Campus Space Use and Reservation Committee
Campus Space Assessment Project

Project Overview
2020

Introduction
What are we attempting to accomplish?

In order to more effectively inform relevant leadership constituencies on campus in both the Administration and Finance and Student Affairs divisions, as well as to uncover student impressions, opinions, and preferences in meaningful and intentional ways, the Campus Space Use and Reservation Committee (herein referred to as the 'Committee') sets out to develop and execute a multiphasic assessment project pertaining to campus spaces, the reservation and use thereof, and our students' experiences.

Over the following pages, we describe:
- Relevant, but brief, overview of literature informing this proposed assessment project, including a review of the Committee's identified themes and recommendations from 2019 and an overview of a similar study conducted in 2015 by the University of Colorado Boulder.
- A draft version of an initial survey instrument, focusing on the student experience with campus spaces, reservations, usage, and marketing of events.
- A draft version of subsequent focus groups with various campus constituencies.
- Proposed next steps, including data usage and distribution.

The intended subjects of the project are a stratified, representative sample of overall IUP undergraduate and graduate student body members, with greater weight placed on seniors versus first-year students, constructed by the Applied Research Lab. The project will also be given to select members of the non-student IUP community, including staff, faculty, administration, and community and alumni members. The principle investigators are Zach Clark, director of Student Activities & Assessment, Kevin Foster, assistant director of Multicultural Student Leadership and Engagement for Student Involvement and Leadership Development, and Sam Phillips, assistant vice president for Administration, Business, and Hospitality Services. The intended audience of this assessment project includes the Committee, as well as the Vice Presidents for Student Affairs and Administration and Finance. Furthermore, the resultant data will likely be made available to Presidential Cabinet members and respective campus space administrators.

This proposed assessment project will employ mixed methods of analysis, including both quantitative, in the form of multiphasic surveys, and qualitative, in the form of focus groups and anecdotal interviews with student leaders and campus space administrators.

The broad thematic research questions this proposed assessment project hopes to study are:
1. What comprehensive impact does IUP's campus spaces have on the overall student experience?
2. How do policies and procedures (governing space reservations and allocation) affect experience?
3. What is the current level of understanding pertaining to available reservable spaces and the policies, procedures, and costs associated with those spaces by students, faculty, and staff?
4. What are the most effective ways that IUP student leaders have to advertise or promote campus events, programs, services, or other offerings?
5. What improvements can IUP make to campus spaces and the reserving of those spaces?

For the timeline of this project, the Committee endeavors to develop the quantitative and qualitative tools throughout the Spring 2020 semester, launch the quantitative tool in April 2020 to begin data collection, schedule qualitative interviews and focus groups during Summer 2020, analyze data in August 2020, and issue preliminary results by September 2020 to help guide further resource development and changes throughout the Fall 2020 semester. We are hoping to conclude this project prior to the start of the Spring 2021 semester.

Membership of the Committee includes co-chairs Kevin Foster and Sam Phillips, Zach Clark, Emily Briggs, Emily Ostrowski, Cindy Varner, Megan Heilbrun, Bob Smith, Dave Berberich, Elden King, Tony Neese, Holly Wadding, Karyl Miller, Alex Fefolt, Farzaneh Jahangiri, Issac Lowe, Emine Boz, Dave Surtasky, and Julene Pinto-Dyczewki.

Brief Literature Review
What informs our work?

Relevant Emergent Themes, 2019

The Committee, at the end of the 2018-2019 academic year, identified various broad thematic areas to help guide the work of the Committee and for future consideration of the university moving forward.

Theme 1: Campus Space and Use
• There is a great need for indoor and outdoor space improvements relative to events and activities for students and student groups. • There is a general sense from those on the committee that there is tension between the desire to provide the best services to students and the challenge of administering large volume of requests with competing interests, limited space, and limited resources. • It is necessary to evaluate and possibly redefine campus space/facilities as it pertains to their use, hours of operations, staff support for space, and resources dedicated to ensuring students can successfully carry out events and activities on campus.

Theme 2: Centralization
• Students experience a cumbersome process that requires multiple non-intuitive steps during scheduling processes. • Information is located on disparate websites under the jurisdiction of different departments and divisions making it difficult to collate appropriate processes in one location. • Guidelines for campus space use should be centrally located for all academic and non-academic spaces.

Theme 3: Engagement
• There was a general sense from the committee that many constituents on campus are unfamiliar with processes related to space reservation. It appears students, organization advisors, faculty, staff, and administrators would benefit from increased engagement relative to space request processes.

Theme 4: One-Stop-Shopping
• The space reservation use and experiences may be part of a larger institutional issue of providing appropriate services for students. In particular, for space use and reservations, there is not one location, website, or staff member to answer related questions. The increased complexity of a request increases the challenges of getting answers within a deadline.

Theme 5: Revisions and Review
• Processes and procedures should be reviewed annually. This process should include personnel and students who have direct experience with the processes related to space reservations.

Critical Recommendations, 2019

The Committee, from the identified broad emergent themes, also identified various operationalizable key recommendations moving forward.

Recommendation 1: Utilize CollegeNet's 25Live platform for campus reservations beyond academic space.
• The use of 25Live could provide centralized processes to assist in planning and managing events and schedule space. • Multiple support staff can view task lists and get updated event information. • It is mobile friendly.

Recommendation 2: Evaluate staffing and support as it relates to assisting with the backing of students and campus space reservation.

- Create a staff position to help manage space requests across campus.
- Ensure that person is present/available on campus for student events.
- Support a nighttime programmer to help support advisors who cannot attend events.
- Support student access to late night support, including AV/technological support after hours.
- Adjust the schedule of staff during busy times (Tues.-Sat) – is it possible to have more facilities staff available during the peak periods of the semester (first six weeks and last six weeks of the academic year) with a focus on Saturday and Sunday?

Recommendation 3: Develop and enhance outdoor spaces for events and activities.

- Build full-size outdoor basketball court with lighting in a non-residence hall location – possible location by tennis courts.
- Grass/turf field with lighting – there is an overwhelming number of requests for space for athletic-type activities and very limited space on campus.
- Utilize marketing resources to highlight spaces currently available to students.

Recommendation 4: Develop space and resources for late night and evening programming.

- Provide more multi-purpose spaces.
- Provide more facilities that are opened past 10 p.m.
- Provide more resources dedicated to supporting late night events on campus.

Recommendation 5: Develop centralized scheduling office and processes.

- Coordinate with Facilities Management for setup.
- Help with athletics-related items (e.g., club sports requesting fields get lined for games).
- Ensure Aramark/food waiver processes are understood and followed.
- Review rental/contract processes for organizations.
- Assist University Police with events needing Safety Planning forms for events.

Recommendation 6: Create consistency across campus space reservation policies and procedures.

- Inventory the various spaces available for reservations as well as their accompanying reservation policies and procedures, so as to conduct an analysis of inconsistency or variability.
- Develop tiers and categories to help align timelines with the nature of the space and relative event.
- The clarity in processes and timeline will enable better accountability across campus for space request timelines and deadlines.

Recommendation 7: Create educational tools for faculty, staff, and students.

- In doing so, the university would continue to enable better accountability for student leaders and advisors for space request timelines, deadlines, and restrictions.
- These educational tools would also make known in more open ways the actual policies, rules, and regulations of using various spaces on campus.
- Leverage space and applications on CrimsonConnect.

Recommendation 8: Establish the Committee as a standing committee.

- Ensure that the Committee is comprised of personnel who directly support space reservations on campus and students.
- Continue to position the Committee to provide insight related to practices, procedures, and policies.

The committee recognizes that limitations to some recommendations and questions to feasibility of others exist; however, it views these as important pieces to improving the student experience and how students interact with their campus. In looking at best practices across the State System, we discovered that IUP is not unique with its current approach to handling space reservations. We see this as an opportunity to innovate the ways we engage

students with their campus. By investing in their experience and committing to improving it, we provide clearer expectations, improved utilization, and better alignment with a student-centered mission.

Thematic Analysis of a Peer Institutional Study: University of Colorado Boulder

In 2015, the University of Colorado Boulder (herein referred to as 'CU Boulder' or 'peer institution') undertook a similar analysis of its campus spaces, including their reservation processes, usage policies, and student impressions. They identified four broad themes through various key stakeholder conversations, including:

Theme 1: Devolution of Space Allocation, Demand Planning, and Scheduling

- This occurred without a corresponding distribution of accountability for financial implications of decision-making or accountability for meeting utilization thresholds.
- CU Boulder and their outside consultant observed instances of units focusing on optimizing space rather than the university doing so, resulting in unapproved protections or barriers to that space's usage.
- This devolution triggered four challenges:
  - A lack of price or value on the usage of a space creates a perception that campus space is a free good which leads to overuse and the assumption of entitlement to said spaces.
  - A lack of a useful and shared mechanism for space reservations and allocation results in individual units believing that they own a campus space or they assert ownership in order to retain that space for future needs or use (without a current demand or need), preventing the space from being used by other units.
  - A lack of a mechanism to rank order space usage requests by value and impact.
  - A culture of ownership of spaces growing versus a culture of stewardship of spaces by individual units, preventing use by other units.

Theme 2: Disparate and Disjointed Understanding of Campus Space Needs

- CU Boulder acknowledged a lack of data and metadata to describe campus space needs and the utilization of those spaces.
- There existed multiple sources of information and data; there was no one clearinghouse of policies, procedures, and usage statistics for campus spaces.
- Mirrored the observations of the decentralization of space allocation and permissions.

Theme 3: Informality of Campus Space Decision-Making

- Historical allocations and decision-making, otherwise known as past precedent, governed current decision-making, respective to campus space allocations and permissions.
- Technology has made it much easier to contain policies and procedures in one place; why is the university continuing to not codify its space policies.

Theme 4: Continuously Changing Campus Constituent Attitudes

- CU Boulder acknowledged that the needs, wants, opinions, and preferences of students, faculty, staff, administrators, alumni, community members, organizations, units, etc. has changed over time and is now changing at an ever-increasing rate.
- For example, students are demanding few campus computer labs, changing libraries, and technologically-capable classrooms and common spaces.
- There was a disconnect between capability and quality of current spaces and current demands from various constituents, most especially students.

Observation and Recommendation Framework

- **Organization**: refers to the organizational structure and reporting lines of the university
- **Culture**: refers to the ingrained beliefs and perceptions about space processes and protocols
- **Policy**: refers to the need for formalized documentation to support space allocation decisions
- **Business Process**: refers to procedures that enable more efficient space use

- **Infrastructure**: refers to changes to the physical layout of space
- **Technology**: refers to the need for improved systems and/or software solutions
- **Data**: refers to specific information that should be better captured and utilized

Space Type Definitions

- **Student**: refers to student-centered spaces, both formal and informal, for studying, collaboration, meetings, events and programs, etc.
- **Instructional**: refers to academic department-centered spaces for instruction and advising
- **Administrative**: refers to campus offices or business-related functions of the university
- **Research**: refers to spaces designated as research or development spaces
- **Auxiliaries**: refers to spaces owned and controlled by university auxiliaries or partners

It would appear that IUP's experience regarding campus space usage, reservation, allocation, and governance mirrors those at CU Boulder, despite the geographic and size disparities between the two universities. CU Boulder and its consultant devised a list of 40 different key recommendations in 2015, many of which overlap in similarity to those recommendations identified by the Committee here at IUP in 2019.

Initial Survey Instrument
What quantitative assessment tool can we utilize?

Campus Space Assessment Project – Initial (CSAP-I) – homegrown assessment tool via Qualtrics

Introduction: *IUP wants your feedback about campus spaces and usage, reservation policies and procedures, and advertising and marketing programs and events. Your insight is invaluable and will help shape the future of programming and facilities on campus. Your responses are completely anonymous, and your confidentiality will be protected.*

Q1: How do you utilize or interact with campus spaces? Check all that apply.
- ☐ Going to class
- ☐ Study
- ☐ Collaborate with others on class projects
- ☐ Conduct research
- ☐ Attend meetings
- ☐ Participate in organizations
- ☐ Work an on-campus job
- ☐ Exercise / workout
- ☐ Attend intercollegiate athletic events
- ☐ Walk / outdoor recreation
- ☐ Live on campus
- ☐ Go to artistic, theatrical, or musical performances
- ☐ Go to campus events
- ☐ Eat
- ☐ Relax / nap
- ☐ Other: _____

Q2: From the following list, select which campus spaces are reservable for various organizational or personal use. Check all that apply.
- ☐ Classrooms
- ☐ Breezedale event spaces
- ☐ Academic auditoriums
- ☐ Dining halls
- ☐ Folger Student Center
- ☐ HUB rooms
- ☐ HUB Gymnasium
- ☐ Residence hall multipurpose rooms
- ☐ Elkin Great Room
- ☐ Elkin Rehearsal Studio
- ☐ Fisher Auditorium
- ☐ Waller Hall
- ☐ Gorrell Recital Hall
- ☐ Sutton Blue Room
- ☐ Memorial Field House
- ☐ Zink Auxiliary Gymnasiums
- ☐ Miller Stadium
- ☐ Kovalchick Complex rooms
- ☐ Ed Fry Arena
- ☐ Toretti Auditorium
- ☐ Oak Grove
- ☐ North Lawn
- ☐ Wallwork Plaza
- ☐ Residential Quad
- ☐ Stephenson Plaza
- ☐ Grant Street Park
- ☐ HUB Front Patio
- ☐ College Lodge
- ☐ Other: _____

Q3A: On a 5-point scale, with 1 being not at all and 5 being very much so, indicate how much of an impact campus spaces (like the ones from the previous question) have on your overall IUP experience.

1 – not at all	2 – a little bit	3 – somewhat	4 – a lot	5 – very much so
O	O	O	O	O

Q3B: (Optional) How do IUP's campus spaces impact your overall experience here?
_____
_____
_____
_____

Q4A-D: On a 5-point scale, with 1 being very poor and 5 being excellent, please evaluate your overall experience with the following aspects of reserving and using campus spaces. If you have no experience with one or more of the aspects listed, please select N/A – No Experience With.

	N/A – no experience with	1 – very poor	2 – somewhat poor	3 – neither good nor poor	4 – good	5 – excellent
Reservation processes and procedures	O	O	O	O	O	O
Enforcement of space policies	O	O	O	O	O	O
Quality of campus spaces	O	O	O	O	O	O
Availability of campus spaces	O	O	O	O	O	O

Q4E: (Optional) Why did you rate your overall experience with campus space usage and reservations that way?
_____
_____
_____
_____

Q5: What would be helpful in assisting you while reserving campus spaces? Check all that apply.
- ☐ A central reservation website
- ☐ A central reservation office with dedicated staff
- ☐ A central contact listing for individual spaces
- ☐ Live-updated campus space hours listing
- ☐ Streamlined payment options for reserving campus spaces
- ☐ Expanded audio-visual equipment in campus spaces
- ☐ Expanded technology in campus spaces
- ☐ Expanded outdoor spaces for campus programs and events
- ☐ Expanded late-night programming campus spaces
- ☐ Reduced costs related to reserving campus spaces
- ☐ Streamlined processes and procedures in reserving campus spaces
- ☐ Improved consistency in processes and procedures in reserving campus spaces
- ☐ Other: _____

Q6: What would improve your overall experience with IUP's campus spaces? Please complete the following phrases.
- ☐ We need more: _____
- ☐ We need less: _____
- ☐ Other things we want you to know are: _____

Q7: (Optional) What changes would you make to current IUP campus spaces?
_____
_____
_____
_____

Q8: (Optional) If money and other restrictions weren't a problem, what would you like to see developed, built, or offered on campus?
_____
_____
_____
_____

Q9: How do you know about what's happening on campus (including programs, events, activities, services, etc.)? Check all that apply.

- ☐ Posters
- ☐ Banners
- ☐ Banner stands
- ☐ Yard signs
- ☐ Promotions tables
- ☐ Handbills
- ☐ Word of mouth / someone told me
- ☐ PENN ads
- ☐ HUB marquee
- ☐ KCAC marquee
- ☐ IUP website
- ☐ A website other than IUP's
- ☐ The Beak
- ☐ IUP Daily
- ☐ Facebook post or ad
- ☐ Twitter tweet or ad
- ☐ Instagram post, story, or ad
- ☐ Snapchat snap, story, or ad
- ☐ Radio
- ☐ Television
- ☐ CrimsonConnect
- ☐ Residence Hall and Library television marquees
- ☐ Other: _____

Q10A: On a 5-point scale, with 1 being very poor and 5 being excellent, please evaluate your overall experience with marketing and advertising on campus as follows. If you have no experience with one or both of the experiences listed, please select N/A – No Experience With.

	N/A – no experience with	1 – very poor	2 – somewhat poor	3 – neither good nor poor	4 – good	5 – excellent
Marketing or advertising that I've seen or noticed but haven't personally distributed	○	○	○	○	○	○
Marketing or advertising that I've personally distributed for work or for an organization that I belong to	○	○	○	○	○	○

Q10B: (Optional) What changes would you make in the ability for clubs and organizations to effectively advertise or promote programs, activities, and events on campus?
_____
_____
_____
_____

Demographic Questions:

D11: What is your identified gender?
- ○ Female
- ○ Male
- ○ Non-binary

- o Transgender
- o Other
- o Prefer not to say

D12: What is your current age?
- o Dropdown selection: 18 to 30 and over
- o Prefer not to say

D13: To which core constituency do you primarily belong?
- o Undergraduate student
- o Graduate student
- o Faculty
- o Staff (union)
- o Staff (non-union)
- o Administration
- o Alumni
- o Community member
- o Auxiliary employee
- o Other
- o Prefer not to say

D14A: <DISPLAY ONLY IF D13 IS UNDERGRAD> What is your current major?
- o Dropdown selection: all majors
- o Other / not listed
- o Prefer not to say

D14B: <DISPLAY ONLY IF D13 IS GRAD> What is your current graduate program?
- o Dropdown selection: all graduate programs
- o Other / not listed
- o Prefer not to say

D14C: <DISPLAY ONLY IF D13 IS EMPLOYEE> To which division of the university are you primarily associated?
- o Academic Affairs
- o Administration and Finance
- o Enrollment Management
- o Marketing and Communications
- o Student Affairs
- o University Advancement
- o Other / not listed
- o Prefer not to say

D15: <DISPLAY ONLY IF D13 IS UNDERGRAD or GRAD> Where do you currently live?
- o On-campus in a residence hall
- o Off-campus in private housing (still in Indiana)
- o Off-campus in private housing (outside of Indiana)
- o Off-campus with family
- o Other
- o Prefer not to say

D16: Complete the following statement: I am…
- o A general member of a recognized student organization
- o A student leader of a recognized student organization
- o A staff or faculty advisor to a recognized student organization

o   Not involved in any capacity with a recognized student organization
o   Prefer not to say

D17: Would you be willing to participate in further conversations regarding campus spaces in individualized interviews or focus groups over the summer?
o   Yes
o   No

D18: <DISPLAY ONLY IF D17 IS YES> Please provide the following contact information since you indicated that you'd be willing to participate in further conversations regarding campus spaces in interviews or focus groups. Note that this information is not included in any analysis nor is it tied to your survey responses. Your confidentiality is fiercely protected by the research team.
☒   Full name (first and last):   _____
☒   Email address: _____
☒   Phone number: _____

End of Survey

Focus Group Protocol
What qualitative assessment tool can we utilize?

General Student Focus Group (FG1)

Population interviewed: Undergraduate and graduate students that have no affiliation or a limited affiliation with recognized student organizations, selected from D17 affirmative responses

Sample questions include:
- What are some words that come to mind when you think of IUP's campus spaces?
- Which campus spaces are the most important to you and why?
- Have you ever run into any difficulty with campus spaces?
- What's on your campus wish-list? What would you like to see on campus?
- How do you find out about campus programs, events, activities, services, etc.?
- *Further questions developed by responses from the survey, as well as organically during the focus group*

Student Leader Focus Group (FG2)

Population interviewed: Undergraduate and graduate students that are self-identified leaders of one or more recognized student organizations, selected from D17 affirmative responses as well as preselected high-impact organizations, including SGA, STATIC, RHA, etc.

Sample questions include:
- What are some words that come to mind when you think of IUP's campus spaces?
- Which campus spaces are the most important to your organization and why?
- Have you ever run into any difficulty while reserving or using campus spaces?
- What would help you do your job as a student leader in reserving and using campus spaces?
- How do you promote your campus programs, events, activities, services, etc.? What could help improve your ability to promote such offerings?
- *Further questions developed by responses from the survey, as well as organically during the focus group*

Staff and Faculty Advisor Focus Group (FG3)

Population interviewed: Faculty, staff, or other employees that are self-identified advisors of one or more recognized student organizations, selected from D17 affirmative responses as well as preselected high-impact organizations, including SGA, STATIC, RHA, etc.

- What are some words that come to mind when you think of IUP's campus spaces?
- Which campus spaces are the most important to your organization and why?
- Have you ever run into any difficulty while reserving or using campus spaces?
- What would help you do your job as a student leader in reserving and using campus spaces?
- How do you promote your campus programs, events, activities, services, etc.? What could help improve your ability to promote such offerings?
- Which struggles in particular detract from the student leader experience in reserving and using campus spaces?
- *Further questions developed by responses from the survey, as well as organically during the focus group*

Proposed Next Steps
Where do we go from here?

Initial Survey and Focus Group Resultant Data Distribution and Usage

Once analysis of the data is complete, the final report will first be delivered to the Committee. Once reviewed for accuracy and discussion, the Committee will then pass the final report to the Vice Presidents for Student Affairs and Administration and Finance. The Vice Presidents will likely pass an executive summary of some form to the President and his Cabinet. Then, feedback can be shared with campus space administrators for future consideration of streamlined policies and protocols.

The final report will help the Committee reanalyze the initial key recommendations from 2019; some recommendations may remain the same untouched, some may be revised, some may be added, and some may be removed completely.

The initial survey and focus groups will then also be used to formulate a secondary assessment.

Future Assessment Development

The future, secondary assessment will feature a more narrowly focused survey, geared towards individual key recommendations and student leaders of recognized student organizations.

This survey will also assess any forthcoming changes to current policies, protocols, and procedures in reserving, using, and paying for campus spaces.

The Committee recognizes that this assessment project will be a living document, informing a continuous loop of evaluation for further improvements to our campus spaces (in terms of physical plant and governing policies and procedures), noting the relationships between these areas and the overall student experience.