

Meriwether Lewis Institute for Citizen Leadership—Summer 2016 Space Reservation Governance and Process Improvement Project Document

“Five groups in search of a meeting space...”

In the second Meriwether Lewis Institute for Citizen Leadership Summer project, we segue nicely from designing space (*The Lloyd Building Project-2015*) to re-designing the University’s process for reserving and allocating space. How might we—for student organizational needs—better reserve, track, and designate usage of building spaces? (The IT/Systems term is “hoteling.”)

What brings this topic to the foreground now? First, UVA ODOS recently implemented a new, online system, the Event Management System (EMS), to manage reservation processes for the spaces it manages and the academic spaces to which students have access. Second, we have new spaces coming online in the fall, including the Lloyd Building and a Multicultural Center in Newcomb Hall, that require thoughtful integration into the portfolio of space and reservation options. As engaged stakeholders and users of multiple spaces across grounds, the Meriwether Lewis Fellows are a perfect group to undertake proposals for how to adapt and improve the current reservation *process* on grounds. To that end, we ask you to use design thinking methods to review the current space reservation process with the intent to improve it for all users.

With over 700 student organizations and ad hoc meeting requests from students, it is reasonable to assume that space becomes a hot commodity on Grounds. Historically, there have been several challenges associated with reserving the shared spaces in which we all conduct business at the University. Reservation challenges have included, but certainly are not limited to:

- Lack of clarity around which spaces are available for reservation (& by whom): Academic spaces? ODOS spaces? Intramural, athletic or outdoor spaces?
- Past and present difficulties with booking systems—type, access, guidance, awareness.
- Limited options & availability at peak times, especially for rehearsals and performances.

Past challenges, and the reasons for those challenges, are a significant part of the investigation you’ll do before suggesting improvements to the current reservation process.

To start, you’ll need to research the current process(es), gather observations from users about their experience, and investigate the multiple ways in which users can request reservations. For example, Conference Services <http://www.virginia.edu/housing/conferences/>, The Source <http://www.virginia.edu/source/>, and the ODOS EMS <http://www.virginia.edu/deanofstudents/eventplanning/ems/>, each give users a path into the reservation process. There are also school specific spaces with reservation processes of interest. You should start by reading the 2014 space-sharing agreement negotiated amongst ODOS Event

Planning Services, the Office of the Provost, ITS, Facilities Management, and the University Police, as detailed in a *Memorandum of Understanding* (MOU). We have posted the document to COLLAB for easy access.

In simple terms, the context for the process you're trying to improve involves basic supply and demand. According to the MOU, there is significant availability of academic space designated for student use within specific time frames. A cursory crunching of numbers for the rooms and hours of availability spelled out in the MOU appears to allow for something near:

- 34,000 1-hour meetings in a 12-week semester; and,
- a maximum of 1700, 90-minute performances in a 12-week semester for spaces dedicated to performance and rehearsal.

The numbers seem large and suggest that, *theoretically*, there is space enough for each of the nearly 700 CIOs to meet significant space reservation needs throughout a semester, particularly when we consider that the roughly calculated availability of shared academic space—from the MOU list of rooms—does *not* include additional spaces listed in ODOS EMS, IMREC governed spaces (AFC, Mem Gym, North Grounds Rec.), new (Lloyd) or academic spaces (Bavaro or Rice Halls) not yet listed in the system, or school specific restricted spaces (COMM/Arch), not accessible via the EMS or SOURCE portals. We include a list of additional academic spaces not specified in the MOU and non-academic spaces in **Exhibit 1**. It would appear, on the surface, that we have an embarrassment of riches when it comes to space.

However, it is important to remember that student groups are not the only consumers of University spaces. University administrative offices and academic departments also reserve space for departmental use, and such departmental use frequently benefits students (e.g., Film Festival, engineering conference, career fairs). Additionally, there are groups or individuals from outside the University who request access to University spaces (weddings, receptions, workshops, and so forth). Thus, while there may seem to be a plethora of space available, (and there is), availability and accessibility to University space has not been users' reported experience when navigating the current reservation process.

Your project goal is to propose an improved space reservation management process that utilizes the new EMS to its full potential and furthers the goals of the University's multiple stakeholders to generate a maximum level of benefit to students at The University. How you define "benefit" will be up to your project group, but as with most things, we remind you that there are *significant political considerations* in space allocation. Costs, budgets, differing institutional and student agendas, previously expressed student and academic needs, outside constituencies, and other groups you uncover in your research, will all influence your decisions about how to redesign the process for reserving space.

As you begin your analysis, consider asking questions to: identify the problem and context, understand/define space for reservation, determine an ideal reservation process, and provide guidelines for governance of the reservation process. **Exhibit 2** provides preliminary questions with which you might start your discussions. However, as you might suspect, the questions should begin your brainstorming; they are certainly not exhaustive and they definitely are not a checklist.

You will, and should, develop more questions and identify more issues and opportunities as you dig deep to discover improvements to the current student reservation process on Grounds.

As with any project, you'll want to keep in mind the key decision makers—and the audience you ideally will persuade—for the project. Your audience of key decision makers includes, but is not exclusive to:

- Allen Groves, Associate Vice President for Student Affairs & University Dean of Students
- Marsh Pattie, Assistant VP for Student Affairs & Associate Dean of Students
- Michael Kozuch, Director of Business Services & Operations
- Kendra Paisley, Associate Director for Events & Operations
- Dirron Allen, Assistant Dean of Students & Director of Student Activities
- Wynne Stuart, Associate Provost for Academic Support & Classroom Management
- Anna Towns, Director of Space Planning & Management (CLAS)
- Jill Krantz, Associate Director of Athletics for Intramural Recreational Sports

Keep the audience of key decision makers, in addition to daily users and stakeholders, in mind as you frame your research, your re-design, and the creation of all your deliverables for the Meriwether Lewis Institute Project.

Project due date & deliverables overview

As with most real-world projects, the MLI summer project requires you to work in groups to create your proposals. You will undertake a design thinking approach and use tools such as primary & secondary research, direct observation, 360 empathy, ethnographic interviews, brainstorming, visual thinking, storytelling & storyboards, and iterative testing and prototyping to define the problem, to understand the user experience and to develop creative “solutions” or re-designs for the reservation process. We'll provide you with a text by Liedtka, Ogilvie and Brozenske, *The Designing for Growth Field Book* (2014) to help guide your process, and you'll engage in a two-day design thinking workshop with Randy Salzman—he prefers “Salz.”

You'll want to make sure you communicate clearly about why you see the problem(s) as you do, how you made your decisions about your proposed solutions, what research, interviews, data, and thinking support your proposal. What's the story in favor of why and how you suggest the University implement your proposed plan for integrating a new reservation process and determining the manner of its governance? How can you be most creative and persuasive with your proposal?

The MLI Project has multiple deliverables throughout the six weeks of the Institute:

Due Tuesday 9:30am, June 7: Direct Observation—space & reservation process. Consult the *Field Guide*, p. 46 for notes on direct observation and specifics for this assignment posted in Collab in the folder: “Direct Observation Assignment”-Due before 9:30am Tuesday June 7.

Due Monday 9:30am, June 13: Preliminary research activities to prepare for design thinking workshop

- 360 Empathy (p.58 Field Guide), short individual write up to assess potential user needs.
- Peer -Group to Group-Interview Activity--practice
- Polling for Data—create and distribute a short initial questionnaire on user experiences with reservation process.
- Working list of key observations: Capture data from your direct observations, your initial peer interviews, your polls and compile a list of insights, key observations, points of entry into the project.
- Working list of (revised) potential questions to ask during more substantive Ethnographic Interviews with key decision makers.

Due Wed. 11:00am, June 22: Project 1—Preliminary proposal slide format (8-10 slides)

You will develop your materials through research, direct observation, empathy focused interviews with key stakeholders, creative brainstorming analysis of the problem as you have framed it and your working solutions as you see them at this point. They will change; but should include at this point:

- Title slide
- Executive summary outlining your proposal as it stands now (2 slides)
- Capture your visual thinking with storyboards, journey mapping, or other *Field Guide* templates used to bring clarity about the actual or proposed user experience.
- A model/design of your prototyped process to test/or in testing phase
- Initial results from any testing or feedback
- A list of sources and list of interviewees (these slides are not included in slide limit)

Create audience-centered, client ready materials that make your ideas easy to follow, and design them with the idea that you will share the materials with faculty and UVA administrators in your ongoing conversations/meetings about the project. Consider design, accuracy, and direct style accessibility of both key ideas and data in your materials.

You will submit the materials electronically to the MLI Faculty Team (Ballinger, Grundy, Lampkin, Pentz) **before 11:00am, Wednesday, June 22**. Your materials, as a whole, should outline your discussion/evaluation of the problem or problems your group wants to solve in relation to the reservation process, the reasoning that drives your choices, and provide persuasive, engaging detail regarding your group's intended solution(s). Again, please include a list of sources you've researched and people you've interviewed—or plan to interview—at this point in the project.

The MLI faculty will review your proposal packet, provide feedback, and meet with your group. We will also provide what help we can to connect you with the officials and organizations at The University who have information you deem necessary for your project.

Due Wednesday, 5:00pm July 6: Project 2--Final PowerPoint Client Deck (20 slides)

Project 2 is a final **PowerPoint Client Deck** of 20 slides, in which you put forth visually and verbally your final proposal to improve the space reservation process. It will include a comprehensive plan for restructuring the reservation process for space on Grounds. Again, you will use a deck format to submit your project analysis electronically and in printed deck format to the MLI faculty by **12:00p.m. on Wednesday, July 6**. The order, scope, design style, and emphasis with which you present your comprehensive plan will, naturally, vary across groups. You will want to make sure that your deck: clearly states the reasons for your proposed changes to the reservation system, explores in sufficient depth which problem(s) you're solving for The University through your proposed changes, and provides a detailed, well-researched, logically argued, elegantly articulated and persuasive argument in support of your proposed ideas.

Due Thursday 10:00am, July 7—Project 3: Final Group Presentation with slides

The final part of the MLI Project allows you to share your work with your peers and the public in a professional and persuasive manner. Each group will deliver a 25 min. group presentation from **10:00am-1:00pm on Thursday July 7**. Presentation order will be announced Tuesday July 5.

Your presentation will include 15 minutes of presented content and 10 minutes of Q&A. The audience will consist of your peers, your MLI faculty and invited key stakeholder and decision maker guests. In your presentation, you will cover the highlights of your researched proposal. Ideally, you will design the presentation slides in parallel with your deck slides so that you have time to refine, and rehearse, your presentation. Please note: everyone in your group should have an opportunity to present content during the presentation.

Exhibit 1: Reserved space includes more than the Academic spaces outlined in the MOU; information about space availability and policies is not consistent across sites.

MOU Listed Academic Spaces

- New Cabell
- Chemistry
- Minor
- Maury
- Clark
- Cocke
- Dell 1 & 2
- Wilson
- Gibson
- Monroe
- Nau
- Physics Building

ODOS EMS space access:

- Newcomb
 - Kaleidoscope Room
 - South Meeting Room
 - Gallery
 - Smaller Conference Rooms
 - Ballroom
 - Board Room
 - Commonwealth Room
 - **New Multicultural space-TBD**
- **Lloyd Building--TBD**
- Ern commons
- Student Activities Building
- O-Hill Forum
- Runk Green Room
- Amphitheater & other outdoor spaces
 - Gardens I, II, IX, V, VIII, X
- Banner spaces
- Table spaces
- Newcomb Theatre
- University Chapel

ODOS EMS→ The SOURCE Academic Space Access

Not Referenced in MOU

- Art History Spaces
- Astronomy Building
- Cauthen and Shannon
- Brooks Hall
- Bryan Hall
- Gilmer Hall
- Kerchoff Hall
- Curry--Ruffner Hall
- Drama Building
- McIntire School of Commerce
- Memorial Gym. Classrooms
- Old Cabell Hall
- School of Arch.--Campbell Hall
- School of Engineering Spaces
 - MEC, OLS, THN
 - *As of 5/30—Rice Hall not listed.*
- School of Nursing Spaces

Potential (Idealistic?) Spaces not listed with EMS, Conf. Serv., or The SOURCE:

- The Rotunda (eventually)
- O'Neil Hall
- Alumni Hall
- Miller Center
- Morven
- Jefferson Scholars Foundation Building
- Cavalier Inn-Mtg. rooms
- Clemons renovated space & DML meeting rooms
- Lambeth Commons
- Garden Room (Fac. Dining Room)
- Colonnade club
- Varsity Hall
- Dorm meeting spaces
- Hereford Green Room
- Pavilion VIII classroom
- Zehmer Hall

Exhibit 2: List of basic questions to use to start thinking about the space reservation process issues and project.

Identifying the originating problem & (historical) context

- A group or individual within a group decides “we need to have a meeting.”
- Why does a group want/need to hold a meeting?
- What does the group need the reserved space to accomplish?
- When do does the group think it will need the space?
- How soon ahead of time will the group know the date and reason for the meeting?
- What accounts for the disparity between historical and current user experience and apparent space availability?
- What additional scheduling imperatives have an impact on available space?
- Where do perception and reality diverge around available space and why?
- Because the answers to these questions differ from group to group, it’s important to have the answers to these questions for as many groups as possible to assess/predict user needs effectively.

Defining Space

- How will you define the varied spaces across the University?
- How might you categorize space in addition to the list of “academic, IMREC, and Student Activity Spaces” listed in UVA’s EMS/The SOURCE?
- Should certain spaces be reserved for specific uses only?
- What should you take into consideration as new spaces come online for student use?
- Might there be reasons to designate spaces as single use, multi-use, or “coffee house feel” spaces, such as OpenGrounds, HackCville? Are either of the latter considered University spaces?
- What would you identify as *necessary* accessible space for student extracurricular activities? sufficient? ideal?

Determining the ideal process

- What is the current process for a student group to reserve a space?
- How can we get the best performance out of the reservation software system we’ve recently implemented?
- What works about the current user interface, and what might be re-designed?
- Is there a “management” layer, or user groups, who might benefit from seeing reports made up of monthly usage facts?

Governing use of space

- Who is involved, and who should be involved, when determining the rules that will govern how space is reserved, used, and designated?
- Who should determine whether space is designated as “accessible” to students, faculty, administrators and outside consumers? Is there a priority of users?
- What rules or policies should be developed and by whom?
- What considerations might you take into account when prioritizing use of space or designating space for a certain purpose?
- Who makes decisions about use and key metrics?
 - Is it important to know how many students are in a room during a reservation?
 - Should the process limit how many reservations a single group can make?
 - Should reservations be strictly first come, first serve?
- Who has “admin rights” and who can overturn reservation decisions or fix conflicts?