Deans' Interview

William Paterson University
Academic Zone Master Plan

6 December 2011

Perkins Eastman

Deans' Interview

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Buildings and Departments Under Consideration

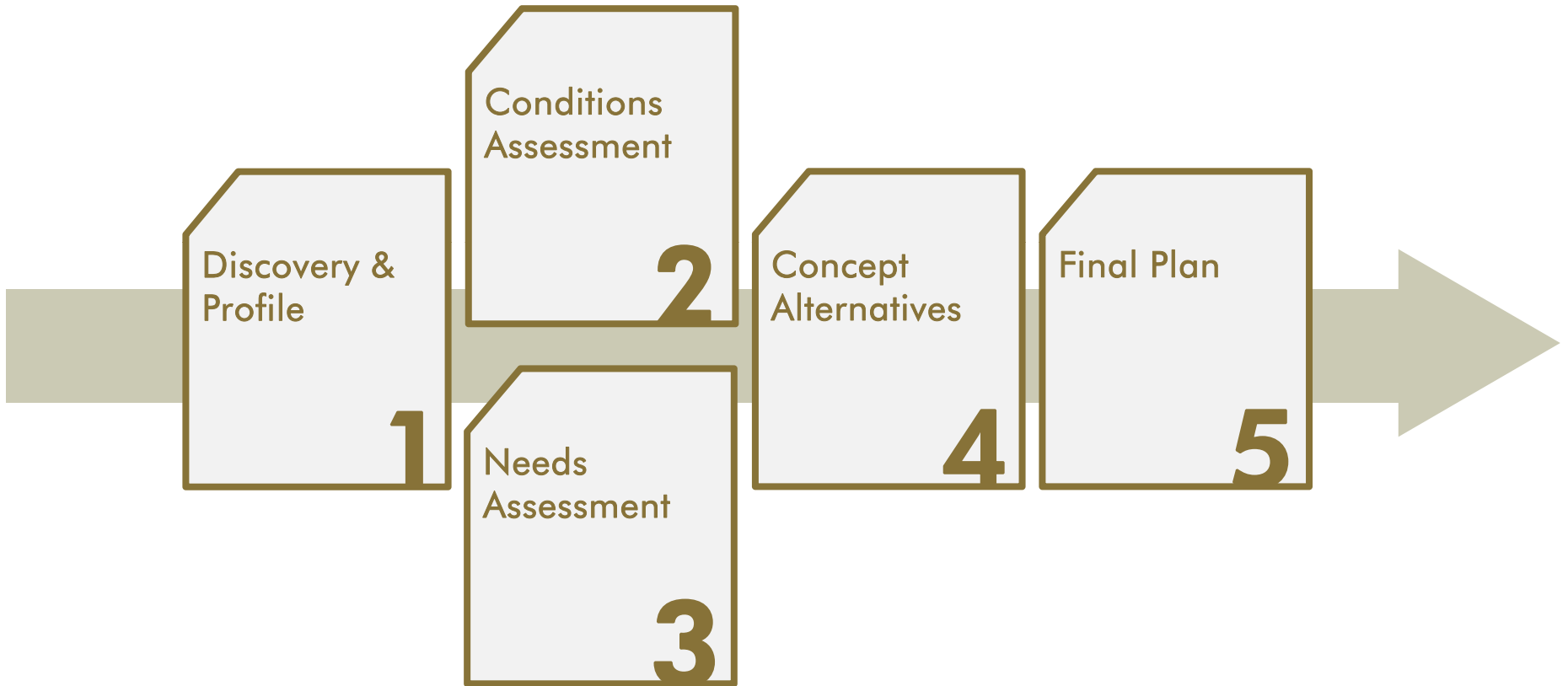|	
Coach House	Communication Disorders
Hunziker Hall	Custodial Services
Hunziker Wing	Early Childhood Educ.
Raubinger Hall	Kinesiology
Shea Performing Arts	General Instruction
Wightman Gym	Music
	Nursing
	Provost Office
	Theater Arts

Interview Topics and Goals

- What are the directions of the Academic Strategic Plan?
- Are there any major shifts in curriculum delivery?
- Are any new programs being added/changed/eliminated?
- Are there any programs that should be part of the Academic Zone?
- Should any programs be located elsewhere?
- What are the roles of small-group and informal instruction?
- How is the role of the library envisioned?
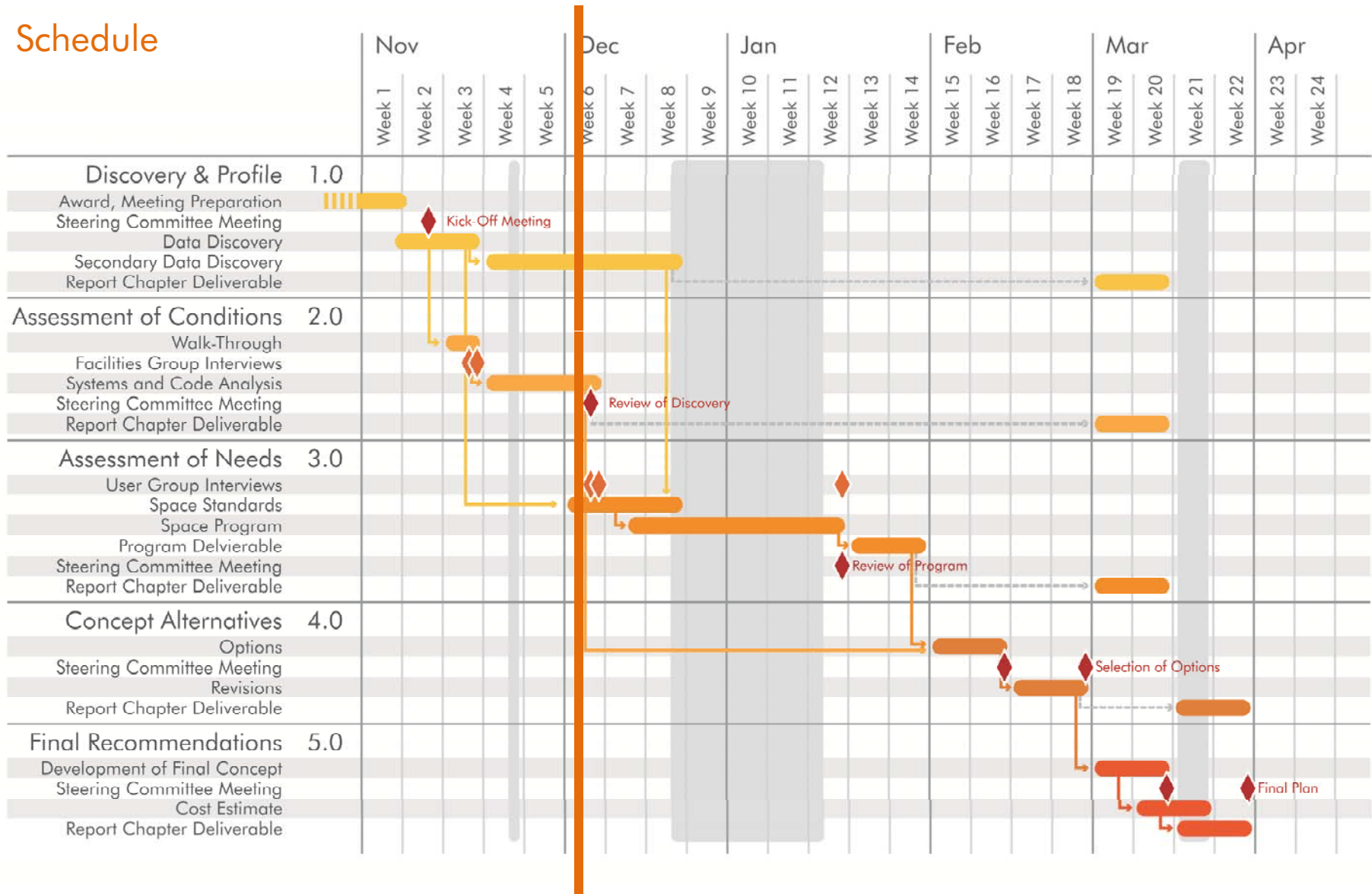- How can facilities support shifting pedagogies?

Academic Zone

Process

Discovery & Profile **1**

Conditions Assessment **2**

Needs Assessment **3**

Concept Alternatives **4**

Final Plan **5**

Schedule

		Nov					Dec				Jan					Feb				Mar				Apr	
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24

Discovery & Profile 1.0
- Award, Meeting Preparation
- Steering Committee Meeting — Kick-Off Meeting
- Data Discovery
- Secondary Data Discovery
- Report Chapter Deliverable

Assessment of Conditions 2.0
- Walk-Through
- Facilities Group Interviews
- Systems and Code Analysis
- Steering Committee Meeting — Review of Discovery
- Report Chapter Deliverable

Assessment of Needs 3.0
- User Group Interviews
- Space Standards
- Space Program
- Program Delvierable
- Steering Committee Meeting — Review of Program
- Report Chapter Deliverable

Concept Alternatives 4.0
- Options
- Steering Committee Meeting — Selection of Options
- Revisions
- Report Chapter Deliverable

Final Recommendations 5.0
- Development of Final Concept
- Steering Committee Meeting — Final Plan
- Cost Estimate
- Report Chapter Deliverable

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WPU Enrollment

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Learning Spectrum

- Rote learning (lecture/auditoriums)

- Rote learning (classroom)

- Pulse learning (large format to small group and back over semester)

- Pulse learning (large format to small group and back in one class)

- Project-based learning

- Small group learning

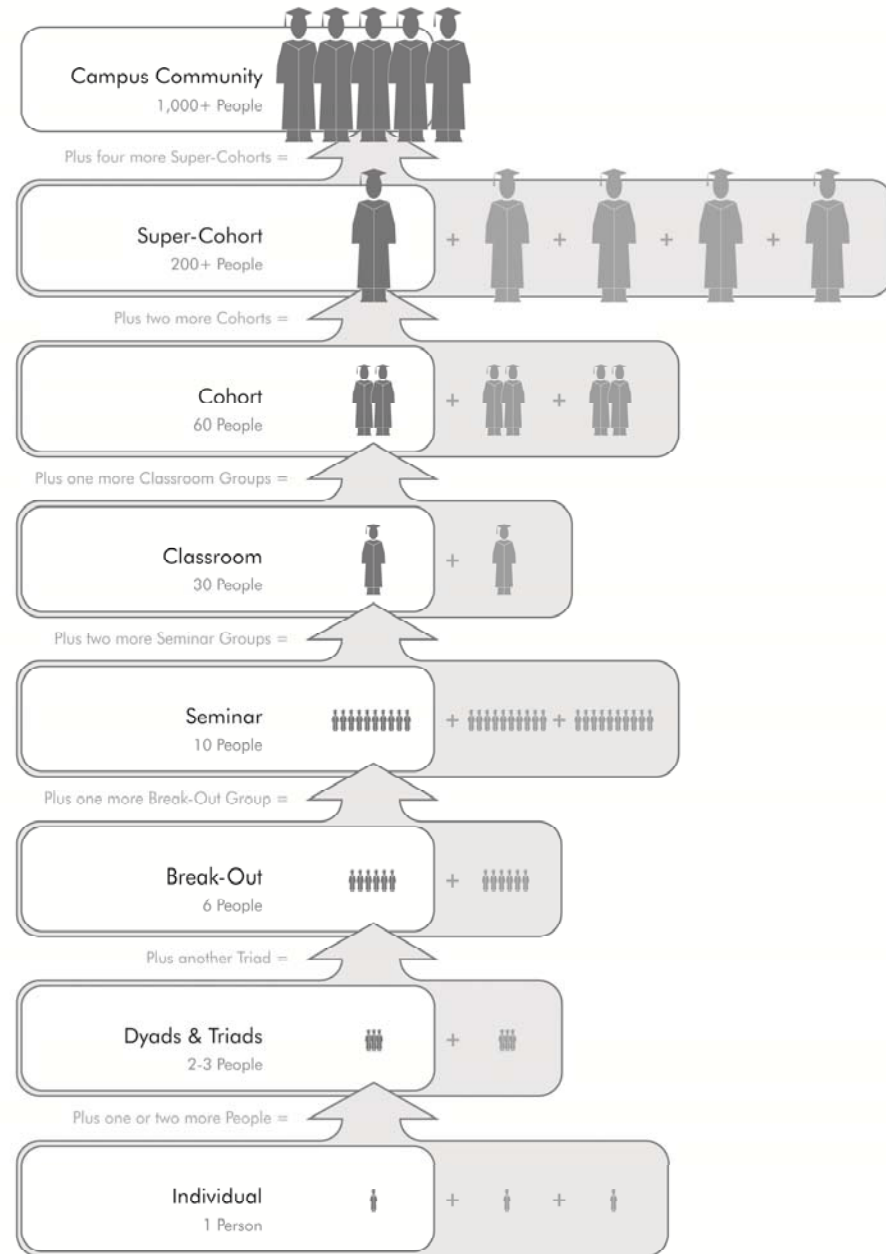- Learning alone, together

- Individual learning
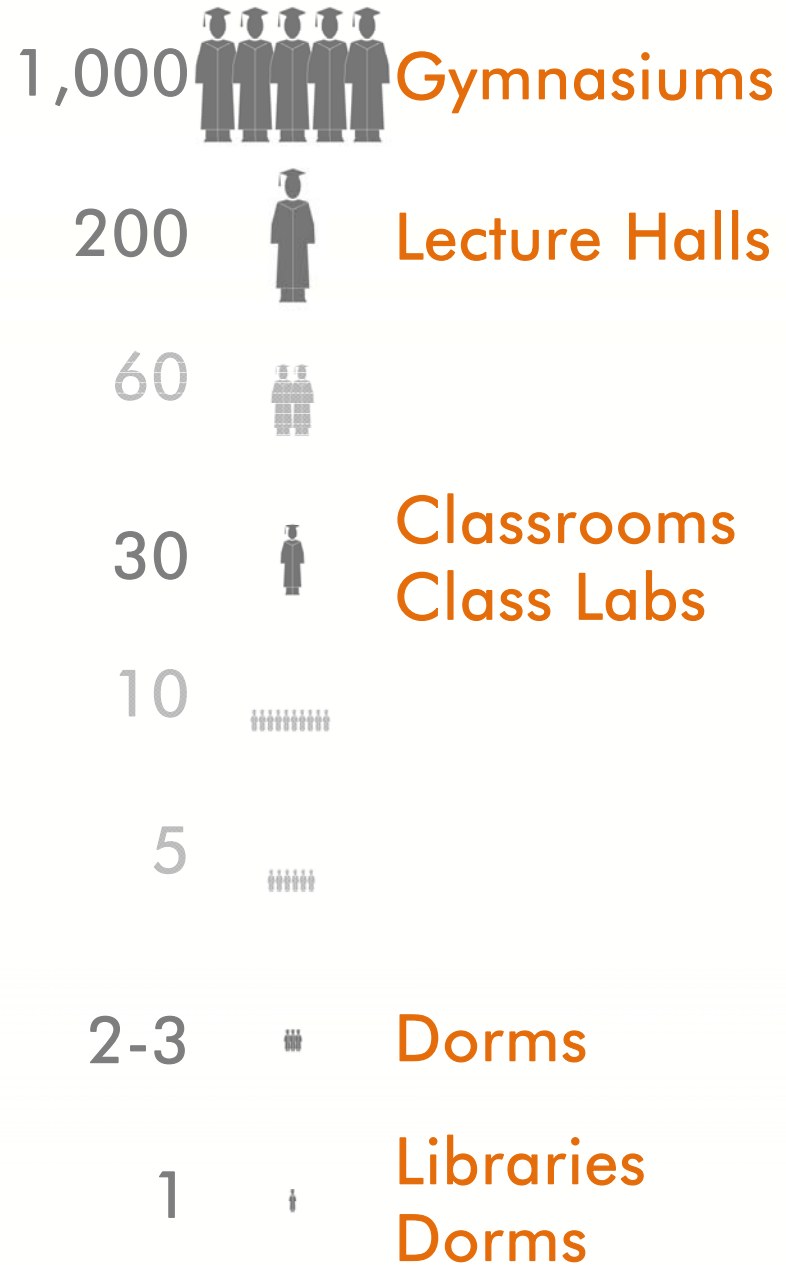
Passive

↑

Active

↓

Passive

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Orders of Magnitude in Delivery

- Full array of teaching, learning and assembly groupings

- What's best for teaching?

- What's best for learning?

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Orders of Magnitude in Delivery

- Original buildings built to support a traditional set of teaching environments

- There are facilities gaps in available learning environments

- This inhibits curriculum delivery (which has changed despite facilities), course design and learning outcomes
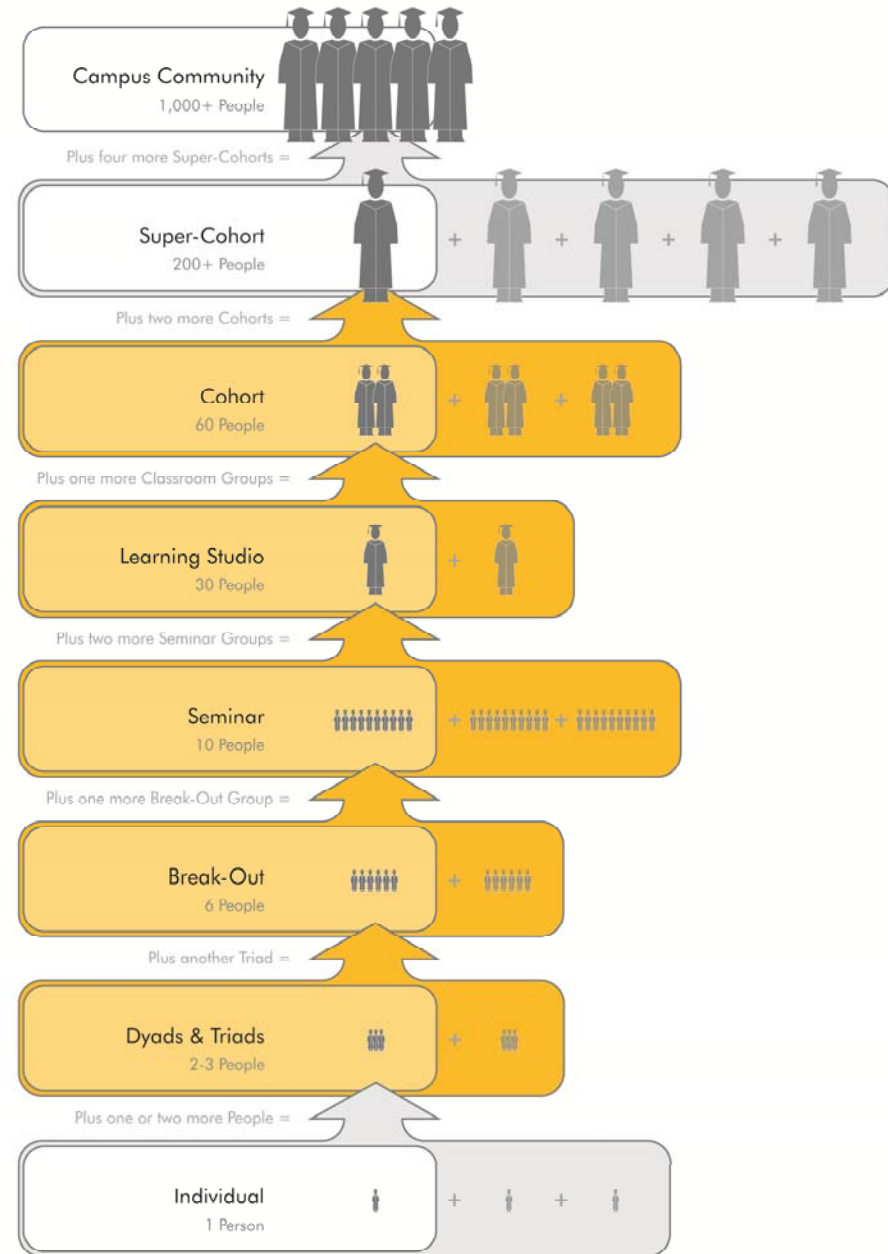
1,000 **Gymnasiums**

200 Lecture Halls

60

30 **Classrooms**
Class Labs

10

5

2-3 Dorms

1 Libraries
Dorms

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Orders of Magnitude in Delivery

- How does WPU shift from traditional teaching environments to learning environments?

- How are the gaps in the learning spectrum filled?

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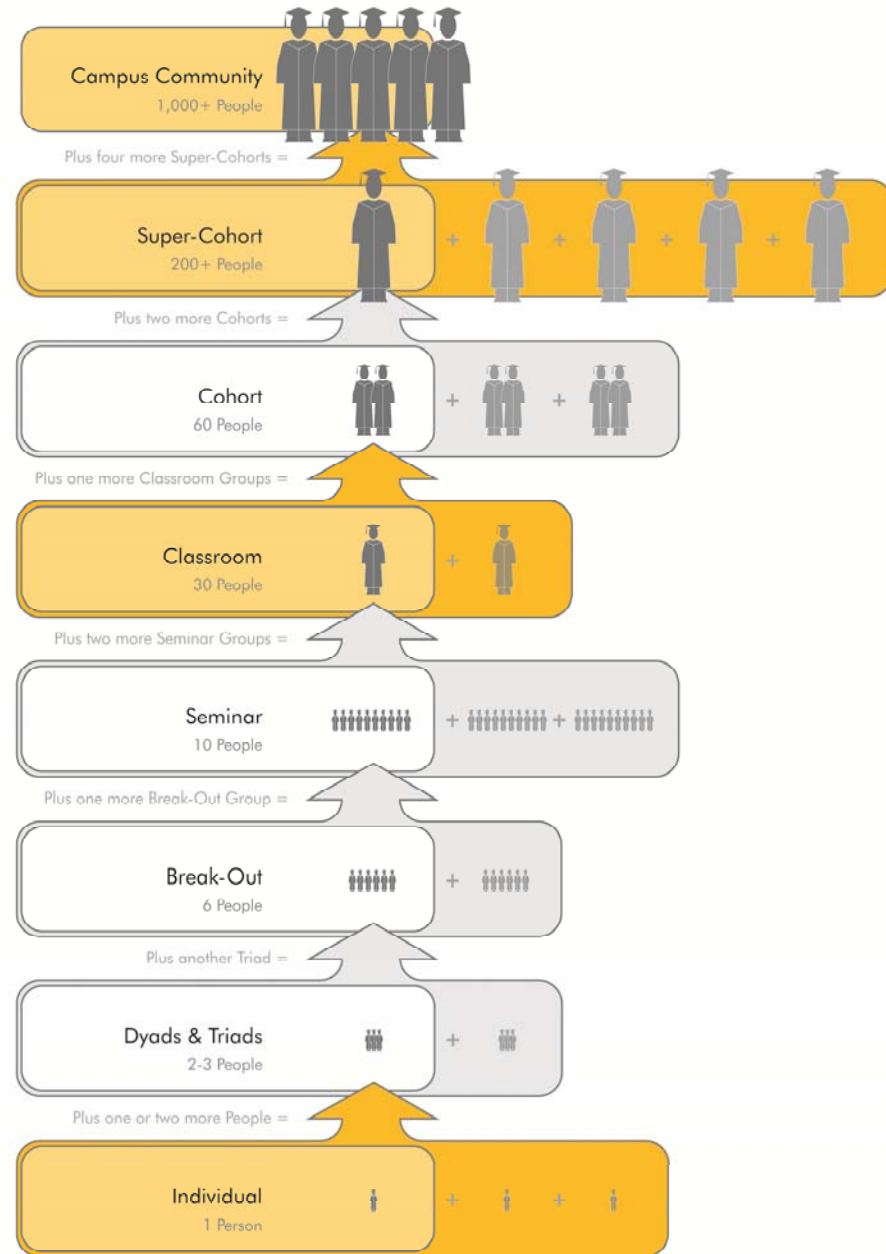
Orders of Magnitude in Delivery

- Spaces shift to smaller, more engaged environments

- Teaching is done differently, focus on engagement and instructor facilitated learning

- Requires investment in both the facilities, as well as training on how to use them

- Requires an almost equal focus on both content and social interaction

- Students become more responsible for their learning

Campus Community
1,000+ People

Plus four more Super-Cohorts =

Super-Cohort
200+ People

Plus two more Cohorts =

Cohort
60 People

Plus one more Classroom Groups =

Learning Studio
30 People

Plus two more Seminar Groups =

Seminar
10 People

Plus one more Break-Out Group =

Break-Out
6 People

Plus another Triad =

Dyads & Triads
2-3 People

Plus one or two more People =

Individual
1 Person

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Identifying the Spaces Needed – Core Resources

- Things to consider in learning spaces:

  - What kinds of curriculum delivery can shift outside of the classroom? Can rote learning leave the classroom?

  - If improved learning outcomes are the goal, and better engagement is the best way forward, how do facilities support that?

 - How are faculty supported in this change?

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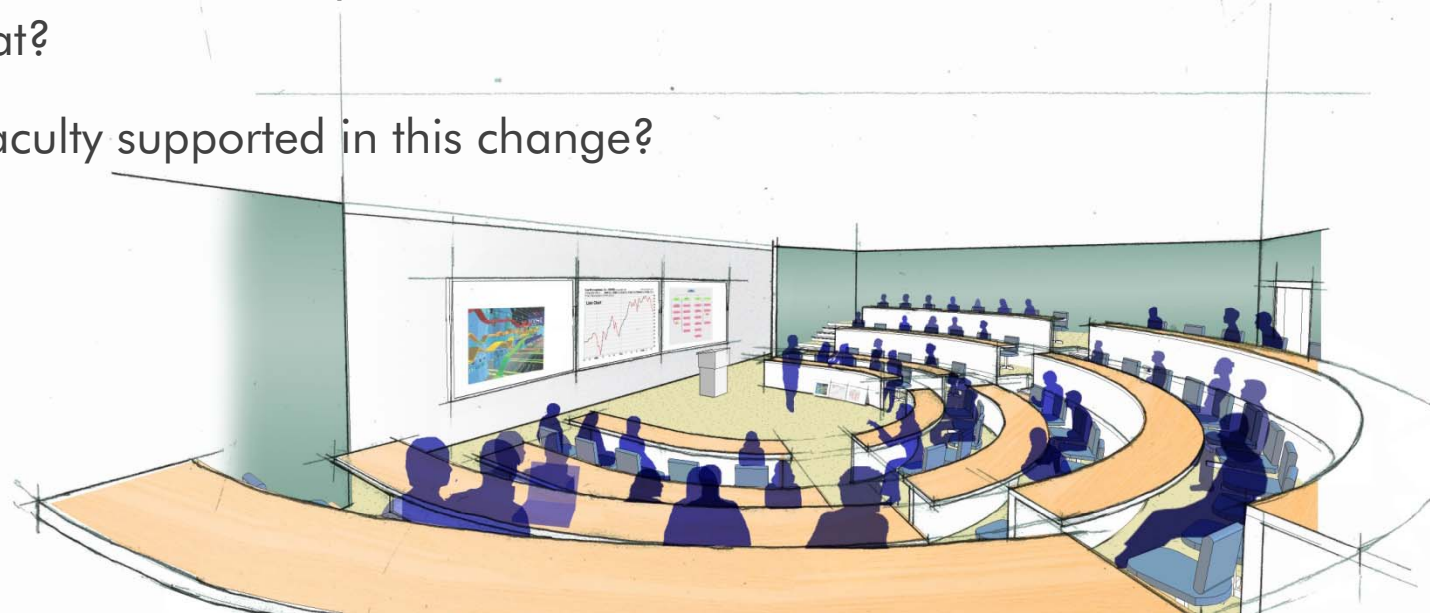
Identifying the Spaces Needed – Core Resources

- Things to consider in learning spaces:

  - Flexible furnishings

  - Multimedia placement

  - Project based learning

  - Natural light

  - Better sightlines

  - Distraction tolerance

  - Adjacencies

    - Faculty offices

    - Collaborations

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Identifying the Spaces Needed – Core Resources

- Things to consider in learning spaces:

  - How are faculty supported in this change?

  - How does the institution better engage students socially?
    And how is that social activity co-opted and leveraged for
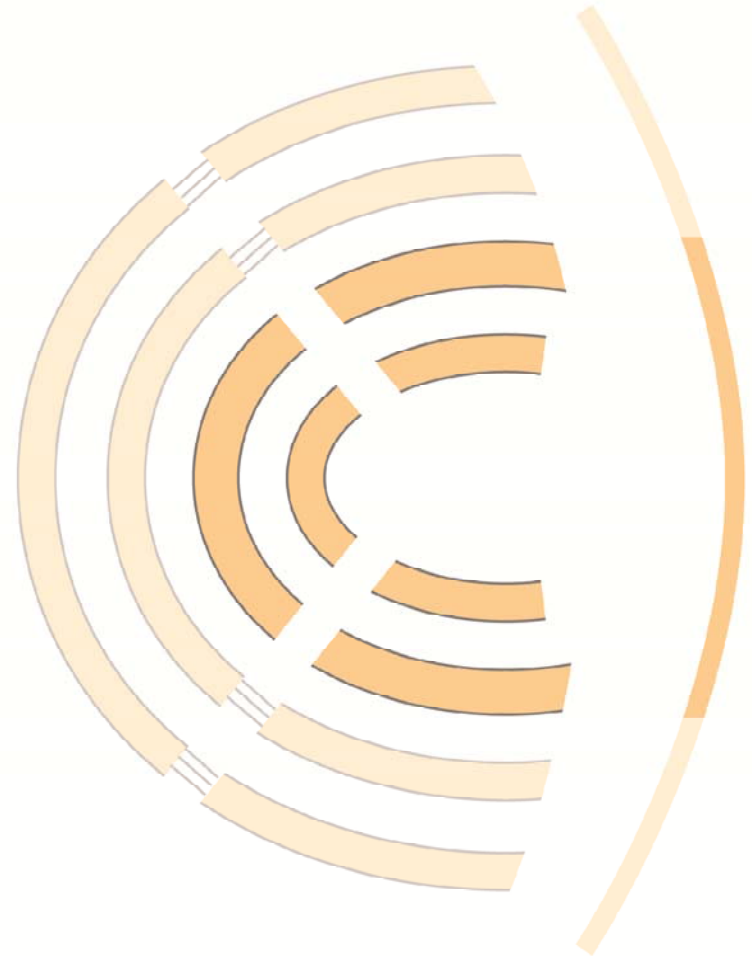   learning?

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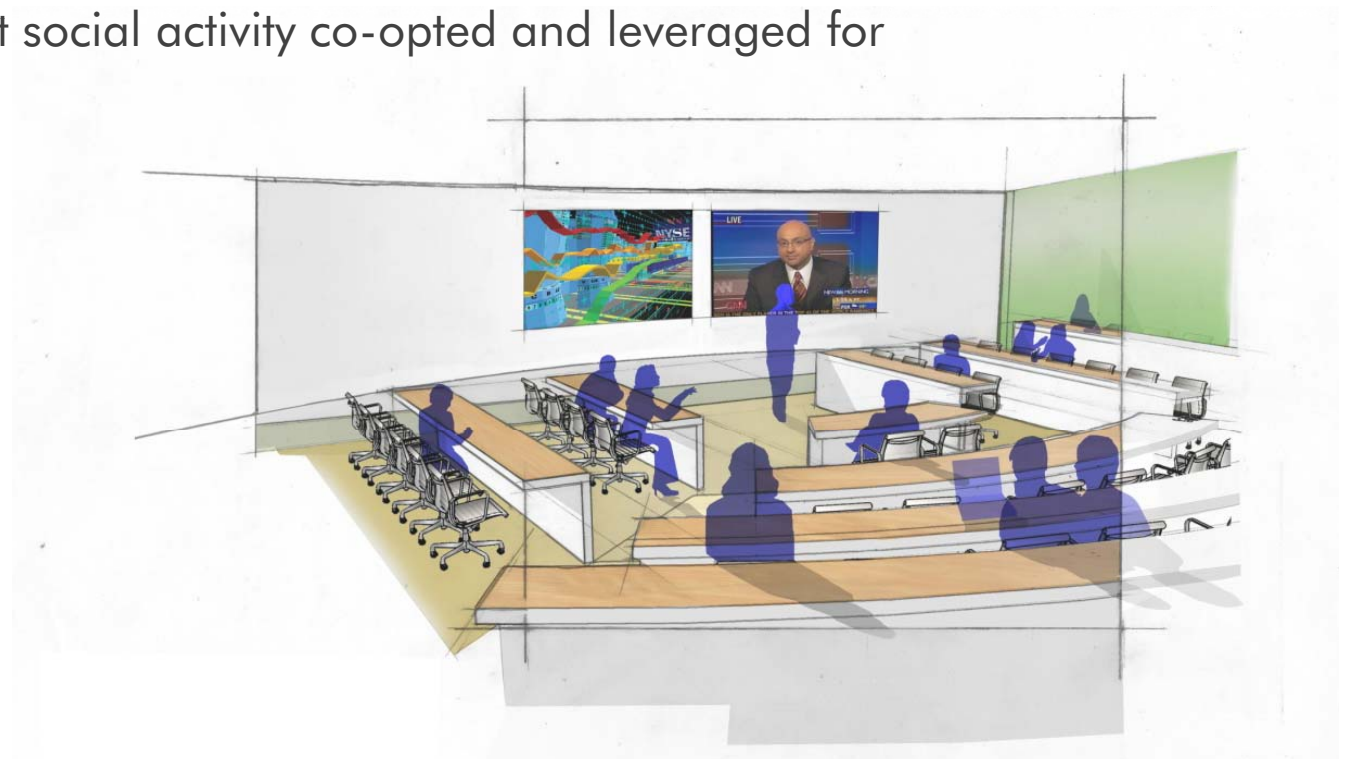
Identifying the Spaces Needed – Core Resources

- Hybrid case-methods classroom

    - 60-80 seats

    - Orientation on instruction well,
   learning wall and peer-to-peer
      interaction
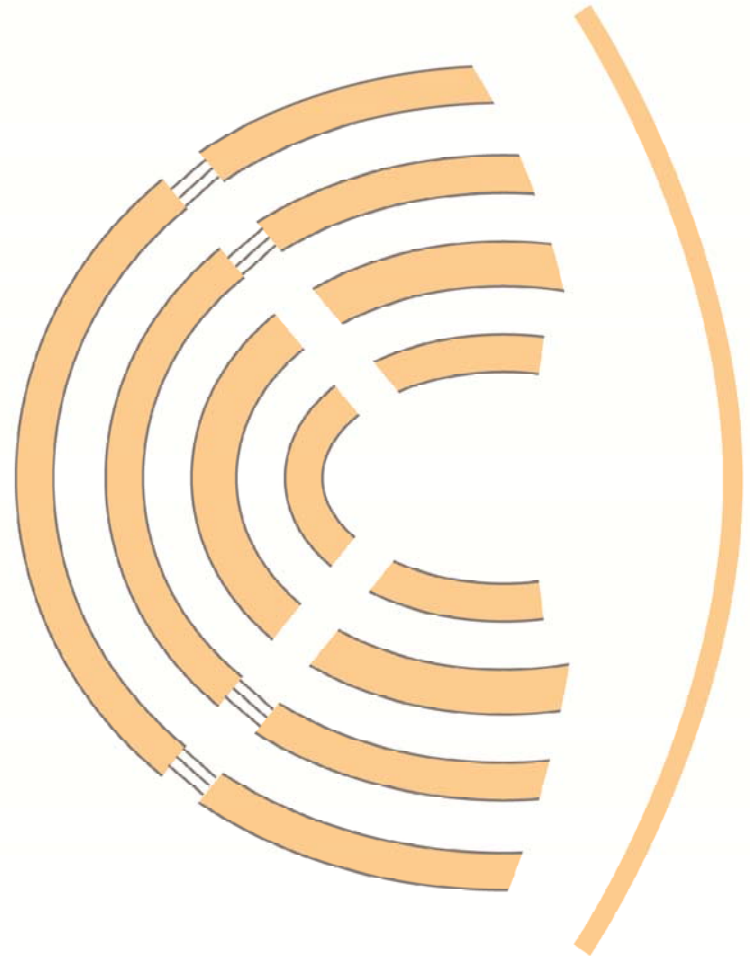
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Identifying the Spaces Needed – Core Resources

- Hybrid case-methods classroom

  - 60-75 seats

  - Orientation on instruction well,
    learning wall and peer-to-peer
   interaction

  - Scales down to 30 seats

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Identifying the Spaces Needed – Core Resources

- Hybrid case-methods classroom

  - 60-75 seats

  - Orientation on instruction well, learning wall and peer-to-peer interaction

  - Scales down to 30 seats

  - Supports break-out learning of 2 to 4-person groups with deeper desk

 - Additional activity space in back

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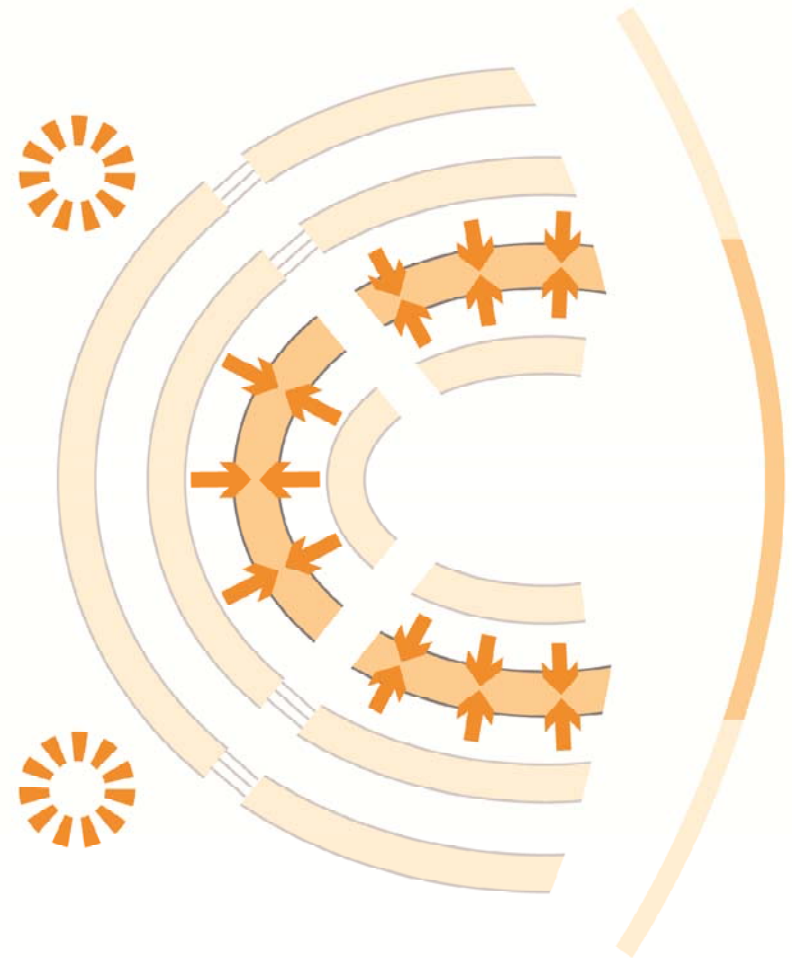
Identifying the Spaces Needed – Core Resources

- There is a differential between where you schedule students and where you don't – what's between scheduled spaces?

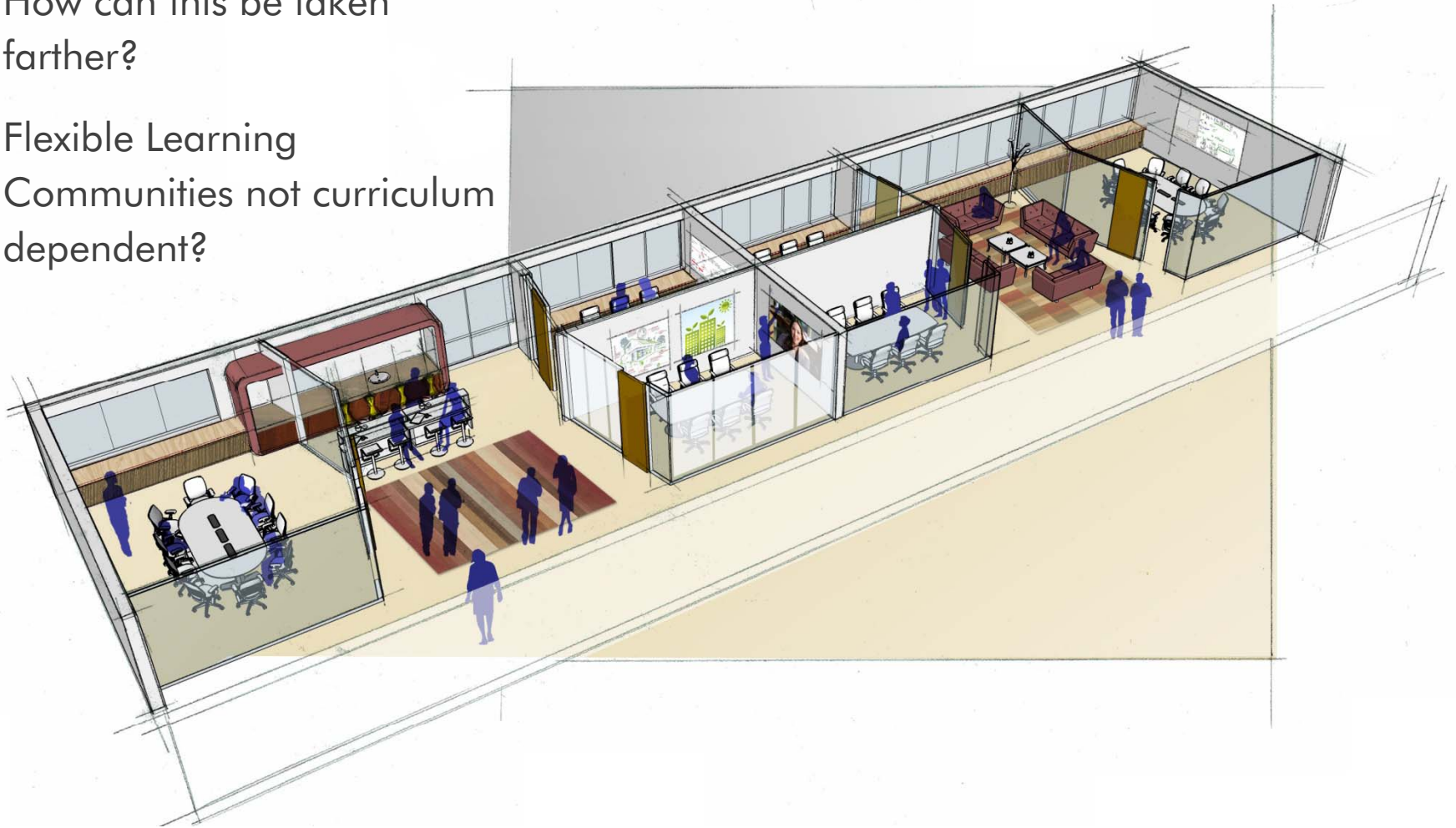- Unplanned activity should be centralized to emphasize vibrancy and ensure utilization
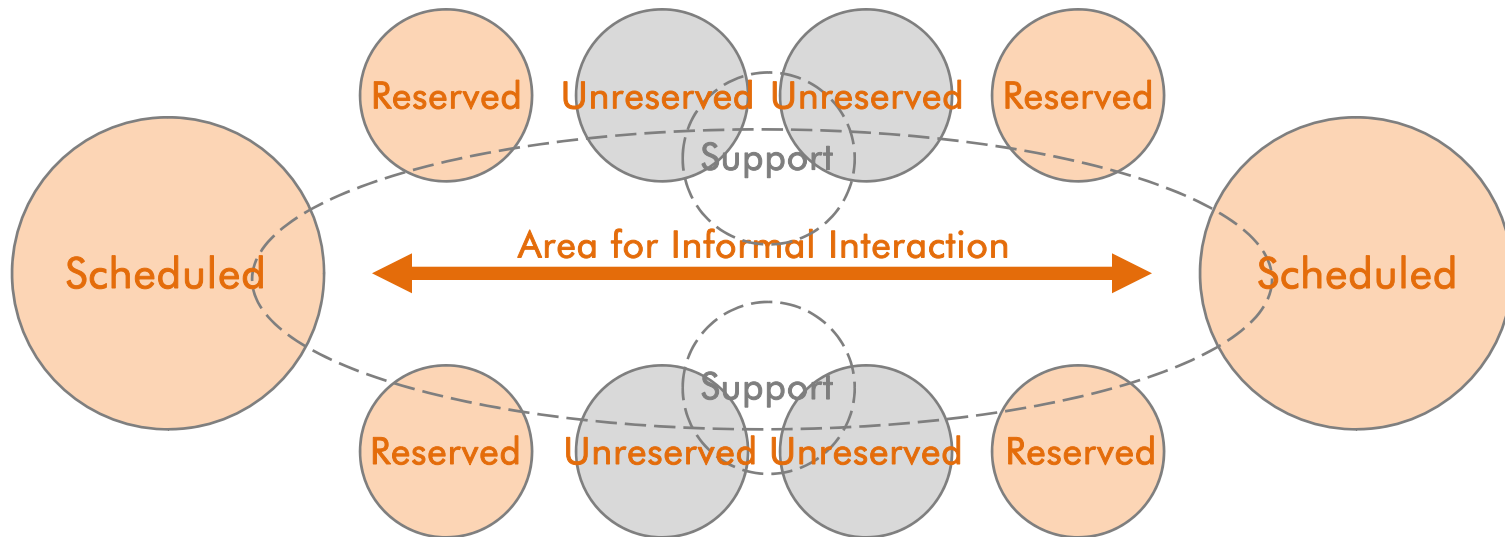
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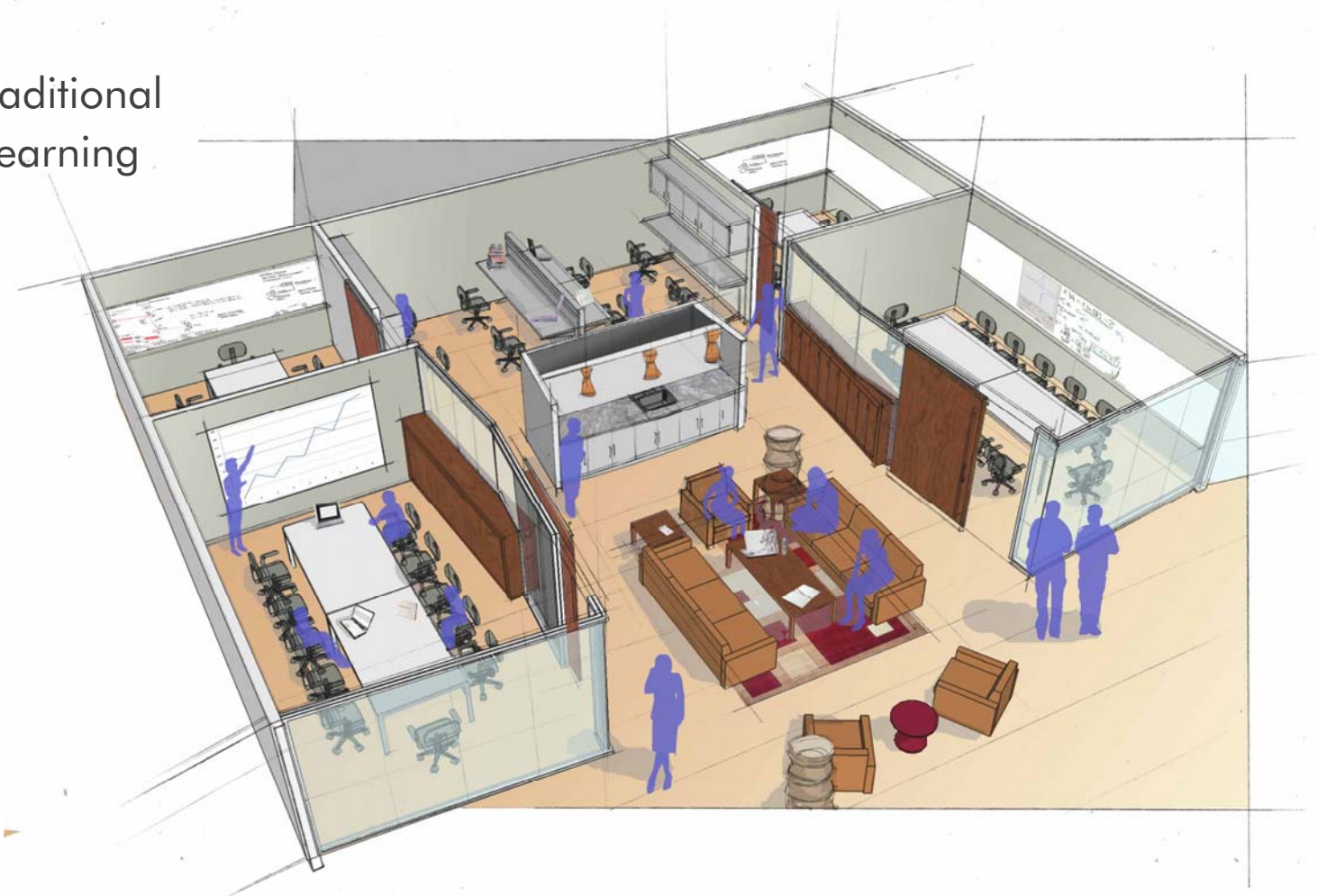# Identifying the Spaces Needed – Core Resources

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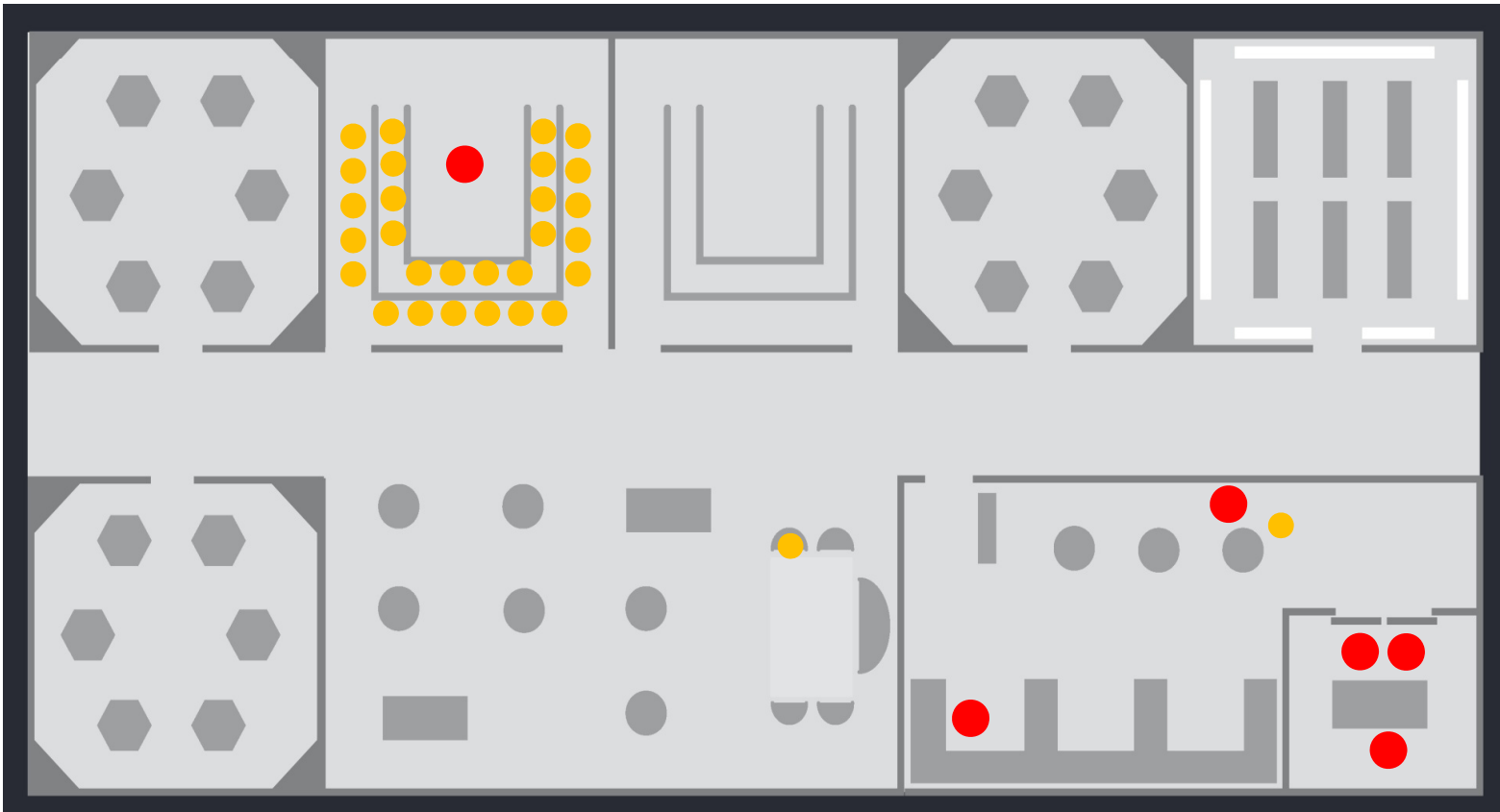
Identifying the Spaces Needed – Specialized Resources

- How can this be taken farther?

- Flexible Learning Communities not curriculum dependent?

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Identifying the Spaces Needed – Specialized Resources

- Beyond the traditional break-out…Learning Communities

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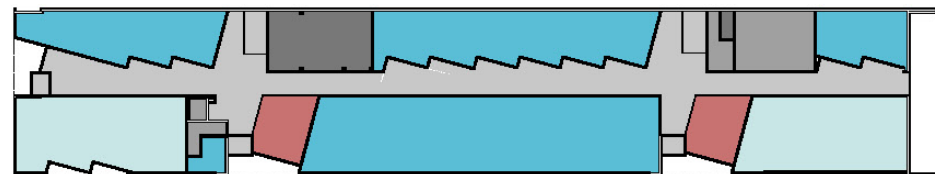## Designing for the Learning Spectrum

- Examine how double-loaded corridors can be opened up
- Create conversation space
- Allow in more natural light

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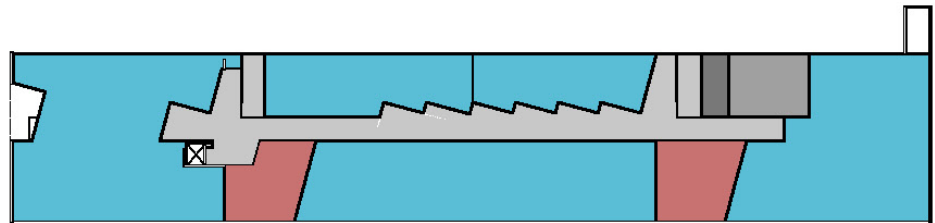## Designing for the Learning Spectrum

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Designing for the Learning Spectrum

- Raubinger Hall - 4th Floor

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Designing for the Learning Spectrum

- Raubinger Hall - 4th Floor

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Programmatic Drivers

- Need to significantly upgrade most Academic Zone facilities' mechanical systems and this planning effort assists in determining how facility interiors should be reconstructed
- Need to change facilities to reflect the Learning Spectrum
- Need to increase amount of natural light in interior environments
- Need to contemporize the look and feel of the Zone

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Deans' Interview

AGENDA

OVERVIEW
   Interview Goals & Topics
   Process & Schedule

PROGRAMMING & SPACE
CONSIDERATIONS

INTERVIEW SESSION

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Interview Topics and Goals

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