California State University, Fullerton

The Pollak Library Space Plan

From the Collections-centered to the Learning-centered Library

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Acknowledgements

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Introduction

In the 21st century, the Pollak Library operates in at least two dimensions. One dimension is the three dimensional physical space occupied by the bricks and mortar building, books and other tangible information formats, and the face-to-face support services provided by library personnel. A second dimension is the virtual space occupied by electronic collections and the online versions of many library services. Both of these dimensions are necessary to fulfill the Library's mission within the university. This document focuses, however, on the physical dimension, the library building, and how the development of online collections and services impacts current and future library space utilization. The future of the Pollak Library as the heart of the university demands that it transition from a predominantly collections-centered physical space to an environment where student learning is optimized. In so doing, the Library will become an even more active partner in the mission of the university than it has played in the past.

Building the Collection-centered Library, 1959-2000

The history of library space at Cal State Fullerton goes back to the university's earliest days as Orange County State College, when the Library was set up in one room in a temporary building at Sunny Hills High School in 1959. Moving to the existing campus location in the early 1960s, the Library finally got its own building in 1966, when construction of the current building, now known as Library South, was completed. At that time, the Library occupied the first, fourth, fifth and sixth floors, while tenants, such as the Schools of Business and Education, the Department of English, and Audio-Video Services, occupied the second and third floors and the basement. Over the next two decades, most of the tenants housed in the library gradually moved to other campus buildings, leaving room for the Library to expand its operations and collections into the vacated space. However, even that space became inadequate for library needs by the early 1990s. The problem of crowding was solved in 1996, the date of completion of the Library North building. The construction of this annex added five new floors (including a basement) and more than 130,000 square feet, which almost doubled the size of the library building.

The planning and construction of Library North took place in the mid-1990s, a time of accelerating change, but one in which the scope and speed of change was not yet very apparent. Before the early 1990s, the Library's prime focus was on building its collections, mainly books, periodicals and audio-visual materials. Starting almost from scratch with an outdated collection inherited in 1959 from Cal State Long Beach's branch campus in Santa Ana, the Library's print collection reached the half million mark by 1980 and currently exceeds 1.2 million volumes (or volume equivalents). Rapid growth of physical collections reflected the needs of an increasingly diverse curriculum, the addition of new undergraduate and graduate programs, and a greater emphasis on faculty research. Even in the 1990s, use of library collections necessarily involved use of the physical library building, despite the fact that

the library catalog and many indexing and abstracting services had migrated to digital formats, such as CD-ROM. Even when the library catalog became available in 1989 to students from computers in their homes, access to the resources that could be discovered through use of the catalog still required a trip to the library. The housing of print, microform, and analog audio and video collections took up (and still takes up) the largest percentage of square footage in the library. Services, such as research assistance and circulation, were tied directly to physical collections, which were the anchors around which most floors in the library were designed and among which were scattered spaces for student study.

Since the late 1990s, the transition from physical to electronic collections has proceeded at an ever quickening pace, with a lion's share of the materials budget swallowed up by electronic databases and journal packages. The World Wide Web provided the technological infrastructure for reliable electronic
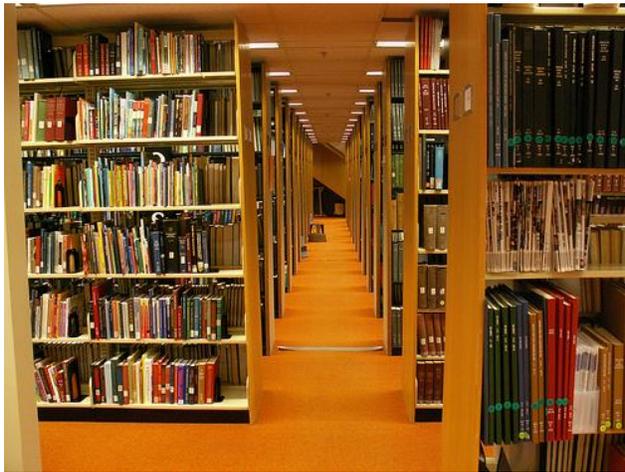
delivery of library materials of all kinds. The need for computers to access electronic journals, websites and other sources of academic information led to the development of computer labs in several locations around the library, in addition to the IT-administered Titan Lab in the basement of Library North. The need for a mix of technical and research assistance in the use of library electronic resources and other computer applications spurred the development of the Information and Learning Commons, a joint effort launched by the Library and Information Technology in 2006/7. By the end of the first decade of the 21st century, use of library electronic resources far outpaced use of physical collections. Once collections became largely decoupled from their physical storage in the library, the logic of dedicating large areas of prime library square footage to physical collections needed to be reevaluated.

Space Utilization Today - Towards the Learning-Centered Library

As in the past, library space has been allocated to both the Library proper and other campus entities as tenants. Starting with the tenants, approximately 18% of space in the library building (not counting the basement area in Library South) is now occupied by non-library tenants.[1] {Note, if one includes the PLS basement area and its tenants--Titan Communications, the Faculty Development Center and Information Technology—in the calculation, the percentage of library building space occupied by tenants is 27%.} By far the biggest tenant, after the Library itself, is Information Technology (IT), with about 13% of the total square footage in the library building dedicated to a variety of uses, including employee offices, workrooms, training space such as the new Academic Technology Center, conference

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[1] In the paragraphs that follow, statistics regarding Pollak Library space derive from two sources: 1) the spreadsheet maintained by the Vice President of Academic Affairs Office, "New Library Square footage Space Data Library (1-21-2011)" and 2) in-house measurements by Dennis Morris, Facilities Coordinator. In every case, the reference is to assignable square footage, not gross square footage.

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space, help desk, data center, and storage. It should be mentioned that the square footage number for IT does not include the jointly administered Information and Learning Commons space on the first floor or the Titan Lab in the north basement, both of which spaces are designated library spaces by the Vice President of Academic Affairs. Other tenants occupy much smaller areas. They include from largest to smallest (in terms of square footage) the University Learning Center, the Center for Oral and Public History, the Writing Center, University Honors, Professional Activity Center (PAC), Chicano Resource Center, and the Emeriti Office. In recent years, specific tenants have been invited into the library in order to create a more integrated one-stop shop of student information and learning services.

The current use of library building space by the Library itself might be best characterized as a hybrid between the collection-centered and the learning-centered library models. Physical collections—books, print journals, audio-visual materials in physical formats such as VHS, cassettes, CDs, and DVDs, government documents, microfilm, instructional media, etc.—occupy approximately 43% or 125,131 sq. ft. of the total square footage of the building, or 52% of library space not including tenants. The bulk (65%) of the space dedicated to collection storage is concentrated in the book stack areas on the fourth, fifth and sixth floors of Library South. But substantial space for housing collections (35%) is also present on all five floors of Library North, including compact shelving in the basement.

After collections storage, the next largest category of space utilization in the Library is open study space for student use. This use occupies 24% of the total building square footage and 28% of library space, Study space is composed of at least three major types: computer lab space, group study space, and open seating at tables, carrels or soft seating. Computer lab space is concentrated on the first floors of Library North and South and in the Titan lab in the basement. In addition, there are smaller banks of computers in other locations, such as the PLN 2 and PLN 4. Study space dedicated to computers encompasses 40% of total student study space. Group study space is defined as the space taken up by group study rooms, which are available on PLN 1-4 and PLS 2. Group study space takes up about 2% of total building space, but about 11% of the space dedicated to student study. The largest amount of student study space is the open seating space primarily on PLN 2, 3 & 4, which currently takes up about 12% of building space and 49% of the total space devoted to student study. There has been an attempt to differentiate student study space by designating the PLN 3 as a quiet study floor.

2011 Library Space Utilization

% of total Assignable Square Footage

■	Shelving
■	Student Space
■	Tenants
■	Workroom Space
■	Office Space
■	Meeting Space
■	Storage
■	Misc.

2% — 2% — 2%
3%
7%
18%
43%
23%
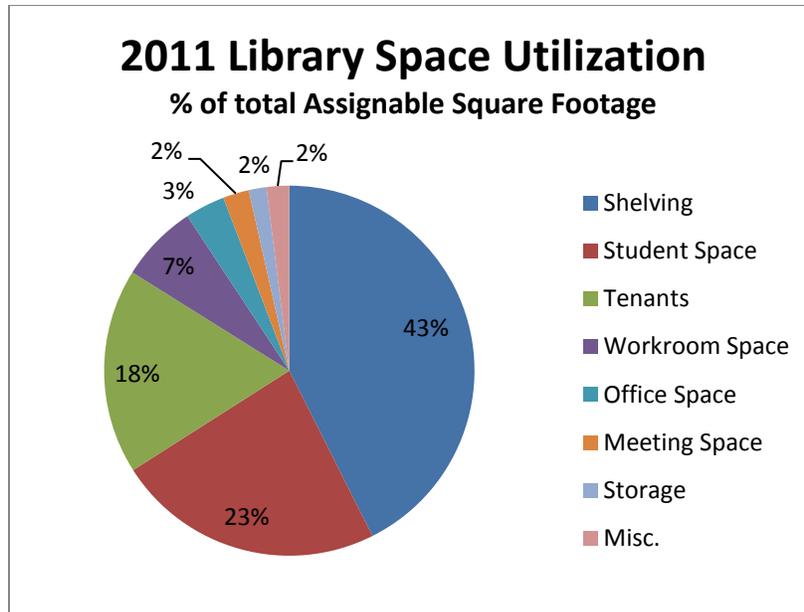
The remaining space in the library is dedicated to uses that are not freely open to the public, including office, workroom, storage, or conference or instructional space. The largest component of this "behind-the-scenes" space (7% of the building) is dedicated to workrooms. Workrooms are generally devoted to the processing of physical collections and include space in the circulation operation, the collections and processing unit, interlibrary loan, government documents, audiovisual and curriculum materials, periodicals, reference, systems, and library administration. Several of these spaces, including the government documents and periodical workrooms, have been vacated in recent years as the volume of printed material in those information categories have dwindled, and it can be assumed that much of this workroom space, although not all, will be repurposed in coming years. The workroom space in systems is needed for computers, rather than collections, but as the library continues to shift its personnel away from equipment maintenance in favor of paying IT to maintain equipment in the Library, this space may also be repurposed. In addition to workroom space, about 3% of the library building is dedicated to office space. Most of the office space is enclosed, but some areas are open cubicles, such as on PLS 3. Storage spaces used by the Library are located throughout the building and encompass about 2% of building space. Finally, another 2% of space is dedicated to instruction and conference rooms. Instructional rooms are primarily used to provide library instruction to specific classes as requested by faculty, but also are used for in-house training and other meeting uses. Some conference rooms, including the large meeting room on the first floor north, PLN-130, may be scheduled by non-library tenants and other campus entities.

Trends Affecting the Use of Library Space
The Pollak Library has constantly evolved since its founding, but it has only been in the last decade or so that visiting the library building has not been a requirement for the use of most collections. There are numerous trends that impact space usage, including changes in scholarly publishing, library service and

staffing trends, enrollment projections, the move to online education, the spread of mobile devices, and the growing value of unique collections.

Scholarly publishing trends

The core mission of the Library continues to center on the provision of high quality academic information to students and faculty. If, in retrospect, the decade of 1990s can be seen as the period during which information *about* scholarly content (library catalogs and indexing and abstracting services) became digital, the 2000's were the time when full-text academic content, especially journals and databases, moved into the online realm. Early in the decade, the limits of available bandwidth caused video and other content requiring large files sizes to move more slowly into online delivery formats, but even these types of information are now predominantly online. The demand for streaming video and audio is growing in the academic marketplace, so it seems only a matter of time before CDs and DVDs will go the way of VHS and other physical formats for audiovisual content.

Meanwhile, the last major area of print-to-electronic transition in the publishing realm remains books. Recent improvements in e-book readers have spurred the growth of e-books in the consumer sphere, but there are some unique challenges associated with collecting and providing access to e-books in a university setting, including the costs associated with purchasing e-books and migrating existing useful print book collections into electronic form and how libraries can legally provide robust interlibrary loan services when the bulk of book content is in e-book form. Those challenges aside, it is hard to imagine a future in which e-books do not figure prominently, although the speed and completeness of the e-book conversion are still hard to gauge. Copyright issues, which have hindered mass book digitization efforts such as Google Books, continue to limit free access to digital book content.

Another trend--one that could counteract the restrictions on use due to copyright--is the development of the open access movement in journals and other forms of scholarly communication. The open access publishing model has made the greatest inroads in the scientific and medical fields, in part due to the need for rapid dissemination of research findings, but other disciplines are also seeing the value. An obstacle to open access is the requirement in many university tenure and promotion documents to publish in more established journals. As a result, early hopes that open access would rapidly replace traditional scholarly publishing models have not panned out, but the growth of open access repositories remains slow but steady. Tracking open access publications and incorporating them into the discovery tools used by the library requires constant vigilance.

Service and Staffing Trends

The shift of information resources into the online environment will continue to impact how services are provided in the library. If online formats, such as e-books and streaming video, are widely adopted as expected, library operations that process and circulate books, DVDs, and other physical formats will necessarily shrink in proportion. This shift in service presence has already begun with the closing of the periodicals, government documents, and AVCMC desks on

the 2nd, 3rd, and 4th floors of Library North in recent years. In addition to service desks, the decrease in back office processing of print materials has also freed up some workroom areas for other uses.

On the other hand, services that support use of online collections and student learning will grow. Growth areas are likely to include a mix of online and face-to-face reference and research assistance, technology assistance, departmental liaison services, content curation, learning services, document delivery, library instruction, and the creation of learning objects. Although the demand for course reserves composed of physical items will shrink, the need for the Library to provide faculty assistance with e-reserves, coursepak equivalents, and copyright advising will likely grow. Interlibrary loan will continue to fill gaps in library collections, but items will be delivered online and may be purchased outright instead of "borrowed," as is the case with the current Get It Now service.

Generally speaking, as the library continues to move away from the physical, item-by-item processes required by physical collections towards the global management of predominantly online collections, the types of services it provides will require greater levels of technological, pedagogical, managerial, and subject matter expertise. In light of CSUF enrollment projections, it is unlikely that staff numbers will shrink much given the Library's existing low ratio of staff to FTES in relation to comparable institutions. However, due to the highly technological needs of the library as it moves online, recruitment for new positions will aim to bring needed expertise and skills to the library. (Appendix 1 : The Pollak Library Strategic Five-Year Personnel Plan) The space implications of these staffing trends will likely include a need for more offices and meeting space, but less workroom space.

Enrollment trends and the campus environment
Although uncertainty related to the California budget may depress the growth of enrollment at Cal State Fullerton over the next ten years, steady growth of the student body is still forecast through the next decade.[2] Other developments at CSUF that are likely to increase the use of library space include the expansion of residence halls, the current construction of commercial student housing north of Chapman and the expected development of Collegetown, a planned mixed commercial and residential area south of Nutwood. Students who are residing on or very near campus can be expected to make heavier use of facilities than commuters do.

Online education and learning trends
For many years during which the Library experienced intense pressure to innovate in response to major technological changes in information technology and publishing, university teaching practices changed only moderately. Instructors as a group adopted instructional technologies slowly and usually only to enhance conventional instruction rather than to deliver instruction in

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[2] The CSU estimates a figure of 36,146 FTES for 2020-21 college year. See http://www.calstate.edu/budget/fybudget/legislative-reports/0809-Enrollment-Projections-and-SummerTerm-Utilization-Letter-Report.pdf The 2010-11 figures are 27,671.2 for college year http://www.fullerton.edu/analyticalstudies/

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an online modality. The first online program at CSUF, the Masters in Instructional Design and Technology, launched in 2002 and has been followed by only a trickle of other programs until recently. With the adoption of the WASC fast track procedures in 2009, the growth in the number of online programs has sped up. However, most movement towards online instruction has not occurred at the department level, but rather at the course level as individual instructors have converted their courses to 100% online, or, more frequently, a hybrid or blended format. (Appendix 2: Online Education and Pollak Library Support white paper.)

The growth of online education at Cal State Fullerton is likely to impact the library in several ways. As already mentioned, much of the information available to students at the Library has already moved online, so problems of access exist only for those information resources which remain in physical formats, such as print books, DVDs, or CDs. In those cases, the Library will need to find ways to identify students who are enrolled in 100% online courses and who do not come to the campus regularly for instruction in order to deliver physical items to them, usually by mail. In cases where students are enrolled in a mix of online, hybrid and/or traditional courses, it would be prohibitively costly to provide such delivery services for physical items, so the Library will need to find ways to authenticate 100% online students for such special services. Generally speaking, to the extent that online education expands at CSUF, the Library will be incentivized to move physical formats into online formats more rapidly than ever.

If, as seems likely, the growth of online education at Cal State Fullerton will be robust in the area of hybrid or blended courses, then this trend is likely to have library space implications. In a hybrid course, a percentage of the time previously devoted to face-to-face lecture or class discussion is now allocated to activities outside the classroom. Whether the activity is individual or collaborative in nature, some students will require library space (and sometimes technology) to accomplish these out-of-the-classroom requirements. Unlike 100% online students, who may reside outside the region, and even outside the country, hybrid students will normally live within easy driving distance of Cal State Fullerton.

Mobile technology
Another trend likely to affect how students make use of library space is the proliferation of mobile devices. The Horizon Report for 2011 predicts that within one year mobile devices, such as smart phones and iPads, will be common. The growth in ownership of mobile devices allows students to access library resources from just about anywhere, anytime. As students acquire mobile devices, especially the tablet-sized variety, the demand for large numbers of stationary desk-top computers will be reduced, but the need for flexible space configured for individual or collaborative study will likely grow.

Unique Cal State Fullerton collections
Most of the books, journals and other resources in the Library's collections, both physical and online, are available at other libraries around the country. However, the Library also collects materials that are unique or rare in its University Archives and Special Collections unit. As libraries around the country have moved collections online, the materials held in archival

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repositories are more likely to be perceived as institutional treasures, some of which may warrant the expense of digitizing for a global audience. The development of methods for making archival collections digitally accessible to users worldwide has given archival and heritage institutions a heightened profile compared to that which they enjoyed in the pre-digital era. As the largest educational institution in the North Orange County region, Cal State Fullerton will be expected to play a role in preserving and providing access to university and local history. The unique collections of the University Archives and Special Collections are one area where the Library needs to plan for significant growth of physical collections. Even when archival collections are digitized, archival best practices require that the originals be preserved. The joint COPH/University Archives and Special Collections facility currently planned for the sixth floor of Library North, when funded, should provide space for significant growth of physical collections in paper and analog video and video formats, in addition to the expansion of digital collections through acquisition or digitization projects.

In addition to the historical materials housed in University Archives, there are a variety of other unique outputs (such as article preprints, learning objects, research data, e-portfolios, etc.) produced by university faculty and students that could form the basis of a CSUF institutional repository, but that content is likely to be almost exclusively born-digital, and therefore has limited space implications.

Future Scenarios: The Pollak Library in Ten Years

Over the next decade, the shift already begun from a collections-centered library to a learning-centered library is likely to continue and even accelerate. Physical collections will not completely disappear, but their footprint will have shrunk considerably, as will the space currently dedicated to the processing and circulating of physical items. These developments require that the Library make a concerted effort to plan effectively for changes in how library space will be best utilized given the trends outlined above.

Furthermore, any plan the Library devises must take into account the following guiding principles[3]:

1. **The space plan should aim to directly support the core learning mission of the university.**
   As the academy learns more about how students learn, it becomes clear that libraries can play a much more active and purposeful role in student learning than they have typically done in the past when library space was largely taken up with physical collections. Moreover, the benefits that accrue to the university from the library are likely to be increasingly measured in terms of student learning outcomes, student engagement, student recruitment, retention, and time to graduation, and faculty grants and research. As difficult as some of these correlations are to

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[3] The guiding principles articulated here are similar to those articulated by the Space Planning Team: 1) Maintaining a student-centered approach to Library space utilization; 2) Repurposing library collections and services in creative and flexible ways—using an open floor plan whenever feasible—to make the best use of available space, funds, personnel, and equipment; and 3) Creating a coordinated viewpoint for the future utilization of Library space, allowing for the changing face of libraries while also being open to the addition of new and complementary functions within the Library.

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reliably make, it is important that the library attempt to understand and act upon the ways it can enrich the student learning experience and bolster faculty success (Oakleaf 2010).

For instance, the National Survey of Student Engagement (NSSE) measures learning behaviors that are initiated by students, involve active learning, and take place *outside* the classroom. A number of these NSSE activities have implications for library space planning, for instance 1) working with classmates outside of class to prepare class assignments; 2) talking with students with different religious beliefs, political opinions, or values; 3) discussing ideas from readings or classes with others outside of class; 4) talking with students of a different race or ethnicity; and 5) culminating senior experiences. While each of these activities may take place in a variety of locations, such as in the lobbies of academic buildings, student unions, or dining facilities, the Library's academic mission makes it particularly well suited to facilitate these important experiences through a variety of different types of spaces carefully designed and equipped to promote the desired activity.

The library at Cal Poly San Luis Obispo has taken the idea of the learning-centered library to heart in its repurposing of space in the Robert E. Kennedy Library. Among other innovations, the library provides three types of space over and above the computer lab and study space typical in most university libraries. Collaboration spaces are designed to encourage learning activities among groups of students. With modular transparent walls, movable chairs and tables, whiteboards, and flat panel displays, the space is optimized for project-based learning. Social space is available near the café area, includes round tables and couches, with art on the walls and an installed AV system. This space is optimized for socializing and conversation. The third space is called Public Space, and its purpose is to allow students to "be alone in public." The space takes advantage of natural light, includes clusters of furniture that are moveable and contains an exhibit space. The focus is on student learning, and each space is designed with different types of learning modalities in mind.

2. **The space plan must involve strategically sound collaborations within and outside of the university.**
   Understanding that no library is an island, especially in financially challenging times, the Pollak Library has already embarked on a number of productive collaborations, including a partnership with Information Technology and others to run the Information & Learning Commons (ILC), maintain library computer equipment, and staff the ILC Support Desk. An example of an outside collaboration is the long standing participation of the Library with other CSU libraries and the Chancellor's Office to centrally procure electronic resources with vast saving to all 23 campuses. As we look forward to the decade ahead, library space planning must consider how the library can fulfill its core mission through strategic collaborations with partners that enhance library space as a learning space. Rather than waiting for other campus entities to approach it for space, the Library should proactively identify potential tenants that will work synergistically with the Library to create a rich and cohesive environment for students in a way beneficial for both partners.

3. **The space plan should be flexible, economical, and phased in over time.**

The best-laid schemes o' mice an' men
*   Gang aft agley…* Robert Burns

In the early 1990s, as the Library North building addition was being planned, few could have imagined the speed at which many types of library materials would migrate into the online environment, thereby obviating the need to collocate materials physically on a particular floor, usually together with the librarians and staff who cared for and answered questions about those collections. Fifteen years after they were installed, three of the five large, permanently affixed, granite service desks now sit as empty reminders of a service model that increasingly failed to reflect how students actually use the library. Since there are no indications that the pace of change is slowing and no reliable crystal balls, the core principle of library space utilization must be flexibility. In short, designing for uncertainty is the only prudent strategy. Furthermore, the Library cannot count on receiving funds for major renovations or remodeling. Achieving space utilization goals will require a carefully designed multi-year plan, devised with a timeline so that space is reclaimed when its existing purpose is no longer justified and redeployed to higher value uses.

Library Space Considerations: Floor by Floor

In 2008, The Library constituted a Space Planning Team with representation of librarians and staff library-wide to investigate the use of space in the Pollak Library. Over the past few years, the Team has gathered data on current space utilization within the Library, ideas about how space might be redeployed, and in some cases cost estimates for certain scenarios. The floor-by-floor discussions below make use of the insights of the Space Planning Team, as well as ideas from other knowledgeable individuals inside and outside the library.

Library North and Library South, due to their different construction dates and the building philosophy that governed their respective designs, contain very different types of environments. In particular, Library North with its newer construction, high ceilings and abundant windows makes it the natural location for the creation of effective student learning spaces. What is it about a space that makes it conducive to learning, assuming that the requirements for adequate security, climate control, and appropriate furnishings have been met? Appropriate noise levels, natural lighting, and where along a continuum from overly sterile to overly distracting the space falls are factors commonly cited as important to students looking for good spaces to study and learn. Even quiet study seems to require space that "fosters a silent exchange of energy," since all study is active (Ranseen 2002). Studying "along" rather than studying "alone" describes the communal nature of even individual study in the library. Collaborative learning also benefits from open but defined spaces, where students can adjust tables and seating and make use of technology, like smart white boards and wireless access. Entire floors can be allocated to collaborative learning, and group study does not require enclosed rooms dedicated specifically for that purpose. One key to an effective space plan is to align use with the natural strengths of a given space and to avoid dedicating spaces to uses for which they are not ideal. It is also

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helpful to articulate the predominant type of activity the space is designed to serve through labeling each floor with its "Zone type." The following discussion looks at each floor, its current use, how it should be "zoned," and how utilization might be improved.

Library North

PLN 1

This floor may be considered the center of gravity of the Library, due to its central, accessible location, the presence of a public services desk for both research and technology assistance, and the large number of computers available for student use. Tenants include University Honors, the Writing Center, and the Disabled Student Services.

In the Atrium, there are two rooms currently used for exhibits.

Zone type: Social and individual computer study

Possible improvements:

- Continue to weed and/or relocate the print reference collection which takes up over 4,000 sq. ft. In place of tall shelving install a mix of soft seating and tables and a limited amount of waist-high shelving containing the most heavily used print reference materials.
- Move the first floor instruction room to the second floor for a larger instruction space (from 950 sq ft to 1338 sq ft) and repurpose the first floor room as a café. It remains to be determined whether plumbing requirements are adequate for this purpose.
- Relocate the University Honors Office to a quieter floor.

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- Use the combined former Honors and Reference Workroom spaces to consolidate circulation services in proximity to the reference/ILC support desk to maximize staffing flexibility.
- Prepare a plan for reducing the number of stationary computer work stations when and if they become redundant due to widespread adoption of iPads or other mobile devices, while ensuring that adequate power is available.
- The Salz-Pollak Room should be accessible to students and others for programs, exhibits and other activities that may be hosted by other campus entities.

PLN 2

This floor houses the University Learning Center and Titan Help Desk. It is also the location of approximately 13,500 sq. ft. of periodical shelving and a number of group study rooms. There is also about 4,000 sq. ft. of quiet study space available overlooking the Atrium between the two buildings.

Zone type: Collaborative Study

Possible improvements:

- Relocate the first floor instruction room to the 2nd floor North periodicals workroom space to expand instructional space that can be used by both the Library and the ULC.
- Continue work on the Periodicals Reorganization and Planning and JSTOR projects to develop a plan for the disposition of low use print journals and other periodical publications available in electronic formats, including participation in the Western Regional Storage Trust (WEST) effort.
- As shelving shrinks, open some areas for expansion by the University Learning Center. Other recovered space should be devoted to collaborative learning space managed by

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the Library perhaps in partnership with Information Technology as an extension of the Information and Learning Commons.

- The Atrium reading areas could be enhanced with more soft seating and tables and designated as individual semi-quiet study space.

PLN 3

The third floor of Library North is currently the sole area of the Library specifically dedicated to quiet study. Seating is currently mainly of the carrel type. The desk area and adjacent workrooms have been vacated, although students are using the desk area for laptops due to the power outlets there. In addition, there is approximately 11,000 sq. ft. of government documents shelving and several group study rooms.

Zone type: Quiet study

Possible improvements:

- The 3349 sq. ft. of vacated workroom space is divided into two distinct spaces. Ideas for repurposing this space include 1) graduate quiet study, 2) graduate quiet and collaborative study, or 3) a combination of graduate quiet study and University Honors Office and/or Guardian Scholars.
- Currently, most government information is distributed in electronic form, so this collection is unlikely to grow much. The current and historical value of the materials should be assessed, and a plan drawn up for weeding and/or relocating the collection. State, municipal and international government documents could be interfiled with the regular book collection, but the US documents collection follows the SuDoc system, which would make interfiling difficult, if not impossible.

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PLN 4

The fourth floor of Library North is currently an active student study area with round tables and chairs. It also contains 2100 sq ft. of shelving for audiovisual materials, CDs, videotapes, videodiscs, cassette tapes and LPs (but not DVDs, which are located in closed stacks in the circulation area). Eighteen audiovisual rooms of various sizes are available for student use. There are also 5300 sq ft of education-related collections, including LRDC textbooks, curriculum materials, instructional media, and children's books. These collections are located near the PAC, a space administered by the College of Education as a kind of teaching laboratory. There is also a small Children's Literature Center, funded by a donor. There is a vacated public desk, some underutilized back office storage and workroom space, and several group study rooms.

Zone type: Public space

Possible improvements

- This floor contains some of the most desirable student space in the library judging from its heavy use and possibly due to the large amount of natural lighting and great views. Student use of the space should be expanded.
- The fourth floor AV collection is rapidly obsolescing, especially since DVDs are no longer stored there. The AV viewing rooms get minimal use as designed, but are sometimes used as group study rooms. There should be an evaluation of the utility of the AV collection; valuable content in analog formats should be reacquired, where possible, in digital formats and other materials from this collection weeded or relocated.
- The vacated desk, workroom, and viewing rooms could provide space for a consolidated multicultural center in the library, composed of existing ethnic or gender studies centers in the College of Humanities and Social Sciences and the Division of Student Affairs. The goal of such a multicultural space would be to simultaneously provide office and meeting space for several distinct centers, while simultaneously consolidating public functions, such as exhibit, performance, or collections spaces in a way that provides the maximum amount of flexible use.

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- A plan for the education-related collections on the fourth floor should be developed in preparation for the day when textbooks and children's books begin to move decisively into the digital space. Meanwhile, weeding efforts should be continued.

PLN Basement

The North basement area is currently occupied by the Titan Lab, compact shelving, microform cabinets and readers, data center, and shared IT-Library storage space.

Zone type: Compact Storage of Collections

Possible improvements:

- Investigations should be continued to 1) assess how much desirable library real estate could be freed up by relocating low use collections to compact storage in the basement of Library North, and 2) what risks if any would such collections incur in the event of a 100-500 year flood in the Southern California region. It has been determined that this location is the only location suitable for expanding compact storage. Other floors do not have adequate weight bearing capabilities. The cost of acquiring and installing further compact shelving in the basement has been estimated to cost approximately $1 million.
- Also areas for relocating the Titan lab computers and related services inside the Library should be explored.

Library South

The Library South building is windowless, with the exception of the first floor. The lack of windows on most floors and an older design make the building less attractive as areas for students. However, the building is well designed for office space, workrooms, training and conference rooms, and collections.

PLS 1

The first floor South is currently taken up by a mix of Library and tenant uses. Tenant use includes the Emeriti Office, Chicano Resource Center, and IT office space. Library spaces include the circulation area, public computer area, the Media Commons, and the Patrons/Emeriti Book Sales Center.

Although this space is a highly desirable area of the library, its development has been on hold for many years due to tentative plans to build a faculty-staff dining facility on the floor. If a dining facility is not built, the south end of the first floor of Library South would be ideal space for one or more high profile tenants that require easy access, which could be provided from the Quad. The main requirement for tenant use of this space would be that elevator and stair access to the upper floors of Library South be preserved and that the Library continue to maintain an integrated and unified presence across both buildings.

Zone type: Still to be determined.

PLS 2

This floor is mostly occupied by Information Technology offices and conference rooms, but also includes the Academic Technology Center for faculty training and the IT Help Desk. It also houses the offices of Library Administration, Library systems techs, a workroom and storage areas. Since only 24% of this floor is occupied by the library, most planning for the floor would be undertaken by Information Technology.

Zone: Office and Faculty Training and Development Space

Possible improvements:

- With the opening of the Academic Technology Center for faculty, the issue of the respective roles of the new ATC and the Faculty Development Center, currently located in the basement of Library South, emerges. Faculty members are unlikely to completely understand the difference between these two related but physically separated entities. The problem of branding argues for a collaboration between the two entities, and possibly an eventual move of the Faculty Development Center to the 2nd floor.

PLS 3

The third floor is occupied by the Library and one tenant. Most of the floor is employed by the Library's Collections and Processing unit for offices, work areas, storage and a conference room. There is also space for the Interlibrary loan operation. The other main occupants are the Library's University Archives and Special Collections and Center for Oral and Public History (H&SS). Planning has already begun for a joint facility for these two entities on the sixth floor.

Zone type: Office Space

Possible improvements

- The Library will continue to purchase, process, lend and borrow books in paper format in the coming years, but it is likely that the volume of physical books the Library handles will gradually decline as the number of ebooks increases. As a result, the CPS unit and Interlibrary Loan section should regularly review their space requirements as workflows move increasingly away from handling physical items toward completely electronic workflows. There is likely to be a need for more offices and less workroom and storage space.
- When the joint COPH-UA&SC facility is completed on the sixth floor, the space currently occupied by those entities will be available for repurposing by the library or other tenants.

PLS 4

The fourth floor South is completely dedicated to shelving for books, with some scattered student study areas.

Zone type: Collections Storage

Possible improvements:

- In order to make best use of collections space and free up space to consolidate book collections, the Library should develop a plan for weeding collections on the 4th, 5th and 6th floors South with the twin goals of improving the usability and currency of the collection and freeing up space to make more room for the expected COPH-UA&SC move to the 6th floor.
- If, as expected, the physical book collections become less and less used over time (judging by circulation statistics), the Library should explore the feasibility of implementing closed stacks and a paging system. Closed stacks would allow for storage solutions, such as a seventh shelf, that would increase storage capacity, but pose no risk of physical injury to library users trying to retrieve materials on high shelves in open stacks. Labor costs for paging would be offset by no longer needing periodically to "shelf read" for accuracy and to find "lost" books.

PLS 5
The fifth floor South is dedicated to shelving for books, some scattered student study areas and a small storage space for Special Collections.

Zone type: Collections Storage

Possible improvements:

- See PLS 4

PLS 6
The sixth floor of Library South is currently taken up with shelving for books, and some small areas for IT and COPH storage. This floor is slated, pending securing funding, for construction of a joint facility to house COPH and UA&SC collections, with associated office, workroom, conference, and training spaces. The sixth floor is the best location for such a facility due to the requirement for special temperature and humidity control of unique paper and analog audiovisual formats which can only be economically accomplished by installing HVAC equipment on the roof of Library North. In addition, about half of the shelving space on the floor was emptied of books as the result of a plan, never realized, to locate IT staff during the CMS implementation phase.

Zone type: Collections Storage

Possible improvements:

- Like the 4th and 5th floors, the 6th floor would benefit from a weeding plan to consolidate the collection and make it more useful.

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- Unlike most of the rest of the physical collections in the Library, which are unlikely to grow much if any and may shrink through weeding, once the joint facility is built, the unique archival and historical collections assembled on the sixth floor are likely to grow more quickly than ever, due to the higher profile such a facility would give to both COPH and UA& SC. This argues for planning a phased renovation of the sixth floor, such that room for storage expansion may be added to the facility over time and in proportion to the space recovered as book collections are consolidated in smaller spaces off the floor.

PLS Basement

The basement in Library South is currently occupied by tenants, and in fact, there has historically been no specifically library use of that space since the opening of the building in 1966. However, if entities, such as the Faculty Development Center, were to be invited to occupy space on other floors in the Library, the vacated space might be repurposed as Library storage space. However, it has been determined that the height of the ceiling in this area is not sufficient for compact shelving. Another issue is that any materials stored in this space would have to be paged, since there is no interior access between this space and the library proper.

Timeline

It is premature to suggest a detailed timeline for space repurposing in the library before final decisions have been made as to which ideas and suggestions are worthy of adoption. That said, some basic sequencing of actions will be necessary.

Development of the valuable, highly desirable student learning space in Library North is being hindered by the existence of low use collections, especially on the 1st, 2nd, 3rd, and AV areas of the 4th floor, so plans for shrinking and/or relocating those collections should be tackled as soon as possible. Secondly, plans should be drawn up that take into account both the already vacated or underutilized space in Library North (such as the workrooms on the 3rd and 4th floors) <u>and</u> the space that is expected to be freed up from relocating collections on those floors. Allocating existing underutilized space without a holistic concept for the floor involved should be avoided.

The identification of desirable and synergistic tenants for spaces that the Library does not need should continue. For instance, the best use of space on the first floor of Library South needs to be determined. This is highly valuable space to the University as well as the Library, but its current use does not come anywhere close to maximizing this space's potential. Decisions about this space have implications for space use in Library North, especially if it is decided that the circulation operation and other library uses of the floor need to be relocated.

Finally, in Library South, the weeding and consolidation of book collections should be tackled to make space for the joint facility on the sixth floor. The move of COPH and UA&SC, in turn, opens up some possibility of space repurposing on the 2nd and 3rd floors of Library South, and possibly the collocation of faculty training and services.

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