



Revised 2017
CAMPUS PLAN



AP **Austin Peay**
State University



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State University

Contents

Section One	1
EXECUTIVE SUMMARY	3
Drawing 1.1: CONCEPT PLAN	5
Section Two	7
BACKGROUND	8
PLANNING PROCESS	8
MISSION, VISION, AND PRIORITIES	9
CAMPUS ANALYSIS	10
Drawing 2.1: Six Analysis Drawings	11
TOPOGRAPHY	12
PREDOMINANT USE	13
PEDESTRIAN CIRCULATION	13
IDENTIFIED CONCERNS AND OPPORTUNITIES	14
PARKING AND VEHICULAR CIRCULATION	18
STUDENTS IN RESIDENCE	18
CAMPUS LANDSCAPE	18
CLASSROOM USAGE	19
OFFICES	20
PEER COMPARISONS	20
PROJECTIONS	21
UNIVERSITY PROPERTY - POTENTIAL AND OPPORTUNISTIC LAND ACQUISITION	21
Drawing 2.2: University Property - Potential and Opportunistic Land Acquisition	22
Section Three	23
ILLUSTRATIVE CAMPUS PLAN	24
Drawing 3.1: ILLUSTRATIVE CAMPUS PLAN	25
Appendix	27
CLASSROOM UTILIZATION	28

Section One

EXECUTIVE SUMMARY

Section One

EXECUTIVE SUMMARY

This campus plan is an update to the original campus plan that was prepared in 2013. It reflects the change in land ownership, the direction set by a new president and administration, and the development of a University Strategic Plan.



2015 – 2025 Vision Statement

APSU's vision is to create a collaborative, integrative learning community, instilling in students habits of critical inquiry as they gain knowledge, skills and values for life and work in a global society.

The Strategic Plan has been instrumental in guiding the discussions and direction of this revised campus plan. Input from the many APSU constituents who have participated in the planning process is reflected in the plan. The plan provides a framework for decision making that includes descriptions of context, land use, building use, topography, pedestrian and vehicular circulation and parking, landscape, campus design, development constraints and opportunities, and sequence.

Please refer to **Drawing 1.1: Concept Plan** on page 5. The Campus Plan described in this report is summarized here by brief descriptions of key proposed projects listed by location and not in any priority.

Drawing 1.1 Site Number Key

A. Construct a Health Professions Building on Eighth Street north of Maynard Mathematics and Computer Science building. The Health Professions building will consolidate the School of Nursing, the departments of Allied Health, Psychological Science and Counseling, the offices for Health and Human Performance, and Social Work. The building will also provide active learning classrooms and collaborative learning spaces.

B. Upon completion and occupancy, the Health Professions Building will free-up space in four buildings: McCord, Sundquist Science, Clement, and Dunn—a total of 35,000 net assignable square feet. Adjacent academic departments will, if needed, expand into the vacant space that will be renovated to meet their needs.

C. Expand and renovate the Woodward Library to reflect the changing nature of collegiate libraries and to be a more student-centered resource including various venues and formal and informal small group work areas and collaboration spaces. The Student Success Center can be combined with the expanded library.

The Student Success Center provides peer tutoring, community tutoring, the Writing Center for individual assistance with any paper for any class, and various workshops and structured learning assistance. This academic resource should be centrally located—integrated with the library would be ideal. Two other possible locations to consider, both also centrally located: the proposed general purpose academic classroom building and the vacated space in the Harvill Bookstore building.

D. It is clear that APSU is at classroom capacity and as enrollment increases, the situation will only worsen. Construct a general purpose academic building with various classrooms, informal student collaboration spaces and support. Depending on the timing for this building, the Student Success Center might be incorporated in this academic building instead of the expanded library. Demolish Marks, an inappropriate support building in poor condition. Middle College, in Marks, could relocate to the new Academic Building or in space vacated by the departments moving into the Health Professions Building.

E. Reserve a large site across College Street adjacent to the campus for a mixed-use development to be created as a possible public private partnership (P3). This significant site located at the edge of the Clarksville city center, adjacent to the campus, will create a connection between the two.

F. The Harvill Bookstore building will become vacant when the bookstore relocates across College Street to the corner of College and 4th streets. There are a number of options for the reuse of this strategically located building: dining (the building was once the dining hall), post office, lounge, offices for dining services, the Honors program, or the Student Success Center. The building is right in the heart of the University—the focus of Student Life.

G. If the University continues to grow its enrollment as it has in the recent past, an assessment of APSU’s student housing and dining resource should be conducted to help the University make a rational plan for moving forward. This assessment is particularly important given the possibility of a P3 development across College Street.

A critical evaluation of student dining and a careful review of the various venues presently in operation on campus should be part of this assessment. There are seven venues available on campus, including the cafeteria and food court in Morgan, Sundquist, Subway, Terrace, Starbucks, and the Foy Center. Only after a careful housing/dining study, can the University make a rational, data-driven choice and avoid an ad hoc decision. It is recommended that a focused housing and student life master plan be developed.

H. Expand surface parking throughout the campus on existing lots through minor adjustments to the sites and through careful redesign and restriping to improve capacity. No longer cutting edge are pay-by-phone apps for metered parking on campus. Although it is not needed now, at some point in the future, when enrollment targets are met, the University will need to decide whether to pursue the creation of a parking structure. One of several existing parking lots could become the site of a structure that has the capacity of 250 to 500 cars. In the meantime,

parking across College Street, and parking on select streets such as Marion and Drane will meet the needs.

I. Pedestrian circulation improvements include transforming Browning Drive and portions of Henry street from vehicular to pedestrian use while emergency and service vehicles will still have access. Closing both to traffic will create a truly pedestrian zone in the core of the campus. Closing Henry Street creates an opportunity to fully incorporate the new Art and Design building, the Trahern building, and the associated green space with the campus core.

J. Marion Street improvements include widening the pedestrian pathways, adding street trees, and landscaped beds. As a city street, any improvements will require approval from the city of Clarksville.

K. Expand the Winfield Dunn Center to include a practice gymnasium. Complete the Baseball Park that has been recently planned and designed.

L. Expand the Foy Fitness Center to provide additional venues for recreation and clubs.

M. Develop traffic calming initiatives along College and Marion streets in coordination with the city of Clarksville. The intersection of 4th and College should also be redesigned to improve pedestrian safety and eliminate vehicular conflicts. As a City street, this too, will require coordination with the city of Clarksville.

N. A critical question to consider as the campus expands southward is how will the University overcome the barrier of College Street in its current form? As the University grows in response to its Strategic Plan, College Street will not only be a major city street but a campus street as well. Four options of varying complexity have been created to address the challenge at the intersection of College Street and University Avenue.

The least complex approach would be to improve the existing pedestrian crossings at the intersection of College and University. Travel lanes for vehicular traffic would be narrowed to 10 feet in width to encourage slower travel speeds. Landscaped pedestrian refuges would provide a safe location to rest for individuals with mobility issues. Sidewalks and bicycle lanes will provide improved accommodations over the current design. Brick paving can be utilized to communicate the unique nature of the space.

Another options is an elevated Square Crosswalk that utilizes separated bridges to eliminate conflicts between pedestrians and vehicles. Bridges are accessed by towers containing stairwells and elevators for individuals with mobility issues. A related option is an elevated circular crosswalk which eliminates one tower. The remaining tower, located in the historic quad, doubles as a clock tower adding a focal point to the unique character of the space.

Drawing 1.1:
CONCEPT PLAN

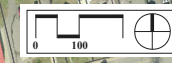


CONCEPT
CAMPUS PLAN 2017

- A** New Health Professions Building
- B** Renovate Vacated Space for Academic Departments
- C** Renovate/Expand Woodward Library
- D** New General Academic Building
- E** Reserve Site for Mixed Use Development Possibly a Public/Private Partnership
- F** New Student Life Venue in renovated Harvill
- G** Student Housing/Dining Study should be launched
- H** Expand Surface Parking throughout Campus
- I** Make Browning Drive and a portion of Henry Street Pedestrian
- J** Marion Street Improvements, Landscaping
- K** Expand Winfield Dunn Center, construct Baseball Facility
- L** Expand Recreation at the Foy Fitness Center
- M** Campus Gateways and Street Calming
- N** Redesign the crossing at College & University to improve visibility and safety



Possible Mixed Use Development



Section Two

BACKGROUND

PLANNING PROCESS

MISSION, VISION, AND PRIORITIES

CAMPUS ANALYSIS

- Topography
- Predominant Use
- Pedestrian Circulation
- Parking and Vehicular Circulation
- Students in Residence
- Campus Landscape

CLASSROOM USAGE

OFFICES

PEER COMPARISONS

PROJECTIONS

UNIVERSITY PROPERTY - POTENTIAL AND OPPORTUNISTIC LAND ACQUISITION

Section Two

BACKGROUND

Austin Peay State University (APSU) is located in Clarksville, Tennessee. The school is named after former Tennessee Governor Austin Peay. Austin Peay is a four-year public university offering over 56 majors and 63 different concentrations. Austin Peay State University also owns and leases satellite facilities for the Austin Peay Center at Ft. Campbell located in Ft. Campbell, Kentucky.

The University began as Austin Peay Normal School when it was created as a two-year junior college and teacher-training institution by Act of the General Assembly of 1927, and named in honor of Governor Austin Peay. Limited in purposes and resources initially, the school gradually grew in stature over the years to take its place among the colleges and universities under the control of the State Board of Education.

In 1939 the State Board of Education authorized the school to inaugurate a curriculum leading to the Bachelor of Science degree. By Act of the Tennessee Legislature of February 4, 1943, the name of the school was changed to Austin Peay State College. In 1951 the State Board authorized the College to confer the Bachelor of Arts degree and, in 1952, to offer graduate study leading to the degree of Master of Arts in Education. The State Board of Education conferred university status on the College in 1966 and in 1967 the State Board of Education authorized the University to confer the Master of Arts and the Master of Science degrees. The following year associate degrees were approved.

The State Board of Education relinquished its governance of higher education institutions to the Tennessee State Board of Regents (TBR) in 1972, and in 1974 the TBR authorized the Bachelor of Fine Arts and the Education Specialist Degrees. The Bachelor of Business Administration degree was approved as a replacement for traditional B.A. and B.S. degrees in various fields of business and the Bachelor of Science in Nursing degree was approved in 1979. The TBR approved the Master of Music degree and Master of Arts in Education in 1983, and in 2001 authorized the Bachelor of Professional Studies.

An extension of Austin Peay State University's main campus is located at Fort Campbell, Kentucky, known as the Austin Peay Center at Fort Campbell.

In December 2015, Governor Bill Haslam announced plans to change the state's public higher education system by creating independent governing boards of trustees for the six universities currently managed by the Tennessee Board of Regents. Each of the universities would have their own local boards and be able to set tuition rates, approve budgets

and set priorities independently. TBR would continue to manage the state's network of community colleges and technical institutions. This revised campus plan is the first for APSU under this new governance.

PLANNING PROCESS

The planning process at Austin Peay State University involved many stakeholders in open meetings, department meetings, and one-on-one meetings.

The project's primary consultant was DOBER LIDSKY MATHEY (DLM). Landscape, open space, circulation, and storm water analysis were addressed by Lose & Associates, Inc.

There were five steps, which are described graphically in Diagram 2.1. The foundation for the planning was an understanding of the University's mission and vision. Preliminary assumptions were identified based on these factors.

The first step was a review of the University's mission and the articulation of planning assumptions. Projected changes in enrollment, staffing, and curriculum were factored into the planning. One key factor is the target for enrollment growth: 15,000 head count, which translates to 11,750 full time equivalent (FTE) students. The 15,000 student target includes various categories of students, including online students and dual enrollment students who aren't physically present on campus and will not have an impact on the facilities, operations, and services that "on the ground" students will have. The target for the number of students who will be physically present on campus is 12,400 head count and 8,960 FTE students.

Concurrently, an assessment and analysis of the campus was conducted for both site and buildings and of the environs. The University provided a campus base map that indicated paths, streets, topography, building locations, and University-owned property. The base map is an essential tool for campus planning and should be kept up-to-date as plans are implemented.

Diagram 2.1



Facility needs were then defined and alternative concept plans developed. The Campus Plan is a synthesis of the various concept plans that were explored.

There were two main committees that guided the campus plan: an Executive Committee and an Advisory Committee. In addition, four task forces were created to focus on specific areas of need at the University including Learning Spaces, Parking, Student Residences and Dining, and Athletics and Recreation. Meetings were held with deans, faculty, staff, and students. The membership of the two committees were:

- **Executive Committee**
 - Alisa White / President
 - Rex Gandy / Provost and Vice President for Academic Affairs
 - Mitch Robinson / Vice President for Finance and Administration
 - Sherryl Byrd / Vice President for Student Affairs
 - Derek van der Merwe / Vice President for Advancement, Communication & Strategic Initiatives
 - Danelle Whiteside / General Counsel and Secretary to The Board
 - Carol Clark / Executive Assistant to the President for Community and Government Relations
 - Ryan Ivey / Athletic Director
 - Tucker Brown / Faculty Senate President
 - Ryan Millard / Staff Senate President
 - Ryan Honea / Student Government Association President
- **Advisory Committee**
 - Marc Brunner / Director of University Design & Construction
 - Lynne Crosby / Vice Provost / Associate Vice President for Academic Affairs
 - David Denton / Dean of the College of Behavioral & Health Services
 - Carlette Hardin / Dean of the College of Education
 - Tom Hutchins / Director of Physical Plant Operations
 - Joe Mills / Assistant Vice President of Student Affairs / Director of Housing, Residential Life, and Dining Services
 - Judy Molnar / Associate Vice President for Information Technology
 - Charles Moses / Interim Dean of the College of Business
 - Cindy Taylor / Interim Executive Director of the APSU Center at Fort Campbell
 - Jaime Taylor / Dean of the College of Science & Mathematics
 - Dixie Webb / Dean of College of Arts & Letters

MISSION, VISION, AND PRIORITIES

Underlying all campus planning is an institution's mission, vision for the future, and stated values. APSU's mission is to provide opportunities that support regional needs.

APSU Mission Statement

"Austin Peay State University is a comprehensive university committed to raising the educational attainment of the citizenry, developing programs and services that address regional needs, and providing collaborative opportunities that connect university expertise with private and public resources. Collectively, these endeavors contribute significantly to the intellectual, economic, social, physical, and cultural development of the region. APSU prepares students to be engaged and productive citizens, while recognizing that society and the market place require global awareness and continuous learning. This mission will be accomplished by:

- Offering undergraduate, graduate, and student support programs designed to promote critical thinking, communication skills, creativity, and leadership;
- Expanding access opportunities and services to traditional and nontraditional students, including the use of multiple delivery systems, flexible scheduling, and satellite locations;
- Promoting equal access, diversity, an appreciation of all cultures, and respect for all persons;
- Serving the military community at Fort Campbell through complete academic programs;
- Providing academic services that support student persistence to graduation;
- Fostering a positive campus environment that encourages active participation in university life; and
- Developing programs (credit and noncredit), conducting research, and providing services that contribute significantly to the quality of life, learning, and workforce development needs of the region."

The University's vision focuses on interdisciplinary teaching and learning to gain the tools needed for living in a global economy.

Vision Statement

"APSU's vision is to create a collaborative, integrative learning community, instilling in students habits of critical inquiry as they gain knowledge, skills, and values for life and work in a global society."

To achieve the APSU's vision, the University 2015-2025 Strategic Plan focuses on five strategic goals:

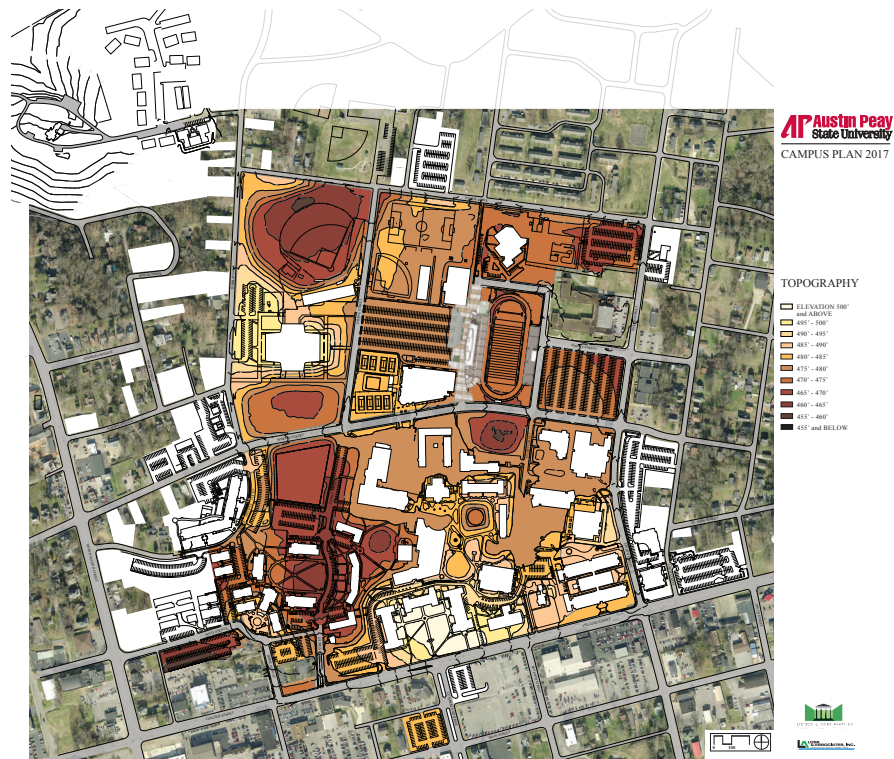
- Grow Enrollment – as stated earlier, the target is 15,000 student head count.
- Enhance Student Success: Retention, completion, and workforce preparedness
- Sustainability
- Expand Diversity
- Communication, Branding, and Strategic Planning

CAMPUS ANALYSIS

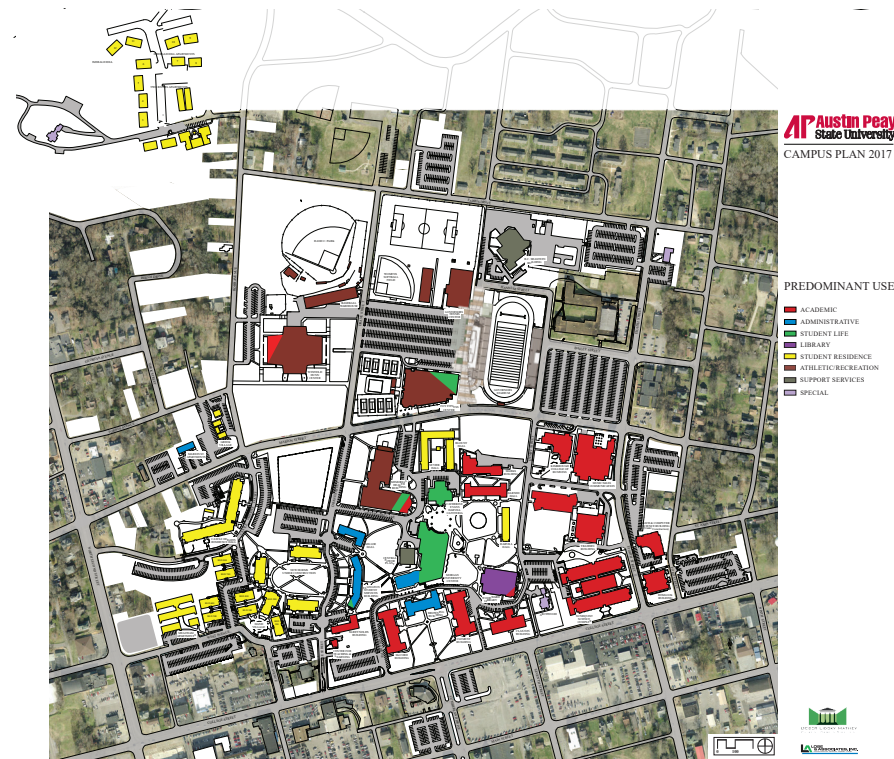
The six drawings on the next page; **Drawing 2.1**, summarize the analysis of the physical campus that is an essential part of the planning process and include: Topography, Predominant Use, Pedestrian Circulation, Parking & Vehicular Circulation, Students in Residence, and Campus Landscape

Drawing 2.1: Six Analysis Drawings

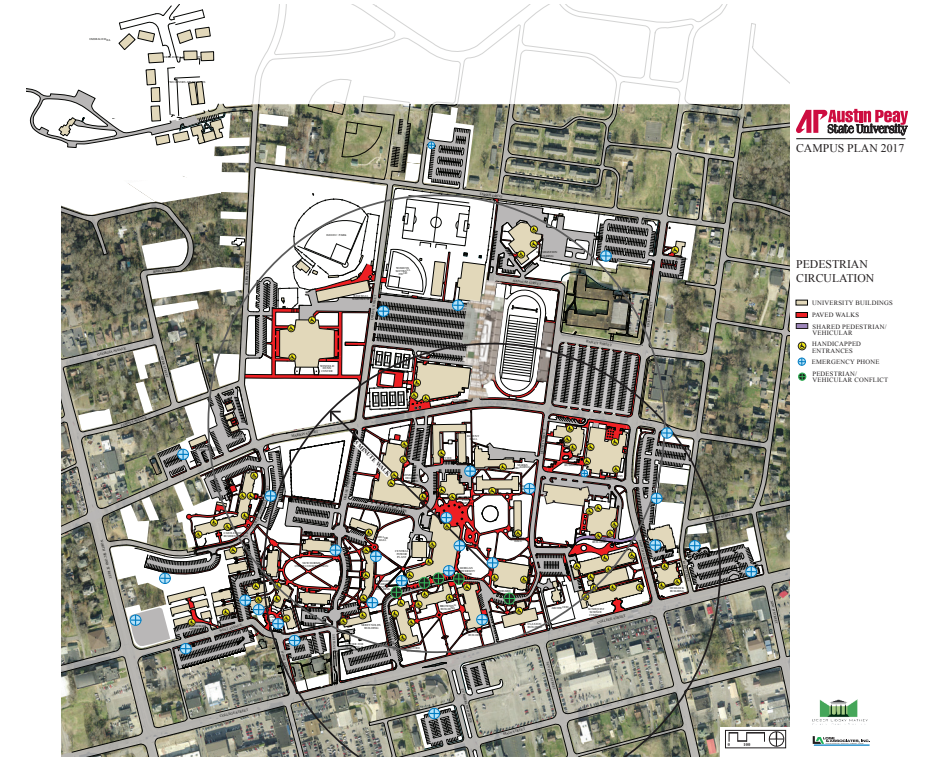
TOPOGRAPHY



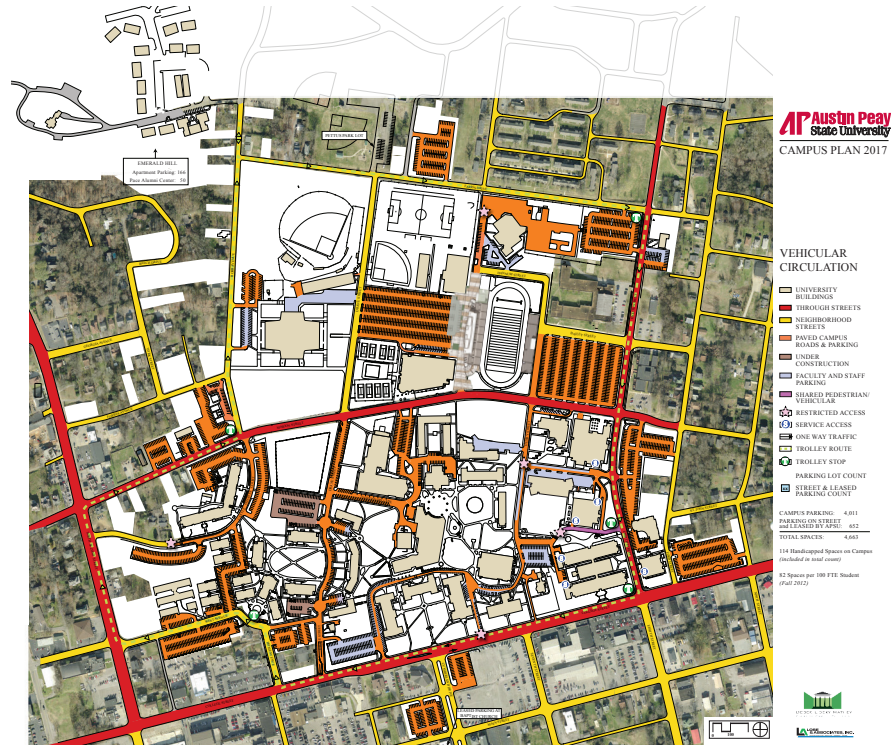
PREDOMINANT USE



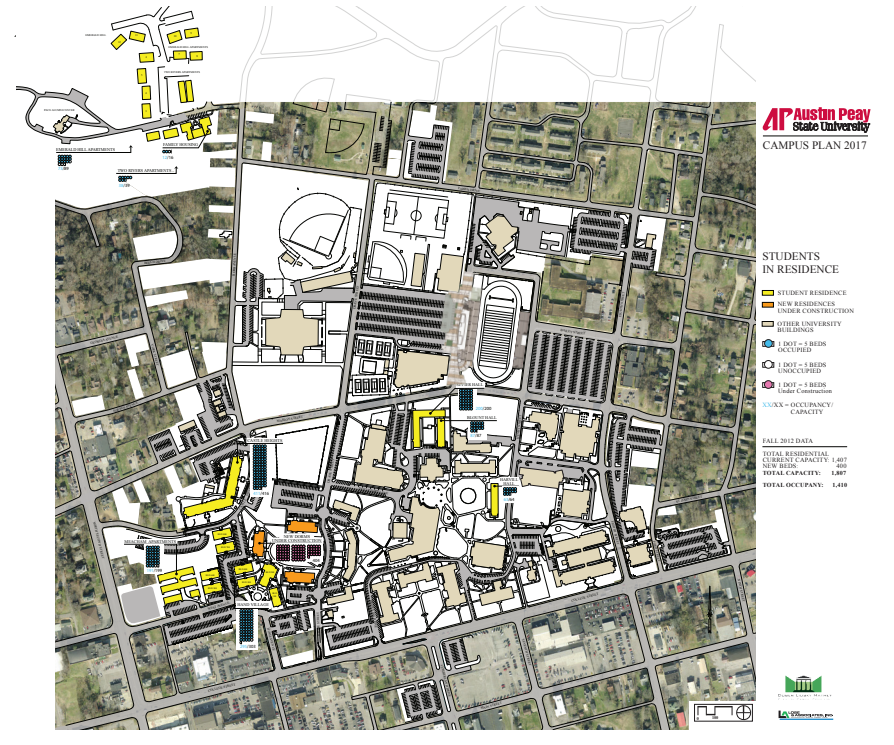
PEDESTRIAN USE



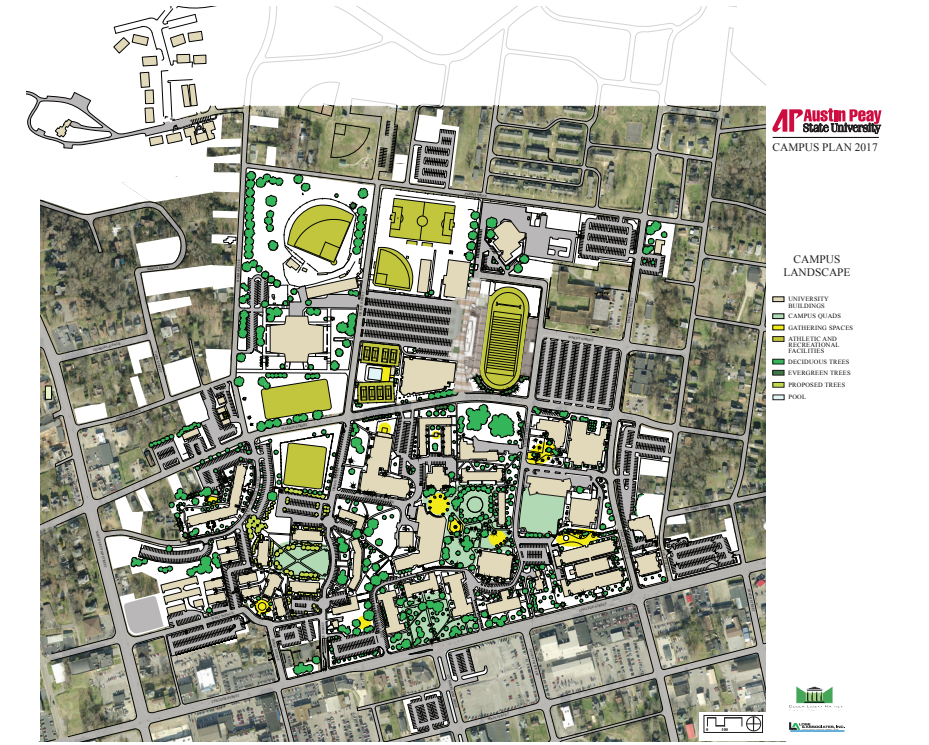
PARKING and VEHICULAR



(Housing Capacity: 1,817) STUDENTS IN RESIDENCE



LANDSCAPE



TOPOGRAPHY

This drawing illustrates the range of topographic elevations on the campus. Darker colors indicate lower elevations and lighter indicate higher elevations. Each color gradation represents a five foot change in grade. The closer the bands of color are to each other, the steeper the slope.

The topography is somewhat varied across this campus, with a difference of more than 45 feet from the highest to the lowest elevation. The campus is also characterized by several karst features found at the lowest elevations across campus. These karst features are shown, in very dark brown, north of the Baseball Warehouse building, the north side of the Marks Building, and south of West Avenue across from the Meacham Apartments. Another area with a large depression is located west of the Memorial Health Building, aligning with Drane Street and continuing south to the McReynolds Building. The highest elevations are adjacent to the lowest and this occurs in two areas where there is a difference of 45 or more feet—the quadrangle surrounded by McCord, Browning, and Clement and the area surrounding the Dunn Center.

Most of the academic buildings are located on relatively higher and flatter elevations.

Austin Peay State University has received its Notice of Coverage from the State of Tennessee to operate as a Small MS4 with an effective date of July 2012. This permit requires the University to meet certain water quality requirements for stormwater discharges. Compliance is to be accomplished in a phased approach, including education and outreach, public involvement, illicit discharge detection and elimination, construction site runoff control, permanent stormwater treatment, and pollution prevention.

The University has prepared an Internal Stormwater Management Plan, which is available on the APSU website and describes each phase of the MS4 permit along with a timeline for implementation. The University should continue to focus on development of a permanent water quality BMP that is suitable for the campus and its unique drainage characteristics.

Most of the stormwater on campus is conveyed across paved surfaces or contained within stormwater conveyances and eventually transferred to the City of Clarksville's stormwater system and ultimately to the Red River. The Red River is listed on the State of Tennessee's 303D impaired stream list and therefore additional water quality measures should be enforced to improve water quality in the river. A small portion of the University in the southwest quadrant of the campus drains to the city's combined sewer system.

The area behind and adjacent to Meacham Apartments should continue to be studied by qualified professionals in order to minimize/eliminate the frequency of flooding, improve overall aesthetics, improve water quality, and limit safety concerns with the pond.

Improving the drainage at Meacham Apartments could consist of improving the pond to be an amenity for the campus and surrounding properties. However, as a minimum, the following improvements should be considered:

- pump down the pond and clean out debris and trash
- install stormwater injection well or stormwater pumping station
- construct a forebay upstream of the pond to capture large debris and trash that would allow for easier cleaning and maintenance of the pond
- construct a flood wall to protect Meacham Apartments
- reduce the amount of impervious area draining to the pond by introducing pervious pavement, rain gardens, bio-retention, cisterns, and other de-centralized infiltration techniques to reduce the amount of stormwater runoff and improve water quality to the pond
- the University must consider the karst topography prevalent on campus and location of an infiltration type BMP in relation to buildings

All storm inlets around campus should have pedestrian- and bicycle-friendly grates. Several inlets were noted during site observations to have grate openings parallel to travel areas that are hazardous to bicycles. Most of the dumpsters on the campus are not screened and appear to drain across paved surfaces to the storm system. The University should consider implementing a solid waste policy for their dumpsters in which all dumpster drains connect to the sanitary sewer systems, or require dumpster drains to remain permanently plugged to reduce the leaking waste to storm systems. Several of the stormwater outfalls around campus do not have adequate outlet protection and scouring is occurring at the end walls. Outlet protection at all outfalls should be provided to minimize erosion and scouring at the discharge locations. Guidance for sizing rip-rap outlet protection is provided by TDEC. In general, the campus should avoid draining parking lots at grade across sidewalks and into streets, and should require that impervious surfaces be treated for water quality and subsequently picked up in stormwater conveyances. Building downspouts should also be picked up in an underground system and piped to a selected discharge location to minimize the risk of future water intrusion and foundation concerns.

Austin Peay State University should consider conducting a campus-wide stormwater management study to improve the drainage and water quality on campus, limit the impacts of flooding, identify critical storage areas, and provide recommendations on the most appropriate permanent stormwater quality BMP to implement on campus.

PREDOMINANT USE

Predominant use of campus buildings are shown. The campus buildings are color-coded in eight distinct categories. The distribution of buildings is for the most part in the southern area of campus, located on the higher elevations, and consist of academic, library, administrative, student life, and residential. The northern area of campus contains predominantly athletic facilities, play fields, and parking.

Academic buildings, colored red, are found predominantly in the southern area of the campus—along the south edge on College Street, the southeast area on Eighth Street, and in the campus core.

In the southwest area of campus are McReynolds and the Center for Teaching and Learning, each accessed by Drane Street. The McCord and Clement buildings are located on College Street and are each accessed by Browning Drive. Sundquist Science Complex is located on the corner of College and Eighth streets and the Technology Building is located on the opposite corner on College. The Maynard Math and Computer Science Building is just north of the Technology Building on Eighth Street. The Margaret F. Trahern Building is situated just to the north of Sundquist and the Music/Mass Communication and Kimbrough buildings are just to the north of Trahern. West of Kimbrough are two academic buildings in the campus core, Marks and Harned halls. There is also an academic presence in the Woodward Library, the Dunn Center, and Memorial Health, which houses Honors. To the west of Trahern is the new Art and Design building that opened this year.

The Woodward Library is situated in the campus core and is colored purple.

Administrative use is shown in blue and is predominantly located near the campus core. The Browning Building houses executive offices, among other administrative functions, and is located on College Street, accessed by Browning Drive. Miller Hall is west of the campus core and is partially used by Auxiliary Services and Academic Administration. Ellington Building is a mixed-use facility with administrative functions and lies north and northwest of Browning. The Shasteen Building, found on the north edge of campus, is a University support facility which houses the University Police Department.

Student life buildings are green and most are located in or near the campus core. Situated in the campus core is the Morgan University Center, which serves as the student center and houses several dining venues, student gathering areas/lounges, and a convenience store. Also in the campus core is the Catherine Evans Harvill Building, which contains the campus bookstore and a dining venue. Memorial Health is a mixed-use facility with intramural recreational activities, ROTC, and the Honors Program.

The Student Health and Counseling Center is in the Ard Building across College Street. The Foy Fitness Center is a mixed-use facility and is found just outside the core on the north side of Marion Street.

Student residences are shown in yellow and are predominantly located in the southwestern area of campus, and four are located near the campus core. On the northwest edge of the campus, an area known as Emerald Hill contains married/family student apartments and is transitioning to upper class housing as well.

The northern area of campus contains predominantly athletic facilities, play fields, and parking, and the facilities are shown in brown. The Memorial Health Building in the campus core contains athletic uses as well as the Dunn Center and Foy Fitness Center north of Marion Street. Other athletic facilities include the Baseball Warehouse and associated field facilities directly north of the Baseball Warehouse. North of the Foy Fitness Center are the Governors Tennis Center, soccer and softball field facilities. West of Foy includes the pool and its facilities. East of Foy is the football venue, Fortera Stadium. The only dedicated intramural field is located south of the intersection of Marion Street and Drane Street.

Special facilities are shown in lavender and include Archwood, the University president's residence, located on College Street, and the Sexton Building on the northeast corner of the campus, which houses a children's daycare operation. The Pace Alumni Center is found on Emerald Hill to the northwest.

The campus's central power plant is found in the central southern portion of campus. The Shasteen Building is located on the north edge of the campus and is used presently by the campus Police Department.

PEDESTRIAN CIRCULATION

Paved surfaces that are used exclusively for pedestrian walkways and outdoor gathering places are shown in solid red. Shared pedestrian and vehicular use is shown in purple.

The circle superimposed on the map represents a five-minute walking distance from the center to the outer edge, based on a walking rate of three miles per hour. The circle is centered on the Woodward Library entrance, the center of academic activity. Distances between buildings within the circle can be walked in 10 minutes or less. This measure is the usual break between two consecutive classes. Most University buildings are within ten minutes from the library. A second circle of the same diameter shown in gray demonstrates that most of the entire campus lies within it; this implies that the campus can be walked in about ten minutes from one end to the other.

Handicap-accessible entrances are marked by a wheelchair symbol. Emergency phone locations are denoted by a blue circle with dark blue cross marks.

For an institution with an enrollment target of 15,000 head count of students, the campus is remarkably compact. The path system connects most campus buildings. However, there are significant gaps between the core and the academic buildings on the east side—notably Sundquist, Trahern, Kimbrough, and Music/Mass Communications. There is a pedestrian/vehicular conflict on Browning Drive between McCord, Browning, Clement, and Claxton buildings, and the Morgan University Center, and these are shown with a black circle with green cross marks. It should also be noted that the sidewalks along Browning Drive have been narrowed with the installation of planters, making it even more difficult for pedestrians to navigate.

PEDESTRIAN CIRCULATION IMPROVEMENTS

Additional campus improvement and expansion will necessitate intentional design improvements on specific corridors to provide a safe, comfortable and appealing experience for all users. This is true within the established campus but, is also vitally important as APSU expands south of College Street toward Main Street. The design team identified four corridors that need to be addressed. Revising accommodations for pedestrians along these corridors will allow for the University's continued growth.

IDENTIFIED CONCERNS & OPPORTUNITIES

The design team identified two minor corridors, internal to the campus, and two major through streets that will need to be addressed as the University grows. The identified minor corridors are Browning Drive and Henry Street. These streets are of minor value to vehicular traffic except for emergency vehicles and shipments to adjacent university buildings. The major through streets identified by the design team are Marion Street, which divides academic and athletic components of the campus, and College Street, represents a major barrier to pedestrians crossing from nearby apartments. Both major through streets carry significant vehicular traffic making well designed pedestrian facilities critical.

Browning Drive

Browning Drive loops behind the McCord, Browning and Clement buildings and in front of the Morgan University Center. Vehicular traffic along Browning Drive is problematic because of the heavy pedestrian traffic around the Morgan University Center and adjacent open space. Attempts have been made to separate students from vehicular traffic by installing bollards and planters. This approach reduces the sidewalk width, undermining the effectiveness of this solution. Pedestrian activity in this area will only increase as the University grows. With this in mind, a better solution is to close a portion of Browning Drive to vehicular traffic while maintaining access for emergency vehicles and necessary deliveries. The pedestrian section of Browning would be designated by gates complementary to other entryways on campus, and distinctive surfaces should be used to communicate the specific pedestrian nature of this street.



Existing Browning Street



Gateway Example

Henry Street

A similar situation was identified on a portion of Henry Street, from north of the Woodward Library to the intersection of Joseph Street. This street has a one-way traffic pattern with a small number of angled parking spaces. Adjacent buildings and parking areas are easily accessed from Joseph Street or 8th Street. Closing this portion of Henry Street creates an opportunity to fully incorporate the new Art and Design building, the Trahern building and the associated green space with the campus core, which is currently separated by Henry Street. Closing this block of Henry Street would not pose a critical impact to vehicular circulation or building loading docks.

Marion Street

Marion Street is a collector level street that connects the campus to North 2nd Street. Marion is an important street to the University and the City of Clarksville. The current cross section of Marion Street includes two travel lanes, on-street parking stalls and six-foot sidewalks on both sides of the corridor. As mentioned earlier, Marion Street is a primary route for those attending sporting events and is a “front door” for the athletic facilities. With this understanding, the design team recommends improving the design of Marion Street by widening the current pedestrian zone to a minimum width of ten feet from the Drane Street to the 8th Street intersections. Street trees and landscape beds should be added within the pedestrian zone to further separate the vehicular and pedestrian realms while improving aesthetics and visual interest.

College Street

Perhaps the most critical question to consider as the campus expands southward is, how will the University overcome the barrier of College Street in its current form? As the University grows, College Street will not only be a major city street but a campus street as well. The design team has created four solutions of varying complexity to approach this challenge at the intersection of College Street and University Avenue.



Existing Marion Street



Improved at Grade Crossing

Improved at Grade Crossing

The least complex approach would be to improve the existing pedestrian crossings at the intersection of College and University and at 4th and College. Travel lanes for vehicular traffic would be narrowed to 10 feet in width to encourage slower travel speeds. Landscaped pedestrian refuges would provide a safe location to rest for individuals with mobility issues. Sidewalks and bicycle lanes improved at Grade Crossing will provide improved accommodations over the current design. Brick paving is utilized to communicate the unique nature of the space.

Elevated Square Crosswalk

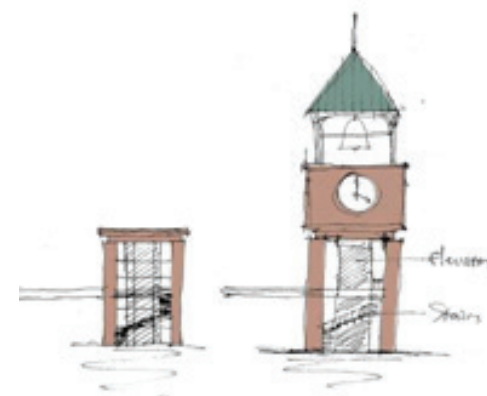
This approach utilizes grade separated bridges to eliminate conflicts between pedestrians and vehicles. Bridges are accessed by towers containing stairwells and elevators for individuals with mobility issues. This design includes an entrance plaza containing the historic gate, which would be relocated to a prominent location in the historic quad.



Elevated Square Crosswalk

Elevated Circular Crosswalk

The next design builds again off the previous concept but substitutes a circular bridge for the more common linear structures. The circular form of the bridge allows for a reduction of one elevator tower from the previous approach. One tower, located in the historic quad, doubles as a clock tower, adding a focal point which adds to the unique character of this space.



Elevated Circular Crosswalk

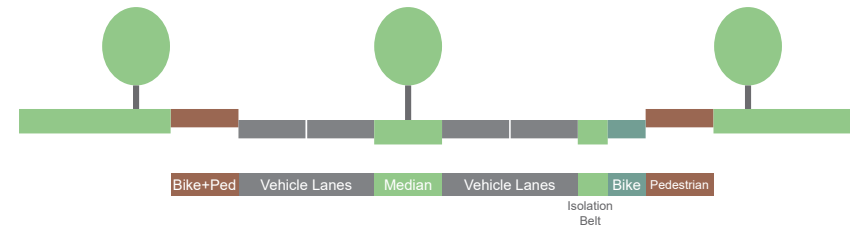
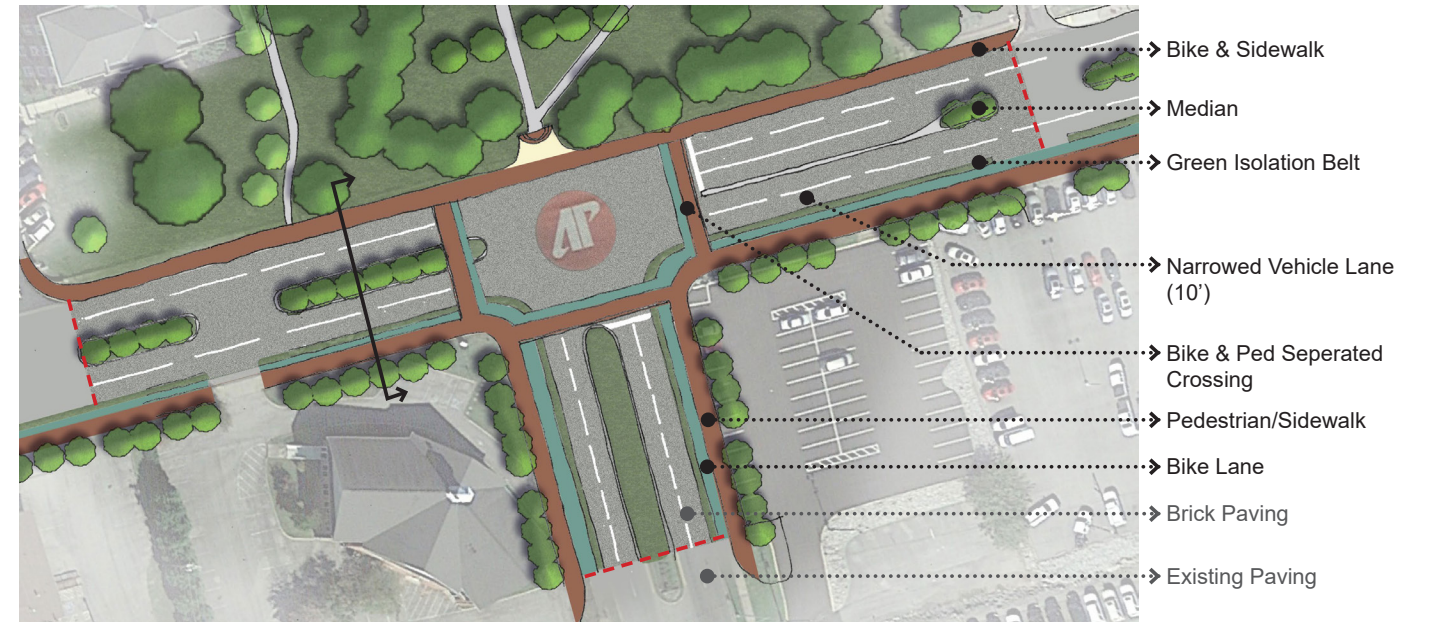


Elevated Crosswalks



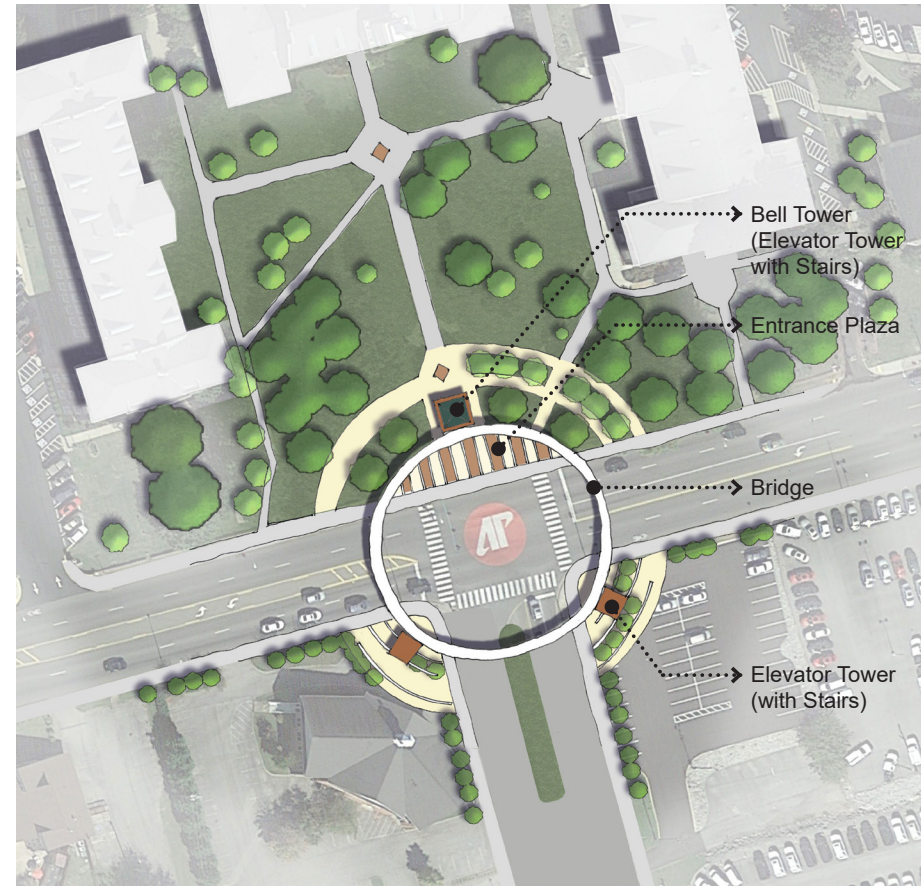
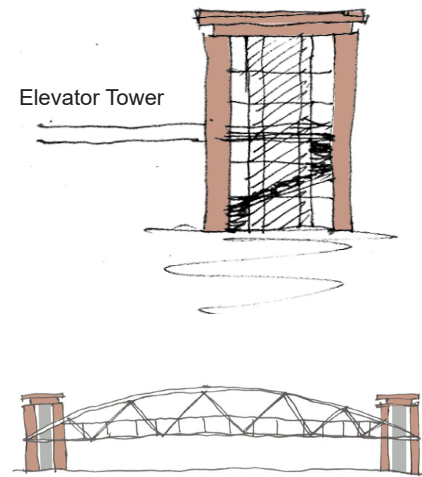
Elevated Circular Crosswalks

OPTION 1

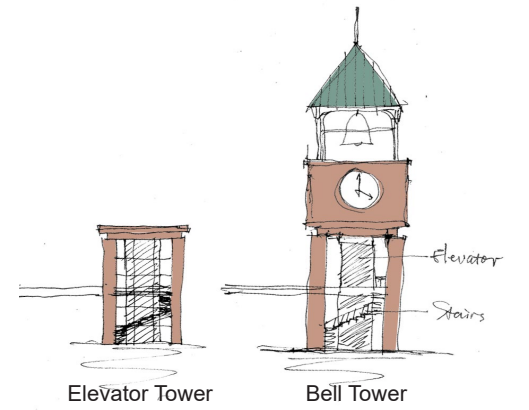




OPTION 2



OPTION 3



PARKING & VEHICULAR CIRCULATION

Vehicular circulation is shown on Drawing 2.5. The APSU Clarksville campus is located 45 minutes from Nashville in downtown Clarksville, Tennessee, and is surrounded by four major arterials—U.S. Highway #79 and #41 shown in red and two state routes, #12 and #48, colored orange. Primary accesses to the campus are College Street and North Second Street and are highlighted in red. Marion Street and Eighth Street are secondary access points, also highlighted in red. City streets within the campus and surrounding neighborhoods are indicated in yellow. Paved campus roads and student parking are shown in orange. Faculty and staff parking are indicated in magenta. Shared pedestrian and vehicular roadways are colored lavender. One-way traffic flows are indicated with black arrows drawn in the direction of the driving flow.

The area of campus with the greatest potential of pedestrian/vehicular conflicts is the one-way section of Browning Drive to Henry Street through the core of campus. Browning Drive begins on the west side of McCord and winds between Browning and the Morgan University Center, an area of heavy pedestrian traffic. It continues its course through the campus core and wraps around two sides of the library before connecting to Henry Street and continuing north. This alignment is currently open to all vehicular traffic and serves relatively few parking spaces. This provides an incentive for students, visitors, and faculty and staff to make unnecessary trips to circle through the core of campus while searching for one of the rare empty parking spaces along Browning Drive. To increase safety and promote sustainability, the University should explore alternatives that direct motorists to areas of ample parking and discourage drivers from circling through the campus searching for a close place to park. By limiting traffic on Browning Drive to only emergency and service vehicles, the University can improve safety and encourage behaviors that conserve natural resources and energy. A similar phenomenon occurs because of the 24 parking spaces along Drane Street opposite the new quadrangle and student housing. Closing the section of Drane Street to the east of the new quadrangle would discourage cut-through traffic and reduce wasted vehicular trips. These solutions would promote the University's goals for increased safety and environmental sustainability.

There are also limited areas for gathering and waiting at shuttle stops throughout campus. Shelters to protect students from inclement weather or to clearly identify a shuttle stop should be considered. To encourage greater use of the shuttle system, site furnishings and plaza spaces are needed throughout the campus.

To promote pedestrian activity and safety, reduce vehicular congestion, and achieve other environmental sustainability goals, the University should relocate most of the vehicular parking from the campus core to the periphery. This will create opportunities to redevelop surface parking lots for new campus buildings and useful and beautiful open spaces. This shift may affect the route and optimal frequency of the campus shuttle service as demand for the shuttle is likely to increase. Another related issue is the number of visitor parking spaces located in the campus core. The parking lot off Browning Drive offers few visitor parking spaces.

STUDENTS IN RESIDENCE

Approximately 1,920 students lived on campus in the fall of 2017. This drawing shows the locations of student residences and the number of beds in each building based on this data.

Student housing types include traditional, suites, and apartments. All housing is colored yellow. All other University buildings are shown in tan. Student housing is predominantly located in the southeast sector of the campus.

The occupancy is shown graphically, each dot representing five student beds, and hall quantities are shown first with capacity followed with actual occupancy.

CAMPUS LANDSCAPE

This drawing illustrates existing campus landscape elements and outdoor open space. The APSU campus is characterized by several large open areas that serve as open landscape between buildings, quadrangles and gathering spaces, and athletic and recreation fields.

In this drawing University buildings are colored tan. There are three quadrangles on campus and are highlighted in light green. The historic first quad at the APSU campus is found on the south edge of the campus on College Street and is surrounded by three of the older and iconic APSU buildings, McCord, Browning, and Clement. This area serves as the quintessential campus quadrangle, which includes the main entrance gate to the campus. This area should be preserved and sustained by maintaining the mature tree canopy, replacing canopy trees as necessary, and establishing a unifying plant palette for the understory trees, shrubs, foundation plantings, and flowering plants.

The largest quad area is found in the campus core and is surrounded by Morgan University Center, Woodward Library, Harvill and Harned halls, and the Catherine E. Harvill Building. This area has several tree-lined walkways with lawns and several lawn sculptures. This quad is adjacent to two of the largest outdoor gathering spaces on campus, as well as the Japanese-inspired garden area. These outdoor areas are well-used and act as a hub for student activity on campus. However, these areas could be enhanced by establishing a unifying design aesthetic. This could be accomplished primarily through standardizing seating, lighting, hardscape, and paving details. A unifying plant palette of native, drought-tolerant and non-invasive species should also be selected.

The third quad is found west of Ellington Building. This quad is surrounded by three new residences, and a portion of Hand Village. It provides a green space and a gathering area well-suited to this area of campus and is shown with proposed tree planting, colored lime green, in this quadrangle and in the vicinity around it.

Outdoor gathering spaces on campus are shown in yellow, and these are areas where outdoor furnishings are provided and are enhanced with landscaping, making it conducive for people to gather. These areas are found going clockwise on the north side of Sundquist, the south of Kimbrough, a patio on the north side of Memorial, the pool area west of the Foy Fitness Center, the Greek housing courtyard on Robb Avenue, the north side of Castle Heights Residence Hall, and the center of Hand Village.

The newest Quad has been created with the construction of the new Art and Design Building. It is bordered by Trahern, Harvill, Henry Street, and the Library.

Three large under-utilized open spaces represent an opportunity to enhance the beauty, function, and sustainability of the campus. These spaces are the large open space on the south side of the Winfield Dunn Center along Marion Street, the wooded lot on the southwest corner of Marion Street and Henry Street and the open space south of Governors Lane between Miller Hall, Ellington Student Services Building, and Central Power Plant. The common characteristic of these open spaces is that they are used for stormwater management for detention and/or infiltration. The Winfield Dunn Center open space is currently used for some athletic practice activities, and this capacity could be enhanced by re-grading the site and engineering the soils to drain more quickly to allow for better utilization. These improvements will provide aesthetic improvements, as well as promote a feeling of safety. The open space between Miller, Ellington, and the Central Power Plant could be further enhanced to feel more like a formal quadrangle by planting canopy trees, standardizing light fixtures, and installing seating.

There are many areas on campus where above ground utility and mechanical systems are found in lawn areas with no landscaping to screen them from view. In several areas on campus there are clusters of utility or mechanical systems that could be placed in a single large bed. This would reduce maintenance by eliminating the need to trim around each of the utility structures and provide the opportunity to improve aesthetics by adding landscaping to screen them.

Overall the landscaping in and around parking areas is sparse or non-existent. Many parking lots have no landscape islands or beds along the perimeters of the lots. Best management practices recommend trees in parking lots to add visual clues as to where travel lanes are located and to reduce the heat-island effect of the pavement. In several lots the lack of plant beds around the perimeter of lots results in vehicles pulling onto the adjacent sidewalks and impacting pedestrian travel. Another common practice is the use of large areas of rip-rap around parking lots. This creates a very unpleasant aesthetic that could easily be corrected by using landscaping or rain gardens in these areas. While it is understood parking spaces are at a premium on campus, good landscaping and best management practices to improve the overall campus environment should perhaps not be sacrificed for a few dozen spaces. Implementation of best management practices for landscaping can also benefit on-going storm water improvements on campus as noted later in this master plan.

Athletic and recreational facilities are shown in lime green. These locations are predominantly located on the north side of campus, north of Marion Street. These areas include the baseball, softball, soccer fields, tennis courts, beach volleyball, and the football stadium. A multi-use field for band practice, among other uses, is located on the south lawn of the Dunn Center. An intramural play field is the only athletic piece found south of Marion Street, just north of new residential parking area. The lawn area south of the Dunn Center also needs improvement. The installation of irrigation and resodding the area would create a much better surface for scheduled activities and pick-up activities of students.

CLASSROOM USAGE

There are 92 classrooms at APSU, representing 13 percent of the total E&G space on campus. This category includes seminar rooms, classrooms, and auditoriums in which the Registrar schedules classes. These teaching spaces can be analyzed in different ways. The measures include how intensively they are being utilized, if they are the appropriate size for the scheduled class, and if the size is adequate for the number of students given the desired seating style.

How intensively a classroom is being utilized is in terms of usage hours per week. The Tennessee Higher Education Commission (THEC) Space Allocation Guideline target is 30 hours per week, and APSU's usage hour average was close to the target at 26 hours per week during the fall. This average include the classrooms in the new Art and Design Building. However, of the 14 buildings where classes are scheduled, 10 contained 37 classrooms with utilization rates above the target and 23 rooms that were close to the target—essentially, 60 of the 92 classrooms are close to or over the target utilization. The University is at capacity and any enrollment growth will exacerbate the problem. APSU needs additional classrooms.

The next measure is seat occupancy—the size of the class relative to the capacity of the classroom. Normative standards and the THEC target is 60 percent, compared to the overall APSU average of 64 percent. Small classrooms, those with 10 to 29 seats, have a very high seat occupancy ratio—over 80 percent—an indication of an insufficient number of rooms with that capacity or, perhaps an insufficient number of rooms with 30 to 39 seats.

The amount of space that a classroom should have is determined by the desired teaching style. For room capacities of up to 40 seats, tablet-arm chair seating requires 18 to 22 NASF per student and table-and-chair seating 22 to 35 NASF. The NASF per station for each type gradually decreases as the capacity increases. Most classroom sizes range between 20 and 39 seats, comprising 63 percent of the classroom inventory. The mean area per station at APSU was 23 NASF which is about midpoint of the combined ranges. Based on recent data relative to how students learn, there is a nationwide preference for the table-and-chair venue.

OFFICES

There are about 169,443 NASF of office space and 955 offices on the APSU campus.

Single-occupant offices make up 80 percent of the office space inventory, with an average size of 158 NASF. Two-occupant offices make up 8 percent of the inventory with an average of 125 NASF per station and an average office space size of 249 NASF, making up 12 percent of the total office NASF.

The APSU mean office space size is 177 NASF.

PEER COMPARISONS

Contrasting the amount of space at APSU to space at other state institutions formerly administered by the Tennessee Board of Regents (TBR) is a way to put the University's facility resources into perspective. A comparison with five other TBR state universities is summarized in the table below based on the fall of 2016. The comparison is the amount of net assignable square feet in seven categories and dividing that number by the number of FTE students. The categories are classrooms, instructional labs, open labs, research labs, offices, library, and physical education.

Numbers that are highlighted in yellow are the lowest for that category. APSU has the lowest amount of space per student in classrooms, research labs, and the library. The University is slightly above the average in terms of instructional labs and highest in terms of physical education. Over all, Austin Peay has almost 12 NASF less space per student than the average of these five other Tennessee universities.

Space Type	APSU	ETSU	MTSU	TSU	TTU	UoM	Mean
Classrooms	10.04	13.27	13.49	17.65	19.89	21.27	15.94
Instructional Labs	16.87	11.56	12.07	18.22	19.61	13.07	15.23
Open Labs	3.60	6.27	5.72	5.01	2.98	5.92	4.92
Research Labs	2.08	7.81	3.68	17.77	9.27	10.76	8.56
Offices	33.49	35.30	30.86	37.69	35.42	53.84	37.77
Library	6.59	10.50	9.95	12.59	7.76	17.19	10.76
Phys Ed	32.43	25.19	14.09	27.18	32.09	10.62	23.60
Total	105.10	109.90	89.86	136.11	127.02	132.67	116.78

In rank order of NASF per FTE students, Tennessee State is the highest at 136 NASF/FTE and MTSU is the lowest at 90 NASF/FTE.

Tennessee State	136 NASF//FTE
University of Memphis	133 NASF//FTE
Tennessee Tech	127 NASF//FTE
Eastern Tennessee	110 NASF//FTE
Austin Peay	105 NASF//FTE
Middle Tennessee	90 NASF//FTE

This system-wide data is from 2016. Adding the new Art and Design Building increases APSU's total from 105.1 net square feet to 107.6 net square feet but then comparison is a mixture of 2016 and 2017 data. The system-wide data is unavailable for 2017 for the other universities. Many of them are planning on increasing their space inventory. ETSU has several buildings planned including space for a Center for the Arts, the stadium, an education center, and a campus data center. TSU is planning a major project including a hotel and conference center, residences, and research space. TTU is in the early stages of constructing a new science building. The University of Memphis is planning on constructing a recreation center and a new facility for the School of Music.

PROJECTIONS

Another measure to determine adequacy of space is to apply the THEC Space Allocation Guidelines to the campus space inventory using as an assumption the Strategic Plan’s enrollment target.

THEC Space Allocation Model

Summary NASF				
Part	Modeled	Exist E&G	Difference	Equiv FICM
I - Classrooms	83,160	69,644	-13,516	1xx
II - Lab / Studio	179,634	111,669	-67,965	210, 215
III - Open Lab	44,800	26,778	-18,022	220, 225
IV - Research	96,165	15,855	-80,310	250, 255
V - Office	180,714	181,071	357	3xx
VI - Library	62,868	55,189	-7,679	4xx
VII - Phys Ed	166,560	178,963	12,403	520, 523, 525
Totals:	813,901	639,169	-174,732	

When the enrollment target of 8,960 FTE students is reached, the THEC modeled NASF requirement for the seven categories of space is 813,900, compared to the current 639,200 NASF - an increase of 174,700 NASF. This increase translates into 291,200 gross square feet at a net-to-gross ratio of 60 percent which amounts to five new facilities at approximately 60,000 gross square feet each.

UNIVERSITY PROPERTY - POTENTIAL AND OPPORTUNISTIC LAND ACQUISITIONS

University-owned land is colored dark blue on this drawing and the University buildings are tan.

The primary boundaries of the campus are Farris Drive to the north and Eighth Street to the east. APSU also owns land north of Farris and on the east side of Eighth Street. Robb Avenue and North Second Street are the primary boundaries on the west, with University-owned parcels on the west side of Robb. College Street defines the south edge, which includes two parcels of land located south of College Street and the recent acquisition of a car dealership with land on both sides of College.

Another parcel is located on College Street to the east between Ford and Ninth streets. There are several University-owned contiguous parcels to the northwest—this area is referred to as Emerald Hill. The University’s main entrance is located on the south side of the campus on College Street.

Two roadways run through the campus—Marion Street runs east and west and Drane Street runs north and south. The core of the campus lies between College, Marion, Drane, and Eighth streets. Academic and support buildings are situated in the campus core.

The APSU Environmental Education Center (EEC), otherwise known as the APSU Farm, is located within Clarksville off Pickens Road. It is comprised of approximately 442 acres and supports the University’s academic programs. Fort Campbell is located about 10 miles north of the main campus.

The areas of land that the University should consider for acquisition in a long-range plan are shown in light green. Properties that have a high priority for acquisition are colored dark green and are located on the campus edges to the east, west, and south.

APSU has the fewest number of acres in the TBR University system. The dearth of land impacts current and future parking, play fields, open space, and building sites.

On October 12, 2017, the State Building Commission approved a gift from the City of Clarksville to Austin Peay State University. The City has abandoned three streets and gifted them to the campus for its use. This property is in the APSU 2013 Master Plan. The streets are Drane Extension, Hannum Street, and Henry Street.

Drawing 2.2:

UNIVERSITY PROPERTY

University Property -
Potential & Opportunistic
Land Acquisition

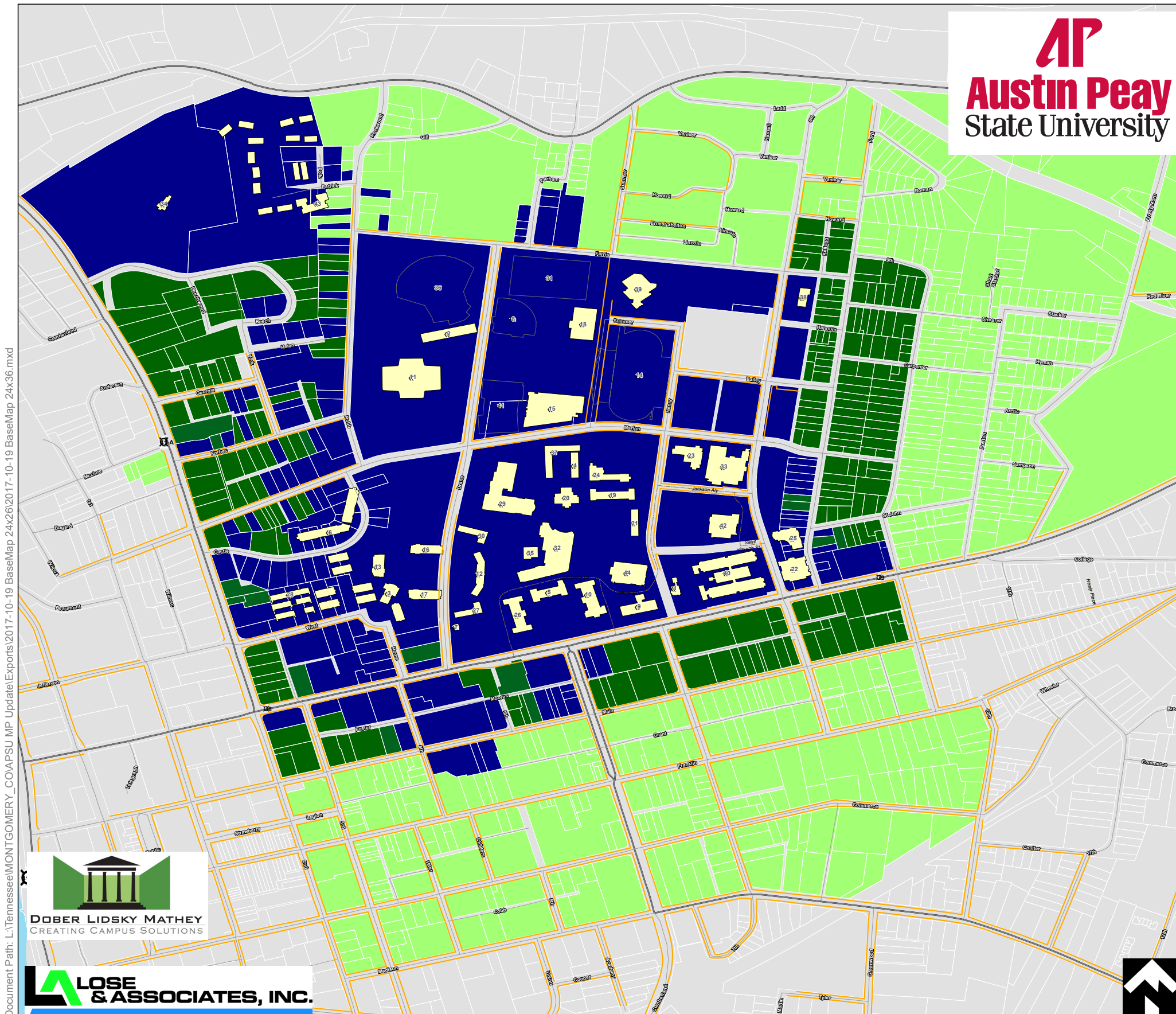


FIGURE 1

BASE MAP

- Campus Property**
- High Priority Properties**
- Long Range Acquisitions**
- Campus Buildings**

- 1 Archwood
- 2 Baseball Offices
- 3 Beatrice Hand Village
- 4 Blount Hall
- 5 Browning
- 6 Castle Heights
- 7 Center for Teaching & Learning
- 9 Claxton
- 10 Clement
- 11 Dunn Center
- 12 Ellington
- 13 Erikson Residence Hall
- 15 Foy Fitness & Recreation Center
- 16 Governor Terrace North
- 17 Governor Terrace South
- 18 Governors Tennis Center
- 19 Harred Hall
- 20 Harvill Bookstore
- 21 Harvill Hall
- 22 Hemlock Semiconductor Building
- 23 Kimbrough
- 24 Marks
- 25 Maynard Mathematics & Computer Science Building
- 26 McCord
- 27 McReynolds
- 28 Meacham Apartments
- 29 Memorial Health (The Red Barn)
- 30 Miller Hall
- 32 Morgan University Center
- 33 Music/Mass Communications
- 34 Pace Alumni Center at Emerald Hill
- 35 Power Plant
- 37 Sevier Hall
- 38 Sexton
- 39 Shasteen
- 40 Sundquist Science Complex
- 42 Trahern
- 43 Two Rivers & Emerald Hill Apartments
- 44 Woodward Library

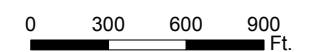
Athletic Facilities

- 8 Cheryl Holt Field Women's Softball
- 14 Fortera Stadium
- 31 Morgan Brothers Soccer Field
- 36 Raymond C. Hand Park
- 41 Tennis Courts & Outdoor Pool

Legend

- U. S. Hwy
- State Hwy
- Local
- Private
- Sidewalk
- Contours

1 inch = 300 feet



Section Three

ILLUSTRATIVE CAMPUS PLAN

Section Three

ILLUSTRATIVE CAMPUS PLAN

Drawing 3.1 is the Illustrative Campus Plan as a rendered air view of the campus as it might look when all the Campus Plan projects are complete. The vision of the Austin Peay State University campus expresses all of the ideas discussed during the planning process and collected from the several on-campus interviews, meetings, and review sessions.

The Campus Plan concept is illustrated on this drawing. It shows buildings and landscapes that were conceived through the campus design process. The architects for each of the construction projects will determine the final building form and position on each site. The University will also influence the final physical campus solution of the Campus Plan, as projects may need to be redirected in response to changing academic and programmatic requirements as well as funding opportunities.

Drawing 3.1:
ILLUSTRATIVE
CAMPUS PLAN



ILLUSTRATIVE
CAMPUS PLAN 2017



Appendix

CLASSROOM UTILIZATION

APPENDIX

CLASSROOM UTILIZATION

The table on the following pages shows each of the 89 classrooms that APSU scheduled in the Fall 2016. The column headings include: the building in which the classroom is located; the Room number; FICM is a space taxonomy identifier that is used nationally in higher education and classrooms are identified as FICM 110; the department that is associated with the classroom—in general, “Registrar” signifies the room is a University resource; NASF (net assignable square feet) is the amount of area associated with the room; Stations is the number of seats in the room; NASF/Station is average amount of square footage per seat - this is used in comparing to standards; Scheduled Sections is the number of course sections that met in the room; Mean Section Size is the average number of students per section that was scheduled in the room; and Usage Hrs/Week is the total number of hours per week that the room was scheduled during the day. It is this last column that the data has been sorted from the highest number of hours to the lowest. Myra Harned Hall room 245 has the highest utilization at 40 hours per week, while Marks 107 has the lowest at 3 hours per week. The average utilization for all 89 classrooms is 27 hours. The THEC target is 30 hours per week, and 37 rooms were at the target of 30 hours or were greater than 30 hours.

Clearly, the University will need to add additional classrooms as enrollment grows.

Austin Peay State University - Campus Planning Studies 2017

Table V: TEACHING SPACES - DETAIL RANKED BY USAGE HOURS PER WEEK - DAY

Based on Fall 2016 enrollment data

FICM CATEGORY: 100 (Classrooms)									
Building	Room	FICM	Department	NASF	Stations	NASF / Stations	Scheduled Sections	Mean Section Size	Usage Hrs / Week
Myra Harned Hall	245	110	Registrar CR	700	34	20.6	13	20.7	40.0
Myra Harned Hall	313	110	Registrar CR	443	21	21.1	14	16.3	39.0
Maynard Building	244	110	Registrar CR	2,185	108	20.2	13	64.6	38.5
Music/Mass-COMm	232	110	Music	619	29	21.3	13	17.6	38.5
Myra Harned Hall	344	110	Registrar CR	700	34	20.6	13	28.6	38.5
Trahern Art Dram	401	110	Art	1,482	73	20.3	13	41.4	38.5
Myra Harned Hall	231	110	Registrar CR	462	22	21.0	12	13.8	37.0
Maynard Building	242	110	Registrar CR	805	39	20.6	13	22.4	36.5
Myra Harned Hall	301	110	Languages and Literature	700	34	20.6	13	19.8	36.5
Science Bldg	E106A	110	Registrar CR	2,339	100	23.4	12	81.1	36.0
Science Bldg	E208	110	Registrar CR	1,142	47	24.3	12	25.3	36.0
Clement	128	110	Mathematics and Statistics	970	47	20.6	12	24.3	35.5
Myra Harned Hall	240	110	Registrar CR	539	25	21.6	12	17.8	35.5
Myra Harned Hall	331	110	Registrar CR	406	19	21.4	12	16.1	35.5
Clement	137	110	Registrar CR	745	36	20.7	12	29.7	35.0
Science Bldg	E206	110	Registrar CR	1,144	47	24.3	13	27.6	35.0
Clement	121	110	Registrar CR	1,095	49	22.3	12	25.8	34.5
Myra Harned Hall	117	110	Languages and Literature	434	20	21.7	13	10.4	34.0
Clement	206	110	Registrar CR	1,120	56	20.0	13	49.8	33.5
Claxton	113	110	Registrar CR	739	36	20.5	12	23.4	33.0
Marks	121	110	Registrar CR	582	33	17.6	20	18.5	33.0
Mccord Science	346	110	Registrar CR	459	23	20.0	8	33.0	33.0
Myra Harned Hall	307	110	Registrar CR	719	34	21.1	11	15.8	33.0
Myra Harned Hall	317	110	History	418	19	22.0	11	13.9	33.0
Clement	157	110	Registrar CR	546	26	21.0	12	19.0	32.0
Kimbrough	119	110	Registrar CR	1,641	116	14.1	11	50.4	32.0
Clement	301	110	Registrar CR	614	29	21.2	12	21.9	31.5
Kimbrough	111	110	Registrar CR	671	32	21.0	9	17.2	31.5
Clement	306	110	Registrar CR	750	36	20.8	14	20.7	31.0

Austin Peay State University - Campus Planning Studies 2017

Table V: TEACHING SPACES - DETAIL RANKED BY USAGE HOURS PER WEEK - DAY

Based on Fall 2016 enrollment data

FICM CATEGORY: 100 (Classrooms)									
Building	Room	FICM	Department	NASF	Stations	NASF / Stations	Scheduled Sections	Mean Section Size	Usage Hrs / Week
Dunn Conv Center	282	110	Registrar CR	1,050	51	20.6	11	28.5	31.0
Kimbrough	112	110	Registrar CR	968	47	20.6	17	26.1	31.0
Mccord Science	348	110	Registrar CR	459	23	20.0	6	32.2	31.0
Science Bldg	E203	110	Registrar CR	1,143	47	24.3	15	22.9	31.0
Claxton	111	110	Registrar CR	752	36	20.9	11	28.2	30.5
Dunn Conv Center	291	110	Registrar CR	1,050	51	20.6	10	32.9	30.0
Kimbrough	211	110	Registrar CR	671	32	21.0	10	25.4	30.0
Kimbrough	215	110	Registrar CR	673	32	21.0	12	20.3	30.0
Mccord Science	340	110	Registrar CR	569	29	19.6	9	49.9	29.8
Mccord Science	342	110	Registrar CR	569	28	20.3	9	49.9	29.8
Claxton	116	110	Registrar CR	752	36	20.9	11	23.5	29.5
Claxton	303	110	Registrar CR	746	37	20.2	10	16.5	29.0
Mccord Science	211	110	Registrar CR	976	47	20.8	11	30.1	28.5
Maynard Building	243	110	Registrar CR	601	29	20.7	15	19.8	28.3
Claxton	103	110	Registrar CR	1,698	83	20.5	11	30.5	28.0
HSB	104	110	Registrar CR	577	55	10.5	9	16.6	28.0
HSB	234	110	Registrar CR	578	27	21.4	10	14.7	28.0
Kimbrough	113	110	Registrar CR	968	47	20.6	9	37.0	27.0
Marks	140	110	Mathematics and Statistics	905	45	20.1	19	21.1	27.0
Mccord Science	219	110	Nursing	907	45	20.2	7	25.3	27.0
Science Bldg	D210	110	Allied Health	695	33	21.1	9	22.0	27.0
Science Bldg	E106B	110	Registrar CR	2,342	100	23.4	9	64.6	27.0
HSB	232	110	Registrar CR	578	27	21.4	10	13.2	26.5
Trahern Art Dram	420A	110	Registrar CR	671	30	22.4	9	15.4	26.5
Kimbrough	212	110	Registrar CR	968	47	20.6	10	27.6	26.0
Clement	304	110	Registrar CR	576	27	21.3	11	16.2	25.5
Claxton	331	110	Registrar CR	744	36	20.7	11	23.7	25.0
Kimbrough	114	110	Registrar CR	968	47	20.6	9	22.0	25.0
Maynard Building	130	110	Registrar CR	597	28	21.3	8	20.0	25.0

Austin Peay State University - Campus Planning Studies 2017

Table V: TEACHING SPACES - DETAIL RANKED BY USAGE HOURS PER WEEK - DAY

Based on Fall 2016 enrollment data

FICM CATEGORY: 100 (Classrooms)									
Building	Room	FICM	Department	NASF	Stations	NASF / Stations	Scheduled Sections	Mean Section Size	Usage Hrs / Week
Science Bldg	E205	110	Registrar CR	1,138	47	24.2	10	23.7	25.0
Science Bldg	E303	110	Registrar CR	1,205	47	25.6	12	26.2	25.0
Claxton	306	110	Registrar CR	755	36	21.0	9	20.6	24.5
Mccord Science	221	110	Registrar CR	1,401	69	20.3	9	40.1	24.5
Claxton	118	110	Registrar CR	739	38	19.4	8	21.4	24.0
Claxton	203	110	Educational Specialties	693	33	21.0	9	16.8	24.0
Kimbrough	115	110	Registrar CR	673	32	21.0	8	20.0	24.0
Claxton	308	110	Educational Specialties	1,127	55	20.5	11	20.8	23.5
Claxton	310	110	Mathematics and Statistics	834	40	20.9	9	21.2	23.0
Clement	133	110	Registrar CR	573	27	21.2	10	19.9	22.5
Dunn Conv Center	285	110	Registrar CR	1,065	51	20.9	8	29.5	22.0
Claxton	200	110	Educational Specialties	584	28	20.9	12	17.0	21.5
Clement	302	110	Registrar CR	614	29	21.2	10	21.0	21.5
Dunn Conv Center	211	110	Health and Human Perform	1,050	51	20.6	7	32.3	21.0
Mccord Science	344	110	Registrar CR	539	25	21.6	9	22.6	20.8
Claxton	230	110	Educational Specialties	719	34	21.1	10	18.7	20.5
Mccord Science	209	110	Sociology	629	47	13.4	11	25.7	20.5
HSB	134	110	Registrar CR	578	27	21.4	8	17.8	19.5
Myra Harned Hall	226	110	Languages and Literature	236	6	39.3	6	4.8	19.0
Claxton	300	110	Educational Specialties	1,129	55	20.5	7	24.0	18.5
Claxton	216	110	Educational Specialties	1,060	52	20.4	9	17.7	17.5
Memorial Health	100D	110	Registrar CR	0	25	0.0	9	19.1	17.0
Clement	201A	110	Registrar CR	4,530	568	8.0	6	90.3	15.0
HSB	132	110	Registrar CR	578	27	21.4	7	17.3	15.0
Claxton	227	110	Educational Specialties	885	43	20.6	6	18.5	14.5
Memorial Health	107	110	Military Science	864	42	20.6	7	20.4	14.5
Mccord Science	107	110	Geosciences	865	42	20.6	6	29.8	12.0
Mccord Science	101	110	Geosciences	955	46	20.8	5	17.8	11.0
Mccord Science	104	110	Geosciences	936	45	20.8	3	14.7	9.0

Austin Peay State University - Campus Planning Studies 2017

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Building	Room	FICM	Department	NASF	Stations	NASF / Stations	Scheduled Sections	Mean Section Size	Usage Hrs / Week
Trahern Art Dram	420C	110	Theater and Dance	300	24	12.5	3	16.3	9.0
Marks	107	110	Registrar CR	758	36	21.1	1	15.0	3.0
FICM 100 Category Totals:			89 spaces	77,932	4,153	20.5	913	25.7	27.2

