NAVIGATION OF BUILDINGS

- 4TH FLOOR: Graduate Student Gallery
- 3RD FLOOR: Library History Gallery
- 2ND FLOOR: Native American Gallery
- 1ST FLOOR: Tacoma Community Gallery
- BASEMENT: Vertical Circulation Walls for Student Oriented Display & Graphics
- SNOQUALMIE BUILDING: 24/7 Entry
- SNOQUALMIE (CEI/VET/TLC)

NAVIGATION OF CULTURE & SPACES

- THE SWISS
- THE SWISS
- FUTURE ACADEMIC INNOVATION BUILDING SITE
- TO HIGHLAND DISTRICT
- TO HISTORIC SCULPTURE PARK
- TO BREWERY DISTRICT
- TO DOWNTOWN

SITE & BUILDING ORIENTATION
SNO/TLB COMPLEX
UNIVERSITY OF WASHINGTON, TACOMA
PROJECT CPD#206734
16 JANUARY 2019
TIOGA LIBRARY BUILDING - BASEMENT
24/7 DIGITAL LAB & MAKERSPACE

SNOQUALMIE BUILDING - 1ST FLOOR
TEACHING & LEARNING CENTER
TIOGA LIBRARY BUILDING - 4TH FLOOR
GRADUATE / COLLECTION / STUDY

VERTICAL DIAGRAM
EXPERIENCE OF PLACE

BLOCK DIAGRAMS
SNO/TLB COMPLEX
UNIVERSITY OF WASHINGTON, TACOMA
PROJECT CPD#206734
16 JANUARY 2019
PLACE A DOT WHERE YOU MOST FREQUENTLY ENTER THE LIBRARY

ENTRY POINTS
SNO/TLB COMPLEX
UNIVERSITY OF WASHINGTON, TACOMA

CAMPUS ENGAGEMENT EVENT:
SNOQUALMIE-TIoga UPDATE PROJECT

1. On the map, indicate where you enter the library by marking one dot with the either color pen.
2. On the campus map, mark one entry point where you enter the library with either color pen.
3. Use yellow pen to mark your favorite entry point to the library.

LIBRARY = YELLOW
TLC = BLUE

LIBRARY
TEACHING & LEARNING CENTER
(TLC)
PLACE A DOT WHERE YOU MOST FREQUENTLY ENTER THE LIBRARY

ENTRY POINTS
SNO/TLB COMPLEX
UNIVERSITY OF WASHINGTON, TACOMA
PROJECT CONCEPTS IN 2019

McGRANAHAN Architects
WHICH TYPE OF STUDY ROOM DO YOU USE THE MOST?

- 3-5 PERSON ROOM W/ TABLE
- 3-5 PERSON LOUNGE
- 8-12 PERSON LARGE GROUP STUDY / PRESENTATION PRACTICE ROOM
- ACTIVE LEARNING CLASSROOM

SILENT STUDY STYLES

McGRANAHAN ARCHITECTS
UNIVERSITY OF WASHINGTON, TACOMA

POSTED IN TLB
WHICH TYPE OF STUDY ROOM DO YOU USE THE MOST?

- 3-5 PERSON ROOM W/ TABLE
- 3-5 PERSON LOUNGE
- 8-12 PERSON LARGE GROUP STUDY / PRESENTATION PRACTICE ROOM
- ACTIVE LEARNING CLASSROOM

SILENT STUDY STYLES
SNO/TLC COMPLEX
UNIVERSITY OF WASHINGTON, TACOMA
ARCHITECTS: McGRANAHAN

McGRANAHAN architects
WHAT IS YOUR COLLABORATIVE STUDY STYLE?

LOUNGE  MEDIASCAPE  OPEN GROUP ROOM  SEMI-PRIVATE  PRIVATE STUDY ROOM

COLLABORATIVE STUDY STYLES
SNO/TLB COMPLEX
UNIVERSITY OF WASHINGTON, TACOMA
McGRANAHAN architects
WHAT IS YOUR COLLABORATIVE STUDY STYLE?

- Lounge
- Mediascape
- Open Group Room
- Semi-Private
- Private Study Room

Collaborative Study Styles
Sno/TeB Complex
University of Washington, Tacoma
Project Opening 2023

McGRANAHAN architects
HOW DO YOU STUDY ALONE ON CAMPUS?

TRADITIONAL TABLE

STUDY CARREL

SOLO LOUNGE

TRAIN STYLE

ENCLOSED TECH POD

SILENT STUDY STYLES

SNO/TLB COMPLEX
UNIVERSITY OF WASHINGTON, TACOMA
PROJECT DESIGN:
NOTES:
HOW DO YOU STUDY ALONE ON CAMPUS?

TRADITIONAL TABLE

STUDY CARREL

SOLO LOUNGE

TRAIN STYLE

ENCLOSED TECH POD

SILENT STUDY STYLES

McGRANAHAN architects
STUDENTS WHAT DO YOU LOVE ABOUT THE LIBRARY/TLC?

- TLC tutoring
- Library space
- Comfortable
- Staff
- Library hours
- Library

STUDENTS WHY DON’T YOU VISIT THE LIBRARY/TLC?

- Too cold
- No place to study
- Library needs to be more inviting
- Staff not helpful
- Need more

Post-it notes are shown in the image with various comments and suggestions from students about what they love and don’t love about the library/tutoring center.
FACULTY
HOW DO YOU CURRENTLY PARTNER WITH THE LIBRARY/TLC?

FACULTY
WHAT WOULD YOU LIKE TO BE ABLE TO DO IN THE LIBRARY/TLC?
<table>
<thead>
<tr>
<th>FACULTY</th>
<th>FACULTY</th>
</tr>
</thead>
<tbody>
<tr>
<td>HOW DO YOU CURRENTLY PARTNER WITH THE LIBRARY/TLC?</td>
<td>WHAT WOULD YOU LIKE TO BE ABLE TO DO IN THE LIBRARY/TLC?</td>
</tr>
</tbody>
</table>

- Need a place to meet with students.
- Need a quiet study area.
- Need a collaborative space for group work.
- Need a space for informal meetings.
- Need more flexible seating arrangements.
- Need more space for events.
- Need more technology integration.
- Need more natural light.
- Need more green spaces.
- Need more windows for natural light.
- Need more bulletin boards for displaying projects.
- Need more whiteboards for brainstorming.
- Need more quiet study areas.
- Need more comfortable furniture.
- Need more storage for supplies.
- Need more flexible lighting options.
- Need more natural materials.
- Need more acoustic panels.
- Need more noise reduction solutions.
- Need more sustainable materials.
- Need more accessible technology.
- Need more accessible seating options.
- Need more accessible lighting options.
- Need more accessible technology options.
- Need more accessible seating options.
- Need more accessible lighting options.
- Need more accessible technology options.
MEETING MINUTES
Library Final Meeting, 5 March 2019
Prepared by: Shona Bose
5 March 2019

Attendees:
- Elizabeth Hyun, Space Planning Manager (EH) CRPS
- Matt Lane, Principal/PM (ML) mcg-ARC
- Pat Clark, Director of Campus Planning (PC) CRPS
- Shona Bose, Project Designer (SB) mcg-ARC
- Melony Pederson, Project Development & Cons’t Mngr (MP) CRPS
- Seong Shin, Interior Design Principal (SS) mcg-ARC
- Lauren Pressley, Library Director LIB
- Justin Wadland, Assoc Director LIB
- Suzanne Klinger, Head of Research Help LIB
- Hannah Wilson, Access Services Mngr LIB
- Cecil Brower, Library Access Services LIB
- D’André Williams, Library Access Services LIB
- Marisa Petrich, Librarian LIB
- Alaina Bull, Librarian LIB
- Megan Saunders, Evening Circulation Tech LIB
- Marcia Monroe, Library Student Supervisor LIB
- Serin Anderson, Collections & Budget Lib LIB
- Tim Bostelle, Head of Lib IT (TB) LIB
- Dwayne Chambers, Assoc Dir Quantitative Ctr TLC
- Rebecca Disrud, Assoc Dir Writing Center TLC
- Jennifer Meyers, Const Project Manager FS
- Tessa Coleman, Facility Manager FS
- Johanna Jacobsen Kiciman, Librarian LIB
- Don Higgins, Admin Assistant LIB
- Anna Salyer, Librarian LIB
- Gwen Kempe, Technician LIB

ITEMS DISCUSSED
I. INTENT
   A. This meeting was to gather final thoughts on the predesign phase of the UWT SNO/TLB Complex Reorg, and to discuss the bubble diagram options released after the charrette.

II. THOUGHTS ON BUBBLE DIAGRAM OPTION B
   A. Overall positive to see the direction incorporating the ideas that came up during the charrette.
   B. Library goes from Active → Quiet from 1st to 4th floors, but as the Library looked at it further, it would make sense to also be Quick Transactions → Longer Stays as you move up the building.
      a. In this sense, 1st floor could be access services and quick use computers for short interactions; 2nd floor for a more interactive stay with writing/research/librarians; 3rd for a longer, research focused visit with the Scholar Lab and Office of Research and quiet study; 4th for an indefinite stay on a fully silent floor.
   C. Could also be thought of as “Yin & Yang” with the high-tech and STEM focus in SNO and a humanities/writing focus in TLB. Though both buildings house other aspects as well (i.e. a library is not just humanities books, and SNO has the CEI and Powerhouse spaces.)
   D. 2nd Floor “Information Literacy & Writing Space”
      a. Moving the Writing Center and Reference Desk back up to the 2nd floor.
         i. Code this floor as the “Information Literacy” part of the integrated learning commons.
         ii. A place to interact with literary and scholarly resources
iii. Computer terminals and supportive collections adjacent to research/writing services.
iv. Archive room is also on 2nd floor and Ref. Librarians will be able to help patrons utilize the archives.
b. Evolution of thinking
   i. Too many help desks and services are located on 1st floor with option B
   ii. Research on 2nd floor is perhaps the better fit b/c it needs more quiet than the 1st floor will provide and will be partnered with writing for the visibility factor.
   iii. Connection to the library offices adjacent is ideal as the research help desk patrons will be able to easily interact with librarians in their field.
c. Use pop-up stations in designated areas in SNO1/TLB1 as a front-facing space to showcase and encourage use of the services on TLB2.

e. Scholar Lab w/ Office of Research on 3rd Floor
   a. These programs don’t need to be front and center, but 4th floor seems to be a little too remote.
   b. Scholar lab would be staffed with (2) adjacent librarians – good fits for this would be the new Data and Digital Scholarship Librarian position or the Integrated Design Lead.)
   c. Would have faculty-focused lab space for meetings, research, resources and tech. Adjacent could be a reservable classroom space for workshops.
   d. EH mentioned that this is in line with the kind of partnership the Office of Research is looking for as well.
  
F. 4th floor designated as completely silent study with acoustical separation from the 3rd floor & rest of library.

G. Security Bubble discussion.
   a. The UWT library security bubble consists of staff eyes on all exits and entrances and the use of gates that make noise when items that haven’t been checked out pass through them.
   b. There are lots of different ways to do security at a library and many different thoughts, but generally less security means more shelf reading and more staff around theft prone areas. Or they budget to cover a yearly loss in equipment & collections.
   c. UWT does not have the manpower to do more shelf reading or staff areas like this, so they use gates and sightlines to doors.
   d. UWT does not track the actual loss rate, but assumes it is low due to the security measures in place.
   e. RFID is a new tech that is cost prohibitive for the UW joint campuses to invest in.
   f. Tech is not secured with the same security strip system as books/media as it is directly checked in/out from a service point.
   g. Option B Security Bubble -
   i. Secure only the Tioga Library Building by moving the (2) current security gates to just inside TLB at the skybridge, and at the secondary entrance off of Jefferson.
   ii. Secure TLB from Tioga currently by requiring key card access to Tioga, entry too VIBE/1st Floor programming from Jefferson.
   iii. With the TLB secured at the two entrances and key card entry to Tioga, all floors of TLB would be inside the security bubble.
   iv. As the security bubble is around TLB, SNO would be more porous & not conducive to having collections that need to be secured/checked out. With the exception of tech
equipment that could still be checked out at the Small Tech Lab in SNO as it does not have the same security strip measures.

H. Library expressed interest in having some collections over in SNO but were concerned about the security bubble. Some collections that make sense in SNO:
   a. A Quantitative Collection near the TLC Quantitative Center
   b. STEM/CS books near the Small Tech Lab
   c. Books around the perimeter of the event space so that the library can have a presence in SNO.
   d. Others are mentioned in the attached documents.

I. Staff Offices
   a. There will be more time in the next design phases of the project to talk more about what offices truly look like.
   b. Currently, the program allows for staff and librarian enclosed offices, though it is unclear whether that will be done with high acoustical rated, demountable panels or with permanent walls. We do want to make sure enough is covered at this point to estimate it and have it as a known figure in the budget.
   c. Staff/Librarian offices want to be front facing so there can be a healthy interaction between students, faculty, and librarians.
   d. Someday, offices might be in Tioga and that is also something to think about for future expansion use of these buildings. What office points stay behind and what can move over to continue to serve students and faculty?

J. What happens with all the rest of the systems that need upgrades or updates to accommodate new architecture? (ie HVAC, insufficient power outlets, intercom system that needs upgrade through both buildings.)
   a. McG works with consultants to assess the current system and future needs in telecom, mechanical, electrical, plumbing, acoustics, and structural. All this will be included in the high-level cost estimate done for the predesign stage.

K. Funding – UW Libraries has an Office of Advancement that can partner with UWT Advancement to promote this project for funding.

III. NEXT STEPS
   A. McG to put together the PreDesign document with cost estimate finalized by mid-May.
   B. CRPS will address UWT leadership will all findings and put together a course of action for funding, phasing, and construction.
   C. CRPS will work with UWT Leadership to release the project direction to the units and wider UWT community.

Submitted by
Shona Bose
Project Designer
McGranahan Architects
Distributions: Meeting attendees
Attachments: Bubble Diagram Options, Response from Library (word & excel)
Introduction

These bubble diagram options were developed to summarize the Charrette from Wednesday, January 16, 2019, and the additional comments gathered at the Charrette and the two weeks thereafter.

Bubble Diagram Option-A encapsulates the initial block diagrams used at the Charrette which were developed based on the programs that each unit had been exploring through our previous meetings.

Bubble Diagram Option-B was developed based on the comments from the Charrette and the additional comments collected from students, staff, faculty on the boards displayed in TLB and SNO over the course of the two weeks after the Charrette.

Throughout this process, it was uncovered that the comments collected from the meetings and boards align with the UWT Learning Commons Proposal prepared by the UWT Learning Commons Task Force, dated March 2018. Option-B was developed to represent the opportunity to launch the UWT Learning Commons Proposal with an emphasis on UWT’s mission to support diverse learners and foster an equitable society.

Historically, the Snoqualmie Building has been seen as the heart of the UWT campus. Creating an integrated learning hub that exposes the values of learning, academia, equity and inclusion as the core of the campus is a legacy to UWT’s mission, vision and values.

How We Got Here

Option B was developed over the last six months through meetings, charrettes, workshops, and boards posted in SNO & TLB, as well as from UWT’s Visioning Statement and the UWT Master Planning documents. We heard the following which greatly align with the UWT Learning Commons Proposal:

- Create a centrally located ‘Campus Hub’ to support an integrated model that enhances the student experience to maximize student success.
- Provide a sense of safety and belonging for all students on campus.
- Provide a welcoming Snoqualmie Building entrance with university wide reception desk as everyone enters this building seeking help about all campus buildings.
- Create vibrant and student-centered active learning spaces in Snoqualmie/Powerhouse and continue to the first floor of Tioga Library Building.
- Provide technology-rich resources with high-level services.
- Maximize various size group study rooms and flexible spaces to connect learners at every level.
- Align with campus strategic visioning statement: the University seeks to “foster a thriving and equitable society by educating diverse learners.”

Differences at a Glance

<table>
<thead>
<tr>
<th></th>
<th>Option A - Departmentalized Model</th>
<th>Option B - Integrated Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service Points</td>
<td>Decentralized: Multiple service points in each department</td>
<td>Centralized: Welcoming desk in SNO L1 for easy navigation</td>
</tr>
<tr>
<td>Collaborative Spaces &amp; Study Rooms</td>
<td>Satellite active &amp; collaborative learning, various size study rooms in each program.</td>
<td>Centralized active &amp; collaborative learning, maximum various size study rooms available to all.</td>
</tr>
<tr>
<td>CEI</td>
<td>Closed off space on SNO L2</td>
<td>Open / semi-enclosed space on SNO L2</td>
</tr>
<tr>
<td>VMRC</td>
<td>Closed off space on SNO L2</td>
<td>Closed off space in Tioga</td>
</tr>
<tr>
<td>IT Storage</td>
<td>TLB Ground Level</td>
<td>Tioga Building L1 w/ access to the library on TLB L1 and entrance off of Jefferson</td>
</tr>
<tr>
<td>Library - Quiet, Silent, Main Collections, Admin</td>
<td>Off-Site</td>
<td>Same as Option A</td>
</tr>
<tr>
<td>Research &amp; Writing Center</td>
<td>Separate (TLB L2 &amp; SNO L1)</td>
<td>Collocated in TLB L1</td>
</tr>
<tr>
<td>Tech / Media Lab</td>
<td>Centralized in TLB Ground</td>
<td>Centralized in SNO L1</td>
</tr>
<tr>
<td>Library High Density Stacks</td>
<td>Off-Site</td>
<td>Remains on TLB Ground Level</td>
</tr>
<tr>
<td>Office of Research</td>
<td>TBL L4</td>
<td>Same as Option A</td>
</tr>
<tr>
<td>Powerhouse</td>
<td>24/7 Student active space and meeting/event space for SNO/TLB programs</td>
<td>Same as Option A</td>
</tr>
</tbody>
</table>

Legend

- Center for Equity & Inclusion (CEI)
- Integrated Learning Spaces
- Library (LIB)
- Office of Research (OR)
- Teaching & Learning Center (TLC)
- Unused Space
- Veterans Programs (VMRC)
- Unit Specific Service Point
- UWT Campus Service Point
March 5, 2019

Library Staff Summary Comments on Bubble Diagram Study for SNO/TLB Update Project

Introduction

This document was prepared by Lauren Pressley and Justin Wadland in preparation for the meeting with Campus Space Planning and McGranahan Architects to discuss and provide feedback on the Bubble Diagram Options. During the week of February 25, 2019, library staff held a series of meetings to discuss the diagrams, and Lauren and Justin also met with Dwayne Chambers and Rebecca Disrud from the Teaching and Learning Center. The comments, recommended changes, and questions summarized below come out of these conversations.

Observations/responses

- Overall, library staff responded positively to “Bubble Diagram Option-B.” It reflects positive shift toward a “Learning Commons” model for the SNO/TLB complex that has the potential to “support diverse learners and foster an equitable society.”

- In our view, the successful implementation of a “Learning Commons” across the area designated as “Integrated Learning Spaces & Resources” would be based on the following assumptions:
  
  ○ Technology: Adequate computing and associated infrastructure may be concentrated in SNO, but it also should be distributed throughout the entire complex, including spaces coded a “Library.”

  ○ Management of spaces: Even though spaces in a Learning Commons will be shared by units, a specific unit may need to be charged to manage and coordinate use of spaces among partners and students. Specific activities include: scheduling rooms, resetting active spaces, ensuring that norms are followed to create a safe and equitable learning environment for students, supervising student assistants, among other unanticipated activities. The Library has served in this capacity for the shared spaces with TLC, and we are developing a companion document that articulates some of the staffing implications if proposal is funded and creates an expansion of services.

  ○ Developing vision for Learning Commons: Implementation of a Learning Commons model can build upon strengths of previous efforts to create shared learning environments, but it also would create a new kind of space on campus that will require partnerships, a high degree of collaboration, and development of a vision. The Library, in partnership with the TLC, is in position to lead conversations with stakeholders and the campus are around this project,
focusing on the following areas:

- **Powerhouse** as mixed use space that becomes open to event programs for LIB/TLC/CEI/VMRC.

- **UWT Help Desk** as a central focal point for being able answer the range of questions students, faculty, and community users may bring.

- **Integration of learning environments and technology** that may serve needs of adjacent units but should be considered as part of the entire complex.

**Major recommended changes:**

All of our recommended changes are listed in the associated spreadsheet. The list below highlights major changes.

- **Move “Research & Writing Center” and “Research Help Desk” to TLB2. Code half of TLB2 as “Integrated Learning Space & Resources.”**

  Library staff felt that TLB1 was too crowded in Option B and would potentially be less flexible as a result. Also, while the Writing Center might be enclosed, both they and Research Help would like to have an open work space with computer terminals nearby. Co-locating Research Help and Writing Center on TLB2 may require moving some items to TLB1 or elsewhere in complex. We envision creating a space intentionally designed learning environment that engages with and enables information literacy and the research and writing process.

- **Move “Scholar Lab” and “Office of Research” to TLB3. Add two librarian offices adjacent to “Scholar Lab.”**

  The space named “Scholar Lab” will become a hub for faculty development, providing consultation on research projects, faculty development workshops, one-on-one training, and access to unique equipment. Accessibility is important, though it can be off the main line of traffic. Also, librarian offices enable faculty and will help activate the space. The Office of Research is a logical unit to have adjacent to the lab, but we also have questions about whether they will have adequate space for all their programming needs beyond faculty consultations.

- **Designate TLB4 as silent study.**

  If the classroom, Scholar Lab, and Office of Research are located on TLB3, it may be difficult to maintain complete silence. Thus, we recommend creating a silent zone on
TLB4 and ensuring that there is adequate noise mitigation on TLB3 so that activities don’t bleed into other areas.

- **Designate “Pop-up Service Point” zones on SNO1 and TLB1 for temporary tabling and/or service.**

  The Learning Commons must be welcoming to all students, and we have some concerns that the Option B diagram separates the disciplines and their activities. STEM students will have writing questions and research questions. Social sciences and humanities students will have technology and computing questions. To enable point of need service points, we recommend creating “Pop-up Service Point” zones in SNO1 and TLB1 that can be used during high demand times. These spaces can also be given over to other potential partners, such as advising, to provide tabling. Ideally, these pop-up service points would be easily identifiable and adjacent to but not block foot traffic.

- **Place small number of book collections in SNO1 and Powerhouse.**

  Since we expect that Library services will be included in the Learning Commons spaces in SNO1 and Powerhouse, we recommend integrating some materials into these spaces. The Powerhouse could have a small number of materials that might attract general interest and be associated with events, such as faculty publications, literary magazines collection, popular browsing collection, and graphic novels collection. SNO1 could have a small number of STEM titles that will support the Quantitative consultants and workshops.

- **Additional changes and changes in names.**

  Additional edits and suggested changes to diagrams are listed in the SNO/TLB Complex Option B Revisions.

**Questions for discussion:**

- What happens next after this discussion? How long will the process take?
- In this diagram, how many reservable study rooms are created throughout the SNO/TLB complex?
- Does the space for collections reflect an increase or remain the same?
- What do staff offices and work spaces look like?
- How will a security bubble be maintained throughout complex if buildings are open different hours? (This is something that we have struggled with in the current configuration.)
• What is the vision for the skybridge? Is it coded as an “integrated learning space” because it serves as a connection? Or are there other uses?

• It would be helpful to have a brief definition of the following terms so that we have a common understanding of what these are:
  ○ Integrated Learning Space
  ○ UWT Welcome Desk

• How large does a space need to be for it to be designated in diagram? We noticed that several spaces we discussed in earlier diagrams have not been included. Although all of these may not be appropriate to include at this pre-planning phase, these are spaces that may need to be taken into consideration:
  ○ Breakroom in both buildings (important for staff and student workers who often bring food to campus)
  ○ Library staff meeting room
  ○ Exhibit space
  ○ Lactation room and family space
  ○ All gender bathroom
  ○ Hoteling station

• How will flow be promoted between the two buildings so that services and spaces are not isolated from each other?

• To what extent will infrastructure upgrades be included in the estimates? Staff have identified several areas that would need significant improvement, including data and power supply, and HVAC.

• How will associated costs of the project, such as signage, potential noise mitigation, and furniture, be reflected in overall budget estimate?

• What details can you share about the phasing of this project? Ideally, what would the timeline for the work? How will the university mitigate the potential disruption on services for students?

• Has the Office of Research been consulted about diagram? To what extent are their space needs reflected in diagram?

• The Tioga Building is slated for use for IT Storage and the VMRC. Where does the occupancy of this building fit into planning to the retrofit and renovation this building?
<table>
<thead>
<tr>
<th>Space</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Powerhouse</strong></td>
<td>Reservable event space for LIB/TLC/CEI/VMRC</td>
</tr>
<tr>
<td><strong>Popular Browsing Collection</strong></td>
<td>Moved from TLB2. Other collections could that could be moved here: Faculty publications, literary magazines, graphic novels.</td>
</tr>
<tr>
<td><strong>24/7 Student Use</strong></td>
<td>Flexible Rollable Furniture</td>
</tr>
<tr>
<td><strong>SNO LEVEL 1</strong></td>
<td></td>
</tr>
<tr>
<td>Service Point: UWT Help Desk</td>
<td></td>
</tr>
<tr>
<td>Main Tutoring Floor</td>
<td></td>
</tr>
<tr>
<td>TLC Private Offices</td>
<td></td>
</tr>
<tr>
<td>Reservable Study Rooms</td>
<td></td>
</tr>
<tr>
<td>Small Technology Lab</td>
<td>Change of name for accuracy.</td>
</tr>
<tr>
<td>Tech Help Desk</td>
<td></td>
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<tr>
<td>Tech Office</td>
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<tr>
<td><strong>SNO LEVEL 2</strong></td>
<td></td>
</tr>
<tr>
<td>Reserv. Study Rooms</td>
<td></td>
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<tr>
<td>Quiet Tutoring Floor</td>
<td></td>
</tr>
<tr>
<td>Semi-Enclosed CEI</td>
<td></td>
</tr>
<tr>
<td><strong>TLB GROUND</strong></td>
<td></td>
</tr>
<tr>
<td>Service Point: Info Kiosk</td>
<td></td>
</tr>
<tr>
<td>High Density Shelving Collection</td>
<td></td>
</tr>
<tr>
<td>Media Collection</td>
<td></td>
</tr>
<tr>
<td>Microfilm Collection</td>
<td>Microfilm will be phased out by 2020.</td>
</tr>
<tr>
<td>Maps Collection</td>
<td>Moved from TLB2.</td>
</tr>
<tr>
<td>Reservable Study Rooms</td>
<td></td>
</tr>
<tr>
<td><strong>TLB Level 1</strong></td>
<td>Designated as &quot;Loud / Quick Use&quot;</td>
</tr>
<tr>
<td>Service Point: Circulation Desk &amp; Reserves</td>
<td></td>
</tr>
<tr>
<td>Library Quick Use Computers</td>
<td></td>
</tr>
<tr>
<td>Microfilm Stations</td>
<td>Moved from TLB0.</td>
</tr>
<tr>
<td>Access Services Offices</td>
<td></td>
</tr>
<tr>
<td>Processing Center</td>
<td></td>
</tr>
<tr>
<td>Active Learning Classroom</td>
<td></td>
</tr>
<tr>
<td>YA/Children's Collection</td>
<td>Moved from TLB2. Could be designated as &quot;collections.&quot;</td>
</tr>
<tr>
<td>Reservable Study Rooms</td>
<td></td>
</tr>
<tr>
<td><strong>TIOGA LEVEL 1</strong></td>
<td></td>
</tr>
<tr>
<td>VMS/VIBE</td>
<td></td>
</tr>
<tr>
<td>IT Storage</td>
<td></td>
</tr>
<tr>
<td><strong>TLB LEVEL 2</strong></td>
<td>This floor should be coded half as integrated learning space. Designated as &quot;Moderate noise / Medium-length stay.&quot;</td>
</tr>
<tr>
<td>Service Point: Research Help Desk &amp; Computers</td>
<td>Moved from TLB 1. Eliminate &quot;Info Desk.&quot; The Research Help Desk could help manage access to the archives spaces.</td>
</tr>
<tr>
<td>Research &amp; Writing Center (w Office and Grad Work Stations)</td>
<td>Moved from TLB 1.</td>
</tr>
<tr>
<td>Non-Profit Computer/Collections</td>
<td>Moved from TLB 1.</td>
</tr>
<tr>
<td>Workshop &amp; consultation room</td>
<td>Added to plan; perhaps study rooms get designated as this.</td>
</tr>
<tr>
<td>Periodicals</td>
<td>Revised. Maps moved down to TLB0.</td>
</tr>
<tr>
<td>Librarian and Library Admin Offices</td>
<td>Change in name.</td>
</tr>
<tr>
<td>Archive Room</td>
<td></td>
</tr>
<tr>
<td>Main Collection</td>
<td>Perhaps reduced in size; consider adjacency for teaching information literacy.</td>
</tr>
<tr>
<td>Reservable Study Rooms</td>
<td>Reservable study rooms could possibly be used for &quot;Workshop&quot; room, if designed differently.</td>
</tr>
<tr>
<td><strong>TLB LEVEL 3</strong></td>
<td>Designated as &quot;Quiet / Long stay.&quot;</td>
</tr>
<tr>
<td>Service Point: Info Kiosk</td>
<td></td>
</tr>
<tr>
<td>Quiet Study Room</td>
<td></td>
</tr>
<tr>
<td>Reserv. Classroom</td>
<td></td>
</tr>
<tr>
<td>Scholar Lab</td>
<td>Moved from TLB4.</td>
</tr>
<tr>
<td>Two librarian offices</td>
<td></td>
</tr>
<tr>
<td>Office of Research</td>
<td></td>
</tr>
<tr>
<td>Main Collection</td>
<td></td>
</tr>
<tr>
<td>Quiet Study</td>
<td></td>
</tr>
<tr>
<td>Reservable Study Rooms</td>
<td></td>
</tr>
<tr>
<td><strong>TLB LEVEL 4</strong></td>
<td>Designated &quot;Silent / Longest stay&quot;</td>
</tr>
<tr>
<td>Service Point: Info Kiosk</td>
<td></td>
</tr>
<tr>
<td>Silent Study Floor</td>
<td></td>
</tr>
<tr>
<td>Graduate Study</td>
<td></td>
</tr>
<tr>
<td>Main Collection</td>
<td></td>
</tr>
<tr>
<td>Reservable Study Rooms</td>
<td></td>
</tr>
</tbody>
</table>
MEETING MINUTES
TLC Final Meeting, 6 March 2019
Prepared by: Shona Bose
8 March 2019

Attendees:
- Elizabeth Hyun, Space Planning Manager (EH) CRPS
- Pat Clark, Director of Campus Planning (PC) CRPS
- Melony Pederson, Project Development & Cons’t Mngr (MP) CRPS
- Bonnie Becker, AVC for Student Success UWT
- Rebecca Disrud, Assoc Dir TLC
- Jen Cooper, Social Sci Writing Consultant TLC
- Carolyn Maxson, Program Coord TLC
- Margaret Lundberg, Writing Consultant TLC
- Hannah Wilson, Access Services Manager Lib
- Tessa Coleman, Facility Manager FS
- Jennifer Meyers, Const Project Manager FS
- Matt Lane, Principal/PM (ML) mcg-ARC
- Shona Bose, Project Designer (SB) mcg-ARC
- Seong Shin, Interior Design Principal (SS) mcg-ARC
- Asao B. Inone, Dir of Univ Writing UWT
- Dwayne Chambers, Assoc Dir TLC
- Su-Miao Lai, QI Consultant TLC
- Carly Gelarden, Sci Consultant TLC
- Kelvin Keown, Writing Consultant TLC
- Timothy Bostelle, Head of IT Lib
- Stanley Joshua, Director FS
- Nedralani Mailo, Program Support Supr CEI

ITEMS DISCUSSED
I. INTENT
   A. This meeting was to gather final thoughts on the predesign phase of the UWT SNO/TLB Complex Reorg, and to discuss the bubble diagram options released after the charrette.

II. THOUGHTS ON BUBBLE DIAGRAM OPTION B
   A. Powerhouse
      a. The Powerhouse would function with flexible furniture for students to gather and also as overflow space for the TLC.
      b. TLC tutors could section off space in the Powerhouse with movable whiteboards to lead a group.
   B. Writing/Quant Separation
      a. It is sad to think about the two sides being physically separated, but they are also very interested in what the future looks like with the Writing and Research Help being collocated.
      b. Writing/Research co-location would work best on 2nd floor of TLB so that the programs can spread out.
         i. Together they will be able to attract students.
         ii. 2nd floor is not as busy so students can stay for a while and concentrate
         iii. Could design the floor as a “Writing / Literacy” floor.
   C. Quiet Tutoring Floor on SNO2 is too remote from Quant on SNO1 and Writing on TLB2.
      a. Make SNO2 the faculty office hours area and bring Quiet Tutoring down to SNO1
      b. Designate large conference room for quiet tutoring as needed.
   D. Writing Center
      a. Needs large workshop space (can be share w/ library)
b. Needs a secured break area on the same level for students to take breaks (sometimes they only get 5 minutes) and lock their personal items.

c. Program Coordinator office wants to be with Writing Center when the programs break up.

E. Learning Commons concept

a. Students should have a way to immediately know they are there and can get help

b. If enter on Jefferson and need math help, wayfinding will be important to know how to get to SNO1

c. “Heart of Campus” sense to the buildings is important
   i. Students have a lot of fear trying to access services, that is probably the biggest obstacle
   ii. They might have been personally judged for language skills or math skills previously and don’t want to feel that way again.
   iii. This place needs to be friendly/open/accessible
   iv. Should evoke the idea that this place is for everyone – a sense that “you belong in the learning commons; you belong in higher ed.”
   v. Want ppl to be able to see that others are getting help. No one is a lone genius, and you can come here for help if you need it or even if you don’t.
   vi. A “student second home without being judged”
   vii. Speak loudly and boldly as the heart of campus.

III. NEXT STEPS

A. McG to put together the PreDesign document with cost estimate finalized by mid-May.

B. CRPS will address UWT leadership will all findings and put together a course of action for funding, phasing, and construction.

C. CRPS will work with UWT Leadership to release the project direction to the units and wider UWT community.

Submitted by
Shona Bose
Project Designer
McGranahan Architects

Distributions: Meeting attendees
Attachments: Bubble Diagram Options
MEETING MINUTES
CEI Final Meeting, 15 March 2019
Prepared by: Shona Bose
16 March 2019

Attendees:
- Elizabeth Hyun, Space Planning Manager (EH) CRPS
- Pat Clark, Director of Campus Planning (PC) CRPS
- Melony Pederson, Project Development & Cons’t Mngr (MP)
- James McShay, Assistant Chancellor for Equity & Inclusion CEI
- Sara Contreras, Program Admin (SC) CEI
- Jimmy McCarty, Director for CEI CEI
- Matt Lane, Principal/PM (ML) mcg-ARC
- Shona Bose, Project Designer (SB) mcg-ARC
- Seong Shin, Interior Design Principal (SS) mcg-ARC
- Shaquita Humphrey-Pressley, Director of Student Diversity (SHP) CEI
- Nedralani Mailo, Program Support Supervisor CEI

ITEMS DISCUSSED

I. INTENT
   A. This meeting was to gather final thoughts on the predesign phase of the UWT SNO/TLB Complex Reorg, and to discuss the bubble diagram options released after the charrette.

II. THOUGHTS ON BUBBLE DIAGRAM OPTIONS & DIRECTION
   A. Like the direction of a Learning Commons and want to open up to be a part of it.
   B. But the CEI does have some specific needs for privacy for students to feel comfortable like they have a safe space
      a. This could be achieved with an all glass wall where the railing is even if it doesn’t enclose the CEI completely on the 2nd floor (for exiting)
      b. This wall could also be a place for CEI signage that can be seen from the main entry. Really would be a way to celebrate diversity and inclusion in the Learning Commons complex
      c. Also need a way to entice students to check-in without being over bearing. Can the architecture/layout encourage a specific point of entry where the check-in computer is?
         i. This could be by using the bookshelves for reference material to narrow down the entry way into the chill/incubator space.
      d. There is a need for a dedicated CEI Training room that can match the look of the CEI. Be “coded” in the language of CEI. This area would fill the need for a more enclosed CEI space rather than the open/integrated chill & incubator space.
         i. Could also use operable partitions inside the space to be able to change the use as needed.
         ii. Maybe between the kitchen and the rest of the chill space.
   C. All Gender Restrooms.
      a. These would still be located on the 1st floor
      b. What would it take to make all of SNO restrooms all-gender (or the whole complex?)
      c. Would need to talk to the city to meet code requirements.
d. CEI leadership also needs to make the case at higher levels to get UWT leadership on board with this.

III. NEXT STEPS

A. McG to put together the PreDesign document with cost estimate finalized by mid-May.

B. CRPS will address UWT leadership will all findings and put together a course of action for funding, phasing, and construction.

C. CRPS will work with UWT Leadership to release the project direction to the units and wider UWT community.

Submitted by
Shona Bose
Project Designer
McGranahan Architects

Distributions: Meeting attendees
Attachments: CEI Final Presentation Power Point
SNO/TLB - Integrated Learning Hub
Final PreDesign Meeting
15 March 2019
Where we’ve been...

- We started last June with relocating the CEI to Tioga Library Building
- CEI Charrette with UWT, students, and community
- Devised a dynamic program for a new CEI space on 4th floor TLB
- Fears: too remote from the rest of campus
A shift...

- There were CEI concerns with being in Tioga Library Building

- A search for an engaging CEI fit shifts to reorganizing the programs in Snoqualmie and Tioga Library Buildings.

- This adds the Library, Teaching and Learning Center, Veterans Programs, Office of Research, and the Powerhouse to the mix.

- All programs individually undergo programing meetings similar to CEI’s

- Library-TLC Charrette presents the first pass at finding space for all programs in these two buildings. Option A shows each program as an isolated unit with dedicated study/meeting/event rooms.
Option A

Plan Diagram
(from Library-TLC Design Charrette 1/16/19)

- SNO – TLC, CEI, VMRC
- TLB – Library

Walled of CEI & Vet Programs on SNO 2 w/ dedicated small & large meeting rooms.
  - Pro: Frees up SNO1 for more space in TLC
  - Pro: Allows everyone access to windows
  - Con: Does not increase total number of small/medium meeting rooms
  - Con: When meeting rooms are free, they are not able to be used easily by other programs
  - Con: Programs are separated with less ability to collaborate
Option A
Section Diagram
(from Library-TLC Design Charrette 1/16/19)
A second shift...

- The Library-TLC & Student Charrettes started a new shift in the thinking – towards a shared model

- What if TLB-SNO acted as one building showcasing academia, learning & diversity in the heart of campus?
  - Pro: Many of the programs want to be centrally located to maximize student success. Locating them together under a ‘Campus Hub’ provides immediate access to all services
  - Pro: Shared spaces allows more spaces to be continuously occupied creating a vibrant and student-centered learning space that can quickly and serendipitously cross-pollinate between programs
  - Pro: Supports UWT’s vision “to foster a thriving and equitable society by educating diverse learners.”
  - Pro: Technologically rich resources infused into all spaces.
Option B
Plan Diagram

Legend
- Center for Equity & Inclusion (CEI)
- Integrated Learning Spaces
- Library (LIB)
- Office of Research (OR)
- Teaching & Learning Center (TLC)
- Unused Space
- Veterans Programs (VMRC)
- Unit Specific Service Point
- UWT Campus Service Point

TIoga Library Building
- Standard Library Hours
  - Active Learning / Writing & Research Center / Library
  - TIoga Building
    - IT Storage / Veterans Programs

Powerhouse
- Reserv. Study Rooms on Level 2

Skybridge
- Reserv. Study Rooms on Level 2

Welcome Desk

Main Entry
- Other Campus Buildings
- Reserv. Large-Mtg Rooms on Both Levels

Secondary Entry
- Stair
  - Elev
  - Restrooms

Service Point
- New Research Help

Other Campus Buildings
- Reserv. Study Rooms on All Levels

Library
L0, 2, 3, 4

TLC Writing CTR
- New Research Help

L1 - TLC Quantitative CTR
- Reserv. Study Rooms on Both Levels

L2 - Quiet Tutoring Floor

L2 CTR for Equity & Inclusion
- Reserv. Study Rooms on Left Level

Snoqualmie
- Expanded Hours
  - Integrated Learning Spaces
Option B

Section Diagram

TLB LEVEL 4
- Info Kiosk
- Graduate Study
- Scholar Lab
- Main Collection
- Quiet Study
- Office of Research

TLB LEVEL 3
- Info Kiosk
- Silent Reading Room
- Reserv. Reading Room
- Main Collection
- Quiet Study

TLB LEVEL 2
- *Info Help Desk
- *Periodicals/Maps Collection
- *Popular Browsing Collection
- *YA/Children's Collections
- Librarian Offices
- Archive Room
- Main Collection

SNO LEVEL 2
- Reserv. Study Rooms
- *Quiet Tutoring Floor
- *Semi-Enclosed CEI

POWERHOUSE
- Reserv. by LIB/TLC/CEI/VMRC for Events
- 24/7 Student Use
- Flexible, Rollable Furniture

TLB GROUND
- *Info Kiosk
- *High Density Shelving Collection
- *Media Collection
- Microfilm Collection & Stations

SERVICE POINT
- *UWT Recept. Desk

SNO LEVEL 1
- Main Tutoring Floor
- TLC Private Offices
- Reserv. Study Rooms
- *Small Media Lab
- *Tech Help Desk
- *Tech Office

*TIoga LEVEL 1
- *VMS/VIBE
- *IT Storage

SECONDARY ENTRY

MAIN ENTRY

SKYBRIDGE

*NO ENTRY
Option B

SNO 2nd Floor Test-Fit
Option B
SNO 2nd Floor CEI Test-Fit
Option B
SNO 2nd Floor Preliminary Construction
Option B
SNO 2nd Floor Demo