



## SPACE AND FURNITURE PLANNING GUIDELINES Fall 2020

Campus Planning, Design and Construction

## New Jersey Institute of Technology Space and Furniture Planning Guidelines

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## Introduction

The purpose of this document is to provide the framework for planning the future space needs of the University. This document summarizes all of the guidelines, calculations and standards used through the process. The planning factors included are used as a part of a campus master plan and need to be detailed for a more specific day-to-day level of planning.

The following guidelines are a summary of parameters assembled from various sources. They have been adapted to respond to the specific needs of NJIT and its instructional methodology. The overall intent of the space guidelines is to establish a parameter for the amount of space needed to support the specified function.

The guidelines are a planning instrument to establish space adequacy on a uniform and equitable basis. They are reasonable estimates of the space needed, not a definitive "maximum" or "minimum". In applying the guidelines to specific cases, consideration must be given to the room shape, equipment, access, utilization, and additional functional requirements. This becomes critical when applying the guidelines within the context of an existing facility. These guidelines are based on current planning standards and functions.

The Department of Campus Planning, Design, and Construction is a unit of REDCO Division and will be responsible for the maintenance of the standards and keeping all records. The standards will be reviewed periodically. The Department must approve any requests for variances.

## 1. Offices

## **Space Standards**

Space standards were established to create uniformity and efficiency in the University's work environments. The standards encourage designers and other stakeholders to think in terms of adaptability for future reconfigurations. Inherently, the standards also discourage designs that dedicate space to infrequent or "luxury" uses.

## 1.1 Office Types

The open office environment offers numerous advantages that are validated by industry research. Open environments promote creativity, collaboration, and flexibility, among other benefits. Closed offices will be allocated to employees by their directors. All other employees will be located in open offices.

## 1.2 Design Elements

## Furniture

Modular furniture is the standard for all office space. Designers are to specify standard product lines and components for a look and quality that match throughout an organization. Stand-alone office furniture, or "case goods," will be evaluated by the Campus Planning, Design and Construction Department for specialty conditions only.

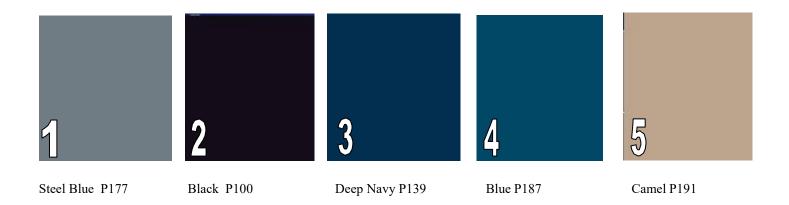
### Finishes

The selection of finish materials and colors for a public space (i.e., one visited by students, parents, community members, etc.) must be approved by the Campus Planning, Design and Construction Department." For non-public spaces, selections should remain within the University's approved color guidelines and furniture standards.

## **Finish Standards**

## Vinyl Cove Base

For the Vinyl cove base, mostly we use #1 and #2. for the tiles it all depends on the location.



## VCT 12" TILE

## Armstrong Imperial Texture Standard Excelon



## PAINT - Benjamin Moore

Facilities Services incorporated the usage of Benjamin Moore brand name paint for all our projects in the dorms. "Ultra Spec 500" is the reference product of choice as is more cost effective for our space renovations. Flat finish for drywall surfaces and Eggshell finish for cinder block walls. We may want to use the "Regal" or "Aura" type of paint as an alternative, but it depends on the project.

## **Carpets**







Manufacturer: Tandus-Artisan #03579 Color: Argillite #43713

Location: Fenster, GITC, CAB

Manufacturer: Shaw -Central Line Color: Market Red #72506 Location: Campus Center

Manufacturer: Mannington –Crosstalk Color: Video Decoder #14403 Location: GITC 3rdFloor







Manufacturer: Tandus-Grid Overlay

Manufacturer: Shaw -Bright Work,

Allure Tile #59327 Color: Spark #27500 Location: FMH

Manufacturer: Tandus-Linewave#04846

Color: #1017527-005

Location: WEC Color: Clean Coal #44030

Location: CKB

II #02969



## • Lighting and Dimmer Standards

Please use the elements below for illustration purposes only. Please contact the department for the current model and approves fixtures for your project.



Manufacture: Cree Series: ZR Lamp Type: LED



Manufacture: Lithonia Lighting Series: FS Lamp Type: LED



Manufacture: Philips/Day-Bright Series: Arioso Lamp Type: CFL



Manufacture: Cree Series: Smartcast Color: White



Manufacture: Acuity Series: SPODMRD Color: White

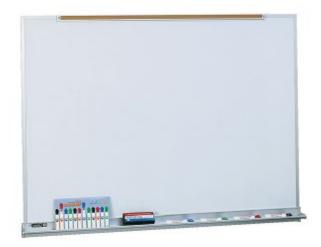


Manufacture: Lutron Series: Diva Color: White



## • Whiteboard and Tack Board Standards

For Illustration purposes only, please contact the Department for additional information.



Manufacture: Claridge Series: LCS Deluxe [With or without tack rail] Sizes: 3'x4', 4'x4', 4'x6', 4'x8', 4'x10' and 4'x12'



Manufacture: Claridge Series: 800 Colors: Contact designer Sizes: 3'x4', 4'x4', 4'x6', 4'x8', 4'x10' and 4'x12'

## • Standard Space Sizes and Finishes

The table on the following page shows the office type (open/closed), square footage allocated, and furniture/finish for each job category. Standard finishes are shown in the table 1 on the following page.



# 1.3 Space Planning Guideline Summary Table

	Job Categories		Closed Office	Open Office		
Administration	Research/Academic	Athletic	Net Assignable Square Feet	Net Assignable Square Feet	Figure Number	Notes
Executive V.P.	Provost	N/A	300-350	N/A	Fig.1	
Associate V.P.	Vice Provost/Dean	Athletic Director	250-300	N/A	Fig.2	
Assistant V.P.	Associate Provost/Associate Dean	N/A	200-250	N/A	Fig.3	
N/A	Assistant to Dean	Associate Athletic Director 180-220	180-220	N/A	Fig.4	
Administrative Director	Faculty Dept. Head/ Division Chair	N/A	125-150	N/A	Fig.5	
N/A	N/A	Head Coach	125-150	N/A	Fig.6	
N/A	Full Time Faculty	N/A	100-150	N/A	Fig.7	
N/A	Full Time Faculty/ Emeritus	N/A	N/A	75 (Shared - 150) Fig.8	Fig.8	Shared Space Office
Professional/Associate Director/ Assistant Director	N/A	N/A	90-100	N/A	Fig.9	
Staff	Part-time Faculty/Research Assistant/Teaching Assistant	N/A	N/A	65	Fig.10	Cubicle Space
Staff	Part-time Faculty/Research Assistant/Teaching Assistant	N/A	N/A	75 (Shared - 150) Fig.11	Fig.11	Shared Space Office
N/A	Graduate Students	N/A	Varies	N/A	Fig.12	4' Cubicle on Shared Space Office
Other demindent						

Other drawings show

Optional office furniture, including filing and storage pieces – Fig 13
Panel height options in an example 8' x 8' workstation. Panel heights can range from 42 to 64 inch depending on the workstation's function – fig 10

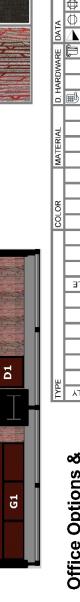
ote: Examples shown on the following pages are included as examples only and are not meant to prescribe final product or options. User needs are to be evaluated to determine actual layouts. The options depicted show how the same furniture can best be configured within the standard square footage.

- Director position requires direct reports with managerial responsibilities of those reports.
  Full-time faculty offices shall fall within the listed net assignable square footage (NASF) range depending on individual needs and potential physical constraints of existing
- structures.
  Part-time faculty offices shall fall within the listed NASF range depending on individual needs and potential physical constraints of existing structures. An option of shared closed office space within a 150-NASF closed office can be considered if the situation justifies.
  Emeritus faculty office space will be determined on a case-by-case basis in discussions among the department head, Campus Planning and Design, and any administrative space committee as necessary.
  Office sizes can only be changed or modified by the Sr. Vice president for Real Estate Development and Capital Operations.



## Executive VP / Provost Closed Office

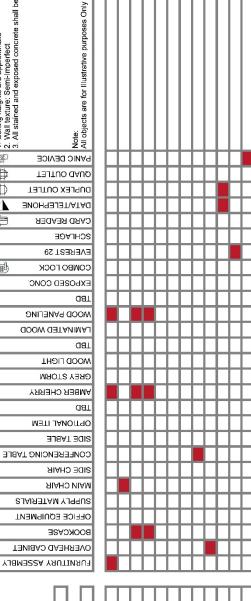


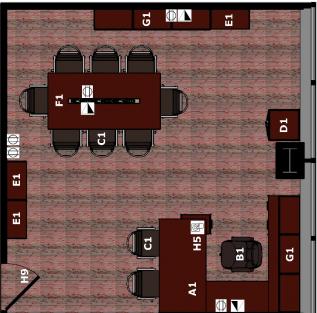


Ceiling heights are approximate
 Wall texture: Semi-Imperfect
 All stained and exposed concrete shall be sealed

ŒP

GENERAL NOTES





**GBT** 

САКРЕТ MOOD

> Office Options & Finish Schedule

Area. 300-350 sq.ft Approximated

Item. Description

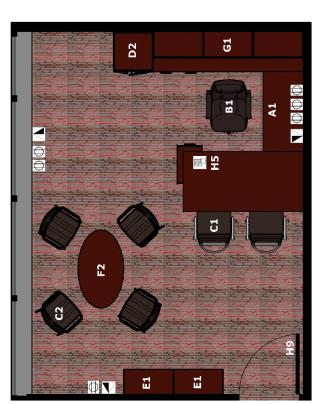
I	
A1	Level 1 Desk
B1	Main Chair - High Back Chair
5	File Cabinet
E1	Wood Floor Bookcase
5	Side Chair
<b>Ŧ</b>	Chair Mat
F2	Side Table
F	Conferencing Table
5	Overhead Storage
H10	Optional Items
윤	LockSet
윋	Panic Device



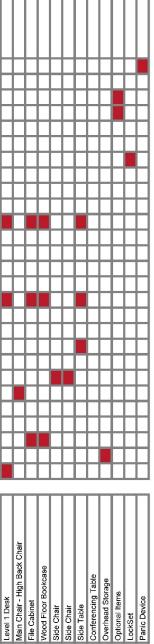
# Associate V.P/ Vice Provost /Dean/ Athletic Director - Closed Office



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	MOOD	문
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GENERAL NOTES	1 Ceiling heights are approximate 2. Wall texture. Semi-imperfect 3. All stained and exposed concrete shall be sealed Note: Note:					
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D. H	сомво госк 🚛					Г
Г	EXPOSED CONC.					
님	Q8T					
MATERIAL	WOOD PANELING					
Ψ	CAMINATED WOOD					L
	Q8T					
П	WOOD LIGHT					
COLOR	GREY STORM				Ш	
8	АМВЕК СНЕККУ					
П	Q8T		4		Ц	L
П	Meti Janoityo		4		Ц	L
П	SIDE TABLE		4		Ц	L
П	CONFERENCING TABLE		4		Ц	L
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П	MAIN CHAIR		4		Н	L
П	SJAIABTAM YJ99US		4	L	Н	L
П	OFFICE EQUIPMENT	ŀ	4		ш	L
П	BOOKCASE		4	H		L
TYPE	OVERHEAD CABINET		J	H	Н	H
É	FURNITURY ASSEMBLY				Ш	L
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Conferencing Table Overhead Storage Optional Items Panic Device

LockSet

Side Chair Side Chair Side Table

Office Options & Finish Schedule

Area. 250-300 sq.ft Approximated

Level 1 Desk

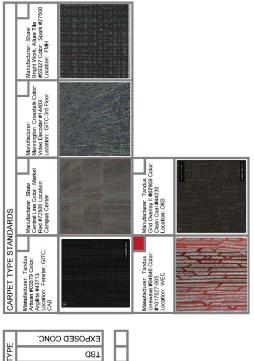
Description

Item.





## Assistant V.P/ Associate Provost / Associate Dean - Closed Office



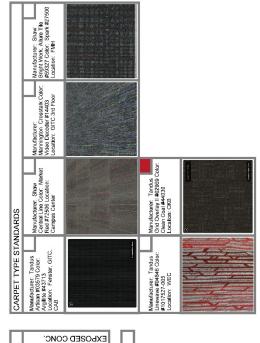
CARPET 1	Manufacturer: Artisan #03579 Argillite #43713 Location: Fens	9	
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FLOOR TYPE		CARPET	
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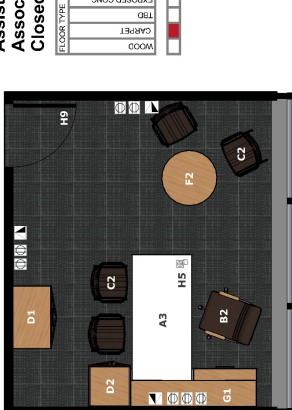


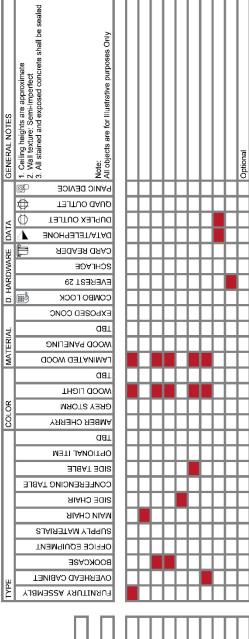
MATERIAL D. HARDWARE DATA GENERAL NOTES	TEL DEB CK CK CONC	MINATEL OOD PAN OOD PA	CC EZ												
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	Office Options & Finish Schedule	Area. 200 - 250 sq.ft Approximated	Item. Description	A2 Level 2 Desk	B1 Main Chair - High Back Chair	D2 File Cabinet	E1 Wood Floor Bookcase	C1 Side Chair	C2 Side Chair	F2 Side Table	F1 Conferencing Table	G1 Overhead Storage	H10 Optional Items	H9 LockSet	



## **Associate Athletic Director** Assistant to Dean/ **Closed Office**







Area. 180 - 220 sq.ft Approximated

Item. Description

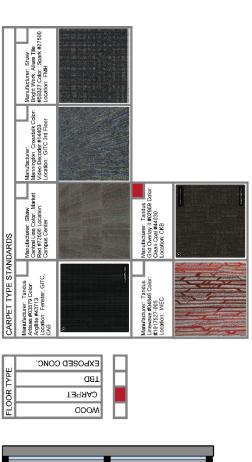
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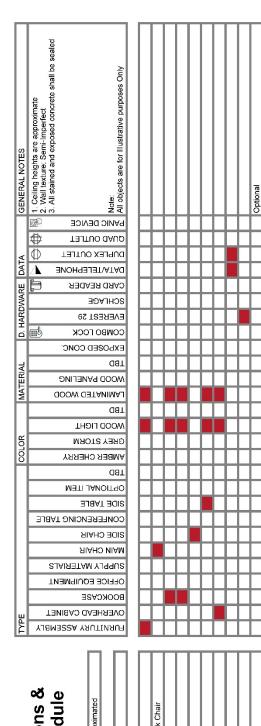
ı		ľ	ı
A3	Level 3 Desk		
B2	Main Chair - Mid Back Chair		П
5	File Cabinet		П
D2	File Cabinet		П
C2	Side Chair		П
F2	Side Table		П
G1	Overhead Storage		П
H10	Optional Items		П
9	LockSet		П
£	Panic Device		Г



Faculty Dept. Head/ Division Chair Administrative Director/ Closed Office







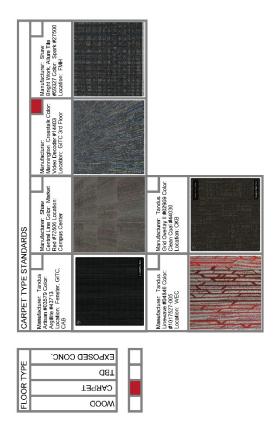
Office Options & Finish Schedule

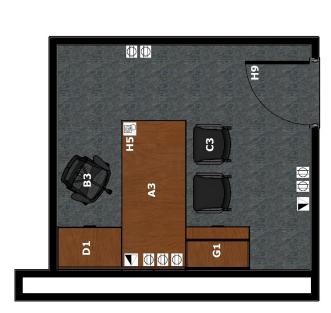
Area.   125 - 150 sq.ft Approximated	
125 - 150 so	tem. Description
Area.	Item.

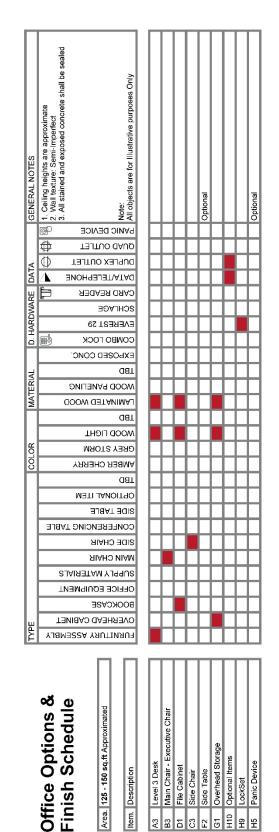
	Level 3 Desk Main Chair - Mid Back Chair File Cabinet File Cabinet Side Chair Side Chair Overhead Storage Optional Items
H5 Panic	Panic Device



# Head Coach - Closed Office

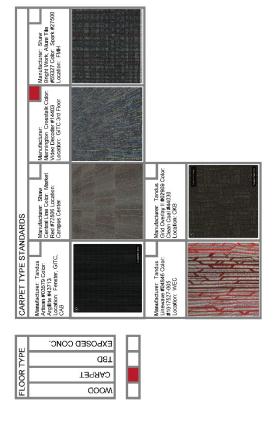




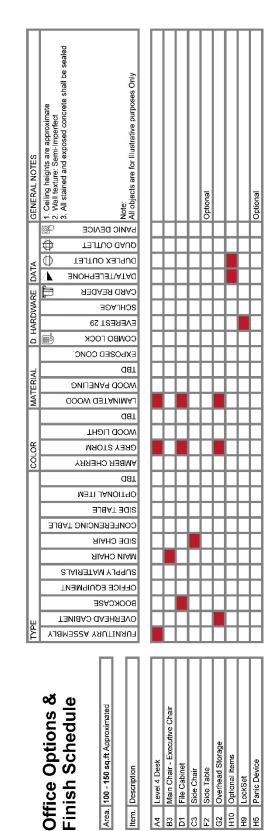




# Full Time Faculty - Closed Office





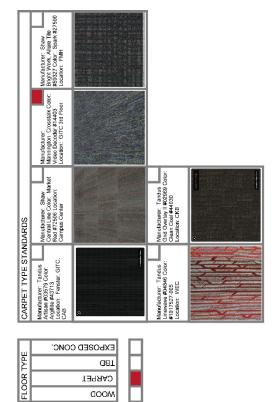


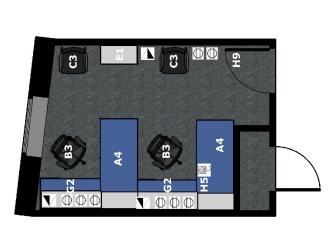


Optional

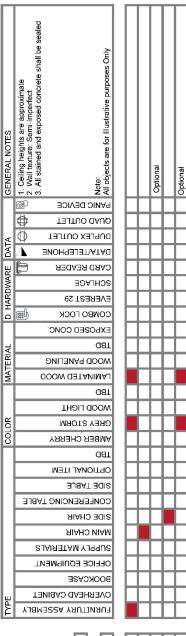


Closed & Shared Space Office Full Time Faculty/Emeritus





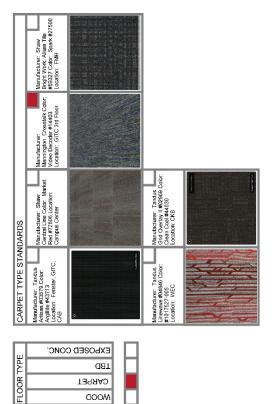
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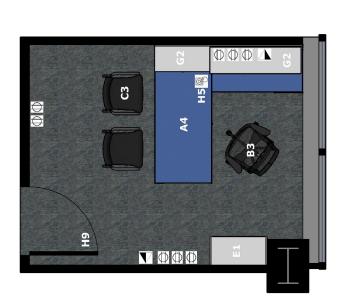


Area. 75 (shared- 150 sq ft) Aproximated

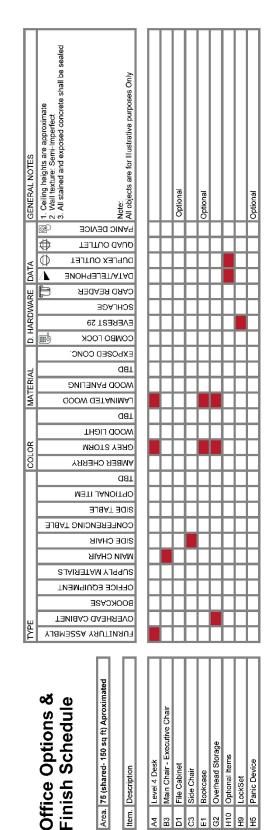


## **Assistant Director - Closed Office** Professional/Associate Director/



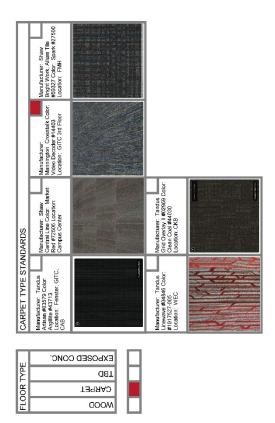


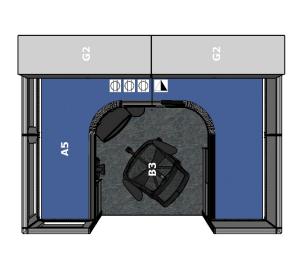
MOOD

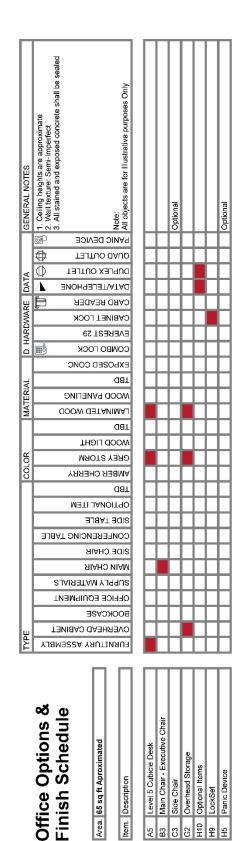




Staff/ Part-time faculty/Research Asst. Teaching Asst.- Cubicle



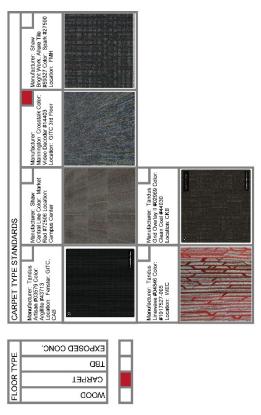


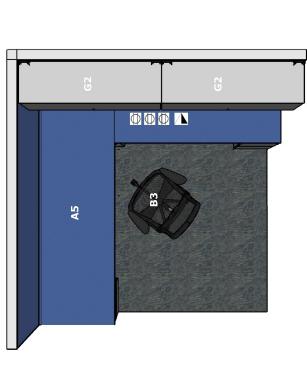


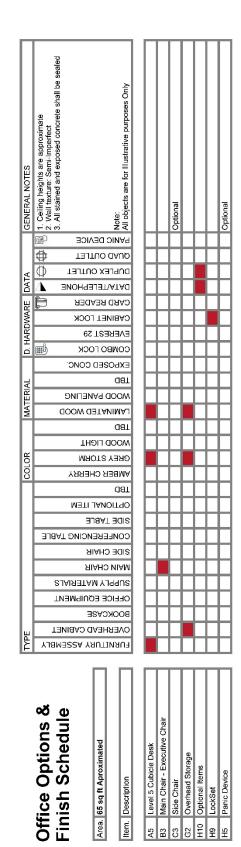
A5 G2 H9 H5



## Staff/ Part-time faculty/Research Asst. Teaching Asst.- Cubicle Option 2

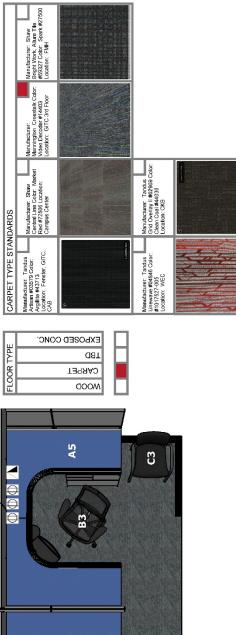










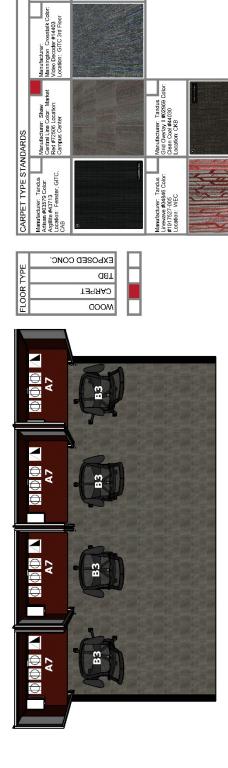


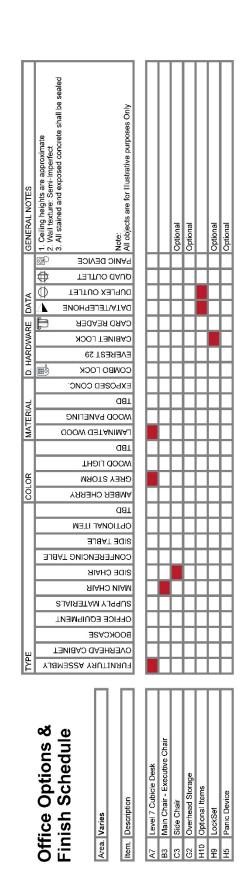
 1. Ceiling heights are approximate
 2. Wall texture: Semi-Imperfect
 3. All stained and exposed concrete shall be sealed Note: All objects are for Illustrative purposes Only GENERAL NOTES Optional Optional PANIC DEVICE # QUAD OUTLET Φ DUPLEX OUTLET D. HARDWARE DATA DATA/TELEPHONE CARD READER CABINET LOCK EVEREST 29 сомво госк EXPOSED CONC. aat MATERIAL WOOD PANELING CAMINATED WOOD aат WOOD LIGHT COLOR GREY STORM AMBER CHERRY **DBT** Mati Janoitgo SIDE TABLE CONFERENCING TABLE SIDE CHAIR MAIN CHAIR SUPPLY MATERIALS ОЕГІСЕ ЕЙПІРМЕЙТ BOOKCASE OVERHEAD CABINET FURNITURY ASSEMBLY Area. 75 (shared- 150 sq ft) Aproximated Office Options & Finish Schedule Main Chair - Executive Chair Level 5 Cubicle Desk Overhead Storage Optional Items Panic Device Item. Description Side Chair LockSet A5 B3 C3 C3 H10 H9



Graduate Students Open Shared Space - 4' Cubicle Station

Manufacturer: Shaw Bright Work, Allure Tile #59327 Color: Spark #27500 Location: FMH







Furniture, Storage & Miscellaneous Items Options

## 1.4 Miscellaneous Items

Ф Ф **A**7 G2 Office Equipment Quad elec.outlet H.1 Duplex elec.outle
H.3 Quad elec.outle
H.4 Chair Matt
H.5 Panic Device
H.6 Combo Look
H.7 Card Reader
H.7 Card Reader
H.9 Lockset
H.10 Optional Item
H.11 Optional Item Item. Description CTR **A6** င္ပ 2 Product Name: Level 5 assemt Manufacturer: TBD Model Number: TBD Location: FENS, GITC, CTR Product Name: Overhead Level 1 thru 3 Manufacturer: TBD Model Number: TBD Location: Campus wide Overhead Storage Product Name Side chair - Level 2 Product Name Side chair - Level 2 Product Namidacturer TBD Manufacturer TB **A**5 F2 Side Table 44 ပ 표 Conferencing Table Office Side Chair A3 **B**3 <u>F</u>1 Product Name: Level 3 assembly
Manufacturer: TBD
Model Number: TBD
Location: WEC, CULM, COLT, CAMP Product Name: Executive chair Manufacturer:TBD Model Number: TBD Location: Campus wide Bookcase B2 **A**2 D2 Product Name: Level 2 assembly
Manufacturer: TBD
Model Number: TBD
Location: CULM, FENS, GITC, COLT Product Name: Main chair - M Manufacturer: TBD Model Number: TBD Location: Campus wide Product Name: File cabin Manufacturer: TBD Model Number: TBD Location: Campus wide High Back **A**1 2 Product Name: File cabinet Manufacturer: TBD Model Number: TBD Location: Campus wide Product Name: Level 1 a Manufacturer: TBD Model Number: TBD Location: FENS, GITC, C Product Name: Main of Manufacturer: TBD Model Number: TBD Location: Campus wide Desk Assembly Office Chair File Cabinet



## 2. CLASSROOMS, COMPUTER CLUSTERS AND CONFERENCE ROOMS

### Introduction

Effective allocation of classroom space on any University campus depends on multiple factors. Key among these are:

## Classroom Space Assignments and Utilization Analyses

Provision of adequate numbers and sizes of classrooms, in the appropriate locations, to serve academic needs. (How many large or medium-sized classrooms are needed, versus smaller seminar rooms, in what buildings, and available at what times?)

## Classroom Space per Station or Seat

Provision of correctly sized spaces *per seat* within any given classroom. (Are classrooms intended for 100 students in fact adequately sized to seat 100 students with the appropriate furniture?)

## Classroom Technology Support

Provision of technology. (Is the classroom capable of supporting the teaching needs of the faculty, even if it is large enough, in the right place, available at the right time, and with the appropriate space per student seat?)

## Flexibility of Classroom Space

Flexibility is a key factor in the design of classrooms. The configuration of the room and furniture layout should have the ability to change as the pedagogy evolves, and classroom

Designs should reflect this.

As these factors demonstrate, defining and allocating classroom space is a complex undertaking. The space planning guidelines in this document primarily address the second point noted above: guidelines for the appropriate amount of space provided in classrooms *per seat*, or *per student station*. The guidelines are most useful in helping to estimate the actual size of classrooms needed for new construction or for



renovation projects which revamp existing classroom space. They also help to assess the efficiency of existing classroom space, when concerns arise about the adequacy of existing rooms to accommodate assigned numbers of students.

These factors and issues are addressed on a regular basis by the Office of the Registrar, which centrally allocates, equips and schedules most of NJIT's classroom space. The Office of the Registrar, working with the Campus Planning, Design and Construction Department Space Management, weighs these issues and works with schools and Departments in the design of new classrooms and the renovation of existing rooms. The involvement of the Registrar is key because of the need to coordinate classroom uses and functions across the campus in order to meet NJIT's academic needs. The Offices of the Registrar and Campus Planning, Design and Construction Department Management also can help by advising key issues such as grouping classrooms, clustering classroom support, and providing formal and informal breakout spaces. All of these can affect classroom plans quite markedly.

## 2.1 Classrooms

The table N.2 below provides a range of guidelines for different types of classroom spaces. Actual space per station, or per seat, in a classroom may vary depending on existing room configuration as well as type of furniture and seating used (fixed versus movable, tablet arms of varying sizes, tables, or theater-type seating). As classrooms are increasingly outfitted to accommodate sophisticated audiovisual equipment, streaming video, rear projection capacity, etc., the size of the rooms may need to be increased. Each classroom is equipped with the general basic technology needs which includes but is not limited to a projector, white board, Ethernet connection, and video capacity, etc. The guidelines below accommodate these types of needs. Recommendations for seminar rooms for 25 or fewer persons are also applicable to space planning guidelines for conference rooms.



## Classroom Space Guidelines Net Assignable Square Feet (nasf) per Station

Room Category	Room Capacity (No. Stations)			Seating	Movable Table and	Fixed Pedestal Table and Chairs
Seminar/ Conference/ Small Class	0 – 25	17 - 24	17		16 - 26	20 - 22
Classrooms	26 – 49*	16 - 18	17		16 - 26	18 - 20
Classrooms	50 – 99	14 - 16	13	14 - 17	16 - 22	18 - 20
And	100 – 149		12 - 14	12 - 15	16 - 22	18 - 20
Lecture	150 – 299			10 - 14	16 - 22	17 - 19
Rooms	300 +			10 - 14	16 - 22	16 - 18

Table N.2 - Classroom Space Guidelines nasf per Station

## 2.2 Design Elements for General Purpose Classrooms

NJIT's philosophy for classroom design is to provide a safe, comfortable, and accessible space where learning can take place uninterrupted. The layout and design of the classroom has a significant effect on the quality of education. Attention to acoustics, lighting, and color scheme may reduce distractions and aid concentration.

<sup>\*</sup>Seating capacity per fire codes for most classrooms with only one entrance/exit door should not exceed 49.



## **Accessibility**

- All newly constructed or renovated general-purpose classrooms shall include accessible seating.
- NJIT's standard accessible station is an adjustable table and non-flexible chair. Contact the NJIT, Planning, Design and Construction Department for vendor information.
- The number of accessible desks is depended on the capacity of the room. Large lecture halls typically will have two, while smaller classrooms will have one.

## **Sound and Acoustics**

- Larger rooms should have a sound system or speakers that amplifies the instructor's voice and the materials presented. Sound should be evenly distributed throughout the room.
- Ensure there is enough soundproofing between classrooms and their adjacent spaces to provide a comfortable learning and teaching environment.
- Be aware of acoustics within the room, especially larger spaces. Slight changes or enhancements to furniture and finishes can reduce echoes and reverberations.

## Lighting

- Rooms with windows should have shades or blinds to reduce and cut out daylight. This will allow any projected digital displays to be more visible.
- Overhead lighting should allow for a variety of lighting scenarios from full illumination to subdued lighting for projection.
- Lighting near the display should be controlled separately from the overhead lights. Tiered vs. Level Floors
- Level floors offer the most flexibility in day to day use and are more cost effective to renovate.
- Tiered floors are typically constructed in larger capacity rooms to improve sight lines. A classroom should move towards a tiered configuration if the



number of rows of seats exceeds six.

• Addressing accessibility requirements is more challenging in tiered rooms and typically requires additional space for ramps and/or elevators/lifts.

## **Flooring**

- Carpeted flooring is generally recommended in larger lecture halls and can provide better acoustics in classrooms.
- Wood or other non-tile flooring options have different maintenance and upkeep requirements and are not recommended.
- Carpet color and patterns should be selected from the NJIT standard finishes maintained by NJIT, Planning, Design and Construction Department.

## **Paint**

• Paint color should be selected from the NJIT standard finishes maintained by the NJIT, Planning, Design and Construction Department.

## **Furniture**

### Moveable Tablet Arm Chair:

- Compared to other furniture styles, moveable tablet arm chairs allow for the greatest number of seats in a single classroom.
- Allows for easy transition between lecture and smaller group discussions.
- Rooms with flexible furniture are difficult to keep in a specific arrangement. Extra time may be required to reset furniture to the preferred configuration.

### **Fixed Tablet Arm Chairs**

- Fixed tablet arm chairs are better suited for larger capacity classrooms since resetting moveable furniture in these rooms would be time consuming.
- Breaking into small groups can be difficult due to the fixed seating arrangement.



## **Moveable Tables and Chairs**

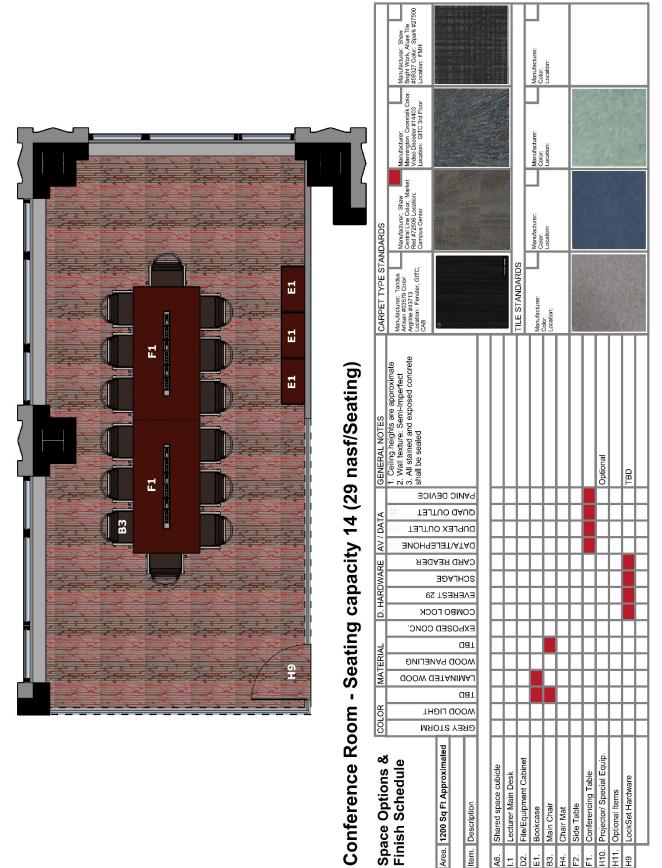
- Moveable tables can be configured into a number of room styles: rows, boardroom, and seminar.
- New table designs offer a wide variety of shapes and sizes for desired classroom objectives. For example, circular or hexagonal tables are ideal for collaborative learning and instruction.
- Moveable tables are difficult to wire for power because of the mobility. If power is necessary, floor outlets can be installed throughout the floor using a raised flooring system.

## **Fixed Table and Chairs**

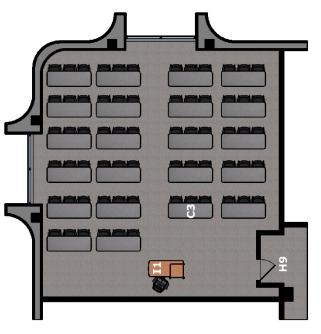
- Fixed tables are better suited for larger capacity classrooms since resetting moveable furniture in theses rooms would be very difficult and time consuming.
- Tables bolted to the floor or wired for power tend to only be changed in a significant renovation.

The following figures show layouts for a variety of classroom spaces and configurations. These layouts are not intended to be exhaustive; rather they are illustrations of some typical classroom sizes and formats at NJIT.





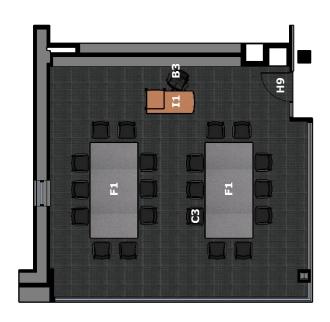




KUPF 205 - Medium Classroom with fixed pedestal tables

Sp	Space Options &	COLOR	П	MATERIAL	RIAL	П	D. HA	D. HARDWARE AV / DATA	ARE	AV /	DATA		GENERAL NOTES	CARPET TYPE STANDARDS	IDARDS		
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D2.	File/Equipment Cabinet	E		H	H		H	Н	Ĺ		H	Н		TILE STANDARDS			ŀ
E1.	Bookcase	E	d	Н	Н		H	Н	Ц		Н	Н		cturer:	Manufacturer: Color:	Manufacturer: Color:	Manufacturer: Color:
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F1.	Conferencing Table	B	d	Н	Н		H	Н	Й		Н	Н					
H10.	Projector/ Special Equip.	B	d	Н	Н		H	Н	Ц		Н	Н	Optional				
H 11.	Optional Items	E	d	Н	Н		H	Н	Ц		Н	Н					
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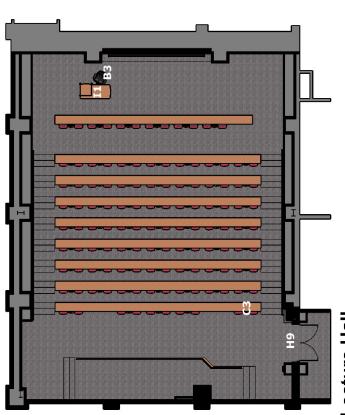




CKB 316 - Small Classroom with moveable tables

Sp	Space Options &	COLOR	П	MATERIAL	RIAL	H	D. HARDWARE AV / DATA	RDW,	4RE	AV.	DATA		GENERAL NOTES		CARPET TYPE STANDARDS	DARDS		
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GITC 1400 - Auditorium/ Lecture Hall

CARPET TYPE STANDARDS	Manufacturer: Tandus Artisan #03579 Color: Central Line Color Market Namington Crossbalk Color: Bingin Work, Allure Tile Node #72506 Location: Campus Center Campus Center Location: GITC, Campus Center Location: GITC 340 Foor Location: FMH  Location: GITC 340 Foor Location: GITC 340 Foor Location: FMH  Location: GITC 340 Foor Loc					IILE STANDARDS	Manufacturer: Color:	Location: Location: Location:							
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Spå	Hin	Area.	Item.	S.	7.	D2.	E1.	B3.	H4.	F2.	F1.	H10.	H11.	6H	

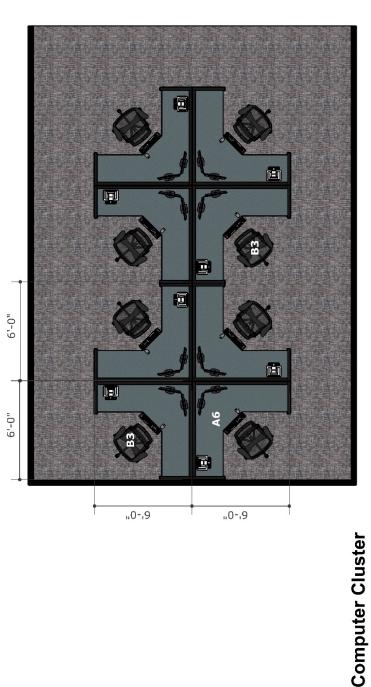


## 2.3 Computer Clusters

Computer clusters, which are areas available for student use on a casual or an assigned basis, should provide approximately 30-36 nasf per workstation. Media Services and Campus Planning, Design and Construction Department work with specific schools or Departments requesting space to develop creative approaches for design of spaces to house computer clusters. This is particularly important in rooms or areas with challenging building configurations. An alternative to the single seat per machine is a shared workstation model, with two or more students sharing terminals for group projects. Terminals can also be effectively used lined up along wide corridors or along building walls in larger rooms. When designing a computer lab, it is important to provide adequate space on the work surface for notebooks and papers in addition to monitors and CPUs. Some computer lab work areas should be height adjustable or at a 32 inch height to accommodate wheelchair access.

The following figures provide sample layouts of computer clusters.

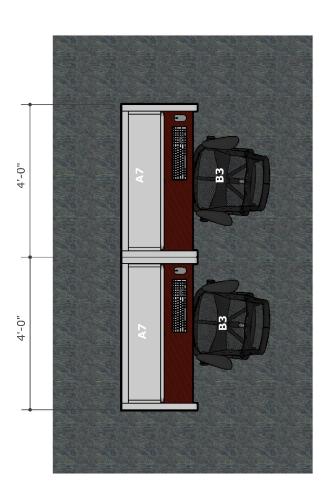




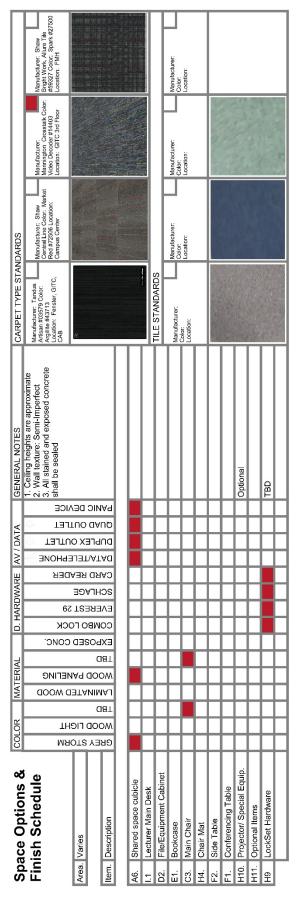
Manufacturer: Shaw Bright Work, Allure Tile #59327 Color. Spark #27500 Location: FMH Manufacturer: Mannington Crosstalk Color: Video Decoder #14403 Location: GITC 3rd Floor Manufacturer: Color: Location: Manufacturer: Shaw Central Line Color: Market Red #72506 Location: Campus Center Manufacturer: Color: Location: CARPET TYPE STANDARDS Manufacturer: Tandus Artisan #03579 Color: Argilite #43713 Location: Fenster, GITC, CAB TILE STANDARDS Manufacturer: Color: Location: GENERAL NOTES

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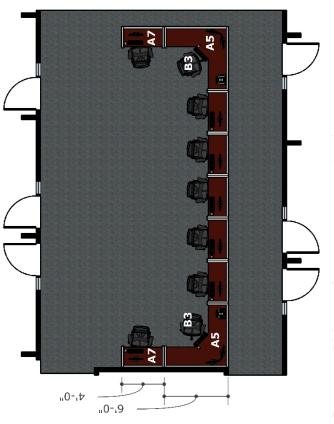




In-Line Computer Cluster (30 nasf per workstation)







FENS 242 - Computer Cluster (36 nasf per workstation)

Space	Space Options &	COLOR	П	MATERIAL	ERIAL		D. H	HARDW	OWARE		AV / DATA	∠	H	GENERAL NOTES	CARPET TYPE STANDARDS	NDARDS		
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F2.	Side Table		F		Н			H	Н	Н			H		1000000000000000000000000000000000000			
F1.	Conferencing Table		H	H	Н			H	Н	Н			H					
H10.	Projector/ Special Equip.		F		H			H	Н	Н			0	Optional				
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### 2.4 Conference Rooms

#### Guidelines

For the purpose of these guidelines, a Conference Room is considered as a meeting space planned for 25 or fewer people.

Conference Room space is defined according to the same criteria as Seminar Rooms, with seating around a table, space for audio/visual equipment and presentations, and space for food service or other conference needs as required.

## Determining the Number of Conference Rooms Required

The range of space for a small seminar room or conference room of 0-25 people is approximately 16 to 26 nasf per person. The larger area is for a room with space for audio/visual equipment, a screen and/or white board for projection and display, bookcases or shelves, and a serving area for buffet food or coffee service. The smaller areas per person are for conference rooms without these capabilities.

The total amount of Conference Room space required to serve a grouping of office areas varies widely. The following guidelines serve as frameworks for determining the number of conference rooms in each area, knowing that particular circumstances might lead toward the development of varying numbers of rooms for different types of areas.

In predominantly private office environments (defined as areas with a majority of offices, minority of cubicles), the guideline is:



 1 conference/meeting space for every 20 people 2/3 of these spaces should be for 8-10 people 1/3 of these spaces should be for 5-7 people (Alternatively, all spaces can be sized for 10-15 people and then divisible into smaller rooms. Feasibility of doing this depends upon requirements for soundproofing, cost, etc.)

There might be one larger space per floor (holding 20-30 people)

In predominantly open office environments (defined as areas with a majority of cubicles and a minority of offices), the guideline is:

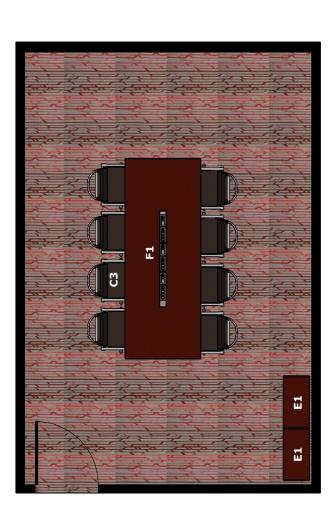
 1 conference/meeting space for every 10-12 people 2/3 of these spaces should be for 8-10 people

1/3 of these spaces should be for 5-7 people (Same comment as above on creating divisible rooms.) Additional tiny spaces (phone room size) might be needed

There might be one larger space per floor (again, for 20-30 people)

The following layouts provide some sample conference room plans. In addition, the classroom plans in the previous section show larger size conference room options.

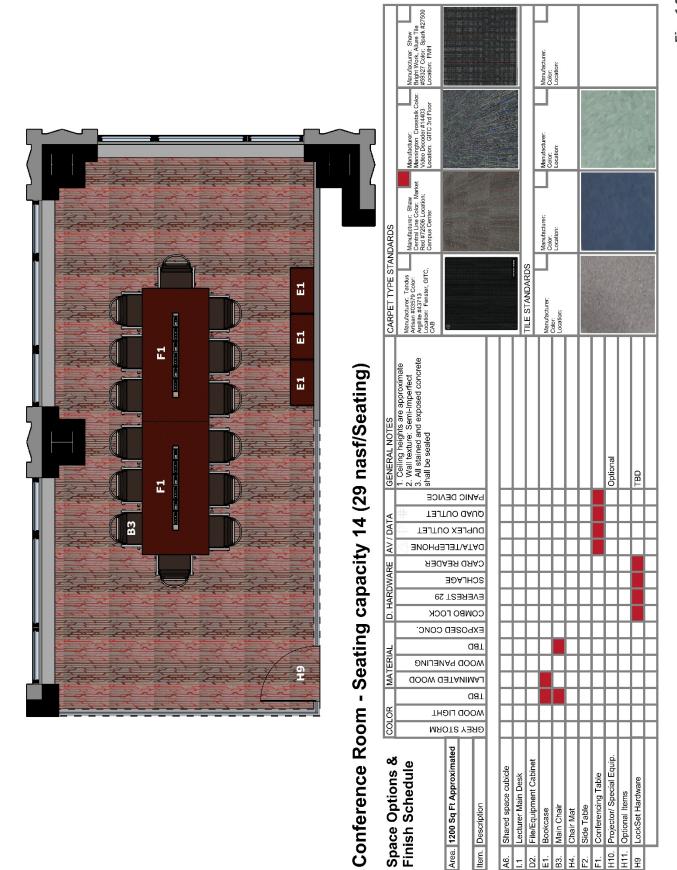




GITC 4323A - Small Conference Room

Sp	Space Options &	COLOR	П	MATERIAL	RIAL	П	D. HARD	RDW,	WARE AV / DATA	AV.	DATA		B	GENERAL NOTES	CARPET TYPE STANDARDS	IDARDS		
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င်း	Main Chair			H			Н	Н	H		Н	Н	H		Color: Location:	Location:	Location:	Location:
Ŧ.	Chair Mat				H			H	H		Н	Н	H					
F2.	Side Table	Н	P	H	Н		H	Н	Н		H	Н	Н		川大学の経済を			
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### 3. RESEARCH AND LABORATORY SPACE

### Introduction

Research and laboratory space needs and guidelines vary markedly between schools and Departments, types of research being undertaken, and special equipment needs. There are a number of different types of laboratories that exist on campus, including (among others):

- Computational laboratories
- Wet laboratories
- Dry laboratories
- Studio or design-based laboratories
- Teaching laboratories
- Special large equipment or instrumentation laboratories

The allocation of research and laboratory space within schools and Departments is determined by Department chairs in collaboration with the school Dean.

When additional space is needed, and/or substantial space revisions are requested for research functions, Campus Planning, Design and Construction Department assists schools with defining the specific types of research spaces required, and then with benchmarking, comparative studies, and laboratory designs. This helps to ensure flexibility, modularity and consistency in space allocation, as well as efficient use of existing space and comprehensive planning of proposed new space. Campus Planning, Design and Construction Management works with schools to define areas such as student space, core facility spaces, common equipment areas, etc.



# 3.1 Planning Themes

While laboratory types vary markedly and can be so specialized as to defy space planning guidelines, there are some common themes to keep in mind in laboratory space planning. Some of these are as follows:

**Modularity** – Making laboratory design as modular as possible is key, particularly in terms of HVAC design, specialized systems and structural loading designs. This is important because, given the increasingly fast pace of change in science disciplines and techniques, we need to be able to modify and improve lab settings as science evolves and changes.

**Flexibility** – While each lab is different and many specialized features are required, it is important to plan laboratory spaces as flexibly as we can both because of the changes in science mentioned above and also because research programs ebb and flow over time. Flexibility in design enables us to allocate additional space easily, as research programs grow or shrink. Often flexible planning enables us to co-locate similar laboratory programs, which furthers scientific goals and encourages collaboration.

**Zoning** – Creating laboratory "zones" which also enable flexibility and ease of operations is very important. Environmental Health and Safety Department ADA codes are critical here.

Shared Laboratory Support and related spaces – Sharing of laboratory support rooms and functions has become much more common today that was the case in the past. Continuing to develop shared support spaces is critical in constraining costs, using space efficiently, and being able to provide state-of-the-art spaces. It is important that these kinds of shared spaces are planned well from the very start, so that sharing can be accommodated. Examples of support and other spaces that should be considered for sharing include:



- Seminar and conference rooms
- Student spaces (for maximum flexibility, these should be interchangeable, rather than dedicated to individual faculty research groups)
- Computer clusters and labs
- Preparation rooms (there is a large range here everything from rooms to prepare rocks and minerals to those housing chemicals and cultures)
- Storage rooms
- Dark rooms
- Sinks
- Equipment rooms (again, a large range from microscopes to isotopes and other specialized equipment)
- Cold rooms
- Greenhouses
- Analysis rooms

Utilization – Laboratory space is the most expensive space that any University develops. It is critical that this type of space is well used. This would require the department to perform regular monitoring and assessment of the space. For example, a wet lab space being used to store materials rather than engaging in an active research program is not an optimal use. Assessing utilization involves:

- Performing regular utilization walk-throughs and studies;
- Evaluating how many researchers are housed in each research space;
- Assessing how active the research program is (measures commonly used include publication activity, grants, awards, etc.),
   and
- Determining how critically important the research is to the University or school's academic mission.



Service Centers and Core Facilities – Developing core facilities, which in some cases become service centers, is another way of sharing laboratory facilities that could not be developed or housed by individual investigators. This can save markedly on the cost of expensive laboratory equipment, as well as energy and other operations costs. These facilities need to be well staffed and organized, so that the equipment and research needs of all parties are well met.

**Accommodating storage needs** – We have all seen laboratories that begin to look like storage rooms, either because there is no other storage available or because researchers cannot dedicate time to developing storage options. It is important that storage for laboratories is carefully thought out, so that the highest and best use of laboratory spaces can be achieved.

These themes have different applications in laboratory design, depending upon the type of laboratory (wet labs are very different than computer or teaching labs, for example). Nonetheless, they are important themes to keep in mind as planning tools.

#### 3.2 Guidelines

As mentioned above, research space needs can vary widely, ranging from a computer workstation to a large engineering lab with a wind tunnel installation. The following present some general planning guidelines that can be followed in many cases with regard to wet laboratories in the biological and medical sciences, as well as dry laboratories (including those with and without teaching lab needs.) Additional guidelines are being developed by Campus Planning and Design as a resource for the campus related to other types of laboratory spaces. In the coming years, we plan to develop guidelines for the following additional laboratory types:



- Wet Laboratory (Chemistry)
- Computer Laboratory
- Instrumentation Laboratory
- Teaching Laboratories (being developed as part of the shared teaching lab building planning)
- Core Facilities

#### 3.3 Wet Laboratories – Introduction

While laboratory needs vary widely between disciplines, as mentioned above, NJIT's goal is to configure laboratory space in as flexible and modular a way as possible because of the fact that research needs and methods change and evolve over time. Laboratory space is typically configured in standard laboratory modules, which become space denominators that are designed to meet a variety of research needs. These modules allow for flexibility in planning the following: mechanical/electrical/plumbing (MEP) systems; heating, cooling and ventilation (HVAC) systems; casework; laboratory support spaces; specialized functions; partitions; fume hoods; etc.

Laboratory modules, then, become the building blocks for planning research space. Larger units can be created by aggregating a number of modules, and by the same token smaller laboratories can be created with portions of modules. The number of modules allocated to each researcher is based on the type of work being done, and the associated requirement for research space. This allocation of research space can ebb and flow over time, as research programs change. The planning module is repetitive and regular, and enables flexibility in design. The size varies depending upon the depths requires for special equipment or particular research purposes. The actual layout and zoning of the laboratory modules depends upon the specific laboratory function and research needs, including sinks, fume hoods, and special support, as well as the building floor plan. For example,



the relationship between laboratory and office zones, or between laboratory and support space, will vary depending upon the type of research and laboratory need. The module component will remain standard while the ways in which the modules are arranged will differ from laboratory to laboratory.

### **Typical Bench Length and Width**

The width dimension of a standard bench lab module for this lab type is typically 10'6. This dimension accommodates wall thickness and 30" deep benches on either side of a 5' wide aisle (the 5' aisle is wide enough to accommodate people working back to back at opposite benches, the 60" ADA wheel chair turning diameter, and a 36" wide in swinging door with the ADA required 18" clear area next to the strike). A significantly greater width becomes inefficient and gains little in additional functional workspace unless it is to accommodate unusually large pieces of research equipment that might be 3' or 4' deep. A significantly narrower width becomes too tight to allow efficient functioning room for lab technicians, students or researchers who use lab benches and equipment on both sides of the room.

The length dimension of a single standard bench lab module varies. This dimension is according to a building's structural system or plan configuration. The critical dimension is the width, not the length, of the wet lab bench module. Ideally, lab module lengths are multiples of their width. This adds flexibility to the building or space in that modules (benches and aisles) can be arranged longitudinally or transversely without loss of efficiency.



At a typical 10' length, one standard wet lab bench module becomes approximately 110 nasf (11' wide x 10' long.) Two lab modules are often placed end-to-end to make one longer lab of 220 nasf (11' wide x 20' long.) In addition, two or more lab modules can be placed side-by-side, creating double or triple width labs. In this case, the intermediate "side" walls are eliminated and the lab benches in the center become double-width island benches, providing workspace on both sides.

## **Important Factors**

In this type of modular planning, Campus Planning, Design and Construction Department also brings in comparable benchmark data from similar research facilities, as applicable and available, to inform the design. An important factor in the overall building layout for research laboratories are seismic standards, particularly in larger buildings with deeper floor plates. In order to meet seismic requirements, the layout of laboratory, support and office space often needs to be varied at the middle and ends of buildings in order to accommodate bracing and/or shear walls.

The following figures give a sense of this modular format. As mentioned above, the overall layout of this modular format will vary throughout buildings for seismic and other structural reasons.



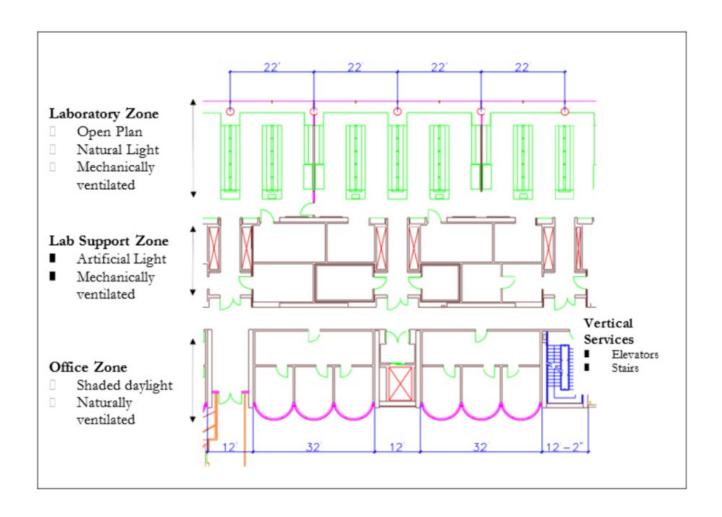


Figure 22 - Typical Laboratory Layout



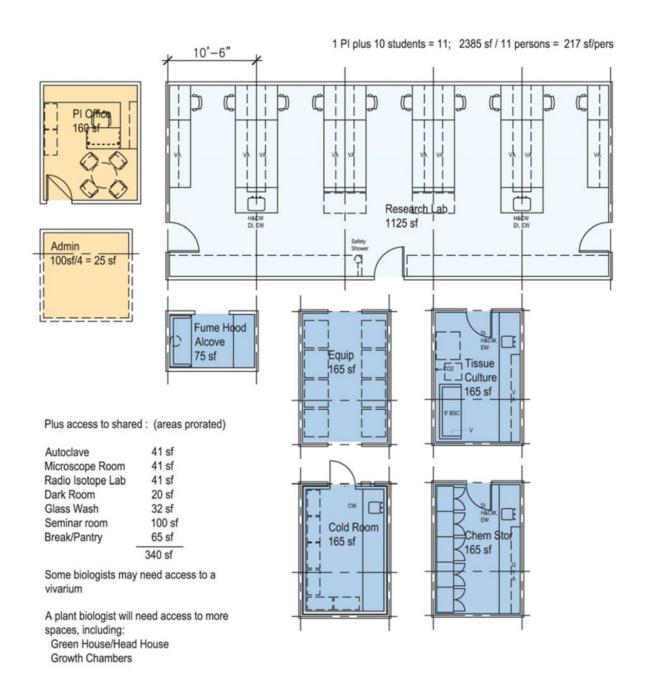


Figure 23 Typical Wet Laboratory Layout ~2,385 sf per PI

51



# 3.4 Dry Laboratories

Dry laboratories can also be designed with modularity described in the previous section on web laboratories. As in wet labs, many of the support spaces can be shared. Moveable tables and storage cabinets can lend flexibility for changing research needs over time.

The following figures give a sense of dry laboratory ideas. Figure 14C shows a typical research space and Figure 14D shows a research space with the addition of dedicated teaching and storage space.

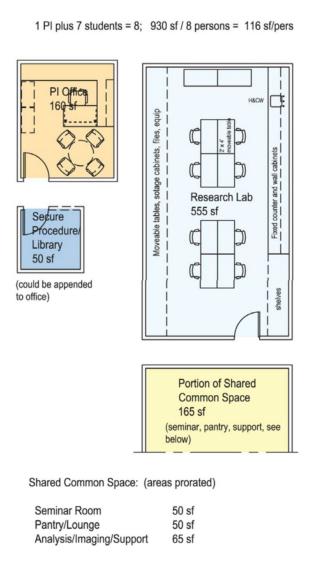
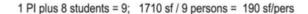


Figure 24 Typical Dry Laboratory Layout ~930 sf per PI

52





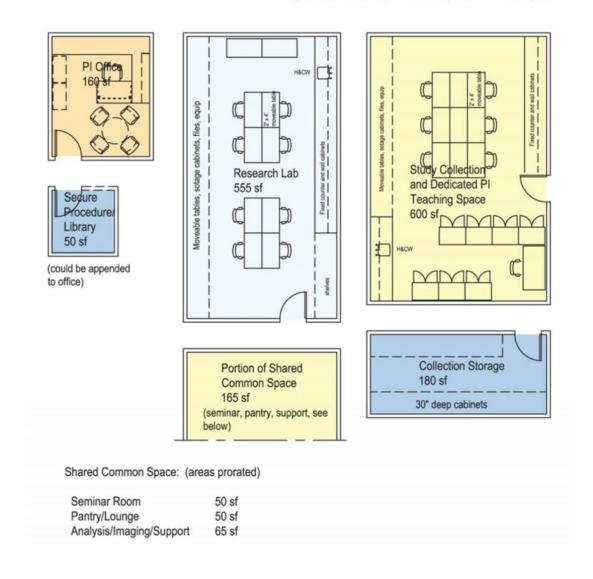


Figure 25 Typical Dry Laboratory Layout with addition of Teaching Space ~1,710 sf per PI



### 4. OTHER SPACES

### Introduction

There are a number of other spaces that present challenges in planning and/or renovating buildings. Some of these include office service space, storage space, kitchen space, and touchdown space. While we have not developed square footage guidelines to size and plan these types of spaces, we offer the following observations and planning ideas related to their development. We will be working to develop additional guidelines on these types of spaces, and welcome thoughts, comments and perspectives.

# 4.1 Office Service Space

There is sometimes the tendency to design office service space for individual workgroups, which can result in cramped and poorly organized spaces that don't operate particularly well. Office service space is generally much more effective when it is centralized on a floor or in one location. This should be the focus, and this often can include sharing such space between groups. Separate office service spaces for each small group should be discouraged, for space utilization reasons as well as for cost reasons (equipment costs that could be shared – copiers, postage meters, printers, etc.) and for sustainability reasons (such as energy costs resulting from operating duplicative equipment group by group and procurement costs resulting from small orders of the same supplies rather than one larger order.)



# 4.2 Storage Space

Campus Planning, Design and Construction Department undertook a study of storage on campus. In general, the study found that NJIT schools and units manage their storage well and do not have extensive storage issues and problems, with a few exceptions. These exceptions are usually for reasons of specialized storage needs (scientific equipment, physical specimens used in research, files with long-term storage regulations, etc.) In these cases, special storage solutions need to be developed and monitored. Whenever possible, this type of specialized storage should be off-campus so that on-campus space can be used for active academic programs priorities.

As a result of the study above, Campus Planning and Design developed storage policies for the campus centralized on campus storage space and the off-campus storage that is available (Newark warehouse).

For day to day storage of routine materials on campus, we have developed a few key guidelines as a result of the study:

- On-campus storage ideally should not exceed 5% of any school or area's total space. If storage exceeds this percentage, an assessment should be made of solutions and alternatives.
- Storage should not be housed in windowed offices.
- The following types of materials are appropriate for on-campus storage:
  - Materials that require short-term storage due to a renovation project or an office move/remodel (moving costs are generally covered by project budget);
  - Documents or materials required for grants and/or research projects (the time frame required must be specified);



- Documents or materials required for personnel or legal actions (the timeframe required must be specified);
- Materials required for teaching laboratories, classroom use or other educational uses.
- Materials necessary to the academic mission of the (school/area) which may include working equipment, furniture, library materials.
- The following types of materials should not, in general, be stored on campus:
  - o Chemicals or hazardous waste
  - Non-working equipment
  - Empty cardboard boxes, crates, computer boxes, packing materials, etc.
  - Individual office files or other individual office items (personal furniture, books, etc.)
  - o Materials belonging to emeritus faculty members
  - Non-usable office furniture (such furniture should be surpluses)
  - Personal property (bicycles, athletic equipment, clothing, luggage, etc.)
- It is advisable that storage assignments be made for a specified period of time, and that storage is culled on a regular basis.



# 4.3 Kitchen Space

Like office service space, kitchen spaces that are developed for small work groups tend to become cramped and poorly organized spaces that are too close to individual work environments. Centralizing kitchens for shared use on each floor of buildings is a preferable way to organize these spaces. This also saves cost in terms of appliance purchase and use, and is more sustainable in terms of energy use.

Galley style kitchens tend to be space efficient and adequate for office settings. Eat-in kitchen areas require more space and should be centralized in buildings as much as possible. They also require careful monitoring to be sure that they are utilized and that clean-up occurs on a regular basis.

# **4.4 Project Rooms**

This is a room or group of rooms used by faculty and/or students to complete projects or assignments outside of a formal or regularly scheduled instructional facility such as a classroom or laboratory. These rooms are usually open and accessible at any time of the day for one or more persons to use to complete projects assigned during a class. These rooms are typically furnished with tables and chairs so that students may work in groups. Other equipment such as computers and printers may also be provided. These rooms have become an important part of the educational delivery system for several disciplines. Normally a room of approximately 250 ASF is allotted for faculty and students to work on projects relating to their academic discipline, but this module may vary by discipline. For some Departments this space is used as their research area.



#### 4.5 Media

The space needs for Media space includes all non-exempt space classified under room types 530-Media and 535-Media Service. For Departments requiring this type of space a minimum of 1,500 ASF plus a space factor of 0.1 ASF / student credit hour is used. This space is usually assigned to Communication, Radio/TV, and Visual Arts Departments. For administrative units, such as printing services, or units not generating credit hours that are assigned Media space the space assigned is assumed to be sufficient and a need is not calculated, but may be adjusted based on an independent assessment and justification.

### 4.6 Clinic

The space needs for Clinic space includes all non-exempt space classified under room type's 540-Clinic and 545-Clinic Service. For Departments requiring this type of space such as psychology and speech & hearing, a minimum core of 1,000 ASF plus a factor of 0 .1 ASF / student credit hour is used. For administrative units that are assigned Clinic space a need is not calculated, and the space assigned is assumed sufficient, but may be adjusted based on an independent assessment and justification.

#### 4.7 Demonstration

The space needs for Demonstration space includes all non-exempt space classified under room types 550- Demonstration and 555-Demonstration Service. For Departments requiring this type of space such as education, consumer sciences, and culinary programs, a minimum core of 2,500 ASF plus a factor of 0 .1 ASF / student credit hour is used. For administrative units that are assigned Demonstration space a need is not calculated, and the space assigned is assumed sufficient, but may be adjusted based on an independent assessment and justification.



### 4.8 Student Lounge

Student lounge space includes areas used for rest and relaxation used primarily by students. This category does not include lounge space located in residence halls or offices.

The space needs for Lounge space includes all non-exempt space classified under room type's 650-Lounge and 655-Lounge Service. The calculation for Lounges is 2 ASF / Student FTE. Lounge space for faculty and staff is calculated under the Office category (300). Note: student lounge space assigned administrative support areas will be reviewed on a case by case basis and are not included in this formula- based assessment

#### Sources:

The Classroom Space Guidelines data is based on a synthesis of space guidelines developed by the following:

Cornell University, "Space Planning Guidelines," Ithaca Campus, 1994. (The Cornell Report included reference data from: SUNY – State University of New York, WICHE – Western Interstate Commission for Higher Education, MIT – Massachusetts Institute of Technology.), Washington State ("Facilities Evaluation and Planning Guide (FEPG), October 1994), California "Postsecondary Education Commission" report (CPEC), "A Capacity for Learning," 1990.

U.S. Department of Education, National Center for Education Statistics. (2006). Postsecondary Education

Facilities Inventory and Classification Manual (FICM): 2006 Edition (NCES 2006-160). U.S. Department of Education. Washington, DC: National Center for Education Statistics