchdown collaborative space. Consider space in these buildings:

- Astronomy Building
- Bryan Hall
- Drama Building
- Halsey Hall
- High Energy Physics Building
- Monroe Hall

The nature of individual work is changing and there is a growing emphasis on purposeful gathering in-person. A&S should continue to examine workspace assignments and seek to make utilization more effective.

Office + Conference Workspace by division



280,058

Total Workspace SF in A&S buildings

9:1

Office SF : Conference SF

UVA Average, Compared to 8.9 SCUP benchmark

Source: Space Inventory data provided by A&S

Instruction Space Overview

Overall, UVA has enough regular instruction space to accommodate A&S’s course catalog each semester, but space management and demand for active learning are challenges.

UVA has moved most instructional space into a central Provost/Registrar managed portfolio. A&S’s space portfolio still includes some instruction space for specialized disciplinary functions, such as biology teaching labs. Pedagogical changes have increased demand for technology support; Provost classrooms have a dedicated ITS support on-call, while A&S class labs do not. A&S, Provost, and ITS classrooms support are in consultation to address this structural issue.

While there is adequate space for general instruction, the count of active learning classrooms is not sufficient to meet rising demand for this type of pedagogy. More classrooms with reduced seat capacity are needed. Current classrooms can be adapted to meet new pedagogical needs. Consider:

- increased quantity of designated “active learning” classrooms (renovated according to standards)
- increased space per seat (sf/seat) or reduced seat density in classrooms by changing from traditional lecture arrangements to more flexible arrangements

1:12
Classrooms that support active learning

21
average SF : seat

Compared to 30sf/active seat industry standard

NOTE: SCHEV standards recommend limiting sf/seat to 20. This conflicts with best practice recommendations.

Defining Instructional Space Types

Room Type	Manager	Description
Active learning classrooms	A&S	A few active learning classrooms managed by A&S
Class labs	A&S	Specialized disciplinary labs managed by A&S
Regular classrooms	Provost	Scheduling and maintenance for the majority of regular classrooms are managed by the Provost
Active learning classrooms	Provost	Other active learning classrooms managed by the Provost
Class labs	Provost	Computer labs managed by Provost

Defining Room Sizes

(provisional for this study)

Classroom Size	Capacity
EXTRA SMALL	1-10 seat
SMALL	11-20 seat
MEDIUM	21-60 seats
LARGE	61-500 seats

➔ Currently, active learning classrooms are mostly medium-sized. More extra small and medium active learning rooms are needed.

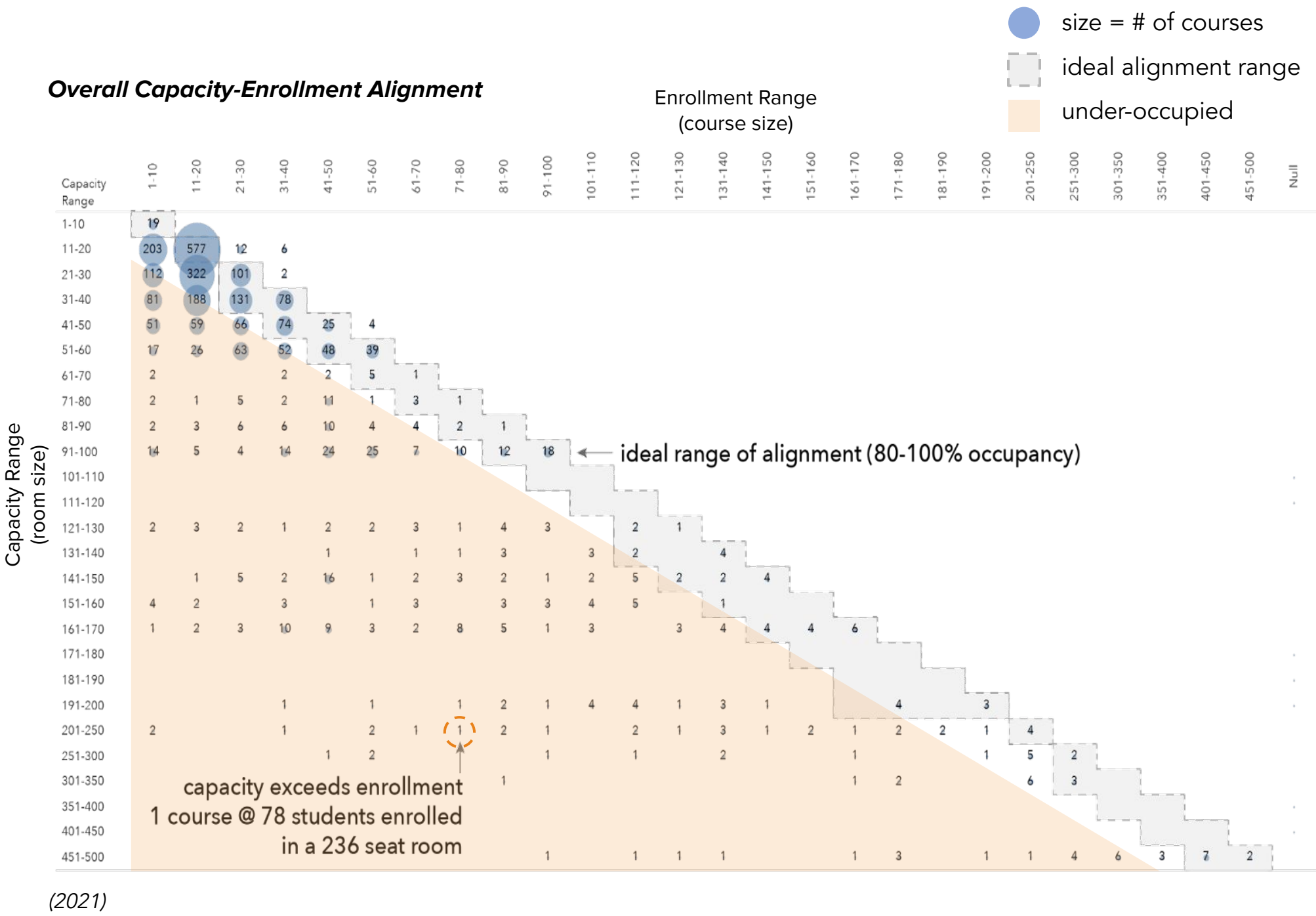
Source: Course Catalog, Space Inventory and classroom data provided by A&S

Classroom Use

Most small and some medium-size classrooms are under-occupied, or have too few seats filled.

This matrix shows the alignment between classroom capacities and class meeting sizes, highlighting the ideal occupancy range.

- Small courses, particularly in the 11-20 enrollment range, occur more frequently than medium or large-size courses. Many small and medium size courses are scheduled in rooms aligned with their relative capacity.
- As enrollment increases, course room scheduling becomes less aligned. Many courses being under-occupied, or scheduled in larger rooms than needed.



Source: Course Catalogue; Classroom data provided by A&S

Classroom Use

More extra/small and medium-size classrooms are needed to reduce under-occupancy.

The top bar charts shows the number of classrooms that occur, according to room capacity in increments of 10 enrollment seats. The bottom bar chart shows the number of courses scheduled, according to the same increments.

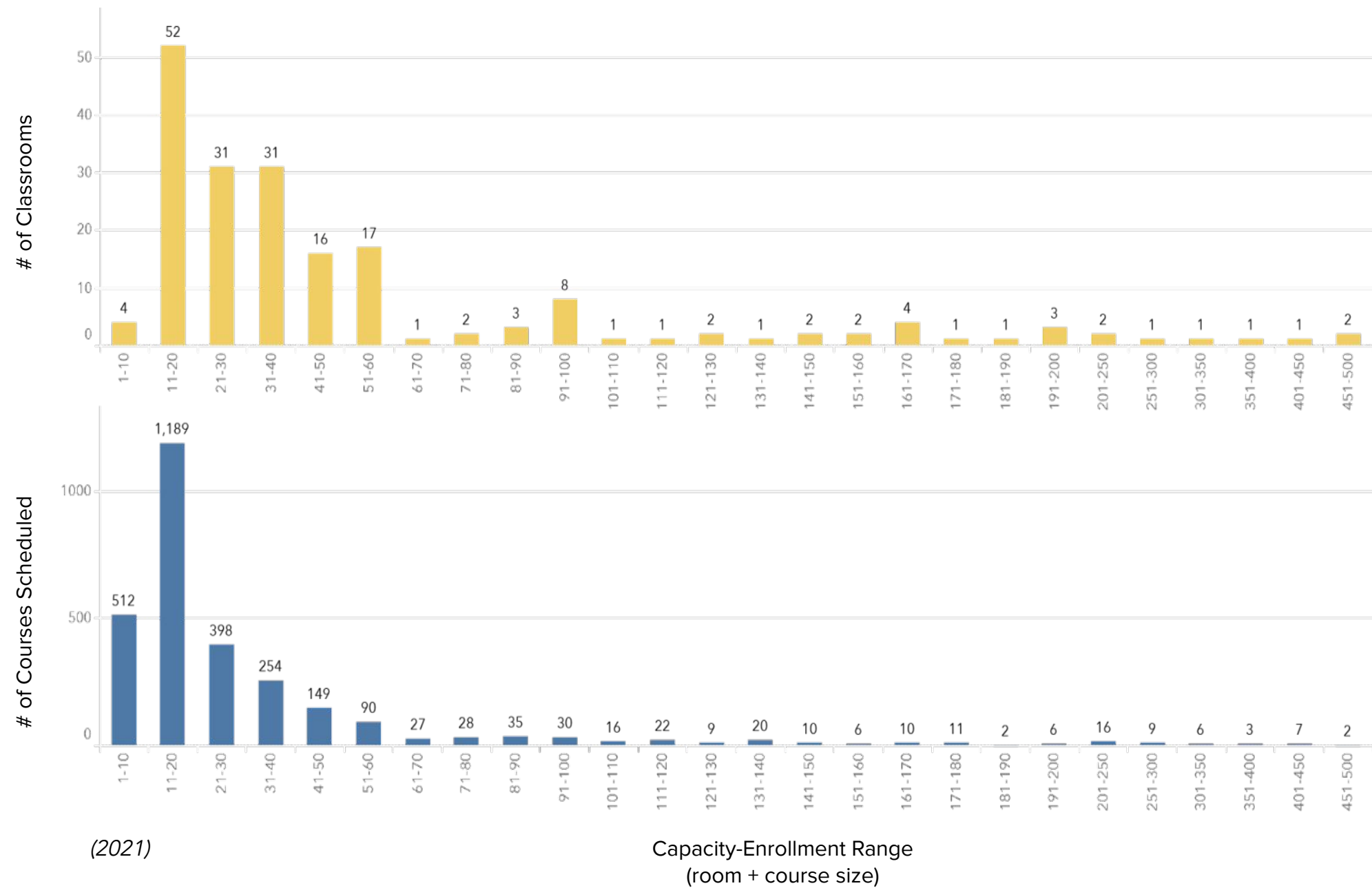
EXTRA SMALL
Classes with 1-10 students enrolled are the second largest category, but only 4 unique classrooms are available to schedule this course size.

SMALL
The vast majority of classes offered have 11-20 students enrolled. This course size also has the highest count of unique rooms.

MEDIUM
Classes in the 21-60 enrollment range are the third largest category. An improved variety of medium-size classrooms are needed to balance demand for courses within this enrollment range.

LARGE
Courses with more than 60 seats occur less often, so room counts are fewer.

Overall Capacity-Enrollment Alignment



Source: Course Catalogue; Classroom data provided by A&S

Classroom Use

Courses are often scheduled in favorable classrooms or in classrooms mismatched to the course enrollment size. Improved course scheduling is an active priority.

- Currently:
- 50% of classrooms are under-utilized, or too few hours scheduled per term, most likely indicating qualitative issues such as, aesthetic condition, faculty desire to use the space, or student desire for the time block
 - 40% of classrooms are over-utilized, or too many hours per term, indicating high-demand for particular rooms, especially active learning and medium-sized rooms
 - 70% of regular classrooms are under-occupied, or too few seats filled, indicating weak criteria for scheduling smaller courses in larger classrooms

- UVA and A&S are exploring redesign of the scheduling process to improve student access to courses and utilization of classrooms during the course week. When redesigning, consider:
- alignment of course enrollment (occupancy) to room seat count (capacity)
 - distribution of scheduled hours across the academic week (utilization)
 - criteria to prevent scheduling under-enrolled courses in larger classrooms

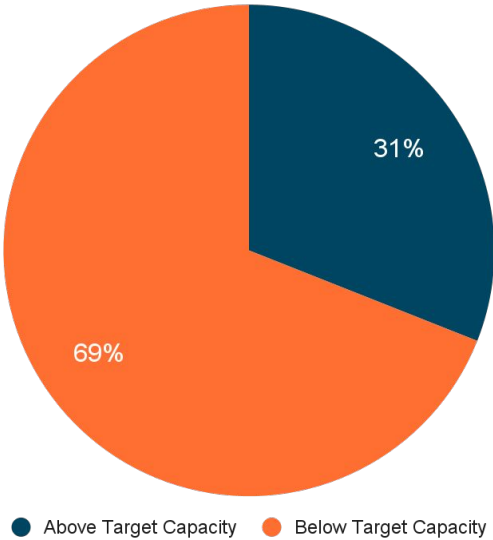
Definitions

What is capacity-enrollment alignment?

Capacity alignment compares the number of filled seats (enrollment) against the number of available seats (capacity) in each classroom.

Example:
Under-Occupied implies that the number of enrolled students is less than 80% of the available seats in the classroom

Target Classroom Capacity-Alignment (overall classrooms)



Target capacity-alignment = 80% seats filled

Manager	Type	# of Classrooms	# of Under-Occupied
A&S	Regular	174	154
A&S	Active Learning	10	10
Provost	Regular	340	198
Provost	Active Learning	2	2
Total		526	364

(2021)

See more classroom analysis in the Appendix.

Source: Course Catalogue and Space Inventory data provided by A&S

Active Learning Classrooms

Many A&S courses are scheduled in Provost-managed active learning classrooms located in central Grounds and the STEM precinct.

Similar to most A&S general classrooms, active learning method (ALM) classrooms are mostly under-occupied (see table on previous page). More extra/small and medium-size ALM classrooms are needed to support demand for small-size courses.

Three large ALM classrooms are being added by the Physics Building Renovation project, scheduled for completion in 2024 (not listed). While these new rooms will add capacity, more may be needed overall, to accommodate growing demand.

To date, Sciences is only division moving significantly towards deployment of ~100 student enrollment in a given active learning course. Demand for large-size active classrooms will depend on the growth of these courses.

14

active learning classrooms

2

A&S active learning class labs

730

total seats in active learning rooms



Existing Active Learning Method (ALM) Classrooms

A&S	Division	Room	Under-occupied		
			SF	Seats	SF/seat
Provost	AH	Warner Hall 115	875	49	18
Provost	AH	Minor Hall 130	718	30	24
Provost	SS	Monroe Hall 110	1,308	63	22
Provost	SS	Monroe Hall 134	1,297	63	22
Provost	S	Chemistry Bldg 204	1,231	48	26
Provost	S	Chemistry Bldg 206	1,222	54	23
Provost	S	Chemistry Bldg 217	2,322	99	24
Provost	S	Wilson Hall 325	2,276	99	23
Provost	S	Gibson Hall 041	795	28	28
Provost	S	Gilmer Hall 250		25	
Provost	S	Gilmer Hall 247		48	
Provost	S	Gilmer Hall 257		63	
A&S Class Lab	S	Gilmer Hall 250		20	
A&S Class Lab	S	Bond House 106	1,293	38	34
				~730	~24

Source: List of classrooms provided by A&S

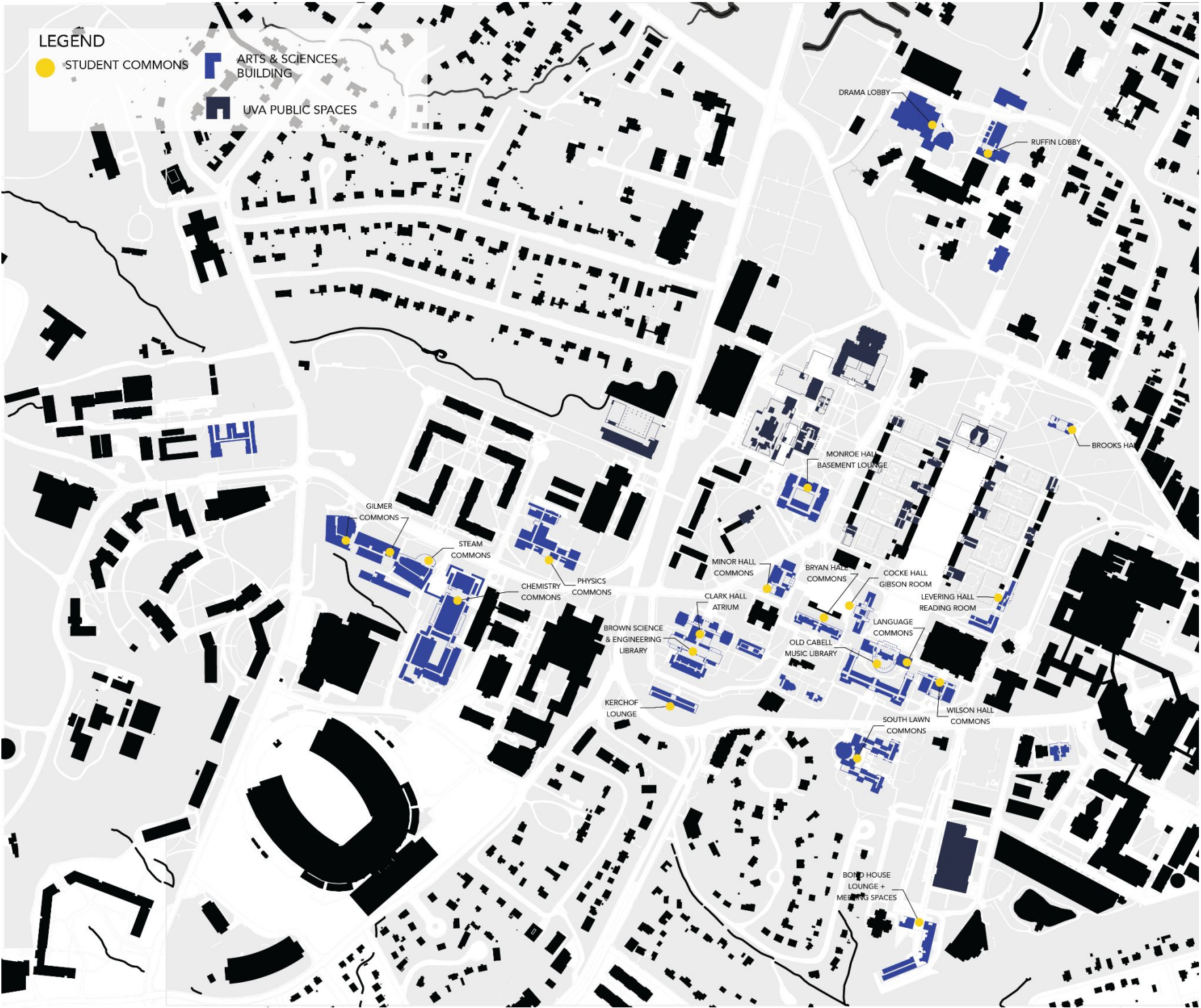
Public Space Overview

In 2000, A&S buildings had very little open lounge space. UVA academic buildings were historically very ‘efficient’, housing classrooms, labs, and offices located off of corridors with very little open public space or student study space.

Over the last two decades, many new lounges and commons spaces have been added for students, faculty, and staff to enjoy. A&S and UVA should continue to seek opportunities to provide meeting, study, and open lounge space in existing and new buildings.

New Lounges and Commons since 2000

- Brooks Hall commons, library, and meeting rooms
- Bond House lounge and meeting spaces
- Chemistry Building commons, makerspace, and meeting rooms
- Clark Hall Brown Science & Engineering Library reading/meeting space
- Cocke Hall Gibson Room and Philosophy Library
- Drama Building Addition lobby
- Fayerweather Hall lounge and meeting rooms
- Gilmer Hall STEAM Commons and breakout rooms
- Dean Commons (South Lawn)
- Gibson Hall lounges and meeting rooms
- Kerchof Hall lounges and seminar room
- Nau Hall lounges and meeting rooms
- New Cabell Hall Language Commons, lounges, and hallway seating
- Wilson Hall Commons, makerspace, and meeting rooms



Source: Space Inventory data provided by A&S

A&S Student Experience

Graduates

Graduate students are satisfied with research and teaching opportunities, as well as the quality of facilities across Grounds. Many graduate students work as teaching assistants (87%). A smaller number work in research assistantships (32%). The pandemic year showed that graduate students almost doubly prefer in-person learning and peer interaction, as opposed to online formats. Grad student research is increasingly interdisciplinary and typically spans across 2+ departments. Career paths are becoming more diverse, with options outside academia.

Emotional health, research setbacks, and career obligations were cited as major obstacles while completing a grad degree. Effective space to conduct interdisciplinary work is lacking; grad students need flexible, reservable workspace - better than a library carrel - to support focused work beyond their TA office hours. Improved professional development services would increase Masters students’ satisfaction about the value of the degree they are paying for (76% satisfied). Niche graduate concentrations reside in interdisciplinary advisors, so a consortium of hotelling advisors might be better for longevity than an singular advising space.

Planning for the Graduate School is seeking opportunities to increase student financial support, to limit student TA and other responsibilities, and to improve the quality and diversity of preparatory offerings, including non-traditional career exploration. A centralized, non-department specific graduate student center and lounge with support services, workspace, and rest areas to increase peer visibility and build interdisciplinary community.

Undergraduates

Undergrad students value interacting with peers, academic success, participating in student orgs, and connecting with faculty / advisors as part of their overall experience. Help-seeking culture is evolving among students – some students want online advising at 1am. Transfer, first-gen, low-income, and other minority students require a different approach to support services. An area of focus is to cultivate confidence and a sense of belonging.

Less than 2/3 of undergrads (57%) are satisfied with the academic advising received before declaring a major. The greatest challenge for undergraduate advising is helping students find classes they want to take - when they want to take them. Support services are very decentralized across Grounds (and beyond), so students are often playing phone tag, or simply don’t know where to go. At least 45% of undergrads report that they have difficulty finding space to conduct an interview or practice a presentation, work privately without distraction, or work collaboratively with peers.

Imagine a one-stop, multi-story building that co-locates all advising services (Academic deans, SFS, ISO, Career, and others). A cohort of peer advisors could be trained to help students in-person, or through an online advising portal during off-hours. Offer 1-credit courses to orient students to advising at UVA.



Sources: Interviews with Graduate School, College Fellows, Undergrad Advising. UVA Grad SERU survey data from 2020-2021 academic year. UVA Undergrad SERU survey data from 2020. Image: Virginia Magazine.

Qualitative Findings

About Space Types

People-centric Spaces

To recruit and retain diverse people, A&S leadership is invested in providing dynamic spaces to build community among faculty, staff, and students.

Department Common Space

Some departments feel a lack of visible, spatial identity and desire space for programs, events, and social interaction.

Instruction Space

Active learning pedagogy is trending but overall instruction spaces and seat counts are mismatched to support course scheduling demands.

Hybrid Work

Types of workspace and co-location strategies could be reimaged for faculty and staff whose non-teaching work hours are substantially hybrid or remote.

Faculty Offices

Joint-appointed faculty are assigned 1 office in their primary department. It is useful, where possible, to provide touchdown workspace in “joint” departments. As collaborative work evolves and increases, faculty must also become more mobile.

Shared Workspace

A&S has many under-utilized private offices. Some of these offices could be repurposed to increase the amount of available shared workspace.

Grad Student Experience

Grad students’ needs and priorities are different from undergrads, and they are not always well-served in A&S spaces.

Overall Space Savings

To save utilities and maintenance expenses, reduce overall square footage where possible and optimize the use of existing buildings. Identify and address under-utilized office space.

About Interdisciplinarity

Sciences faculty and staff prefer convenient proximity between the spaces they frequent: offices, research labs, and informal rest areas. At the same time, some faculty feel “siloed” on their department floor and wish for more collaborative research opportunities.

- Cross-disciplinary research and instructional design projects might catalyze more interdisciplinarity within the Sciences.

Social Sciences and **Humanities** disciplines teach, learn, work, and congregate in similar ways, with some departmental nuances. Despite these similarities and some existing co-location, newer and growing programs sometimes perceive their offices and shared spaces as fragmented and disconnected.

- Encourage more collisions across departments in a shared common space with consolidated support resources and areas to visibly display scholarship.

The **Arts** are interdisciplinary by nature, but the Music Department’s physical location apart from the other arts programs limits engagement and collisions with Art and Drama. Effective, specialized spaces for rehearsals, performances, making, and discovery are a necessary mechanism of future growth.

- Support creative innovation with improved, right-sized spaces for cross-department instruction and collaboration.

Source: Insights from interviews and workshops; brightspot x UVA Arts in A&S Phase II Report (2018)

Findings by Division



Chemistry Building lab



Monroe Hall active learning classroom



Wilson Hall project room



Drama class at UVA

Sciences

- Science courses are in demand and are often taught in large course sections. Meanwhile, courses redesigned to support student success with small-group workshops are increasing in number.
- More centralized STEM support services and peer visibility could improve student success outcomes.
- While sciences faculty prefer to teach near their lab workspace, despite desire for more diverse interaction outside their silos, this conflicts with scheduling courses across the classroom portfolio.
- Collaborations with Engineering, Data Science Medicine, etc. should be further explored for instance with interdisciplinary incubator space.

Social Sciences

- Some emerging programs lack dedicated assigned space and exist either virtually or via an individual faculty member's private office.
- Social Science departments would like to maintain dedicated space for project-based collaboration and part-time visiting scholars.
- Tools for new media scholarship are distributed across Grounds. Shared production space and equipment storage would increase opportunities to 'rub elbows'.
- In Social Science buildings, storage space is at a premium and needs effective management.

Humanities

- Humanities faculty desire more diverse instruction spaces, including 35-80 seat active learning rooms, graduate seminar rooms, and non-traditional spaces for breakout sections
- Humanities departments desire a commons space to increase peer visibility and to revitalize central Grounds as a place for "creating together". Activities include film screenings, project presentations, and more.
- Digital-physical integration for hybrid events should be improved to strengthen Humanities connections with the broader university.
- Humanities faculty are concerned about maintaining the right balance of quiet, private, and beautiful spaces for focused work

Arts

- Spaces for Arts instruction and collaboration are geographically separated and are at max capacity, which limits creative innovation.
- Music and other Arts pedagogy is evolving beyond traditional art forms and live performance. New spaces and technology are needed to support computer-based digital production and electronic instruments.
- A new Arts building at Emmet Ivy can enhance programmatic connections and support cross-disciplinary course projects and research. Spaces can be anchored by Music while including collaborative rehearsal and makerspace for Dance, Drama, Studio Art, and others.

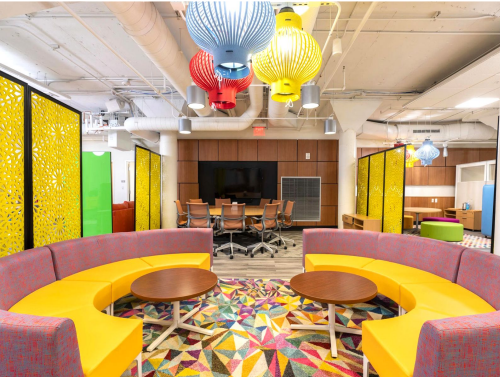


Source: Insights from interviews and workshops

Departmental Identity

In the spirit of celebrating diversity and belonging, many academic groups are invested in having a representative sense of place.

Across academic divisions, a number of departments are longing to increase their sense of community and spatial identity. Reasons for this include increasing hybrid-remote work, limited interactions when on Grounds, pandemic fatigue, and a lack of established programming or space to gather. Some departments, like Music, are distributed throughout many buildings while other programs, like American Studies, only occupy a few assigned rooms.

Central landing spaces can activate more social gatherings, increase the visibility of project work, and establish each department’s spatial presence. A&S can draw inspiration from successful examples of community-spacelike the UVA Multicultural Student Center and 1515 on W Main St.

	“Strong Collective”	“No Complaints”	“Longing for Identity”
	Strong sense of identity due to internal culture, unique visual elements, and people-driven programming	Sufficient sense of identity due to recent renovation and adequate space assignments (for now)	Weak sense of identity due to fragmented space assignments, feeling siloed between floors, inadequate building conditions, or insufficient space assignments
Arts		Studio Art Drama Art History	Music Dance
Humanities	Anthropology + Global Studies	Religious Studies English	Creative Writing
Social Sciences		Economics History	American Studies Media Studies
Sciences		Physics Neuroscience Astronomy	Mathematics Statistics
Other	Multicultural Student Center 1515 on W Main St.	Democracy Initiative Carter Woodson Institute	College Fellows Program
			
	UVA Multicultural Student Center in Newcomb Hall	Carter G. Woodson Commons in Minor Hall 110	Outdated lounge furniture in Kerchof Hall

Source: Insights from interviews and workshops

WORKSPACE



Workspace

In the future, **Workspace** at A&S should enable collaboration across disciplines and strike a balance of quiet and collaborative workspace, bringing people together across departments, programs, and disciplines.

To do this, we envision precincts that drive interactivity between departments and workplace neighborhoods that promote a sense of community among faculty and staff.

Plays

- 1 Improve home locations for currently under-served, new, and growing departments and programs
- 2 Pilot additional hybrid collaborative workspace



While departments generally desire more open common space, faculty are intent on maintaining the right balance of quiet, private, and beautiful spaces for focused work. There is a recognized need for greater efficiency in hybrid workspaces.

Making the Case

Building on Progress: Updated Facilities

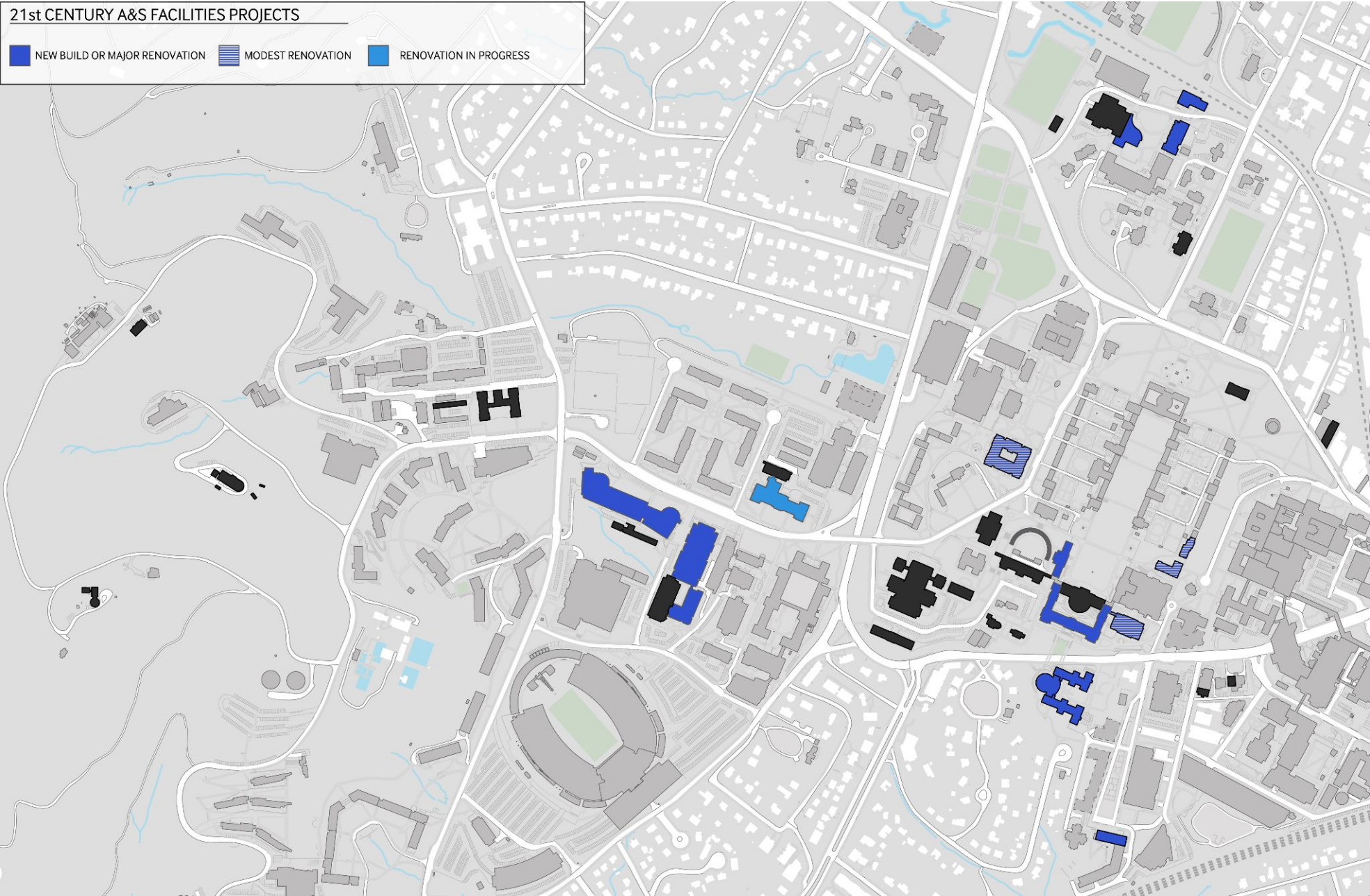
Many departments occupy space in new and recently renovated buildings. Additional renovations are planned or currently in-progress. For the most part, departments can continue growing in place.

Completed Homes

- Classics + Philosophy in Cocke Hall
- Economics in Monroe Hall, Undergraduate Advising in Monroe Hall
- Art History in Fayerweather Hall
- Studio Art in Ruffin Hall
- Expanded Drama in Drama Building and Addition
- Marching Band in Marching Band Building
- History, Politics, Religious Studies in Nau Hall, Gibson Hall, Dean Commons
- Languages, Literatures + Cultures in New Cabell Hall
- Women, Gender, Sexuality Studies in Levering Hall
- Sociology in Randall Hall
- Biology, Chemistry, Physics in Physical Life Sciences Building
- Chemistry in Chemistry Building
- Biology and Psychology in Gilmer Hall

In-Progress Homes

- Physics in renovated Physics Building (2024)
- Institute of African American Studies and Carter Woodson Institute to expand in Minor Hall
- New Music Building, Museums, and Performing Arts Center proposed



Source: List of spaces provided by A&S

Making the Case

Collaboration in and between academic groups is essential to the mission of A&S

Faculty, staff and students want to develop interdisciplinary projects, display creative work, and build relationships within and across divisional precincts.

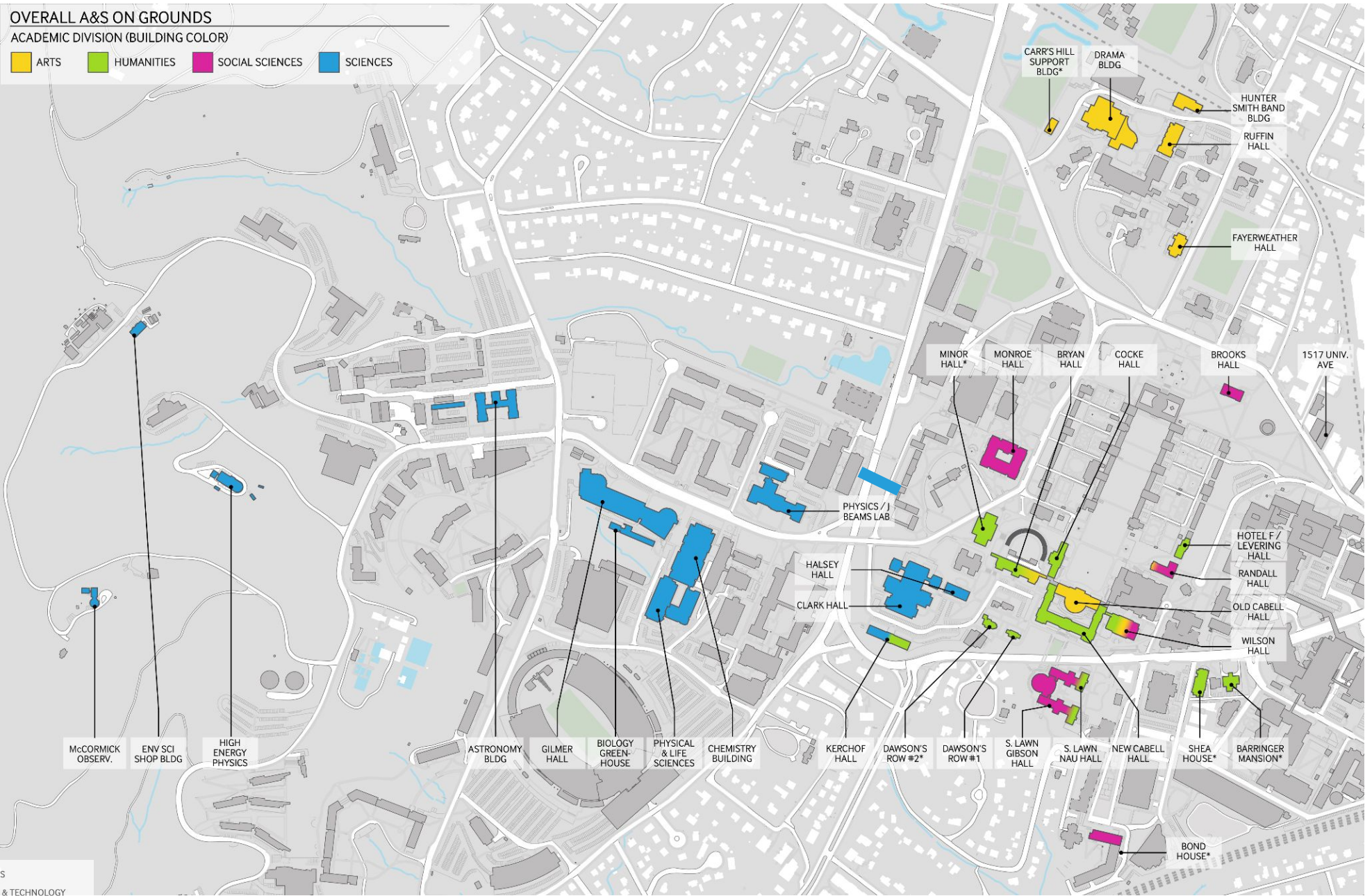
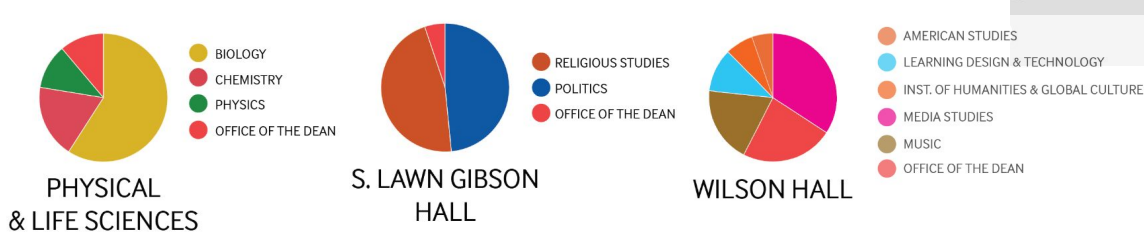
Some A&S buildings have a diverse mix of distributed departments, while other buildings are dedicated to single departments. This leaves some groups feeling lost in the diversity and others siloed from their neighbors.

Having shared spaces strategically located between groups facilitates more spontaneous interaction, interdisciplinary learning, and peer-to-peer support.

Some Specialized A&S Buildings



Some Multi-Disciplinary A&S Buildings



Source: Space Inventory data provided by A&S

Making the Case

Generally, A&S needs more collaborative and community-driven workspace

Currently, every division in A&S, except the Sciences, requires more collaborative space to achieve a target individual to collaborative square footage ratio per FTE by comparison to peer institutions.

To support the future of diverse work, A&S needs the right mix of department-specific and shared spaces to enhance individual focused-work and collaborative interaction between groups.

The following Plays will provide tactics for rebalancing the right mix of individual and collaborative space in specific buildings, especially for Arts, Humanities, and Social Sciences.

Ratio of Existing Conference Space

in A&S buildings only

Division	Office SF : 1 Collab SF
Arts	16
Social Sciences	14
Humanities	11
A&S Average	9
SCUP benchmark	8.9
Sciences	8

(2021)

A&S departments value visibility and having a unique identity

A&S seeks to provide students, faculty and staff opportunities for meaningful experiences that reinforce community when they gather in-person. This is true for conversation between classes, sharing about projects and research, programmed events, and more.

Having a sense of departmental identity is the foundation for collective belonging among faculty, staff, graduates, and students. Creating a feeling of ‘home’ can help faculty and students easily locate the center of activity for their department.

The following Plays emphasize space solutions that promote departmental camaraderie in dedicated spaces.



Brooks Hall commons for Anthropology and Global Studies departments

Emerging A&S departments lack adequate space

Some new and emerging A&S departments need additional office and work space to support current demand and projected growth.

Right-sizing will help departments rebalance their resources and create new space opportunities that promote equitable growth, collaboration, and community.

The following Plays explore these departmental space needs and propose space moves that build on A&S facilities progress so far.

Source: Space Inventory data provided by A&S;
Insights from interviews and workshops

1

Improve Home Locations for Currently Underserved, New, and Growing Departments and Programs

The College of Arts & Sciences is the largest school at the University of Virginia. A&S departments, students and faculty are seeking to claim their place within the university’s largest school. A visible marker of ‘Home’ makes it easy to locate a department’s center of social and academic activity.

Assigning space to specific people, teams, or departments is a challenge in the midst of ongoing renovations, turnover, and speedy growth. Prioritize space improvements for departments and programs with inadequate space.

NEXT STEPS

This Play elaborates the vision for six department Home locations, listed to the right, which can help guide future space assignments and prioritize renovations.

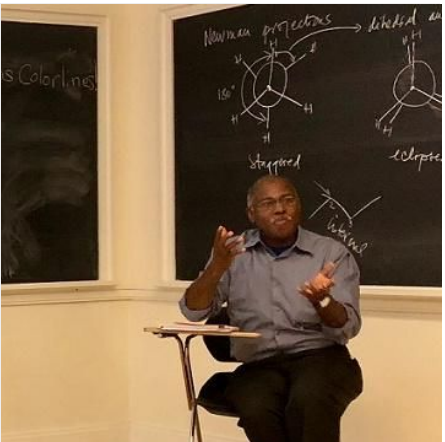
Music



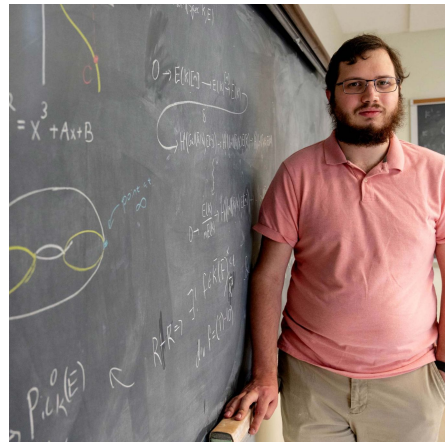
African American and African Studies Department and the Carter G. Woodson Institute



American Studies



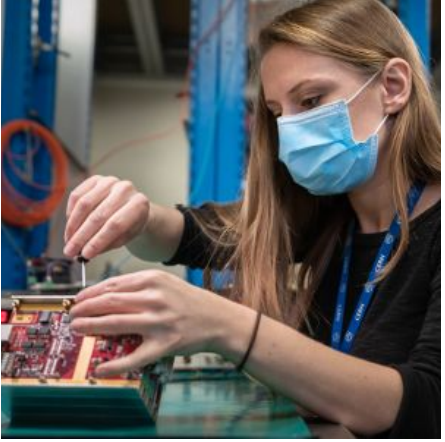
Mathematics + Statistics



Astronomy



High-Energy Physics



1 Improve Home Locations

Arts are distributed and should co-locate for easier collaboration

A&S has a bold vision for the Arts and for Arts integration in the liberal arts and life of the University. Arts are of crucial importance as we develop next generations of scholars, researchers, and innovators. A&S Arts programs (Music, Drama/Dance, Art/Studio Art, and Creative Writing) are profoundly interconnected and interdisciplinary.

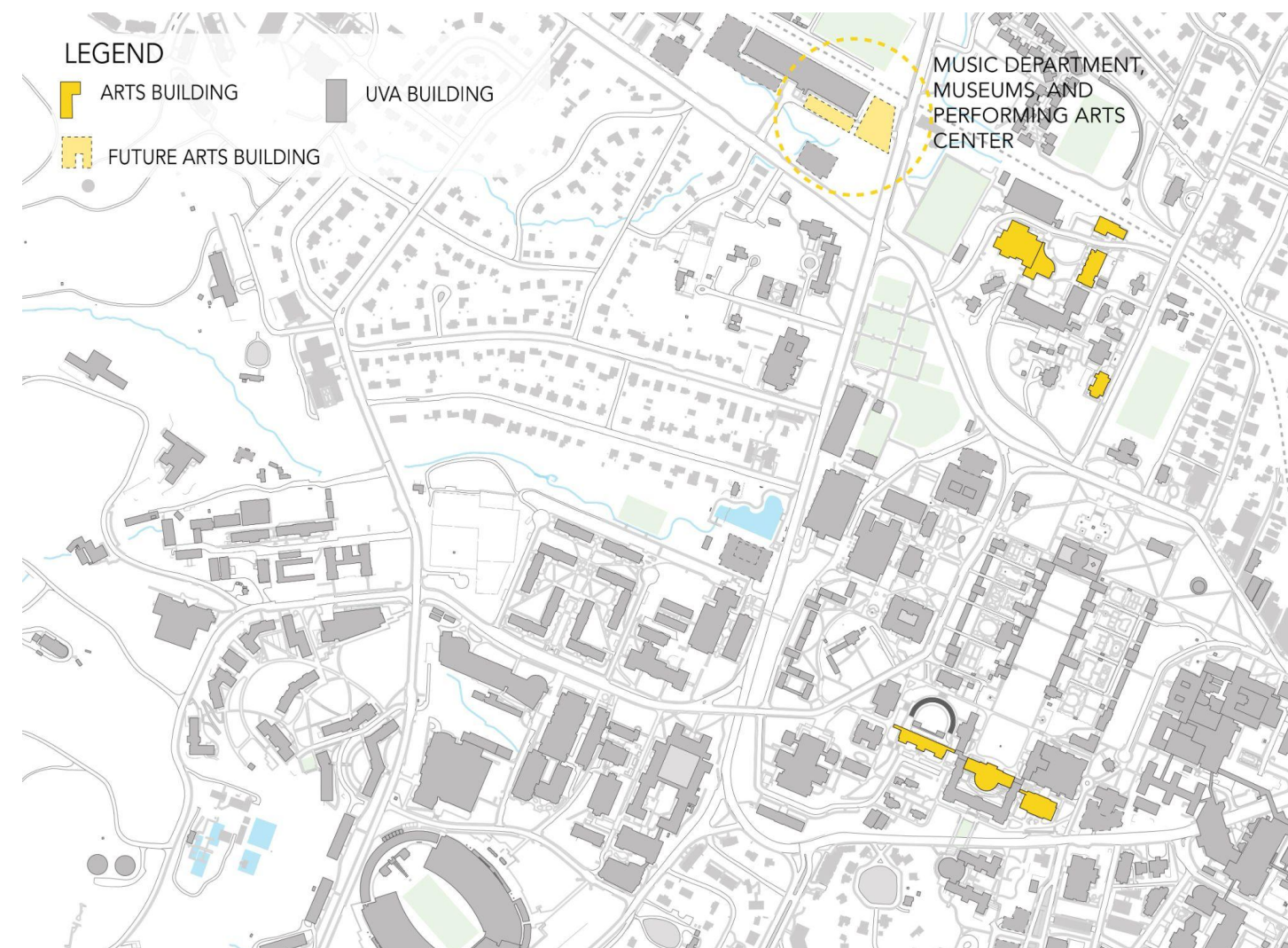
Already in collaboration with numerous A&S and pan-university initiatives, like the New College Curriculum, faculty and students are fully utilizing available spaces and resources to pilot transdisciplinary Arts programs within and beyond UVA.

Additional appropriate space is required if these programs are to serve the needs of outstanding teaching, learning and research in the Arts. Current facilities are at capacity.

Next Steps

To better support this mission, the University and A&S should develop new Music facilities in association with a new Performing Arts Center and University Museums at the Emmet Ivy site.

Existing Arts Locations



Source: brightspot x UVA Arts in A&S Phase II Report (2018); Academic arts facilities at Emmet Ivy report (2022)

1 Improve Home Locations

Construct New Facilities for the A&S Music Department and Dance Program

Music is currently the most distributed department in A&S, which makes work in the department and collaboration difficult.

To grow Music and other Arts programs, the University is pursuing a proposed potential project to locate space for A&S Music Department and Dance Program, with the University’s Fralin and Kluge Ruhe Museums and proposed Performing Arts Center (PAC) as a combined facility.

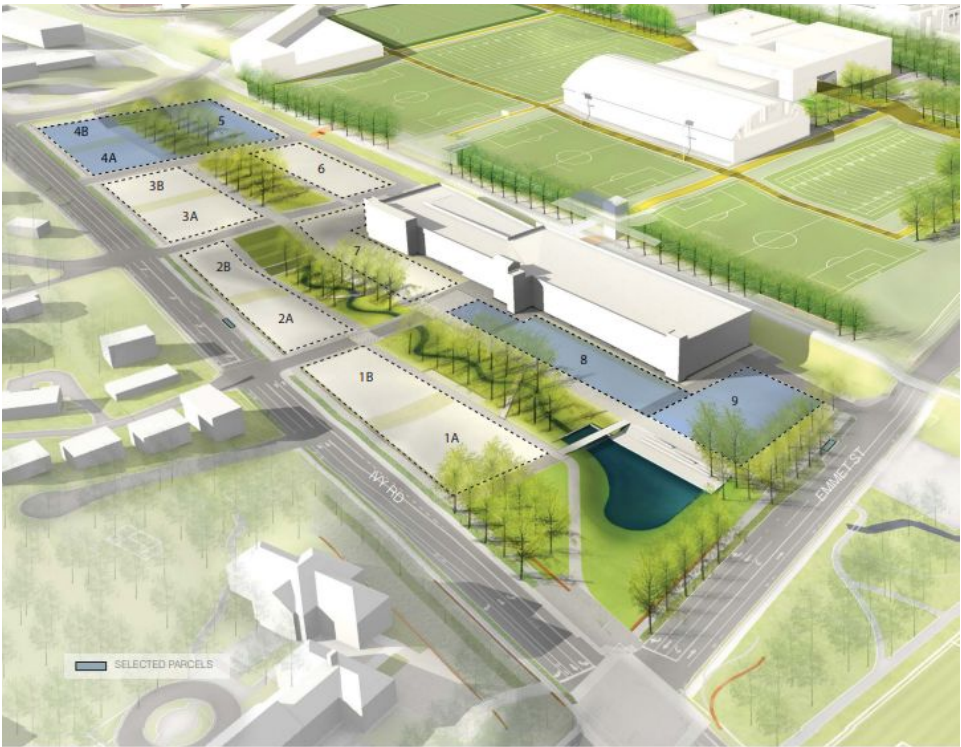
“Engagement of the academic arts on the Emmet-Ivy site, in close adjacency to or co-located with a Performing Arts Center, would mean that the arts activities at the site would not consist solely of showcasing art through performances and exhibitions, but also through the active presence of artistic research, creation, and discovery.

Creativity and innovation are core to the mission of the University’s conception for Emmet-Ivy. Faculty and student research, teaching, practice, and creative activities in the arts will drive innovation at the site.”

1. It is a high priority to see the Music Department and Dance Program housed contiguous to the University’s proposed Performing Arts Center. The most interdisciplinary of the A&S arts programs, the Department of Music can connect multiple strategic goals for the Emmet-Ivy site, including interdisciplinary collaboration, creativity/discovery, and community connection. Music has longstanding outreach connections to the Charlottesville community.

Pragmatically speaking, Music and Dance are the most inadequately housed UVA arts programs. In addition, a recital and performance hall that are not co-located with the Music department would be challenging to manage, requiring redundancies in provision of instruments, equipment, and staffing.

2. Moving the Music Department unlocks prime in-demand space in Old Cabell Hall, and spaces in Wilson, Randall, and New Cabell for other uses.



Emmet Ivy site parcels, with potential locations for an Arts Performance Hall shaded in blue

1 Improve Home Locations

Hub for Black scholarship at Minor Hall: Department of African-American + African Studies and the Carter G. Woodson Institute

The Institute for African-American + African Studies (IAAS) is a newly established and growing department. The Woodson Institute is a renowned interdisciplinary program for postdoctoral and pre-doctoral fellows. Expanded space to gather and work will appropriately support IAAS, Woodson, and Minor Hall’s increasingly significant role as the University’s center for Black studies.

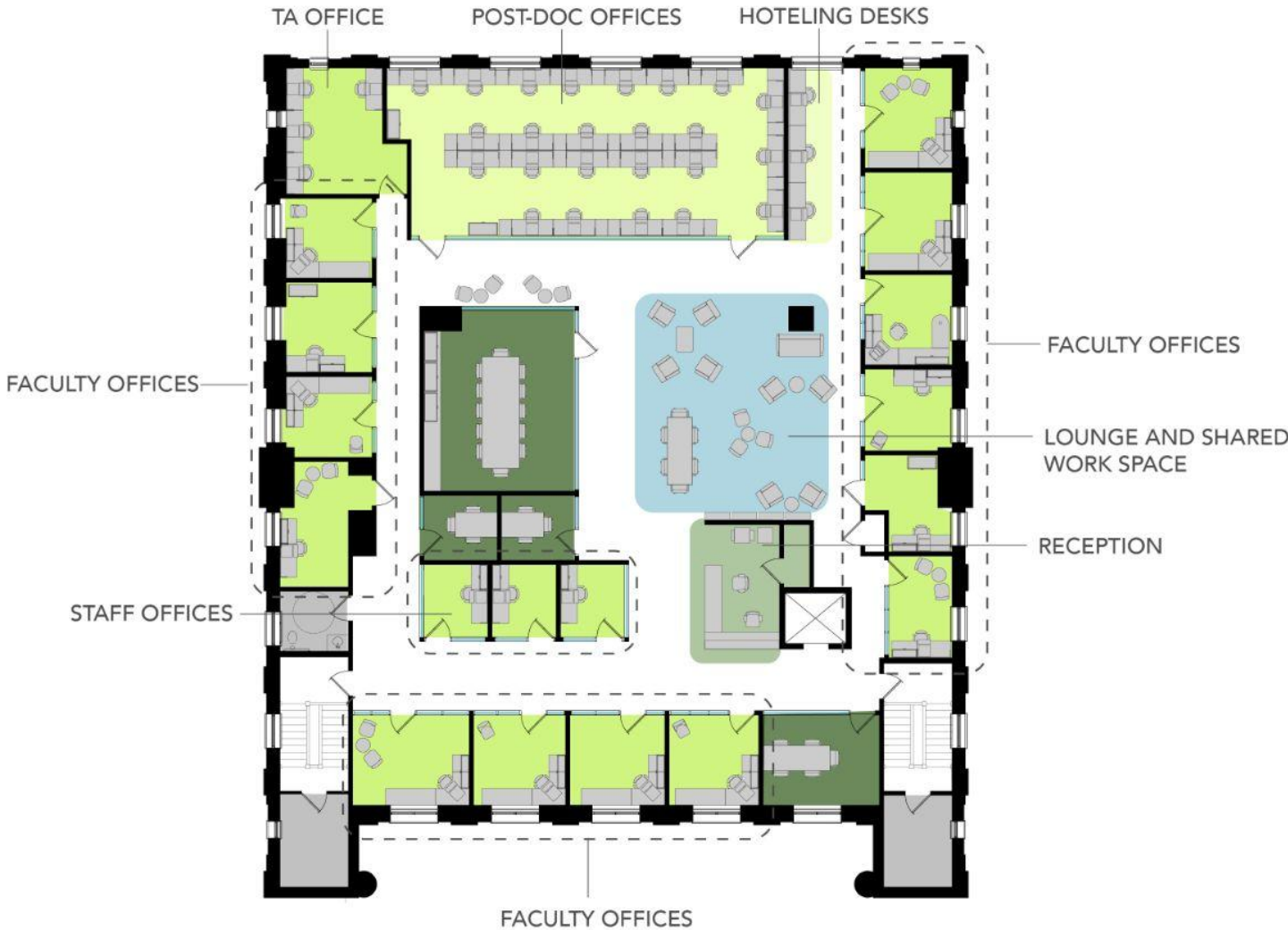
Next Steps

These groups are slated to expand within Minor Hall over the next 5 years. Relocation of the International Studies Office should be explored.



→ "If you want to find out where scholarship is going in African American and African Diaspora scholarship, across the disciplines, find out who is at the **Woodson Institute.**"

– Deborah McDowell,
Woodson Director from
2009 - 2021



Potential Location
IAAS workspace in Minor Hall, 2nd floor (4,500 sf)

Pilot Assumptions
3,500sf of workspace (20 people, 175sf/each)

Space planning is not finalized.

Current Population
IAAS: 11 faculty, 5 staff, serving 30 undergrad majors, 10 undergrad minors

Source: Population counts provided by A&S; <https://woodson.as.virginia.edu>

1 Improve Home Locations

Recently created, American Studies needs additional space and a visible destination

American Studies students and faculty use creative methods to study local and global forms of US culture. This new department offers undergrads many popular, interdisciplinary majors.

In addition to hiring new full-time faculty, some joint-faculty from other departments have requested to locate their primary offices with American Studies. As the department develops, space will also be needed for post docs, TA's and graduate students.

Media Studies lacks space for growing faculty counts and graduate programs

The Media Studies department provides students with tools to evaluate and examine media from a variety of interdisciplinary perspectives.

Media Studies lacks adequate space for general faculty, faculty with joint-appointments, and its emerging graduate program.



Open commons in Wilson Hall, 1st floor lobby



Facebook Event image cover: AMST Back-to-School Party in Wilson Hall lobby



"This [event] is a great chance for our majors to gather and reconnect with each other as well as AMST faculty and staff. Food will be provided!"

- AMST @ UVA Facebook Event

Source: Office counts provided by A&S; <https://americanstudies.as.virginia.edu>; <https://mediastudies.as.virginia.edu>;

1 Improve Home Locations

Expanded space for American Studies in Wilson Hall, co-located with Media Studies

Shifts in space assignments are needed at Wilson Hall to appropriately accommodate growth and promote collaboration between American Studies (AMST) and Media Studies (MS). These departments have similar disciplinary methods, so co-location would benefit both faculty and students.

Next Steps

Explore joint-programming opportunities in shared and open spaces to engage students.

To increase space for American Studies and Media Studies, seek to identify alternative locations for Music, some of the Instructional Design space, and the Institute for Humanities and Global Cultures.

Pilot shared offices for graduate students and post-docs, collaborative project labs, touchdown workspace, and seating to meet with students.



Pilot Location

American Studies workspace in Wilson Hall, first floor

Pilot Assumptions

2,100 sf of workspace (12 people, 175sf/each)
(12) AMST offices

Space planning is not finalized.

Current Inventory

AMST: 10 faculty, 1 staff, serving 170 interdisciplinary majors
MS: 26 faculty, 2 staff, 9 grad/PhD students

Throughout Wilson Hall

- (5) AMST offices
- (2) AMST offices, joint-faculty with Media Studies
- (28) MS offices
- (2) MS offices, joint-faculty with American Studies

Source: Population and office counts provided by A&S

1 Improve Home Locations

Statistics and Mathematics are core areas of study, with growing demand from students

Mathematics is a foundational A&S discipline. Statistics is experiencing significant growth in student demand. Statistics and Math are both working to redesign STEM pedagogy to better support student success. Their disciplinary methods are similar, so co-location of these departments would benefit faculty and students.

Additional space improvements are needed in Kerchof Hall and Halsey Hall

The Math Department is currently located in Kerchof Hall. UVA and A&S have completed phased incremental improvements to offices, doors, restrooms, and public spaces Kerchof Hall in recent years. However, Kerchof Hall is not equipped with an elevator or central air conditioning.

The Statistics Department has outgrown space available at Halsey Hall. Statistics graduate students occupy two inadequate shared offices on the upper floor of Halsey Hall, and Halsey does not have adequate space to accommodate current or potential future Statistics Department growth.



Office with window-unit air conditioning in Kerchof Hall



UVA math professor Ken Ono reviews underwater video footage with first-year UVA swimmer Emma Weyant. Image: UVA Athletics

↓ “Our department is experiencing increased student demand in statistics research, particularly motivated by faculty’s diverse and interdisciplinary collaborations.”

– UVA Statistics job posting (Spring 2021)

Source: <https://math.virginia.edu>; <https://statistics.as.virginia.edu>. See further conditions analysis for Kerchof Hall in Appendix.

1 Improve Home Locations

Improve the quality and quantity of space for Math and Statistics

Math and Statistics are increasingly collaborative with each other and other STEM disciplines across Grounds, so the quality of spaces to work and gather in Kerchof Hall and Halsey Hall should be improved. Kerchof Hall, originally built as a dormitory, offers above-average office sizes, but little collaborative space. The building's HVAC systems need improvement. Without an elevator, accessibility is also a concern.

Next Steps

Begin with incremental improvements and explore requirements for broader, more ambitious space improvements. An overview of three scenarios are described to the right and in the following pages.

Current Inventory

Math: 35 faculty, 12 research staff, 3 admin staff, serving 196 undergrads, 47 grads

Statistics: 16 faculty, 1 admin staff, serving 593 undergrads, 62 grads

Math workspace in Kerchof Hall: 13,000sf
Statistics workspace in Halsey Hall: 3,000sf

Test Fit Assumptions

Math - 8,750sf of workspace (50 people, 175sf/each)
Statistics - 3,500sf of workspace (20 people, 175sf/each)

Space planning is not finalized.

Option A: Continue to pursue iterative incremental improvements to Kerchof and Halsey Halls. Provide space for Statistics Department expansion both on the 2nd floor of Halsey Hall and on the first floor of Kerchof Hall in former Library space. Additional space will be available as the Library re-occupies Alderman Library

Option B: Renovate Kerchof Hall to provide an elevator and ADA access. Improve HVAC systems by eliminating window air conditioners and replacing with energy efficient central air system.

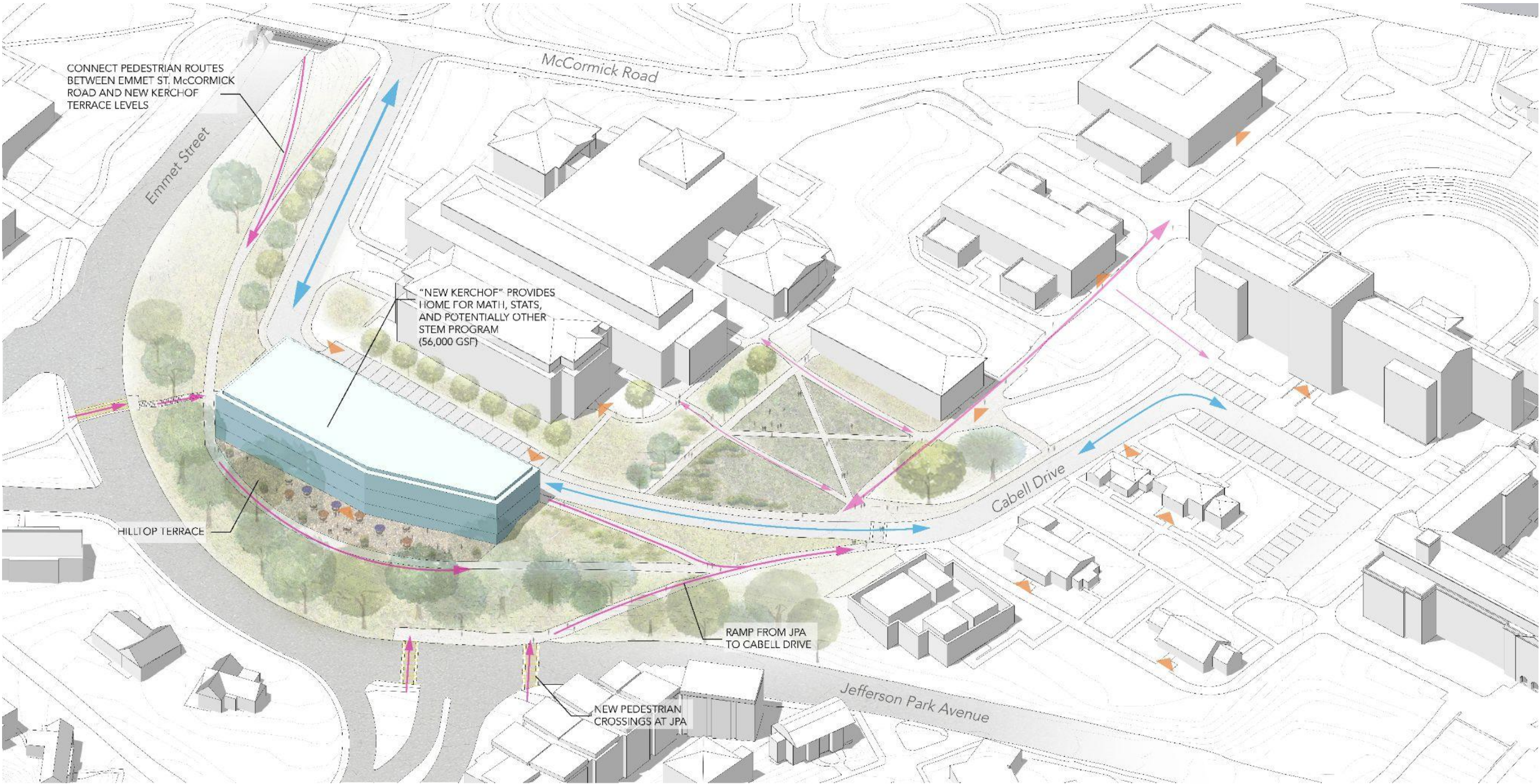
Option C: Construct a new building to house Statistics, Mathematics, and possible additional program or department space (Data Science, Economics, etc.) on a site adjacent to Halsey Hall and/or by replacing or repurposing Halsey Hall. Three approaches to siting are illustrated on the next slides.

Source: Population counts and approximate workspace square footage provided by A&S

1

Improve Home Locations

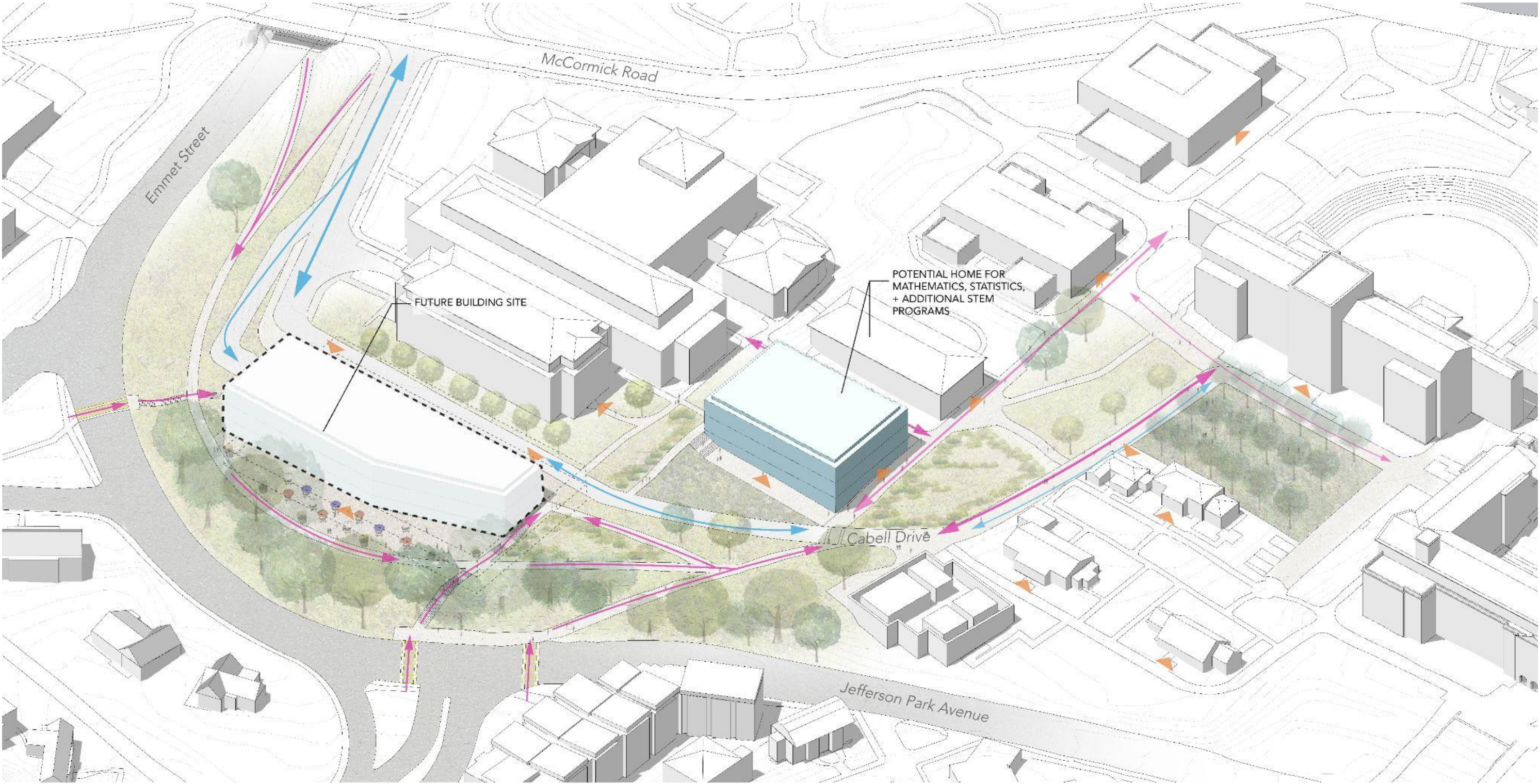
Option - Site Approach 1



Site Approach 1 explores an option to improve A&S Central Grounds facilities, replacing Kerchof Hall. Connection to JPA and the overall landscape experience might also be enhanced in this vicinity.

1 Improve Home Locations

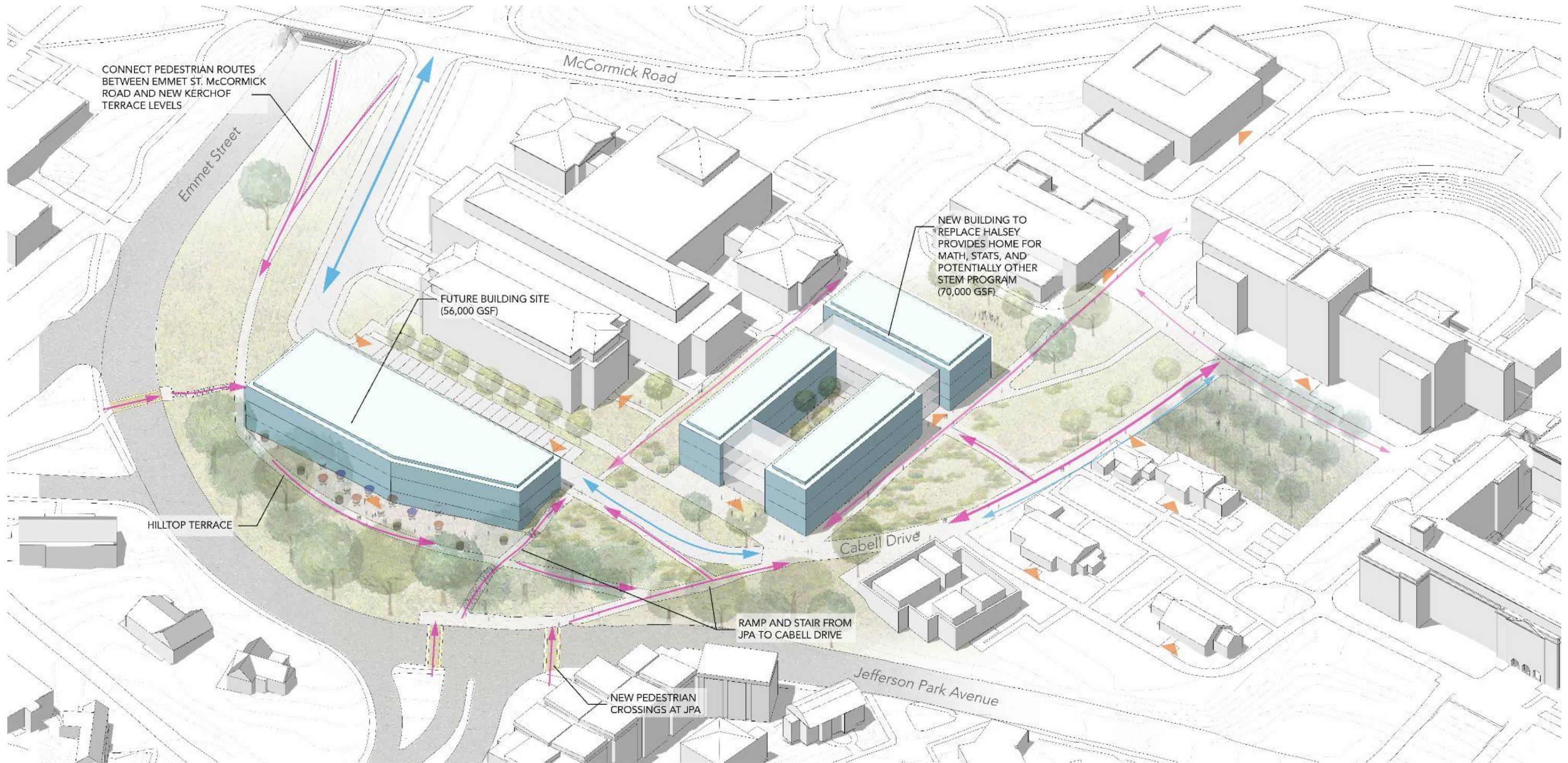
Option - Site Approach 2



Site Approach 2 suggests a possible new building adjacent to Halsey Hall as well as replacement of Kerchof Hall. Connection to JPA and the overall landscape experience might also be enhanced in this vicinity.

1 Improve Home Locations

Option - Site Approach 3



Site Approach 3 explores the replacement of both Halsey Hall and Kerchof Hall. Connection to JPA and the overall landscape experience might also be enhanced in this vicinity.

1 Improve Home Locations

Option - Site Approach 3

Improve the quality and quantity of space for Math and Statistics

Exploring Site Approach 3 further, the Mathematics and Statistics programs could be housed together in a new building that provides sufficient office space for both faculty and graduate, PhD, and post-doc students. Co-locating classrooms and a STEM Center would enhance student experience and cross-disciplinary connection. Strategically located entrances enhance campus landscape fabric.

Test Fit Assumptions

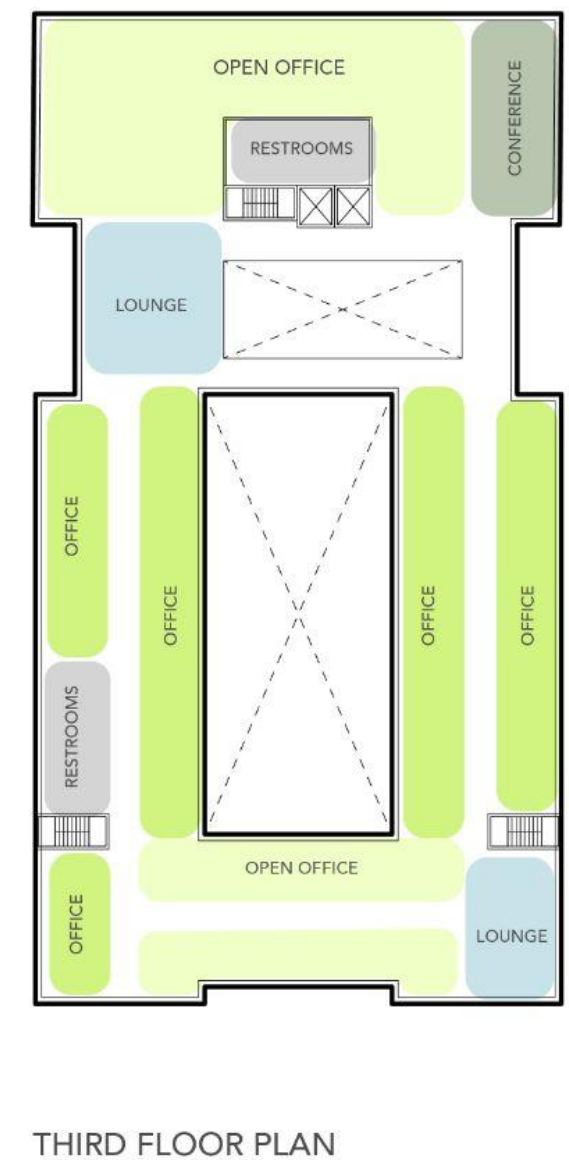
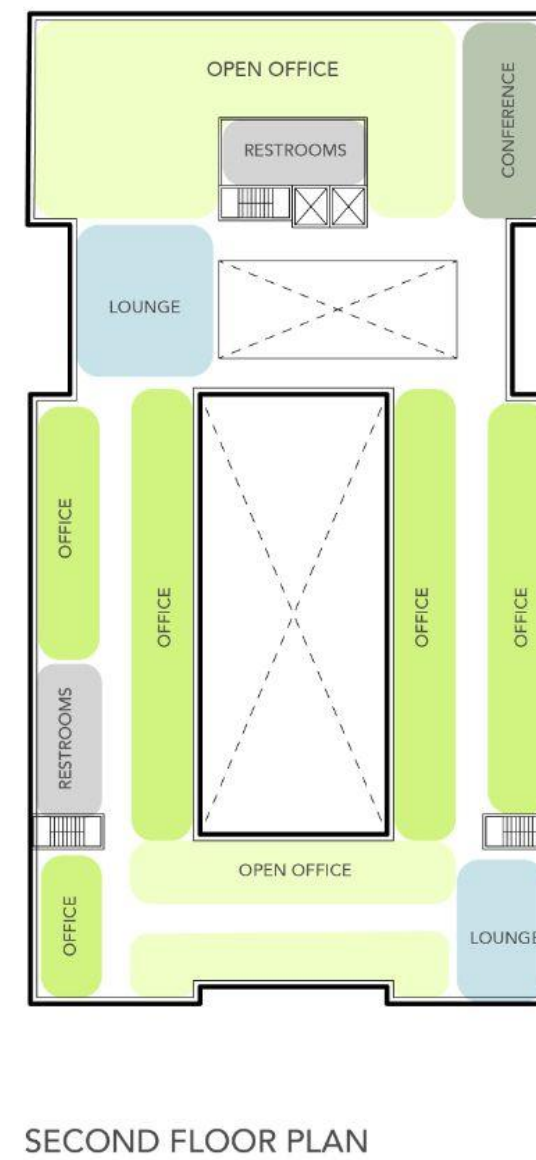
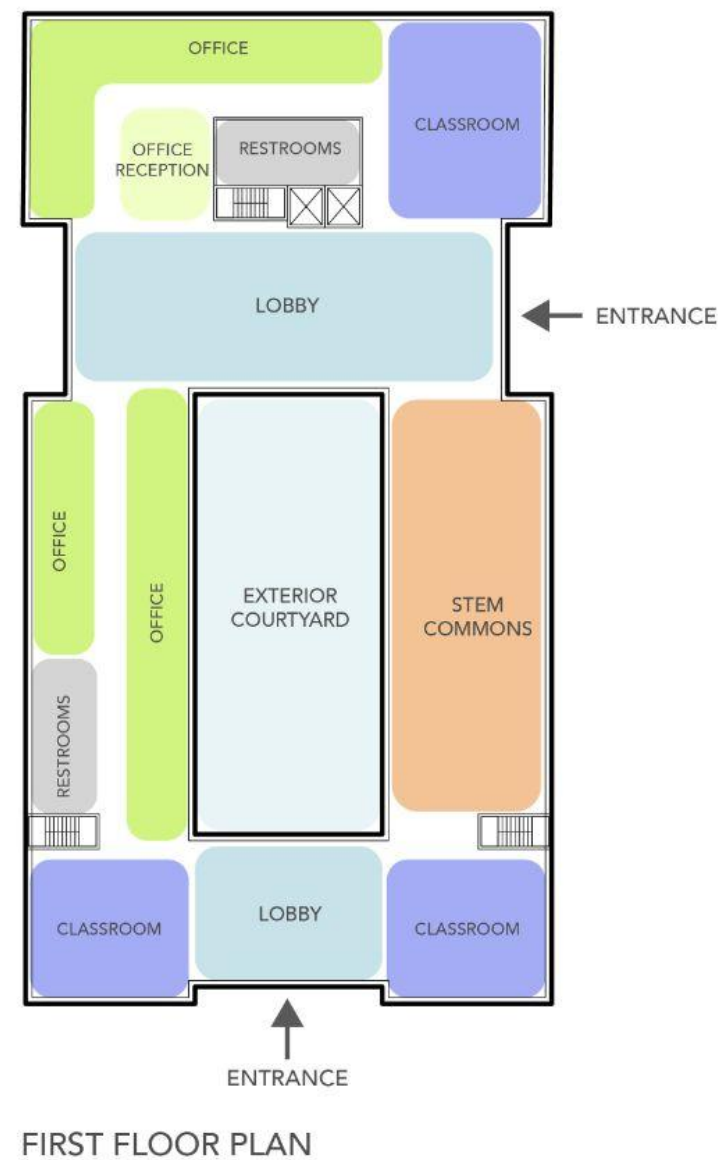
(3) Stories
70,000 GSF

Office Space
30,000 SF - including 100 private offices

Classrooms
(3) between 1,200 - 1,600 SF each

STEM Commons
3,800 SF

Exterior Courtyard
4,500 SF



Floor plan test fit for Option C, Site Approach 3.

1 Improve Home Locations

The Astronomy Building is unique but outdated and needs space improvements

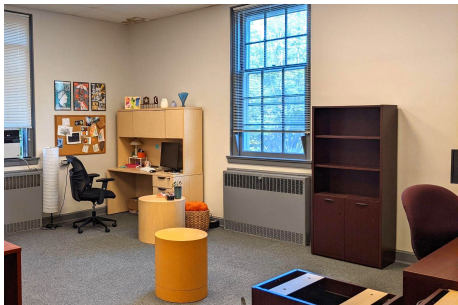
The Astronomy Building is currently located near the McCormick Observatory, the National Radio Astronomy Observatory, and the McCormick Road Science and engineering precinct. The building provides generous space and a strong sense of identity for the Astronomy department.

However, the building is of lesser quality. The building was repurposed from prior Forest Service use and lacks appropriate facilities for research lab and fabrication space. Restrooms have been replaced, but the building lacks central hvac and an elevator. The existing offices are very large, exceeding University space standards. A&S and Astronomy are beginning to rationalize office assignments, upgrade furnishings, and plan exterior landscaping.

Next Steps

To rebalance workspace assignments and free-up space to address other departments' space needs, consider the following scenarios for improvements in the Astronomy Building:

- **Option A:** Short-term - Update furniture, finishes, hvac, elevator
- **Option B:** Renovate over-sized offices into smaller offices and collaboration space, and/or consolidate Astronomy spaces to co-locate another program in the building
- **Option C:** Long-term - Relocate the Astronomy department to purpose-built space



Shared office, lounge, and furniture storage in current Astronomy Building

Option B



Pilot Location

Astronomy Building, Second Floor (18,750sf)

Pilot Assumptions

7,000sf of renovated offices (40 people, 175sf/each)
(24) private offices, (12) open offices

Space planning is not finalized.

Current Inventory

Astronomy: 20 faculty, 18 staff
(20) offices

Source: Population and office counts provided by A&S.
See further conditions analysis for Astronomy Building in Appendix.

1 Improve Home Locations

The High Energy Physics Building is outdated and needs improvement

The Physics Building is not large enough to provide space for all faculty and research groups in the Physics department. The High Energy Physics Group occupies space on Observatory Hill in the cold war era 1965 High Energy Physics (HEP) Building.

Physics faculty and students working at the HEP Building feel disconnected from the Physics department and cut off from department activities and leadership roles due to their physical remoteness.

The existing HEP facility is functional but dated. While the building houses valuable tall (high-bay) lab and fabrication space, it is not optimal as a working environment. That said, research and office space in the HEP Building are an essential space resource for the Physics Department.

Next Steps

Ideally, the HE Physics group would be consolidated into adequate departmental research and office space in the main Physics Building or in the McCormick Road STEM precinct. In the near term, renovation and interior improvements could extend the lifespan of the building. (Option A)

- **Option A:** Short-term - Renovate incrementally
- **Option B:** Long-term - Relocate the program, potentially in new space on Whitehead Road or on the Astronomy Building site

GROSS SQUARE FEET / ASSIGNABLE SQUARE FEET
\$15,576 SF

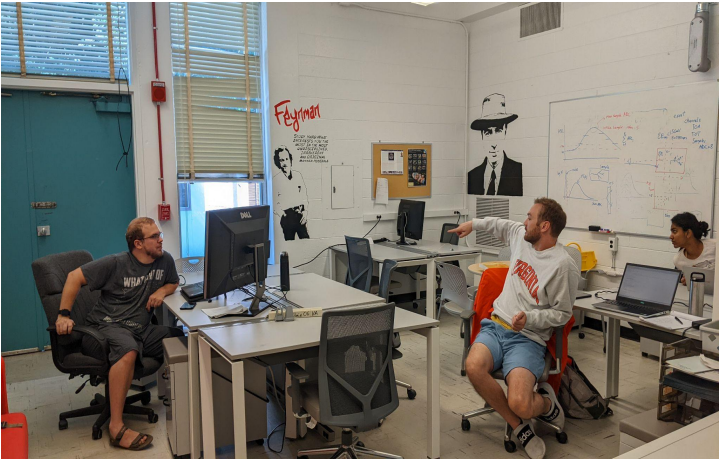
HISTORICAL SIGNIFICANCE
Not Contributing

QUALITATIVE ANALYSIS
Poor

ENERGY USAGE (EUI IN 2021)
171.1

REPLACEMENT VALUE / PER SQUARE FOOT
\$3,760,916 / \$241

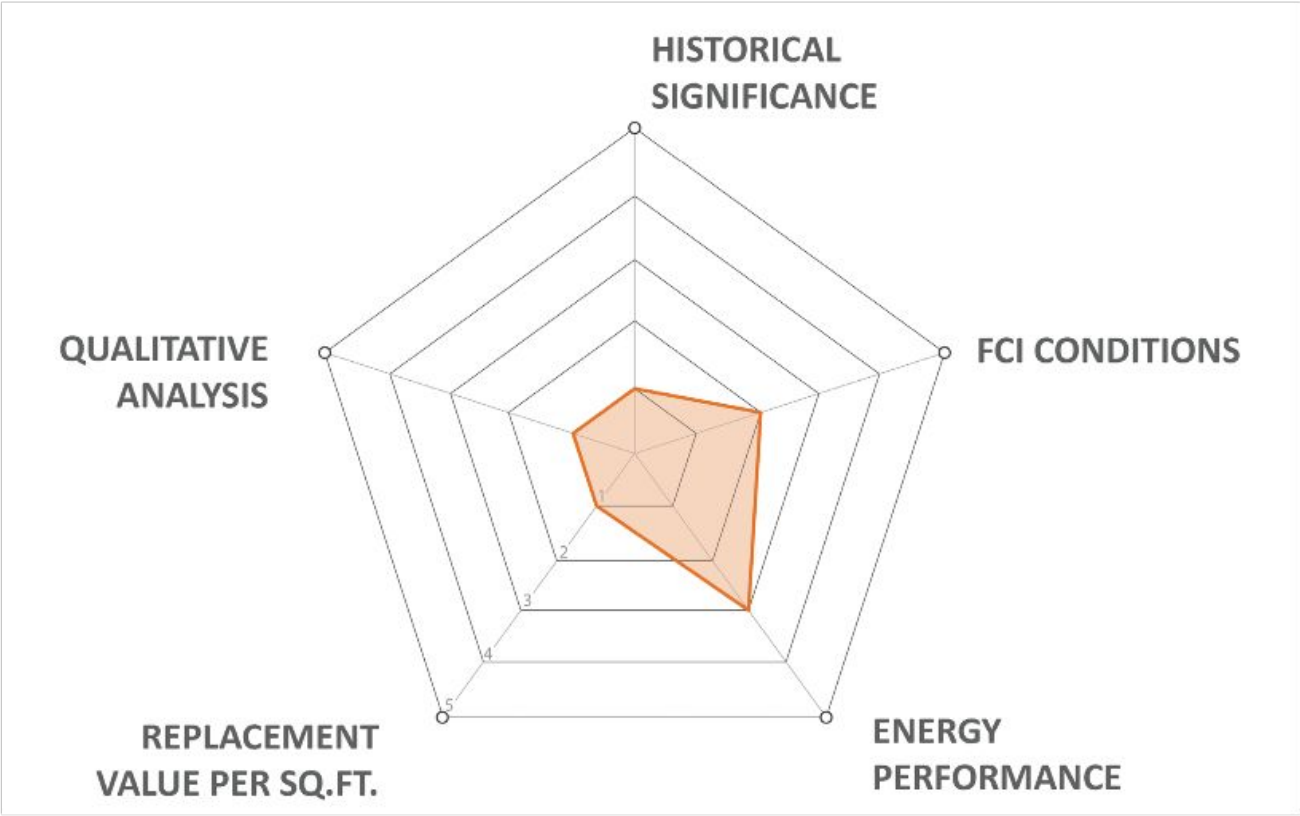
FCI CONDITIONS / MAINTENANCE NEED
Poor (25%)



Student work area in HEP Building



High-bay in HEP Building



2

Pilot Additional Hybrid Collaborative Workspace

Workstyles are changing, so spaces should adapt too. Facilities changes can drive new behaviors. The traditional workplace model that emphasizes private offices should be adapted to encourage more shared-use and unassigned reservable office space – for flex workers. Enclosed areas for online meetings, heads-down focus, and private conversations are also important to maintain.

To improve workspace utilization, meet qualitative needs, and resolve the impacts of increasing hybrid-remote work, A&S should identify opportunities to test new flexible and collaborative workplace models in its facilities.

NEXT STEPS

This Play identifies 2 potential teams and locations to consider when piloting a new workplace model. Aspects of this workplace pilot can be applied to other departments in the future.

UVA is already experimenting with new workplace models



Research Collaboration Corner

Collaborative

More shared, informal settings for collaboration



New Cabell Language Commons

Interdisciplinary

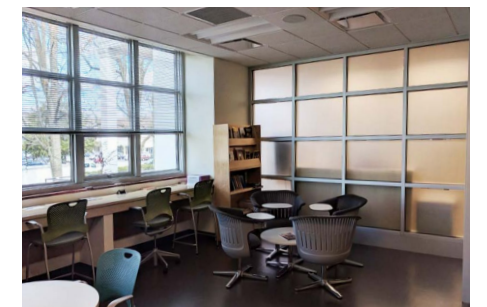
More shared spaces to support faculty with joint appointments



Batten School of Leadership support

Hybrid Support

More resources to supplement remote work



Carruthers Hall break room

Neighborhoods

More activity-based neighborhoods with flex furniture to share

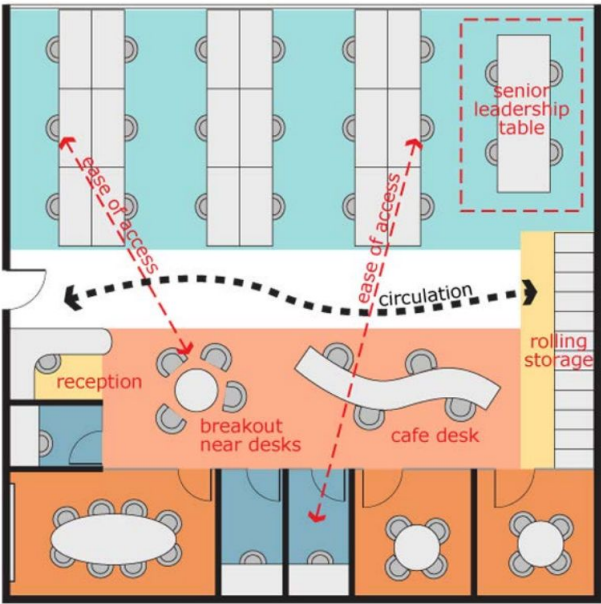
2 Pilot Additional Hybrid Collaborative Workspace

Use workplace neighborhoods to organize offices and collaboration space

When planning department homes, some components, like the size of each workstation, should be standardized for equitable work experiences. Other components, like exhibit displays or special equipment, can address disciplinary nuances and convey uniqueness.

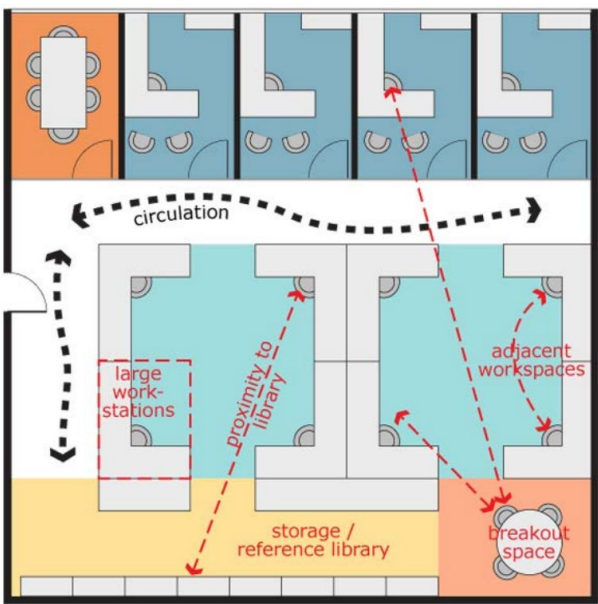
Varied workspace types can be organized within workplace neighborhoods, or activity-based zones, that support faculty and staff, post-docs and graduate students.

Example Workplace Neighborhoods – 1,200sf



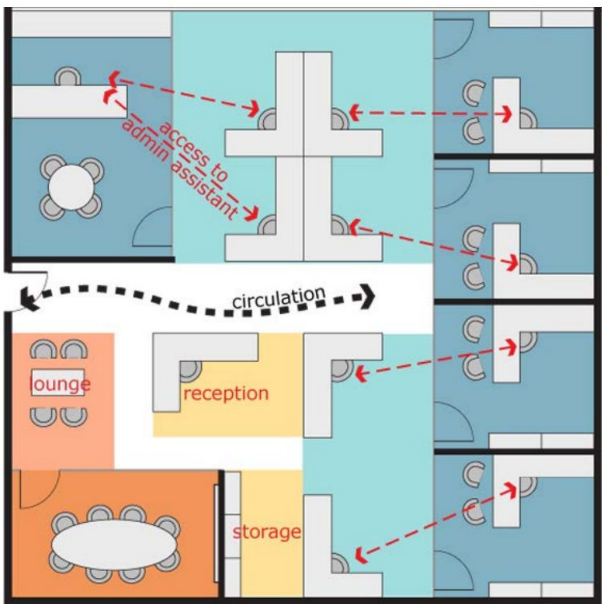
Open Neighborhood

26 seats
0% FTE w/ Offices
20 Workstations, 900sf
Collaboration Area - 1,200sf
Support Area - 300sf



Collaborative Neighborhood

12 seats
15% FTE w/ Offices, 360sf
17 Workstations, 765sf
Collaboration Area 1,200sf
Support Area - 300sf



Traditional Neighborhood

12 seats
60% FTE w/ Offices, 1,440sf
8 Workstations, 360sf
Collaboration Area - 300sf
Support Area - 300sf

Image: brightspot strategy

2 Pilot Additional Hybrid Collaborative Workspace

Start testing workplace pilots with ideal candidates

When piloting repurposed space for hybrid collaboration, choose departments or programs according to these criteria:

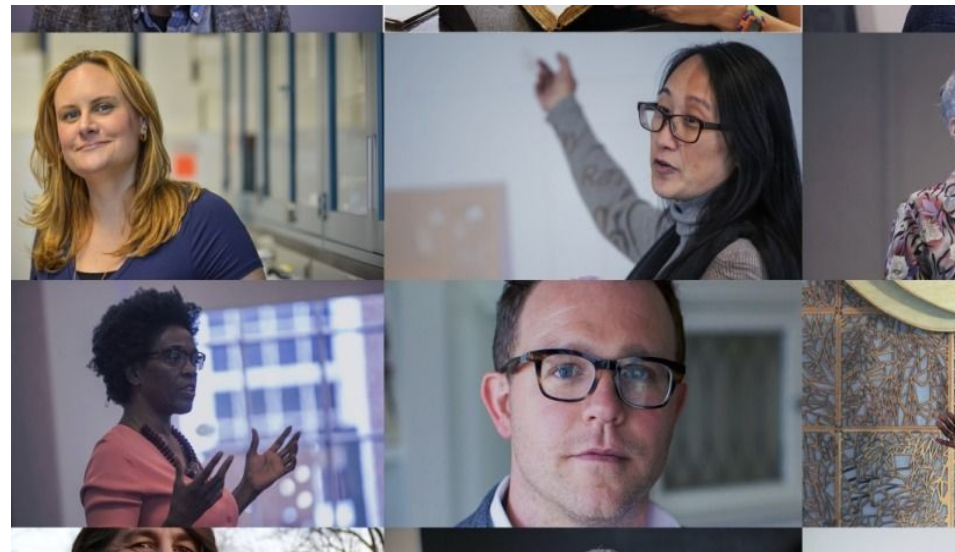
- is interdisciplinary (includes faculty and students with joint/multiple affiliations)
- is growing
- has inadequate total space or inefficient existing space
- engages faculty, staff, and graduate assistants
- wants to renovate or relocate
- is eager and willing to experiment

According to these criteria, the College Fellows Program and the American Studies Department may be good candidates to consider for collaborative workspace pilots. The following pages illustrate potential locations for these departments.

Next Steps

Engage each of these groups to consult on existing constraints and future aspirations.

College Fellows



Seeking a space for stewardship and collegiality to support the future of New Curriculum + Engagements

- Existing shared post-doc offices located at Nau Hall
- The New Curriculum is growing – increasing number of first-year undergraduate general education courses taught by interdisciplinary faculty and post-doc teaching fellows
- Needs a synergetic workplace model for developing and expanding the New Curriculum

American Studies



Seeking a space for growing the exploration of media, culture, and technology

- New academic department with expanding space needs
- Needs opportunity to locate faculty in proximate offices
- Needs space for building undergraduate 'home' and community
- Needs space for faculty with joint appointments to other departments

Learn more about the College Fellows in Student Experience section.

2 Pilot Additional Hybrid Collaborative Workspace

Exciting collaboration spaces in recently constructed Bond House

When Bond House was built a few years ago, A&S invested in creating an exciting space where the Democracy Initiative could operate.

The open and collaborative space, with enclosed offices and flexible furniture, is ideal to be repurposed for the growing Engagements program, and specifically, the College Fellows workspace. The Active Learning Class Lab would remain, conveniently located to support the Engagements programming.

Next Steps

When the Karsh Institute of Democracy opens at the Emmet Ivy Corridor site, consider locating the College Fellows Program at Bond House while this facility is kept within A&S purview.

Pilot Location

College Fellows in Bond House, first floor (3,250asf)

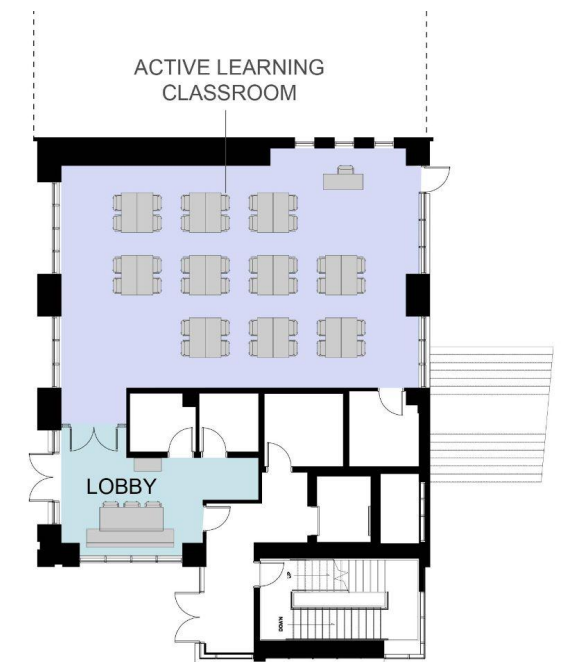
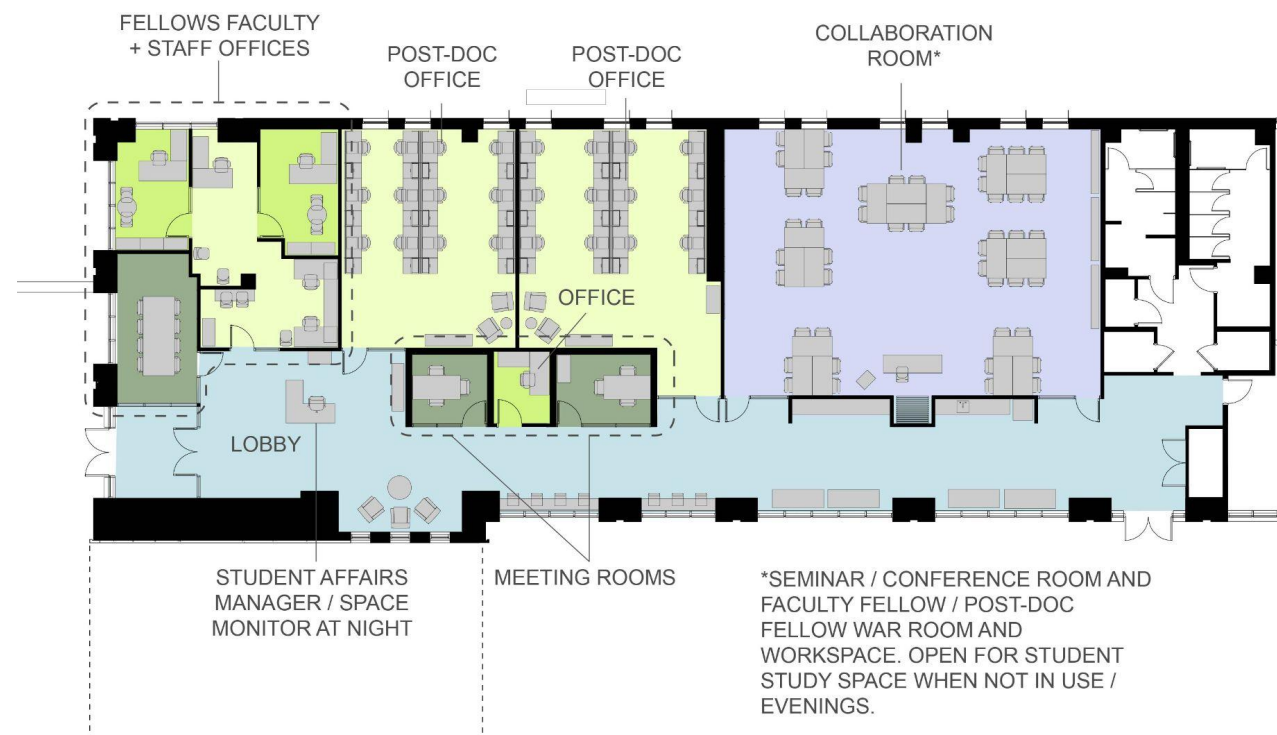
Pilot Assumptions

- (3) Private Faculty/Staff Offices
- (2) Open Staff Offices
- (26) Post Doc Desks between (2) open office rooms
- (1) Large collaboration, convening and gathering space

Space planning is not finalized.



Existing flexible collaboration spaces in Bond House (Image: VMDO, Aug. 2022)



Source: Workspace counts provided by A&S

2 Pilot Additional Hybrid Collaborative Workspace

Easy to repurpose shared spaces in the recently renovated Wilson Hall first-floor

Wilson Hall offers a ready opportunity to pilot hybrid collaborative academic workspace. Renovations completed in recent years anticipated a need for shared workspace, so A&S can test new assignment and use models without further renovation.

Having consolidated functional spaces to grow the exploration of media, culture, and technology in a central place, this first-floor pilot space can flex to increase during a growing period. Faculty offices and instruction spaces would be located upstairs.

Next Steps

Pilot shared offices for graduate students and post-docs, collaborative project labs with media equipment, touchdown workspace, and seating to meet with students.



Pilot Location

American Studies and Media Studies workspace in Wilson Hall, first floor

Pilot Assumptions

2,100 sf of workspace (12 people, 175sf/each)
(12) AMST offices

Space planning is not finalized.

Current Inventory

AMST: 10 faculty, 1 staff, serving 170 interdisciplinary majors
MS: 26 faculty, 2 staff, 9 grad/PhD students

Throughout Wilson Hall

(5) AMST offices
(2) AMST offices, joint-faculty with Media Studies
(18) MS offices
(2) MS offices, joint-faculty with American Studies

Source: Population and office counts provided by A&S

Next Steps for Workspace

Continue planning and implementation to expand and improve space for emerging departments and programs.

Seek additional opportunities to increase the quantity of meeting and conference spaces in priority locations

Provide additional dry-lab project spaces for collaborative research projects for the Arts, Humanities, & Social Sciences

Engage faculty, staff, and leadership about the changing nature of hybrid work and space needs. Seek to reduce the quantity of underutilized private office space over time.

Employ FM Systems software to implement tracking of real-time space data updates beginning in spring 2023

TEACHING + LEARNING



Teaching + Learning

In the future, **Teaching + Learning** at A&S should emphasize flexibility as pedagogy adapts to technology and cultural change.

To do this, we envision providing instruction spaces that accommodate varied student teaching and learning activities, experimentation, with appropriate flexible furnishings and technology.

Plays

- 1 Identify classrooms where seat density can be reduced to better support teaching and learning
- 2 Diversify instruction spaces for small courses and breakout sections in the Arts + Humanities



"To help advance teaching and learning for faculty and teaching spaces, we need to analyze how students move through the curriculum, studios, common labs, and informal spaces where learning occurs after class. This crisis is urging faculty to teach in new ways, and we need to provide spaces to do it."

Judy Giering,
Assistant Dean, Instructional Initiatives
and Academic Technology

Making the Case

Building on Progress: Improvements to active-learning classrooms

UVA has been driving the transition towards active learning, with 14 active learning classrooms currently in place.

Completed projects for A&S active learning method (ALM) classrooms include new instructional labs in Sciences buildings, recent conversions of regular classrooms, and other upgrades to existing classrooms.

Current ALM classrooms are mostly under-occupied and over-utilized, so additional medium-size regular *and* ALM classrooms are needed to distribute this demand.

A&S has recently added new ALM classrooms, with other renovations in-progress. Gilmer Hall opened 2 new medium-size ALM classrooms for use in Fall 2022. In addition, 4 more large-size ALM classrooms are under-construction in the Physics Building Renovation, opening in 2024.

- Gilmer 247 - 42 seats
- Gilmer 257 - 63 seats
- Physics Room - 136 seats
- Physics Room - 160 seats
- Physics Room - 99 seats
- Physics Room - 60 seats

Definitions

What is active learning in the classroom?

An active learning classroom is student-centered.

Instructional activities directly engage students in group activities, discussion, and critical thinking. These techniques are proven to benefit student success outcomes.

Key Features:

- flexible, moveable furniture
- space to move around during engaging activities
- writable surfaces
- accessible technology



➔ Active learning pedagogy is already happening at UVA. Throwable microphones are used to amplify discussions in large classrooms. Group tables and flexible spaces, such as the Language Commons, can host breakout discussions. Makerspaces distributed across Grounds are used for hands-on learning and engagement during and outside of class.

Source: <https://learningdesign.as.virginia.edu/tag/active-learning>

Making the Case

Seats are too dense in many standard medium-sized (20-60) classrooms

Many standard classrooms are overcrowded with furniture arranged lecture-style. These spaces limit ability to engage in group work and other activities during course sessions. Reducing the density of classroom seats to provide more space per student will provide more comfortable and flexible learning environments.



Dense seating in a Music classroom



Crowded English seminar class

~35

regular medium-size classrooms with too dense seating (under 20 SF/seat)

Pedagogy is more active and experimental, so classrooms require greater flexibility

Traditionally in higher education, courses have been structured with lectures and weekly section discussions led by a teaching assistant. Academic teaching + learning is trending away from this model towards a more interactive and engaging model.

Pedagogical innovation at A&S has made substantial progress with re-designed introductory courses emerging from many departments across the University and with the innovative first-year New Curriculum Engagements Program.

In addition to departmental desire for increased staffing and funding, more flexible, ALM classrooms are needed to allow the Engagements program and other innovative pedagogy to flourish as it grows beyond current capacity.

Definitions

What is the New Curriculum?

The New Curriculum Engagements Pathway is the first major revision to General Education at UVA in 40 years. Passed in 2016, this program is scaling up to 100% enrollment by Fall 2024.

First-year undergraduate students in A&S participate in these 'Engagements', which must occur in active learning classrooms (~30 seats).

Activities emphasize interdisciplinary exploration, group discussion, and field trips around Grounds.

Making the Case

New Curriculum Engagement courses will require more active learning classrooms

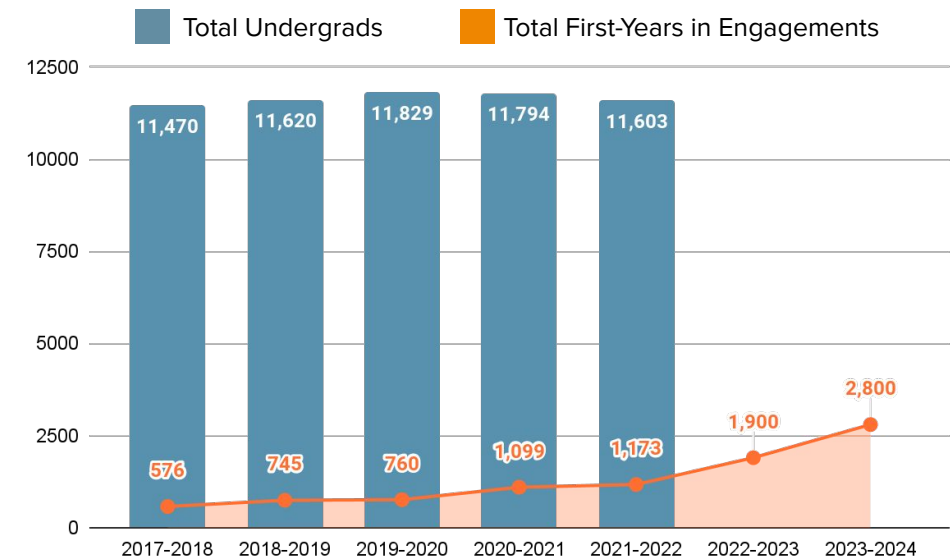
Currently, Engagements courses are taught in instruction rooms distributed all across Grounds, independent of any department. Many of these rooms are too large for 30-student Engagements (under-occupied). Prioritization for scheduling Engagements has negatively impacted upper-year seminars and other small-size courses.

↑ “Departments have expressed concerns about scheduling. Instructional design staff are challenged to identify space for the redesigned Engagements courses and are doing their best to prioritize other courses based on what’s available.”

- Judy Giering, Assistant Dean,
Instructional Initiatives and Academic Technology

This growing Engagements program will scale up to full enrollment by Fall 2024, demonstrating A&S’s commitment to innovation in its teaching mission. In anticipation for Fall 2024, A&S will need to schedule (6*) 30-seat active learning classrooms, full-time (8am-6pm), to accommodate ~3,000 first-year students, each student in 4 quarter-long courses. This count does not accommodate any other active learning courses.

Undergrad Enrollment over time



3,000
first-year students enrolled
in New Curriculum
Engagements, by Fall 2024

Academic Year	Undergrad Cohort Size	Engagements Cohort Size	% of Undergrad Cohort
2017-2018	11,470	576	5%
2018-2019	11,620	745	6%
2019-2020	11,829	760	6%
2020-2021	11,794	1,099	9%
2021-2022	11,603	1,173	10%
2022-2023*		1,900	16%
2023-2024*		2,800	24%

*Projected full enrollment of first-years

*Source: Classroom number and population data provided by A&S

Making the Case

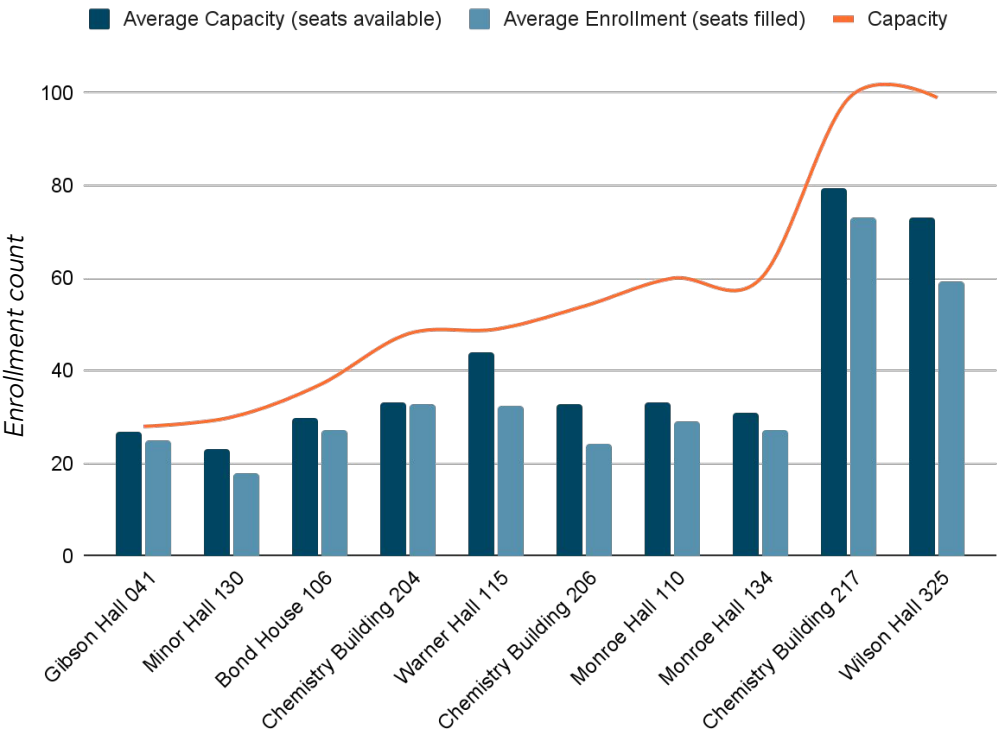
Active learning and regular small-size courses are often under-occupied

Currently, courses are being scheduled in under-occupied classrooms, having been planned with more seats to accommodate higher occupancy.

Many active learning courses are scheduled in rooms with larger capacity than the intended enrollment for the course. According to the capacity-alignment chart, there is need for additional active learning method (ALM) classrooms with 20-40 seats.

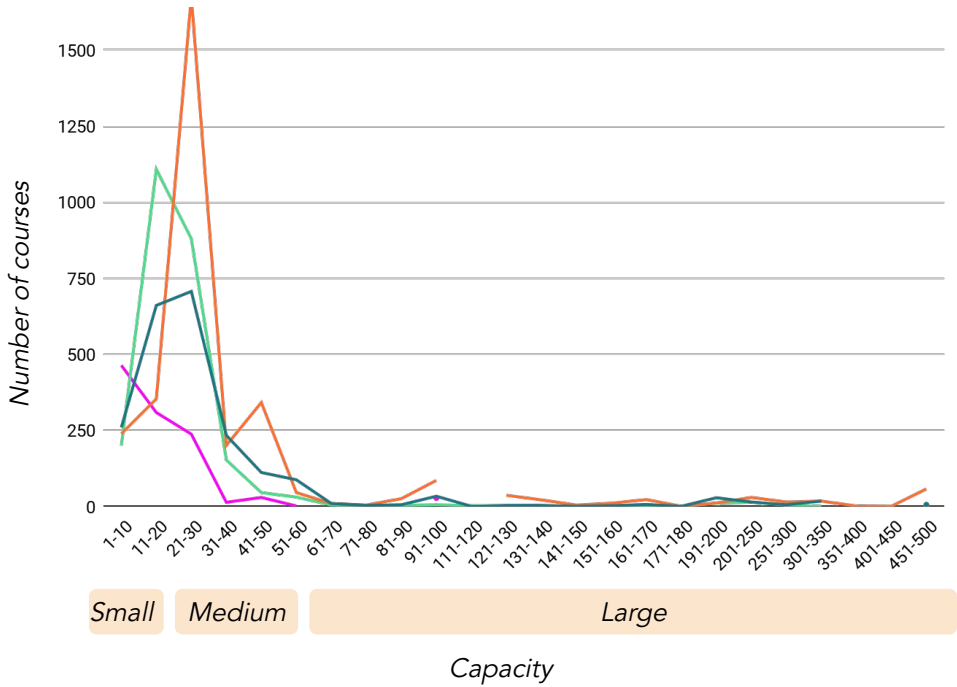
Faculty expressed interest in the development of smaller capacity rooms suited to ALM and in having access to non-traditional instruction breakout spaces.

Capacity-Enrollment Alignment in Active Learning Classrooms



↑ Most active learning classrooms are under-occupied, with enrolled students occupying less than 80% of available classroom seats, on average.

Course Capacity by division (regular + active)



Note, A&S and the University currently have a separate classrooms utilization study underway. That study and its recommendations should identify scheduling challenges with greater detail and provide strategies to improve efficacy of scheduling and room utilization.

1

Identify classrooms where seat density can be reduced to better support teaching and learning

Most existing classrooms at UVA were designed for traditional lecture methods and larger courses, but evolving pedagogy demands updated instruction spaces. A&S should de-densify existing seats in overcrowded regular classrooms to better fit course sizes, address the deficit of small classrooms, and meet future enrollment demands.

Ideally, every UVA classroom could support active learning pedagogy, providing adequate space for students to move around with flexible furniture -- regardless of course enrollment or room size.

A&S, the Provost Office, and the Registrar Office can collaboratively identify opportunities to renovate and manage higher-quality instruction spaces. Provide additional active learning method (ALM) classrooms by improving flexibility in existing classrooms and increasing the standard size of classroom seats to 25-30sf/seat. (Council of Higher Education Virginia standards recommend at least 20 sf/seat.)

NEXT STEPS

This Play identifies and illustrates specific rooms that could potentially be converted into ALM classrooms.

Precedents: Existing active learning classrooms in A&S buildings



Monroe Hall 110



Gibson Hall 041



Wilson Hall 301



Chemistry Building 217

1

Identify overcrowded classrooms

Convert some ideal candidate regular classrooms into active learning setups

When identifying specific classrooms to convert into ALM classrooms, consider:

1.

Condition

of the room needs upgrade
2.

Room Area

is at least 1,000 sf to accommodate min. 40 people @ 25/sf ea
3.

Access

is available from multiple points for code compliant egress for 50 or more seats.

The following pages illustrate specific, existing classrooms across 6 buildings that could be candidates for conversion to ALM classrooms. Note, that this list does not include rooms that could accommodate the needed 63 seat capacity.

Next Steps

Take a comprehensive look at New Cabell to convert some small classrooms to increased sf/student ALM classrooms.

List of candidate classrooms to consider for conversion

Priority	Bldg	Room	SF	Seat Count	Cost to improve	Why?
1	Monroe Hall	111	885	28	\$	Change to training tables and chairs
2	Minor Hall	New (currently 103-109)	1,197	45	\$\$\$	Future Option: Conversion from office space, needs life safety review, preservation. Note: Room 132-138 could be converted in future if post-doc offices are relocated to improved space.
3	Nau Hall	211	1,165	48	\$	Keep Gibson 211 at 60 seat lecture; Already a classroom
4	Clark Hall	101	812	36	\$	Engagements Priority for 36, 'clover' tables
5		102	812	36		
6	Old Cabell Hall	B011	625	28	\$\$\$	Possible Option: Full renovation once Music moves out.
7		B012	1,150	49		
8		B018A	845	45		
9		B018B	845	45		
10		107	1,215	49		
11		113	1,044	45		

- \$

Furniture, AV*, paint
- \$\$

Furniture, AV*, finish materials, partitions, lighting
- \$\$\$

Gut renovation, systems, life safety issues**, preservation

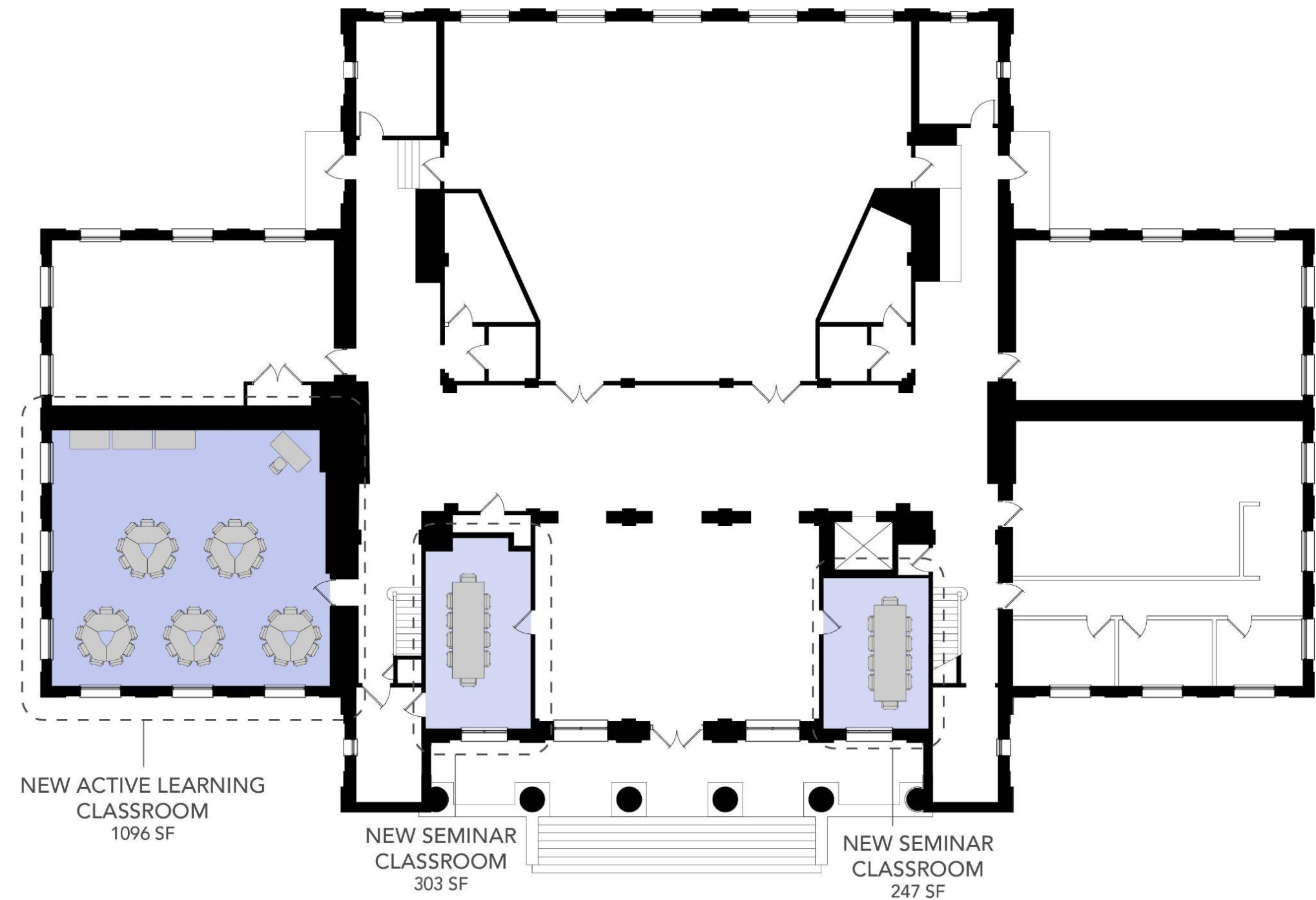
* A&S/UVA's approach to AV technology is minimal. Standard approach does not have individual screens per table, as most student use laptops.

** With the exception of Nau 211, all of these rooms only have one exit.

Convert Active Learning Spaces

Minor Hall - First Floor

If African American African Studies’ offices move to the second floor of Minor Hall, some of the large first-floor spaces in Minor Hall are well-suited from an architectural standpoint to return to their original use as classrooms.

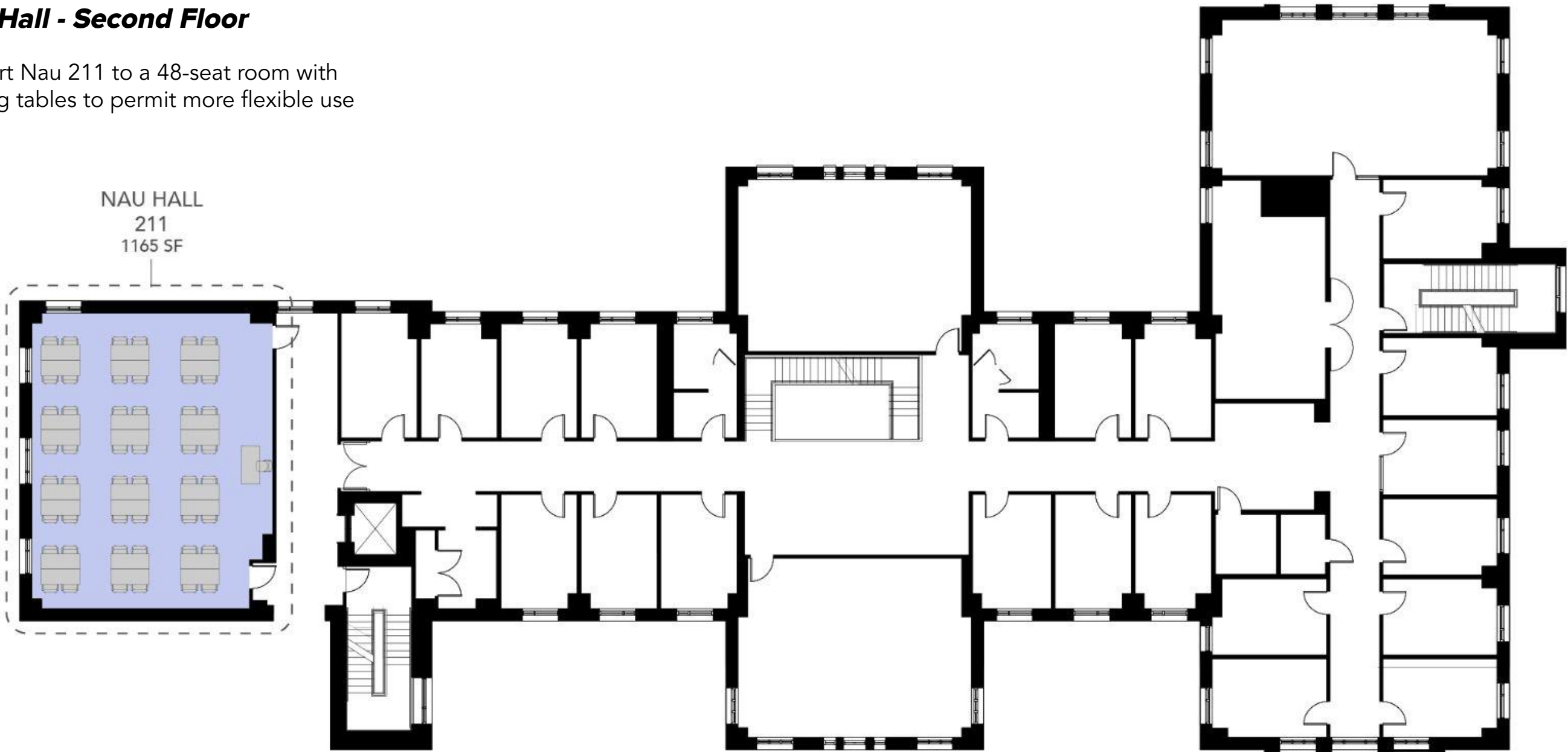


Test fit floorplan exploring conversion of some spaces in Minor Hall to classrooms, including one large-scale Active Learning classroom, and two smaller seminar rooms..

Convert Active Learning Spaces

Nau Hall - Second Floor

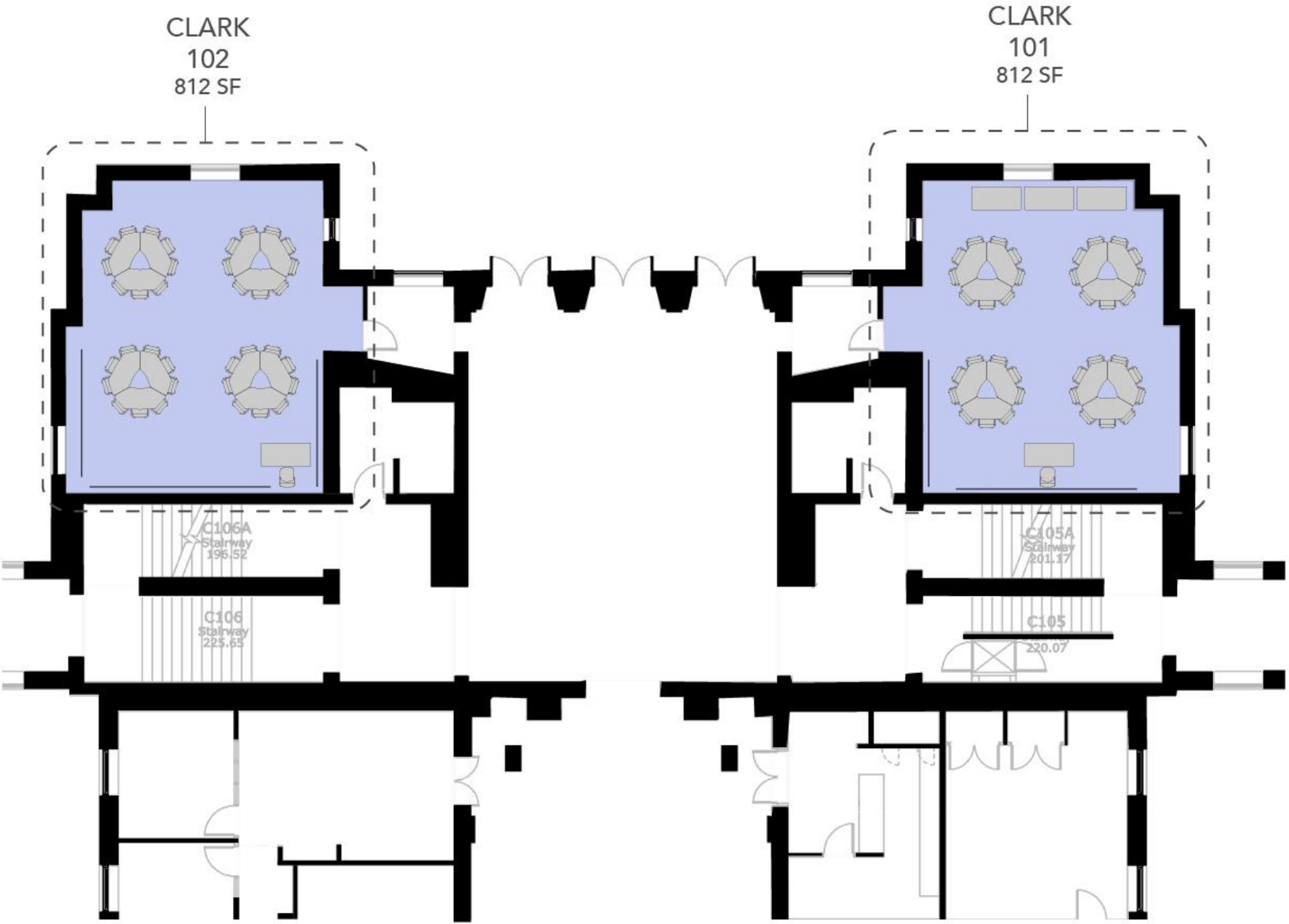
Convert Nau 211 to a 48-seat room with training tables to permit more flexible use



Convert Active Learning Spaces

Clark Hall - First Floor

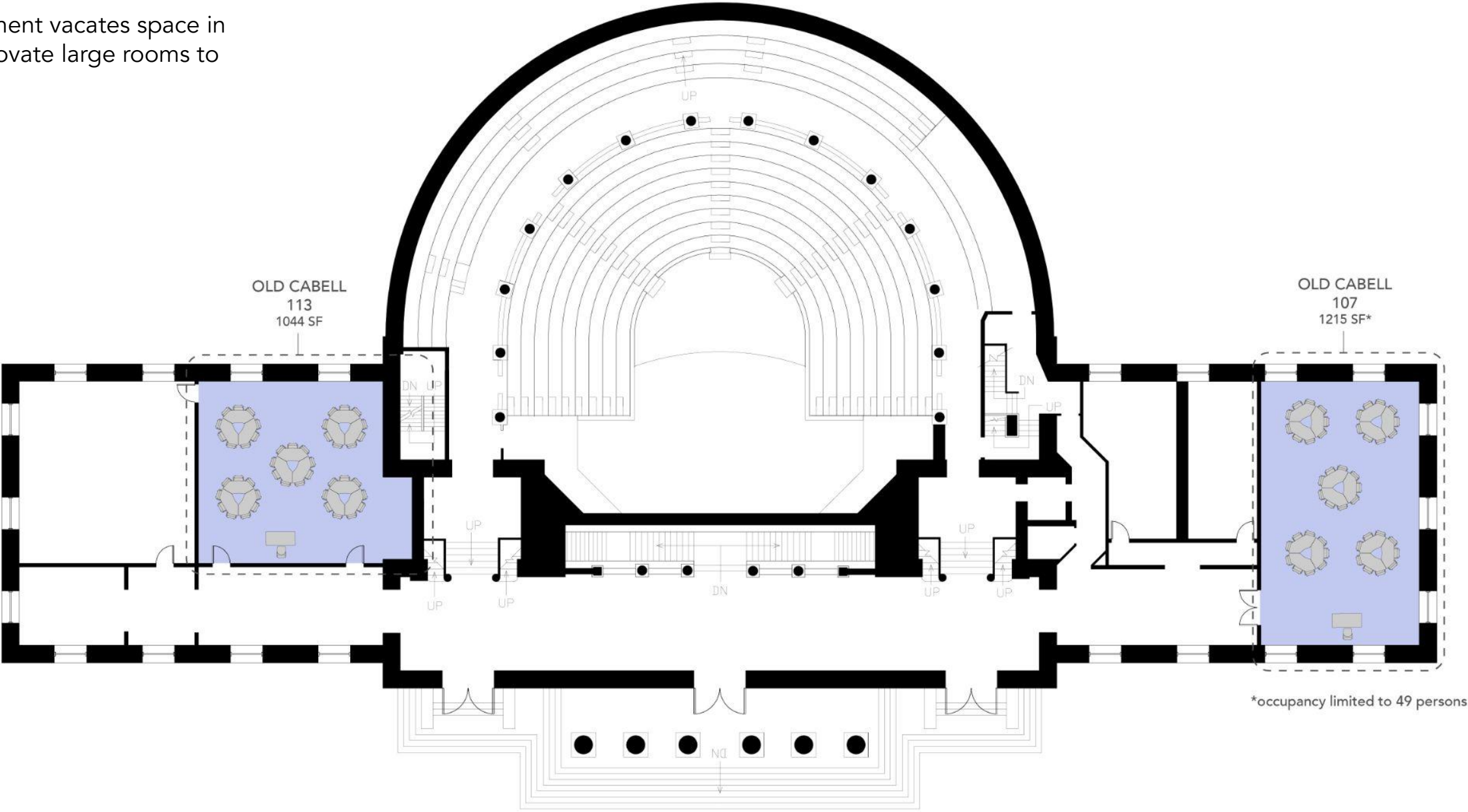
Prioritize Clark 101 and/or 102 as Active Learning Classrooms for the Engagements Courses for fall 2023.



Convert Active Learning Spaces

Old Cabell Hall - First Floor

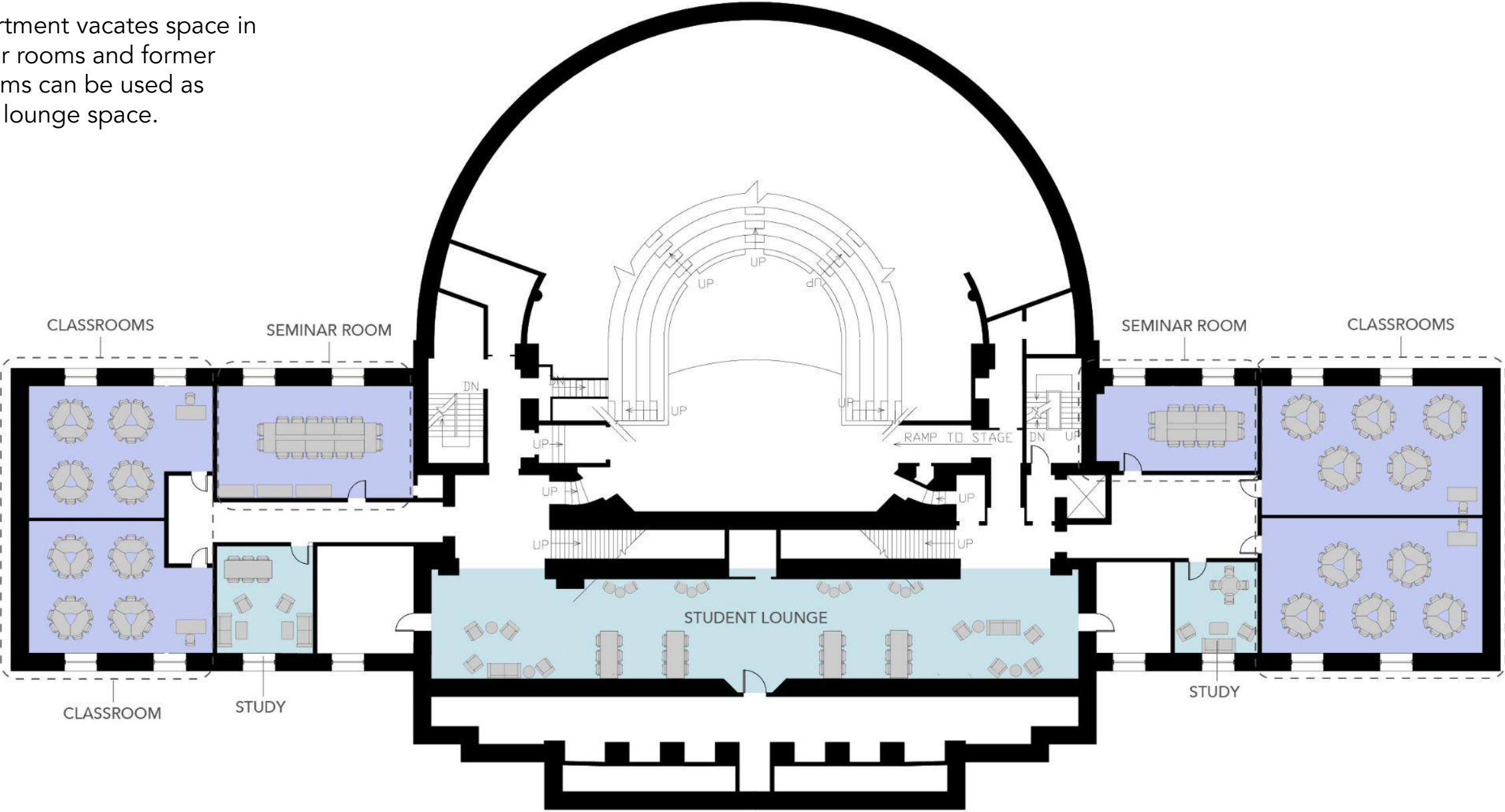
If the Music Department vacates space in Old Cabell Hall, renovate large rooms to be ALM classrooms.



Convert Active Learning Spaces

Old Cabell Hall - Lower Floor

Once Music Department vacates space in Old Cabell, smaller rooms and former music practice rooms can be used as student study and lounge space.



2

Diversify instruction spaces for small courses and breakout sections in the Arts + Humanities

For courses in the Arts and Humanities with less than 24 students, faculty and students want to experiment, innovate, and create together in flexible learning environments.

A&S should identify opportunities to increase space per student in classrooms and to add features like moveable tables and whiteboards to support a range of flexible activities.

A&S should develop non-traditional space options for scheduled course breakout spaces. Existing examples at UVA include the Language Lab, Language Commons, Wilson and Chemistry maker labs, exhibition and rehearsal spaces, improved outdoor spaces, etc.

The *Public Realm* section of this report identifies potential outdoor spaces that might support course meeting activities.

→ “We want to teach outside and show something to our students... how to practice wellness and enjoy the climate...”
 - Humanities faculty insight

UVA’s non-traditional instruction spaces



Rotunda Seminar Instruction Space



Language Commons + Alcove



Economics section on the Lawn

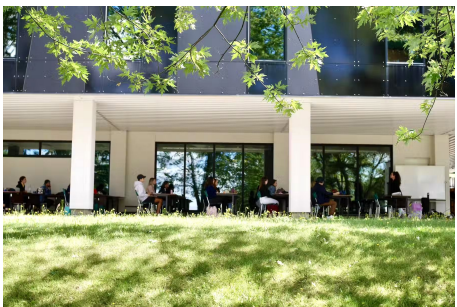
Trending non-traditional instruction spaces



Howard University West Campus



Marshall University Project Work Studio



Université de Sherbrooke

Open informal breakout seating

Flexible studio + makerspace

Reservable Outdoor Instruction

Next Steps for Teaching + Learning

Identify classrooms where the seat count can be reduced to increase sf/seat. Look comprehensively at crowded New Cabell Hall and Warner Hall classrooms. Increase sf/student where possible and/or consider combining small classrooms

Explore change to schedule grid to add needed 75 min M/W schedule options.

Pursue creation of additional ALM classrooms, particularly for needed mid-range (40-60 student) enrollment.

Reassign remaining A&S disciplinary class labs (Randall Hall, Dawson’s Row #1) as Provost classrooms or class labs where possible to optimize management, support, and utilization of the instructional space portfolio

Negotiate ITS classrooms support for technology in A&S disciplinary class labs

Explore scheduling for particular course sessions in existing informal breakout spaces and makerspace

Engage students and College Fellows instructors to learn more about key activities and space needs

Determine which existing spaces should be furnished with tables and chairs and prioritized for the Engagements courses:

1. Bond 106 (40 seats)
2. Clark 101(SCALE-Up tables for 36)
3. Clark G004 (SCALE-Up tables for 36)
4. Chemistry 204
5. Gibson 041(‘Clover’ or SCALE-Up tables for 36)
6. Gilmer 247 (42)

STUDENT EXPERIENCE



Student Experience

In the future, **Student Experiences** at A&S should enhance a sense of belonging so that undergraduate and graduate students feel strongly connected to each other and the broader university.

To do this, we envision expansion of available space for student use and social gathering. the University is considering expansion of integrated advising.

Plays

- 1 Create a hub for A&S undergraduate academic advising, the College Fellows program, and other support services
- 2 Expand STE(A)M learning opportunities within A&S spaces and with other partners
- 3 Support Masters + PhD students and build community in a dedicated graduate commons

1

Create a hub for A&S undergraduate academic advising, the College Fellows program, and other support services

A&S is seeking space to better house the College Fellows and New Curriculum programs. The University is considering expansion of undergraduate advising programs.

Co-locating the College Fellows, Engagements classrooms, and Advising Deans would benefit first-year student experiences, improve academic success and overall wellness, and allow easier cross-unit collaboration.

A central, expanded location for these programs would reinforce A&S's identity on central Grounds – particularly for first-year undergraduates and prospective students.

NEXT STEPS

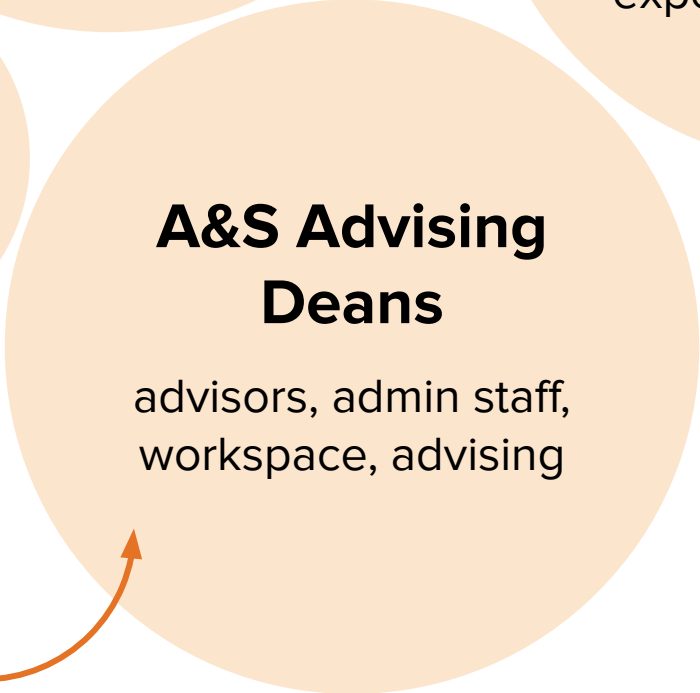
This Play describes the potential program for an undergraduate hub and illustrates 2 potential locations.



→ "Engagements courses already represent about 7% of all undergrad enrolled courses!"

– Bo Odom, Academic Program Manager and Curriculum Development Specialist

College Fellows
The College Fellows are a rotating, cross-disciplinary body of acclaimed scholars, faculty, and post-doc instructors who devote themselves to the first-year Engagements experience.



Advising Association Deans
To facilitate academic advising, every student in the A&S is placed in an advising "Association." Association Deans provide broad academic support, and connect students to the appropriate support services at the University.

New Curriculum: An Innovative Model for General Education
The Engagements Pathway is the first major revision to General Education at UVA in 40 years. With a focus on interdisciplinary exploration, this unique approach is designed to build a foundation in the arts and sciences for students to expand upon during their time at UVA.



Source: <https://gened.as.virginia.edu/about>; <https://advising.virginia.edu/resources/association-deans-in-the-college-of-arts-sciences>

1

Create an Undergraduate Hub for A&S

Strengthen connections and improve access to support in a centralized location

The Engagements courses orient first-year students to Grounds, catalyze academic exploration with instructors, encourage social connection with advisors, and provide crucial exposure to support resources.

Centralizing these activities in one building can create continuity and increase program visibility for students. Adjacencies between Engagements classrooms, breakout seating, and workspaces can strengthen connections and streamline sharing between students, faculty, advisors, and other resources.

This undergraduate hub program includes active learning classrooms for Engagements, workspace for the College Fellows, expanded workspace for the Advising Deans, as well as flexible public space for workshops and events.

Next Steps

Until a facility is ready for this renovation, locate the College Fellows in Bond House. Seek other possible locations for expanded advising workspace. Continue adding active learning classrooms in A&S buildings. Explore adjacency with existing amenities on Grounds.

Program for Undergraduate Hub

Activities	Spaces	Considerations
Students learn general education in New Curriculum Engagements	Active Learning classrooms	Calculate the number of instruction rooms that will meet future demand
Students connect with instructors between classes and socialize with other students	Breakout study seating	Determine a SF per student unit to calculate needed breakout study space
College Fellows instructors (and students) collaborate on projects	Collaboration spaces, individual workstations, offices	Provide flexible furniture configurations, ample power, writable surfaces, and storage
Students seek academic support from A&S Advising Association Deans and connect to resources from other University service partners	Advising offices, unassigned reservable consultation rooms, lounge waiting area	Calculate workspace needs for expanded advising staff, Add touchdown workspace for partners
Students, faculty, advisors, and partners host social events, workshops, and trainings	Flexible gathering space	Explore precedents, nearby existing amenities, and resourcing to manage multi-purpose programming

1 Create an Undergraduate Hub for A&S

Option: Old Cabell Hall

If and as the Music Department moves out of Old Cabell Hall, this building could be a candidate to serve as an A&S Undergraduate Hub.

This building is situated at the base of the Lawn in a central, visible, and historically- significant location on Grounds and is conveniently accessible from other A&S academic spaces, such as New Cabell Hall.

In addition to providing space for an Advising Center, classrooms located at Old Cabell would provide a remarkable central location for the first-year Engagements courses and experience on the Lawn in the historic grounds.

Next Steps

Diagrams on the following pages illustrate the feasibility of this potential program in Old Cabell Hall.



Space types to include

Engagements Classrooms
Consulting/Advising space
Touchdown workspace
Permanent workspace
Group Workshop room(s)
Open study/Event space

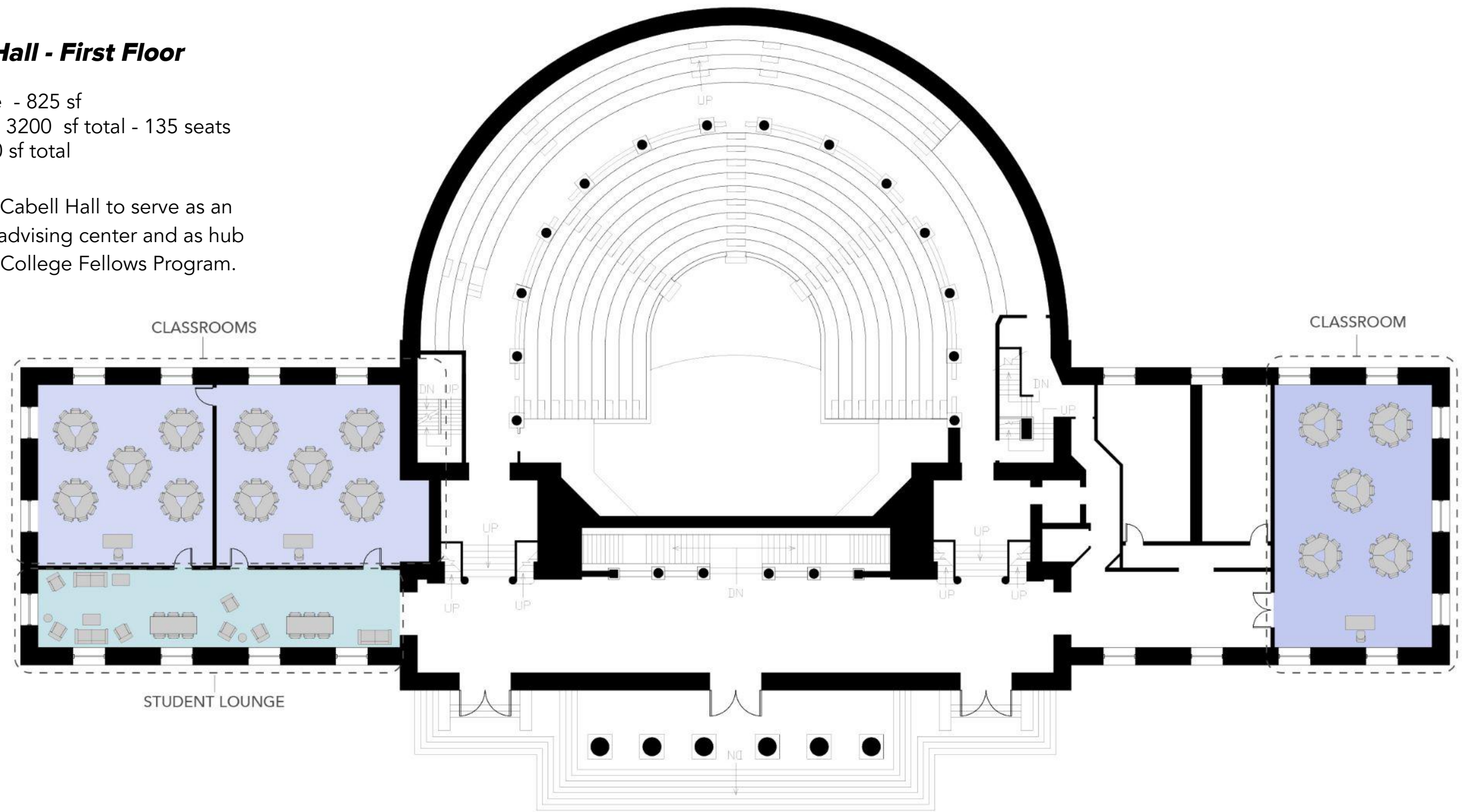
→ Located in Old Cabell Hall, the architecturally unique current Music Library space could be reimagined as a learning commons, if the Music Department and Music Library relocate.

Create an Undergraduate Hub for A&S

Old Cabell Hall - First Floor

Student Lounge - 825 sf
Classrooms (3) - 3200 sf total - 135 seats
Studies (2) - 500 sf total

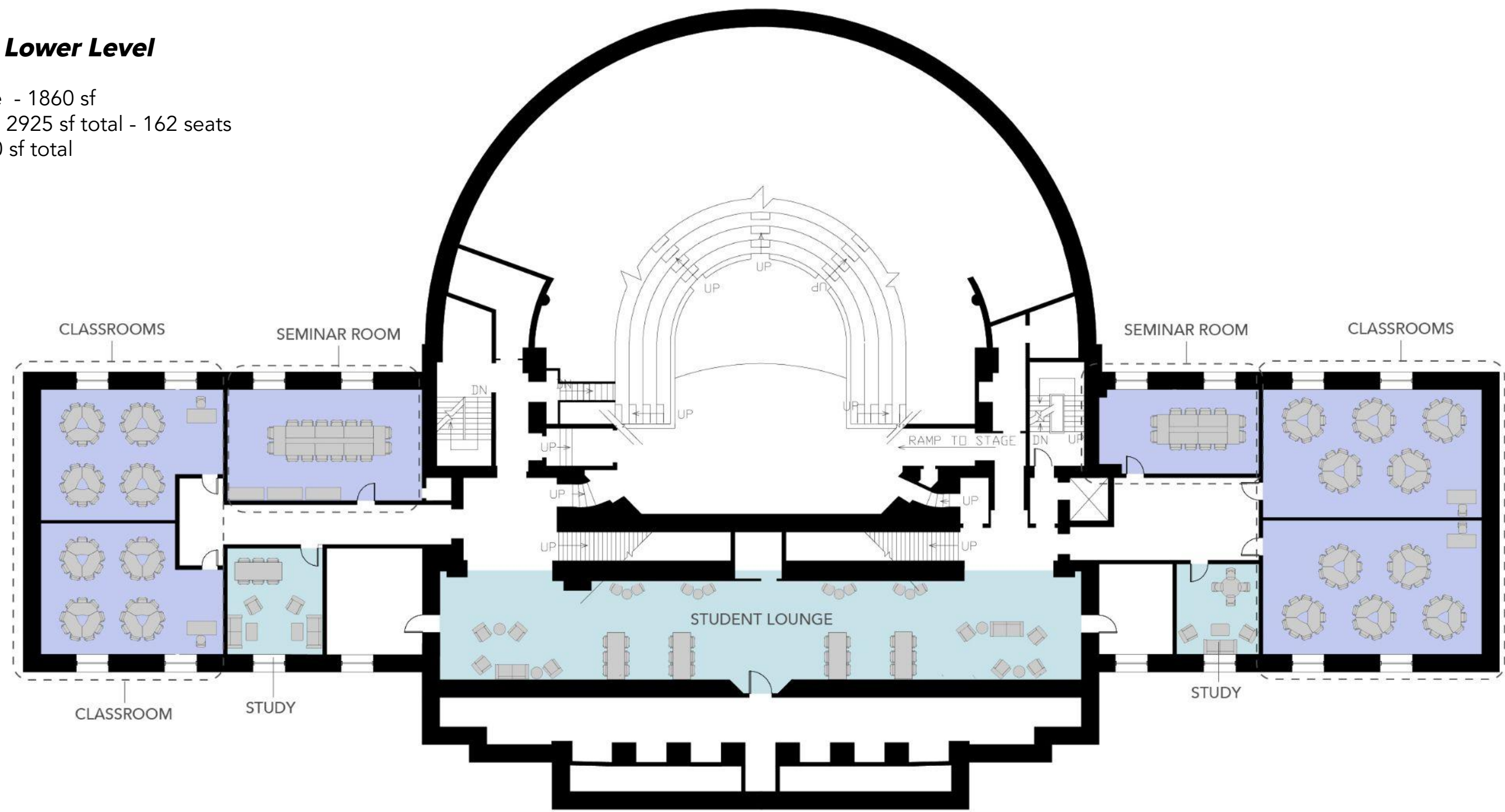
Redevelop Old Cabell Hall to serve as an undergraduate advising center and as hub location for the College Fellows Program.



Create an Undergraduate Hub for A&S

Old Cabell - Lower Level

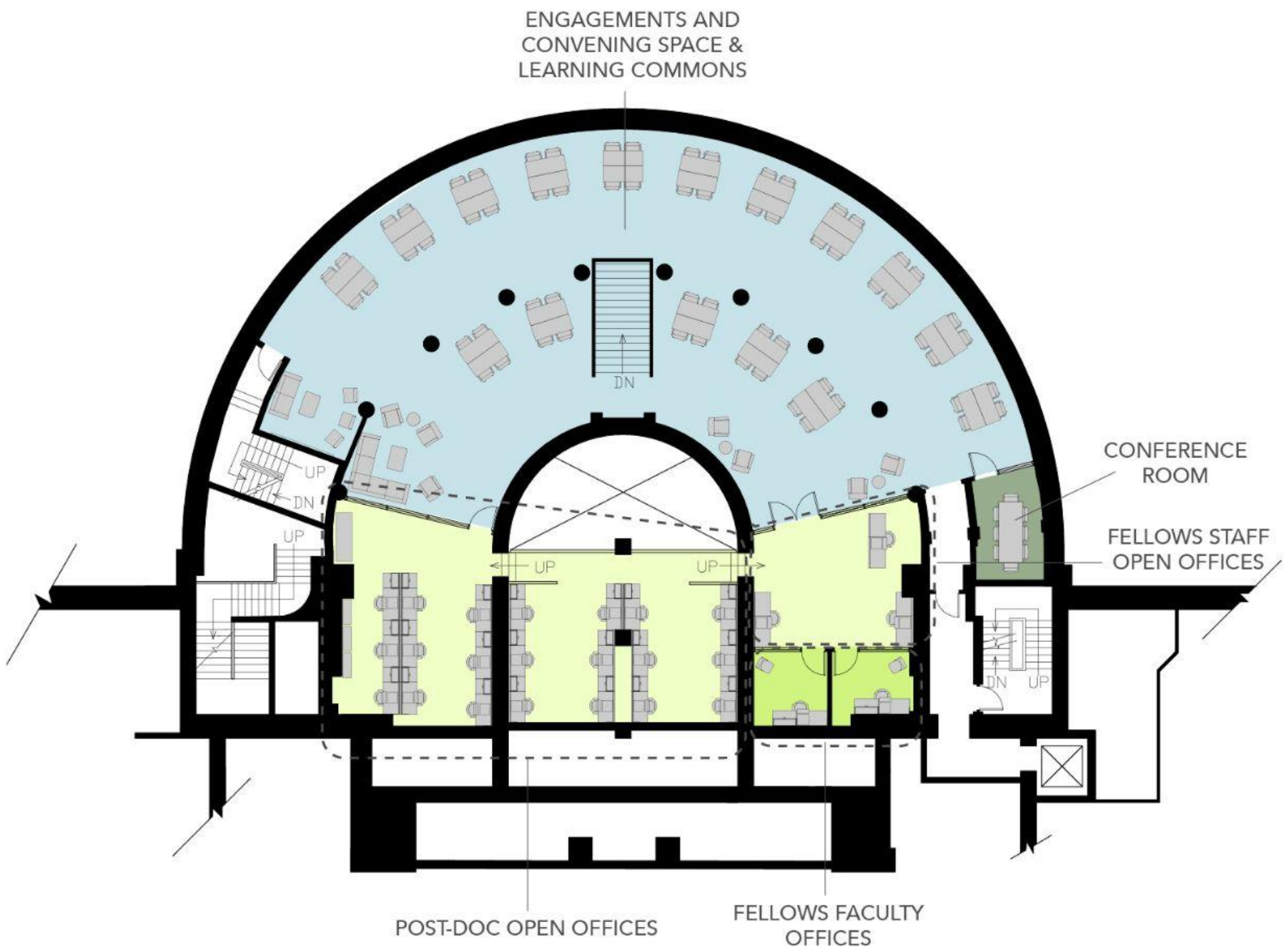
Student Lounge - 1860 sf
Classrooms (4) - 2925 sf total - 162 seats
Studies (2) - 500 sf total



Create an Undergraduate Hub for A&S

Old Cabell - Basement

- Engagement & Convening Space - 3,400 sf
- Post-Doc Offices - 1125 sf - 21 desks
- Fellows Offices - 530 sf
 - (2) Private Offices
 - (3) Open Offices

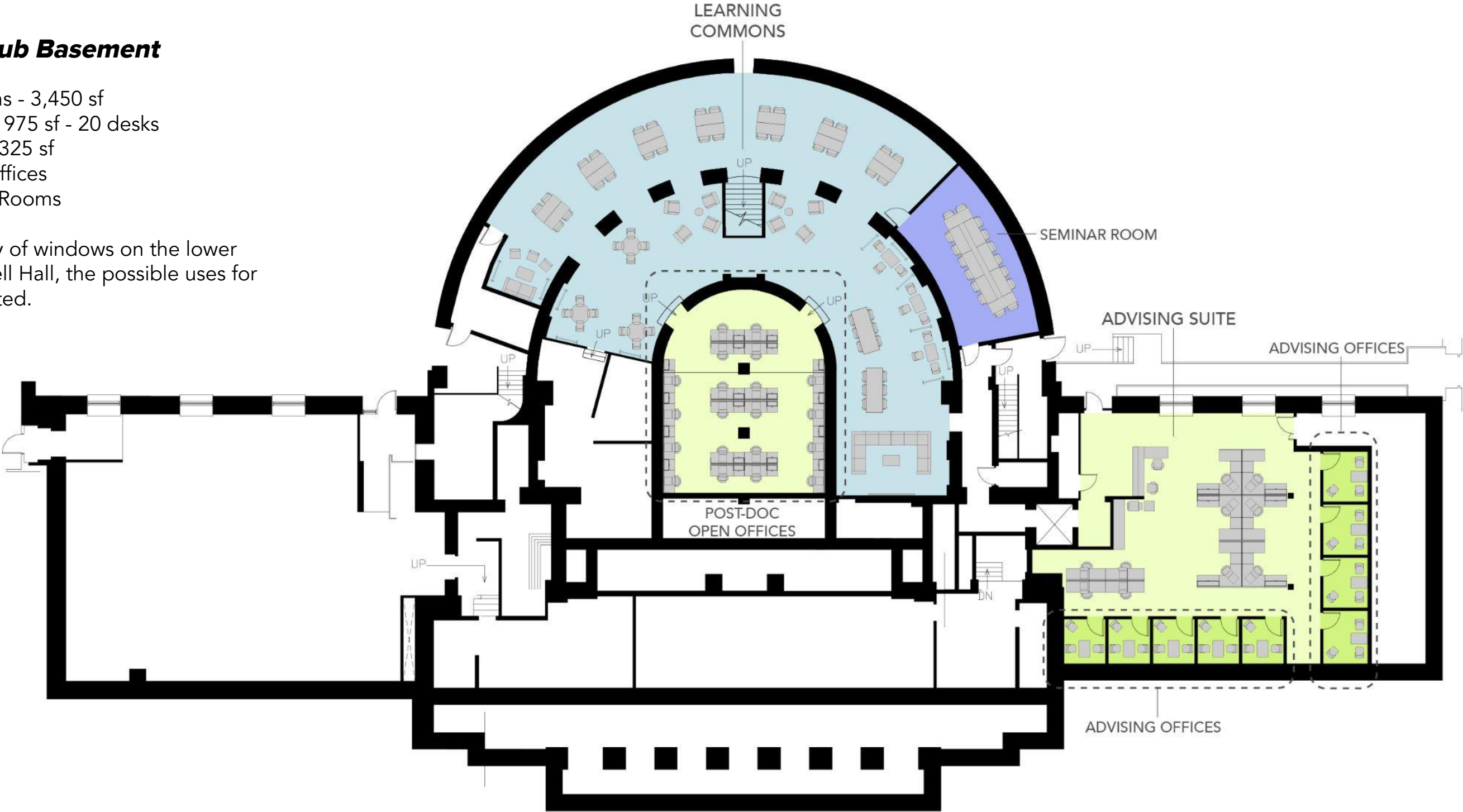


Create an Undergraduate Hub for A&S

Old Cabell - Sub Basement

- Learning Commons - 3,450 sf
- Post-Doc Offices - 975 sf - 20 desks
- Advising Suite - 2325 sf
 - (10) Open Offices
 - (9) Advising Rooms

Due to the scarcity of windows on the lower levels of Old Cabell Hall, the possible uses for this space are limited.



1 Create an Undergraduate Hub for A&S

Option: Monroe Hall

Monroe Hall is an excellent candidate for an undergraduate hub, should Economics find a different home in the long term.

It is centrally located for ease of access by all students, and is adjacent to other cross-University student amenities: Newcomb Hall, Alderman Library, Special Collections Library, and Clemons Library.

The building already offers the appropriate variety of space types needed for this program, and could be repurposed with minimal renovation.

Next Steps

Diagrams on the following pages illustrate the feasibility of this potential program in Monroe Hall.



Space types to include

Engagements
Classrooms
Consulting/Advising space
Touchdown workspace
Permanent workspace
Group Workshop room(s)
Open study/Event space

→ Monroe Hall is in generally good condition and has a variety of space types and sizes that would be well-suited for an undergraduate hub.

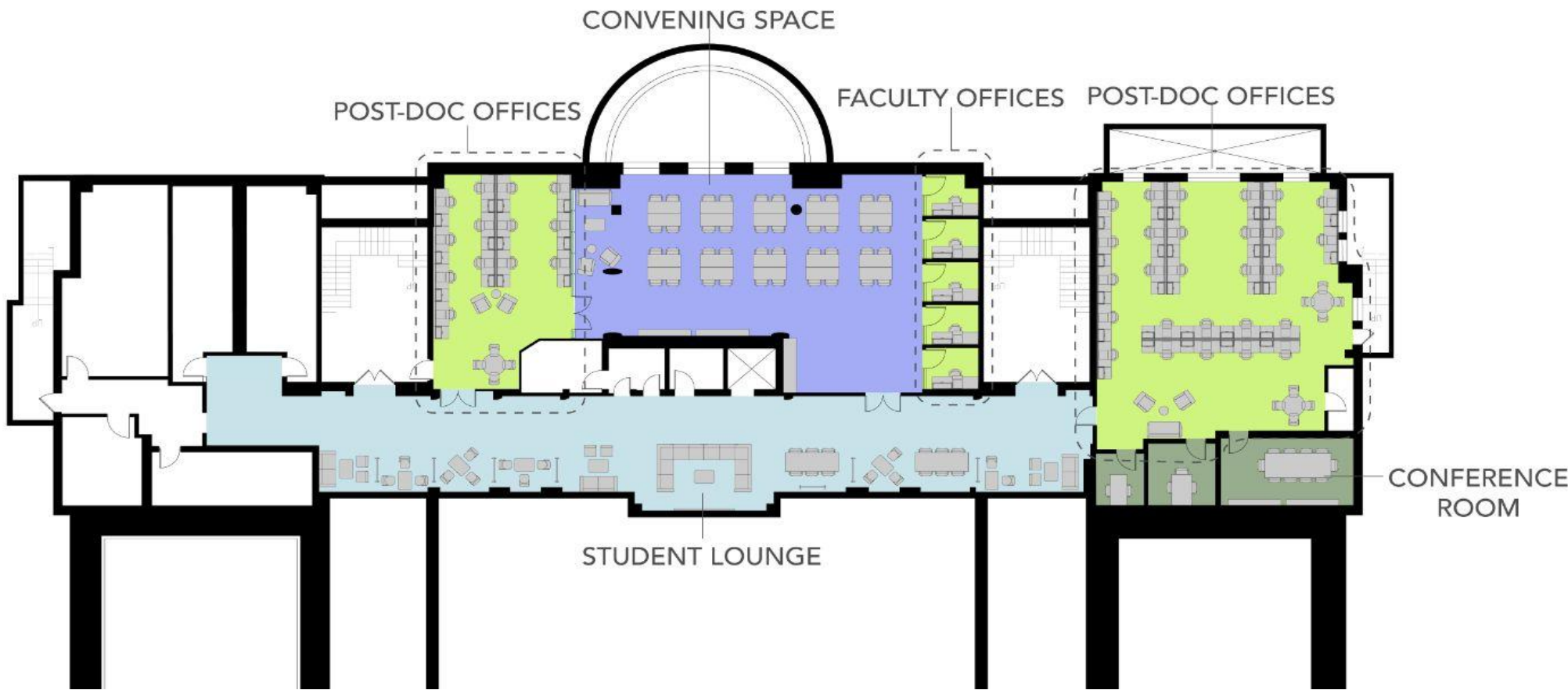
Create an Undergraduate Hub for A&S

Option: Monroe Hall

Monroe Hall - Basement

The basement of Monroe could accommodate the first-year Engagements program, providing post-doc offices, faculty offices, conference rooms, a convening space, and adjacent student lounge space.

Care should be given to daylight access. The minimal windows in this space necessitate strategic use of glazed walls and borrowed light in laying out workstations.



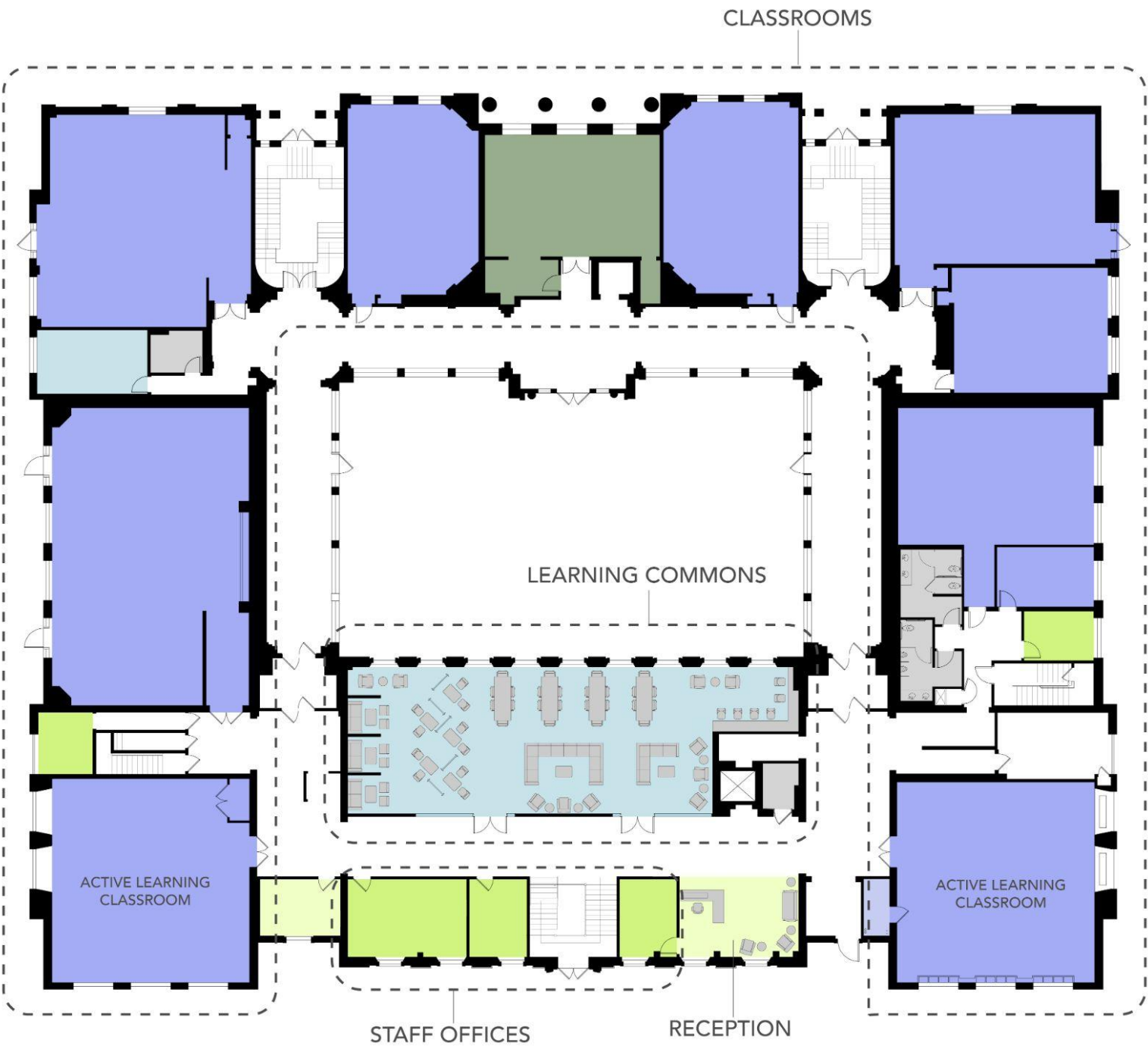
Create an Undergraduate Hub for A&S

Option: Monroe Hall

Monroe Hall - Ground Floor

The ground floor of Monroe is already populated with large general-use classrooms, ideal for a student hub. Some classrooms could be converted to the active-learning model required for the first year Engagements curriculum.

A large area at the south side could be renovated to provide a Learning Commons available for students to study and collaborate between classes. Adjacent staff and reception will help support and direct visitors to the hub.



Create an Undergraduate Hub for A&S

Option: Monroe Hall

Monroe Hall - Second Floor

The large number of office spaces on the upper levels could accommodate the targeted ratio of advisors to students. International Studies could also potentially find a home in Monroe.

At the south side, similar to the space on the ground level, an advising reception and administration space and a student lounge could support the activities of the advising office and provide additional space for undergraduates to work and relax adjacent to academic space.



Create an Undergraduate Hub for A&S

Option: Monroe Hall

Monroe Hall - Third Floor Mezzanine

The large number of office spaces on the upper levels could accommodate the targeted ratio of advisors to students. International Studies could also potentially find a home in Monroe.



2

Expand STE(A)M learning opportunities within A&S spaces and with other partners

Science and technology fields are growing in popularity. Further, STEM programs are evolving to include Arts programming and other creative outlets (STEAM). Many students start college with the desire to major in STEM fields; however, many students who begin will drop out of these fields, especially before their second year*.

Evolving pedagogy, diverse student backgrounds, and academic support are the challenges as well as the solutions needed to improve student success outcomes and retention within STEM departments.

A&S should expand STEAM programming to:

- grow community among student peers
- provide (peer) tutoring outside of class sections
- connect students to STEM-specific academic advising
- support career development and bridge equity gaps
- expose students to research opportunities

NEXT STEPS

This Play emphasizes collaboration across a network of existing Commons and makes a case for new additional space to grow STEAM learning.

Redesign for student success



Image: recently renovated Chemistry Commons in the Chemistry Building

The recent redesign of Introduction to Chemistry and Statistics coursework, Chemistry workshops, and study sessions contribute to enhanced academic support for students. These sessions take place in the Gilmer STEAM Commons, Chemistry Commons, and in the Libraries.

**Source: STEM Learning Center Proposal (2019)*

2 Expand STE(A)M learning opportunities

Expand STEAM programming in existing Sciences common spaces

Recently renovated Science buildings feature new commons spaces for students to gather with friends, study with classmates, and interact with faculty. These flex spaces can accommodate a wide variety of activities. Other relevant space types include:

- Service point
- Interdisciplinary lounge area
- Reservable, touchdown workspace / study
- Permanent workspace
- Project / Meeting rooms

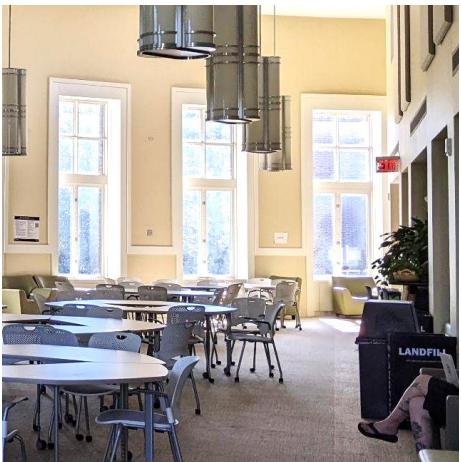
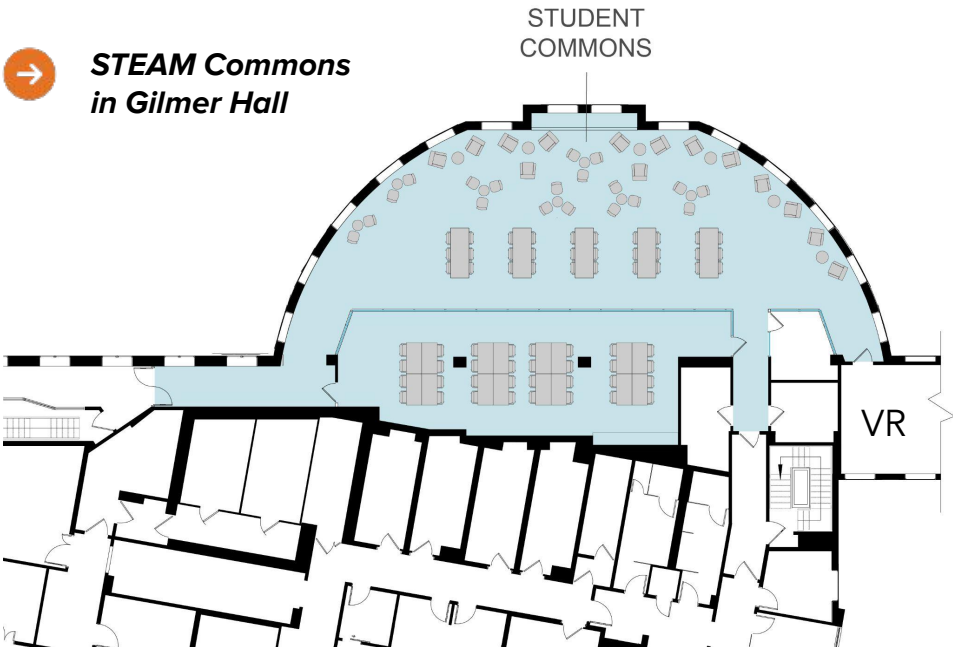
Next Steps

To expand STEAM learning opportunities in these existing locations, consider these strategies for implementation:

1. drop-in/pop-up programs that move between multiple existing student spaces
2. flexible touchdown “satellite” spaces connect cross-disciplinary staff and students

Existing Science Commons and study spaces

STEAM Commons	Gilmer Hall	Recent renovation
Chemistry Commons	Chemistry Building	Recent renovation
Physics Commons	Physics Building	Renovation in progress
Brown Science + Engineering Library	Clark Hall	Brown offers a home base for STEM programs



This new Commons is a flex space for group study, TA office hours, and social programming

2

Expand STE(A)M learning opportunities

Create a new, expanded STEAM Learning Center program in a new facility

Referencing the “STEM Learning Center Proposal” (2019), there is a strong case for developing a new facility to house a fully-resourced STEAM Learning Center.

This facility could centralize and mobilize co-curricular technology support, inclusive learning resources, career development, and socializing with peers.

Next Steps

A&S can collaborate with partners to identify renovation and construction opportunities. Space, program, and budget requirements should be further explored.

UVA has also received a significant grant from the Howard Hughes Medical Institute in support of expanded STEM support programming.

Potential Partners

A&S Sciences <i>Astronomy, Math, Stats, Physics, Bio, Chem, Psych</i>	Collaboration to improve support for instruction and student success
School of Engineering <i>Computer Science</i>	Resource-sharing, interdisciplinary research and learning opportunities
Center for Teaching Excellence	Support for faculty + pedagogy innovation
Office of African-American Affairs	Advocates for diversity in STEM and student success
Office of the Provost	Partner for strategic planning and coordination
University Libraries <i>Brown Science + Engineering Library</i>	Resource-sharing, advising, research support



UVA Brown Library in Clark Hall

Source: STEM Learning Center Proposal (2019)

3 Support Masters + PhD students and build community in a dedicated graduate commons

Similar to the way A&S undergraduate students desire a tangible sense of community and accessible support, A&S graduate students have a strong desire to gather in-person and access diverse work environments. A dedicated Commons would support community and access to support services..

Activities include connecting with peers, attending workshop trainings, learning about funding for research, or seeking pop-up advising for careers in and beyond academia.

→ Most thesis research and focused writing happens within department-specific spaces. Across disciplines, PhD students and post-docs could schedule “Writing Time” together, which encourages exposure to colleagues outside their primary academic departments.

Potential partners include A&S advisors, the Provost’s Graduate Programs Office, the Center for Teaching and Learning, and the UVA Career Center.

Space types could include:

- Service Point
- Consulting/Advising space
- Reservable touchdown workspace
- Permanent workspace
- Group Workshop room(s)
- Open study/Flexible event space
- Seminar Rooms

Potential Location: If and as the Music Department and Music Library relocate from Old Cabell Hall, this space could be reimagined into an advising and study Commons for graduate students.



Next Steps for Student Experience

Further engage with the A&S Undergraduate Advising Office and the Provost’s Office to confirm direction for potential changes to the undergraduate advising program.

Calculate and verify the Advising Hub and STEAM Learning Center programs in broader strategic planning. Work with the STEM departments, A&S Instructional Design Group, SEAS, Provost’s Office, and other stakeholders to design and fund programming.

Confer with leadership in the A&S Graduate School, with Provost Graduate Programs, and with graduate students to understand their current educational, research, and work experiences and future graduate school program support and space needs.

6

PUBLIC REALM



Public Realm

In the future, **Public spaces** at A&S should support inclusive engagement and provide an enhanced sense of A&S and program identity.

To do this, we envision continued focus on developing welcoming architecture and interiors. We envision enhanced focus on provision of wayfinding, exhibit content and other materials to support A&S academic and community mission, and discipline and department identity.

Plays

- 1 Expand and enhance the network of A&S communal spaces
- 2 Strengthen the sense of A&S and departmental identity by improving wayfinding and environmental graphics
- 3 Improve outdoor spaces by adding furnishings and amenities to support academic and social uses
 - a Improve the landscape surrounding A&S buildings along Cabell Drive
- 4 Evaluate real estate holdings

Making the Case

Common Space: Building on Success

Over the past twenty years, A&S has developed common and open public spaces in completed new construction and renovation projects. This network of public spaces contributes to a sense of welcoming, belonging, and inclusion within the A&S community.

Common spaces provide social and study space destinations for students, faculty, and staff. They offer places to feel comfortable, familiar, and connected while working, reinforcing inclusion and social camaraderie to support whole student and community well-being.

Recent renovations have begun to establish a rich interior design and bold graphic language, helping to create a strong identity for A&S across Grounds.

To further enhance belonging and a strong A&S identity, A&S should continue to add to and improve public common and study spaces. Specifically, carrying forward the effort to make these common spaces comfortable, inclusive, branded, and thoughtfully furnished.



Wilson Hall Commons



New Cabell Hall, Student Lounges

Existing Commons	Location	Latest Improvement
Arts Grounds	Drama Lobby, Ruffin Galleries	Drama: new 2013, Ruffin: new 2008
Bond House Lounge	Bond House	New 2019
Brooks Hall Commons	Brooks Hall	Renovated 2006, improved 2021
Brown Science and Engineering Library	Clark Hall	
Chemistry Commons	Chemistry Bldg	Renovated 2021
Gibson Room & Philosophy Library	Cocke Hall	Renovated 2005
Gilmer Hall STEAM Commons & Gilmer Common	Gilmer Hall	Recent refurbishing + branding as STEAM Commons, renovated Biology Commons
Fayerweather Hall Lounge and Meeting Rooms	Fayerweather Hall	
Kerchof Hall Lounge	Kerchof Hall	Renovated 2022
Language Commons	New/Old Cabell Hall	Opened 2016
Minor 110 - AAAS	Minor Hall	Newly furnished.
Music Library	Old Cabell Hall	
Nau & Gibson Lounges	Nau & Gibson Halls	Completed 2010
Physics Commons	Physics Bldg	Renovation underway
South Lawn Dean Commons	South Lawn	Completed 2010
Wilson Hall Commons	Wilson Hall, 1st floor	Commons, makerspace, media studios, project rooms

LEGEND

- STUDENT COMMONS
- ARTS & SCIENCES BUILDING
- UVA PUBLIC SPACES



Making the Case

Wayfinding signage and graphic identity materials are absent or lacking in A&S buildings

Arts & Sciences spaces are not identified via consistent signage, either outside or inside the buildings. Unless the name of the building incorporates the name of the department, such as the Physics Building and the Astronomy Building, exterior signage doesn't indicate department or program locations.

Within buildings wayfinding is limited or non-existent as well.

A&S should prioritize adding wayfinding and environmental graphics materials to communicate and reinforce A&S and departmental identity. Bulletin boards, announcement monitors, and exhibited materials can add content experiences to connect students and visitors to A&S values and work underway.



Clark Hall



Monroe Hall

Making the Case

Landscape: Building on success

Together with the Office of the University Architect and Facilities Management, A&S has initiated and supported projects that improve the quality and character of landscape around A&S buildings over the past 20 years. Cumulatively these projects make substantial contributions to the everyday experience of place and sense of well-being of our students, faculty, and staff..

A&S should continue to prioritize and partner towards landscape place-making and enhancing the landscape experience on Grounds.



Cabell Courtyard



McCormick Road Improvements

Existing Outdoor Space	About
McCormick Road Improvements	Project underway to gate McCormick to auto traffic, expand sidewalks and amenities
Gilmer and Chemistry Terraces	Furnishings for the spaces were cut from Gilmer Chem budget and need funding
Physics Maker Yard	Planned with the Physics Renovation.
Arts Grounds Landscape (McCormick-Alderman)	Underutilized for A&S academic purposes. Identify funding for furnishing.
New Cabell Courtyard	Identify funding to provide cafe tables and loose chairs
South Lawn Landscape	Underutilized for academic purposes. Identify funding for furnishing.
Randall Hall Terraced Lawn	Provide add'l shade, chalkboard, and bench or loose seating
Halsey Hall North Garden	Primarily stormwater management.
Astronomy Landscape and Student Garden	Needs add'l design, planting and furnishing
Monroe Hall Courtyard	Informal use only.

Making the Case

Preserve and extend landscape fabric of UVA's Grounds

The Pandemic taught us the value of outdoor locations for work and respite. Charlottesville's climate offers opportunities to work outdoors almost year round. Identify and enhance locations where teaching, learning, and study can take place.

A&S and UVA should identify opportunities to provide additional furnishings and amenities to support social and academic uses around and between its buildings, taking advantage of UVA's significant landscapes.

The beauty of UVA's historic Grounds stems not only from Jefferson and his successors' architectural legacy, but also from the space between buildings. Central Grounds in particular, is characterized by smaller scale buildings with pathways and gardens connecting them. It is the human scale of this continuous landscape fabric that in part creates a sense of being some place, regardless of where you are, or whether you are in fact, between places.



Network of pedestrian pathways throughout Central Grounds

Making the Case

Post-COVID-19 culture demands more usable outdoor space

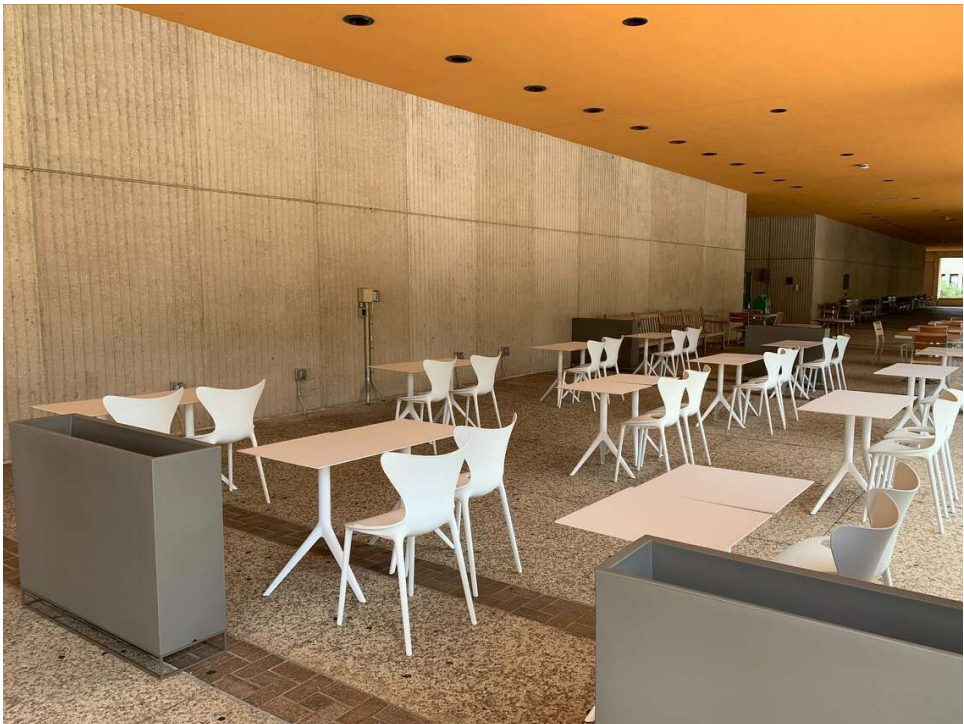
As the University adapted to the long-term presence of COVID-19, the utility and necessity of more outdoor gathering spaces became clear. As the community emerges from the pandemic, the desire and preference to use outdoor spaces for class sessions and events remains clear.

During the pandemic, the University put up tents, at Brown College, at the Physics Building, in front of Old Cabell Hall, and at the Arts Grounds. These were welcome locations for Engagements meetings and events, for study and social activities, and for Music rehearsals and events. Students, faculty, and staff are clamoring for these spaces to return.

A&S should identify additional opportunities to provide covered or protected and furnished outdoor space.



Tent outside Old Cabell Hall used for classes, events, and study space.



Outdoor classroom furniture at University of Texas, San Antonio

Making the Case

Seek opportunities to develop space to support outdoor activities

While UVA’s Grounds abound with beautiful outdoor spaces, amenities in these spaces are unevenly distributed. The focus for these spaces has been the Central Grounds, but additional spaces continue to be added. (The Gilmer, Chemistry and Physics Renovations are improving landscape spaces. Astronomy has requested landscape improvements.)

Outdoor gathering places can contribute to departmental and Arts & Sciences identity, serve as stimulating classrooms, and provide a benefit to student, faculty, and staff well-being. These spaces should be a part of all College constituents’ daily experience, regardless of where their home base is.

- 1. Add cafe tables and chairs at the New Cabell Hall terrace
- 2. Add furnishings at the terraces flanking the Chemistry Building
- 3. Add landscape amenities, shade, and outdoor furnishings at the Astronomy Building, Bryan Hall, Dawson’s Row, Fayerweather Hall, and Randall Hall



Colonnade Club / Pavilion VII Garden



South Lawn Terrace



Monroe Hall Courtyard



Cabell Hall Courtyard

1 Expand and enhance the network of A&S communal spaces

Identify opportunities to add to and improve Common spaces

Existing Buildings

- Astronomy Building
- Bryan Hall
- Clark Hall
- Halsey Hall
- Kerchof Hall
- Physics Building

New Buildings

- Biotechnology Institute at Fontaine Research Park
- New Music Building/Museums/Performing Arts Center

Strengthen network of A&S communal spaces and A&S' identity within University's public realm

NEXT STEPS

While A&S has added substantially to its inventory of social and communal spaces over the past 20 years, A&S should continue to expand common space amenities:

Distribute spaces across A&S buildings and departments.

Ensure amenities are widely available to A&S students, faculty, and staff

Provide space for formal and informal academic support and engaging and diverse convening environments

Support Diversity of student, faculty, staff and visitor populations

Energize interdisciplinary and cross-disciplinary engagement opportunities

1 Expand and enhance the network of A&S communal spaces

Key Feature: Create more public Common space

These new spaces should be:

- Associated with academic department locations
- Evenly distributed geographically
- Correlated with consolidation / closing of departmental libraries
- Recognizable by common elements and/or design continuity across locations

Features:

- Variety of furniture
 - Ergonomics
 - Work types
 - Acoustic preference
- Incorporates A&S branding elements
- Inclusive atmosphere
- Social norms are communicated
- Message board

Implementation Ideas:

- Scheduled (and funded) Coffee Hours
- Group work or writing sessions



Recently renovated Wilson Hall Commons



Recently re-furnished Brooks Hall Lounge

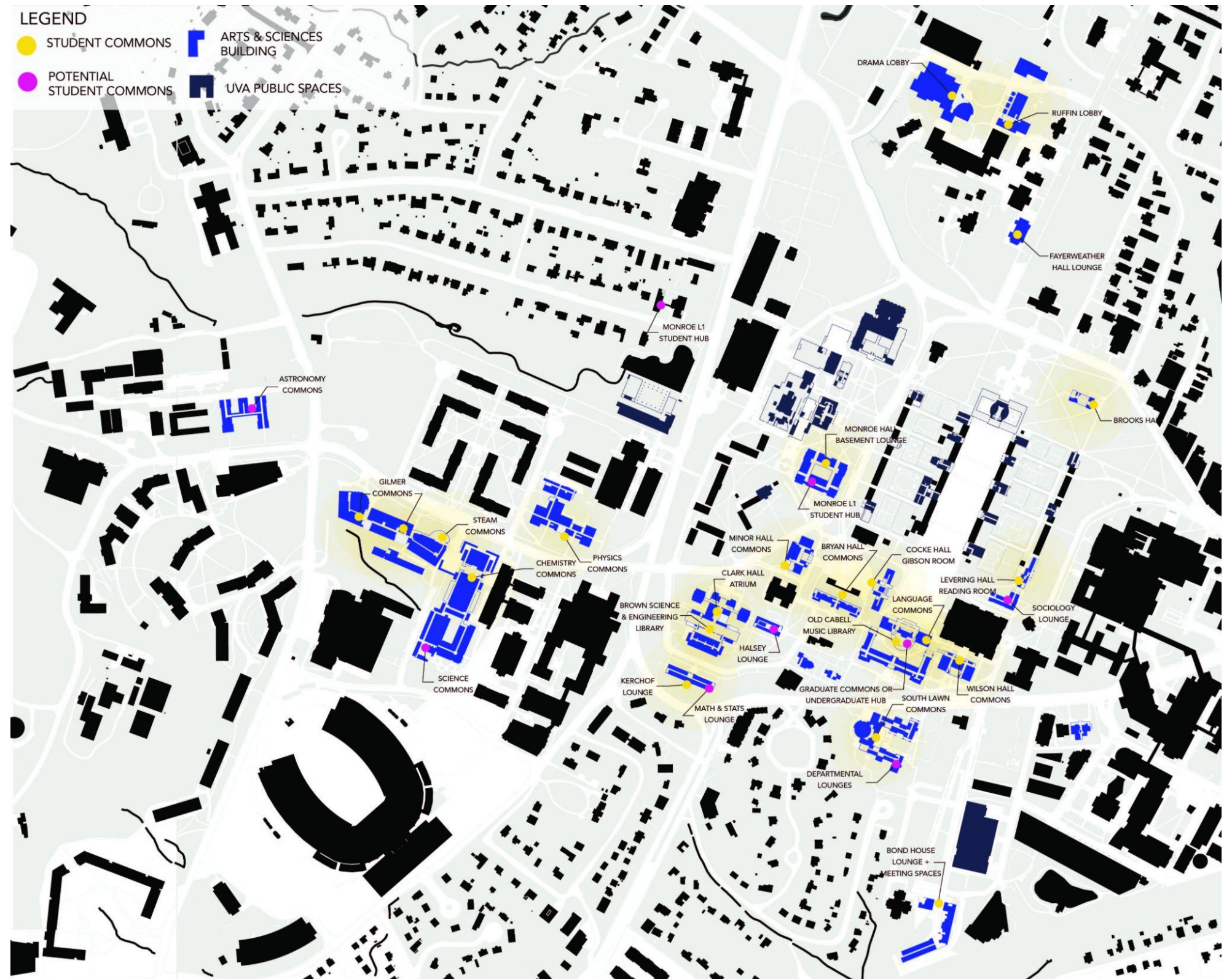


Recently renovated Chemistry Student Commons

Expand and enhance the network of A&S communal spaces

Key

- A. Add and improve commons space at Kerchof Hall for undergraduates
- B. Add a small reading room at Randall Hall / Sociology similar to reading room at next door Levering Hall.
- C. Improve lounge space in Halsey Hall.
- D. Improve public areas and ante-rooms at Bryan Hall as lounge spaces
- E. Return lounge spaces within Physical Life Sciences Building from use as temporary office.
- F. Convert some of the former library space in Astronomy Building to academic commons.
- G. Include common spaces in any potential new Math & Stats building/space.
- H. Add common spaces at Monroe Hall as part of Undergraduate Hub Play
- I. Maintain common space at Old Cabell Hall in future renovation - potential as graduate hub or undergraduate learning commons.
- J. Consider how lounges within Gibson and Nau Halls can next serve students and contribute to departmental identity.



1 Expand and enhance the network of A&S communal spaces

Key Feature: Provide inclusive amenities

Gender Neutral Toilets

- At renovations & new construction

Wellness / Lactation rooms

- In high-population buildings
- Receives many visitors
- Evenly distributed geographically

About Wellness Rooms:

These spaces can be suited towards a variety of uses including prayer, relaxation, meditation and contemplation, movement, private conversations, or lactation.

Careful consideration should be given to...

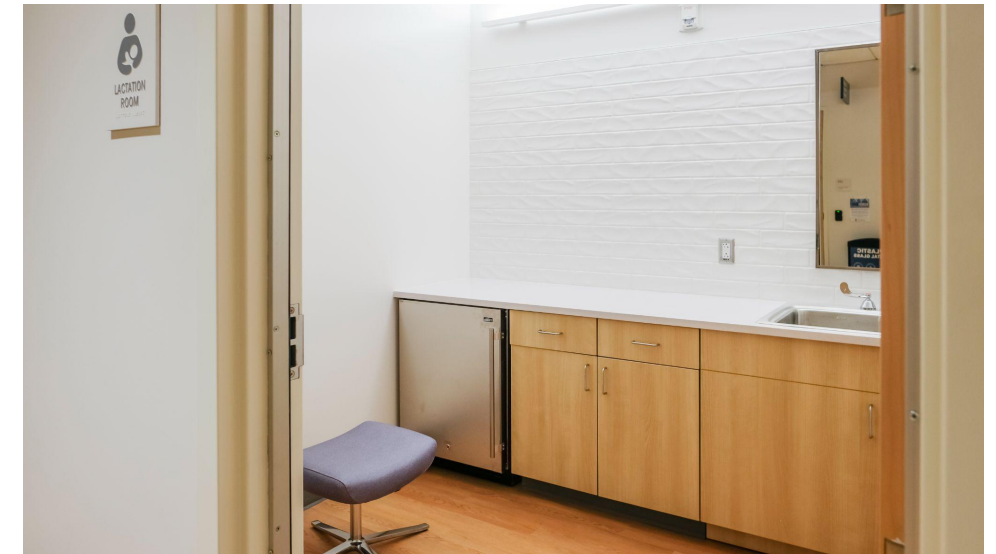
- Lighting, finishes, and thermal comfort for optimal physical comfort
- Inclusivity
- Technical requirements for lactation and prayer



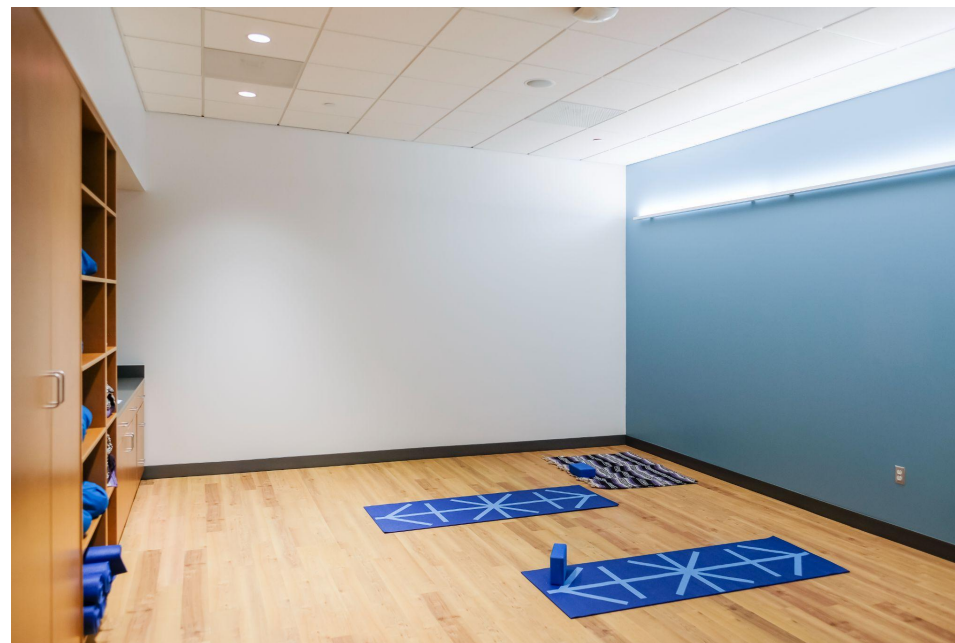
UVA Student Health & Wellness, Therapy + Consultation Room



UVA Student Health & Wellness, Meditation Room



UVA Student Health & Wellness, Lactation Room

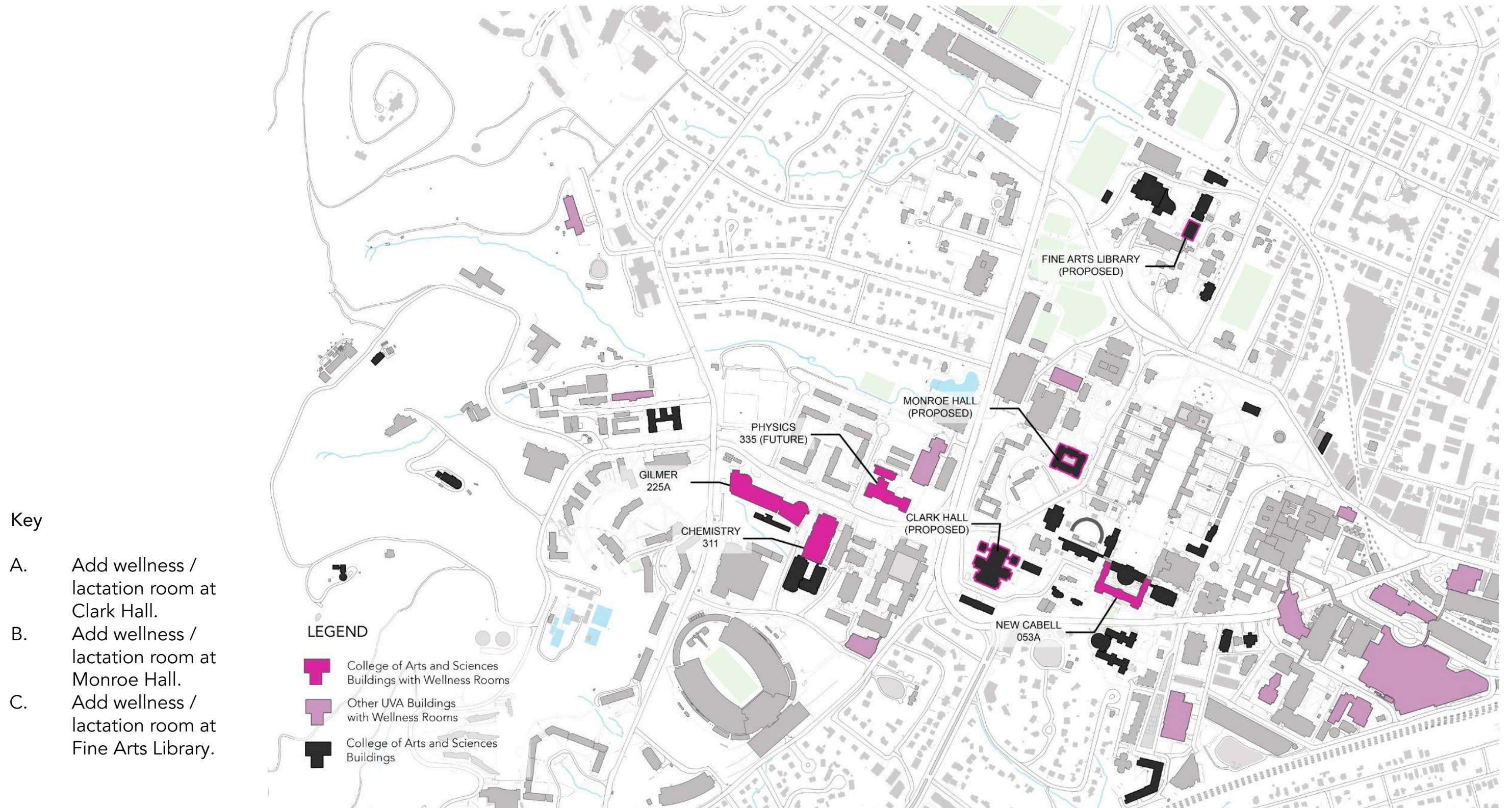


UVA Student Health & Wellness, Large Wellness Room



UVA Student Health & Wellness, Oasis Lounge

1 Expand and enhance the network of A&S communal spaces



2 Strengthen the sense of A&S and departmental identity by improving wayfinding and environmental graphics

Key Feature: Improve interior wayfinding + signage

Interior Signage & Wayfinding:

Department Signage: Programs like American Studies require signage to establish their physical location and identity on Grounds. Visibility allows students to find faculty, staff, and a departmental center.

Community Spaces: Consistent signage and graphics associated with communal spaces, outdoor gathering, and exhibit spaces can help create a strong identity for A&S across Grounds. Consider being inclusive of a broad audience, not just people who already know. These spaces should be welcoming to other disciplines.

Display & Knowledge-Sharing:

Create specificity and interest A&S is curating work that comes from the department into display. Content and exhibition materials spread around departments. Allows for cross-disciplinary sharing of material/knowledge.

A&S is currently working with a consultant, Iconograph, to develop wayfinding materials.



Wayfinding graphics
UVA Student Health & Wellness
Image courtesy Iconograph and VMDO Architects



Knowledge-sharing graphics
VWU Greer Environmental Science Center
Image courtesy Iconograph and VMDO Architects

2 Strengthen the sense of A&S and departmental identity by improving wayfinding and environmental graphics.

Key Feature: improve exterior wayfinding + signage

Exterior Signage & Wayfinding:

Community Connection:

In many communal spaces, A&S has installed slate blackboards. This fun but elegant message board has become linked with A&S identity, but also shares a connection to Charlottesville's Community Wall downtown. Pairing these with tables and chairs, both inside and out, across A&S space will continue to reinforce this community-building platform.

*Making history present / storytelling.

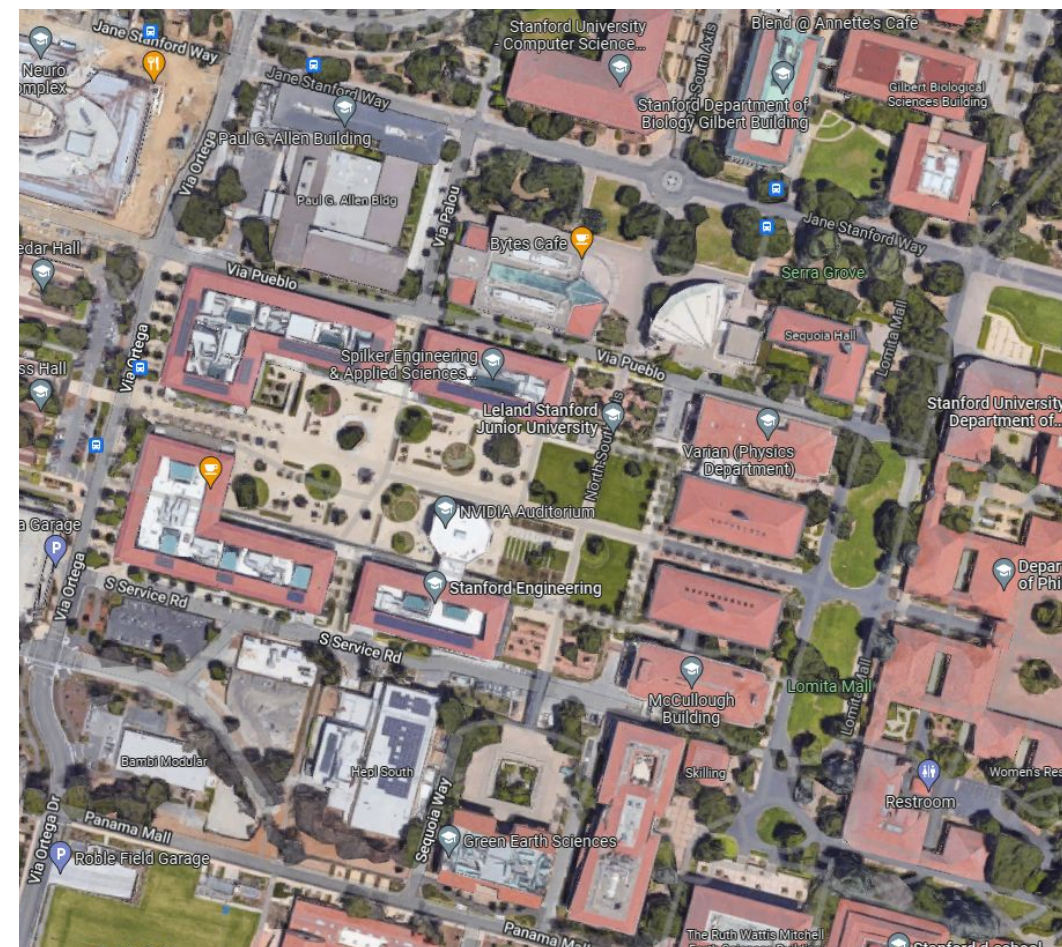
Precinct orientation signage:

Central signage elements with identifying elements and maps. Allow visitors and student from other parts of the University to understand where they are and navigate to new locations.

UVA is currently working with a consultant on environmental graphics design standards for both exterior and interior signage.. Meanwhile, A&S is currently working with Iconograph to develop wayfinding materials.



Precinct orientation signage at NYU.



Science faculty cited Stanford's campus, where visitors can stand in one place and understand where each department is located.

3 Improve outdoor spaces by adding furnishings and amenities to support academic and social uses

Key Feature: Create outdoor learning spaces

Historically, courses are usually taught in one room all semester but effective teaching + learning can occur anywhere. Benefits of outdoor learning can include increased calmness, improved focus, and enriched social interaction. A&S can make immediate moves towards providing more outdoor learning spaces:

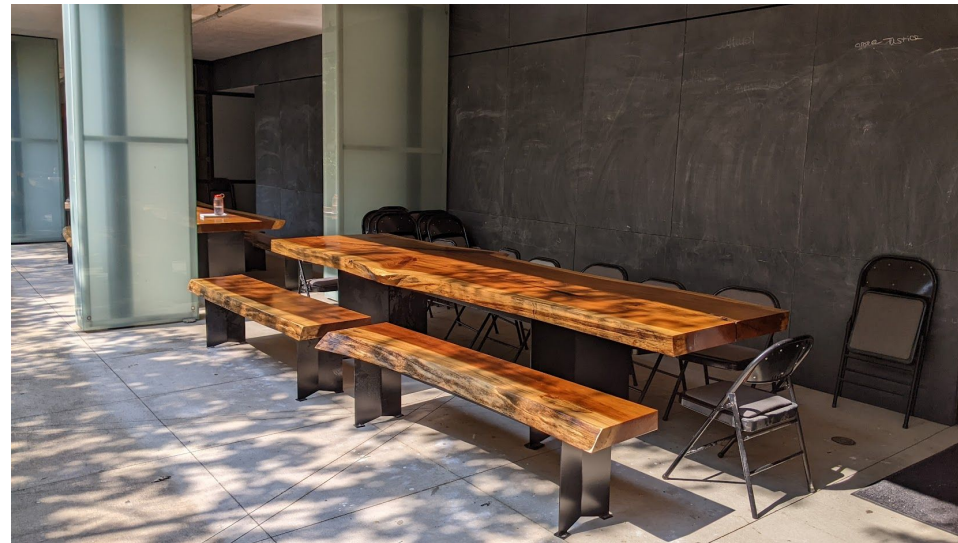
Step 1:

Identify spaces that can be used as outdoor classrooms. On the following pages, locations around Grounds have been identified where outdoor learning spaces could potentially be developed:

- Existing Well-Designed Courtyards:
 - Only new furniture needed
- Existing Open Spaces Near Academic Buildings:
 - Consider regrading and/or paving surface
 - Consider new landscaping and planting
 - New furniture required

Step 2:

Create standard kit of parts for outfitting outdoor classrooms.



University of Virginia, School of Architecture, Campbell Hall

The outdoor teaching spaces at UVA's School of Architecture at Campbell Hall include many of the key features of ideal outdoor classrooms:

- Writable surface
- Accessible table or work surface
- Flexible seating
- Accessible hard surface
- Shade
- Weather resistance and durability

Next Steps for Further Exploration

- Provide financial support for activities and furniture upgrades.
- Add these locations into a reservable calendar that is managed by university or A&S academic scheduling.
- Encourage instructors to collaborate with curriculum designers.
- Expo/build relationships with staff of these other spaces, encourage students to venture beyond the classrooms

3 Improve outdoor spaces by adding furnishings and amenities to support academic and social uses

Formal

Teaching Wall, Tables, Seating



Washington & Lee

Hybrid

Teaching Wall, Seating



University of Wisconsin, Stevens Point

Informal

Seating Only



Unknown



Tulane University

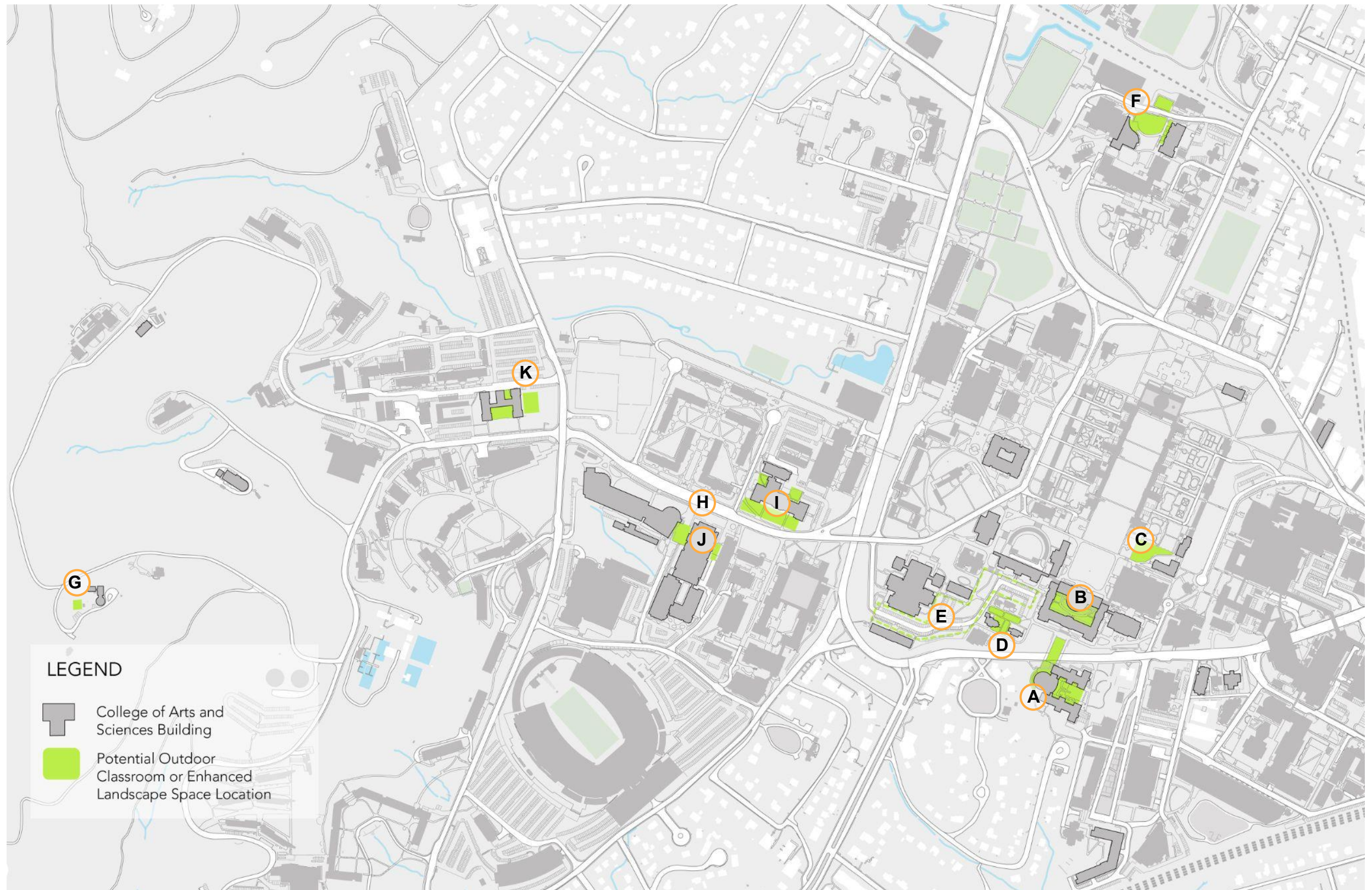


Swarthmore College



University of Illinois, Chicago

3 Improve outdoor spaces by adding furnishings and amenities to support academic and social uses



Key

- A. South Lawn
- B. New Cabell Courtyard
- C. Randall Hall
- D. Dawson's Row
- E. Cabell Drive
- F. Arts Grounds
- G. McCormick Observatory
- H. McCormick Road
- I. Physics Building
- J. Chemistry Building
- K. Astronomy Building

LEGEND

-  College of Arts and Sciences Building
-  Potential Outdoor Classroom or Enhanced Landscape Space Location

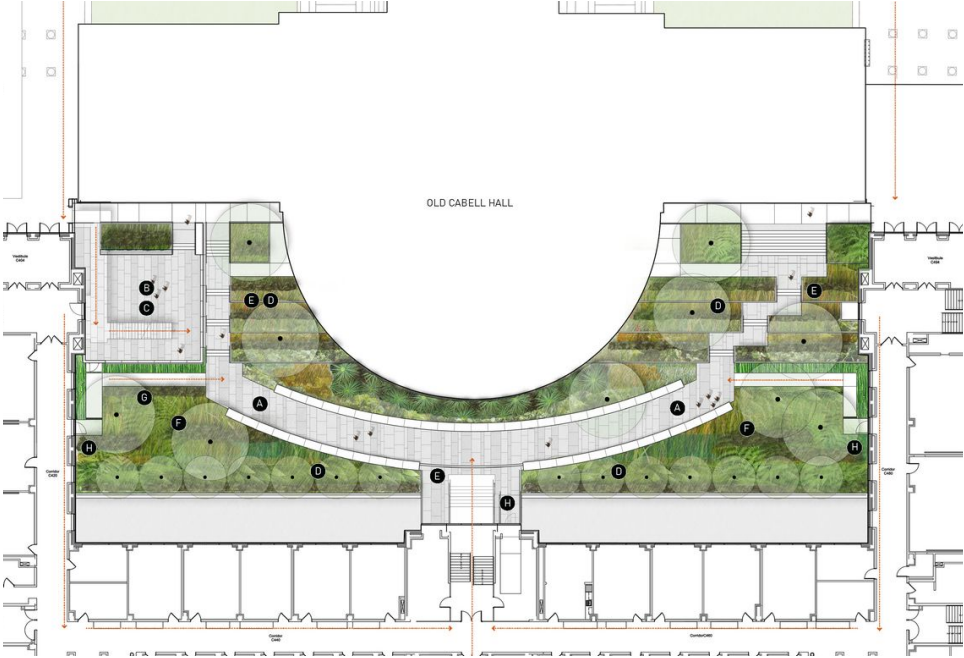
3 Improve outdoor spaces by adding furnishings and amenities to support academic and social uses

Key

- A. South Lawn:
 - a. South Lawn Bridge: Consider as location for tent
 - b. Upper Terrace at South Lawn: Provide furnishings and make reservable
 - c. Gibson/Nau Courtyard: Provide furnishings suitable for group discussions / small classes
- B. New Cabell Courtyard: Provide cafe tables and loose chairs.
- C. Randall Hall: Improve amphitheater lawn with chalkboard wall and built-in or moveable chairs. Consider planting shade tree.
- D. Dawson's Row: Provide furnishings for outdoor discussions / class sessions.



A. South Lawn



B. New Cabell Courtyard, Image courtesy of Siteworks



C. Randall Hall



D. Dawson's Row

3 Improve outdoor spaces by adding furnishings and amenities to support academic and social uses

Key

- E. Cabell Drive: Refer to following pages, “3a: Improve the landscape surrounding A&S buildings along Cabell Drive”
- F. Arts Grounds: Arts Grounds: Consider how Ruffin terrace, the courtyard between Drama Building and Ruffin, and the green space adjacent to the Band Building could be made more suitable for academic uses: art-making, small performances, discussion classes, etc. with furnishings.
- G. McCormick Observatory: (in planning) construct an observation deck for nighttime astronomy observation and instruction at a cleared area adjacent to the Observatory building.



F. Arts Grounds



G. McCormick Observatory

3 Improve outdoor spaces by adding furnishings and amenities to support academic and social uses

Key

- H. McCormick Road: Plans are underway to expand sidewalks, add power for food trucks, and limit auto traffic.
- I. Physics Building:
 - a. South: Plans are underway to add terrace areas and furnishings.
 - b. North: Plans are underway to create an outdoor work terrace adjoining an indoor maker-space.
 - c. South and West: Incorporate casual seating such as boulders or benches in a circular formation for small class discussions.
- J. Chemistry Building and Gilmer Hall: Identify funding for furniture groupings on the Gilmer Chemistry terrace, Chemistry Wilsdorf terrace and lawn facing McCormick Road.
- K. Astronomy Building:
 - a. South courtyard: Improve planting and maintenance and add furnishings
 - b. East: Populate with seminar tables and chairs. (In planning)
 - c. North: Improve landscape plantings and habitability.



H & J. McCormick Road & Gilmer Hall



I. Physics Building South



I. Physics Building North



K. Astronomy Building

3a Improve the landscape surrounding A&S buildings along Cabell Drive

Existing Conditions

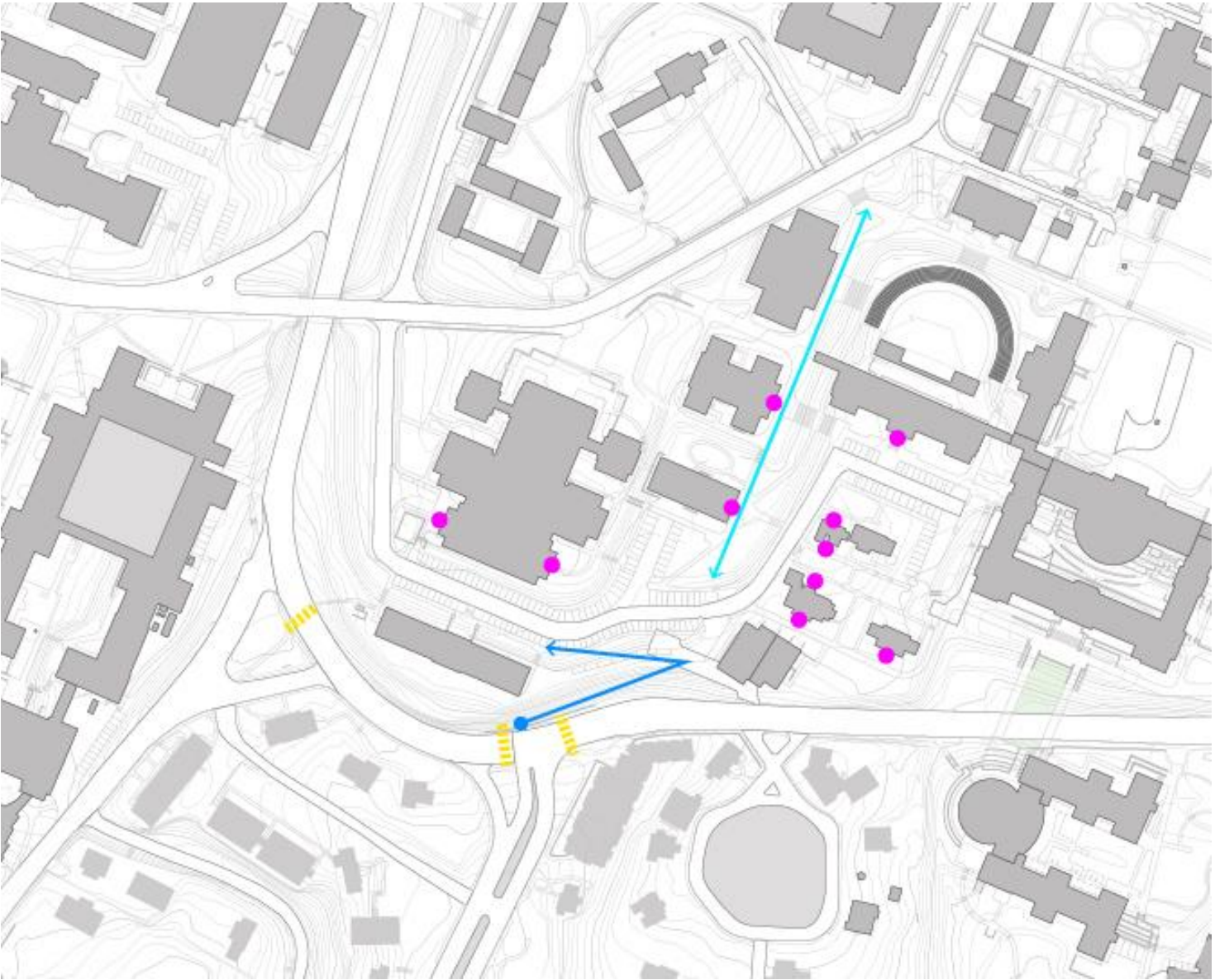
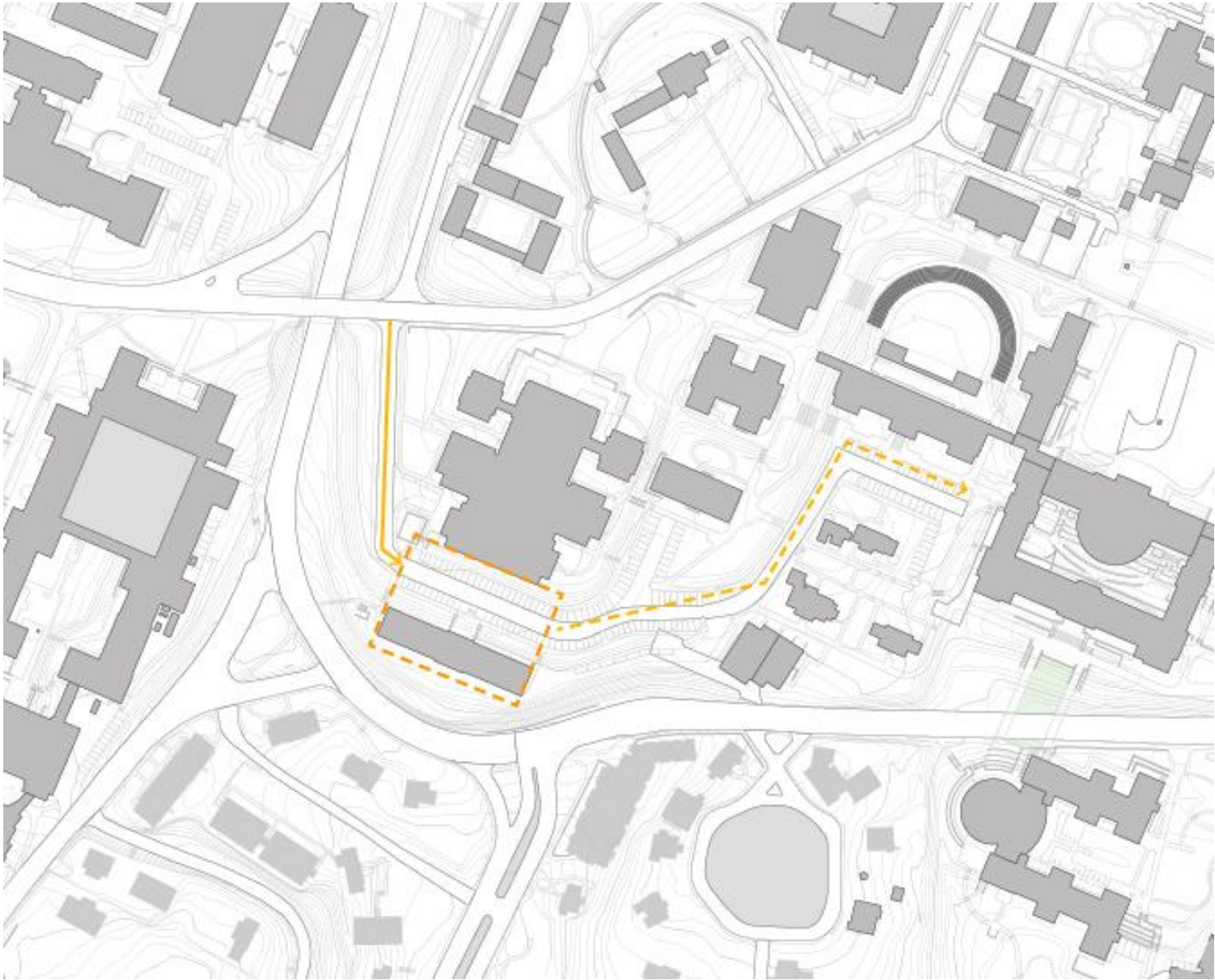
- Perception of the area as the back side of the University
- Extensive surface parking and traffic conflict with pedestrian and bicycle traffic
- Back faces of buildings surrounding open space
- Lack of connection to adjacent areas - fence between the Jefferson Park Avenue neighborhood and Grounds
- Substantial topographical change



3a

Improve the landscape surrounding A&S buildings along Cabell Drive

Access + Circulation



Landscape improvements to this precinct would be a University initiative. Improvements would substantially benefit A&S and the departments and programs located at Bryan Hall, Dawson’s Row, Halsey, Kerchof, New Cabell, and South Lawn.

- 1) Consolidate parking and reduce surface parking
- 2) Limit vehicular traffic

- 3) Maintain fire lanes to Halsey Hall, Dawson’s Row, Bryan Hall
- 4) Crosswalks across JPA / sidewalk extension. Develop Accessible Route from JPA to Cabell Drive
- 5) Reinforce access points at south side of surrounding buildings
- 6) Reinforce Main Pedestrian routes

4

Evaluate real estate holdings

A&S should continue to identify opportunities to renovate or replace lesser quality buildings.

A&S should increase utilization of space holdings, and release non-essential space holdings if or when possible.

- With increased adoption of part and full time remote work, will there be opportunity to consolidate or reduce office space holdings?
- Could some A&S class labs be transferred to the Provost's classrooms portfolio? (Provost management supports higher utilization, and improved tech support).

Leased space and lesser quality buildings, though currently serving a functional need, should be considered for improvement or release.

A&S spends approximately \$24/sf annually (2023) for maintenance for the space it occupies on Grounds, plus utilities expense.

Reduction of space holdings increases funding availability for other needs.



4 Evaluate real estate holdings

Comprehensive view of all buildings

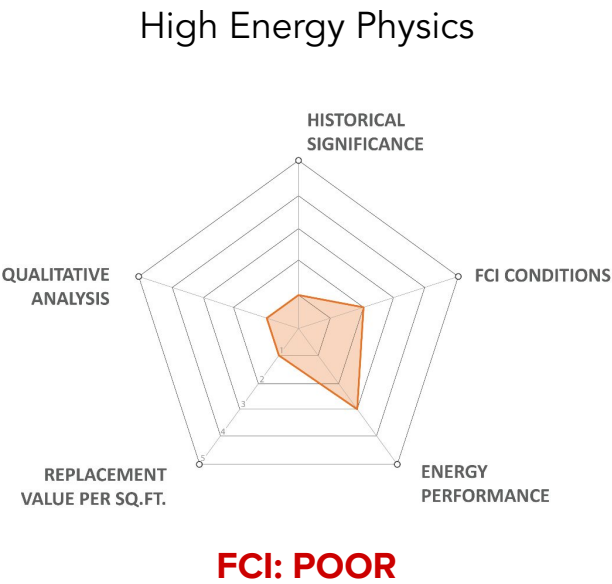
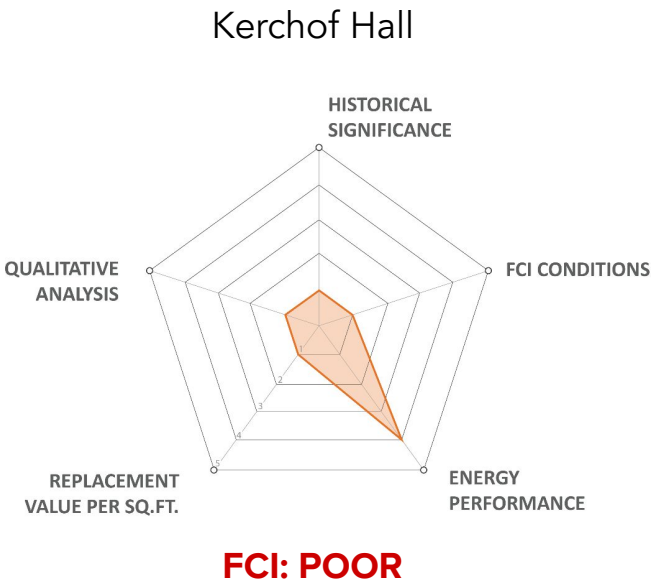
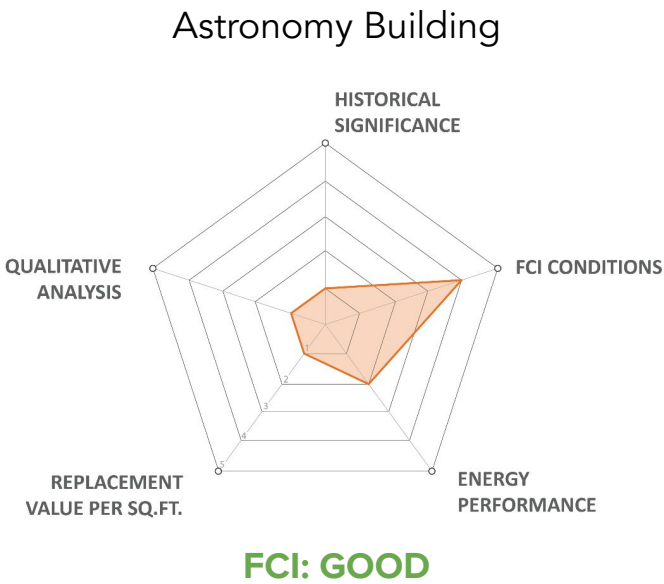
As we consider how A&S might optimize the use of their space over the long term, a comprehensive view of these several metrics together produce a short list of buildings that are in overall lesser qualitative condition to serve their current function.

A&S is dedicated to providing high-quality, well-suited space for every department.

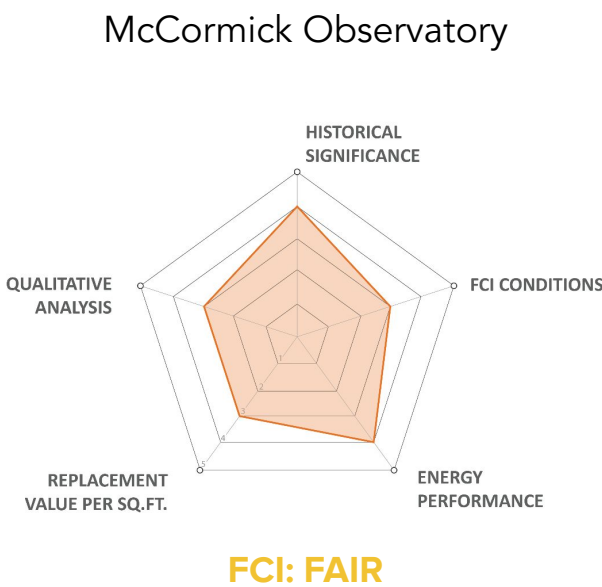
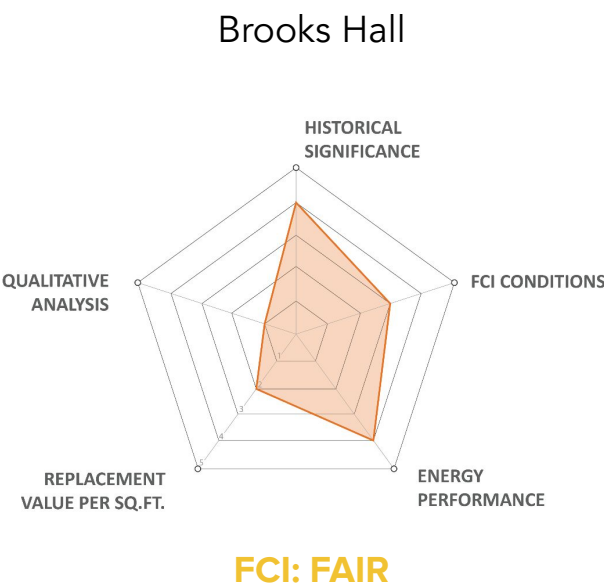
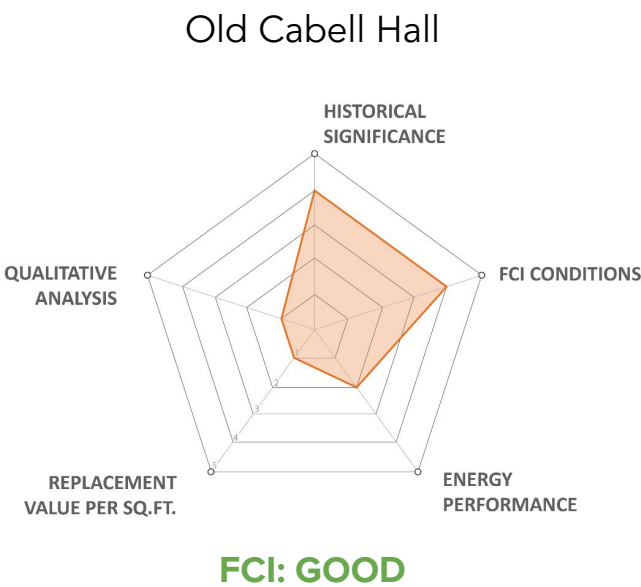
Architecturally Essential Buildings: Evaluate whether these buildings are well-suited in the long-term to meet the needs of an academic department. Prioritize capital project renovation of these buildings. (*With renovation, the buildings may no longer be best suited to house current program occupants.)

Not Architecturally Essential: Phase renovations and improvements to better meet the needs of the departments housed in less architecturally significant buildings. Seek to relocate programs housed in these buildings to higher quality space as opportunity allows.

“Not Architecturally Essential”



“Architecturally Essential”



4

Evaluate real estate holdings

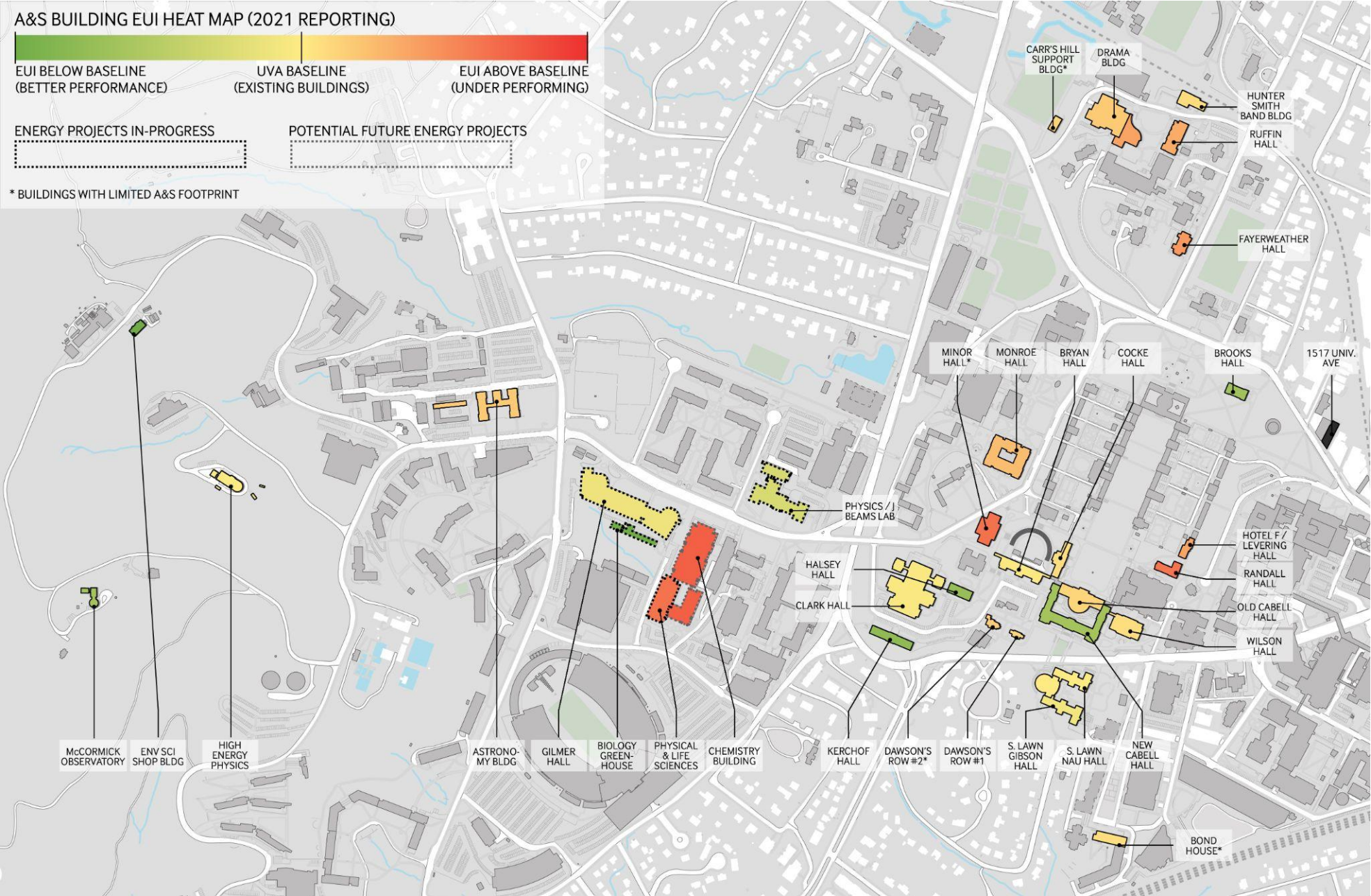
Building Performance: EUI

- EUI

Wet lab sciences buildings consume a lot of energy, so the UVA Office of Sustainability is implementing initiatives like SMART Labs to promote energy conservation.
- EUI

The majority of A&S buildings meet UVA baseline targets for existing buildings. As these buildings are renovated in the future, especially buildings with older systems, opportunities for systems upgrades should be considered.
- EUI

Buildings without central AC appear better performing, but still have qualitative conditions issues. Renovate to add central systems to modernize and improve accessibility and air quality.



Energy use intensity (EUI) is an indicator of the energy efficiency of a building's design and/or operations.

Source: Data provided by A&S from 2019-2021

Next Steps for Public Realm

Begin planning and funding for series of exterior space improvements to support outdoor learning.

Begin planning and funding for series of small scale interior common space improvements to support student experience equitably across all A&S departments.

Begin planning and funding to add several new lactation and wellness rooms to equitably serve A&S faculty, students, and staff across Grounds.

Participate in the ongoing signage masterplan process to ensure that A&S academic departments are able to convey a true sense of their organization and shape the navigational experience of their precincts and buildings, in keeping with their academic mission.

Review Cabell Drive / JPA Gateway study with the Office of the Architect and other relevant University entities for their consideration in future planning.

Continue to evaluate real estate holdings for opportunities to release or replace properties whose utilization for A&S academic use is suboptimal or underperforming.