active learning spaces

insights, applications and solutions

Steelcase
Education Solutions

every space is a learning space.

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Educators prepare students for their future, but it's often difficult to imagine what the future will hold in a world of constant change. In fact, the future suggests that preparations must be made for jobs not yet created.

Educational change is happening and happening fast for the first time in decades, and schools from primary through higher education are in the midst of experiencing:

• what it means to be learner-centric;

• why the use of problem-, project- or inquiry-based education strategies in formal learning spaces is important; and

• how educational professional development, technology and space can be used as effective tools to support this change.

The changes converging on schools are extraordinary. There's a new generation of students with different experiences and expectations than those of their parents. They're savvy and comfortable with technology and typically carry an array of devices with them – if they're not provided by the school itself. Students are also demanding of their education, being fully aware of the global economy and the competition it represents. Rapidly changing technology continually offers new approaches to learning and instruction. From digitized content to interactive technologies, education often defines the cutting-edge use of technology.

At the same time, multiple pedagogies are being used at every level of education. Many educators are embracing a more active and immersive style of instruction, engaging with students, leveraging technology and exploring more and varied educational strategies.

These changes present a challenge to successfully teaching 21st-century skills in inadequate facilities. With enrollments on the rise and budgets holding steady or declining, it's more important than ever to make every space an active learning space. Properly designed and furnished, every space can take advantage of the opportunities represented by continual change.

Inspired by Steelcase primary and secondary research and insights, active learning is the foundation of our solutions developed for students and educators. Learning happens anywhere and can be synchronous or asynchronous, formal or informal. The change from passive to active learning and the tensions created in this process affect teaching and learning strategies, technologies and space. By looking at how individuals learn and by considering information about the learner and learning places, designers can effectively address the spatial needs of today's students and educators.

Research

Rampant change across campuses presents a challenge: successfully teaching 21st-century skills in inadequate facilities.

The changes in education today are a challenge Steelcase has studied for years, employing a unique, human-centered design research process. Recently, for example, we completed an in-depth study at a number of universities across North America, including public, private and community colleges. We are also engaged in various studies with schools at all levels, from early education through post-secondary, observing educators at work and testing design principles, product ideas and applications. Our secondary research has focused on the study of learning science, brain science, ergonomics and environment behavior theory.

Brain science[1] indicates learning spaces should be designed to support the ways the brain works to enhance learning.[2] Evidence also suggests that environments impact behavior and are often barriers to behavioral change.[3] That's why we're going to school practically every day, listening and learning, working with educators, students and administrators to create new, innovative, active learning spaces. We continue to learn as we work with educators from around the globe.

Two frameworks guide our thinking on planning and designing for formal and informal learning spaces. The first illustrates our foundation of thinking relative to educational design: the active learning ecosystem. This ecosystem suggests pedagogy, technology and space should be considered when designing for active learning. The second framework challenges us to think about informal learning spaces as any place where students lead their own learning. This framework structures our thinking about space and behavior when in public or private, when alone or with others. The intent is to thoughtfully provide a range of spaces that support the many needs of learning in these informal spaces. These frameworks are discussed in more detail later.

We've arranged this book around the three categories of spaces on any campus: formal learning spaces, informal learning spaces and faculty and administrative offices. Each section includes an introduction to our research and insights, then dives into observations and research on the specific spaces within these categories. We also provide considerations for designing better learning and working spaces, signature applications, as well as stories from actual users and detailed product pages. Consider it a survey course in how to plan learning spaces for a changing educational landscape.

STEELCASE HUMAN-CENTERED DESIGN RESEARCH PROCESS

Steelcase follows a six-step, user-centered research process.

U O S R P M

UNDERSTAND	OBSERVE	SYNTHESIZE	REALIZE	PROTOTYPE	MEASURE
• conduct secondary research	• conduct primary research	• share research findings	• visualize concepts	• build full-scale models	• conduct experiments
• review market research	• ask, observe and engage	• discover insights	• package findings	• run simulations	• provide feedback
• uncover trends and relationships	• shadow, conduct contextual interviews and engage in participatory design activities	• create design principles	• circulate ideas	• collect data	• iterate and test

1 Erlauer, L. *The brain-compatible classroom. Using what we know about learning and improve teaching.* Virginia: Association for Supervision and Curriculum Development (ASCD). Retrieved March 4, 2013, from: http://schools.hwdsb.on.ca/ancasterhigh/files/2010/10/The-Brain-Compatible-Classroom.-Using-What-We-Know-About-Learning-to-Improve-Teaching.pdf. Copyright © 2003.

2 Furman, R. www.robinfogarty.com/brain-compatible-classrooms-21.html.

3 Scott-Webber, L. (2004). *Insync: Environment behavior theory and the design of learning spaces.* Michigan: The Society of College and University Planning.

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a new paradigm: the active learning ecosystem

Formal learning spaces – those in which learning is directed by an instructor, whether in lecture or in guided group work or discussion – are in need of fresh design thinking. These spaces have remained the same for centuries: a rectangular box filled with rows of desks facing the instructor and writing board.

Administrators, faculty, architects and donors attended schools with learning spaces just like this one. It's what they know. As a result, today's students and teachers suffer because these outmoded spaces inadequately support the integration of the three key elements of a successful learning environment: pedagogy, technology and space.

The design of these traditional settings is often driven by density requirements, yet up to one-third of the space is devoted to the instructor. They often do not provide space for students to work in teams or the other modes of learning in practice today. The environment becomes the barrier to desired educational activities.

Educators today are expected to transform teaching styles to support active learning methodologies while real estate is reclaimed for formal learning spaces to accommodate these revised needs. A move from passive to active learning means people are expected to move, often requiring more square meters per person. The reclamation of real estate is necessary to acknowledge formal learning environments are where individuals engage in the learning process and begin to "own" their own knowledge.

Given its pivotal role, architects, designers and educators are reconsidering a new paradigm for formal learning spaces where technology and the physical space are integrated to support pedagogy and create a more active and engaging experience for instructors and students.

Change begins with pedagogy. Teachers and teaching methods are diverse and evolving. Classes may employ lecture mode, group setups and individual work. From one class to the next, sometimes during the same class period, classrooms need to change. Thus, they should fluidly adapt to different teaching and learning preferences. Instructors should be assisted to develop new teaching strategies that support these new needs.

Technology needs careful integration. Students today are digital natives, comfortable using technology to display, share and present information. Vertical surfaces to display content, multiple projection surfaces and whiteboards in various configurations are all important classroom considerations. Yet many instructors are digital immigrants. Since technology must support the pedagogy used in the classroom, this divide often causes concerns for those who are untrained and uncomfortable when asked to develop instructional design protocols for truly engaging learners.

Space impacts learning. More than three-quarters of classes include class discussions, nearly 60 percent of all classes include small group learning, and those percentages are continuing to grow. Interactive pedagogies require learning spaces where everyone can see the content and can see and interact with others. Every seat can and should be the best seat in the room. Today, more than just the instructors are teaching. As more schools adopt constructivist pedagogies, the "sage on the stage" is giving way to the "guide on the side." These spaces need to support the pedagogies and technology in the room to allow instructors who move among teams to provide real-time feedback, assessment, direction and support to students in peer-to-peer learning.

Pedagogy, technology and space, when carefully considered and integrated, define the new active learning ecosystem. When the space, furniture and technology can readily adapt to the pedagogies and learning preferences of instructors, classroom planners and designers will have made a significant contribution to the educational process.

Pedagogy, technology and space, when carefully considered and intentionally designed, can establish new protocols for advanced learning environment solutions.

classroom

a new ecosystem

The changes in pedagogies and technologies are rapidly influencing the educational experience. Also changing is our understanding of brain science and the idea that students learn best with access to a range of tools.[1]

Research suggests that a multi-sensory approach to teaching and learning has been shown to increase engagement, promote deeper participation, maximize student achievement and elevate the idea that learning is fun.[2] Steelcase research and others suggest that active learning, engagement and interaction are more effective ways to learn than passive learning.[3] However, as institutions adopt the constructivist learning theory, they still find themselves limited by the classroom environments designed for lecture-based instruction and density issues.

To fully capitalize on the benefits of active learning to improve student success, the physical space must support and enhance the pedagogies at work in the classroom. No longer should static furniture designed for the one-way transmission of information be disguised as supportive of an active learning environment.

The one-size-fits-all classroom neglects the modern-day needs of educators and students. Today's learner-centered perspectives acknowledge that people learn differently. Just as there are a variety of ways in which we learn, there must also be a variety of spaces in which learning occurs.

Classroom variety is necessary; within the space, with the shape of the space and near the space. Different subjects and teaching methods require different classroom features. Some spaces are focused primarily on density demands, while others require a large worksurface and others maximize learning in highly connected and interactive learning environments. Within an institution, a combination of these classrooms supports the varying needs of students and instructors by subject and semester.

When focused on active learning, institutions should consider how flexibility and variety work with pedagogy, technology and space to support how learning happens in today's classrooms.

what we observed

The majority of classrooms in use today were built for traditional, "stand-and-deliver, sit-and-listen" pedagogies in a passive learning setting.

Inflexible layouts and furniture with limited mobility hamper interaction among students, instructors and content; in fact, the environment is the barrier.

Technology access is highly variable from classroom to classroom and often poorly integrated.

what we heard.

"We replaced typical cookbook experiments with guided inquiry exercises that encourage students to think and work as a group rather than follow recipes with predetermined results. These exercises develop skills that better prepare them for future work and give them the tools to help them retain knowledge long after the semester ends."

PROFESSOR

"I bring a lot of stuff to class. And I use a lot of it – it's not the old days, when we would just take notes in a notebook; it's a multimedia and social experience. There aren't a lot of classrooms that work for me."

STUDENT

1 Wolfe, P. (2010). *Brain matters: Translating research into classroom practice (2nd edition).* Virginia: Association for Supervision and Curriculum Development (ASCD).

2 Baines, L. (2008). *A teacher's guide to multi-sensory learning: improving literacy by engaging the senses.* Alexandria, VA: Association for Supervision and Curriculum Development.

3 NSSE updated for 2013. *Promoting Student Learning and Institutional Improvement: Lessons from NSSE at 13.* Annual Results 2012. Retrieved March 9, 2013, from http://nsse.iub.edu/NSSE_2012_Results/pdf/NSSE_2012_Annual_Results.pdf.

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tips for new classrooms

These tips for planning and designing new classroom environments have been developed with the Steelcase Human-Centered Design Research Process, conducted at schools and colleges across the U.S. and Canada. These tips are intended to provide guiding tenets to those who plan education spaces, assisting in designing more interactive and flexible learning spaces that give permission to act differently.

PEDAGOGY

1 Design to support fluid transitions among multiple teaching modes - lecture, team project, discussion, etc. – from passive to active engagement.

2 Design for peer-to-peer learning.

3 Allow freedom of movement for the instructor, enabling a "visit" with each group to offer quick assessment.

4 Support the implementation of professional development, allowing for changes to teaching strategies.

5 Set expectations for what an active learning environment looks like – learning is messy, things move.

6 Expose students to what these future settings enable them to do.

TECHNOLOGY

1 Design for sharing, leveraging vertical and horizontal surfaces for display; use projection and interactive surfaces.

2 Take advantage of new media, including personal and in-room technology, and offer equal access to both.

3 Allow for displayed information to be persistent over time.

4 Use new technology in intended ways.

5 Be intentional about what technologies should be used and how to support pedagogical strategies.

6 Incorporate synchronous and asynchronous methods.

SPACE

1 Design for visual and physical access, giving every student the best seat in the house and allowing the instructor and student access to each other.

2 Design for quick ownership change so classrooms adapt to changing users and varying class requirements.

3 Design to support quick reconfiguration among multiple modes: from lecture to project work to discussion and test taking and back again.

4 Include wall protection for table and chair movement.

5 Support learning styles with analog and digital means to co-create and provide postural change.

6 Design the entire ecosystem to work as a tool for learning.

7 Design educational places from the inside out.

Movement is key to active learning. When students can move about easily, they are more interactive, collaborative, comfortable and engaged in class.

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application ideas: classrooms

These are classrooms that rethink "the box" and move away from the traditional setting of rows of fixed tablet chairs and a lectern. Here you will find learning spaces that can easily morph from lecture mode to teamwork to group presentation and discussion and back again. Every seat is the best seat; access to content, students and instructors is available for all. Technology is integrated in smart ways so everyone can use it, providing democratic access. These classrooms engage and inspire by putting control of the learning space in the hands of students and instructors.

Node® classroom

This classroom features Nodes on casters and personal worksurfaces, H. System boards and a height-adjustable instructor table for maximum flexibility and comfort.

With built-in storage in the base, personal worksurface, swivel seat and casters, Node makes maximum use of every square meter of classroom space.

The static and movable boards along the wall-mounted rail allow easy display and rearrangement of materials to the class.

Personal worksurfaces adjust for large and small users and move independently of the seat shell and base.

Instructors can position their adjustable table and stool at any point in the room that's best for their teaching style.

Real estate is precious. Node can handle density as well as any seating solution, with the added advantages of comfort, flexibility and mobility.
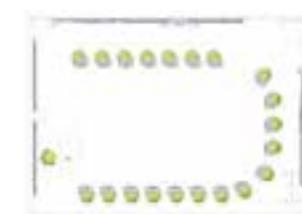
Node's swivel seat and mobile casters make it easy for students to have open sight lines to the instructor and other students.
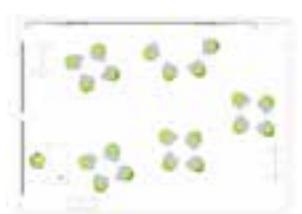
**Node enables fluid transitions between teaching modes.**

Table-based classroom

Table-based classrooms provide additional worksurface for student materials and can still provide the flexibility needed for active learning. The freedom to move and engage means wall protection is required in all active learning settings.

Information persistence is supported with H. System.

Seating that swivels and offers height adjustability supports all user types.
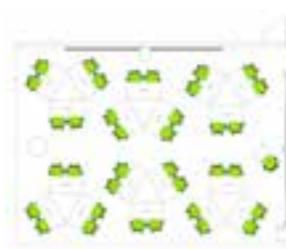
Support multiple pedagogies and learning styles by allowing fluid transitions between modes.
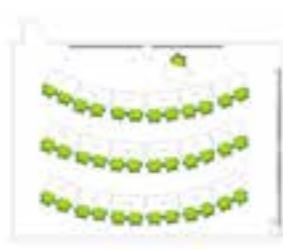
Arc layout design allows eye contact to be maintained, even in lecture mode.
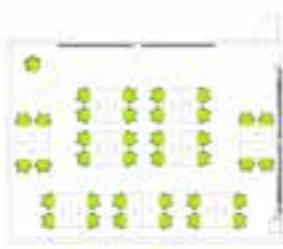
**Team modes are for longer duration projects.**

LearnLab™

LearnLab integrates furniture, technology and worktools to support a variety of teaching methods and learning preferences. Multiple stages make it easy for students and instructors to share content, and a unique "X" configuration gives everyone clear sightlines to digital and analog content. LearnLab reclaims and redistributes the classroom real estate, providing democratic access for all.

Projectors and screens in a unique geometry break up the traditional classroom hierarchy and give everyone an unobstructed view.

Fixed and mobile whiteboards and display screens support the need for information immersion and persistence, allowing students to generate, capture and share their work.

The eno interactive whiteboard acts as a combination dry erase board and interactive whiteboard.

Ergonomic chairs let students huddle quickly, swivel easily, refer to content in any direction and stay comfortably focused and engaged in class.

This flexible space supports different learning processes and preferences from one class to the next and enables fluid transitions between modes.

LearnLab's unique geometry ensures that there's no "front" of the room and that every student has a clear view. It is a square with a center door, using all corners.

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media:scape® LearnLab

Combining innovative LearnLab design with unique media:scape technology creates the opportunity for three distinct modes of sharing digital content: small team co-creation, group sharing and lecture.

LearnLab provides multiple stages where instructors can engage with students.

media:scape integrates furniture and technology to let instructors and students share digital information instantly.

Small team breakouts occur at the table in the classroom, eliminating the need to move to another location.

Face-to-face seating encourages student engagement and team collaboration.

A media:scape LearnLab supports multiple learning styles and different teaching preferences and offers unprecedented ease in sharing and creating digital content.

| **featured products**	cobi chair 107	Mobile Elements presenter 127
	cobi stool 107	Touchdown table 121
	media:scape 123	H. System 123
	eno interactive whiteboard 124	Moby 127

Double LearnLab

The Double LearnLab is designed to activate all aspects of the classroom and learning experiences while supporting large class enrollment.

Multiple movable side tables allow for educator-to-student mentoring.

Triangulated screens give all students an unobstructed view.

FlipTop twin tables for teams of four to eight students support collaboration and enhance sightlines.

All 64 students have equal access to content, the instructor and each other.

featured products	H. System 127	Qivi
	Touchdown tables....................................... 121	FlipTop twin tables 116
	Moby.. 127	eno flex 124
	Mobile Elements presenter 127	Cobi stool 107

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Large Node classroom

Density is an ongoing issue, even in active learning classrooms. Node supports both needs by connecting students with eye contact and supporting fluid transitions into group and other learning modes.

Wall guard gives permission to move yet protects vertical surface materials.

Multiple whiteboards ensure all students can see content.

Swivel seats allow students to maintain visual contact with each other and information, despite a large class size.
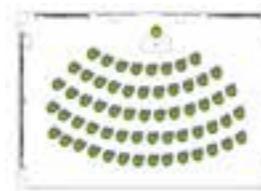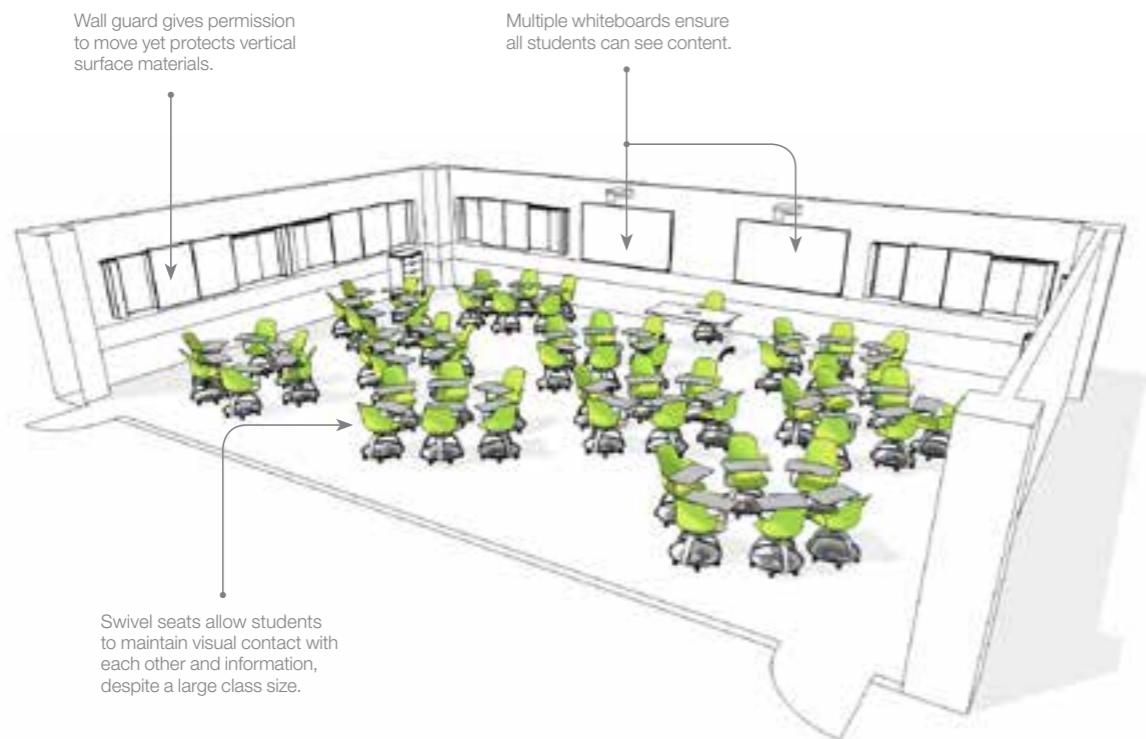
Node allows quick transitions between learning modes, even in dense environments.

Large classes of 60 students can easily break into groups with swivel seating on casters.

Large table-based classroom

A flexible table-based classroom allows students to work together and build community within a large class. Chairs that swivel let students easily see others and content throughout the space.

Co-creation with whiteboards supports kinesthetic learning.

A mobile teaching station allows the instructor to connect with all students and removes the front of the room.

Node chairs allow students to connect with others and content throughout the space.

Using multiple stages for content allows students to engage, even in lecture.
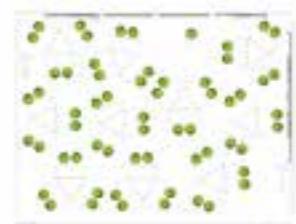
Teams of six can easily be configured for group activities while swivel seats allow students to turn to see content and others.

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Learning in context

Active learning typically demands multiple modes of learning and tools within a classroom, often at the same time. Design multiple zones that support a range of postures and allow students to choose the space that is best for them while allowing access for the instructor to mentor each group.

media:scape supports digital collaboration and distance learning.

Lounge spaces can support impromptu and analog collaboration.

Furniture that is easy to move allows students to break into groups of multiple sizes anywhere in the classroom.

A range of postures and places allows for choice and control.
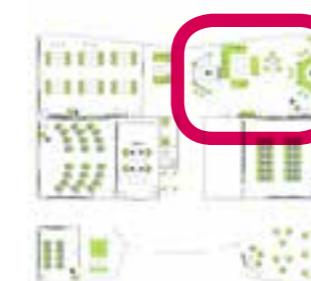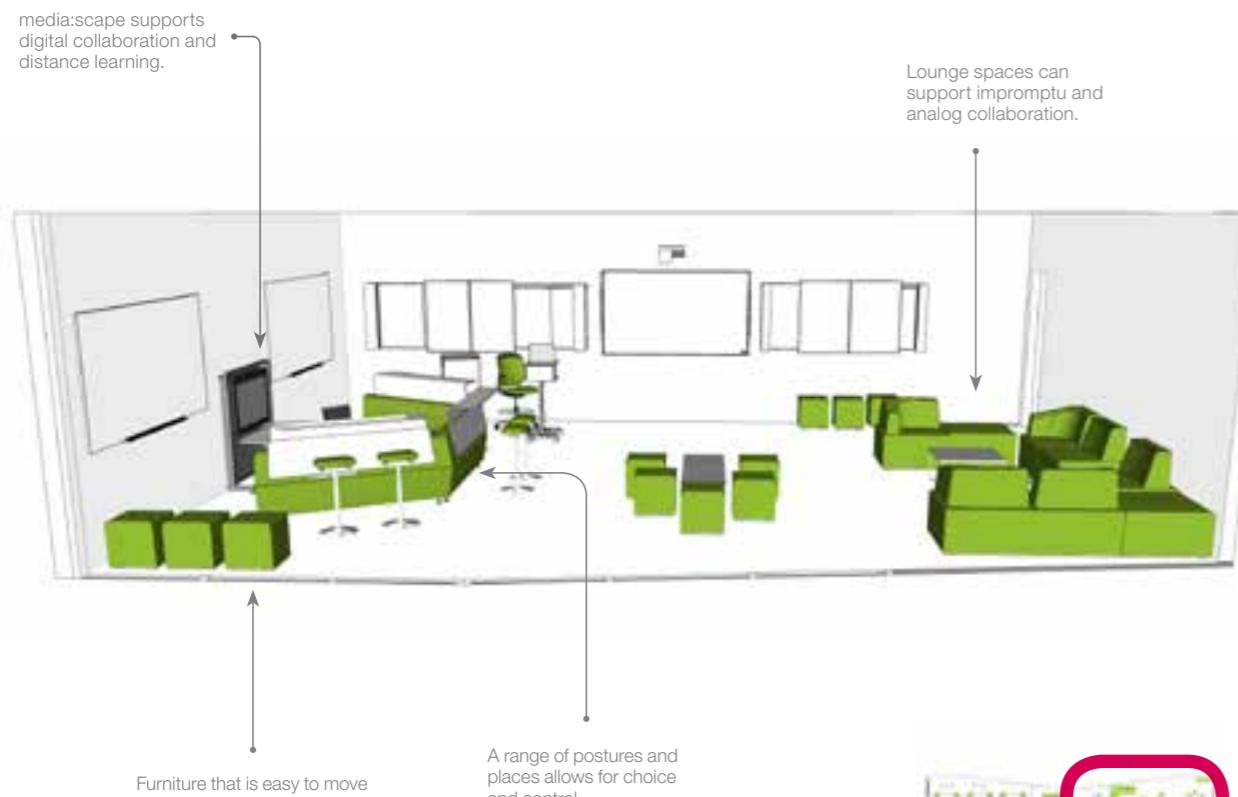
A range of classroom spaces are required to support the many needs of instructors and subject matter.
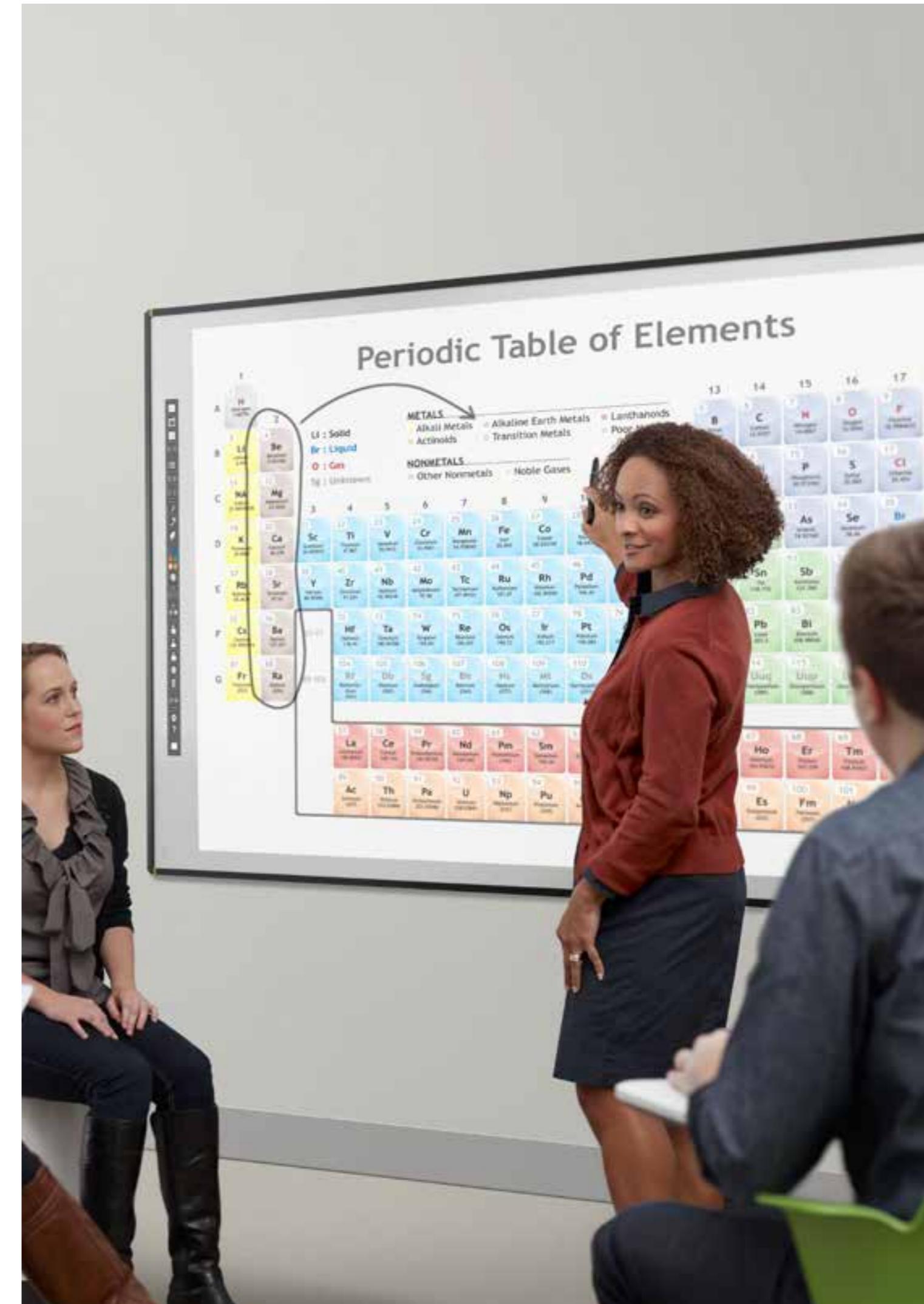
customer story

LUDWIG-MAXIMILIAN UNIVERSITY IN MUNICH, GERMANY

Classrooms are teacher focused, solely supporting the process of teaching, and generally overlook the needs of the student and the importance of learning. The result is passive learning, with one directional communication. Students listen, watch and learn in a space and environment that are rarely comfortable, highly constrictive and that ironically in today's modern era offer ever-decreasing support to teachers.

As the nature of education changes and the influence of technology on our younger generations increases, so the balance of power in the classroom changes also. Classroom design still favors the teacher, when education at large targets students.

The LMU in Munich is one of the most famous universities in Germany offering 1550 courses to 47,000 students. In 2007, the Department of Psychology and Pedagogy researched "The classroom of the future" and created the Learning Science Research Lab.

At the same time, Steelcase Europe, the global leader in the office furniture industry, were looking for a partner to test and validate the research findings for learning environments completed at U.S. universities. Steelcase in Rosenheim, Germany, identified the opportunity and brought the partners together.

The Learning Science Research Lab
The Learning Science Research Lab at LMU has hosted the development and evaluation of new learning technologies to support innovative approaches to learning and collaboration.

In partnership with Steelcase, a new research project has now explored the relationship among furniture, design, layout, technology and teacher/student activity.

Scope
The scope of the project was simple:
• improve classroom design and flexibility in schools and higher and further education facilities
• stimulate and support innovative approaches to collaborative learning
• evaluate the effects of different furniture and layout on the success of collaboration, teaching and learning
• develop layout guidelines for teachers to make the most effective use of the space

Method
Researchers observed group work of about 300 students within the "classroom" equipped with Steelcase furniture and Apple laptops. The researchers tested different room layouts, all designed to support group work (fixed, mobile, standing, sitting).

Researchers used observations, questionnaires, video monitoring and data analysis to evaluate the impact of the different layouts and furniture on the students' learning capability. The results were illuminating.

Results
In the standing more mobile positions, accuracy of thinking and idea innovation were higher than when sitting down, but students felt marginally less comfortable working in a standing position.

The influence of guided space layouts on group work was stark. The group made 40% more correct decisions. In addition, acceptance of the new furniture increased when use was guided.

Findings
Adapting the space layout according to the task significantly improved learning, decision making and teamwork. Working in a standing position significantly increased creativity and solution finding. However, the success was dependent on clear instructions for using the layout and furniture and how to adapt it to the task.

People need time to adapt to the dynamics of a flexible mobile learning environment and feel comfortable. Students had no natural reflex to take advantage of the new furniture and mobility as a tool to be more efficient. They had been conditioned to sit still behind a desk and listen.

Adapting took some weeks. At first, students appeared disoriented and ill at ease with the lack of formal structure, but after some weeks, they became fully integrated with the process and started to use the furniture and freedom of collaboration very effectively.

NUMBER OF IDEAS

	sitting	standing
	100%	+ 24%

(bar chart, y-axis 0%–140%)

RIGHT GROUP DECISIONS

	without layout guidelines	with layout guidelines

(bar chart, y-axis 0%–100%)

RIGHT CONCLUSIONS

	sitting	standing
		+ 25%

(bar chart, y-axis 0%–140%)
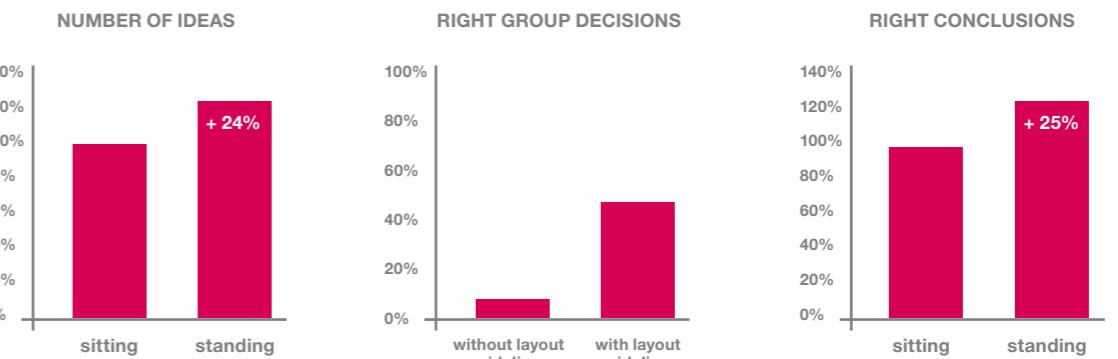
Conclusion
Our research is directly influencing the design concepts and principles we will promote for the future. They are the result of extensive user feedback. Steelcase wants to enable "information immersion" and create a direct link between teacher-led spaces and student-led spaces.

Steelcase believes that it is possible to create furniture layouts and space design that actively support and encourage learning, communication and collaboration, and, most importantly, improve results and outputs for teachers and students alike.

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media lab

computer spaces for technology *and* users

Ever since desktop computers first arrived on campuses in the 1980s, colleges have offered dedicated computer spaces for students. Today, laptops are part of most students' arsenal, smartphones pack the computing power of a laptop and wi-fi makes content available anywhere. So what's the role of the computer lab today? It's the new media lab.

Students are drawn to media labs for several reasons. College computers have program-specific software that's often too expensive for students to buy for their own computers. Schools also offer quality printing provided by school equipment for free or at a reduced cost to students.

Other reasons to go to labs? They're convenient to classrooms and the library, students need to access heavy-duty computing power (e.g., to run engineering rendering software), project files are stored on the school database (e.g., large video files, art projects), and students don't always carry their laptops around because they're too heavy or cumbersome and instructors often won't allow them to be used in class.

Faculty and staff often use media labs for training on new software related to coursework or on institution-wide learning management systems (e.g., Moodle, Blackboard).

Steelcase research indicates that two types of computer spaces remain popular: 1. media labs for individual work by students, faculty and staff and 2. computer pods dispersed in different buildings and used for planned group work and impromptu individual tasks.

Media labs/computer commons. Media labs are typically rectangular and a neutral color, just like the computers they house. Rows of side-by-side, small desks hold the computers and little else. This approach simplifies furniture specification, layout, and wiring and cabling but does little for the students who use the labs. They have to work elbow to elbow, with little privacy for what's on their screens (a commonly articulated annoyance) and little if any worksurface for other materials, books, etc.

Why not make these spaces more effective for individual and group work? First, consider the different users who work in these labs and support their various work modes: waiting, quiet discussion and dedicated task work at the computer. Second, consider ways to allow users to be more active during computer work and thus improve their comfort and well-being. Third, consider ergonomics to support students who spend many hours completing their studies.

Computer pods. Computer kiosks at standing and seated heights are a common sight on campus, with students checking email, surfing the web or checking their online course sites. Yet many colleges are now finding that students also like using computers in small, seated-height stations that offer enough worksurface to spread out textbooks and notes or to work in groups when needed.

The added worksurface creates a collaborative space where two or three students can huddle together, see the computer screen and work on materials arranged before them.

Proximity is key to locating these pods. Locations in and around cafés, lobbies and entry spaces are typical because they are easily accessible for on-the-go users. Also, adding these pods to library floors designed for more social and collaborative learning activities creates spaces where students can work on the increasing number of group projects assigned to them. The use of large worksurfaces, privacy screens and monitor arms can make these pods even more effective.

what we observed

Gen Y and millennials love technology. However, although the trend of more laptops on campus is real, only about a third of students use laptops in the classroom. Why? Too little desk space, no power access, too much to carry around and instructors' restrictions on use in class.

Computer labs are still a draw because students can access expensive, specialized software and printing is often at reduced cost or free.

These labs are morphing into media labs where sophisticated software is necessary. They must accommodate individual, dyadic and team work.

In addition to new media labs, many schools are creating small computer pods and placing them in media labs, libraries and other buildings throughout the campus.

The **cobi** chair straddles table bases and rolls easily under and around a variety of tables and table heights, making it easy to pair with existing worksurfaces. The five-star chair is height-adjustable and provides comfort for long class periods.

tips for computer pods & media labs

Computer pods and media labs are not places to warehouse computer equipment. They're workplaces for students, faculty and staff and should be furnished appropriately. Below are a few tips to consider when designing these spaces to offer flexibility and comfort.

PEDAGOGY

1 Support individual, dyadic and team work in media labs, as well as spaces for instructor demonstration.

2 Computer pods provide the ability to transition between individual and collaborative work.

TECHNOLOGY

1 In media labs, provide a means for users to keep their computer screens private (privacy screens, monitor arms).

2 Monitor arms free up worksurface space and allow adjustment of computer screens for a diverse population.

3 Provide multiple power outlets at worksurface height for portable technology – phones, laptops, etc. – to help prevent students from unplugging other equipment to access power.

SPACE

1 Basics in media labs include adequate legroom, comfortable seating for long work sessions and worksurfaces that hold more than just a keyboard and monitor.

2 Consider benching workspaces in media labs instead of freestanding desks; they use real estate efficiently, route wires and cables, and are simple to expand or contract.

3 Students work with technology, printed materials and other students on group projects; plan pods with enough room for small groups and sufficient worksurface for a wide variety of student materials and personal items.

4 Screens between adjacent pods provide privacy and define territory.

5 Computer pods are effective when located adjacent to other work areas such as library project workspaces and lounge/collaborative areas.

6 Provide a range of choices for seated and standing postures.

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library

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application ideas: media labs

These space ideas are not simply for media labs but also for computer user spaces. Computer pods can be located wherever student traffic dictates, and they help prove the concept that every space can be a learning space. Media labs/computer common spaces provide support for a variety of work modes, from waiting and reading to small discussions and, of course, dedicated work sessions with computer equipment.

Media labs

Designed for individual and collaborative computer work, media labs let users expand the use of their space as necessary. Students can choose an individual work area or a space for team project work, or they can move easily between the two areas as their work requires. Educators can teach in these spaces and have easy access for assessment.

Activa adjustable table and cobi fit students of varying sizes and accommodate standing and seated postures.

The Fusion desk creates an independent computer station, offering privacy and a wraparound worksurface for individual student work.

Lounge space accommodates relaxed study space and serves as a touchdown space while waiting.

When computer stations are connected, students have the freedom to choose whether they want to work alone or collaborate on a project.

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Media lab/classroom

A media lab designed for technology instruction features support for digital and analog content presentation, plenty of worksurface for printed materials and comfortable ergonomic seating.

Use the eno interactive whiteboard to display digital content, annotate it on the board, save notes and instantly send content to the class.

The FlipTop twin table routes power and data, supports ergonomic tools such as monitor arms and provides users with a generous worksurface.

Monitor arm provides precise height adjustment and viewing distance, thus reducing eyestrain and facilitating more comfortable posture. It also frees up space on the worksurface.

Ergonomic and swivel seating supports long-term use and dyadic student-to-student interactions.

| **featured products**	eno flex ....124 Mobile Elements presenter .... 127 cobi stool 107	Qivi FlipTop twin table 116

Media lab/computer commons

A space-efficient plan for a media lab and/or computer commons supports a variety of work modes and postures: sitting, standing, lounging and even walking while working; software is the key here for students, along with printing services.

The lounge area has comfortable seating that supports multiple postures for improved well-being.

FrameOne benching works in a small footprint. The integrated rail holds lighting, power outlets, screens and worktools and allows students to work alone or together.

featured products	Flexbox B-Free.....................................111 B-Free Sit Stand ....111 c:scape 115	i2i.......................................112 Think....................................110 Hosu.....................................111 FrameOne................................116
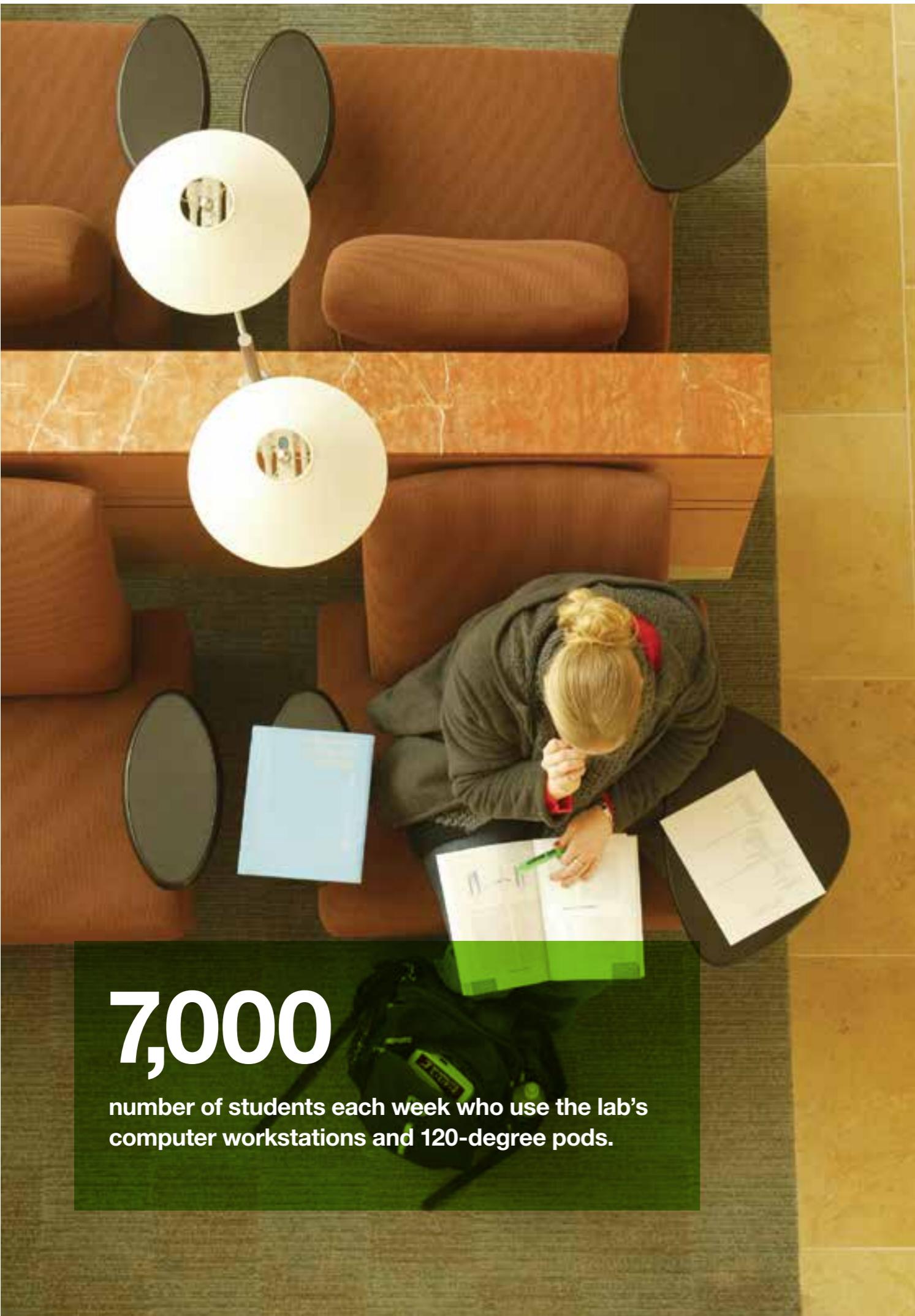
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customer story

CENTRAL MICHIGAN UNIVERSITY, MOUNT PLEASANT, MI

There's a well-equipped computer lab at Central Michigan University's (CMU's) academic center for its College of Health Professionals, but just as much computer work happens outside the lab in a variety of computer pods, lounge areas, group workspaces and other impromptu huddle areas. These are spaces where students can work individually or in small groups, tap the school's wi-fi with their own technology or use school-provided computer tools.

The building houses CMU's health professions, neuroscience and clinical psychology programs and its associated research initiatives in one technologically advanced environment.

"Our vision was to create a structure that would be flexible and inviting, foster a collaborative spirit and provide the latest tools to facilitate optimal student learning," says Linda Seestedt-Stanford, assistant dean of health professions and the college's project manager. "We wanted a building that would encourage active learning, whether it be faculty-to-student or peer-to-peer."

CMU originally considered built-in furniture for computer labs and student interaction spaces. Working with Steelcase and the Detroit office of architectural firm SmithGroup, they discovered that mobility made more sense.

"What good is having a student interaction area if the students can't move things around and make it their space? What good is it if they end up not using it?" says Seestedt-Stanford.

The three major components of the health professions programs – clinical, instructional and research – occupy building wings connected by a large central atrium designed as a communication corridor. Wi-fi, mobile seating and portable whiteboards augment the computer-friendly workspaces for students.

Off the atrium is a glass-walled computer lab with banks of computers and 120-degree configuration computer pods for individual or small group work.

"Steelcase helped us see furniture through a different lens and discover new product options and applications that fully supported our overall goals. They helped us think through our issues in the context of their research findings and expertise," says Seestedt-Stanford.

Computer work happens in a wide variety of spaces at Central Michigan University's College of Health Professions: at rows of computer workstations and 120-degree workspaces inside the lab and at a variety of individual and group spaces with movable seating, extra worksurface and power outlets for all the portable technology that students bring to the table.

7,000
number of students each week who use the lab's computer workstations and 120-degree pods.

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informal learning spaces

40
library

56
in-between

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café

76
resident life

Informal learning spaces provide students with a choice of destinations to support their individual learning needs. They are critical to the overall campus environment because they support self-directed learning by the student. Outside the classroom, these are the spaces where true student discovery often occurs.

The needs of these self-directed learning spaces have evolved in support of the changing pedagogies in formal learning spaces. As group work and collaborative learning take hold in classrooms, informal learning spaces are often where these projects are completed.

To support these many modes of learning, informal spaces should offer students a range of places and the choice and control to select the best environment for their needs. Throughout a semester or even within the same day, students need spaces that support focused, individual study; dyadic work; or large team collaborative projects.

To understand and design for this range of needs, consider a two-by-two matrix representing the range of spaces that must be considered, from private to public and supporting alone or together work. The matrix serves as a guiding framework for building zoning, particularly as it relates to acoustic and visual privacy needs, as well as the user behaviors in each type of space.

PUBLIC

ALONE ——— + ——— **TOGETHER**

PRIVATE

This framework, based on our research, explains the emerging needs, adjacencies and trends within informal learning spaces.

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PRIVATE/ALONE

Individual focused work with visual and acoustical accommodations

Despite an increase in collaborative work, focused study is still necessary for learning. These spaces provide privacy without distraction for maximum productivity.

PUBLIC/ALONE

Individual work in the presence of others

Steelcase observational research repeatedly showed students studying alone together. These spaces are used when social connections are important but individual study is required, for quick touchdowns or lengthy stays.
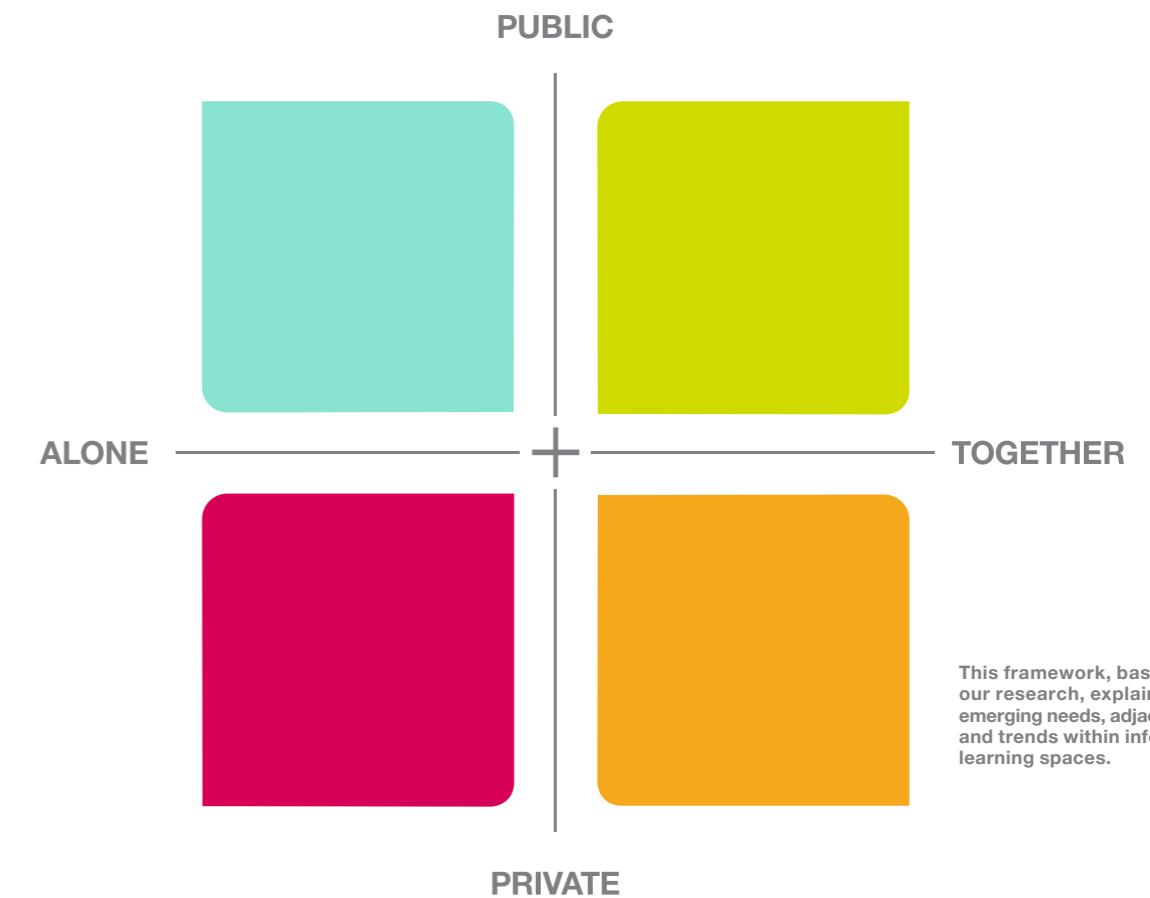
PUBLIC/TOGETHER

Open group work with peers or faculty and staff

These spaces should support impromptu brainstorming and sharing of information among group members while allowing opportunities for mentoring and learning among faculty and students. They should incorporate a range of group sizes and postures when planning.

PRIVATE/TOGETHER

Group work with visual and acoustical accommodations

Support team collaboration and study when visual or acoustic privacy is important. These spaces should accommodate a range of group sizes and learning modes, use vertical planes to display information and allow users to easily share digital content.
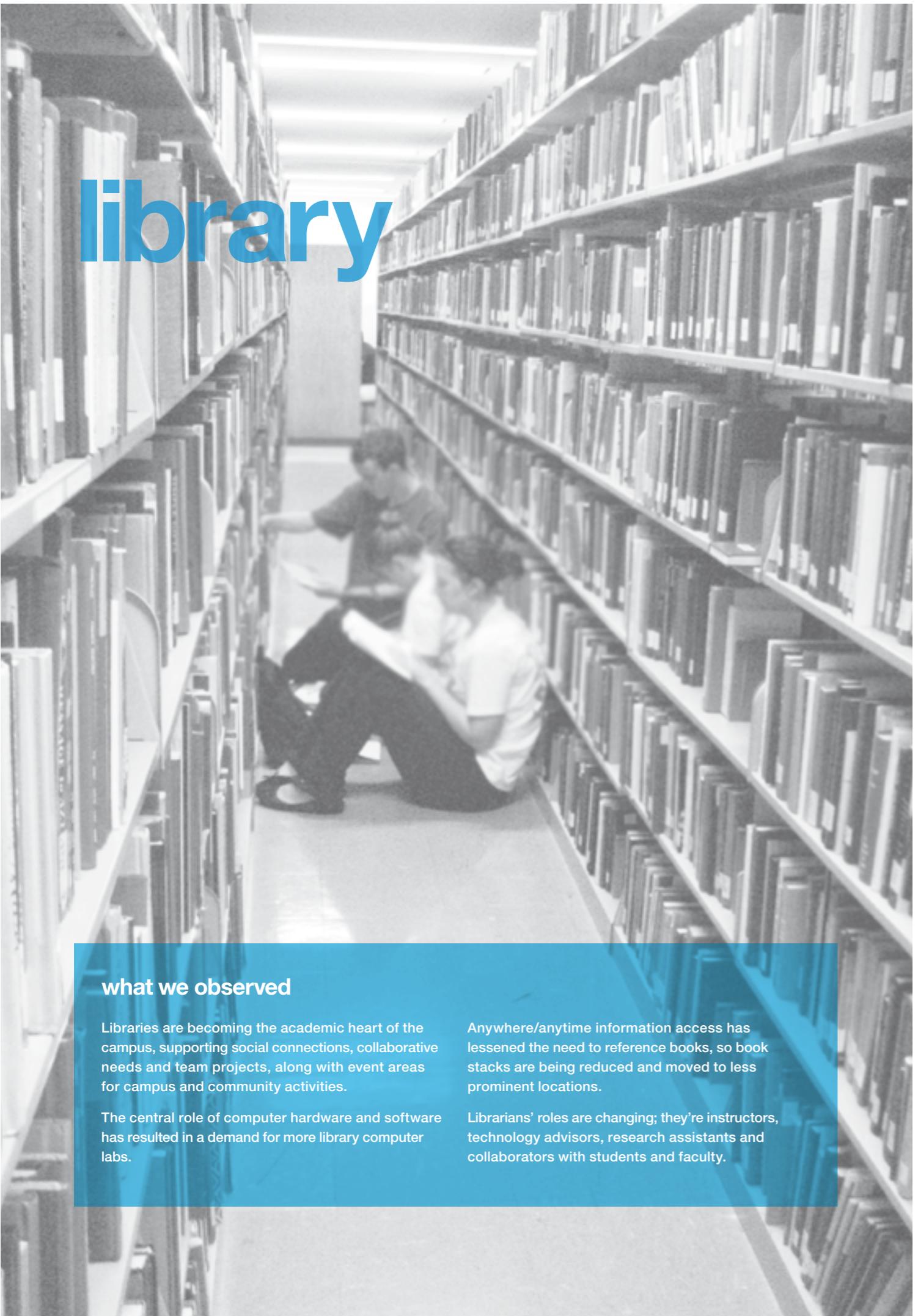
library

the library evolves

The library is the academic heart of a campus, yet its role is changing dramatically. Students can put their hands on information from virtually anywhere, so housing books is no longer a library's main purpose. However, the library remains the one place on campus where traditional and new knowledge resources, the latest information technology and skilled instructors and students converge in an ongoing process of learning, teaching and research.

To better understand the trends, Steelcase Education Solutions initiated a major study of libraries at 13 public and private colleges and universities across the U.S. The research revealed that the library is becoming a key location outside the classroom where constructivist pedagogy plays out as students learn to analyze information and create new information, often working in groups. This change represents a great shift for the library from a reading and storage site to a center of interactive learning.

As a multi-dimensional, multi-use space, the library's evolution is under way, although it hasn't been easy. For example, growing computer use led many libraries to install computer stations in any available space. However, this solution left people with their backs to busy corridors and screens open for all to view. Group work areas were often placed without intention next to individual study

areas. This left quiet-seeking students frustrated and student teams searching for the right space and tools for effective collaboration.

Intentional design, adjacency planning and understanding intended behaviors through research result in a better approach. There is a rhythm to an individual's learning process and to pedagogical needs such as team projects.

Libraries demand a range of settings, progressing from individual needs to team solutions. Additionally, our research showed that students tend to work in groups more in the evenings (outside class and work time) and individually or with one other person during mornings and afternoons.

Spaces that work for solo tasks work best early in the day and then have to be flexible for other needs later on.

what we observed

Libraries are becoming the academic heart of the campus, supporting social connections, collaborative needs and team projects, along with event areas for campus and community activities.

The central role of computer hardware and software has resulted in a demand for more library computer labs.

Anywhere/anytime information access has lessened the need to reference books, so book stacks are being reduced and moved to less prominent locations.

Librarians' roles are changing; they're instructors, technology advisors, research assistants and collaborators with students and faculty.

what we heard.

"We have to look at our information in the library and rethink the ways we provide it to people."
LIBRARIAN

"It's really hard to focus when you're in an enormous room that has noise going all over the place and you're trying to read things on a screen. Our library has a 'state-of-the-art computer area,' but the entire floor is open. Everyone who's walking to the other end of the library has to come through."
STUDENT

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tips for a new library ecosystem

Most existing libraries were designed and built for finding books and checking them out. As today's library transcends that limited role, four zones have emerged, each with multiple and different types of activities. Across these zones, new library spaces must support collaboration and group work, private study space, computing equipment and content-creation tools. Each quadrant represents a set of behaviors that should be intentionally planned.

Whether in a new space or a renovation, adjacencies are crucial, including planning for technology in practically every setting from team, collaborative spaces to social areas to individual study spaces. Visual and acoustical privacy requires careful consideration.

PRIVATE/ALONE

Individual spaces support focused work but don't consider appropriate scale for an individual, his or her well-being or the security and accommodation of work tools.

1. Provide enclosed space for visual privacy.

2. Support the need for extreme focus and concentration by blocking all distractions.

3. Allow temporary ownership of space.

4. Support a range of short- and long-term ownership of space and privacy with assigned, secure spaces.

PUBLIC/TOGETHER

Reference areas should capitalize on librarians' expertise in mentoring and learning. The increased use of technology requires just-in-time technical support. The increased use for events requires multi-purpose, adaptable gathering places.

1. Accommodate impromptu teaching and collaborative activities.

2. Remove barriers between students and staff.

3. Provide accessible dedicated spaces for technical services.

4. Create multi-purpose, adaptable spaces to host large functions.

PUBLIC/ALONE

Individuals want to work in the company of others to stay socially connected while working alone in various open settings.

1. Support the need for co-existing of focused work and social interactions; allow settings to switch from individual to dyads and triads.

2. Offer highly flexible and self-customizable furnishings and tools.

3. Support postural changes for short- and long-term use.

4. Enable quick, targeted access to computers, online services, printers, etc.

5. Support perched and standing short-term postures.

6. Provide access to dedicated computer workstations, specialized technologies and software.

PRIVATE/TOGETHER

Library classrooms should accommodate active learning, computing and distance learning with fluid transitions. Team spaces should support multiple meeting modes and student project teams. Students often do group work in open areas to stay connected to others, requiring flexibility to meet their changing needs.

1. Support a fluid switch between activities.

2. Provide a range of blended learning and teaching environments, including online, webinars, etc.

3. Support multiple meeting modes – inform, evaluate and co-create – for small to large groups.

4. Provide tools for visual display, collaborative technology, information and acoustical privacy.

5. Provide highly flexible, customizable furniture to meet collaborative, privacy and ergonomic needs.

media:scape merges furniture and technology to help students collaborate, co-create and share ideas more effectively. media:scape boosts collaboration across the table or around the globe – by transforming classrooms, libraries or social spaces, connecting students and allowing them to share information seamlessly.

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the library ecosystem

Consider the entire library floor plan when retrofitting any settings, designing with adjacencies in mind. When planning, be sure to support each quadrant independently and holistically within the entire floor space.

PRIVATE/ALONE

Individually dedicated spaces support a range of focus and concentration areas and should consider appropriate human scale for an individual and his or her well-being. Plan for short- and long-term security of personal items and the accommodation of new worktools.

PUBLIC/ALONE

Individuals want to study in the company of others to stay socially connected while working alone in a variety of open settings. Support the need for co-existing focused work and social interactions, allowing settings to switch from individual to dyads and triads. Offer highly flexible and self-customizable furnishings and tools while supporting postural changes for short- and long-term use.

PUBLIC/TOGETHER

Support the demand for large, scheduled functions with multi-purpose, highly adaptable gathering places. Accommodate impromptu teaching and collaborative activities by removing barriers between students and staff. Recognize the increased need for just-in-time technical support for questions, support and maintenance.

PRIVATE/TOGETHER

Technology-rich library classrooms should accommodate multiple uses such as active learning, computing and distance learning with fluid transitions. Support multiple meeting modes – inform, evaluate and co-create – for small to large groups.
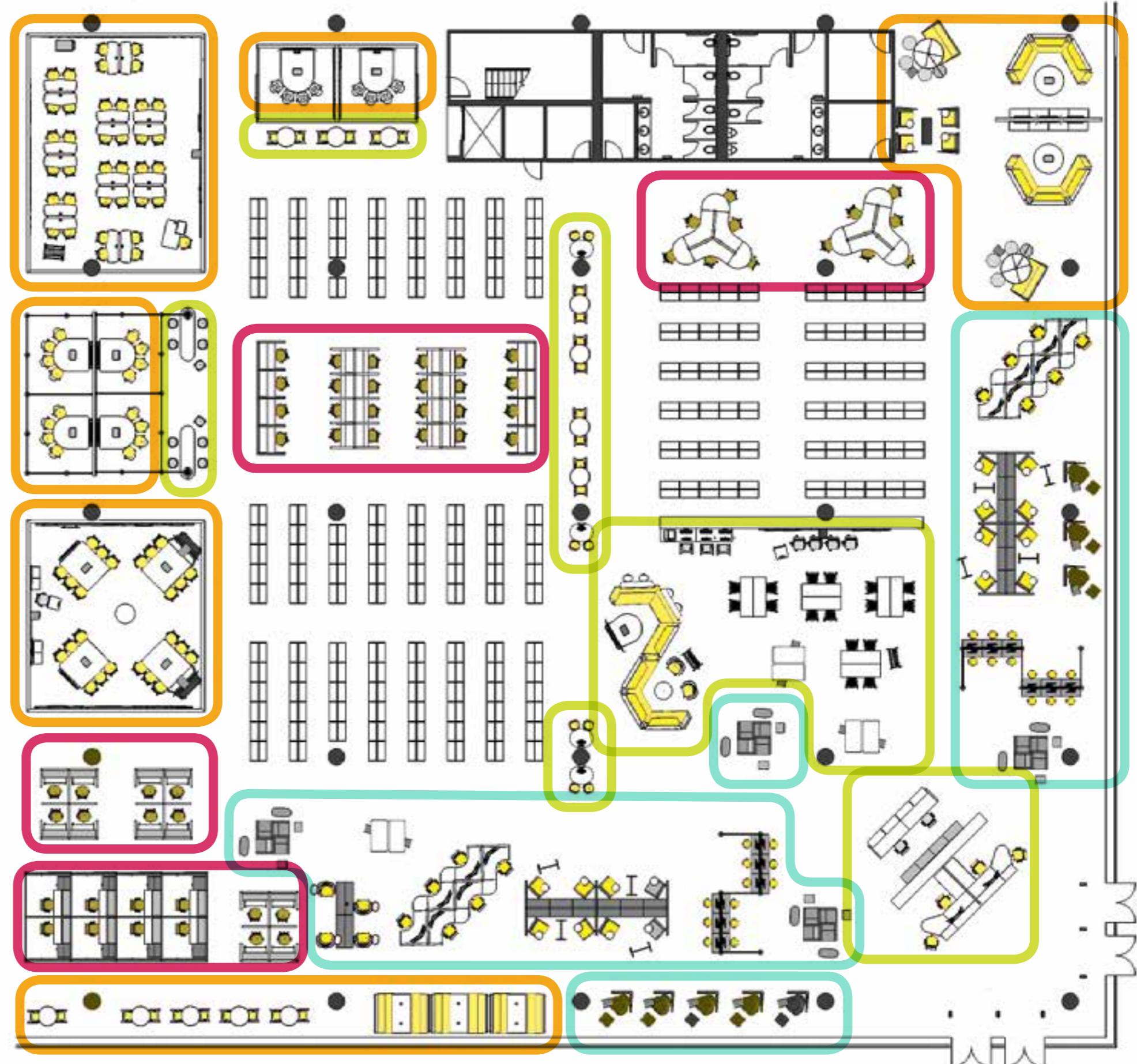
Study cave

Private study is still very much the library. Allow students to block distractions and settle in for long periods of study with panels and plenty of worksurface space.

High panels provide privacy and block distractions.

A large worksurface allows students to spread out materials, analog and digital.

Ergonomic seating supports focused work over an extended period of time.

PRIVATE/ALONE

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B-Free...111
Frontier
FrameOne desk..116

Learning pod

Spaces for individual work should provide options for short- and long-term stays. Support these with options for posture change and temporary storage for belongings.

B-Free screens imply privacy while still providing access to surroundings.

Stool-height seating supports new postures for improved well-being.

Height-adjustable tables allow users to change position over time.

PRIVATE/ALONE

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cobi stool 107   Connection unit
B-Free...111   Mobile caddy
Activa desk 115

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Learning bench

Even when focused work is required, students often prefer to study in the presence of others.

Task lighting gives individuals control over their personal setting.

The FrameOne bench provides students with their own workspace while available visually to others.

Soft seating supports a longer stay.
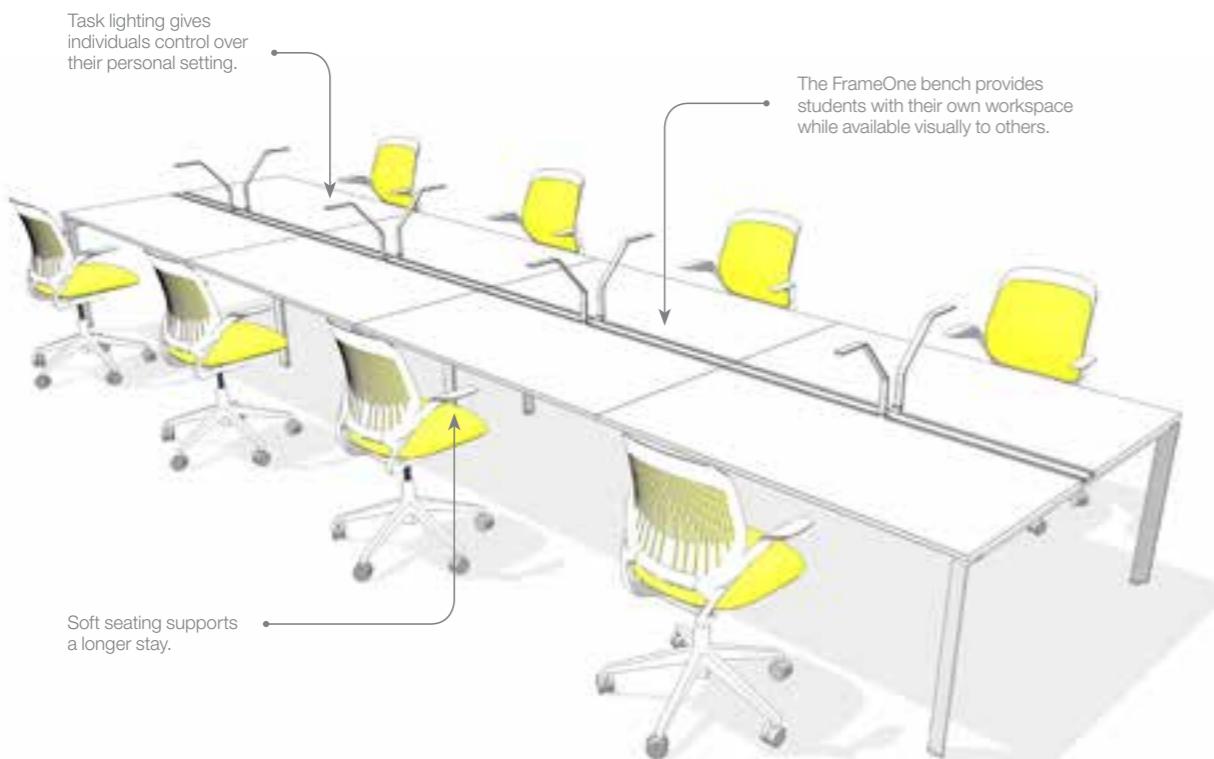
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featured products	cobi .... 107 SOTO LED task light FrameOne..116

Nest

Students seek flexible spaces to support individual work when they need to focus as well as social interactions to stay connected with others.

Portable whiteboards allow spaces to transition from individual to group spaces in an instant.

Lounge seating supports a range of seated positions while a worksurface provides space for digital and analog tools.
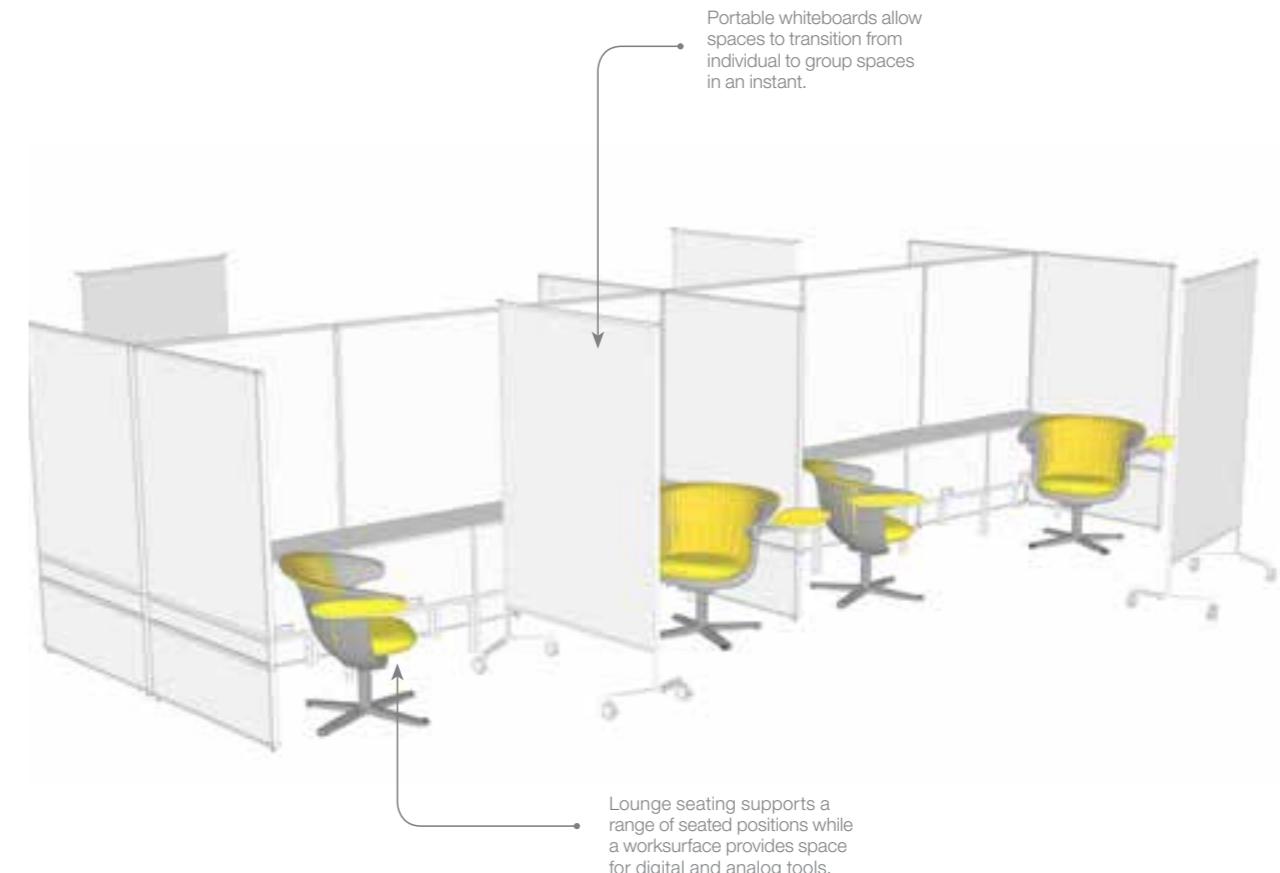
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featured products	Partito wall Flex box Mobile Elements pinboard 127	i2i..112

Mentor pod

Relationships between library staff and students are evolving into mentorship and guidance. Remove barriers so these connections can happen anywhere.

Multi-use workspace allows staff to easily switch from individual work to work with students.

Low screens help remove barriers between staff and students while still providing visual privacy.

Stool-height counters allow staff and students to share and discuss information.

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Event forum

Multi-purpose, adaptable spaces are needed to serve a wide variety of functions that may depend on day, week or term. These spaces allow for a rhythm of learning to happen all within one space.
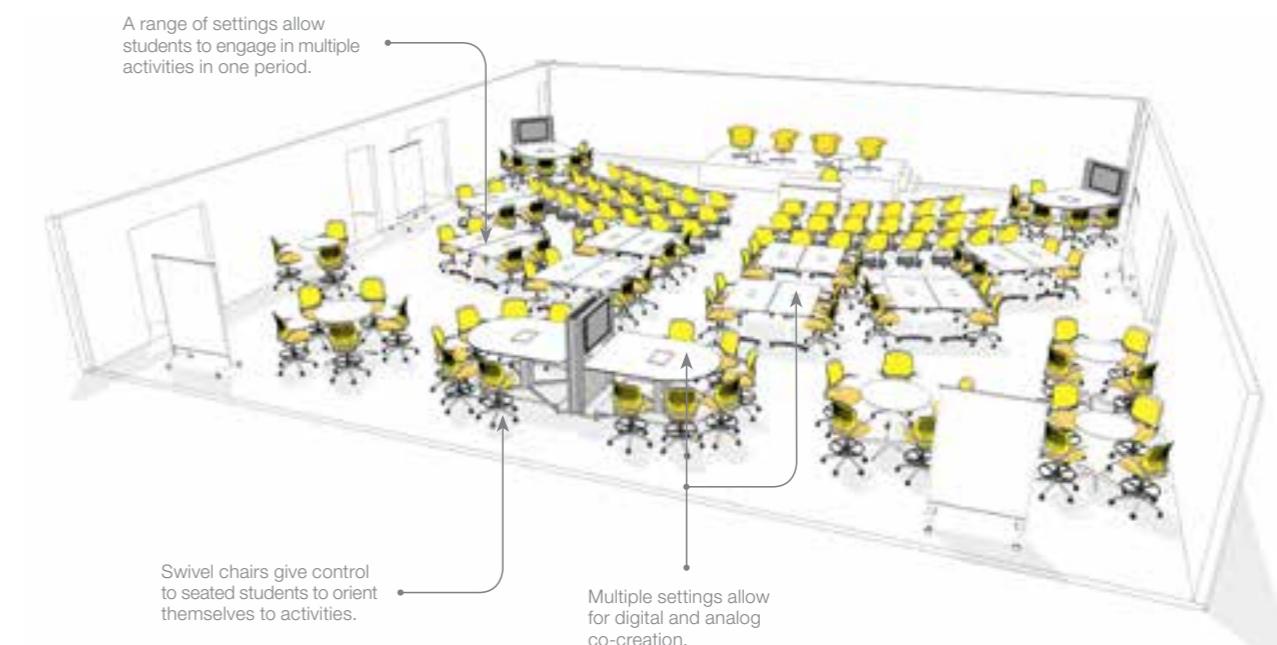
A range of settings allow students to engage in multiple activities in one period.

Swivel chairs give control to seated students to orient themselves to activities.

Multiple settings allow for digital and analog co-creation.

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Immersive work studio

Groups often meet to complete assignments in libraries. Provide them with privacy from others and tools to collaborate.

Whiteboard surfaces allow teams to brainstorm and collaborate.

Flexbox divides open spaces, providing the privacy groups need from others.

Easily movable furniture allows students to make the space their own.
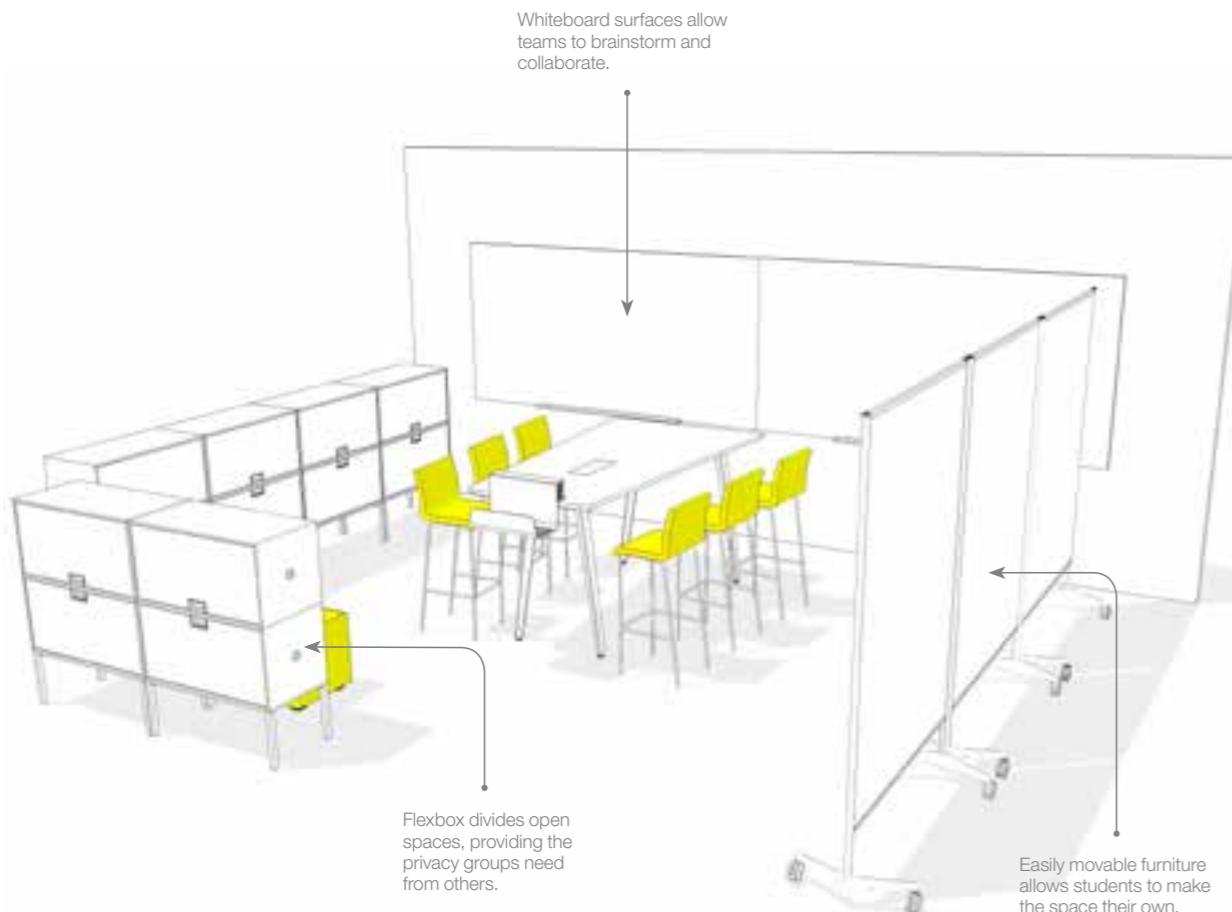
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Flexbox
B-Free table..111
B-Free stools...111

Mobile Elements pinboard 127
Edge whiteboard

Campsite

Students often need ample space to spread out and work together. Provide them with choice and control in an inviting setting to collaborate, co-create and discuss.

Mounted display of digital information makes it easy for everyone to see and contribute.

Multiple seating choices allow students comfort and choice.

Ample space allows students to spread out in their own space while still able to easily collaborate.
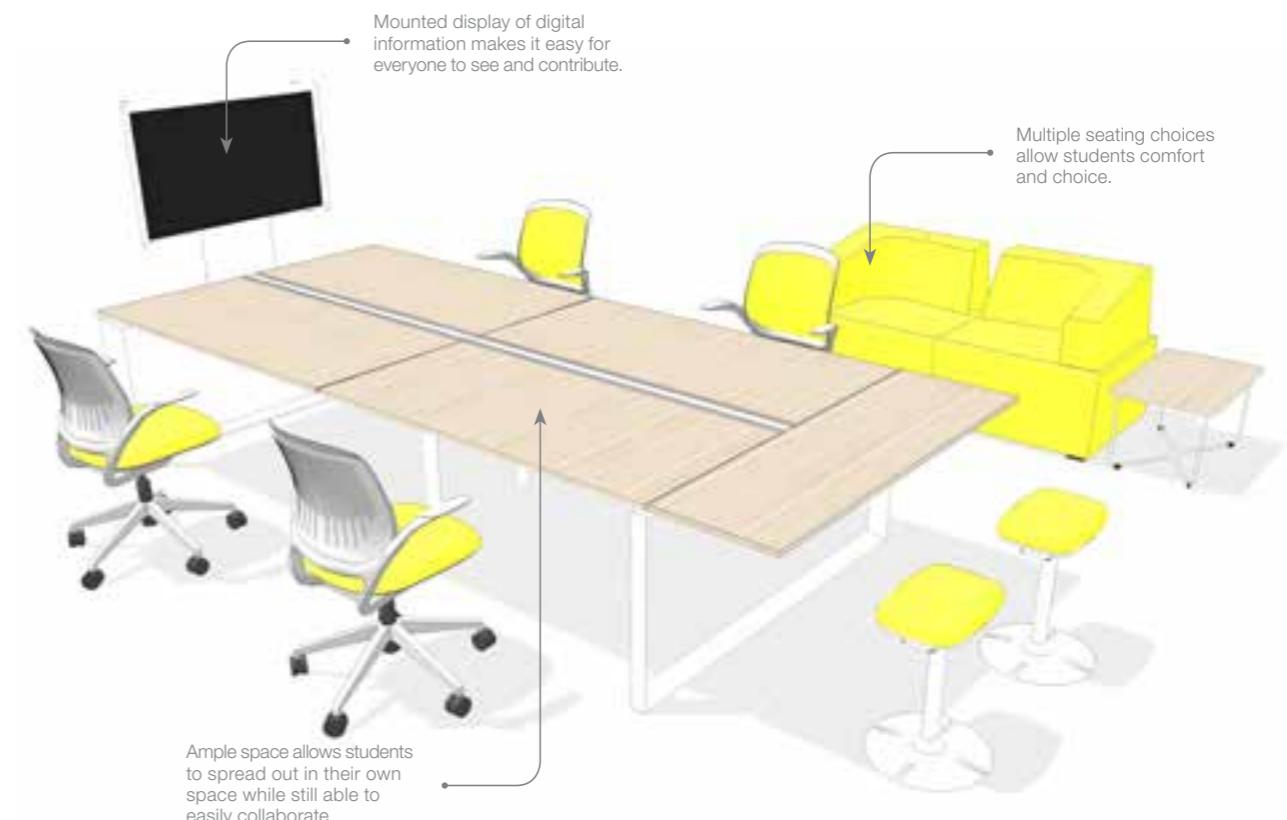
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featured products

cobi 107
FrameOne with media:scape 116
B-Free Sit Stand 111
B-Free.. 111

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customer story

GRAND VALLEY STATE UNIVERSITY, ALLENDALE, MI

Grand Valley State University (GVSU) is building the Mary Idema Pew Library Learning and Information Commons, a whole new approach to the college library. "We planned an enriched environment where students can continue the work started in the classroom and add a dimension to learning that a classroom doesn't always offer," says Lee Van Orsdel, dean of university libraries at GVSU.

As part of the planning process, Steelcase partnered with GVSU and design firm SHW to design, prototype and study spaces designed to support students working individually and in small groups: one with group worktools (e.g., portable whiteboards, mobile tables and chairs, wall-mounted storage shelves, access to power and defined team areas) and another with a media:scape setting where people can plug in laptops and simply press a "puck" to show information on two integrated flat screens, along with similar group worktools as in the first space.

By studying the use of these spaces in person and through time-lapse video images, the Steelcase team noted surprising results, including:

- a framework that helped define the space created a sense of enclosure, enough for the team to feel in control of the space

- portable whiteboards were heavily used by students in hands-on learning activities

- storage shelves weren't used much, probably because the teams didn't own the space

- power outlets were used often by tech-savvy students

Stills captured during research and observation periods at Steelcase Workspace Futures spaces

"The study was invaluable to the library planning team, and the most important thing we learned is that there are daily rhythms to the way students work alone or in groups and seasonal rhythms based on how they complete assignments over the course of a semester. Flexible furniture really isn't an option – it's a requirement if we want to optimize use of the building," says Van Orsdel.

Similarly, a team-space prototype with mobile tables, mobile chairs and other tools was popular for individual and teamwork by students using laptops and an array of digital and analog materials. The lead designer for the library, Tod Stevens, partner of SHW Group, an architecture and engineering firm specializing in educational environments, says, "When the library put workspaces near the windows and in other attractive spaces that used to be taken up by shelves of books, the gate count went way up." He notes that team spaces are a key reason students come to libraries: "It's where they can find resources, get help and work together on projects."

Steelcase researchers prototyped a 120-degree workstation that accommodated varying numbers of people throughout the day. In fact, individuals often shared the work setting with pairs, as in the photo (left) of two students working together in one corner while individuals work alone at other places in the same setting.

> ## "Environment matters to students. Many don't have a place to study, so they come to the library."
>
> **LEE VAN ORSDEL,
> DEAN OF UNIVERSITY LIBRARIES**

As libraries offer more services and space for students, it's important that they clearly communicate these resources. "Universities have not made their services seamless. We've compartmentalized them into pedagogical areas where they're taught: English, writing, research, technology, speech, etc.," says Van Orsdel. "The defining or central construct of the new GVSU library is a knowledge market that puts together in one place, right in the path of the students, the resources to build all the skills employers tell us are critical in the workplace: writing, speaking, presenting and research. Students manage their own learning, choosing the type of help they need when they need it."

Books are not going away, however. The library will hold 150,000 books in open stacks and another 600,000 in an on-site automated storage and retrieval system when it opens in 2013.

"Environment matters to students. Many don't have a place to study, so they come to the library. In the past, life was more formal; society wasn't as noisy. Now there are so many distractions that the library is often the only place where you can find a distraction-free environment," says Van Orsdel.

in-between

what we observed

Wi-fi and portable technology bring information and communication to the remotest corner of the campus, making any space a potential learning space.

Students working in teams often vacate classrooms for spaces that better support group work.

Lounge areas are comfortable but typically designed for a single purpose.

Hallways often lack seating and worksurfaces where students and teachers can work before or after class.

Tech-wielding students need access to power, yet buildings typically don't provide enough outlets.

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every space is a learning space

Learning can and should happen everywhere on campus – from the classroom to the library to faculty offices. In between these destination sites are lounges, hallways and other informal areas that can be so much more than transition spaces. They can be flexible, friendly learning spaces for individuals and groups – all smart ways to better leverage valuable campus real estate.

Lounge spaces also should be used as great attractors, spaces where students can meet and work with others and build that most precious of campus commodities: a community. These spaces are remarkable for their energy and activity; even a small lounge area can buzz with the enthusiasm of a small team at work or a few students engaged in animated conversation.

To make any in-between space a learning space, consider each space in terms of control, comfort and collaboration.

Control. Allow students a measure of control over how they use the space, where furniture can be positioned and how it's used. To support students as they work in groups, pairs and individually, offer spaces that work for collaborative and solo study.

Wi-fi is a given; power access should be, too. Today's students tote laptop and tablet computers, mobile phones and other portable devices and are constantly looking for places to plug in.

Comfort. Traditional soft seating and hardwood hallway chairs are limiting and typically poorly suited for the work done in today's in-between spaces. Learning involves a variety of postures: stand-up conversations, groups gathered in discussion, a long project work session around a table covered with materials, etc. People are most comfortable (and most productive) when they can move in their chair and still have good support and when furniture easily adjusts to suit various workstyles and postures.

Lounges and other intermediate spaces are often in open areas, so seating and worksurfaces can take many forms, from stacking chairs and meeting tables to ergonomic task chairs and mobile project tables. Seating for collaboration is especially useful since it's designed to support impromptu communication and information sharing.

Collaboration. A frequently missed opportunity with in-between spaces is to make them useful for the project work that has become integral to so many classes today. Students need tools that support collaborative learning before and after class: methods for sharing digital and analog content; tools for informal brainstorming such as whiteboards and tackable surfaces; worksurfaces that accommodate computers, books and other materials.

what we heard.

"Our hallway lounge/collaboration space is the one place on campus where you'll always find people, even during semester breaks."
UNIVERSITY DIRECTOR OF PLANNING AND CONSTRUCTION

Whether students need focus time, team time or me time, create spaces that offer them the choice. Use furniture that moves easily, so students can rearrange it for the big group collaboration or to handle studying with two or three of their friends.

tips for in-between workspaces

Leveraging real estate in lounge spaces, hallways and common areas is simple: give users the means for control, comfort and collaboration. These attributes can change the simplest in-between space into a multi-purpose workspace, allowing students to maximize space and support choice and control over their learning.

PRIVATE/ALONE

1. Furniture should support the various postures students use while studying and working: standing, leaning, working at a table, seated in group discussions, hunched over a keyboard, etc.

2. Students fill booths first because they offer larger worksurfaces and privacy for users.

PUBLIC/ALONE

1. Connecting corridors with daylight-streaming windows attract students and can be easily equipped for study with tables, booths and comfortable seating.

2. Power to the people: it's almost impossible to provide too many power outlets for today's tech-loving students.

PUBLIC/TOGETHER

1. Students and educators typically have to quickly vacate a room at the end of class to make way for the next group. Small collaboration spaces located outside the classroom invite students to continue class discussions.

2. Informal seating areas near classrooms give teachers convenient places to provide timely feedback.

3. Create niches in hallways for groups of instructors and students moving in and out of classrooms.

4. Postural changes support how students choose to work and provide choices to allow individuals, pairs or teams to work together.

PRIVATE/TOGETHER

1. Whiteboards and lounge seating with tablet arms or small worksurfaces help define smaller, intimate spaces within a larger environment.

2. Portable whiteboards are inexpensive yet helpful tools for groups creating and evaluating content.

3. Small project rooms located near open areas provide workspace for student teams.

4. Mobile tables, chairs on casters, seating that nests or stacks and portable whiteboards let users set up quickly for the work at hand.

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Collaborative choices

From standing-height tables to collaborative seating, this lounge provides students a variety of spaces from which to choose.

The B-Free table can be used as a meeting place or a workstation for six people. It comes with a full top or is available with a technology tray and power for a great place to power up and study.

The B-Free collection provides spaces with a wide range of private or open solutions. Here, a more private space offers students a getaway from other, more public lounge spaces.
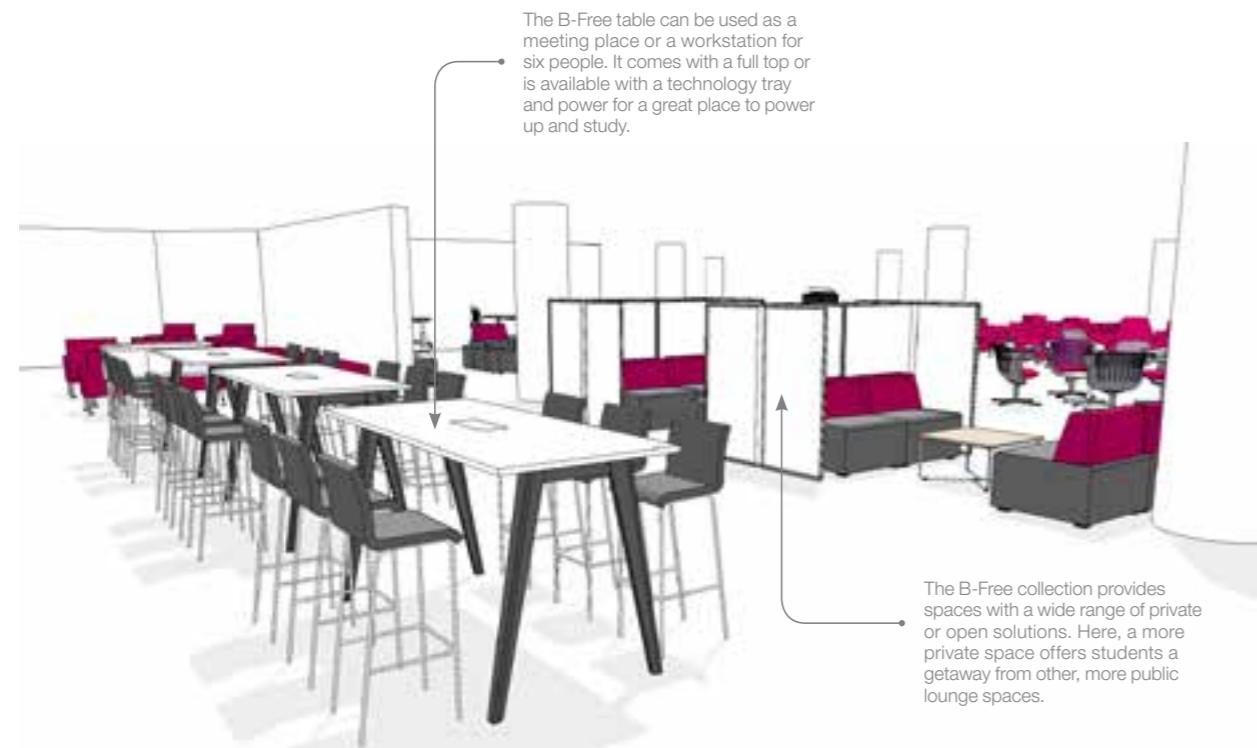
Comfort space

This is a highly social lounge space where students can intentionally and by coincidence connect with faculty or fellow students.

SW_1 offers a more modern design, giving this lounge space a unique style of its own.

i2i seating is designed for collaboration, offering students the ability to orient themselves to their fellow collaborators without taking away their focus or sacrificing comfort.

learn more at www.steelcase.com/educationsolutions

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Collaboration

This media:scape lounge turns the traditional lounge into a hardworking, collaborative space where large groups can connect to discuss and plan important campus initiatives and activities.

The dual monitor media:scape is ideal for students to share, compare content and co-create.

media:scape lounge seating with ledge offers a second row for collaborators to participate.
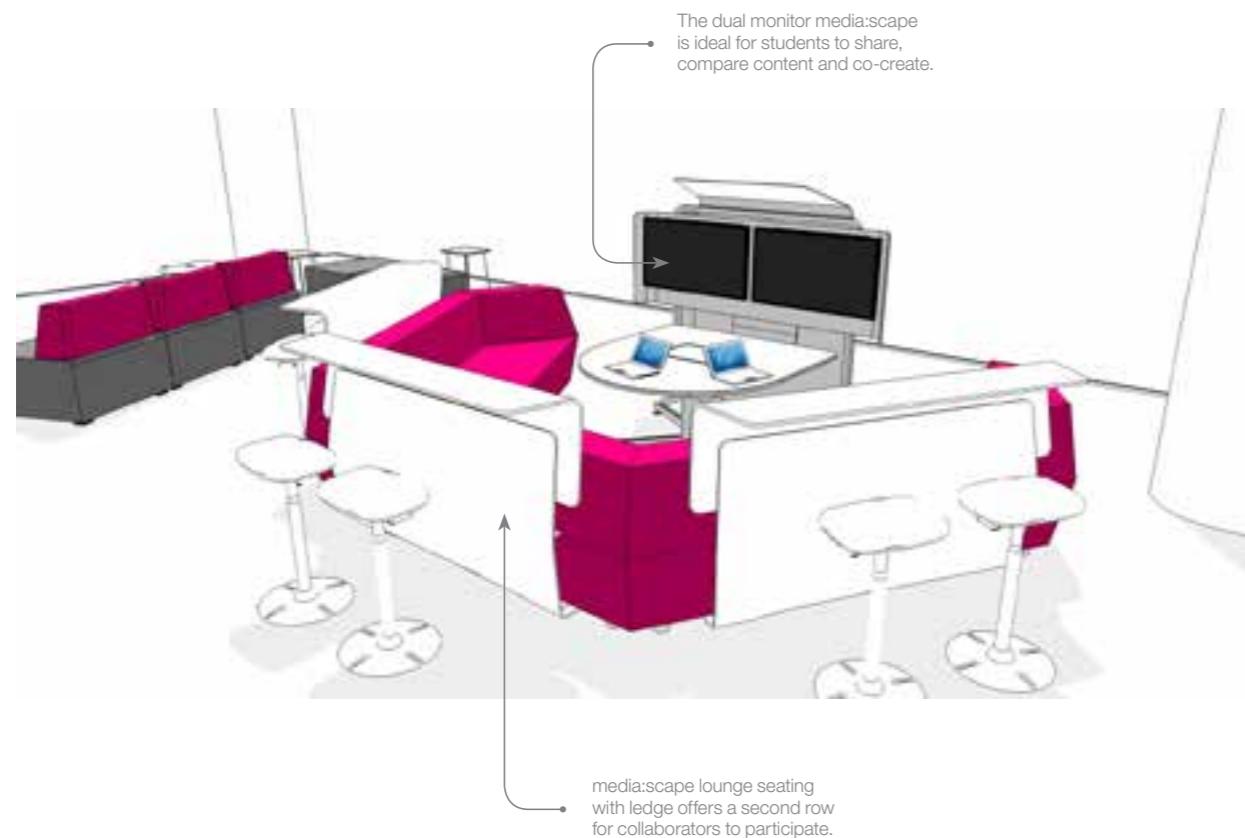
Control

Here is a unique lounge aisle with small collaborative tables on the left and soft seating with tables with power built in on the right, offering students and educators choice and control over where to work.

A variety of spaces give students the ability to choose where and how they want to relax, study or socialize.

Lagunitas lounge offers comfortable seating in a booth-like setting. Its high back offers privacy from other nearby spaces.

PowerPod on the tables offers students the ability to work in this area as long as they need to.

featured products	media:scape lounge seating with ledge.... 123
	B-Free Sit Stand 111

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	Touchdown table 121

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Collaboration

Learning expands beyond the four walls of a classroom. Making use of in-between spaces allows every space to become a learning space.
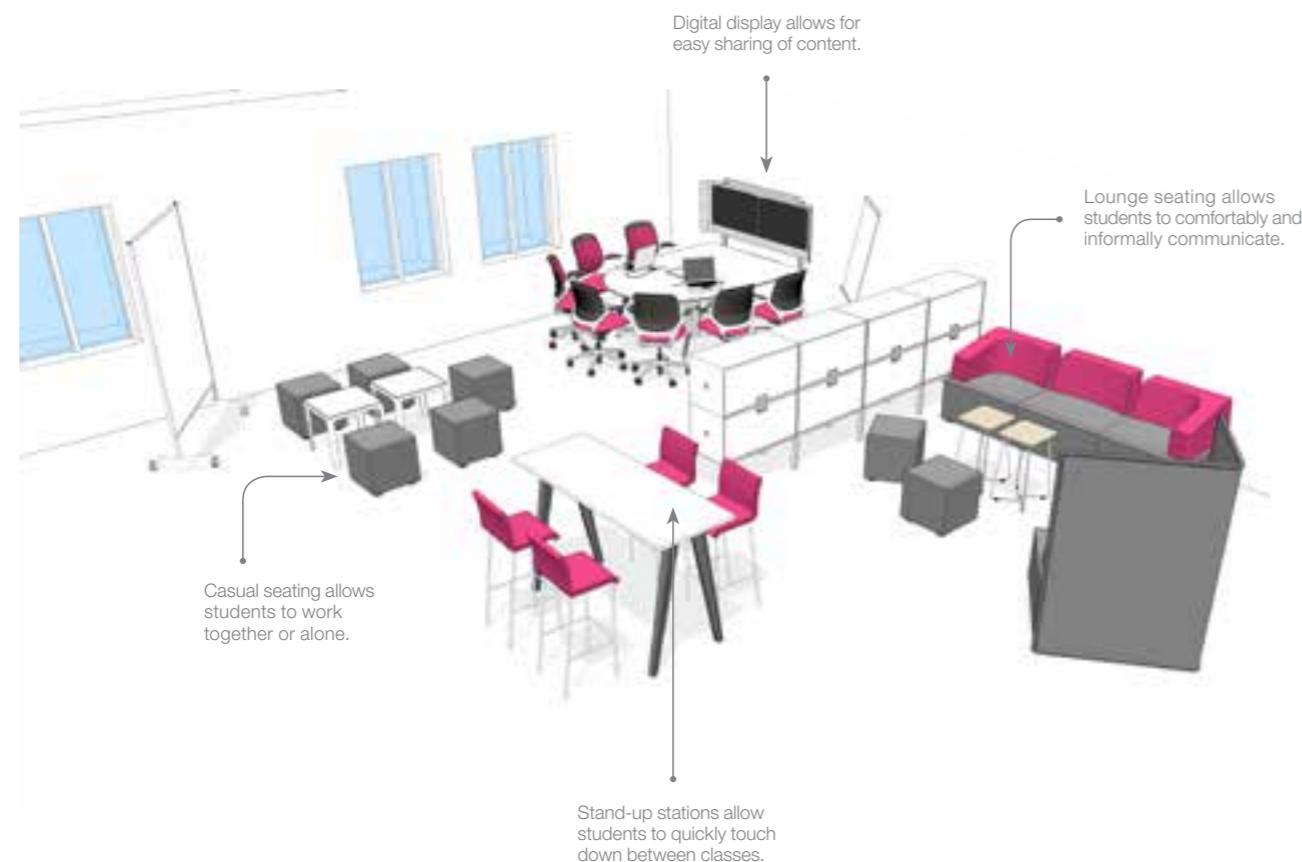
Digital display allows for easy sharing of content.

Lounge seating allows students to comfortably and informally communicate.

Casual seating allows students to work together or alone.

Stand-up stations allow students to quickly touch down between classes.

customer story

SUMMIT PUBLIC SCHOOLS, BAY AREA, CA

In-between space can – and should – be more than just space for occasional learning. At Summit Public Schools' two San Jose high schools, a space between four break-out rooms is an integral part of the learning experience. Called The Intersection by faculty and students, it's 3,800 square feet of learning space with a variety of seated- and stool-height furniture that supports students as they work alone or with peers and engage with instructors.

This learning space is part of the school's pilot of blended learning, or as they call it, optimized learning. "It's been so successful as an approach for teaching math that we're moving to teaching all subjects this way in our new schools," says Linda Stevenin, M.A., an architect and director of facilities development for Summit, a public charter school system in northern California.

"Forget past assumptions. Forget the word 'classroom.' Instead think about what kind of spaces kids need to support learning."

**LINDA STEVENIN, M.A.
DIRECTOR OF FACILITIES DEVELOPMENT**

Their approach is based on constructivism: teachers actively involve students and guide them to construct meaning as they make their own discoveries during the learning experience. "In sync with self-directed learning, we want students to have choices. If they take responsibility for their own learning, they develop self-awareness as a learner and what places and methods work best for them for learning different subjects. Maybe an individual learns best working with a peer for math but learns English best on their own. The furniture choices in The Intersection support the various ways students work and learn."

The Intersection includes a range of learning spaces:

• two-person and four-person spaces with Move seating and Alight ottomans
• lounge spaces created with Campfire Big Lounge and Screens and low tables
• counter-height Groupwork "tutoring bars" for students who need a teacher's assistance
• stand-up height Groupwork tables and Move stools
• seated collaboration furniture, Campfire Personal Tables and Alight ottomans that configure to fit any size group
• Verb rectangular tables with side docks and hooks for team project work

"There are areas for small and large group collaboration, places for individual work and areas expressly for teachers and students to work side by side. Our overall approach was, what kinds of spaces will kids enjoy working in?"
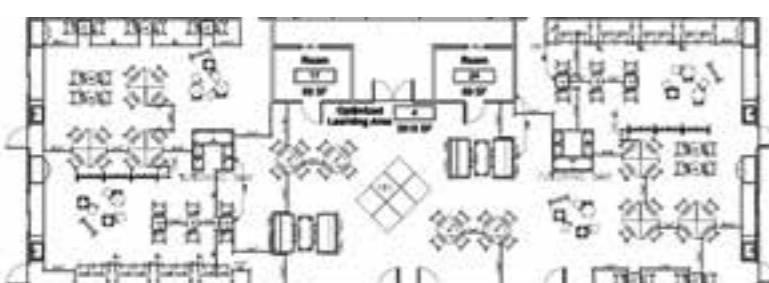
Making in-between spaces integral to learning: The Intersection, a space between four break-out rooms, includes spaces for learning individually, in pairs and in groups, as well as settings for assessment and instructor guidance.

Personal tables, ottomans and whiteboards can be arranged quickly in The Intersection. "We can rearrange based on what needs to happen each day, how the students need to work on a particular subject, whatever we need," says Linda Stevenin, director of facilities development.

Stool-height tables and chairs are "the most popular place for the students to work," says Stevenin. "The students think of them as café settings." Teachers also like these spaces; having students and teachers at the same eye level creates a more personal experience.

Booths in The Intersection have screens and tables that move easily. "We can pull the screen out a bit, make it a little more open so the students stay in the teachers' view."

"The stool-height tables are the most popular places to work. The students think of them as café settings. It feels different working there. The key is that they can choose; they have control. That supports the independent and collaborative work they have to do, which in turn helps prepare them for the same type of work they'll have to do in college and, of course, in the real world," says Stevenin.

There's an added bonus to the café-height workspaces. "They also help teachers. As they move around the room, they can easily see what's on the students' laptops and tablets and so they can help keep the kids on task. They're at eye level with the students; it's a more personal experience for the students and teachers. Students feel the teachers are not just looking over their shoulder; they're helping them learn."

Practically all the furniture – chairs, tables, tutoring bars, etc. – is on casters or light enough (ottomans, personal tables) to pick up and move easily. "We can rearrange The Intersection based on what needs to happen each day," says Stevenin. "Recently, student volunteers and teachers rearranged the entire Intersection in one hour. That's pretty cool to be able to do that."

The Intersection strategy not only ensures that in-between space is an effective learning environment but also exemplifies Summit's overall philosophy of learning. As Stevenin notes, "We believe students should be able to learn anywhere, anytime and at their own pace.

"Forget about the assumptions from past experience and be open to what's possible. Forget the word 'classroom.' Instead, think about what kind of spaces kids needs to support learning."

café

dining, relaxing, studying

Café spaces are sales tools for schools in the race to keep up with peers in recruiting and retaining students. The design of the space and food services are geared for the new types of connections that are expected of today's students – from collaborative group work to social interactions and solo studying. These spaces must support the learning that happens outside the walls of the classroom.

As a result, the institutional dining hall concept is disappearing as schools update old facilities and build new café spaces where the food is made fresh to order and the furniture, lighting and art are contemporary and welcoming. Food preparation in an "exhibition" kitchen is the new norm. Sustainability issues include trayless dining and no Styrofoam packaging.

To support the emphasis on quick, grab 'n go food service and the many uses of café space, offer a mix of booths and standing-height tables, as well as two- and four-person seated-height tables. Outside courtyard spaces with tables and chairs are typically included even in northern climates.

As schools cater to a generation used to convenience and a palette of options, our research suggests that the new strategy for the café space consider three key factors: community, comfort and study.

Community. Cafés are places for students, faculty and staff to gather at any time of day or night. Faculty uses them to meet with peers or students. Students socialize, dine, relax, study and work on group projects. A mix of open, often loud spaces and places for quieter study are needed to meet the needs of the community at this campus crossroads.

Comfort. Students like spaces that are bold and colorful, so schools are using seating fabrics, carpeting, art and graphics to create unique, fun café spaces.

Students traditionally respond to a modern aesthetic and high-quality furniture in classrooms, common areas and cafés. They want a variety of seating and table options for the different ways they use cafés and the postural choices they prefer.

Study. The café's role as a transitional or in-between space exemplifies how learning happens everywhere on campus today. Wi-fi is expected in the café, as is access to power. But there are often not enough power outlets for today's technology-laden students and faculty.

Touchdown computer kiosks and benches are helpful for students checking class assignments and grades, communicating with faculty and getting a bit of work done on the way to and from class.

Tables aren't just for lunch trays anymore; they're worksurfaces for laptops, smartphones, books and everything else a student can load into a backpack. Consider providing mobile, comfortable seating; power access at table height; and screens that provide some privacy.

what we observed

Students are as likely to use a café for relaxation, socializing, and individual and group study as they are for dining.

Traditional dining halls with serving lines are being replaced by more open, interactive environments that are more residential in scale.

Gen Y students tend to graze. They consume four smaller meals daily and at nontraditional times, so café hours are longer.

Teaching assistants and adjunct faculty use cafés for class prep and office hours. Lack of power outlets is a common complaint.

Students work individually and in groups in cafés. But when they want to eat or study alone, sitting at a large table makes them feel self-conscious.

Students enjoy using cafés as places to socialize and be entertained, to escape from the rigor of their academic lives.

Cafés are often a focal point of environmental sustainability, with an emphasis on sorting and recycling materials.

what we heard.

"I feel like when I'm outside of class, it's a different kind of learning. It's more about learning about different types of people, and you learn by talking with them."
STUDENT

"I give assignments where students have to collaborate with one another ... they do not pick their own partner. It allows them to have a dialogue outside class."
PROFESSOR

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in-between
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An open café environment that supports dining and work allows for impromptu collaboration between students or with instructors.

tips for café spaces

Cafés are used by everyone, from students and faculty to staff, visitors and vendors. They need to be welcoming spaces that work for a variety of uses, from dining and socializing to individual study and group work. A mix of spaces, quiet and loud, public and somewhat private, helps support the many ways cafés are used.

PRIVATE/ALONE

1. Provide small, private spaces for quiet study adjacent to larger, open cafés.

2. Create side spaces and nooks that allow individuals to retain privacy yet remain connected to the larger café space.

PUBLIC/ALONE

1. Standing-height computer kiosks or benches of small computer stations are ideally suited to students who need to quickly access technology.

2. Provide enough power outlets for today's heavy users of technology.

3. Provide seating for different postures, primarily using chairs and stools but also some lounge seating.

4. Provide enough seating for high-capacity work or study environments while maintaining personal space and territory for individuals.

PUBLIC/TOGETHER

1. Booths are hard to beat for group dining, socializing and studying.

2. Mobile, collapsible tables support many uses and store easily.

3. Lightweight tables can be grouped when students need to work together.

4. Café spaces are often used for large meetings. Stackable seating and nesting tables adapt to different room configurations.

5. Encourage users to stay for working, eating or socializing by supporting a range of postures and space to temporarily set out materials.

6. Use furniture and layout to build community and foster interaction.

7. Use new seating fabrics that combine stain resistance and durability with a soft feel.

PRIVATE/TOGETHER

1. Provide small, private spaces for groups adjacent to larger, open cafés.

2. Create side spaces and nooks that allow groups to retain privacy and work together while remaining connected to the larger café space.

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café spaces

More than simply café spaces, these are places for community building and oases of comfort, as well as places where students study alone and with others. Faculty and staff will appreciate these spaces for meeting with colleagues, prepping for class or holding office hours with students. In addition, the applications here leverage the café's role as a focal point for the institution's commitment to environmental sustainability.

PRIVATE/ALONE

Things like large worksurfaces and access to power offer students the ability to continue their studies before or after a meal. Private spaces offer students a variety of study nooks throughout the space.

PUBLIC/ALONE

Individuals are offered a range of spaces to support work while in close proximity to others, whether for quick touchdowns or lengthy study periods.

PUBLIC/TOGETHER

This café's floor plan is dedicated to building community on campus. Design social hubs within the space that are inviting and offer variety for students to choose from, including soft seating and other booth-like spaces.

PRIVATE/TOGETHER

Support group work outside classroom hours by allowing groups to meet within the café with private spaces for collaboration and group work.

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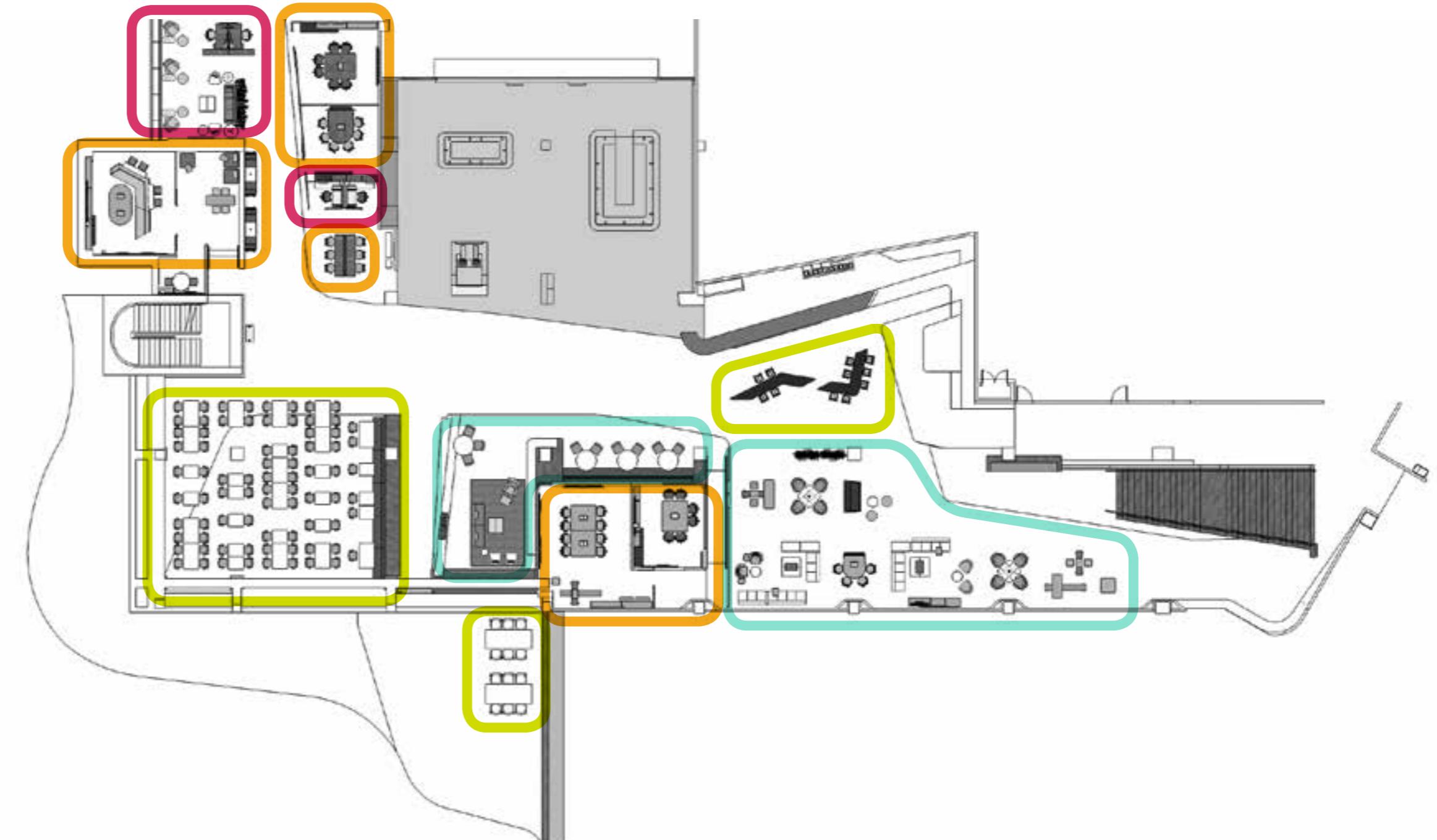
Creating on an on-site third place encourages students to eat, study and socialize.

customer story

STEELCASE GLOBAL HEADQUARTERS, GRAND RAPIDS, MI

Drawing insights from our extensive research and behavioral prototypes (spaces where the company tests new theories on itself in real work environments), Steelcase reinvented the cafeteria at its global headquarters.

The former cafeteria had drawbacks typical of many corporate dining areas. It was busy in the morning for coffee, during lunch and again for afternoon breaks. At other times, it was a ghost town. Furniture was designed for dining, not working, and its basement location put it out of the main traffic flow.

People move constantly from focused individual work to one-on-one meetings, project sessions to impromptu collaborations, a series of planned and unplanned interactions throughout the day, and 5 o'clock is no longer day's end for most workers.

"We're always looking ahead to see what the next evolution of space needs to be, and we always start by testing our concepts and ideas for ourselves. These new spatial concepts will work for any industry and location."

**JIM KEANE,
STEELCASE PRESIDENT**

This understanding led to design strategies for WorkCafé, an on-site third place that combines the best of both worlds: a coffee shop vibe with the functionality of a well-planned office.

Food and beverages are available throughout the day. Focused and collaborative areas for individual and group work are blended with areas for dining. Social and respite areas support socializing, working, networking and relaxing. Informative learning spaces help workers connect with colleagues and learn about the global company.

The space is welcoming, inspiring and well-equipped (including wi-fi, power outlets, media:scapes, etc.).

People now come from across the Steelcase campus and other locations worldwide to the WorkCafé to eat, work, meet, socialize, network and relax. This space supports so many different activities that it's become a busy intersection for Steelcase employees who are working in an increasingly global, interconnected company.

WorkCafé sets a new standard for what the cafeteria can be – and more important, what it can accomplish: a better place for people to work that enhances collaboration and innovation, attracts and engages workers, strengthens the organization's brand and culture – and optimizes the company's real estate investment.

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resident life

new living spaces

The traditional dorm room is changing. Dormitories no longer consist of rooms stuffed with four bunk beds and community bathrooms, with students split by gender at opposite ends of the campus.

Today's resident life buildings are designed to foster and support students as they learn and grow. It's no longer just about sleeping and studying, but about building community and enhancing the overall learning experience.

Many schools encourage first-year students to live on campus in an effort to become more connected to the community, its lifestyle, culture and expectations of the institution. These connections not only help students to develop but also are critical for schools focused on student retention, an increasingly important issue.

Residence buildings are increasingly designed for specific disciplines, such as the arts, science or business, to further enhance these communities of practice. In many cases, students not only live with individuals within their discipline but also attend class and study within the residence hall.

As resident life buildings are expected to provide study and learning spaces as much as living spaces, the design of these spaces must be reconsidered. Opportunities to mingle and co-create must be supported within these new spaces. Students should be able to find areas for focused study and to meet with groups.

A combination of "alone" and "together" and "public" to "private" spaces provides students with a range of settings that support their growing and changing needs. These spaces must support the well-being of students while keeping them connected to the information and tools they need to study, as well as connected to others.

Keep students on campus by providing secure spaces that are inviting, hospitable and supportive of the busy student lifestyle. By providing a range of places and postures that support different study styles and student preferences, the resident life space becomes more than just a place where students sleep but becomes a place where students live and learn.

what we observed

The format of the resident life experience is changing.

The traditional dorm experience does not support the needs of today's and tomorrow's students.

Today, floor plans must support multiple living conditions and community building.

Study spaces, community spaces, activated in-between spaces and even classrooms are all functional areas that must be supported in today's resident life centers.

40% of full-time public college students live on campus.

64% of full-time private college students live on campus.

Tellefsen, R. *30 Things You Need to Know About Dorm Life.* Retrieved April 2013, from CollegeBound.net: http://www.collegebound.net/content/article/30-things-you-need-to-know-about-dorm-life/19715/, citing work by The College Board.

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tips for resident life spaces

Resident life spaces are expected to deliver much more than a place to sleep. To make these spaces effective, consider the learning styles and social needs of students today.

PRIVATE/ALONE

Spaces designed for the student that are completely private.

1 Individual's wellness and security are primary considerations.

2 Entry is by invitation only, even to a suitemate.

3 Sleeping, studying and relaxing are given the privacy often needed by students.

PUBLIC/ALONE

Spaces that give students the opportunity to study alone/together.

1 Offer these spaces throughout the building.

2 Provide a variety of furnishings to support student choice and control of places and postures while still supporting the need to be connected with others.

3 Make power readily available wherever students study, socialize or lounge.

PUBLIC/TOGETHER

Spaces for socializing or group work, supported by technology, when needed.

1 Give students gathering places when in large groups.

PRIVATE/TOGETHER

Spaces offered in common areas throughout the building.

1 Allow residents to gather or invite friends.

2 Provide private work rooms where teams can go to work together.

3 Offer secure spaces with open sightlines so students can see and be seen by others.

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customer story

MICHIGAN STATE UNIVERSITY, EAST LANSING, MI

College life can be an intimidating experience for incoming freshmen, and the scale of a large university can add even more stress. Michigan State University uses its residence halls to help students connect with others, create a sense of campus community and ease students' transition to college. They're in the midst of a 10-year effort to transform their residence halls into a world-class model of student residential experience. "When students live on campus and engage socially and intellectually within the college community, they're more likely to stay in school, more likely to graduate in four years and have higher GPAs," says Amy Franklin-Craft, associate director of residence life.

"We're making the residence hall more than a living place, but making sure it still feels like a home."

CHRISTINE LOCKWOOD, INTERIOR DESIGN PROJECT MANAGER, DESIGN AND CONSTRUCTION MANAGEMENT

A major public university, MSU has nearly 48,000 students, 200 academic programs, more than 600 buildings – including 27 residence halls – and 5,000 acres of campus with 2,000 more planned for development. They began residence hall renovations in 2009.

"Our campus has five neighborhoods, each with four to six halls, with student support services for living and learning in each neighborhood," says Christine Lockwood, interior design project manager, Design and Construction Management.

The neighborhood is more than a cluster of halls; it's a way to nurture the community and foster student academic success, health and development. Each neighborhood's engagement center is the welcome point and provides assistance with anything from course assignments and career planning to flu shots. "We're bringing resources closer to students, meeting the individual needs of students and helping them more easily connect with faculty, support staff and other students. It's more than geography, though. University personnel across student affairs and academic units work collaboratively to create intentional learning environments. It's all part of our goal to help students feel part of a smaller, more intimate community," says Franklin-Craft.

For example, the Brody neighborhood of six residence halls includes an engagement center with a reception area, private offices for counseling and tutoring, small study spaces, dining commons and a separate café. The center serves "as a kind of one-stop shop in the neighborhood for services, opportunities and spaces designed to support the needs of students."

RES HALLS NOW INCLUDE THESE TYPES OF SPACES:

- open study spaces where students can study with others outside their living quarters
- small rooms for group study, project teams, club meetings, etc.
- classrooms within the residence halls
- community kitchens for student use
- lounge spaces throughout the residence hall, replacing the traditional single large lounge room; these smaller spaces offer multiple uses instead of being a big living room with a single purpose

East Neighborhood Engagement Center, Hubbard Hall *Photos by MSU Neighborhoods*

Student group in private study room with Think task chairs for long-term comfort and support.

"We've used Bix booths since they came out seven years ago," says Lockwood. "You can put it in small spaces, in a corner, in a lounge or a coffee shop." Here, Bix forms a comfortable retreat as part of a larger lounge area.

The Math Learning Center supports students at all levels and helps take away the stigma of students feeling less prepared than their peers in math courses.

As part of their strategic plan, MSU rethought the use of residence hall real estate. Traditionally, dorms were for sleeping, studying and dining, but now MSU residence halls are being reconfigured to include a variety of different types of space.

"By providing a range of different spaces and services we're making the residence hall more than a living place, but making sure it still feels like a home," says Lockwood.

Just as homes have a broader palette for interiors now, residence halls are replacing traditional dormitory colors. "No one has ever said, 'I wish these walls were beige.' We're using brighter colors, carpet with cool patterns and colors, and interesting artwork that invites students to leave their computers and to engage with others," says Tanya Zhuravlev, interior designer at MSU. The university has also commissioned artists to create wall graphics and artwork.

"We have a whole new generation that's seeing this bold, bright color palette on TV, the Internet, music videos. It brings a youthfulness to the residence hall that students can relate to, and it helps bring them out of their rooms and into public spaces," says Zhuravlev.

Some residence halls at MSU still offer a more traditional surface materials palette "for students who prefer a residence hall with a more traditional character," Zhuravlev says. Offering a range of residence hall choices is part of the university's overall strategy, as exemplified by MSU's integrated dining system. Students can choose from residential and retail dining venues in varied formats, more flexible dining plans and longer hours of operation.

MSU has enlarged the concept of a residence hall to include multiple options for studying, working with peers, finding assistance, socializing and dining. These aren't simply dormitories; they are places to learn, engage and grow. Exactly what college is all about.

office
spaces

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For years, space has equaled status in education, but the world has changed along with the type of work faculty and administrators are expected to perform. And just like students, the tools used in today's academic offices have changed.

The traditional approach to faculty and administrative spaces is hardly inspiring a new approach to teaching and learning. How can space inspire these workers to think differently?

This new workplace must address the diverse ways people are working today. It must support collaboration while recognizing that real estate is often at a premium. It should consider that a school's brand is a valuable asset, often helping to attract, develop and retain faculty and staff. Finally, it must recognize the importance of employee well-being at the workplace and the impact on overall employee productivity.

Optimize real estate. One of the most significant ways to maximize real estate is to figure out how to reclaim real estate that isn't working as hard as it could, or should. Providing a range of settings for all workers to use is an effective way to maximize real estate. It allows every square foot of real estate to be utilized, and in a way that supports what people really do while working.

People engage in four modes of work: collaboration, focus, learning and socialization. One type of space does not necessarily support all of these modes. A range of spaces that are designed to support these activities can provide everyone in the organization with the type of space he or she needs for a particular task at a particular moment.

The adjacency of the settings is as important as the solutions designed within them. How they relate to and complement each other is essential to the overall success of the space. Within the settings, it's critical to provide the tools necessary for the space to best support the work that is being done, as well as to think about the overall atmosphere created within the setting.

Enhance collaboration.
Collaboration is the way innovation is achieved. Understanding how to increase the number of collaborative spaces within the workplace is not a new issue, but we should now consider how to enhance collaborative work in addition to increasing the kinds and number of places where this critical work activity is accomplished.

Collaboration isn't always a destination, it's iterative and rolling, so these spaces should be formal and informal, increasing the likelihood of chance encounters and stand-up discussions. When thinking about designing spaces for collaboration, Steelcase research suggests three key considerations should come together:

• **People** Design space to promote eye-to-eye contact

• **Place** Create enough room so people feel comfortable to get up, move and participate

• **Information** Provide everyone equal access to information so participants can contribute digital or analog content

SHARED

I ——+—— WE

OWNED

Similar to informal learning spaces, Steelcase research shows office spaces must accommodate a range of behaviors, work styles and tasks.

Attract + develop + retain. In the battle for talent, can you get and keep the best? It's critical to take space into consideration when trying to attract, develop and retain faculty and staff. Steelcase research shows that people expect the workplace to provide access to information, to people and to tools and technology. To support these needs, provide spaces that offer employees choice and control as well as a range of spaces and tools to support their work.

Build brand + culture. Space gives permission to behave differently – in order to change culture, the space should also change to enable the types of behaviors the organization desires. A space has to match the values of the institution. It can't just be in public spaces to show visitors.

It has to be carried through the entire space to shape the behavior of faculty and staff.

Support well-being @ work.
The issue of well-being at work is multi-faceted, and it is a holistic look at well-being that needs to be addressed. Spaces should support a variety of postures, as well as settings that consider what people need physically, cognitively and emotionally. This includes everything from chairs to surfaces, collaboration tools to personal work tools and the overall ambience of a space.

Regardless of how much disruptive technologies have changed the ways faculty and staff work, people still need people. A great workplace today is one that makes people want to come together, to do the things that can be done only when people work together. The ways individuals work together today are physical and virtual, and a workplace designed for the well-being of the workers is one that considers how to encourage and support both.

Today's most productive and efficient faculty and administrative spaces offer the right blend of spaces and solutions to support the ways people work. As the framework above indicates, it has to include the right amount of space for individual "I" work, as well as group "We" work. And there needs to be a combination of spaces that are shared or owned. These spaces offer flexibility and can accommodate change. But there is no "cookie cutter" solution – each organization is different, and each one needs a different blend of spaces.

classroom · media lab · library · in-between · café · resident life · faculty office · office & admin · product solutions

faculty office

multi-purpose academic space

The typical faculty office was designed in a bygone era as a private inner sanctum and repository for printed material. Amid bookshelves and papers stacked high, instructors hunched over student assignments and research papers. When computers arrived, instructors merely stacked stuff higher to make a little room on an already overcrowded desk.

How educators work. A variety of teaching strategies and new technologies are demanding a new approach to the faculty workspace. Instructors meet frequently with peers and students – who are often carrying tablet computers and other new digital devices – making it necessary to consider tools such as multiple screens. Running out of room in the office, instructors try to hold private conversations standing up or in the hallway outside their office while everyone nearby can listen. It's no way for collaboration or student mentoring to take place. These offices are often situated along the window wall areas of a double-loaded corridor, which means that a wave of hundreds of students moves through the space at every class change.

Inside their offices, instructors have their own ways of organizing information: there are filers, pilers and arrayers. Filers organize information in orderly folders in file drawers. Pilers are just what they sound like: they can practically hide behind towering stacks of materials. Arrayers spread out information across different worksurfaces during the day so nothing is ever out of sight. Faculty members are often hoarders, stashing away information, books and student work for that "just in case" situation.

An instructor's continual process of teaching, researching and learning is now as much a team sport as an individual effort. Consider designing a group of faculty offices, or neighborhood, around three core activities: concentration, contemplation and collaboration. These may or may not be separate areas of the office but actually fluid zones designed to support a range of activities.

Concentration. This area centers on a worksurface with nearby files and shelves geared for the way the instructor stores information. An ergonomic chair supports long hours of concentrated work. There may also be a guest chair for a longer discussion with a colleague or student, as well as a flat screen to display digital content.

Contemplation. A high-back adjustable chair with footstool and space divider creates a place for reading and quiet reflection. This area becomes a protected work zone just a few steps from the "front porch" and concentration areas, so the instructor's work-in-progress is protected from visitors. It's a refuge from an increasingly complex and fast-paced workday.

Collaboration. Chance meetings to share ideas with colleagues are the lifeblood of an academic. The faculty office entry, or front porch, hosts these collaborative discussions without intruding on an individual's private space. Provide a markerboard, stool or guest chair, small worksurface and flat screen so instructors can share content and engage quickly. This area is also ideal for office hours, when instructors meet with students seeking assistance.

Faculty members still consider a private office and its size a reflection of their status. Institutions can create more versatile, effective and comfortable faculty offices in a smaller footprint by planning spaces with these three essential zones in mind.

what we observed

Faculty offices are set up for private, individual work but often need to function as reception areas, collaboration spaces, storage closets, research centers, etc.

Shared offices are not uncommon, especially for nontenured faculty. But having to juggle schedules, multiple users and varying workspace needs often results in the offices going unused – or ending up being so crowded that actual work cannot be accomplished.

Faculty members enjoy interacting with peers and sharing ideas and their own lessons learned as a means to develop communities of practice.

Offices are not well-equipped for collaboration – there are few markerboards, projection devices or easily shared screens.

Social spaces lack amenities (copiers, coffee, supplies, etc.) and often go unused by faculty members.

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product solutions

This private office works harder and smarter than ever before by creating specific zones for concentration, contemplation and collaboration.

tips for faculty office communities

Plan a faculty office space as a part of a neighborhood that supports three core activities: concentration, contemplation and collaboration.

I/OWNED

1 A work setting allows colleagues to share digital content from laptops, tablet computers, etc., facilitating the collaborative process.

I/SHARED

1 Benching worksurfaces or small-footprint workstations provide much-needed space for part-time faculty, and their open design allows for more interaction with other faculty.

2 An office front porch creates a working buffer zone: a standing-height table hosts impromptu meetings while confidential materials reside inside the concentration and contemplation zones.

WE/SHARED

1 Small huddle rooms located near open-plan workspaces for contingent faculty provide them with private places for phone calls, student conferences, etc.

2 A faculty resource area provides a place where faculty can prepare for class and meet with students and peers without traveling far from their private offices. Coffee, copy machines and conversation help draw people to the space.

WE/SHARED (CONTINUED)

3 An educator needs a writing surface; portable whiteboards are ideal and at times necessary tools for faculty office neighborhoods.

4 Provide an intended place for ad hoc meetings and collaboration away from students.

WE/OWNED

1 Freestanding furniture systems adapt to the wide variety of faculty office shapes and sizes, with components to provide worksurface, storage, meeting support, privacy, writing surfaces, worktool support and definition for different zones in the office.

2 Ergonomic task chairs support long sessions correcting papers, working on research, writing, etc.

3 Secondary worksurfaces that are mobile act as a collaboration table, a place to array information, additional storage, etc.

4 Faculty members often choose their office furniture, and furniture systems can provide the function, versatility and aesthetics (wood and wood/steel blends) that meet faculty desires and institutional standards.

classroom

media lab

library

in-between

café

resident life

faculty office

office & admin

product solutions

office hours

Consider innovative ways to create faculty offices that support the ways educators work today, whether individually or with others.

I/OWNED

Space for work that needs quiet focus, such as research, reading, grading papers, etc. Typically includes a personal desk, storage and a chair suitable for long hours of task work.

I/SHARED

A walkup space that supports individual contemplation. It's a place for individuals without an assigned office to focus or for thoughtful work in a more relaxed setting.

WE/SHARED

A common area designed for collaboration with peers and students. Digital and analog collaborative tools should be provided within these spaces.

WE/OWNED

Often a front porch area at the entrance to a private office, these spaces welcome others while keeping files, papers and other materials confidential.
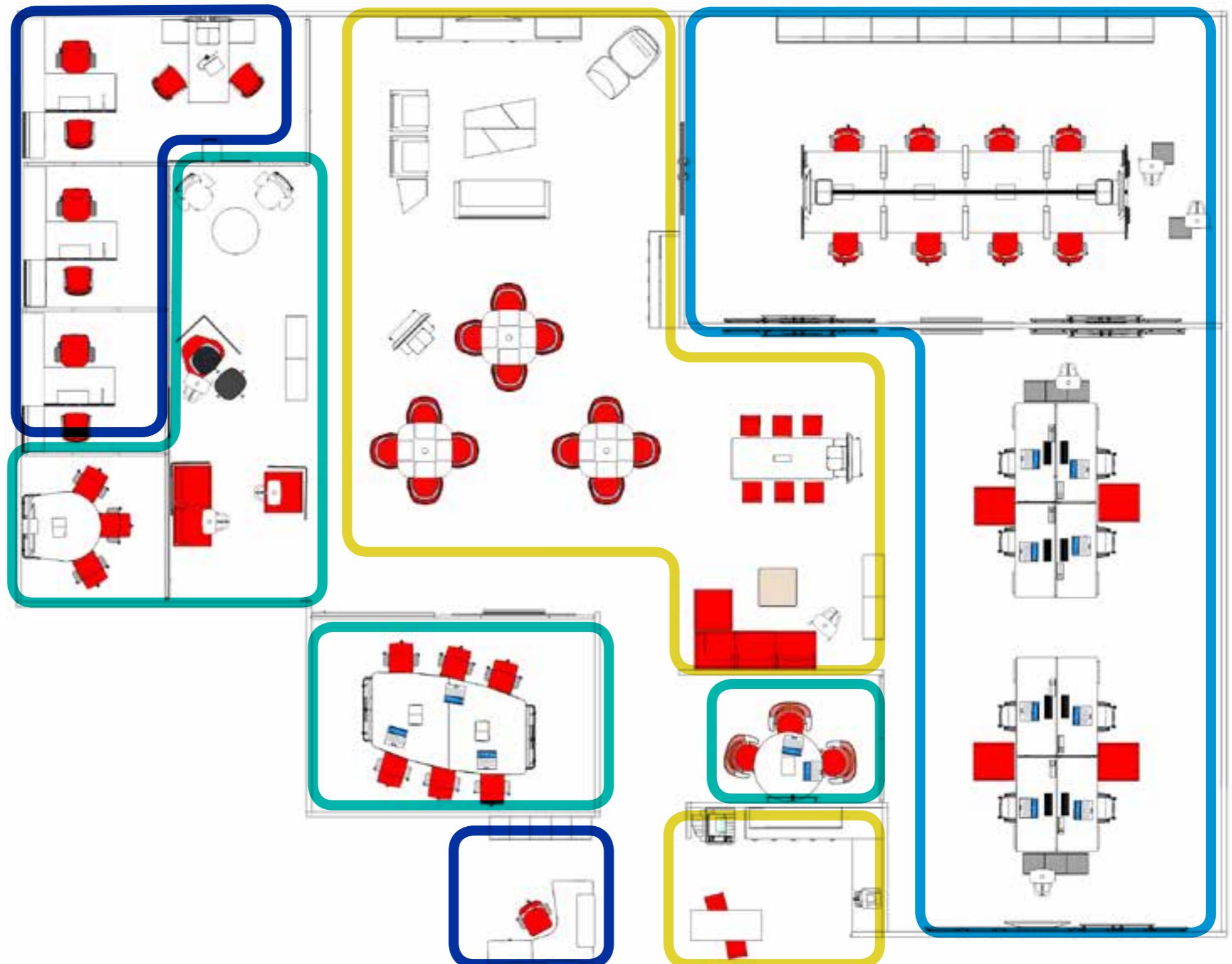
Faculty office

This space is a private office for an instructor that includes zones designed for concentration, contemplation and collaboration.

Storage leverages vertical real estate and provides space for personalization.

In the private office, media:scape mini allows faculty to share and display digital content with students or peers.

Consider using a high-performance movable wall, offering a refined aesthetic for any faculty space.

I/OWNED

featured products	media:scape mini 123	FrameOne table 116
	Qivi seating	Leap 108
	c:scape 115	

Focus and collaborate

This space is for those instructors who are in and out of the office, moving between teaching classes and catching up on individual work.

This combination of a Kalidro bench and an adjacent media:scape offers staff the ability to work individually or collaboratively within a few feet.

media:scape with HD videoconferencing creates inviting, multi-purpose spaces. This optimizes real estate by allowing local teams to use the space effectively, even when the video is turned off.

These highly mobile instructors need quick and easy access to technology. Here, B-Free seating enables side-by-side collaboration.

I/SHARED

featured products	Gesture 106	Flexbox
	media:scape mobile 123	
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customer story

MOUNT ROYAL COLLEGE, CANADA

At Mount Royal College in Calgary, Alberta, the college's international education (IE) department had grown rapidly. Like programs at many colleges and universities, parts of the IE program had sprouted wherever they could find space – in different buildings, even on different campuses. Yet much of their work was cross-functional. "We wanted to create a better work environment that would bring everyone together," says Lorna Smith, department director. "We needed to remove the silos between groups, and we didn't believe we could do this by using a traditional office model."

"Traditional workplaces primarily support the formal structure of an organization and its explicit processes – what people say they do," says Robyn Baxter, Steelcase applied research consultant. "Our methodology allows designers to create workplaces that support the informal networks that allow real work to happen, what people really do." Working closely with project architects from Kasian Kennedy Architecture and Design, the Steelcase team held a strategic intent workshop with IE leadership.

THIS REVEALED THE EXTENT OF THE DEPARTMENT'S COMMUNICATION ISSUES:	BASED ON THE FINDINGS, A DESIGN STRATEGY WAS DEVELOPED FOR A NEW ENVIRONMENT:
• full-time, part-time and project employees often barely knew one another	• central communal space for team building
• communication had to be formally planned or it didn't happen	• views into group spaces for people finding
• knowledge sharing and mentoring were limited, and curriculum development was slow	• spaces to support diverse work processes and storage
• staff often didn't even know who was in the office on a given day	• user control over boundaries
	• worktools that make it easy to move from one task to the next
	• passageways between spaces to allow sharing information and transferring knowledge

As the new department took shape, the spaces earned names, to explain their purposes and to make them destinations. Reference materials and display technologies are at the Trading Post, which sits beside the Knowledge Gallery, an interactive public area. The central gathering spot is the Information Promenade. Mentoring and coaching nooks are places to meet one-on-one.

Diverse spaces support different needs and workstyles: collaboration and concentration, visibility and privacy, planned and unplanned as well as permanent and temporary.

The Knowledge Gallery is an interactive public space and host to many impromptu collaborations.

A coaching nook outside a faculty office makes a convenient place for student mentoring.

Private but still a part of the group, an instructor's office has areas for concentration, contemplation and collaboration.

"The space is forcing us to work as an entire unit, and it has also helped us realize that we need to function differently," says David Wood, manager of the department's Languages Institute.

The IE space has become a Mount Royal showpiece. "People seem to be really proud of being able to work in this innovative and creative space," says Judith Eifert, college vice president of academics. "From an institutional perspective, it's a very efficient and cost-effective use of space.

"Steelcase really helped us understand how space can be used strategically and how a well-designed work environment can help organizations meet their business goals."

Surveys of instructors reveal a changed organization:

87% believe the new workplace enhances their effectiveness

98% are satisfied with their access to relevant colleagues

95% are pleased with space for formal and informal meetings

office & administration

administrative offices are harder-working spaces

Costs are rising everywhere, and educators are dealing with increased demands from students, faculty and staff. Given an institution's investment in real estate, it's not just learning spaces that need rethinking. Every space on campus, including centralized administrative office spaces, needs to work harder and deliver more per square foot. That means using space to maximize productivity; attract and engage workers; communicate a school's tradition, brand and culture; and foster more collaboration.

The vast majority of workers say having an office that helps attract and retain knowledge workers is important, according to the Steelcase Workplace Satisfaction Survey, an ongoing global survey of attitudes on work issues that has engaged nearly 23,000 respondents at 133 companies. It's the single biggest issue not being addressed – and it's been that way every year since the survey began in 2004.

In the past, most work was individually focused, but today the reverse is true: 82% of white-collar workers feel they need to partner with others throughout their day to get work done. Knowledge work has become a social activity where workers build on one another's ideas and create something new together.

Reducing office footprints has an upside: density increases interaction. People in workspaces along main circulation routes have nearly 60% more face-to-face communication with other team members than do those in spaces with low visibility.

Teams have to be able to work together and collaborate, so spaces that are reconfigurable and suitable for interaction and information sharing are essential. In a collaborative workplace, people are more aware of what colleagues are doing, they have easy access to one another, and it's easier to engage others in conversation.

An essential part of collaboration is sharing information, and that gets tricky when technology is involved. Projection surfaces, the ability to show a computer screen to others, a means to transfer files simply – these are all concerns in building a truly collaborative workplace.

what we observed

Real estate costs are a continuing concern for schools; leveraging every space is a priority.

The growth of collaborative work means workers can no longer afford to work in silos; schools are looking for ways to improve worker interaction.

Institutions are constantly competing for talent; finding, engaging and retaining top staff and faculty are ongoing challenges.

Schools are building their brands in a more competitive marketplace; real estate must support the effort by furthering the institution's culture and brand.

Environmental stewardship, including LEED certification, is important on campuses to students, faculty and staff.

60%
more face-to-face communication with other team members when in high-visibility areas.[1]

82%
of white-collar workers feel they need to partner with others throughout their day to get work done.[2]

1 *Harvard Business Review*, March 2010, citing work by James Stryker, Saint Mary's College of California   2 *"Inside Innovation," Business Week*, April 28, 2008

tips for administrative offices

Hardworking administrative office space isn't just smaller – it's smarter. Here are ways to make it so.

I/OWNED

1 Make good use of vertical space in workstations for storage, worktools and technology.

2 Rethink private offices, which usually house the highest-paid workers. As with faculty offices, these offices should be planned to include three areas: a zone for conversation by the door, one for collaboration farther inside and one for concentrated work located farthest from the door.

I/SHARED

1 Lower panel heights provide more access to daylight, greater visibility for everyone on staff and more open communication.

2 Consider benching applications – they help span boundaries that keep communication and collaboration free and easy.

WE/SHARED

1 Space saved by decreasing individual workspaces should be returned in shared spaces: impromptu meeting areas, project rooms and/or huddle rooms. Tools in these spaces for information sharing, worksurfaces for group use and vertical surfaces for making work visible are important for collaboration.

2 Make group spaces tech smart: the best-used group spaces in any workplace are equipped with power outlets; projection equipment; and tools for accessing, sharing and displaying information.

3 Encourage ad hoc conversations with casual places for thinking and brainstorming.

4 Never underestimate the power of food and beverage to attract people and get them talking. Create a destination café or coffee bar area; these areas support learning, socializing and collaborating.

WE/OWNED

1 Use space to foster change, where people can try new ideas and fail safely behind the scenes; project rooms are good places for risk taking and trying out new things.

2 Add "enclaves," closed areas for those conversations that need more privacy.

media:scape creates a space that works harder and smarter than ever before by optimizing real estate and offering dynamic collaborative spaces.

classroom
media lab
library
in-between
café
resident life
faculty office
office & admin
product solutions

greater expectations

Today's workplace has to maximize the use of real estate, attract and engage workers, communicate brand and culture, foster collaboration and innovation, and support worker well-being. To help combine these ideas in reality, we offer a floor plan based on insights from designers, architects and Steelcase researchers on how to plan these harder-working spaces.

I/OWNED

Support individuals who require an owned space with private offices and resident workstations.

I/SHARED

Encourage individuals to work somewhere other than at an assigned desk with touchdown spaces and enclaves.

WE/SHARED

Provide shared collaborative spaces to help people connect to the culture of the institution, to the tools they need to be effective, to their information sources and to each other.

WE/OWNED

Provide collaborative spaces for project teams that require a team space for an extended period of time.
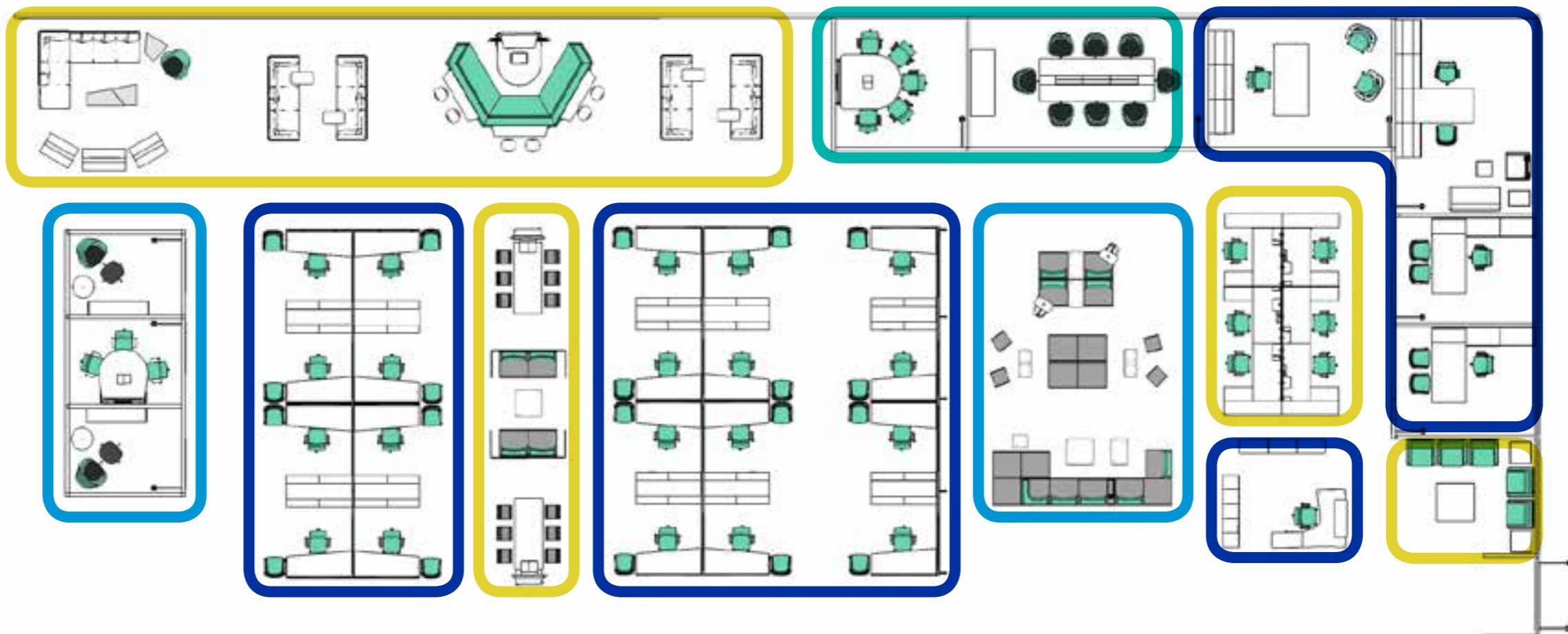
customer story

UNIVERSITY OF CALIFORNIA, SAN DIEGO, CA

The Housing | Dining | Hospitality department (HDH) at the University of California, San Diego, houses more than 11,000 students, staff and faculty, so it's quite adept at organizing the living and working arrangements of groups of people. But the workspace for the department's own staff was another story.

The HDH group's nearly 600 employees were spread out across the campus, often working in "temporary" trailers for years. "We had no real headquarters for our department. To do business with us, you had to go to as many as 11 different locations. We needed to bring together the backbone operations, break down the silos, help people communicate and collaborate, and make doing business with us more convenient for our customers," says Mark P. Cunningham, the department's executive director.

"It's amazing the way you can construct a community with a building and furniture."

DEANN COOMBS, ASSISTANT DIRECTOR OF PROCUREMENT AND CONTRACTS

The solution was a new work environment with more open, collaborative workspaces. The number of private offices was cut in half, and a variety of spaces were created for groups ranging from two to 12 people.

The main furniture elements are c:scape, an innovative Steelcase system, and media:scape, an integrated furniture and technology solution that reshapes how people collaborate. c:scape uses a simple set of components (beam, desk, low- and mid-height storage, worktools and screens) to create user-centric spaces. Workers can control privacy without creating barriers, and the 48"-high screens let HDH staffers see and be seen by others. "It's a unique system that meets the needs of the department and the needs of the building, too," says Mark Nelson, an architect and project manager at UC San Diego.

"c:scape not only met our criteria but in many ways exceeded them. It's much more friendly furniture. We can route cabling so it's hidden, and the environment is very open and collaborative," says DeAnn Coombs, assistant director of procurement and contracts. The surface of the desk slides forward to reveal the connect zone, which offers easy access to power, data and cord management.

STEELCASE FURNITURE CONTRIBUTES TO THE EFFORT

HDH's new workplace exemplifies the environmental stewardship strategies of the university:

- media:scape furniture components are Silver Cradle-to-Cradle^{CM} certified by MBDC, with standard options and finishes
- wiring and cabling are PVC- and halogen-free, as well as RoHS-compliant
- c:scape is Level 2 certified to the BIFMA e3 sustainability standard
- media:scape technology components are RoHS/WEEE-compliant and carry the Energy Star® rating

Open workplaces without high panels often lack adequate storage. "But c:scape has components that stay low and give people enough storage and room to personalize," says Nelson.

HDH uses media:scape to make sharing information easy for groups of two to eight people. In any of the department's seven media:scape spaces, HDH employees simply connect one of the media:scape pucks to their laptop and everyone can view what's on the computer via the integrated monitor at the table. To switch between laptops, they just touch the puck. The large media:scape table is especially popular with large groups. "There's something about a circular table, the easy connection. It's packed all the time," says Cunningham.

The combination of a more open workplace, c:scape and media:scape have proven effective more quickly than even Cunningham expected. "We thought it would take six months to a year for people to embrace this new office," he says. "It's been just three months, and information flows faster now, and that's a huge benefit. You see people working with media:scape, and people walk by and they ask questions. We had no idea it could work this well, but it seems so apparent now. It's amazing the way you can construct a community with a building and furniture."

Says Building Manager Athena Simpson, "This furniture has without a doubt increased productivity, improved staff relations and boosted morale."

Coombs says the collaborative atmosphere rubs off on visitors, vendors and colleagues from other departments. "People all the time say, 'Oh, this is such a great environment.' It makes them curious about what we're doing. People in other divisions used to come in and go out of Purchasing quickly. Now they ask what we're doing, and they're more appreciative of what we do."

product
solutions

seating

Amia™ by Steelcase

FEATURES AND BENEFITS
- Live Lumbar™ system of flexors to fit spine
- Flexible seat edge that relieves pressure on back of legs
- Adjustable seat depth
- Adjustable back tension
- Upright back lock
- Adjustable seat height
- Armless
- Gold Cradle to Cradle™ certification for environmental performance from MBDC
- Indoor Advantage Gold certified
- NF Environment and NF Office Excellence certified

OPTIONS
- Height-adjustable or four-way adjustable arms
- Platinum and black finish colors
- Sewn cushion
- Pearl Black, Platinum Metallic and Polished Aluminum base
- Available in stool version
- Standard upholstery

Amia Black

Amia Guest Black with or w/o arms stackable/ non-stackable

Amia Guest Black with or w/o arms stackable

Amia Platinum

Amia Guest Platinum with or w/o arms stackable

Amia Guest Platinum with or w/o arms stackable/ non-stackable
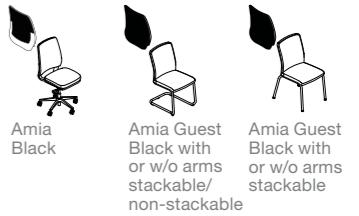
Let's B by Steelcase

FEATURES AND BENEFITS
- Backrest is composed of a unique foam, padded with two different densities: the upper part contains dense foam to support the upper back, and the lower part is covered with soft foam to cushion the lumbar region
- Synchronized mechanism
- Individual tilt tension adjustment including upright back lock
- Adjustable seat height
- Adjustable back height

- Easy-to-find and intuitive controls; user guide is stored in the backrest ensuring quick access to information, whenever it is needed
- Personalization: the label holder allows institutions and users to add their own touch with name tags
- NF Environment and NF Office Excellence certified

OPTIONS
- Two backrest heights: High -back or mid-back task chair
- Armless
- Adjustable seat depth
- 2D adjustable arms (height and width)

Let's B task chair Mid-back

Let's B task chair High-back

Visitor chair sled base

Visitor chair four leg base
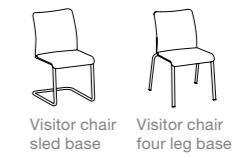
cobi™ by Steelcase

FEATURES AND BENEFITS
- Weight-activated mechanism responds to user movement to support body
- Passive flexible seat edge moves as your body moves
- Flexible back
- Soft edge on top of back and open arms allow for alternative postures

OPTIONS
- Plastic finish available in black and white
- Armless
- Stool

Armless

With arms

Armless stool

Stool with arms

classroom · media lab · library · in-between · café · resident life · faculty office · office & admin · product solutions

Eastside by Steelcase

FEATURES AND BENEFITS
- Eastside visitor chair offers high versatility and good looks
- Comfortable over medium to long periods
- Reliably strong and padded with ergonomic foam (for upholstered version)
- Light enough to be stacked and stored effortlessly
- Designed to provide comfort in collaborative spaces and welcome areas
- Armless
- Indoor Advantage Gold and NF Environment certified

OPTIONS
- Available versions: fully plain, fully upholstered, upholstered seat and plain back, wood shell
- Fixed arms
- Accessories: row spacer, ganging, bookrack and writing tablet

4 legs with arms stackable 6 high

4 legs w/o arms stackable 6 high

4 legs with castors with and w/o arms stackable 6 high

Sled with and w/o arms non-stackable

Sled with and w/o arms stackable 4 high

Gesture by Steelcase
Available in 2014

FEATURES AND BENEFITS
- Dynamic backrest following each user's movement
- Variable synchronized movement
- Tilt tension adjustment
- Automatic lumbar boost
- Variable back stop (VBS) including upright lock
- Flexible front seat
- Adjustable seat height
- Adjustable seat depth
- 360° armrests: adjustable in height, width, depth and angle
- Controls are located on one control panel, visible and easy to reach from a seated position

OPTIONS
- Two back upholstery options: standard back shell or wrapped back
- Height-adjustable lumbar slider
- Four different color combinations between back shell, back arm, seat skin and base
- Standard upholstery and 3D knit back upholstery
- Armless
- Draughtsman version available

Gesture Standard with arms

Gesture Draughtsman with arms

Leap® by Steelcase

FEATURES AND BENEFITS
- A dynamic seat (Natural Glide System™) allows user to recline and stay oriented to work
- A flexible back (Live Back™) changes shape to mimic user's spinal motion
- Upper and lower back controls
- Five-position back stop
- Labeled controls
- Pneumatic seat height
- Adjustable seat depth
- A seat edge angle adjusts automatically according to the user's movements
- Height-adjustable arms
- Black outer back shell

- Indoor Advantage Gold, NF Environment and NF Office Excellence certified

OPTIONS
- Adjustable lumbar support
- Height-, width-, pivot- and depth-adjustable arms
- Headrest
- Standard upholstery and 3D knit back
- Leap Premium (leather + polished alu base + headrest)
- Leap 24/7
- Leap Plus for users up to 225 kg

Fully upholstered

3D knit back

Leap Premium

Leap 24/7

LeapPlus

Node by Steelcase

FEATURES AND BENEFITS
- Highly mobile collaborative seating solution
- Flexible seat shell
- Swiveling seat and personal worksurface
- Personal worksurface is adjustable, non-handed, and large enough to support digital and analog resources
- Base and arms provide storage for backpack and other items
- Comfort without upholstery for easy maintenance
- Assembles in 30 seconds

OPTIONS
- Hard casters, soft casters and glides
- Available with or without worksurface
- Seat available in five colors
- Tripod base available in Platinum color
- Worksurface available in two colors
- Cupholder and tablet stand available
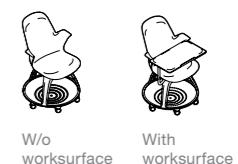
W/o worksurface

With worksurface

Please by Steelcase

FEATURES AND BENEFITS
- Lumbar Thoracic Cervical (LTC2)
- Flexible two-part backrest following each user's movement
- Adjustable seat height
- Adjustable seat depth
- Upper and lower back controls
- Tilt limiter including upright position lock
- Adjustable back height
- Armless
- Black outer back shell
- Indoor Advantage Gold certified
- NF Environment and NF Office Excellence certified

OPTIONS
- Plain or 3D adjustable arms (height, depth, pivot)
- Height-adjustable headrest
- Executive version (leather + polished alu base + headrest)
- Standard upholstery

Please standard with and w/o arms

Please standard with and w/o arms with headrest

Please Executive
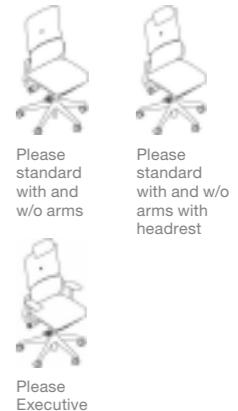
Reply® / Reply Air by Steelcase

FEATURES AND BENEFITS
- Simple and easy-to-use controls
- Syncro-tilt mechanism
- Pneumatic seat height adjustment
- Multiposition back lock
- Back tension adjustment
- Indoor Advantage Gold certified from Scientific Certification Systems
- NF Environment and NF Office Excellence certified

OPTIONS
- Adjustable back height is standard on upholstered-back task chairs; optional height-adjustable lumbar is offered on mesh-back task chairs
- Five backrest patterns available for the upholstered version
- Seat depth adjustment
- Mesh back: choose from eight mesh colors: black, grey, white, red, royal blue, apple green, orange and bright purple
- Arm options: available in fully adjustable (height, pivot and depth) arms, height-adjustable arms and armless
- Coat hanger available on mesh-back version
- Stool version with upholstered or mesh backrest
- Antistatic version available

Mesh back w/o arms

Fully upholstered w/o arms

Stool with upholstered back

Guest mesh back with arms, stackable/non-stackable

Guest mesh back w/o arms, stackable/non-stackable

Stool with mesh back
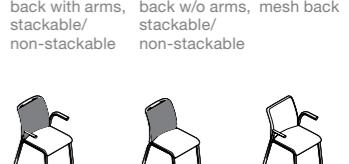
Guest mesh back with arms

Guest mesh back w/o arms

Guest fully upholstered with arms

Guest fully upholstered w/o arms

Guest fully upholstered with arms, stackable/non-stackable

Guest fully upholstered w/o arms, stackable/non-stackable

classroom · media lab · library · in-between · café · resident life · faculty office · office & admin · product solutions

Think® by Steelcase

FEATURES AND BENEFITS
- Designed by Oliver Löw
- Adjustable lumbar support
- Pneumatic seat height
- Adjustable seat depth
- Flexible seat edge relieves pressure on back of legs
- Height-, width-, pivot- and depth-adjustable arms
- Up to 99% recyclable
- Easily disassembles for recycling

OPTIONS
- Fixed arms and without arms
- Adjustable headrest
- Soft casters
- CAL 133
- Polished aluminum base
- Standard upholstery and 3D knit back
- For detailed product information, please see the Steelcase Seating Specification Guide

Fully upholstered

Fully upholstered with headrest

Stool fully upholstered

Guest fully upholstered non-stackable

Guest fully upholstered non-stackable

Conference 4-star fully upholstered

Conference high back fully upholstered

Conference 4-star fully upholstered

Westside by Steelcase

FEATURES AND BENEFITS
- A brilliantly simple design offering flexible, robust and comfortable seating for nontraditional situations
- Ergonomically shaped for alternative seated postures and freedom of movement
- Light enough (4.8 kg) to easily move the chair
- Smart for the environment: made of only two components and two materials (PP and steel) and is assembled with no screws
- Always armless, stackable
- Indoor Advantage Gold and NF Environment certified

OPTIONS
- Four seat shell colors available
- Several frame colors available
- Seat cushion in all Steelcase fabrics available
- Fixed polyamide element (at the base) to put chairs in rows

Plain seat and back

Upholstered seat and plain back

Round table Peninsula legs
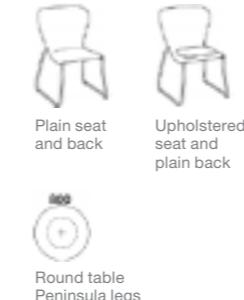
B-Free by Steelcase
Available in 2014

FEATURES AND BENEFITS
- B-Free acts like neighborhoods within a learning space, allowing people to connect, collaborate and concentrate according to their needs and moods
- Suits various relaxed and task postures
- Convenient access to power
- Accommodates temporary storage of belongings
- Offers visual privacy screens

OPTIONS
- Available in all Steelcase fabrics

Leg

Lounge

Round Table

Screen

Small Ottoman

Square Table

Worksurface
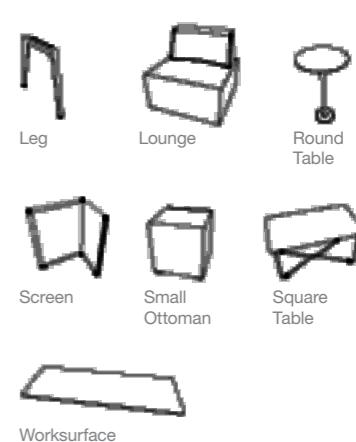
B-Free Sit Stand by Steelcase

FEATURES AND BENEFITS
- Designed to ergonomically support short-term seating requirements for sitting and sit stand applications
- Complete range with mobile and four-legged stools and two heights of sit stand
- B-Free is universal

OPTIONS
- Wide variety of fabric options
- Seat height adjustment (except on stool)

Sit Stand

Mini Sit Stand

Sit Down

Stool

Eastside Beam by Steelcase

FEATURES AND BENEFITS
- Ideal for in-between spaces, reception areas or waiting rooms
- Two- to four-seater beams available
- Armless

OPTIONS
- Armrests
- Tablet
- Available versions: fully plain, fully upholstered, upholstered seat and plain back, wood shell

Beam two-seater with and w/o arms

Beam four-seater with tablet, with and w/o t arms

Beam four-seater with and w/o arms
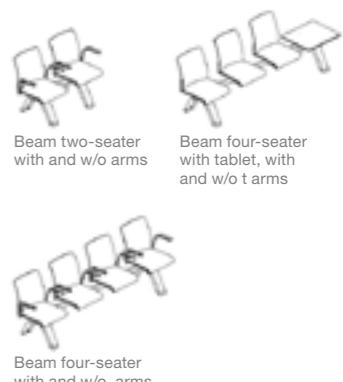
Hosu by Coalesse

FEATURES AND BENEFITS
- Designed by Patricia Urquiola
- Unique work lounge that creates a comforting personal space to relax and work
- 100% plywood frame
- 100% recyclable upholstered wrap
- Rear and side storage pockets
- Pillow included
- Foot-pad and hidden cable pass-though on flip version

OPTIONS
- Hexa fabric or leather

Lounge fix

Lounge flip

Sofa fix

classroom
media lab
library
in-between
café
resident life
faculty office
office & admin
product solutions
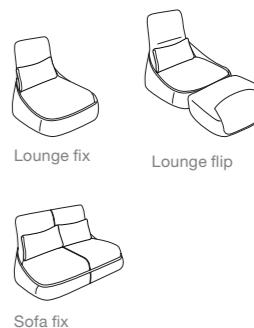
i2i by Steelcase

FEATURES AND BENEFITS
- Designed specifically to foster collaboration
- Free of adjustments, yet has a flexing back that offers movement and support
- Accommodates a variety of postures
- Back and seat swivel independently or together
- 3D knit material standard on chair back with matching Atlantic

OPTIONS
- Chair with tablet arm
- Three finish colors: black, arctic white and platinum
- Swivel return cylinder
- Roller base
- For detailed product information, please see the Steelcase Seating Specification Guide

Collaborative chair

Collaborative chair with tablet

Lagunitas by Coalesse
Available early 2014

FEATURES AND BENEFITS
- Designed by Toan Nguyen
- Adapts to changing workstyles and shifting work postures
- Creates a third place anywhere while offering multi-modal support and varying degrees of privacy
- Articulating back cushion
- Storage area underneath seat

OPTIONS
- Low or high panels
- Power options
- Available in a wide range of fabrics or leather
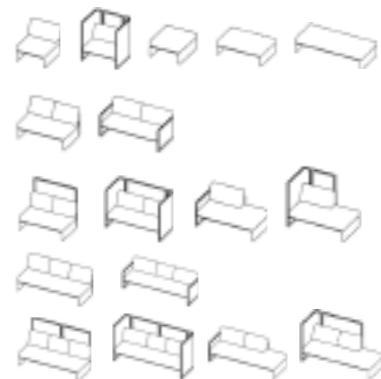
media:scape Lounge by Steelcase

FEATURES AND BENEFITS
- Designed to create collaborative work settings and integrate seamlessly with media:scape
- Eight unique lounge pieces: straight, straight inverted, backless, right corner, left corner, reverse left, reverse right and hexagonal seat
- Designed to be easily reconfigurable in various ways to accommodate various settings
- SCS Indoor Advantage Gold certified and Level 1 certified

OPTIONS
- Available in two different fabric orientations: entire lounge as one fabric and one color or the seat in one color and the back a second (same fabric type)
- Available in select Steelcase fabrics
- All corner lounges as well as straight lounges are equipped with the necessary inserts to attach a Canopy or a Ledge

Millbrae Contract by Coalesse

FEATURES AND BENEFITS
- Millbrae Contact Collection features firm cushioning and an upright posture for brief but productive interludes.
- Designed primarily for lobbies, welcome areas and waiting rooms that intensively welcome and host several people
- Tufted pattern accents
- 100% plywood frame
- Cold roll steel legs

OPTIONS
- Available with one, two or no armrests
- Coordinating round or square bolsters
- Brushed nickel base
- Ganging bracket to join elements to create various configurations
- Available in a wide range of fabrics and leather
- Two-tone version (contrasting)
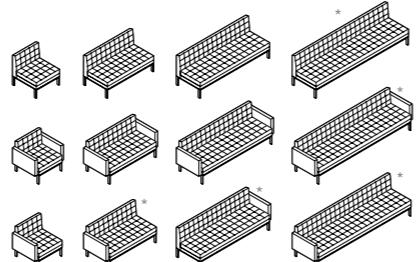
SW_1 Conference Chair by Coalesse

FEATURES AND BENEFITS
- Designed by Scott Wilson
- Strong and accommodating, the SW_1 chair is designed for standard-height tables. It works well with a desk, as a side chair or at a conference table
- Exclusive 3D knit mesh back
- Recycled/recyclable cast aluminum base

OPTIONS
- Casters or glides
- Height adjustment when on casters
- Swivel return mechanism on glides
- Pillow
- Available in a wide range of fabrics or leather
- 3D knit mesh available in nine colors
- Two-tone version (contrasting)

Mid-back   High-back

SW_1 Lounge Chair by Coalesse

FEATURES AND BENEFITS
- Designed by Scott Wilson
- Seven cm lower than conventional seating and with a more relaxed posture, the SW_1 Lounge is a conference/lounge hybrid that creates a more intimate and comfortable environment
- Exclusive 3D knit mesh back
- Automatic return-to-center swivel base
- Recycled/recyclable cast aluminum base
- Easy gliding feet

OPTIONS
- Mid-back or high-back
- Pillow
- Tablet arm
- Available in a wide range of fabrics or leather
- 3D knit mesh available in nine colors
- Two-tone version (contrasting)

Mid-back   High-back

Right-hand tablet arm

Visalia by Coalesse

FEATURES AND BENEFITS
- Efficiently scaled, it can be grouped to promote collaboration or arranged for relaxed reflection in offices, lobbies or homes. Users can touch down, sit back and confer
- 100% plywood frame
- Cast aluminum legs

OPTIONS
- Painted cast metal base available in nine colors
- Available in a wide range of fabrics or leather
- Two-tone version (contrasting)

Lounge One-seat   Sofa Two-seat

Sofa Three-seat

Ottoman One-seat   Ottoman Two-seat

classroom | media lab | library | in-between | café | resident life | faculty office | office & admin | **product solutions**
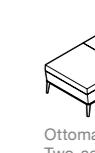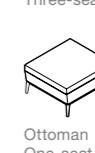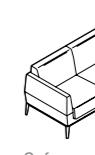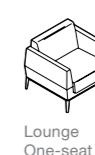
# tables

Activa/Activa Lift 2 by Steelcase

FEATURES AND BENEFITS
- Four height versions in a single design
- Highly dynamic: healthy working with active alternation of standing and seated postures with the Lift Desk
- Adjustable from 680 to 1300mm
- Assembled in seconds: installation, removal or internal reorganization are simple
- Hides cables from sight: the rigid, telescopic and crank-adjusted desk versions are fitted with a sliding top

OPTIONS
- Available in fixed-height and height-adjustable
- Cable management options
- Variety of sizes and top styles
- Melamine or veneer tops
- Modesty panel
- For detailed product information, please see the Steelcase Technical Descriptions

Electric tables

Gas strut tables
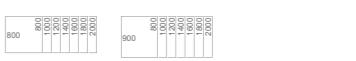
B-Free Desk by Steelcase

FEATURES AND BENEFITS
- Unique wood leg design
- Offers a complete collection of features and options to provide tailored ergonomics according to all users' needs
- Environmental Product declaration (EPD), NF Office Excellence and Indoor Advantage Gold certified

OPTIONS
- Cable management options
- Variety of sizes and top styles
- Melamine or veneer tops
- Modesty panel
- For detailed product information, please see Steelcase Technical Descriptions

c:scape by Steelcase

FEATURES AND BENEFITS
- Supports shrinking footprints while improving connections, supporting collaboration and increasing sharing
- Easy to plan, manage and inventory due to a simple set of components: desk, low storage, mid-storage, worktools and screens
- Offers a wide breadth of applications for the open-plan space as well as the private office
- Provides a light and open design, making spaces feel larger than they are

OPTIONS
- Cable management options
- Variety of sizes and top styles
- Low storage, mid-storage
- Screens
- Modesty panel
- For detailed product information, please see Steelcase Technical Descriptions

Desking   Low storage

Mid-storage   Privacy

Worktools

classroom
media lab
library
in-between
café
resident life
faculty office
office & admin
product solutions

CG_1 by Coalesse

FEATURES AND BENEFITS
- Designed by Corry Grosser
- CG_1 can be selected in a wide range of materials to support any application
- two heights: two shapes

OPTIONS
- Painted aluminum frame and legs (available in six matte colors)
- Top in laminate, veneer or glass
- Leg inserts available in ultra solid surface (four colors) or wood (11 species)
- Specification Guide

H356 Low table square

H356 Low table rectangular

H483 High table square

H483 High table rectangular

FlipTop by Steelcase

FEATURES AND BENEFITS
- Top can be flipped from both sides
- Tables nest in-line for maximum storage
- Designed for training, seminars and meetings
- Integrated cable management

OPTIONS
- PowerBox option: comprises built-in housing
- Variety of sizes and top styles
- Melamine or veneer tops
- Modesty panel
- For detailed product information, please see Steelcase Technical Descriptions

Table top shapes
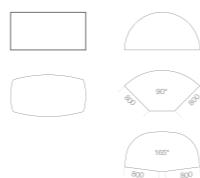
Dimensions
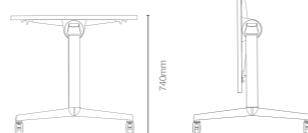
FrameOne by Steelcase

FEATURES AND BENEFITS
- Elegant aesthetic with clean, simple lines and neat design touches
- Packed with smart cable management features
- Easy assembly and reconfiguration
- Offers a height adjustment option from 620 to 900mm

OPTIONS
- Two-leg design: FrameOne + FrameOne Loop
- Available in fixed-height and height-adjustable
- Cable management options
- Variety of sizes and top styles
- TechTop, melamine or veneer tops
- Modesty panel
- For detailed product information, please see Steelcase Technical Descriptions

Basic / Loop desk tops

Desk tops
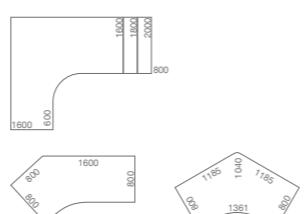
FrameOne Bench by Steelcase

FEATURES AND BENEFITS
- A simple, comprehensive and flexible benching solution combining worksurfaces, integrated storage, desk organization and cable management
- Provides collaborative as well as individual applications tailored to the user's needs
- Cable management eases the use of laptops and IT facilities
- Makes it easy to build large configurations without compromising valuable square meters
- Supports team activity

OPTIONS
- Cable management option
- Melamine or veneer tops
- For detailed product information, please see Steelcase Technical Descriptions

Bench freestanding

Bench extension

Bench for two with solo storage

Bench for two with duo storage

Bench options
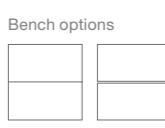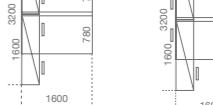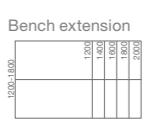
Free Stand by Coalesse

FEATURES AND BENEFITS
- Designed by Stephan Copeland
- Foldable, height-adjustable and lightweight, Free Stand is a design-minded accessory that can go wherever you go
- From folded to in-use position in three steps
- 360° rotating soft-touch worksurface in grained ABS plastic
- Built-in handle for easy transport
- Nesting ability
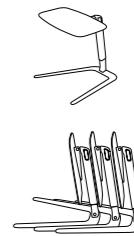
Fusion by Steelcase

FEATURES AND BENEFITS
- A desking family comprising worksurfaces, storage, desk organization and cable management
- Flexible, it can be assembled and reconfigured quickly
- A range supporting extensive cable management solutions
- Aesthetic choice between two- or 4-leg
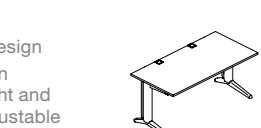
OPTIONS
- Two-leg design
- Available in fixed-height and height-adjustable
- Cable management options
- Variety of sizes and top styles
- Melamine or veneer tops
- Modesty panel
- Welcome counter
- For detailed product information, please see Steelcase Technical Descriptions

classroom

media lab

library

in-between

café

resident life

faculty office

office & admin

product solutions

Fusion Bench by Steelcase

FEATURES AND BENEFITS
- Step-N-Fold folding mechanism for easy, safe operation
- Supports technology in the classroom with power and data devices and significant wire management

OPTIONS
- Fixed or folding
- Modesty panel with integral wire management
- Tabletop power and data devices
- Storage trolley
- For detailed product information, please see the Coalesse Table Specification Guide

Bench freestanding

Bench extension

Bench for two with solo storage

Bench for two with duo storage

Bench options

Fusion Conferencing by Steelcase

FEATURES AND BENEFITS
- A family of elements that can be easily adapted to provide various configurations
- Cable management eases the use of laptops and IT facilities during trainings
- Shared legs make it easy to build large configurations without compromising valuable square meters
- Supports team activity
- Appropriate in an open plan and an enclosed work space

OPTIONS
- Cable management option
- Variety of sizes and top styles
- Melamine or veneer tops
- Modesty panel
- For detailed product information, please see Steelcase Technical Descriptions

Conferencing

700 1200

1200 1200

1200 600

1400 700

700 700

700 700

ø1000

Kalidro by Steelcase

FEATURES AND BENEFITS
- Elegant and understated
- Easy to assemble and reconfigure
- Smart cable management solutions
- Simple to adjust from 680 to 760mm
- Workstations and simple conferencing meeting applications

OPTIONS
- Available in fixed-height and height-adjustable
- Cable management options
- Variety of sizes and top styles
- Melamine or veneer tops
- Modesty panel
- For detailed product information, please see Steelcase Technical Descriptions

Desktop overview

1000

1000 1400

1200 1400 1600 800

2414 800

2053

Junction elements

45° 800 1200 800

800

ø1000 800

Conferencing

1200 1600 1000

1200 1400 1600

135° ø1400 ø1600 ø1800 ø2000

135°

Movida by Steelcase

FEATURES AND BENEFITS
- Support team activity
- Appropriate in an open plan and an enclosed work space
- Tabletops and table legs are ordered separately
- Accessories include cable management, modesty panels and flip-top options
- MBDC Silver Cradle-to-Cradle certified, SCS Indoor Advantage Indoor Air Quality certified and Level 1 certified

OPTIONS
- Many leg choices are available: height-adjustable legs, post legs, T-legs, casters or levelers

Ology by Steelcase
Available in 2014

FEATURES AND BENEFITS
- Height-adjustable desk that delivers complete adjustability range: fixed-height, telescopic, crank, and electric sit to stand
- Includes antimicrobial protection (inhibiting the growth of up to 99% of bacteria) in the desk's most common touch points
- Promotes well-being habits by featuring an interactive APP that works as a coach with best practices and reminding the user about when to stand
- Offers a complete collection of features and options to provide tailored ergonomics according to all users' needs
- Includes a "collaboration button" in the programmable lift interface that facilitates the transition between focused work and collaboration

OPTIONS
- Five height-adjustable versions with one single design
- Ergo edge to reduce fatigue in armrest and shoulders
- More than 1,200 combinations of options to provide tailored solutions for the different applications in a palette of places
- Available in fixed-height and height-adjustable
- Cable management options
- Variety of sizes and top styles
- Melamine or veneer tops
- Modesty panel
- For detailed product information, please see Steelcase Technical Descriptions

ScapeSeries by Steelcase

FEATURES AND BENEFITS
- The table combines corner-less curves with straight sides for a nice and welcoming design
- Offers easy access to power thanks to a power and data strip on the tabletop (Connecting Hub with two power outlets is included in standard)
- Easily combines with media:scape, thanks to the same design
- Easily used with a media:scape table hosting a High Definition Conferencing System

OPTIONS
- Connecting Hub offers a large variety of power and other connections
- Table available in two heights (standing and sitting height)
- Available in three paint colors: black, white and platinum
- Tops are available in melamines and veneers
- For detailed product information, please see the Steelcase Integrated Technology Specification Guide

Sitting-height table

Standing-height table

Connecting Hub

classroom · media lab · library · in-between · café · resident life · faculty office · office & admin · **product solutions**

SW_1 Collaborative Table by Coalesse

FEATURES AND BENEFITS
- Designed by Scott Wilson
- Seven centimeters lower than standard tables, the Collaborative table elevates collaboration
- Wide range of shapes, sizes and surface finishes
- Recycled/recyclable cast aluminum
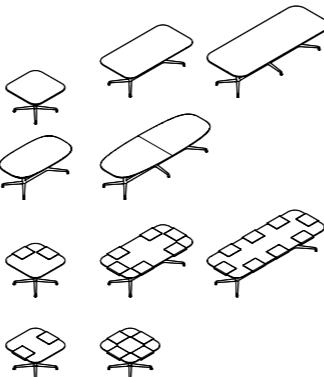
OPTIONS
- Grommet and cable management to host PowerPod or other technology
- Sliding tablets that create a personal work zone
- Available in full palette of laminates, veneers and glass

SW_1 Occasional Table by Coalesse

FEATURES AND BENEFITS
- Designed by Scott Wilson
- Wide range of sizes and surface finishes
- Recycled/recyclable cast aluminum
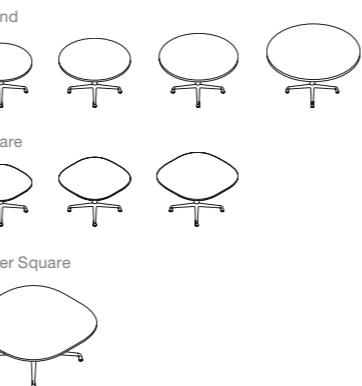
OPTIONS
- Grommet to host PowerPod or other technology
- Available in full palette of laminates, veneers and glass

Round

Square

Super Square

Talktime by Steelcase

FEATURES AND BENEFITS
- Legs can flip up quickly, easily and safely
- FlipTop can be stored very efficiently
- High level of durability and stability
- Easy to arrange in large formal training rooms
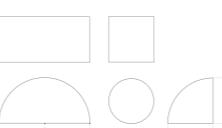
OPTIONS
- Variety of sizes and top styles
- Three top thickness options
- Modesty panel
- For detailed product information, please see Steelcase Technical Descriptions

TNT* by Steelcase

FEATURES AND BENEFITS
- Rounded and welcoming shapes
- Designed to share elements
- Simple planning: few components make it easy to configure and reconfigure
- Smart workstation that organizes cables and today's essential tools

OPTIONS
- Two-leg design
- Available in fixed-height and height-adjustable
- Cable management options
- Variety of sizes and top styles
- Melamine or veneer tops
- Modesty panel
- Welcome counter
- For detailed product information, please see Steelcase Technical Descriptions
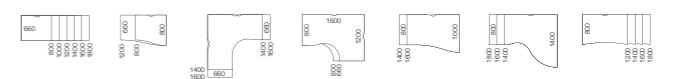
TOPS

NOMADS
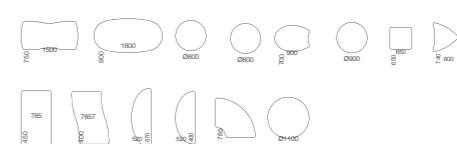
Touchdown by Steelcase

FEATURES AND BENEFITS
- Ideal for impromptu meetings
- Table height encourages healthy posture

OPTIONS
- Four heights
- Melamine, veneer, Tech Top, glass tops
- For detailed product information, please see Steelcase Technical Descriptions
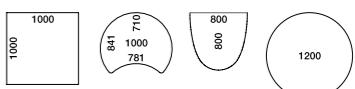
technology and visual display

H. System by Steelcase

FEATURES AND BENEFITS
- The H. System offers a large presentation space with a wall-mounted rail system, against which individuals can attach fixed and movable boards
- The two-layer system increases the use of vertical surfaces by offering presentation solutions for digital and print media

OPTIONS
- Pin Board, White Board Panel, Solid Wood Panel, Glass, Lacquer White, Screen Panel, Screen Cover, Vertical Box; Panel for 1+1elements, Shelf Panel
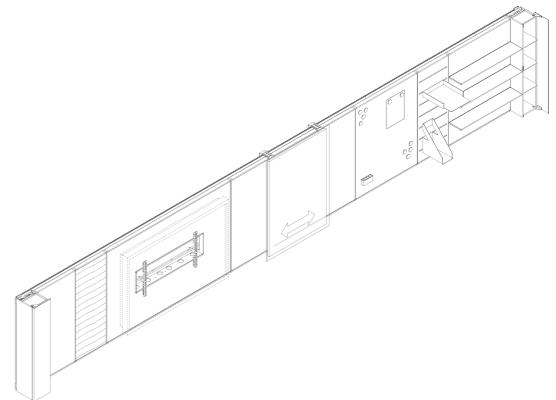
media:scape® by Steelcase

FEATURES AND BENEFITS
- Integrates furniture and technology to help people access and share information
- Interactive technology built into media table
- Includes components that are easy to install and easy to use – no software, drivers or special training required

OPTIONS
- Media tables available in lounge, seated and standing heights
- HD videoconferencing to host third-party videoconferencing systems
- Setting options for open and private spaces; small, medium and large spaces; formal and informal spaces
- For detailed product information, please see the Steelcase Specification Guide
- Different PUCK™ connection standards: HDMI, VGA, mini Display Port, Display Port
- Available in three paint colors (black, white and platinum)

Square   Rectangular   Round

Pear   D-shape   D-shape large

Capsule   Offset
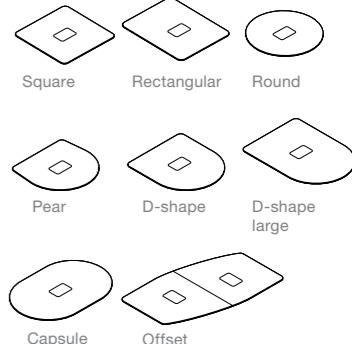
media:scape® mini by Steelcase

FEATURES AND BENEFITS
- Extends collaboration into smaller and existing spaces
- May be placed on any surface to transform the space into a high-performing collaborative environment
- Optimized for small teams of two to four people
- Intuitive user interface with one media:scape PUCK for each participant
- Ships in one box and requires no programming

OPTIONS
- Two versions: for 40" and 42" screens
- Different PUCK™ connection standards: HDMI, VGA, mini Display Port, Display Port
- Available in Arctic White or Near Black
- For detailed product information, please see the Steelcase Integrated Technology Specification Guide
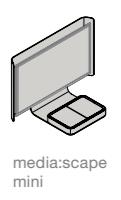
media:scape mini

media:scape® mobile by Steelcase

FEATURES AND BENEFITS
- Extends the media:scape experience into more active environments or wherever collaboration may occur
- Optimized for small teams of two to four people
- Intuitive user interface with one media:scape PUCK for each participant

OPTIONS
- Two versions: for 40" and 42" screens
- Different PUCK™ connection standards: HDMI, VGA, mini Display Port, Display Port
- Available in Arctic White or Near Black
- Can host an HD video conferencing system
- For detailed product information, please see the Steelcase Integrated Technology Specification Guide
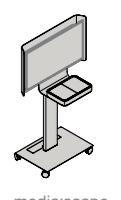
media:scape mobile

technology and visual display

classroom

media lab

library

in-between

café

resident life

faculty office

office & admin

product solutions

RoomWizard™ II by Steelcase

FEATURES AND BENEFITS
- Uses a built-in web server that allows users to find and reserve a room via the web on computers or smartphones
- The red and green LED lights show availability of rooms
- The system records room occupancy and reservation patterns to generate statistics reports
- RoomWizard II can be attached to a bench solution, mounted on an integrated rail or used to manage open collaborative spaces
- Easy installation thanks to PoE (Power over Ethernet)

OPTIONS
- Four fixing options support use in open and closed spaces
- It can be used in a synchronized mode with Microsoft Outlook, Lotus Notes or other calendaring systems
- For detailed product information, please see the Steelcase Integrated Technology Specification Guide

eno® Interactive Whiteboard by Steelcase

FEATURES AND BENEFITS
- Magnets, markers, multimedia – three boards in one
- No cords, cables or hard connections to power or data
- Installs in minutes
- Low total cost of ownership: no costly installation, outlets or conduit required

- PolyVision's industry-leading e3 environmental ceramicsteel surface
- Adheres to stringent environmental certifications
- Bluetooth-enabled stylus
- Capture notes written in virtual ink
- Forever Warranty™ – built to withstand the hard knocks of classrooms and conference rooms

2610

2810

eno® click by Steelcase

FEATURES AND BENEFITS
- Easy installation
- Magnetic mounts – no hardware or tools required
- On-site resources install immediately
- Three users can interact at the same time
- Works on all steel chalkboards and markerboards – those installed in most schools

- Adheres to stringent environmental certifications, is made of recycled materials and does not draw from power outlets
- Lowest total cost of ownership – combines the simplicity and ease of a traditional ceramicsteel surface with interactive performance – all without cords, cables or costly installation
- Forever Warranty – durable and long-lasting e3 environmental ceramicsteel surface that lasts a lifetime

2650

2850

eno® flex by Steelcase

FEATURES AND BENEFITS
- A single installation meets multiple classroom demands: the interactive surface is extended with traditional dry erase surfaces
- Only one, easy-to-use multifunctional board to install
- Ideal for new school construction and renovations

- Lowest total cost of ownership
- Uses durable e3 ceramicsteel for ultimate classroom durability
- Forever Warranty

2620

2820

classroom
media lab
library
in-between
café
resident life
faculty office
office & admin
product solutions

Architectural and storage solutions

Mobile Elements by Steelcase

FEATURES AND BENEFITS
- Steelcase offers a range of mobile furniture elements to support data storage and interaction on the move
- Easy to roll and adjust, and with integrated cabling if required, these elements can be selected in particular colors and finishes to create a coherent collaboration environment with tables, chairs and the H. System
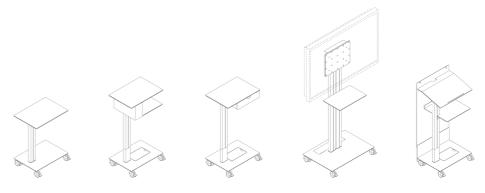
OPTIONS
- Basic, Presenter, Cable Box, Media-Mount, Lectern, Catering, Flip-Chart, Pin-Board, Coat Rail

Basic   Presenter   Cable Box   Media-Mount   Lectern
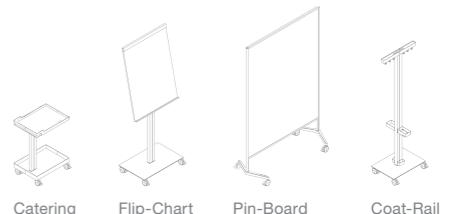
Catering   Flip-Chart   Pin-Board   Coat-Rail

Moby by Steelcase

FEATURES AND BENEFITS
- A mobile personal locker/storage tailored for individual needs with adjustable shelves, drawers or files
- An informal meeting point for teams

OPTIONS
- Laminate or wood
- Specific catering options for meeting and conferencing rooms
- Accessories that help organize belongings

PowerPod by Coalesse

FEATURES AND BENEFITS
- Designed by Scott Wilson
- Provides two functions in one beautiful package: convenient tabletop access to four power outlets, disguised when not in use by an accessory tray
- Energy-saving illuminated on/off switch
- Top tray in white-milk and power source in white-milk face with silver ring

OPTIONS
- Outlets available in two versions: UK or Schuko that fits C, E (CEE7/7), F and G (BS1363) plugs
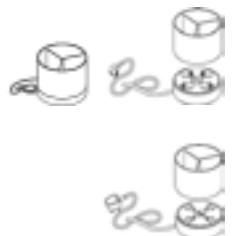
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FEATURES AND BENEFITS
- Pushes the boundaries of storage delivered through its broad modularity and high design detail, it increases space efficiency and user effectiveness
- Modularity tangibly improves the structure and performance of space
- Helps users to be efficiently organized
- Sleek design and broad finishes palette are a motivational factor for users
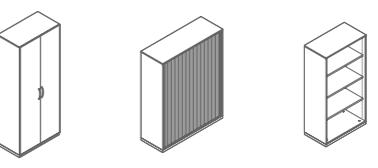
OPTIONS
- Variety of sizes and storage styles
- For detailed product information, please see Steelcase Technical Descriptions

xxxx   xxxx   xxxx

xxxx   xxxx   xxxx

classroom

media lab

library

in-between

café

resident life

faculty office

office & admin

product solutions

glossary

ACTIVE LEARNING

Engaging in multiple experiences to achieve knowledge in a subject matter

CONSTRUCTIVISM

A theory of learning and an approach to education that emphasize the ways people create meaning of the world through a series of individual constructs

FORMAL LEARNING SPACE

A learning environment that supports a curriculum-based, educator-led and assessed learning experience

INFORMAL LEARNING SPACE

A learning environment that supports a non-curriculum-based, student-directed and non-assessed learning experience

LEARNING ENVIRONMENT

The social, physical, psychological and pedagogical contexts in which learning occurs and which affect student achievement and attitudes (from *Learning Environments Research: An International Journal* published by Springer)

LEARNING PREFERENCES

An individual's dominant mode of gaining knowledge (e.g., visual, auditory, kinesthetic)

PASSIVE LEARNING

The acquisition of knowledge without active effort

PEDAGOGY

The development of teaching strategies that support particular learning strategies

People. Planet. Profit.

By rethinking our business systems and designing our products to avoid negative impacts on humans and the environment, we contribute to a sustainable future for the planet and its people. We commit to advance our practices through continuous learning and building partnerships with our customers, business partners and environmental thought leaders to optimize our performance and contribute to the science and practice of sustainability.

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