ACADEMIC PROGRAM STATEMENT

The Academic Building
UCF Downtown Campus

University of Central Florida
Valencia College

October 31, 2016

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Core Planning Committee

We, the Core Planning Committee, publish this document with great appreciation for the many others who participated in planning meetings and contributed their time and effort to the programming of the Academic Building on the UCF Downtown Campus.

Valencia College

Falecia Williams	*President, West Campus*
John Slot	*Vice President, Information Technology*

UCF - College of Sciences

Michael Johnson	*Dean, College of Sciences*
Robert Littlefield	*Director, Nicholson School of Communication*
Tim Brown	*Associate Director, Nicholson School of Communication*

UCF - College of Health & Public Affairs

Michael Frumkin	*Dean, College of Health and Public Affairs*
Bonnie Yegidis	*Director, School of Social Work*
Reid Oetjen	*Chair, Department of Health Management and Informatics*
Alisa Smith	*Chair, Department of Legal Studies*

UCF – Office of the Provost

Thad Seymour	*Vice Provost, UCF Downtown*
Paul Lartonoix	*Assistant Vice President, UCF Downtown*
Mike Kilbride	*Associate Director & Project Manager, UCF Downtown*
Joel Hartman	*Vice President, Information Technologies and Resources*
Aaron Streimish	*IT Program Management and Planning*
Don Merritt	*Director, Office of Instructional Resources*
Christy Collier	*Assistant Director, Space Planning, Analysis, and Administration*
Barry Baker	*Director of Libraries*

UCF – Office of the Vice President for Administration and Finance

Priscilla "Lee" Kernek	*Associate Vice President for Facilities and Safety*
Allen Bottorff	*Director of Facilities, UCF Downtown*
Bill Martin	*Director, Facilities Planning and Construction*
Susan Hutson	*Assistant Director for Planning, Facilities Planning and Construction*
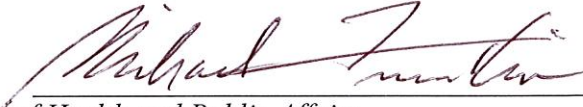
Approvals

I approve the assigned space quantities and space uses, as proposed in this Academic Program Statement, for the <u>Academic Building</u> on the UCF Downtown Campus:

Michael Frumkin
Dean of the College of Health and Public Affairs
University of Central Florida

Michael Johnson
Dean of the College of Sciences
University of Central Florida

Falecia Williams
President of the West Campus
Valencia College

Joel Hartman
Vice President of Information Technologies and Resources
University of Central Florida

Thad Seymour
Vice Provost for UCF Downtown
University of Central Florida

A. Dale Whittaker
Provost and Executive Vice President
University of Central Florida

UCF Downtown Campus – *The Flagship Building*

A 21st-century city needs a 21st-century campus, a place where new ideas can flourish from a foundation that's built on innovation, and transforms lives and our community for decades to come.

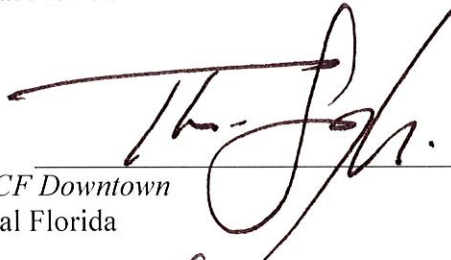The flagship <u>Academic Building</u> on the Downtown Campus will be a 148,000 gross square foot (GSF) facility accommodating nearly 100,000 assignable square feet (ASF) of space to be used by academic functions and departments, including:

Learning Spaces
- Classrooms – 30 seating 30 to 90 students
- Teaching Labs – 5 Science Labs and 4 Computer Labs

Library and Study Space
- Digital Media Commons
- Open and Quiet Study
- Collections
- Patron Services – Circulation, Reference, IT Help
- Teaming and Practice Rooms
- Student Activities - Forensics and Student Organizations

University Support Spaces
- Shared Office Space - Conference Rooms, Offices and Workrooms, Service Spaces
- Student Services
  - Learning and Academic Support Hub
  - Advising Hub – Departmental advisors

Departments - *the First Cohort*
- UCF College of Sciences
  - Nicholson School of Communication – 2 programs
    - Bachelor of Arts in Human Communication
    - Master of Arts in Communication
- UCF College of Health and Public Affairs
  - Legal Studies Department
  - School of Social Work
  - Department of Health Management and Informatics
- Valencia College
  - Health Information Technologies
  - General Education Program – Math, Sciences, Communication, Social Sciences, and Humanities
- UCF and Valencia College
  - Libraries
  - Information Technology and Classroom Support

Mission and Vision – *What We Do*

By way of introduction, the following are statements from the "First Cohort" of Academic Departments moving wholly, or in part, to the Downtown Campus; and making a strong commitment to the success and vitality of this ground-breaking academic enterprise.

Nicholson School of Communication – *College of Sciences, UCF*

Vision Statement

The Nicholson School of Communication is a diverse academic unit proudly embedded within UCF's College of Sciences, dedicated to providing intellectual leadership through quality academic programs and significant scholarly research in the areas of human communication, conflict and communication, public relations and advertising, radio/television, and journalism.

The core mission of the Nicholson School of Communication is to provide excellence in teaching at the undergraduate and graduate levels, and excellence in scholarly research and creativity.

What We Do

The Nicholson School of Communication strives for the following outcomes:

…to offer academically challenging undergraduate and graduate programs using face-to-face, mixed mode, and online platforms that educate and equip students to enter professional careers and/or to begin further graduate study in the year following graduation.

…to support, facilitate and integrate the research and study of human communication and mass media among the academic and co-curricular programs and activities represented in the School.

…to promote the results of and products of communication research and practice at national and international levels through externally funded and privately sponsored projects and creative activities.

…to contribute a significant level of service to, and partnership with constituents in the university community, in national and international academic associations, with professionals in the workplace, and within our culturally diverse contemporary society.

…to reflect diversity and inclusion through innovative courses, established co-curricular programs, and academic initiatives, such as the proposed certificate program in Hispanic Media and our international/intercultural communication competence certificate program.

School Social Work – *College of Health and Public Affairs, UCF*

Mission

The UCF School of Social Work's mission of the B.S.W. program is to prepare social work students to become generalist practitioners who promote optimal well-being, human rights, and social and economic justice. The School focuses on social change from a regional and global perspective with individuals, families, groups and communities in diverse practice settings through research informed practice.

The UCF School of Social Work's mission of the M.S.W. program is to prepare generalist and advanced clinical social work students to become practitioners who promote optimal well-being, human rights, and

social and economic justice. The school focuses on social change from a regional and global perspective with individuals, families, groups and communities in diverse practice settings through research informed practice.

What we do

The profession of social work is concerned with providing assistance, social and economic support, and advocacy on behalf of individuals, families, communities and organizations. Through our practice we help to empower those in need, especially vulnerable populations. We also teach students to be engaged in community change and the policy-making processes that affect our clients and communities. The School of Social Work at UCF has a rich history of improving the communities we serve in Central Florida.

The School of Social Work offers the B.S.W. and M.S.W. degrees. Both degree programs are fully accredited by the Council on Social Work Education, the national accrediting agency that ensures quality in the design and delivery of social work education programs. The School also offers a fully online part-time MSW program.

Over 700 students are enrolled in the School of Social Work, approximately 400 in the B.S.W. program and almost 300 students in the M.S.W. program. Another 100 students are currently enrolled in the on-line MSW program. Graduates of the MSW program are qualified to sit for the licensure exam in clinical social work in the state of Florida.

The school also participates in an interdisciplinary Doctoral Program in Public Affairs, with a Track in Social Work. Enrollment in the PAF/Social Work Track is currently about 20 students. The School is developing a proposal to offer the DSW degree, an advanced clinical doctorate in social work. Graduates of the DSW program will be prepared as leaders in advanced practice in behavioral health care.

Faculty members in the school are excellent instructors and are also fully engaged in community advocacy programs and groups. Faculty members also participate heavily in research activity that supports the goals of the profession and the needs of the community. Faculty have funded research programs in suicide prevention, child welfare, alcohol screening and treatment, and behavioral health care. These research programs directly impact the development of evidence based knowledge for social work practice.

The faculty and support staff of the School of Social Work bring together a wide diversity of experience and skills for the benefit of those who study and work in the field of social work. Strong partnerships with the community enhance the education of students and the employment opportunities of graduates. The School has affiliation agreements with well over 250 social service and non-profit organizations for the purposes of providing students with professional (required) internships.

Legal Studies – *College of Health and Public Affairs, UCF*

We are passionately committed to 21st Century Legal Education.

Through innovative and experience-based teaching, impactful scholarship, and meaningful collaboration with our community partners, we empower our students to become the next generation of ethical, legally informed professionals, leaders, and critical thinkers in the United States.

Vision for Our Future

The UCF Legal Studies Department's goal is to be premier legal studies program in the country by utilizing a variety of education methods to enhance our students learning experience.

Our teaching is driven by:

- **Compassion** for our students and our community.

- **Commitment** to integrity and excellence in academics.
- Creative **collaboration** to further student and community needs, with a purposeful focus on the multiple definitions of the word "community."
- Actively welcoming diversity and providing access to an affordable and flexible education to a varied student body by offering a wide range of learning opportunities through traditional classroom, online, and experiential learning.

What We Do

Provide excellent education whether in classroom or online, using innovative and modern approaches to teaching

- Offer subject-matter expertise in a huge variety of legal areas of interest to students
- Prepare students for a wide variety of careers within and outside of the legal professions
- Research and publish relevant scholarship in areas of modern significance
- Provide a variety of experiential learning, including a robust internship program and successful intercollegiate competition teams like mock trial and moot court
- Collaborate with our community and demonstrate engaged professionalism to our students through social justice-focused service and education opportunities

Health Management & Informatics – *College of Health and Public Affairs, UCF*

"*Transforming healthcare, one student at a time*"

Vision

The Department of Health Management and Informatics and shall be a premier, multifaceted department fostering the development of: (1) graduates who are academically and professionally prepared to assume the responsibilities of leadership in their chosen organizations and communities; (2) globally committed faculty engaged in transformational and applied research, education, and service; (3) professional and dedicated staff who support and add value to the mission of the department; (4) a vibrant and actively engaged alumni association; and (5) transformational program using applied research to facilitate community partnerships.

Mission

The Department is a global leader in the areas of health administration and informatics, and is devoted to being the premier provider of: globally focused faculty research; quality education; and community commitment; all of which are enhanced by the diversity of its faculty, staff, and students.

Values

The Department of Health Management and Informatics in the College of Health and Public Affairs at the University of Central Florida holds the following values:

- We believe a quality and accessible educational experience for our students is our most important product
- We believe in supporting the community service commitments of our faculty and students through productive collaborations with our community partners.
- We support the innovation and the creative endeavors of our faculty
- We deem honesty in our interactions with one another and with our students to be an essential part of fulfilling our mission

- We are <u>accountable</u> for fulfilling our responsibilities as servant <u>leaders</u> in the areas of teaching, research and community service.

- We <u>endorse</u> the precepts of <u>diversity</u> and inclusiveness and protect the rights thereof.

- We <u>encourage</u> the <u>professional development</u> of our faculty, staff, and students.

- And we are making a strong commitment to the success of the downtown campus.

Improving the Health of our Communities through Decision Making

The healthcare industry and government health programs organize resources to deliver health services and improve health. At the individual, organizational, and community levels, the quality of healthcare and, therefore, health, depends on the volume of resources, but also on how they are organized and delivered. A key to improving the effectiveness of healthcare is making effective and optimal decisions at the clinical, organizational, and societal levels.

The Department of Health Management and Informatics conducts research and provides instructional programs focused on problem solving and making better decisions in healthcare. We fundamentally believe that better healthcare decision making includes not only the discovery and dissemination of clinical protocols, but also the discovery and dissemination of methodologies for getting the best outcomes from limited human, financial, societal, and capital resources.

Effective leaders in healthcare organizations must be able to analyze situations, identify relevant decisions, apply appropriate decision-making tools, and marshal relevant data and information in their decision-making. We further believe that in today's dynamic regulatory, technological, and economic healthcare environment that quality analytics and decision making are the fundamental skills that continue to add value over time and contribute to sustainability.

The Department provides distinct programs in Health Services Administration and Healthcare Informatics, but all programs and faculty research efforts are fundamentally focused on decision-making. Students in the HSA programs focus on healthcare organization management decisions, as well as national, regional, and local policy issues and the application of these decisions. Students study the contributions of human and financial resources, government policy, management theory, economics, and information resources to decision making.

Students in the Healthcare Informatics programs specialize in the organization of data and information and in performing analysis of data and policy to improve organizational and societal goals. While this field is considerably more focused and technical than the traditional Health Services Administration programs, it retains the focus on achieving efficiency and effectiveness in healthcare delivery and on achieving the best possible health outcomes.

General Education Program, Health Information Technologies - *Valencia College*

Vision

Valencia is a premier learning college that transforms lives, strengthens community, and inspires individuals to excellence.

Values

Learning by committing to Valencia's core competencies - Think, Value, Communicate, and Act - and the potential of each person to learn at the highest levels of achievement for personal and professional success.

People by creating a caring, inclusive and safe environment that inspires all people to achieve their goals, share their success and encourage others.

Diversity by fostering the understanding it builds in learning relations and appreciating the dimensions it adds to our quality of life.

Access by reaching out to our communities, inviting and supporting all learners and partners to achieve their goals.

Integrity by respecting the ideas of freedom, civic responsibility, academic honesty, personal ethics, and the courage to act.

Mission

Valencia provides opportunities for academic, technical and life-long learning in a collaborative culture dedicated to inquiry, results and excellence.

Valencia's Roles and Functions

The Transfer Function
A college-level program of general education and specialized courses designed to prepare students to transfer to baccalaureate degree-granting colleges and universities.

The Technical Education Function
Technical college-level programs designed to prepare graduates to enter immediately into the workforce.

The Economic Development Function
Courses, workshops, conferences, seminars, and activities designed to support economic development and meet the needs of the community by preparing students for high-wage, high skill jobs.

The General Education Function
General education courses designed to prepare students for responsible citizenship, for wholesome and creative participation in life activities, and for intelligent decision making.

The Student Services Function
Student Services and activities designed to assist students in assessing and achieving their goals through academic, career, and personal decision making.

The College-Preparatory Function
College-preparatory courses designed to enable students to achieve college-level competency in reading, writing, mathematics, and elementary algebra.

Valencia's BIG Ideas

Request a copy of *Valencia's BIG Ideas Essay*

ACADEMIC SPACE PROGRAM

The following ACADEMIC SPACE PROGRAM has been assembled after long hours of deliberation and consultation to determine exactly how UCF and Valencia College want to utilize the space in the <u>Academic Building</u>.

Its intent is to capture and disseminate our cooperative philosophy, and the direction we'd like to follow in commencing design.

This work is intended as a <u>stepping stone</u>, and is in no way intended to be considered a Design. We do not envision that this will hamper our consultants from bringing their own ideas to the table, and designing a remarkable facility on our behalf.

The ACADEMIC SPACE PROGRAM is comprised of the following components:

- SPACE PLANNING METHODOLOGY explaining how space was planned, and will be assigned on the Downtown campus. This building will reflect an approach that is:

  > Transformative
  > Cross disciplinary
  > Collaborative

- SUMMARY OF REQUIRED SPACES listing every academic program space in the building.

  > Each room has been stated by area.
  > It may be assumed that the areas stated are the recommendations of the planners.
  > Further, we understand that the areas may fluctuate somewhat during design.

- SPACE NARRATIVES that describe every room.

  > Ideas gleaned during planning
  > Concepts and spaces we have found work well for us
  > Direction from our academic departments and facilities staff

Summary of Required Spaces

DOWNTOWN ACADEMIC BUILDING - SUMMARY OF REQUIRED SPACES

				TOTALS			99,509	1.487	148,000

30	Allowance of Assignable Square Feet (ASF) per FTE for Collaborative Workspace	ASF per Sta	Qty FTE	Qty Like Spaces	ASF per Space	Subtotal ASF	Category ASF	ASF	Grossing Factor	GSF

CLASSROOMS — 38,300 | 1.50 | 57,450

Item	Notes	ASF / Sta	Qty FTE	Qty Like Spaces	@	ASF per Space	=	Subtotal ASF	Category ASF
Active Learning Classrooms	*All Flat Floor and Flexible, some operable walls*		1,350	Students in Classrooms			=		33,750
Classrooms - 90 seats		25.0 ASF / Sta		2	@	2,250	=	4,500	
Classrooms - 75 seats		25.0 ASF / Sta		2	@	1,875	=	3,750	
Classrooms - 50 seats		25.0 ASF / Sta		12	@	1,250	=	15,000	
Classrooms - 30 seats		25.0 ASF / Sta		14	@	750	=	10,500	
Classroom Service							=		4,550
Office Hours/Study Rooms -seats 6	*Each room = 55 hrs/week reservable time (7:30-6:30)*	20.0 ASF / Sta		5	@	120	=	600	
Student Gathering Space	*Use of GSF as ASF for queueing, breakout, etc.*	15.0 ASF / Sta		263	@	15	=	3,950	

TEACHING LABS — 10,950 | 1.50 | 16,425

Item	Notes	ASF / Sta	Qty FTE	Qty Like Spaces	@	ASF per Space	=	Subtotal ASF	Category ASF
Teaching Labs			290	Students in T-Labs			=		8,750
Science T-Labs	*See also Science Prep Rooms and Lab Mgr. Offices*						=		5,250
Biology Teaching Lab - 30 seats		35.0 ASF / Sta		2	@	1,050	=	2,100	
Chemistry Teaching Lab - 30 seats		35.0 ASF / Sta		2	@	1,050	=	2,100	
Anatomy/Physiology Teaching Lab - 30 **seats**		35.0 ASF / Sta		1	@	1,050	=	1,050	
Computer Labs	*Portable Tech (furnished and BYOD). See Tech Storerooms*						=		3,500
Computer Lab - 50 seats	*Anchored furniture for power to the tabletop.*	25.0 ASF / Sta		1	@	1,250	=	1,250	
Computer Lab - 30 seats	*Some flexible, others with anchored furniture for power.*	25.0 ASF / Sta		3	@	750	=	2,250	
Teaching Lab Service							=		2,200
Lab Prep Rooms	*See GEP Office Space for 3 Lab Mgrs. Offcs to be collocated with Lab Prep Rms*						=		1,050
Chemistry Prep Rooms	*Locate between 2 Chemistry Labs*			2	@	225	=	450	
Biology Prep Rooms	*Locate between 2 Biology Labs*			2	@	225	=	450	
Anatomy/Physiology Prep Room	*Locate with Anatomy/Physiology Lab*			1	@	150	=	150	
Other T-Lab Service							=		1,150
Tech Storerooms	*Each Tech Storeroom serves 2 Computer Labs for laptop storage and charging.*			2	@	100	=	200	
Student Gathering Space	*Use of GSF as ASF for queueing, breakout, etc.*	15.0 ASF / Sta		63	@	15	=	950	

STUDY & LIBRARY — 12,630 | 1.40 | 17,682

Item	Notes	ASF / Sta	Qty Like Spaces	@	ASF per Space	=	Subtotal ASF	Category ASF
Libraries Study Space						=		12,630
Undergrad Collaboratory	*NOTE: Area stated includes only the Stations - add Circulation to this Open Space from GSF*					=		7,250
Quiet Study - 50 seats	*Goal - 100% Power (in station or at arm's length)*	30.0 ASF / Sta	70	@	30	=	2,100 Open	
Study - 125 seats	*Goal - 100% Power (in station or at arm's length)*	30.0 ASF / Sta	125	@	30	=	3,750 Digital	
Media Commons								

Digital Help-Desk				1	@	70	=	70		
Immersive Visualization Wall	Wall-mounted, with small seating area			1	@	150	=	150		
Creation Stations - 20 x 2 seats	Large stations for side-by-side work. Power at every station.	35.0	ASF / Sta	20	@	35	=	700		
Group Ideation Stations - 4 x 6 seats	Media Sharing for 6 student teams, power at headwall	20.0	ASF / Sta	4	@	120	=	480		
Study & Activities Rooms	*Shared*								=	2,130
Group Study Rooms - 6 seats	Media Sharing for 6 students, power at headwall	20.0	ASF / Sta	6	@	120	=	720		
Medium Practice/Study Rm - 6 seats	Media Sharing and Forensics practice	20.0	ASF / Sta	2	@	120	=	240		
Small Practice/Study Rm - 4 seats	Media Sharing and Forensics practice	20.0	ASF / Sta	2	@	80	=	160		
Quiet Study Rooms - seats 1-2	Low Sensory Stimulus	30.0	ASF / Sta	2	@	60	=	120		
Squad Room/Study/Lounge	Home of Speech/Forensics & Debate - tables & chairs, lounge furniture			1	@	650	=	650		
Graduate Student Collaboratory	Lounge and meeting Room for Graduate Students, on higher floor			1	@	240	=	240		
Study Service Rooms									=	880
Study Cafés	Vending Café, collocate with Open Study for seating			2	@	150	=	300		
Student Organization Storage Cubes	Collocate in/around Collaborative Study			15	@	20	=	300		
Digital Media Commons Support Rooms										
Video Recording Studio	1-Button Video Recording Studio (green screen). Audience - 5 stacking chairs			1	@	180	=	180		
Audio Recording Booth				1	@	50	=	50		
Video Editing Booth				1	@	50	=	50		
Browsable Collections & Quiet Study	*NOTE: Verify, and add circulation from GSF. Secure Space!*								=	1,980
Stacks	Volumes 12,000 @ 0.10 ASF / Vol			1	@	1,200	=	1,200		
Quiet Study - 26 seats	Tables & Chairs and Small Carrels	30.0	ASF / Sta	26	@	30	=	780		
Patron Services	*See also Departmental Office Space -Libraries Operations*									
Integrated Service Desk (I-Desk)	**NOTE: Area stated includes only the Stations - add Circulation to this Open Space from GSF**								=	390
Circulation Point - 2 touchdown sta	Check-out, return, on-hold materials			1	@	70	=	70		
IT Support Point - 2 touchdown sta	IT Help Desk			1	@	70	=	70		
Reference Point - 2 touchdown sta	Guidance, questions, and instruction			1	@	70	=	70		
Reference Consultation Stations - 3 sta	Cubicles or small rooms, available for study when not in use	20.0	ASF / Sta	3	@	60	=	180		

SHARED OFFICE SPACE								**15,789**	**1.50**	**23,683**

Conference									=	5,145
Conference Room / Moot Court - 90 seats	Tiered, mixture of Lecture tables w/ task chairs & Auditorium Seating	22.2	ASF / Sta	1	@	2,000	=	2,000		
Incl Well & Circulation (see Control Rm)	Judges' Bench/Lectern, Witness & Court Recorder Boxes, Jury Box, Counsel tables									
"Parramore Room" - 2 x 24 = 48 seats	Divisible into 2 Ideation Rooms by Operable Wall	24.0	ASF / Sta	1	@	1,150	=	1,150		
Medium Conference Room - 12 seats	Adjoin 2 with Campus Meeting Room	22.9	ASF / Sta	4	@	275	=	1,100		
Huddle Room - 4 seats		20.0	ASF / Sta	6	@	80	=	480		
Quiet Room - 1-2 seats	Phone Booths	20.0	ASF / Sta	6	@	40	=	240		
Conference Service - Table & Chair Storage	Near Larger Meeting Rooms			1	@	125	=	125		
Conference Service - Control Room	Near Moot Court			1	@	50	=	50		

Office							=	10,644	
Building Office Space							=	**5,484**	
We Space									
Welcome Area	Waiting for 10 and Reception Station		1	@	300	=	300		
Collaboration Cafés	Vending Cafés on floors that have no Study Café, collocate with Collaborative Workspace for seating		2	@	150	=	300		
Shared Storage	Multiple cages to be assigned by Campus Administration		1	@	950	=	950		
Me Space						=			
Hoteling Hubs	Shared officing for Visitors and Touchdown (2-3 workstations per)		4	@	200	=	800		
Growth Office/Collab Space	Growth space held by the Provost - distributed near Dept. Space				=	3,134	=	Control Qty	
Advising Hub							=	**2,640**	
We Space									
Collaborative Workspace/Office Service		Qty FTE	19		@	30	=	570	
Waiting Area	If more is needed, add from Collaborative Workspace.	Allowance	1	@	300	=	300		
Receptionist Station	2 Workstations	2	2	@	60	=	120		
Dept. Conference Room - 6 seats	Family Advising		1	@	120	=	120		
Me Space	Private Offices								
Advisors - Exempt Staff	3 NSC, 4 HMI, 3 SSW, 1 LS, 3VC	14	14	@	90	=	1,260		
Advisors - NonExempt	Exception for offc size: 1 NSC Advisor (FTE),1 NSC Advisor (PT) and 1 Growth	3	3	@	90	=	270		
Tech Workrooms	UCF & VC divided into two (2) rooms on Classroom Floors						=	**1,740**	
We Space									
Help Desks	See Libraries for I-Desk- IT Service Point and Digital Commons Help Desk		2						
Collaborative Workspace/Office Service	Use as Workroom (benches), storage (shelves, floor space)	Qty FTE	22		@	30	=	660	
IT/Classroom Secure Storage	Locate at Loading Dock, not with Workrooms		1	@	300	=	300		
Me Space									
Manager Offices	Collocate one with each Workroom	2	2	@	90	=	180		
Technician workstations	Divide as evenly as is feasible	20	20	@	30	=	600		
Libraries Operations Workroom	UCF & VC - Combined into 1 room, near I-Desk						=	**780**	
We Space									
Technical Services Workroom	Shelving, Scan Sta, Storage		1	@	300	=	300		
Collaborative Workspace/Office Service	In workroom: Collab and Libraries Break area w/ kitchenette	Qty FTE (incl Faculty)	8		@	30	=	240	
Me Space									
NonExempt Staff-USPS	Staff Workstations	3	3	@	60	=	180		
Student Employees	Student workstations, each serves 2 or more students		2	@	30	=	60		

DEPARTMENTAL OFFICE SPACE									21,840	1.50	32,760

Libraries Offices — *UCF and Valencia College* = 570

We Space							=	120	
Librarian's Conference Room - 6 seats	*See also Collaborative Workspace*			1	@	120	=	120	
Me Space	*As close to I-Desk as possible*						=	450	
Head Librarian	*Collocate with Library Conference Room*	1	1	@	90	=	90	
Librarians	*UCF 3 Librarians, VC 1 Librarian*	4	4	@	90	=	360	

Nicholson School of Communication — *UCF College of Sciences* = 6,480

We Space							=	1,380	
Reception & Waiting Area	*Furnish for Reception/Waiting if/as directed during design.*	Allowance	1	@	150	=	150	
Collaborative Workspace/Office Service		**Qty FTE** 37		@	30	=	1,110	
Grad Student Study Lounge	*NSC request*	See Grad Student Collaboratory in Library						
Director Conference Room - 6 seats			1	@	120	=	120	
Me Space							=	5,100	
Director Office	*Collocate with Director Conference Room*	1	1	@	90	=	90	
Faculty Offices	*Only those listed by name on Worksheet, plus (4) 2017 faculty*	27	27	@	90	=	2,430	
Exempt Staff - A&P	*Existing plus (1) 2017. See also 3 in Advising Hub*	5	5	@	90	=	450	
NonExempt Staff - USPS/OPS	*Existing plus (1) 2017. See also 2 in Advising Hub*	4	4	@	60	=	240	
PhD Hubs	*Each Hub has 4 shared 90 asf cubicles for 8 PhDs*	32	4	@	360	=	1,440	
Grad Workstations	*Collocate with Dept. Collaborative Workspace 15 sta for 45 Grads*	45	15	@	30	=	450	
Visiting Scholar / Adjunct Faculty		1	See Shared Hoteling Hubs					

Department of Legal Studies — *UCF College of Health and Public Affairs* = 2,490

We Space							=	840	
Reception & Waiting Area	*Furnish for Reception/Waiting if/as directed during design.*	Allowance	1	@	150	=	150	
Collaborative Workspace/Office Service		**Qty FTE** 19		@	30	=	570	
Chair Conference Room - 6 seats			1	@	120	=	120	
Me Space							=	1,650	
Chair Office	*Collocate with Chair Conference Room*	1	1	@	90	=	90	
Faculty Offices		15	15	@	90	=	1,350	
Exempt Staff - A&P	*Also 1 Advisor in Advising Hub*	1	1	@	90	=	90	
NonExempt Staff - USPS/OPS		2	2	@	60	=	120	
Visiting Scholar / Adjunct Faculty		1	See Shared Hoteling Hubs					

School of Social Work (SSW) — *UCF College of Health and Public Affairs* = 4,800

We Space							=	1,470	
Waiting	*Furnish for Reception/Waiting if/as directed during design.*	Allowance	1	@	150	=	150	
Student Workstations	*2 of 4 students work the Reception Desk at any time*	4	2	@	30	=	60	
Collaborative Workspace/Office Service		**Qty FTE** 38		@	30	=	1,140	
Director Conference Room - 6 seats			1	@	120	=	120	

			Qty		Count	@	Rate	=	Area		Subtotal
Me Space										=	3,330
Director	Collocate with Director Conference Room		1		1	@	90	=	90		
Faculty Offices	Only those listed by name on Worksheet, plus 2017, plus DSW		30		30	@	90	=	2,700		
Exempt Staff - A&P	Also 3 Advisors in Advising Hub		1		1	@	90	=	90		
NonExempt Staff - USPS/OPS			6		6	@	60	=	360		
Visiting Scholar / Adjunct Faculty	6 Adjuncts		6		See Shared Hoteling Hubs						
GTA Workstations	Collocate with Dept. Collaborative Workspace 3 sta for 6 Grads		6		3	@	30	=	90		
Health Management and Informatics (HMI)	***UCF College of Health and Public Affairs***									=	5,190
Health Information Technology (HIT)	***Valencia College***										
We Space										=	1,500
Reception & Waiting Area	*Furnish for Reception/Waiting if/as directed during design.*	Allowance			1	@	150	=	150		
Collaborative Workspace/Office Service		**Qty FTE**	**41**			@	30	=	1,230		
Chair Conference Room - 6 seats					1	@	120	=	120		
Me Space - HMI										=	3,510
Chair	Collocate with Chair Conference Room		1		1	@	90	=	90		
Faculty Offices			31		31	@	90	=	2,790		
Exempt Staff - A&P	Also 4 Advisors in Advising Hub		4		4	@	90	=	360		
NonExempt Staff - USPS/OPS			3		3	@	60	=	180		
GTA's	Collocate with Dept. Collaborative Workspace 3 sta for 6 Grads		6		3	@	30	=	90		
Me Space - HIT										=	180
Faculty Offices			2		2	@	90	=	180		
General Education Program (GEP)	***Valencia College***									=	2,310
We Space										=	810
Reception & Waiting Area	*No reception - add Reception/Waiting allowance to Collab Workspace*	Allowance			1	@	150	=	150		
Collaborative Workspace/Office Service	*Use for Faculty-Student interaction*	**Qty FTE**	**18**			@	30	=	540		
Director Conference Room - 6 seats	*Shared by 2 Future Directors*				1	@	120	=	120		
Me Space										=	1,500
Director Offices	*Future Humanities/Arts Director and Math/Science Director,*		2		2	@	90	=	180		
Faculty			12		12	@	90	=	1,080		
Instructional Lab Support	*Collocate with Teaching Lab Prep Rooms*		3		3	@	60	=	180		
Staff			1		1	@	60	=	60		

GENERAL BUILDING

See UCF Design, Construction, and Renovation Standards

Not Assigned Space

Public Space

Mothers' Rooms

Single-User Toilets

Shower Rooms

Support Space

Primary and Secondary Housekeeping Closets

Loading/ Unpacking space   *Collocate IT/Classroom Storage Room with this space*

Central Trash and Recycle Room

Gas bottles & chemicals (racks)

Shop - Maintenance Workspace

IT Rooms   *IDF and MDF*

Space Planning Methodology

Space Planning Methodology

Overview:

The UCF Downtown Campus will exemplify a collaborative, interdisciplinary academic workplace with the implementation of new workspace strategies. The Downtown Campus will set aside preconceived notions about academic office space; and honor these transformative concepts.

1) The Downtown Campus will align with the ***UCF Collective Impact Strategic Plan 2016***[1] as follows:

   Metric:

   "Define and achieve a new standard in facility efficiency (sq. ft. per student, per employee)."

   To "*define and achieve and new standard in facility efficiency,*" the following strategies will be implemented:

   - Office space will be a *combination* of Me Space (efficiently-sized and functionally-furnished workspaces to support focused work), *plus* a component of We Space (collaborative workspace to support interdepartmental and interdisciplinary collaboration and interaction).

   - All meeting rooms will be shared building-wide for greater efficiency, except as noted for Deans, Chairs, and Directors.

   Strategies:

   "With the exception of highly specialized uses, design all new space and all renovations to be flexible and capable of accommodating the needs of multiple disciplines and new faculty"

   By standardizing workspaces into like-sized modular units, the facility will be "*flexible and capable of accommodating the needs of multiple disciplines and new faculty.*"

   "Develop an approach for allocation of facilities based upon merit-based criteria such as student credit hours generated or research productivity"

   The like-sized modular concept will support an approach for *"allocation … based upon merit-based criteria,"* not status or title. Varied configurations of furnishings will support diverse job functions, when selected from a changeable "kit of parts."

2) General information and office sizes

   - Each Department will have a "Portal" - an entrance to their unique department - to facilitate wayfinding and provide a sense of place. An allowance of 150 square feet will be provided to each department for reception space.

     o If no reception area is required, the allowance may be used as collaborative workspace.

     o If a larger a reception area is required, the Department may use part of their collaborative workspace.

   - There will be few, if any, walls between the departments. Behind the Portals, space will ebb and flow between departments with no demising partitions. This will encourage inter-departmental communication and will provide future flexibility for departmental growth.

   - Walls and locking doors will divide all office space from public spaces. Security measures will be

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[1] *UCF Collective Impact Strategic Plan 2016, Facilities, page 33.*

Space Planning Methodology

addressed during design.

- All office service will be part of the allotment of collaborative workspace. Printers, copiers, file cabinets, lockers, and supply cabinets will be in the open, not enclosed in rooms.

- A large storage room with storage cages will be available to all departments. Libraries, OIR, and IT have dedicated, secure storage elsewhere.

- Office Strategy - Office sizes will be modular (30, 45, 60, and 90 square feet) to allow division and recombination. After occupation, recombination of office space into sizes other than stated in this strategy must be approved by SPAA on behalf of the Office of the Provost. Office sizes will reflect the new strategy as follows.

Full Time Equivalent (FTE) Employees

Faculty and Exempt Staff

- Every dedicated workspace (Me Space) for these FTE positions will be *like-sized*. This includes Chairs or Directors, Tenured and Tenure-Track Faculty, Lecturers, Instructors, and other educators with a full teaching load; and all Exempt staff (Administrative & Professional)

- These like-sized Me Spaces will be 90 square feet (modular unit), plus a 30 square foot complement of shared collaborative workspace located nearby.

- There will be differences in the construction and furnishing of Me Space - configurations will include hard-walled offices, tall, medium, or short systems, and open office. Departments will be free to assign their allocation of Me Spaces, unrestricted by any mandate based on status or title.

  - Privacy will be the highest priority for faculty offices

- Chairs and Directors - In keeping with a recognized academic tradition, and to improve recruitment and retention, the pinnacle academic leader in each department will have, in addition to their *like-sized* office, access to a dedicated 120 square foot conference room. Those with fewer than 10 faculty reports will share a conference room with another Director.

Visitors

- Suites will be located on each floor, wherein 60 square foot cubicles will be made available to serve the fluctuating needs of proximate departments for office space to house visiting educators.

Nonexempt and OPS employees

- Every dedicated workspace (Me Space) for these FTE positions will be *like-sized*. These like-sized workspaces will be 60 square feet (2/3 modular unit), plus a 30 square foot complement of shared collaborative workspace located nearby.

- Workspace types may include a random mix of medium or short systems cubicles, reception desks, and benching.

- If any of these FTE positons requires more space to do their job than has been allotted, the Department may reprioritize and assign a 90 square foot workspace from their allotment, moving another staff member to a 60 square foot space.

Space Planning Methodology

<u>Non-Full Time Equivalent (Non-FTE) Employees</u>

Every dedicated workspace (Me Space) for Non-FTE positions will be *like-sized*. Non-FTE employees will use collaborative workspace provided for Full-time Employees, as these positions do not generate collaborative workspace. Non-FTE Workspaces will be allotted as follows:

- Adjuncts, PhD students, Touch-Down and any Part-Time employee – 45 square feet (1/2 modular unit) in a workstation or open office space
- Graduate Teaching Assistants, Graduate Research Assistants, and student assistants - 30 square foot (1/3 modular unit), at benching workstations (added to the collaborative workspace) with each station shared between 2 or 3 students
- Office Hours Rooms - Graduate Teaching Assistants and Adjuncts on the Downtown Campus will have desk space in open office areas, where meeting with students is infeasible. Office Hours Rooms can be reserved for scheduled office hours. Each of the rooms will support 50 or more hours a week of scheduled office hours.

3) The Downtown Campus will share meeting space.
   Meeting rooms will be shared building-wide, guaranteeing higher utilization and greater availability to meet the occupants' needs. A variety of sizes of meeting, conference, office, huddle, and quiet rooms, as well as extensive open collaboration areas, will facilitate a better match between the size of a group and the size or type of meeting space needed. Chairs' and Directors' Conference Rooms will not be shared interdepartmentally, except by agreement.

4) The Downtown Campus will implement Gained Light Officing (GLO).

   UCF has adopted a health-conscious initiative that brings daylighting to more building occupants. This initiative also defies traditional preconceptions about status.

   Open collaborative spaces will be adjacent to the window walls, along with benching and low workstations. Private walled offices, along with tall workstations, will be the most remote from the window walls. Layouts that promote viewing across open space or through open pathways that transmit daylight deeper into the facility will be encouraged.

5) Classrooms on the Downtown Campus will be General Purpose, not Departmental.

Scale appropriate furnishing for work spaces:

The concept of having smaller dedicated workspaces plus a complement of Collaborative Workspace is new to the occupants. We wish to emphasize the need to furnish these workspaces with "scale appropriate" furniture to allow for maximum, efficient use of the space available. This is essential to the success of the transformed workspace.

Space Narratives

1.1 Classrooms

General Purpose Classrooms

Overview

All classrooms serve as study or meeting space when not otherwise scheduled. Consideration should be given to design features that will enhance the welcoming character of classrooms directly adjacent to open Study/Library space. The use of acoustic glass walls is recommended to allow views into classrooms. Provide user controlled shades or other devices, on the inside, to support the occasional need for privacy.

During the design phase, learning configurations will be determined, examples are included herein. Plan the proportions of each room to support multiple furniture layouts and provide planning sketches to permit informed decisions about furnishing and technology.

Flexibility

Flexibility and future adaptability to alternative furnishings and arrangement is a driving factor in the design. Consider the use of operable walls, such as:

Operable Demising Walls

It may be desirable to have some operable walls between classrooms, to enhance their utilization by creating larger spaces for after-hours community activities. Operable walls between classrooms will demand hourly use, and must be electric and 52 STC or higher, and preferably not require furniture relocation.

Options include:

- Pairing the two 75-seat classrooms to create a space for 150 people
- Pairing the two 90-seat classrooms to create a space for 180 people
- Combining 3 or 4 of the 30-seat classrooms to create a space for 90 to 120 people.

Operable Corridor Walls

It may also be desirable to have operable fronts on some classrooms abutting large public spaces. Operable front walls will not undergo daily use, and could be manually operated. They must be 35 STC or higher if glass, and 52 STC or higher if solid, and preferably not require furniture relocation.

Active Learning Configurations

UCF has developed a flexible classroom design that takes into consideration many of the following active learning design approaches. Dubbed "The Sandbox," the design of the downtown general purpose classrooms should follow this new model.

SCALE–UP Classrooms

SCALE-UP was developed at MIT, North Carolina State, and the University of Minnesota. It consists of multiple 9-person tables at which students work in teams of 3, sharing 3 student-provided laptops, while discussion can take between the entire group of nine.

Media Sharing Classrooms

This arrangement includes D-shaped tables, or groups of rectangular tables served by a flat panel display. Teams of 5 or more gather around the table. Media Sharing classrooms can also be created using mobile tablet chairs and no tables.

Table & Chair Classrooms

An old stand-by, Table & Chair classrooms have been made more flexible and comfortable by the addition of mobile tables with casters, and task-chairs with casters.

6Round Classrooms

Six team members sit around a 60" round table, or hexagonal table. Students work in 2 teams of three, or 3 teams of two, or a 6 person discussion group.

Eye2Eye classrooms

The rooms are furnished so that students sit face-to-face in rows. Projected images or flat panel displays are located at the ends of each row of tables – and students turn left or right to see projected content.
Shown right is a Steelcase LearnLab™, a version of the Eye2Eye classroom.

Mobile Tablet-Arm Chair Classrooms

Modern mobile tablet-arm chairs have flex-backs, casters, large writing tablets, backpack storage, and are adaptable to left or right handed students. They can be arranged face-forward for lecture and exams, and quickly gathered into discussion groups or teams.

Roundtable

Teaming

Lecture

Images of Node™ tablet chairs courtesy of Steelcase, Inc.

Turn2Team Classrooms

Students sit at rows of tables facing forward, as in a lecture hall, but can turn to join those at the table behind them for teaming activities. Although often implemented with strip tables or fixed furniture, this configuration may be implemented with loose furniture.

Experiential Classrooms

More like a café or living room, Experiential classrooms offer many seating options, including tables and chairs, mobile tablet chairs, booths, lounges, etc.

Classroom General Requirements

Site and Spatial Relationships

Learning Spaces should be interwoven with Study and Library spaces as much as is feasible. Maximize placement of Learning Spaces on lower floors of the building to facilitate students getting to class quickly and efficiently.

Learning Spaces should be separated from noise-generating activities inside and outside of the building. Provide sound isolation from plazas, loading docks, trash-pickup areas, mechanical rooms, vending areas, entrances, elevators, and any feature where extraneous noise might be disruptive.

Approaching and leaving classrooms

Generous corridors must allow for students waiting, arriving and leaving Learning Spaces simultaneously. Provide benches and alcoves to minimize "running the gauntlet" between students lounging on the floor on both sides of a corridor with outstretched legs while waiting to enter their classroom.

The Academic Building will serve over 1300 students in scheduled Learning Spaces in addition to over 200 students in Libraries and Study spaces; so areas for approaching and leaving Learning Spaces must bear the comings and goings of a peak load of nearly 3,000 students.

Both Open Study space and Gathering space (queueing and waiting) near Learning Spaces should have whiteboards to allow teams to assemble before an in-class presentation, or support an instructor meeting with several students after class without delaying the start of the next class.

Loading the approaches to Learning Spaces with collaborative areas must not impede the flow of traffic into and out of the Learning Spaces. It will be a high volume of traffic - twice the total station count - moving in opposite directions during short class breaks.

Sight lines

Active Learning Classrooms do not have a designated front, but faculty may prefer to present a small lecture before beginning teaming activities; therefore, a lectern or small table should be provided for written materials.

Maintain excellent sight lines from seating areas to projected content.
- Rooms with Projected images - No student should be closer to a projected image than 2 times the image height, or farther than 7 times the image height. In rooms with projected images, all students should be seated within a viewing triangle that is a 90° arc from the center of the projection screen(s).

- Rooms with flat panel displays - While flat panels are alleged to have a 160° or greater field of view, maintain a more comfortable minimum viewing angle from the centerline of the display to the closest viewer – preferably 20 degrees or better.

Classroom Technology

Design and specification of technology in classrooms shall be led by UCF. Some examples of technology to be provided include:

Image Devices
- Projection system(s) – with 16:10 projection as the standard
- Flat panel display arrays
- Large flat panel display(s)

Screens where applicable – Either wall-mounted projection screens, or motorized projection screens as directed during design

Lectern or "control location"
- PC with 16:10 flat panel display
- Classroom control system
- Digital presenter(s), aka document cameras

Mobile height-adjustable table for use as a primary or second lectern; and an Instructor's stool, also mobile and height-adjustable.

AV Rack - standard rack in wall recess or cabinet may include:
- Room processor for control system ("Crestron" or PIR preferred)
- Wireless Microphone Receiver
- Amplifier(s) for distributed sound and point-source sound as directed during design
- Assistive Listening System devices (Hearing Loop amp and receiver)
- Classroom Capture Appliance
- Recording and Playback devices (DVR, blue ray)
- Matrix Router for technology-rich rooms

Distance Teaching & Learning
   During design, certain classrooms will be identified as appropriate to add technology to support Distance Teaching & Learning.
   All classrooms should be prepped to ease the addition of future Distance Learning equipment.

Student Response Systems, as required.

ADA Accommodations

Comply with all requirements of the ADA Accessibility Guidelines for Buildings and Facilities (ADAAG), including but not limited to those listed here.

As all classrooms and computer labs will have mobile furniture, no additional wheelchair stations will be required in classrooms and computer labs. Special wheelchair stations will need to be created in the five (5) Science Labs.

Assistive Listening Systems (ALS) - All classrooms should have assistive listening systems consistent with UCF standards.

Floor Materials

Carpet may be used for General Purpose Classrooms and Computer Teaching-Labs. Carpet color and pattern should disguise or conceal spills and chewing gum until they can be removed.

Science Teaching Labs should have washable floors with higher acoustical sound absorption, such as linoleum, to offset the clamor of active learning and teaming.

Base and Nosings

- Wood base, if used, should not abut moppable surfaces.
- Vinyl base along stepped aisles or edges of tiers should have special care taken to assure the base "steps down" in an appropriate and enduring manner.

Walls

The Sound Transmission Class (STC) of walls separating classrooms from other spaces - such as other classrooms and corridors - should be high, and avoid both airborne noise and structure borne noise (impact and vibration). STC is dependent on the construction partitions between spaces and can be improved by adding mass, air space or sound absorptive material within the partition.

Glazing

The use of some glass walls to allow visibility into and out of classrooms is encouraged. Glazing will allow casual observation of active learning in progress (especially important for recruitment and assessment) and produce an inviting and safe environment for studying. Glass is especially desirable for classrooms adjacent to Study and Library space, those most likely to be used as study spaces in the evenings.

Provide glazing with acoustical level of at least 35 STC. Provide a user-controlled option for visual privacy and security through the use of window shades or translucent glass treatments.

Operable Walls

It may be desirable to have several classrooms have operable walls to create large spaces for other activities. Operable walls, if used must have 52 STC ratings or higher.

Acoustical Panels

If needed, fabric-covered, sound-absorbing panels should be applied to classroom walls above the level where they can be touched or damaged by students.

Wall Protection

Chair-rails or rub-strips should be used in classrooms where tables and chairs are mobile and can damage the walls.

Provide corner guards on any outside corners of walls or pilasters within classrooms and approaches to classrooms.

Paint

Learning Spaces should be cheerful and light colored. Field paint, in a white-neutral, should be used for 3 classroom walls - one color throughout the building for ease of maintenance. Classrooms may have an accent wall; but those, too, should be selected from a limited number of choices.

Art

Consider locations for artwork in all classrooms. Do not place visual alarms or other permanent devices in the center of broad expanses of wall. Art in the classrooms will not be included the budget, but may be available from other sources later.

See Furniture and Fixtures -Writing Boards.

Ceilings

High ceilings are preferred in all learning spaces. Ceilings should have a high light-reflective finish. Absorptive ceiling pads with a high noise reduction coefficient (NRC) have been found to be effective in active learning classrooms – fiberglass backed. Further, these pads have the advantage that they are not easily damaged or broken when repeatedly lifted to access the space above the ceiling, as in servicing AV, electrical, and mechanical equipment.

Lighting

Meet all lighting standards set by the university. Large classrooms may have scene-lighting systems that can be controlled from the classroom control system (i.e., Crestron). Small classrooms may have lighting controls that provide simple on, off, and dimming. All classrooms should have motion-activated occupancy sensors.

Furniture and Fixtures

All classrooms with loose furniture should be planned around the use of various tables in more than one arrangement.

Tables
- All loose tables should have PVC or hardwood edges - no impact-installed edge.
- Do not provide modesty panels on mobile classroom tables.
- No classroom table should have a stretcher that will be a "knee-knocker" when the table is used in a collaborative setting. A stretcher close to the tabletop is advised to prevent tables from   breaking when misused (students standing on them).
- Rectangular tables should have casters on two of the 4 legs, so they may be moved easily but not scoot away when bumped.

Chairs
- Chairs in classrooms with tables should be task-based, swivel chairs with casters and no arms.
- Other classrooms will have large-form, mobile tablet-arm chairs with casters.

Writing boards
- Classrooms require a minimum 16' wide x 5' high writing board for the instructor.
- All other walls should have multiple 4' wide 5' high teaming boards.
- Glass boards are preferred. Ceramic Steel with a lifetime warranty would be a second choice. No marker board paint.
- Faculty prefer that projection screens not lower in front of writing boards, when feasible.

- Only white Marker-boards will be permitted.
- Portable boards are optional and require display racks and storage carts.
- To keep boards clean and avoid surface damage, each room must have, in addition to erasers, a paper towel dispenser and spray bottle (water only).

Miscellaneous classroom fixtures
- A Digital Room Scheduling System should be provided to indicate the availability of reservable spaces, including classrooms, class labs, and meeting rooms.
- Recycling and Waste containers – designate space near all entrances and exits of rooms for waste and recycling containers.
- Synchronized digital clocks should be located in all scheduled learning spaces, meeting rooms, and library/study spaces.
- Occupancy Ratings of all classrooms and class labs shall be posted.
- Power or charging stations should be provided for students in or near classrooms and common areas.

Classroom Service

Office Hours Rooms

All Graduate Teaching Assistants on the Downtown Campus will have desk space in open office areas where meeting with students is infeasible.

The Office Hours Rooms can be reserved when the GTAs have scheduled office hours. The Office Hours Rooms must have a full glass wall to the corridor to assure the safety of students and GTAs. At least 2 walls will have whiteboards. To support media-sharing, the rooms will have or be prepped to have a flat panel display for use with a user's device. A D-shaped table along one wall and 5 comfortable, small-form chairs should be provided in each room.

Each room will support 50 or more hours a week of scheduled office hours. When not in use for office hours, the rooms will be available for use by others for meeting and study.

Gathering Space

A portion of the corridors that might ordinarily be in Gross Square Footage will be transformed into net assignable space for Gathering before and after class (queueing and breakout).

Enormous corridors are needed to serve 39 scheduled Learning Spaces (30 classrooms and 9 teaching labs) with over 3,000 students incoming/outgoing every hour.

Provide extensive whiteboards in this important space. The university will furnish the space if fiscally feasible, with small-form, fixed furniture that cannot be moved into egress paths, such as benches, booths, tables and chairs.

2.0 Teaching Labs

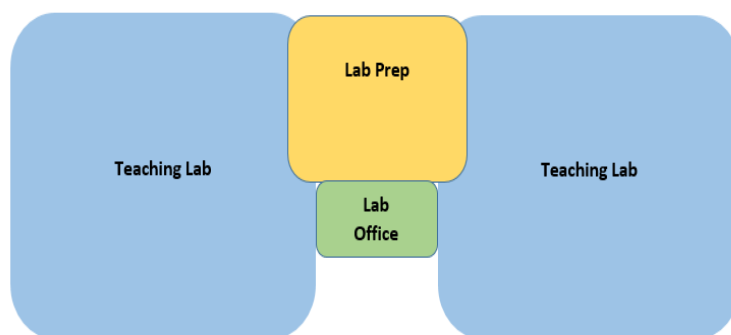## Science Teaching Labs

Overview

The Biology, Chemistry and Anatomy/Physiology Teaching Laboratories must be planned to provide undergraduate students with needed laboratory experience and a grasp of the processes and concepts of scientific investigation and collaboration.

The Teaching Labs must support a learning community of both future scientists and non-majors; with faculty and students striving to promote communication, knowledge, and peer collaboration within the fields of science.

Lab coursework has advanced from customary lab exercises to encourage modern pedagogical techniques such as active learning, inquiry-based labs, and peer instruction.

Provide epoxy flooring, painted walls, acoustical tile ceiling with recessed direct/indirect light fixtures.

The Teaching Labs will be collocated with Lab Prep Rooms and with Lab Managers' Offices. Lab Prep Rooms and offices should have observation windows for student safety (example shown).

Biology Teaching Labs

The two (2) Biology Teaching Labs should facilitate students working in teams.

Presentation Wall

Provide full-width marker board at the front wall, along with a projection screen, ceiling-mounted video projector, and technology rack.

Benches/Islands

Each lab island should have an epoxy top, and multiple gas, vacuum, air and power outlets. Furnish comfortable lab stools at each station. Provide ADA-accessible stations as required.

Perimeter

Provide built-in casework and multiple hoods and sinks at the perimeter.

Stanford University

Lab Prep Room

A Biology Lab Prep Room should be located between the two Biology Teaching Labs. This room will have a view and a door into each lab. Provide lab bench with epoxy top, sinks; and outlets for gas, vacuum, air, and power. Provide a hood as directed during design. Leave space for lab equipment including a refrigerator, gas manifold, and other features as described during design.

Lab Manager's office

Provide a small office for a Biology Lab Manager. An observation window into each lab would be prudent

Chemistry Teaching Labs

The two (2) Chemistry Teaching Labs should facilitate students working in teams.

Presentation Wall

Provide full-width marker board at the front wall, along with a projection screen, ceiling-mounted video projector, and technology rack.

Benches/Islands

Each teaming lab island should have an epoxy top, and multiple gas, vacuum, air and power outlets. Furnish comfortable lab stools at each station. Provide ADA accessible stations as required.

Perimeter

Provide built-in casework and multiple hoods and sinks at the perimeter.

Lab Prep Room

A Chemistry Lab Prep Room should be located between the two Chemistry Teaching Labs. This room will have a view and a door into each lab. Provide lab bench with epoxy top, sinks; and gas, vacuum, air, and power outlets. Provide a hood as directed during design. Leave space for lab equipment including a refrigerator, gas manifold, and other features as described during design.

Lab Manager's office

Provide a small office for a Chemistry Lab Manager. An observation window into each lab would be prudent.

Anatomy/Physiology Teaching Lab

The one (1) Anatomy / Physiology Teaching Lab should facilitate students working in teams.

Presentation Wall
Provide full-width marker board at the front wall, along with a projection screen, ceiling-mounted video projector, and technology rack.

Benches/Islands

Each teaming lab island should have an epoxy top. Furnish comfortable lab stools at each station. Provide ADA accessible stations as required.

Perimeter

Provide built in casework and sinks at the perimeter.

Lab Prep Room

An Anatomy/ Physiology Lab Prep Room should be located adjacent to the Anatomy/ Physiology Teaching Lab. This room will have a view and a door into each lab. Provide lab bench with epoxy top, extensive storage and a sink. Leave space for lab equipment including a refrigerator, and other features as described during design.

Lab Manager's office

Provide a small office for an Anatomy/ Physiology Lab Manager. An observation window into each lab would be prudent.

Computer Teaching Labs

Overview

Most students arrive at institutions of higher education with basic computer literacy skills, but learning more complicated skills such as editing video, formatting, managing files or creating websites takes time and guidance.

While, technology lends itself to project-based learning, computer labs are often not conducive to creating space for groups or allowing for team work. Often, the computer takes up most of the desktop, leaving little space for teamwork.

These computer labs will serve more as teaming spaces with technology. Lab Service rooms adjacent to each Class Lab will store and secure laptops or tablet carts.

Computer Teaching Labs

Four (4) Computer Teaching Labs will be planned for university-provided devices or BYOD.

See 1.0 Classrooms for Computer Teaching Lab options. Several of the styles of classrooms, with tables, would serve for Computer Teaching Labs. The critical difference will be that the tables will need to be ganged and will be hardwired for power to the desktop, at least until battery life catches up with need. University printers will be provided.

The university is endorsing a "mobile-first" strategy, in which every student and faculty member has an appropriate computing device that they will take wherever they go, therefore it is likely that the labs will require docking stations, large monitors, printers, and other peripherals in lab stations. Verify during Design.

Tech Storage Rooms

Storage space for laptop carts. Power requirements as stated during design.

3.1 Libraries and Study

Library and Study Space will be the "student center" of the <u>Academic Building</u>; providing space for open study, quiet study, unscheduled learning, teaming, meetings, lounging, student organizations and activities, class prep, and breakout.

> *The library areas should be "distraction-free, but not silent."*
> *"Increasingly, library designers are creating large open spaces where patrons can interact, study, or simply relax. When many library functions share one open locale, the environment can become distracting because of conversations among patrons, noise from photocopiers, and even the "beeping" scanners at the checkout desk. For a library to be successful, acoustic comfort in these open plans should follow three simple guidelines: add appropriate background noise levels, provide physical separation between known noise sources and noise-sensitive areas, and distribute sufficient sound-absorbing material in the space."* [2]

<u>Library Design</u>

Strive for timeless design. Avoid trendy colors, fabrics and furniture styles. The more permanent materials, such as fabric, wall covering and flooring, should express a pleasant, ageless, neutral palette. Bold colors and patterns could be introduced in ways that can be changed or eliminated as they become outdated – such as trendy paint and iconic furniture.

Study and learning spaces shall be integrated throughout building to allow for seamless movement from one to another.

<u>Power</u>

It is the Libraries' stated goal to have power at "arm's length" from 100% of Library patrons. Provide powered furniture or proximate outlets.

<u>Furnishings</u>

Select furnishings for durability, comfort, and panache – in that order. During the Design Phases, the Libraries may seek student input and testing of furniture used in the Library. Maximize flexibility in layout as allowed by infrastructure (power).

<u>Finishes</u>

Most areas of the Library and Study Space will be carpeted. The carpet should be carefully chosen to conceal food and beverage stains until they can be removed.

Other floor finishes may provide designated walking paths through the Library and Study Space. These should be attractive, durable and washable.

Walls should endure abuse such as scuffing and scraping – remember, the patrons will be encouraged to rearrange the library as they need it. Wall finishes should be varied including but not limited to vinyl wallcovering, paint, glass, metal, wood, etc.

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[2] Benjamin Markham, Consultant, Acentech Inc. - Library Journal, 15 Sep 2008

<u>Windows</u>

Windows are highly desirable in all areas of the library. Provide solar shading using mesh shades that preserve the view even when closed. Solar shading on large windows should be automatic to assure patron comfort.

<u>Lighting</u>

Various types of lighting can be used to create ambience. Directional and special effects lighting such as pendant lighting and track lighting may be used to create inviting "locales."

<u>Other</u>

A Public Address System may be needed to announce library closings. During Design, determine zones (floors, rooms) where a lockable cabinet can house a microphone to allow Closer to walk each floor/area verify that patrons have left that area.

A Digital Room Scheduling System should be provided to indicate the availability of all reservable rooms, perhaps even some semi-enclosed group study spaces within the Libraries Study Space.

Undergraduate Student Collaboratory

Quiet Study

Quiet Study Spaces should be located in the Collections Room and on higher floors in the Library, away from arrival points, scheduled learning spaces and open study spaces.
In larger rooms, provide furniture solutions for acoustic privacy and study carrels (see photos below). In the Collections Room, where quiet is customary, provide furniture that uses less Space, such as tables and chairs or small study carrels.

See also *Study and Activities Rooms - Quiet Study Rooms.*

Open Study

Libraries Open Study space must exemplify collaborative space – providing a technology-rich environment that includes a mixture of soft seating, booths, benches, tables, and carrels for

individual or group study. This facility should successfully interweave Open Study space with scheduled Learning Spaces.

At class breaks, the sudden increased noise and the mass exodus of students from the classrooms could be disruptive to Library patrons. An implied border should differentiate Corridors (egress paths) and Gathering Space (queueing) from Study Space. Varied attractive features could intermittently divide noisier corridors from areas where patrons are trying to converse or study.

Partial walls and ceiling features can be used to create inviting "locales" for teaming, within a larger area. These barriers might include custom design features, glass dry-marker walls, banners, sculpture, ceiling treatments, flooring changes, or displays.

Infrastructure must be planned to accommodate re-use or moving of power and web connection to allow for flexibility of space, through the judicious use of low-profile raised flooring.

Throughout the library, various devices will be provided to enhance the patron experience:

- Media-sharing platforms such as Extron "Show Me" or Steelcase "Media:Scape"

- Mobile and wall-mounted marker boards

- Mobile dividers that patrons may use to reconfigure space

- Recharging pedestals and recharging lockers

Scanning | Copying | Printing - In this digital age, savvy patrons turn less often to paper copies than to digital copies, resulting in an increase in the use of high-tech scanners. Printers and scanners should be distributed on each floor of the Libraries.

Digital Media Commons

The Digital Help Desk

Due to the complexity of digital creative processes, a service point should be collocated with the Digital Media Commons and staffed by IT or Libraries staff. This workstation will need to support side-by-side coaching in the use of different hardware and software. The utilization of student interns, faculty input, and departmental participation in the support of the space will ensure broad-based usability.

Immersive Visualization Wall

Provide at least one large Immersive Visualization Display such as (at the James B. Hunt Library at North Carolina State University Christie Microtiles walls shown right). Although any large display may be visible from the entire Digital Media Commons, a small area in front of the display must be available for seating.

Individual Creation Stations

Provide 20 Creation Stations, each will be an individual computer station with a desk and task chair. Stations should be 5-6' wide to allow side-by-side work, as well as individual work.

They may include high-end PCs with appropriate software, as well as scanners, printers, and other peripherals for digital production.

Group Ideation Stations

Provide 4 Media-Sharing Stations in the Digital Media Center: Each should have a large flat panel display, Media-Sharing table (e.g., wedge, D, or teardrop-shaped) and six (6) task chairs. Stations will provide students with the ability to connect their own devices to the displays and switch from device to device for sharing purposes.

See also "Digital Media Support Rooms" for Studios and Recording and editing booths associated with this space.

Browsable Collections and Quiet Study Room

Collections should be located in a secure Collections Room. The room should have enough glass to display the library books. Half of the I-Desk will be in the Collections Room and half will be in the open study area. The Collections Room should include:

- Tall cantilever shelving for 12,000 volumes. Provide attractive endcaps with high quality signage.

- Locate 30 Quiet Study stations in this room, preferably individual pods and tables and chairs.

Security Egress

Provide security gates to safeguard the collection materials; e.g., 3M security system.

Study and Activities Rooms

Group Study Rooms

Group Study rooms may be configured in any number of ways, but all should have a flat panel display on one wall, whiteboards on at least 2 other walls, and a full glass front for security.

Options for furnishing may include:

- Media-Sharing table (e.g., wedge, D, or teardrop shaped) and 6 task chairs

- Mobile tablet chairs for 6 students

- "Living Rooms" with small tables, and comfortable benches and chairs for 6 occupants (see photos)

Medium Practice/Study Rooms

Two medium-sized practice rooms will serve for small groups of 4 to 6. Provide a flat panel display that can be used with students' devices.

Provide a small mobile lectern, a tilt-top (nesting) table, and 6 mobile chairs with casters. One or more walls should have marker boards. The corridor should be fully glazed for safety and security.

These rooms will be reservable by others when not in use by the forensics teams. Other meeting rooms can also be reserved for practice.

Study/Practice Rooms should be in close proximity to the Squad/Study Lounge; and some may have connecting doors to the Squad/Study Lounge, as long as they also have a "public" door to the corridor.

Small Practice/Study Rooms

Two small-sized practice rooms will serve for small groups of 2 to 3. Provide a small mobile lectern, a tilt top (nesting) table, and 3 mobile chairs with casters. One wall should have a marker board. The corridor should be fully glazed for safety and security.

These rooms will be reservable by other entities when not in use by the forensics teams. Other meeting rooms can also be reserved for practice.

Adjacencies

Practice Rooms should be in close proximity to the Squad Room; and one or both may have a connecting door to the Squad Room, as long as they also have a "public" door to the corridor.

Quiet Study Rooms

Two small study rooms will serve individuals needing a distraction-free environment. The rooms will be suitable accommodation for students with autism spectrum disorder or attention deficit disorder, who require a low sensory stimulus environment.

Plan the rooms to reduce sensory overload, stress, and anxiety by the use of plain bare walls with muted colors and indirect lighting with the avoidance of noise and other distractions like blinds or exposed pipes. This room will not have a full glazed front.

Provide a small table, and 2 mobile chairs with casters. One wall can have a marker board. The room may not have technology, but should be prepped for a small flat panel display.

Adjacencies

It would be ideal to locate these rooms within "pointing distance" of the I-Desk.

Squad Room/Study Lounge

The Squad/Study Lounge Room will serve as the home of UCF's Speech/Forensics and Debate teams. It will be sited to showcase forensic activities and, by the use of extensive glazing, invite the student community to join in the adventure. Window shades or blinds may be used to allow privacy during intense practice sessions.

Provide a large table and 10-12 chairs, a small lounge area for about 8-10 students.

Provide several large recessed display cabinets for trophies.

Two small workstations will serve as hot desks for the Directors, whose offices will be collocated with faculty offices elsewhere in the building.

Adjacencies

The Forensics Squad Room should abut Open Study space.

Graduate Student Collaboratory

A Graduate Student Collaboratory will allow Teaching Assistants to gather quietly away from their students. Provide a media sharing area with a small table and 6 chairs, and lounge area to serve about 6 students.

Adjacencies

The Graduate Student Collaboratory may be locate on a higher floor of the building, not collocated with undergraduate library space.

Study Service Rooms

Study Cafés

These self-serve beverage and snack areas will be an important feature to energize the Library, even though there are inviting food and beverage options available in the vicinity of the building.

Provide a prominent space for a beverage center with single-serve coffee/drink vending machine and a pod vending machine.

Provide less conspicuous space for 3-4 vending machines, a small counter and sink for quick cleanups, as well as waste and recycling containers.

Adjacencies

As the Cafes will not have their own seating, locate them near Open Study space that includes café-like study spaces such as a study bar with counter stools, and study booths.

Digital Media Support Rooms

Several studios and labs support the Digital Media Center.

Adjacencies

The Digital Media Support Rooms do not need to be within the Digital Media Commons, but should be very easy to point out from the Commons.

One-Button Video Recording Studio

The one-button studio is designed to be simple to use with little to no additional help in its basic form. The user is able to turn the entire system on by plugging in a USB thumb drive. Depending upon the usage, a user can push one button, record a presentation, press the button again and leave with a video on their thumb drive.

With additional equipment and set-up time, much more elaborate productions can be recorded. The space should

be big enough to record two (2) people sitting in chairs doing an interview using two cameras and still hold out of view all the additional items listed below. The Valencia College GEP program also requires a small audience – provide five (5) sled-based chairs.

Technology:
The equipment contained in the studio would be two computers each with a computer monitor. One, a Mac for the one-button studio app to run on and the other either a Mac or PC for projecting PowerPoints or other computer content. Also provide two video cameras, a video switcher and broadcast panel with monitor, two microphones, audio mixer, studio lights, video projector, two video monitors, dry erase board, and projector screen.

Ideally, there should be two electrical circuits for the one-button studio to automate the start-up of equipment using Indigo software and Insteon on/off modules. On one circuit would be outlets mounted in the ceiling for studio lighting as well as outlets appropriately place around the studio for equipment being controlled by the Indigo software. A second circuit would power all other equipment that didn't need to be activated by the Insteon software. A green screen system by Reflecmedia should be considered, to easily create green screen effects. A light-board can be added to the system to allow for additional presentation options. This piece of equipment is highly customizable and would need to be built from the ground up. It contains LED light strips, power supplies, dimmer switches, starfire glass, 80/20 metal framing and wheels, rear projection holographic film, and custom made LED light strip holders.

Audio Recording Booth

An audio recording booth should be large enough to seat two (2) people side-by-side. It should be soundproof. This will not eliminate, but will minimally reduce, sound from outside of the room. Additionally, sound dampening material should be attached to the walls.

Technology:

Equipment in the room consists of two (2) microphones, a multi-channel audio mixer, two (2) sets of headphones, speakers, audio capture software, computer, computer monitor, and all appropriate cables, microphone stands, adaptors. Furnish with two chairs and a table. Locating the computer remotely from the audio recording space will help eliminate fan noise from any recording.
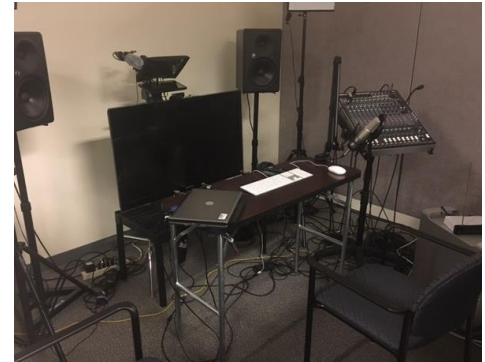
Video Editing Booth

The Video Editing Booth needs to accommodate at least two (2) people side-by-side, with space for notes and media materials.
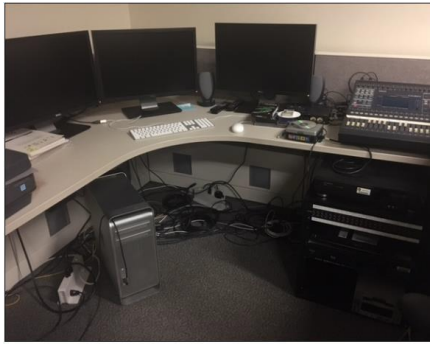
Technology:

The Editing Booth should contain a computer, two computer monitors, one video monitor, speakers, microphone, and video editing software. Depending upon the use, a video encoder card may be necessary and video and audio input devices. Also, all appropriate cables, microphone stands, and adaptors.

This room would not need to be soundproof for its purposes but sound could emanate from this room and disturb adjacent spaces so sound abatement might be desired.

Student Organization Storage "Cubes"

Provide small Cube closets abutting the Open Study areas of the Library for use by Student Organizations. The cubes will not be occupied space. They may be:

- Freestanding, and used to divide and define Open Study space

- On the perimeter or Open Study space.

Each Cube should have double doors with bulletin and marker boards on the inside face. Provide shelves for one or more student groups to store group materials.

Collocation: Collocate with Open Study space. No additional meeting space will be provided.

Libraries Patron Services

We Space

Integrated Service Desk

The Integrated Service Desk or I-Desk serves as patron contact points for Research and Circulation Services, and also as a location for walk-in IT support. Note that the service point must be multi-level to accommodate patrons in wheelchairs.

The Knowledge Commons at John C. Hitt Library - UCF

This desk could possibly be "in the round" with half serving the Collections & Quiet Study Room and half serving the Open Study space. Depending upon configuration and security requirements, a ceiling-mounted security screen could roll down at night to secure the Collections Room.

Included here is a diagram of a service desk, developed during a Libraries brainstorming session.
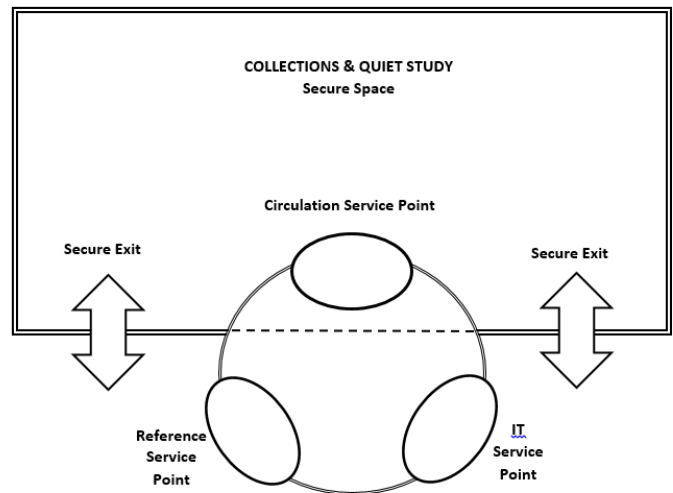
Other options for Service Points

- A unique *hospitality-industry trend* moves away from large barrier counters toward several friendly, one-on-one welcome stations. Each Service Point would have both standing-height counter and seated, wheelchair-height zones. Because of the prolonged nature of Reference and IT Help, these stations should also include mobile patron seating.

- Help Center - such as the "Ask Us" area at the James B. Hunt Library at North Carolina State University (shown right). The "Ask Us" staff (Circulation, Reference, and IT) are totally mobile, and not only help at the designated area, but rove the Library helping where needed.
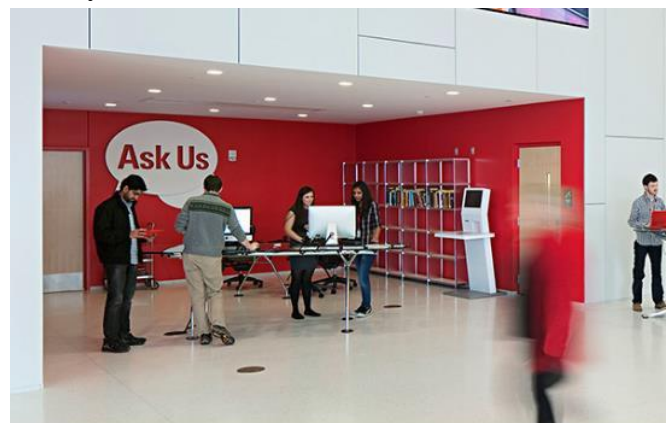
Adjacencies

Service Points need not be sited directly at an entrance, but should be centrally located and highly visible from the main entry of the floor on which they are located. The Circulation Service Point must be located at the entrance to the Collections secure space.

Reference Consultation Stations

Three small Consultation Rooms are for more lengthy Reference discussions. These small spaces would include booths with sliding glass doors, furnished with a table, flat-panel display, and 3 small-form chairs. When not reserved by the Libraries the Consultation Rooms will be available for study.

Adjacencies

Near I-Desk and Open Study Area

5.1 Office Space – Shared

Conference Rooms

Overview:

Conference Rooms will be shared building-wide, guaranteeing higher utilization and greater availability to meet the occupants' needs. A variety of sizes of meeting, conference, huddle, and quiet rooms, as well as extensive open collaboration areas, will facilitate a better match between the size of a group and the size or type of meeting space needed. Chairs' and Directors' Conference Rooms will not be shared interdepartmentally, except by agreement.

Conference Room / Moot Courtroom

The largest Conference Room in the building will serve as a large, reservable meeting space and also as a Moot Courtroom. In addition to events, some specialty academic courses will be scheduled in this room. The room will serve multiple purposes and generate revenue.

Its many uses include:

- Moot Court/Mock Trial Practice Learning Space

- Large Presentations and Public Events, live presentations that may be simulcast and recorded

- Continuing Education, live presentations that may be simulcast and recorded

- Debate and Speech Courses

- Hosting Moot Court and Forensics Tournaments

- Research activities (e.g., jury decision-making)

- Litigation support for local attorneys – trial practice

The Gallery

The tiered Gallery should include a combination of seating styles, similar but smaller than a concept used at Washington and Lee University (see sketch). Minimize the quantity of tiers, but maintain good sightlines.

- Strip tables with loose task chairs in the Center section (minimum 18" tables, allow 27" min. per station). This seating should be behind a "Bar."

- Auditorium seating with anti-panic tablets located outside of aisles. Side seating may be more accessible if the Bar is omitted. Wheelchair spaces should be provided as required.

The Well

Provide the following features in the front of the room:

Judges' Bench - This bench will not be on a dais, but should have "presence." Provide space for three (3) people. The bench will also serve as a lectern for speakers and instructors. Locate a doorway near the Judges' Bench so that the Judges may enter from an adjacent Conference Room without walking through the Gallery or the Well.

Witness/Clerk/Court-Reporter Bench – Provide a removable station to each side of the Judges' Bench (task-chair without casters, and mobile bar). The bar in front of these chairs may be stored in the Table and Chair Storage Room when not in use.

Jury Box - Seating for 14 in swivel, task chairs without casters – situated so that the jurors can see the witness.

- The bar in front of these chairs can remain; these chairs are not part of the learning space.

- Behind the Jury, a broad, one-way mirror should provide a view *into* the Medium Conference Room used for deliberations. For special learning events, a small "audience" can swivel the jury chairs to observe activities in the Conference Room. Cover the window with a solid window shade on the Conference Room side.

Podium – Two (2) small, movable, podiums for debate

Counsel Tables – Two (2) 2'-6" x 9'-0" tables spaced 3 feet apart, with 4 task chairs each

- Option 2 if the greater length is not feasible – 3'-0" x 7'-6" tables with 3 task chairs behind and 1 task chair at the outside end

- If counsel tables have a good view of the projection screen, the forward facing seats may be part of the 90 station Learning Space.

Technology

Projection equipment - High on the wall above the Judges Bench, provide a fixed projection screen and ceiling-mounted projector. Consider the capacity to simulcast this screen to the Digital Media Center Immersive Visual Display.

Projected images may not be visible from the Well, but will be seen by the audience seated in the Gallery/Learning Space. Consider a confidence monitor for anyone teaching or speaking from the Well (unable to see the projection screen).

Teaching tools - The room must include a digital presenter (document camera) if it has no marker boards.

Power to the desktop -   at the Benches, Counsel Tables, and the audience strip tables, provide the technology to support laptop use as directed by UCF. Provide high-bandwidth wireless access to support multiple devices.

Recording equipment - Provide cameras for digital recording, capture, and playback as directed by UCF. Include cameras facing the judges, lawyers, jury, witness chair, and in the jury deliberations room.

Collocate the following spaces adjacent to or nearby to support the courtroom function.

- Medium Conference Rooms – Two (2) must be adjacent to, and connecting with the Well. These rooms will be used for Jury deliberations and Judge's chambers; and will also have doorways to the corridor for use as part of the conference room pool (see Medium Conference Rooms). These rooms will be equipped with:
    - Cameras
    - Tables – The room used for deliberations may have a single large table. The other should have mobile, tilt-top, nesting tables for ease of rearrangement.
    - Task chairs (12-14)
- Control Room*:* See Conference Service

The Parramore Room

The Parramore Room will function as a large ideation space seating 48, or as two (2) conference rooms seating 24 each.

This room will be divided by an electric, continuously-hinged or upward-accordion partition system with an STC rating of 52 or higher.

These spaces will not be available as student classrooms, but will serve multiple purposes:

- Brainstorming sessions

- Presentations and Public Events

- Faculty Meetings

- Continuing Education

- Tournament Activities

Furnishings
- Sixteen (16) half-hexagonal tables with casters, easily reconfigured into rows or into teams of 6 persons
- Forty-eight (48) mobile, task chairs. Additional stacking, sled-based chairs, to allow the room to be furnished a maximum code capacity
- Mobile height-adjustable lectern and height-adjustable stool
- Extensive marker-boards, preferably low-gloss magnetic glass (white only)

Technology
- One or more fixed or electric drop-down projection screens and ceiling mounted projector(s)
- A floor-box below each primary table location
- High-bandwidth wireless access to support multiple devices
- Cameras for digital recording, capture, and playback as directed by UCF

Medium Conference Rooms

Four (4) Medium Conference Rooms will seat 12 at tables, and serve as reservable meeting spaces. These spaces will not be available as student classrooms.

Furnishings
- Table options
  - Single 12-person conference table in the room used for Jury deliberation
  - Tilt-top nesting, mobile tables with casters, easily reconfigured
- Mobile, task chairs (12). Provide additional stacking, sled-based chairs to allow the room to be furnished a maximum code capacity. Store extras in the Table and Chair Storage Room.
- Extensive marker-boards, preferably low-gloss magnetic glass (white only)

Technology
- Large flat panel, operable from the table in any room with a single table
- A floor-box below the table
- High-bandwidth wireless access to support multiple devices
- Cameras for digital recording, capture, and playback as directed by UCF

Adjacencies

Collocate two (2) Medium Conference Rooms adjacent the Well of the Moot Courtroom, and provide doorways to the Well and to the corridor. See Moot Courtroom regarding other characteristics of these rooms.

Huddle Rooms

Six (6) Huddle Rooms will seat 4, and serve as reservable meeting spaces. These rooms should have a glass front although translucent appliques may be used for privacy.

Furnishings
- Options
  - Round or rectangular table and four (4) sled-based stacking chairs.
  - D-shaped or wedge-shaped table against one wall and four (4) sled-based stacking chairs.
  - 4 large-form mobile tablet-arm chairs.
- Provide additional chairs to allow any room to be furnished a maximum code capacity. Store extras in the Table and Chair Storage Room.
- Two walls with marker boards, preferably low-gloss magnetic glass (white only)

Technology
- Appropriately-sized, flat-panel display, operable from the table
- Wall box below the flat panel
- High-bandwidth wireless access

Quiet Rooms

Eight (8) Quiet Rooms will seat 2, and serve for rejuvenation, face-to-face conversations, and phone booth spaces. These rooms should have translucent glass for privacy. Provide a desk phone.

Furnishings

Furniture options vary, discuss during design.

Conference Service - Table & Chair Storage

This room will provide a place for extra chairs and tables for the conference rooms. It should have double doors and wall protection.

Conference Service - Control Room

This small Control Room does not need direct observation but needs to be proximate the Campus Meeting Room. A small workstation will include a PC and recording devices. Provide a task chair.

Building Office Space

Welcome Area

A central reception desk will welcome visitors to the building. This space should be warm and inviting and have static and interactive wall displays to showcase activities and events taking place in the building.

Because only one entrance will have a Welcome desk and it may not always be staffed, provide an interactive building directory at this and any other main entrance.

Provide an attractive desk for one (1) receptionist and comfortable seating for 10-12 guests.

Collaboration Cafés

Located on the floors with departmental office space, these self-serve beverage and snack areas will be an important feature to energize the Collaborative Workspace.

Provide a prominent space for a beverage center with a single-serve coffee/drink vending machine and pod vending machine.

Provide less conspicuous space for 3 vending machines and a residential refrigerator, microwave, small counter, and sink. Consider space for waste and recycling. Use vending machines that don't "clunk" or "hum," or site café spaces a bit remote from Office spaces.

Adjacencies

As the Cafes will not have their own seating, make certain that they are near Collaborative Workspace that includes café-like teaming spaces such as a bar with counter stools, and comfortable booth seating.

Shared Storage

Provide one large storage room or several smaller rooms, located to work best with the plan. This will be utility space with washable floor and utility lighting.

Divide into cages for secure storage. Assure there is a cage for each Academic Department and one for the building. IT and Libraries have storage space in their Workrooms.

Advising Hub

We Space

All advisors from all of the academic programs in the building will be collocated for the convenience of the students.

Waiting Area

The Advising Hub waiting area will be attractive and open, with seating for 10-12. This quantity assumes that the Hub will be near student spaces to support text notification of others studying nearby. Provide comfortable small-form furniture for a 20-minute wait, and several computer stations.

Receptionist Station

The reception desk will be a full-time workstation for 2 staff members. It should be attractive and low to assure a clear view of the waiting area.

Department Conference Room

This small Conference room will allow advisors to meet with larger families; and can be used for small department meetings. The room should have a flat panel operable from the table. Furnish with a table and 6 small-form, but comfortable chairs.

Collaborative Workspace/Office Service

Collaborative workspace is generated by all full time equivalent staff (FTE). The space is in addition to dedicated office space and can be used for teaming, rejuvenation, lounging, and it replaces Office Service rooms with convenient, distributed office service, such as filing, lockers, copiers, printers, layout tables, etc.

Me Space

Advisors will be in private offices with glass fronts for security and safety. Provide office furniture as selected during design from the Furniture "kit of parts."

Advisors offices will be provided for all FTE advisors, including:

- o Nicholson School - Four (4) FTE
- o HMI - Four (4) FTE
- o Social Work - Three (3) FTE
- o Legal Studies - One (1) FTE
- o Valencia College - Three (3) FTE
- o Future and Touchdown - Two (2) with 1 to be used by NSC part-time employee

Although some advisors are exempt staff and some are nonexempt staff, advising requires meeting with several people and takes no less space for one job classification than it does for the other, therefore an exception has been made for office size.

IT and Classroom Operations Workrooms

Divide the allotted space between two Workrooms as evenly is as is feasible, as the floorplan is developed. Locate the Workrooms as stated under *Collocation*.   These two (2) Workrooms will be the center of operations for UCF and Valencia College technicians who will be providing classroom technology support and IT support throughout the building and downtown campus.

This space should be accessible, by designated staff, via a two-factor card access system and should be monitored by camera (possibly an alarm system). See also IT & Classroom storage.

Each Workroom will include:

Collaborative Workspace:
This space will be furnished with work benches for IT staff to configure or repair desktop computers, laptops or tablets. Coordinate storage needs during Design.
- IT storage: shelves used as temporary storage for incoming pieces of technology transferred up from the storage cage
- OIR storage: 2 large storage cabinets, additional storage shelves, space to store at least 2 ladders (6' and 8')

Workstations
Each Workroom will have small dedicated workstations for use when staff are not in the field. Full time staff will have designated stations, others will share touchdown spaces. Each desk should have phone and network connections.
- 10 for UCF – IT staff
- 3 for UCF - OIR staff (classroom services)
- 6 for Valencia - IT & classrooms services staff (3 FTE, 3 touchdown)
- 1 for touchdown space

Staff Offices
Each Workroom will have one private office for a UCF or Valencia College manager.

Adjacencies

Both Workrooms should be located near the Learning Spaces to be supported and near a service elevator.   One Tech Workroom should be located near the Libraries Service Points, and one near the Digital Media Commons.

IT & Classroom Storage

This secure space will be located near the loading dock and will be used to receive technology items such as desktop computers, laptops, tablets, etc. This space should not be considered a long-term storage location but a transfer point. Every effort should be made to expeditiously move items from this location to a Workroom or long-term storage location.

This space should be constructed as either a cage or locked room protected from the outside environment and only accessible by designated staff via a two-factor card access system. The location should be monitored by camera (possibly an alarm system) and located within close proximity to a cargo elevator.

Adjacencies

Locate this room near the loading dock.

Libraries Operations Workroom

Workroom

Workroom will include:

Library Workspace - includes layout tables, file cabinets, library shelving, printer, scanner station, and staff copier.

Collaborative Workspace – this workspace is generated by all full time equivalent staff (FTE). It can be used for teaming, rejuvenation, and lounging. It replaces service rooms for filing, copiers, printers, etc. As workspace, it will be part of the Workroom and also be used for:
- Break area for all Libraries Staff (including faculty), who, when working in the "thick of things" sometimes need to get away. Provide a counter and overhead cabinets, small sink, residential refrigerator, microwave, and space for waste and recycling. Furnish with a table and four (4) chairs, and lounge seating for four (4).

Storage space - for parking book carts for incoming and outgoing books to be re-shelved.

Workstations: Efficient and comfortable workstations will be provided as follows:
- 3 Staff workstations with space to park a book cart next to each desk
- 2 "Hot" student workstations for 4 or more student assistants

Adjacencies

The Libraries Workroom must be located within visual/auditory proximity to the I-Desk.

Hoteling Hubs

Located on the floors with departmental office space, the four (4) Hoteling Hubs will serve Visiting Scholars and touch down faculty from all neighboring Departments, on an as-needed basis.

Provide 2 or 3 workstations in each hub, either:
- Medium-height systems partitions, surrounded by tall systems or permanent walls, or
- Faculty-like private office spaces with their own tall systems or permanent walls

Adjacencies

Locate 2 Hubs on each floor near the Academic Departments.

Growth Office Space

There is an allowance of growth office space to be located on the floors with departmental office space. Build out with future faculty and staff offices and workstations, as is feasible.

This space will be held in University Reserve until needed.

Adjacencies

This office space must be sited between and near Academic Departments.

5.2 Office Space – Departmental

See the following for more information on Departmental Offices:
- Space Assignment Methodology for guidelines on planning offices
- Summary of Required Spaces for the quantities and sizes of office spaces

Provide a "Portal" to identify each of the five (5) Academic Departments, and welcome guests and students.

1. Nicholson School of Communication

The Nicholson School of Communication is moving its Bachelor of Arts in Human Communication and Master of Arts in Communication to the Downtown Campus. Other programs will remain at the Main Campus.

NSC requests that the designers collocate Director's office and conference room, 2 faculty offices, and several nonexempt staff in close proximity creating a Directors "Suite." Investigate further during Design.

2. Legal Studies Department

The Legal Studies Department is moving to the Downtown Campus in its entirety.

Legal Studies stated no specific office arrangement required for downtown. Investigate further during Design.

3. School of Social Work

The School of Social Work (SSW) is moving to the Downtown Campus in its entirety.

SSW requests that the designers collocate Directors office and conference room, 1 Exempt, and several nonexempt staff close proximity creating a Directors "Suite." Investigate further during Design.

4. Health Management and Informatics & Health Information Technologies

UCF Health Management and Informatics (HMI) is moving to the Downtown Campus in its entirety and collocating with faculty from Valencia College's Health Information Technologies (HIT).

HMI stated no specific office arrangement required for downtown. Investigate further during Design.

5. General Education Program

Valencia College will be teaching all General Education Programs (GEP) at the Downtown Campus.
GEP faculty will interact daily with students in their collaborative workspace. Investigate further during Design.

Libraries: In addition to the Libraries Operations Workroom, there will be Library faculty, with offices in the facility. The Libraries request that these offices be in close proximity to Libraries Operations and the I-Desk. No portal will be required.

End of APS.