

Educational Facility Planner

University of California, Los Angeles
March, 1973

Class Specifications - F.20

Principal Educational Facility Planner - 6961

Senior Educational Facility Planner - 6962

Educational Facility Planner - 6963

SERIES CONCEPT

Educational Facility Planners conduct and coordinate the analysis and review of building space and equipment needs, allocations, cost, and priority; and perform other related duties as required.

Incumbents are assigned responsibility for coordination of the preliminary planning and programming phases of construction projects for both new construction and major alterations; provide technical information and advice on building space needs, utilization, and standards to committees of current or prospective occupants who recommend or determine building needs and priorities; act as building space planning and programming liaison officers and coordinators in relationships with academic and administrative committees and staff members; prepare and/or review and recommend action on Project Planning Guides; supervise preparation of and/or review periodic and special reports, such as facilities surveys and building capacity analyses; supervise preparation of and/or review documentation supporting annual major and minor capital improvement programs; coordinate preparation of special studies requested by University, state and federal levels of authority on various aspects of educational facilities programming and utilization; and prepare and/or recommend new or revised building space allocation standards, reflecting changing requirements for educational facilities utilization.

CLASS CONCEPTS

Principal Educational Facility Planner

Under general direction, incumbents assist a campus or University-wide administrator in planning, organizing, supervising, and/or performing the work of a professional staff engaged in the building space planning, programming, and funding aspects of the University's construction program; represent the officer to whom they are responsible at meetings and conferences involving campus, University, state and federal levels of authority in matters related to building space planning, programming, funding and utilization; and carry major responsibility for University capital outlay programs in relationships with University and governmental committees and staff members, as a principal assistant to the administrative officer in charge.

Examples of assignments allocated to this level of difficulty and responsibility are:

Educational facility planner at the University-wide or campus level of review, responsible for developing new and revised building space allocation and utilization standards for application on general campuses and obtaining acceptance from University and state agencies concerned.

Educational facility planner at the University-wide or campus level of review, responsible for providing technical advice and consultation to campus, University, and state officers in the review, analysis and development of medical and health science programs and projects and for developing and improving building space allocation standards for medical and health science activities.

Principal assistant to the University Educational Facility Planner, reviewing campus building programs, projects, and presentations, for building space allocation and utilization aspects and related fiscal considerations; and representing University and campus needs at various state levels of review and authorization.

Senior Educational Facility Planner

Under general direction, incumbents assist a campus or University-wide administrator in planning, organizing, supervising, and/or performing the work of a professional staff engaged in the building space planning, programming, and funding aspects of the University's construction program; represent the officer to whom they are responsible at meetings and conferences involving campus, University, state and federal levels of authority in matters related to building space planning, programming, funding, and utilization; and carry major responsibility for University capital outlay programs in relationships with University and governmental committees and staff members, as a senior assistant to the administrative officer in charge.

Senior level assignments typically carry responsibility for the supervision of Senior Facility Requirements Analysts and/or Facility Requirements Analysts. Non-supervisory assignments at the senior level are reserved for technical specialists, who are widely recognized and consulted by University staff members for their expert knowledge of educational facilities planning, programming, and utilization.

Examples of assignments allocated to this level of difficulty and responsibility are:

Supervisor of a professional staff engaged in the building space planning, programming, and funding aspects of the campus physical planning and construction activity.

Technical specialist, advisor and consultant on building space planning, programming, funding and utilization, to campus and/or University-wide administrative officers and committees, with responsibility for assembling and evaluating information and preparing reports with respect to new and revised concepts of building space allocation standards and utilization, for possible University application.

Educational Facility Planner

Under direction, incumbents assist a campus or University-wide administrator engaged in the building space planning, programming, and funding aspects of the University's construction program; represent the officer to whom they are responsible at meetings and conferences involving campus, University, state and federal levels of authority in matters related to building space planning, programming, funding and utilization; and carry major responsibility for University governmental committees and staff members, as a senior assistant to the administrative officer in charge.

Assignments at this level typically do not carry responsibility for supervision of other professional staff members. In a campus organization, this level is used where the volume and complexity of the capital outlay program is such that one position of Education Facility Planner meets the campus needs. It may also be used as a supervisory class in a campus or University-wide organizational unit where the incumbent is expected to progress to Senior Educational Facility Planner, after having demonstrated the ability to carry the responsibilities identified with the senior level.

Examples of assignments allocated to this level of difficulty and responsibility are:

Educational facility planner engaged in the building space planning, programming, and funding aspects of the campus physical planning and construction activity.

Educational facility planner engaged in the program of preparing and/or reviewing campus proposals and presentations related to federal grants for construction of educational facilities, coordinating campus and University-wide work flow and maintaining liaison with federal granting agencies.

Educational facility planner engaged in the program of preparing and/or reviewing campus proposals and presentations related to state and federal funding of movable equipment and minor capital improvement programs.

MINIMUM QUALIFICATIONS

Graduation from college with major work in architecture, planning, education or business administration, or industrial engineering and six years of experience in building planning, of which three years shall have involved responsible duties in supervising and directing such a program for a college or university; or an equivalent combination of education and experience.

Senior Educational Facility Planner

Graduation from college with major work in architecture, planning, education or business administration, or industrial engineering and five years of experience in building planning, of which two years shall have involved responsible duties in supervising and directing such a program for a college or university; or an equivalent combination of education and experience.

Educational Facility Planner

Graduation from college with major work in architecture, planning, education or business administration, or industrial engineering and four years of experience in building planning of which one year shall have involved responsible duties in performing such a program for a college or university; or an equivalent combination of education and experience.