Pacific Lutheran University
Interior Design Guidelines

MITHUN
ARCHITECTS + DESIGNERS + PLANNERS
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The Interior Design Guidelines are a tool with which small-scale interiors projects at PLU shall be approached. These guidelines set standards that will ensure quality, consistency, and appropriateness of materials, lighting fixtures, and interior furnishings across all University facilities. The ultimate goal of these guidelines is to allow these projects not only to succeed individually, but also to align with PLU’s overall master plan and support the University’s core values.
GOALS OF INTERIOR SPACES
These goals are derived from the University mission statement and infuse objectives that support PLU’s vision. The University Mission states:

“PLU seeks to educate students for lives of thoughtful inquiry, service, leadership, and care – for other people, for their communities and for the earth”

Goals of interior spaces, with this mission in mind, are stated below:

Cultivate Growth of the Individual
• Foster intellectual growth
• Promote creativity and expression

Strengthen Community
• Facilitate a sense of belonging
• Encourage interaction

Encourage Stewardship
• Promote healthy living
• Ensure preservation of history
• Encourage efficiency of resources

Interior design projects should be approached with these goals in mind. The use of color, materials, lighting, and furnishings within the interior environment should ultimately support the principles that these goals represent.
Each section of these guidelines establishes standards for color, materials, lighting, and furnishings within given environment types.

Following are general goals for each type of environment discussed in these guidelines:

The academic environment should inspire learning and engagement with others, provide a sense of connectedness and encourage a feeling of communal ownership. Classroom interiors should inspire students and faculty to maintain and respect the space.

The office environment should provide a professional and visitor friendly atmosphere.

The residence hall environment should provide a sense of home and encourage a feeling of communal ownership. Residence hall interiors should be inviting and comfortable, while being of durable, institutional quality.
Academic Space Guidelines
1. Color

Two color palettes have been developed for use in classrooms - a “warm” palette and a “cool” palette. Each palette contains materials and colors that may be selected for use depending on the light levels, room size, and design character of the space, as well as the project’s budget.
# PRODUCT SPECIFICATIONS

## INTERIOR FINISH PRODUCT SPECIFICATIONS

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### ADVANCED CONTENT

- COLOR
- ACADEMIC SPACE GUIDELINES
- PRODUCT SPECIFICATIONS
- WARM SCHEME
- INTERIOR FINISH PRODUCT SPECIFICATIONS
- WARM

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Pacific Lutheran University Interior Design Guidelines
COOL
## PRODUCT SPECIFICATIONS

### INTERIOR FINISH PRODUCT SPECIFICATIONS

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### COOL SCHEME

**COLOR**

- Pacific Lutheran University Interior Design Guidelines

**ACADEMIC SPACE GUIDELINES**

**PRODUCT SPECIFICATIONS**

**INTERIOR FINISH PRODUCT SPECIFICATIONS**

- CARPET
  - Item #: 201.1
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- FABRIC
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  - Color: Bright 005
  - Description: 30 cm FABRIC
  - Reference Location: DEPARTMENTS, 201.2
  - Contact Information: 201.3

- PLASTIC LAMINATE
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  - Color: Durango 200
  - Description: 30 cm PLASTIC LAMINATE
  - Reference Location: DEPARTMENTS, 201.2
  - Contact Information: 201.3

- WOOD
  - Item #: 201.1
  - Color: Mahogany 005
  - Description: 30 cm WOOD
  - Reference Location: DEPARTMENTS, 201.2
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- STEEL
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  - Color: Stainless 005
  - Description: 30 cm STEEL
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- CONCRETE
  - Item #: 201.1
  - Color: Gray 005
  - Description: 30 cm CONCRETE
  - Reference Location: DEPARTMENTS, 201.2
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- GLASS
  - Item #: 201.1
  - Color: Clear 005
  - Description: 30 cm GLASS
  - Reference Location: DEPARTMENTS, 201.2
  - Contact Information: 201.3

**COOL**

Pacific Lutheran University Interior Design Guidelines
2. Floor and Wall Materials

Floors in general shall be carpet tile. Refer to Color Palettes for color and pattern selections. Possible exceptions are specific use spaces such as art studios, some labs, and music facilities. Walls shall be painted with colors specified within Color Palettes.

Please see Appendix A for performance guidelines for flooring materials. Please see Appendix B for finish and material principles recommended by the Instructional Resources Committee.

2A. Labs

Lab casework and furniture shall have chemical resistant surfaces where necessary.
3. Lighting

Lighting should provide ambient illumination with a minimum amount of glare. Directional lighting may be used to highlight walls where necessary – for example, display areas, bulletin board and dry-erase board locations.

Lighting should create an atmosphere that supports engagement, creativity, and learning. Classroom spaces should be bright but not sterile. Following are guidelines for the selection of light fixture styles.

Please see Appendix A for performance and efficiency guidelines for lighting sources. Please see Appendix B for lighting principles recommended by the Instructional Resources Committee.
A. Ambient Illumination:

*Direct/indirect linear fluorescent pendant*

Pendants should be used where ceiling heights are adequate for effective indirect light reflection. See the following examples of acceptable fixture styles.

Neoray “Shell II” Series 201IP semi-indirect pendant
available in 4’, 8’, and 12’ lengths
2 T8 lamps
dual cable suspension
available with emergency battery pack and dimming
color: white
(516) 470-1000 or www.cooperlighting.com
Direct/Indirect recessed fluorescent – 2x2 or 2x4

Recessed fixtures should be used where ceiling heights are not adequate for pendant use, and in spaces with acoustical panel and grid ceiling systems. See the following examples of acceptable fixture styles.

Neoray “Fenestra” series 272R/274R recessed direct-ambient
1 or 2 T5 lamps
available in 2’ x 2’ (#272R) and 2’ x 4’ (274R)
available with emergency battery pack
available with electronic or dimming ballast
color: white
(516) 470-1000 or www.cooperlighting.com
B. Directional Illumination:

*Recessed compact fluorescent wall washer*

Recessed fixtures should be used to illuminate walls in smaller areas, or where the object being illuminated is a permanent fixture (i.e. artwork). See the following examples of acceptable fixture styles.

Lightolier “Calculite” compact fluorescent open wall washer
#8081
6” aperture triple tube horizontal lamp
reflector trim: clear iridescence free, white flange
available with electronic or dimming ballast
(508) 679-8131 or www.lightolier.com
Line voltage incandescent track lighting

Track lighting should be used where flexibility of light location is desired. See the following examples of acceptable fixture styles.

Juno “Trac-Master” track lighting system
Avant Garde Delta 200 series heads #T218SL
Line voltage par 30 lamps
(847) 827-9880 or www.junolighting.com
4. Furnishings

Each building will have a distinct set of requirements; therefore, specifications for seating, tables and other ancillary furniture will not be prescribed here. However, the selection of such items should be made with the principles of these guidelines in mind.

Please see Appendix A for performance guidelines for upholstery materials.
Please see Appendix B for furnishings principles recommended by the Instructional Resources Committee.

A. Work surfaces and seating:

Where new furnishings are purchased, work surfaces should be shared tables and seating should be loose, stackable chairs or task chairs with casters. Tablet arm chair/table combinations are not preferred or recommended.

One height adjustable table should be provided in each classroom.

Labs

Each lab and studio space shall be furnished with a telephone and all appropriate safety equipment.

B. Instructor Area:

Where technology podiums are provided, podiums shall have fold-out work surface areas on each side.
C. Dry erase boards:

Dry erase marker boards shall be used in lieu of chalkboards, except in special situations. Marker boards may be self-contained units or composed of special dry erase wall covering material applied directly to the wall surface. When such wall covering is used, it shall be finished with manufacturer-supplied trims and marker trays. See the following examples of acceptable dry erase board units and wall coverings.

Claridge Products “LCS Deluxe” markerboard
available in sizes from 3’ x 4’ to 4’ x 16’
5/8” aluminum frame
2-5/8” deep marker tray
furnished with 4 LCS markers and 1 eraser
(870) 743-2200 or www.claridgeproducts.com

Walltalkers “Just-Rite” dry erase wallcovering
available in 48” and 60” rolls
5/8” aluminum frame
Walltalkers aluminum trim and tray
color: clear anodized aluminum
(800) 820-9255 or www.walltalkers.com
D. Tackable surfaces:
Tack boards may be self-contained units or composed of special tackable material applied directly to the wall surface. When such material is used, it shall be finished with manufacturer-supplied trim. See the following examples of acceptable tackable surfaces.

Claridge Products “Modular” Series
available in sizes from 3’x 4’ to 4’x 8’
aluminum frame
Claridge Cork self-healing tackable surface
available in 12 colors
(870) 743-2200 or www.claridgeproducts.com

Walltalkers “Tac-Wall” tackable wallcovering
available in 48” and 72” widths
available in 12 colors
Walltalkers aluminum trim and tray
color: clear anodized aluminum
(800) 820-9255 or www.walltalkers.com
E. Recycling and Trash Receptacles:
A recycling center with receptacles for paper, plastic, glass and aluminum shall be provided in each classroom in order to promote recycling. Large, durable trash cans shall also be provided. The design of all receptacles should be appropriate for use indoors - i.e. no outdoor trash cans. See the following examples of allowable receptacles.

Fibrex Products “Mobius” combination recycling/waste stations
Material: fiberglass
Color: white
2 compartment station: model # ED2500
Dimensions: 38”w x 18”d x 32”h
4 compartment station: model # ED4100
Dimensions: 52”w x 18”d x 32”h
1 (800) 346-4458 or www.fibrexgroup.com

F. Window Coverings:
Window coverings shall be aluminum horizontal mini blinds by Bali or Levolor, or similar. Color to be light in value, and selected to coordinate with adjacent wall color.
G. Artwork display systems:

The design of display systems shall be unobtrusive, and be flexible to allow for the accommodation of various sizes and shapes of 2-dimensional artwork. See the following example of acceptable display system types.

Griplock art suspension system
- aluminum finish track with optional, paintable white track cover
- track available in 80” lengths
- cables, gliders and clamps specified individually
- will hold up to 50 lbs. every 16 inches
(800) 585-1505 or www.griplockart.com

Arakawa Grip art hanging system
(503) 236-0440 or arakawagrip.com
Office Guidelines
1. Color

Two color palettes have been developed for use in offices - a “warm” palette and a “cool” palette. Each palette contains materials and colors that may be selected for use depending on the light levels, room size, and design character of the space, as well as the project’s budget.
### PRODUCT SPECIFICATIONS

#### INTERIOR FINISH PRODUCT SPECIFICATIONS

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Pacific Lutheran University Interior Design Guidelines | 31
COOL
# PRODUCT SPECIFICATIONS

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**COOL SCHEME**

**COLOR**

Pacific Lutheran University Interior Design Guidelines
2. Floor and Wall Materials

Office floors shall be carpet tile. Refer to Color Palettes for color and pattern selections. Walls shall be painted with colors specified within Color Palettes.

Please see Appendix A for performance guidelines for flooring materials.
3. Lighting

Lighting should provide ambient illumination with a minimum amount of glare. Task lighting may be used on the desk surface.

Lighting should create an atmosphere that is conducive to conversation. Office spaces should be bright but not sterile. Following are guidelines for the selection of light fixture styles.

Please see Appendix A for performance and efficiency guidelines for lighting sources.
A. Ambient Illumination:

*Direct/indirect linear fluorescent pendant*

Pendants should be used where ceiling heights are adequate for effective indirect light reflection. See the following example of acceptable fixture style.

- Neoray “Shell II” Series 201IP semi-indirect pendant
- Available in 4’, 8’, and 12’ lengths
- 2 T8 lamps
- Dual cable suspension
- Available with emergency battery pack and dimming
- Color: white

(516) 470-1000 or www.cooperlighting.com
Direct/Indirect recessed fluorescent – 2x2 or 2x4
Recessed fixtures should be used where ceiling heights are not adequate for pendant use, and in spaces with acoustical panel and grid ceiling systems. See the following example of acceptable fixture style.

Neoray “Fenestra” series 202R/204R recessed direct-ambient
1 or 2 T5 lamps
available in 2’ x 2’ (#202R) and 2’ x 4’ (204R)
available with emergency battery pack
available with electronic or dimming ballast
color: white
(516) 470-1000 or www.cooperlighting.com
B. Task Illumination:

Compact fluorescent task lamp
See the following example of an acceptable lamp style.

Tolomeo desk lamp
- H 54” full extension, W 29” extension from joint, base diameter 9”
- finish: brushed aluminum
- lamp: 23w compact fluorescent
4. Furnishings

Furniture items such as seating, casework and filing cabinets are not specified in these guidelines, as each building will have its own set of requirements. However, the selection of such items should be made with the principles of these guidelines in mind.

Please see Appendix A for performance guidelines for upholstery materials.

A. Recycling and Trash Receptacles:

A recycling center with receptacles for paper, glass, plastic and aluminum shall be provided in a common area adjacent to offices in order to promote recycling. Durable trash cans shall also be provided.

Each office shall be equipped with a trash receptacle and paper recycling receptacle.

The design of all receptacles should be appropriate for use indoors - i.e. no outdoor trash cans. See the following examples for acceptable receptacles.
B. Window Coverings:

Window coverings shall be aluminum horizontal mini blinds by Bali or Levolor, or similar. Color to be light in value, and selected to coordinate with adjacent wall color.

Fibrex Products “Mobius” combination recycling/waste stations
Material: fiberglass
Color: white
2 compartment station: model # ED2500
  Dimensions: 38”w x 18”d x 32”h
4 compartment station: model # ED4100
  Dimensions: 52”w x 18”d x 32”h
1 (800) 346-4458 or www.fibrexgroup.com
5. Office Size
Tenure track faculty offices shall be large enough to accommodate the faculty member and two students. Sizes for other office types shall be determined on a case-by-case basis.

6. Location Within Building
Wherever possible, offices shall be located along exterior walls with operable windows.
Residence Hall Guidelines
1. Color

Two color palettes have been developed for use in residence halls - a “warm” palette and a “cool” palette. Each palette contains materials and colors that may be selected for use depending on the light levels, room size, and design character of the space, as well as the project’s budget.
# PRODUCT SPECIFICATIONS

## INTERIOR FINISH PRODUCT SPECIFICATIONS

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**WARM**

### RESIDENCE HALL GUIDELINES

**WARM**

Pacific Lutheran University Interior Design Guidelines  
47
## PRODUCT SPECIFICATIONS

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2. Floor, Wall and Casework Materials

In general use areas, such as lobbies, corridors and lounges, floor material types shall be determined on a case-by-case basis. Resident room floors and kitchen floors shall be vinyl composition tile. Built-in cabinetry shall be plastic laminate on all exposed surfaces. Refer to Color Palettes for color and pattern selections for flooring materials and plastic laminate. Walls in all rooms shall be painted with colors specified within Color Palettes.

Please see Appendix A for performance guidelines for flooring materials.

Bathrooms

Bathroom walls and floors should be porcelain tile. Refer to Color Palettes for color and size selections. GWB ceilings and walls shall be painted with colors specified within Color Palettes.

Please see Appendix A for performance guidelines for floor tile materials.
3. Lighting

Lighting should provide ambient illumination with a minimum amount of glare. Directional lighting may be used to highlight walls where necessary. Lighting should create an atmosphere that supports the function of the room and creates visual comfort for occupants. Following are guidelines for the selection of light fixture styles:

Please see Appendix A for performance and efficiency guidelines for lighting sources.
A. Ambient Illumination in corridors and common spaces:

*Recessed compact fluorescent downlights*

Recessed cans should be used where space above ceiling is adequate for recessing. See the following for examples of acceptable fixture styles.

Lightolier “Calculite” compact fluorescent open downlight
#8031
6” aperture triple tube horizontal lamp
reflector trim: clear iridescence free, white flange
available with electronic or dimming ballast
available with emergency battery backup
(508) 679-8131 or www.lightolier.com
Surface mounted compact fluorescent downlights

Surface mounted downlights should be used where recessing is not feasible. Downlight housings and diffusers should be metal or acrylic/polycarbonate – glass diffusers are only acceptable in special situations or areas with high ceilings. See the following for examples of acceptable fixture styles.

Enertron Lighting Drum surface luminaire
- High impact white acrylic mushroom diffuser
- 14” diameter, 3” high
- Finish: white powdercoated steel
- Integral electronic ballast
- UL rated for damp location
- www.enertron.com
B. Directional Illumination in corridors and common spaces: 

Recessed compact fluorescent wall washers

Recessed fixtures should be used to illuminate walls in smaller areas, or where the object being illuminated is a permanent fixture (i.e. artwork). See the following examples of acceptable fixture styles.

Lightolier “Calculite” compact fluorescent open wall washer

#8081

6” aperture triple tube horizontal lamp

reflector trim: clear iridescence free, white flange

available with electronic or dimming ballast

(508) 679-8131 or www.lightolier.com
Line voltage incandescent track lighting

Track lighting should be used where flexibility of light location is desired. See the following examples of acceptable fixture styles.

Juno “Trac-Master” track lighting system
Avant Garde Delta 200 series heads #T218SL
Line voltage par 30 lamps
(847) 827-9880 or www.junolighting.com
C. Ambient illumination in bathrooms:

*Surface mounted compact fluorescent downlights*

See the following for examples of acceptable fixture styles.

Enertron Lighting Drum surface luminaire
- High impact white acrylic mushroom diffuser
- 14” diameter, 3” high
- Finish: white powdercoated steel
- Integral electronic ballast
- UL rated for damp location
- www.enertron.com
D. Task illumination in bathrooms:

*Compact fluorescent wall sconces*

Wall sconces may be used at vanity areas. Housing and diffusers should be of durable materials, such as metal and acrylic/polycarbonate. See the following for examples of acceptable fixture styles.

**Shaper Lighting wall luminaire**
- #661 series with 13 w compact fluorescent lamp
- 9” wide, 9” high
- finish: natural aluminum, white acrylic diffuser
- integral electronic ballast
- available with emergency battery backup
- www.shaperlighting.com

**Lightolier Soli wall mounted luminaire with 40914 acrylic diffuser**
- #48021ALU with 14 w T5 fluorescent lamp
- 6-1/2” wide, 23” high
- finish: metallic aluminum, white acrylic diffuser
- integral electronic ballast
- available with emergency battery backup
- may be mounted vertically or horizontally
- (508) 679-8131 or www.lightolier.com
4. Furnishings

Furniture items such as seating, tables and casework are not specified in these guidelines, as each building will have its own set of requirements. However, the selection of such items should be made with the principles of these guidelines in mind.

Please see Appendix A for performance guidelines for upholstery materials.
A. Recycling and Trash Receptacles:

A recycling center with receptacles for paper, glass and aluminum shall be provided in common areas. Durable trash cans shall also be provided.

Each enclosed room shall be equipped with a trash receptacle and paper recycling receptacle.

The design of all receptacles should be appropriate for use indoors - i.e. no outdoor trash cans. See the following examples for acceptable receptacles for use in open areas.

Fibrex Products “Mobius” combination recycling/waste stations
Material: fiberglass
Color: white

2 compartment station: model # ED2500
Dimensions: 38”w x 18”d x 32”h

4 compartment station: model # ED4100
Dimensions: 52”w x 18”d x 32”h

1 (800) 346-4458 or www.fibrexgroup.com

Recycling rooms shall be equipped with large wheeled totes to allow for the collection of greater volumes of recyclables.
B. Tackable surfaces:

Tack boards may be self-contained units or composed of special tackable material applied directly to the wall surface. When such material is used, it shall be finished with manufacturer-supplied trim or trims designed by interior designer. See the following examples of acceptable tackable surfaces.

Claridge Products “Modular” Series
available in sizes from 3’x 4’ to 4’x 8’
aluminum frame
Claridge Cork self-healing tackable surface available in 12 colors
(870) 743-2200 or www.claridgeproducts.com

Walltalkers “Tac-Wall” tackable wallcovering
available in 48” and 72” widths
available in 12 colors
Walltalkers aluminum trim and tray color: clear anodized aluminum
(800) 820-9255 or www.walltalkers.com
C. Dry erase boards:

Dry erase marker boards shall be used in lieu of chalkboards, except in special situations. Marker boards may be self-contained units or composed of special dry erase wall covering material applied directly to the wall surface. When such wall covering is used, it shall be finished with manufacturer-supplied trims and marker trays. See the following examples of acceptable dry erase board units and wall coverings.

Claridge Products “LCS Deluxe” markerboard
available in sizes from 3’ x 4’ to 4’ x 16’
5/8” aluminum frame
2-5/8” deep marker tray
furnished with 4 LCS markers and 1 eraser
(870) 743-2200 or www.claridgeproducts.com

Walltalkers “Just-Rite” dry erase wallcovering
available in 48” and 60” rolls
5/8” aluminum frame
Walltalkers aluminum trim and tray
color: clear anodized aluminum
(800) 820-9255 or www.walltalkers.com
C. Artwork display systems:
The design of display systems shall be unobtrusive, and be flexible to allow for the accommodation of various sizes and shapes of 2-dimensional artwork. See the following example of acceptable display system types.

Griplock art suspension system
- aluminum finish track with optional, paintable white track cover
- track available in 80" lengths
- cables, gliders and clamps specified individually
- will hold up to 50 lbs. every 16 inches
(800) 585-1505 or www.griplockart.com

Arakawa Grip art hanging system
(503) 236-0440 or arakawagrip.com

D. Window Coverings:
Window coverings shall be aluminum horizontal mini blinds by Bali or Levolor, or equal. Color to be light in value, and selected to coordinate with adjacent wall color.
The Griplok Art Suspension System

Whether you’re hanging a show in SoHo, creating a window display on Fifth Avenue, or suspending 3-dimensionsional artwork at the Getty, you can count on Griplok.

Griplock Cable

The single slot wall mounted cable can slide easily on any pivoted or fixed Art Track. Griplok’s 3/4” Stainless Steel Cable supports a maximum of 50lb. Other Cable sizes and terminations are available.

Art Track

The exclusive Griplok Art Track is 2½” long and can be removed or adjusted in any position or direction with a simple 2½” wrench. The track can be attached to walls, ceiling joists or other hard materials with 3 screws every 12”. The entire PVC Track Cover slips on snugly over the groove and can be adjusted, provided there is a 12” opening at the end of each Track section.

www.griplockart.com  art@griplocksysteems.com  Phone 830.545.1303  Fax 830.546.9065
A-1. Carpet Performance Guidelines

quality: commercial grade carpet
construction: loop, level or textured
yarn type/dye method: solution dyed nylon
testing requirements:
  radiant panel: (ASTM E-648) Class 1
  smoke density: (ASTM E - 662) 450 or less
recycled content: some recycled content in yarn or backing is required
recycling program offered by manufacturer is required
A-2. Floor Tile Performance Guidelines

1. Commercial Grade Porcelain Tile
   abrasive properties: minimum .70 coefficient of friction wet in wet and dry areas

2. Vinyl Composition Tile (VCT)
   quality: commercial grade VCT with through pattern
   testing requirements:
   - radiant panel: (ASTM E-648) Class 1
   - smoke density: (ASTM E - 662) 450 or less
A-3. Lighting Performance and Efficiency Guidelines

lamping: energy efficient fluorescent or compact fluorescent for ambient lighting and accent lighting
color temperature: 3500K for fluorescent
spectrum: broad spectrum may be used in selected situations
A-4. Upholstery Material Performance Guidelines

- quality: commercial grade
- durability: minimum 100,000 double rubs Wyzenbeek method
- fiber: polyester, polyester blend, solution dyed nylon, vinyl or polyurethane
- finish: Crypton stain resistant finish or similar on woven fabrics used in residence halls and gathering spaces
- backing: Crypton or similar on woven fabrics used in residence halls and gathering spaces
- flammability: meet commercial quality flammability standards, including California Bulletin #117 and NFPA 260
Principles and Guidelines for PLU Pedagogical Spaces
Instructional Resources Committee - March 2006

I. General Principles and Guidelines for Pedagogical Spaces:

A. The Place of Pedagogical Spaces, and This Document, in the University’s Mission and Goals.

If we define “pedagogical space” as space in which teaching occurs and that itself teaches those who inhabit it, the whole university campus is a complex pedagogical space and material representation of institutional priorities and values regarding the most basic forms of human enterprise, communication and learning. At PLU, core themes (the Lutheran heritage, the centrality of the liberal arts, global perspective and international study, purposeful education and service) and a set of Integrated Learning Objectives (ILOs) make up the context and delineate the skills of these enterprises. With these skills and within this context, students gain “an understanding of the human condition, a critical awareness of humane and spiritual values, and a capacity for clear and effective self-expression” in order to pursue lives consonant with PLU’s mission of “educating for lives of thoughtful inquiry, service, leadership, and care for other people, for their communities and for the earth.”

With learning at the heart of our enterprise at PLU, it is imperative that planning, construction, maintenance, and improvement of spaces that are more directly engaged with the activity of learning receive considerable university attention and commitment, for these spaces reflect values and enable mission at all levels of education. Well-designed spaces positively affect concentration, morale, behavior, and (most importantly) learning, while poorly designed spaces have the opposite effect. To support “thoughtful inquiry,” pedagogical spaces must be conducive to concentration; to allow students to “Consider...multiple perspectives,” “Communicate clearly,” “Work creatively,” “Acknowledge and respond,” “Articulate,” and “Recognize,” they must allow for flexible pedagogical arrangement. Moreover, to foster students’ abilities to “articulate and critically assess” values from which to “develop and promote effective strategies and interpersonal relationships for implementing cooperative actions,” these spaces should reflect values, such as commitment to care for the earth and responsible global citizenship, that we hold as important to PLU’s mission and identity.

This document is intended to set out principles and guidelines for general-use classrooms and offices. IRC is reluctant to overstep its abilities to make stipulations concerning special-use spaces such as labs, studios, and athletic facilities. However, the principles expressed in the “Short Statement of Principles and Guidelines for PLU Pedagogical Spaces” associated with this document could be applied generally and specific recommendations be developed through work among the university, IRC, and the departments and individuals with expertise in these specialized spaces. And while it is unrealistic to suggest that all existing pedagogical spaces on campus could be brought up to the following standards concurrently, it is not unreasonable to set the goal of bringing and maintaining all spaces up to them, along with the necessary fiscal, procedural, and personnel commitments to achieve and sustain this task, in a reasonable time-frame. Nor are these principles and guidelines intended to be immutable: they should evolve along with PLU, and there should be an ongoing consideration of them by the Instructional Resources Committee in order to ensure that the principles and guidelines continue to represent both current and sound pedagogical needs and practices as well as the mission of the university.
B. General – Use Classrooms and Faculty Offices: Environment and Furnishings.

Faculty and students alike expect the spaces in which they work, learn, and teach to be safe, comfortable, attractive, fully operational, and furnished in ways that support flexible teaching-learning methods. While classrooms obviously fall into this category, so too do offices, in which faculty maintain their professional presence on campus, conduct research, supervise independent studies, advise and interact with students on a formal and an informal basis. Moreover, because putting good learning tools into inadequate, inappropriate, or ineffective spaces is counterproductive and a poor use of resources, creating and maintaining suitable classroom and office environments is of primary importance in addressing learning these spaces holistically.

Every pedagogical space must meet three fundamental criteria: each space must be appropriate for its pedagogical activities, each must be safe for participants in those activities, and each must be regularly cleaned. Beyond these basic criteria, classrooms and offices should have these features, although each space will present individual needs and restrictions:

- Classrooms and offices should be comfortable. Classrooms and offices should have comfortable adult seating. In classrooms, each student should have a surface large enough to hold both an open book and an open notebook. Offices should contain spaces for both computer and “table-top” work (grading, laying out materials for students or research). Both classrooms and offices should have easily adjustable environmental controls (i.e. heating and cooling) to make them suitable for all seasons.

- Classrooms and offices should be convenient. Whenever possible, classroom furniture should be designed to be easily reconfigured to meet different pedagogical needs (e.g. lecture, discussion, group work) and have adequate storage for a reasonable number of personal possessions. Provisions should also be made in classrooms for the instructor to have a comfortable seat, a small table and moveable podium or media station with room for a book or notes, for lecture or presentation. Offices should provide sufficient bookshelf and file space for a reasonable collection of personal material pertaining to research, service, and instruction.

- Classrooms and offices should be roomy. Since a classroom whose “capacity” for 30 students in narrow rows does not have the capacity for effective use of group work, general-use classrooms without fixed seating should have a generous space to enrolment ratio to accommodate flexible pedagogical arrangement; offices should be sufficiently large (a minimum of 100 square feet of usable space) to accommodate at least two seated students comfortably. In situations where this is impossible, an easily-accessed conference room should be located nearby in order to facilitate such meetings.
C. Classroom and Office Equipment:

The increasing presence of technology in the lives of both students and faculty creates both challenges and opportunities for campus facilities. In order to support active and constructive learning in an increasingly digital world, the learning environment must increasingly extend beyond the physical boundaries of the classroom and scheduled class hours. Students expect instant and continuous communication, opportunities for active learning, and engagement with the instructor outside the classroom through a variety of media. Faculty increasingly also require instructional technology that contains presentation software, reliable network access, and dependable video and audio resources as necessary components of basic instruction and good pedagogy, and increased technological capacities in offices that incorporate and support such pedagogy.

While the essence of effective teaching and learning lies in the quality of personal interaction among faculty and students, modern technology can be used to better communicate some concepts, to provide hands-on experience for students, and to allow direct feedback between faculty and students even when enrolment is large. In addition, the connectivity of learning spaces to the world both reflects and enables PLU’s commitment to global citizenship and education. However, for equipment to be effective it must also be consistent and predictable across campus so that instructors can transfer good pedagogy from space-to-space; that is, an instructor of a 25-seat lecture/discussion class should be able to expect a baseline of working equipment (high and low technology) in any 25-seat general-use learning space to which s/he is assigned. Inconsistent equipment and furnishings undermines good pedagogy by forcing it to depend on the lowest common denominator of support in order to be practicable on campus. Similarly, faculty should be able to expect a consistently high standard of working and compatible equipment in and amongst their offices.
II. Practical Guidelines for General-Use Classrooms. The following guidelines for general-use classrooms are intended to provide a more specific instrument by which needs may be systematically assessed, deficiencies remedied, and budgets coordinated, either on a space-by-space basis or (in some cases) on an item-by-item basis across multiple spaces in—

- evaluating, prioritizing, and budgeting for current spaces’ improvement and renovation;
- planning, design, and budgeting for the creation of new spaces;
- providing a means of assessment and accountability in PLU’s handling of classroom spaces.

A. In terms of global education and the environment, general-use classrooms should feature:

1. Reliable and consistent internet access linking learning space to the world;
2. Whenever possible, use-appropriate tools (such as maps and charts) and décor (such as art, posters, photographs, or representations of PLU students and instructors engaged in projects, service, and research) that illustrate and enhance the theme of global education and citizenship;
3. Environmentally sound materials and furnishings that promote a healthy classroom environment;
4. Well-functioning heating, cooling, and lighting controls;
5. Trash containers in the room, and recycling containers in or nearby.

B. In terms of learning space environment, general-use classrooms should:

1. Be clean, well-maintained, and safe;
2. Be acoustically conducive to both listening and speaking and protected from disruptive levels of ambient noise;
3. Have task-appropriate and easily-controlled lighting (natural and/or artificial) and darkening (shades, blinds) that supports the room’s use and equipment;
C. In terms of furnishings, general-use classrooms should feature:

1. A small table or media station with surface for notes or an open book (as applicable to the use of the room), a comfortable chair, and a podium for instructors and presenters;

2. Comfortable, adult seating for students and surfaces capable of accommodating books, notebooks, or laptops;

3. When there is not fixed seating, furnishings that allow flexibility in class arrangement (both students and equipment) to enable effective lecture and group work;

4. Unless inapplicable to courses that utilize the space, a well-displayed and current world map;

5. User-friendly controls (lighting, heating/cooling, technical equipment) with clear and updated instructions for use in consistent locations;

6. Sufficient writing surfaces for several students to work “at the board” at one time, and which allow for concurrent use of projection and writing surfaces.

7. Projection surface sizes and lighting zones that accommodate viewing and note-taking.
D. In terms of equipment, general-use classrooms should feature:

1. Uniform, coordinated, and up-to-date electronic media and software, with instructions for use and for media support. Currently, minimum standards would include a) an in-class networked computer (with the ability to support the minimum standard of software) and laptop drop, b) DVD/CD/VCR, c) supporting projection and audio for all room media, and d) current productivity, presentation, and browser software installed on the room computer. The minimum standard should be reassessed regularly to keep equipment in line with the reasonable expectation of new faculty and good pedagogy;

2. An overhead or ELMO projector;

3. Convenient network capabilities: either Wi-fi or multiple network ports;

4. Sufficient outlets to accommodate multiple configurations of the space.


ILO A 2, B 1, C 1-2, D 1-2.

ILO D 1.

ILO C 3.