# RECREATION FACILITIES:

How to get the program right

October 28th 2009

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NATIONAL INTRAMURAL-RECREATIONAL SPORTS ASSOCIATION

BRAILSFORD & DUNLAVEY

# Presentation Outline

- Developing the case for a recreation initiative
- Responding to demand & operating considerations
- Detailed recreation programming

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# Learning Objectives

1. Learn programming basics for recreation centers
2. Articulate the importance of recreation to others on your campus
3. Use key strategies to advance the quantity and quality of recreation on your campus

# Who we are

- Experience
  - Over 150 recreation projects planned
- Services
  - Concept development → implementation support
- Staff
  - Interdisciplinary / broadly experienced / cross trained
- Leadership
  - Industry standards / disseminators of ideas

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# Meet the Presenters

- Paul Brailsford
  - Chief Executive Officer
  - 25+ years of recreation planning experience
  - Contributed to the Development of Industry Standards
- Jennifer Zirkle
  - Assistant project manager
  - Program / Planning Specialist
  - LEED accredited professional

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# Developing the case

- Identify and Frame the Problem
- Outline a Preliminary Solution
- Project the Benefits / Outcomes
- Present the Consequences of Inaction

# Identify and Frame the Problem

- Strategic Asset Value (establishing the vision)
  - What?
    - A gap analysis to identify priorities
  - Who?
    - Key stakeholders and representatives
  - Why?
    - Focus on supporting mission, creating a filter for market analysis, finding the “Big Idea”

# Identify and Frame the Problem

- Strategic Asset Value
  - Educational Outcomes
  - Enrollment Management
  - Campus Community
  - Financial Performance

| Strategic Objectives By Category | Low 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | High 10 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Enhance Educational Outcomes** | | | | | | | | | | | |
| a. Stress Mitigation (self-directed fitness / Open Recreation) | | | X | | | | | | | O | |
| b. Leadership Development (intramurals, clubs & nature bound) | | | | X | | | | | | O | |
| c. Professional Development (student employment) | | | | X | | | | | O | | |
| d. Long-term Financial Stability (fundraising) | | | | X | | | O | | | | |
| e. Wellness Education / Life-long Skills | | | | | | | X | | | O | |

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# Outline a Preliminary Solution

- Rules of thumb
  - 8.5 to 10.5 gsf per Student
    - Small Residential Campuses Are Higher
    - Large, Urban Non-traditional Campuses Are Lower
  - Add 1 to 1.5 gsf per Employee
  - Add 5 to 7.5 gsf per Alumni / Community Member
  - Add for Non-redundant Academic & Athletic Spaces
  - Subtract Usable Existing Spaces but Consider Sport Clubs & Efficiency of Existing Space

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# Outline a Preliminary Solution

- Rules of thumb
  - Weight & Fitness = 1 Net sf per Student
    - Gender mix
    - Commuter mix
  - Group Exercise  = .5 Net sf per Student
    - Adjust for sport club and passive recreation use
    - Gender mix
  - Wellness & Social Spaces are additional

# Outline a Preliminary Solution

- Sample Program

| Program Elements | Quantity | Unit NASF | Total NASF |
|---|---|---|---|
| **Gymnasiums** | | | |
| Four Court Gymnasium - 94 ft courts | 0 | 27,500 | 0 |
| Four Court Gymnasium - 84 ft courts | 0 | 24,500 | 0 |
| Four Court Gymnasium - 74 ft courts | 0 | 19,500 | 0 |
| Four Court Gymnasium Storage | 0 | 400 | 0 |
| Three Court Gymnasium - 94 ft courts | 0 | 20,300 | 0 |
| Three Court Gymnasium - 84 x 50 ft courts | 1 | 19,500 | 19,500 |
| Three Court Gymnasium - 74 ft courts | 0 | 13,500 | 0 |
| Three Court Gymnasium Storage | 1 | 400 | 400 |
| Two Court Gymnasium - 94 ft courts | 0 | 15,000 | 0 |
| Two Court Gymnasium - 84 x 50 ft courts | 1 | 12,500 | 12,500 |
| Two Court Gymnasium - 74 ft courts (w/1 94 ft ct) | 0 | 10,152 | 0 |
| Two Court Gymnasium Storage | 1 | 300 | 300 |
| MAC Gymnasium (1 court) | 1 | 7,880 | 7,880 |
| MAC Gymnasium Storage | 1 | 350 | 350 |
| MAC Seating (flexible in circulation) | 200 | 5 | 1,000 |
| Elevated Jogging Track | 1 | 7,500 | 7,500 |
| Subtotal - Gymnasiums | | | 49,430 |

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# Project the Benefits / Outcomes

- Those O's on SAV worksheet closest to 10

| Strategic Objectives By Category | Low 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | High 10 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **I. Enhance Educational Outcomes** | | | | | | | | | | | |
| a. Stress Mitigation (self-directed fitness / Open Recreation) | | | X | | | | | | | | O |
| b. Leadership Development (intramurals, clubs & nature bound) | | | | X | | | | | | O | |
| d. Long-term Financial Stability (fundraising) | | | | X | | | O | | | | |
| e. Wellness Education / Life-long Skills | | | | | | | X | | | O | |

# Consequences of Inaction

- Largest gaps in SAV remain

| Strategic Objectives By Category | Low 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | High 10 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **I. Enhance Educational Outcomes** | | | | | | | | | | | |
| a. Stress Mitigation (self-directed fitness / Open Recreation) | | | X | | | | | | | O | |
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| d. Long-term Financial Stability (fundraising) | | | | X | | | O | | | | |

# Consequences of Inaction

- The importance of understanding marginalized populations
  - Body Conscious
  - Older Faculty / Staff
  - Unskilled / Unfit

# Benefits of this Process

- Inexpensive
- Takes burden away from the need for precision
- Allows initiative to evolve into a project with many questions unanswered

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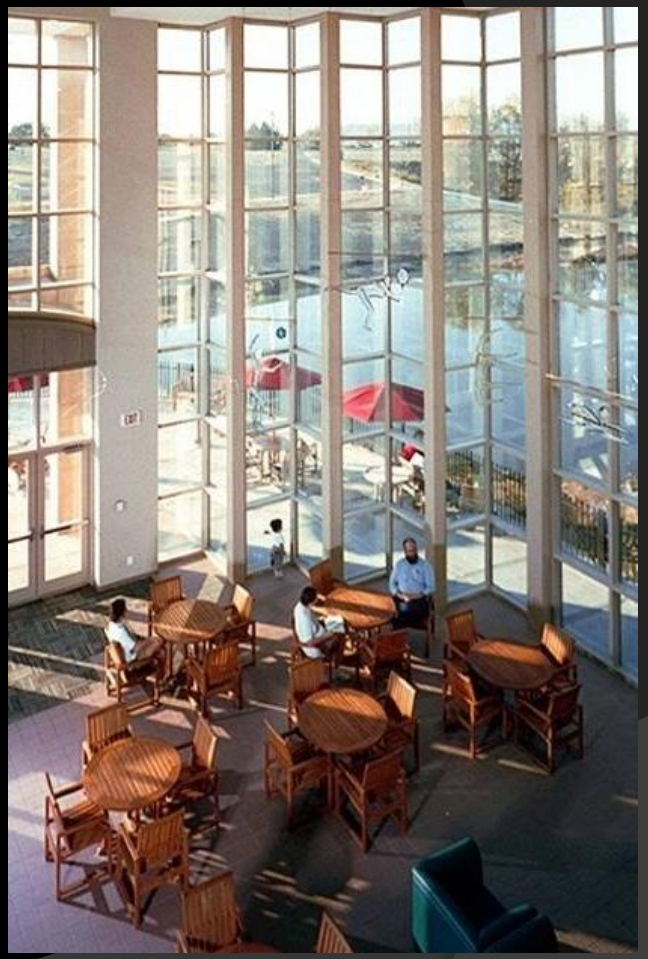
# Responding to demand

- Programming is the iterative process of seeking, defining and documenting the problems that must be solved by the project's design team.



# Developing the case

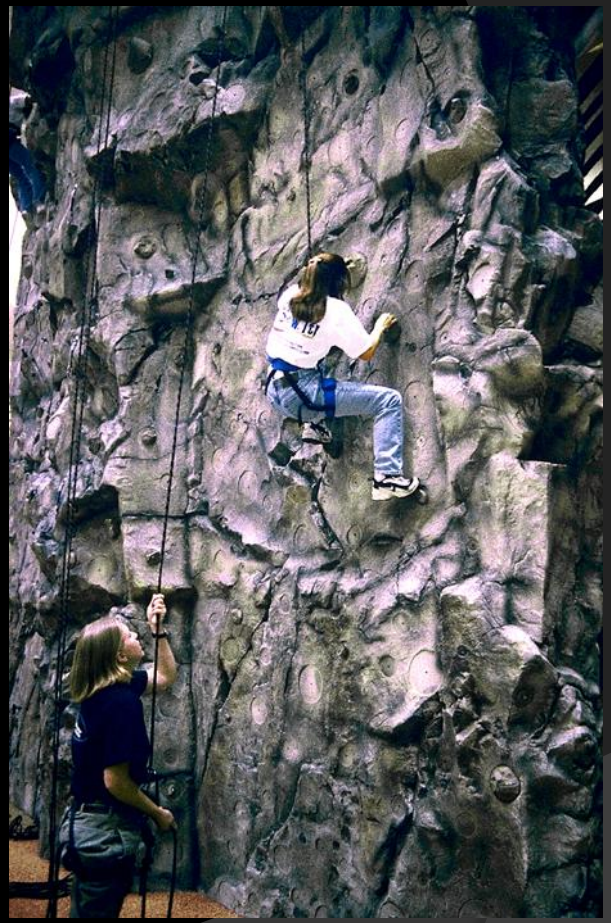
- Reconciling existing performance with targeted outcomes
  - Analyzing patron count
    - Peak times (September & January)
    - Trends in usage (drop-offs, etc.)
  - Differences from rules of thumb based on demographics
    - Larger female population = more cardio & group ex.
    - Larger male population =  more weights & court space

# Responding to demand

- Depth to Breadth Ratio
  - Low ratio – core use
    - Weight and fitness
    - Lap swimming
    - Indoor walking / jogging
  - High ratio – recreational use
    - Climbing wall
    - Racquetball / squash
    - Leisure swimming / whirlpool

# Responding to demand

- How to measure depth & breadth
  - Student survey preferences
    - Activity
    - Time of day
    - Users per week
  - Translate survey responses to demand
    - Demand based programming



# Responding to demand

- Demand Based Programming
  - Priority Reconciliation

| | Activity | Priority Category | Peak Accommodation | | | Space Type | Peak Demand | Space Allocation Based on Prioritization of Demand | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 1 | Cardiovascular Equipment | first | 75% | to | 85% | Sq. Ft. | 14,623 | 11,000 | to | 12,400 |
| 2 | Free Weights | first | 75% | to | 85% | Sq. Ft. | 14,702 | 11,000 | to | 12,500 |
| 3 | Weight Machines (Selectorized) | first | 75% | to | 85% | Sq. Ft. | 13,567 | 10,200 | to | 11,500 |
| 4 | Group Fitness | second | 55% | to | 65% | Sq. Ft. | 15,146 | 8,300 | to | 9,800 |
| 5 | Mind Body Instructional Classes | second | 55% | to | 65% | Sq. Ft. | 15,868 | 8,700 | to | 10,300 |
| 6 | Indoor Sauna | second | 55% | to | 65% | Sq. Ft. | 1,577 | 900 | to | 1,000 |
| 7 | Indoor Leisure Pool | second | 55% | to | 65% | Sq. Ft. | 23,951 | 13,200 | to | 15,600 |
| 8 | Indoor Jogging or Walking | third | 40% | to | 50% | Sq. Ft. | 8,690 | 3,500 | to | 4,300 |
| 9 | Outdoor Hot Tub | third | 40% | to | 50% | Sq. Ft. | 1,945 | 800 | to | 1,000 |
| 10 | Outdoor Leisure Pool | third | 40% | to | 50% | Sq. Ft. | 21,538 | 8,600 | to | 10,800 |
| 11 | Indoor Lap Swimming | third | 40% | to | 50% | Lanes | 23 | 9 | to | 12 |
| 12 | Climbing / Bouldering Wall | third | 40% | to | 50% | # of ropes | 94 | 38 | to | 47 |

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# Responding to operating considerations

- Areas of Responsibility

1. Fitness Programming
2. Wellness Programming
3. FF&E
4. Marketing Plan & Strategy
5. Customer / Membership Services
6. Student Development & Learning Outcomes
7. Facility Management-Part 1
8. Facility Management -Part 2
9. Risk Management & Safety Education
10. Sustainability
11. Corporate Sponsorships & Development
12. Intramural Sports
13. Club Sports
14. Outdoor Pursuits & Experiential Learning
15. Aquatic Programming
16. Aquatic Operations
17. Succession Planning & Staff Development
18. Financial Reporting & Budgeting
19. Adaptive Recreation
20. Family/Children Programs
21. Summer camps
22. Business planning
23. Research & Assessment
24. Instructional Programs
25. Special Events & Promotions
26. Leadership
27. Equipment Maintenance
28. Merchandising\
29. Evaluations & Surveys

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# Responding to operating considerations

- Key factors to consider
  - Cost
  - Revenue
  - Role of technology
  - Level of precision

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# Detail programming

- Components of a typical program
  - Weight & fitness
  - Group exercise
  - Court space
  - Pool
  - Climbing wall
  - Indoor walk / jog track
  - Lobby
  - Juice bar
  - Storage
  - Pro shop
  - Locker rooms
  - Wellness space

# Detail programming

- Components of a typical program document

I. Introduction
II. Project Objectives
III. Design Philosophy and Prioritization of Program Elements
IV. Site Requirements
V. Outline Program Statement
VI. Functional Relationships
VII. Program Element Data Sheets and Index
VIII. Non-Assignable Program and Miscellaneous Requirements
IX. Building Design Criteria

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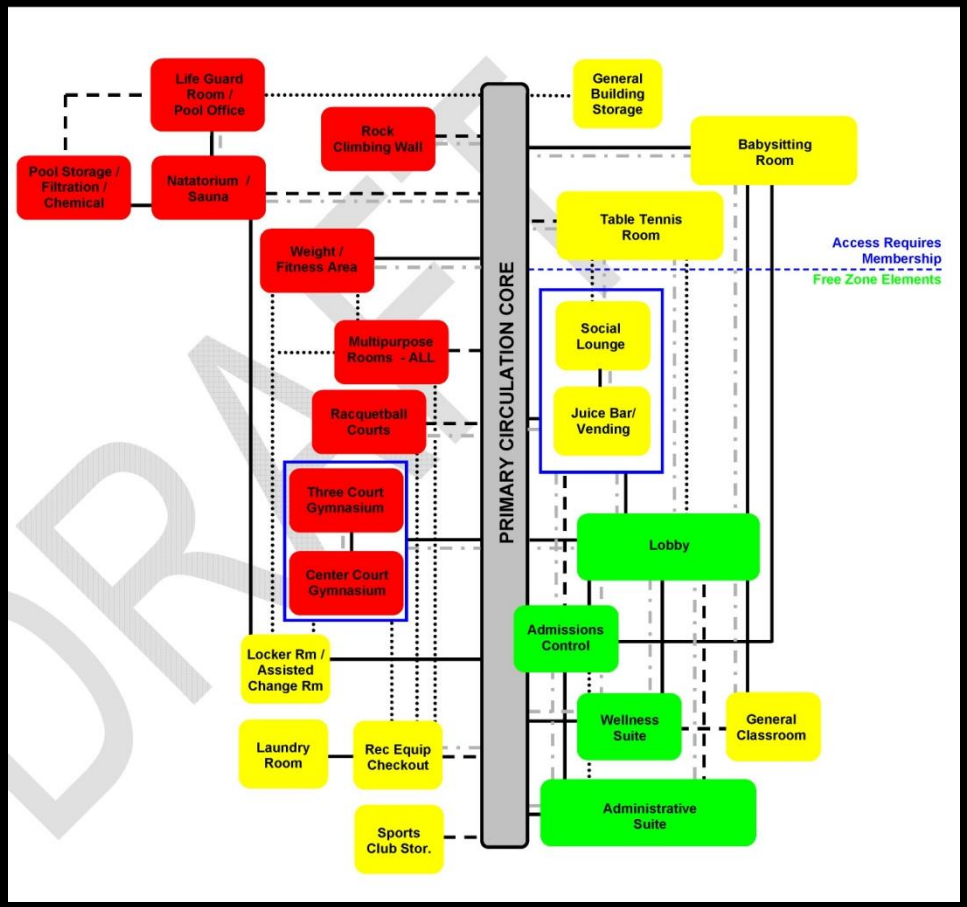
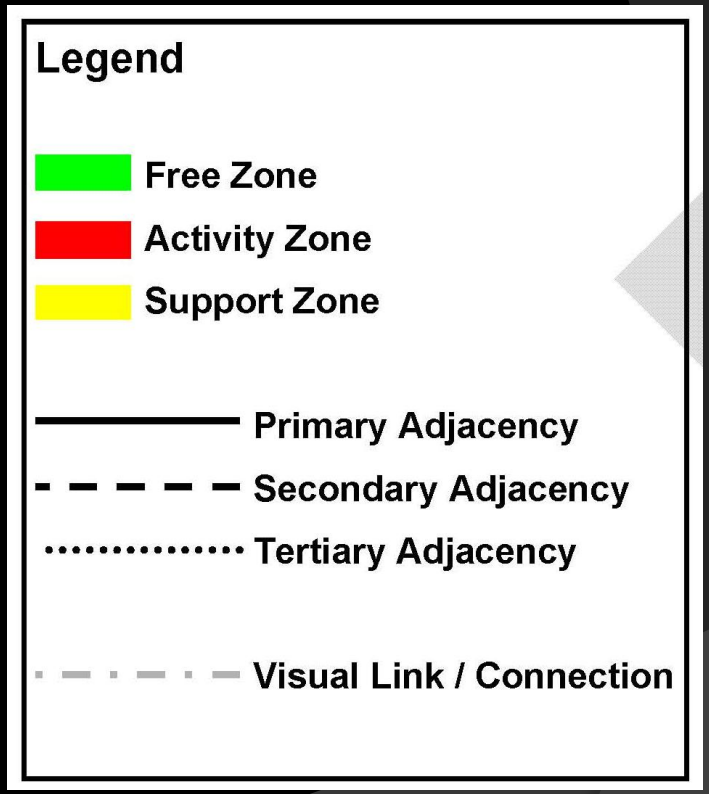
# Detail programming

- Adjacencies / relationships

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# Detail programming

- Adjacencies / relationships

| Zone | No. | Program Element | 0 Primary Circulation Core | 1 Lobby | 2 Lounge | 3 Juice Bar | 4 General Classroom | 5 Admissions Control | 6 Administrative Suite | 7 Wellness Suite | 8 Climbing Wall | 9 Weight/Fitness Area | 10 Three Court Gymnasium | 11 Center Court (MAC) | 12 Racquetball Courts | 13 Multipurpose Rooms | 14 Elevated Jogging Track | 15 Locker Rooms | 16 Swimming Pool | 17 Sauna | 18 Life Guard Room / Pool Office | 19 Pool Storage | 20 Rec Equipment Checkout | 21 Table Tennis Room | 22 Laundry Room | 23 General Building Storage/Loading | 24 Babysitting Room | 25 Sports Club and League Storage | 26 Building Exterior | No. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 0 | Primary Circulation Core | | H | H | H | H | H | M | M | H | H | H | | | M | | H | H | | L | | M | M | | | H | | H | 0 |
| F | 1 | Lobby | 1 | | H | M | H | H | M | M | | | | | | | | | | | | | | | | | H | | | 1 |
| F | 2 | Lounge | 1 | 1 | | H | | M | | | | | | | | | | | | | | | | | | | | | | 2 |
| F | 3 | Juice Bar | 2 | 1 | 1 | | | L | | | | | | | | | | | | | | | | | | | | | | 3 |
| F | 4 | General Classroom | | 1 | | | | | | | | | | | | | | | | | | | | | | | | | L | 4 |
| F | 5 | Admissions Control | 1 | 1 | 2 | 2 | | | | | M | | | | | | | L | L | | | | M | | | | L | | M | 5 |
| F | 6 | Administrative Suite | 1 | 2 | | | | 1 | | M | | | | | | | | | | | | | | | | | | | M | 6 |
| F | 7 | Wellness Suite | | 1 | | | 2 | 3 | 3 | | | | | | | | | | | | | | | | | | | | M | 7 |
| A | 8 | Climbing Wall | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | H | 8 |
| A | 9 | Weight/Fitness Area | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | 9 |
| A | 10 | Three Court Gymnasium | 1 | | | | | | | | | | | H | | | H | L | | | | | L | | | | | | | 10 |
| A | 11 | Center Court (MAC) | 1 | | | | | | | | | | 1 | | | | | | | | | | L | | | | | | | 11 |
| A | 12 | Racquetball Courts | | | 3 | | | | | | | | | | | | | L | | | | | | | | | | | | 12 |
| A | 13 | Multipurpose Rooms | 2 | | | | | | | | | 3 | | | | | | L | | | | | L | | | | | | | 13 |
| A | 14 | Elevated Jogging Track | | | | | | | | | | | | | | | | | | | | | | | | | | | H | 14 |
| A | 15 | Locker Rooms | 1 | | | | | | | | | 3 | | | | 3 | | | H | H | | | | | L | | | | | 15 |
| A | 16 | Swimming Pool | 2 | | | | | | | | | | | | | | | 1 | | H | H | H | | | | | | | | 16 |
| A | 17 | Sauna | | | | | | | | | | | | | | | | 2 | 1 | | | | | | | | | | | 17 |
| A | 18 | Life Guard Room / Pool Office | | | | | | | | | | | | | | | | | 1 | | | L | | | | | | | | 18 |
| A | 19 | Pool Storage | | | | | | | | | | | | | | | | | 1 | | 2 | | | | | | | | H | 19 |
| | 20 | Rec Equipment Checkout | 2 | | | | | | | | | | 2 | 2 | | 3 | | | | | | | | M | H | | | | | 20 |
| | 21 | Table Tennis Room | 2 | 3 | 3 | | | | | | | | | | | | | | | | | | 3 | | | | | | L | 21 |
| | 22 | Laundry Room | | | | | | | | | | | | | | | | | | | | | 1 | | | | | | L | 22 |
| | 23 | General Building Storage/Loading | | | | | | | | | | | | | | | | | | | | | | | | | | | M | 23 |
| A | 24 | Babysitting Room | 1 | 1 | | | | 1 | | | | | | | | | | | | | | | | | | | | | L | 24 |
| | 25 | Sports Club and League Storage | | | | | | | | | | | | | | | | | | | | | | 2 | 2 | 2 | | | H | 25 |
| | 26 | Building Exterior | 2 | 1 | 2 | | 2 | | 2 | 2 | 2 | 1 | 1 | | | 1 | 1 | | 1 | | | 1 | | | | 2 | 3 | 2 | | 26 |
| Zone | No. | Program Element | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | No. |

**LEGEND**

***Zone Designations (first column)***

A Access only from Activity Zone. The Activity Zone is restricted to students, fee-paying members, building staff and contract users only and access may restricted to a specific recreational usage schedule

F Access only from Free Zone or outside building envelope. The Free Zone is open to the campus population and authorized visitors during all building operating hours

***Adjacency Requirements (lower left matrix)***

1 Primary Adjacency Required: Spaces shall be immediately adjacent and allow direct circulation between them

2 Secondary Adjacency Required: Spaces shall have no other program elements or required circulation spaces between them

3 Tertiary Adjacency Required: Spaces shall be in the same general building area and allow circulation between them through no more than approximately sixty feet of horizontal circulation or one story of vertical circulation

Shading indicates that there shall be a visual link through a window or open vista between spaces

***Hierarchy of Adjacency Requirements (upper right matrix)***

H High priority: Requirement must be met for building to properly fulfill its purpose

M Medium priority: Although not critical to building performance, requirement should be met to the extent physically possible

L Low priority: Requirement should be met but shall be considered secondary to other aesthetic, functional and technical considerations

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# Wrap-Up

- Project development should be carefully integrated with an approval process strategy
- Business plan and operational considerations once the concept is endorsed
- Be rigorous with your requirements without being prescriptive about design solutions

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How to get the program right

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