Designing Libraries X

The Hayden & Courtyard Renovation Project

Open-Inclusive-Hackable-Dynamic-Participatory

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Massachusetts Institute of Technology (MIT) Libraries

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Massachusetts Institute of Technology (MIT) Libraries

Open-Inclusive-Hackable-Dynamic-Participatory

Designing for Belonging and Wellness

Our Agenda

- Design that responses to the unique research, learning, and belonging needs of MIT
- Prioritizing inclusivity, sustainability, and well-being
- Hayden Library & Courtyard as a Model of the academic library of the future
- Development activities in support of the Hayden Library & Courtyard Renovation

“Libraries have a unique role to play at an institution like MIT, especially the physical spaces of the Libraries,” says **MIT Libraries Director Chris Bourg**. “It was critical that the new Hayden Library and courtyard meet some core needs for the MIT community, including a place for working hands-on with collections, spaces for collaborative group work and community building, and accessible, welcoming spots for working or relaxing in beautiful surroundings.”

“We wanted to make Hayden more of a watering hole, a place that drew people from all over campus to encounter ideas and one another,” says **Mary Fuller, a professor of literature who served on the Institute-wide Task Force on the Future of Libraries**. “You’ll see open vistas, more entryways, and dramatic improvements to accessibility. Inside the library and around its margins, there is a gradation of spaces, from the outdoor public space of a redesigned courtyard through event spaces and classrooms, all the way to small private spaces where one or two people can work.”

Belonging and Wellbeing at MIT

"MIT will cultivate a community in which people feel connected to each other, share a sense of purpose, and support each individual's freedom to be themselves and respectfully express their views..."

MIT Strategic Plan for Belonging, Achievement, and Composition

"The cornerstone of an MIT education is our commitment to hands-on learning, both inside and outside the classroom. Fundamental to that commitment is the health and wellbeing of our students. We envision a culture that allows all students to flourish holistically...We want to make MIT known for its culture of wellbeing..."

MIT Office of Student Wellbeing's Health Promotion Working Group

Design that responses to the
unique research, learning, and
belonging needs of MIT

Collaborative Reading Room
First Floor

Group Study Rooms

First Floor & First Mezzanine Levels

The Loft
First Mezzanine Level

East Study Room
Second Floor

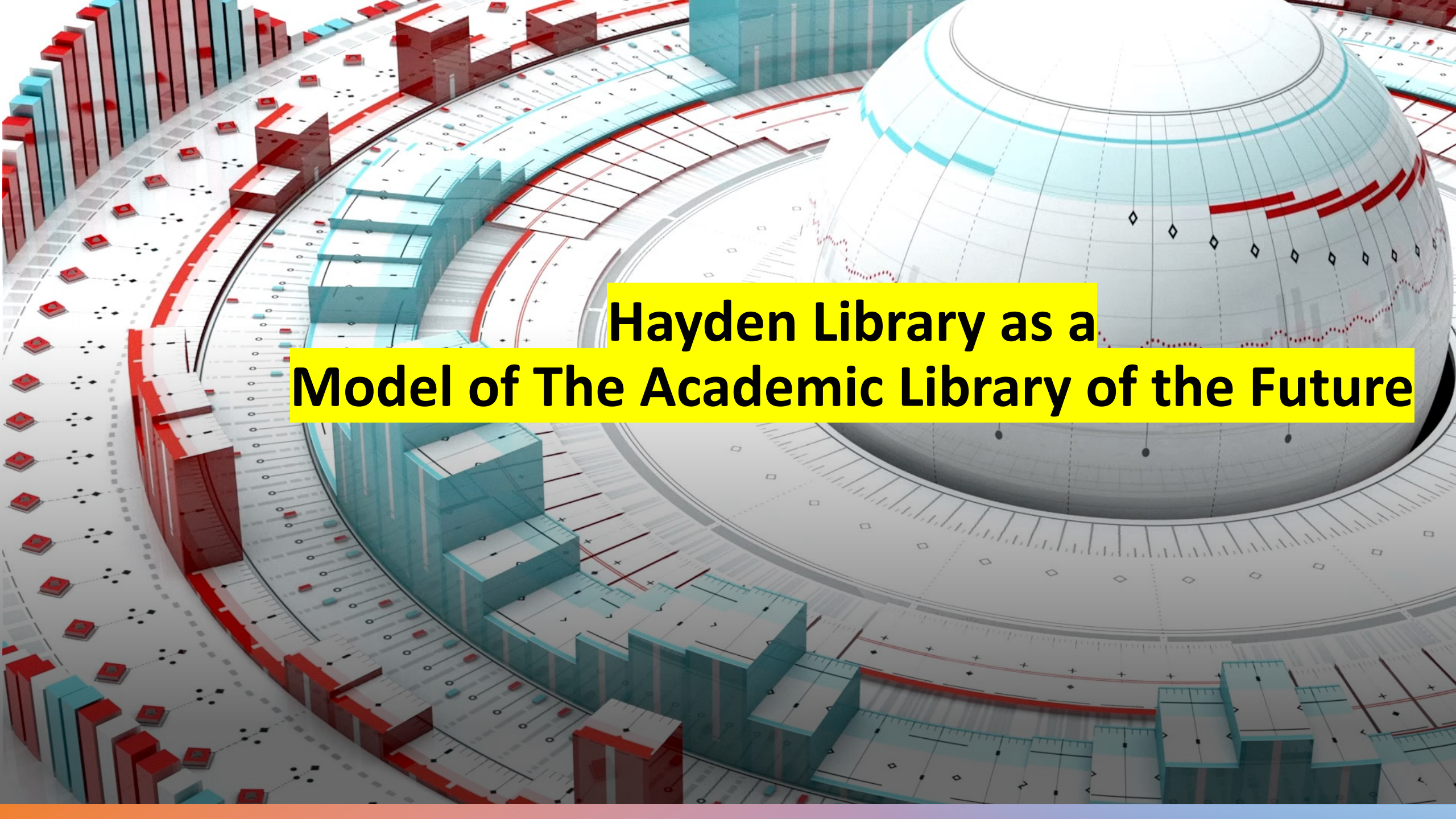
Prioritizing Inclusivity, Sustainability, & Wellbeing

The Courtyard
Adjacent to Hayden &
The Lewis Music Library

The Courtyard at Night

The Oasis of Calm
Second Floor

Courtyard Café
First Floor


Hayden Library as a
Model of The Academic Library of the Future

The Nexus
First Floor

Silent Study
Second Floor

Hayden Library as a Model of The Academic Library of the Future: Grounded in Research, Powered by Humans

- The architecture firm's "Research Crossroads" design concept centers research collaboration by placing research literally and figuratively within the center of the library
- Study rooms and spaces are designed to invite multi-mode engagement - collaborative or individual
- Our Director of Community Engagement and the Program Head for Access Services & Libraries Learning Spaces roles are central to the success of the Hayden and Courtyard programmatic efforts

Upon Reflection

What Makes Us Proud
What Challenges Us
What Are Our Opportunities

What Makes Us Proud

- The Courtyard won a Merit Award in General Design from the Boston Society of Landscape Architects!
- Hayden Library is longlisted for a Dezeen 2023 Award for Sustainable Renovation!
- We were honored by the Class of 2024 who placed Hayden Library on their Brass Rat (class ring)!
- The gate court is higher than pre-pandemic numbers (reopening number were 53% higher than 2019)!
- The Nexus space hosted 72 events in the 2022-2023 academic year!
- We receive requests from various entities within MIT to host meetings and social events within the Nexus and the Courtyard!

Our Challenges and Opportunities

- Climate related changes in Cambridge/New England has resulted in rainstorm water infiltration in various parts of Hayden
- We receive a few patron complaints about the lack of second floor silent space seating each semester
- Partnering with Campus Facilities to ensure "eagle-eyed" attention is being placed on facilities maintenance
- The emphasis on patron belonging meant limited initial focus on staff belonging efforts within our spaces
- Replicating parts of the Hayden success model into our other libraries (i.e. 24/7 tap card access to study spaces)
- Prioritizing more "intellectual sandboxing" with our community so that they can gather and explore in a judgement-free environment
- Determining how to best assess belonging
- Thinking about and planning for staff space usage evolutions as part of our essential core and "the future of work"

Fundraising for the Hayden Library and Courtyard Renovations

Capital Projects for the MIT Libraries

- Five Libraries
  - Barker (Engineering)
  - Dewey (Business)
  - Lewis (Music)
  - Rotch (Architecture and Planning)
  - Hayden (Humanities and Science)

- Barker Library underwent a full “restoration” in 2013. This library is also the iconic Dome image that is used in many marketing materials for MIT

Total Project Cost: $32 million

Institute Support: $30 million

Fundraising Goal: $2 million

Fundraising Strategy

Approximately 350 Libraries donors annually

Project featured during the MIT 24 Hour Challenge (Annual Giving Day)

Met goal in 18 months with support of three major donors

Silent Study
Second Floor

Collaborative Reading Room
First Floor

Fundraising Surprises

- One of the Hayden Library Renovation donors advocated for also renovating the Courtyard
  - Donor funded the Design Study ($75k)
  - Fundraising goal for Courtyard set at $5 million
  - Received the greenlight to fundraise for the project in October 2019

Fundraising for an Unexpected Capital Project

- MIT fast-tracked the project to create two naming opportunities
  - $3 million for entire Courtyard
  - $1M for new “Porch” that serves as an accessible gateway to Hayden and the new Courtyard Cafe
- Two of the three donors from the Hayden Renovation supported the Courtyard at $1.5 million
- One new donor to the Libraries made a $500k donation
- Final cost of project raised to $5.5 million
- Received a $1.5 million grant from anonymous founder in July 2023
- No named spaces (yet), $1.3 million remaining to raise

Thank You!

Library as Platform: Designing for Belonging & Wellness

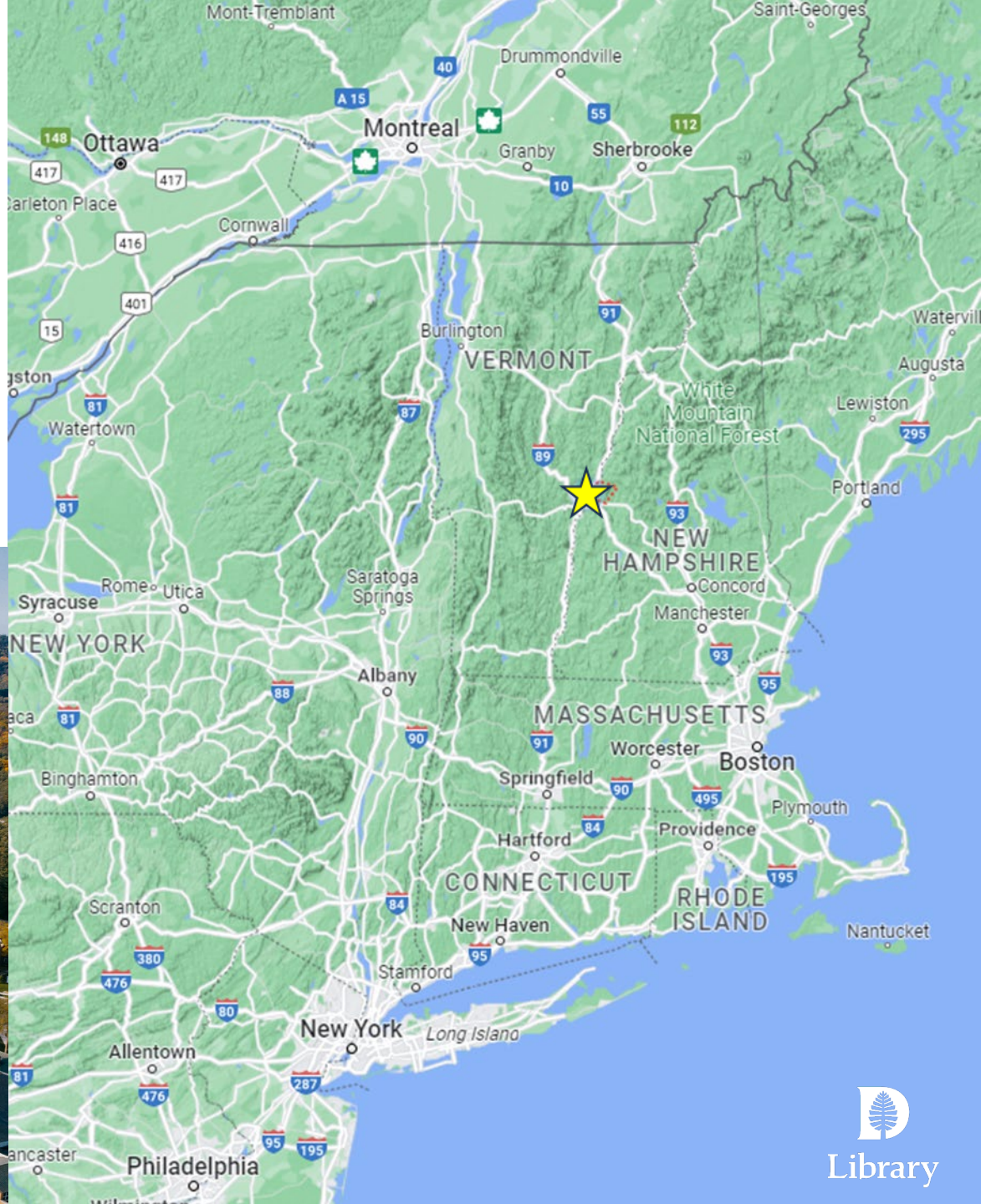
Designing Libraries X
October 8-10, 2023
University of Arizona

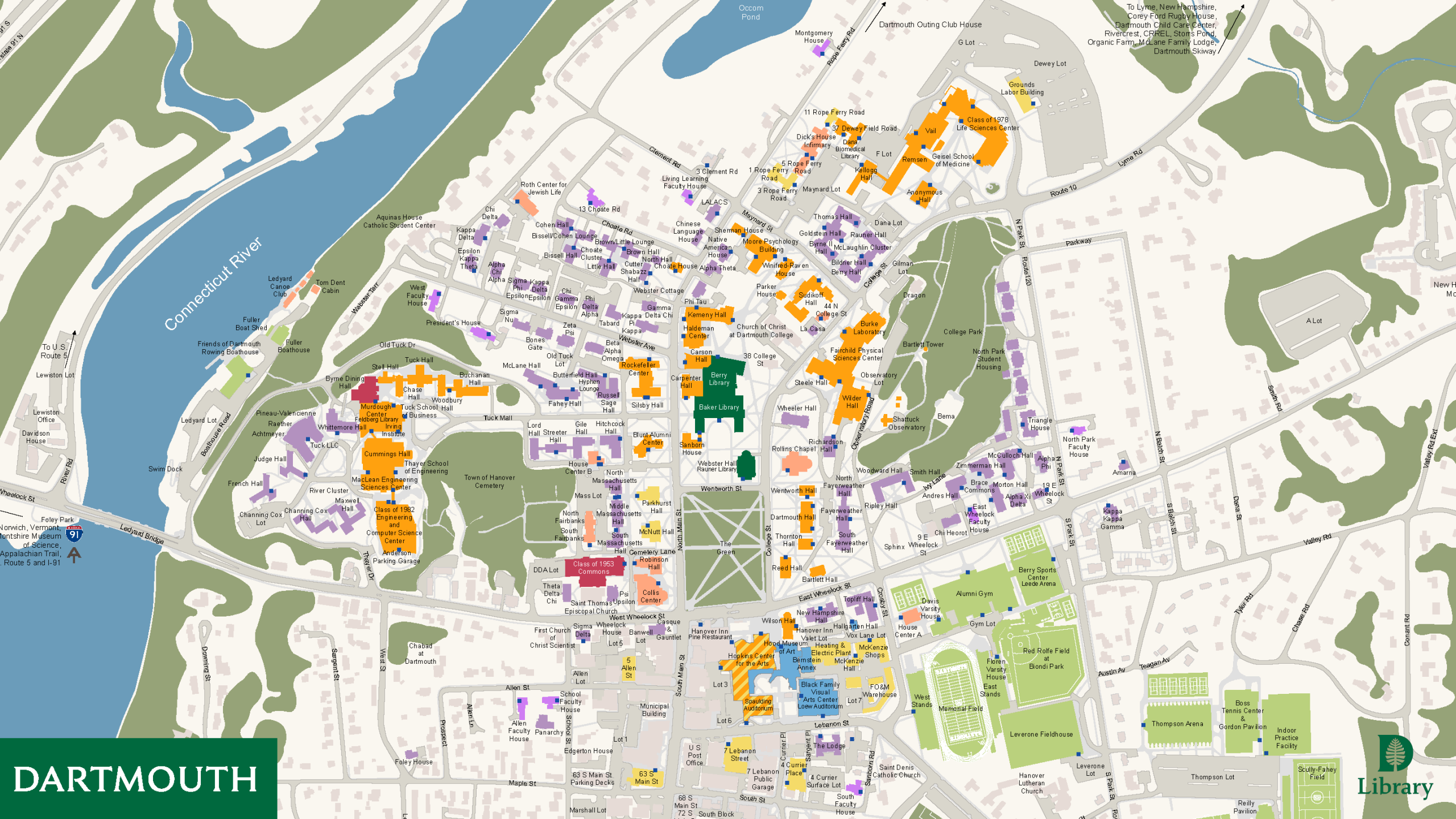
Jennifer Taxman
Associate Dean of Libraries
Dartmouth
jennifer@dartmouth.edu

Library

DARTMOUTH

Hanover, New Hampshire




DARTMOUTH
Library
Connecticut River
Occom Pond
Dartmouth Outing Club House
To Lyme, New Hampshire, Corey Ford Rugby House, Dartmouth Child Care Center, Rivercrest, CRREL, Storrs Pond, Organic Farm, McLane Family Lodge, Dartmouth Skiway
Montgomery House
Rope Ferry Rd
G Lot
Dewey Lot
Grounds Labor Building
11 Rope Ferry Road
37 Dewey Field Road
Dick's House Infirmary
Dana Biomedical Library
F Lot
Vail
Class of 1978 Life Sciences Center
Remsen
Geisel School of Medicine
Kellogg Hall
Anonymous Hall
5 Rope Ferry Road
1 Rope Ferry Road
3 Rope Ferry Road
Maynard Lot
Clement Rd
3 Clement Rd
Living Learning Faculty House
LALACS
Lyme Rd
Route 10
Roth Center for Jewish Life
13 Choate Rd
Aquinas House Catholic Student Center
Chi Delta
Kappa Delta
Cohen Hall
Bissell/Cohen Lounge
Choate Rd
Brown/Little Lounge
Bissell Hall
Choate Cluster
Little Hall
Brown Hall
North Hall
Cutter Shabazz Hall
Choate House
Alpha Theta
Chinese Language House
Native American House
Sherman House
Maynard St
Moore Psychology Building
Thomas Hall
Dana Lot
Goldstein Hall
Rauner Hall
Byrne II Hall
McLaughlin Cluster
Bildner Hall
Berry Hall
Winifred Raven House
Gilman Lot
Collage St.
N Park St
Parkway
Route 120
Epsilon Kappa Theta
Alpha Chi Alpha
Sigma Phi Epsilon
Kappa Delta
Chi Gamma Epsilon
Phi Delta Alpha
Webster Cottage
Parker House
Sudikoff Hall
44 N College St
Dragon
Ledyard Canoe Club
Tom Dent Cabin
Webster Terr
West Faculty House
Fuller Boat Shed
Fuller Boathouse
Friends of Dartmouth Rowing Boathouse
President's House
Sigma Nu
Zeta Psi
Bones Gate
Tabard
Kappa Pi
Gamma Delta Chi
Phi Tau
Kemeny Hall
Haldeman Center
Church of Christ at Dartmouth College
La Casa
Burke Laboratory
Fairchild Physical Sciences Center
Steele Hall
Observatory Lot
Bartlett Tower
College Park
North Park Student Housing
Webster Ave
Beta Alpha Omega
Old Tuck Dr
Old Tuck Lot
Tuck Hall
Stell Hall
Byrne Dining Hall
Buchanan Hall
McLane Hall
Butterfield Hall
Hyphen Lounge
Rockefeller Center
Carson Hall
38 College St
Carpenter Hall
Berry Library
Baker Library
Silsby Hall
Russel Sage Hall
Fahey Hall
Chase Hall
Woodbury Hall
Tuck School of Business
Murdough Center
Feldberg Library
Irving Institute
To U.S. Route 5
Lewiston Lot
Lewiston Office
Davidson House
Ledyard Lot
Boathouse Road
River Rd
Swim Dock
Pineau-Valencienne
Raether
Achtmeyer
Whittemore Hall
Tuck LLC
Judge Hall
French Hall
Cummings Hall
Thayer School of Engineering
MacLean Engineering Sciences Center
River Cluster
Maxwell Hall
Channing Cox Hall
Channing Cox Lot
Class of 1962 Engineering and Computer Science Center
Anderson Parking Garage
Town of Hanover Cemetery
Wheelock St
Foley Park
Norwich, Vermont
Montshire Museum of Science, Appalachian Trail, Route 5 and I-91
Ledyard Bridge
Thayer Dr
Lord Hall
Streeter Hall
Gile Hall
Hitchcock Hall
Blunt Alumni Center
Sanborn House
Webster Hall
Rauner Library
Wentworth St
House Center B
North Massachusetts Hall
Mass Lot
Middle Massachusetts Hall
Parkhurst Hall
North Fairbanks
South Fairbanks
South Massachusetts Hall
McNutt Hall
Cemetery Lane
Robinson Hall
North Main St
The Green
College St
Wheeler Hall
Rollins Chapel
Richardson Hall
Observatory Road
Shattuck Observatory
Bema
Triangle House
North Park Faculty House
Amarna
Woodward Hall
Smith Hall
Ivy Lane
Andres Hall
Zimmerman Hall
McCulloch Hall
Brace Commons
Morton Hall
Alpha Xi Delta
Alpha Phi
19 E Wheelock St
N Park St
N Balch St
Smith Rd
Valley Rd Ext
North Fayerweather Hall
Fayerweather Hall
South Fayerweather Hall
Ripley Hall
Dartmouth Hall
Thornton Hall
Reed Hall
Bartlett Hall
9 E Wheelock St
Sphinx
Chi Heorot
East Wheelock Faculty House
Kappa Kappa Gamma
S Balch St
Dana St
Valley Rd
DDA Lot
Class of 1953 Commons
Theta Delta Chi
Psi Upsilon
Collis Center
Saint Thomas Episcopal Church
West Wheelock St
East Wheelock St
Topliff Hall
Crosby St
Berry Sports Center Leede Arena
Alumni Gym
Davis Varsity House
Gym Lot
House Center A
First Church of Christ Scientist
Sigma Delta
Wheelock House
Lot 5
Banwell Lot
Casque & Gauntlet
Wilson Hall
New Hampshire Hall
Hallgarten Hall
Vox Lane Lot
Hanover Inn Valet Lot
Hanover Inn Pine Restaurant
Hood Museum of Art
Heating & Electric Plant
McKenzie Shops
McKenzie Hall
Hopkins Center for the Arts
Bernstein Annex
Black Family Visual Arts Center
Loew Auditorium
Spaulding Auditorium
Lot 3
Lot 6
Lot 7
FO&M Warehouse
Chabad at Dartmouth
Downing St
Sargent St
West St
Allen St
Allen Lot
5 Allen St
South Main St
Municipal Building
School Faculty House
Allen Faculty House
Panarchy
Allen Ln
Prospect
Foley House
Edgerton House
Lot 1
U S Post Office
7 Lebanon Street
7 Lebanon Public Garage
Lebanon St
The Lodge
4 Currier Pl
Sargent Pl
4 Currier Place
4 Currier Surface Lot
Sanborn Rd
Saint Denis Catholic Church
South Faculty House
South St
63 S Main St Parking Decks
63 S Main St
68 S Main St
72 S
South Block
Marshall Lot
Maple St
Red Rolfe Field at Biondi Park
Floren Varsity House
East Stands
West Stands
Memorial Field
Leverone Fieldhouse
Leverone Lot
Hanover Lutheran Church
Thompson Arena
Boss Tennis Center & Gordon Pavilion
Indoor Practice Facility
Thompson Lot
Scully-Fahey Field
Reilly Pavilion
Austin Av
Teagan Av
Tyler Rd
Chase Rd
Conant Rd
A Lot

Baker Library, built 1928

Berry Library, addition 2000

Day of Caring
21 October 2022

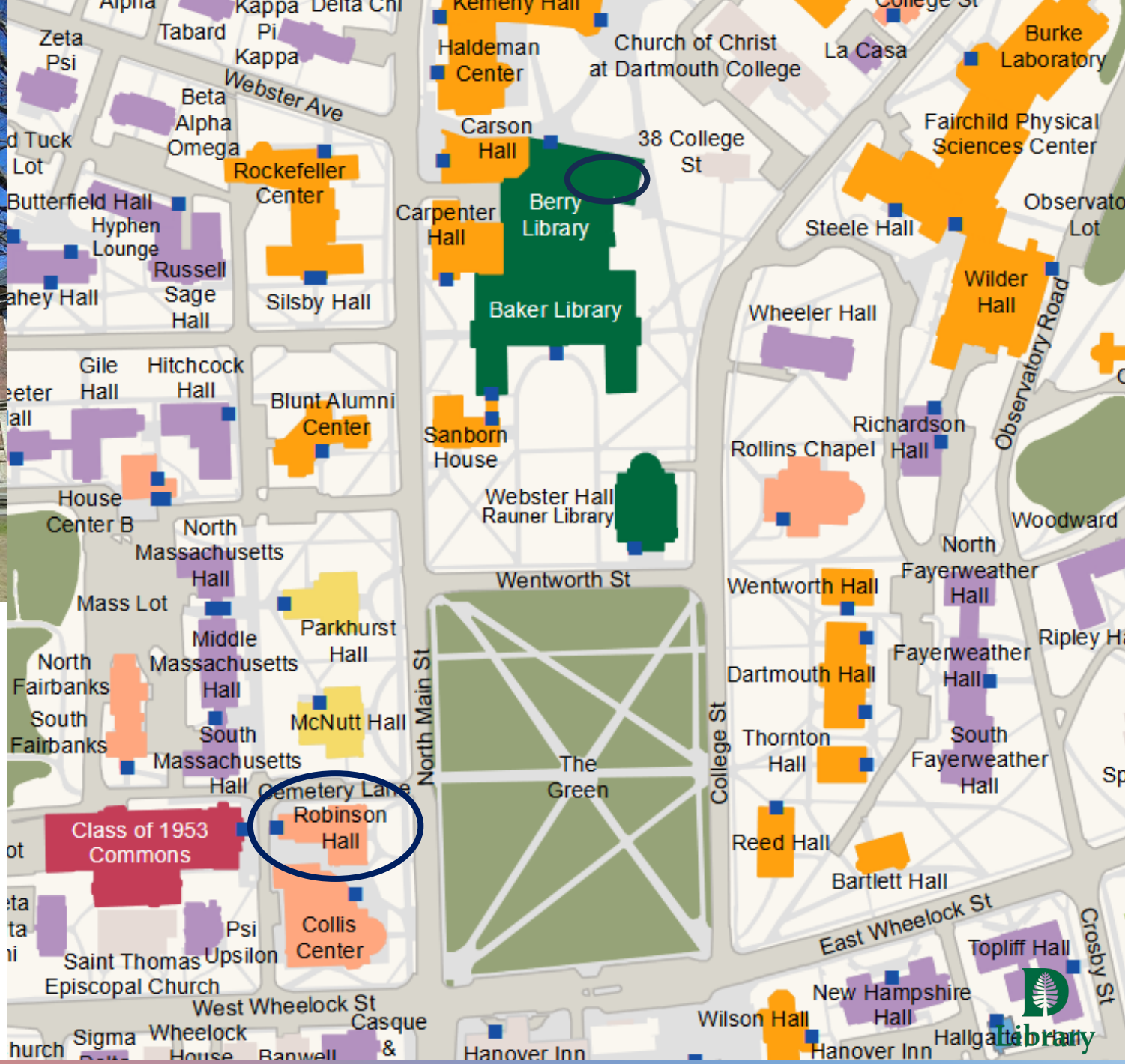
Several programs, speakers, and activities on the importance of mental health and well-being based in Baker-Berry Library

Library

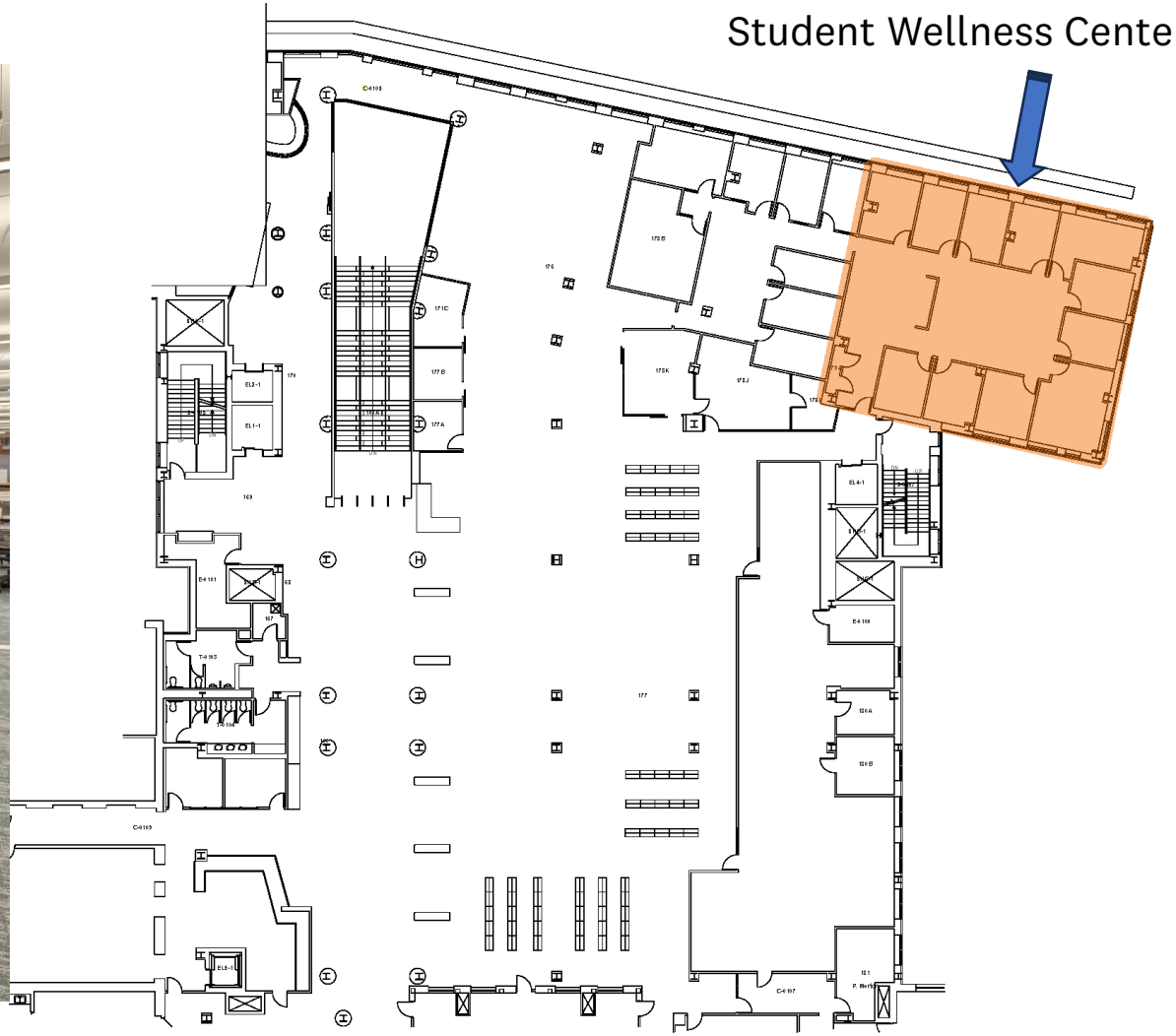
Robinson Hall

October 2022

Student Wellness Center moves from the 3rd floor of Robinson Hall to the 1st floor of Berry Library



Berry Library, First Floor



Popular Student Study Location

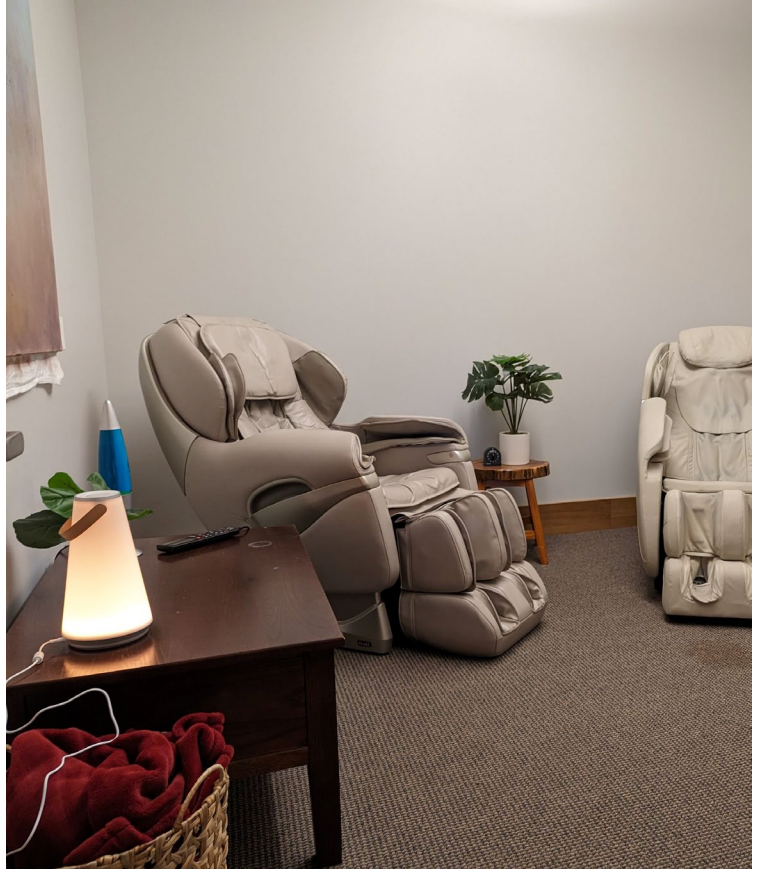
Library

Enhancing the Current Built Environment

Student Wellness Center

Library

Tranquility Room



Student Wellness Center

Library

Educational Materials & Resources

Student Wellness Center

Library

Benefits from Being in the Library

Convenient Access to Space and Services

Enhancing Academic Performance

Creating a Supportive Environment

Community Building

Library

Student Quotes

“When I come in here, I feel a sense of peace and relaxation.”

“We can be ourselves!”

“The other day I had two midterms and was really stressed out. I came in here for a break and felt the stress lift off my shoulders.”

“No pressure to be productive.”

Library

Partnerships & Collaboration

Co-located with Academic Skills Center

Dartmouth Academic Support Network

Reducing Barriers

Partnerships with Student Organizations

Library

Uwill®

Student Mental Health & Wellness

Private, Bookable Room in Baker-Berry Library

Library

Library Staff Training

Bystander Intervention Training

Motivational Interviewing

Library

Baker Library Lawn - Extending the Wellness Footprint in a Public Setting

Library

Healthy Ecosystem of Faculty, Staff & Students

“… the single greatest service we can do for our students, our faculty, and our staff, is to support them on their wellness journeys.”

Dartmouth President Sian Beilock

Inaugural Address, 22 September 2023

Library

Belonging Between the Books

Library as Platform: Designing for Belonging and Wellness

Gina M Fernandes (she/her)
PhD Student, College of Design
North Carolina State University

DESIGNING LIBRARIES X | OCTOBER 9, 2023

Land Acknowledgement

*We respectfully acknowledge the University of Arizona is on the land and territories of Indigenous peoples. Today, Arizona is home to 22 federally recognized tribes, with Tucson being home to the **O'odham** and the **Yaqui**. Committed to diversity and inclusion, the University strives to build sustainable relationships with sovereign Native Nations and Indigenous communities through education offerings, partnerships, and community service.*

University of Arizona's Land Acknowledgement Statement

NC State University is a land-grant institution for the people of North Carolina and respectfully acknowledges that the lands within and surrounding present-day Raleigh are the traditional homelands and gathering places of many Indigenous peoples, including eight federally and state-recognized tribes: **Coharie, Eastern Band of Cherokee, Haliwa-Saponi, Lumbee, Meherrin, Occaneechi Band of the Saponi Nation, Sappony and Waccamaw Siouan.** We share an ongoing responsibility to safeguard these lands and to respect the sovereignty of the tribes and Indigenous nations residing in North Carolina. NC State honors all Indigenous peoples who have been and continue to be an integral part of our university's history and culture.

North Carolina State University

Positionality

East Indian + Goan + Catholic

Seattle, WA + Washington, DC + Raleigh, NC

Bachelor of Arts, International Affairs (GWU)

Master of Arts, Higher Education (GWU)

Master of Architecture (UMD)

5+ Years Ayers Saint Gross

3 Years UDC Adjunct Faculty

DCNOMA Chapter President

PhD Student at NCSU

GAME PLAN

WHAT ARE WE TALKING ABOUT TODAY?

- WHY BELONGING?
- CONNECTING THE DOTS
- TO BELONG
- TO MATTER
- ASSESSING FOR BELONGING
- DESIGNING FOR BELONGING

WHY BELONGING?

Why does everyone keep talking about it?

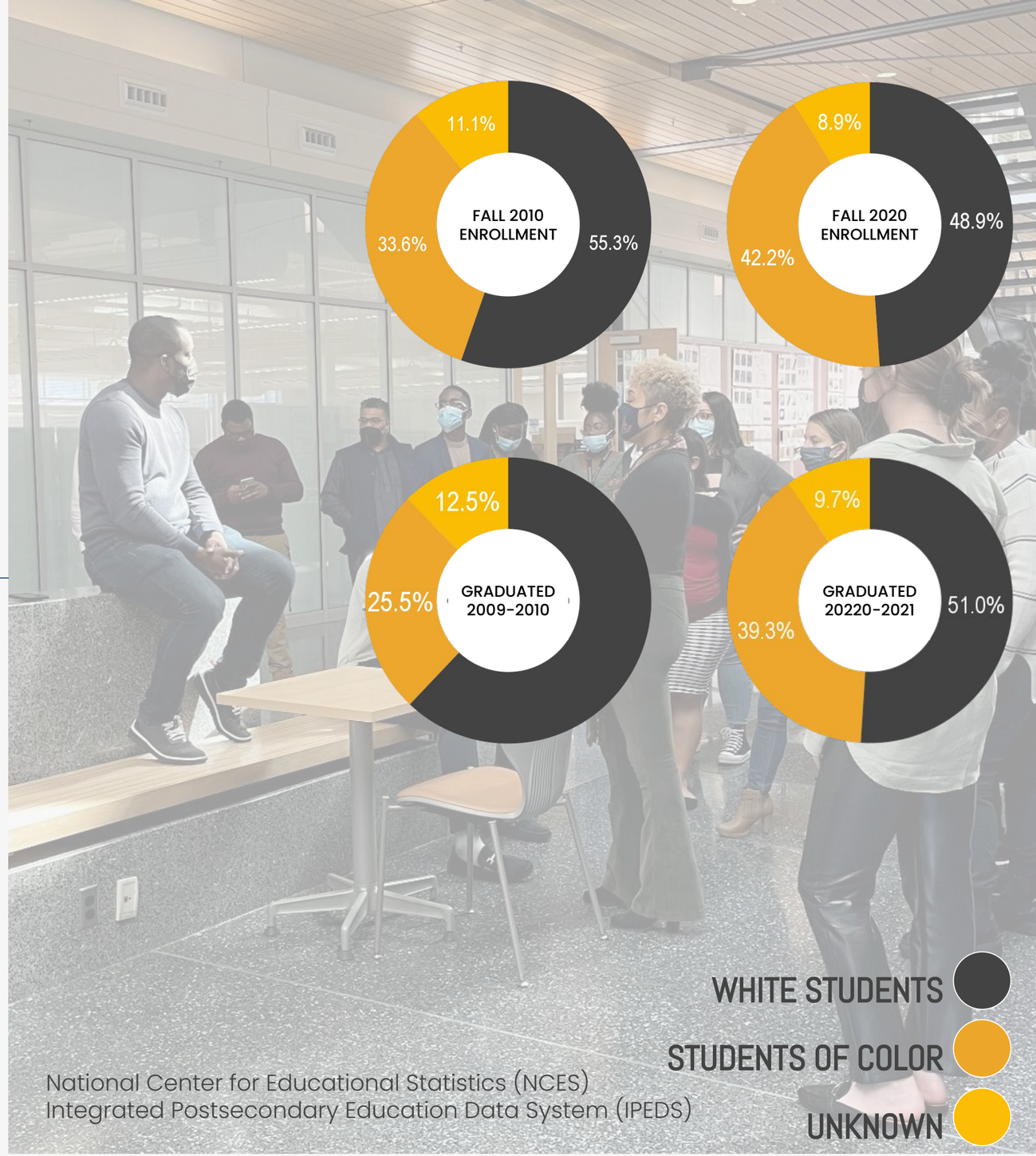
Isn’t it obvious that everyone should belong?

How does Justice, Equity, Diversity, and Inclusion lead to Belonging?

CONNECTING THE DOTS

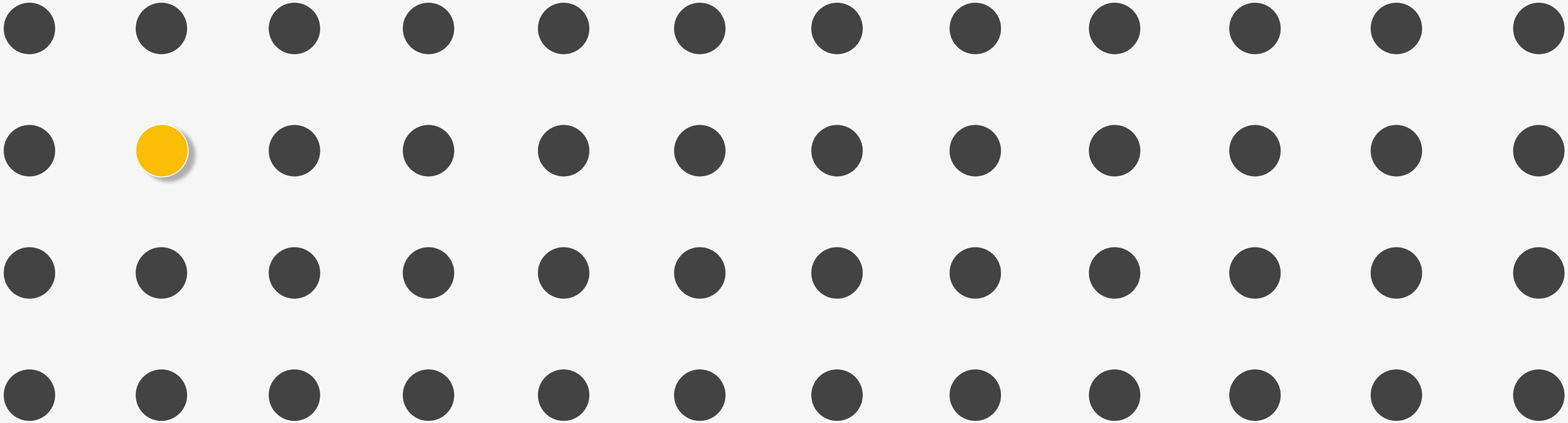
On increasingly majority-minority campuses, we must engage students at the margins who bring intersecting identities, that include gender, race, color, age, first-generation, language, religion, ability, neurodivergence, sexuality, socio-economic status (SES)

So, how does a student develop a sense of belonging?

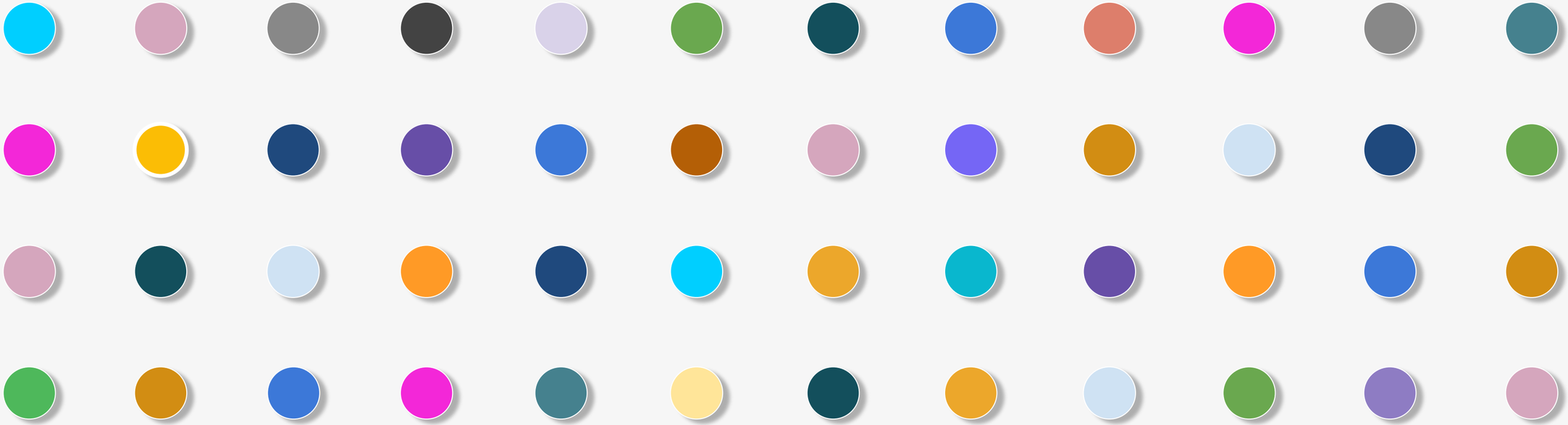


National Center for Educational Statistics (NCES)
Integrated Postsecondary Education Data System (IPEDS)

CONNECTING THE DOTS



CONNECTING THE DOTS



CONNECTING THE DOTS

What words do you associate with belonging?

slido

ⓘ Click **Present with Slido** or install our Chrome extension to activate this poll while presenting.

to belong...

"...students' perceived social support on campus, a feeling or sensation of connectedness, the experience of mattering or feeling cared about, accepted, respected, valued by, and important to the group..."

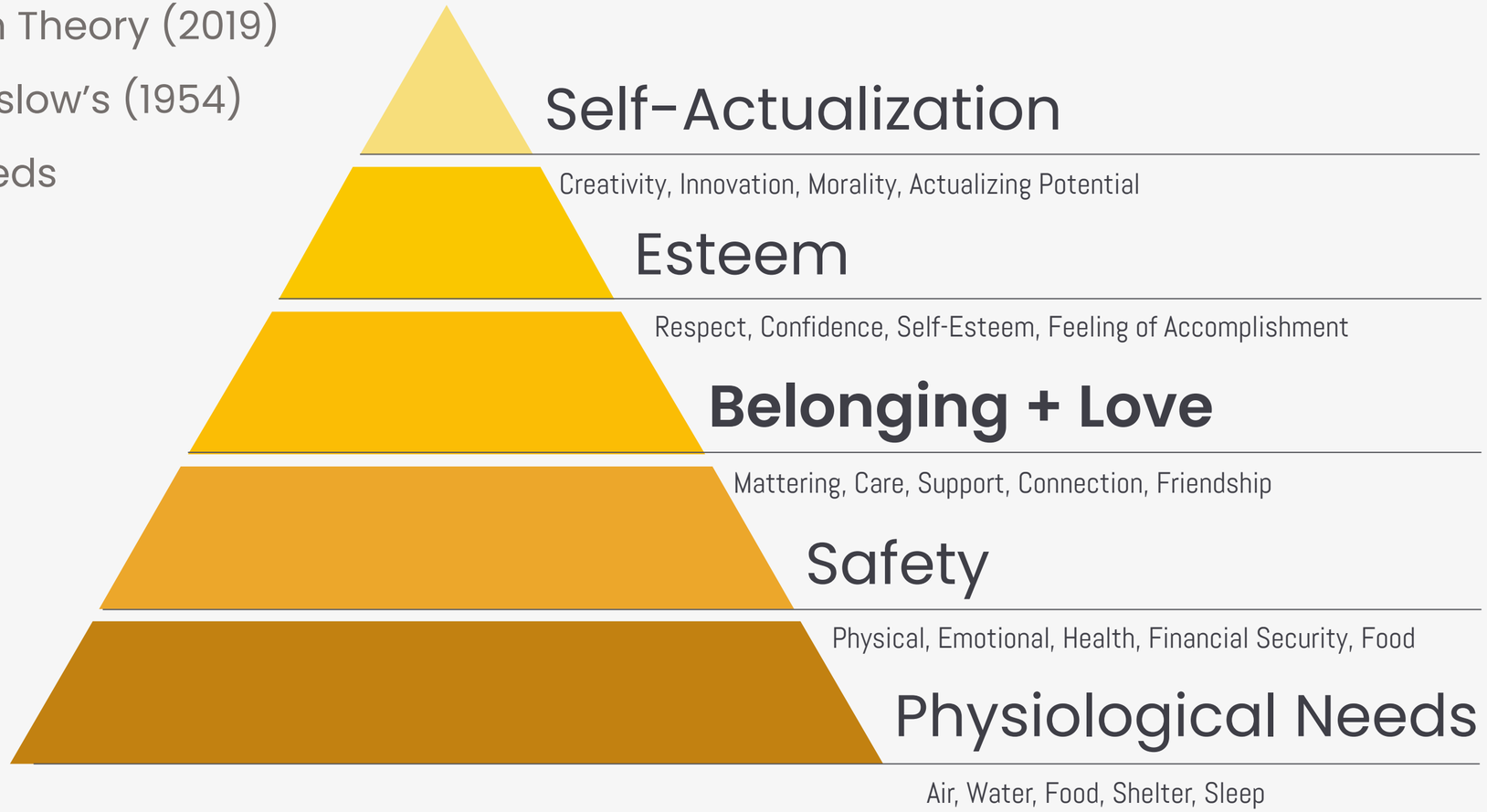
College Students' Sense of Belonging
Terrell Strayhorn, 2018, pp. 28-29

STUDENTS' SENSE OF BELONGING

Terrell Strayhorn Theory (2019)

Drawn From Maslow's (1954)

Hierarchy of Needs



STUDENTS' SENSE OF BELONGING

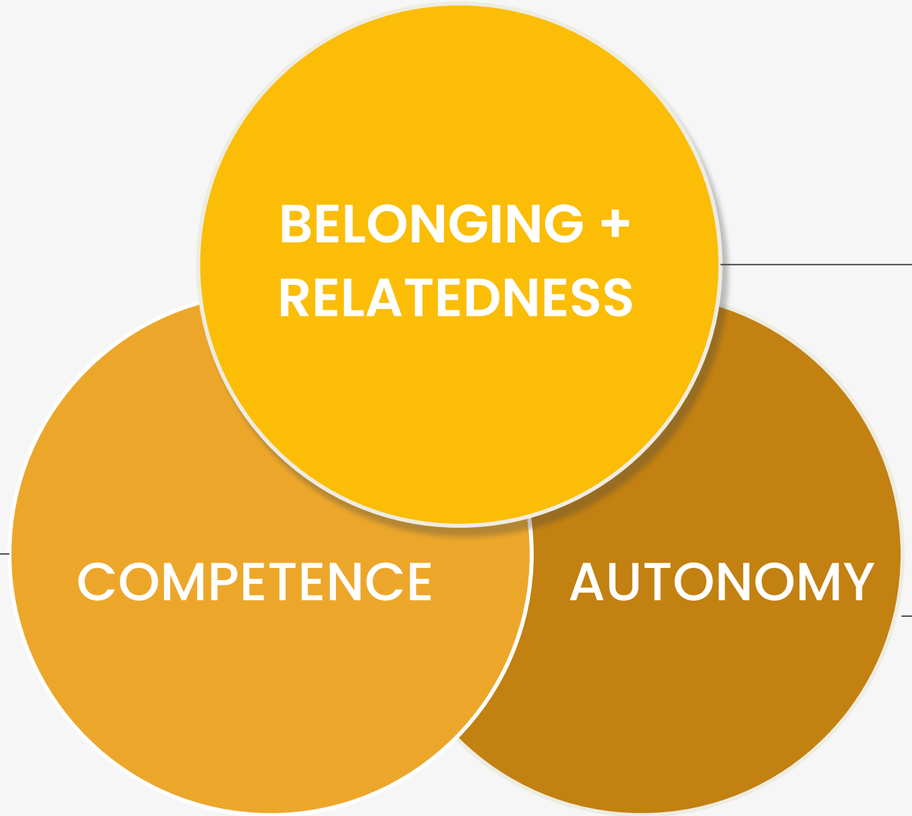
1. Universal basic need
2. Fundamental motive sufficient to drive Behavior
3. Context, time, and factors determine Importance
4. **It is Related to Mattering**
5. It is influenced by one's identity
6. Leads to positive outcomes and success
7. Must be satisfied as conditions change

Core Elements: Sense of Belonging

Terrell Strayhorn (2019, p. 30)

SELF DETERMINATION THEORY

Motivational Theory: Drawn from Cognitive Evaluation Theory by Deci & Ryan (1985)



You feel that their actions are consistent with their social context and values

Your perception ability to effectively perform a required behavior, task or activity

Your sense of choice
Initiator of your actions
Meaningful Engagement with Learning

INFLUENCE ON BELONGING

MACRO-STRUCTURE
SOCIOCULTURAL
ORGANIZATIONAL
INTERPERSONAL
INSTRUCTIONAL
PROCESS

DEVELOPMENTAL
OUTCOMES

Fernandes (2023) Influence on College Students' Sense of Belonging

Drawn from: Development Eccles + Roeser's (2015) Schools as Central Contexts of Development

Drawn from: Bronfenbrenner's (1979) Ecology of Human Development

INSTITUTION

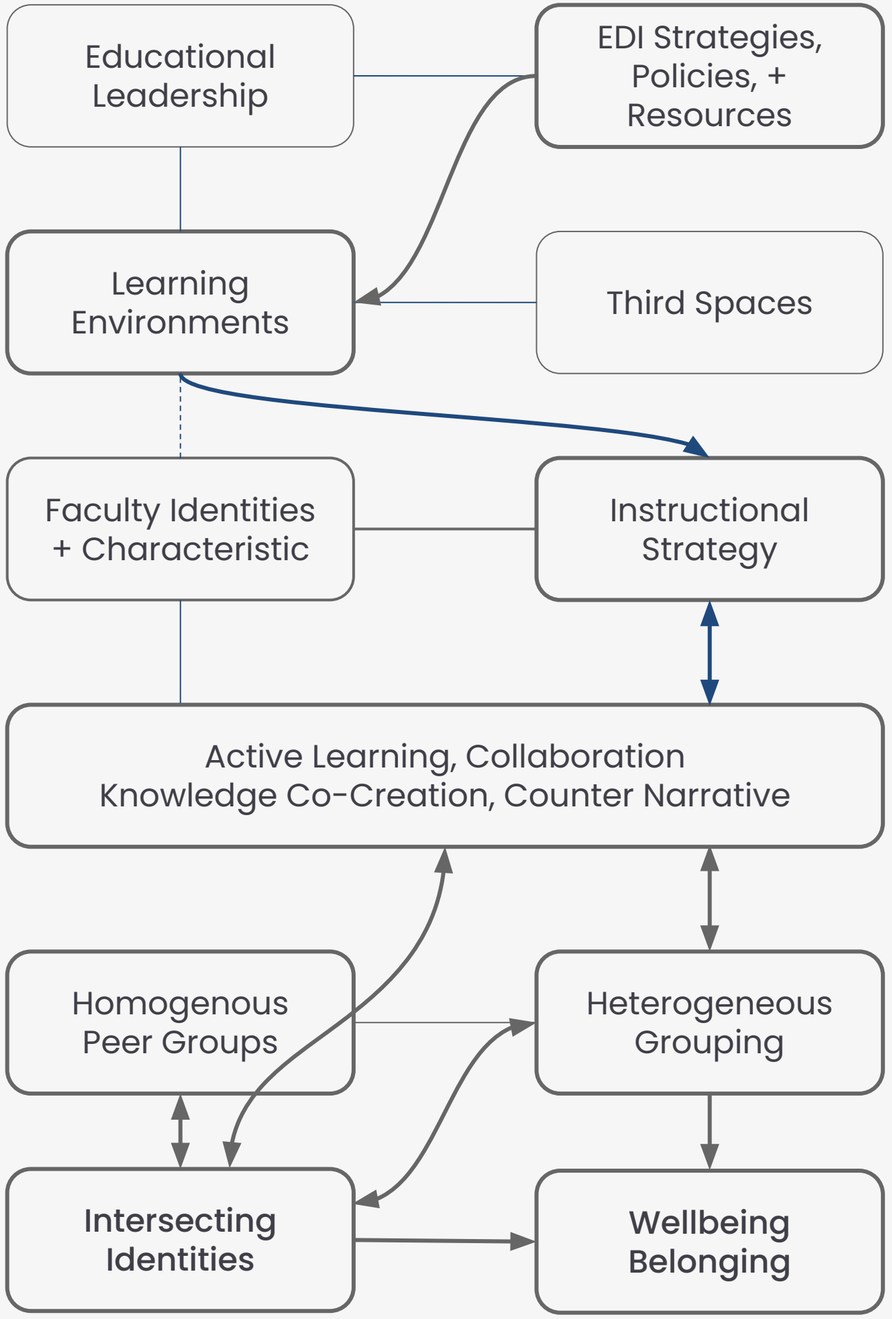
ENVIRONMENT

PROFESSOR

PEDAGOGY

GROUP STRUCTURE

STUDENT



ESSENCE OF BELONGING

Feeling of Mattering

Needed, Wanted, relied upon

Appreciated, Respected, Valued

Associated with Self-Actualization and Student Success

“Free to let your freak flag fly!”

Marginalizatized

Loneliness

Anxiety + Worry

Apathy + Disconnection

Sense of Alienation

“Out of Place”

What is belonging at its core?

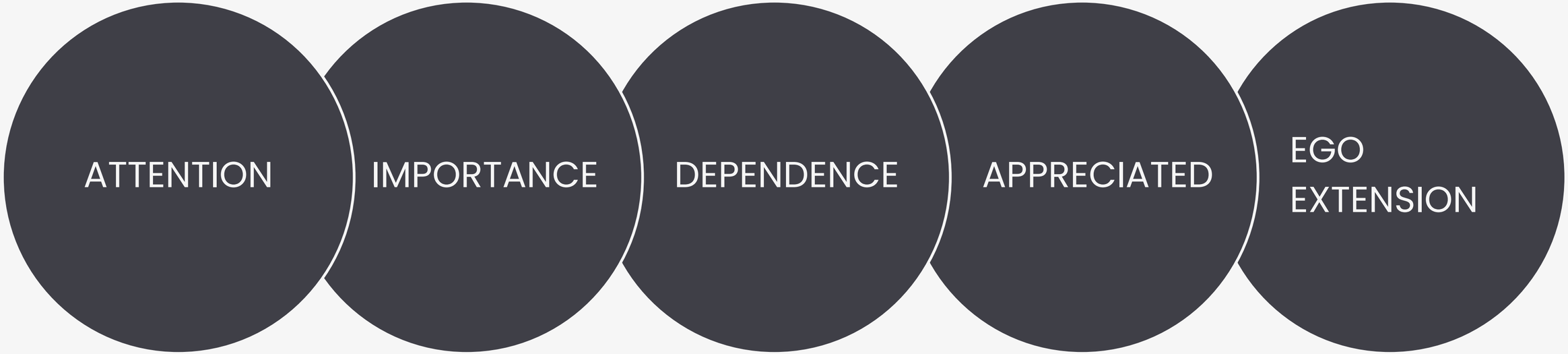
to matter...

"...the feeling that others depend on us, are interested in us, are concerned with our fate, or experience us as an ego-extension exercises as a powerful influence on our action"

Marginality and Mattering: Key Issues in Building Community
Rosenberg & McCullough, 1981, p. 165, as quoted by Schlossberg, 1989, p. 8

MATTERING

Dimensions of Mattering from Rosenberg & McCullough (1981), adapted by by Schlossberg (1989)



“They see me”	“They care about me”	“They need me”	“They appreciate me”	“They are proud of me”

OUR ASSUMPTIONS…
Everyone feels like they belong or that they matter to someone!

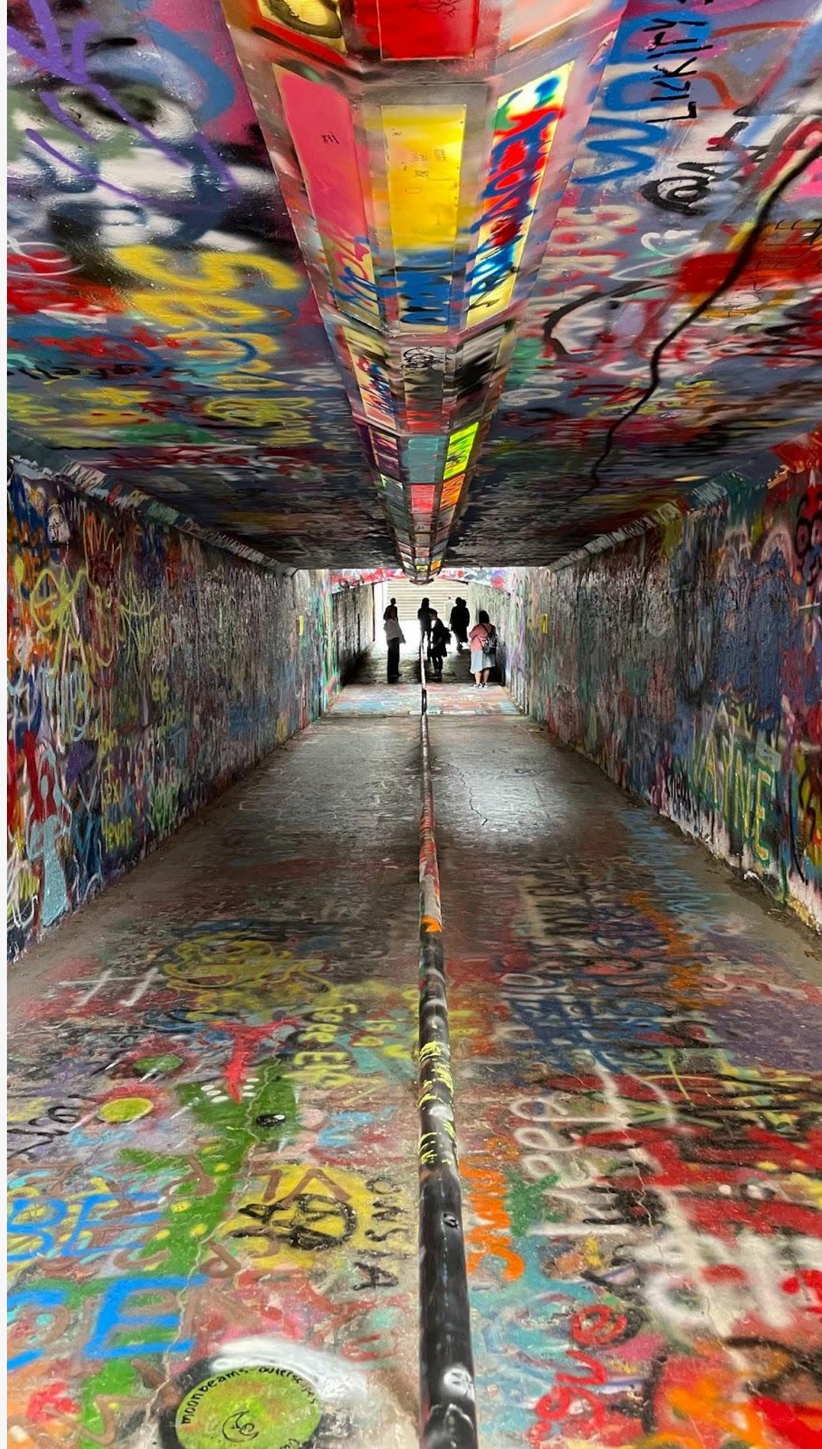
MY LIBRARIANS

Joanne Boerth
Forest Ridge School

Cindy Frank
University of Maryland

Karen DeWitt
North Carolina State University

ACTIVITY:
Write down a time in college when you felt like you mattered to someone!



ASSESSING FOR BELONGING

From - Black and Belonging at School: A Case for Interpersonal, Instructional, and Institutional Opportunity Structures

Gray, Hope, + Matthews (2018, p. 2)

INTERPERSONAL OPPORTUNITY STRUCTURE

Facilitation of social ties including peer-peer and student-faculty relationships (student-librarian!)

INSTRUCTIONAL OPPORTUNITY STRUCTURE

Engage in pedagogy and instruction that celebrates and reinforces all aspects of students' identities and cultures (heritage knowledge + cultural knowledge)

INSTITUTIONAL OPPORTUNITY STRUCTURE

Cooperative collaboration between students, faculty, and institution (community) to eliminate structural barriers that disparage or reject marginalized populations

ASSESSING FOR BELONGING

From - Black and Belonging at School: A Case for Interpersonal, Instructional, and Institutional Opportunity Structures

Gray, Hope, + Matthews (2018, p. 8-12)

Strategy 1
Recognize institutional policies and environmental factors that could constrain suggested belonging reform efforts

Strategy 2
Identify the conceptual and operational boundaries of instructional and institutional opportunity structures

Strategy 3
Develop observational tools that critically assess belongingness opportunity structures as conveyed through classroom discourse

Strategy 4
Situate examinations of belonging opportunity structures within historical contexts

Society for College and University Planning SCUP Fellow Research Project Final Report

The Planning and Design of Diverse, Equitable & Inclusive Campus Environments

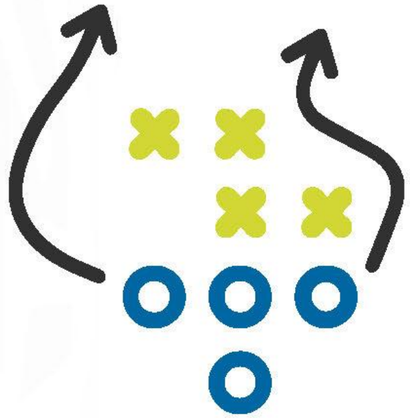
Shannon Dowling, MArch, AIA, LEED^{AP}, SCUP Fellow 2020–2021

MEET SHANNON DOWLING

Shannon Dowling, MArch, AIA, LEED^{AP}, is an architect, analyst, and educator who focuses on creating research-driven and student-centered learning environments. She enjoys devising innovative strategies to address evolving educational learning populations and styles. Dowling serves as the learning environments strategist on architecture and planning projects at Ayers Saint Gross.

In addition to her work at Ayers Saint Gross, Dowling was an adjunct professor in the School of the Arts at Virginia Commonwealth University from 2008–2019. She is a member of the Learning Spaces Collaboratory, a national think tank of architects, planners, and academics focused on studying best practices for learning spaces. Dowling has a Master of Architecture, Metropolitan Research + Design from the Southern California Institute of Architecture and a Bachelor of Architecture from Virginia Tech. She is an alumna of the Society for College and University Planning Institute. Dowling lives in Richmond, Virginia, with her husband and three sons.

Peripheral Vision



A Playbook for the
Planning + Design of
Diverse, Equitable & Inclusive Campus Environments

Shannon Dowling, AIA, LEEDAP
2020-2021 SCUP Fellow

Society for College and University Planning SCUP Fellow Research Project Final Report

The Planning and Design of Diverse, Equitable & Inclusive Campus Environments

Shannon Dowling, MArch, AIA, LEED[AP], SCUP Fellow 2020–2021

MEET SHANNON DOWLING

Shannon Dowling, MArch, AIA, LEED[AP], is an architect, analyst, and educator who focuses on creating research-driven and student-centered learning environments. She enjoys devising innovative strategies to address evolving educational learning populations and styles. Dowling serves as the learning environments strategist on architecture and planning projects at Ayers Saint Gross.

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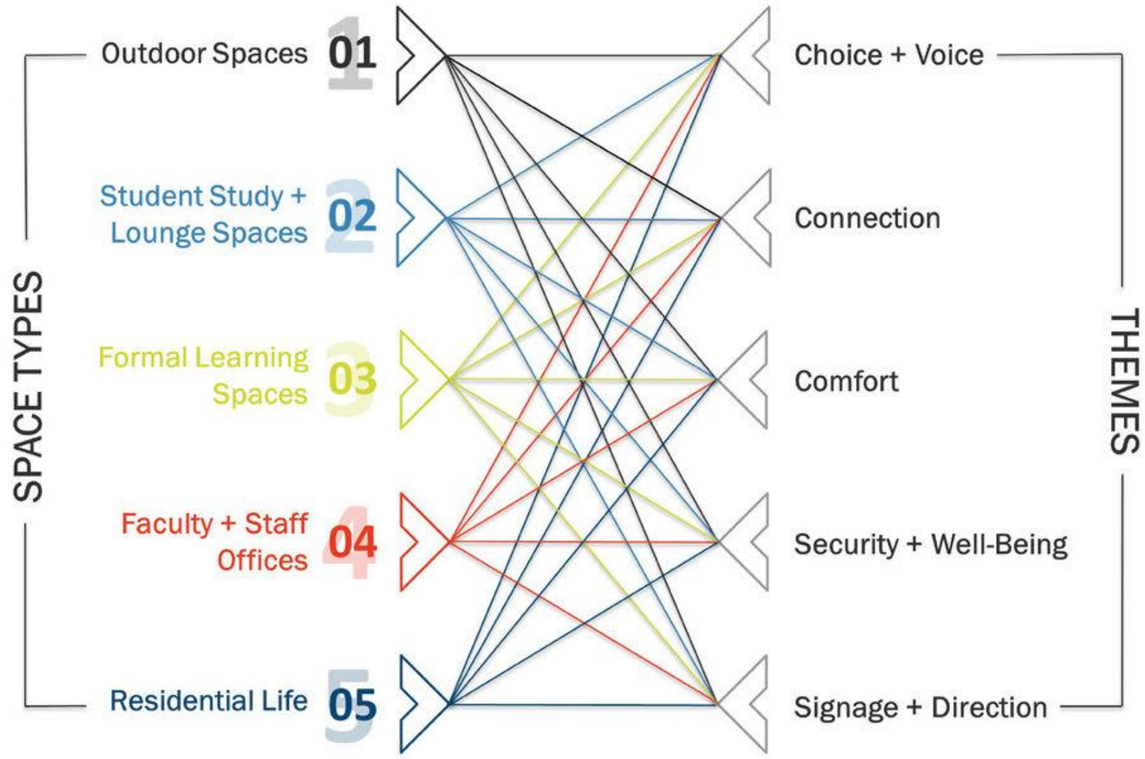

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Potential Assessment Metrics

The following columns list suggested metrics for institutions that would like to measure progress over time. Not all metrics below will be relevant to every institution. Please select the objectives that best align with your institution's vision and core values. Congratulations on starting this conversation and studying this relevant topic at your institution. Invite students into the discussion and listen to their experiences and suggestions. I appreciate your interest in this project and wish you each the best of luck as you embark on this journey.

Outdoor Spaces

- number of intentional outdoor environments per facility or student
- number of different outdoor furniture choices provided on campus
- number of transportation modes accommodated on campus
- percent of complete street grids
- percent of accessible paths and entryways
- percent of buildings, streets, and paths that are signed
- percent of buildings and historic sites labeled with honest campus history, culture, and context
- percent of vegetation native to the region

Student Study + Lounge Spaces

- percent of informal student space per academic building
- number of different furniture choices or adaptations per informal space
- percent of student seats with:
  - unobstructed line of sight to entryways
  - view to the outdoors
  - access to an outlet
  - access to a monitor or whiteboard
  - user control over lighting, acoustics, or thermal comfort
- number of restrooms with:
  - a standard layout of fixtures and accessories
  - that are gender inclusive
  - that contain children and adult changing tables
- percent of nap and mothering rooms per students, faculty, and staff

Formal Learning Environments

- square foot per student within instructional spaces
- number of different furniture choices or adaptations per instructional space
- percent of accessible desks per instructional space
- percent of student seats with:
  - unobstructed line of sight to entryways
  - view to the outdoors
  - access to an outlet
  - access to a monitor or whiteboard
  - user control over lighting, acoustics, or thermal comfort
- percent of instructional seats that the instructor can reach in the room
- number of sandboxing/ training spaces on campus
- percent of students and faculty trained to use innovative furnishings and technology

Faculty + Office Spaces

- percent of collaboration space per occupant
- percent of faculty offices within sight of an informal student space
- number of different furniture choices or adaptations per office
- percent of workspaces with:
  - unobstructed line of sight to entryways
  - view to the outdoors
  - user control over lighting, acoustics, and thermal comfort
  - access to planters, green walls, water features, and calming color palettes
- percent of storage space per occupant
- percent of office layouts where furniture barriers between occupant and visitors have been eliminated
- number of office spaces proximate to indoor or outdoor areas that promote health, fitness, respite, and relaxation

Residential Life

- percent of community space per residence hall
- number of different furniture choices or adaptations per unit
- percent of units with:
  - user control over lighting, acoustics, and thermal comfort
  - access to private or communal kitchens
  - access to gender-neutral restrooms
  - animal-friendly accommodations
- number and cost of housing options available to graduate students or students on a non-traditional calendar
- number of non-residential students that can be accommodated via nap pods, lounges, or other places of respite
- number of units proximate to indoor or outdoor areas that promote health, fitness, respite, and relaxation

ACTIVITY:
How can you work with your students to assess an opportunity structure?

designing for belonging...

The campus community bears responsibility for the ***health, safety, and well-being*** of all of its students.

Critical design methods and critical pedagogy invites students at the margins to ***investigate, create, and validate just places to learn,*** which will enhance their learning experience, success and **sense of belonging** (Adams & Bell, 2016; Shor, 1992; hooks, 2009; Freire, 1968).

Transformative design for belonging goes beyond design for learning by ***empowering students to shape learning communities and campus cultures*** (Souto-Manning, et al., 2021; Winn & Winn, 2021; Museus & Jayakumar, 2012).

Photo: NBC

ANY QUESTIONS?

David S. Pumpkins (SNL, 2016)