

March 2015 Note: These Guiding Principles were established in 2013. Since that time, the project has evolved and final plans include the demolition of Cook Building; the renovation of Votey Hall; and the construction of two new buildings: the Discovery Building (teaching and research labs) and the Innovation Building (classrooms and offices). Throughout this evolution, the spirit and general intent of the Guiding Principles as originally crafted was observed.



GUIDING PRINCIPLES for Visioning/Space Planning of the STEM Complex at the University of Vermont

The following principles are established to guide the efforts of the Visioning/Space Planning Advisory Group for the planned STEM Complex. The space planning efforts are being coordinated by the STEM Complex Steering Committee that was appointed by the Provost. The Steering Committee is chaired by the Interim Vice President for Research, Dr. John Evans. The Steering Committee receives support from the project architects, who also are serving as facilitators in campus-wide discussions among stakeholders.

The STEM Complex is defined herein to include a newly constructed STEM Teaching/Laboratory Building, a fully renovated Cook Building, and a partially renovated Votey Hall.

The charge of the Steering Committee, working with the broader Advisory Group, is to develop a recommended space allocation/utilization plan for the STEM Complex of buildings that best utilizes space, resources, and this singular opportunity for the University – consistent with best practices as presented by the project architects.

This important effort will successfully conclude in February 2014 with a space/utilization plan (consistent with the planned scope of the project) presented to the Provost for review and approval.

Guiding Principles:

1. The committee should work as University citizens rather than departmental representatives, and must be strategic, integrative, and forward-looking in its work.
2. Teaching and learning spaces are carefully envisioned, using best practices and recommendations from the architects, to meet the current and future needs at the University. Think beyond how we teach today.
3. The new building, once completed, should become an integrator for the campus – inviting students and faculty from all disciplines to engage in the learning, discovery, and innovation that it will enable.

4. Building occupancy patterns, especially in the new building, should facilitate cross-disciplinary teaching and scholarship.
5. Teaching, learning, and research spaces should be co-located, intermingled, and even shared where appropriate.
6. Laboratory and student learning spaces should be flexible/adaptable to meet multiple demands and changing needs.
7. The design of labs in all disciplines should address expected usage/scheduling and we should seek to both optimize and maximize their usage during the academic week.
8. Space planning will not be on a room-for-room replacement basis. Current square footage assignments may not be maintained. Some may grow and some may decrease. These decisions will be made strategically. Space must be optimized.
9. The STEM Complex will include space for Chemistry, Physics, Engineering, Mathematics, and Computer Science.
10. Not all departments that are part of the space planning effort will have space in the new building. Some may be allocated space in Cook, Votey, or other buildings that become available as a result of the space allocation/re-allocation process.
11. As teaching of the biological sciences continues to evolve, with strong parallels to pedagogical changes and teaching lab needs in chemistry, consideration may be given to the construction of a small number of laboratory spaces in the STEM Complex that can accommodate teaching needs in both Chemistry and Biology.
12. While many departments will have space in the new building, no one department will be entirely housed in it.
13. Engineering will not be restricted to Votey Hall. While it is likely to remain anchored in Votey, Engineering will have space in the new building.
14. Faculty offices and their assigned or associated labs (teaching, research, graduate student offices, etc.) do not need to be co-located. The STEM Complex is just that – a complex that promotes and expects movement by students and faculty.

D. Rosowsky, Provost and Senior Vice President
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