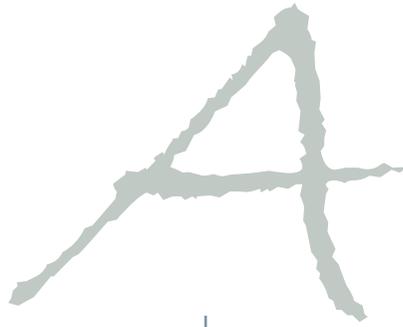


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# acknowledgements

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# EXECUTIVE SUMMARY

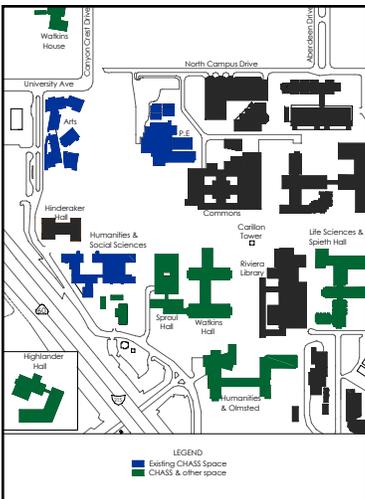


UCR Carrillon Tower

The purpose of this Master Space Plan is to recommend strategies for providing the amount and type of space needed for the College of Humanities, Arts, and Social Sciences (CHASS) that will support the College's mission and goals for the next decade, through 2010-11. The Plan takes into account expected growth in students, faculty, and staff; changes or trends in teaching and learning methodologies; and institutional policy regarding allocation of faculty and capital resources for facilities development.

The Master Space Plan is also intended to be consistent with the UC Riverside Long Range Development Plan (LRDP), a comprehensive land use plan that is used to guide development of University facilities.

## Context



Master Space Plan:  
Existing Conditions

The College of Humanities, Arts, and Social Sciences is the largest college on the UC Riverside campus, enrolling almost 56% of all undergraduates and nearly 37% of graduate students. In FY 1999-2000, College enrollment was approximately 5,600 FTE students, with about 245 FTE faculty. By the year 2010-11, enrollment in CHASS is projected to be about 9,800 FTE students, an increase of 75%; and an expected 83% increase in the number of faculty, to more than 449 FTE.

The mix of disciplines and departments within the College is part of its distinctive mission within the University of California, Riverside. By organizing departments, centers, and special programs of the performing and visual arts, the humanities, and the social sciences under the aegis of a single Dean, the College provides unique opportunities for students and faculty to interact across disciplines in a dynamic teaching and research environment. In effect, CHASS is the equivalent of a moderately-sized stand-alone liberal arts college, with the added benefit of strong links to the natural and physical sciences, Engineering, and UCR's professional schools of Management, and Education.

Because CHASS provides the intellectual home for most undergraduate students, the centrality of its facilities, accessibility of its classes, faculty, teaching assistants, and support services to students is important. Although CHASS currently occupies space in 20 different buildings, the vast majority of its space is in just six of them, located relatively close together along the Carillon Mall, the center of most undergraduate academic activity.

Although the Humanities and Social Sciences building was recently completed, in 1996, most of the more than 243,600 assignable square feet (asf) occupied by CHASS departments in 1999-2000 are in buildings that are more than 30 years old, and in which there have been little or no major renovations. Thus, the age, condition of existing space, and the capability of these older buildings to meet the demands of new pedagogies, research methods, and advanced information technology is as important to this College as the demands of growth.

## Process



In March of 2001, Academic Planning and Budget (APB) retained STRATUS of Los Angeles, California to provide consulting services associated with this Master Space Plan. A previous CHASS faculty survey and Department Chair interview performed by APB provided baseline information, as did the College's Academic Plan, white papers, and UCR's Vision 2010 Strategic Plan. Faculty allocation budgets and existing space utilization were studied. Department Chairs, faculty and staff were engaged in several workshops to discuss the existing and ideal environments for teaching and learning, faculty graduate students and programs, performance and studies, and applied technology. Best practice research was conducted of aspirational institutions to identify the distinguishing characteristics of exemplary models. Qualitative and quantitative data were synthesized to create the Master Space Plan Summary and provide baseline information for several alternative scenarios. The scenarios were evaluated by the Dean and Vice Chancellor of Academic Planning and Budget. The preferred scenario was chosen, and is represented in this Master Space Plan document.

Meeting the space needs of the College for the next decade will require both new space to accommodate the expected growth in numbers of students and faculty, and significant attention to the type and quality of space necessary to support a 21st century learning environment. Using University of California space allowance guidelines for CHASS disciplines, the College will require more than 410,000 asf by the 2010-11 academic year, an increase of almost 167,000 asf, or almost 70% more space than is currently available.

To address the important quality of space issues, each existing, new, and reassigned facility will need to be flexible enough to enhance the development of interdisciplinary programs and activities, provide more opportunities for interaction among faculty and students, and in general be utilized to their highest and best use.

The Table and Site plans that follow address Proposed CHASS space Distribution for 2010-11; the proposed locations for new and reassigned facilities at the College core; and the highest and best use for each new, reassigned, and existing facility.

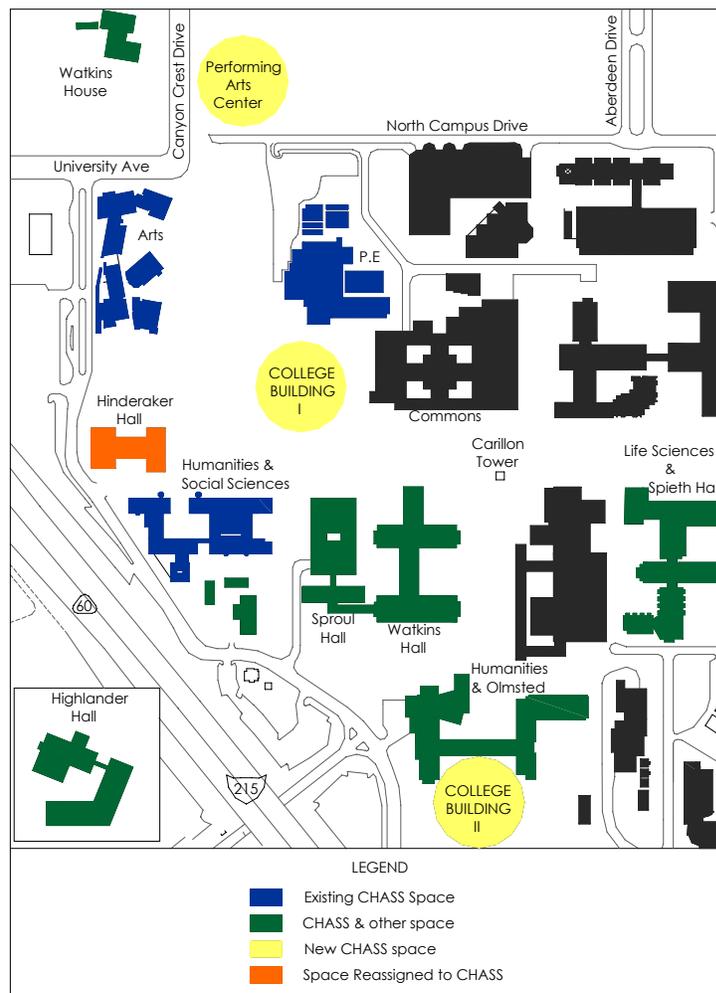
The Capital Improvement Plan proposes that two new buildings, (tentatively labeled College Building I and II), be constructed at a size of about 68,000 asf (56,000 asf CHASS) and 47,000 asf, respectively.

Proposed CHASS Space Distribution: 1999 - 2011				
		1999/2000 - 2010/11		
ASF	Existing: 1999-2000	Proposed Eliminated	Proposed Reassigned	Proposed New
<b>243,637</b>	<b>Total ASF</b>			
2,448	Art Annex			
18,916	California Museum of Photography			
1,890	College Building South			
21,130	Highlander Hall			
15,965	Humanities			
50,228	Humanities & Social Sciences			
24,667	Life Sciences/Spieth Hall			
32,422	Olmsted Hall			
41,166	Physical Education/P.E. Utility			
2,817	Sproul Hall			
1,516	Theatre Workshop			
23,498	Watkins Hall			
3,238	Watkins House			
<b>239,901</b>	<b>Existing</b>			
(561)		Arts Trailer		
(1,075)		Trailer 5		
(1,156)		Trailer 6		
(472)		Trailer 10		
(472)		Trailer 10A		
<b>(3,736)</b>	<b>Existing to be Eliminated</b>			
10,560			Highlander Hall	
27,000			Hinderaker Hall	
<b>37,560</b>	<b>Reassigned to CHASS</b>			
32,000				Rouse Building
55,560				Arts Building
56,000				College Building 1
47,000				College Building 2
<b>158,560</b>	<b>New Space</b>			
<b>432,285</b>	<b>Total CHASS &amp; CHASS Driven Space (New General Assignment Classrooms) Provided</b>			
<b>410,309</b>	<b>Total Required CHASS Space 2010 - 2011</b>			

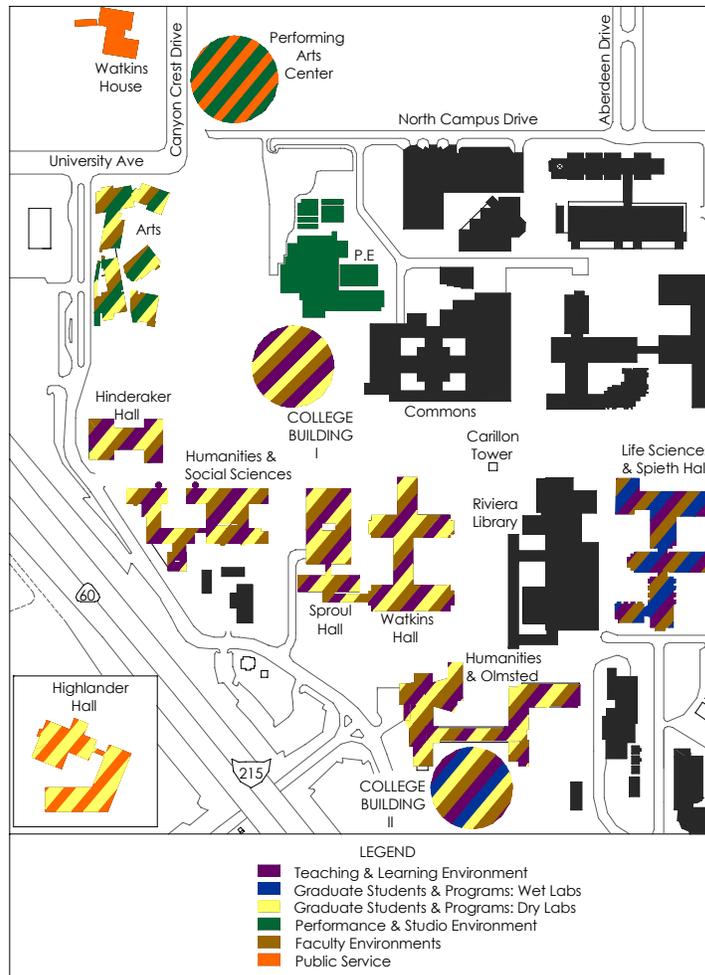
College Building I is envisioned to be a College and University resource consisting of contemporary general assignment classrooms, non-standard class labs, and interdisciplinary academic centers. Proximity of College Building I to the Commons would reinforce the idea of an academic gathering place and College hearth.

College Building II is envisioned as principally a Psychology building, but also a facility that could bridge between the CHASS Social Sciences and CNAS Biological Sciences by providing needed high-quality wet lab research, teaching and support space, including vivarium.

An additional 27,000 asf will be provided for the College in renovated space in Hinderaker Hall, assuming the release of administrative space in Hinderaker to other buildings. In addition, the campus will require a major new Performing Arts complex, and the relocation and realignment of a number of existing departments or centers as they grow larger and new interdisciplinary linkages evolve over time.



Master Space Plan:  
CHASS Space Allocation



Master Space Plan:  
Highest and Best Use of  
Facilities

# 2

## BACKGROUND

2.1

university of  
california,  
Riverside

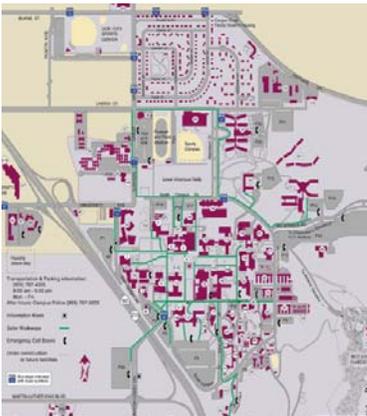


UCR vicinity Map

Located on more than 1,100 acres, three miles east of downtown Riverside, in one of the fastest growing areas of California, the University of California's Riverside campus (UCR) is one of the most important educational and cultural resources for the Inland Empire region. This growth is also characterized by an increasingly diverse and multi-cultural population in the communities that are served by the campus.

First established as an experimental orchard and research facility in 1907, the campus opened as a general campus of the University of California in 1954. Since then, enrollment has grown to more than 10,000 undergraduate and graduate students in the fall of 2000, and is expected to increase to 25,000 by the year 2015.

This number of students, coupled with concomitant growth in faculty, staff, and daily visitors to the campus will require major changes in teaching and research, development of services and programs for students, and facilities to support them in a 21st century learning environment.



UCR Campus Map



UCR 2010

UCR is classified, according to Carnegie Foundation designations as a Doctoral/Research University-Extensive, which means that it offers a wide range of baccalaureate programs and graduate programs through the doctorate degree. Its most recent strategic plan, Vision 2010, completed in April, 2001, identified four major organizing themes:

- **W**orld leadership in selected areas - UCR's decade-goal is to select a number of academic areas in which it can achieve world-class standing: areas in which UCR's name is synonymous with excellence.
- **C**ulture of Inquiry - a culture that ensures that every member of the university community, as well as visitors to the campus, will embrace and feel welcome to participate in the intellectual life of the university.
- **D**iversity and Excellence - that the fusion of teaching and research excellence will occur within a multicultural environment; and
- **U**CR's moral imperative - the acceptance of resources in trust and the acceptance of the obligations that accompany that trust; and its commitment as a research university to engaging the fundamental issues that face society as a whole.

College of  
Humanities,  
2.2 Arts, and  
Social  
Sciences

As the largest college at UCR, the College of Humanities, Arts, and Social Sciences (CHASS) is the intellectual home for the majority of all undergraduates enrolled at the Riverside campus, providing more than 70% of UCR's total student credit hours. The College includes twenty academic departments, four research centers, and approximately 245 faculty FTE. Its fall, 1999-2000 enrollment was 5,620 FTE students.

In addition to its broadly diverse and multi-disciplinary program, the College has achieved a national and international reputation for excellence. Its faculty have earned a sixth-place ranking among the nation's public research institutions in Humanities, Arts, and Social Sciences. In 2000, CHASS accounted for half of the campus's fifty Guggenheim Fellows; and eleven members of the faculty were named fellows of the American Association of the Advancement of Science in just the last three years.

Expected growth of the UCR campus over the next decade will require CHASS to re-evaluate its mission, goals, and the strategies necessary to maintain and enhance high quality teaching and research. Among the issues to be addressed will be the significant impact of advanced technologies on the learning environment; construction of new facilities and renovation of existing, outdated buildings; recruitment and retention of faculty and graduate students; providing an organizational and financial infrastructure that supports and enhances collaborative learning and research; and the enhancement of the College's links to the greater community through programs such as performing arts, galleries, museums, and other public service programs.

### 2.3 Long Range Development Plan

The CHASS Master Space Plan, which is the focus of this study, must be consistent with the campus Long Range Development Plan (LRDP), a comprehensive land use plan that is used to guide development of future University facilities. The 2001 LRDP will consider the academic goals of the campus through the year 2015, including enrollment expectations, changes in the character of the campus and its surrounding communities, and the needs for circulation, open space, parking, and housing. All of these factors will also place a high demand on the campus infrastructure, including utilities, roads, energy requirements, and other natural resources.

### 2.4 The Master Space Plan

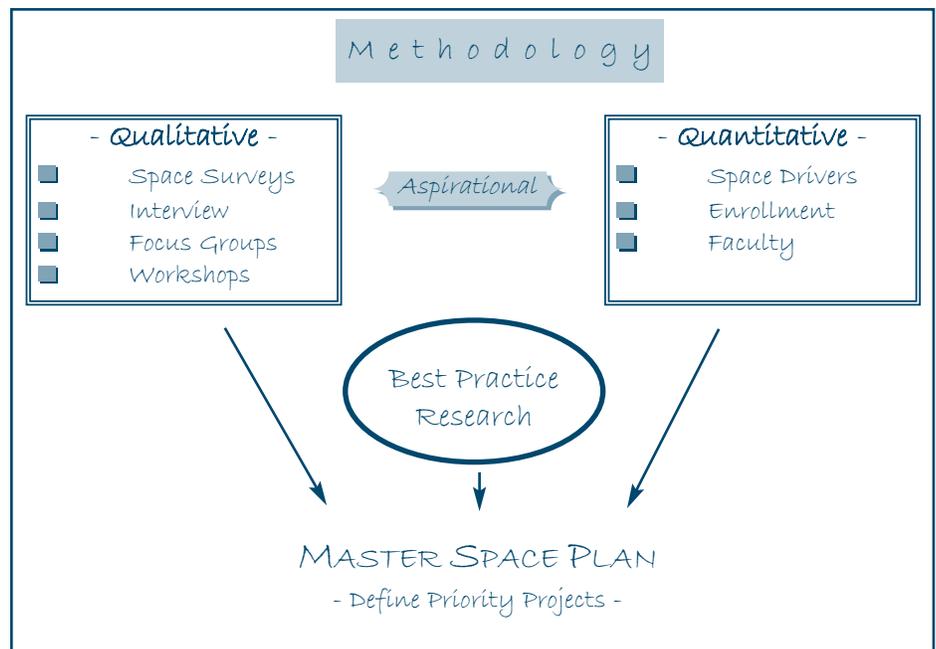
In the decade that follows, campus enrollment is expected to increase to approximately 21,000, with enrollment in the College increasing from its present 5,620 FTE students to almost 9,800 FTE students. The number of faculty required for CHASS is projected to increase nearly 84%, from 245.40 faculty FTE in 1999-2000 to 449.68 FTE in 2010-11. In addition, graduate headcount in the College is expected to increase about 38%, from 459 FTE to 633 FTE in the same time period. The need to understand the impact of this expected growth on space and facilities is the primary driver of this plan.

The purpose of the Master Space Plan is to understand the utilization of existing facilities assigned to the College of Humanities, Arts, and Social Sciences and to propose strategies for providing the amount and type of space needed to support the College's mission and goals through fiscal 2010-11, consistent with the campus LRDP. The plan takes into account expected growth in students, faculty, and staff; anticipated changes in curriculum, research, support services for faculty and students; and the introduction of new educational delivery methodologies.

2.5 Process/  
Methodology

The methodology for preparation of the CHASS Master Space plan involved five primary initiatives:

(a) **R**eview and analysis of existing space conditions and utilization patterns, including instructional spaces. This included a review of the physical inventory and a walk-through of the space assigned to CHASS in each building, discussions with chairs or other representatives of departments and centers about their use of space; meetings with administrative staff of the College and Academic Planning and Budget to understand the results of their own facilities assessment conducted during the Winter of 1999-2000; and reconciliation of this qualitative information with data in the campus inventory system.



(b) Review and discussion of current and projected teaching and research methodologies, including the impact of advanced information technology. These meetings were organized into five environment-specific focus groups to engage participants in discussion of a variety of factors and perspectives about existing conditions and future trends that would drive the character and quality of facilities required by the College. Attended by approximately 80 faculty and staff, they addressed the following general topics:

- Teaching and Learning - the type and quality of instructional spaces and resources, current and projected educational delivery methods for undergraduate and graduate courses, and support requirements.

- Faculty - current needs for research and emerging research areas; faculty interaction within the College and across the campus; and the enhancement of scholarly activity.

- Graduate Students and Programs - nature and quality of resources and support for graduate students, collaboration with other students and faculty members; and support for graduate student research.

- Performance and Studio - requirements and differences in teaching, studio, rehearsal and performance space among the arts disciplines; community outreach and involvement through arts programs and events; trends in teaching and emerging interdisciplinary arts programs.

- Technology and Infrastructure - need for comprehensive technology planning, establishment of an integrated technology infrastructure; special technology requirements of individual programs and centers within the College.

(c) Benchmark research on trends in similar or competitive programs in other institutions - identification of "best practices" in peer institutions with similar programs, enrollment, curricular and program emphasis, including a quantitative analysis of comparative space types, where comparisons are feasible.

(d) Development of a set of guiding principles - guidelines for development of new facilities, renovation of existing facilities, or realignment of spaces to assist administrators and/or architects in the development of space allocation and design criteria.

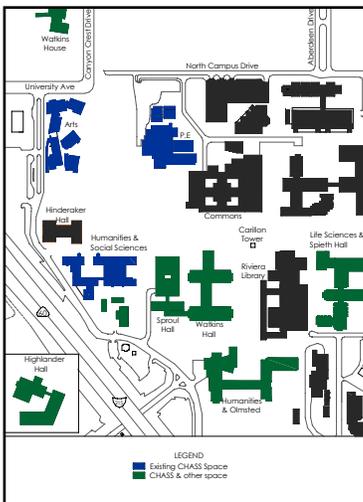
(e) Development of a planning model on which to base minimum space requirements - a budgeting tool for use in developing space allocation policies and long term capital budget requirements.

# 3

## ASSESSMENT OF CURRENT CONDITIONS

3.1

### Overview



Core CHASS Facilities

An important and distinguishing characteristic of this College is the organizational integration of the humanities, arts, and social sciences, providing unique opportunities for interdisciplinary programs and innovations in curriculum development and research. However, the requirements for space and facilities vary significantly throughout the College, to a large extent based upon the specialized needs of individual disciplines or departments.

For example, the Performing Arts and Arts divisions require extensive studio and performance spaces; Psychology requires wet laboratories and proximity to vivarium facilities; and other Social Sciences and the Humanities departments require more attention to office, conference, and scholarly activity spaces to support the types of instruction and research common to their discipline. At the same time, all of them require similar spaces for faculty offices, teaching assistants, classrooms, seminar rooms, conference rooms, and computer laboratories.

In effect, the size and scope of CHASS is quite similar to that of a liberal arts college without the sciences, engineering, and professional schools. The challenge is to provide as integrated an environment as possible, while still recognizing the unique nature of each of its separate disciplines.

### 3.2 Constraints of Existing Facilities

Currently, CHASS occupies space in 20 different buildings, including 5 trailers. Together, these buildings comprise approximately 243,600 assignable square feet (asf). The vast majority of the space, is assigned to CHASS in only six of these buildings: Humanities and Social Sciences, Humanities, Olmsted, Life Sciences, Watkins Hall, and Physical Education.



Humanities - Olmsted



Life Sciences



Spieth Hall



Arts Building



Humanities & Social Sciences



Watkins Hall

The basic design of most of these buildings limits their use to the types of disciplines and programs that now occupy them. For example, Psychology's need for laboratory and vivarium space must be met in buildings that can support a laboratory infrastructure. Currently, only the Humanities/Olmsted building is designed with sufficiently flexible space to meet most of its space needs, yet allow the department to remain as close as possible to existing laboratory facilities. In addition:

- Life Sciences and Spieth Hall - currently house the majority of the University's life science and biological sciences class laboratories, research laboratories, and a principal campus vivarium. With modernization, this facility can continue to support these types of activities. However, there is a growing need for science research space to support Cell Biology, Neuroscience, Vivarium, and other College of Natural and Agricultural Sciences (CNAS) research space needs. The long term highest and best use of Life Sciences and Spieth Hall may be for CNAS.

- The Arts building - designed with heavy emphasis on studio and performance space, this facility is not suitable for office-based disciplines such as Humanities or Social Sciences.

- The Humanities and Social Sciences building is in many ways the converse of the Arts building. Humanities and Social Sciences is a building designed primarily for faculty offices, related support spaces, and classrooms. It has limited utility as a multi-disciplinary facility that might also accommodate modern class laboratories, some types of research labs, or arts studios.

- Watkins Hall is designed with a restrictive structural system that supports medium-sized classrooms and class labs; however it is less suitable for faculty offices. Its location adjacent to the Rivera Library, may provide an opportunity to eventually convert this facility to a modern instructional center. Because Watkins is a relatively small, older building, and occupies a valuable site on the Carillon Mall, consideration might be given to its eventual replacement with a more substantial building, in part or in whole.

- Sproul Hall is also centrally located adjacent to the Carillon Mall. It is divided into sequential segments that seem best suited for lecture halls, faculty and administrative offices, classrooms, and seminar rooms. Currently, Sproul houses most of the Graduate School of Education; however, the space requirements for both the School of Education and CHASS are similar.



Sproul Hall



Highlander Hall



Barn Theater

CHASS also occupies space in temporary trailers, the Barn Theater and in Highlander Hall. The CHASS trailers occupy land that is destined for development to support additional campus growth; thus, they will have to be replaced at some point in time. On the West Campus is Highlander Hall, a former motel purchased by the University. It is currently assigned primarily to the Economics Department. The building's location and design, with an exterior balcony corridor, does not easily lend itself to uses by academic departments. However, Highlander Hall could become a center for scholarly activity or one or more research centers.

3.3 Qualitative Summary of Space Needs

The following is a qualitative summary of current and projected facilities-related needs synthesized from discussions in the environment-specific focus groups with faculty and staff:

*Teaching and Learning*

- High-quality classrooms and seminar rooms
- Varying sizes and configurations
- Flexibility to accommodate different pedagogies.

## *Faculty*

- Adequate offices for full-time, part-time, and visiting faculty
- Support spaces for faculty research groups, centers, or departments; conference rooms, library, data labs, lounge, and storage space.
- Identifiable areas to encourage discipline-based as well as interdisciplinary interaction among faculty and students.
- Inviting places for visiting scholars to live, interact, and work with faculty(e.g.; retreat-like setting).
- Specialized labs or research areas to enhance collaboration around research interests.

## *Graduate Students and Programs*

- Space for research, social interaction - a "place to call their own".
- Research space in or adjacent to Psychology and Anthropology laboratories.
- Specialized labs or research areas to enhance collaboration around research interests.
- Collaborative spaces in Humanities and Social Sciences
- Shared spaces for access to high-cost or unique technology (e.g.; virtual reality, digital media labs, etc.)

## *Performance and Studio*

- A Performing Arts Center to serve the community as a regional cultural facility and to attract and retain faculty and students.
- Additional growth space for all Arts programs
- Increased capability for digital and multimedia development labs, TV, and production studios.
- Additional high-quality performance and rehearsal space.

## *Technology and Infrastructure*

- High-level application and support, especially in the learning environment (classrooms, seminar rooms, class laboratories, and studios).
- Shared high-tech spaces, equipment, and resources (e.g.; GIS, visual modeling)
- Consistent and ubiquitous technology throughout all College facilities.
- Interaction software that supports self-paced teaching.
- Enabled distance learning applications.
- Specialized technology labs.

# 4

## SPACE PLANNING ASSUMPTIONS

### 4.1

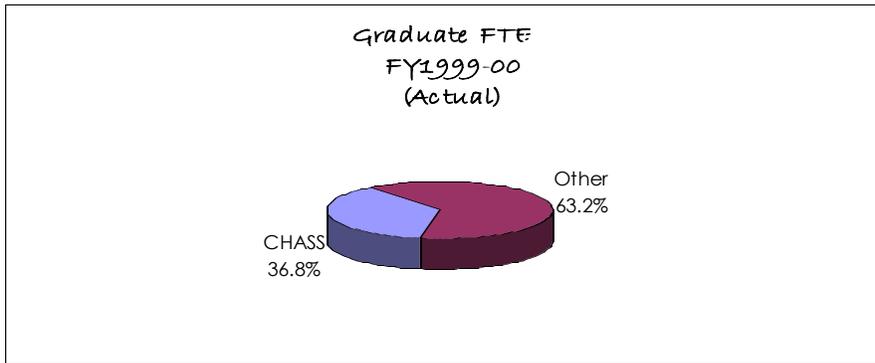
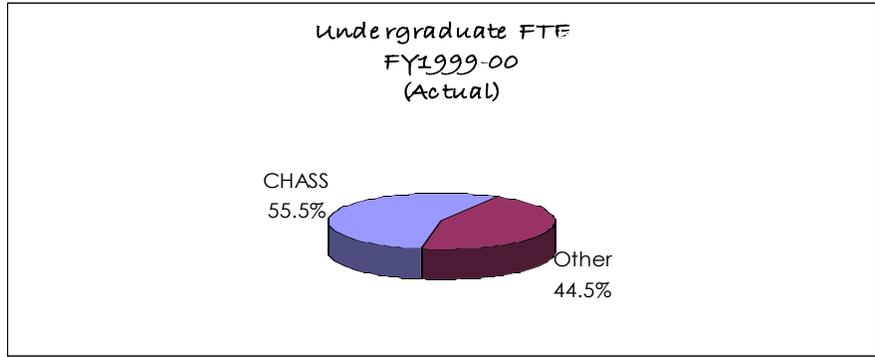
#### Overview

The Master Space Plan space "model" for CHASS starts with the use of existing standards or guidelines and drivers (enrollment and faculty) for determining certain "standard" space type allowances, particularly faculty offices, classrooms and class laboratories, and research that is discipline-specific. Those standards have been augmented using recent comparative data from similar institutions to derive the standard space needs. To this set of standard space needs, specialized or "non-standard" space needs of the College have been added based on specific pedagogies or research requirements to create program-based guidelines.

In this section, existing square footages are based on FY1999-00 data compiled by the Office of Academic Planning and Budget.

### 4.2 Enrollment

The College of Humanities, Arts and Social Sciences provides both the foundation for a general university education across the curriculum and opportunities for careers in a variety of fields. With the campus slated for significant growth in enrollment over the next ten years, the College will be the recipient of a large proportion of that expected growth. In fiscal year 1999-00, the College enrolled 55.5% of all undergraduate full-time equivalent students (FTEs) and 36.8% of graduate FTEs.

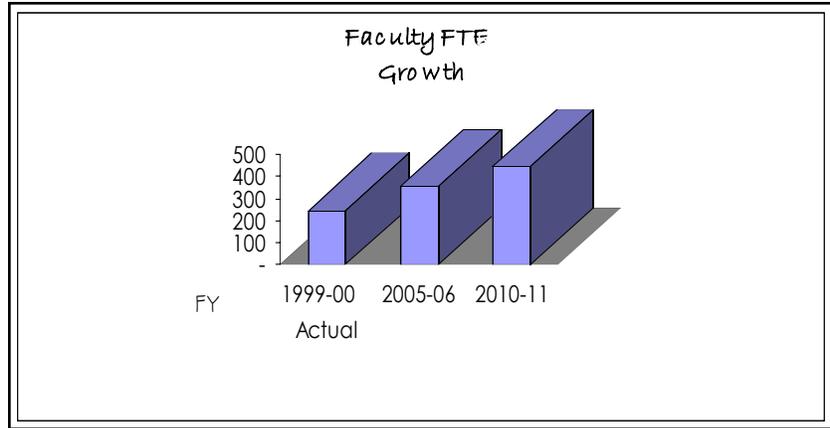


Campuswide enrollment is expected to nearly double by 2010-11, and the College is anticipated to grow at a similar rate:

	Actual		Percent Increase		Percent Increase
	FY1999-00	FY2005-06		FY2010-11	
Campus FTEs	10,662	15,800	48.2%	20,200	89.5%
CHASS FTEs	5,620	7,766	38.2%	9,781	74.0%

### 4.3 Faculty Distribution

The opportunity for significant growth over the next decade must be pursued in ways that not only build on the unique character and strength of the College, but also allow CHASS to transform its programmatic landscape to accommodate disciplinary advances, new research, and teaching opportunities. No where will this be more evident than in the combined growth anticipated for humanities, arts, and social sciences faculty. In the next ten years, the total faculty increase for the College is expected to top 80%.



The following table represents the current and projected distribution of faculty FTE to meet and accommodate the expected needs:

	Actual		
	FY1999-00	FY2005-06	FY2010-11
Arts	34.62	52.08	64.20
Humanities	63.21	87.36	107.72
Social Sciences	116.86	160.95	198.22
Interdisciplinary	0.00	10.00	20.00
English Comp	30.71	46.88	59.54
<b>CHASS Total</b>	<b>245.40</b>	<b>357.27</b>	<b>449.68</b>

Instructional  
and Research  
4.4 (IGR)  
Standard  
Space

The College faces a variety of challenges which, if not effectively addressed, will hamper the aspirations for pre-eminence in CHASS and for the campus. Two key challenges in particular are an anticipated shortage of space for academic and research programs to meet the growth demands, and maintaining the pedagogical environment while teaching an increasing number of students.

In order to provide an adequate and flexible base to accommodate academic and research needs, assignable square foot (asf) factors were developed on a per faculty FTE basis and include allowances for the following space types:

- Faculty offices
- Research/ Scholarly Activity space
- Research Assistant or Post-Doc space
- Teaching Assistant space
- Administrative space
- Conference space
- Support space

Faculty assignable square feet factors by discipline are as follows:

<i>Discipline</i>	<i>ASF/FTE</i>
Arts	400-600
Humanities	400
Social Sciences	400-1,200
Interdisciplinary	600
English Comp	100-150

By applying these factors to the faculty distribution in section 4.3, the projected space needs (asf) are as follows:

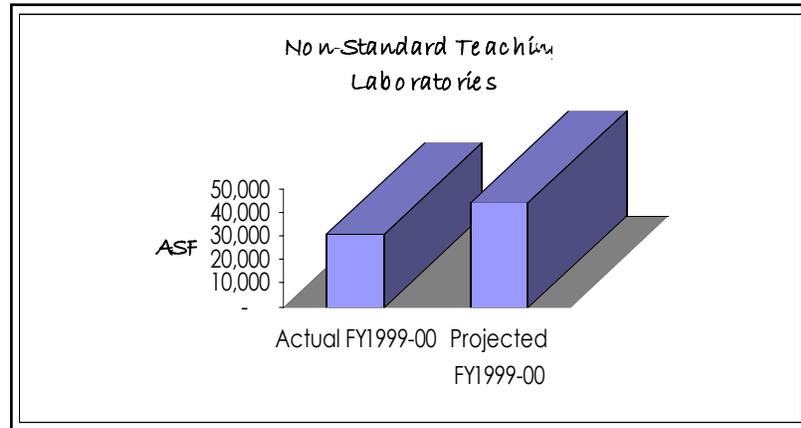
<i>Discipline</i>	<i>Actual</i>		
	<i>FY1999-00</i>	<i>FY2005-06</i>	<i>FY2010-11</i>
Arts	16,789	27,924	34,422
Humanities	29,202	34,944	43,088
Social Sciences	68,847	92,320	113,688
Interdisciplinary	0	6,000	12,000
English Comp	0	2,826	3,590
<b>CHASS Total</b>	<b>114,838</b>	<b>166,818</b>	<b>210,348</b>

The majority of instruction in this College occurs in non-standard teaching laboratories and general assignment classrooms (both of which are addressed below), but there is a small standard teaching laboratory component. The following table represents the projected space needs across the College:

	<i>Actual</i>		
	<i>FY1999-00</i>	<i>FY2005-06</i>	<i>FY2010-11</i>
<b>CHASS Total</b>	<b>4,573</b>	<b>6,102</b>	<b>7,609</b>

Given the programmatic requirements of this College, more than 85% of the teaching laboratory space is classified as non-standard. By definition, non-standard teaching laboratories are not used on a regularly scheduled basis, but they do serve students either in groups or individually. In order to accommodate the unique needs of this College, a factor of 8 asf per student FTE has been applied. If this factor were applied to FY1999-00 student FTE enrollment, the College would be space deficient by 45%.

4.5 Non-Standard Teaching Laboratory Space



In the following table, the total Non-standard Teaching Laboratory space is distributed into four categories of space. Percentages of the total allocation are based upon the extrapolation of similar current space, adjusted to improve distribution and rectified to address deficiencies.

Teaching Lab Space Type	Percentage Distribution
Computer Open Lab	20%
Multimedia Open Lab	5%
Observation Open Lab	10%
Performing Arts Open Lab	65%

Based on the total Non-standard Teaching Lab space required and percentage distribution noted above, the following table represents the projected space needs across the College:

Space Type	Actual		
	FY1999-00	FY2005-06	FY2010-11
Computer Open Lab	2,330	12,426	15,650
Multimedia Open Lab	522	3,106	3,912
Observation Open Lab	2,499	6,213	7,825
Performing Arts Open Lab	25,641	40,383	50,861
<b>CHASS Total</b>	<b>30,992</b>	<b>62,128</b>	<b>78,248</b>

Organized  
4.6 Research and  
Activities  
(Centers)

In addition to providing a supportive environment for individual and disciplinary-based research, the College historically has sought to promote interdisciplinary collaboration. New faculty hires in College-wide "clusters" will increase the base of researchers working across disciplinary and structural boundaries. But for growth, these centers must rely increasingly on extramural sources of support. Therefore, in order to accommodate potential growth in the future, a "typical" center has been created based on an existing successful Center to provide an adequate space allowance.

The typical center may be occupied by more than one program, but allows for flexible change as programs expand or contract over time. It will consist of 4,200 ASF, made up of the following space components:

<i>Space Type</i>	<i>Quantity</i>
Faculty Offices	12
Research Assistant Offices	4
Visiting Scholar/Other Offices	4
Scholarly Activities Areas	2
Administrative Area	1
Copy/Workroom	1
Computer Lab	1

The following table represents the projected space needs for Centers across the College:

	<i>Actual</i>		
	<i>FY1999-00</i>	<i>FY2005-06</i>	<i>FY2010-11</i>
CHASS Total	12,073	16,939	25,300

*Academic Support, 4.7 Public Service and Physical Education*

With the expansion of the campus, attention to infrastructure needs is a primary consideration. As just one example of the challenge, growth has implications for undergraduate advising. UC Riverside is a mandatory advising campus - all undergraduate students are required to meet with their academic advisers each quarter. The types of programs included in this section are:

- Academic Administration (i.e.; Dean's Office)
- Cultural Centers (i.e.; California Museum of Photography)
- Vivaria
- Public Service (i.e.; Theatre Facilities Unit)

Space needs for these programs are based on discussions with administration, faculty and staff; the following table represents the projected space needs across the College:

	<i>Actual</i>		
	<i>FY1999-00</i>	<i>FY2005-06</i>	<i>FY2010-11</i>
<i>CHASS Total</i>	<b>41,967</b>	<b>51,524</b>	<b>50,550</b>

General  
4.8 Assignment  
Classrooms

The needs of the Physical Education program were not taken into consideration in the development of space projections. However the existing square footage for FY1999-00 is 38,254 asf, and no additional growth is projected at this time.

For this College in particular, the provision of adequate general assignment classrooms is critical as many of the disciplines exclusively use this environment for instruction. In FY1999-00, the College utilized 51.7% of the entire campus classroom inventory, and this rate of utilization is not expected to decline. Therefore, given the dramatic increase in student enrollment, the space needs for the campus and the College's proportional share have been incorporated.

In general, the classroom of the future will need to be interactive and flexible, and both requirements affect square footage per student or station. Interactivity can be achieved most effectively through seating arrangement and by exploiting technology to enhance participation in the classroom, and flexibility through moveable chairs and tables that allow for easy re-arranging from lecture, to discussion, to small group collaboration and back again.

Therefore, in order to accommodate these needs, a range of space factors were applied based on current practice. The following table illustrates various classroom types and sizes, asf per student station or seat, the expected weekly number of hours of station use (as prescribed by the UC System), and the resulting asf per space factor by station size:

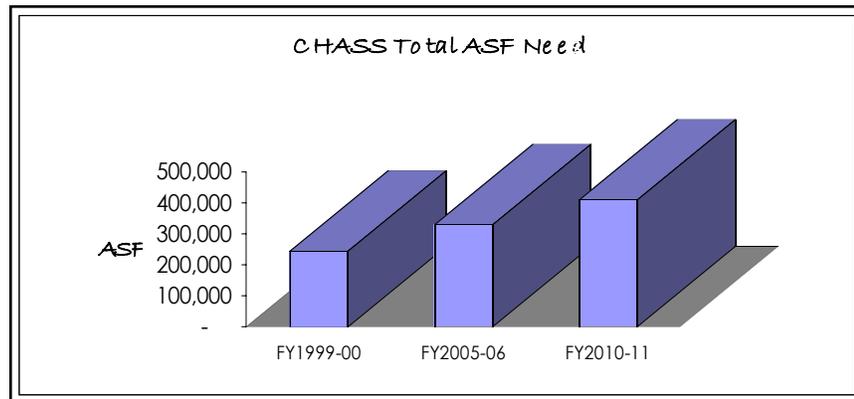
Classrooms	ASF/ Station	Weekly Hours of Station Use	Classroom Space Factor
	A÷	B=	C
Seminar (1-15 stn)	30	35	0.86
Small Discussion Classroom (16-25 stn)	30	35	0.86
Large Discussion Classroom (26-50 stn)	30	35	0.86
Lecture Hall (51-100 stn)	25	35	0.71
Large Lecture Hall (101-200 stn)	22	35	0.63
Theatre-Style Lecture Hall (201-300 stn)	16	35	0.46
Theatre-Style Lecture Hall (300+ stn)	16	35	0.46

When these classroom space factors are applied by classroom type, the following space needs (asf) for general assignment classrooms are generated. The proportional needs (51.7% based on current use) of the College are also listed:

	Actual FY1999-00	FY2005-06	Percent Increase	FY2010-11	Percent Increase
Campus	64,242	117,711	83.2%	151,126	135.2%
CHASS (@51.7%)	33,213	60,857	83.2%	78,132	135.2%

Summary of  
4.9 Quantitative  
Needs

The projected enrollment growth and the hiring of new faculty will severely tax the College's existing assignment and configuration of space. In order to meet the needs of this ten-year period, the College's overall space will need to increase by more than 65%.



The following table summarizes the total space needs of the College:

	Actual		
	FY1999-00	FY2005-06	FY2010-11
IGR Standard Space	119,411	172,920	217,957
Non-Standard Teaching Labs	30,992	62,128	78,248
Organized Rsch/Act Centers	12,073	16,939	25,300
Academic Support/Public Service	41,967	51,524	50,550
Other Non-Standard Space	940	-	-
<b>CHASS Sub-Total</b>	<b>205,383</b>	<b>303,511</b>	<b>372,055</b>
Physical Education	38,254	38,254	38,254
<b>CHASS Sub-Total (incl. P.E.)</b>	<b>243,637</b>	<b>341,765</b>	<b>410,309</b>
General Assignment Classrooms (@51.7%)	33,213	60,857	78,132
<b>CHASS Total (incl. Classrooms)</b>	<b>276,850</b>	<b>402,622</b>	<b>488,441</b>

# 5

## Best Practice Research

5.1

### Qualitative Analysis

Most higher education institutions are faced with significant external pressures such as technological, demographic and financial change, and to position themselves for success in the 21st Century. In order to successfully compete, an organization must seek out, study, and incorporate relevant best practices employed by highly admired organizations.

There is broad recognition both at the Campus and within the College of Humanities, Arts, and Social Sciences that without appropriate facilities the university will not be able to attract, compete for, and retain the very best faculty, staff and students. Therefore, as part of the Master Space planning process, specific environments were identified for study, evaluation criteria were created, and research was conducted to document best practice facility models and strategies to support the College's future direction.

#### ■ Research Methods

Research was conducted by employing various methods and consulting numerous sources to identify nationally recognized best practice facility models consistent with the strategic goals of the College of Humanities, Arts, and Social Sciences, including:

- Discussions with faculty, staff, and administrators
- Interviews with other institutional representatives and professionals around the country
- Consultations with professional organizations and associations
- Participation in major regional and national conferences and associations
- Visits to prototypical facilities
- Conducting extensive literature and internet searches

## ■ Evaluation Criteria

The following summarizes the contents and features of best practice space models that correspond to the five specific environments and needs identified for the CHASS Master Space Plan: Teaching and Learning; Graduate Students and Programs; Performance and Studio; Faculty; and Technology/Infrastructure.



Rensselaer Studio Classroom



Rensselaer collaborative classroom



University of Pennsylvania Smart Lecture Hall

### -Teaching and Learning Environment-

The teaching and learning environment should be characterized by high-quality classrooms and seminar rooms of varying sizes and configurations with flexibility to accommodate different pedagogies. An example of innovative classroom usage is at *Rensselaer Polytechnic Institute*, where Collaborative rooms allow for peer learning, team meetings, instructor/client consultations, and presentations. In addition, their Studio rooms allow for interaction among students and teachers. These classrooms are commonly used by the various departments in Architecture, Humanities, Social Sciences, Management, Science, and Mathematics. At the *University of Pennsylvania*, Multi-Purpose Rooms (capacity of 50-275) with flexible furniture arrangements or fixed, tiered seating all equipped with AV technology are also used by varying disciplines.

Additional needs to be addressed are the availability of resources such as counseling, distance learning capabilities, and specialized centers. For example, at the *University of Arizona's Integrated Learning Center* resources available include a Media and Faculty Support Center; First Year Center; University Learning Center; and an Information Commons. Services offered include tutoring, study skills development, and academic advising and counseling. Within the Information Commons are also discussion, meeting, break-out rooms, lecture halls and classrooms.

### -Graduate Students and Programs-

Graduates need space for social interaction, or essentially "a place to call their own." *Cornell University's Big Red Barn*, provides students with just that. The Barn is a center for social activities offering a meeting place for students from all fields and schools, providing a setting for student, faculty, and staff interaction and a forum to share ideas, interests, and talents. Food services, lounge space, and special activities are all available.



Cornell University  
"Big Red Barn"

Research, collaborative, and dedicated space; and shared computer, digital media labs, and other specialized resources are just as important for graduate students as are social spaces. At *Cornell University*, Graduate Programs and Specialized Research Centers scattered across campus include dozens of dedicated lab and research space in areas as diverse as a Center for Advanced Technology in Biotechnology to a African Studies and Research Center to a Center for Religion, Ethics, and Social Policy. At the *University of California, Los Angeles, Department of Psychology*, the *Fernald Child Study Center*, a research facility on campus offers use of several classrooms, an outdoor playground, and assessment space with recording capabilities for data collection and research. Laboratories on campus for teaching and research are augmented by those outside the Department. Faculty and students collaborate in teaching and research with Medical School departments, Brain Research Institute, Neuropsychiatric Institute, and Psychological and Counseling Services. The Department also houses the Psychology Clinic, a training and research center for psychotherapy and diagnostics with experimental laboratories and therapy rooms. Lastly, at the *University of Southern California: School of Business: Experiential Learning Center*, facilities consists of two large classroom areas, a central viewing and control corridor and a library. All rooms are fully equipped with remote videotaping and playback equipment. Observation of the activities transpiring in each of the five rooms is made possible by a one-way glass that separates the studios from the control room.



California State University  
Long Beach  
Technology Booth

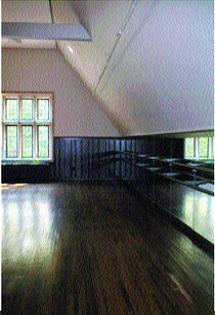
### -Performance and Studio Environment-

Performance and studio space in the Arts is significantly affected by rapid changes in technology - digital and multimedia development labs; TV and production studios; growth space for all Arts programs; and new, high-quality performance and rehearsal space are all characteristics of the types of facilities needed in this discipline. Facilities at the *California State University, Long Beach, Dance Center* offers ample space with seven dance studios of various sizes, with one capable of doubling as a video studio. The *Martha B. Knoebel Dance Theater*, seats 250 and is also located in the dance center. It contains lounges, studios, dressing rooms, classrooms, scene shop, restaurant, dance clinic, computer lab, costume shop, recording studio, technology booth, and media center.



California State University  
Long Beach  
Costume Shop

University of Pennsylvania  
Rehearsal Studio



Yale University  
Recital Hall

University of  
Pennsylvania  
Art Gallery



University of Pennsylvania  
Performing Arts Center



California State University  
Long Beach  
Center for Faculty  
Development

At the *University of Pennsylvania*, art galleries are plentiful. Its *Arthur Ross Gallery* presents objects from private collections and historic institutions, including Penn, to enhance the ambience on campus and to draw visitors to West Philadelphia. Its *Logan Hall Fox Art Gallery* serves as an exhibit space for students, faculty, and staff artists. The gallery is also used for break-out sessions, information fairs, small receptions, meetings, poetry readings, and informal talks/lectures. The *Emily Sachs Dance Gallery* provides space for small performances and rehearsals with a mirrored wall, dance barres, and hardwood floor with twelve acoustic music practice rooms. The *Computer Lab* has stations with a mixer and sound reproduction equipment. *Sprague Memorial Hall* at Yale houses *Morse Recital Hall*, an auditorium with a seating capacity of 700. The building comprises a music library with study rooms, recording studio, music record library, listening room, and digital recording facility.

The need for a Performing Arts Center as a regional cultural center and to attract and keep faculty at the *University of California, Riverside* is essential. The *Carpenter Performing Arts Center at California State University, Long Beach*, is a full-service presentation venue with a seating capacity of 1,079 capable of accommodating all types of performances. At the *University of Pennsylvania*, the *Annenberg Center* is a performing arts center with three theaters and a variety of professional programming that includes drama, dance, and music performances. Also on campus is the *Irvine Auditorium Main Hall*, a 1,260-seat performing arts complex. The Main Hall is equipped with a sound system, hearing assistance system, digital satellite projector, slide projector, Internet access and intercom system. It contains meeting rooms, dressing rooms, practice and rehearsal rooms, audiovisual equipment, pianos, music stands, choral and stage risers, and a dance floor.

### -Faculty Environment-

Particularly in the Humanities and Social Sciences, faculty require retreat-like spaces, free from distraction with opportunities for collaboration and staff support; a community setting with use of specialized spaces interactively and collaboratively. In addition, a place for visiting scholars to live, interact, and work with faculty is needed. One such environment is demonstrated at the Institute for Advanced Study, an independent, private institution dedicated to learning through fundamental research across a wide range of fields with five schools. Each School has a small permanent Faculty with some 180 fellowships awarded annually.

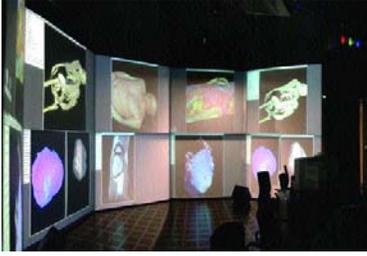


National Humanities  
Center

There is no formal curriculum, degree programs, laboratories, or other experimental facilities. No contracted or directed research is done, and it receives no income from tuition or fees. The Institute's facilities include several academic buildings, two libraries, a dining hall, an auditorium, and housing for Members.

Research space; technology and teaching support; identity with both departments (discipline) and centers (interdisciplinary) are equally important. At the California State University, Long Beach, Center for Faculty Development, resources include a library with tapes/videos and digital information. Events such as educational workshops, new faculty seminars, and institutes for grant writing are offered.

Office, conference room, library, and lounge space are needed as well. The California State University, Long Beach, Center for Faculty Development, has two rooms available for faculty and staff to reserve for events and meetings. In addition, the National Humanities Center in North Carolina, a private, nonprofit institution that exists to encourage excellent scholarship for advanced study in the humanities, provides private studies, seminar and conference rooms, and open spaces to facilitate the exchange of ideas and information for their faculty. A traditional and digital library is also available as are lounges and reading areas. Each year, up to 40 scholars, selected by rigorous peer review come to the Center for a year-long residency.



University of Texas, Austin  
Visualization Laboratory



University of Michigan  
Media Union  
Virtual Reality Lab



University of Michigan  
Media Union  
Video Conference Room

### -Technology/Infrastructure-

A need for a consistently high level of application and support; sharing of high-tech spaces, equipment, and resources; providing ubiquitous technology throughout; and enabling of distance learning applications and developing of specialized technology labs is evident. For example, at the University of Arizona: Computing Commons, facilities include a Faculty Development Group; Information Technology Instruction Support Group; Research Support; Geographic Information Systems, and Statistics Lab; Visualization Center; and Video Production. Classrooms include team workrooms, computer classrooms for faculty/staff instructional purposes, a videoconference room, several conference rooms, and auditorium equipped with projector, VHS VCR, data and voice connection. Also at the University of Michigan: Media Union, facilities include an Advanced Visualization/Animation Lab; Virtual Reality Lab and Cave; Video, Audio, and Electronic Music Studios; Center for Parallel Computing; traditional and digital library; Technology Assessment Lab; Visual Resources Room; and Learning/Instructional Technology Lab. Classrooms include four multimedia project rooms; teleconference/videoconference room; Conference Center; and computer training rooms with a total of more than 500 workstations. Lastly, at the University of Texas, Austin, technological include visualization labs and edit studios.

5.2 Quantitative Analysis

As was noted in Section 4 of this report, traditional space standards do not necessarily reflect contemporary program-driven requirements. Therefore, in order to verify and/or augment the space planning assumptions for standard instructional and research space, comparative data describing assignable square feet (ASF) per tenured or tenure-track faculty was collected for the following disciplines:

- *Humanities* including Creative Writing, Comparative Literature, Foreign Language, English, Hispanic Studies, ssHistory, Philosophy, Religious Studies;
- *Arts* including Art History, Art Studio, Dance, Music, Theatre;
- *Psychology*; and
- *Social Sciences* including Anthropology, Economics, Ethnic Studies, Political Sciences, Sociology, Women's Studies.

Included in the space allowance for each discipline are the following space drivers:

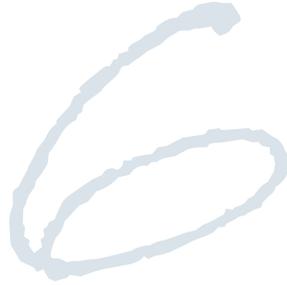
- Faculty office
- Research Assistant or Post-Doc space
- Teaching Assistant space
- Administrative space
- Conference space
- Support space.

Four comparable institutions were identified and researched:

- University of California, Davis
- University of California, Irvine
- University of California, Los Angeles
- University of Colorado, Boulder.

Among these Universities, the range of ASF per faculty in each category was compared:

<i>Discipline</i>	<i>Planning Factor</i>	<i>ASF/Faculty Ranges</i>
<i>Arts</i>	550	264 – 749
<i>Humanities</i>	400	239 – 663
<i>Psychology</i>	1,200	1,391 (only one response was received)
<i>Social Sciences</i>	550	280 – 609



## MASTER SPACE PLAN

6.1

### Guiding Principles

The following guiding principles are intended to provide the College with a framework for future planning and decision-making related to the Master Space Plan and the creation of an overall academic environment of distinction. These Guiding Principles are based upon synthesized data presented in earlier sections of this report, specifically Sections 2-6, and were subsequently discussed, refined and approved by the Dean, Department Chairs, staff and Office of the Vice Chancellor of Academic Planning and Budget. They are:

1. **E**xpand departmental and multi-disciplinary space to accommodate increases in enrollment and faculty by using new, renovated, and reassigned space.
2. **I**ncrease the size, number, and improve access to places of public service e.g. museums, galleries.
3. **C**reate a College "heart", a highly visible, accessible, and enriching place that symbolizes the distinctiveness of the College.
4. **E**nhance the development of interdisciplinary space and programs.
5. **I**mprove the quality of the learning environment and increase the quantity of learning spaces particularly for small, medium, and very large classes.
6. **I**mprove opportunities for faculty-faculty and faculty-student interaction.

7. Increase the quantity, quality, and access to special spaces and equipment, e.g. computer labs, performance studios, visualization and virtual reality laboratories.
8. Improve interdepartmental and intradepartmental interaction and adjacencies.
9. Provide space for teaching assistants.
10. Create "wiggle room" in each building to facilitate incremental growth.
11. Create flexible spaces and configurations, designed to anticipate and adapt well to change.
12. Avoid moving departments unnecessarily in order to accommodate program growth.
13. Plan each building, existing and new, for it's highest and best use.

## 6.2 Master Space Plan

The Master Space Plan, which consists of a Space Summary and Site Plan, are intended to provide the College with a living model and guide with respect to capital and space needs and alternatives for resolution through 2010/11. On a department-by-department basis, it is not intended to provide entitlement to space or resources, but rather to suggest a magnitude of space and concomitant issues that must be addressed in order to create an optimum environment for each discipline.

### ■ Space Summary

The Space Summary indicates the current size and location of College centers, departments, and support space, and the requirements for space in the years 2005/6 and 2010/11. Beyond 2010/11, space needs are less predictable and have therefore not been addressed. Future space projections, particularly for institutional and research space, instructional, administration and support space are based upon quantitative analysis of space drivers used by the University of California, and derived program standards.

Non-standard teaching laboratories have been quantified in a similar manner, but delegated to the departments for the Arts and Psychology because of their uniqueness, and centralized for the Humanities and other Social Sciences to facilitate shared use. Best practice research was used to complement the University of California planning methodology with recommendations for space quality, distribution, and use. A Center "template" was developed based on the size and general space composition of the Center for Ideas and Society, which is generally heralded as a CHASS exemplar. For those services and spaces not directly driven by the application of qualitative or quantitative data, such as Dean's Office, Student Affairs, Art Gallery, etc., professional judgement was used, confirmed by the Dean, to determine space needs.

As noted in the space plan summary, CHASS space needs for 2005/6 exceed the overall space available in 2000/1 by more than 85,000 asf, and by more than 165,000 asf in 2010/11. Though the overall space needs can be met by a variety of East Campus, West Campus and off campus methodologies, the space needs can only be accommodated by reassigned existing UCR space or building or acquiring new or new-to-College space.

University of California, Riverside  
**COLLEGE OF HUMANITIES, ARTS & SOCIAL SCIENCES**  
 Master Space Plan

Division Department	Current Building Location	1999-2000			2005-2006		2010-2011	
		Net ASF	Dept. ASF	Div . ASF	Dept./Div. ASF	Comments & Assumptions	Dept./Div. ASF	Comments & Assumptions
<b>General</b>				<b>8,254</b>	<b>8,727</b>		<b>9,500</b>	
Dean's Office	HUMANITIES & SOCIAL SCIENCES	6,575	8,254		6,500	Assumes space for Dean's Office and support space only. Student Affairs, Theatre Workshop is separated. Reference: CNAS Dean's Office: 4,400 ASF	7,000	Assumes more space for management and support staff, support functions.
	THEATRE WORKSHOP	1,516				Folded into Dance Department for space planning purposes. Also used by Theatre.		
	WATKINS	163				Eliminated.		
Student Affairs	HUMANITIES & SOCIAL SCIENCES				2,227	Assume interim/long term relocation to Sproul Hall (current Dance office space).	2,500	Assumes more space to support student enrollment increases.
<b>Centers</b>				<b>42,284</b>	<b>56,234</b>		<b>64,550</b>	
Art Gallery	WATKINS HOUSE	3,238	3,799		3,799	Assumes no growth, no change in location.	4,000	Assumes growth is limited to off site storage or as part of a new Alumni Center, Commons, or other relocation.
	T (TRAILER) ART GALLERY	561						Assumes Trailer is eliminated to vacate current site for future development.
Center for Bibliographic Studies	OLMSTED	2,362	2,362		2,362	Assumes no growth or growth will occur on other campuses.	2,500	Assumes some growth for requested "dirty space". Long term plan assumes this program is relocated (perhaps to Highlander Hall) and the space is a placeholder for Psychology expansion.
Center for Ideas & Society	HIGHLANDER	4,257	4,257		4,257	Assumes no growth for the immediate future.	4,200	Assumes no growth of this Center, but the emergence and perhaps co-location of other Centers. Assumes this is the maximum effective size for a collaborative Center. (See <i>Typical Center</i> Document)
Center for Social & Behavioral Sciences Research	HIGHLANDER	618	2,010		2,676	Assumes no growth for the immediate future, however, there may be consolidation.	4,200	Assumes this is the maximum effective size for a collaborative Center. CSBSR may grow to this size or relocate and occupy 1/2 of a Typical Center floorplate.
	HUMANITIES & SOCIAL SCIENCES	1,392						

Division Department	Current Building Location	1999-2000			2005-2006		2010-2011	
		Net ASF	Dept. ASF	Div. ASF	Dept./Div. ASF	Comments & Assumptions	Dept./Div. ASF	Comments & Assumptions
<b>Centers (cont)</b>								
Presley Center for Crime & Justice	COLLEGE BUILDING SOUTH	1,890	1,890		1,890	Assumes limited by available space in College Building South.	4,200	Assumes this is the maximum effective size for a collaborative Center. Presley Center may grow to this size or relocate and occupy 1/2 of a Typical Center floorplate.
Theatre Facility Unit	HUMANITIES	9,050	9,050		9,050	Assumes no change to existing Humanities-Olmsted allocation.	9,050	Assumes no change to existing Humanities-Olmsted allocation. Future Performing Arts Center may have different management structure.
Center "A"					4,200	Future Growth	4,200	No additional growth
Center "B"							4,200	Future Growth
UCR/California Museum of Photography	CALIFORNIA MUSEUM OF PHOTOGRAPHY (off campus)	18,916	18,916		28,000	Assumes acquisition of Rouse Building and space allocated to CMP per 6/11/01 Feasibility Study.	28,000	Assumes no change from Rouse Building acquisition and program expansion.
<b>Humanities</b>				<b>40,747</b>	<b>53,094</b>		<b>65,703</b>	
English	HUMANITIES & SOCIAL SCIENCES	11,288	14,129		11,890	Excludes non-standard teaching space which will be centralized for CHASS.	14,646	
	OLMSTED	678				Temporary location		
	SPROUL	237				To reunify with balance of English Department		
English IABC					2,804	Instructor's offices only	3,561	Instructor's offices only
English: Basic Writing/English 4&5	HUMANITIES & SOCIAL SCIENCES (Rms 1102 - 1103)	1,926			2,826	Assume existing space is 25% undersized, then include allowance for faculty office space.	3,590	Increase general space proportionally to match increase in FTE and include increase in offices.
History	HUMANITIES & SOCIAL SCIENCES	8,691	8,691		11,108	Excludes non-standard teaching space which will be centralized for CHASS.	13,702	
Comparative Literature & Foreign Languages	HUMANITIES & SOCIAL SCIENCES	6,021	6,141		9,704	Excludes non-standard teaching space which will be centralized for CHASS.	11,990	
	SPROUL	120						
Philosophy	HUMANITIES & SOCIAL SCIENCES	5,339	5,339		6,516	Excludes non-standard teaching space which will be centralized for CHASS.	8,044	
Religious Studies	HUMANITIES & SOCIAL SCIENCES	2,521	2,521		2,986	Excludes non-standard teaching space which will be centralized for CHASS.	3,682	
Hispanic Studies	HUMANITIES & SOCIAL SCIENCES	3,926	3,926		5,260	Excludes non-standard teaching space which will be centralized for CHASS.	6,488	

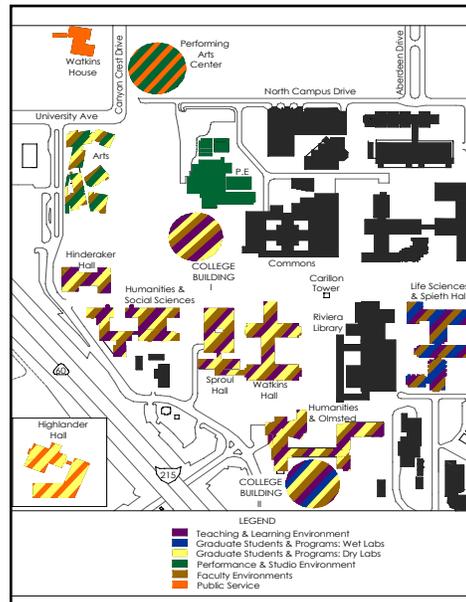
Division Department	Current Building Location	1999-2000			2005-2006		2010-2011	
		Net ASF	Dept. ASF	Div. ASF	Dept./Div. ASF	Comments & Assumptions	Dept./Div. ASF	Comments & Assumptions
<b>Psychology</b>				<b>28,562</b>	<b>40,124</b>		<b>47,192</b>	
Psychology	LIFE SCIENCES	22,719	28,562		38,176	Assumes: - All Psychology space except for wet labs, vivarium, and wet lab support space moves to Olmsted. - Non standard Psychology Teaching Labs included in Psychology space.	47,192	Assumes growth occurs in place (Olmsted) for dry labs, offices, by relocating Center for Bibliographic Studies, Honors, and MEXUS. Wet lab growth, vivarium, lab support reintegrated with new building project.
	HIGHLANDER	905						
	LIFE SCIENCES - VIVARIA	1,745			1,745			
	SPIETH - VIVARIA	203			203			
	OLMSTED	2,990						
<b>Social Sciences</b>				<b>78,895</b>	<b>90,262</b>		<b>102,171</b>	
Anthropology	WATKINS	8,231	9,387		14,368	Excludes non-standard teaching space which will be centralized for CHASS.	17,687	
	T (TRAILER) 6	1,156						Assumes Trailer eliminated to vacate current site for future development.
Economics	HIGHLANDER	12,881	12,881		9,862	Excludes non-standard teaching space which will be centralized for CHASS.	12,142	
Ethnic Studies	HUMANITIES & SOCIAL SCIENCES	2,549	2,782		4,872	Excludes non-standard teaching space which will be centralized for CHASS.	6,000	
	SPROUL HALL	233						
Physical Education	PE	38,254	38,254		38,254	May be some opportunity to share gym space with Performance Arts. Otherwise, assumes no program change.	38,254	Assumes no change.
Political Science	WATKINS	4,919	5,043		7,282	Excludes non-standard teaching space which will be centralized for CHASS.	8,966	
	OLMSTED	124				Seek to reunify department		
Sociology	WATKINS HALL	6,224	8,243		10,822	Excludes non-standard teaching space which will be centralized for CHASS.	13,322	
	T (TRAILER) 10	472				Eliminated, unified with Department, or provided in other campus space.		Assumes Trailer eliminated to vacate current site for future development.
	T (TRAILER) 10A	472				Eliminated, unified with Department, or provided in other campus space.		Assumes Trailer eliminated to vacate current site for future development.
	T (TRAILER) 5	1,075				Eliminated, unified with Department, or provided in other campus space.		Assumes Trailer eliminated to vacate current site for future development.

Division Department	Current Building Location	1999-2000			2005-2006		2010-2011	
		Net ASF	Dept. ASF	Div . ASF	Dept./Div. ASF	Comments & Assumptions	Dept./Div. ASF	Comments & Assumptions
Women's Studies	WATKINS	751	751		3,248	Excludes non-standard teaching space which will be centralized for CHASS.	4,000	
Archaeological Research Unit	WATKINS	1,554	1,554		1,554	Assumes no change for immediate future.	1,800	Assumes some growth for files, maps, etc.
<b>Arts</b>				<b>44,895</b>	<b>71,792</b>		<b>89,631</b>	
Art	OLMSTED	8,168	10,616		14,819	Relocated from Olmsted to new Arts Building in Fall 2001.	18,518	Assumes non-standard teaching space is included in department total because of potential uniqueness of space.
	ART ANNEX	2,448				Demolished Fall 2001.		
History of Art	OLMSTED	3,583	3,583		5,915	Relocated from Art History to new Arts Building in Fall 2001.	7,343	Assumes non-standard teaching space is included in department total because of potential uniqueness of space.
Creative Writing	WATKINS	1,399	1,399		6,235	Better academic affinity with Arts versus Social Sciences.	7,767	
Dance	HIGHLANDER	2,469	7,608		17,398	Relocated to new Arts Building in Fall 2001. Assumes no immediate reassignment of Highlander space.	21,715	Assumes non-standard teaching space is included in department total because of potential uniqueness of space. Additional space may be located in a new Performing Arts Center.
	PE	2,912				Assumes no change to PE space.		
	SPROUL	2,227				Relocated to new Arts Building in Fall 2001. Conversion to Student Affairs is proposed.		
Music	OLMSTED	11,714	11,714		15,940	Relocated to new Arts Building in Fall 2001.	19,915	Assumes non-standard teaching space is included in department total because of potential uniqueness of space. Additional space may be located in a new Performing Arts Center.
Theatre	HUMANITIES	6,915	9,975		11,485	Theatre space to be split between Arts Building, Humanities and Olmsted.	14,372	Assumes non-standard teaching space is included in department total because of potential uniqueness of space. Additional space may be located in a new Performing Arts Center.
	OLMSTED	3,060						

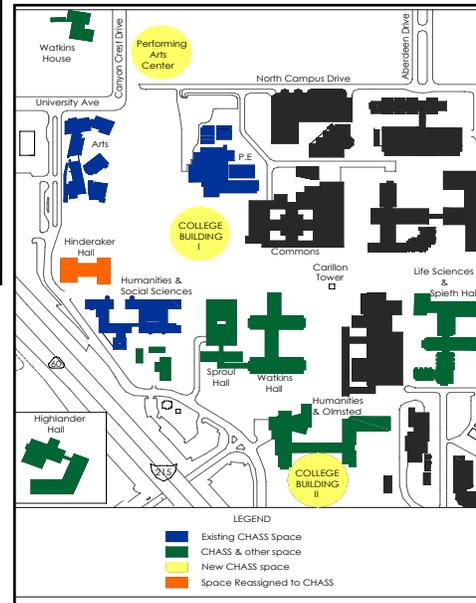
Division Department	Current Building Location	1999-2000			2005-2006		2010-2011	
		Net ASF	Dept. ASF	Div . ASF	Dept./Div. ASF	Comments & Assumptions	Dept./Div. ASF	Comments & Assumptions
<b>Interdisciplinary</b>				-	<b>6,000</b>		<b>12,000</b>	
Film & Media					3,000	New program - location to be determined. Has strong affinities with Arts, Engineering.	6,000	Assumes non-standard teaching space is included in department total because of potential uniqueness of space.
Performance & Visuality					3,000	New program - location to be determined. Has strong affinities with Arts, Engineering.	6,000	Assumes non-standard teaching space is included in department total because of potential uniqueness of space.
Total CHASS Departmental ASF		243,637	243,637	243,637	326,233		390,747	
Total CHASS Shared Non-Standard Teaching Lab					15,532		19,562	
<b>Total CHASS ASF</b>			<b>243,637</b>	<b>243,637</b>	<b>341,765</b>		<b>410,309</b>	
UC Benchmark: 1,036 asf/CHASS faculty				254,234	370,132		465,868	

■ Site Plan

The Master Site Plan depicts the location of buildings currently a part of CHASS, UCR buildings identified as candidates for reassignment to CHASS, or new CHASS buildings. As discussed in Chapter 3.0, not every building is suitable for every use. Therefore each department, program, and center should be located in accordance with the Guiding Principles, Space Summary, and in accordance with the available ASF and highest and best use of each building. The Master Site Plan drawing below color-codes each CHASS building to depict it's highest and best use for the Teaching and Learning Environment, Graduate Students and Programs, Wet Labs or Dry Labs, Performance and Studio, and Faculty Environments. In some cases, buildings are generally suitable for a variety of purposes, and have been indicated as such.



Master Space Plan:  
Highest and Best use



Master Space Plan:  
Space Allocation

In addition to the current CHASS buildings, four additional buildings are indicated on the Master Site Plan and are described below:



Hinderaker Hall

- *Hinderaker Hall* - will provide CHASS with significantly more space, appropriate for faculty offices and "dry lab" graduate research programs. It is also located in the center of the CHASS core, which will facilitate access by students and faculty. Hinderaker Hall will also accommodate computer labs, flat-floor classrooms and seminar rooms. Though Hinderaker Hall is currently occupied by UCR campus Administration and Student Business Services, there are discussions underway to consider relocating the Administration and Student Services functions elsewhere.

Should that relocation occur, Hinderaker will provide approximately 27,000 asf of additional space for expansion of some CHASS programs and/or centers.



Proposed College Building I site

- *College Building I* - is conceived as a 68,000 asf, 115,000 overall gross square feet (ogsf) facility consisting of academic offices, instructional and research laboratories and support space. While the actual location is yet to be determined, the planned use of College Building I strongly suggests that it be sited adjacent to the Commons and central to the CHASS core. This is consistent with the proposed Guiding Principles which identify the need for - "a highly visible, accessible, and enriching place that symbolizes the distinctiveness of the College." College Building I is also specifically intended to respond to the following additional principles:

- Enhance the development of interdisciplinary space and programs
- Improve the quality of the learning environment and increase the quantity of learning spaces particularly for small, medium, and very large classes
- Improve opportunities for faculty-faculty and faculty-student interaction
- Increase the quantity, quality, and access to special spaces and equipment, e.g. computer labs, performance studios, visualization and virtual reality laboratories
- Create flexible spaces and configurations, designed to anticipate and adapt well to change
- Plan each building, existing and new, for its highest and best use



Proposed College Building II site

- *College Building II* - proposed to be a 47,000 asf, 78,000 ogf facility and the eventual home of a re-integrated Department of Psychology. College Building II could also be conceived to create an academic bridge between the Social Sciences and Life Sciences, thus facilitating the integration of teaching and research across the two largest colleges, CHASS and College of Natural and Agricultural Sciences. This facility should be capable of both wet lab and specialized instrument research and have access to vivarium facilities as well.

■ *Performing Arts Center* - identified in the campus LRDP as a portal to and from the local and regional community, this major campus and community arts complex will provide needed Arts academic space as well as a regional performance venue. Since the majority of funding for the Performing Arts Center will likely come from non-state sources, it is uncertain if the facility will be realized within the 10 year time frame of this Master Space Plan. The Center is conceived to be adjacent to a future parking structure on Lot 24 and future Alumni Center, close to the Arts building, and at the ceremonial entrance to the campus.

### 6.3 Distribution of Space

A space distribution model was created to provide the College with a tool to continue to develop alternative scenarios as the future unfolds. The space distribution provided in the Appendix is one model for locating existing and new departments, centers and program blocks within the buildings previously described. All new space is accommodated and meets most of the criteria of the Guiding Principles. However, the full implications of a physically multi-disciplinary environment have not been completely addressed, and require further consideration. Therefore, this version of recommended space allocation should be considered as only one scenario on which to base further analysis.

### 6.4 Capital Improvement Plan

Several alternatives exist to accommodate CHASS transitional needs until College Building I, College Building II, and Hinderaker Hall are built or become available, bringing with them more than 130,000 asf.

■ *Potential re-use of Sproul Hall*



Sproul Hall

Sproul Hall currently houses the Graduate School of Education, (GSOE) CNAS Mathematics Department, Media Services and some CHASS space. The relocation of CNAS' Mathematics Department to the Surge Building will release almost 10,000 ASF in Sproul Hall. A needs analysis for the Graduate School of Education suggests that GSOE will need nearly all of Sproul Hall space to meet its projected enrollment demand in 2010/11. However, in the interim, it is reasonable to consider that at least some of the vacated space can be assigned to CHASS.

■ *Physical Education Building*



Physical Education Building

The Physical Education Building gymnasium space could potentially be shared on a scheduled basis with PE/Athletics for performing arts practice or rehearsal.

■ *Additional Space in Highlander Hall*



Highlander Hall

University Village is expanding because of the growth of retail, commercial, and housing development in the area immediately west of the main campus. Several UCR administrative departments currently located in Highlander Hall, such as the Vice Chancellor for University Advancement, have been identified as candidates for relocation to the Village across University Avenue from Highlander Hall. In total, this represents approximately 27,000 ASF which could in part or in total relocate and release space that could be made available to CHASS.

However, as indicated in the Current Facilities Assessment and Guiding Principals, Highlander Hall is not well suited to academic space, nor is it located close to the academic core of the CHASS Precinct. Suitable relocation candidates for Highlander Hall could include: Center for Bibliographic Studies, currently in Olmsted Hall; Presley Center for Crime and Justice, currently in College Building South; New Centers which can be located somewhat removed from the Academic Core.



Life Sciences

■ *Life Sciences*

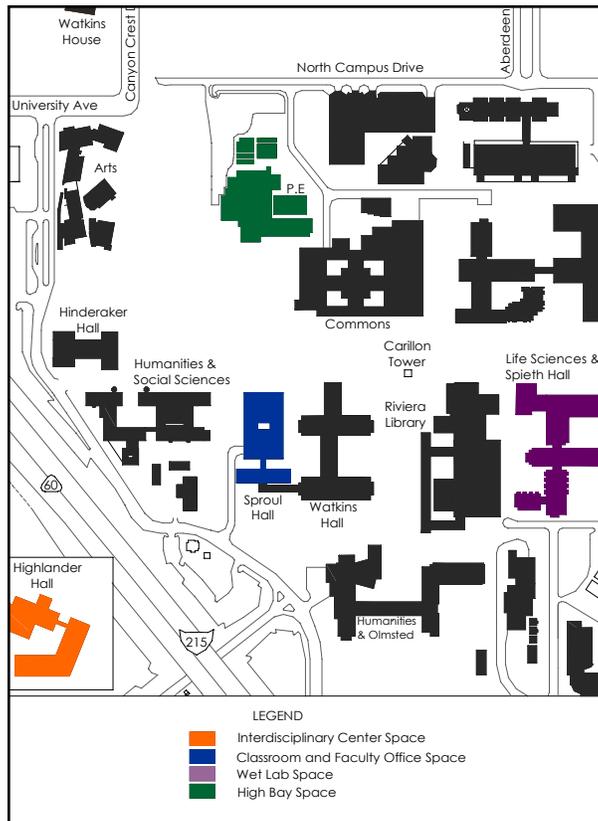
Approximately 14,800 asf of Life Sciences space will become available with the relocation of much of Psychology to Olmsted Hall. This space would function well for Anthropology, a social science program that may require the use of wet lab space. Beneficial secondary effects include vacating a large part of Watkins Hall to accommodate substantial projected growth of the remaining social sciences programs, and proximity to CNAS life sciences for academic kinship. Alternatively, this space could be reassigned to CNAS to support program growth in Cell Biology and Neuroscience.



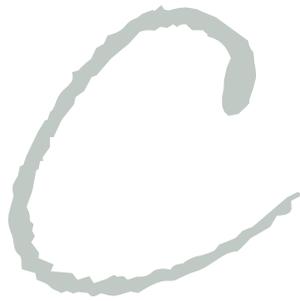
California Museum of Photography

■ *Additional Real Estate Leases or Acquisitions*

There may be other real estate opportunities, such as acquisition of the Rouse Building for Arts research and expansion of the UCR/California Museum of Photography; or other leasing opportunities off campus that could not only meet space needs for some CHASS programs, but provide a College-based resource for the Riverside community as well.



Master Space Plan:  
Transitional Space Opportunities



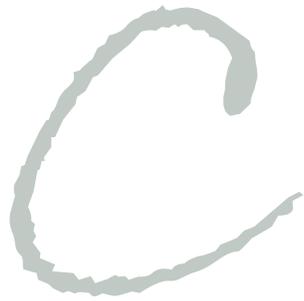
College of Humanities,  
Arts, And Social Sciences

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College of Humanities,  
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## A p p e n d i x

### T a b l e o f c o n t e n t s

- 7 . **S**ection 5.1: Best Practice Research, Qualitative Analysis, STRATUS (13 Pages)
- 8 . **S**ection 5.2: Best Practice Research, Quantitative Analysis, STRATUS (8/29/01)
- 9 . **M**eeting Minutes, Faculty Environment, Performance and Studio Environmnet, Teaching Environment, Technology/ Infrastructure (3/22-23/01)
- 1 0 . **T**ransition Plan, provided by Academic Planning and Budget.