

**Final Report of the  
Dedman College Space Policy Committee**

**The State of The College's Office and Research Space and  
Proposed Space Utilization Principles and Procedures**

**January 26, 2011**

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## **Final Report**

### **The Dedman College Space Policy Committee**

**January 26, 2011**

#### **I. Overview and Summary**

This report reflects the investigations, deliberations, and conclusions of the Dedman College Space Policy Committee. The committee members were appointed by Dean Tsutsui in August of 2010 with the charge of generating a space policy that “provides consistent, transparent, and fair standards for the management of our space (from labs and offices to lounges and storage rooms)” (from email dated 8/6/10). The committee held biweekly meetings throughout the fall semester.

In the process of deliberating about policies, we expanded the mission of the committee. In addition to developing an equitable and transparent policy of space allocation, we decided to assess “the state of the space” in Dedman College. In that process we were able to identify several serious problems. Consequently, we have included a set of recommendations for the Dean to consider.

The Committee did not consider all space issues. Rather, as instructed by the Dean, we limited our deliberations to the assignable space available for departments as well as centers and the most prominent programs in the college. Classroom space was not considered. Thus, offices for faculty and staff, research laboratories, and the supporting space (e.g., storage, meeting rooms) are the focus of this report.

Toward that end, we interviewed all department chairs, center directors, as well as three former deans of the college. We also queried all faculty and staff in the college. In addition, we examined space policies from five universities as well as a national report (see Appendix 1 for a list of sources).

#### **The State of the Space**

Dedman College of Humanities and Sciences, home to 16 departments and one institute (Institute for the Study of Earth and Man), several centers, and multiple programs, represents the heart of the University. It is the largest, by far, of the 7 schools or colleges that comprise SMU. Indeed 42% of the faculty can be found in Dedman College, more than twice as many as in the Meadows School for the Arts, the next largest college on campus.

The college occupies all or parts of 10 buildings. Four of those buildings (Dallas Hall, Clements Hall, Hyer Hall, & McFarlin Auditorium) are among the oldest buildings on campus. The college’s newest building (Dedman Life Sciences) is 10 years old; the next newest building (Heroy Hall) is 33 years old (see Figure 1).

Many of the buildings occupied by Dedman College are rich in history and have attractive exteriors. Although historic structures need to be preserved, some buildings are in need of renovation and modernization. Indeed, there is significant disparity across buildings as to when they were last renovated (see Table 1).

A more significant issue is the space crunch. Most departments are operating at or beyond the capacity of their allocated space (see Tables 2-4). A few examples are in order. In several departments, it is not

unusual for three or four graduate students to be crammed into one office. In another department, one senior faculty member has to regularly vacate his office so it can be used for research. However, the Overcrowded Space Award (if there was one) would be bestowed on the Chemistry Department, where 10 graduate students share one office along with a visiting professor.

As the University moves toward becoming more research intensive, space inadequacies will become even more pronounced. In short, there is no room for researchers to engage in projects that require new space. This assessment is not simply based on our investigation but reinforced by reports from outside reviewers of departments. For example, the external reviewers of the Psychology Department characterized the space resources as “woefully inadequate.” Reviewers of the Anthropology Department described the department’s space as “minimally adequate but in serious need of future upgrading and expansion.” This state of the space not only affects current faculty members but hampers efforts to attract new faculty.

As documented in some detail later in this report, there are significant problems with the state of the space in the college, and these are likely to become much worse in the next few years. The space problem is accentuated by the wide variation between departments (and between schools/colleges at SMU). Although several departments currently have sufficient space to cover their needs, we have found that the educational and research mission in other departments is clearly compromised by inadequate space. Several of these problems require immediate attention but others loom on the horizon, as we have itemized in our recommendations.

The space inequity is the result of many factors and an historical analysis is clearly beyond the scope of this committee’s mission. However, those problems reflect the inevitable consequences of limited resources allocated in the absence of an established policy. Hence, we are strongly in favor of establishing a college space policy. Next, we present the components of our proposed policy for the college.

### **A Space Policy Proposal**

Our space policy has three components. The first is a set of principles that would guide future thinking and decision-making about space use. Part two consists of a set of benchmarks concerning how much space should be allocated for specific functions. The third component is a procedure for departments and other units to make new space requests to the Dean’s Office.

It is imperative that the space policy has wide support throughout the college. Toward that goal, we generated a set of principles that are intended to guide planning and decision-making. We propose 12 principles that provide explicit, transparent, and fair criteria for space-related decisions. Those principles are found in Table 2. Explanations and justification are also presented.

In the interest of fair and equitable distribution of space, we recommend adopting a set of benchmarks regarding amounts of space. We reviewed space reports from five institutions in generating our proposal of space benchmarks. Although it is not feasible to retroactively apply these guidelines to existing space allocations, we do strongly encourage the use of benchmarks for making decisions about future allocations.

Finally, we recommend that the college adopt an explicit procedure for new space requests. Toward that end, we have developed a form that could be used for future space requests.

## **The Next Steps**

Solving the college's space problems will be a challenge. Although it is beyond the scope of this committee to propose solutions, it is clear that several current issues need to be addressed immediately and many additional space problems are on the horizon. The advance of the new general curriculum will pose some additional concerns as will the efforts by the administration to enhance faculty research endeavors.

We also recognize that re-allocating space is not only difficult but can be highly divisive and incendiary. Therefore, at this time, we think re-allocation should only occur in the most extreme cases, when no other solutions can be found. Rather than pursue a course of re-assessing all of the college's space and re-allocating it, we instead advocate a much more gradual process of space re-assignment. The college's new strategic plan should be a key consideration in guiding new space allocation.

Nevertheless, there are a sufficient number of pressing space problems identified in this report to necessitate action. As we have endeavored to make clear, we urge the Dean to immediately begin to address both the immediate problems as well as those on the horizon.

## **Concluding Thoughts**

When we wander around our beautiful campus and look at the many new buildings, it is clear that SMU has some exceptional space of which the entire university community can be proud. Unfortunately, much of the space occupied by the college cannot be viewed in that way. Although the committee was not privy to comparable space statistics from other schools at SMU, our subjective view is that Dedman College does not enjoy the amount or quality of space found in many other SMU schools and colleges.

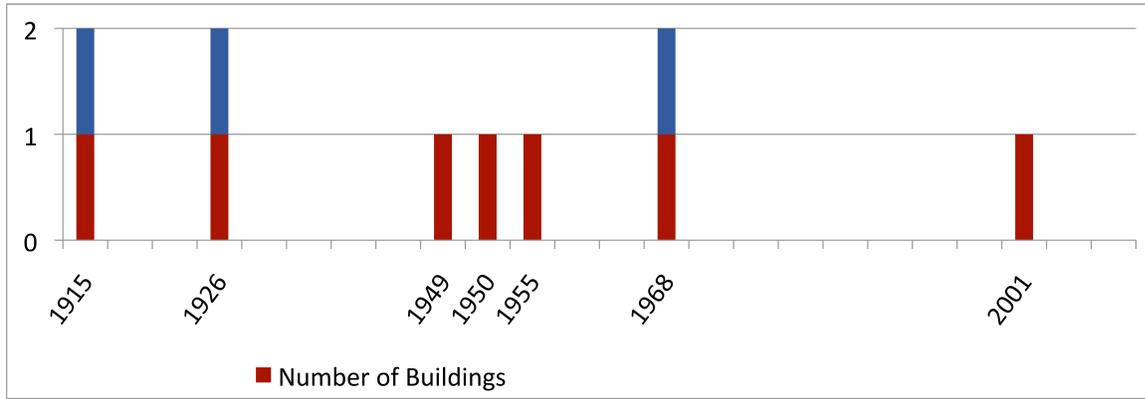
It is our hope that the administration will accept our conclusions that significant and pressing space problems exist in Dedman College. Indeed, the problems are affecting the quality of the education and research conducted. We have no doubt that improving the state of the space in the college will enhance the productivity and effectiveness of its faculty and in turn, the reputation and standing of the University.

Respectfully submitted,

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Figure 1

The Years that Dedman College Buildings were Opened



## II. Assessment of College Space

### Overview of the Assessment of Departmental Non-Research Space

#### Our Assessment Process

In order to evaluate the space assigned to departments for offices and research, each member of the committee interviewed one or more Dedman College chairs or acting chairs. Based primarily on those interviews, along with input from others (e.g., faculty, building managers), and the space information from other universities (Appendix B), we identified 15 criteria concerning the quality and availability of office space that we consider important for a leading university. We then used these criteria as standards to compare the departments.

Some of these standards can be grouped into categories. Eight standards concerned the occupancy of specific offices (e.g., tenure/track offices, administrative offices, RA/TA offices), four standards refer to the availability of essential space for departmental support (i.e., conference room, printer/copier room, secure storage room, and a multi-purpose room that could be used to give students tests or to eat lunch in), one standard addressed whether the departmental offices were contiguous, one standard concerned whether there was a departmental common room for undergraduates, and the final standard concerned the basic aesthetics of the department's space.

To reduce the length of the tables, we eliminated three standards. One standard (adequate administrative offices) was dropped because no chair indicated this was a problem. We combined two standards (offices for post docs & offices for active emeriti) to save space. A third standard was viewed by the committee as desirable but not essential. That standard concerned having a departmental common room for undergraduates. The Physics Department has one such room (though it is too small) and considers it to be an extremely beneficial for the students. The committee very much liked the idea of having such a room available to undergraduates in each department but considers such a room as highly desirable but not essential.

A final row added to the table was whether the department anticipated space problems in the near future (i.e., the next year or two).

We then generated three tables to compare space across the 16 departments, divided by the three divisions in the college. Department chairs received a draft of the tables and were given an opportunity to comment. The tables were then revised in light of the feedback.

The tables are intended to be self-explanatory, informative, and comprehensive, but only a first step in assessing the college's space needs. Entries in the tables' cell consist of single words or short phrases to capture the problem at a glance (and are further detailed by footnotes). If the cell contains an "ok" it means the committee did not discover an issue. "NA" indicates the cell is not applicable for that department (such as they do not have any active emeritus professors or post-docs).

## Summary of the Tables

As is evident from the tables, many departments are experiencing significant space problems. For example, across the 16 departments, 10 chairs indicated inadequate space for graduate students and 7 need space for visiting professors, post-docs, or active emeriti faculty. In Chemistry, 10 graduate students share one office, along with a visiting professor! Besides overcrowded offices, some departments have office space that is too small for faculty or graduate students to effectively do their work.

Department support space is generally adequate, though there are some significant problems. The department who fares the worst on support space is Sociology. They share an inadequate and aesthetically-challenged conference room with Chemistry, they do not have adequate space for their printer/copier, and they do not have a secure storage room.

Five departments have problems with contiguous space. The worst case is Psychology, whose faculty is housed in two buildings (Hyer & Expressway Tower) and research labs are in four locations (basement of Hyer, basement of Heroy, 9<sup>th</sup> & 11<sup>th</sup> floors of Expressway Tower). The lack of continuous office and research space obviously impedes departmental interactions and affects cohesiveness.

Half of the departments had issues with aesthetics. Indeed, some of the Dedman buildings are in desperate need of face lifts. In fact, several faculty reported they are embarrassed to meet with students' parents or potential donors due to the poor quality of the space. Most evident are problems with Hyer and Clements Hall. Both buildings are in need of renovation. As students travel back and forth between other schools or colleges at SMU, the 2<sup>nd</sup> class status of our space is particularly apparent.

In sum, the committee concluded that with regard to office space in Dedman College, we are bursting at our seams, our productivity is negatively affected by the lack of space, and the available space is sometimes well below SMU standards.

Table 1: Assessment of Non-Research Space Allocated to Departments in Division 1

	<i>English</i>	<i>Foreign Languages</i>	<i>History</i>	<i>Philosophy</i>	<i>Religious Studies</i>
Tenure/Track Offices	Ok	Ok	<b>Need more</b> (some offices are too small & windowless)	Ok	Ok
Lecturer Offices	<b>Need more</b>	<b>Need more</b> (3 lecturers sharing one office)	Ok	<b>Need more</b>	NA
RA/TA Offices	<b>Need more</b>	NA	<b>Need more</b>	NA	NA
Shared Adjunct Offices	Ok	Ok	Ok	<b>Too small</b>	NA
Offices for Visiting Prof.	Ok	<b>Need one</b>	Ok	Ok	<b>Need one</b>
Offices for Post-doc/Emeriti	Ok	NA	<b>Need some</b>	NA	NA
Contiguous Offices	<b>No<sup>1</sup></b>	Ok	<b>No<sup>1</sup></b>	Ok	Ok
Conference Room	Ok	<b>Too small</b> (using tech lab)	Ok	Ok <sup>1</sup>	<b>Need one</b>
Printer & Copier Room	Ok	<b>Too small</b>	Ok	Ok	Ok
Multi-Purpose Room	Ok	<b>Need one</b>	Ok	Ok	Ok
Secure Storage	Ok	Ok	Ok	<b>Lacking storage space</b>	<b>Too small</b>
Aesthetics	Ok	<b>CH needs renovation</b>	Ok	<b>Hyer needs renovation</b>	<b>Hyer needs renovation</b>
Immediate Future Concerns	<b>Once graduate program is at capacity, more offices needed for grad students or adjuncts</b>	<b>Need 4 new faculty offices in next few years</b>	<b>More space needed for growth</b>	No additional concerns	<b>No space for anticipated adjuncts</b>

Notes.

E<sup>1</sup> = Some lecturers are in McFarland; the rest of the faculty are on the 1<sup>st</sup> and 3<sup>rd</sup> floors of Dallas Hall.

P<sup>1</sup> = Due to the way rooms were keyed, access to conference room in basement isn't readily available.

H<sup>1</sup> = History has offices on the 3<sup>rd</sup> floor and in the basement of Dallas Hall.

Table 2: Assessment of Non-Research Space Allocated to Departments in Division 2

	<i>Anthropology</i>	<i>Economics</i>	<i>Political Science</i>	<i>Psychology</i>	<i>Sociology</i>
Tenure/Track Offices	Ok	Ok	Ok	<b>Need more<sup>1</sup></b>	<b>Need more<sup>1</sup></b>
Lecturer Offices	Ok	Ok	Ok	Ok	Ok
RA/TA Offices	<b>Need more<sup>1</sup></b>	<b>Cubicles in basement</b>	NA	<b>Need more<sup>2</sup></b>	NA
Shared Adjunct Offices	Ok	<b>Six share one office</b>	Ok	Ok	Ok
Offices for Visiting Prof.	<b>Need one</b>	Ok	Ok	Ok	NA
Offices for Post-doc/Emeriti	<b>Need one for postdoc</b>	NA	Ok	NA	NA
Contiguous Offices	Ok	<b>No<sup>1</sup></b>	Ok	<b>No<sup>3</sup></b>	<b>No<sup>2</sup></b>
Conference Room	<b>Need one-currently a converted lab</b>	Ok	Ok	Ok-Shared	<b>Inadequate<sup>3</sup></b>
Printer & Copier Room	Ok	Ok	Ok	Ok	<b>Inadequate<sup>4</sup></b>
Multi-Purpose Room	<b>No</b>	<b>No</b>	<b>No</b>	Yes	<b>No</b>
Secure Storage	<b>No<sup>2</sup></b>	Ok	Ok	Ok	<b>Inadequate<sup>5</sup></b>
Aesthetics	Ok	Ok	Ok	<b>Hyer needs renovation</b>	<b>Conf room is bad<sup>6</sup></b>
Immediate Future Concerns	<b>Space for computer lab</b>	<b>Space will be needed when dept. grows</b>	<b>Need space for new hire</b>	<b>No space for growth</b>	<b>Many space needs</b>

Notes.

A<sup>1</sup> = Some grad students are officed in labs.

A<sup>2</sup> = Need short- and long-term rolling cabinets for storage of collections.

E<sup>1</sup> = Graduate students located in basement of Umphrey Lee.

P<sup>1</sup> = Some faculty in Expressway Tower need office space along with their research space.

P<sup>2</sup> = Some doctoral students, occupying shared offices, are cramped together and located in labs.

P<sup>3</sup> = Basement of Hyer leaks when it rains.

P<sup>3</sup> = Faculty academic offices are in Hyer (3<sup>rd</sup> floor) and Expressway Tower. Research labs are in Hyer (basement), Expressway Tower (9<sup>th</sup> & 11<sup>th</sup> floors), and Heroy.

S<sup>1</sup> = There is no office space for the current chair.

S<sup>2</sup> = Lecturer offices are in Hyer & Fondren Science; the sole adjunct office is in Dedman Life Sciences.

S<sup>3</sup> = Conference room shared with Chemistry but it is often unavailable due to its use as a classroom.

S<sup>4</sup> = Printer & copier are located in an open alcove.

S<sup>5</sup> = Secure storage consists of locked cabinets in an open alcove.

S<sup>6</sup> = Conference room, shared with Chemistry, needs attention.

Table 3: Assessment of Non-Research Space Allocated to Departments in Division 3

	<i>Biological Science</i>	<i>Chemistry</i>	<i>Earth Sciences</i> <sup>1</sup>	<i>Math</i>	<i>Physics</i>	<i>Statistical Science</i> <sup>1</sup>
Tenure/Track Offices	Ok	Ok	Ok	Ok <sup>1</sup>	Ok	Ok <sup>1</sup>
Lecturer Offices	Ok	<b>Need More</b> <sup>1</sup>	Ok	Ok	Ok	Ok
RA/TA Offices	Ok	<b>Need more</b> <sup>2</sup>	Ok	<b>Need more</b>	<b>Too small</b>	<b>Need</b>
Shared Adjunct Offices	Ok	Ok	Ok	<b>Need one</b>	Ok	<b>Need one</b>
Offices for Visiting Prof.	Ok	<b>Need one</b>	Ok	<b>Urgent need</b>	<b>Need one</b>	<b>Urgent need</b>
Offices for Post-docs/Emeriti	Ok	<b>Need one</b>	Ok	<b>Need one</b>	<b>Urgent need</b> <sup>1</sup>	<b>Need one</b>
Contiguous Offices	Ok	Ok	Ok	Ok	Ok	Ok
Conference Room	Ok	<b>Needs Improvement</b> <sup>3</sup>	Ok	<b>Need</b>	Ok	Ok
Printer & Copier Room	Ok	Ok	Ok	Ok	Ok	Ok
Multi-Purpose Room	Ok	Ok	Ok	Ok	Ok	Ok
Secure Storage	Ok	Ok	Ok	Ok	<b>Need more</b>	Ok
Aesthetics	Ok	<b>Conf. room is bad</b>	Ok	<b>Needs attention</b>	<b>Needs attention</b>	Ok
Immediate Future Concerns	<b>Need more space for expansion</b>	<b>Need space for new hires</b>	None	<b>Need more offices</b>	<b>Need more offices &amp; larger UG lounge</b>	<b>Need more offices</b>

Notes.

C<sup>1</sup> = One lecturer is located in biology; new lecturer to be hired will need an office.

C<sup>2</sup> = Ten graduate students and one visiting professor share one office; some students housed in labs.

C<sup>3</sup> = Conference room (shared with sociology) is in poor condition (carpet & furniture)

ES<sup>1</sup> = The chair did not comment on the final version of this chart.

M<sup>1</sup> = May need additional office(s) in 2011.

P<sup>1</sup> = Two new postdocs arriving in fall, 2011 will need office space.

SS<sup>1</sup> = The chair did not comment on the final version of this chart.

SS<sup>2</sup> = May need additional office(s) in 2011.

## **Departmental Sponsored Research Space Needs**

Only departments in Divisions 2 & 3 are involved in sponsored research that requires dedicated space. The extent to which a department is research intensive, as indexed by publications and external grants, varies considerably. Our assessment of research space needs is admittedly less thorough than our review of office space. It relies primarily on the chairs' verbal reports. In general, many departments are short on research space. Laboratories are often overcrowded, with inadequate space for instruments. In addition, graduate students' "offices" are often located in laboratory space.

Below, we provide a sampling of the research space needs with brief descriptions.

### **Anthropology**

Anthropology has experienced significant erosion of their research (and office) space over the past decade or so (such as the northwest wing of the ground floor of Heroy going to Psychology labs, and two labs on the 4<sup>th</sup> floor of Heroy being turned into seminar rooms). Consequently, faculty and graduate students do not have sufficient space for their research. In addition, graduate students who are TAs often hold "office hours" in labs, where their offices are situated.

### **Biology**

With the anticipated hiring of a new chair and several additional faculty, biology will be out of lab space.

### **Chemistry**

Research space is close to being fully committed; the department has only one unassigned lab. With the planned two new hires, there will be a space deficit. Graduate students are using corners of labs as office space. This situation creates safety and health problems.

### **Earth Sciences**

Research has been hampered by the lack of space. Faculty regularly share limited lab space. Lab space in Heroy has been progressively reassigned as office space.

### **Physics**

Physics is in need of research space. The available lab space is actually limiting their ability to win more research grants. There is also a need for new lab space. Specifically, Professor Kehoe has two funded projects that require more space for software development. Based on these grants, he has proposed a very exciting project that would involve undergraduate as well as graduate students. The project consists of creating a software lab that could function as a remote control room for the ATLAS project at Large Hadron Collider which is located near Geneva, Switzerland. Unfortunately there is no available space for it.

## Psychology

Research space in the Psychology Department is very limited. Many graduate research assistants are housed in labs, rather than offices. One senior faculty member has to periodically vacate his office in order for there to be space to interview research subjects. Two faculty members would like to move their offices to Expressway Towers (where their labs are) but there are no offices available. If the department grows as planned, there will not be sufficient research space (as well as office space) by fall 2012.

This space problem was clear to external reviewers of the department, in their spring 2010 review. They wrote that “The physical facilities of the Department are *woefully inadequate* [italics added]. The original home of the Department in Hyer Hall was not designed to accommodate a research-active faculty and a major graduate program... Given the importance of collaborative research for federal funding, the Department would greatly benefit from physical arrangements that housed the faculty in contiguous and integrated space” (p. 3).

## **Dedman Centers, Programs, & Institute**

### Clements Center for Southwest Studies

The Clements Center occupies newly remodeled space on the third floor of Dallas Hall. The Center's space includes four offices for visiting fellows, an office for the director, an office for the coordinator, and a suite containing offices for the executive director and associate director, along with a meeting room. This space is currently sufficient for the Center to carry out its mission and responsibilities. However, additional office space will be needed if the Center funds additional fellows. In addition, the Center directors are concerned that the Center paid for the remodeling without any assurances that the space would remain under the Center's purview.

### Embrey Human Rights Program (EHRP)

EHRP moved into a newly renovated suite of six rooms on the ground floor of Clements Hall during the summer of 2010. Rick Halperin, Director of the program, considers this space to be adequate. However, if the program grows to the extent he anticipates, the space will be outgrown in three to four years.

### Ethnic Studies

Ethnic Studies is located on the third floor of Clements Hall. It occupies a suite of two offices, one for the director and one for the administrative assistant. The space is currently sufficient for the program's needs.

### Institute for the Study of Earth and Man (ISEM)

The Institute currently occupies a suite of four offices, plus a library, and storage space in Heroy Hall. Louis Jacobs, President of ISEM, reported that the space is adequate to carry out its multiple missions and does not anticipate additional space needs.

### John Goodwin Tower Center for Political Studies

The Tower Center is on the second floor of Carr Collins Hall. The Center is closely affiliated with the Department of Political Science and is adjacent to it. The Tower Center has three senior fellows who run research programs, two post-docs (full-time instructors), a few adjuncts, and occasional teaching fellows. Following a protracted battle with the Law School four or five years ago, three new offices were obtained on the third floor of Carr Collins. Additional space for expansion of the Tower Center (or the political science department) would likely spark more conflict with the Law School.

### Women's and Gender Studies (WGS)

WGS currently occupies one faculty office and one adjoining administrative office on the second floor of Clements Hall. The faculty office is occupied by a full-time senior lecturer. The administrative office is actively used and houses most of the program's files. Office staff meetings are held there as well. In addition, student administrative assistants work 30 hours per week.

The Director (Beth Newman) emphasized that it is vital that WGS retain the space it currently occupies or, in the event of a proposed move, that it receive space that is at least comparable to its current allotment. She also pointed out the need for the WGS offices to remain on the main campus and close to the humanities and social science faculty. Long term plans for the program include hiring a full-time director. WGS will need additional office space when that hire is made.

### **Other Entities under the Auspices of Dedman College**

#### Office of General Education

The Office of General Education, headed by Dennis Cordell, is located in the basement of Clements. There is a suite of recently renovated rooms. This space is sufficient for current needs.

#### English as a Second Language (ESL)

ESL is housed in the basement of Clements Hall along with a small office on the first floor. Until recently, nine lecturers were crunched into that small office--originally built as a storage room. In January of 2011 a second office in the basement was made available for the lecturers. Although that has helped the overcrowding, more office space is needed.

### **III. Proposed Principles of Space Utilization and Allocation**

#### **Introduction to the Proposed Space Principles**

The Space Committee generated 12 principles related to departmental office and research space in college. Eight of the principles reflect standards designed to guide thinking and decision making about space. The remaining four principles relate to procedures. These principles were developed primarily as a guide for thinking about new space but also with an eye toward re-evaluating current space allocation.

Few, if any, of the principles are controversial. In fact, we hold these principles to be self-evident. At the same time, they are not irrefutable and as indicated by the final principle, they should be periodically reviewed and, if need be, revised.

These principles are designed to benefit Dedman College by establishing guidelines for a more reasoned and justifiable approach to space allocation. They are not intended to be a formula for space assignment. Rather, they reflect a different orientation to space than the individualistic, hoarding mentality that is sometimes apparent on college campuses. All members of the college should recognize the benefit to the college from improved space utilization. The Committee also seeks to promote the view that the college administrators and tenured/tenure track faculty have reciprocal responsibilities to insure that college space is utilized effectively and optimally. Similar reciprocal responsibilities exist between the college and its non-tenure track research faculty, graduate students, and staff.

Dedman College is responsible, not just at time of hiring, but throughout the careers of its faculty, for insuring that appropriate and sufficient high-quality space is available to promote their maximum intellectual productivity and excellence. At the same time, faculty are responsible for the efficient use of space made available to them and should expect to be evaluated, based on public metrics, for the effectiveness of their space utilization.

The Dean is responsible for insuring that the college's space assets are efficiently deployed. In some cases, that means the Dean must make difficult decisions for adjusting space resources. In situations where current space allocation is at odds with one or more of these principles, we recommend that the Dean begin a dialogue with the appropriate chair or director.

The Committee is convinced that the use of these principles will result in the optimal utilization of the college's most limited resource and, in turn, maximum SMU's accomplishments and performance.

## The Twelve Principles

1. *Explicit policies:* Procedures for allocation of space should be explicit and transparent.
2. *Ownership:* Space is not “owned” by departments but rather is allocated to them on the basis of need and optimal space utilization.
3. *Appearance:* The appearance and quality of office and research space should reflect well on SMU.
4. *Maximizing faculty productivity:* Adequate space should be available to maximize faculty performance and productivity.
5. *Commensurate with demand:* Space should be equitably allocated on the basis of such factors as number of faculty, number of students being educated, and research productivity.
6. *Optimization:* Space should be used to its fullest extent and not be left fallow.
7. *Sharing:* Space, where possible, should be shared to optimize its use.
8. *Research Productivity:* Research space, although recognized to play a fundamental role in student education, should be assigned based upon research productivity (i.e., scholarly publications and external funding).
9. *Right of Return:* Departments that voluntarily give up underutilized space will receive the earliest consideration for “right of return” when demand arises.
10. *Renovations:* Academic units that raise funds to renovate space need to develop explicit agreements with the Dean about the long-term use of the space.
11. *Dean's Responsibilities:* It is the Dean's responsibility to uphold these principles.
12. *Review:* These principles should be periodically revisited and revised.

## **IV. Proposed Procedures**

### **Overview**

Construction of new space always takes place within SMU's long-term planning process, while management of existing space is a college responsibility. Given that space is a fixed and extremely limited resource in Dedman College, guidelines are needed to maximize the efficient use of space. Consequently, these guidelines have been developed as an aid in planning, allocating, and managing space in the college. These guidelines will assist the Dedman College community in implementing equitable, consistent, efficient, and flexible procedures for space allocation and management.

These proposed guidelines represent a synthesis of similar guidelines at peer universities (see Appendix B), with Auburn University and University of Kansas representing the primary models. These guidelines have been crafted in order to assist the Dean in his or her management of the college's space resources.

Two new procedures are proposed. The first one describes the process by which the Dean's Office would evaluate how space is being used across the college. The second procedure outlines a process for responding to space requests generated by departments or units.

### **Procedures for Evaluating Space Use**

The Associate Dean for Administration (ADA) will provide the Dean of Dedman College with a quadrennial overview of space assignment and utilization. The first such report will be due in June 2012. The quadrennial space review will assist the Dean in managing the college's space assets and in promoting the college's space needs to the Provost. The assessment of space use is based on four parameters:

1. Total number of full-time equivalent (FTE) staff and faculty employed for classroom instruction, the total number of FTEs engaged in research and/or scholarly activities, and the total number of FTE support personnel;
2. Measurement of the assignable square feet of space per FTE as determined by the Associate Dean's analysis based on the building blueprints;
3. Space utilization for research, scholarly, and service activities as adjusted according to discipline and work function;
4. Information on research grants--i.e., duration, special space needs, FTE payroll, and FTE hiring and staffing projections.

Based on that information, the Dean should evaluate whether that department or unit is using their allocated space as effectively as it should. If not, the Dean should begin discussions with the chair or unit head about how to rectify the situation.

### **Procedures for Requesting New Space**

The Committee does not advocate space micromanaging by the Dean's Office. If a department can independently address their own space needs, then we encourage them to do so. However that is not always possible, especially in the case of expanding faculties or new research grants. Departments or other college units may initiate space requests. Details of space needs must be documented using the "Request for Space Assignment" form (RSA). This form should be available on the college's website. Prior to submitting the RSA, department chairs or unit heads should meet with the Associate Dean for Administration. A site visit and consultation between the Dean's Office and the requesting unit may be necessary to provide a better understanding of the unit's space use and needs. When complete, the RSA package should be forwarded by the department chair or unit head to the ADAS. The ADAS will then review the request, add supporting information as needed, and forward the request to the Dean. The Dean will then either make a decision or bring the matter to the Dedman College Faculty Council. The role of the Faculty Council in these matters will be to serve the Dean in an advisory capacity.

If the Dean denies the request, the proposal can be resubmitted after a minimum of six months. Resubmissions must include the original request plus additional information to justify the resubmission.

Reallocations of space typically require substantial lead time. To facilitate this process, requests to the Dean should be submitted at least five months in advance of the semester for which the space is needed. For space to be available by the fall semester, submissions should be received by April 1; requests for the spring semester need to be submitted by August 1; and summer semester requests are due by January 15.

**Request Form for New Space Assignment in Dedman College**

Department: \_\_\_\_\_ Date: \_\_\_\_\_

Department Representative: \_\_\_\_\_ Phone: \_\_\_\_\_

*Please indicate the urgency of the request by marking the appropriate box.*

- Emergency (e.g., Fire Code, Health and Safety, or ADA issues)
- Urgent (e.g., new faculty arrival, funded research on hold pending allocation)
- Normal (e.g., unit reorganization, reallocation)
- Long-term Planning (needs beyond 18 months)

When is the space needed (specify date)? \_\_\_\_\_

Total assignable square footage requested: \_\_\_\_\_

Type of space and square footage each:

- Office: \_\_\_\_\_
- Research Lab: \_\_\_\_\_
- Instructional Lab: \_\_\_\_\_
- Other (specify): \_\_\_\_\_

Preferred building or area:

1<sup>st</sup>. \_\_\_\_\_

2<sup>nd</sup>. \_\_\_\_\_

3<sup>rd</sup>. \_\_\_\_\_

Special considerations: (i.e., wet or dry lab, electrical needs, proximity to existing space, etc.)

Source of funding if remodeling or renovation requested:

**JUSTIFICATION:** *Attach an explanation of the need for this space.*

<p><b>APPROVED:</b></p>   <p>Department Chair/Program Director</p>	<p><b>APPROVED:</b></p>   <p>Dean</p>
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**Note:** Please submit this request to the Office of the Dean and a copy to Randy Phillips, Associate Dean

## **Benchmarks for Assigning Space**

The Committee has endorsed the use of benchmarks for future space allocations, based on the recommendations and policies at several institutions of higher education (see Appendix B). These space benchmarks are intended as guidelines rather than rigid standards. They represent the foundation for the conversations that should take place between the Dean's Office and departments or programs regarding space needs and utilization. The benchmarks should influence the planning efforts for any new space constructed or major renovation projects undertaken. These benchmarks should be reviewed as part of the college's periodic review of space.

The college will be guided by the following benchmarks regarding general office space:

- Full-time faculty office (per FTE) – 160 square feet (sq ft)
- Full-time administrative staff (per FTE) – 150 sq ft
- Full-time research staff (per FTE) – 160 sq ft
- Graduate student office space (per FTE) – 60 sq ft
- Visiting faculty/researcher office (per FTE) – 160 sq ft
- Adjunct faculty (per FTE) – 80 sq ft

Benchmarks for research space are more difficult to specify for various reasons. Disciplines differ considerably in space needs. In addition, within disciplines a particular investigation may require specialized and dedicated space. The difficulties in establishing benchmarks for research space are reflected in the diversity of standards at other universities (see Appendix B). Benchmarks would help guide the college in providing adequate space to support research. However, benchmarks must also be informed by the special costs typically associated with the creation and upkeep of research space. Thus it is essential to ensure that research space is being used as efficiently as possible.

Because sponsored research is at the heart of the work carried out in most Division II and Division III departments, space allocation must relate to success in securing external funding.

The Committee endorses the use of national averages tracked by the National Science Foundation as an essential metric in the allocation of space and the assessment of how effectively it is being used. This standard was recommended by Dean Jim Quick. Furthermore, each year the Office of Research and Graduate Studies will provide to the college the latest figures from the National Science Foundation as well as other sources indicating the relation between funded expenditures and research space. The figures will indicate the number of square feet of research space per million dollars of research expenditures, which can also be converted into the amount of research expenditures per square foot of research space.

The Dean's Office will compare these benchmark averages to the annual funded expenditures (based on rolling three-year averages) for each department with dedicated research space.

These figures will be the basis for ongoing discussions with departments about the adequacy of their research space as well as how effectively that space is being used. Given the significant costs typically associated with specialized research space, space for research programs supported by external grants and contracts will take precedence over other research activities.

For the purpose of space allocation, research space will include those rooms used primarily for laboratory experimentation and observation, as well as research support space (i.e., instrument rooms, machine shops, computer labs, animal rooms, data analysis rooms, etc.).

The initial benchmarks for research space, based on data from the Office of Research and Graduate Studies, are as follows:

<b>Discipline</b>	Average sq. ft. per \$1 Million in Funded Expenditures	Funded Expenditures per sq. ft.
<i>Biological Sciences</i>	4,914	\$204
<i>Earth Sciences</i>	3,654	\$274
<i>Mathematical Sciences</i>	3,393	\$295
<i>Physical Sciences</i>	5,995	\$167
<i>Psychology</i>	6,158	\$162
<i>Social Sciences</i>	3,821	\$262

## V. Recommendations

### For Immediate Action

1. Adopt the proposed Space Policy Principles.
2. Adopt the proposed procedures for addressing space issues.
3. Use the benchmark information for future space decisions.
4. Forward this report to Provost Ludden and President Turner.
5. Find additional office space as well as a multi-function room for the Sociology Department.
6. Find additional space for the Foreign Language lecturers.
7. Identify additional research space so that faculty efforts to pursue research grants and conduct research is not handicapped.
8. Include discussions about space needs and utilization in annual meetings with chairs regarding departmental budgets.

### Long Term Considerations

1. Identify those current space allocations that are at odds with one or more of the principles.  
Begin discussions with the chairs and other appropriate parties to address the discrepancy.
2. Appoint a Space Review Committee every four or five years. That committee would conduct (over a semester) a college-wide review and re-assessment of space needs and utilization.  
The committee would also review the college's space policy.
3. Seek donors to underwrite new Dedman College building(s) and research space.
4. Renovate Hyer Hall & Clements Hall.

### **Additional Space Needs**

During the course of our investigation, the need for additional space was voiced by a number of individuals. We use the opportunity of this report to itemize those concerns or suggestions. Many of those needs, as they relate to non-research departmental space are found in Tables 1-3. Several other specific requests for space, not mentioned previously, are listed below.

The Committee did not have the time to evaluate these space requests. However, we encourage interested parties to follow the new procedures in pursuit of these needs.

- A lab in Physics for the remote control of the Large Hadron Collider
- A software lab in Physics
- Four new offices for research professors/staff in Physics
- A teaching and writing lab for the English Department
- Storage space in Heroy & Fondren
- Computer lab in Anthropology
- Computer lab in Psychology
- Some departments (e.g., History) need a common room for graduate students
- Some departments (e.g., Physics) would like a common room (or larger room) for undergraduate students

## VI. Appendices

### Appendix A: Internal Information Sources

#### Chairs or Acting Chairs of Departments

##### *Division I - Humanities*

English: Nina Schwartz  
 Foreign Languages and Literature: Marie-Luise Gaetten  
 History: Sherry Smith  
 Philosophy: Steve Sverdlik  
 Religious Studies: Mark Chancey

##### *Division II – Social Sciences*

Anthropology: David Meltzer  
 Economics: Nathan Balke  
 Political Sciences: Steve Wegren  
 Psychology: Ernie Jouriles  
 Sociology: Alan Brown

##### *Division III – Natural Sciences*

Biological Sciences: Bill Borr  
 Chemistry: Elfi Kraka  
 Earth Sciences: Bob Gregory  
 Mathematics: Doug Reinelt  
 Physics: Fred Olness  
 Statistical Science: Wayne Woodward

#### Center/Institute/Program Directors

Clements Center for Southwest Studies: Andrea Boardman  
 Embrey Human Rights Program: Rick Halperin  
 Institute for the Study of Earth and Man: Louis Jacobs  
 John Goodwin Tower Center for Political Studies: James Hollifield  
 Women's and Gender Studies: Beth Newman  
 Office of General Education: Dennis Cordell  
 English as a Second Language (ESL): John Wheeler

Former Deans or Deans *ad interim*: Caroline Brettell, Peter Moore, & Jasper Neel

Dedman College Faculty & Staff

Dedman College Building Managers

## Appendix B

### External Information Sources

Auburn University (2005). *Space planning guidelines*. The Office of Campus Planning & Space Management: Auburn, AL: Self.

Stanford University (2009). *Space and furniture planning guidelines*. Department of Capital Planning and Space Management. Stanford, CA: Self.

University of California at Berkeley (2002). *New century plan: Project guidelines*. Berkeley, CA: Self.

University of Kansas (2004). *Space allocation: Policies and procedures*. Lawrenceville, KA: Self.

University Leadership Council (2010). *Maximizing space utilization: Measuring, allocating, and incentivizing efficient use of facilities*. Washington, DC: The Advisory Board Company.

Wake Forest University (2007). *Space utilization study: Summation of findings report*. Columbus, OH: Comprehensive Facilities Planning, Inc.

## Appendix C

### The Ten Buildings Housing the College's Departments, and/or Centers, Programs or Institute (with the Years They were Built & Renovated)

**Carr-Collins Hall** – 1950; renovated in 1993

- Departmental offices of *Political Science*
- Tower Center for Political Studies

**Clements Hall** – 1915; renovated in 1965

- Departmental offices of *Foreign Languages and Literatures* and *Mathematics*
- Embrey Human Rights Program; Women's and Gender Studies; Ethnic Studies
- Office of General Education; English as a Second Language; Advising Center

**Dallas Hall** – 1915; renovated in 1972

- Office of the Dean
- Departmental offices of *English* and *History*
- Clements Center for Southwest Studies

**Dedman Life Sciences Building** – 2001

- Departmental offices of *Biological Sciences*

**Expressway Tower** – 1968

- Office of the Dean
- Offices and Research space for *Psychology*

**Fondren Science Building** – 1949; multi-year renovations completed in 2004

- Departments of *Chemistry* and *Physics*

**Heroy Hall** – 1968

- Departmental offices of *Anthropology*, *Earth Sciences*, *Sociology*, and *Statistical Science*
- Institute for the Study of Earth and Man

**Hyer Hall** – 1926; renovated in 1968

- Departmental offices of *Philosophy*, *Psychology*, and *Religious Studies*

**McFarlin Auditorium** – 1926

- First-Year Writing Faculty Offices

**Umphrey Lee** – 1955; renovated in 1990

- Departmental offices of *Economics*