TO: The Academic Senate

FROM: The Committee on Budget and Resource Allocation (COBRA)

SUBJECT: 17-18 COBRA 2: Status Update on the CORE Building

PURPOSE: For Information to the Academic Senate

Background
The Executive Committee of the Academic Senate charged COBRA with providing a written report with recommendations with respect to the proposal for the CORE Building by the end of January 2018. COBRA gathered all information available at that time, discussed the issue at its December 13th 2017 meeting, and submitted a written report (17-18 – COBRA 1) that was on the Executive Committee’s agenda on January 16th 2018. The report included the background and history of the CORE Building, status of the project at that time, concerns expressed by the campus community, and recommendations based on the review of the materials presented to COBRA by the CFO.

At the January 16th 2018 Executive Committee meeting action was deferred on 17 – 18 - COBRA 1) until the report from the Ad Hoc Committee on Sustainability on the CORE Building was received. That report (17 – 18 - CAHS 1), along with 17 – 18 – COBRA 1, were on the Executive Committee’s agenda on January 30th 2018. At that meeting it was noted that there had been new developments with respect to the CORE Building and an update would be provided to COBRA by the Provost and the CFO. Given this, the Executive Committee referred 17 – 18 – COBRA 1 back to COBRA to determine what actions to recommend once it had received and reviewed the new developments.

Prior to COBRA’s next scheduled meeting post the referral from the Executive Committee on 1/30/2018, the Academic Senate Chair on February 9th 2018 sought clarification from the Provost and CFO on a number of points of clarification on the CORE Building a number of which were embedded in the recommendations in 17 – 18 – COBRA 1. The Provost and CFO submitted a written report that was shared via email with the Executive Committee (see Attachment A) and acknowledged at the February 13th 2018 Executive Committee meeting. This report was provided to COBRA (it was on COBRA’s agenda for its February 14th 2018 meeting). Also on COBRA’s agenda for the February 14th 2018 meeting, was an update from the CORE Building Design Team.

Action Requested:
For Information to the Academic Senate
The Design Team hosted a ‘pop-up show’ that comprised a series of large poster-sized visual renderings of the massing design of the CORE Building on January 23rd 2018 at several campus locations. Faculty and student comments were invited with most visitors to the display being students. It was reported to COBRA that while some faculty members attended, the announcement of the event did not reach the wider faculty community and as such faculty engagement was limited.

At the COBRA February 14th 2018 meeting the written response from the Provost and CFO to the Academic Senate Chair was discussed. This report did clarify some questions raised on 17 – 18 – COBRA 1 around the project’s time line, opportunities for input from the campus community, as well as constraints related to escalation costs and the possibility of losing the bond monies if Chancellor’s Office set deadlines aren’t met. The report from the CORE Design Team is attached (see Attachment B) and provided renderings of the building’s location, its physical footprint, façade, and general floor plans. A number of questions and discussion points arose from the report that relate to the project’s design, opportunities for input from the campus community, and parameters related to the scope and potential for changes to the CORE Building design as the project moves forward. These are summarized below.

1. As reported in 17 – 18 – COBRA 1, elements of the project such as location, massing, size are largely fixed (it seems unlikely any of this will change).
2. The renderings and plans presented were guided by the Programing Document (Attachment B) that was developed through the consultation process that began in early 2017 (see 17 – 18 – COBRA 1 for a summary). The Programming Document outlines the types of space required for the various functions (e.g., quiet areas, study rooms) needed and the relative percentage allocation of the space for those functions.
3. The proposed design has also been guided by (and also constrained by) the budget for the project as well as addressing regulatory requirements and a zero net-energy building.
4. The design has also been guided by input from the CORE Building User Group that includes representatives from the Library.
5. Some features have been revised/added based on feedback from the “Pop-Ups” that were displayed around campus in January.
6. Some design elements are included as possible alternatives, costs and budget permitting (e.g., walkway).
7. Any recommended changes to design and/or function have to be considered in light of the cost, the degree to which they fall within or outside of the Programming Document, and the project timeline.
8. In order to not compromise the decision by the Chancellor’s Office to fund the project, the proposed design and function (programming) has to be submitted by February 27th 2018. This is in order to be on the Board of Trustees’ (BOT) May agenda. Recommendations based on having reviewed the attached renderings (Attachment C) and the Programming Document (Attachment B) can be submitted to Sharon Chen-Bateman, Planning, Design, and Construction, Facilities Development and Operations.
9. Once approved by the BOT (this would include the general design and the intended programming for the building), detailed plans will be drawn up and at this point any change
would need to fall within the scope of the approved design and Programming Document (and budget). Recommendations can still be made by the campus community, but would be constrained by these documents as well as the budget.

10. The design team will work on getting a web site for the CORE Building that would include all the various documents related to planning and design and timeline.

**COBRA Recommendations**

Based on the information summarized above and the current stated timeline, COBRA recommends:

1. Ex Com forward ALL relevant documents (17-18 COBRA 1, 17-18 COBRA 2 and Attachments A – C) to the Academic Senate as information items as a matter of urgency. This would allow the wider academic community to be updated on the CORE Building’s progress and allow for input as the project moves forward.

2. The Design Team, in collaboration with the Interim AVP of Facilities Management and Operations, as a matter of urgency given the time line, post the most updated design information on the CORE Building to an appropriate web page and make this known to the campus. The web page should also allow for comment and feedback within appropriate regulatory, budgetary and time constraints so that the Design Team can benefit from any productive input as the design moves forward.
MEMORANDUM

To: Mark Karplus
   Chair, Academic Senate

From: Edward S. Inch
       Provost & Vice President, Academic Affairs

Debbie Chaw
Vice President, Administration and Finance

Re: Response to CORE Building Questions

Date: 13 February 2018

We are writing to provide the information you requested in your e-mail of February 9, 2018. Please let us know if you have any follow-up questions or would like any additional information. The questions and answers follow:

1. Under the current timeline to seek CSU Board of Trustees review and approval of the schematic design in May 2018, what is the latest date that COBRA or the Academic Senate can provide recommendations that might realistically effect change?

Until the final drawings are submitted there are opportunities to make changes. Realistically, the opportunity closes by the May Board of Trustees meeting.

By way of review, the design process for the CORE has moved through three phases thus far:

- **Phase I: Service and Operational Model (April-May 2017)**. This phase focused on the “What and How” of the project and involved multiple focus groups, workshops, and surveys. The input during this phase focused on campus priorities and programs. The feedback helped focus the ongoing conversation and design of the building.

- **Phase II: Programming (May-June 2017)**. This phase focused on the “Where” part of the project and worked to align the priorities developed in the first phase with the available space while ensuring that the operational needs and services were addressed.

- **Phase III: Design (In progress)**. We are currently in this phase. The design part of the project involves working with the campus priorities identified in the first two phases and aligning them with federal, state, and local building codes along with CSU requirements for construction.
During the first two phases, focus groups, workshops, surveys and other presentations afforded the greatest opportunities for input that could shape the programs and services in the final design. The architects were hired for their expertise in developing a working plan that combines the campus program priorities within building requirements and budget. However, continuing input about the design can affect the final project until the drawings are prepared for final submission. The recent “pop-ups” during January, for instance, yielded important feedback that is being considered.

2. What would be the process by which the current timeline could be extended to allow for greater faculty consultation?

The process has been extended to the May board meeting. Beyond that, we would need to suspend our request for funds to allow other system projects to move forward. Then, at some future date we could reapply for funding under a new capital construction bond. At this time, it is not known when that will be issued.

3. What would you see as the advantages or drawbacks of such an extension?

The most significant drawback is the loss of opportunity to build a facility to better support students with additional study space, better collaboration and innovation spaces in a building designed to remain viable following a major earthquake. The current structure does not meet those needs.

4. In leading the CORE Building Project, to what extent have you adhered to or plan to adhere to 13-14 COBRA 4 amended: Consulting Faculty on Building Development and Use?

We plan to continue to adhere to the two action items outlined in the document: 1) consult with the faculty at appropriate stages as determined by COBRA and 2) work with COBRA to ensure that appropriate faculty representation is provided.

5. I request that you provide COBRA the latest design plans, if possible, in time for their meeting on February 14.

Administration and Finance is scheduled to present them at the COBRA meeting.

6. Please clarify the status of the existing library and plans for the main building and annex in the future.

The Annex will be seismically retrofitted to house part of the physical collection. Also, the existing library structure will house any of the remaining collection as needed for the time being until a long-term strategy is developed.

7. Please review the Background & History and Status sections of the COBRA Report and identify any significant inaccuracies.

Here are the most significant clarifications:
The $82M projection represents the cost of seismically retrofitting the existing structure without any changes to the existing program. However, that figure does not include the cost of modifying spaces to meet program priorities: collaborative study spaces, more individual seating, increased student spaces and services. The estimate to fit the program priorities into the existing structure with seismic retrofitting is $198M.

The report states that the design process began in September 2017. The process actually began in April with Phase I: Service and Operation Model and Phase II: Programming. During these two phases, the Core Team, including representatives of the faculty and administration, worked with consultants to elicit feedback from multiple constituencies using various tools including focus groups, workshops, surveys and forums to decide the program for the building.

The current phase focuses on how to “fit” the program prioritized by the campus into a building that meets the parameters of budget, need, and code. That process is ongoing. In January, the design team held a series of “pop-ups” around campus to get additional feedback.

The report claims there will be a significant reduction in the available shelf space to house books. That is not accurate. The CORE does not take away from the available, existing shelving space. However, the CORE on its own will not house the entire collection.

Under concerns, the report noted that the total square footage of CORE is inadequate to meet future operational needs. That is a relative term. The new building will increase space for student learning, which was identified as a priority during Phase I. In May, the library reported that to meet even current operational needs the building needed to be 245,160 square feet. The funding required for such a large structure far outstrips available resources and would mean delaying construction for the foreseeable future.

The report suggests that there will be a reduction in available shelving for hard copy books. However, it does not include shelving that is available in the existing library and Annex. If, at some point, the existing facility is demolished, we can decide where and how the physical collection can be housed including the possibility of an automated book retrieval system recommended by the Library Dean.

The report reads as though there is a tradeoff between physical and digital materials. That is not accurate. Library Dean Wenzler indicated that the existing mix of digital vs. physical collection will not change because of the new building. However, it is possible that as demand for digital resources grows (the current trend) the library will have to decide how to meet student and faculty needs and may increase its digital collection. The report suggests that we should focus on buying more physical as opposed to digital resources. That is not part of the library’s current plan and would not be related to a new building.

I am unclear what operational function needs are lost as suggested in #5. Phase I of the process was intended to identify the operational functions and the architects have been tasked with achieving those goals. I presume COBRA can help us work with the architects to provide feedback regarding this concern.

Please let us know if you have any additional questions or need any clarification.
"Information is not knowledge. More students receive their news through social media and what can be found on the web than any other place. The CORE is a place to challenge, understand, and develop knowledge based on the rigor of academic inquiry."

*Vision Statement for the future CORE building developed by the President’s Cabinet draft vision and validated through a shared governance process*
The CORE is a place to challenge, understand, and develop knowledge based on the rigor of academic inquiry. More students receive their news through social media and what can be found on the web than any other place.

Vision Statement for the future CORE building developed by the President's Cabinet draft vision and validated through a shared governance process.
Acknowledgements

Executive Team
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Jack Davis, Educational Psychology
Jed DeVargo, Economics
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Matt Johnson, Computer Science
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Dasha Ortenberg, Anderson-Brulé Architects

Thank you to all the stakeholders who participated in the process - your input and hard work were invaluable!
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EXECUTIVE SUMMARY
Executive Summary

Overview & Background

California State University at East Bay (CSU EB) identified the need for an updated and modernized library as a key need to support student success. A feasibility study was completed in 2016 that determined that the seismic retrofit and remodel of the existing library would exceed the costs of a new library. The University saw this opportunity to build a new facility framed by a vision for services to support student success with a more holistic and future focus. The University developed a framework for a new type of facility that would be the hub of campus academic and social life. It would be more than a library – a new model to support academic success.

This building working title is the CORE to differentiate and emphasize this new approach. It was clear that a new model needs to be carefully considered including insight and validation of the new direction from the campus community. The President’s Cabinet draft vision for the future CORE building was validated through a shared governance process and informed at each step of the process. The overall vision statement is the following:

“Information is not knowledge. More students receive their news through social media and what can be found on the web than any other place. The CORE is a place to challenge, understand, and develop knowledge based on the rigor of academic inquiry.”

Vision

This vision can be articulated in three components:

**Why**
Central to this project is the understanding that information is not knowledge. More students receive their news through social media and what can be found on the web than any other place. The CORE is a place to challenge, understand, and develop knowledge based on the rigor of academic inquiry.

**What**
The CORE is a launch pad for our students’ personal and professional success in a knowledge rich, technology enhanced, world. The CORE is a place where our students participate with their cohort, faculty, and community to create new methodologies and ways of thinking. The CORE is a home for a program that creates and facilitates positive, stress-relieving initiatives, activities and events. This center is where learning leaves the classroom and continues in community and grows to its ultimate application. This is where ideas mature and come to fruition.

**How**
The CORE is a new facility that builds connection within the campus community… our students, faculty, and staff. It encourages opportunities for learning and mentoring, developing models for student success and the creation of new knowledge.
Pre-Design Process

The next step in the process was to develop a service and operational model, and develop the program for the future building.

To effectively engage key stakeholders in refining the service and operational model and developing the architectural program for this new CORE building, the University embarked on a pre-design process. This effort followed a step-by-step map for planning the new facility.

The future project considered the defined budget established by the Feasibility Study. The University established a target building size based on the budget to not exceed 100,000 gross square feet. The timing for the project funding, the timing of the project’s development and the approval and decision making process were also considered in the planning.

The Pre-Design process was accomplished through a set of outreach events divided into two steps. The first was dedicated to the development of the Service and Operational Model. The second step was dedicated to the development of the Space Program for the future CORE building. Both steps followed a similar outreach process, as follow:

1. Focus Group with Deans and Chairs
2. Workshop with stakeholders
3. Library Focus Group (only for the programming part)
4. Online Survey
Service & Operational Model Construction

To support discussion and analysis during the outreach events, participants of the focus groups and the workshop session were presented the President’s Cabinet Vision for the future CORE as well as latest trends in higher education libraries.

**Trends**

**Visualization**
Spaces where we can view, sort, and filter information in new ways to identify trends, make connections and discover breakthroughs.

**Assistance**
Genius-bar lookalikes; staffed by the University’s cadre of uber-geeks; offer staff, faculty and students technology training, assistance and support.

**Production**
Digital sandboxes and flexible production spaces offer the ability to create high-end programming for the web, broadcast media, and your own personnel YouTube channel.

**Collaboration**
Active learning spaces, team breakout rooms and drop-in spots all provide an team learning, building and exploring environment.
Executive Summary

Trends (Cont.)

Study
Sometimes you just need somewhere quiet (or not so quiet) to sit down, relax and focus.

Support
Spaces between spaces provide opportunities for video walls, interactive displays, electronic signage and digital works of art to delight, inform and educate.

Access
Improving and easing access to resources and services to support student success.

Social Gathering / Community Building
Placemaking to increase interaction and developing relationship networks. Connecting people with their immediate community and beyond.

Experience / Lingering
Cultivating an environment that draws people in and encourages them to stay, increasing the opportunities for discovery and interaction.
As base for discussion, participants of the different outreach events were presented a service spectrum for higher education libraries. This graph was used throughout the entire Pre-Design Process to highlight the importance of flexibility of spaces. Since the future CORE building is limited to a maximum size of 100,000 gross square feet, it is essential to optimize the use of each space in the future building and to choose carefully what services will be provided.

The participants were asked to answer the following questions through a set of exercises:

**What services should be delivered through the CORE?**
- What services exist in the library now that should continue in the CORE?
- What services happen elsewhere on campus that should happen in the CORE?
- What other relevant services should happen in the CORE?

**How do you want to deliver these services?**
- For whom? By whom?
  - Who is responsible for resources and services within the CORE?
  - How will space utilization and scheduling be managed?
  - Which staff would be located in the CORE?
- When should services and resources be open and available?

The online survey was built on the information gathered during the focus groups and the workshop session. Its goal was to reach a larger population and confirm the results from the first outreach events.
Executive Summary

Service Themes

Stakeholder input revealed the following Service Themes:

• Library collection, resources, and books
• Tech resources and support
• Quiet spaces
• Café
• Reference and research help
• 24/7 Study spaces with technology
• Tutoring for student success
• Student collaboration spaces
• Meeting and working spaces
• Workshop spaces

• Feed people - community garden outside with community kitchen, with demonstration and food pantry inside
• CORE building as a hub to engage learning, encourage student interaction, share innovative practices
• Flexible space for diversity program and speaker series, possibility to broadcast
• Faculty spaces

Operational Themes

Stakeholder input revealed the following Operational Themes:

• Services should be built around student’s needs and schedule
• Offering 24/7 access or be open as much as possible
• Providing a place where students can live, learn, relax, study, and build community
• Expanding programs
  › Computer access
  › More quiet spaces
  › Exhibit areas
  › Shared event spaces
  › Tutoring
• Student spaces to reflect and share their knowledge
• Providing a place for student services that are not available elsewhere
• Bring together students, staff, and faculty, so that it is not just a “student” union
• Variety of spaces, open to all

• Flexible spaces that promote diversity and encourage collaboration between departments
• Place for open dialogue and communication
• 21st century building with innovative spaces
• Integrate library and other services in order to serve the entire campus
• Governance
  › The main operations will be governed by university staff and library staff
  › Neutral governance
  › The main operations should be governed based on what services are offered and who is served in the building
After analysis of the information gathered during the different outreach events, both on campus and through the online survey, the Service and Operational models were built, as seen below:

Several Service Themes emerged from the focus groups, workshops, and surveys. These themes are illustrated in the service model with a series of rings that highlight four general themes – Primary Library Services; Innovation, Learning, and Technology; Collaboration and Engagement; and Social Justice, Diversity, and Sustainability. A cross-section of these services is critical to student success. This collection of services also connects the students, staff, and faculty with one another and with the community beyond, through a process of infusion (teaching students about the community) and diffusion (providing services to the community).

The service model and operational model together served as metrics for developing and testing programmatic concepts.
Operational Model Description

The next step in the process was to develop the Operational Model, a strategy for how services would be delivered in the CORE building. One of the key operational themes was the natural activity and noise level of different service activities. The diagram below shows how the services and resources can be sorted along a spectrum of activity levels, grouping like with like. This operational strategy enables quiet space to be more reflective and also allows students in more active and collaborative areas to thrive on each other’s energy. For simplicity and clarity, the diagram only includes Core and Strongly Desired Services. Other prioritized services are listed below.

Desired
- Innovation Activities / Entrepreneurial Incubator
- Conference (Small, Medium, Large)
- Student/Faculty Meetings
- Quiet Study
- Relaxation and Meditation
- Community Connection
- Community Incubator

Debated
- Campus Events (Performance, Lectures, Speaker Series, Workshop/Forums)
- Food Pantry
- Community Gathering
- Extra Curricula Activities
- Mentoring Services
- Media Production
- Professional Development

Exterior Spaces
- Exterior Performance
- Exterior Social Activities (Large, Small/Intimate)
- Exterior Eating and Gathering
- Special Events
Additional Considerations

The stakeholders had several ideas for governance of the new CORE building, including leadership by:

- Library Faculty and Staff
- Library/Student (Shared Governance)
- Neutral Party Oversight (Shared Governance)

Ultimately the Core Team recommended that the Library Faculty and staff continue their leadership role for the CORE building.

The stakeholders also discussed hours of operation for the building. The stakeholders expressed a desire to have access and services available for extended hours or even 24/7, but also expressed concern about the ability and expense of staffing and securing the building during all of that time. The Core Team recommended that future steps explore limited access to selected areas of the CORE building during extended hours.

Other Service Needs

Services that will not have dedicated space in the CORE building, but may be accommodated at other locations on campus include:

- Academic Advising
- Career Advising
- Childcare
- Climbing Wall
- Gallery Exhibition Room
- Gaming Room
- Diversity Inclusion Center
  - Dedicated Club/Cohort Space
    (Clubs can still use shared spaces)
- Testing Service
- Welcome Center
  (not duplicated in the CORE)
Space Programming

The second phase of the Pre-Design process was the development of an architectural space program. The sequence of outreach events was similar to the first round. Outreach events consisted of two focus groups (with the Chairs and with the Deans) and a workshop. In addition, a focus group with library staff was held. The process ended with an online survey. Questions focused on the type of space required for each service, patterns of use, and service demand. Library staff specifically discussed collections and workspace strategies.

Space Allocation

In the current library, a majority of the space is dedicated to staff and collections. Both the Needs Assessment and Recommended Program shift this balance to include more flexible service area. This shift dramatically increases the amount of space that will be open to the entire campus and supports a variety of services and activities.

The Needs Assessment option directly represents the needs asserted by the University through the outreach and assessment process. The Recommended option balances these needs within the project constraints for the size of facility. It was developed based on the prioritization input gathered during outreach events and Core Team recommendations.

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Space Program Summary

Below is a subtotal breakdown of the needs assessment and recommended program for each key service area of the CORE building. The table also highlights the reader seating available in each area and the modifications made to achieve the target facility size.

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<td>107,171</td>
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Additional Building Program Recommendations

In order to meet the facility size goals for the project, not every desired space was included in the recommended program. If there was an opportunity to expand the facility size, it was recommended the following spaces be considered based on stakeholder input:

**First Tier: Innovation and Technology Space** (2,400 NSF)
- (1) Large Maker Space
- (1) Small Maker Space
- (1) Medium Technology Room
- (1) Production Studio

**Second Tier: Collaboration Space** (8,550 NSF)
- Add 216 seats to the Collaboration Zone
- Add 126 seats in Collaboration Rooms
Conclusion & Next Steps

Through the inclusive shared governance process and broad participation of the student, faculty, and staff this plan has been embraced by the campus community and was approved by the President's Cabinet on July 20, 2017. With this approval, the University has launched the architectural design process for the new CORE building as well as the fund development campaign for the CSU East Bay’s funding contribution to the project.

The information included in this report will become a measurement of success for the development of the architectural design and it frames the student experience envisioned with the completion of the new CORE building.
BACKGROUND
Introduction

California State University East Bay has been defining an approach for improvements to the existing library since 2006. Warren Hall and the Library were built at the same time. Warren Hall was removed due to seismic concerns, the Library is on the facilities project list. A feasibility study update was completed in 2016 that determined that the seismic retrofit and remodel of the existing library would exceed the costs of a new library. The University saw an opportunity to build a new building and to frame a future vision for services to support student success. Two potential sites were identified for consideration and the site for the CORE building was set at 100,000 SF. CORE is a working name for the project and not an official name for the building.

The next step was to refine the service and operational model, and develop the program for the future building. The current building is 200,000 SF (150,000 SF to be vacated). California State University East Bay will contribute at least 10 percent in the total cost.

The future project must consider the defined budget established by the Feasibility Study, the timing for the project funding, the timing of the project’s development and the approval and decision making process.

The University embarked on a Pre-Design process to effectively engage key stakeholders in refining the service and operational model and developing the architectural program for this new CORE building (as defined in the Cabinet’s visioning document). The effort followed a step-by-step map for planning the new facility.
Approach

The process was developed in collaboration with the President’s Cabinet. It defined a shared governance approach, involving key stakeholders in the development of the service and operational model and architectural program.

Methodology

A series of interactions with key stakeholders gathered input and developed the service and operational model, and the architectural program for this new CORE building to meet the University’s needs. This was accomplished through a series of facilitated interactions with stakeholders in a collaborative format. Below is a list of those interactions for each phase.

Outreach for Service and Operational Model:
1. Focus Group with the Deans and Associate Provost
2. Focus Group with the Chairs Council
3. Survey #1 for Faculty, Staff and Students
4. Stakeholder Workshop with Student, Faculty, Staff, and Alumni Representatives

Outreach for Programming:
1. Focus Group with the Deans and Associate Provost
2. Focus Group with the Chairs Council
3. Survey #2 for Faculty, Staff and Students
4. Stakeholder Workshop with Students, Faculty, Staff, and Alumni Representatives
5. Focus Group with Library Staff

Roles

Executive Team: Approval
Core Team: Development and Recommendation
Stakeholder Groups: Review, Input and Critique
**Process and Participants**

**Executive Team**
- President
- Cabinet

**Core Team**
- Facilities Development and Operations
- Dean of Library
- Library Representative (Staff)
- Chair of Academic Senate
- Vice Chair of Academic Senate
- Chief Information Officer (or designated representative)
- Student Affairs Representative
- ASI President (or designated representative)
- Executive Director, Alumni and Constituent Engagement
- VP for Administration and Finance

**Academic Senate and Standing Committees**

**Deans and Associate Provost**

**Chairs Council**

**Stakeholders**
- Student Representative(s)
- Alumni Representative(s)
- Faculty Representative(s)
- Staff Representative(s)

**University Community**

### WHAT + HOW

**SERVICE AND OPERATIONAL MODEL**

<table>
<thead>
<tr>
<th>Process and Participants</th>
<th>Exec Team Meeting #1: Approve Services</th>
<th>Exec Team Meeting #2: Finalize Program</th>
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</thead>
<tbody>
<tr>
<td>Executive Team</td>
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<td></td>
</tr>
<tr>
<td>Core Team</td>
<td></td>
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<tr>
<td>Academic Senate and Standing Committees</td>
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<tr>
<td>Deans and Associate Provost</td>
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<td>Chairs Council</td>
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<td>Stakeholders</td>
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<td>University Community</td>
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### WHERE

**PROGRAMMING**

<table>
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<tr>
<th>Process and Participants</th>
<th>Core Team #1: Prepare for Outreach</th>
<th>Core Team #2: Draft Program</th>
<th>Core Team #3: Finalize Program</th>
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<tbody>
<tr>
<td>Executive Team</td>
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<td>Core Team</td>
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<td>Academic Senate and Standing Committees</td>
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<td>University Community</td>
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</table>
Central to this project is the understanding that information is not knowledge. More students receive their news through social media and what can be found on the web than any other place. The CORE is a place to challenge, understand, and develop knowledge based on the rigor of academic inquiry.

- The online campus is growing. It includes almost 25% of CSUEB students and incorporates digital mentoring and interaction.
- CSUEB is launching a semester system in Fall 2018 which will be more project based and collaborative.
- At present, there is no other gathering place on campus for interdisciplinary and collaborative interactions to happen.
- It has been an ongoing challenge to connect students with campus community.
Why, What & How

What

The CORE is a launch pad for our students’ personal and professional success in a knowledge rich, technology enhanced world.

\(\) It will allow students to engage in the latest technology.
\(\) It will enhance digital literacy and provide the support system for students to learn.

The CORE is a place where our students participate with their cohort, faculty, and community to create new methodologies and ways of thinking.

\(\) It will be a one-stop shop for collaborative, interdisciplinary work.
\(\) It will be the campus learning commons with 24 hour access.

The CORE is a home for a program that creates and facilitates positive, stress-relieving initiatives, activities and events.

\(\) It will be the center for cultural dialogue.
\(\) It will be the center for reflection programs to help manage and reduce stress.

This center is where learning leaves the classroom and continues in the community and grows to its ultimate application. This is where ideas ferment and come to fruition.

\(\) The CORE will be the incubator for programs of innovation and entrepreneurship.
\(\) The CORE will foster ideation within creative spaces.

How (Process)

The CORE is a new facility that builds connection within the campus community… our students, faculty, and staff. It encourages opportunities for learning and mentoring, developing models for student success and the creation of new knowledge.

\(\) The process will engage key stakeholders.
\(\) Innovative thinking will determine service and operational model for the CORE.
\(\) The resulting service and operational model will create shared ownership on campus.
Within the vision for the CORE building, five service themes emerged. These themes provided additional framework to discuss the services that would be provided in the CORE building.

**Introduction**

**Learning To Learn**
- Learn digital literacy
- Augment existing university programs
- Enable access

**Learning To Evaluate**
- Allow students to engage tech and information
- Develop knowledge-based inquiry
- Enable virtual learning

**Learning To Engage**
- Enable implementation of knowledge
- Build community
- Create a sense of shared ownership

**Learning To Innovate**
- Create new knowledge and ways of understanding
- Core “engages us as a community to grapple with the world’s great issues and challenges in new and engaging ways”

**Learning To Reflect**
- Integration and assimilation of knowledge
- Introspection
- Stress-Relief
- Reverence
- Meditation
04 TRENDS
Overview

To support the discussion and analysis during the outreach events, participants of the focus groups and the workshop session were presented the President’s Cabinet Vision for the future CORE as well as latest trends in higher education libraries. The following pages summarize those trends in these key areas:

/ Visualization
/ Production
/ Collaboration
/ Assistance
/ Study
/ Support
/ Access
/ Experience/Lingering
/ Social Gathering/Community Building
Trends

Visualization

Spaces where we can view, sort, and filter information in new ways to identify trends, make connections and discover breakthroughs.
Digital sandboxes and flexible production spaces offer the ability to create high-end programming for the web, broadcast media, and your own personnel YouTube channel.
Collaboration

Active learning spaces, team breakout rooms and drop-in spots all provide a team learning, building and exploring environment.
Genius-bar lookalikes, staffed by the University’s cadre of uber-geeks, offer staff, faculty and students technology training, assistance and support.
Trends

Study

Sometimes you just need somewhere quiet (or not so quiet) to sit down, relax, and focus.
Spaces between spaces provide opportunities for video walls, interactive displays, electronic signage and digital works of art to delight, inform, and educate.
Trends

Access

Improving and easing access to resources and services to support student success.
Experience/Lingering

Cultivating an environment that draws people in and encourages them to stay, increasing the opportunities for discovery and interaction.
Trends

Social Gathering / Community Building

Placemaking to increase interaction and developing relationship networks. Connecting people with their immediate community and beyond.
05

SERVICE & OPERATIONAL MODEL
As we began to develop the Service and Operational Model, it was important to understand the range of viewpoints regarding the campus library. As shown in the diagram below, some see the library in its traditional form with dedicated spaces for dedicated uses. Others see the library as a building that can be everything to everyone with a specific space for each specific need. Neither of these models would achieve the chosen vision or meet the project’s budgetary constraints. Instead we have developed a service and operational model that focuses on flexible and adaptable spaces that can serve a variety of uses. Current library staff have already made progress in shifting services in this direction within the limitations of the existing facility.

**Service Spectrum**

![Service Spectrum Diagram](image)

**Current Space Allocation**

This chart illustrates how space is allocated in the library today. A majority of the space is dedicated to staff and collections. The goal is to shift this balance to a more flexible service area. This shift will increase the amount of space that is open to the entire campus and support a variety of services and activities.
Focus Groups #1 & #2

Overview

The Focus Groups #1 and #2 were held on April 26, 2017 and gathered Department Chairs and Deans & Associate Provost. The meetings provided an opportunity for dialogue and reflection through exercises to understand what and how services should be delivered through the CORE.

Discussion Approach

The context and background were reviewed and the trends for University Libraries were presented. Most importantly, the focus group participants were asked to answer the following questions through a set of exercises:

**What services should be delivered through the CORE?**
- What services exist in the library now that should continue in the CORE?
- What services happen elsewhere on campus that should happen in the CORE?
- What other relevant services should happen in the CORE?

**How do you want to deliver these services?**
- For whom? By whom?
  1. Who is responsible for resources and services within the CORE?
  2. How will space utilization and scheduling be managed?
  3. Which staff would be located in the CORE?
- When should services and resources be open and available?

Themes, built on the University’s Vision for the CORE building, were provided as a guide for discussion. More information on the themes can be found in Chapter 3.
Results: Service Themes

Learn
• Drop-in, tutoring, mentoring
• Teaching resources and spaces
• Welcome Center
• Community Gathering/Meeting

Evaluate
• Testing services and academic advising
• Information Literacy, tutoring
• Face-to-face interaction

Engage
• Community, collaborative, meeting, discussion spaces
• Extra-curricular activities (guest speakers, performances, showcases, production studios)
• Connectivity (video conferencing, media)

Innovate
• Community, collaborative, meeting, discussion spaces
• Connectivity (tech resources, tech help, ease of use, media, digital workspace, digital info wall)
• Incubator, inspiration
• Extra-curricular activities (production studios, makerspace)
• Interdisciplinary

Reflect
• Quiet Space
• Cafe
• Exhibit, forums, panels, discussion
• Relaxation

Other
• Connectivity (computers with all licenses, electronic resources)
• Café
• Resources (“Ask Me”, equipment, collections)
• Noise cancelling equipment
• Low stacks
• Flexibility
• Dissemination of resources
Results: Operational Themes

Student
- Socializing/relaxing
- Group work, forum, tutoring
- Formal and informal
- Self-directed support
- Private space to meditate

Student to Faculty
- Mentoring/tutoring
- Access to resources
- Creative activities

Faculty to Faculty
- Professional development
- Basic research
- Collaboration/interconnectivity
- Interconnectivity, hub
- Practice/online production
- Interaction of diversity

Individual
- Quiet learning
- Access to computers and licenses
- Cross-study/collision of opportunities/by accident
- Campus events
- Reflective space, meditation
- Self-guided services

Alumni/Contributors
- Attracts support
- Campus attraction
- Demonstrates history & innovation

Staff
- Professional development
- Research
- Collaboration
- Participate in student success

Other
- University hours for dialogue
- Leadership through the CORE
- Training students
- Child Care (drop-in and programmed)
- Sleep pod services
- Food pantry
- Hands-on-learning
- Help desk
- Support for tech resources
- Library collection
Overview

Held on May 10, 2017 at the library, the workshop gathered students, faculty, staff, and alumni representatives. Building on the results from the two focus groups, the workshop, through dialogue and reflection, aimed at refining the list of services provided through the CORE and understanding how these services would be provided.

Discussion Approach

Similar to the focus groups, the context and background were reviewed and the trends for University Libraries were presented. The workshop participants were asked to answer the same questions through an interactive set of exercises.
Results: Service Themes

After brainstorming the services that should be available in the CORE building, each group of participants were asked to pick their *Top 5 Service Themes*. This is the compiled list of their top service priorities for the CORE building:

- Library collection, resources, and books
- Tech resources and support
- Quiet spaces
- Café
  - Reference & research help
  - 24/7 Study spaces with technology
- Tutoring for student success
- Student collaboration spaces
- Meeting and working spaces
- Workshop spaces
- Feed people - community garden outside, community kitchen with demonstration and food pantry inside
- CORE building as a hub to engage learning, encourage student interaction, share innovative practices
- Flexible space for diversity program and speaker series, possibility to broadcast
- Faculty spaces
Results: Operational Themes

After brainstorming how services should be delivered in the CORE building, each group of participants were asked to pick their Top 5 Operational Themes. This is the compiled list of their top operational priorities for the CORE building:

- Services should be built around students’ needs and schedules
- Offering 24/7 access or be open as much as possible
- Providing a place where students can live, learn, relax, study and build community
- Expanding programs
  - Computer access
  - More quiet spaces
  - Exhibit areas
  - Shared event spaces
  - Tutoring
- Student spaces to reflect and share their knowledge
- Providing a place for student services that are not available elsewhere
- Bring together students, staff, and faculty, so that it is not just a “student” union
- Variety of spaces, open to all
- Flexible spaces that promote diversity and encourage collaboration between departments
- Place for open dialogue and communication
- 21st century building with innovative spaces
- Integrate library and other services in order to serve the entire campus
- Governance
  - The main operations will be governed by university staff and library staff
  - Neutral governance
  - The main operations should be governed based on what services are offered and who is served in the building
Overview

The first, online survey reached out to a broad cross-section of the campus community to better understand current and desired uses of a campus library. The CSUEB Institutional Research Office distributed the survey to a list comprised of all staff, all faculty and approximately 1/5 of the campus student community, the service and operational themes that emerged from the Focus Groups and Workshop were used to develop the survey questions.

Who Answered the Survey?

The service and operational themes that emerged from the Focus Groups and Workshop were used to develop the survey questions.

Survey Questions

Students were asked to respond to questions only about themselves. Staff and faculty were asked to respond both about themselves and students. Questions included:

- How far from campus do you live?
- In a typical school day, how often do you visit the Hayward Campus Library?
- How do you use the current Hayward Campus Library?
- Where do you usually go to study?
- Would you visit the Hayward Campus Library more often if it had...
- How important are the existing services in the Hayward Campus Library to you?
- To support success, what services do you wish were offered at the Hayward Campus Library?
- For the Hayward Campus Library, rate your satisfaction with the following.
- What are the three best places to interact informally with other students?

16. For the Hayward Campus Library, rate your satisfaction with the following:

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<th>Very Unsatisfied</th>
<th>Unsatisfied</th>
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<tr>
<td>Group study space</td>
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<tr>
<td>Lounge space for quiet study and conversation</td>
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<tr>
<td>Lounge space for socializing and programs</td>
<td></td>
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</tbody>
</table>

Sample of a Question in the Survey #1
Survey Results

The results of the survey showed a number of differences among priorities and preferences among students, staff, and faculty. These were further nuanced for students depending on their place of residence.

Student Respondents

• 68% of student respondents work full or part time
• Most students visit the Library occasionally or 3+ times/week
• Most students study at home or the library
• Distance shifts this tendency

<table>
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<th>Use</th>
<th>Study</th>
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<tr>
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<td>Both</td>
<td>Dorm</td>
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<tr>
<td>0 to 5 miles</td>
<td>3+</td>
<td>Library, Home</td>
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<tr>
<td>5 to 10 miles</td>
<td>3+</td>
<td>Library, Home</td>
</tr>
<tr>
<td>10 to 20 miles</td>
<td>Both</td>
<td>Home</td>
</tr>
<tr>
<td>More than 20 miles</td>
<td>Occasionally</td>
<td>Home</td>
</tr>
</tbody>
</table>

• On average, students are moderately satisfied or neutral with the current library services.
• Additional services/resources requested
  › Longer hours
  › Quieter
  › More couches
  › Microwaves
  › Services for students with disabilities

Faculty and Staff Respondents

• Staff respondents spend most of their time in their offices
• Faculty distribute their time primarily between the classroom and their office
• Faculty use multiple methods of instruction
  › Lecture is the most common
  › Few spent more than 75% in a single method
• Technology
  › 95% of faculty use instructional technology on campus
  › 96% learn technology skills on their own
  › 65% learn tech skills from support personnel
• Interaction and contact with students is important to the jobs of 57% of staff
Overall, faculty ranked the importance of existing services higher than either the staff or student populations. However, faculty and students agreed on the high level of importance of Quiet Study space. All three groups consistently gauged Online Resources; Printing, Scanning, and Copying; Group Study Rooms, Reference Desk, and Laptop and Desktop Computer Loans as “important.” Staff responses tend to follow the same overall pattern as those of students. However, most services are generally ranked less important by staff than they are by students, with the notable exception of staff being more interested in Special Collections, Just for Fun Books, and Starbucks.
“How important are the existing services in the Hayward Campus Library to students?”

Staff and faculty believe all services are more important for the students than the students, themselves, think. This applies even to those categories where students evaluated services as “important” or above. The one exception to this pattern is “Starbucks.” Both staff and faculty consider it less important for students than the students consider it for themselves. Special Collections and similar items generally have the lowest assessed importance, although staff value them more than students or faculty do. The biggest disparities between student self-assessment and staff and faculty assessment of their needs is in Technical Support, Information Literacy Instruction, OWL, Reference Desk, and Supplemental Instruction.
Current Library Use

Responses to this question varied widely. Generally, faculty members use the library to access reference or research materials (“traditional” library resources), while staff use the space for social activities (for both work and respite), and students use the library largely for studying and accessing online resources.
How to Increase Library Visits

Overwhelmingly, the appearance, comfort, and convenience of the Library are the biggest factors students think could be improved – this includes atmosphere, parking, quiet study areas, comfortable seating, open hours, and power outlets. Customer services, crowds, safety, public transportation, and friends are not very important. Many of the “other” responses are “more meeting rooms,” as well as having better views.
“What are the three best places to interact informally with students?”

Students and faculty were asked to indicate their preferred location for interacting with their peers, colleagues, and students, respectively. While faculty overwhelmingly prefer formal academic spaces (offices and classrooms), students indicated that they prefer food venues, the library, the student union, and clubs/events for interacting.
“Review the vision themes for the new facility. Sort them from MOST to LEAST important.

Vision Themes

Staff and faculty generally organized the vision themes in the same order of preference, with “Learning to learn” as the highest priority and “Learning to Reflect” as the lowest.

“How do you see CORE building services supporting your curriculum (classroom and online)?”

Curriculum Support

Faculty responses to this open-ended question included the following:

- Collaboration, relaxation, meetings
- Books! (several note this)
- Access to resources (digital, tech, assistance, etc)
- Multi-use performance space
- Athletic coach would like a space to break down and analyze games, etc.
Several Service Themes emerged from the focus groups, workshops, and surveys. These themes are illustrated in the service model with a series of rings that highlight four general themes – Primary Library Services; Innovation, Learning, and Technology; Collaboration and Engagement; and Social Justice, Diversity, and Sustainability. A cross-section of these services is critical to student success. This collection of services also connects the students, staff, and faculty with one-another and with the community beyond, through a process of infusion (teaching students about the community) and diffusion (providing services to the community).

The service model and operational model together served as metrics for developing and testing programmatic concepts.
Service Prioritization

With the Service Model and identity of the CORE building established, the next step was to prioritize services and develop an operational strategy. The following tables summarize the stakeholder input showing a count of each time a type of service or resource was recommended for inclusion in the CORE building. The shading highlights the highest number of recommendations. In addition, the services and resources have been organized into five categories: Core Services, Strongly Desired Services, Desired Services, Debated Services, and Exterior Considerations.

Core Services were those most considered as primary library services, closest to the traditional definition of library services. Both of the Desired categories were services that were consistently recommended for the CORE building and then grouped into two tiers based on how strongly they were recommended by stakeholders.

Stakeholders were also encouraged to identify services that they did not believe belonged in the CORE building. The Debated Services includes services and resources that, although often recommend by stakeholders, they were also frequently identified for exclusion from the CORE.

Finally, there is a list of the services and resources for Exterior Consideration. Although the scope of this effort is limited to a program of the interior spaces, we have made note of the input around exterior amenities.

While this step served to prioritize services for the CORE building, it does not negate the assessed need. For services not given a dedicated space within the CORE building or even ultimately not included, they will still need to be accommodated by the University with another strategy.

<table>
<thead>
<tr>
<th></th>
<th>Team 1</th>
<th>Team 2</th>
<th>Team 3</th>
<th>Team 4</th>
<th>Team 5</th>
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<td>3</td>
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<td>New/Featured Books</td>
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<td>2</td>
<td>1</td>
<td>0</td>
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<td>Reference Desk</td>
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<td>5</td>
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<td>1</td>
<td>18</td>
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<td>Reference Materials</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Informal Open Seating</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>0</td>
<td>0</td>
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</tr>
<tr>
<td>Quiet Study Areas</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>17</td>
</tr>
<tr>
<td>Quiet Study Rooms</td>
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<td>0</td>
<td>4</td>
<td>2</td>
<td>0</td>
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<td>6</td>
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<td>Printer Stations</td>
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<td>2</td>
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</tr>
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<td>Library Staff Areas</td>
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<td>0</td>
<td>2</td>
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<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Computer Labs (Licensing)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
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</tr>
<tr>
<td>Tech Resources</td>
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<td>1</td>
<td>8</td>
<td>4</td>
<td>6</td>
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<td>24</td>
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<td>Instructional Space (library/literacy)</td>
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<td>1</td>
<td>0</td>
<td>0</td>
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<td>0</td>
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<td>Exhibit Space (Historic, Memorable, Student)</td>
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<td>2</td>
<td>5</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>15</td>
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</table>
## Service & Operational Model

### Strongly Desired Services

<table>
<thead>
<tr>
<th>Service</th>
<th>Team 1</th>
<th>Team 2</th>
<th>Team 3</th>
<th>Team 4</th>
<th>Team 5</th>
<th>Focus Groups</th>
<th>Chair</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutorial Services</td>
<td>3</td>
<td>5</td>
<td>13</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>11</td>
<td>40</td>
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<tr>
<td>Tech. Support / Genius Bar</td>
<td>5</td>
<td>1</td>
<td>9</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>4</td>
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</tr>
<tr>
<td>Smart Meeting Rooms</td>
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<td>0</td>
<td>1</td>
<td>3</td>
<td>2</td>
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<td>Digital Lab</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>6</td>
<td>18</td>
</tr>
<tr>
<td>Makerspace</td>
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<td>0</td>
<td>3</td>
<td>6</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>15</td>
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<td>Group Project Rooms</td>
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<td>2</td>
<td>4</td>
<td>4</td>
<td>2</td>
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<td>2</td>
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<tr>
<td>Smart Wall / Interactive Display</td>
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<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2</td>
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<td>Food Service</td>
<td>2</td>
<td>4</td>
<td>7</td>
<td>2</td>
<td>5</td>
<td>2</td>
<td>1</td>
<td>23</td>
</tr>
<tr>
<td>Social Space (small, large)</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>0</td>
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### Desired Services

<table>
<thead>
<tr>
<th>Service</th>
<th>Team 1</th>
<th>Team 2</th>
<th>Team 3</th>
<th>Team 4</th>
<th>Team 5</th>
<th>Focus Groups</th>
<th>Chair</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gaming Room / Gamification *</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Club Space *</td>
<td>0</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>13</td>
</tr>
<tr>
<td>Special Centers (Grad. Students resource, UH, academic achievement, honor students, transfert students, alumni, majors) *</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>Innovation Space / Entrepreneurial Incubator</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Student / faculty Meeting Space</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Career Advising *</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
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<tr>
<td>Conference Space (small, medium, large)</td>
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<td>1</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>Legal / Financial Aid *</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Faculty Quiet Study Spaces</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Relaxation Space (napping, Sleeping, Meditation)</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>7</td>
<td>8</td>
<td>1</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>Community Connection</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>6</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>Community Incubator</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
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<td>0</td>
<td>1</td>
<td>2</td>
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</tbody>
</table>

* Services that were removed from the program at a later stage of the Pre-Planning process. These services can still take place in the CORE but will not have dedicated space.

### Debated Services

<table>
<thead>
<tr>
<th>Service</th>
<th>Team 1</th>
<th>Team 2</th>
<th>Team 3</th>
<th>Team 4</th>
<th>Team 5</th>
<th>Focus Groups</th>
<th>Chair</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Advising (guidance, mentoring)</td>
<td>0</td>
<td>8</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Testing Services *</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Campus Events Space (performance, lectures, speaker series, workshop/forums)</td>
<td>0</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>0</td>
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<td>13</td>
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<tr>
<td>Welcome Center (duplication) *</td>
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<td>0</td>
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<td>0</td>
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</tr>
<tr>
<td>Community Gathering</td>
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<td>1</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Food Pantry</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Sleeping Pods *</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>0</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Media Production Studio *</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Professional Development *</td>
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<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>DISC (Diversity &amp; Inclusion Student Center) *</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Childcare *</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>

* Services that were removed from the program at a later stage of the Pre-Planning process. These services can still take place in the CORE but will not have dedicated space.

### Exterior Considerations
- Exterior Performance
- Exterior Social Space (Large and Small/Intimate)
- Exterior Eating and Gathering
- Special Events
- Climbing Wall

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5.18 / California State University, East Bay & CORE Building Pre-Design / Anderson Brulé Architects October 10, 2017
Operational Model Description

The next step in the process was to develop the Operational Model, a strategy for how services would be delivered in the CORE building. One of the key operational themes was the natural activity and noise level of different service activities. The diagram below shows how the services and resources can be sorted along a spectrum of activity levels, grouping like with like. This operational strategy enables quiet space to be more reflective and also allows students in more active and collaborative areas to thrive on each other's energy. For simplicity and clarity, the diagram only includes Core and Strongly Desired Services. Other prioritized services are listed below.

Desired:
- Innovation Activities/Entrepreneurial Incubator
- Conference (Small, Medium, Large)
- Student/Faculty Meetings
- Quiet Study
- Relaxation and Meditation
- Community Connection
- Community Incubator

Debated:
- Campus Events (Performance, Lectures, Speaker Series, Workshop/Forums)
- Food Pantry
- Community Gathering
- Extra Curricula Activities
- Mentoring Services
- Media Production
- Professional Development

Exterior Space:
- Exterior Performance
- Exterior Social Activities (Large, Small/Intimate)
- Exterior Eating and Gathering
- Special Events
Operational Model

Additional Considerations

The stakeholders had several ideas for governance of the new CORE building, including leadership by:

• Library Faculty and Staff
• Library/Student (Shared Governance)
• Neutral Party Oversight (Shared Governance)

Ultimately, the Core Team recommended that the Library Faculty and staff continue their leadership role for the CORE building.

The stakeholders also discussed hours of operation for the building. They expressed a desire to have access and services available for extended hours or even 24/7, but they also expressed concerns about the ability and expense of staffing and securing the building 24/7. The Core Team recommended that future steps explore limited access to selected areas of the CORE building during extended hours.

Other Service Needs

Services that will not have dedicated space in the CORE building, but may be accommodated at other locations on campus include:

• Academic Advising
• Career Advising
• Childcare
• Climbing Wall
• Gallery Exhibition Room
• Gaming Room

• Diversity Inclusion Center
• Dedicated Club/Cohort Space (Clubs can still use shared spaces)
• Testing Service
• Welcome Center (not duplicated in the CORE)
SPACE PROGRAM
Overview

Approach to Build the Space Program

The next step in planning the CORE building was defining the space needs. During this phase, Anderson Brulé Architects (ABA) gathered input and data from multiple sources for analysis and then synthesized it into the recommended space program. As shown in the diagram below, this analysis looked at the types of spaces needed, current use, and anticipated need through library data and outreach efforts.
Focus Groups #3, #4 & Workshop #2

Overview

The two focus groups and the workshop session were held on May 31 and June 02, 2017, respectively. The focus groups gathered Department Chairs and Deans & Associate Provost while the workshop gathered students, faculty, staff, and alumni representatives.

The meetings provided an opportunity for dialogue and reflection through exercises to develop a working programming model from the perspective of a diverse representation of campus stakeholders.

The Service & Operational Model framework was presented before starting the programming activities. In contrast to the first round of outreach, the activities during the focus group and the workshop were identical.
Where Can the Services Take Shape?

In this brief exercise, stakeholders reflected on the integration of each service theme in each type of space. This reflection served as both a check and reminder to maximize the flexibility and adaptability of each space to support a variety of service needs.

![Service Programming Board](image)

**Board For Programming Discussion**

![Architectural Space Programming Tool](image)
The second exercise had two parts. First, participants validated where each service should be delivered in the CORE. Services could be delivered in one or more than one space types. Similarly, one space could support one or more services. Participants also had the opportunity to add spaces if they believed services could not effectively be delivered in any of the space types listed. Finally, for each space, participants were asked the following questions:

- How often is this space used?
- When is this space used the most (peak time)?
- How many people should one space accommodate?
- How many spaces would be needed at the same time?

The overall purpose of this exercise was to understand the function(s) of the spaces, including the type and the volume of activity that can happen in each space. This input validated the types of spaces required for each service and began to indicate the quantity of space required as well.
Examples of Boards Filled by Participants
# Library Staff Focus Group

## Overview

The Library focus group was held on June 07, 2017. The purpose of this meeting was to develop key areas of the CORE building program from the perspective of the Library Staff. The meeting was organized in three parts.

The first focus was on the balance and quantity of different seating types in the CORE building. Discussion included the target quantity, seating type, and setting (quiet versus active). The group concurred that the current library does not provide enough seating, many seats do not satisfy the intended use, and the ratio ‘quiet’ versus ‘active’ seating is unsatisfactory.

### Table Used as Base for Discussion for Seating Options

<table>
<thead>
<tr>
<th>Type</th>
<th>Enclosed</th>
<th>Open</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Stations</td>
<td>8</td>
<td>185</td>
<td>193</td>
<td>18%</td>
</tr>
<tr>
<td>Table Seats w/ Power</td>
<td>144</td>
<td>166</td>
<td>310</td>
<td>29%</td>
</tr>
<tr>
<td>Table Seats NO Power</td>
<td>93</td>
<td>90</td>
<td>183</td>
<td>17%</td>
</tr>
<tr>
<td>Lounge Seats</td>
<td>22</td>
<td>87</td>
<td>109</td>
<td>10%</td>
</tr>
<tr>
<td>Study Carrels w/ Power</td>
<td>0</td>
<td>236</td>
<td>236</td>
<td>22%</td>
</tr>
<tr>
<td>Study Carrels NO Power</td>
<td>0</td>
<td>32</td>
<td>32</td>
<td>3%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>267</td>
<td>796</td>
<td>1063</td>
<td>100%</td>
</tr>
</tbody>
</table>

The second focus of the meeting was staff areas and other spaces required to deliver services. The objective was to assess the current quantity and size of spaces, assess expectations around workstation standards used in the CORE, and establish needs for staff in the CORE. The discussion began by walking through the staff areas as described by the previous feasibility report. While this discussion gathered some input, it also revealed that a follow-up effort by library staff to provide a complete list of staff positions and support spaces was necessary.

## Table Used as Base for Discussion for Staff Areas

<table>
<thead>
<tr>
<th>Department</th>
<th>Area Type</th>
<th>Staff Position</th>
<th>Qty.</th>
<th>Size per Space in SF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access Services</td>
<td>Staff Work Area</td>
<td>Access Services Coordinator</td>
<td>1</td>
<td>150</td>
</tr>
<tr>
<td>Access Services</td>
<td>Staff Work Area</td>
<td>Access Services Librarian</td>
<td>5</td>
<td>80</td>
</tr>
<tr>
<td>Instructional &amp; Research</td>
<td>Staff Work Area</td>
<td>Librarian Office</td>
<td>1</td>
<td>150</td>
</tr>
<tr>
<td>Instructional &amp; Research</td>
<td>Staff Work Area</td>
<td>Part-Time Librarian Workstation</td>
<td>2</td>
<td>80</td>
</tr>
<tr>
<td>Media Resources &amp; Reserve</td>
<td>Staff Work Area</td>
<td>Staff Workstation</td>
<td>2</td>
<td>80</td>
</tr>
<tr>
<td>Media Resources &amp; Reserve</td>
<td>Staff Work Area</td>
<td>Coordinators Office</td>
<td>1</td>
<td>110</td>
</tr>
<tr>
<td>Media Resources &amp; Reserve</td>
<td>Staff Work Area</td>
<td>Staff Workstation</td>
<td>2</td>
<td>80</td>
</tr>
<tr>
<td>Special Collections / Archives</td>
<td>Staff Work Area</td>
<td>Staff Workstation</td>
<td>1</td>
<td>110</td>
</tr>
<tr>
<td>Administration</td>
<td>Staff Work Area</td>
<td>University Librarian</td>
<td>1</td>
<td>180</td>
</tr>
<tr>
<td>Administration</td>
<td>Staff Work Area</td>
<td>University Associate Librarian</td>
<td>1</td>
<td>180</td>
</tr>
<tr>
<td>Administration</td>
<td>Staff Work Area</td>
<td>Library Development</td>
<td>1</td>
<td>110</td>
</tr>
<tr>
<td>Administration</td>
<td>Staff Work Area</td>
<td>Admin Analyst Specialist</td>
<td>1</td>
<td>80</td>
</tr>
<tr>
<td>Administration</td>
<td>Staff Work Area</td>
<td>Admin. Support Coordinator</td>
<td>1</td>
<td>80</td>
</tr>
<tr>
<td>Administration</td>
<td>Staff Work Area</td>
<td>Library Faculty</td>
<td>1</td>
<td>180</td>
</tr>
<tr>
<td>Technical services</td>
<td>Staff Work Area</td>
<td>Bibliographic Coordinator/Office</td>
<td>1</td>
<td>150</td>
</tr>
<tr>
<td>Technical services</td>
<td>Staff Work Area</td>
<td>Staff Workstation</td>
<td>1</td>
<td>80</td>
</tr>
<tr>
<td>Technical services</td>
<td>Staff Work Area</td>
<td>Acquisitions Coordinator/Office</td>
<td>1</td>
<td>150</td>
</tr>
<tr>
<td>Technical services</td>
<td>Staff Work Area</td>
<td>Acquisitions Staff Workstation</td>
<td>1</td>
<td>80</td>
</tr>
<tr>
<td>Technical services</td>
<td>Staff Work Area</td>
<td>Collection Development Office</td>
<td>1</td>
<td>150</td>
</tr>
<tr>
<td>Technical services</td>
<td>Staff Work Area</td>
<td>Government Document Office</td>
<td>1</td>
<td>150</td>
</tr>
</tbody>
</table>

*These numbers were a base for discussion and are different from the numbers in the final space program.*

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6.6 / California State University, East Bay & CORE Building Pre-Design / Anderson Brulé Architects October 10, 2017
The last focus of the meeting involved the collection including: de-selection goals, shelving types, and inclusion within the CORE building. Participants reviewed context and trends before refining the collection quantities and shelving types, specifically the Chancellor’s Libraries of the Future Initiative.

**Chancellor’s Libraries of the Future Initiative**

The California State University library system published a key contextual document that included the following recommendations and trends:

- Examined how technology and changing usage patterns open doors to:
  - Multi campus opportunities
  - Innovative library services
  - Shared information access
- Multi campus collection management (print and digital)
  - Acquisition and access strategies
  - Curation and archiving through shared resources and services
- Impact of library services on
  - Student learning outcomes, retention, and graduation
  - Faculty instructional and scholarly success
- Business practices for
  - Publication, distribution, and use of library content
  - Improved digital rights management tools
  - Enabling digital content use in more flexible ways and across more devices
- Expansion of shared technology infrastructure and services to enable reliable and cost-effective delivery of the information resources
- Redesign of library facilities, space, and policies as blended learning centers
- Cost Savings Opportunities
  - Cooperative purchasing of eJournals and eBooks
  - Shared services resulting in scalable exemplary practices and cost avoidances
  - Efficiencies through innovation resulting in improved services at reduced costs
- Continue de-selection process
- Evaluate utility of the Bound Periodical collection (remove)
- Reevaluate and reduce the Reference collection
- Reevaluate the Juvenile collection with the aim to eliminate or store elsewhere
### Summary of Information Gathered

#### Collections

<table>
<thead>
<tr>
<th>Type</th>
<th>Volumes in 2020</th>
<th>In Core</th>
<th>In Annex</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>General</td>
<td>563,000</td>
<td>168,000</td>
<td>395,000</td>
<td>30% High use in CORE.</td>
</tr>
<tr>
<td>Oversized</td>
<td>50,000</td>
<td>15,000</td>
<td>35,000</td>
<td>30% High use in CORE.</td>
</tr>
<tr>
<td>Reference</td>
<td>21,000</td>
<td>0</td>
<td>21,000</td>
<td>Could be integrated with general</td>
</tr>
<tr>
<td>Government Documents</td>
<td>21,000</td>
<td>0</td>
<td>21,000</td>
<td>Requires less space</td>
</tr>
<tr>
<td>Juvenile</td>
<td>16,000</td>
<td>4,800</td>
<td>11,200</td>
<td>30% High Use in CORE</td>
</tr>
<tr>
<td>Reserves</td>
<td>12,000</td>
<td>12,000</td>
<td>0</td>
<td>Closed Stacks</td>
</tr>
<tr>
<td>Bound Periodicals</td>
<td>50,000</td>
<td>0</td>
<td>50,000</td>
<td></td>
</tr>
<tr>
<td>Special Collections</td>
<td>19,000</td>
<td>19,000</td>
<td>0</td>
<td>Closed Stacks. Climate controlled -- perhaps compact shelving</td>
</tr>
<tr>
<td>Casual Browsing</td>
<td>500</td>
<td>500</td>
<td>0</td>
<td>New Books, Just for fun</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>752,500</strong></td>
<td><strong>218,300</strong></td>
<td><strong>533,200</strong></td>
<td></td>
</tr>
</tbody>
</table>

Notes:
Librarians will determine which items go into the CORE in consultation with departmental faculty. Books in the CORE (except reserves and Special Collections) will be on browsable open stacks. Books in the Annex will be searchable online and available on request. Microfilm/microfiche will be in Annex, and available upon request.
Student Study Seating
Student surveys and observational studies indicate more quiet study areas and more group study rooms (with noise separation from other groups) are needed. Therefore, the focus was on increasing those types of spaces. Lounge seats are least used now although it depends on the type of lounge seating available and the proximity to power outlets.

<table>
<thead>
<tr>
<th>Type</th>
<th># Available in 2017</th>
<th># Needed in 2020</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quiet -- Computer Stations</td>
<td>39</td>
<td>100</td>
<td>Expect more students to use mobile devices.</td>
</tr>
<tr>
<td>Quiet -- Carrels</td>
<td>306</td>
<td>600</td>
<td></td>
</tr>
<tr>
<td>Quiet -- Tables</td>
<td>147</td>
<td>600</td>
<td></td>
</tr>
<tr>
<td>Quiet -- Lounge</td>
<td>58</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Quiet -- Total</td>
<td>550</td>
<td>1,400</td>
<td></td>
</tr>
<tr>
<td>Group -- Computer Stations</td>
<td>153</td>
<td>100</td>
<td>Expect more students to use mobile devices.</td>
</tr>
<tr>
<td>Group -- Open, flexible</td>
<td>318</td>
<td>550</td>
<td></td>
</tr>
<tr>
<td>Group -- Study rooms</td>
<td>48 (10 rooms)</td>
<td>450 (35 rooms)</td>
<td>Should vary in size from 2-10. Technology enabled to share computer screens. Presentation space in one or more. Can be reserved.</td>
</tr>
<tr>
<td>Group -- Lounge</td>
<td>87</td>
<td>125</td>
<td></td>
</tr>
<tr>
<td>Group -- tutoring</td>
<td>0</td>
<td>75</td>
<td>Space available only for peer tutoring</td>
</tr>
<tr>
<td>Group -- Total</td>
<td>606</td>
<td>1,200</td>
<td></td>
</tr>
<tr>
<td>Grand Total</td>
<td>1,156</td>
<td>2,600 (20% of 13,000 FTE)</td>
<td></td>
</tr>
</tbody>
</table>

Notes:
All study seats in the CORE should have access to power. Students will be able to use mobile devices effectively at any study station. A smaller area in the CORE should be zoned specifically for tutoring to assist with noise control for tutors and to guarantee access to appropriate tutoring space.

Flexible Presentation, Conference, Learning Labs
The library staff suggested one room with 100 seats, two rooms with 50 seats, and three rooms with 30 seats. Most of the rooms should include flexible furniture for multiple purposes. Staff did not foresee a need for a large presentation room. A digital lab/makerspace would require more dedicated equipment. One of the smaller rooms could be configured specifically for this purpose. These rooms would be used for supplemental instruction (SI) and information literacy (IL) sessions and could be used for software and technology instruction.
Space Program

Library Staff Focus Group

<table>
<thead>
<tr>
<th>Department</th>
<th>Service Provided</th>
<th>Equipment/Space Needs</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access Services</td>
<td>General Collection Circulation</td>
<td>Counter with 2 computers; 2 self-check machines. Queue space</td>
<td></td>
</tr>
<tr>
<td>Access Services</td>
<td>Reserves/Laptop Checkout</td>
<td>Counter with 2 computers. Queue space. Secure laptop storage</td>
<td>Could be co-located with general circulation counter depending on location of the Reserves Collection.</td>
</tr>
<tr>
<td>Access Services</td>
<td>Peer Welcomers (first point of contact for visitors to the CORE)</td>
<td>Small single person kiosk, preferably mobile Queue space.</td>
<td>Located right at entrance. First thing that you see when entering.</td>
</tr>
<tr>
<td>Access Services</td>
<td>Photo ID</td>
<td>Counter with 2 computers. Space to take photos with background</td>
<td>This service was not identified as CORE in the CORE surveys. Should be moved to an alternate location.</td>
</tr>
<tr>
<td>Reference</td>
<td>Drop-in Research Support</td>
<td>Counter with 2 computers. Ready Reference bookshelf Queue space.</td>
<td></td>
</tr>
<tr>
<td>Library Computer Center</td>
<td>Tech Support</td>
<td>Counter with 2 computers Queue space.</td>
<td>To save space, Photo ID could be a self-service booth.</td>
</tr>
<tr>
<td>Student Center for Academic Achievement (SCAA) Tutoring Center</td>
<td>Reception Desk</td>
<td>Counter with 2 computers for receptionists 1 self-check computer Book shelves with Tutoring books and handouts</td>
<td>Could be co-located with other services depending on building and service design. Beneficial to be located close desktop computer stations.</td>
</tr>
<tr>
<td>SCAA</td>
<td>Waiting Room</td>
<td>Lounge Seating</td>
<td>Could be co-located with Reference or Laptop checkout depending on where laptops are stored. Should be located close to desktop computer stations and printers.</td>
</tr>
</tbody>
</table>

Staff Work Space

For each department, library staff provided a list of needed offices, workstations, and workspace needed to support CORE building services. In total, staff need 2 large offices, 22 regular offices, and 23 staff workstations to accommodate faculty, staff, and student assistants. These numbers were based on the FTE staff count. For additional detail, see CORE Library Focus Group Follow Up in the appendix.
Overview

The second online survey was also distributed by CSUEB Institutional Research Office to a 1/5 of the campus student community, all staff, and all faculty. Aside from information about status on campus (student/staff/faculty) and general campus use, all three groups responded to the same survey questions. These were based on a draft program developed through engagement with the Focus Groups, Stakeholder Workshop, and Library Focus Group. Of the survey recipients, 240 students, 84 faculty, and 195 staff responded.

Survey Questions

Survey questions identified who the respondents were, their service theme priorities, and user space demand. To facilitate the development of a scale of program, the survey questions included frequency and time of use for each space type. The spaces listed in the survey questions included:

- Book shelves
- Individual tables (carrel)
- Group table seating
- Lounge seating space
- Meditation area
- Rooms with tables and chairs (4 to 6 people, 6 to 12 people and up to 24 people)
- Lounge space for up to 30 people and with comfortable lounge seating
- Student production studio
- Computer lab
- Makerspace
- Project work space
- Event / multi-purpose space
- Gallery
- Interactive display / smart wall

13. How often would you go get items from the **BOOK SHELVES** in the new CORE building?

<table>
<thead>
<tr>
<th>daily</th>
<th>weekly</th>
<th>monthly</th>
<th>rarely</th>
<th>never</th>
</tr>
</thead>
</table>

14. What would be the best time of day for you to go get items from the **BOOK SHELVES** in the new CORE building?

*Please select all that apply.*

<table>
<thead>
<tr>
<th>Morning</th>
<th>Lunch Time</th>
<th>Afternoon</th>
<th>Evening</th>
<th>Night</th>
<th>Anytime</th>
</tr>
</thead>
</table>

*Sample of a Question in the Survey #1*
Online Survey #2

Survey Analysis Summary

The survey analysis compared responses to the questions on “frequency of use” and “time of use” through heat maps to show the comparative demand for the spaces identified in the program document. Much as in the first survey, the second survey shows clear distinctions in priorities among students, staff, and faculty.

Overall, students, staff, and faculty consider the two most important service themes to be “Primary Library Services” and “Innovation, Learning, and Technology.” However, all service themes were valued overall as either “important” or “very important.”

WEIGHTED STATISTICS

<table>
<thead>
<tr>
<th>Service Theme</th>
<th>not important</th>
<th>somewhat important</th>
<th>important</th>
<th>very important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Library Services</td>
<td>448</td>
<td>2,150</td>
<td>5,186</td>
<td>8,397</td>
</tr>
<tr>
<td>Innovation, Learning, and Technology</td>
<td>211</td>
<td>1,461</td>
<td>5,707</td>
<td>8,808</td>
</tr>
<tr>
<td>Collaboration &amp; Engagement</td>
<td>947</td>
<td>2,958</td>
<td>6,678</td>
<td>5,668</td>
</tr>
<tr>
<td>Social Justice, Diversity, and Sustainability</td>
<td>1,346</td>
<td>3,188</td>
<td>5,731</td>
<td>5,987</td>
</tr>
</tbody>
</table>

TOTAL CSUEB POPULATION 17,750

Key Themes Preferences

Survey Summary

Review Stakeholder Input

Reading Keys for Heat Maps

WEIGHTED:
The combined analysis was weighted to factor in population size.

Weighted analysis tends to follow the patterns of the student responses, as students comprise most of the University population.

A heat map allows the reader to compare information within a space type category (base of the chart) to find the frequency or time of use (on the right of the chart) of a space or across categories to find preferred spaces (top of the chart).
The analysis combines anticipated “frequency of use” information to determine “regular” vs. “rare” use. “Regular” is a combination of “monthly,” “weekly,” and “daily.” Most of the population of CSUEB would use the library regularly, with the notable exception of the collections spaces, which would be used rarely. Study spaces on the small and large ends of the spectrum are likely to be used more often than those in the middle. Support services and outdoor spaces for respite and gathering are likely to experience high traffic volume.
Of the spaces that would be used regularly, frequency of use is highly dependent on space/service type. Weighted analysis tends to follow the patterns of the student responses, as students comprise most of the university population.
Student responses indicate that many of the spaces in the survey would be used on a weekly or daily basis. In contrast, staff and faculty indicated monthly usage. The spaces in highest demand by students on a weekly and daily basis would be:

1. Most use of small and large study spaces, both open and enclosed
2. Weekly/Daily use of all Computer Labs
3. Weekly/Daily use of Copy and Print Services

Survey Analysis

Student Use Frequency
Time of Use by Population
Morning/Lunch Time/
Afternoon/Evening/Night

Time of use, compared across user groups, creates a preliminary understanding of space quantities and scheduling. The weighted analysis also transforms “peaks” in use into “ridges”. For example, students use book shelves and carrels from the afternoon to night time, whereas staff and faculty use them from the morning to the afternoon. Similarly, students would use a meditation space throughout the day but use it least at lunch. In contrast, staff would use it most at lunch. The combination of these peak uses shows relatively consistent use throughout the day.
Overall, the CSUEB population is more likely to use the library in the afternoon. Study areas are likely to be popular in the evening and afternoon due to student use. Outdoor areas and service areas are likely to be used at lunch time. The peak times for book shelves, carrels, and the meditation area remain in the afternoon (heavily impacted by student use), but generally appear more distributed (like a ridge) due to complimentary times of use (highlighted below in red). Other areas in which distinct peaks among different user populations transform into ridges (highlighted below in yellow).
Combined Analysis

The combined and weighted analysis shows use intensity by regularity and by time of day. Spaces used daily and with high intensity at a particular time will need to accommodate the greatest volume at a single time. The spaces with the highest intensity use at a single time are individual carrels, lounge seating, and computer labs.
Overview

In the current library, a majority of the space is dedicated to staff and collections. Both the Needs Assessment and Recommended Program shift this balance to include more flexible service areas. This shift dramatically increases the amount of space that will be open to the entire campus and supports a variety of services and activities.

The Needs Assessment option directly represents the needs asserted by the University through the outreach and assessment process. The Recommended option balances these needs within the project constraints for the size of facility. It was developed based on the prioritization input gathered during outreach events and Core Team recommendations.

<table>
<thead>
<tr>
<th></th>
<th>CURRENT</th>
<th>Needs Assessment</th>
<th>RECOMMENDED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff / Admin.</td>
<td>24,149</td>
<td>10,581</td>
<td>10,661</td>
</tr>
<tr>
<td>Service Area</td>
<td>48,750</td>
<td>84,300</td>
<td>55,090</td>
</tr>
<tr>
<td>Coll.</td>
<td>30,909</td>
<td>12,290</td>
<td>9,250</td>
</tr>
<tr>
<td>Other</td>
<td>1,566</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>105,374</td>
<td>107,171</td>
<td>75,001</td>
</tr>
</tbody>
</table>
Space Program Summary

Overview

The needs assessment and recommended program summary, for the key service areas in the CORE building, is included below. The table also highlights the reader seating available in each area and the modifications made to achieve the target facility size.

<table>
<thead>
<tr>
<th>AREAS</th>
<th>NEEDS ASSESSMENT</th>
<th>REDUCTION</th>
<th>RECOMMENDED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># SEATS</td>
<td>SIZE (NSF)</td>
<td>SIZE (NSF)</td>
</tr>
<tr>
<td>Main Collection</td>
<td>9,400</td>
<td>-3,040</td>
<td>6,360</td>
</tr>
<tr>
<td>Special Collection</td>
<td>15</td>
<td>3,077</td>
<td>0</td>
</tr>
<tr>
<td>Reserves</td>
<td>1,253</td>
<td>0</td>
<td>1,253</td>
</tr>
<tr>
<td>Reference &amp; Instruction</td>
<td>1,783</td>
<td>0</td>
<td>1,783</td>
</tr>
<tr>
<td>Self-Directed Learning &amp; Work</td>
<td>1,400</td>
<td>-11,800</td>
<td>904</td>
</tr>
<tr>
<td>Reflection Zone</td>
<td>20</td>
<td>0</td>
<td>20</td>
</tr>
<tr>
<td>Collaboration Zone</td>
<td>747</td>
<td>-5,600</td>
<td>531</td>
</tr>
<tr>
<td>Peer-To-Peer Learning &amp; Collaboration Room</td>
<td>480</td>
<td>-3,925</td>
<td>325</td>
</tr>
<tr>
<td>Student Center for Academic Achievement</td>
<td>75</td>
<td>0</td>
<td>75</td>
</tr>
<tr>
<td>Tech Service &amp; Food Service</td>
<td>5,391</td>
<td>-785</td>
<td>4,606</td>
</tr>
<tr>
<td>Staff Area</td>
<td>3,828</td>
<td>0</td>
<td>3,828</td>
</tr>
<tr>
<td>Innovation &amp; Technology Space</td>
<td>296</td>
<td>-2,700</td>
<td>204</td>
</tr>
<tr>
<td>Event &amp; Exhibit</td>
<td>220</td>
<td>-4,320</td>
<td>120</td>
</tr>
<tr>
<td>GRAND TOTAL</td>
<td>3,253</td>
<td>-32,170</td>
<td>2,074</td>
</tr>
<tr>
<td></td>
<td>107,171</td>
<td>75,001</td>
<td></td>
</tr>
</tbody>
</table>

Additional Building Program Recommendations

In order to meet the facility size goals for the project, not every desired space was included in the Recommended Program. If there was an opportunity to expand the facility size, it was recommended the following spaces for consideration based on stakeholder input:

**First Tier: Innovation and Technology Space** (2,400 NSF)
- (1) Large Maker Space
- (1) Small Maker Space
- (1) Medium Technology Room
- (1) Production Studio

**Second Tier: Collaboration Space** (8,550 NSF)
- Add 216 seats to the Collaboration Zone
- Add 126 seats in Collaboration Rooms
## Reader Seat Count Summary

### Overview

Below is a subtotal breakdown of each seating type within each programmatic area for the current library building, the Needs Assessment, and the Recommended Program. The table also highlights the net increase in seats from the current facility to the recommended CORE program.

<table>
<thead>
<tr>
<th>AREAS</th>
<th>CURRENT</th>
<th>NEEDS ASSESSMENT</th>
<th>RECOMMENDED</th>
<th>INCREASE (CURRENT vs REC.)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># SEATS</td>
<td># SEATS</td>
<td># SEATS</td>
<td># SEATS</td>
</tr>
<tr>
<td>Special Collection</td>
<td></td>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Reading Room</td>
<td></td>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Self-Directed Learning &amp; Work</td>
<td>550</td>
<td>1,400</td>
<td>904</td>
<td>354</td>
</tr>
<tr>
<td>Computer Station</td>
<td>39</td>
<td>100</td>
<td>100</td>
<td>61</td>
</tr>
<tr>
<td>Carrel</td>
<td>306</td>
<td>600</td>
<td>440</td>
<td>134</td>
</tr>
<tr>
<td>Open Flexible Space</td>
<td>147</td>
<td>600</td>
<td>284</td>
<td>137</td>
</tr>
<tr>
<td>Lounge</td>
<td>58</td>
<td>100</td>
<td>80</td>
<td>22</td>
</tr>
<tr>
<td>Reflection Area</td>
<td></td>
<td>20</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Meditation Area</td>
<td>0</td>
<td>20</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Collaboration Zone</td>
<td>558</td>
<td>747</td>
<td>531</td>
<td>-27</td>
</tr>
<tr>
<td>Computer Station</td>
<td>153</td>
<td>100</td>
<td>100</td>
<td>-53</td>
</tr>
<tr>
<td>Open Flexible Space</td>
<td>318</td>
<td>552</td>
<td>356</td>
<td>38</td>
</tr>
<tr>
<td>Open Lounge Space</td>
<td>87</td>
<td>95</td>
<td>75</td>
<td>-12</td>
</tr>
<tr>
<td>Collaboration Room</td>
<td>48</td>
<td>480</td>
<td>325</td>
<td>277</td>
</tr>
<tr>
<td>Study Room</td>
<td>48</td>
<td>450</td>
<td>300</td>
<td>252</td>
</tr>
<tr>
<td>Enclosed Lounge Space</td>
<td></td>
<td></td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>SCAA</td>
<td></td>
<td>75</td>
<td>75</td>
<td>75</td>
</tr>
<tr>
<td>Tutoring Area</td>
<td></td>
<td>75</td>
<td>75</td>
<td>75</td>
</tr>
<tr>
<td>GRAND TOTAL</td>
<td>1,156</td>
<td>2,737</td>
<td>1,870</td>
<td>714</td>
</tr>
</tbody>
</table>
CORE BUILDING STORY
<table>
<thead>
<tr>
<th>CHALLENGE</th>
<th>UNDERSTAND</th>
<th>DEVELOP</th>
</tr>
</thead>
<tbody>
<tr>
<td>INCUBATE</td>
<td>CONNECT</td>
<td>CONTEMPLATE</td>
</tr>
<tr>
<td>INNOVATE</td>
<td>COLLABORATE</td>
<td>ENGAGE</td>
</tr>
<tr>
<td>SUSTAINABILITY</td>
<td>DIVERSITY</td>
<td>SOCIAL JUSTICE</td>
</tr>
</tbody>
</table>
Conceptual Program

Welcome & Information Zone

<table>
<thead>
<tr>
<th>Services</th>
<th>LIB</th>
<th>INN</th>
<th>COL</th>
<th>SOC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus Information</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Event Calendar</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Building Navigation</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interactive Display /Smart Wall</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>World News</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

Value

- All event information in one place
- Clear wayfinding

Collection & Access Zone

<table>
<thead>
<tr>
<th>Services</th>
<th>LIB</th>
<th>INN</th>
<th>COL</th>
<th>SOC</th>
</tr>
</thead>
<tbody>
<tr>
<td>High-Use Items</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current Journal &amp; Newspaper</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>New / Featured Items</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Reserves</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Collection</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Circulation &amp; Check-Out</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Reference</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Value

- Easy access to high-use materials
- Readily available staff support
## Self-Directed Learning & Work Zone

**Services**

<table>
<thead>
<tr>
<th>Service</th>
<th>LIB</th>
<th>INN</th>
<th>COL</th>
<th>SOC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Quiet Study</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Open Quiet Study</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relaxation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Value**

- Right size carrels
- Power outlets & flexible seating
- Quiet area for computing
- 68% more total quiet seating
- 50% more carrels
- 100% more table seating
- 40% more lounge seating

## Reflection Area

**Services**

<table>
<thead>
<tr>
<th>Service</th>
<th>LIB</th>
<th>INN</th>
<th>COL</th>
<th>SOC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meditation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relaxation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prayer</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quiet Study</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Value**

- Dedicated space for meditation, relaxation and prayer
- Culturally responsive
- Facilitates stress relief
- Quiet area
CORE Building Story

Conceptual Program

Collaboration Zone

**Services**

<table>
<thead>
<tr>
<th>Service</th>
<th>LIB</th>
<th>INN</th>
<th>COL</th>
<th>SOC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Study</td>
<td>○</td>
<td>○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group Study</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Interaction</td>
<td></td>
<td>○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff Work Area</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student / Faculty Interaction</td>
<td>○</td>
<td>○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Access</td>
<td></td>
<td></td>
<td></td>
<td>○</td>
</tr>
</tbody>
</table>

**Value**

- Power outlets & flexible seating
- 17% more table seating
- Computing stations in quiet areas
- Flexible furniture for collaborating with groups of 4 to 12 people
- Adaptable for large meetings

Peer-To-Peer Learning & Collaboration Space

**Services**

<table>
<thead>
<tr>
<th>Service</th>
<th>LIB</th>
<th>INN</th>
<th>COL</th>
<th>SOC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Study</td>
<td>○</td>
<td>○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Interaction</td>
<td>○</td>
<td>○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff Work Area</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student / Faculty Interaction</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tutoring (SCAA)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relaxation</td>
<td></td>
<td></td>
<td></td>
<td>○</td>
</tr>
<tr>
<td>Campus Incubator</td>
<td></td>
<td>○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community Incubator</td>
<td></td>
<td></td>
<td></td>
<td>○</td>
</tr>
</tbody>
</table>

**Value**

- 560% more table seating
- Flexible furniture for collaborating with groups of 4 to 24 people
Innovation & Technology Space

Services

<table>
<thead>
<tr>
<th>LIB</th>
<th>INN</th>
<th>COL</th>
<th>SOC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Access</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Project Workspace / Makerspace</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Virtual Reality</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Training and Certification</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>STEM/STEAM</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
</tbody>
</table>

Value

- Create a 21st century learning environment
- Enhance digital literacy and provide the support system for students to learn
- Foster ideation within creative spaces
- Incubator for programs of innovation and entrepreneurship
- Innovative meetings

Staff Area

Services

<table>
<thead>
<tr>
<th>LIB</th>
<th>INN</th>
<th>COL</th>
<th>SOC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>✔️</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Materials Processing &amp; Care</td>
<td>✔️</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Storage</td>
<td>✔️</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Office &amp; Staff Support</td>
<td>✔️</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Value

- Empowers staff to support CORE Building users
CORE Building Story

Conceptual Program

Tech Service Space

**Services**

<table>
<thead>
<tr>
<th>Service</th>
<th>LIB</th>
<th>INN</th>
<th>COL</th>
<th>SOC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laptop Checkout</td>
<td></td>
<td>●</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Printing and Scanning Services</td>
<td></td>
<td></td>
<td>●</td>
<td></td>
</tr>
<tr>
<td>Technology Support</td>
<td></td>
<td></td>
<td></td>
<td>●</td>
</tr>
</tbody>
</table>

**Value**

- Allow students, faculty, and staff to use the latest technology
- A launch pad for students’ personal and professional success

Food Service Space

**Services**

<table>
<thead>
<tr>
<th>Service</th>
<th>LIB</th>
<th>INN</th>
<th>COL</th>
<th>SOC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Café</td>
<td></td>
<td>●</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vending</td>
<td></td>
<td></td>
<td></td>
<td>●</td>
</tr>
<tr>
<td>Food Kiosk</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**Value**

- Opportunity for informal dialogue among students, faculty, and staff
- Provides sustenance and stress relief
Event & Exhibit Zone

Services

<table>
<thead>
<tr>
<th>Gallery</th>
<th>LB</th>
<th>INN</th>
<th>COL</th>
<th>SOC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Events</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Value

- Learning leaves the classroom and continues in community
- Place where students participate with their cohort, faculty, and community to create new methodologies and ways of thinking
- Pioneer Pride

Outside Space

Services

<table>
<thead>
<tr>
<th>Study Space</th>
<th>LB</th>
<th>INN</th>
<th>COL</th>
<th>SOC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relaxation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Interaction</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Events</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Value

- Indoor / outdoor connection
- Additional social and event opportunities
Overview

The CORE will include integrated technology throughout the building. During the design phase, individual spaces can be divided into several categories based on the level of technology desired, as follows:

Basic Room

The Basic Room has wireless and wired (Power over Ethernet) connections to allow students, staff and other room users to connect to the Internet and other network resources (printers, etc.) in the CORE Building and across campus. This room type also has at least one wall painted with dry-erase paint to allow it to be used as a whiteboard.

Collaborative Room

The Collaborative Room takes the same provisions as the Basic Room and adds a wall-mounted display (with integrated speakers) to allow students, staff and other room users to connect their laptop, tablet or smartphone to the display, share content and work together on projects.

Integrated Room

The Integrated Room goes one step further than the Collaborative Room by replacing the flat panel display with a short-throw Interactive Projector or upgrading the display to add a touchscreen overlay. This allows students, staff and other room users to interact directly with the display (like using a large iPad or tablet) without requiring dedicated pens or other equipment that can be lost or moved. This room also has ceiling-mounted speakers to augment the audio in the room and a high-definition (HD) camera and microphone to facilitate web-based conferencing and collaboration with other remote users either on campus or in the surrounding community.
In addition to the four room types outlined above, there are specialized rooms and areas in the Core Building with customized technology build-outs. This includes the Maker Space, Smart Wall, lounges and other spaces. Technology in those spaces will be determined based on the individual room requirements.

### EQUIPMENT

<table>
<thead>
<tr>
<th>Feature</th>
<th>Basic</th>
<th>Collaborative</th>
<th>Integrated</th>
<th>Comprehensive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wired Data and Power outlets</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Wireless Coverage</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Whiteboard / Dry-erase Wall</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Wall-mounted Flat Panel Display (with integrated speakers)</td>
<td>✔</td>
<td></td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Interactive Projector or Flat Panel Display with Touchscreen Overlay</td>
<td>✔</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ceiling Speakers</td>
<td>✔</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HD Cameras and Wired Microphone for Conferencing</td>
<td>✔</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wireless Microphone (Lavalier)</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AV Control System</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Podium</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proctoring / Collaboration Software</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Built-in Computer and Monitors</td>
<td>✔</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Assisted Listening System (ALS)</td>
<td>✔</td>
<td></td>
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</tr>
<tr>
<td>In-room AV Cabinet with Control &amp; Switching Equipment</td>
<td>✔</td>
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</tr>
</tbody>
</table>

Note that it is recommended that infrastructure provisions (backing, outlet boxes, conduits, etc.) be planned for each room type to allow the future installation of additional technologies that may advance the room to a higher level or simply to support deployment of a new type of technology.
What Are You Getting?

- **714 Additional Seats**, including:
  - Individual Study (+134 carrels)
  - Open Quiet Study (+137 seats)
  - Study Room (+252 seats)
  - Lounge (+35 seats)

- Upgraded/Expanded **Data and Power** Connections

- **Easy Access** to General Information, Event Schedules, and Help

- Space for **Innovation and Collaboration** (Makerspace, Technology Areas)

- Easy Access to **High-demand** Collection Items

- Purpose-built, **Modern**, Space for Staff

- **Tech Service, Food, Event Space and more….”**
Through the inclusive shared governance process and broad participation of the student, faculty, and staff this plan has been embraced by the campus community and approved by the President’s Cabinet on July 20, 2017. With this approval, the University has launched the architectural design process for the new CORE building as well as the fund development campaign for the University’s contributions to the project.

The information included in this report will become a measurement of success for the development of the architectural design and it frames the student experience envisioned with the completion of the new CORE building.
Information is not knowledge. Social media and what can be found on the web than any other place. The CORE is a place to challenge, understand, and develop knowledge based on the rigor of academic inquiry.

Vision Statement for the future CORE building developed by the President’s Cabinet draft vision and validated through a shared governance process.
Information is not knowledge. More students receive their news through social media and what can be found on the web than any other place. The CORE is a place to challenge, understand, and develop knowledge based on the rigor of academic inquiry.

“Vision Statement for the future CORE building developed by the President’s Cabinet draft vision and validated through a shared governance process”
Design

EXISTING CONDITION