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A Continuing Education Center

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A CONTINUING EDUCATION CENTER

A Terminal Project submitted to the faculty of the College of Architecture, Clemson University, in partial fulfillment of the requirements for the degree of Master of Architecture.

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Sincere thanks are owing to my Committee Members, to the Rotary Organization who supported my year of study in the United States and to Michael Rickenbaker for his assistance.

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CHAPTER 1: INTRODUCTION

HISTORICAL SKETCH

The historian of residential continuing education could legitimately preface his work with a description of the medieval monastery. The communal life and the retreat from the world for purposes of contemplation and study are important aspects of life in a residential center. The ecclesiastical influence, however, no longer prevails, and the modern movement in continuing education has its precedents in the 19th century rather than the 6th.

The political breakdown which followed the Napoleonic wars and the decline of the traditional hierarchy in European society brought an expanded electorate with new and pressing educational needs. Education was viewed as a liberating process, a means of improving life, a unifying force providing all citizens with a body of common knowledge. The Scandinavian Folk High School movement - rural, democratic and a response to national crisis - developed in this context. The residential adult colleges associated with the trades union movement were similarly designed to meet the new responsibilities of workers, and the summer school movement in Britain owed much of its growth to the rising concern for the economically disadvantaged which followed the 1939-45 war.

The residential centers, which housed these movements, were generally separate facilities, variously sponsored, and each with a specific mission. Humanistic traditions dominated the curriculum. Centers were planned to foster a sense of community, further self-discovery, and produce better citizens. Conferences were kept small to encourage recognition of individual backgrounds and,

intentionally, required a complete break with daily routine. The European tradition was, of course, carried to the U.S. by immigrants, but it was never a strong force relative to such influences as Chatauqua and the agricultural short course.

The Chatauqua movement, originally rooted in religion, eventually emphasized psychology, the humanities and citizenship. The small town focus gave way to the mass communication media, but at its height, the Chatauqua was in every way a convention for educational purposes. The agricultural short course, which brought farmers together to learn scientific techniques, provides an early example of specialized continuing education. Similarly, the university summer session, designed to provide in-service training for teachers, has led to the development of institutes and workshops for a variety of occupations, both rural and urban, industrial and professional.

The growth of conventions and conferences brought new administrative responsibilities, the creation of "conference and institutes" offices and, finally, in the 1930's, the establishment of separate facilities to house conferences. The first of these, Camp Roosevelt, operated by the University of Florida, did not last long; the second, the Center for Continuation Study at the University of Minnesota, was the first university-sponsored building especially designed and built for residential continuing education.

Further efforts followed at the University of Georgia, the University of Oklahoma, Syracuse University and the University of Maryland. Certainly the most significant development of the period was the

collaboration of the W.K. Kellogg Foundation with Michigan State in constructing the W.K. Kellogg Center for Continuing Education.

Michigan State had pioneered the agricultural short course, the summer session and other forms of residential learning. W.K. Kellogg, himself, had a personal commitment to improving humanity, and the Foundation had considerable experience in offering week-long workshops to citizens in the counties around Battle Creek. The Foundation went on to fund nine additional centers, each an outgrowth of its sponsoring university's tradition and philosophy, but all dedicated to making the knowledge of the specialist available to mankind. The centers bring the concerns of society to the attention of scholars, and were founded in the belief that faculty resources could and should be applied to the improvement of human life.

Stimulated by the Kellogg Foundation's efforts, new centers appeared during the 1960's at the rate of 4 to 9 a year. In 1968, there were at least 118 centers in the U.S. and 32 in Canada. It is estimated that there are now approximately 200.

AIMS

The American centers, though they drew on the European tradition, have been multi-purpose in nature. Many house several conferences at once, and the goals are those of the individual conferences - not of the facility itself. The central emphasis has not been liberal education, but education for a specific personal or social role. The American tradition assumes that the learners

have studied some related body of content previously and wish to study further. A retreat from everyday life remains an important aspect of residential continuing education insofar as the learner's usual routine is put aside while joining with sympathetic fellows in the pursuit of some common goal.

A complete break is not always required, however, as the integration of normal activity with education can follow one of four patterns:

1. Life and study in a center can be structured so that all social and daily life is designed to advance learning;
2. Living can be near a center with social and intellectual relationships reinforcing each other;
3. A group can live in the same facility, go to a center for meetings, yet not share other intellectual and social activities;
4. An individual can live anywhere and go to the institution as scheduled.

In all of these circumstances, interaction is the over-riding theme. The learning experience is intensive and concentrated and aims to expand horizons, facilitate associations outside the home community, and stimulate an open exchange of ideas and suggestions.

Conferences have been the most visible aspects of residential centers. An analysis of several centers showed that 80% of the programs were conferences, with 35% lasting five days or longer. Half of the programs were sponsored by the university alone or in cooperation with external groups. Eighty percent were occupation-related, and 60% were repeated or expanded from previous years.

Because a center is a self-contained adult learning environment, it can serve as the focus for a wide range of continuing education activities - credit and noncredit course work, evening classes, correspondence or independent study departments, radio and tv facilities, audio-visual libraries and studios. As a part of a great university, whose total academic resources constitute the study environment, a continuing education center is one way administrators can work to accommodate contemporary social pressures for educational relevance and academic service to the community.

A fully operative residential center faces three major responsibilities. It exists to provide education for adults, to train leaders in adult education, and to serve as a site for research in adult learning. The institutional format, thus, strongly resembles the university hospital. The hospital's primary purpose is to heal patients, but such a facility also trains medical personnel and is used for medical research.

Residential education has been criticized for its expense, its limited outreach and its disruption of life patterns. Certainly, conference study is more costly than self-instruction or correspondence work, and for that reason, alone, appeals to fewer learners. Conferences are also known to produce a high level of anxiety. Conference participants, however, seem to be exceptionally open to stimuli, and studies show that a well-designed conference, particularly one involving participant planning and guided by men and women of competence, will result in a relevant educational experience with a maximum educational impact.

As a training institution, the center serves many groups. Pre-service and in-service training can be provided for extension staff and adult education practitioners. Graduate departments in adult education can offer students the possibility of an internship with performance supervised by center staff and theoretical understanding supervised by a graduate professor. Some centers can accommodate professional study in other fields; for example, hotel and restaurant management. In all such cases, academic leaders and their non-campus colleagues are able to discuss, together, the needs of the profession and the university's potential contribution to meeting those needs.

Though residential centers offer many opportunities for research, most centers have concentrated their efforts on teaching and training. There is, however, considerable pressure in the field to use the centers for basic data collection, and to develop objective evaluation procedures which could improve in-service studies. A residential center brings together research workers in all disciplines, and provides nearly endless material for the study of group processes, conference procedures, and teaching methods. General hypotheses in the social sciences and theoretical models in education or social psychology could be tested in such a facility.

THE CONTINUING EDUCATION CENTER

CHAPTER 2: THE CONTINUING EDUCATION CENTER

CONCEPT

Early university-based Continuing Education programs in the United States utilized existing campus facilities. Inherent in these programs were a number of significant shortcomings:

1. Existing classrooms and conference facilities were equipped for the university student and did not respond well to the unique requirements of a Continuing Education program.

2. Meeting room venues were often changed prior to the program commencement, causing considerable confusion for both administration and conferees.

3. Participants of short courses lost valuable time transferring from their hotel to the campus and then finding the location of the conference facility.

4. The development of a cohesive conference was difficult due to the scattered locations of lodging and conference venues.

The residential Continuing Education Center developed largely as a response to these drawbacks. By locating the Center on the campus, existing university facilities could be utilized - especially those of a technical nature. At the same time, faculty members could more easily participate in the development of the program and its organization. Also, by exposing the participant to the university environment, the validity of the university-sponsored program was enhanced as a new educational

concept. Clifford M. Hardin, the Chancellor of the University of Nebraska, expressed the evolving idea of Continuing Education in this way:

> "A concept of all inclusiveness is absolutely vital. It is our hope that a university can provide an effective program which will lend the needs of the youngsters entering our secondary schools, the young adult entering into the challenging world of reality, the middle-aged and their need for vocational refresher work, and the older-aged group who need not dispainingly contemplate a diminution of vocational productiveness and an attenuation of those things which help us live a life."[1]

The unique characteristics of Continuing Education demanded a building type which combined, in the one structure, conference rooms, exhibition space, communications systems, duplicating and distribution systems, overnight lodging and dining facilities. The Kellog Center for Continuing Education at Michigan State University was the first building to successfully demonstrate that these diversive functions could exist as part of the one complex. Its central theme was to encourage active community and nation-wide participation in the programs offered and simultaneously exposing academics and researchers to the varied needs of a complex society.

ARCHITECTURAL IMAGE

Before the establishment of many early Continuing Education Centers, Royce B. Pitkin, a pioneer in the field of adult education, stated:

> "It would be quite unfortunate if some generous legislature or philanthropist, seeing in the residential adult school a means for a great educational crusade, were to establish a few huge hotel-like structures and call them residential schools. Though such hostelleries might serve usefully as convention centers and meeting places for citizens, they would lack the intimate homely characteristics of the genuine educational institution."[2]

Early centers did not respect Pitkin's poignant observations. The facility at the University of Chicago, designed by Edward D. Stone, was assertive in its form, reinforcing the pivotal philosophy of Continuing Education at the time. Other centers, especially those at the Universities of Georgia and Nebraska continued this trend. In an article written in 1968, Robert Blakely observed:

> "In my judgement the building of large, elaborate and expensive centers for Continuing Education has harmed the development of university conferences."[3]

Blakely pointed to the danger of the university conference being overwhelmed by its physical surroundings.

As a response to the alienation of conferees, many recent Continuing Education Centers have emphasised the need for a more personal scale. The Marcus Center at Wichita State University typifies this trend. The building accommodates the university's expanding emphasis on Adult Education through a variety of programs but at the same time provides an identifiable home for the adult part-time student. The Oklahoma Center at the University of Oklahoma was conceived as a complex of relatively small buildings. Inherent in this concept was a greater appreciation of the importance of the individual participant to the success of the program. Conferees were encouraged to come together as a group; withdraw into smaller 'breakout' groups for further deliberation; and return to the larger group to discuss findings.

The modern Continuing Education Center should provide an environment for the physical and emotional well being of the individual participant, for without it, program administrators will find it

increasingly difficult to sponsor programs of genuine educational value. The success of any conference depends, in part, on a conferee quickly identifying with alien surroundings.

In the context of these recent trends, a Continuing Education Center at Clemson University should:

1. emphasise the individual as the basis for all continuing education;
2. relate to the existing rural character of the campus and its vicinity;
3. express the varying functions of residential Continuing Education but stress the importance of a unified facility;
4. appropriately scale its proportions to the size of the functional spaces.

ADMINISTRATIVE STRUCTURE

Extensive research into the organization of many existing centers has revealed that a five-part administrative hierarchy is the most appropriate:

1. Director of Continuing Education

The C.E.C. Director is responsible for: the overall management of the center; the formation of its policies; the management of Department Directors; liaison with university hierarchy; and the coordination of Continuing Education within the various colleges.

2. Director of Conferences

Responsible for program design and development and coordination of the program throughout its duration

Staff include:
- stenographers
- registrars
- conference secretaries
- conference aides
- audio-visual technicians
- program assistants

3. Director of Marketing

Responsibilities include: promotion of the Center; lobbying prospective client groups and advertizing.

His staff will be small and may include only one or two assistants.

4. Director of Communication

Responsible for the preparation of brochures and instructional material and the communications systems within the center.

Staff include:
- editors
- graphic and layout artists
- media center technicians
- audio-visual technicians
- printing and reproduction staff

5. Director of Services

Responsible for the physical functioning of the facility.

Lodging staff include:
- manager
- assistant manager
- desk clerks
- porters
- head housekeeper
- chambermaids
- linen porter

Food and beverages staff include:	F&B manager
	night manager
	F&B control supervisor
	maitre'd
	waiters
	bussers
	hosts/hostesses
	cashiers
	executive chef
	chefs
	kitchen staff
	cooks
	dietician
Maintenance staff include:	mechanical plant supervisor
	tradesmen
	gardeners

PROGRAM DEVELOPMENT

The development of a Continuing Education program is a complex one involving a multiplicity of functions and personnel. However, most programs are developed along similar lines and require many months of planning prior to their commencement.

Stages in the development of a typical program

Week 30 to Week 25 (prior to commencement)

Suggested activities:

- idea for program
- define audience
- determine needs
- contract associations/publications

interview potential attendees

review available lists

review previous conference critiques

write previous attendees

review competitive programs

list subjects

draft theme/title

determine price

establish program budget

select coordinator

check conflicting programs

determine dates and facilities

prepare subjects/speakers' list

Week 24 to Week 20

Suggested activities:

invite speakers/confirm

select and order mailing lists

select publication list/publicity

prepare/send first press release

contact accepting speakers weekly

design brochure

prepare brochure copy

Week 19 to Week 15

Suggested activities:

approve brochure for print

print brochures

establish inquiry procedure

order workbooks

prepare workbook materials

send labels to mailing house

Week 14 to Week 10

Suggest activities:

start mailing

prepare/send more press releases

establish registration procedure

determine speaker time schedule

review A/V requirements

select on-site personnel

prepare on-site materials

Week 9 to Commencement

Suggested activities:

send welcome letter

prepare final class list

Post-conference activities:	send attendee certificates
	correspond with and thank speakers
	correspond with and thank attendees
	correspond with attendee firms
	conference evaluation and critiques

PROGRAM SPONSOR

It is anticipated that future Continuing Education Programs at Clemson University will be sponsored in one of three ways:

1. Faculty sponsored

Programs developed on behalf of faculty members, staff and existing Continuing Education departments.

2. Center sponsored

The directors or staff of the C.E.C. center may see the need for a certain program and it is then developed using in-house personnel.

3. Client sponsored

Programs developed on behalf of government bodies, private organizations or professional societies. In most cases the agency will request the center to develop a program tailored to specific needs, however in some cases outside organizations develop their own programs and simply rent the facility.

THE TYPICAL 3-DAY PROGRAM

Day 1

Activity	Time
Transportation to center	
Arrival at center	Usually mid-morning to mid-afternoon
Conference registration	On arrival
Lodging registration	On arrival
Familiarization	
Supper	6:30 - 7:30 p.m.

Day 2

Breakfast	7:30 - 8:30 a.m.
General morning session	8.30 - 10:30 a.m.
Coffee break	10:30 - 11:00 a.m.
Smaller groups discussion	11:00 - 12:30 p.m.
Lunch	12:30 - 1.30 p.m.
Early afternoon session	1:30 - 2:45 p.m.
Coffee break	2:45 - 3:00 p.m.
General afternoon session	3:00 - 8:00 p.m.
Social hour	5:00 - 6:00 p.m.
Supper	6:30 - 7:30 p.m.

Day 3

Breakfast	7:30 - 8:30 a.m.
Morning session	8:30 - 10:30 a.m.
Coffee break	10:30 - 11:00 a.m.
Wrap-up session	11:00 - 12:30 p.m.
Lunch	12:30 - 1:30 p.m.
Departure	Usually all afternoon

CHAPTER 3: REVIEW OF SIMILAR BUILDING TYPES

CENTER FOR CONTINUING EDUCATION

APPALACHIAN STATE UNIVERSITY

BOONE, N.C.

Architects: Wood and Court, Asheville, N.C.

Background

Appalachian State University, enrolling some 10,000 students, is one of 16 members of the consolidated University of North Carolina. It is located at Boone, a small town in the Northwest corner of North Carolina and its setting is similar to that of Clemson - relatively remote from major population nodes.

Built at a cost of 3 million dollars and containing approximately 70,000 square feet of space, the building was opened in 1973. It was conceived as a totally self-contained, self-sustaining campus conference center drawing on North Carolina and adjacent states as its market base.

Inventory

Lodging:	91 double rooms including some which are linked to form suites
Meeting rooms:	1 X 500 person meeting/banquet room
	3 X 50 person meeting rooms - these subdivide to form 6 X 25 'breakout' spaces
	2 X 50 person meeting rooms
Dining room:	large open planned space leading from main entrance foyer

REVIEW OF SIMILAR BUILDINGS

Exhibition space

Lounge/recreation area

Planning and architectural quality

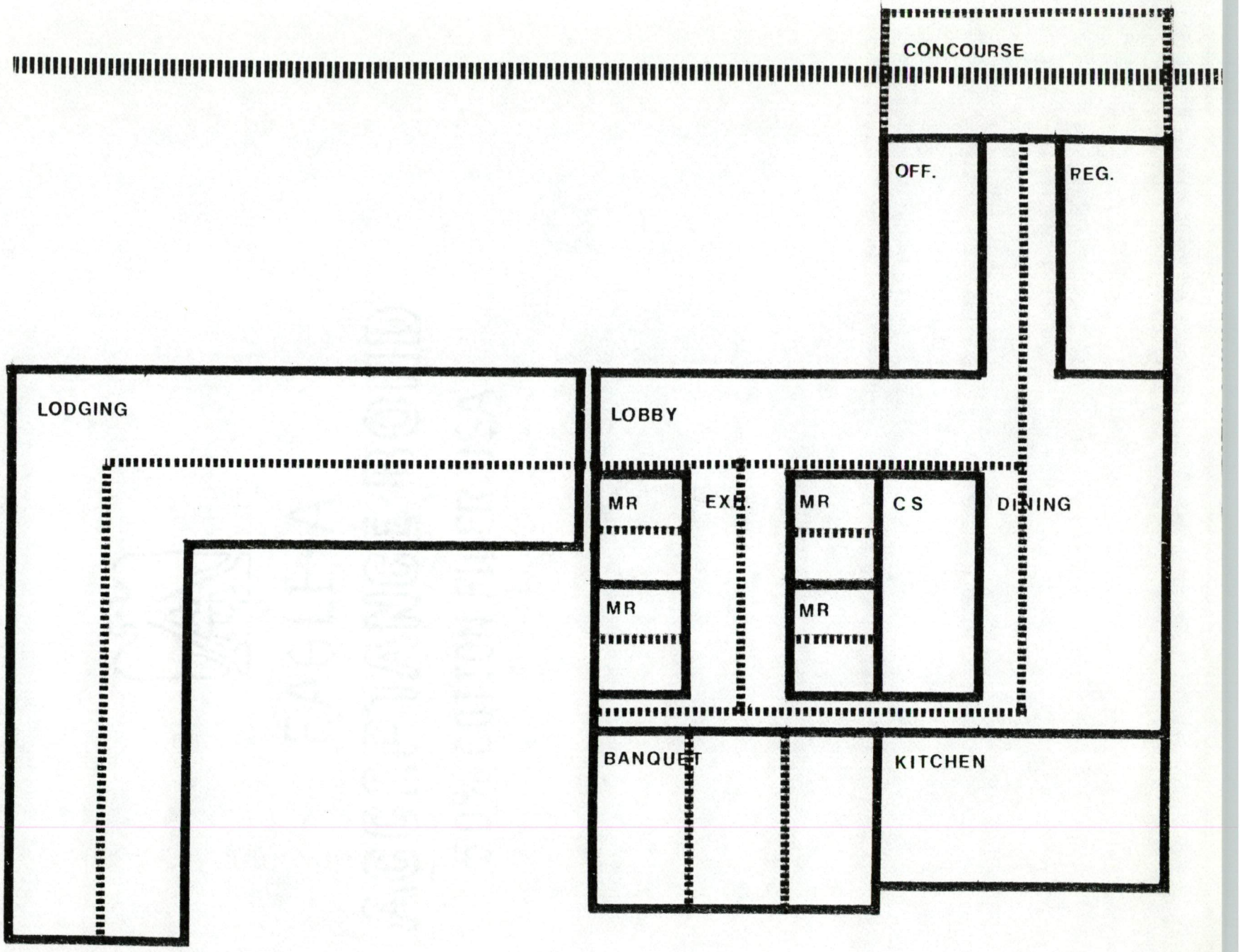
The building has, in its planning and zoning, displayed a very direct expression of the functions it houses - namely the lodging and conference activities. Consequently the articulation of these elements has created a more meaningful transition through the building and its related outdoor spaces. As a reaction to the massive and impersonal scale of many of its predecessors, the designers have made a conscious effort to create an appropriately scaled building, reinforced by sensitivity to its rural surroundings in both setting and choice of materials - those of stone, brick and timber.

Functional flexibility has been emphasized in the zoning of this facility, prompted by a need to maximize the use of the meeting spaces. The kitchen and other service spaces are viewed as pivotal elements in order to ensure maximum flexibility of the served spaces. For instance, all the meeting rooms have banqueting capability and all have close access to furniture and audio-visual stores.

Administrative organization

Although owned by the University, the management of the center is autonomous and there is no interference by the University senate. The center's director is responsible for all policy decisions and he heads a professional administration consisting of 4 directors:

1. Director of Marketing - responsible for public relations and lobbying prospective clients.



APPALACHIAN STATE UNIV.

2. Director of Conferences - acts as a liaison between a client group and the administrative staff of the center.

3. Director of Communication - responsible for the organization of conference coordination staff, registrars and those persons involved during the conference.

4. Director of Services - responsible for maintenance, house-cleaning, kitchen and dining staff, ordering and the physical functioning of the center.

Preference for use of the center's facilities is given to those organizations who are willing to pay. For example, a private paying organization would have preference over the University senate. Early in the planning stages a strict self-supporting policy was adopted thus the center relies almost entirely on business and industry clientele.

A comprehensive range of services are included and these include:

Audio-visual equipment and operators

Recordings of proceedings

Secretarial services

Exhibition space

Duplicating services

Brochure design and preparation

Mailing

Registration

JOHN M. CLAYTON HALL

UNIVERSITY OF DELAWARE

NEWARK, DELAWARE

Architects: Vincent G. Kling Associates, Philadelphia, Pa.

Background

John M. Clayton Hall is a non-residential Continuing Education center on the campus of the University of Delaware. The University is easily accessible by motor car, train, bus and air and is located only two hours drive from New York city.

This one-level building of 89,000 total square feet is sited adjacent to existing university high-rise housing. In the near vicinity are several motels. Due to its proximity to large nodes of population, normal problems associated with transportation and lodging are not encountered.

Inventory

Lobby/Registration area

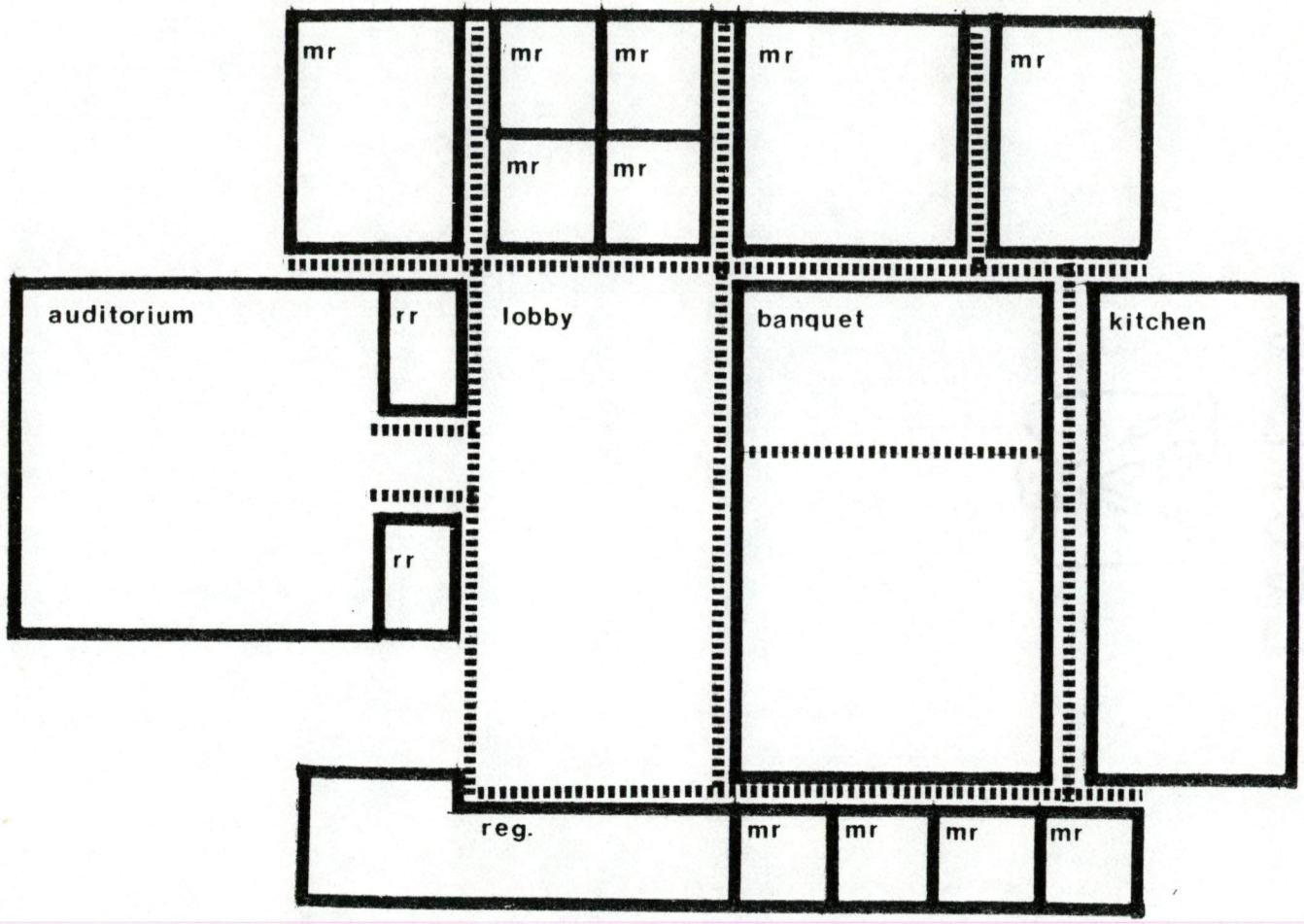
Exhibition/Lounge area

Meeting rooms: 1 X 17,000 sq. ft. banquet room

2 X 3,000 sq. ft. meeting rooms

6 X 1,000 sq. ft. meeting rooms

Auditorium: fixed seating for 800 persons



JOHN M. CLAYTON HALL

Kitchen and service spaces

Administration

Planning and architectural quality

The articulated building form significantly addresses the potential problem of inhuman scale in this large scheme. The interior spaces - auditorium and banquet room - are given a dominant external expression and their juxtaposition against the smaller spaces reduces the apparent scale of the project.

The floor plan is pivotal around a large exhibition space which serves as a buffer zone between the conference rooms and the auditorium. Public spaces are generous and responsive to the functional requirements of several large conferences and banquets occurring simultaneously.

All the meeting rooms are closely related to the service spaces. Adjacent to the conference rooms are large furniture stores. Their location minimizes the amount of labour required to alter conference room layout; allows for greater flexibility within the rooms themselves; and lessens the disruption to the smooth daily running of the complex. All meeting rooms display the following features:

Electrical dimming equipment

Closed circuit television capability

Central sound system

Individually controlled air conditioning

Portable video taping capability

Capability for simultaneous language translation

Administrative organization

This center supports a comprehensive range of Continuing Education programs sponsored by either the University of Delaware or developed on behalf of an outside agency. The professional conference staff provide a comprehensive range of services. These include:

Brochure design

Program format and content

Mailing

Registration

Transportation arrangements

Lodging arrangements

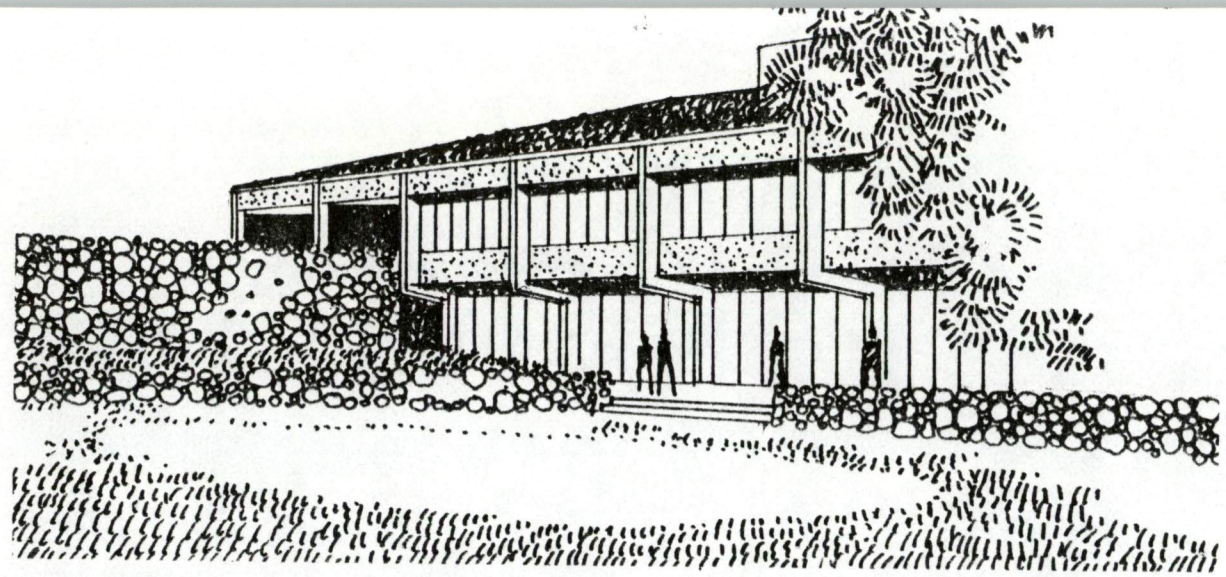
Equipment scheduling

Secretarial services

Duplication services

Furniture layout design

A comprehensive and varied food service is available for those programs requiring it. The center provides an extensive range of menus for breakfast, lunch, and dinner, and a banquet service for up to 800 people. Refreshment breaks are catered for during morning and afternoon sessions.



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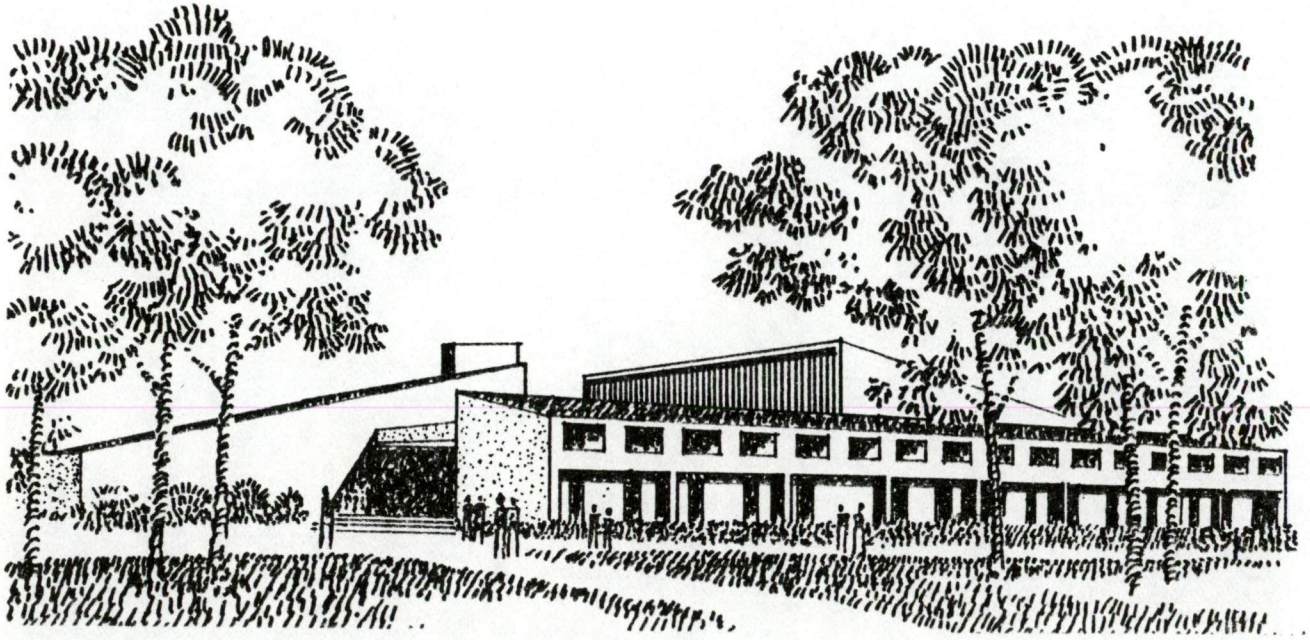


DELAWARE

RESOURCES

CHAPTER 4: RESOURCES

EXISTING CONTINUING EDUCATION PROGRAMS

Presently a number of Clemson University Colleges sponsor Continuing Education programs. The bulk of these originate from the Colleges of Engineering, Agricultural Science,and Industrial Management and Textile Science. Growth over the past decade has been rapid and now a number of Colleges support organized Continuing Education departments. There has yet to be established a College of Continuing Education or similar centralized administration so these departments are operating as relatively autonomous units.

CONTINUING ENGINEERING EDUCATION

Background of participants

All are professional engineers or are professionals in engineering related disciplines - architects, surveyors and town planners. A substantial percentage have engineering managerial responsibilities.

Origin of participants

75% - South Carolina and adjacent states

25% - remainder of United States and overseas

Organization

The Director of Continuing Engineering Education is responsible to the dean of Engineering and is a member of his staff. The Director liaises with all college heads in the College of Engineering

TABLE 1

CONTINUING ENGINEERING EDUCATION PROGRAMS (1980-81)

LENGTH OF PROGRAM (DAYS)	NUMBER OF PROGRAMS	AVERAGE NUMBER OF PARTICIPANTS	TOTAL NUMBER OF PARTICIPANTS
One	4	20	81
Two	12	84	1018
Three	15	62	934
Four	1	24	24
Five	2	100	205
More than five	10	31	313
TOTAL	44	59	2575

and through them or directly with a majority of the engineering faculty who participate as either program chairmen or speakers in C.E.E. programs. He is charged with the responsibility of organizing all aspects of the program including financing, staffing, scheduling and selection of physical facilities.

Use of existing facilities:

Microcomputers

Laboratories

Workshops

PROFESSIONAL DEVELOPMENT

Professional Development is the Continuing Education arm of the College of Industrial Management and Textile Science.

Background of participants

Although many participants are from the industrial management and textile science vocations, their backgrounds are not limited to these disciplines and include finance, accounting engineering and construction.

Origin of participants

Most originate from South Carolina, North Carolina, Georgia and other adjacent states.

TABLE 2

PROFESSIONAL DEVELOPMENT PROGRAMS (1980-81)

LENGTH OF PROGRAM (DAYS)	NUMBER OF PROGRAMS	AVERAGE NUMBER OF PARTICIPANTS	TOTAL NUMBER OF PARTICIPANTS
One	39	42	1656
Two	67	30	1894
Three	21	24	507
Four	3	10	36
Five	5	30	155
More than five	-	-	-
TOTAL	135	62	8305

Organization

Although Professional Development operates within the College of Industrial Management and Textile Science, it is a totally self-sustaining financial organization.

Programs are developed in one of three ways:

1. A faculty member approaches the Professional Development Director with an idea for a program. He then develops the program on behalf of the faculty member.
2. The Director of Professional Development or a member of his staff takes the initiative for the development of a program.
3. An external client group may approach the office of Professional Development and request a program to be developed on their behalf.

Use of existing facilities

Some existing facilities, especially those in the textile science area, are utilized in Continuing Education programs and would not be duplicated in a Continuing Education Center.

CONTINUING AGRICULTURAL SCIENCE EDUCATION

Background of participants

Nearly all are from agricultural vocations.

Origin of participants

The majority originate from South Carolina and adjacent states.

TABLE 3

CONTINUING AGRICULTURAL SCIENCE EDUCATION PROGRAMS (1980-81)

LENGTH OF PROGRAM (DAYS)	NUMBER OF PROGRAMS	AVERAGE NUMBER OF PARTICIPANTS	TOTAL NUMBER OF PARTICIPANTS
One	12	64	770
Two	15	72	1092
Three	3	100	305
Four	3	236	710
Five	6	87	525
More than five	-	-	-
TOTAL	39	87	3402

Organization

The organization within this department is twofold:

1. Cooperative Extension Service.

This is a broad program of adult Continuing Education organized within the College and jointly supervised by an Associate Dean for Extension, professional state extension specialists, and a statewide system of county extension offices.

Agriculturalists in South Carolina look to the county extension offices to provide essential information in their particular fields. With Clemson University as a resource base, these offices disseminate information in a variety of ways. These include:

Bulletins

Mass media advertisements

Meetings

Personal visits

Telephone calls

Demonstrations

Tours

2. Continuing Education in resident instruction.

Continuing Education programs are sponsored by the College of Agricultural Sciences and coordinated on behalf of each subject matter department by the head of Continuing Education.

Use of existing facilities

Electron microscope

Computer

Laboratories and workshops

CONTINUING FOREST AND RECREATIONAL RESOURCES PROGRAMS

Background of participants

Vocations are varied and include:

Harvesting

Forest protection

Service forestry

Consulting forestry

Reafforestation

National resource management

Origin of participants

The majority originate from South Carolina and adjacent states.

Organization

Organization is threefold:

1. Extension services.

TABLE 4

CONTINUING FOREST AND RECREATIONAL RESOURCES EDUCATION PROGRAMS (1980-81)

LENGTH OF PROGRAM (DAYS)	NUMBER OF PROGRAMS	AVERAGE NUMBER OF PARTICIPANTS	TOTAL NUMBER OF PARTICIPANTS
One	-	-	-
Two	1	37	37
Three	1	15	15
Four	1	25	25
Five	2	44	88
More than five	2	30	60
TOTAL	7	32	225

These are administered along similar lines to cooperative agricultural extension services. Extension forestry staff include a department head, a project leader, six specialists and sundry other personnel. The department head is responsible for overall administration and policy and the project leader implements and coordinates individual programs. In-service training and county extension programs constitute the bulk of these activities.

2. Departmental programs sponsored by faculty members or departmental heads.

3. Baruch Forest Sciences Research Institute.

A number of short courses and seminars are conducted each year under the auspices of the Baruch Institute.

CONTINUING NURSING EDUCATION

Background of participants

Most conferees have nursing backgrounds although members of other disciplines are involved. They include:

Social workers

Guidance counselors

Ministers of religion

Recreation therapist

Primary and secondary school teachers

TABLE 5

CONTINUING NURSING EDUCATION PROGRAMS (1980-81)

LENGTH OF PROGRAM (DAYS)	NUMBER OF PROGRAMS	AVERAGE NUMBER OF PARTICIPANTS	TOTAL NUMBER OF PARTICIPANTS
One	27	20	518
Two	2	30	59
Three	1	15	15
Four	-	-	-
Five	-	-	-
More than five	-	-	-
TOTAL	30	20	592

Origin of participants

89% - from South Carolina

11% - from other states

Organization

Presently the department of Continuing Nursing Education is small and administered by a departmental director who is responsible directly to the Dean of the College of Nursing for administration of the program.

OTHER COLLEGES

The remaining colleges, those of Architecture, Education, Liberal Arts and Sciences, contribute in only a minor way to the total Continuing Education programs at Clemson University.

EXISTING CAMPUS FACILITIES

Lodging

Clemson House - could provide supplementary lodging accommodation if required.

Dormitories - could provide supplementary lodging but only during University vacations.

Auditoriums and meeting facilities

Daniel Auditorium

P & A Auditorium

Tillman Auditorium

TABLE 6

EDUCATION PROGRAMS (1980-81)

LENGTH OF PROGRAM (DAYS)	NUMBER OF PROGRAMS	AVERAGE NUMBER OF PARTICIPANTS	TOTAL NUMBER OF PARTICIPANTS
One	1	200	200
Two	1	225	225
Three	1	1350	1350
Four	-	-	-
Five	-	-	-
More than five	-	-	-
TOTAL	3	592	1775

TABLE 7

TOTAL CLEMSON UNIVERSITY CONTINUING EDUCATION PROGRAMS (1980-81)

LENGTH OF PROGRAM (DAYS)	NUMBER OF PROGRAMS	AVERAGE NUMBER OF PARTICIPANTS	TOTAL NUMBER OF PARTICIPANTS
One	93	37	3450
Two	99	43	4385
Three	42	74	3126
Four	8	100	795
Five	15	64	973
More than five	16	27	441
TOTAL	273	48	13170

TABLE 8

PARTICIPANT/PROGRAM DAYS (1980-81)

LENGTH OF PROGRAM (DAYS)	PARTICIPANT/PROGRAM DAYS
One	3450
Two	8770
Three	9378
Four	3180
Five	4865
More than five	5514
TOTAL	35157

Bracket Auditorium

Lee Hall Auditorium

Littlejohn Colliseum

Recreation facilities

Fike Recreation Center

Sloan Tennis Center

Student Union

College of Agricultural Science

Auditorium

Communications center

Computer center

Development laboratory

Soil testing laboratory

Photographic laboratory

College of Engineering

Workshops

Research laboratories

College of Architecture

Auditorium

Computer graphics center

Wood workshop

Rudolph E. Lee Gallery

Library

Laboratories

College of Industrial Management and Textile Science

Library

Textile science laboratories

College of Nursing

Nursing classrooms and laboratories

EXISTING COMMUNITY FACILITIES

1. Holiday Inn

Number of rooms: 220 - good quality

1981 rates: $21-$50

Location: US 123 on the shores of Lake Hartwell about 1½ miles from the Clemson campus

Facilities: Meeting and banquet facilities accommodating up to 600 people.

restaurant

bar

swimming pool

Occupancy rate: 85-90%

Traditionally the Holiday Inn has been the venue for many of Clemson University Continuing Education programs.

2. Ramada Inn (now under construction)

Number of rooms: 150 - good quality

Rates: not yet established

Location: Corner of US 123 and 76, about 1 mile from campus

Facilities: Banquet and meeting rooms accommodating up to 350 persons

restaurant/bar

swimming pool

It is anticipated the Ramada Inn will directly compete with the Holiday Inn and could adequately support some Continuing Education programs, as the Holiday Inn has done in the past.

3. Thunderbird Motor Inn

Number of rooms: 40 - reasonable quality

1981 rates: $15-$20

Location: US 123, 1½ miles from campus

Facilities: swimming pool

The Thunderbird Motor Inn has no conference or dining facility and as such could provide only limited supplementary transient accommodation for participants engaged in programs at Clemson.

Summary

Transient accommodation close to Clemson University is, at present, in short supply. The total number of rooms within a two mile radius of the campus is 440 - this figure includes 28 double rooms in the Clemson House. These are presently retained for transient visitors.

Research has shown that only 80 to 90 rooms are available to Clemson University patrons at any one time. This figure is based on a high 80-85% occupancy rate presently enjoyed by existing lodging establishments.

Since some of the larger Continuing Education programs involve up to 500 participants, transient accommodation must be sought in more remote locations such as Anderson and Greenville. A significant transportation burden is therefore placed upon those conferees who do not arrive by motor car. This situation has, in the past, thwarted the efforts of organizers to establish cohesive programs and in doing so reinforce the campus-based conference as a viable educational alternative.

During University vacations, vacant dormitory rooms can be used to house Continuing Education participants. However this situation is not particularly satisfactory. Firstly it prevents regular cleaning and maintenance usually accomplished during those periods. Secondly, and more importantly, most conferees would expect a standard of comfort and appointment much superior to that offered by

the dormitory room. Since many participants have professional backgrounds, a standard comparable to the Holiday or Ramada Inns should be sought. Established residential centers on other campuses have emphasized high quality in their transient lodging, since they are relying on non-university sponsored programs for their financial viability and in doing so are competing directly with established convention/conference facilities.

POTENTIAL PATRONAGE

Continuing Education Programs

1. Sponsored by established Continuing Education departments - Professional Development, Agricultural Science, Engineering, Nursing and Forestry.
2. Sponsored by Colleges not heavily involved in Continuing Education - Architecture, Science, Liberal Arts and Education.
3. Large public or private organizations.
4. Industry and Commerce
5. Public Service Bodies
6. Associations

Other patronage (not orientated towards Continuing Education)

1. University administration functions - meetings, dining and entertaining.
2. Local clubs and societies - e.g. - Clemson Rotary Club.
3. Student organization
4. Transient patronage - lodging and dining.

5. Transient accommodation for visiting faculty, sporting teams, alumnus and sporting recruits.

Summary

The majority of future patronage will originate from two sources:

1. University sponsored programs

It is anticipated the establishment of a Continuing Education facility will provide the necessary stimulus for accelerated growth of Continuing Education programs at Clemson, especially in those colleges which, at present, have no Continuing Education department.

2. Programs developed for industry, commerce, and government groups

An analysis of existing Continuing Education centers revealed that many rely on programs developed for outside agencies to supplement campus-sponsored programs. They would use the facility in one of two ways:

a) The agency would enlist the support of the center's personnel to develop a program tailored to their own specific needs.

b) The agency would develop its own program using in-house personnel and rent the Continuing Education Center's physical facilities.

CONCLUSION

Research into Continuing Education activity at Clemson University revealed a number of significant trends:

1. The majority of all Continuing Education programs are sponsored by three Continuing Education

departments - Professional Development, Agricultural Science and Engineering.

2. The bulk of the programs are from one to three days duration. It was noted that due to Clemson's remote location, most participants required overnight accommodation - even those attending one-day programs.

3. Many of the programs offered are technically orientated and utilize equipment and facilities already existing on the campus.

4. Over the last few years, growth in the number of programs offered by the University has been slow, but at the same time national trends have shown rapid growth. This lack of growth can almost entirely be attributed to limited and inappropriate campus facilities.

5. A majority of Clemson University Colleges do not offer or offer only limited Continuing Education programs. This situation can be attributed to two main factors:

a) There is no Continuing Education Center and existing campus facilities are being fully utilized by well established departments such as Professional Development.

b) The University has never had a centralized professional Continuing Education administration. This places the smaller colleges in a disadvantageous position because they could never economically justify a separate administrative annex.

SETTING

CHAPTER 5: SETTING

CRITERIA FOR SITE SELECTION

1. Proximity to Existing Campus Facilities

A significant number of continuing education programs utilize facilities already existing on the campus. A center should therefore be located as near these facilities as possible. They include:

The Robert Muldrow Cooper Library

Tillman Auditorium

Agricultural Precinct

Engineering Precinct

Lee Hall Auditorium

Sirrine Hall

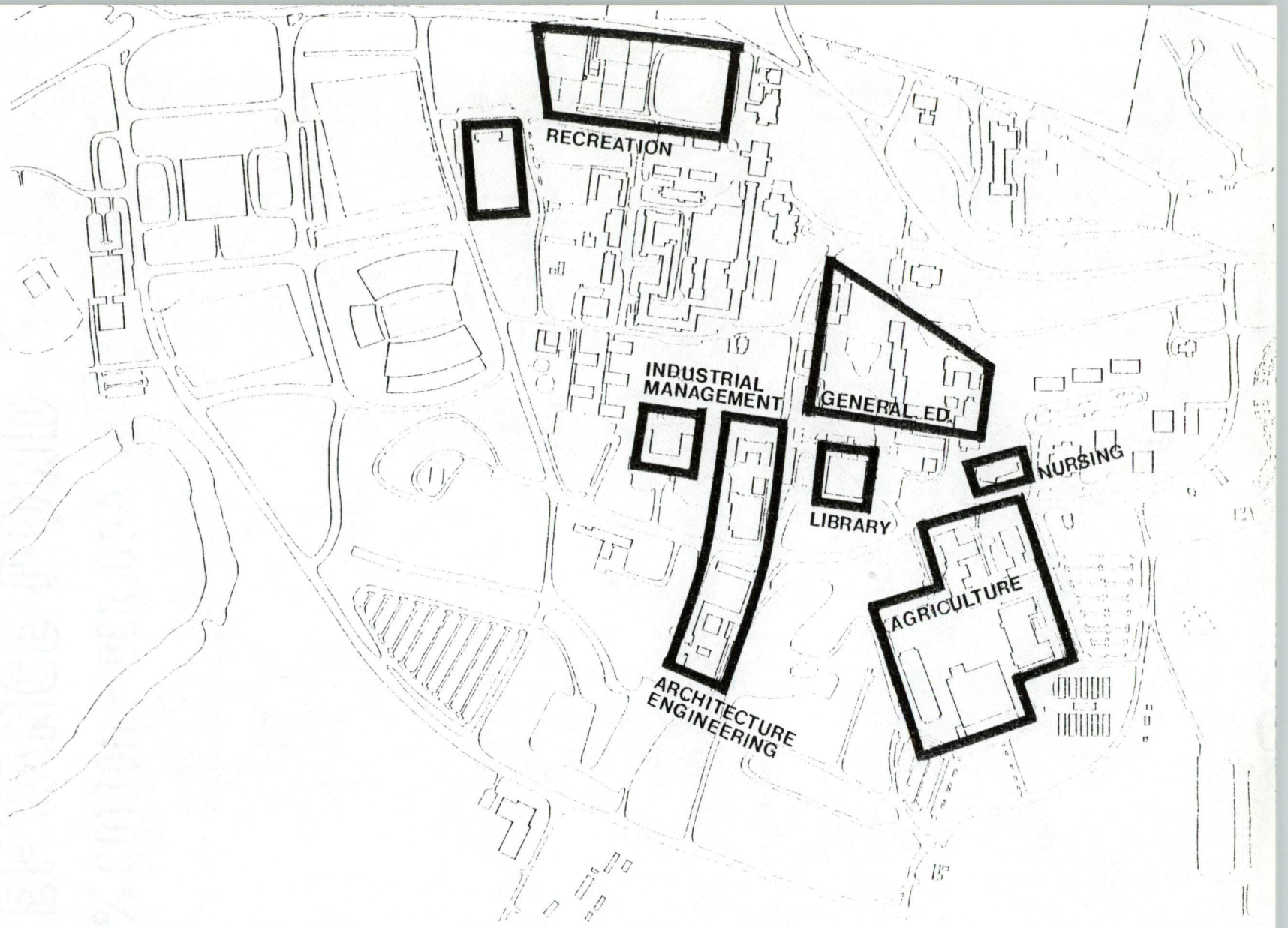
Recreational Facilities

2. Space for Future Expansion

The chosen site should adequately support expansion of the center without jeopardizing the environmental quality of the adjacent spaces and buildings.

3. Parking

It is anticipated that the majority of program participants will be travelling to Clemson by motor car. A potential site should provide adequate adjacent parking and allow for expansion if required.



CONTINUING
EDUCATION
CENTER
CLEMSON UNIVERSITY

MAJOR LOCATING INFLUENCES

4. Access

A continuing Education Center will generate considerable vehicular and pedestrian traffic. Any proposed site must be able to accommodate this increase so as to alleviate any possibility of traffic congestion. Since many participants will be arriving at Clemson for the first time, the entrance to the center should be visible and not confused with the existing congested access roads.

5. Environmental Quality

The existing environmental quality of the site should, if possible, enhance the character of the proposed building and its setting. The criteria include:

Views - both expansive and intimate;

Privacy - especially for those retreat areas such as lodging;

Shelter from cold winds in winter and maximization of cooling summer breezes;

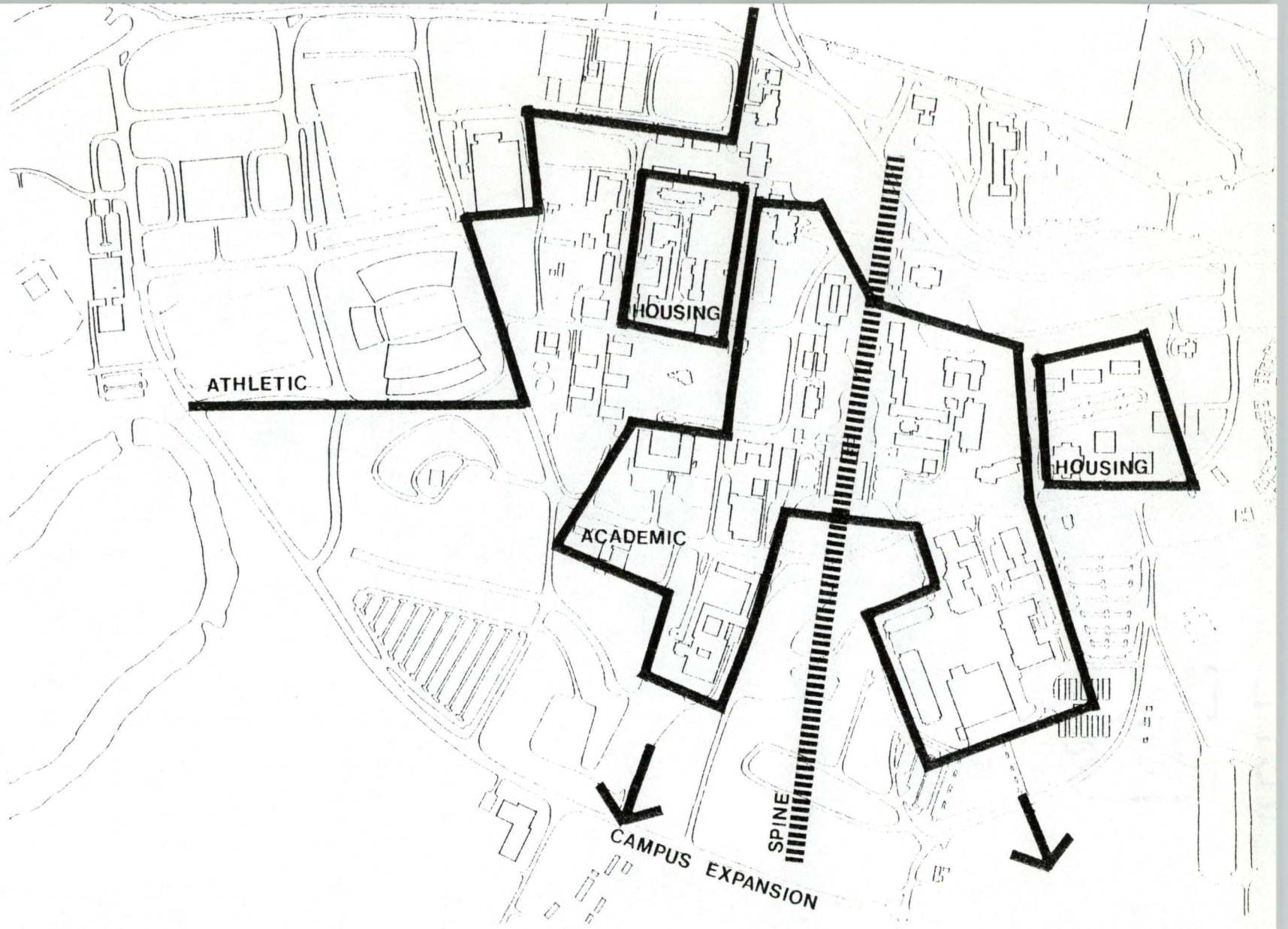
Maximization of direct sunlight in winter and exclusion of it in summer;

Minimization of disruptive noise - traffic, students and campus activities;

Topography - steep gradients may lead to excessive building and site work costs.

6. Context within the University Master Plan

The Clemson University Master Plan proposes the development of a central campus spine incorporating the Muldrow Cooper Library, The Amphitheater and terminating at the head of the Bowman Field. Extended southward it would encompass a large parcel of land presently given over to parking. The Master Plan proposes that this spine support all future buildings of a more 'public' nature - the



CONTINUING
EDUCATION
CENTER
CLEMSON UNIVERSITY

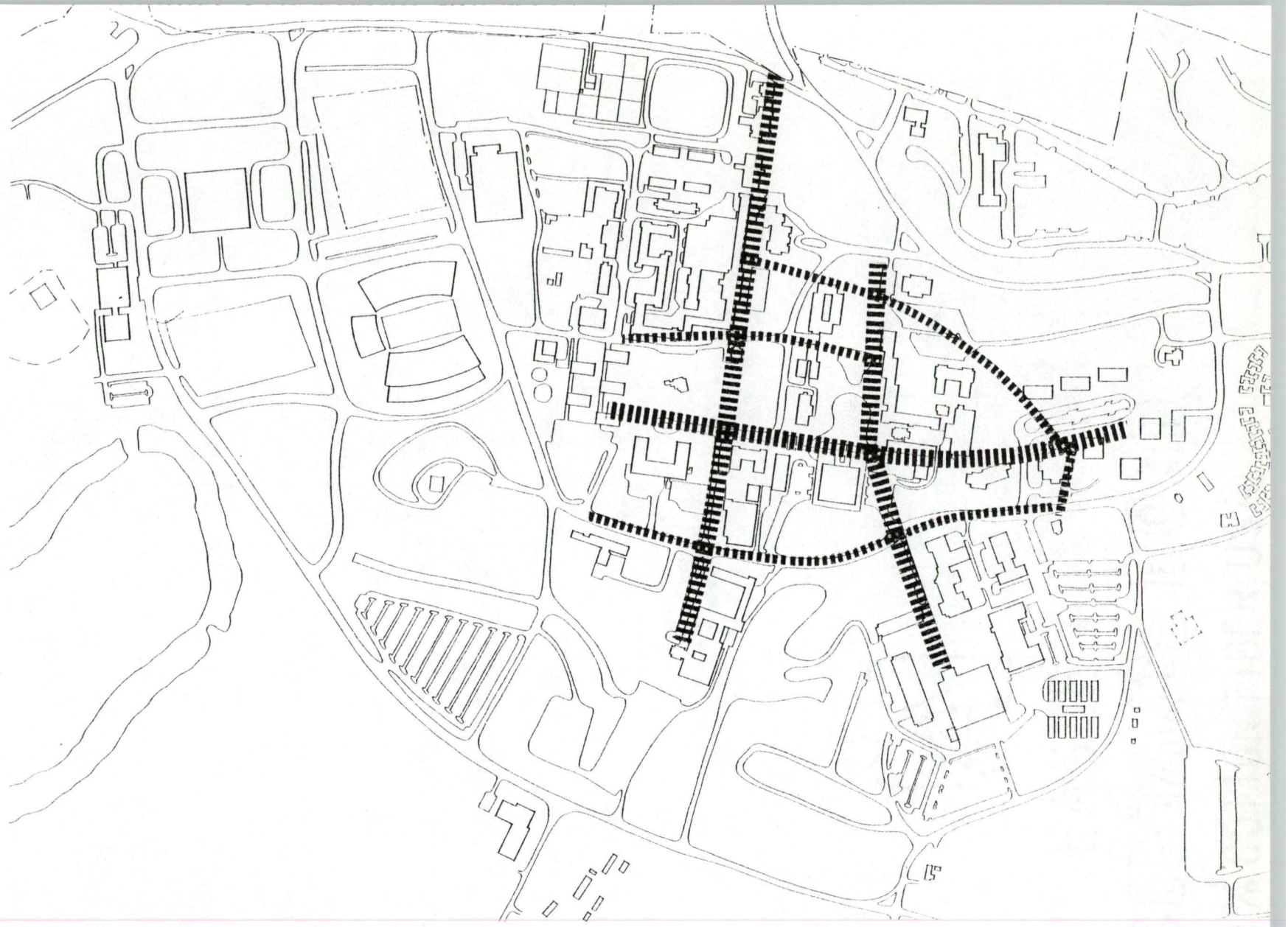
CAMPUS DEVELOPMENT

CONTINUING
EDUCATION
CENTER
CLEMSON UNIVERSITY

VEHICULAR MOVEMENT

major

secondary



CONTINUING
EDUCATION
CENTER
CLEMSON UNIVERSITY

PEDESTRIAN MOVEMENT

major

secondary

Performing Arts Center, the Strom Thurmond Center and perhaps the Continuing Education Center.

Northward expansion of the Campus is severely restricted by the Town of Clemson and an open green space. It is suggested that future campus expansion will occur to the south, southeast and southwest, and any development within the 'spine' will occur to the south of South Palmetto Boulevard.

It is important that the proposed site for the Continuing Education Center acknowledge the philosophy and framework established by the university Master Plan.

SITE ALTERNATIVES

ALTERNATIVE 1

Recently, serious thought has been given to the refurbishing and expansion of the Clemson House for use as a Continuing Education Center. Originally designed as a 196 room hotel, the building now serves as a student dormitory with only 28 rooms retained for transient usage.

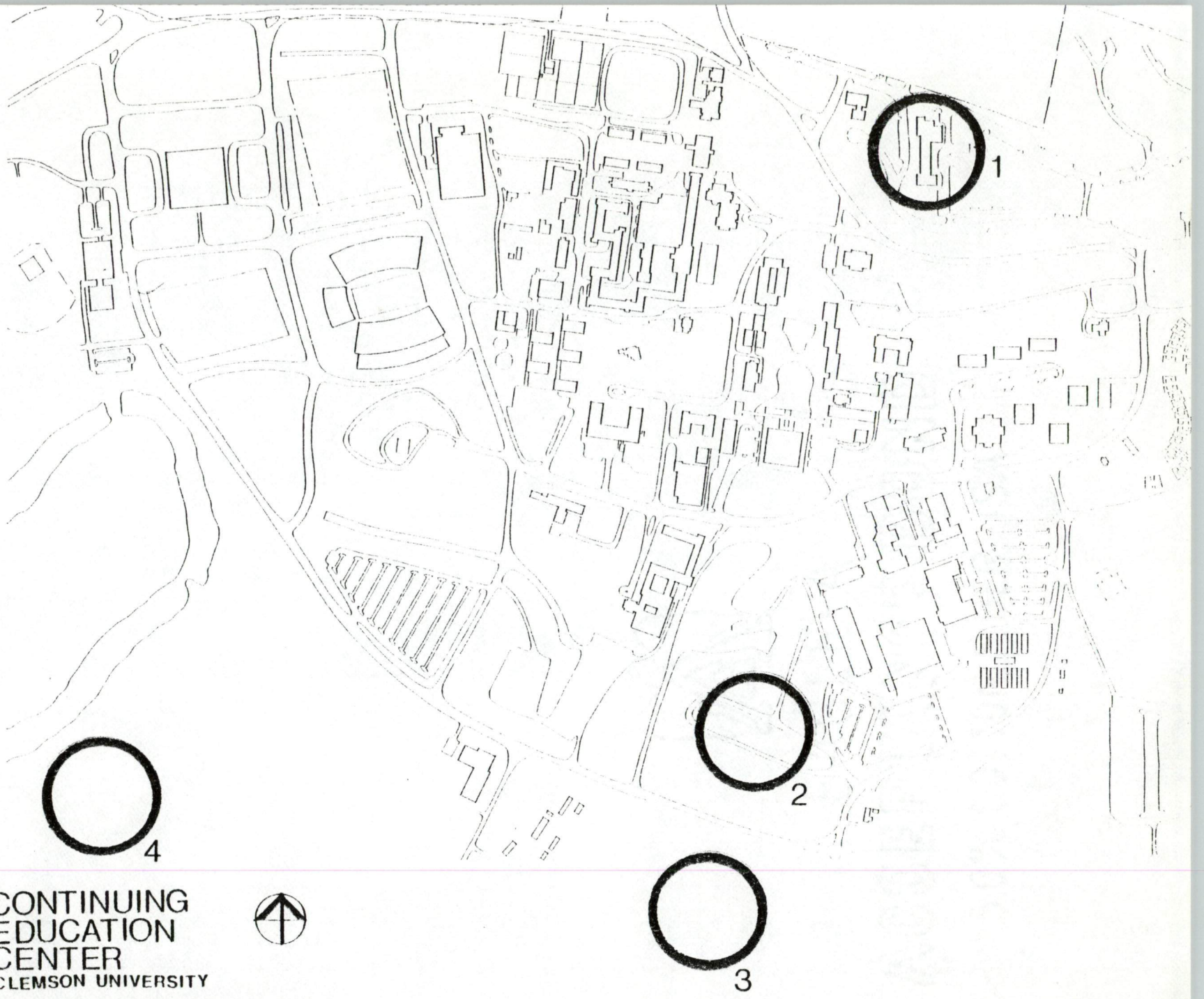
Although this alternative has considerable merit, a number of significant planning problems must be confronted. For example:

The existing internal circulation is extremely constricted - both vertical and horizontal;

The relationship between the kitchen and the existing meeting rooms is poor;

There exists an extreme shortage of meeting room space of the correct size and nature, adequate to support the functioning of Continuing Education programs;

The inflexibility of the physical structure of the building to support extensive internal change;



CONTINUING
EDUCATION
CENTER
CLEMSON UNIVERSITY

SITE ALTERNATIVES

The potential problem of finding suitable alternative accommodation for those students presently housed in the Clemson House.

Fulfillment of Site Criteria:

1. The Clemson House is located relatively close to the main body of the campus but is some distance from those Colleges supporting the bulk of existing continuing education programs - Engineering, Industrial Management and Agriculture.

2. There is a critical shortage of space for horizontal expansion of the building.

3. Parking adjacent to and in the vicinity of the Clemson House is already limited. A multi-level parking garage would be essential to accommodate the extra traffic generated on expansion of the facility.

4. Site access is already congested and poorly defined.

5. The Clemson House offers commanding views of the Campus and surrounding valley and is located in an established town environment.

ALTERNATIVE 2

This site is bounded by S. Palmetto Boulevard and Perimeter Road to the North and South, and by Lehotsky and Lee Hall's to the East and West.

Fulfillment of Site Criteria:

1. This location is close to the important Colleges of Agriculture, Industrial Management and Engineering. Other facilities such as the Library and Student Union are within approximately five minutes walking distance.

2. There appears to be adequate space for future expansion of the facility.

3. The site is located close to existing parking areas and would support substantial parking itself although multi-storey below grade parking may be necessary.

4. Since the site is adjacent to Perimeter Road potential vehicular access would be non-congested and well defined. If, in the future, Perimeter Road becomes a major campus bypass then the site should be in a highly visible location. Presently pedestrian routes are ill-defined.

5. Environmental Quality

Expansive views to the South and Southwest with scattered views through the trees to the main body of the campus;

High degree of privacy from existing campus pedestrian routes;

Moderate to steep slopes;

Some traffic noise from Perimeter Road;

Surrounding environment pleasant, varying from densely wooded to open green space;

Winter sun shielded from site in morning and late afternoon with little shielding of summer sun;

High degree of shelter from cold Northeast winds and exposed to cooling breezes from the lake in summer.

ALTERNATIVE 3

This site is located south of Perimeter Road and adjacent to site alternative 2.

Fulfillment of Site Criteria:

1. This location is relatively close to the Engineering and Agricultural precincts but is divorced from the main body of the campus since Perimeter Road physically defines the extent of the University.

2. Ample space for future expansion.

3. Unlimited on-grade parking possible.

4. Vehicular access from Perimeter Road is excellent but direct pedestrian access to the campus is not possible.

5. Environmental Quality

Some expansive views towards Lake Hartwell but views towards the campus are limited;
High degree of privacy;
Exposed to both summer and winter winds;
Maximum exposure to summer and winter sun;
Exposure to a potential high noise source - Perimeter Road;

Surrounding areas are rural in nature;

Light to medium slopes.

ALTERNATIVE 4

A location on the shores of Lake Hartwell.

Fulfillment of Site Criteria:

1. This location is not within walking distance of any University College.

2. Adequate room for future expansion.

3. Abundant space for on-grade parking.

4. Pedestrian and vehicular access to the campus is extremely poor.

5. Environmental Quality

Expansive views of Lake Hartwell and pleasant surroundings conducive to a 'resort' atmosphere;

Maximum privacy from Campus activities;

Maximum summer and winter exposure to sun and wind;

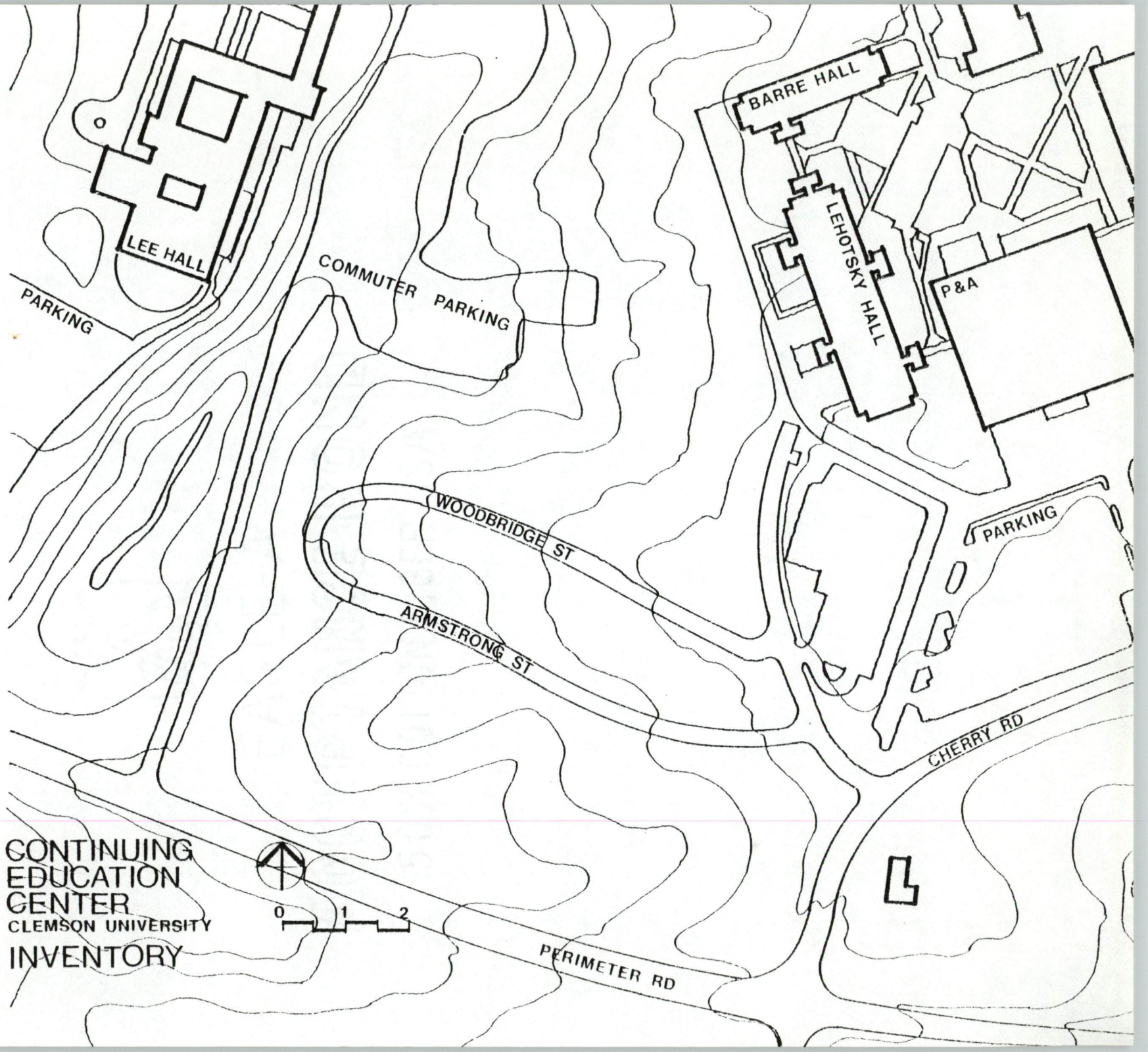
Flat topography.

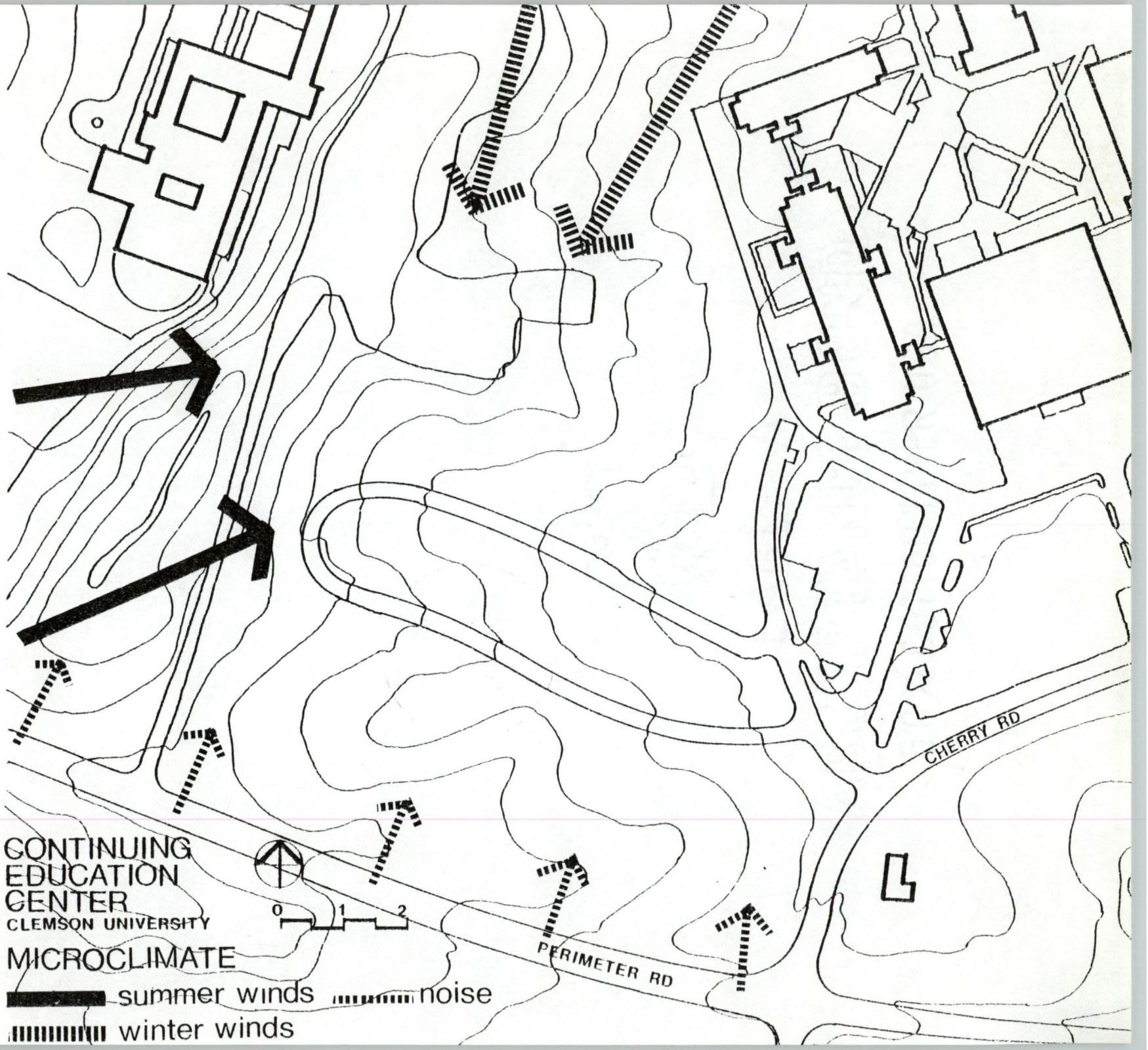
SITE SELECTION

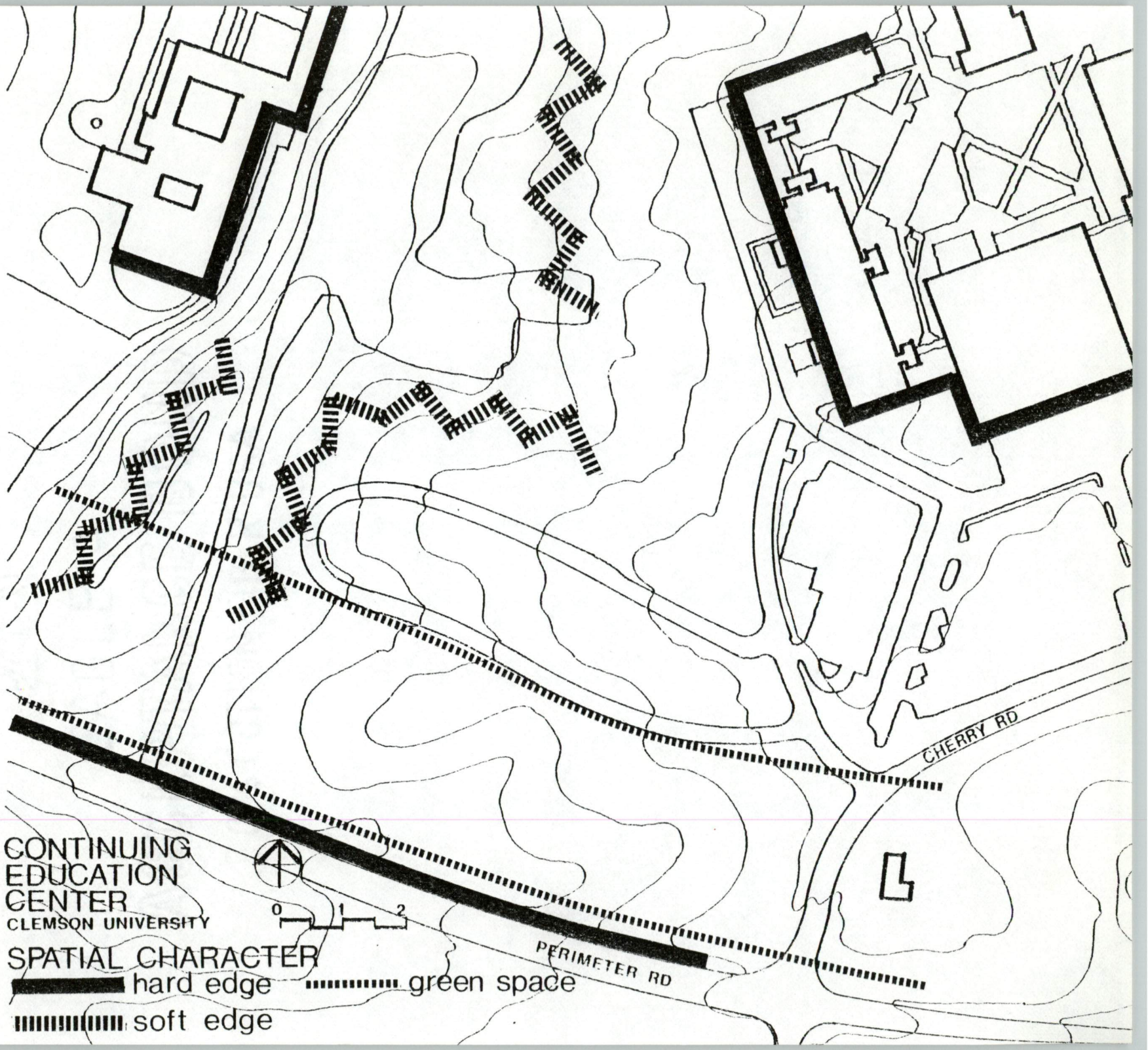
Alternative 2 has been selected as the most appropriate for the proposed Continuing Education Center

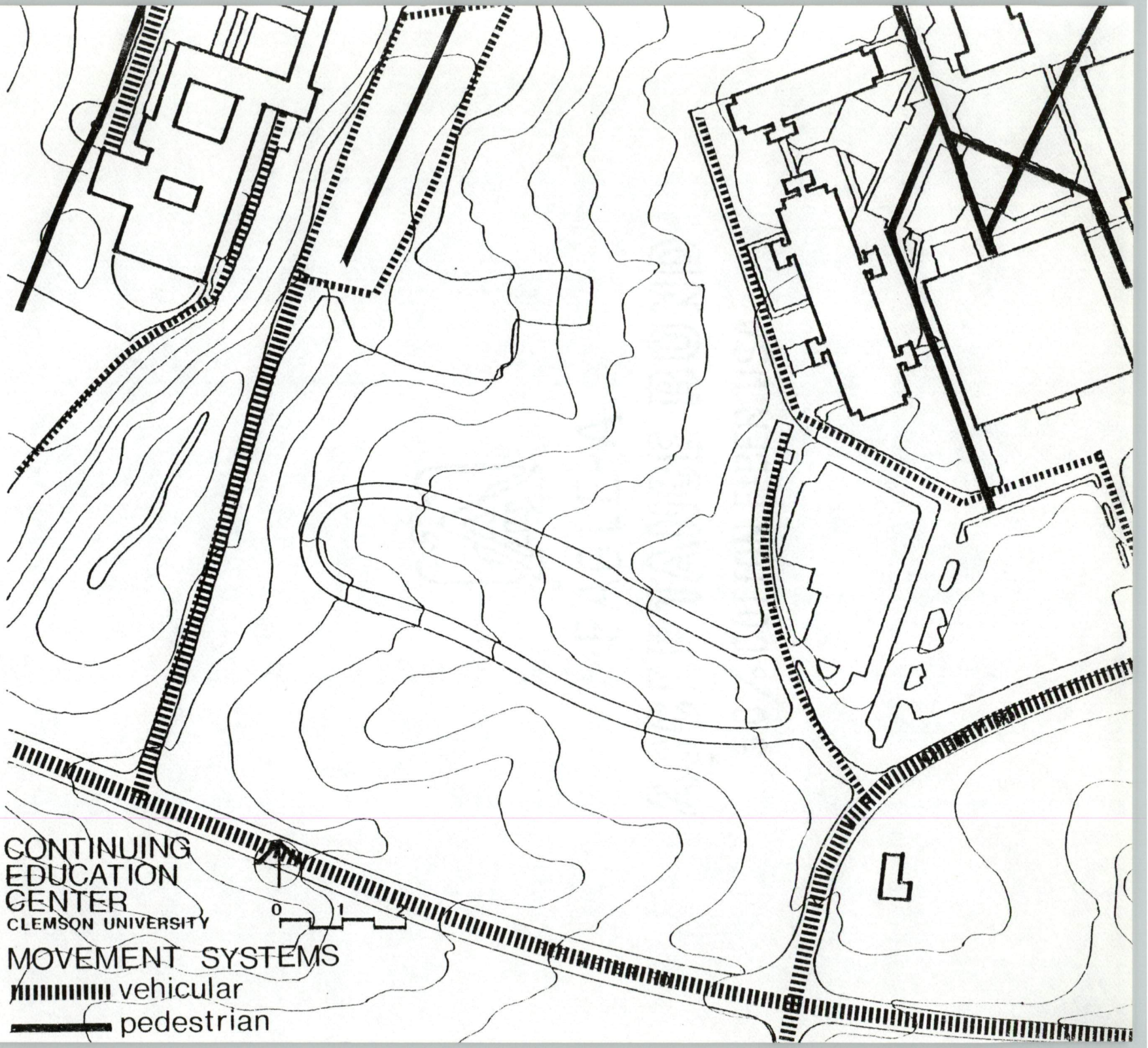
as it more adequately fulfilled the pertinant site criteria. Falling within the campus spine, this location is responsive to the framework of the University Master Plan and enhances the development of a unified complex of new buildings including the Performing Arts Center and Continuing Education Center.

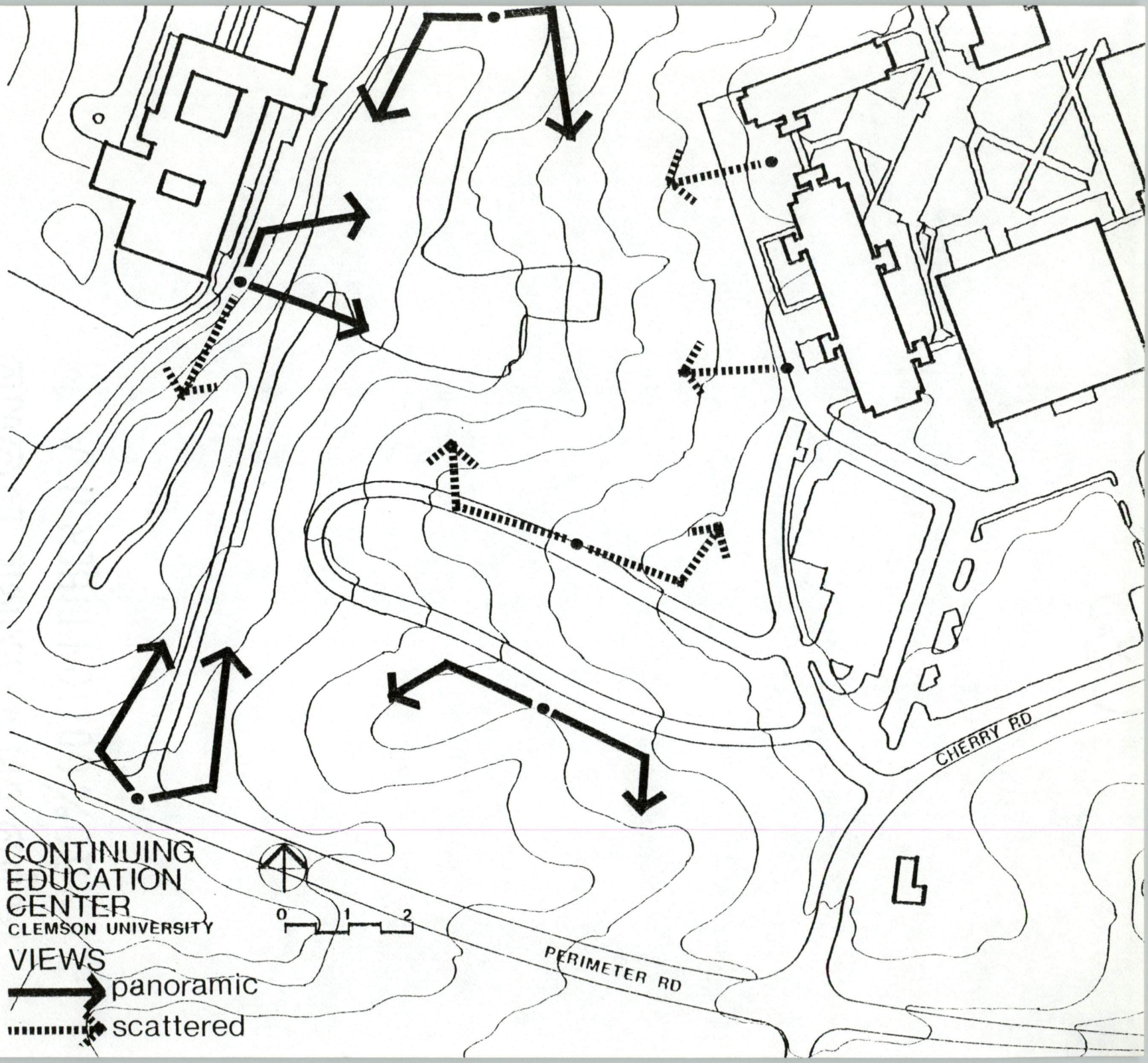
SITE ANALYSIS

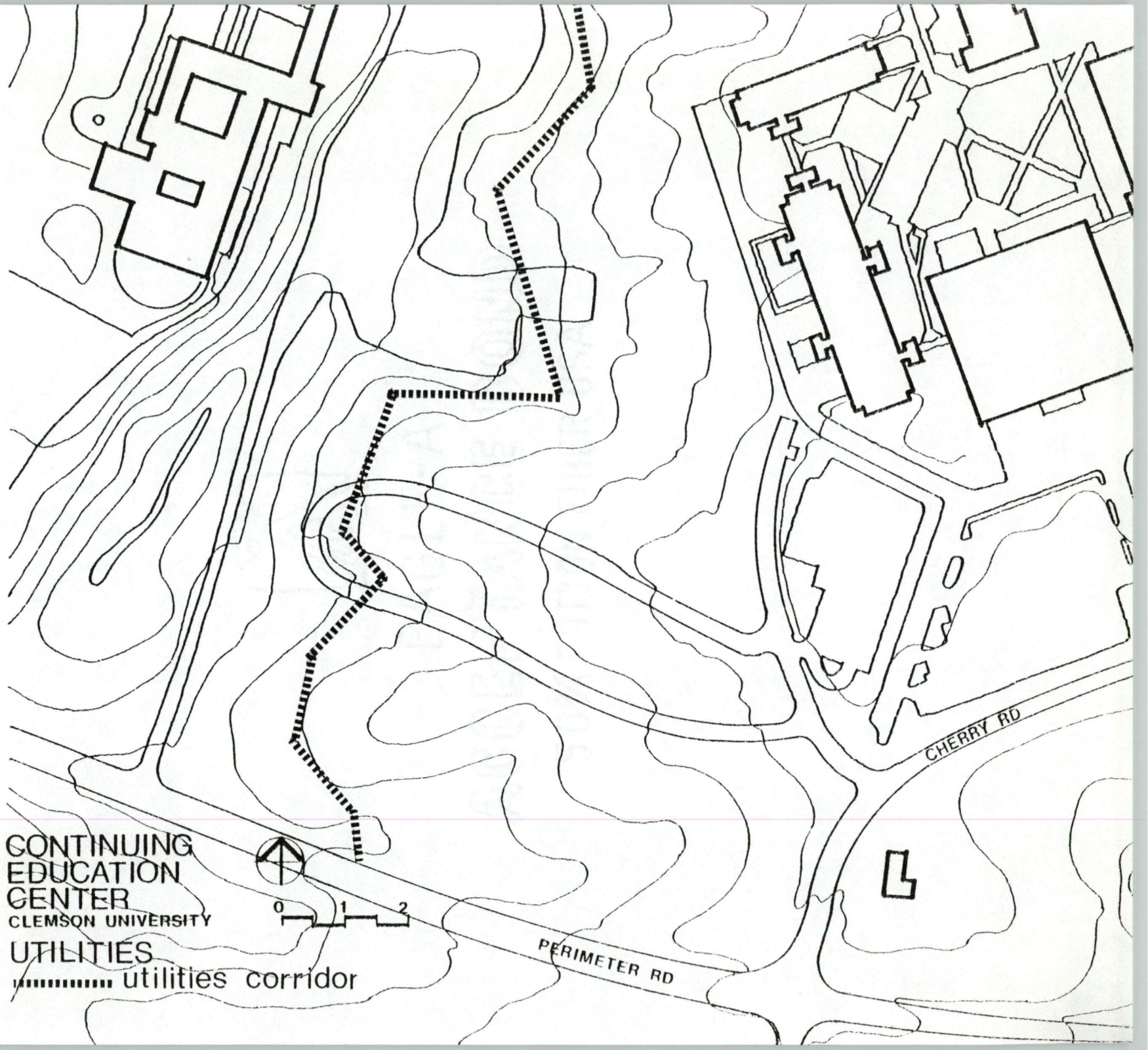

BARRE HALL
LEHOTSKY HALL
P&A
LEE HALL
COMMUTER PARKING
PARKING
PARKING
WOODBRIDGE ST
ARMSTRONG ST
CHERRY RD
PERIMETER RD
0
1
2
CONTINUING
EDUCATION
CENTER
CLEMSON UNIVERSITY
INVENTORY

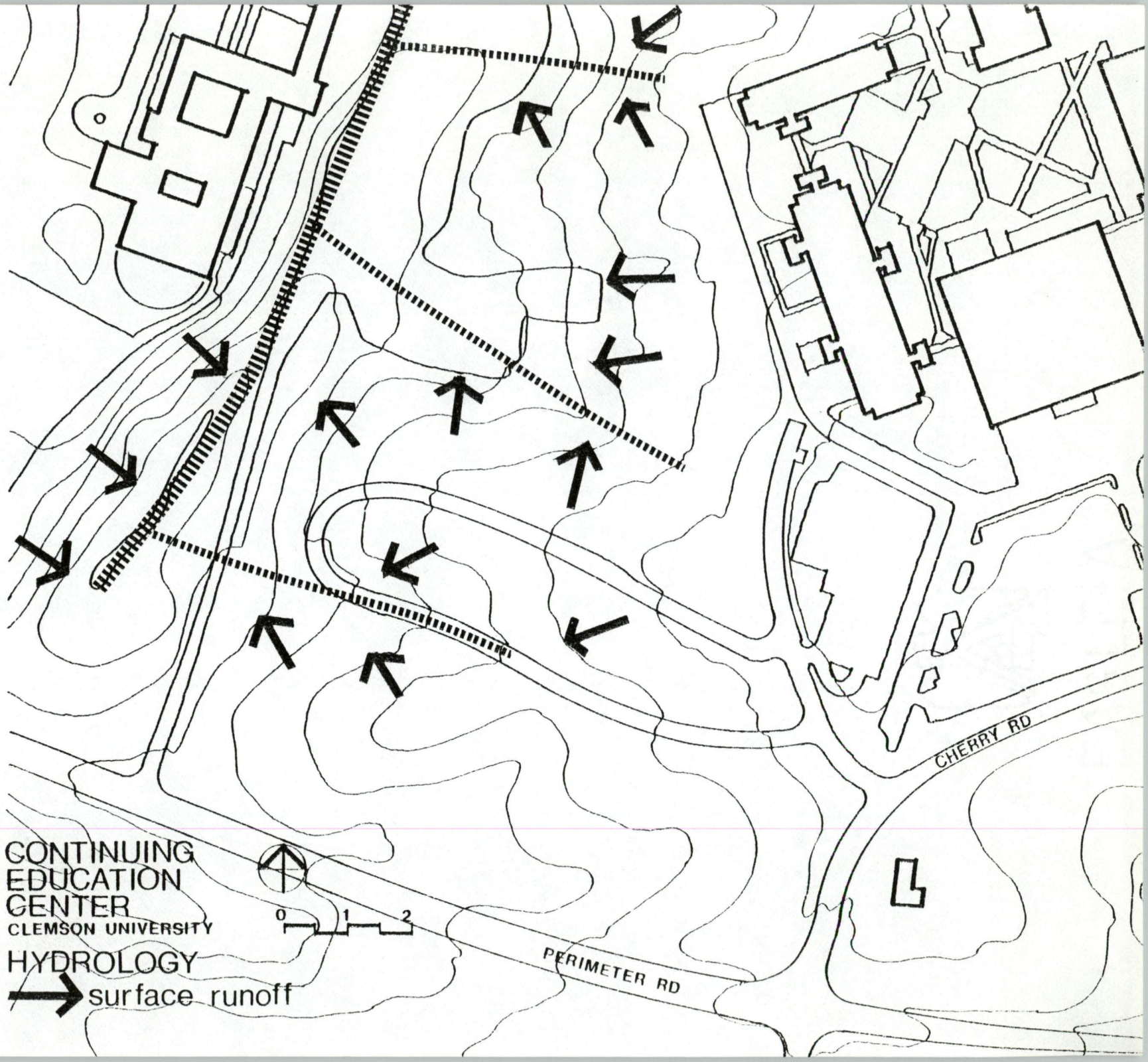

CONTINUING
EDUCATION
CENTER
CLEMSON UNIVERSITY
0
1
2
MICROCLIMATE
summer winds
noise
winter winds
PERIMETER RD
CHERRY RD

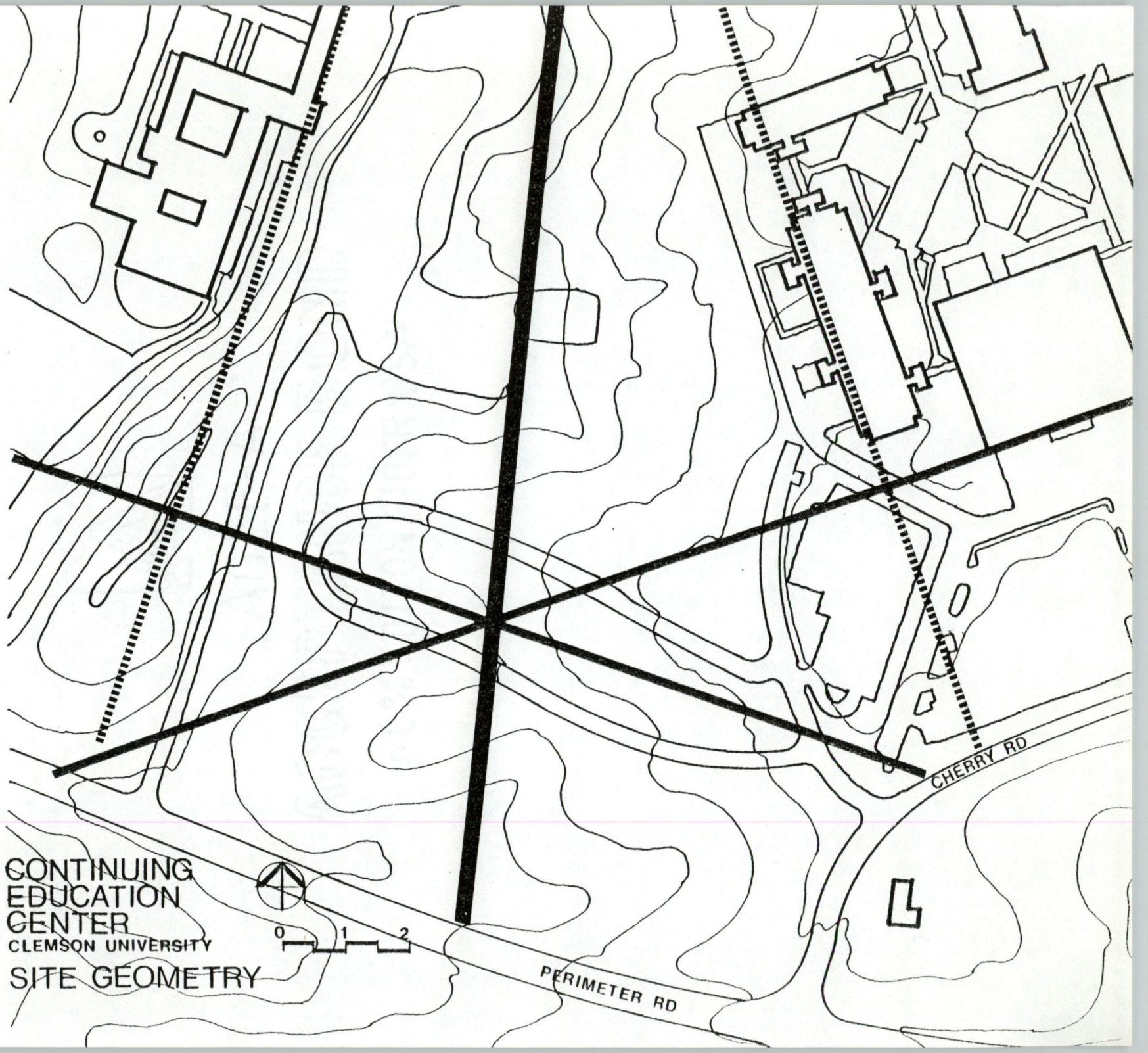

CHERRY RD
PERIMETER RD
CONTINUING
EDUCATION
CENTER
CLEMSON UNIVERSITY
0
1
2
SPATIAL CHARACTER
hard edge
green space
soft edge


CONTINUING
EDUCATION
CENTER
CLEMSON UNIVERSITY
0
1
2
MOVEMENT SYSTEMS
vehicular
pedestrian


CONTINUING
EDUCATION
CENTER
CLEMSON UNIVERSITY
VIEWS
panoramic
scattered
0
1
2
CHERRY RD
PERIMETER RD

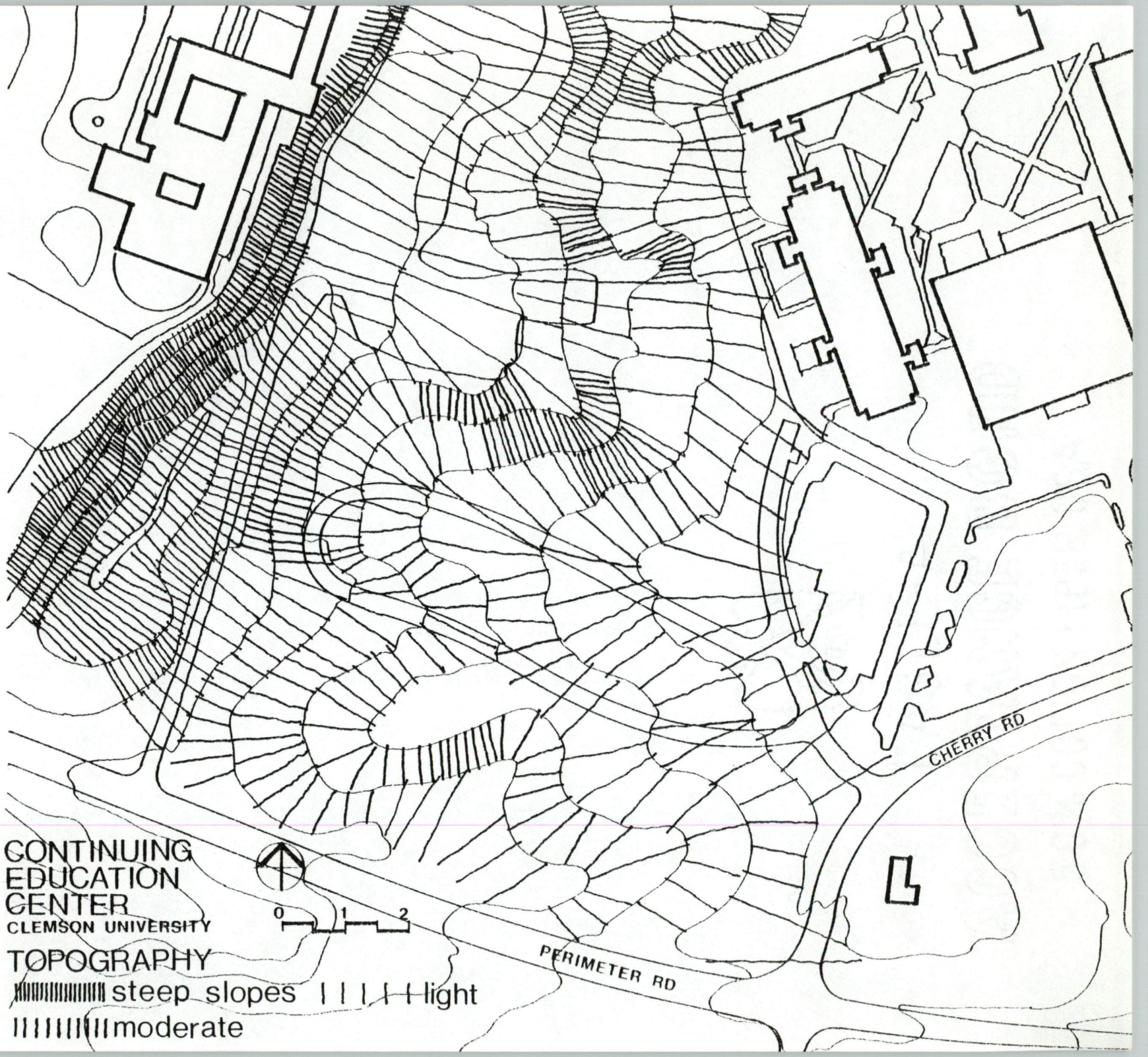

CONTINUING
EDUCATION
CENTER
CLEMSON UNIVERSITY
UTILITIES
utilities corridor
0
1
2
CHERRY RD
PERIMETER RD

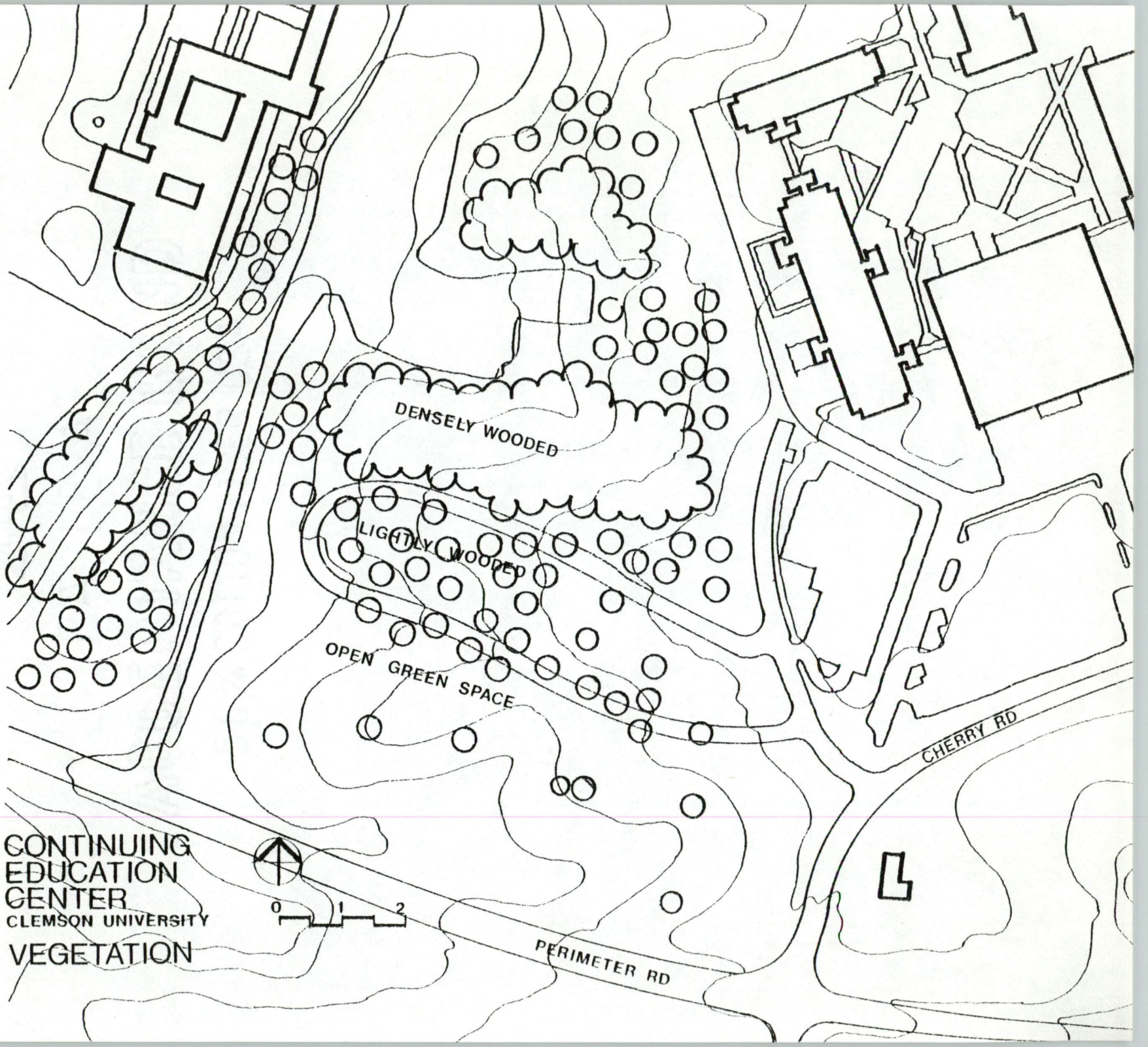

CONTINUING
EDUCATION
CENTER
CLEMSON UNIVERSITY
HYDROLOGY
surface runoff
0
1
2
CHERRY RD
PERIMETER RD



CONTINUING
EDUCATION
CENTER
CLEMSON UNIVERSITY

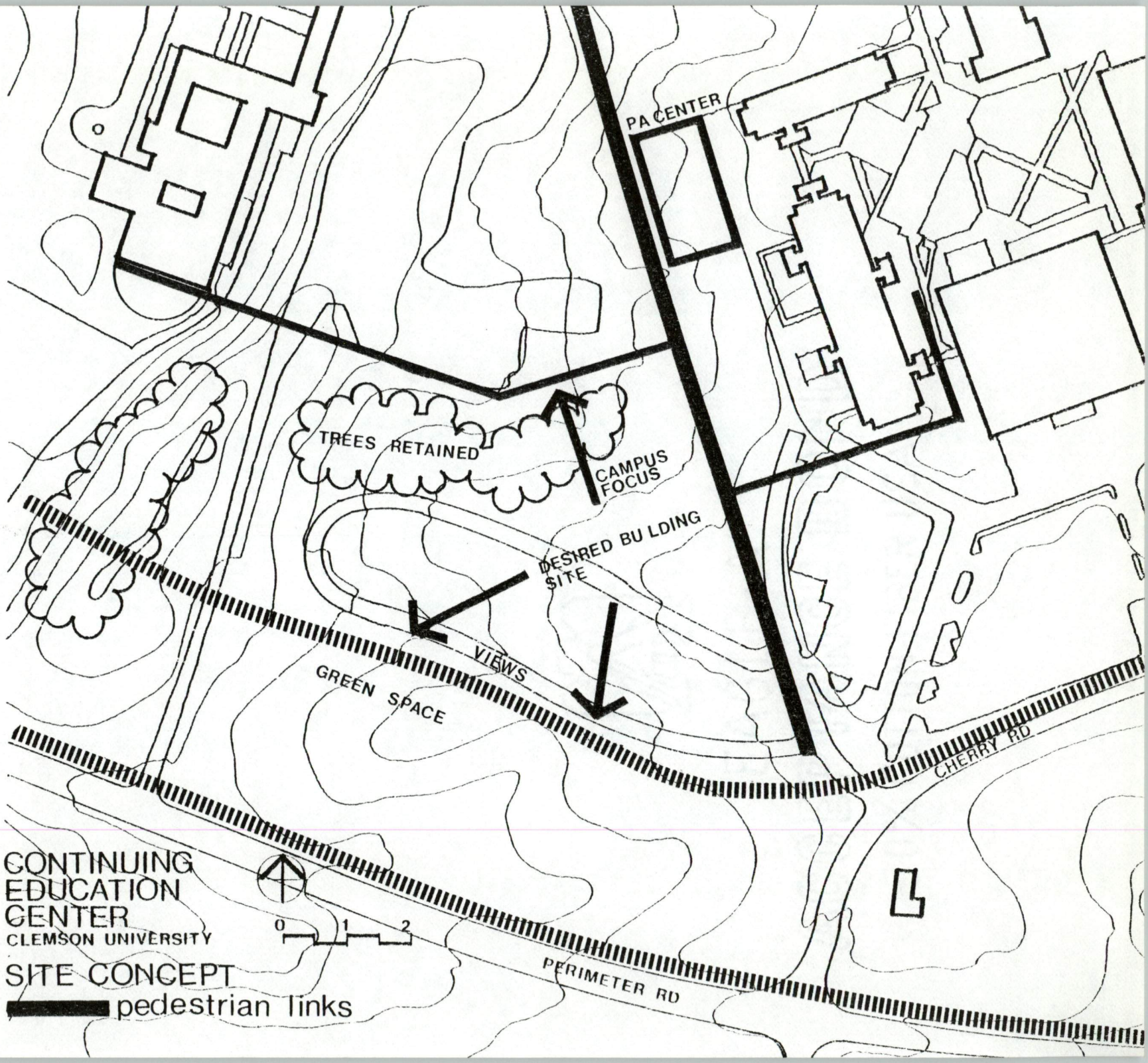
SITE GEOMETRY


CONTINUING
EDUCATION
CENTER
CLEMSON UNIVERSITY
0
1
2
TOPOGRAPHY
steep slopes
light
moderate
PERIMETER RD
CHERRY RD

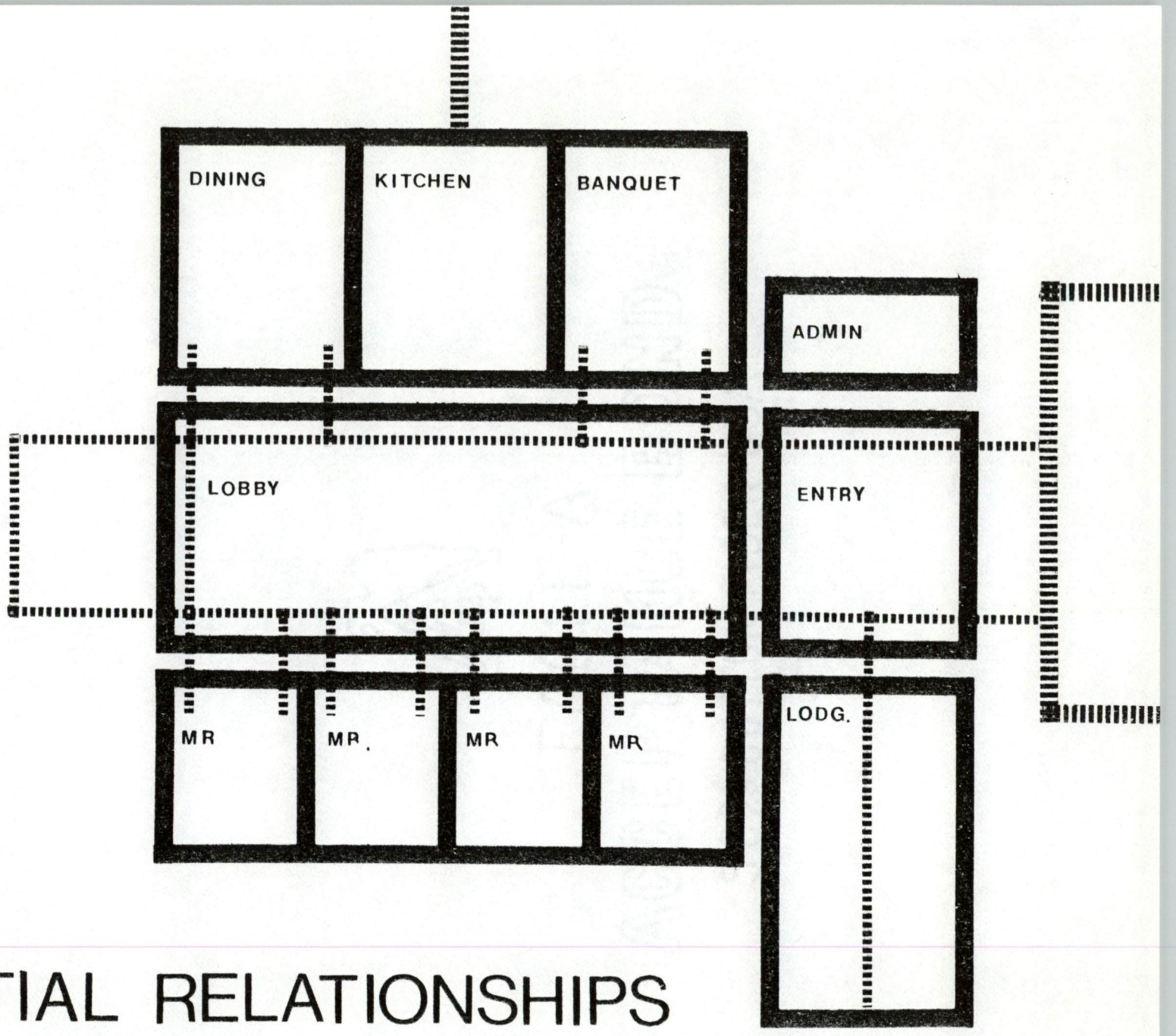


CONTINUING EDUCATION CENTER
CLEMSON UNIVERSITY

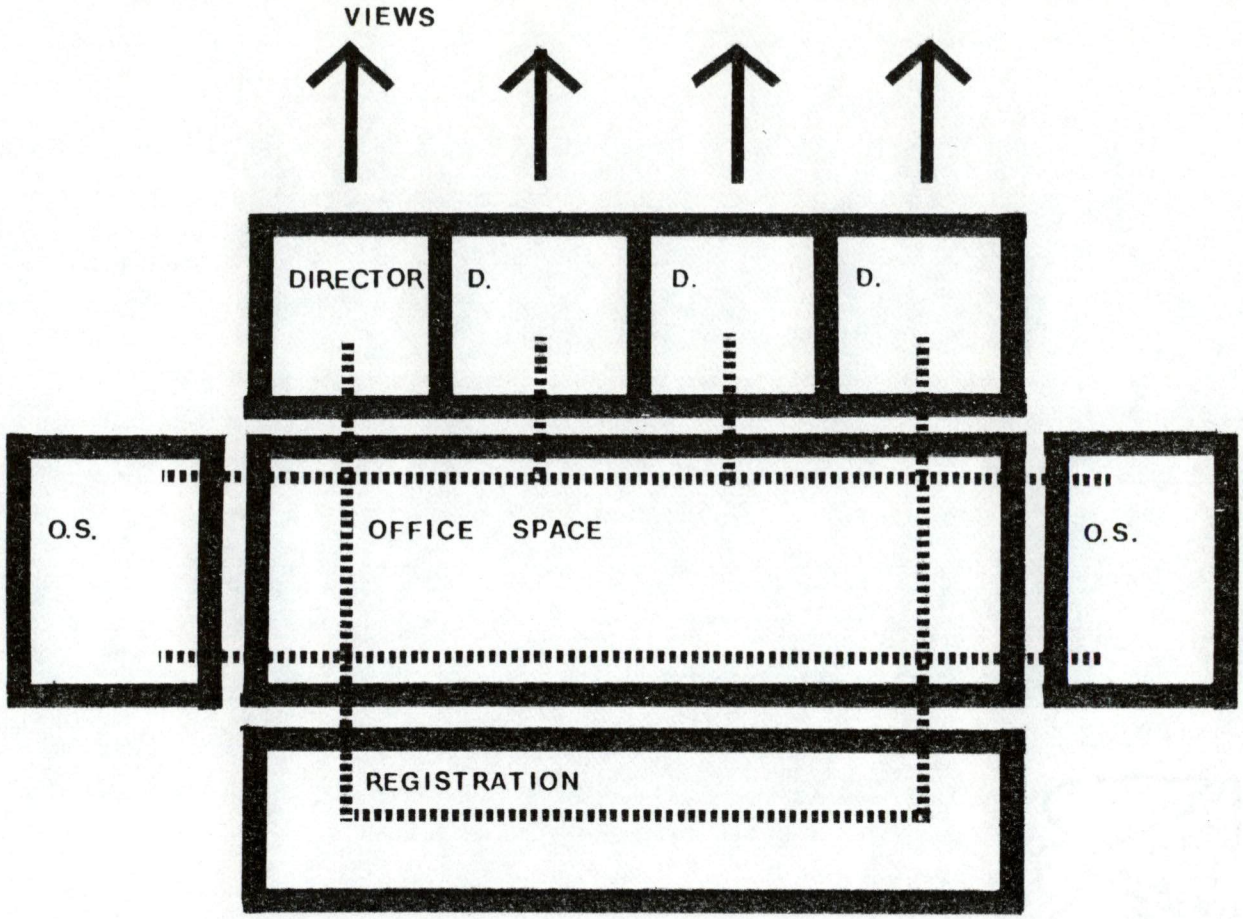
VEGETATION


PA CENTER
TREES RETAINED
CAMPUS FOCUS
DESIRED BU LDING SITE
VIEWS
GREEN SPACE
CHERRY RD
PERIMETER RD
CONTINUING EDUCATION CENTER
CLEMSON UNIVERSITY
0
1
2
SITE CONCEPT
pedestrian links

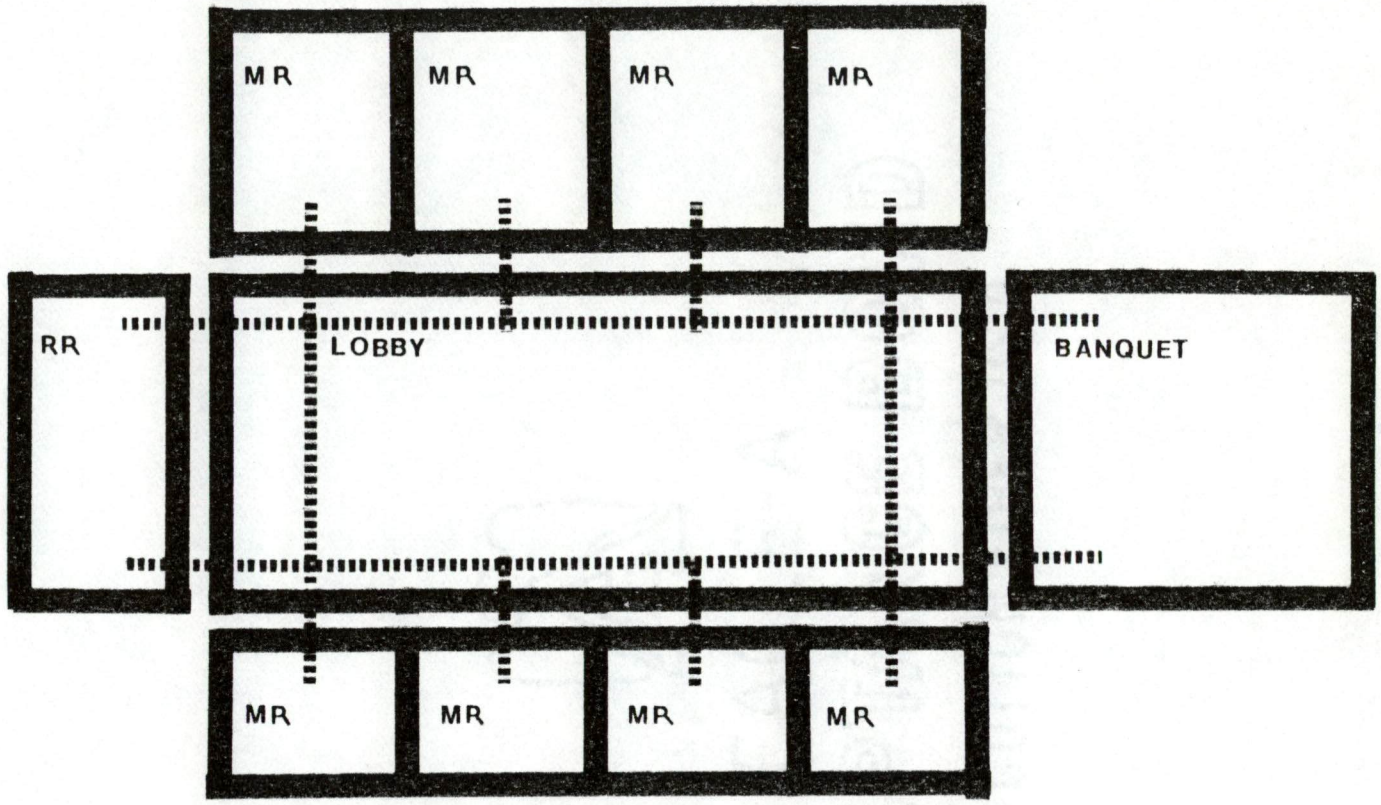
REQUIREMENTS



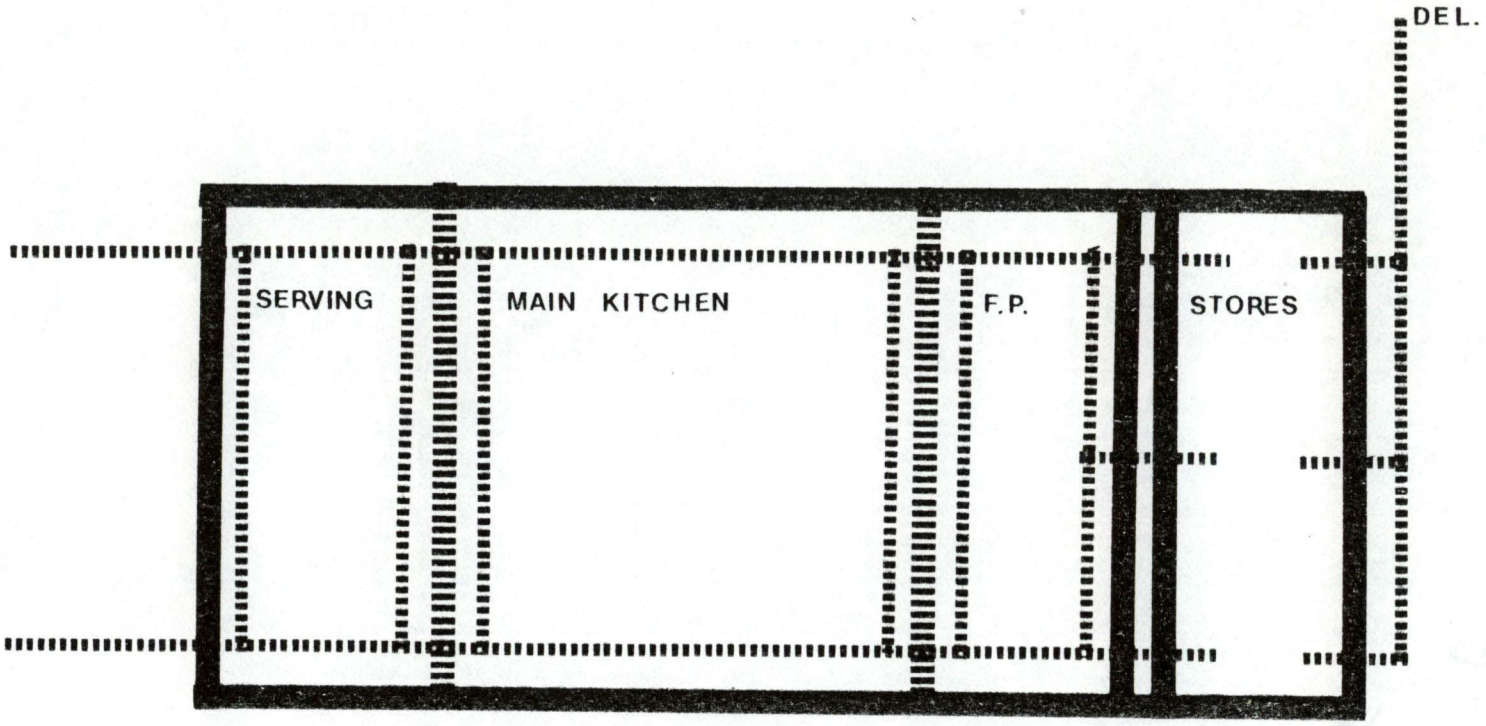
SPATIAL RELATIONSHIPS



ADMINISTRATION



MEETING FACILITIES



DINING & FOOD PREPARATION

SPATIAL DESCRIPTION AND REQUIREMENTS

ADMINISTRATION

Office of C.E.C. Director

Activities:	administration
	client liaison and entertaining
	informal meeting and discussion
Spatial quality:	views desirable - especially campus
	excellent quality furniture and materials
Relationships:	direct to Department Directors
	desirable to all other offices
	desirable to lodging and meeting facilities
Lighting:	natural lighting essential
	control glare
	good artificial lighting over task areas
HVAC:	individual control essential
	natural ventilation desirable
Acoustics:	low noise source but must have excellent sound attenuation from potential high noise areas

Department Directors' offices

Director of Conferences

Director of Marketing

Director of Services

Director of Communications

Activities:	administration
	client liaison and entertaining
	informal meeting and discussion
Spatial quality:	views desirable
	good quality furniture and materials
Relationships:	direct to Director's office
	direct to all offices
	direct to registration
	desirable to lodging and meeting facilities
Lighting:	natural lighting desirable
	control glare
	good artificial lighting over task areas
HVAC:	individual control desirable

natural ventilation desirable

Acoustics: low noise source but must have good sound attenuation from potential high noise sources

Media Center

Activities: audio visual coordination - taping and broadcasting
simultaneous statewide broadcasting

Relationships: direct to Director of Communication
desirable to other administrative spaces
accessible raceways to all meeting and conference spaces

Lighting: high quality artificial lighting especially over equipment consols

HVAC: individual control essential
no natural ventilation
mechanical ventilation over specialist equipment

Acoustics: excellent acoustic separation from high noise sources is essential
vibration control from mechanical spaces is essential

Graphic Arts Room

Activities:	duplication of printed material
	brochure design and preparation
	preparation of advertisements
	preparation of instructional material
	furniture layout design
	informal meeting and liaison with staff members and administration
Spatial quality:	materials and finishes should be easily maintained and hard-wearing
	adequate layout and pin-up space
	extensive cupboard storage space
Relationships:	direct to Director of Communication
	desirable to other administrative activities
	accessible to delivery areas
Lighting:	combination of natural and artificial light possible but task areas need good
	adjustable incandescent lighting
	glare should be minimized
HVAC:	individual control essential
	exhaust of potential printing fumes

Acoustics: potential high noise source - well insulated from other administrative areas

possible vibration from equipment

General Office Space

Secretaries

Typists

Accountant

Clerks

Activities: general administration

Spatial quality: open plan but potentially subdividable

reasonable quality finishes and materials

Relationships: direct to hotel and conference registration desks

direct to office service and computer rooms

direct to Directors' offices

desirable to service spaces

Lighting: natural lighting desirable

good quality artificial lighting essential

control glaze

HVAC: individual control not essential

natural ventilation desirable

Acoustics: potential noise source and must be sound isolated from quiet areas

LOBBY/REGISTRATION

Entrance Lobby

Activities: arrival and departure lounge

hotel and conference registration

public telephones

vending machines

cloaking

daily activity announcement board

information desk

valet parking

Spatial quality: good quality, hard wearing materials and furniture

space should convey a warm and intimate atmosphere

Relationships: direct to lodging

direct to meeting room

direct to lobby

direct to rest rooms

direct to concourse and short-term parking area

direct to dining and ancillary spaces

Lighting: natural lighting essential

harsh and directed artificial light to be avoided

good lighting over activity areas - registration, telephones and vending areas

HVAC: ventilation controlled from central location only

high loss of conditioned air expected adjacent to entry

Acoustics: possible noise generating source - insulation of adjacent low noise areas desirable

Hotel and Conference Registration

Activities: hotel registration - room allocation, message center, information, etc.

conference registration - distribution of instructional material to incoming conferees, notification of daily conference proceedings, etc.

cashier

paging and communication

telephonists - reservations

safe-deposit and vault

cloaking

temporary bag storage

valet parking and porterage

information

Spatial quality: good quality and easily maintained finishes and materials

registration area should convey warm atmosphere of 'welcome'

Relationships: direct to administration

direct to entrance lobby

direct to lodging

visually related to car concourse

Lighting: natural lighting desirable

good lighting over registration desks

HVAC: as entrance lobby

Acoustics: as entrance lobby

MEETING AND CONFERENCE FACILITIES

Meeting Rooms

Capacities: 3 X 100 person rooms

6 X 50 person rooms

4 X 25 person rooms

Activities:	conferences
	meetings
	banquets
	lectures
	exhibitions
	seminars
	audio-visual and slide presentations
Spatial quality:	excellent quality materials and furnishing
	atmosphere must be conducive to wide range of conference-related activities
	views of campus desirable
	proportions should relate to capacity of space
Relationships:	direct link to media room
	direct to main lobby
	direct to rest rooms
	direct to furniture store and audio-visual store
	desirable to outdoor spaces
	desirable to dining room and bar
Lighting:	same natural lighting desirable but glare control paramount - relate fenestration to internal walls and furniture layouts

adjustable artificial background lighting with flexible track lighting over task areas and near walls for display purposes

all lighting to have localized dimming capabilities

HVAC: system must be responsive to rapidly changing loads and activities

individual thermostat control essential

exhaust related closely to task areas

Acoustics: potential high noise source

must be acoustically isolated from other noise sources - especially main lobby

HVAC duct noise must be eliminated by proper insulation of junction boxes, etc.

Equipment: electronic blackout of windows desirable

closed-circuit television outlet

audio-visual capability

dimming equipment

projection screen

telephone connection essential

computer outlets linked to central university computer

Banquet room

Capacities: 500 persons - seminar

350 persons - banquet

Activities:	large seminars and meetings
	banquets
	university functions
	movies
	exhibitions
Spatial quality:	hard-wearing and easily cleaned materials
	proportions should relate to the large capacity and to activities - e.g. audio-visual projection
	views desirable
Relationships:	direct to main lobby
	direct to furniture and audio-visual stores
	direct to rest rooms
	desirable to outdoor spaces
Lighting:	some minimal diffused natural lighting desirable but must be capable of being blacked out
	good quality background and task lighting
HVAC:	individual system desirable - separate air handling may be used
	central control - must respond to diverse range of loads

Acoustics: potential high noise source

must be acoustically insulated from other low-noise areas, especially meeting rooms

duct noise should be eliminated

Equipment: same as meeting rooms

EXHIBITION/MAIN LOBBY

Activities: pre-conference assembly

informal meeting and discussion

temporary bar service

exhibition and display

Spatial quality: good quality and hard wearing materials

close views desirable - may relate to outdoor spaces

spatial definition of circulation and assembly areas

proportions should relate to capacity

controlled daylight to enhance and articulate spaces

Relationships: direct to all meeting rooms and banquet room

direct to entrance lobby

direct to restrooms and other service spaces

direct to outside

	desirable to dining and bar facilities
Lighting:	maximization of controlled sunlight in winter and exclusion of same in summer
	diffused daylight
	background artificial light
	flexible and lighting in areas used for display and exhibition
HVAC:	ducted system desirable
	centrally controlled
	potential high loss of conditioned air close to outdoor spaces
Acoustics:	potential high noise source - must maintain high level of attenuation to meeting rooms

DINING

Capacity:	250 persons
Activities:	dining only but must be capable of accommodating smaller groups in more intimate settings
Spatial quality:	excellent quality materials and furnishings
	articulation and subdivision of space should enhance dining as an intimate activity

views and close relationship to setting desirable

warm colours and soft textures

Relationships: direct to kitchen and service areas direct to restrooms and lobby

desirable to outdoors

Lighting: maximize natural light-orientation towards east for morning sun desirable

artificial lighting should work with structure to define sub-spaces

avoid glare and harsh light

HVAC: system should be responsive to varying loads

separate air handling may be required - perhaps incorporate with banquet mechanical space

KITCHEN

Activities: food preparation

cooking

serving

banquet catering

food storage - cold store
vegetable store
meat store
deep freeze
ice room
cellar
garbage store

kitchen manager's office

staff locker rooms

Relationships: direct to dining room

direct to loading dock

direct to banquet and meeting rooms - possible to relate vertically but must include pantry on each served level

desirable to coffee shop

Lighting: natural lighting desirable - windows should be at a high level to allow for uninterrupted bench space

working plane should be well illuminated

HVAC: a separate individually controlled ventilation system is essential

Acoustics: potential high noise source and must be well insulated from other areas - especially dining room

LODGING

Capacity: mostly 2-person rooms with limited number of suites

Activities: accommodation for conferees and other transients

study areas should be provided

Spatial quality:	extensive views desirable
	furnishing and materials should be of good quality and comparable to high standard convention hotels
Relationships:	direct to entrance lobby desirable to meeting facilities
Lighting:	natural lighting essential
	good adjustable task lighting over work space
HVAC:	all rooms require individually adjustable HVAC units
Acoustics:	common walls must maintain a high attenuation
Equipment:	telephone
	radio
	television - linked to closed circuit system

MECHANICAL SPACES

Activities:	air handling
	electrical distribution
	work shop
	furniture store
	audio-visual store

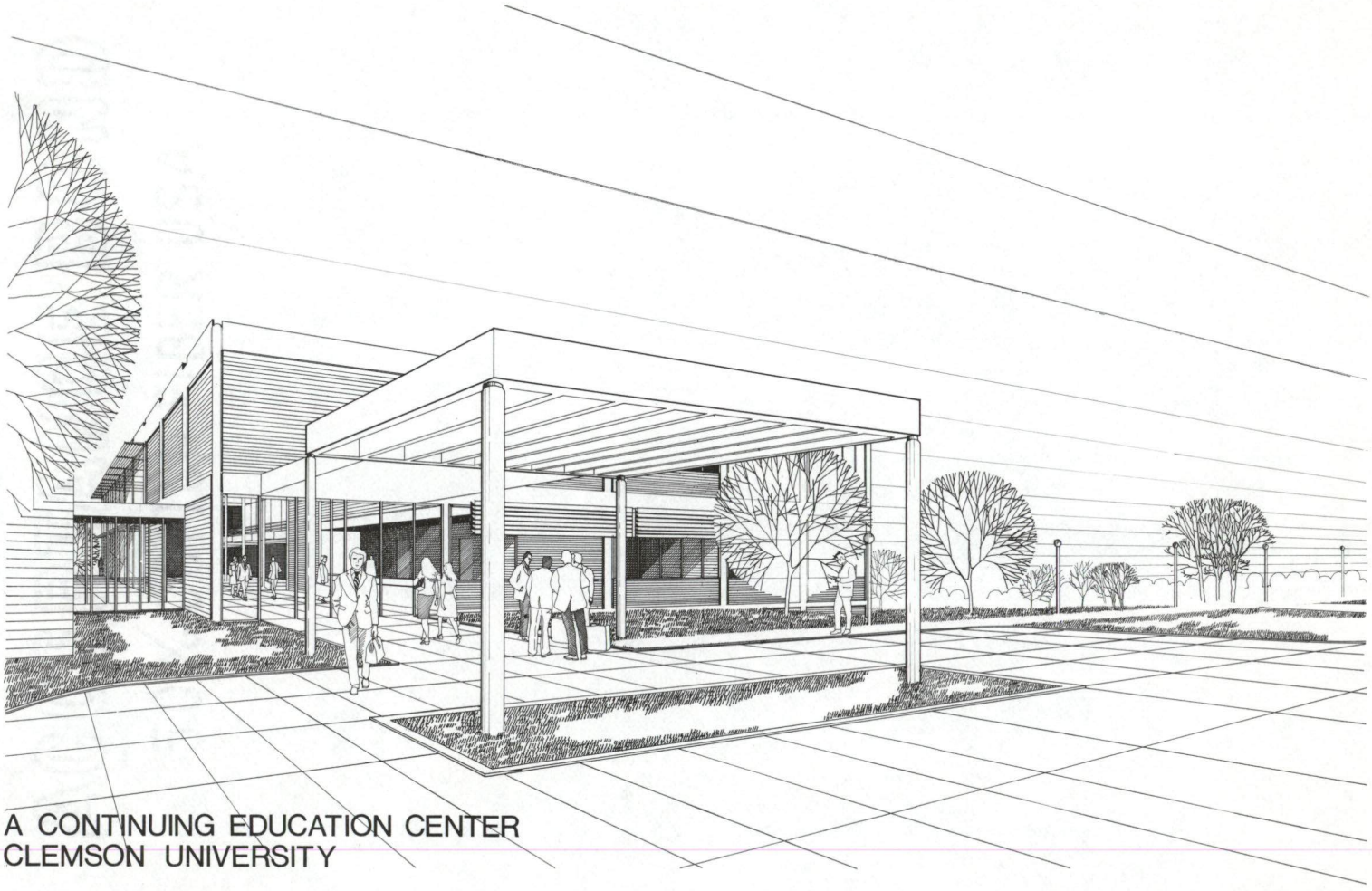
Relationships:	desirable to most parts of building
	direct to outside
	all mechanical spaces should be ventilated
Acoustics:	potential high noise source
	vibration from mechanical equipment must be minimized

PROGRAM

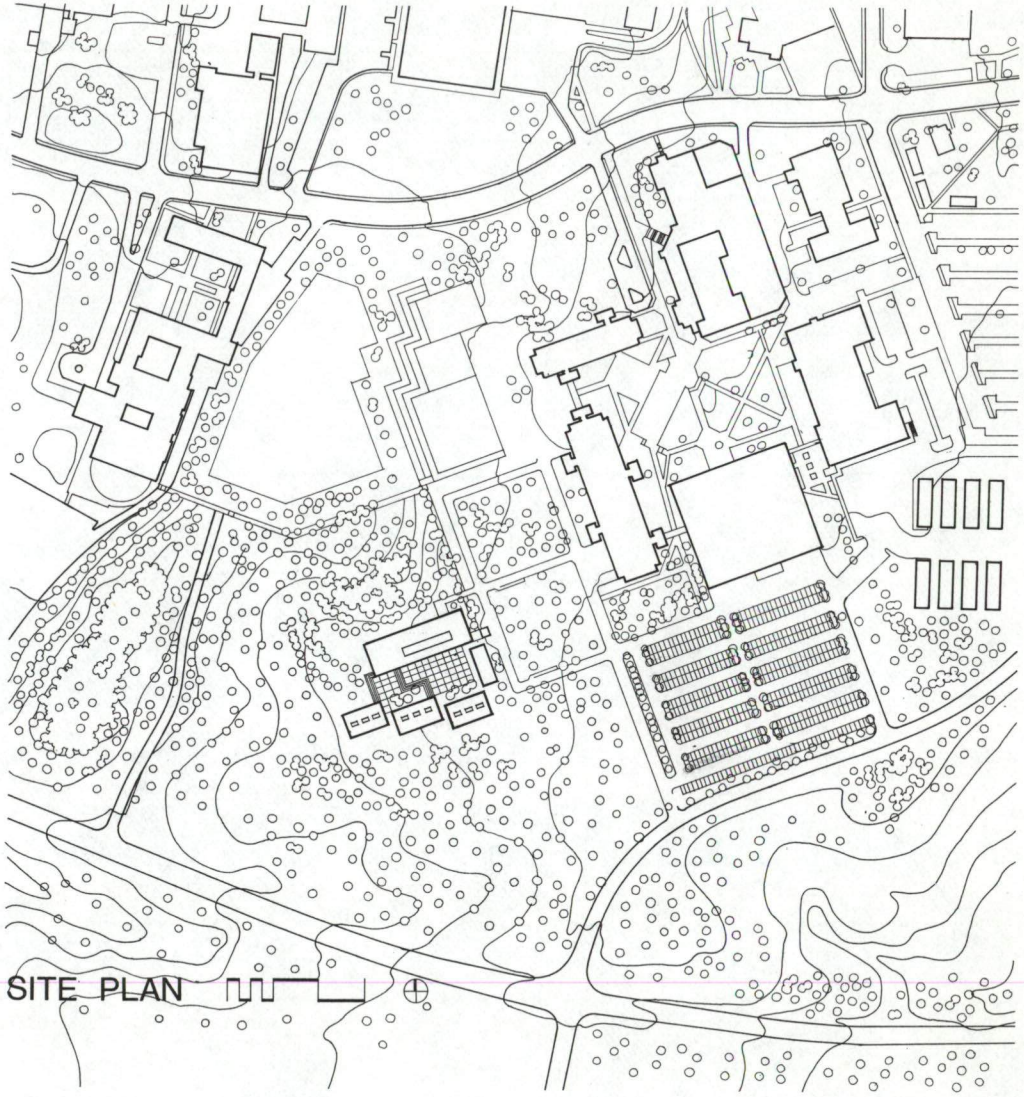
		N.S.F.	G.S.F. (N.S.F. + 40%)
ADMINISTRATION			
Director's office		400	
Director's Secretary		100	
Director of Conferences		200	
Conference staff		200	
Director of Marketing		200	
Director of Communication		200	
Director of Services		200	
Mailing room		300	
Graphic arts room		500	
Media center		600	
Receptionist/telephonist		100	
Word processor/computer		200	
Office service		400	
Secretarial space		400	
Subtotal		4000	5600
LOBBY/REGISTRATION			
Vestibule/entrance lobby		1000	
Hotel registration		300	
Conference registration		300	
Cloak room		400	
Subtotal		2000	2800
MEETING FACILITIES			
Banquet room (includes pantry, furniture store and restrooms)		5000	
Meeting rooms	3 X 1200	3600	
	3 X 600	1800	
	4 X 500	2000	
Furniture stores		600	
Audio Visual store		400	
Subtotal		15000	21000

	N.S.F.	G.S.F.
EXHIBITION/LOBBY	5000	7000
DINING	6000	8400
KITCHEN		
Storage - dry store		
cold store		
vegetables store		
deep freeze		
meat store		
ice room	1000	
Main kitchen (includes dishwashing and serving)	2000	
Cellar	300	
Locker rooms	800	
Manager's office	100	
Banquet wervice	1500	
Bake shop	400	
Subtotal	5000	7000
LODGING		
Rooms 130 X 300	39000	
Linen room		
Housekeeper's office		
Janitor's office	1000	
Subtotal	40000	56000
MECHANICAL SPACES		
Air handling	2000	
Electrical room	280	
Telephone room	280	
Staff office	300	
Workshop	1000	
Furniture store	1000	
Subtotal	4800	6000
TOTAL	81800	118000

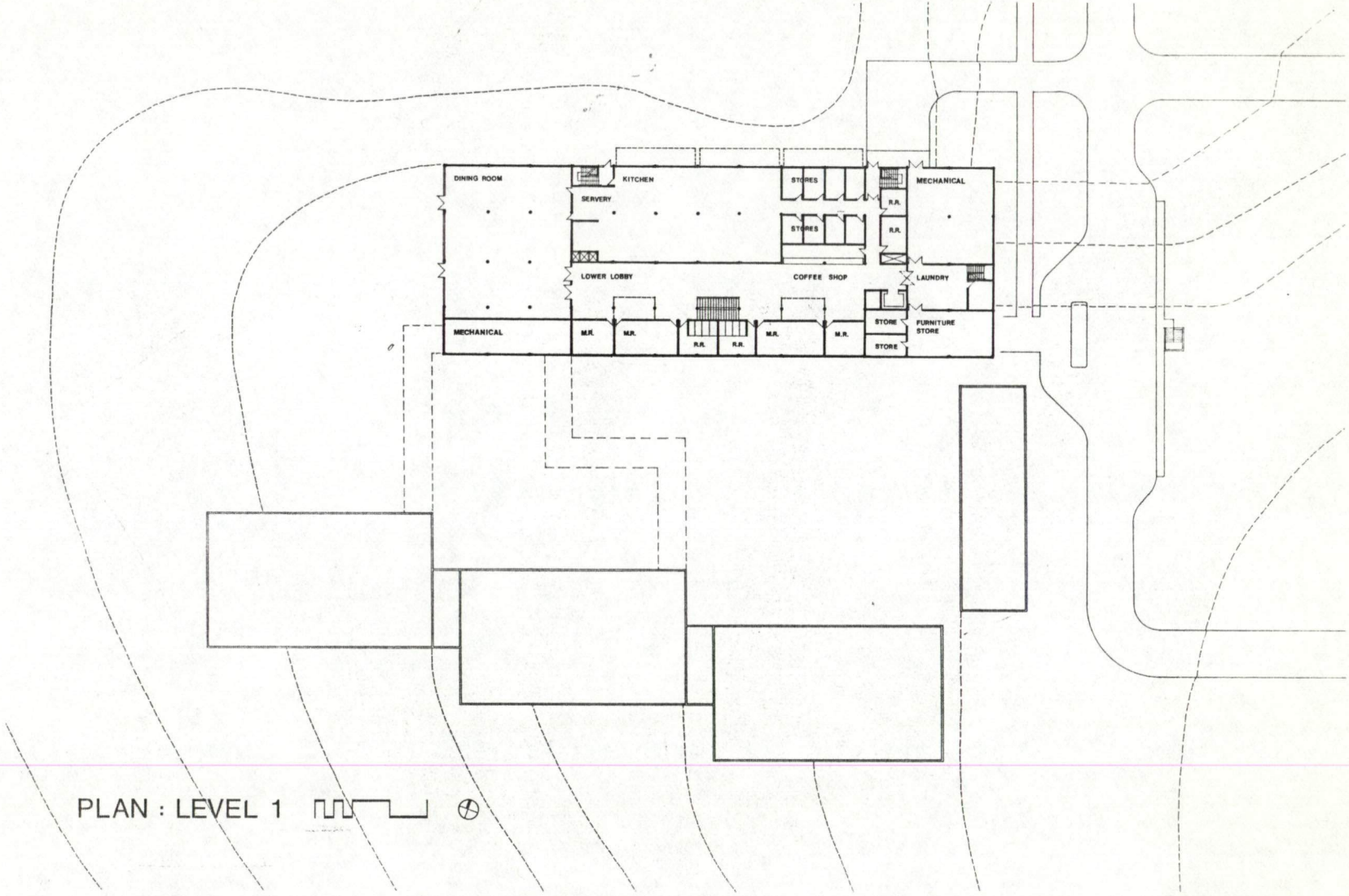
PROPOSAL



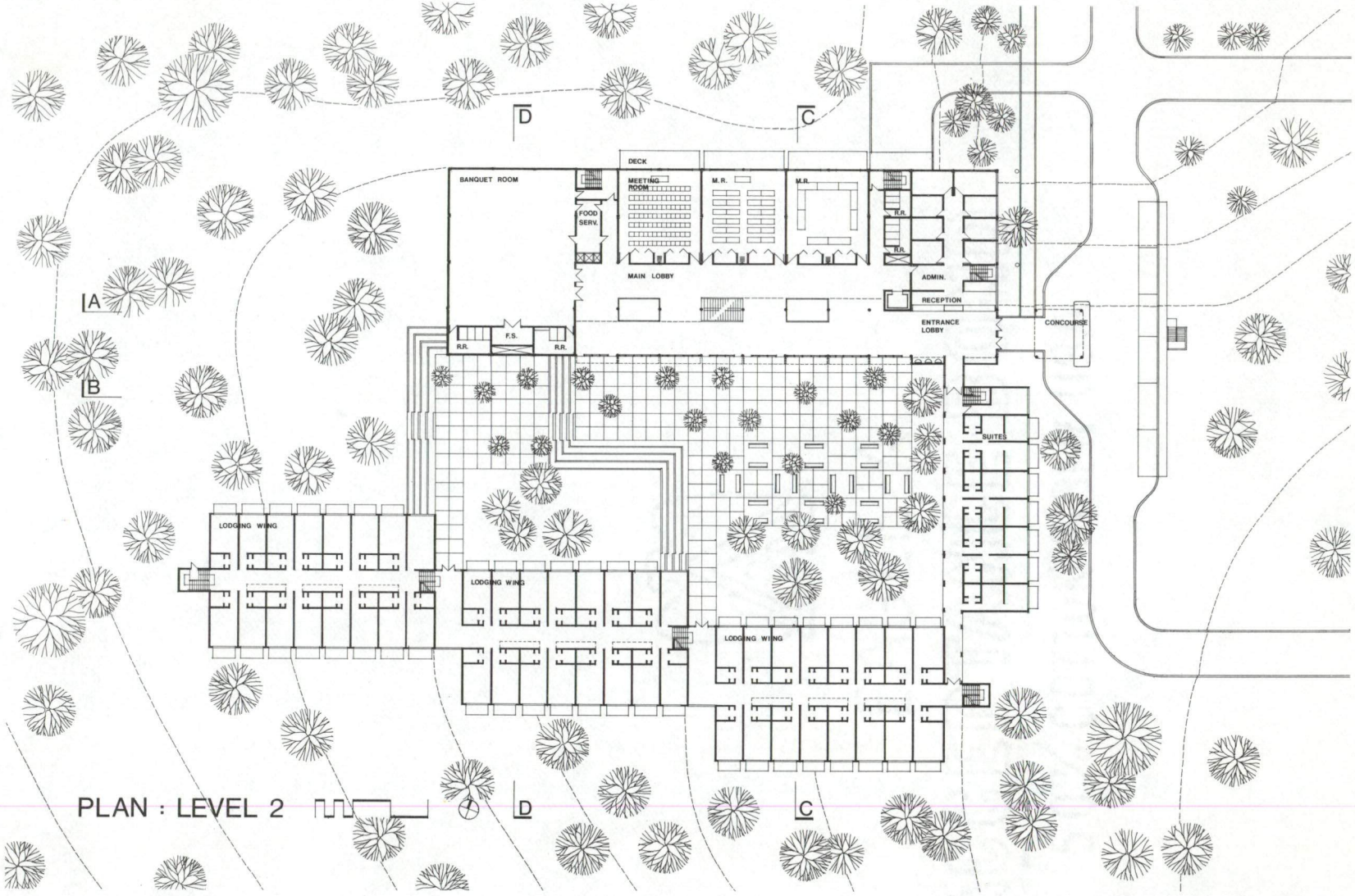
A CONTINUING EDUCATION CENTER
CLEMSON UNIVERSITY

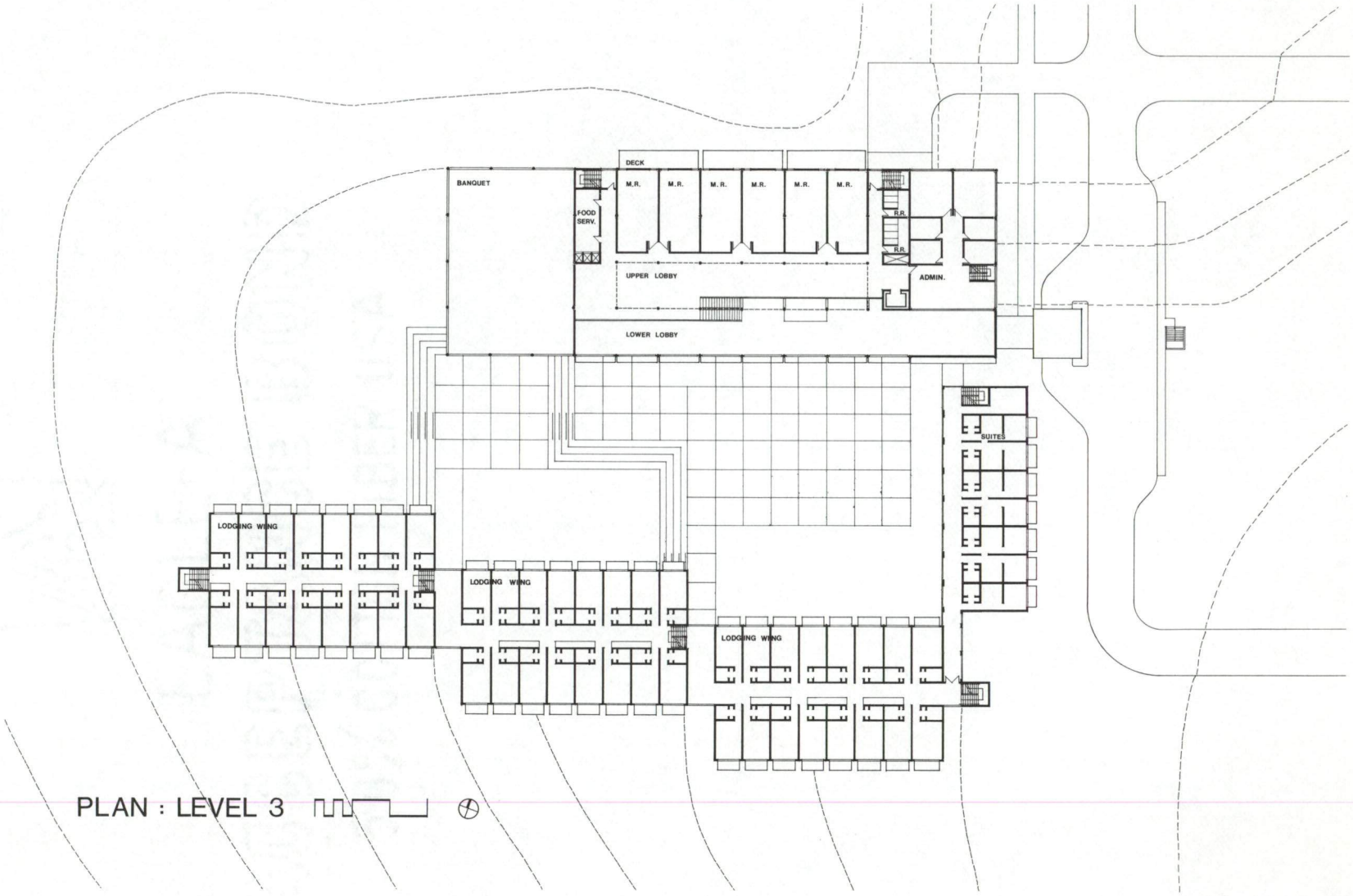


SITE PLAN

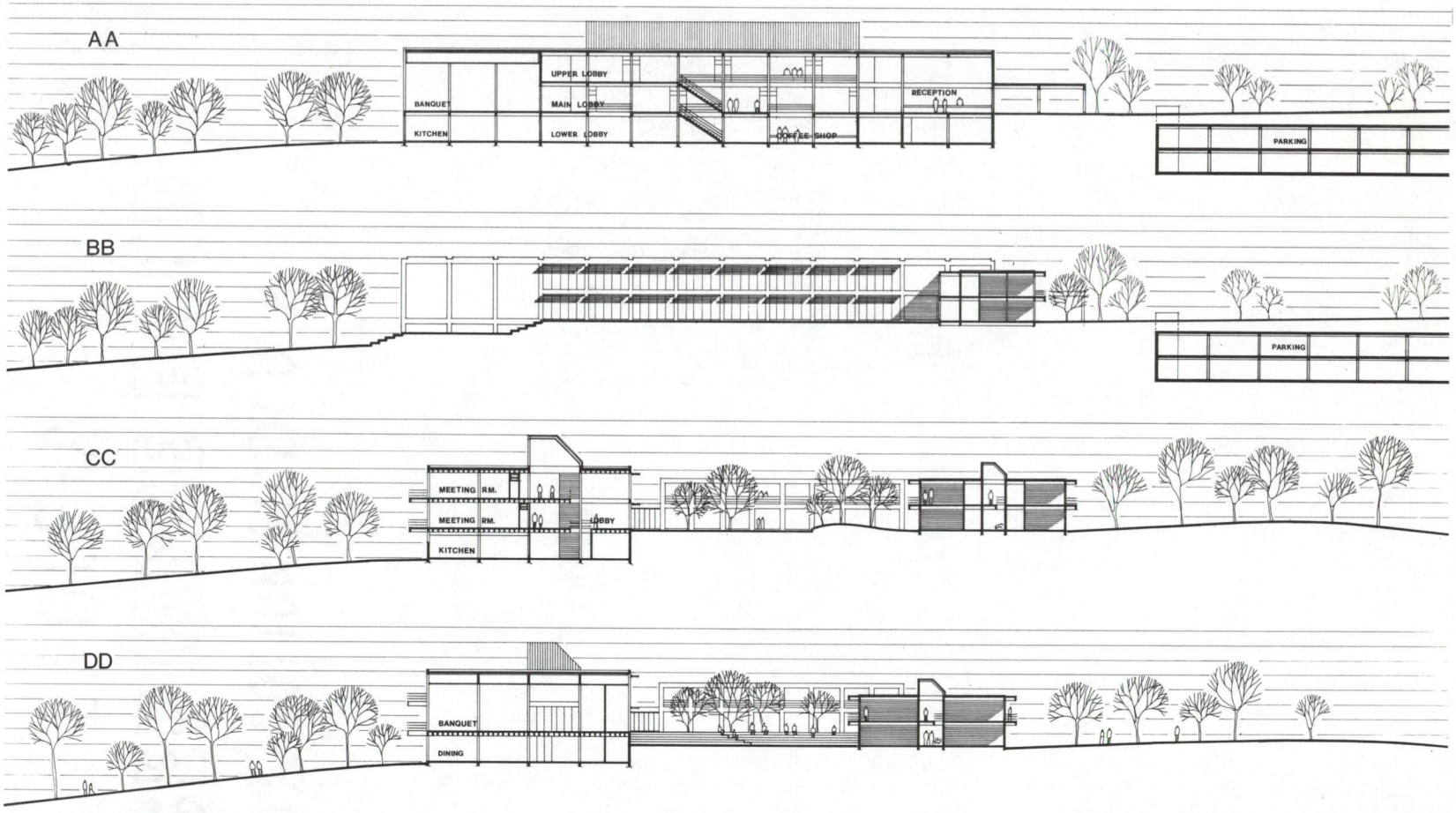

DINING ROOM
KITCHEN
SERVERY
STORES
STORES
MECHANICAL
R.R.
R.R.
LOWER LOBBY
COFFEE SHOP
LAUNDRY
MECHANICAL
M.R.
M.R.
R.R.
R.R.
M.R.
M.R.
STORE
STORE
FURNITURE STORE

PLAN : LEVEL 1

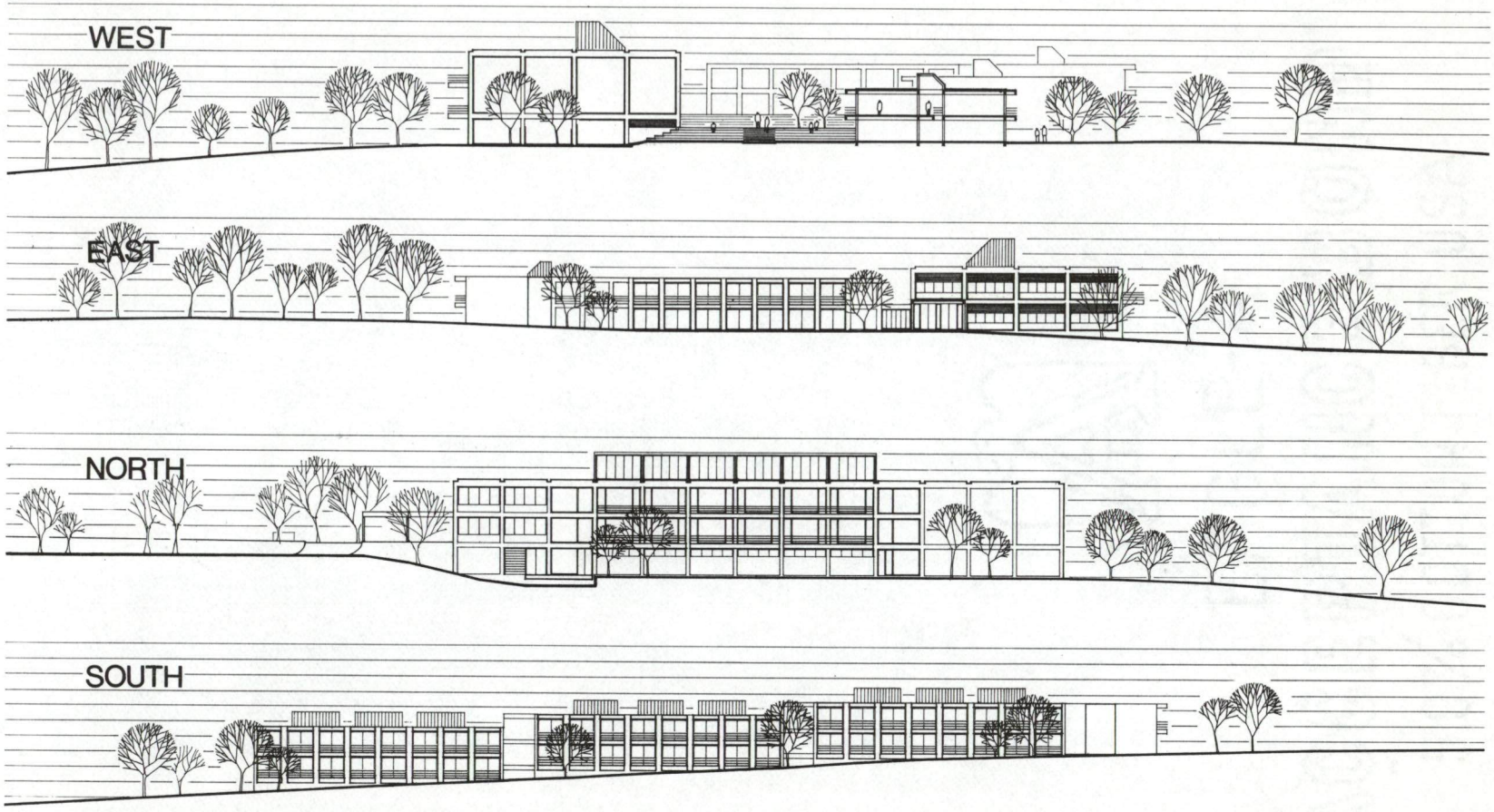

D
C
A
B
DECK
BANQUET ROOM
MEETING ROOM
M.R.
M.R.
FOOD SERV.
R.R.
R.R.
MAIN LOBBY
ADMIN.
RECEPTION
ENTRANCE LOBBY
CONCOURSE
F.S.
R.R.
R.R.
SUITES
LODGING WING
LODGING WING
LODGING WING
PLAN : LEVEL 2
D
C


DECK
BANQUET
M.R.
M.R.
M.R.
M.R.
M.R.
M.R.
FOOD SERV.
R.R.
R.R.
UPPER LOBBY
ADMIN.
LOWER LOBBY
SUITES
LODGING WING
LODGING WING
LODGING WING

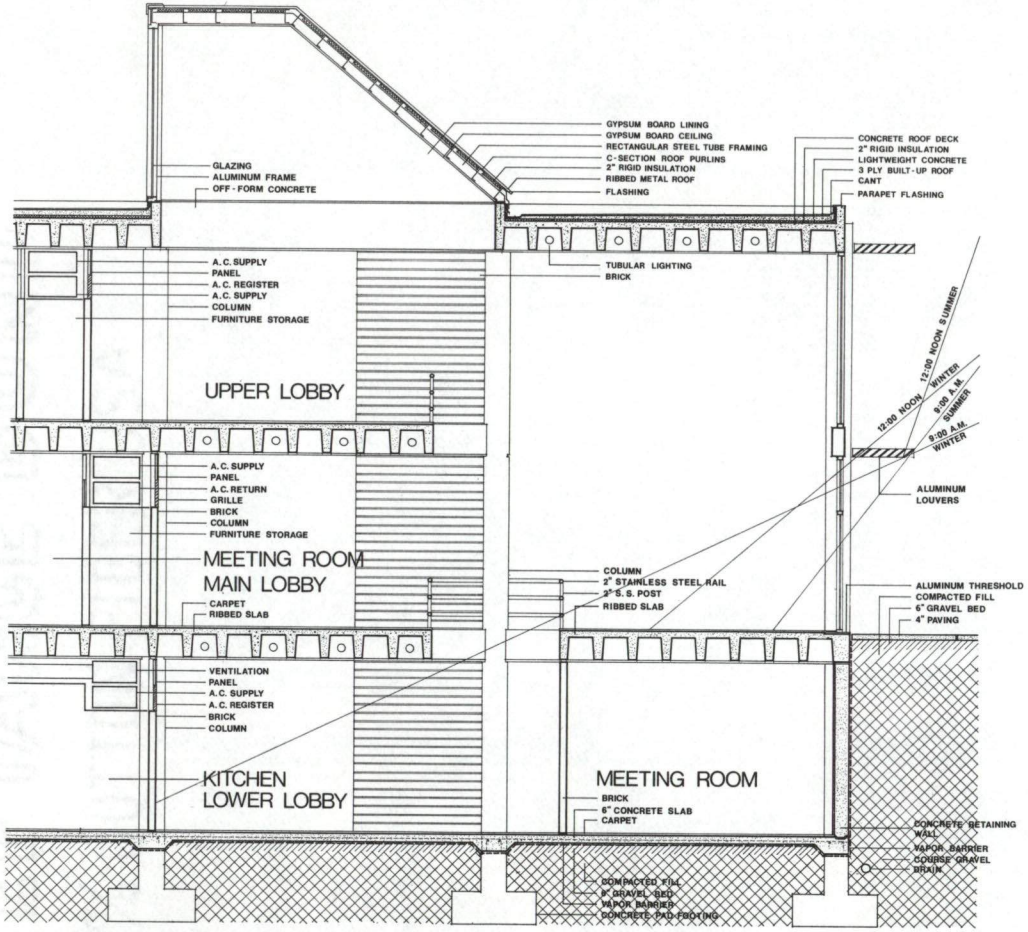
PLAN : LEVEL 3


AA
UPPER LOBBY
BANQUET
MAIN LOBBY
RECEPTION
KITCHEN
LOWER LOBBY
COFFEE SHOP
PARKING
BB
PARKING
CC
MEETING RM.
MEETING RM.
LOBBY
KITCHEN
DD
BANQUET
DINING

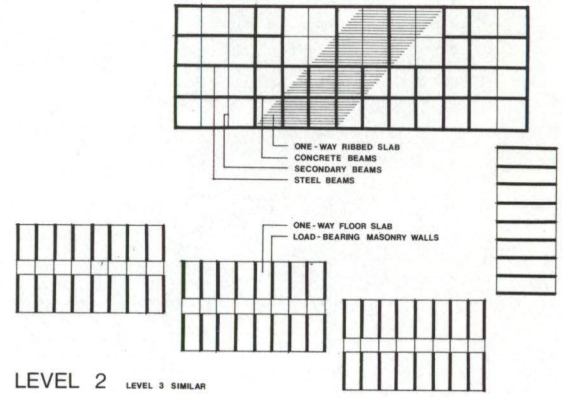
SECTIONS



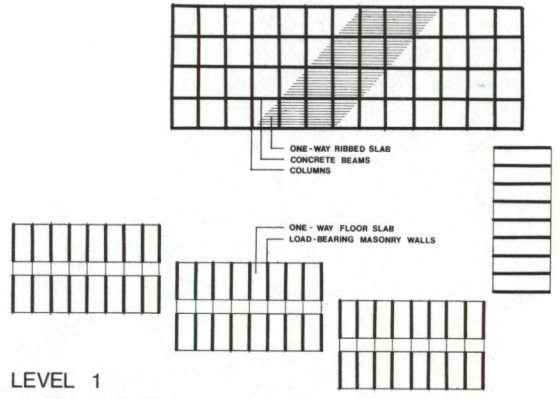
ELEVATIONS



CONSTRUCTION SECTION

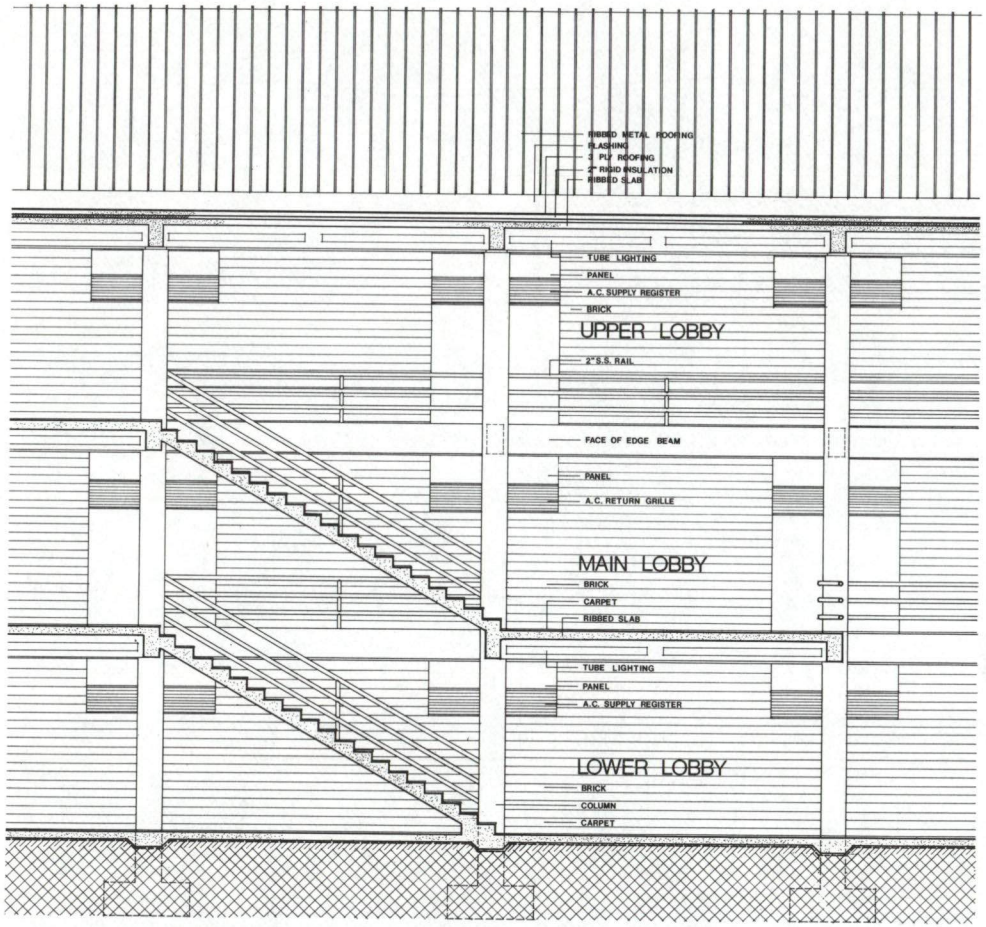


LEVEL 2 LEVEL 3 SIMILAR

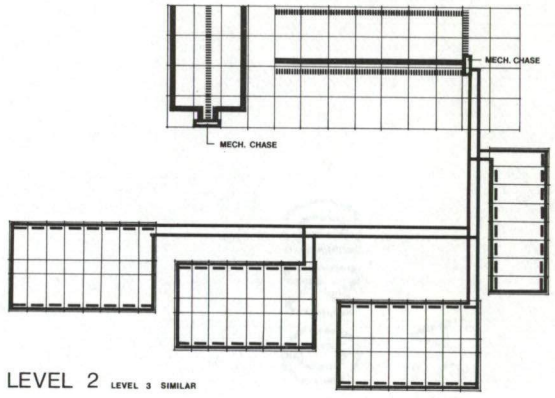


LEVEL 1

STRUCTURE

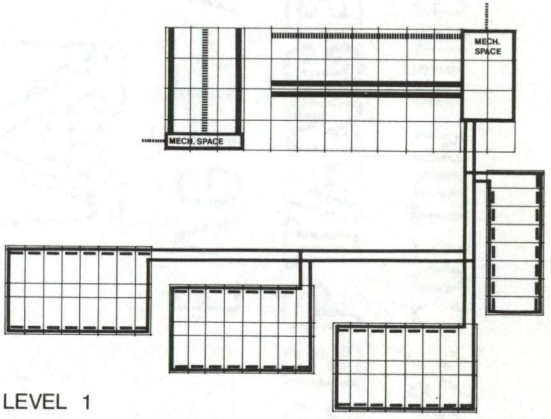


CONSTRUCTION SECTION



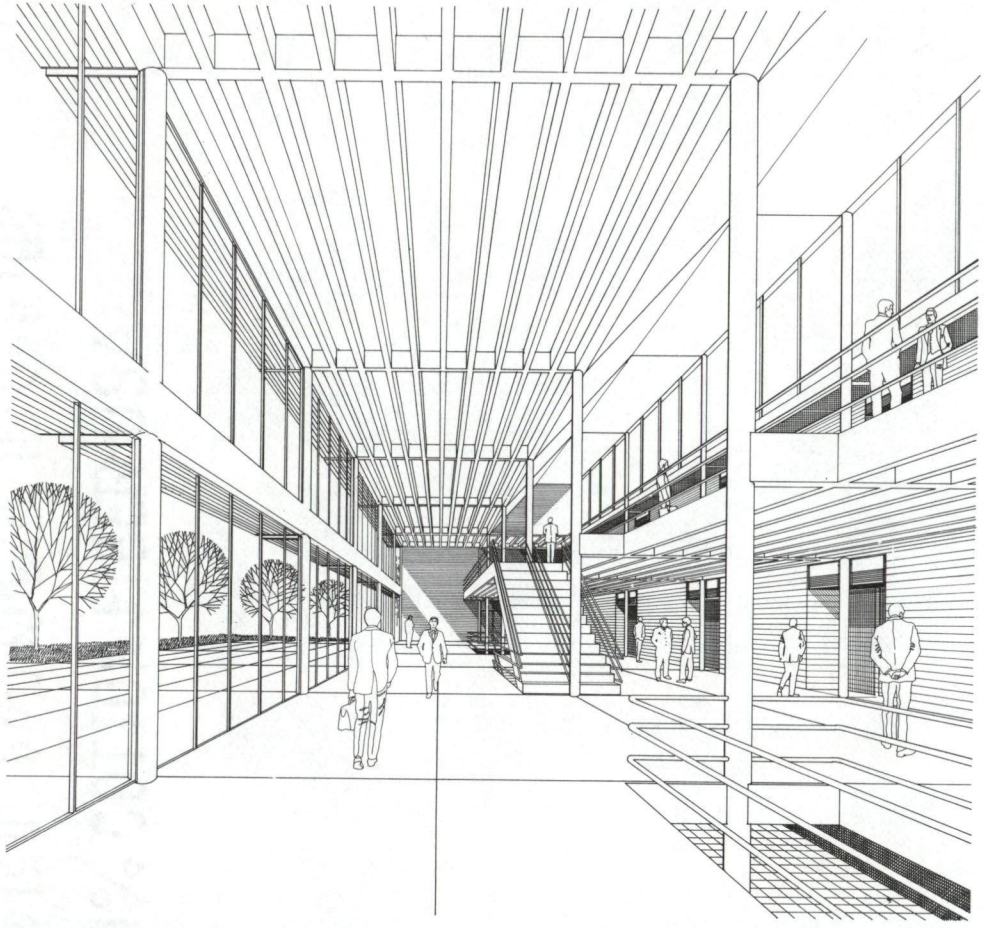
LEVEL 2 LEVEL 3 SIMILAR

FRESH AIR INTAKE
SUPPLY DUCT
RETURN DUCT
4 - PIPE SYSTEM
FAN - COIL UNIT

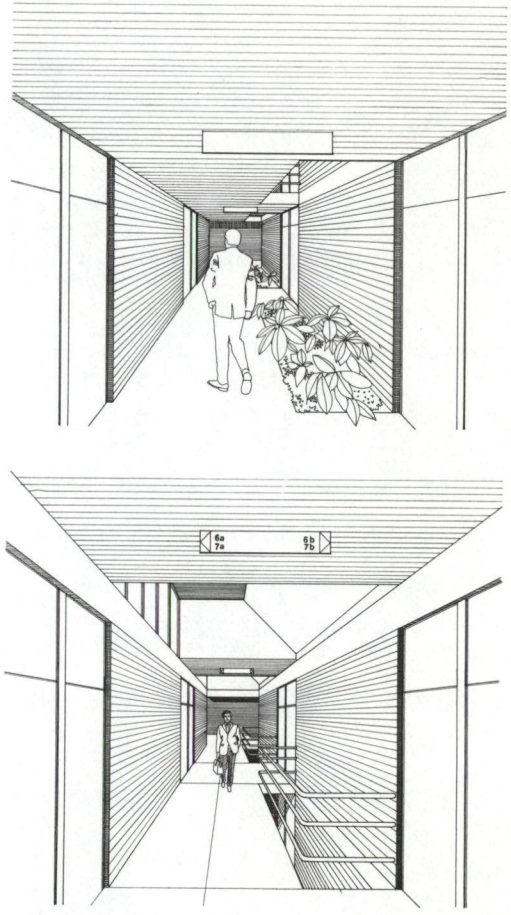


LEVEL 1

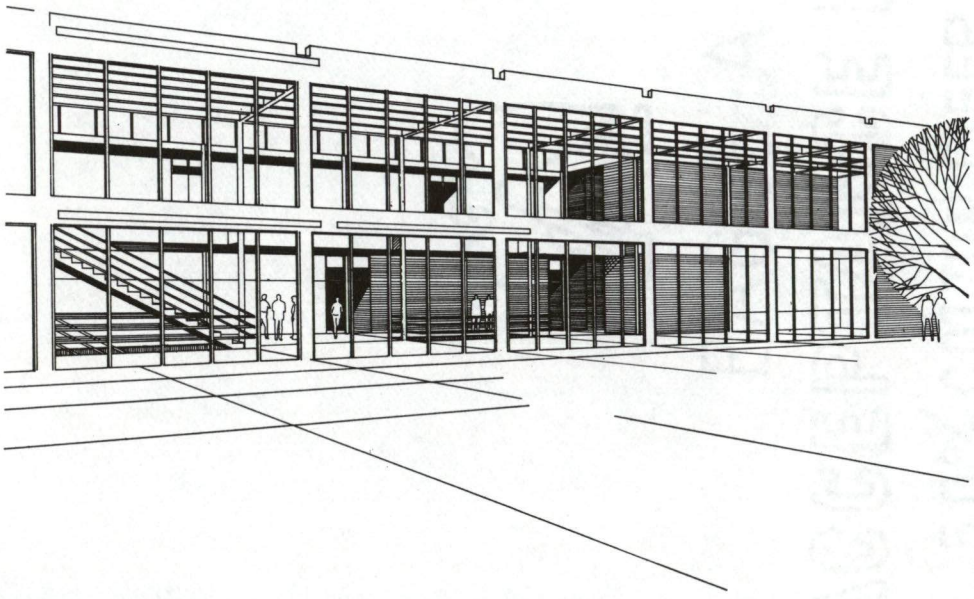
MECHANICAL



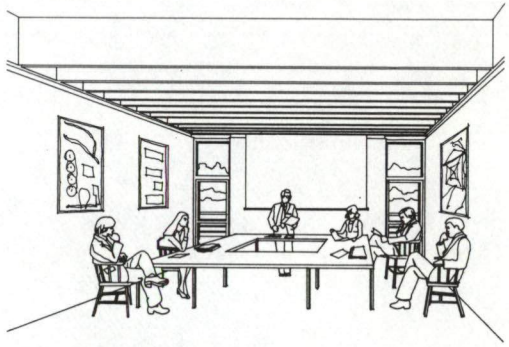
MAIN LOBBY



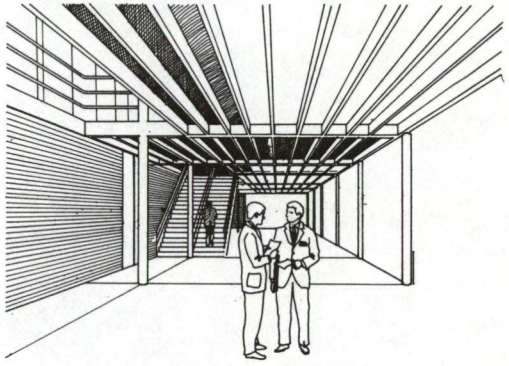
LODGING



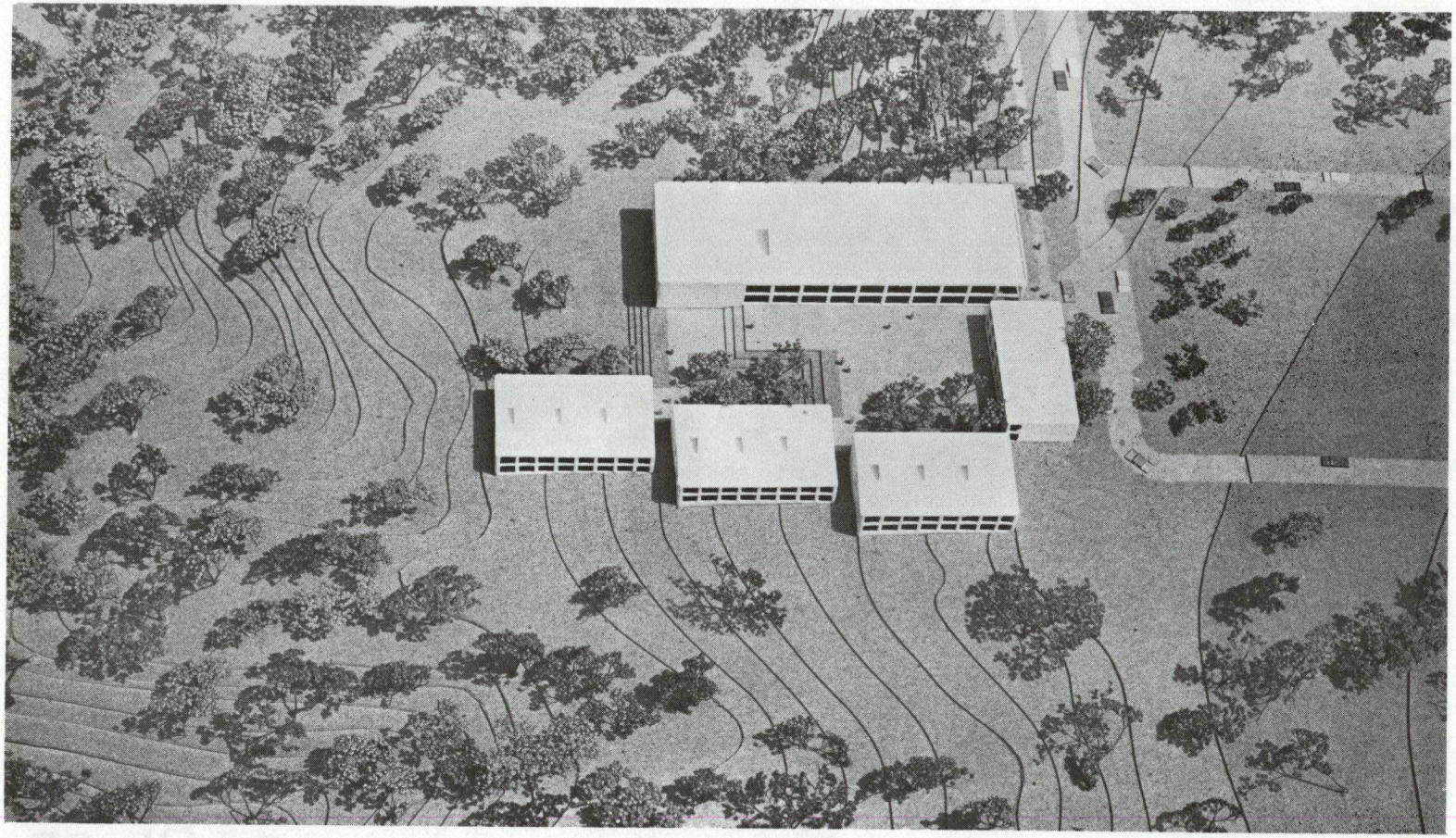
COURTYARD

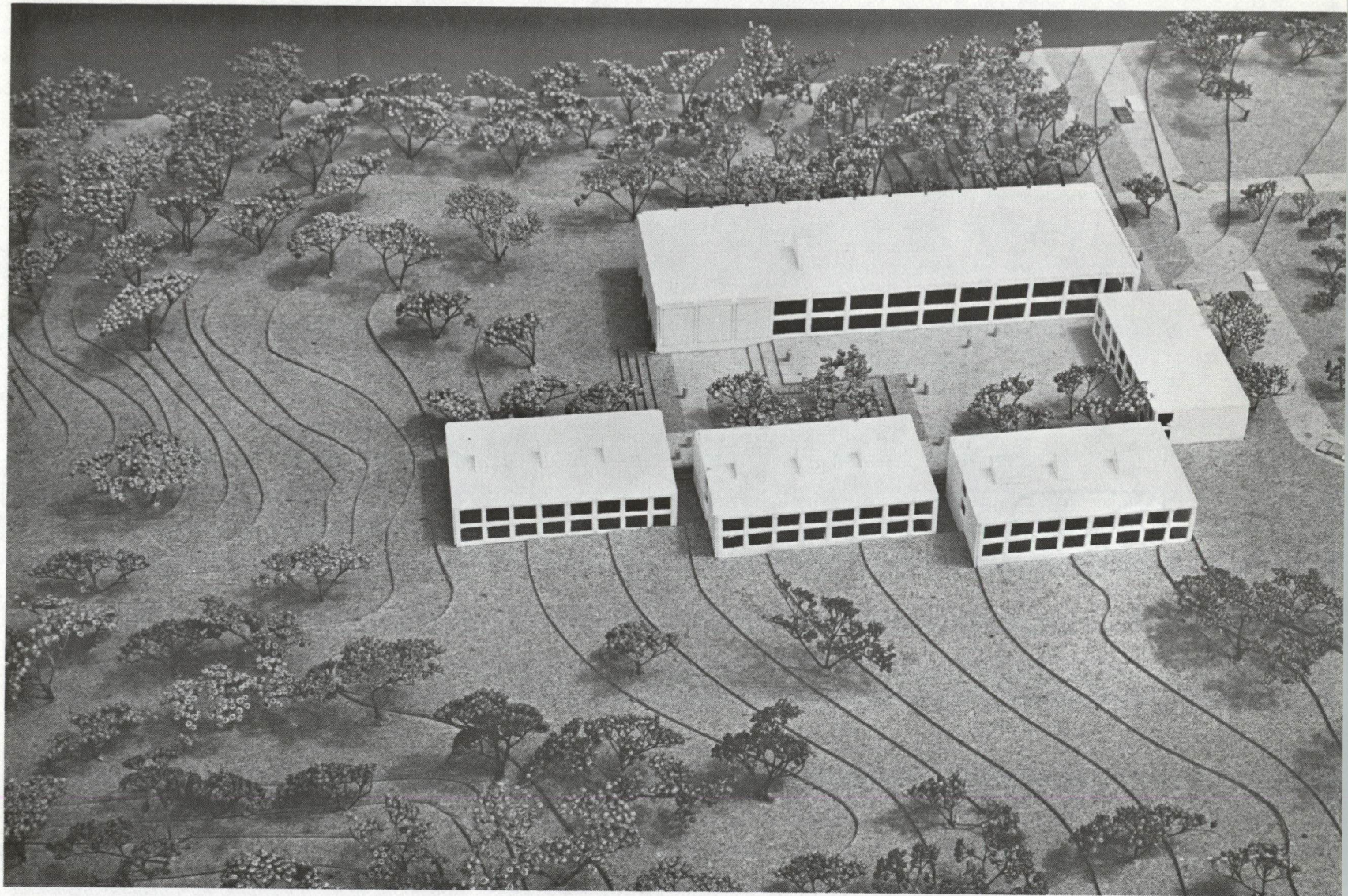


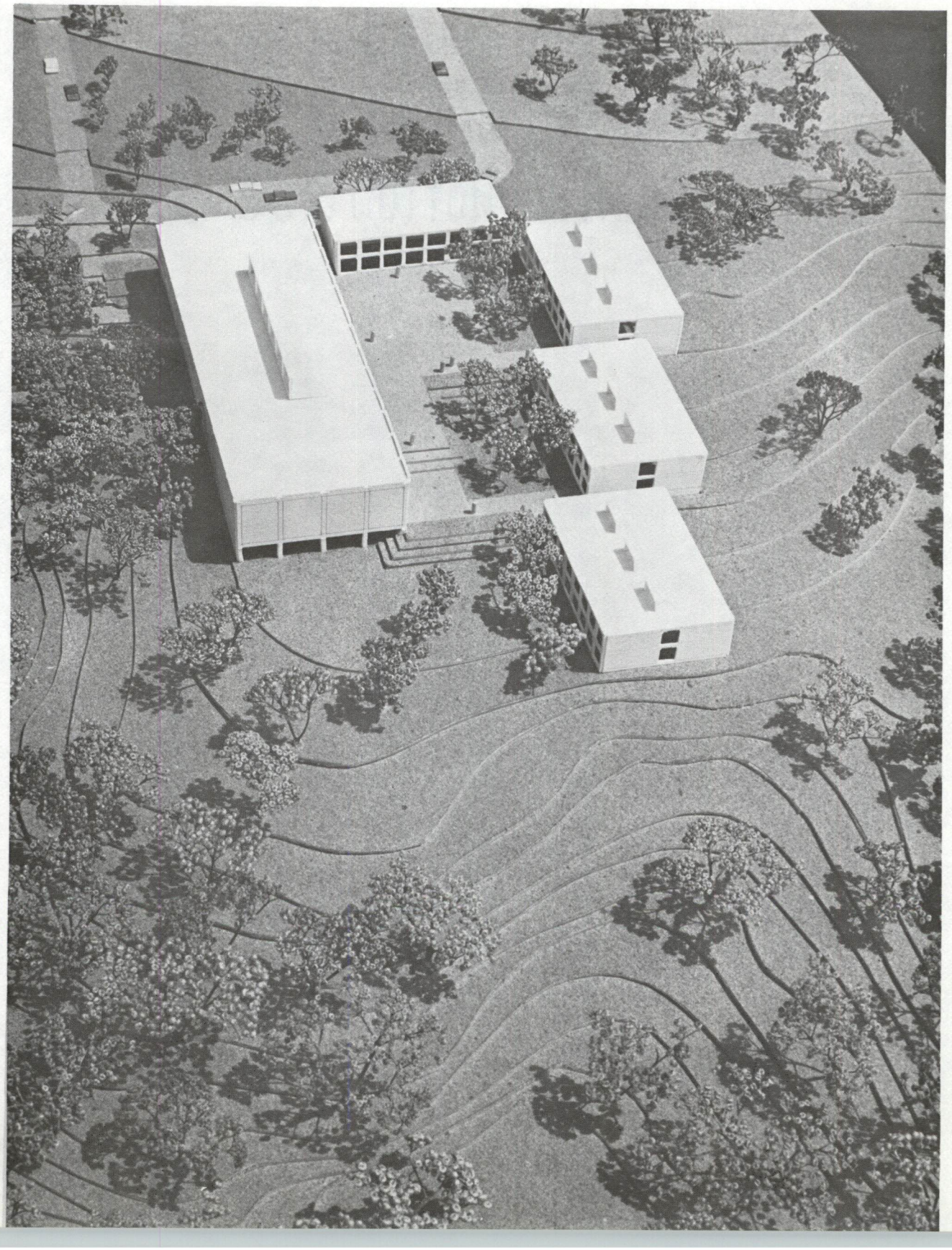
MULTIPURPOSE



LOWER LOBBY







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