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1. Preamble

The University has embarked on creating a Teaching Spaces Master Plan as a direct result of a desire for greater quality, efficiency and sustainability for all teaching spaces on all campuses. The plan results directly from the University Beacon of Enlightenment Strategic Plan 2013-2023 and the University Beacon of Enlightenment Operational Plan 2013-2015, which set targets around improved space utilisation and upgraded quality of teaching spaces.

The plan covers all types of teaching spaces, including those that are faculty-controlled, and helps define the University of Adelaide’s investments in classrooms and classroom technology until 2019.

Note: While this Plan provides strong guidelines and recommendations for the efficient and sustainable use of all University teaching space, there may be unique instances requiring alternate solutions which will need to be negotiated with the Space Planning team.

2. Executive Summary

As is the case for many Australian Universities, the University of Adelaide has for many years focused expenditure on the development of new buildings, and less attention and resource has been committed to improving and maintaining high quality learning and teaching spaces in existing buildings, particularly for undergraduate teaching. Within an increasingly competitive environment, student choice is going to be driven by our ability to deliver new and varied pedagogies that enhance the quality of the student experience, and the physical space in which that experience takes place will become a defining factor in our continued success.

The development of new buildings in Hub Central, Ingkarni Wardli and the Braggs has highlighted the gap between new high-quality rooms and the older less maintained rooms. The advent of small group discovery in 2014 and its expansion in 2015 have highlighted the lack of appropriate learning spaces on all campuses, with many of our spaces having traditional fixed, forward-facing seating with minimal or older technology.

A partly decentralised timetabling practice across campus, the lack of monitoring of bookings versus actual usage, and the propensity to roll-over annual timetables into the following year, have all encouraged a view that the University is “full” and that teaching spaces are difficult to find.

A space audit of teaching areas confirmed that the University has ample learning and teaching space for current needs and for anticipated growth until 2019. In fact, data suggests the University has too much space. The utilisation of teaching spaces across the University of Adelaide is below TEFMA benchmarks and our own higher internal targets. The real issue is a lack of desirable teaching space - suitable room quality, appropriate technology and flexibly configurable contemporary furniture.

The length of the teaching day and the current timetabling process are also both contributors to our poor utilisation. Our undergraduate teaching assets are really only used for 60% of the year (including Summer and Winter school). Many Universities, including our direct neighbour in UniSA, have extended their day and refocussed their timetabling principles towards a greater focus on student flexibility, room efficiency, and an improved leveraging of assets.

This plan recommends changes in the way rooms are managed; changes in the setup of rooms; improvements in the quality and flexibility of rooms; changes in the way technology is provided and used in rooms; changes in timetabling practices; and a change in the length of the teaching day.

Whilst there is no single silver bullet, it is recommended that implementation of the following changes will collectively lead to both an increase in space utilisation and the quality of learning and teaching, thus providing a better outcome for students, staff and the University.

3. Summary of Findings & Recommendations

This plan sets out to achieve the goals given in the Beacon of Enlightenment Operations Plan 2013-2015 seeking an improvement in both room quality and space utilisation. The following findings are presented in this plan:
• The focus of University expenditure has been on new buildings rather than maintaining or enhancing current learning & teaching facilities
• Teaching rooms often drive pedagogy and class size, rather than the other way around.
• Many teaching rooms are unable to support new pedagogies and Small Group Discovery.
• Timetabling has historically been focused on comfort and history, and not on maximising efficiency or utilisation.
• The University has ample space (maybe even too much)
• The opportunity exists to lengthen the teaching day to offer greater student flexibility (but is not actually needed to drive utilisation)
• Teaching would be better located within learning precincts that support all aspects of student learning.

The immediate recommendations of this plan are as follows. The plan has been reviewed by Faculty Executive Managers and the recommendations below reflect their endorsement and changes, as provided to the Steering Group:

Learning Precincts (see section 6.1):

RECOMMENDATION 1: That the development of the distinct Learning Precincts, as identified in this plan, be adopted on all campuses.

Room Capacity (see section 6.2.1):

RECOMMENDATION 2: That additional large classrooms of size 60-100 be created as suitable Faculty owned spaces are returned to the CTA pool.

RECOMMENDATION 3: An update of the 2012 visual audit should be conducted in 2015 and every year thereafter to keep room data current and assist with forward planning.

Room Ownership (see section 6.2.2):

RECOMMENDATION 4 That the University Infrastructure staff consult with Faculty room owners to ensure that ownership by faculties of rooms clearly meets the TEFMA definitions of Specialist Facilities.

RECOMMENDATION 5: That all future spaces developed that do not meet the definition of Specialist Facilities will automatically be treated as centrally managed Common Teaching Areas, regardless of the funding method or source.

Room Location (see section 6.2.3):

RECOMMENDATION 8: The University adopt the principle that generally all teaching spaces are located no more than three floors above or below ground level and those teaching spaces which currently do not meet this criterion are reviewed. (11 rooms currently do not meet this criterion).

Room Design Principles (see section 6.2.4):

RECOMMENDATION 9: The University to adopt the renaming of seminar rooms; practice rooms; tutorial rooms; and lecture rooms as “Flat Floor General Teaching Rooms”.

RECOMMENDATION 10: The University to adopt the design principles set out in this plan for flat-floor general teaching rooms (section 6.2.4); lecture theatres (section 6.2.6); and computer suites (section 6.2.7).

Room Design - Lecture Theatres (see section 6.2.6):

RECOMMENDATION 11: That the University adopt these design principles for lecture theatre development over the term of this plan.

Technology Design (see section 6.3):

RECOMMENDATION 12: The University to adopt the design principles for the provision of technology in all centrally-controlled teaching spaces as set out in this plan.

Timetabling (see section 7.1):

RECOMMENDATION 13: All facility-based timetabled/scheduled teaching activity is recorded in Syllabus Plus.
RECOMMENDATION 14: The function of University Timetabling is centralised at Faculty and Central level. The system is redesigned as necessary to achieve this.

RECOMMENDATION 15: An analysis of enrolment data is produced after Census date each semester, to enable the review of room bookings, anticipated enrolments and actual enrolments.

- RECOMMENDATION 16: As an immediate follow-on to the plan a Timetabling Working Group be formed (Terms of Reference are attached in Appendix 12) to implement the following timetabling objectives by August 30 to impact on the 2016 timetable:
  - Timetabling to be restricted to appropriate Faculty and central staff, producing the outcome of having fewer but better trained schedulers.
  - Policies and practices to be reviewed and updated to reflect current goals.
  - Use of timetabling preferences to be reviewed to better understand the impact of location, time and pedagogy – with a particular emphasis on proper performance of the preferential booking given to certain classes and spaces.
  - A review of the adhoc booking systems with a particular emphasis on the impact of meetings on teaching spaces, to then consider whether there should be an increase in large, flexible meeting space across campus.
  - A review of the potential upgrade to Syllabus Plus with recommendations due in July 2015

The following recommendations are proposed after further discussions with Faculties:

5.2.1 Room Ownership (see 6.2.2):

RECOMMENDATION 6: Current Faculty controlled teaching spaces that meet the definition of General Purpose Facilities be returned to central control from July 2015 (so the 2016 schedule can utilise these spaces.)

RECOMMENDATION 7: Because of changes in student technology use patterns, the number of computer suites is likely too high. A 3-year transition plan should be developed for current Faculty controlled computer suites. Where these spaces are not defined as Specialist (i.e. Mechatronics, Music, etc.) these could be repurposed as study areas, other use, or returned to central control as teaching spaces.

The Teaching Spaces Master Plan Steering Group believe these changes will collectively deliver the improvements in utilisation and room quality as stipulated in the Operational Plan and will also create a positive impact on student choice and flexibility, thereby improving the student experience.

It is acknowledged that some change management activity, current thinking and culture may be required to deliver these recommendations in a timely manner. It will be essential to have the support of Faculty Managers and Executive Deans.
4. Background

The TSMP was established with a number of key objectives, based on strategies set in the *Beacon of Enlightenment Strategic Plan 2013-2023* and targets in the *Beacon of Enlightenment Operational Plan 2013-2015*, as follows:

- 20% increase in space utilization across all campuses (over 2012 baseline)
- Minimum facility condition standard for 40% occupied space rated as good
- To ensure the University’s teaching spaces are fit for pedagogical use, particularly in relation to Small Group Discovery Experience (SGDE)
- To optimise the University’s investment for Common Teaching Area (CTA) upgrades within the available budget

Draft principles were established and consultation undertaken with academics from a wide range of disciplines who deliver classes using a range of pedagogies, including but not limited to Small Group Discovery. A steering group was established and, after further consultation with academics, test rooms were built in the Napier and Horace Lamb buildings. Feedback was then sought from academics and students and a model was established for future room renovations. *Details of this process can be found in Appendix 1 and the Terms of Reference for the Steering Group can be found in Appendix 2.*

5. Current Situation

5.1. Quality

To enable consistency within the University of Adelaide, across the Group of Eight, and across the wider Australian University community, the TEFMA guidelines for levels of condition were used.

The TEFMA 5 levels of condition are as follows:

- **Excellent** – no defects: condition and appearance as new.
- **Good** – superficial wear and tear, minor defects and minor signs of deterioration to surface finishes.
- **Adequate** – average condition, deteriorated surfaces, services require attention, backlog maintenance work.
- **Barely Adequate (Poor)** – badly deteriorated, serious structural problems, services failing, major defects.
- **Poor (Very Poor)** – asset has failed: not operational and unfit for occupancy.

An audit of all University of Adelaide rooms on all campuses was conducted in Semester 2 2012 to determine our current position. The audit produced the following results for Common Teaching Spaces.

In the following table, lecture rooms, tutorial rooms, seminar rooms and practice rooms have been renamed as Flat-floor General Teaching Rooms.
5.2 Capacity

There is often a perception that the University is at capacity and that teaching spaces cannot be found. This perception relates in part to timetabling (discussed later) but also to capacity of rooms. Through feedback from academics and faculty timetablers we are aware that room size, layout and availability usually drive pedagogical decisions, rather than the other way around. This is particularly evident with the management of class sizes.

![Number of Flat-floor rooms by room capacity](chart.png)

Source: University of Adelaide Space Audit – All CTA spaces North Terrace, Semester 2, 2012.

5.3 Utilisation

Current room utilisation is based on the standard teaching day of 8:00am to 6:00pm Monday to Friday. Although there are occurrences of evening and weekend teaching in some postgraduate coursework programs and in some specialist intensive programs, these are few and far between. There is almost no undergraduate teaching outside of these standard hours. Room usage by hour for the CTA spaces shows a strong preference in timetabling towards 10am to 3pm timeslot, when the University is again perceived to be at capacity.

![Rooms Used by Hour](chart.png)

The 2012 room audit looked at the booking, occupancy and utilisation of each room across the teaching day, producing the following results for Common Teaching Spaces (centrally controlled) across all campuses.

<table>
<thead>
<tr>
<th>Room Type</th>
<th>Number of Rooms</th>
<th>Ave. Frequency</th>
<th>Ave. Occupancy</th>
<th>2012 Audit Ave Utilisation</th>
<th>2015 Audit Ave Utilisation</th>
<th>TEFMA Benchmark Utilisation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Lab</td>
<td>40</td>
<td>79%</td>
<td>44%</td>
<td>35%</td>
<td>tba</td>
<td>56%</td>
</tr>
<tr>
<td>Lab</td>
<td>73</td>
<td>32%</td>
<td>33%</td>
<td>13%</td>
<td>tba</td>
<td>56%</td>
</tr>
<tr>
<td>Lecture Theatre</td>
<td>29</td>
<td>68%</td>
<td>36%</td>
<td>25%</td>
<td>56%</td>
<td>56%</td>
</tr>
<tr>
<td>Lecture Room</td>
<td>41</td>
<td>51%</td>
<td>46%</td>
<td>23%</td>
<td>tba</td>
<td>56%</td>
</tr>
<tr>
<td>Practice Room</td>
<td>7</td>
<td>45%</td>
<td>19%</td>
<td>8%</td>
<td>tba</td>
<td>60%</td>
</tr>
<tr>
<td>Seminar</td>
<td>42</td>
<td>50%</td>
<td>43%</td>
<td>25%</td>
<td>tba</td>
<td>56%</td>
</tr>
<tr>
<td>Tutorial</td>
<td>82</td>
<td>49%</td>
<td>49%</td>
<td>25%</td>
<td>tba</td>
<td>56%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>314</td>
<td>49%</td>
<td>45%</td>
<td>23%</td>
<td>tba</td>
<td>56%</td>
</tr>
</tbody>
</table>


Standard Day - 8am to 6pm, Monday to Friday  
Average Frequency – Number of hours the room is in use during the audit period divided by the number of hours the room is available.  
Average Occupancy – Average number of students in the room (when the room is in use), compared to the total room capacity.  
Average Utilisation – (Frequency x Occupancy)

5.4 Access & Traffic Flows

Based on room usage, we can also map the traffic flows of students on the North Terrace Campus. This produces the map shown below where the red lines indicate the dominant movement of students – that is, the North-South corridor extending from the Braggs to Nexus 10, and the East-West corridor extending from Hub Central through to the Schulz Building.

It is these traffic flows that help to deliver the precincts model detailed in the coming section. The focus is on maintaining teaching spaces in precincts that are covered by existing traffic flows, rather than trying to move students on new pathways to new destinations.
6 New Spaces for a New Era

6.1 Learning & Teaching Precincts

Our current position sees the spread of CTA spaces across nearly all buildings on North Terrace. This has a number of specific disadvantages that lead to low utilisation, including that schools and faculties believe the rooms to be dedicated for their use; that other schools tend to accept this belief; that students are forced to walk greater distances; the lack of proximity to University services and resources; and difficulties for access and security when rooms are required at night or weekends.

It is proposed that the TSMP reflect a model based on creating learning precincts that have a range of flexible common teaching spaces, access to University services, and direct proximity to informal learning spaces.

A learning & teaching precinct will be defined as a specific area that has a range of varying size flexible spaces for formal teaching, defined spaces for informal learning, and ready access to services (printing, computers, student services, etc.). Precincts will not be owned by faculties but may be directly associated with faculty space.

This plan deals with precincts that will be developed for common teaching spaces shared across the University, but in addition to this, specialist precincts will exist in some areas of faculty control, specifically in Hartley & Madley (Music); Badger & Johnson (Science); and Medical Schools South & North (Health Sciences).

There are a number of distinct positive outcomes from adopting this learning precinct strategy, including:

- Creation of high quality spaces
- Ease of accommodating night and weekend teaching through proximity to high traffic, well-lit areas, services such as Security, food & drink, informal learning spaces and Student Services
- Proximity to large lecture theatres
- Creation of active edges through increased visibility of learning and teaching
- Ease of travel and access for students and staff
- Greater flexibility for intensive programs and conferences
- Creation of more vibrant campus for non-peak teaching terms (Summer & Winter School)

There are potentially 4 learning precincts on the North Terrace Campus, as outlined in the attached plan (Appendix 3), with a fifth precinct at the West End (Medicine/Nursing Precinct) when it opens in 2017. Precincts at Waite and Roseworthy are also identified. Given the current 5-year financial model for the University and a recognition that the creation of the precincts needs to be managed over time, investment priorities have been shown for each precinct.

Looking at these precincts individually:

**Napier / Ligertwood Precinct: (Priority for investment – LOW)**

This area is already relatively intact and will be enhanced with the Law School redevelopment in the Ligertwood Building in 2014/15. The teaching spaces within the Napier Building are generally good, however some spaces could be upgraded in the future, but are a lower priority.

**Nexus 10 Precinct: (Priority for investment – LOW)**

Nexus 10 already provides relatively new and high quality teaching spaces and is well serviced by the student spaces and food outlet in the Professions Hub. Potential enhancement of spaces in Nexus 10 may be picked up as part of the Nexus 10 Master Plan.

**Braggs Ingkarni Wardli Precinct: (Priority for investment – HIGH)**

The Braggs and Ingkarni Wardli buildings provide teaching spaces that are relatively new and are certainly in good condition. The proposed upgrades to the Engineering Maths Building, planned for both mid-year and end-of-year timeframes, will complete this precinct. The student hub and food outlet in Ingkarni Wardli already services the precinct, although there could be a review of the services offered in this space to further enhance the student experience.

**Hub Central Precinct: (Priority for investment – HIGH)**
As the most highly used student space on campus, the area offers the greatest potential for the creation of formal learning spaces to complement the existing informal spaces. The area is already well serviced by student services and food outlets, and is bordered by four lecture theatres.

**Charles Hawker (Waite) Precinct: (Priority for investment – HIGH)**

The Charles Hawker building, built as both a teaching space and a conference centre, offers a natural precinct as the existing home of undergraduate teaching at Waite. The building currently contains 2 lecture theatres, 2 computer suites, 3 wet laboratories and a range of flat floor rooms with fixed or flexible seating. It is in poor condition and needs a mechanical and air-conditioning upgrade, but is well placed to be developed as a teaching hub. It is located next to the McLeod House (containing the new student Hub, kitchen, Union shop and food outlet) and the Waite Library.

**Roseworthy Precinct: (Priority for investment – LOW)**

Roseworthy teaching has previously been spread across a number of buildings, but the low student numbers are better suited to a more concentrated teaching precinct. This will entail the area bounded at one end by the new Veterinary School and at the other end by the newly restored Main Building, focused around the existing library. This precinct is also close to the residential facilities and provides a safe and compact area for students and staff.

*Maps of the precincts for each campus can be seen in Appendix 3.*

**RECOMMENDATION 1:** The development of the identified Learning Precincts is adopted on all campuses.

### 6.2 Common Teaching Areas (CTA)

Universities traditionally run on the basis of teaching spaces being defined either as “General Purpose” or “Specialist”. General purpose spaces are able to be used by a wide range of faculties and disciplines and can accommodate a range of teaching pedagogies. Specialist spaces are usually limited in use to a single purpose.

Whilst specialist spaces are essential to University operations, and are particularly important in a research-intensive University, the goal of the University should be to ensure that all general spaces are under central control and therefore utilisation is maximised in the timetabling process.

The following sections focus on General Purpose spaces (called Common Teaching Areas – CTA – at the University of Adelaide) and detail proposals for room ownership, room location and room design principles.

### 6.2.1 Room Capacity

Through feedback from academics and faculty timetablers we know there is a demand for larger teaching spaces that offer greater flexibility in room design. That is, flat floor rooms with capacities from 60 to 100 that have the ability to enable students to be broken up into small groups to engage in a small group experience as part of a larger class group. Of the 97 flat-floor teaching CTA spaces identified on the North Terrace Campus, only 5 have a capacity of 60 or more.

Faculty/school leadership are under financial pressure and would like to increase some class sizes (8 classes of 50 are preferred over 16 classes of 25 due to the reduced costs of teaching). If we can realise the return of some faculty spaces and computing labs to CTA we may be able to create new teaching rooms to accommodate this demand.

Room 422 (capacity 80 flat-floor room), which was added at the beginning of 2014, was booked at 92% capacity in Semester 2, 2014.

In 2015 we will collect new room usage data via a visual audit. These audits should be conducted at least every other year. This should help us to plan changes from SGDE and the advent of the flipped classrooms. If more classes move to a version of the flipped classroom, will face-to-face contact remain as small tutorials of 25, or move to an alternate model of 60 plus in a class, but broken into smaller discussion groups in a shared room?

**RECOMMENDATION 2:** Current capacity exists but some evidence suggests that additional large classrooms of 60-100 should be created as suitable Faculty owned spaces can be returned to CTA use.
RECOMMENDATION 3: An update of the 2012 visual audit should be conducted in 2015 and every other year thereafter to keep room data current and assist with forward planning.

6.2.2 Room Ownership

The University ideal is that all teaching spaces that conform to the TEFMA definition as General Purpose – that is, can generally be used by any faculty or school – will be centrally controlled, managed and funded. Faculty ownership of teaching spaces will only remain where the space meets the TEFMA definition of Specialist Facilities.

The TEFMA guide for teaching spaces below provides the following definition of space between General Purpose and Specialist spaces.

**General Purpose Facilities:** generic learning and teaching spaces that are used primarily for teaching activities, configured according to agreed minimum standards. Generally these facilities are managed centrally and are able to be used for any teaching activity, although there are also many general-purpose facilities that are managed locally.

**Specialist Facilities:** learning and teaching facilities containing specialist equipment or configured according to the specific needs of a limited number of academic disciplines. These facilities are normally managed locally.

<table>
<thead>
<tr>
<th>Room Type</th>
<th>Total Number</th>
<th>% with Utilisation below 20%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Faculty controlled spaces</td>
<td>194</td>
<td>62%</td>
</tr>
<tr>
<td>Laboratory / specialist spaces</td>
<td>141</td>
<td>78%</td>
</tr>
<tr>
<td>Computer Suites</td>
<td>25</td>
<td>16%</td>
</tr>
<tr>
<td>Flat floor tutorial/seminar spaces</td>
<td>28</td>
<td>50%</td>
</tr>
</tbody>
</table>

Source: University of Adelaide Space Audit – Faculty controlled spaces all campuses, Semester 2, 2012.

Details of flat-floor teaching spaces currently under faculty control can be found in Appendix 5.

**Immediate**

Recommendation 4: The University Infrastructure staff consults with Faculty room owners to ensure that ownership by faculties of rooms clearly meets the TEFMA definitions of Specialist Facilities.

Recommendation 5: All future spaces developed that do not meet the definition of Specialist Facilities will automatically be treated as centrally managed Common Teaching Areas, regardless of the funding method or source.

**Subject to further discussions with Faculties**

RECOMMENDATION 6: Current Faculty controlled teaching spaces that meet the definition of General Purpose Facilities be returned to central control from July 2015 (so the 2016 schedule can utilise these spaces.)

RECOMMENDATION 7: Because of changes in student technology use pattern, the number of computer suites is likely too high. A 3-year transition plan should be developed for current Faculty controlled computer suites. Where these spaces are not defined as Specialist (i.e. Mechatronics, Music, etc.) these could be repurposed as study areas, other use, or returned to central control as teaching spaces.

There are currently 28 Faculty-controlled flat-floor spaces that would be impacted by adopting these recommendations. However, the real impact will only be on 5 spaces, as Faculties have already converted 10 spaces to an alternate use. A review of Music space requirements will be undertaken in 2015 and will make recommendations regarding the large number of flat-floor rooms which are poorly utilised, some of these spaces are large and could be repurposed back to the central teaching pool.
Further discussion with faculties is required, particularly around the 25 computer suites.

6.2.3 Room Location

Room locations for flat-floor teaching spaces will conform to the following principles:

- Common teaching spaces will be located inside the identified learning precincts
- Rooms will be no more than 3 floors above or below ground level

**RECOMMENDATION 8:** The University adopt the principles of all teaching spaces being located no more than three floors above or below ground level.

6.2.4 Room Design – Flat Floor Teaching Rooms

Flat Floor rooms have previously been called lecture rooms; practice rooms; seminar rooms; or tutorial rooms. In reality, there was very little difference in these room types. As such, it is proposed that all these rooms will be named as “Flat Floor Teaching Rooms”. The intention is to differentiate rooms on the basis of size rather than notional teaching type.

**RECOMMENDATION 9:** The University adopt the renaming of seminar rooms; practice rooms; tutorial rooms; and lecture rooms as “Flat Floor Teaching Rooms”.

The following design principles will be applied in the development of all flat floor teaching rooms during the term of this plan.

Room layouts will actively facilitate student engagement, student collaboration and connections between students and academics, through:

- Reconfigurable spaces that accommodate multi-modal pedagogical approaches and multi-disciplinary teaching teams
- Comfortable furniture selections
- Use of movable modular tables
- Caster wheeled chairs
- The provision of as much natural light as possible.
- Where artificial light is required it will comply with Australian Standards, will reflect the outcomes of research into teaching space design, and will be appropriate for the technology provision in the room.
- Room acoustics will be managed appropriately with fixed and mobile resources to enable multiple discussions and activities to occur effectively within the room.
- The ability to create semi-private breakout spaces connected to the main learning space
- All students easily visible, with seating starting near to the instructor area
- Multiple display/work services such as whiteboards and pin boards (fixed and mobile)
- Room capacity ensures reconfiguration of space is possible to suit differing pedagogies.
- Many electrical outlets (up to 50% of room capacity)
- Room complies with current DDA accessibility requirements
- Room digital signage will be added to show bookings in each space each day.

**RECOMMENDATION 10:** The University adopt these design principles for all flat-floor teaching rooms.

Draft schedules showing the planned works on flat-floor teaching rooms (closures and renovations) are shown in Appendix 9.

6.2.5 Laboratories

An external audit of all University laboratories will be conducted over the coming months, with results and recommendations appended to this plan in Appendix 11 at a later date.
6.2.6 Room Design – Lecture Theatres

Lecture theatres remain a key part of the academic teaching program in 2014. However, it is anticipated this will change over time as a greater emphasis on small group work runs through all year levels in the University. The growth in various formats of the flipped classroom, the development of dedicated recording and editing facilities, and a growth in online delivery are also likely to reduce lecture time over the coming years.

As such, this plan recommends the steady closure and repurposing of some lecture theatres over the term of this plan, but also recognises the value of the large lecture theatre for certain types of class and for large groups, so does not advocate a move away from lecture theatres completely.

Lecture theatres will be developed with the following principles:

- No additional lecture theatres will be developed on the North Terrace, Waite or Roseworthy campuses during the term of this plan.
- A large lecture theatre and a small discursive will be developed as part of the AMNS development at the West End.
- At least 4 smaller lecture theatres will be closed and repurposed on the North Terrace campus during the term of this plan:
  - Polygon; Forum; Darling West; Benham (in order)
- Two existing lecture theatres on the North Terrace campus will be redeveloped as discursive spaces in line with the West End development.
- One lecture theatre will be rebuilt with two levels of seating per step – allowing for small group discussion within large class lectures.
- All lecture theatres will feature suitable AV facilities in line with the technology specifications listed in this plan.
- Power points / USB points will be added to lecture theatres to enable students to access power during lectures.

Details of utilisation for the North Terrace Lecture Theatres can be found in Appendix 4.

RECOMMENDATION 11: The University adopt these design principles for lecture theatre development over the term of this plan.

6.2.7 Room Design – Computer Suites

There are a large number of faculty-controlled computer suites located across all campuses, which when combined with managed computers in the Library, Hub Central and Union House, provide nearly 3,000 student-use computers. However, the development of ADAPT (Any device, Any place or time), which enables improved options for BYOD (bring your own device), should slowly reduce the need for University supplied computers.

However, utilisation of computer suites remains fairly high with most spaces used for teaching and available for student use when not timetabled. Development and upgrading of computer suites across all campuses should conform to the following design principles:

- There will be no more investment in new computer suites.
- Infrastructure and Technology staff will work with each Faculty to develop a concise 3-year plan for each computing suite. Where appropriate, excess computer suites will be repurposed.
- ADAPT will be expanded and enhanced to reduce the need for specialist computer suites in all areas except where high CPU/Graphics specialist software is required.
- All computer suites used for teaching will have full AV facilities.
7 Technology Design Principles

The use and power of technology is rapidly increasing in education. Students coming to University are often coming from secondary schools with much better facilities than those available at University, and students who arrived at University from school in 2014 are the first generation to have grown up entirely in the digital era.

With the ability of most lecturers advancing rapidly there is a need to ensure that teaching spaces are able to support all types of technological pedagogies. With this in mind; the following principles have been developed:

All teaching spaces (currently 314):

- 100% of teaching rooms will be equipped with appropriate AV solutions
- teaching points in all rooms will be small and simple, thereby enabling effective teaching to be undertaken from anywhere in the room
- simplicity will be key to technology use in all rooms
- wireless connectivity will be available in all rooms

Small Rooms (capacity less than 20 seats)
- display will be via a single large wall-mounted flat-panel screen
- connection to the screen will be via simple wall-plate and wireless

Medium Rooms (capacity 21 – 40 seats)
- display will be via a single data projector
- additional large, wall-mounted flat-panel screens will be available. NOTE: trolleys will be acceptable where room layout makes them appropriate and where the cost is justified, acknowledging that whilst trolleys give greater room flexibility, their cost is two to three times that of fixed panels.
- a document camera will be available for use
- connection to screens will be via simple wall-plate and wireless

Large Rooms (capacity 41 – 100)
- display will be via a single data projector
- there will be a mix of additional wall mounted or trolley mounted screens
- a document camera will be available for use
- lecture capture will be available in the room
- connection to screens will be available through a simple wall-plate and wirelessly

Extra-Large Rooms (capacity over 101)
- all rooms will have the characteristics of a large room, but individual plans will be created for each room of this size to maximise the value in the space.

The key features in all rooms will be as follows:

**Video Display Solution** – presenter will be able to select a video source via a button panel and send the video content to all screens in the room.

**Audio Solution** – mounted loudspeakers will provide playback. Where recording is available, ceiling mounted microphones and/or lapel microphones will reinforce speech.

**Presentation Capture** – large rooms will feature presentation capture. Mobile presentation capture systems will be made available in small rooms if required.

**Teaching Presentation Position** – a small presentation desk will enable control of system – on/off; source selection; volume – laptop, tablet, mobile and resident PC presentations; PC monitor. Resident PC will be connected to the data network. Laptop connection will feature HDMI, VGA (HD13), Stereo Audio (3.5mm) and USB patch points, all located on top of presentation desk for easy access.
Main Display – depending on room size, main display will be via a ceiling-mounted projector on a white wall producing a 1920 x 1080 image as a minimum standard. In smaller rooms the main display will be via a wall-mounted LCD panel of appropriate size.

Additional Flat Panel Displays – large flat panel screens will feature an integrated PC and provide at least a 1920x1080 image resolution as a minimum standard. These will either be wall-mounted or on mobile carts, depending on room configuration and features. Display panels will be installed on the basis of one screen for every 12 seats available in the room. Students will be able to use displays using appropriate software, such as AB Tutor or Solstice.

A review of brands and product selections will occur every year as part of the IIP budgeting process to ensure rooms deliver appropriate teaching and learning quality but also provide the best value for money for the University.

**RECOMMENDATION 12:** The University adopt these design principles for the provision of technology in all centrally-controlled teaching spaces
8 Implementation Process

This plan does not recommend additional University funding, but is instead offered as establishing the principles for ongoing development of teaching spaces that are already funded through the Infrastructure Investment Plan (IIP).

It is intended that a working group be convened each year from Infrastructure and Technology Services to determine the available funding and to then prioritise the development of spaces across all campuses in line with the design principles set out in this plan.

Where conflict arises over whether a teaching space should be redeveloped or repurposed (closed), the following priority order will be used to determine an outcome that meets the objectives of this plan:

Priority 1: Room is located within an identified teaching precinct
Priority 2: Room is within the maximum of 3 floors above or below ground level
Priority 3: Room easily allows accommodation of the design objectives
Priority 4: Lighting, electrical, technological and mechanical services are accommodated at manageable costs.

A draft program of works for 2015 and 2016 developed by the working group is attached in Appendix 9.

To assist in determining priorities over the coming years, the following brief campus summaries are offered.

8.1 North Terrace Campus

North Terrace campus has rooms ranging in quality from excellent to barely adequate. With the vast majority of our students on this main campus, it is imperative that efforts are made to both increase room quality and to maximize utilisation.

In line with the principles outlined in this plan, action undertaken to date includes:

Room closures:
12 rooms have been earmarked for closure and refurbishing at the end of 2014 (see Appendix 5 for details).

Teletraffic Research Centre (TRC) modeling shows that the closure of these 12 rooms would result in 242 classes being relocated. Of these, 231 (95%) could be relocated in to similar rooms at the same time and on the same day. The 11 classes that could not be accommodated can be relocated to a similar room on the same day but at a different time.

Room upgrades:
A total of 13 rooms will be upgraded, in addition to the three already completed, before the start of Semester 1 2015. In addition to this, new rooms will be created in Asian Studies (Wills Building) and Law (Ligertwood Building) as part of the Law School refurbishment.

Details of planned room closures and room upgrades already underway can be found in Appendix 6.

8.2 Waite Campus

The great international reputation held by Waite for research in agriculture and plant science belies the poor quality of undergraduate teaching spaces on the campus. With an increase in undergraduate teaching numbers expected in 2016 due to the addition of the Bachelor of Applied Biology, there is an urgency to upgrade the barely adequate laboratories and flat-floor spaces.

Existing Common Teaching Areas

There are currently 21 teaching spaces spread across Waite Campus, with the majority being in the Charles Hawker Building. Condition of rooms is rated as barely adequate to adequate. There are no undergraduate teaching rooms at Waite that meet the level of Good or Excellent.
There is particular urgency around the undergraduate teaching laboratories located in the Charles Hawker Building, as these are in very poor condition and demand is expected to increase significantly with the new Applied Biology program on campus in 2016.

*Details of individual teaching rooms at Waite Campus can be found in Appendix 7.*

### 8.3 Roseworthy Campus

There are currently 34 teaching spaces spread across Roseworthy Campus, with the majority being in the Veterinary Science (11) and Callaghan (12) Buildings. Condition of rooms is variable and rated as excellent in Veterinary Science through to adequate in other buildings.

Rooms in Veterinary Science are of excellent condition and, being very new, meet our current requirements. With no significant growth forecast in the coming years, it is possible to maintain the current stock of rooms for a period of time. As such, no significant upgrades seem required during the initial years of this plan.

*Details of individual teaching rooms at Roseworthy Campus (excluding Veterinary) can be found in Appendix 8.*

### 8.4 AMNS Campus

The new Adelaide Medical and Nursing Schools (AMNS) Campus has been developed with a slightly different perspective to our other campuses. It is a vertical campus over potentially 13 levels, and given its health sciences focus both internally and within the larger precinct, it has a much greater focus on integration between teaching and research.

As such, there are some instances where it will not conform to this plan. However, the principles of room design and timetabling should apply equally and the potential exemption of the campus from some principles should not give rise to a lack of focus on achieving the original goals of delivering highly flexible and high quality rooms and maximising their utilisation.
9 University Timetabling

The management of the University timetable has a significant impact on room utilisation. Whilst it is obvious that many timetabling choices are currently made on the basis of room size and the type of room fit-out, it is also apparent that many room allocations are simply a reflection of past practice. That is, many parts of the timetable are rolled over from the previous year whilst others are allocated into spaces on the basis of “that is what we have always done”.

An increasing number of intensive classes, whilst great for teaching and for students, are negatively impacting the timetable by preventing the allocation of a room to a standard 13 week class. With the Beacon pushing the changed pedagogy and a move towards more intensive classes, this situation is likely to become more problematic. However, it is solved with the allocation of particular rooms – probably within the Hub precinct – to intensive only classes. Locating these classes in the Hub Precinct gives greater access to informal learning spaces and increases options for those teaching in intensive mode.

The current timetabling model has different processes used across different areas and with decision-making at central, Faculty and School levels. The result is very much an ad-hoc system where the lowest level of self-interest (an individual academic wanting a particular room at a particular time) is often the main timetable driver. The current method makes the collection of data difficult and does not lead to a timetabling model that is at its most efficient.

It is anticipated that as more rooms are upgraded, and accordingly offer greater flexibility in terms of capacity and pedagogy, there will be less desire for certain rooms to be dominated by specific academic programs.

Timetabling will be further optimised through the establishment of principles to guide efficient timetable and room management. Raising the role of timetabling to a faculty level, with input from the central University Timetabler is essential if these principles are to be achieved.

9.1 Timetabling Principles

Traditionally timetabling across the University has been based on achieving the best fit that satisfies the majority of faculties, schools and individual academics. Whilst the strategic intent may have had a student element through the minimisation of clashes, notions of student flexibility and maximising asset efficiency have been secondary concerns.

A number of timetabling challenges contribute to the University's poor utilisation results. These include:

- the continued use of a version of the Syllabus Plus timetabling system that is currently well beyond its usable life;
- the annual ‘rolling over’ (formally and informally) of the majority of the timetable from the previous year, thereby carrying forward poor practices;
- the lack of follow up with Faculties and Schools to compare anticipated enrolment numbers with actual enrolment numbers, and the consequent impact this has on space utilisation;
- the inability to properly manage block bookings and ad-hoc bookings that dominate rooms and can lead to timetabling clashes;
- the lack of proper places set aside for intensive classes, meaning that occasional intensives can render some rooms unusable for standard classes.

Whilst there is some operational efficiency achieved by rolling over the timetable each year, the practice risks the continuation of poor practices from year to year. To ensure a process of continuous improvement in timetable management, and to therefore maximise space utilisation, the following principles form part of this plan.

Principles

- Where sensible, the timetable is reviewed each year and not simply rolled over.
- The function of University Timetabling requires centralisation. It is conducted currently at central, faculty and in some cases at school levels - often using different systems. The function is too distributed to manage and report on room utilization effectively. The function should be redesigned to work at faculty and central level using Syllabus Plus only.
- Regular audits be conducted to measure room bookings versus actual usage.
• Specific rooms be set aside for shared use by all intensive classes, to prevent poor utilisation and to enable timetabling across the year.

Recommendations:

• **RECOMMENDATION 13:** ALL teaching activity is managed through and recorded in Syllabus Plus.

• **RECOMMENDATION 14:** The function of University Timetabling is centralised at Faculty and Central level. The system is redesigned as necessary to achieve this.

• **RECOMMENDATION 15:** An analysis of enrolment data is produced after Census date each semester, to enable the review of room bookings, anticipated enrolments and actual enrolments.

• **RECOMMENDATION 16:** As an immediate follow-on to the plan a Timetabling Working Group be formed (Terms of Reference are attached in Appendix 12) to implement the following timetabling objectives by August 30 to impact on the 2016 timetable:
  
  o Timetabling to be restricted to appropriate Faculty and central staff, producing the outcome of having fewer but better trained schedulers.

  o Policies and practices to be reviewed and updated to reflect current goals.

  o Use of timetabling preferences to be reviewed to better understand the impact of location, time and pedagogy – with a particular emphasis on proper performance of the preferential booking given to certain classes and spaces.

  o A review of the adhoc booking systems with a particular emphasis on the impact of meetings on teaching spaces, to then consider whether there should be an increase in large, flexible meeting space across campus.

  o A review of the potential upgrade to Syllabus Plus with recommendations due in July 2015
10 Appendices

Appendix 1: Project Governance & Processes

1.1 Project Principles

The following principles were agreed by the TSMP Steering Group to guide the development of CTA spaces.

- Extensive lecturer and student consultation will be undertaken to contribute to room design and technology setups.
- Current research will be used to contribute to room design and technology.
- The targets for upgraded CTA spaces will be focused on the high traffic student pathways on each Campus.
- 100% of CTA spaces will have at least a minimum standard of computer and AV facilities.
- CTA development will contribute to the goals of achieving 40% rated as Good or better and a 20% increase in occupancy.
- Flat floor spaces will be configured in a flexible format allowing adaptability for different pedagogies.
- CTA spaces will actively contribute to University goals in terms of e-learning, blended pedagogies, lecture recording and small group discovery.
- All CTA spaces will conform to current University OHS&W guidelines.

An audit of bookings and actual usage was conducted across all teaching spaces on all campuses in Semester 2 2012. This audit looked at room bookings versus actual room usage; the condition of rooms; and the provision of AV in rooms.

1.2 Process Governance

A Steering group was established to drive the development of the Teaching Spaces Master Plan, as follows:

- Director, Infrastructure (Chair):
- Chief Information Officer:
- Pro Vice-Chancellor (Student Experience):
- A/Director, Infrastructure Engagement:
- Invited to attend Steering Group Meetings were:
- Manager, Space Planning:
- A/Director, Technology Services:
- Executive Assistant (Administration)

1.3 Consultation

Key to the development of this plan has been consultation with academics across all faculties. This has been coordinated through the office of the Pro Vice-Chancellor (Student Experience) using a group of academics from a wide range of disciplines. This group met initially to discuss the types of rooms, layouts, furniture choices and AV requirements that may be required. The group reviewed the proposed test rooms and eventually helped evaluate the test rooms. A number of staff from this group also taught in the test rooms during Semester 1 2014.
Students who were taught in the test rooms during Semester 1 2014 were also consulted on how they used the rooms, what they liked and disliked and what, if anything, needed to be improved.

Feedback was also sought from all staff who taught in the test rooms during Semester 1, 2014.

All this feedback was built into changes that are now included in this plan.

1.4 Test Rooms

Room upgrades feature the removal of fixed seating in flat-floor rooms, replaced by easily movable tables and chairs. These provide flexibility for academics in having a room that is adaptable to the appropriate pedagogy rather than having the room layout dictates the pedagogy. Additional audio-visual equipment in the form of fixed or mobile television/computers is added to complement the current or new projection equipment. Fixed and mobile whiteboards are added to act as teaching aids and, when appropriate, room dividers.

The models of room layout and furniture have been developed and tested with UofA academics across a range of disciplines and all faculties. They also support current research on higher education teaching spaces, which suggests rooms of this style:

- Promote mutual respect and egalitarianism amongst students
- Enable students to feel more connected to lecturers
- Give students greater ownership of their own learning
- Provide opportunities for immediate feedback that is improved in both quality and quantity
- Provide cooperation, bonding and support that extends beyond the classroom
- Promote trust and security to speak up, and to be wrong.
1.5 Feedback

Feedback from staff and students using the test spaces (Horace Lamb 422, Lower Napier LG23 and LG24, Braggs 4.27) has been very positive. It appears the right choice was made in terms of tables, chairs, AV equipment and mobile whiteboards. As such, these elements will continue in future renovations and form part of the requirements set out in this plan.

Some negative comments were received and these have been taken into account and also form part of the plan for all future room upgrades. These comments were:

- Room capacity needs to be considered as the two Lower Napier rooms were considered to be too cramped. Room capacity will be taken into account in all future upgrades to ensure rooms are more flexible.

- Noise levels need to be considered, particularly for small group discovery classes, as conversation at every table lead to high noise levels. Future rooms will include noise dampening via appropriate wall panels.

- Room colour (all white) was considered unappealing, particularly for longer classes. All future upgrades will feature appropriate colour treatments to create a better feel within each room.
Appendix 2: Teaching Spaces Master Plan Terms of Reference

### Governance

### Teaching Spaces Master Plan Steering Committee – Terms of Reference

#### Establishment

<table>
<thead>
<tr>
<th>When:</th>
<th>October 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>By what authority:</td>
<td>Deputy Vice-Chancellor &amp; Vice-President (Academic) &amp; Vice-President, Services and Resources</td>
</tr>
<tr>
<td>For what period:</td>
<td>Life of Project/s (Practical Completion)</td>
</tr>
</tbody>
</table>

#### Role/Terms of Reference

<table>
<thead>
<tr>
<th>Nature:</th>
<th>Advisory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Terms of Reference:</td>
<td>Responsible for the development of the Teaching Spaces Master Plan that strategically considers ALL teaching spaces within the University:</td>
</tr>
<tr>
<td>i.</td>
<td>To ensure adequate teaching spaces are available to accommodate 2014 Small Group Discovery Experience (SGDE) impacts</td>
</tr>
<tr>
<td>ii.</td>
<td>By determining appropriate size, type, layout, IT/AV and location of teaching spaces to support the University’s Learning &amp; Teaching agenda</td>
</tr>
<tr>
<td>iii.</td>
<td>To maximise the use of existing resources (increase utilisation)</td>
</tr>
<tr>
<td>iv.</td>
<td>By establishing overarching principles on the use, development and refurbishment of all teaching spaces</td>
</tr>
<tr>
<td>v.</td>
<td>By providing a framework for planned investment (existing funding with in the Infrastructure Investment Plan (IIP))</td>
</tr>
</tbody>
</table>

| Reporting line: | Deputy Vice-Chancellor & Vice-President (Academic) & Vice-President, Services and Resources |

| Quorum: | The quorum for all Committees is half of the full membership plus one unless stated otherwise. |

| Procedures prescribed: | Determined by itself |
| Frequency of meetings: | Monthly |
| List of any sub-committees: | Teaching Spaces Master Plan Advisory Group |
| | Teaching Spaces Master Plan Academic Reference Group |
### Teaching Spaces Master Plan Student Reference Group

#### Membership

*Any categories prescribed:*

- (a) Director, Infrastructure (Chair)
- (b) Pro Vice-Chancellor (Student Experience)
- (c) Chief Information Officer
- (d) Associate Director, Infrastructure Engagement

*Other Attendees:*

- Project Directors/Managers (as required)

*Support:*

- Project Co-ordinator

*Term of Office:*

- Life of Project (Practical Completion)

#### Contact person and phone/email

<table>
<thead>
<tr>
<th>Ms Virginia Deegan</th>
<th>telephone (08) 8313 4241</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>email: <a href="mailto:virginia.deegan@adelaide.edu.au">virginia.deegan@adelaide.edu.au</a></td>
</tr>
</tbody>
</table>

#### RMO File Number

- 2013/7772
Appendix 3: Precinct Maps

1. North Terrace Campus
2. Waite Campus

[Map of Waite Campus]
3. Roseworthy Campus
Appendix 4: North Terrace Lecture Theatres – Current Utilisation

<table>
<thead>
<tr>
<th>Campus and Building</th>
<th>Room Code</th>
<th>Room Type</th>
<th>Capacity</th>
<th>Room Occupancy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dental Hospital (DENTAL)</td>
<td>6406</td>
<td>Lecture Theatre 1</td>
<td>86</td>
<td>7.41%</td>
</tr>
<tr>
<td>Horace Lamb Building (G9)</td>
<td>2022</td>
<td>Horace Lamb Lecture Theatre</td>
<td>259</td>
<td>16.97%</td>
</tr>
<tr>
<td>Barr Smith South (H9)</td>
<td>3022</td>
<td>Polygon Lecture Theatre</td>
<td>83</td>
<td>32.93%</td>
</tr>
<tr>
<td>Napier Building (K12)</td>
<td>209</td>
<td>Lecture Room</td>
<td>79</td>
<td>30.33%</td>
</tr>
<tr>
<td>Ligertwood Building (L13)</td>
<td>333</td>
<td>Lecture Theatre</td>
<td>223</td>
<td>24.83%</td>
</tr>
<tr>
<td>Napier Building (K12)</td>
<td>G04</td>
<td>Lecture Theatre</td>
<td>166</td>
<td>27.81%</td>
</tr>
<tr>
<td>Benham Laboratories (C9)</td>
<td>G10</td>
<td>Benham Lecture Theatre</td>
<td>95</td>
<td>42.40%</td>
</tr>
<tr>
<td>Badger Laboratories (D3)</td>
<td>G31</td>
<td>Macbeth Lecture Theatre</td>
<td>121</td>
<td>33.98%</td>
</tr>
<tr>
<td>Mawson Laboratories (B11)</td>
<td>G19</td>
<td>Mawson Lecture Theatre</td>
<td>235</td>
<td>33.16%</td>
</tr>
<tr>
<td>Ligertwood Building (L13)</td>
<td>231</td>
<td>Lecture Theatre</td>
<td>124</td>
<td>45.69%</td>
</tr>
<tr>
<td>Johnson Laboratories (C2)</td>
<td>G29</td>
<td>Rennie Lecture Theatre</td>
<td>250</td>
<td>31.60%</td>
</tr>
<tr>
<td>Barr Smith South (H9)</td>
<td>534</td>
<td>Forum</td>
<td>100</td>
<td>44.52%</td>
</tr>
<tr>
<td>Hughes Building (J8)</td>
<td>309</td>
<td>Lecture Theatre</td>
<td>149</td>
<td>29.23%</td>
</tr>
<tr>
<td>Napier Building (K12)</td>
<td>G03</td>
<td>Lecture Theatre</td>
<td>119</td>
<td>36.75%</td>
</tr>
<tr>
<td>Medical School North (C15)</td>
<td>N103</td>
<td>Florey Lecture Theatre</td>
<td>290</td>
<td>34.60%</td>
</tr>
<tr>
<td>Physics Building (H5)</td>
<td>103</td>
<td>Kerr Grant Lecture Theatre</td>
<td>200</td>
<td>37.08%</td>
</tr>
<tr>
<td>Engineering North (F11)</td>
<td>N158</td>
<td>Chapman Lecture Theatre</td>
<td>210</td>
<td>46.62%</td>
</tr>
<tr>
<td>Engineering South (H11)</td>
<td>S111</td>
<td>Lecture Theatre</td>
<td>90</td>
<td>35.67%</td>
</tr>
<tr>
<td>Napier Building (K12)</td>
<td>102</td>
<td>Lecture Theatre</td>
<td>289</td>
<td>37.93%</td>
</tr>
<tr>
<td>The Braggs</td>
<td>G76</td>
<td>Braggs Lecture Theatre</td>
<td>420</td>
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</tr>
<tr>
<td>Engineering South (H11)</td>
<td>S112</td>
<td>Lecture Theatre</td>
<td>136</td>
<td>44.77%</td>
</tr>
<tr>
<td>Medical School South (D15)</td>
<td>SG15</td>
<td>Hone Lecture Theatre</td>
<td>198</td>
<td>51.23%</td>
</tr>
<tr>
<td>Location</td>
<td>Room Code</td>
<td>Theatre Type</td>
<td>Room Size</td>
<td>Percentage</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>-----------</td>
<td>-------------------------------------</td>
<td>-----------</td>
<td>------------</td>
</tr>
<tr>
<td>Scott Theatre</td>
<td>001</td>
<td>Theatre</td>
<td>569</td>
<td>35.95%</td>
</tr>
<tr>
<td>Medical School South (D15)</td>
<td>SG16</td>
<td>Stirling Lecture Theatre</td>
<td>198</td>
<td>46.48%</td>
</tr>
<tr>
<td>Barr Smith South (H9)</td>
<td>2028</td>
<td>Flentje Lecture Theatre</td>
<td>312</td>
<td>44.33%</td>
</tr>
<tr>
<td>Darling West (was Braggs Labs) (F5)</td>
<td>G14</td>
<td>Darling West Lecture Theatre</td>
<td>236</td>
<td>57.50%</td>
</tr>
<tr>
<td>245 North Terrace - Kevin Marjoribanks (P12)</td>
<td>1.26</td>
<td>Santos Lecture Theatre</td>
<td>#N/A</td>
<td>#N/A</td>
</tr>
<tr>
<td>Mawson Laboratories (B11)</td>
<td>208</td>
<td>Eric Rudd Lecture Theatre</td>
<td>#N/A</td>
<td>#N/A</td>
</tr>
</tbody>
</table>

Appendix 5: Current Faculty Controlled Flat-Floor Spaces

10.5.1 Spaces that appear to have no justification for Faculty control under the TEFMA guidelines

<table>
<thead>
<tr>
<th>Building</th>
<th>Room</th>
<th>Capacity</th>
<th>Occupancy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barr Smith South</td>
<td>Tutorial Room 1060</td>
<td>30</td>
<td>49.12%</td>
</tr>
<tr>
<td>Barr Smith South</td>
<td>Tutorial Room 2051</td>
<td>24</td>
<td>61.50%</td>
</tr>
<tr>
<td>Napier</td>
<td>Seminar Room 144</td>
<td>25</td>
<td>67.78%</td>
</tr>
<tr>
<td>Nexus 10</td>
<td>Seminar Room 601</td>
<td>24</td>
<td>44.17%</td>
</tr>
<tr>
<td>Nexus 10</td>
<td>SMARTe Room 812</td>
<td>45</td>
<td>39.08%</td>
</tr>
</tbody>
</table>


10.5.2 Spaces that have already been converted to an alternate use by the Faculty:

<table>
<thead>
<tr>
<th>Building</th>
<th>Room</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eng. South</td>
<td>HH Davis Seminar Room S117</td>
<td>Converted to meeting room</td>
</tr>
<tr>
<td>Hughes</td>
<td>Seminar Rooms 526 &amp; 527</td>
<td>Currently being converted to School of Psychology offices &amp; meeting spaces</td>
</tr>
<tr>
<td>Hughes</td>
<td>Seminar Room 308</td>
<td>Used as research interview space</td>
</tr>
<tr>
<td>Hughes</td>
<td>Tutorial Room 822</td>
<td>Used as meeting room</td>
</tr>
<tr>
<td>Napier</td>
<td>Seminar Room 143</td>
<td>Used as Honours / Masters Room</td>
</tr>
<tr>
<td>Schulz</td>
<td>Seminar Room 213</td>
<td>Used as Elder Con. Board Room</td>
</tr>
<tr>
<td>Nexus 10</td>
<td>Seminar Room 1</td>
<td>Executive Education – Leadership Lab and Seminar Rooms</td>
</tr>
<tr>
<td>Nexus 10</td>
<td>Seminar Room 2</td>
<td></td>
</tr>
<tr>
<td>Nexus 10</td>
<td>Seminar Room 3</td>
<td></td>
</tr>
</tbody>
</table>


10.5.3 Spaces currently being reviewed as part of the Music space strategy

<table>
<thead>
<tr>
<th>Building</th>
<th>Room</th>
<th>Capacity</th>
<th>Occupancy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hartley</td>
<td>Tutorial Room 108a</td>
<td>30</td>
<td>36.31%</td>
</tr>
<tr>
<td></td>
<td>Tutorial Room 108b</td>
<td>25</td>
<td>21.64%</td>
</tr>
<tr>
<td></td>
<td>Tutorial Room 122a</td>
<td>20</td>
<td>11.36%</td>
</tr>
<tr>
<td>Schulz</td>
<td>Dance / Tutorial Room 609</td>
<td>50</td>
<td>8.40%</td>
</tr>
<tr>
<td></td>
<td>Office / Tutorial Room 614</td>
<td>10</td>
<td>10.0%</td>
</tr>
<tr>
<td></td>
<td>Practical Room 1003</td>
<td>150</td>
<td>3.25%</td>
</tr>
<tr>
<td></td>
<td>Practical Room 1004</td>
<td>60</td>
<td>28.45%</td>
</tr>
<tr>
<td></td>
<td>Seminar Room 1107</td>
<td>25</td>
<td>56.48%</td>
</tr>
<tr>
<td></td>
<td>Seminar Room 214a</td>
<td>25</td>
<td>63.76%</td>
</tr>
<tr>
<td></td>
<td>Seminar Room 214b</td>
<td>25</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Tutorial Room 1116</td>
<td>20</td>
<td>31.96%</td>
</tr>
<tr>
<td></td>
<td>Tutorial / Rehearsal Room 1001</td>
<td>30</td>
<td>5.76%</td>
</tr>
<tr>
<td></td>
<td>Tutorial / Seminar Room 603</td>
<td>25</td>
<td>20.36%</td>
</tr>
</tbody>
</table>

Appendix 6 – North Terrace - plans already underway

Room Closures - end of 2014

The following 12 rooms will be closed based on their current poor suitability for teaching, the high costs and poor outcomes expected from upgrading, and their poor utilisation rates. Room quality in all these rooms is rated as Barely Adequate (Poor).

<table>
<thead>
<tr>
<th>Room</th>
<th>Building</th>
<th>Capacity</th>
<th>Current Utilisation (2013)</th>
<th>Reasons for Closure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Badger 125</td>
<td>Badger</td>
<td>15</td>
<td>13.20%</td>
<td>Low capacity, isolated</td>
</tr>
<tr>
<td>Jordan 312</td>
<td>Jordan</td>
<td>14</td>
<td>1.71%</td>
<td>Isolated in lower NW corner of campus, future allocation for USC</td>
</tr>
<tr>
<td>Jordan 314</td>
<td>Jordan</td>
<td>14</td>
<td>0.00%</td>
<td>Isolated in lower NW corner of campus, future allocation for USC</td>
</tr>
<tr>
<td>Jordan 315</td>
<td>Jordan</td>
<td>14</td>
<td>7.29%</td>
<td>Isolated in lower NW corner of campus, future allocation for USC</td>
</tr>
<tr>
<td>Mawson 107</td>
<td>Mawson</td>
<td>12</td>
<td>7.00%</td>
<td>Isolated, hard to find, small</td>
</tr>
<tr>
<td>Mawson 126</td>
<td>Mawson</td>
<td>22</td>
<td>14.27%</td>
<td>Awkward L-shaped room, not aligned to presentation models</td>
</tr>
<tr>
<td>BSS 512</td>
<td>Barr Smith</td>
<td>25</td>
<td>7.68%</td>
<td>No AV, isolated, substantial remedial work required</td>
</tr>
<tr>
<td>Schulz 214</td>
<td>Schulz</td>
<td>25</td>
<td>42.08%</td>
<td>Old AV, cupboards and other storage in room, poor light, only CTA on floor</td>
</tr>
<tr>
<td>B02</td>
<td>Masonic Hall</td>
<td>80</td>
<td>12.08%</td>
<td>Basement, no light, poor cond.</td>
</tr>
<tr>
<td>B03</td>
<td>Masonic Hall</td>
<td>75</td>
<td>7.09%</td>
<td>Basement, no light, poor cond.</td>
</tr>
<tr>
<td>EM316</td>
<td>Engineering &amp; Maths</td>
<td>25</td>
<td>25.68%</td>
<td>Isolated, convert to research space to meet Faculty needs</td>
</tr>
<tr>
<td>308</td>
<td>Engineering Annex</td>
<td>50</td>
<td>22.56%</td>
<td>Isolated, convert to research space to meet Faculty needs</td>
</tr>
</tbody>
</table>


The Teletraffic Research Centre (TRC) has been engaged to model any plans developed through the TSMP. They have successfully duplicated the 2014 Syllabus Plus timetable into UniTime to enable this modeling to be accurate.

TRC modeling shows that the closure of these 12 rooms would result in 242 classes being relocated. Of these, 231 (95%) could be relocated in to similar rooms at the same time and on the same day. The 11 classes that could not be accommodated can be relocated to a similar room on the same day but at a different time.
These rooms have now been removed from the 2015 pool for timetabling purposes and Space Planning will work to ensure the spaces are appropriately repurposed.

**Rooms to be upgraded (first tranche)**
The following rooms have been upgraded before the commencement of Semester 1, 2015. These rooms provide some quick wins in highly visible locations and provide an achievable outcome for the short timeframe.

<table>
<thead>
<tr>
<th>Room</th>
<th>Building</th>
<th>Capacity</th>
<th>Current Utilisation</th>
<th>Booking Utilisation S1,2015 (after upgrade)</th>
<th>Upgrade Scope</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hughes 111a</td>
<td>Hughes</td>
<td>40</td>
<td>36.21%</td>
<td>94%</td>
<td>Full upgrade of furniture and AV.</td>
</tr>
<tr>
<td>Hughes 111b</td>
<td>Hughes</td>
<td>40</td>
<td>35.93%</td>
<td>98%</td>
<td>Full upgrade of furniture and AV.</td>
</tr>
<tr>
<td>G06</td>
<td>Engineering &amp; Maths</td>
<td>42</td>
<td>42.39%</td>
<td>90%</td>
<td>Full upgrade of furniture and AV.</td>
</tr>
<tr>
<td>G07</td>
<td>Engineering &amp; Maths</td>
<td>42</td>
<td>38.67%</td>
<td>80%</td>
<td>Full upgrade of furniture and AV.</td>
</tr>
<tr>
<td>Bragg 4.25</td>
<td>Braggs</td>
<td>20</td>
<td>48.30%</td>
<td>64%</td>
<td>Chair upgrade only.</td>
</tr>
<tr>
<td>Hughes 322</td>
<td>Hughes</td>
<td>75</td>
<td>30.00%</td>
<td>94%</td>
<td>Full upgrade of furniture and AV, removal of fixed seating.</td>
</tr>
<tr>
<td>Hughes 323</td>
<td>Hughes</td>
<td>30</td>
<td>27.93%</td>
<td>96%</td>
<td>Creation of larger room with capacity of 75.</td>
</tr>
<tr>
<td>Hughes 324</td>
<td>Hughes</td>
<td>30</td>
<td>28.06%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hughes 113</td>
<td>Hughes</td>
<td>50</td>
<td>11.65%</td>
<td>76%</td>
<td>Full upgrade of furniture and AV.</td>
</tr>
<tr>
<td>EM212</td>
<td>Engineering &amp; Maths</td>
<td>50</td>
<td>28.96%</td>
<td>96%</td>
<td>Full upgrade of furniture and AV.</td>
</tr>
<tr>
<td>EM213</td>
<td>Engineering &amp; Maths</td>
<td>40</td>
<td>32.95%</td>
<td>94%</td>
<td>Full upgrade of furniture and AV.</td>
</tr>
<tr>
<td>EM218</td>
<td>Engineering &amp; Maths</td>
<td>40</td>
<td>36.04%</td>
<td>90%</td>
<td>Full upgrade of furniture and AV.</td>
</tr>
<tr>
<td>EM205</td>
<td>Engineering &amp; Maths</td>
<td>180</td>
<td>23.63%</td>
<td>94%</td>
<td>Very large room with centre columns. Full upgrade of furniture and AV.</td>
</tr>
</tbody>
</table>

Additional upgrades (occurring in other projects)

In addition to the room upgrades detailed above, the following upgrades will also occur for Semester 1 2015 as part of either existing capital projects being managed separately from the TSMP, or relate to existing scheduled works.

<table>
<thead>
<tr>
<th>Room</th>
<th>Building</th>
<th>Capacity</th>
<th>Current Utilisation (2013)</th>
<th>Upgrade Scope</th>
</tr>
</thead>
<tbody>
<tr>
<td>214</td>
<td>Ligertwood</td>
<td>30</td>
<td>35.60%</td>
<td>Upgrade to new room standards as part of the overall Law School Upgrade. Will involve changes to actual rooms due to large reorganization of building scope.</td>
</tr>
<tr>
<td>216</td>
<td></td>
<td>30</td>
<td>36.00%</td>
<td></td>
</tr>
<tr>
<td>228</td>
<td></td>
<td>30</td>
<td>35.47%</td>
<td></td>
</tr>
<tr>
<td>314</td>
<td></td>
<td>30</td>
<td>30.67</td>
<td></td>
</tr>
<tr>
<td>316</td>
<td></td>
<td>30</td>
<td>35.33</td>
<td></td>
</tr>
<tr>
<td>420</td>
<td></td>
<td>28</td>
<td>39.86</td>
<td></td>
</tr>
<tr>
<td>423</td>
<td></td>
<td>28</td>
<td>40.79</td>
<td></td>
</tr>
<tr>
<td>425</td>
<td></td>
<td>40</td>
<td>35.95</td>
<td></td>
</tr>
<tr>
<td>Flentje Lecture Theatre</td>
<td>Barr Smith South</td>
<td>312</td>
<td>39.01%</td>
<td>Already scheduled for AV upgrade</td>
</tr>
<tr>
<td>Horace Lamb Lecture Theatre</td>
<td>Horace Lamb</td>
<td>259</td>
<td>32.22%</td>
<td>Already scheduled for furniture (tablets) upgrade and AV upgrade</td>
</tr>
<tr>
<td>Macbeth Lecture Theatre</td>
<td>Badger</td>
<td>121</td>
<td>33.11%</td>
<td>Already scheduled for AV upgrade</td>
</tr>
<tr>
<td>(new)</td>
<td>Wills</td>
<td>30</td>
<td>n/a</td>
<td>Upgrade to the new standard as part of the Wills upgrade for Asian Studies (flow on from Law School Upgrade)</td>
</tr>
</tbody>
</table>

Appendix 7: Waite Teaching Spaces

Undergraduate teaching is generally conducted in the Charles Hawker Building, which has the following rooms:

<table>
<thead>
<tr>
<th>Room</th>
<th>Capacity</th>
<th>Current Occupancy (2013)</th>
<th>Condition</th>
<th>AV</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>G20 Laboratory 1</td>
<td>24</td>
<td>41.20%</td>
<td>Barely Adequate</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>G18 Laboratory 2</td>
<td>32</td>
<td>61.46%</td>
<td>Barely Adequate</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>G9 Laboratory 3</td>
<td>40</td>
<td>35.0%</td>
<td>Barely Adequate</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>131 Computer Suite 1</td>
<td>45</td>
<td>21.31%</td>
<td>Barely Adequate</td>
<td>No</td>
<td>Old &amp; tired</td>
</tr>
<tr>
<td>129 Computer Suite 2</td>
<td>25</td>
<td>26.24%</td>
<td>Barely Adequate</td>
<td>No</td>
<td>Old and tired</td>
</tr>
<tr>
<td>105 Lecture Room 2</td>
<td>20</td>
<td>66.67%</td>
<td>Adequate</td>
<td>Yes</td>
<td>Old furniture</td>
</tr>
<tr>
<td>106 Lecture Room 3</td>
<td>20</td>
<td>56.0%</td>
<td>Adequate</td>
<td>Yes</td>
<td>Old furniture</td>
</tr>
<tr>
<td>118 Lecture Room 4</td>
<td>34</td>
<td>45.59%</td>
<td>Adequate</td>
<td>Yes</td>
<td>Fixed seating – no tablets</td>
</tr>
<tr>
<td>117 Lecture Room 5</td>
<td>65</td>
<td>45.59%</td>
<td>Adequate</td>
<td>Yes</td>
<td>Fixed seating – no tablets</td>
</tr>
<tr>
<td>109 Discussion Room</td>
<td>12</td>
<td>0%</td>
<td>Barely Adequate</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>110 Discussion Room</td>
<td>18</td>
<td>45.56%</td>
<td>Barely Adequate</td>
<td>Yes</td>
<td>Old boardroom table</td>
</tr>
<tr>
<td>130 Lecture Theatre</td>
<td>152</td>
<td>25.50%</td>
<td>Adequate</td>
<td>Yes</td>
<td>No work required</td>
</tr>
<tr>
<td>107 Lecture Theatre (C</td>
<td>158</td>
<td>16.33%</td>
<td>Adequate</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>205 Video Conference Room</td>
<td>40</td>
<td>29.72%</td>
<td>Adequate</td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>

## Appendix 8: Roseworthy Teaching Spaces - excluding Veterinary Rooms (11)

<table>
<thead>
<tr>
<th>Room</th>
<th>Capacity</th>
<th>Current Occupancy (2013)</th>
<th>Condition</th>
<th>AV</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Science Tutorial Room G3</td>
<td>30</td>
<td>30.67%</td>
<td>Adequate</td>
<td>Yes</td>
<td>Old carpets and furnishings but sound structurally - usable space for tutorials, etc. No IT.</td>
</tr>
<tr>
<td>Applied Science Lab G6</td>
<td>65</td>
<td>15.69%</td>
<td>Adequate</td>
<td>No</td>
<td>Old wooden lab benches (x2) remaining but plumbing and a/c works. Old furnishings and floors, maintenance issues – not fit for lab work but suits some school activities.</td>
</tr>
<tr>
<td>Callaghan G11</td>
<td>16</td>
<td>93.75%</td>
<td>Good</td>
<td>Yes</td>
<td>AV or recording capability</td>
</tr>
<tr>
<td>Callaghan G14</td>
<td>16</td>
<td>93.75%</td>
<td>Good</td>
<td>Yes</td>
<td>No AV</td>
</tr>
<tr>
<td>Callaghan G17</td>
<td>20</td>
<td>46.0%</td>
<td>Good</td>
<td>Yes</td>
<td>No AV</td>
</tr>
<tr>
<td>Callaghan G18a</td>
<td>50</td>
<td>64.67%</td>
<td>Good</td>
<td>Yes</td>
<td>Projector but no AV or recording capability (high priority)</td>
</tr>
<tr>
<td>Callaghan G18b</td>
<td>50</td>
<td>64.4%</td>
<td>Good</td>
<td>Yes</td>
<td>Projector but no AV or recording capability (high priority)</td>
</tr>
<tr>
<td>Callaghan G19</td>
<td>20</td>
<td>51.67%</td>
<td>Good</td>
<td>Yes</td>
<td>No AV</td>
</tr>
<tr>
<td>Callaghan G2</td>
<td>100</td>
<td>40.80%</td>
<td>Good</td>
<td>Yes</td>
<td>High utilisation (5 days a week)</td>
</tr>
<tr>
<td>Callaghan G20</td>
<td>16</td>
<td>50.0%</td>
<td>Good</td>
<td>Yes</td>
<td>No AV</td>
</tr>
<tr>
<td>Callaghan G22</td>
<td>16</td>
<td>65.63%</td>
<td>Good</td>
<td>Yes</td>
<td>No AV</td>
</tr>
<tr>
<td>Callaghan G3</td>
<td>40</td>
<td>45.0%</td>
<td>Good</td>
<td>Yes</td>
<td>No AV</td>
</tr>
<tr>
<td>Callaghan G32</td>
<td>48</td>
<td>18.75%</td>
<td>Adequate</td>
<td>Yes</td>
<td>NO AV. Wooden benchtops, Not fit for purpose for many AVS animal materials</td>
</tr>
<tr>
<td>Callaghan G4</td>
<td>16</td>
<td>59.38%</td>
<td>Good</td>
<td>Yes</td>
<td>No AV</td>
</tr>
<tr>
<td>Eastick (Video Conference Room)</td>
<td>52</td>
<td>67.20%</td>
<td>Adequate</td>
<td>Yes</td>
<td>Needs reconfiguration to increase seating capacity. Poor quality AV</td>
</tr>
<tr>
<td>Leske G18</td>
<td>32</td>
<td>35.3%</td>
<td>Good</td>
<td>No</td>
<td>Currently being reconfigured and refurbished, combining G18/19</td>
</tr>
<tr>
<td>Leske G19</td>
<td>30</td>
<td>21.93%</td>
<td>Good</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Williams G12 Lab</td>
<td>50</td>
<td>24.29%</td>
<td>Good</td>
<td>No</td>
<td>AV does not link with adjacent labs</td>
</tr>
<tr>
<td>Williams G22 Lab</td>
<td>40</td>
<td>n/a</td>
<td>Adequate</td>
<td>No</td>
<td>IIP 2015 submitted by AVS, wooden benches, poor layout. AV does not link.</td>
</tr>
<tr>
<td>Williams G31a Lecture Room</td>
<td>27</td>
<td>n/a</td>
<td>Adequate</td>
<td>No</td>
<td>No recording. Facilities need upgrade</td>
</tr>
<tr>
<td>Williams G31b Lecture Room</td>
<td>36</td>
<td>n/a</td>
<td>Adequate</td>
<td>No</td>
<td>No recording. Facilities need upgrade</td>
</tr>
<tr>
<td>Williams G36 Lecture Theatre</td>
<td>163</td>
<td>42.65%</td>
<td>Good</td>
<td>Yes</td>
<td>Nothing needed</td>
</tr>
<tr>
<td>Williams G4 Lab</td>
<td>66</td>
<td>52.27%</td>
<td>Excellent</td>
<td>No</td>
<td>Nothing needed</td>
</tr>
</tbody>
</table>

### Appendix 9: Draft Work Schedule 2015 - 2016

<table>
<thead>
<tr>
<th>Year</th>
<th>Approx. Date</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>Mid-year break</td>
<td>Ligertwood</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rooms 214, 216, 228, 314, 316</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Air-conditioning, Lighting and Audio Visual</td>
</tr>
<tr>
<td></td>
<td>End-of-year Break</td>
<td>Florey Lecture Theatre</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Upgrade Seating</td>
</tr>
<tr>
<td></td>
<td>(Dec/Jan)</td>
<td></td>
</tr>
<tr>
<td>2016</td>
<td>Mid-year break</td>
<td>Barr Smith South Level 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rooms 2059, 2060, 2064, 2064a, 2051, 2052, 2053, 2054, 2055</td>
</tr>
<tr>
<td></td>
<td>End-of-year Break</td>
<td>Medical Schools North and South</td>
</tr>
<tr>
<td></td>
<td>(Dec/Jan)</td>
<td></td>
</tr>
</tbody>
</table>
### Appendix 10: 3-Year Plan for Faculty Controlled Computer Suites

<table>
<thead>
<tr>
<th>Suite Name</th>
<th>Stations</th>
<th>Specialise</th>
<th>Owner</th>
<th>3 year plan / future use and owner</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Barr Smith South (BSL)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSL (Level 3) – Northern Suite</td>
<td>9</td>
<td>B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSL (Level 3) – Adaptive Technology Suite</td>
<td>3</td>
<td>B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSL (Level 3) – Public Computers</td>
<td>7</td>
<td>B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSL (Level 2) – Student Suite</td>
<td>18</td>
<td>B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSL (Level 2) – Public Computers</td>
<td>7</td>
<td>B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSL (Level 1) – Student Suite</td>
<td>35</td>
<td>B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSL (Level 1) – Public Computers</td>
<td>5</td>
<td>B</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Barr Smith South (Previously Plaza Building)</strong></td>
<td></td>
<td></td>
<td></td>
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Appendix 11: Independent Review of Laboratory Spaces

To be inserted at a later date
Appendix 12: Terms of Reference – Timetabling Working Group

**DRAFT Timetable Working Group – Terms of Reference**

**Establishment**

*When:* April 2014  
*By what authority:* Deputy Vice-Chancellor & Vice-President (Academic)  
*For what period:* Life of Project/s (Practical Completion)

**Role/Terms of Reference**

*Nature:* Advisory  
*Terms of Reference:* The Teaching Spaces Master plan (April 2015) has identified the requirement for significant changes to be made to the way in which the University manages timetabling. The Timetable Working Group remit is to:

vi. Determine the most suitable configuration of Syllabus Plus to best meet the core business requirements.  

vii. Determine the best timetabling practices to manage room booking priorities, with specific emphasis on the development of practices to determine projected class sizes.  


ix. Determine rationale for a rolled-over (or part rolled-over) versus new timetable each year.  

x. Determine and manage changes associated with the recommendation in the TSMP for timetabling to become a Faculty level/centralised process.  

xi. Develop an implementation and communications plan for the above.

*Reporting line:* Deputy Vice-Chancellor & Vice-President (Academic)  
*Quorum:* The quorum for all Committees is half of the full membership plus one unless stated otherwise.  
*Procedures prescribed:* Determined by itself  
*Frequency of meetings:* Weekly/fortnightly??  
*List of any sub-committees:* XXX

**Membership**

*Any categories prescribed:*  
(e) Pro Vice-Chancellor (Student Experience)  
(f) University Timetable Co-ordinator  
(g) Faculty Timetablers Group  
(h) Representative(s) from the Faculty Executive Managers
Group

(i) Technology Services Branch Representative
(j) Infrastructure Branch Representative

Other Attendees: Project Directors/Managers (as required)

Support: Project Co-ordinator

Term of Office: Life of Project (Practical Completion)

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<th>Contact person and phone/email</th>
<th>Ms Christine Kalogeras  telephone (08) 8313 8123 email: <a href="mailto:christine.kalogeras@adelaide.edu.au">christine.kalogeras@adelaide.edu.au</a></th>
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