

# CLINE LIBRARY MASTER PLAN

NORTHERN ARIZONA UNIVERSITY  
JULY 2021





LINE 01

SASAKI



# CONTENTS

<b>Introduction</b>	<b>p. 02</b>
<b>Executive Summary</b>	<b>p. 04</b>
<b>Planning Process</b>	<b>p. 08</b>
<b>Space Program</b>	<b>p. 34</b>
<b>Recommended Approaches</b>	<b>p. 66</b>
<b>Pathways to Implementation</b>	<b>p. 90</b>
<b>List of Appendices</b>	<b>p. 96</b>



# Introduction to the Library Master Plan

Cline Library serves as a leading future-oriented organization focused on creating a culture of innovation and delivering exceptional learning spaces and experiences to Northern Arizona University and our regional communities. With more than 525,000 annual visitors, the library building provides students, faculty, staff, and the community vital space for study, research, discovery, collaboration, and creation. Cline Library is an essential element of the NAU Flagstaff campus experience and a hub for both experiential learning and intellectual engagement.

As an organization, we are not content with the status quo, and we look to the user experience to guide us as we move forward with both incremental and transformational change. With student and faculty success as our core commitments, we reach out to serve the community and beyond.

The master plan provides Northern Arizona University and Cline Library with a forward-looking and inspirational strategy to create more engaging, flexible, and varied space for all library users. At the same time, it provides for greater focus on and access to the unique collections held in Special Collections and Archives as well as generating renewed interest in technological advancements in learning environments. Cline Library aspires to strengthen our representation of place on the Colorado Plateau and to serve as a welcoming environment for all its communities.

Thank you to our stakeholder groups, as well as the Library Planning Team and University Steering Committee, who provided critical input and feedback throughout the master planning process. Cline Library is your library and your input enables us to ensure the library of the future meets your needs. We also benefited from the guidance of Taryn Williams, our NAU Project Manager and Jill Koelling Friedmann, Assistant Dean, Cline Library who kept us all rowing in the same direction. And thank you to Sasaki, especially Lan Ying Ip, Principal Architect and Robert Sugar, Associate Architectural Designer for creating a highly engaging and productive experience for all of us during the challenging times of the COVID19 Pandemic. This plan is the outcome of creative collaboration.

We look forward to implementing the possibilities presented in this master plan.

Cynthia Childrey  
Dean and University Librarian  
Cline Library, Northern Arizona University

# MISSION, VISION & VALUES

## NAU

### MISSION

Our academic programs, research, public service, and creative endeavors enrich lives and create opportunities in Arizona and beyond.

We develop solutions to challenges and drive innovation in a supportive, inclusive, and diverse environment.

### VISION

NAU leads the way to a better Arizona and a sustainable world through personalized attention to student success and scholarly excellence.

### VALUES

Student Centered  
Integrity  
Diversity  
Service  
Discovery  
Excellence

## CLINE LIBRARY

### MISSION

We engage our users in the design of discovery, research and learning experiences that advance NAU's mission and strengthen our diverse community.

Our expertise, collections, services and spaces elevate learning, scholarship, creativity and innovation in Arizona and beyond.

### VISION

Cline Library is the dynamic center of intellectual inquiry for a highly engaged user community that pursues and advances world-class teaching, learning and research.

### VALUES

User-centered  
Integrity  
Inclusion & Equity  
Excellence & Sustainability  
Innovation  
Collaboration



# Cline Library Master Plan

## Executive Summary

This report documents an eight month long master planning process that Sasaki led with stakeholders from Cline Library and Northern Arizona University. The Master Plan scope included an analysis of the existing facility, the development of a comprehensive program to support NAU and library needs out into the future, and recommendations for how to re-imagine the facility in a sustainable and flexible way for future NAU generations. The study also knit together the goals and needs expressed through prior planning documents and studies undertaken at different times by Cline Library. This 2021 Master Plan represents a comprehensive and forward-looking vision for the future of library services at NAU and the need for a re-imagined library.

Our study included a robust engagement process whereby we surveyed the entire campus community about current and future library uses and aspirations, held multiple project listening, visioning, and focus group sessions. Later in the process we held interactive programming sessions, and design charrettes where we collectively tested ideas, explored options, and prioritized needs and aspirations into reasonable and implementable solutions. This engagement process was guided throughout by a University Steering Committee and a Library Planning Committee.



## Critical Needs

### **Additional Study Space**

There is a critical need for additional study seats in the library. Cline Library is significantly behind its peers with respect to the number of general study seats available in the library.

### **Special Collections & Archives**

The study confirmed that the invaluable Special Collections and Archives currently housed in Cline Library are at risk. State of the art environmental planning is needed to properly care for the current Colorado Plateau collections and the University Archives. Furthermore, these collections are growing and additional space is needed to properly house the materials and make them accessible for use in teaching, learning and research

### **Updated Next-Gen Learning Environments**

There is a critical need to advance the library's next generation learning environments with enhanced technology and programming to meet the evolving learning and collaboration needs of students, particularly with respect to data visualization and extended reality.

### **Building Infrastructure Replacement**

The study also confirmed that there is a critical need for the library to replace its aging heating, cooling, ventilation, electrical, and plumbing systems serving the building. Much of this infrastructure is beyond its useful life, and much of this equipment is abandoned.



## The Opportunity

### **Create a Welcoming Environment**

The building does not reflect the diversity of NAU student demographics. Today 46% of students at NAU are first generation, and 3% are Native American Indian. The library is seen as cold, uninviting, and unwelcoming to these and other groups. Several stakeholders also pointed out that the building is not universally designed.

### **Program & Services Expansion**

The opportunity also exists to expand programming, services, and spaces available to the broader community. The facility itself however is outdated: its building envelopes from the 1960s and 1980s are far below today's standards of environmental design, and some of the building's structural grids are not suitable to accommodate learning environments for the 21st century, nor for more efficient modes of collection storage.

### **Address Environmental Concerns for Collections Storage**

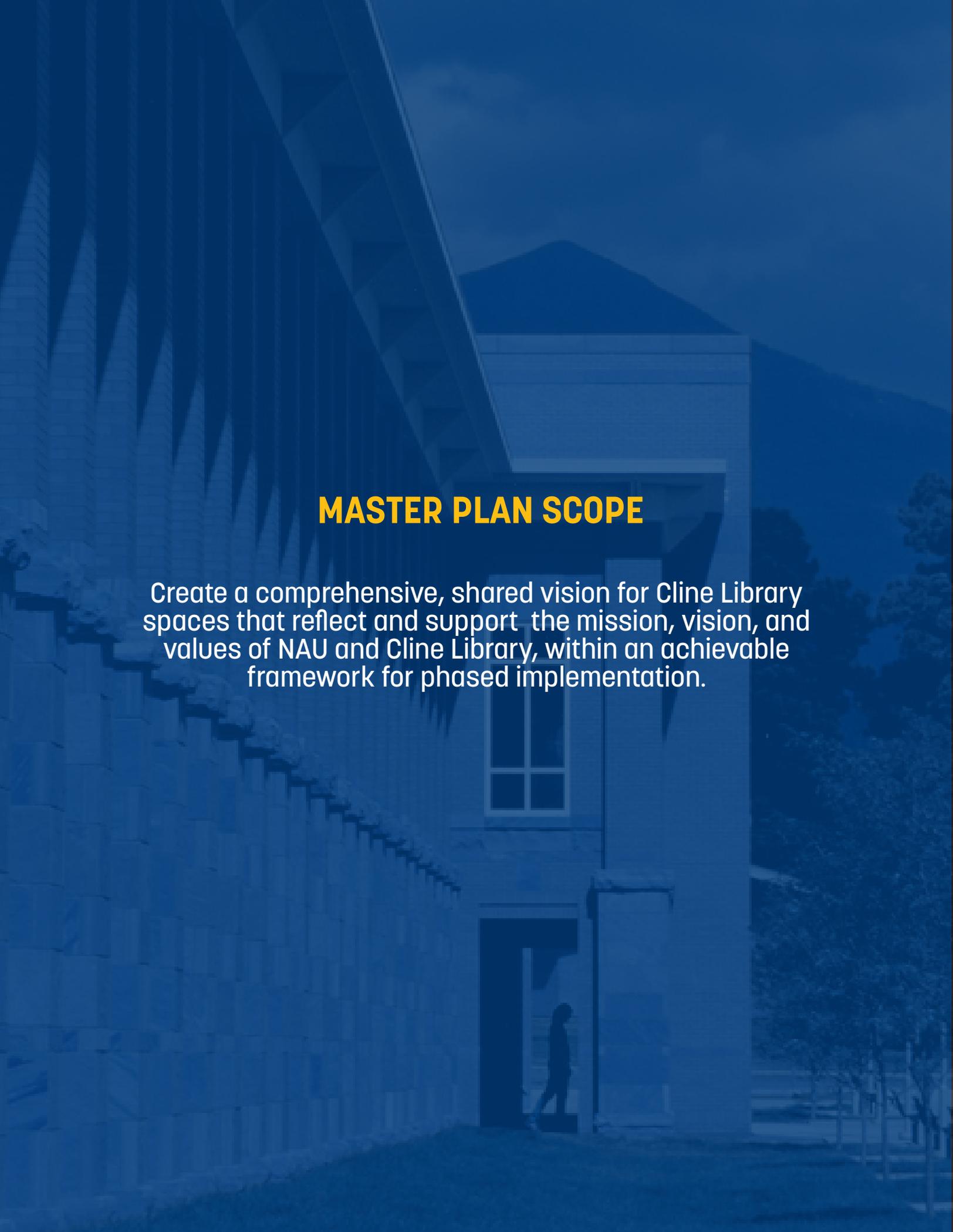
Implementation of the master plan would create new environmentally enhanced storage spaces for Special Collections and Archives

### **Create Diverse Study Spaces for Students**

Cline Library is behind its peers in study space capacity. As the only library for NAU and Coconino Community College, study spaces can be expanded to address seat count, diversity of space and meet student's needs for group and individual study.

### **Improve Adjacencies**

For programs and services for students, faculty, and the community as well as library departments. While renovations would encourage alignment of staff spaces with existing university standards, it is also an opportunity to ensure that staff spaces acknowledge the changes to the unique work of the library, promote productivity and creativity and offer the flexibility for the continued evolution of the library program into the future.



## **MASTER PLAN SCOPE**

Create a comprehensive, shared vision for Cline Library spaces that reflect and support the mission, vision, and values of NAU and Cline Library, within an achievable framework for phased implementation.

# PLANNING PRINCIPLES

## Cline Library will...



### Be of the land on which it sits

The Library sits on Indigenous land on the Colorado Plateau; it will honor the resources of its place in an environmentally sustainable way.



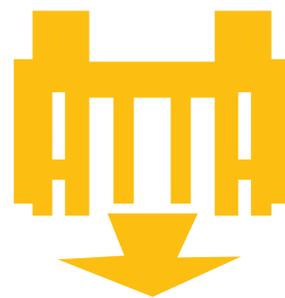
### Be welcoming for all

The Library will be a welcoming space for all; it will provide services, resources and spaces for a variety of student types, with user-centered experiences.



### Be the center for knowledge

The Library will be a center for access to knowledge and learning; it will be a hub for scholarly, research, and creative activities, fostering innovation in a technology-rich environment



### Engage its surroundings

The Library will engage its surroundings and be a beacon for NAU and the community of Flagstaff

**PLANNING**

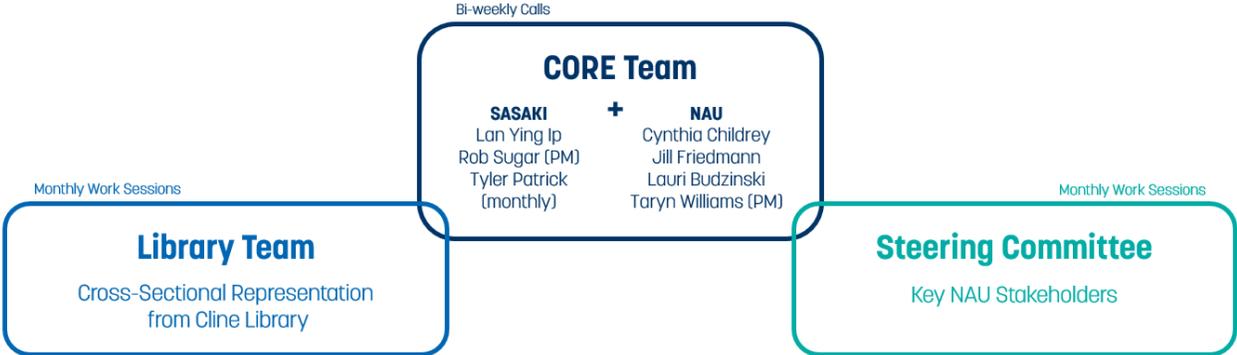
**PROCESS**

# In pursuit of creating a comprehensive, shared vision for the future of Cline Library, the project team crafted a multi-faceted and inclusive planning strategy, engaging the campus community in a participatory process spanning approximately 8 months.

The planning process was led by a Core Team of representatives from NAU and Sasaki, with input from both the Library Planning Team, consisting of team members from each library unit, and the University Steering Committee, including faculty and staff from across NAU. Broader participation in the planning effort was made possible through both focus groups and an interactive on-line survey distributed to all students, faculty and staff.

Work was divided into three phases: Visioning & Programming, Concept Development, and Final Documentation. The Visioning & Programming phase included several key elements, summarized on the following pages, including the MyLibrary Survey, focus group work sessions, and an analysis of the current building, including history, campus and site relationships, facilities conditions and observation, and a documentation of existing space use.

Each of these elements helped inform the development of a programmatic vision for the library as well as several alternatives for physical transformations of space during the Concept Development phase. The library master plan ultimately culminated in two refined approaches, supported by a phasing and budgetary framework, setting the stage for design and construction.



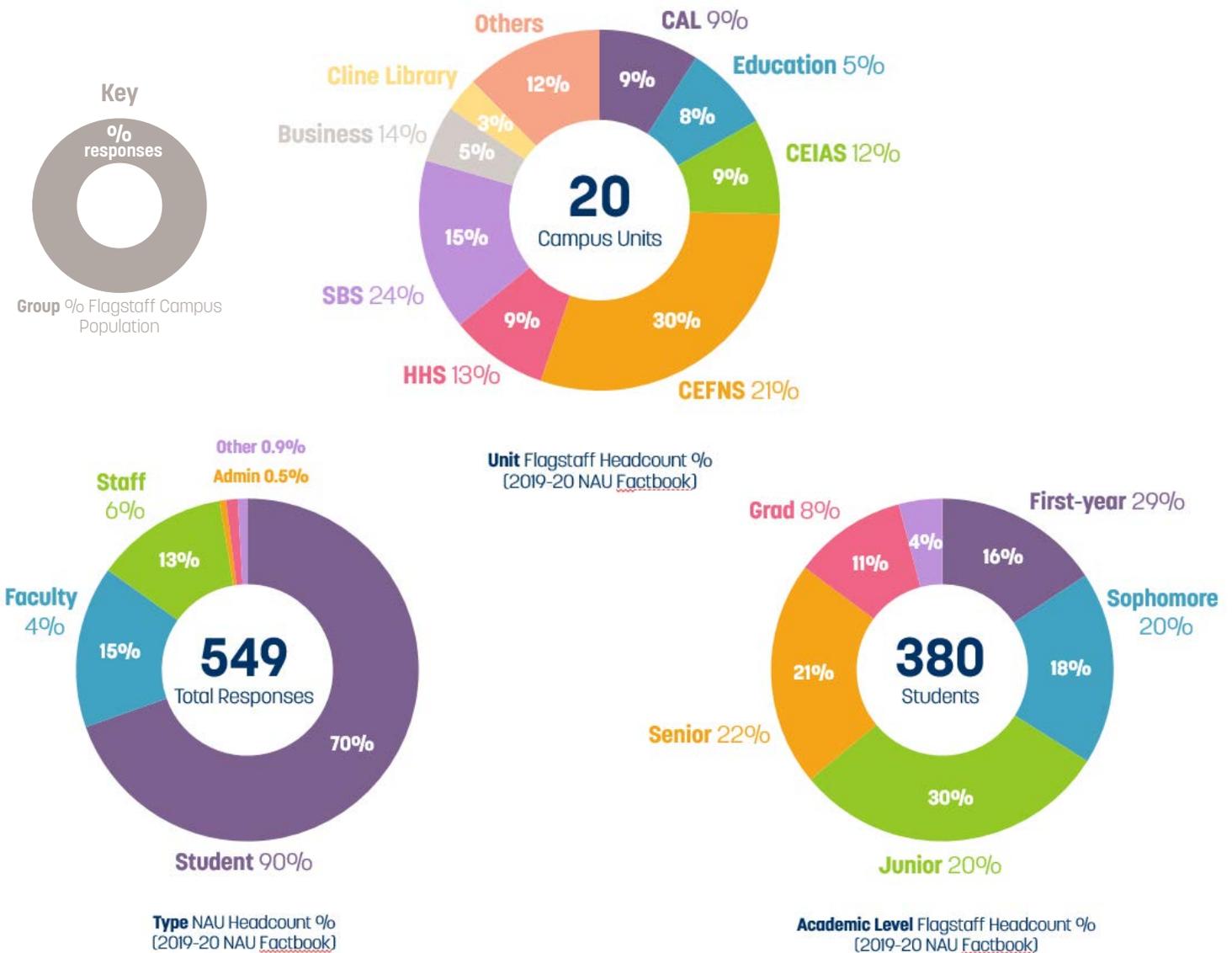
- |   |   |   |
|---|---|---|
| <ol style="list-style-type: none"> <li>1. John Doherty (LLC, TLRS)</li> <li>2. Trace Glau (CDDS)</li> <li>3. Chris Holthe (USX)</li> <li>4. Kevin Ketchner (LLC, DO)</li> <li>5. Sam Meier (SCA)</li> <li>6. Peter Runge (LLC, SCA)</li> <li>7. Kathleen Schmand (LLC, DO)</li> <li>8. Andrew See (LLC, USX)</li> </ol> | <ol style="list-style-type: none"> <li>9. Laura Taylor (LCC, DO)</li> <li>10. Mike Taylor (CDDS)</li> <li>11. Bridget Wipf (TLRS)</li> <li>12. Elizabeth Berney (CDDS)</li> <li>13. Carolyn Thomas (USX)</li> <li>14. Cindy Summers (SCA)</li> <li>15. Luke Owens, CCC</li> </ol> | <ol style="list-style-type: none"> <li>1. Astrid Klocke, VP for Academic Affairs, Chair</li> <li>2. Suzanne Hanks, ITS</li> <li>3. Ben Ruddell, Research Faculty</li> <li>4. Andy Wang, Dean, CEIAS</li> <li>5. Chris Boyer, Dean, CAL</li> <li>6. Amanda Reitz, ASNAU</li> <li>7. Savannah Berry, President, GSG</li> <li>8. Val Barret, Space Planning</li> <li>9. Robert Sanford, SES, University Library Committee &amp; Faculty Senate Representative</li> <li>10. Megan Proctor Neff, Campus Events &amp; Dining</li> <li>11. T.C. Eberly, Campus Events &amp; Dining</li> <li>12. Kelly Ann Hays-Gilpin, Faculty, SBS</li> <li>13. Donelle Ruwe, Chairs Council</li> <li>14. Chris Johnson, Faculty, Communication</li> <li>15. Steve Vedral, AVP Facility Services</li> <li>16. Wendy Bruun, Student Affairs</li> </ol> |
|---|---|---|

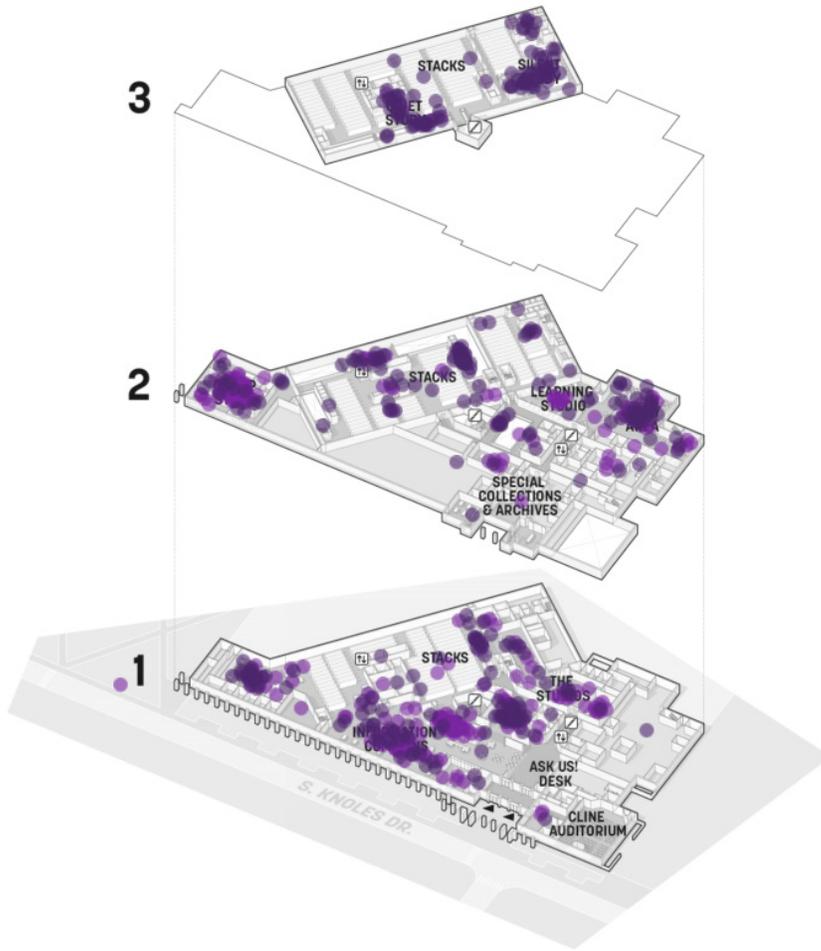
# MyLibrary Survey

The MyLibrary survey is an interactive tool that allows users to visually document and describe the spaces they use in Cline Library. Users can add icons, lines and shapes to illustrate their experiences and leave a comment or thumbs up/down. Aggregating these responses can start to uncover patterns, challenges and opportunities within the existing building, some of which are highlighted here. The survey also asked a series of questions about when and why students come to the library, as well as where they study, do research, and use technology.

The survey was conducted in November 2020, during which Cline Library was open with reduced hours, physical distancing policies in place, and occupancy was limited to current NAU and Coconino Community College (CCC) students, faculty and staff. Even with modified operations, 62% of respondents visited Cline Library on at least a weekly basis, with most spending time studying alone, as opposed to in groups.

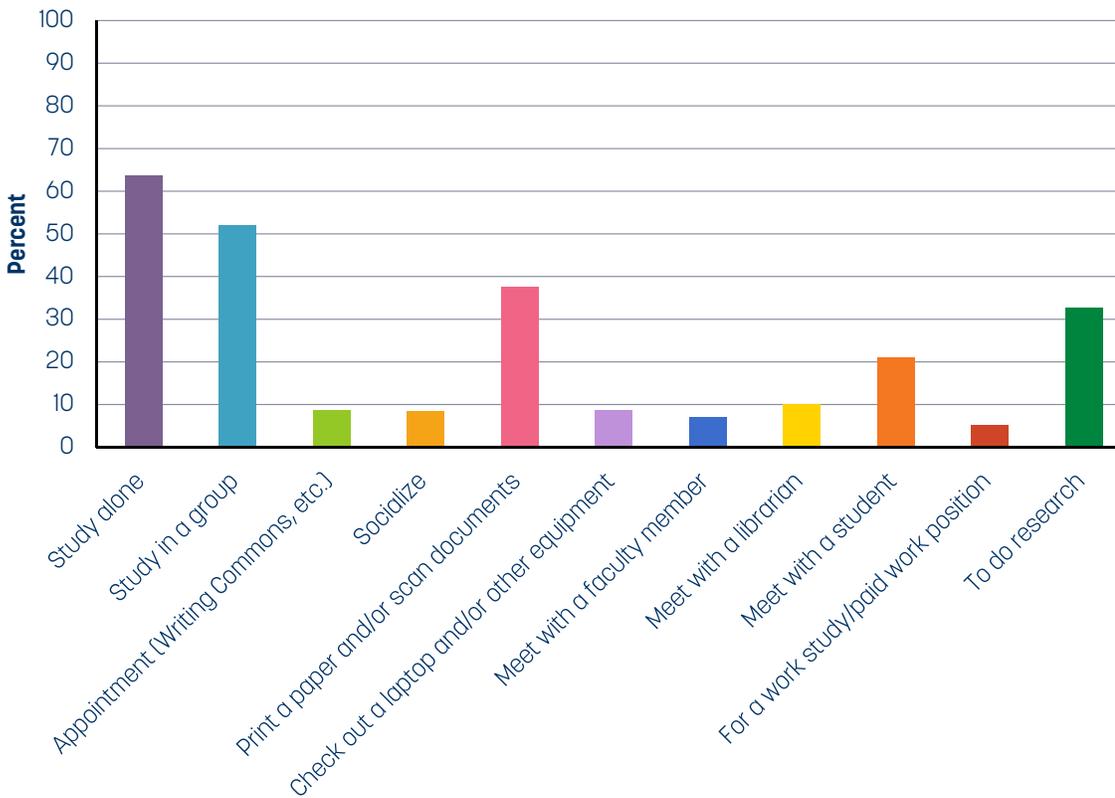
The results also suggested that the library is seen primarily as a place to study, with limited awareness of more specific resources and spaces. Students valued strong WiFi connections, convenient electrical outlets, and comfortable temperature and furniture most when looking for a place to study. Access to technology was indicated as a vital part of studying together in groups, but was less important for those studying alone. Students generally indicated a desire for more and varied spaces for studying in groups together.





## Where do you Study?

Comparatively high utilization of the first floor “Information Commons” space, with other smaller activity nodes somewhat spread out and disconnected from one another.

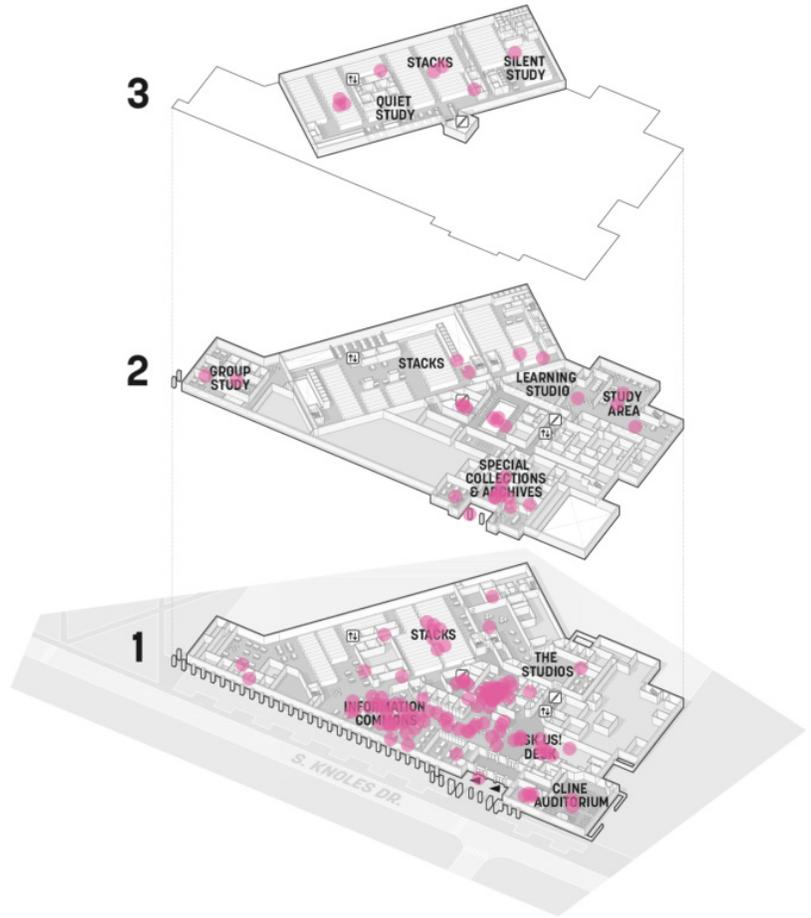


## Why do you come to Cline Library?

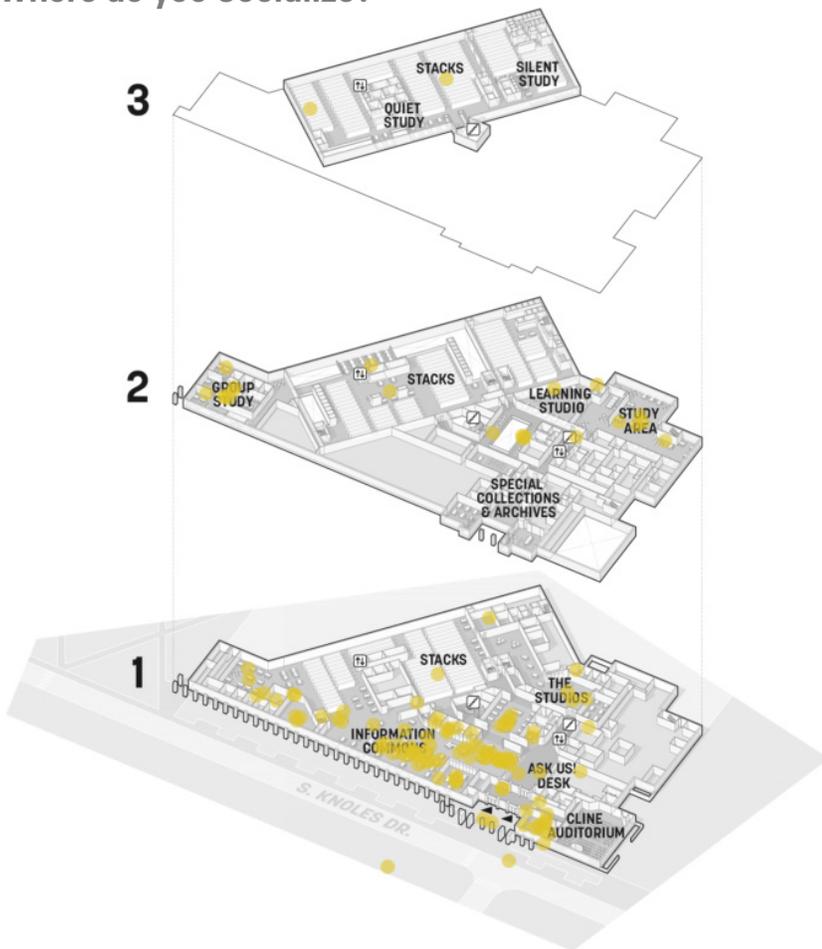
Comparatively high utilization of the first floor “Information Commons” space, with other smaller activity nodes somewhat spread out and disconnected from one another.

# MyLibrary Survey

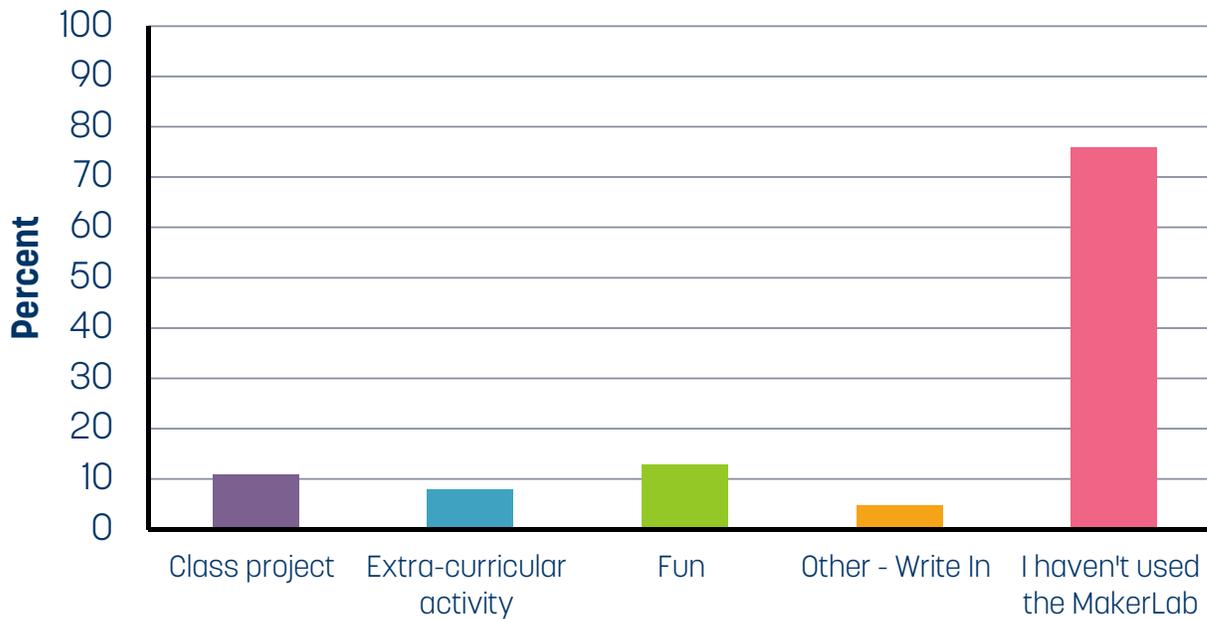
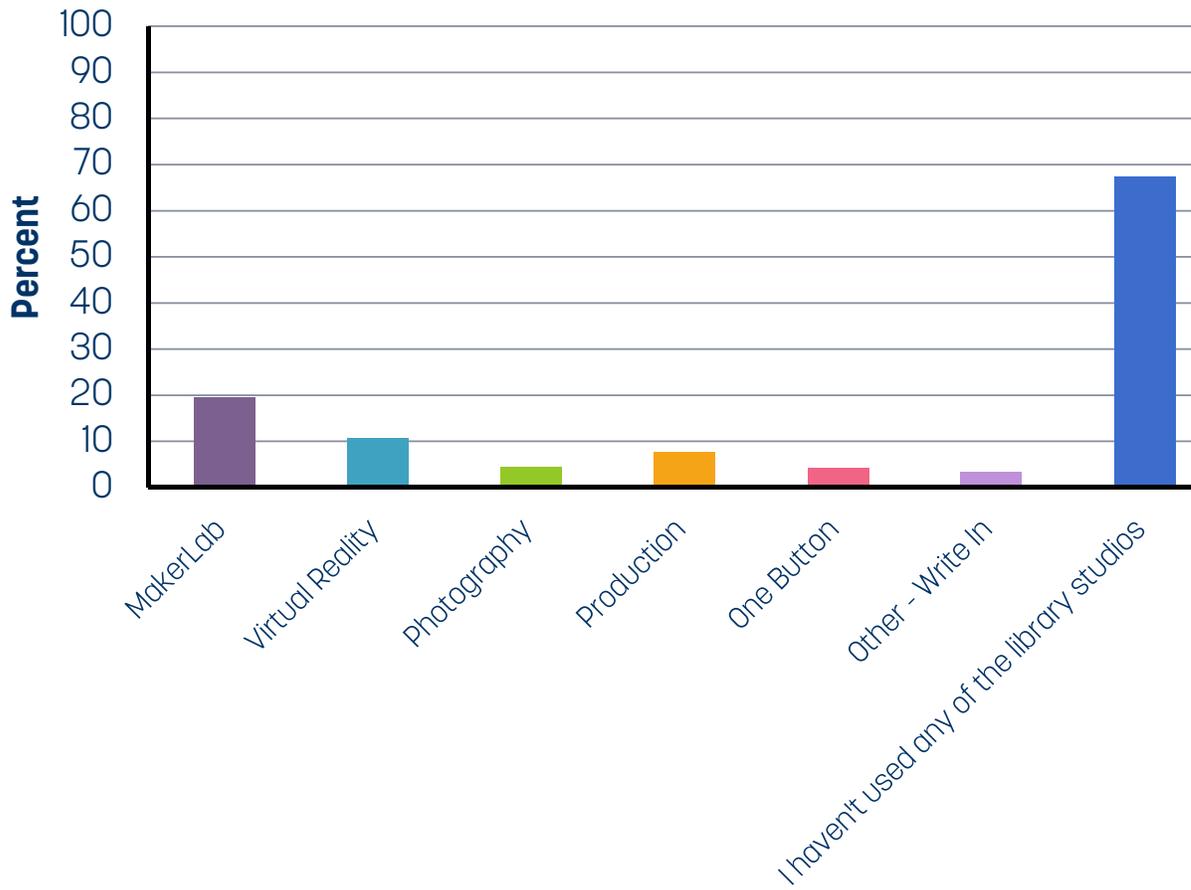
Survey results indicated a strong center of activity at the first floor near the main entrance, with lower usage of other spaces. Other responses indicated limited usage of library services such as the studio spaces and maker lab. While these results may reflect the impacts of COVID, they are supported by recurring themes from focus group conversations, particularly around an ineffective building organization and the desire to increase visibility and access to library services and programs.



## Where do you Socialize?



## Where do you consider to be the Heart of the Library?





# Campus Engagement

**4** Interactive Work sessions

**16** Focus Groups

**549** Survey Responses

## Focus Groups

Thematic groups were developed both within the library and across the campus.

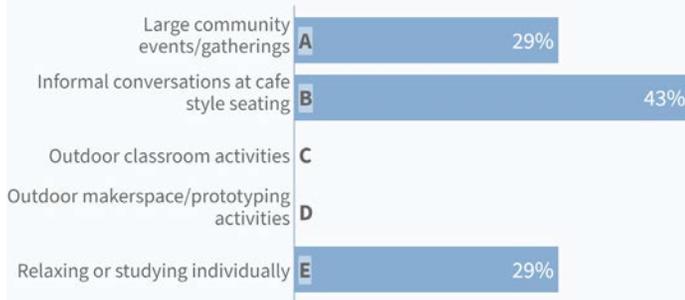
### Campus-Wide

- Undergraduate Student Experience
- Graduate Student Experience
- Faculty Experience
- Diversity & Inclusion Experience
- Technology Experience
- Provost’s Academic Leadership Council (PALC)
- University Library Committee
- Non-Library Units with Library Space

### Cline Library

- Content Discovery & Delivery Services (CDDS)
- Teaching, Learning, & Research Services (TLRS)
- Special Collections & Archives (SCA)
- User Services & Experience (USX)
- Office of the Dean (DO)
- Library Leadership Council
- Library Student Employees
- Facilities Tour

### What types of activities could a new landscape around Cline Library better support?



Work sessions included interactive survey questions with real-time responses.



## Recurring Themes

### **Foster a welcoming and inviting space for all user groups**

- Connection to place (campus, Colorado Plateau) in a culturally sensitive way, AND through a sustainable lens
- Create spaces for community, in the broadest sense (engagement, learning, events, exhibition)
- Explore multiple entrances and distributed, flexible service models, and 24/5 nature of the building
- Ineffective building organization and way-finding
- Remove sense of entitlement, make services obvious
- Encourage wellness through comfort, access to natural light, better indoor/outdoor connections, biophilic design, etc.
- Make the library a more inviting space for First generation students, i.e. association of library with books
- Library should reflect the current student demographic, and reflect accurate representations of history
- Provide a diverse range of flexible spaces that support unique student and user group needs
- All gender bathrooms in multiple locations

### **Staff Spaces should be organized to support collaboration across library staff groups**

- Balance needs for access and privacy for focused work
- Locate user-facing library staff so they are easy to find

### **Aspirations**

- Provide a one-stop shop for knowledge – citation help, writing support, academic support, research help, technology help
- Provide collaborative spaces for research
- Provide flexible space for events

### **SCA to be more inclusive, engaging, accessible**

- Leverage SCA as a teaching lab and in greater support of instruction
- Infrastructure improvements are needed to adequately house and preserve current SCA collections and to accommodate growth
- SCA can be a true beacon for community

### **Increase community and campus outreach**

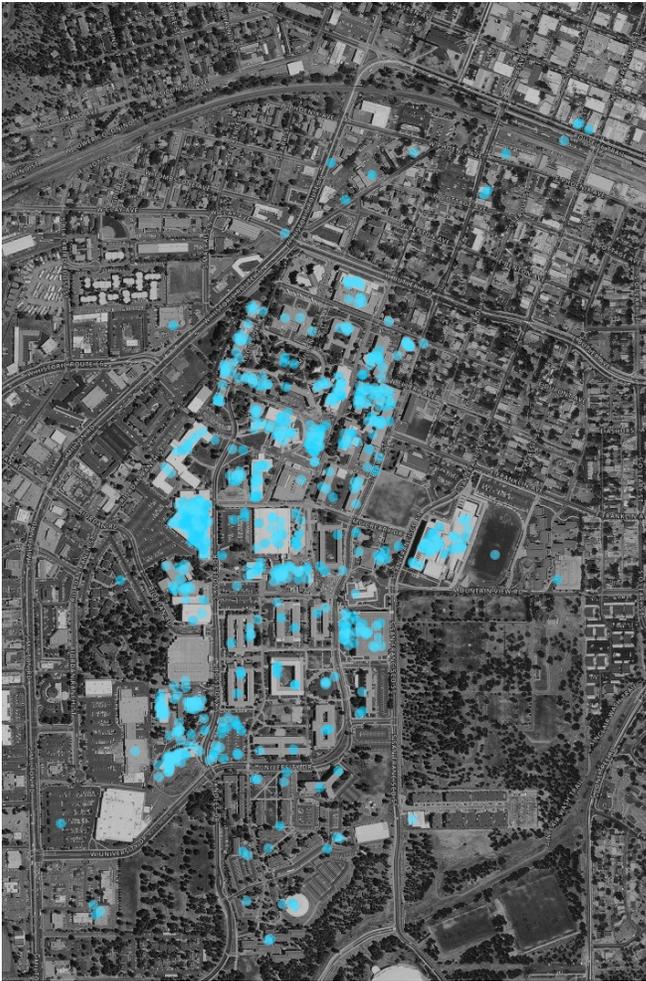
- Increase rotating exhibition space for the NAU community
- Increase awareness of library services and resources
- Collection organization can be intimidating and confusing
- (Did not hear about a strong need for a library presence on South Campus)

# Campus Relationships

NAU and Sasaki completed a Strategic Space Utilization Study in 2019 that included a survey that helped inform the understanding of Cline Library in the context of the larger campus environment. Two notable findings are included below. First, that Cline library is well-positioned at the intersection of major north-south and east-west pedestrian routes in the campus core. Second, that the vast majority of students surveyed study and collaborate at the library, making it a true campus hub of activity.



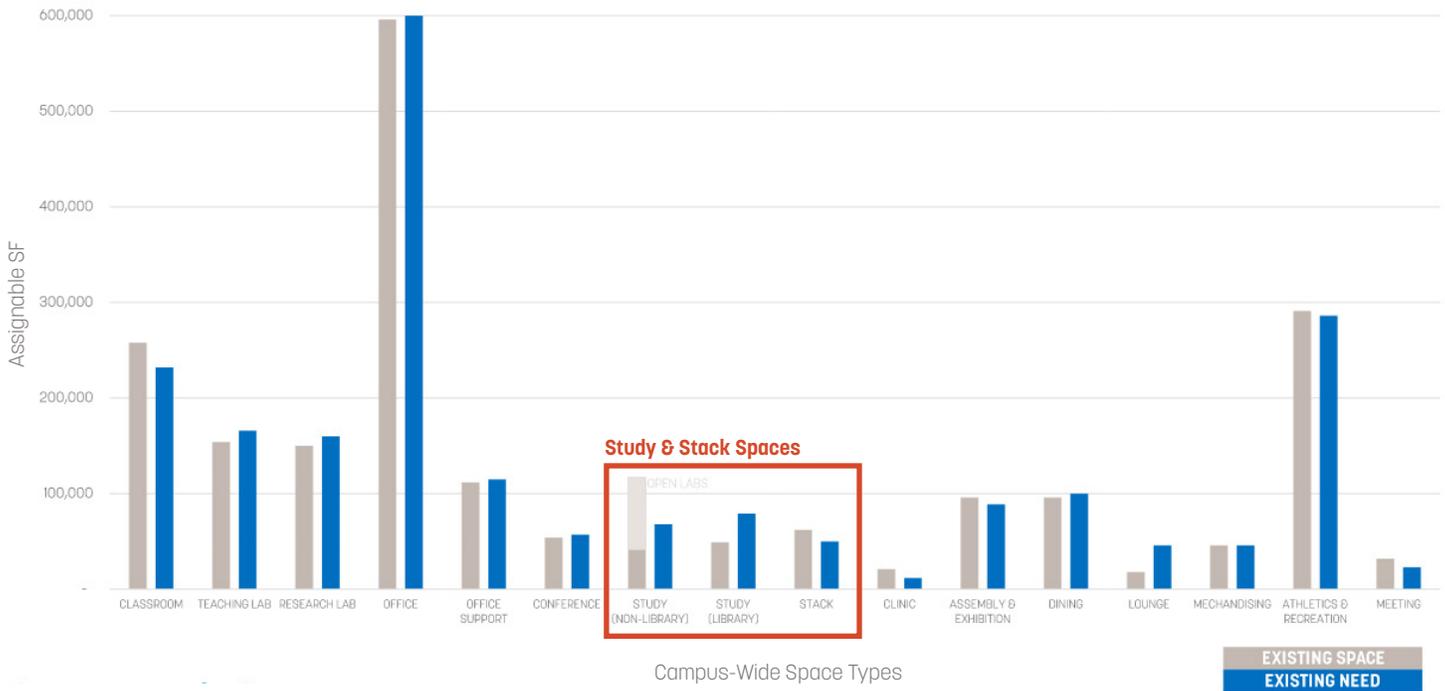
**Pedestrian Circulation Patterns**



**Study/Collaboration Locations**

## 2019 Space Needs Summary

The Strategic Space Utilization Study found a roughly 30,000 ASF deficit of library study space, largely due to the increase in student enrollment since the completion of the 1991 addition to Cline Library. Collections storage (i.e. stack) space was generally found to be sufficient, although the unique requirements of Special Collections and Archives was not studied in depth. Finally, while there appeared to be surplus of non-library study space, a majority of this space is composed of specialized and/or less utilized computer and other open labs (indicated in the light grey portion of the column below), which may also contribute to the demand for study space within Cline Library.



Note: Light grey portion of "Study (Non-Library)" bar indicates specialized and/or less utilized computer or other open labs

# Site Observations

Cline Library sits at a unique crossroads on the Flagstaff campus, both centrally located near other campus amenities such as the University Union and Native American Cultural Center, and also along a prominent campus/community interface at S. Milton Road. Given the dual campus and community programming that the library offers, it is desirable to maintain this location on campus.





Poor site drainage in this area

EASTBURN EDUCATION

Potential beneficial adjacency to users of Children's Collection

Pedestrian-vehicular conflict zones along S Knoles Dr

Terminus of major east-west pedestrian corridor connecting to University Union and Health & Learning

NATIVE AMERICAN CULTURAL CENTER

Key adjacency to NACC

S MILTON RD

MCCRERY DR

# History

The first structure at the current site location was constructed in 1966 to replace the original Gammage Library. Subsequent additions were added around 1980 and in 1991, creating a total of about 210,000 gross square feet of space. Photographs from the NAU Archives are included below.

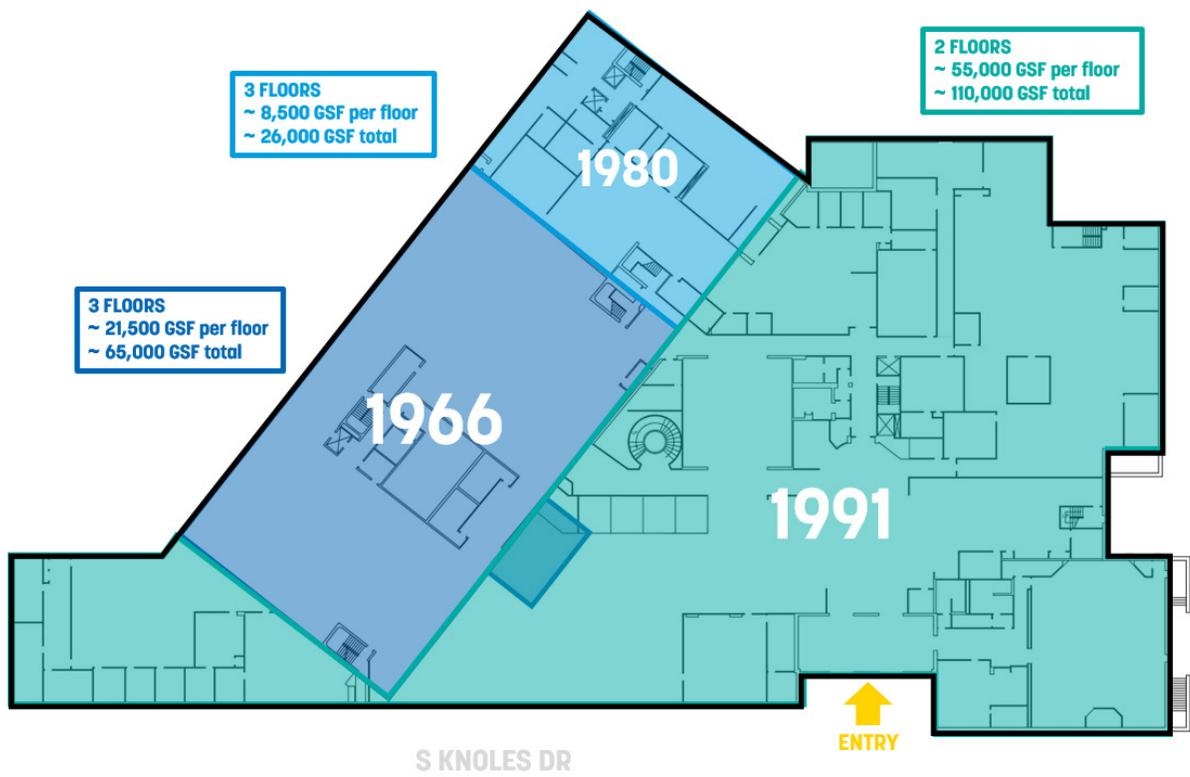
1974



1987



1991



# Facilities Conditions

A Facilities Conditions Assessment was completed in 2020 by McKinstry. This report considered facility condition, occupant impact, estimated replacement costs and observed remaining life of Mechanical, Electrical, and Plumbing (MEP) equipment and systems. The findings indicated that many systems are approaching or beyond their useful lifespan, with many critical areas of replacement related to MEP systems, a short summary of which is included here.

## Findings Summary

- Mechanical systems and equipment are all at least 29 years old, some equipment still remains in an abandoned state, from the 1960s
- Up to 80% of electrical equipment is 29 years old, and is approaching end of life
- Most plumbing equipment is 29 years old, and is approaching end of life
- The Top 10 critical areas for replacement are MEP related
- Replacement of structure and / or building envelope systems not highlighted

## Replacement Horizons

- MEP equipment will need replacement within 2-5 years
- Electrical equipment will need replacement within 2-10 years
- Elevators - (2) from 1991 require replacement within 7 years, 1978 elevator is 12 years past expected life
- Exterior windows and doors need replacement in 5-15 years
- Interior wood doors will need replacement within the next 7 years (1966 doors) and 15-25 years (1980 and 1991 doors)
- All interior floor finishes need replacement within 7-10 years

## Estimated Replacement Costs

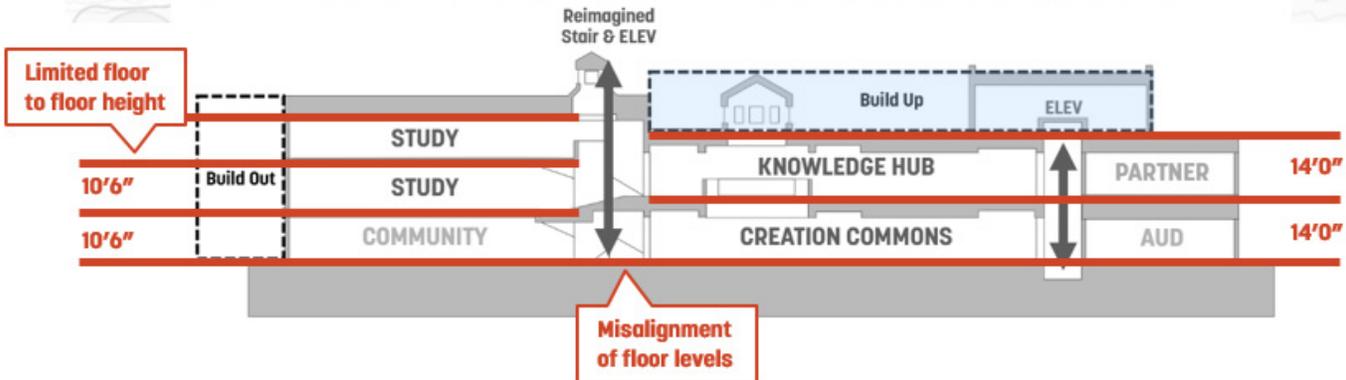
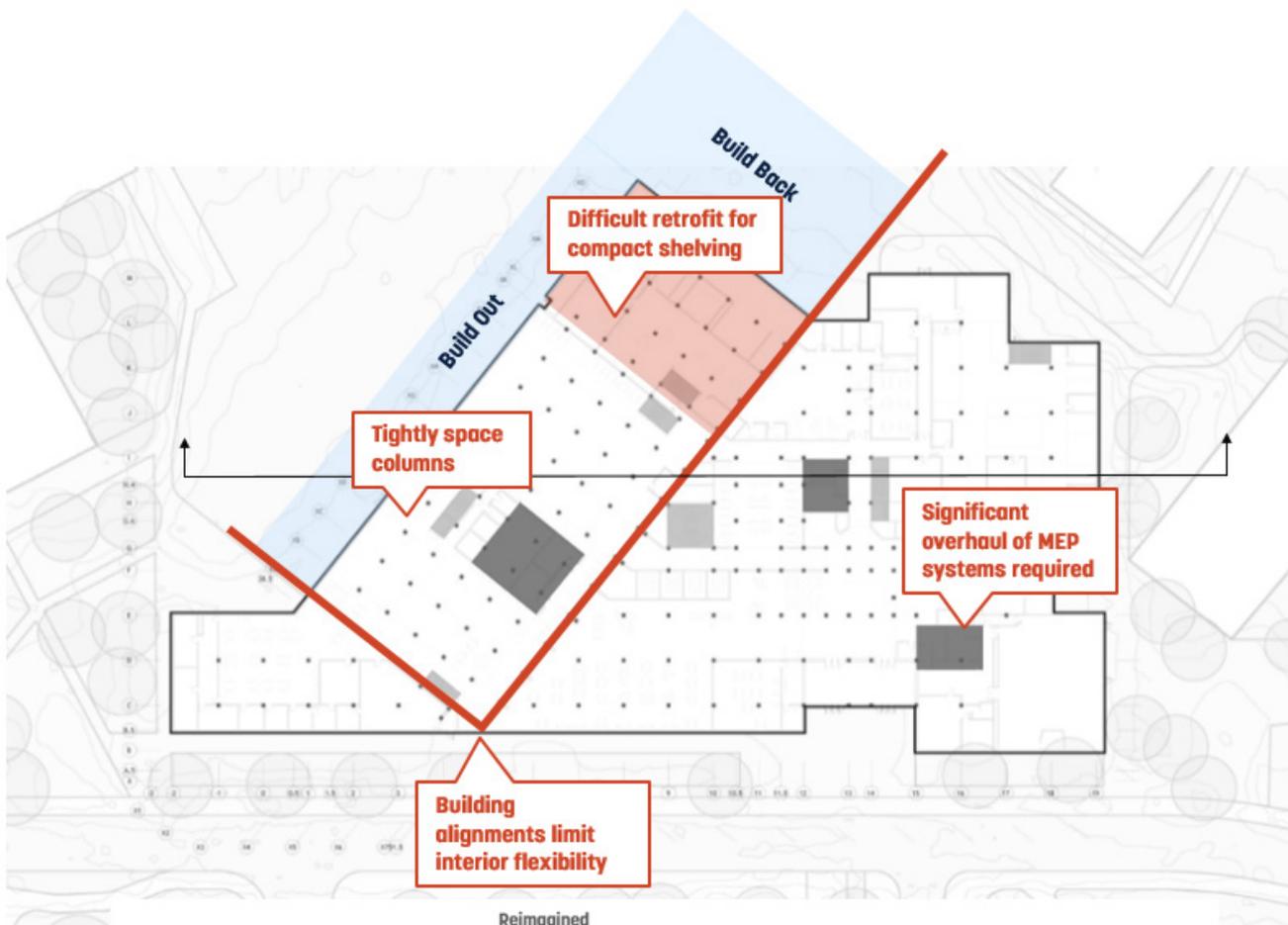
"The estimated replacement costs for equipment expected to fail within the next ten years is shown below, broken up into three separate plans. These plans are the 3-year plan, 5-year plan, and 10-year plan. Each plan includes equipment expected to fail within these periods, based on observed condition of the equipment at the time of assessment."

- Facility Condition Assessment Report, McKinstry, 2020

$$\begin{array}{ccccccc} \mathbf{\$2.6M} & + & \mathbf{\$3.0M} & + & \mathbf{\$5.8M} & = & \mathbf{\$11.4M} \\ \text{Years 1-3} & & \text{Years 4-5} & & \text{Years 6-10} & & \text{Total} \end{array}$$

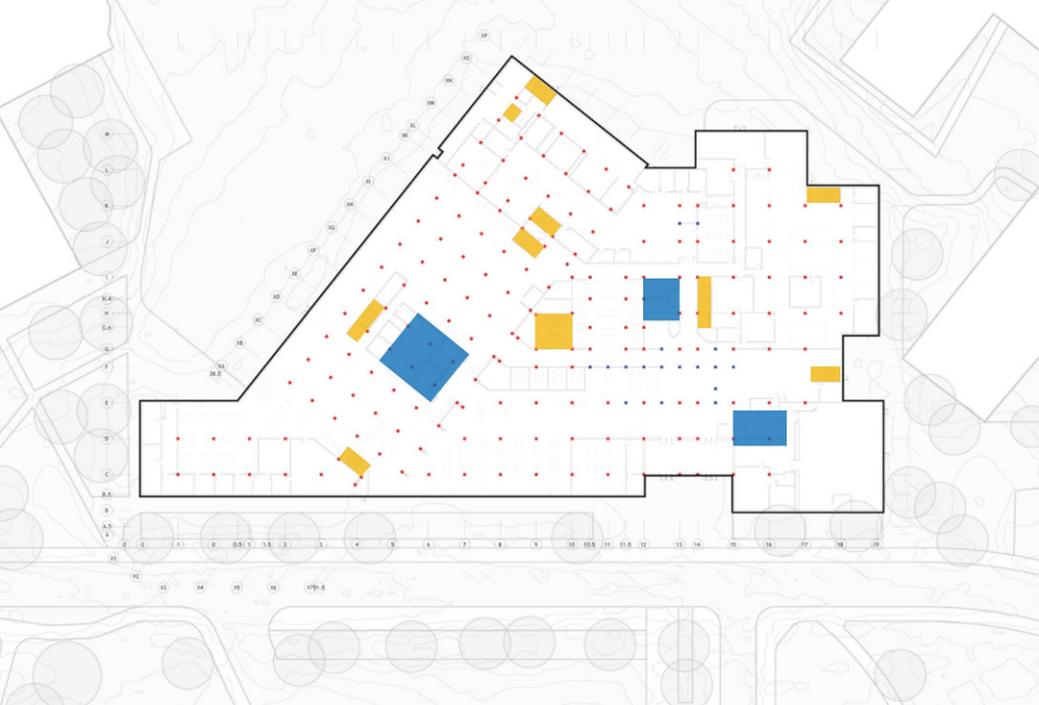
# Observations

An analysis of existing building architectural, structural, and infrastructural features was completed to inform potential renovation and reuse scenarios. Several key takeaways are illustrated below, some of which highlight the challenging relationships between the 1970s/80s wings and the 1991 addition.



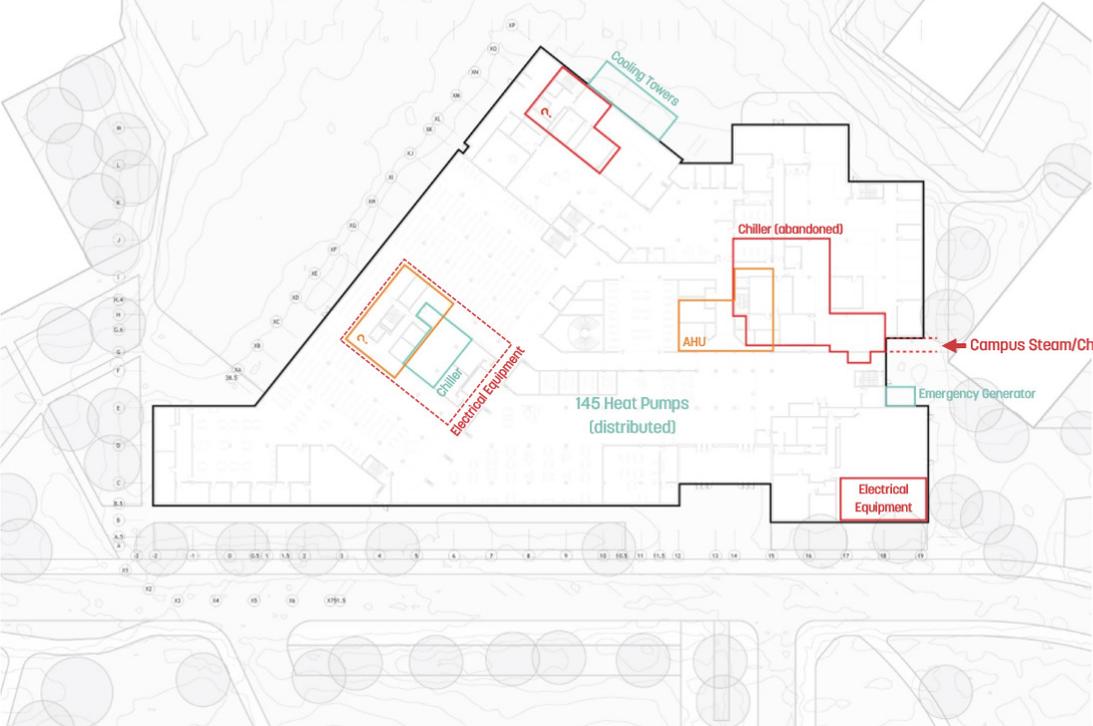
# Observations

The building is a sea of tightly spaced columns, with irregular core elements



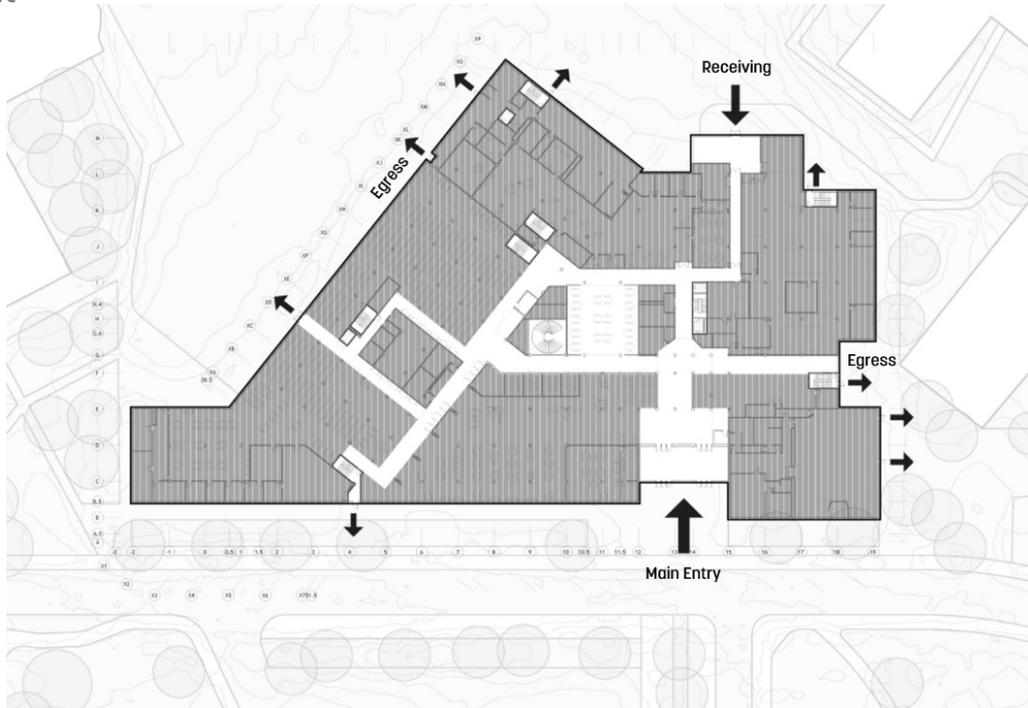
- Structural Column
- Decorative Column
- Stair / Elevator
- MEP / Restroom Core

MEP equipment is irregularly distributed and approaching lifespan or abandoned



- Basement
- Level 1-3
- Roof

## Complex spatial organization/way-finding, with deep floor plates & limited natural light



## Limited possibilities for compact shelving without structural reinforcement



# Observations

A virtual facilities tour was completed via FaceTime in November 2020.

Below is a summary of key observations along with representative photos from significant areas of use by students as identified in the MyLibrary Survey, as well as areas of concern.

## Facilities Tour Summary

### Campus presence, access, and siting

- Central location on campus works well!
- Exterior monumentality. The building presents as “fortress-like”
- Currently one entrance point - does this satisfy circulation patterns on campus?
- Views of the San Francisco Peaks are currently limited. Future opportunity, especially at roof-top level
- Library has access to prime parking on campus. Consider a community facing public entrance on the west side of the building

### First Impressions

- Vestibule is an awkward space with queuing issues during class change and inclement weather
- Way-finding challenges throughout, corridors/circulation are fairly complex and wide
- Some features are not accessible (AskUs desk), others, while technically compliant, are not inclusively designed (ramps, elevators)
- Monochromatic, “not friendly”

### Program Adjacencies

- Recent renovations (info commons, maker lab, studios, 249 classroom, etc.), while aligned with library and university mission & goals, have occurred without the benefit of a holistic space planning and visionary exercise
- Major study spaces are disconnected and located in extreme corners of library
- Staff space is not right sized nor organized for effective collaboration within and across library departments
- Third floor is largely disconnected from the rest of the library experience, feels like a ‘leftover’ space

### Special Collections and Archives (SCA)

- Occupies a prominent location above the main entrance, but is largely dark at night, and has poor interior visibility for visitors during the day
- Infrastructure and building systems deficiencies are putting collections at risk



Third floor study space in book stacks.



Second floor study area located in the book stacks. 1966 construction.



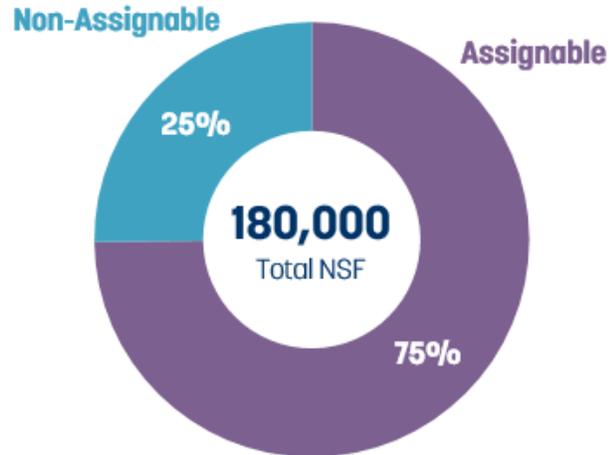
Study area in Government Documents and Maps collection area. 1966 construction.



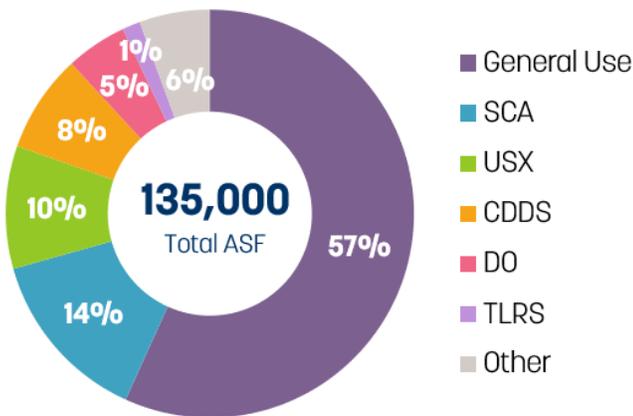
Study area in 1991 construction.

# Space Use Overview

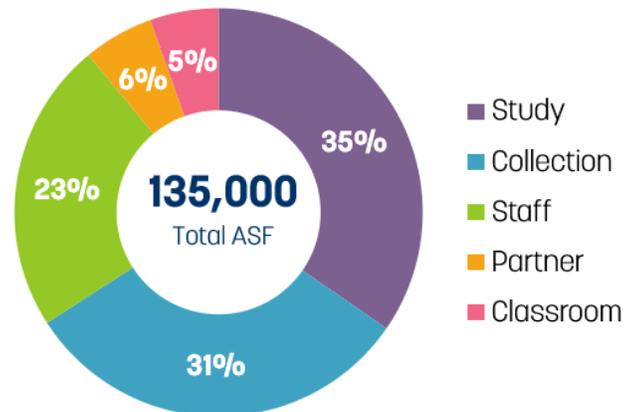
Below is an overview of space use in Cline Library. The current facility is approximately 211,000 GSF, with an efficiency factor of approximately 64%.



## Department/Unit



## Space Type



### Department/Unit

Department/Unit	ASF
General Use	76,410
Special Collections & Archives (SCA)	18,670
User Experience & Services (USX)	13,090
Content Discovery & Delivery Services (CDDS)	10,480
Office of the Dean (DO)	6,510
Teaching, Learning & Research Services (TLRS)	1,910
Student Technology Center (STC)	1,750
Information Technology Services (ITS)	1,280
Faculty Professional Development (FPD)	1,270
President	1,070
Food Service	940
Writing Commons	780
Fac Senate	430

### Space Type

Space Type	ASF
Study/Services & Programs	46,600
Collection	42,080
Staff	31,090
Partner	7,510
Classroom	7,300

# Study Seats

An initial benchmarking of Cline Library indicates that NAU lags behind some of its peer institutions in providing adequate library study seats for students. This is likely due to an increased enrollment since the completion of an addition to the library in 1991. The 'Student FTE' below includes on-campus enrollment at the Flagstaff Campus only.

## Study Seats

Level 1	644
Level 2	561
Level 3	143

**1,348**

## Classroom Seats

Level 1	403
Level 2	70

**473**

## Non-Study Seats

Level 1	96
Level 2	105
Level 3	7

**208**

## Peer Benchmarking

	Student FTE	Library seats as % FTE
<b>NAU (Flagstaff)</b>	<b>~21,500</b>	<b>6-8%</b>
N. Illinois Univ.	17,200	9%
UNLV	24,000	13%
UNC Greensboro	19,800	15%



**SPACE USE**

BLDG CIRC	15,890 SF
BLDG FACILITY	1,380 SF
CLASSROOM	3,880 SF
COLLECTION	20,200 SF
PARTNER	2,270 SF
STAFF	14,990 SF
STUDY	16,250 SF



**Level 2**

**SPACE USE**

BLDG CIRC	8,870 SF
BLDG FACILITY	420 SF
COLLECTION	13,280 SF
STUDY	3,600 SF



**Level 3**



DEPT/UNIT

BLDG CIRC	15,890 SF
BLDG FACILITY	1,380 SF
CCDS	2,380 SF
DO	5,710 SF
FACULTY SENATE	430 SF
GENERAL	28,560 SF
PRESIDENT	1,070 SF
SCA	18,670 SF
WRITING COMMONS	780 SF



Level 2

DEPT/UNIT

BLDG CIRC	8,870 SF
BLDG FACILITY	420 SF
GENERAL	16,880 SF

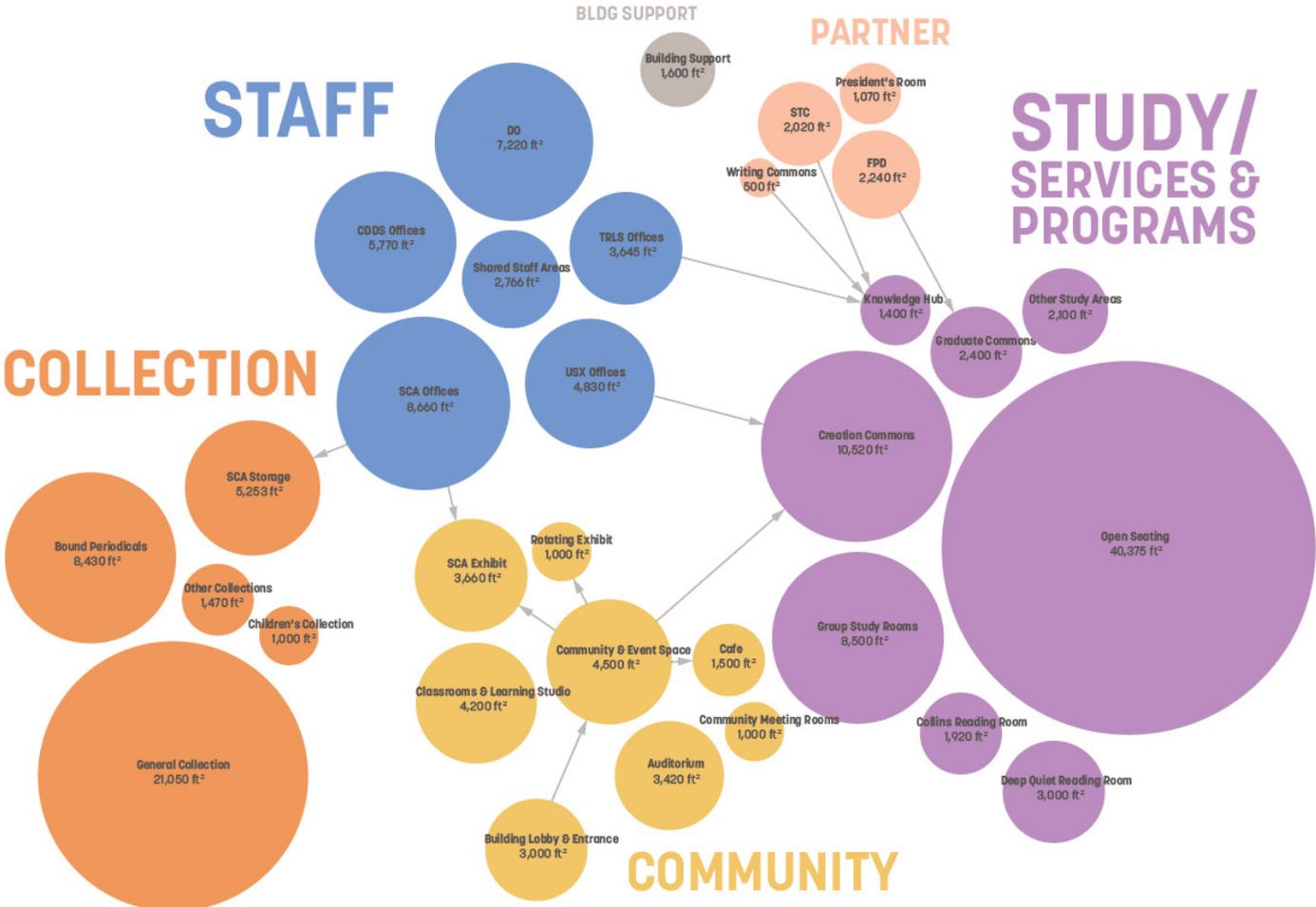


Level 3

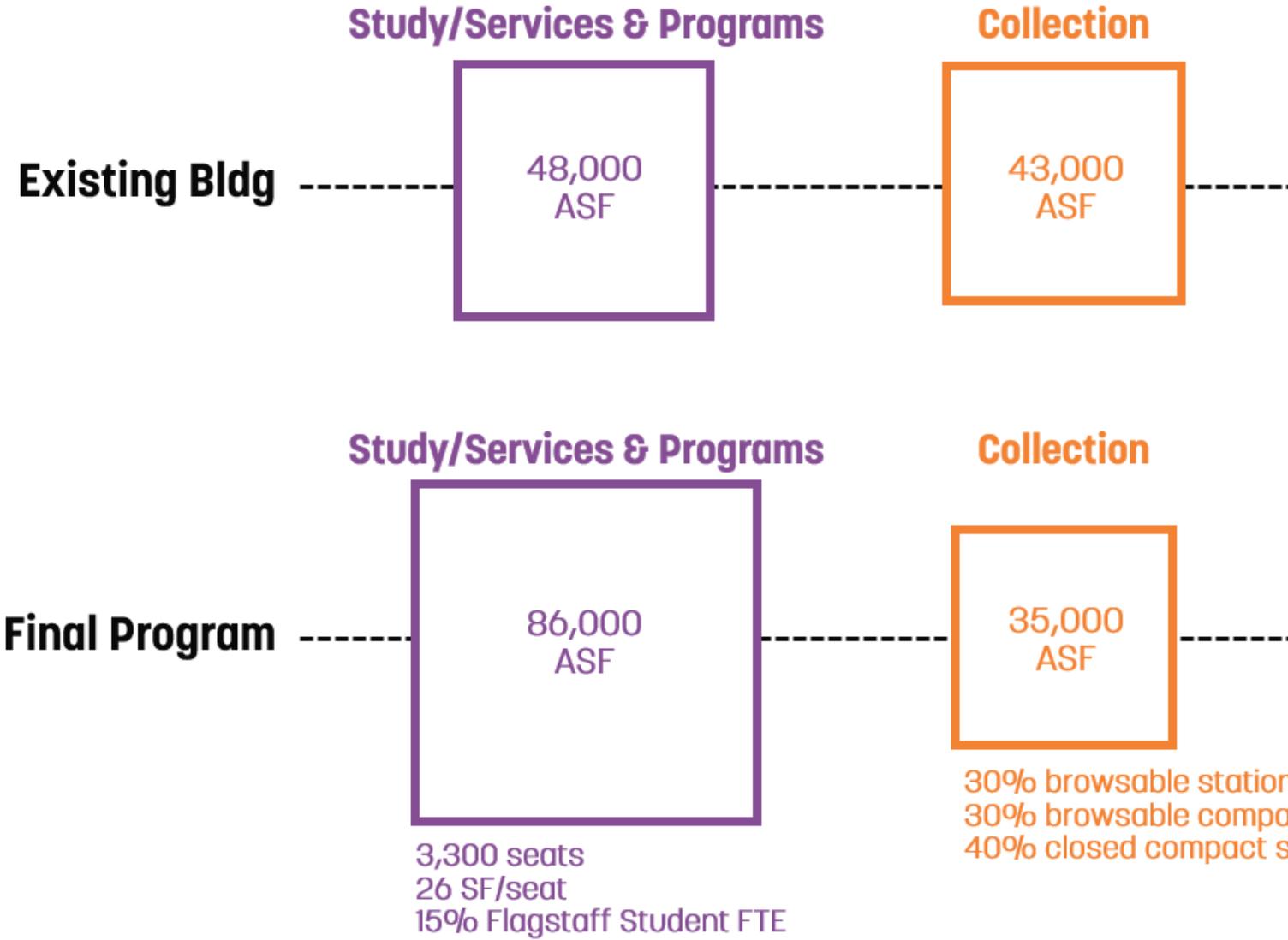
**SPACE**

**PROGRAM**

As a culmination of the work during the Discovery & Analysis phase, a space program was created and further refined with input from stakeholder groups. Core program elements were identified, including student-focused study & community spaces, a right-sized collection housed in an efficient and safe environment, as well as right-sized staff spaces that reflect the contemporary needs of library staff. Supporting program discussions included current and future library partners, such as technology resources, academic support programs, faculty spaces, a potential research-oriented children’s collection, and expanded and consolidated campus-wide art and artifact collection storage. The Library Master Plan recommends shorter-term library improvements focus on all core program elements and the highest-priority supporting program elements. These high-priority supporting elements include the Student Technology Center (STC), Writing Commons, and Faculty Professional Development (FPD). Additional discussions are recommended to better define the future of the President’s Room within a re-imagined library. Longer term expansion opportunities may allow for additional supporting program elements to share space in the library.



# Space Program Summary





Primary shelving  
 Direct shelving  
 Indirect shelving

# LIBRARY PROGRAMS

## PROGRAM GOALS

One of the key programmatic goals of the master plan is to increase visibility and access to significant learning, research and library service programs. Survey responses and focus group conversations indicated a lack of knowledge about the wide range of services offered at Cline Library. The following program elements are crucial to achieving this goal in the future.



## ASK US!

**Ask Us!** is the user services and experience arm of the library providing **Ask Us! Information**, **Ask Us! Technology and Research** and **Ask Us! Creation Commons**. As the library's programs expand, our **Ask Us!** service expands as well to be where library users need us most. **Ask Us! Information** are staffed kiosks located at all library entrances where staff can assist library users with check-out of technology and collection materials and provide directional information and referrals to library spaces, staff, and services. **Ask Us! Technology and Research Support** is a staff service partnership between the library and the ITS Student Technology Center to offer support for student's personally owned technology and research support for students and faculty taking deep dives into library resources. **Ask Us! Creation Commons** offers library users direct support on projects or research using all technology available inside the Creation Commons.



## CREATION COMMONS

The **Creation Commons** concept consolidates and expands the library's experiential learning programs, including the **MakerLab** (The Makerbot Innovation Center), the extended reality studios, and the media recording and production studios, empowering the NAU community to create physical objects, multimedia projects, and extended reality experiences in an environment that encourages learning, sharing, and creativity. The **MakerLab** is open to the Flagstaff/Northern Arizona community, and the extended reality creation studio is open to K-12 teachers in the region.



## KNOWLEDGE HUB

The **Knowledge Hub** serves faculty and student needs in scholarly research and communication, content and data creation, data analysis, manipulation and visualization, storage, and retrieval. Program spaces include the **Research and Data Lab**, the ITS Student Technology Center, a flexible meeting room, **Faculty Professional Development**, and the **University Writing Center**.



## **SPECIAL COLLECTIONS & ARCHIVES**

Special Collections and Archives (SCA) connects and engages the world with the history and culture of the Colorado Plateau and Northern Arizona University. SCA acquires, stewards, and facilitates the research use of rare, unique, archival and published materials that document the human and natural history of the Colorado Plateau and the history of Northern Arizona University. Program spaces include environmentally controlled and secure collections storage space. Research spaces include a reading room specific to SCA that is secure and adjacent to SCA collections storage and a flexible meeting room for student groups and classes to work directly with SCA collections. Exhibition space should enable SCA and the library to showcase original materials from the collections. The library aspires to make the internationally renowned Colorado Plateau collections and the work of archivists more visible to the university and regional communities, and to provide enhanced exhibit and instructional spaces.



## **COMMUNITY CONNECTIONS**

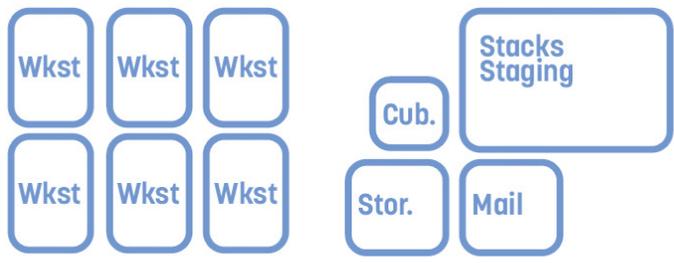
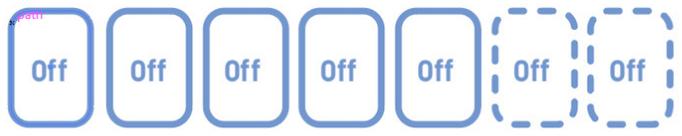
Cline Library is the dynamic center of intellectual inquiry for a highly engaged user community that pursues and advances world-class teaching, learning and research. The library partners with NAU colleges and programs to offer film series. Exhibitions from SCA collections as well as the community showcase the history, culture, and connections from across Northern Arizona. Spaces that encourage collaboration, research, knowledge building, and engagement include an expanded café with outdoor seating, exhibition space for the larger NAU and Northern Arizona community, expanded community space for formal and informal meetings/gatherings, the integration of technology that both inspires and enables creativity and problem-solving, and inspirational space that connects the library to the community from which we come.

# STAFF SPACES

## Content Delivery & Discovery Service (CDDS)

Space ID	Space Use	Room Name	Qty	Extg	ASF Extg	Total ASF Extg	Qty Req'd
1.00 Content, Delivery, and Discovery Services (CDDS)							
1.01	STAFF	OFF - STAFF		7	160	1,110	4
1.02	STAFF	OFF - FUTURE STAFF					2
1.03	STAFF	OFF - DEPT HEAD		1	300	300	1
1.04	STAFF	WKST - STAFF		5	130	640	6
1.05	STAFF	LOCKERS/CUBBIES					1
1.06	STAFF	STACKS STAGING/CART RM		1	300	300	1
1.07	STAFF	MAIL PROCESSING		1	560	560	1
1.08	STAFF	STORAGE/SUPPLIES		3	140	410	1
1.09	STAFF	CART RM		2	190	370	1
1.10	STAFF	WKST - STUDENT		1	230	230	
1.11	STAFF	WORK AREA - GENERAL		1	3,660	3,660	
1.12	STAFF	KITCHENETTE		1	180	180	
						<b>7,760</b>	

### Adjacency Diagram



- Public
- Staff
- Staff (Future)

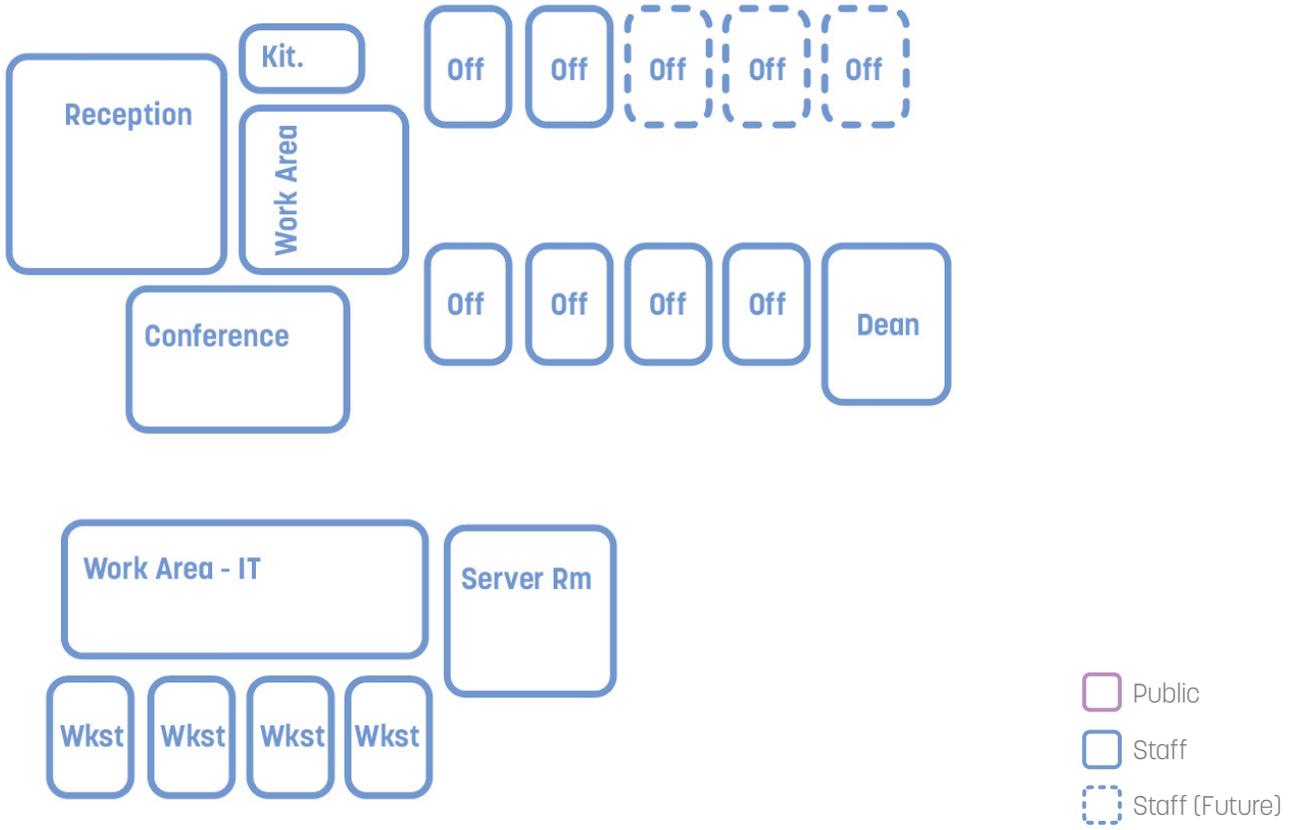
ASF/ Seat	ASF Req'd	Total ASF Req'd (1)	Public Seats	Staff Seats	Notes
	100	400		4	extg includes IT offices (see Dean's Office for future IT space needs)
	100	200		2	potential flex use for group study
	120	120		1	
	100	600		6	
	50	50			for student workers
	400	400			
	100	100			
	100	100			general storage room
	100	100			located on floor with most collections
		-			
		-			
		-			
	<b>(5,690)</b>	<b>2,070</b>	<b>-</b>	<b>13</b>	

# STAFF SPACES

## Office of the Dean (DO)

Space ID	Space Use	Room Name	Qty	Extg	ASF Extg	Total ASF Extg	Qty Req'd
2.00 Office of the Dean (DO)							
2.01	STAFF	RECEPTION		2	590	1,170	1
2.02	STAFF	OFF - STAFF		4	230	900	4
2.03	STAFF	OFF - FUTURE STAFF					3
2.04	STAFF	OFF - ASST DEAN					2
2.05	STAFF	OFF - DEAN		1	250	250	1
2.06	STAFF	WKST - STAFF		1	160	160	4
2.07	STAFF	CONFERENCE RM		1	290	290	1
2.08	STAFF	WORK AREA		1	290	290	1
2.09	STAFF	WORK AREA - IT		2	270	540	1
2.10	STAFF	SERVER RM - IT		1	280	280	
2.11	STAFF	KITCHENETTE		2	110	220	1
						<b>4,100</b>	

## Adjacency Diagram



ASF/ Seat	ASF Req'd	Total ASF Req'd (1)	Public Seats	Staff Seats	Notes
	500	500		1	
	100	400		4	
	100	300		3	potential flex use for group study
	160	320		2	
	240	240		1	
	100	400		4	
15	225	225		15	
	200	200			
	500	500			
					2 server racks; combine with future IDF room
	100	100			
	<b>(915)</b>	<b>3,185</b>	<b>-</b>	<b>30</b>	

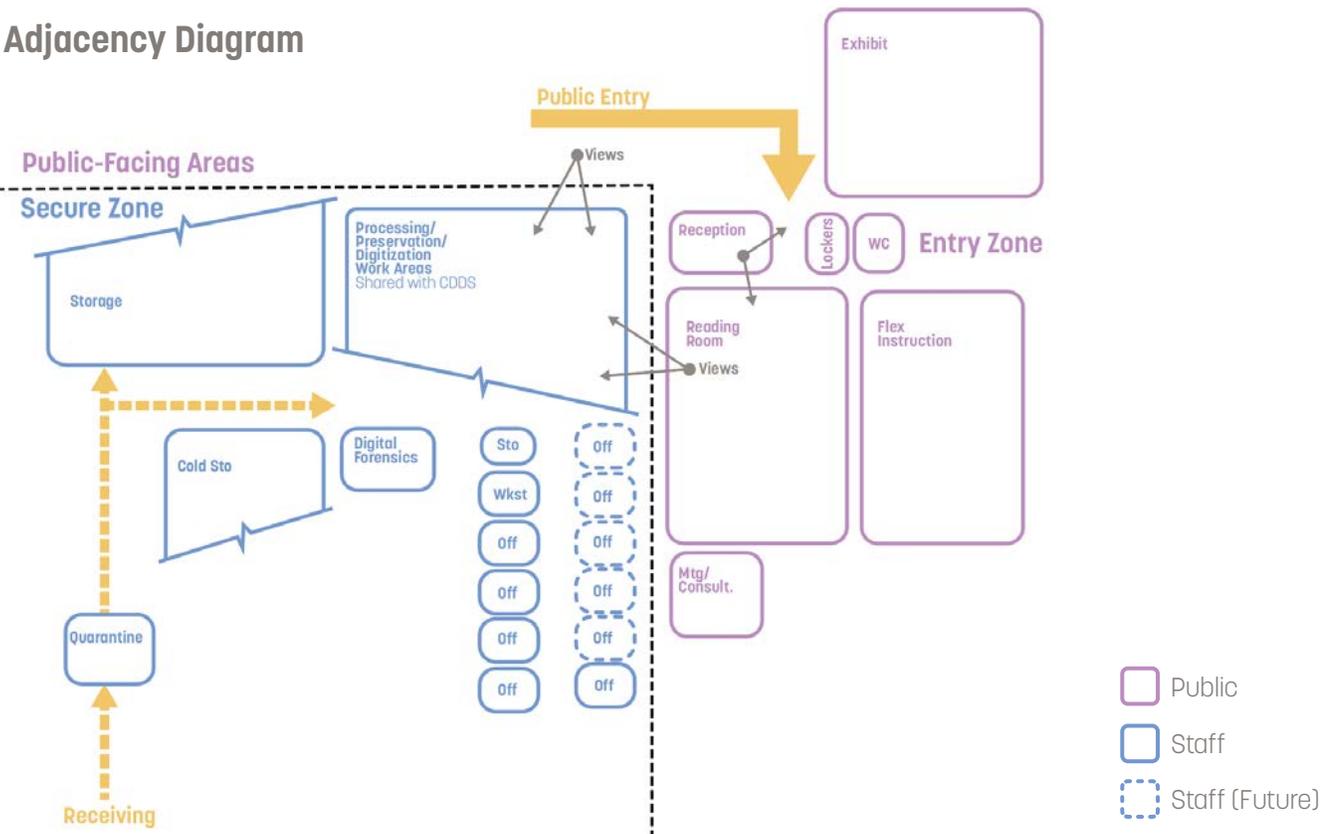
# STAFF SPACES

## Special Collections & Archives (SCA)

Space ID	Space Use	Room Name	Qty	Extg	ASF Extg	Total ASF Extg	Qty Req'd
3.00 Special Collections and Archives (SCA)							
3.01	STAFF	OFF		4	120	460	4
3.02	STAFF	OFF - FUTURE STAFF					5
3.03	STAFF	OFF - DEPT HEAD		1	250	250	1
3.04	STAFF	WKST - STAFF		2	120	230	2
3.05	STAFF	WKST - STUDENT					2
3.06	STAFF	DIGITAL FORENSICS ROOM					1
3.07	STAFF	STORAGE/SUPPLIES		5	190	950	1
3.08	STAFF	QUARANTINE					1
3.09	STAFF	RECEPTION/SERVICE DESK		1	400	400	1
3.10	STAFF	LOCKERS/CUBBIES					1
3.11	STAFF	ALL-GENDER RESTROOM					1
3.12	STAFF	EXHIBIT		1	1,510	1,510	1
3.13	SERVICES & PROGRAMS	READING RM		1	1,090	1,090	1
3.14	SERVICES & PROGRAMS	FLEX LIBRARY INSTRUCTION					1
3.15	SERVICES & PROGRAMS	MEETING/CONSULTATION RM					1

4,890

### Adjacency Diagram



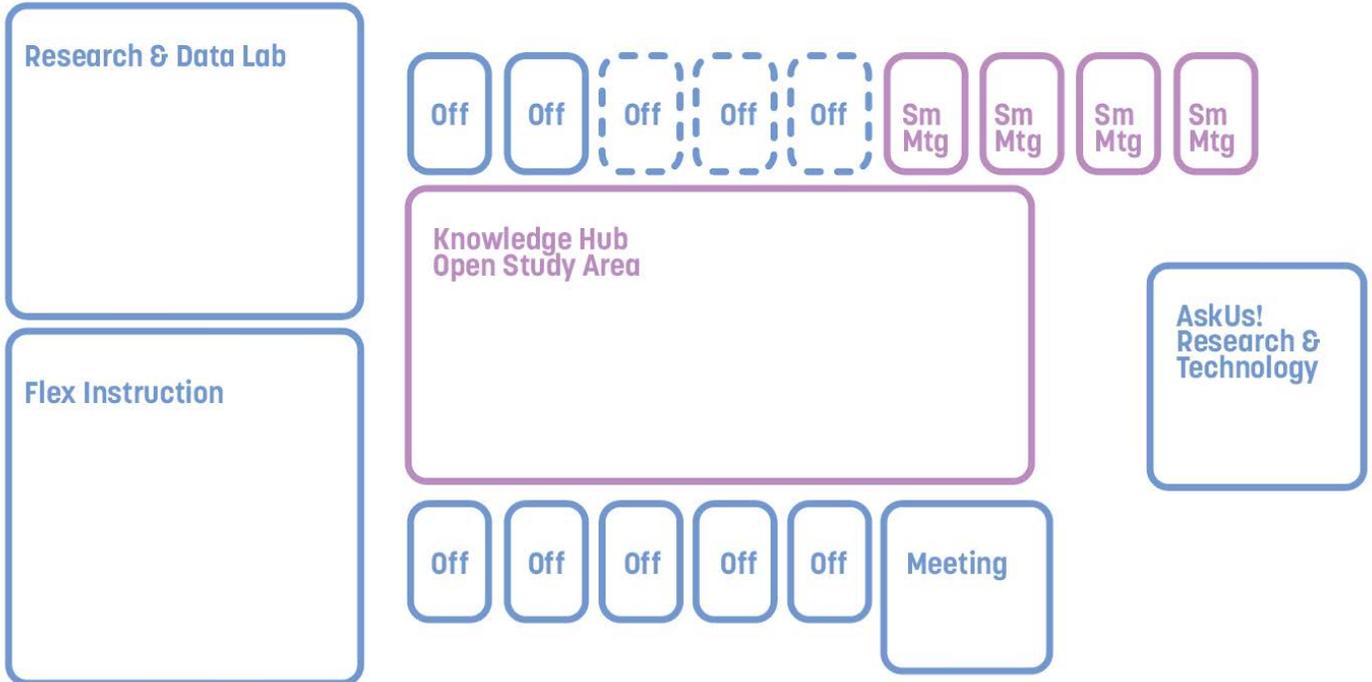
ASF/ Seat	ASF Req'd	Total ASF Req'd (1)	Public Seats	Staff Seats	Notes
	100	400		4	
	100	500		5	adj to reading rm; flex use for grant-funded positions, visiting schlr, mtg/study
	120	120		1	
	100	200		2	
	50	100		2	student interns; co-located with work areas
	240	240			
	100	100			
	300	300			shared with CDDS
	200	200			
	100	100			adjacent to reception/service desk
	70	70			adjacent to reception/service desk
	2,000	2,000			dedicated SCA rotating/permanent
45	1,800	1,800	40		
45	2,025	2,025	45		adjacent to reading rm; potential shared with TLRS
30	360	360	12		adjacent to reading rm/staff offices
	<b>3,625</b>	<b>8,515</b>	<b>97</b>	<b>14</b>	

# STAFF SPACES

## Teaching, Learning, & Research Services (TLRS)

Space ID	Space Use	Room Name	Qty	Extg	ASF Extg	Total ASF Extg	Qty Req'd
4.00 Teaching, Learning, and Research Services (TLRS)							
4.01	STAFF	OFF	5		200	980	6
4.02	STAFF	OFF - FUTURE STAFF					3
4.03	STAFF	OFF - DEPT HEAD	1		140	140	1
4.04	STAFF	OFF - SHARED	1		370	370	
						<b>1,490</b>	

### Adjacency Diagram



- Public
- Staff
- Staff (Future)

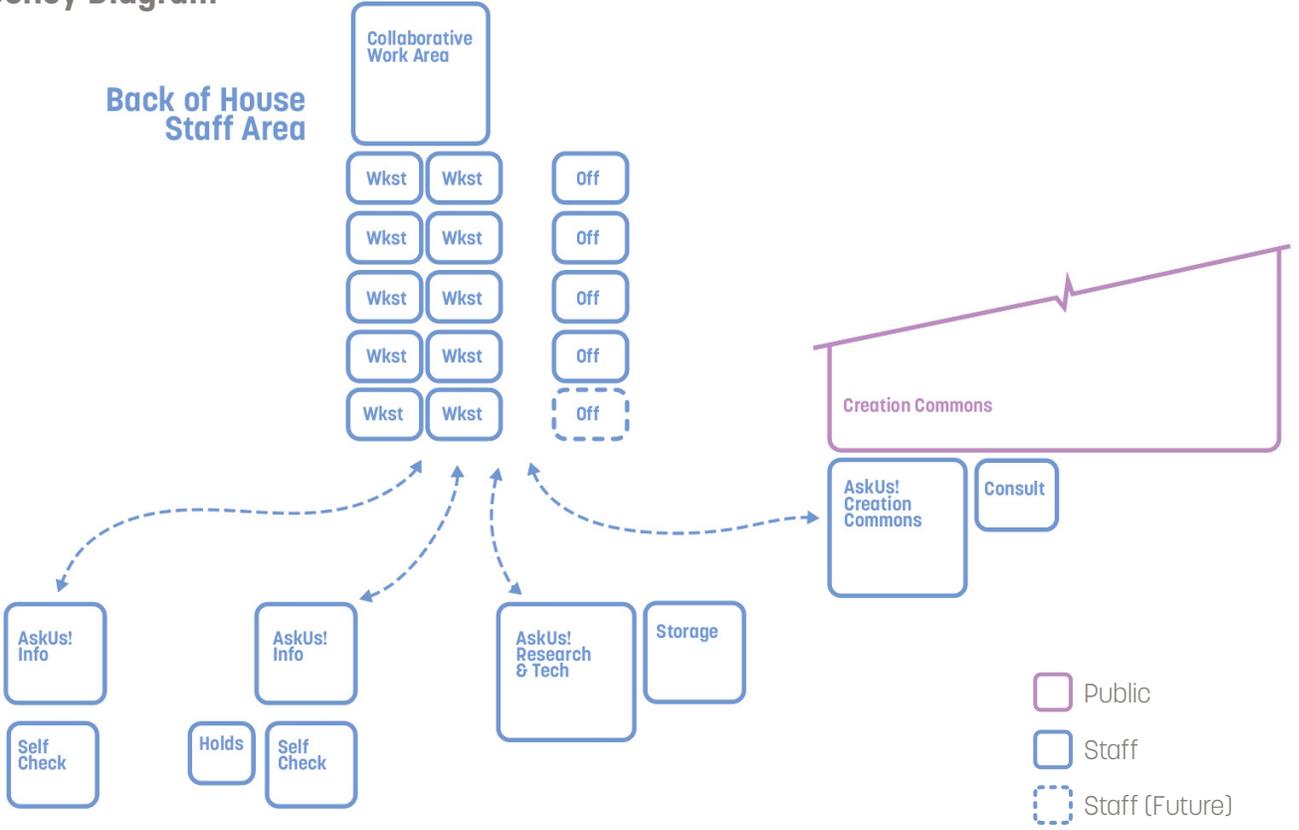
ASF/ Seat	ASF Req'd	Total ASF Req'd (1)	Public Seats	Staff Seats	Notes
	100	600		6	adjacent to Knowledge Hub
	100	300		3	flex use for hotel space for Phoenix staff and group study
	120	120		1	
		-			
	<b>(470)</b>	<b>1,020</b>	<b>-</b>	<b>10</b>	

# STAFF SPACES

## User Services & Experience (USX)

Space ID	Space Use	Room Name	Qty	Extg	ASF Extg	Total ASF Extg	Qty Req'd
5.00 User Services and Experience (USX)							
5.01	STAFF	OFF - STAFF		6	140	850	3
5.02	STAFF	OFF - FUTURE STAFF					1
5.03	STAFF	OFF - DEPT HEAD		1	160	160	1
5.04	STAFF	WKST - STAFF		1	110	110	9
5.05	STAFF	WKST - STUDENT					2
5.06	STAFF	WORK AREA		2	1,000	2,000	
5.07	STAFF	ASK US! DESK		1	900	900	
5.08	STAFF	ASK US! INFORMATION					2
5.09	STAFF	ASK US! RESEARCH & TECHNOLOGY					1
5.10	STAFF	ASK US! CREATION COMMONS					1
5.11	STAFF	SELF-CHECK OUT					2
5.12	STAFF	BOOK DROP		1	70	70	1
5.13	STAFF	HOLDS					1
5.14	STAFF	STORAGE		1	10	10	1
						<b>4,100</b>	

### Adjacency Diagram



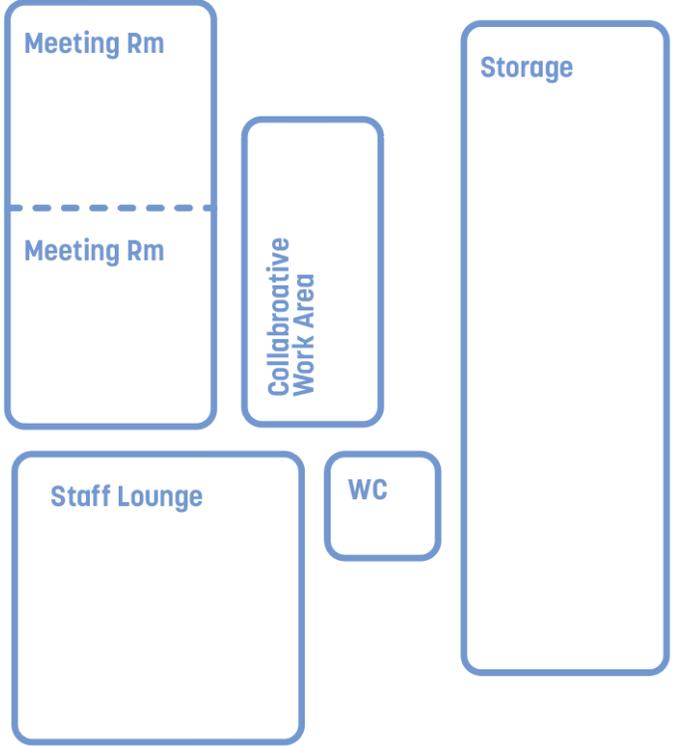
ASF/ Seat	ASF Req'd	Total ASF Req'd (1)	Public Seats	Staff Seats	Notes
	100	300		3	
	100	100		1	potential flex use for group study
	120	120		1	
	100	900		9	
	50	100		2	
					see shared staff spaces
	250	500			kiosk style booths at entrances
	500	500			located in knowledge market; shared with STC & Writing Center
	500	500			located in the creation commons, visibility to maker lab & media lab
	200	400			public facing; located near entrances
	70	70			
	100	100			public facing; located near entrance
	200	200			equipment lending; co-located with AskUs! Research and Technology
	<b>(310)</b>	<b>3,790</b>	<b>-</b>	<b>16</b>	

# STAFF SPACES

## Shared Staff Spaces

Space ID	Space Use	Room Name	Qty	Extg	ASF Extg	Total ASF Extg	Qty Req'd
6.00 Shared Staff Spaces							
6.01	STAFF	PRESERVATION	1		510	510	
6.02	STAFF	SCANNING	1		360	360	
6.03	STAFF	RESERVES/ILL	1		310	310	
6.04	STAFF	PROCESSING WORK AREA	1		1,510	1,510	1
6.05	STAFF	PRESERVATION WORK AREA	1		510	510	1
6.06	STAFF	DIGITIZATION/SCANNING					1
6.07	STAFF	MEETING RM	2		400	800	2
6.08	STAFF	STORAGE	5		250	1,230	3
6.09	STAFF	COLLABORATIVE WORK AREA					1
6.10	STAFF	STAFF LOUNGE	1		1,740	1,740	1
6.11	STAFF	STAFF RESTROOMS					2
						<b>6,970</b>	

## Adjacency Diagram

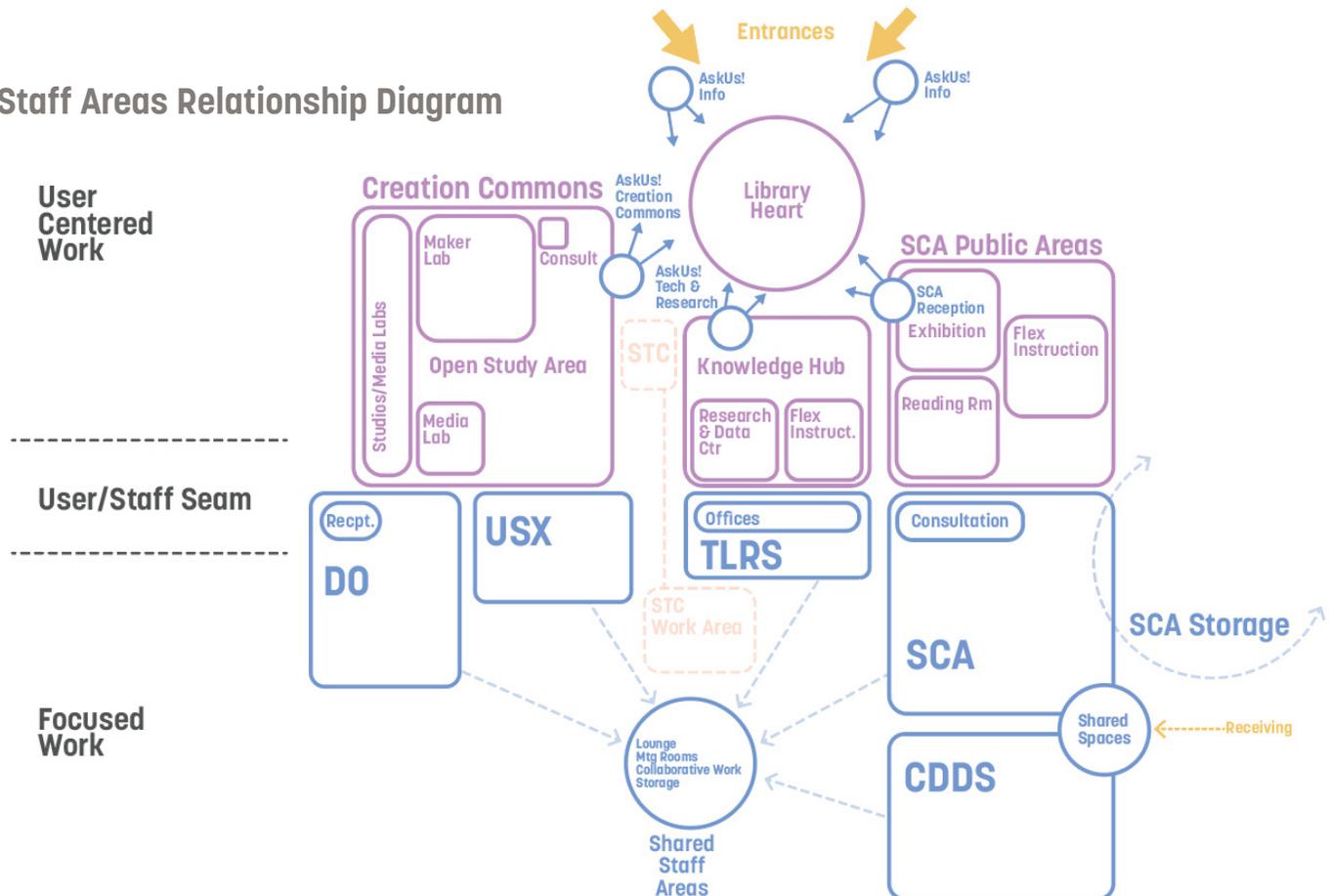


See CDDS & SCA diagrams for shared processing, preservation & digitization areas

- Public
- Staff
- Staff (Future)

ASF/ Seat	ASF Req'd	Total ASF Req'd (1)	Public Seats	Staff Seats	Notes
					existing CDDS
					existing CDDS
					existing CDDS
	1,500	1,500			co-located with preservation work area; includes space for shelving; shared CDDS/SCA
	1,500	1,500			co-located with processing work area; shared CDDS/SCA
	1,500	1,500			see separate equipment list; shared CDDS/SCA
20	400	800		40	adjacent with operable wall
	500	1,500			general/emergency supplies/furniture
25	500	500		20	flexible work space with open tables for ideation and informal mtgs
25	500	500		20	includes kitchenette
	70	140			
	<b>970</b>	<b>7,940</b>	<b>-</b>	<b>80</b>	

### Staff Areas Relationship Diagram



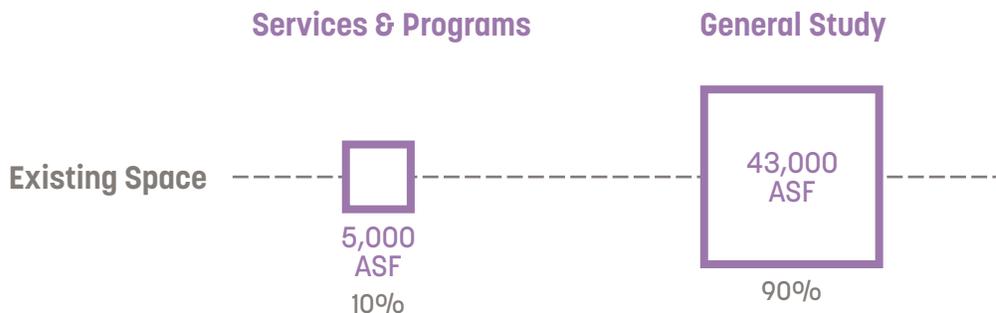
# STUDY/SERVICES & PROGRAMS

## General Study Areas

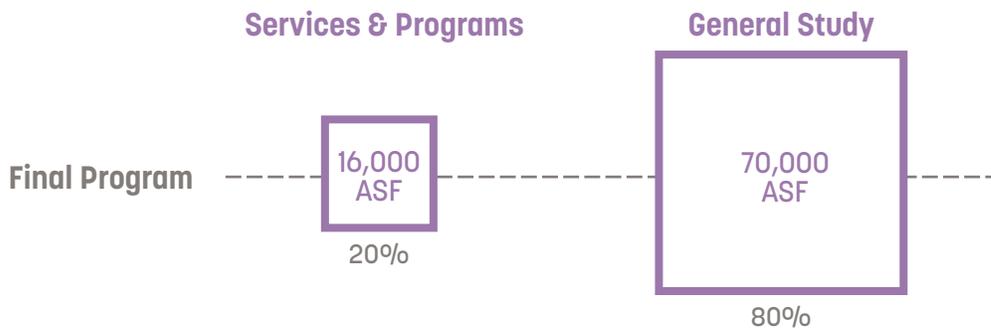
Space ID	Space Use	Room Name	Qty	Extg	ASF Extg	Total ASF Extg	Qty Req'd
7.00 Study							
7.01	STUDY	INFO COMMONS	1		8,040	8,040	
7.02	STUDY	OPEN STUDY	9		2,170	19,500	
7.03	STUDY	OPEN STUDY (QUIET)	3		390	1,180	
7.04	STUDY	OPEN STUDY (SILENT)	2		710	1,420	
7.05	STUDY	CARRELS (ENCLOSED)	57		30	1,600	
7.06	STUDY	JEAN COLLINS READING RM	1		1,920	1,920	1
7.07	STUDY	REGENTS' LOUNGE	1		1,020	1,020	
7.08	STUDY	NAU AUTHORS RM	1		260	260	1
7.09	STUDY	GROUP STUDY - SMALL (6 SEAT)	13		130	1,690	35
7.10	STUDY	GROUP STUDY - MEDIUM (12 SEAT)	3		240	730	10
7.11	STUDY	GROUP STUDY - MINI (2 SEAT)					20
7.12	STUDY	DISTRIBUTED TABLE SEATING					1
7.13	STUDY	DISTRIBUTED LOUNGE SEATING					1
7.14	STUDY	DISTRIBUTED CARRELS (OPEN)					1
7.15	STUDY	COMPUTING STUDY AREA	1		4,790	4,790	1
7.16	STUDY	COPY/PRINT/SCAN STATION					3
7.17	STUDY	DEEP QUIET READING RM					1
7.18	STUDY	LARGE SEMINAR ROOM	1		770	770	1
7.19	SERVICES & PROGRAMS	UX TESTING LAB					1
7.20	STUDY	FAMILY STUDY RM					1
7.21	STUDY	FLEX STUDY RM					3
						<b>42,920</b>	

## General Study + Services & Programs

The space program distinguishes between general study areas and more specialized library services & programs areas



ASF/ Seat	ASF Req'd	Total ASF Req'd (1)	Public Seats	Staff Seats	Notes
		-			
		-			
		-			
		-			
		-			current for student/faculty; discontinue use
30	1,920	1,920	64		extg to remain or recreate w/stained glass window
30	300	300	10		extg to remain or recreate
25	150	5,250	210		
25	300	3,000	120		
25	50	1,000	40		
25	18,750	18,750	750		
25	11,250	11,250	450		
30	13,200	13,200	440		
30	7,500	7,500	250		currently in studios space; future distributed large pods of computer study areas
	75	225			one per pod of computers/floor
30	3,600	3,600	120		to supplement Jean Collins Rm
25	750	750	30		currently located in the studios space
25	250	250	10		
50	400	400	8		semi-private space for families
25	167	500	20		semi-private space for cultural groups
	<b>24,975</b>	<b>67,895</b>	<b>2,522</b>	<b>-</b>	



# STUDY/SERVICES & PROGRAMS

## Creation Commons

Space ID	Space Use	Room Name	Qty	Extg	ASF Extg	Total ASF		Qty Req'd
						Extg		
8.00 Study - Creation Commons								
8.01	STAFF	MAKER LAB - STAFF OFFICE		1	230		230	1
8.02	SERVICES & PROGRAMS	MAKER LAB		1	1,170		1,170	1
8.03	SERVICES & PROGRAMS	MAKER LAB - STORAGE		1	130		130	1
8.04	SERVICES & PROGRAMS	MEETING/CONSULTATION RM		1	120		120	1
8.05	SERVICES & PROGRAMS	MEDIA LAB						1
8.06	SERVICES & PROGRAMS	STUDIO - ONE BUTTON		1	210		210	2
8.07	SERVICES & PROGRAMS	STUDIO - PHOTO		1	290		290	1
8.08	SERVICES & PROGRAMS	STUDIO - PRODUCTION		2	220		430	2
8.09	SERVICES & PROGRAMS	STUDIO - VR/EXTENDED REALITY		1	210		210	2
8.10	SERVICES & PROGRAMS	STUDIO - VR/ER PRODUCTION						2
8.11	SERVICES & PROGRAMS	STUDIO - MULTIMEDIA (SM)						1
8.12	SERVICES & PROGRAMS	STUDIO - MULTIMEDIA (LG)						1
8.13	SERVICES & PROGRAMS	STUDIO - RECORDING						2
8.14	SERVICES & PROGRAMS	STUDIO - MIXING STATION						2
							<b>2,790</b>	

## Knowledge Hub

Space ID	Space Use	Room Name	Qty	Extg	ASF Extg	Total ASF		Qty Req'd
						Extg		
9.00 Study - Knowledge Hub								
9.01	STUDY	OPEN CONSULTATION/STUDY AREA						1
9.02	STUDY	MTG/CONSULTATION RMS (4 SEAT)						4
9.03	SERVICES & PROGRAMS	GRADUATE COMMONS						1
9.04	STUDY	GRADUATE STUDY ROOMS						3
9.05	SERVICES & PROGRAMS	STUDIO - ASSISTIVE TECH		1	80		80	1
9.06	SERVICES & PROGRAMS	MEETING/CONSULTATION RM		1	420		420	1
9.07	SERVICES & PROGRAMS	FLEX LIBRARY INSTRUCTION		1	590		590	1
9.08	SERVICES & PROGRAMS	RESEARCH & DATA LAB		1	590		590	1
9.09	STAFF	EQUIPMENT ROOM						1
9.10	PARTNER	WRITING COMMONS CHECK-IN		1	420		420	
9.11	PARTNER	WRITING COMMONS		1	350		350	1
							<b>2,450</b>	

ASF/ Seat	ASF Req'd	Total ASF Req'd (1)	Public Seats	Staff Seats	Notes
	200	200		2	creation commons
35	2,100	2,100	60		creation commons, wet sink, exhaust
	200	200			creation commons
30	300	300	10		creation commons
30	600	600	20		creation commons
	200	400	2		creation commons
	200	200	1		creation commons
	200	400	2		creation commons
	400	800	8		creation commons; (4) 10'x10' play spaces each
	400	800	8		creation commons; (4) 10'x10' play spaces each
40	160	160	4		creation commons
40	400	400	10		creation commons
40	40	80	2		creation commons
40	40	80	2		creation commons
	<b>3,930</b>	<b>6,720</b>	<b>129</b>	<b>2</b>	

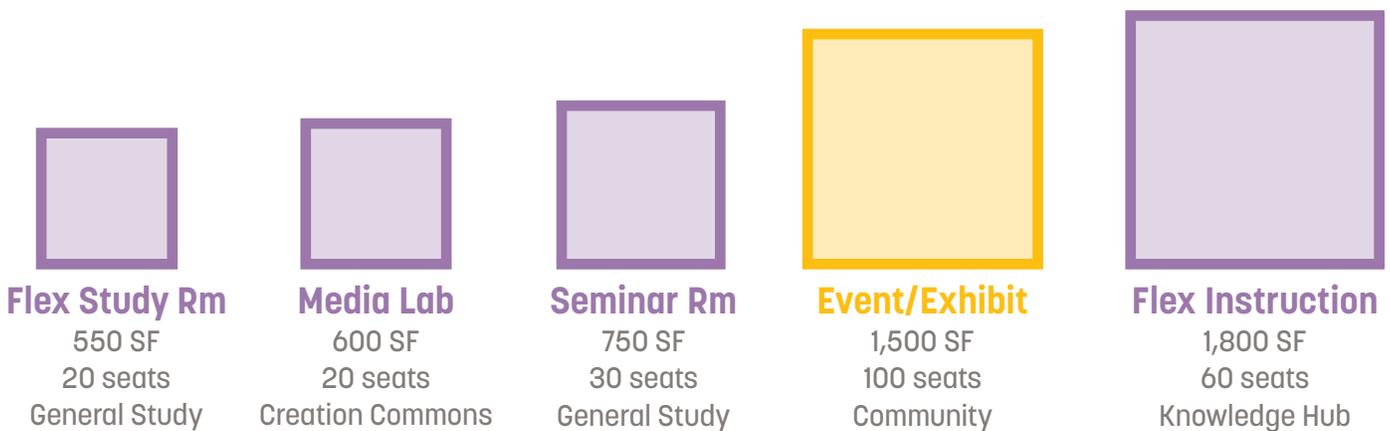
ASF/ Seat	ASF Req'd	Total ASF Req'd (1)	Public Seats	Staff Seats	Notes
25	2,000	2,000	80		
25	100	400	16		
60	1,200	1,200	20		
25	50	150	6		
	100	100			
30	300	300	10		flex use for collaborative staff work area
30	1,800	1,800	60		flexible/active/experimental space; flex use for presentations
40	1,200	1,200	30		
	100	100			tech equipment for research & data lab
					shared with AskUs Research & Technology desk
25	750	750	30		
	<b>5,550</b>	<b>8,000</b>	<b>252</b>	<b>-</b>	

# COMMUNITY SPACES

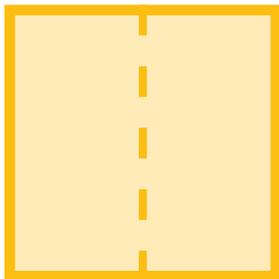
Space ID	Space Use	Room Name	Qty	Extg	ASF Extg	Total ASF Extg	Qty Req'd
10.00 Community Spaces							
10.01	COMMUNITY	BUILDING LOBBY & ENTRANCE(S)					2
10.02	COMMUNITY	EVENT SPACE/EXHIBITION GALLERY					1
10.03	COMMUNITY	MULTIPURPOSE RM/COMMUNITY SPACE					1
10.04	COMMUNITY	MEDITATION/PRAYER					1
10.05	COMMUNITY	WELLNESS/LACTATION RM					3
10.06	COMMUNITY	VENDING					3
10.07	COMMUNITY	WARMING/CATERING KITCHEN					1
10.08	COMMUNITY	ASSEMBLY HALL		1	3,420	3,420	1
10.09	COMMUNITY	LEARNING STUDIO		1	2,650	2,650	
10.10	COMMUNITY	MULTIPURPOSE ROOM		1	1,140	1,140	
10.11	COMMUNITY	STORAGE		1	90	90	
10.12	COMMUNITY	CAFE		1	700	700	1
10.13	COMMUNITY	CAFE SERVICE		1	240	240	1
						<b>8,240</b>	

## Flexible Range of Engagement Spaces

The space program purposefully creates a wide range and size of engagement spaces across multiple categories to support flexibility in use. Below is a summary of these spaces.

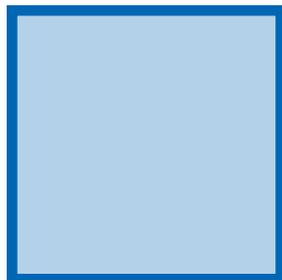


ASF/ Seat	ASF Req'd	Total ASF Req'd (1)	Public Seats	Staff Seats	Notes
	1,000	2,000			
15	1,500	1,500	100		could include data visualization wall
25	2,000	2,000	80		could include dividable wall
	300	300			
	150	450			one per floor
	150	450			one per floor
	600	600			adjacent to community/event space
8	3,420	3,420			400 seat; extg to remain
					existing room 249
					existing room 200
25	1,500	1,500	60		
	500	500			
	<b>4,480</b>	<b>12,720</b>	<b>240</b>	<b>-</b>	



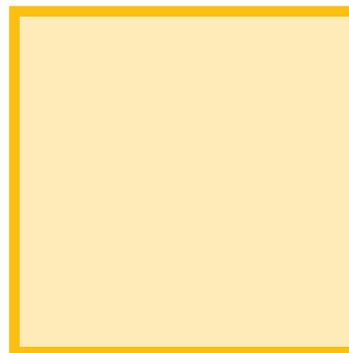
### Multipurpose Rm

2,000 SF  
80 seats  
Community  
(Dividable)



### Flex Instruction

2,025 SF  
45 seats  
SCA



### Assembly Hall

3,420 SF  
400 seats  
Community

# COLLECTION

Space ID	Space Use	Room Name	Qty	Extg	ASF Extg	Total ASF Extg	Qty Req'd
11.00	Collection						
11.01	COLLECTION	STACKS - GENERAL		6	3,510	21,050	
11.02	COLLECTION	STACKS - LOW/RETAIL					
11.03	COLLECTION	STACKS - OPEN BROWSABLE					
11.04	COLLECTION	STACKS - OPEN COMPACT					
11.05	COLLECTION	STACKS - CLOSED COMPACT		4	2,110	8,430	
11.06	COLLECTION	STACKS - CLOSED COMPACT					
11.07	COLLECTION	MAPS					
11.08	COLLECTION	MICROFILM/DVD		1	430	430	
11.09	COLLECTION	VHS/AUDIO COLLECTIONS		1	390	390	
11.10	COLLECTION	NEWS MICROFILM		1	650	650	
11.11	COLLECTION	SCA MONOGRAPHS		1		2,100	1
11.12	COLLECTION	SCA MANUSCRIPTS		1		3,700	1
11.13	COLLECTION	SCA MAPS, FRAMED ART, VERT. FILES		1		820	1
11.14	COLLECTION	SCA ARIZONA HISTORICAL SOCIETY		1		750	1
11.15	COLLECTION	SCA NEWSPAPERS		1		250	1
11.16	COLLECTION	SCA 3D OBJECTS		1		250	1
11.17	COLLECTION	SCA COLD STORAGE					1
11.18	COLLECTION	SCA VAULT		1	900	900	
11.19	COLLECTION	SCA MISC STORAGE		1		3,000	
11.20	COLLECTION	SCA RECORDS MANAGEMENT STORAGE					
						<b>42,720</b>	

## Collections: Planning for Change

- 10% of curated general collection on open, browseable, low-height or wall shelving to respond to user needs over time
- 20% of highest-use general collection on open, browseable, 6-high shelving
- 70% of lowest-use general collection on open compact shelving
- 100% of bound periodicals and government documents on closed compact shelving, located adjacent to SCA storage areas to allow for future growth of SCA materials into these areas
- SCA materials to be stored in a secure, climate-controlled environment tailored to the specific requirements of each type of material stored.

ASF/ Seat	ASF Req'd	Total ASF Req'd (1)	Public Seats	Staff Seats	Notes
		-			
		4,600			-10% of general collection; for curated collections
		4,600			20% of general collection (high-use)
		8,000			-70% of general collection (low-use)
		5,000			100% of bound periodicals; adj. to SCA (for future growth) & USX (for retrieval)
		1,200			100% of government docs; adj. to SCA (for future growth) & USX (for retrieval)
		400			flat file storage; adj. to SCA (for future growth) & USX (for retrieval)
		400			compact shelving; adj. to SCA (for future growth) & USX (for retrieval)
		400			compact shelving; adj. to SCA (for future growth) & USX (for retrieval)
		200			extg includes 7 study seats; future compact shelving; adj. to SCA & USX
	930	930			compact shelving; includes 1,000 LF growth
	4,500	4,500			compact shelving; includes 4,000 LF growth
	950	950			includes 30% growth for maps, 50% growth for framed art, no growth in vert files
	810	810			
	500	500			
	650	650			
	2,050	2,050			
		-			
		-			
		-			ASF TBD
	<b>(7,530)</b>	<b>35,190</b>	<b>-</b>	<b>-</b>	

# COLLECTION

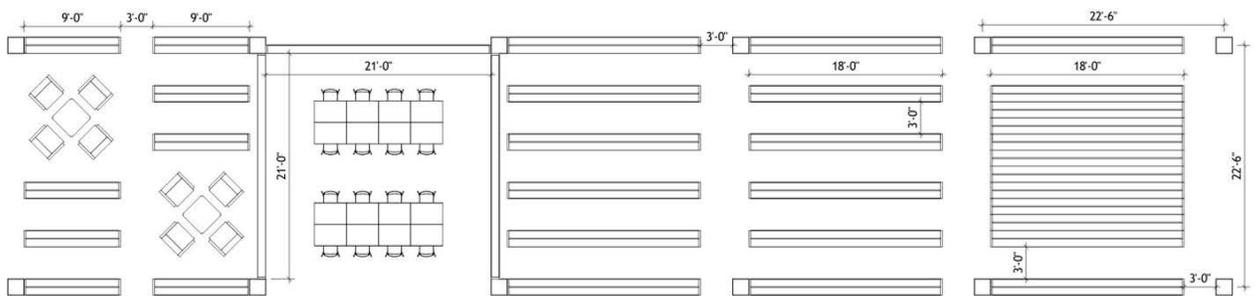
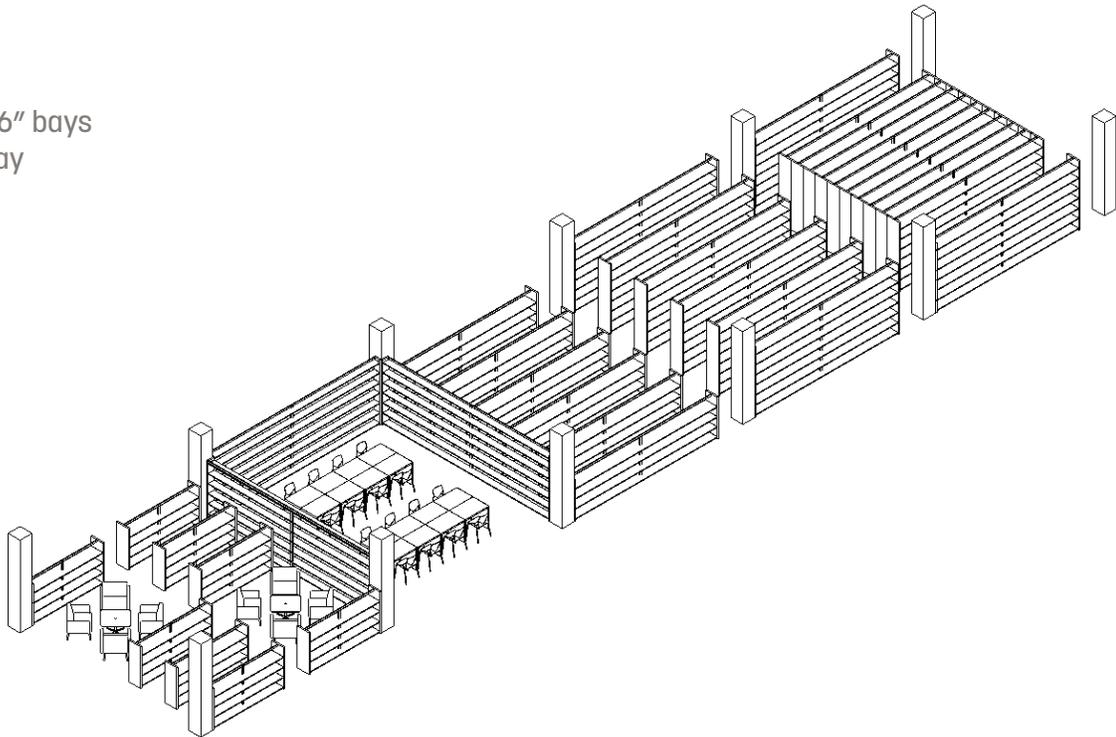
## Prototypical Layouts

Shown below are prototypical layouts for both the 1966/1980s and 1991 wings based on existing typical structural grids in each location. Shelving capacities are estimates and may vary based on exact layout and other constraints.

### 1991 Wing

22'-6" x 22'-6" bays

507 SF per bay

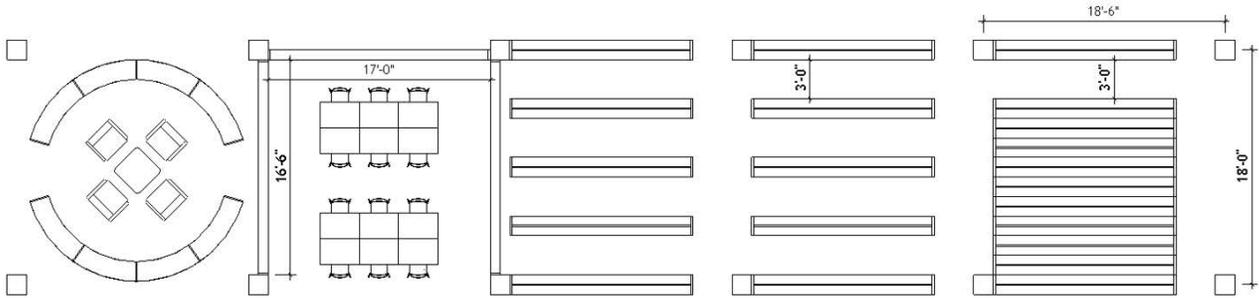
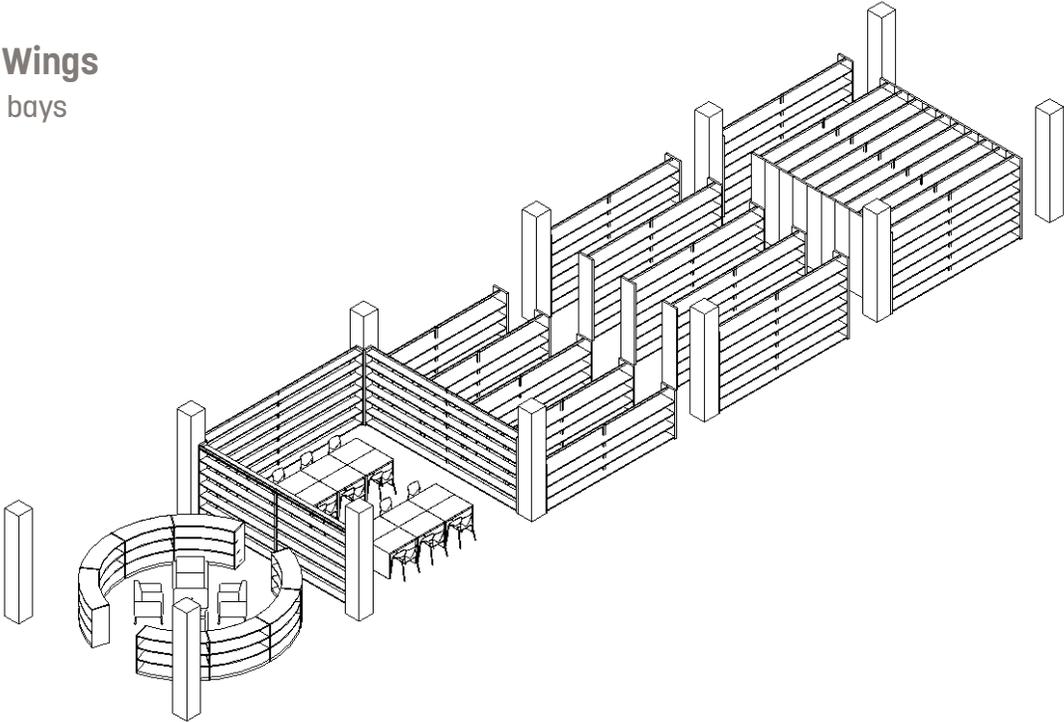


	<b>3 high w/ seating</b>	<b>7 high wall w/seating</b>	<b>4 high</b>	<b>6 high</b>	<b>6 high compact</b>
<b>Est. Capacity</b>	430 LF	440 LF	864 LF	1,080 LF	2,592 LF
<b>10% of Collection</b>	11 bays (5,580 sf)	11 bays (5,580 sf)	6 bays (3,050 sf)		
<b>90% of Collection</b>				38 bays (19,270 sf)	16 bays (8,120 sf)

# 1966/1980s Wings

22'-6" x 22'-6" bays

507 SF per bay



	<b>3 high w/ seating</b>	<b>7 high wall w/seating</b>	<b>4 high</b>	<b>6 high</b>	<b>6 high compact</b>
<b>Est. Capacity</b>	240 LF	350 LF	560 LF	672 LF	1,680 LF
<b>10% of Collection</b>	19 bays (6,330 sf)	13 bays (4,330 sf)	8 bays (2,670 sf)		
<b>90% of Collection</b>				61.5 bays (20,500 sf)	24.5 bays (8,100 sf)

# PARTNER SPACES

Space ID	Space Use	Room Name	Qty	Extg	ASF Extg	Total ASF Extg	Qty Req'd
12.00 Partner Programs							
12.01	PARTNER	STC - OFF/WKST - STAFF	2		360	710	6
12.02	PARTNER	STC - WORK AREA - STUDENTS	1		640	640	1
12.03	PARTNER	STC - WAITING AREA	1		290	290	1
12.04	PARTNER	STC - STORAGE	1		100	100	1
12.05	PARTNER	ITS NORTH DESKTOP - OFF	1		100	100	
12.06	PARTNER	ITS NORTH DESKTOP - STAFF AREA	1		1,180	1,180	
12.07	PARTNER	FPD - OFF	1		140	140	1
12.08	PARTNER	FPD - WKST - STAFF					3
12.09	PARTNER	FPD - MULTIPURPOSE	1		1,130	1,130	1
12.10	PARTNER	FACULTY SENATE OFFICE	1		430	430	
12.11	PARTNER	PRESIDENTS' RM	1		1,070	1,070	
12.12	PARTNER	CHILDREN'S COLLECTION	1				
						<b>5,790</b>	

ASF/ Seat	ASF Req'd	Total ASF Req'd (1)	Public Seats	Staff Seats	Notes
	100	600		6	adjacent to Knowledge Hub
50	1,000	1,000		20	adjacent to Knowledge Hub
					part of Knowledge Hub
	100	100			adjacent to Knowledge Hub
					proposed relocation
					proposed relocation
	100	100		1	
	100	300		3	
40	1,600	1,600	40		
					proposed relocation
		1,070	20		retain or recreate
		1,000			SF TBD
	<b>(20)</b>	<b>5,770</b>	<b>60</b>	<b>30</b>	

# BUILDING SUPPORT & TOTALS

Space ID	Space Use	Room Name	Qty	Extg	ASF Extg	Total ASF Extg	Qty Req'd
13.00	Building Support						
13.01	BLDG SUPPORT	SHIP/RECV		1	790	790	1
13.02	BLDG SUPPORT	FLEXIBLE TOUCHDOWN SPACE					1
13.03	BLDG SUPPORT	MAINTENANCE WORKSPACE					1
13.04	BLDG SUPPORT	MAINTENANCE STORAGE		1	120	120	1
13.05	BLDG SUPPORT	IT CLOSETS / IDF ROOMS					3
13.06	BLDG SUPPORT	CUSTODIAL CLOSETS					3
13.07	BLDG SUPPORT	WASTE/RECYCLING					1
13.08	BLDG SUPPORT	GREEN ROOF STORAGE					1
13.09	BLDG SUPPORT	RESTROOMS					
						<b>910</b>	
<b>ASF Total</b>						<b>135,130</b>	
Efficiency Factor						64%	
<b>GSF Total</b>						<b>211,000</b>	

**NAU OFFICE SPACE STANDARDS:**

staff, professional (full-time): 64-100 sf (office or workstation)

director: 100-160 (office)

asst/assc dean: 160 sf (office)

dean: 240 sf (office)

ASF/ Seat	ASF Req'd	Total ASF Req'd (1)	Public Seats	Staff Seats	Notes
	500	500			
	120	120			can be used by NAU PD; private; seats 3
	240	240		1	
	120	120			
	120	360			
	100	300			
	200	200			
	150	150			
					gender neutral water closets throughout

**1,080      1,990      -      1**

**164,805      3,300      196**

**-29,700**

65%

**253,500**

**-42,500**

1,350 Pre-COVID study seat count

3,300 15% Student FTE study seat target

**RECOMMENDED**

**APPROACHES**

## The Library Master Plan identified two possible approaches to transforming Cline Library to support the mission and vision of the library and NAU. These possibilities provide flexibility for NAU to pursue an optimized approach as the university moves closer to design and construction.

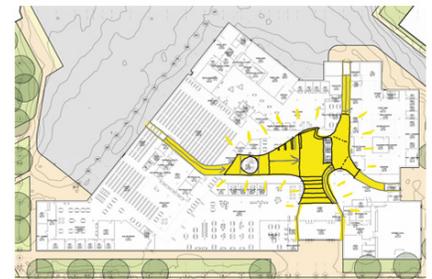
The team first considered several approaches, from renovation, to addition, to partial replacement strategies for the re-imagining and re-positioning of Cline library. An important consideration for any future planning of Cline library is the recognition that the current facility is the result of three separate building projects. The 1990s addition, while it created a very strong presence along Knoles Avenue for the library, and while it reinforced the campus edges and circulation network, it did so by compromising the interior environment of the library – column grids collide in an awkward geometrical alignment, interior spaces feel disconnected, and program flexibility is compromised. Furthermore, the column spacing of the earlier buildings are not optimal for compact shelving layouts, nor for flexible learning environments.

The master plan team tested various different approaches to renovation and building expansion to achieve the project goals and to accommodate the proposed program. Among our initial approaches were the following concepts - 1) “Main Street” – locating the core library programs along a central avenue to increase way-finding and accessibility, 2) Heart – the idea of reinvigorating the central space of Cline library, and 3) Neighborhoods – the idea of creating discrete neighborhoods within the building centered around core programs, such as the Teaching and Learning Center, and the Creation Commons. The planning team decided that the neighborhoods concept was too decentralized and did not align with the project goals of creating a unified welcoming space. The concepts of Main Street and the Heart were combined into two different implementation scenarios. The reason behind the two implementation scenarios was to provide the university with the most flexibility and nimbleness moving forward. Both options accommodate the recommended program but the options differ in their phasing strategies and in their level of built intervention

### Initial Approaches



Main Street



The Heart



Neighborhoods

# OPTION

# ONE

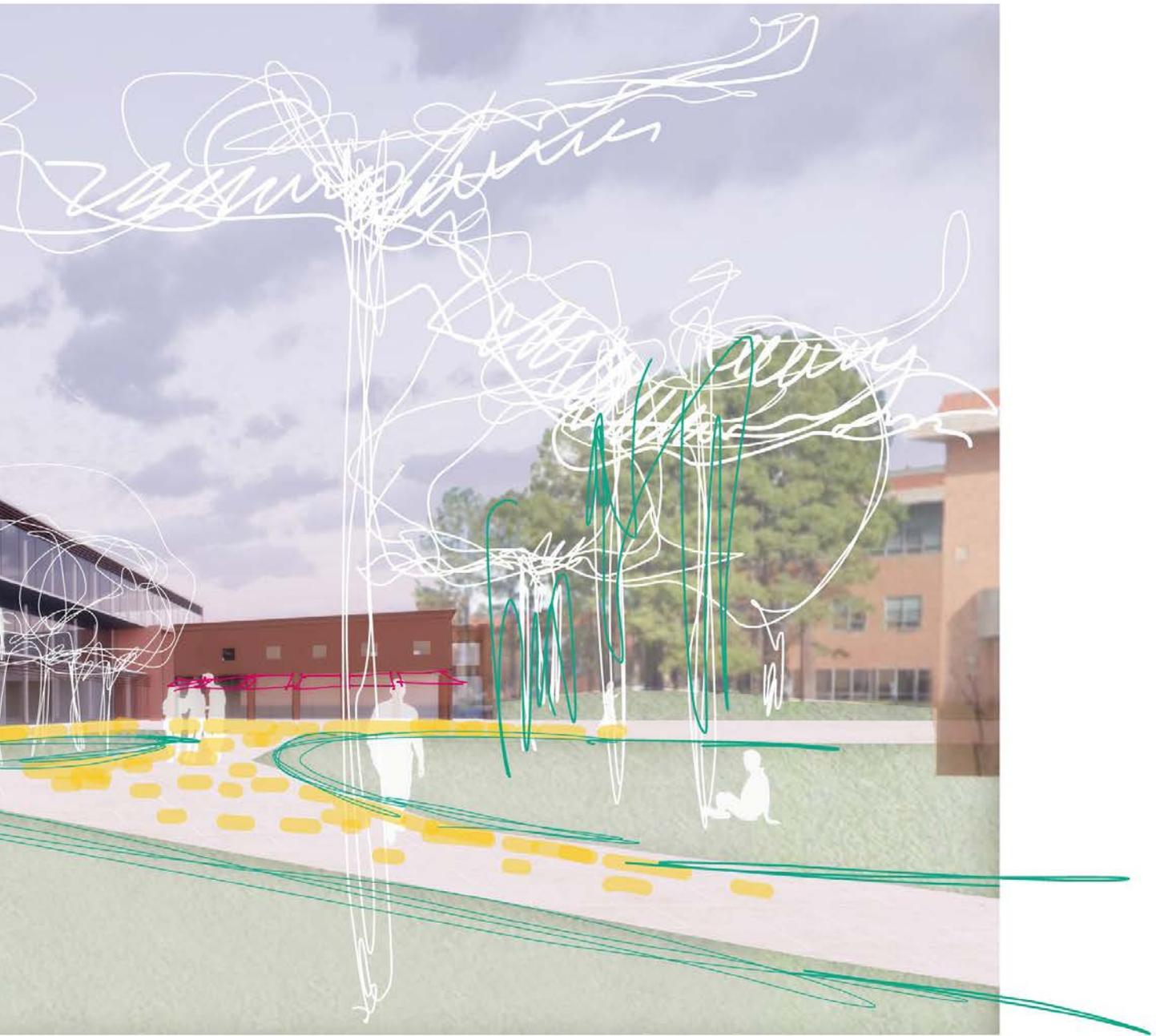
## **One bold move. Partial demolition & new construction.**

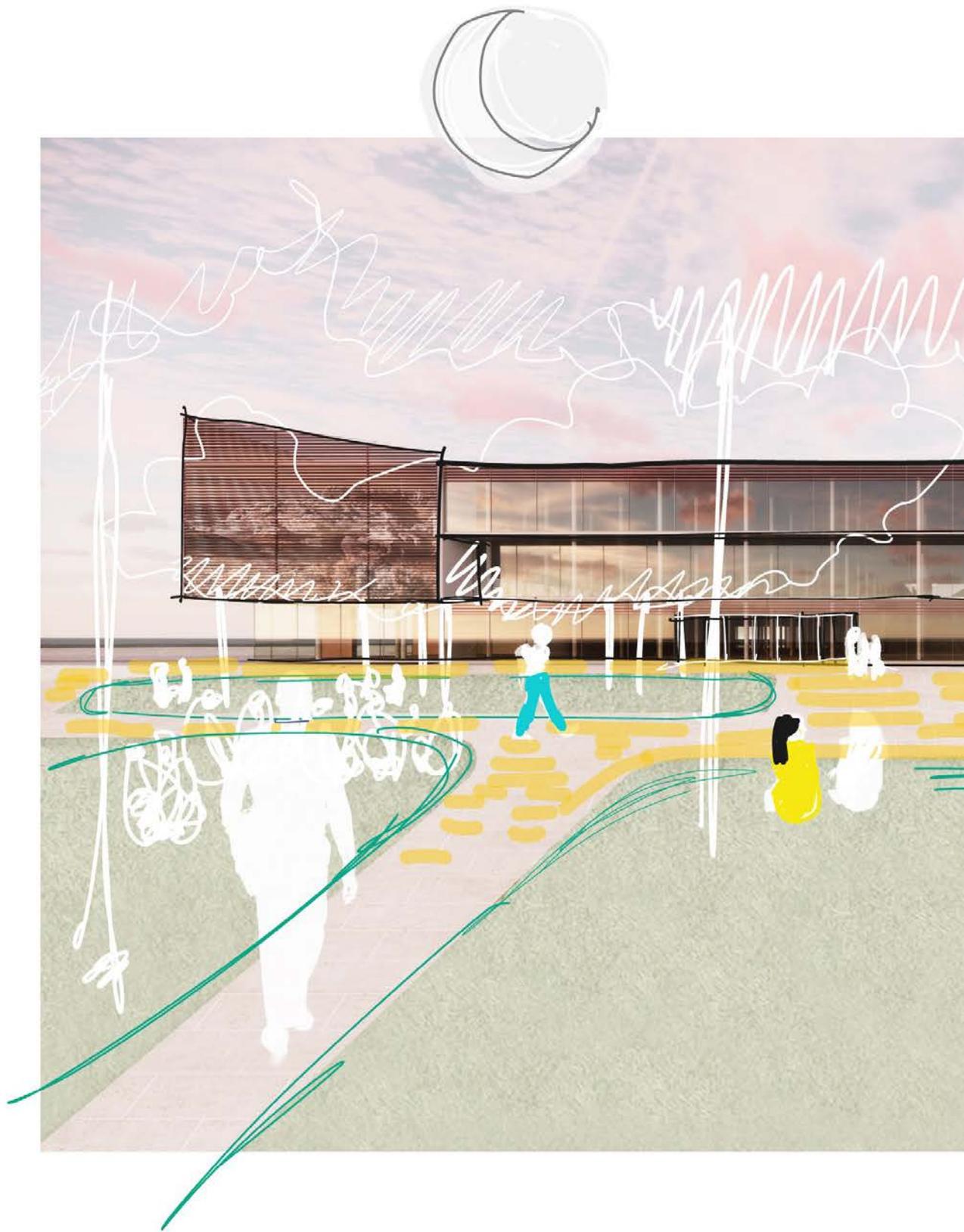
This option boldly demolishes the 1960s and 1980s wings and thereby creates the opportunity to re-order the interior organization of the library into a more unified experience. By aligning the floor levels of old and new, and by right-sizing the collections and study spaces, Option 1 proposes a radical transformation of Cline Library, offering a new building face towards the community, state of the art new facilities for Special Collections and Archives, and a newly expanded central atrium space to serve as the building heart. Removing the constraining structural system and obsolete mechanical systems of the older library wings allows for greater programmatic flexibility, more efficient storage of collections and the ability to expand the impact of environmental solutions that match NAU's goals as outlined in the draft Climate Action Plan.





**View of the new west facing community entrance**





View of the events plaza from the oak grove





**View of the library heart**

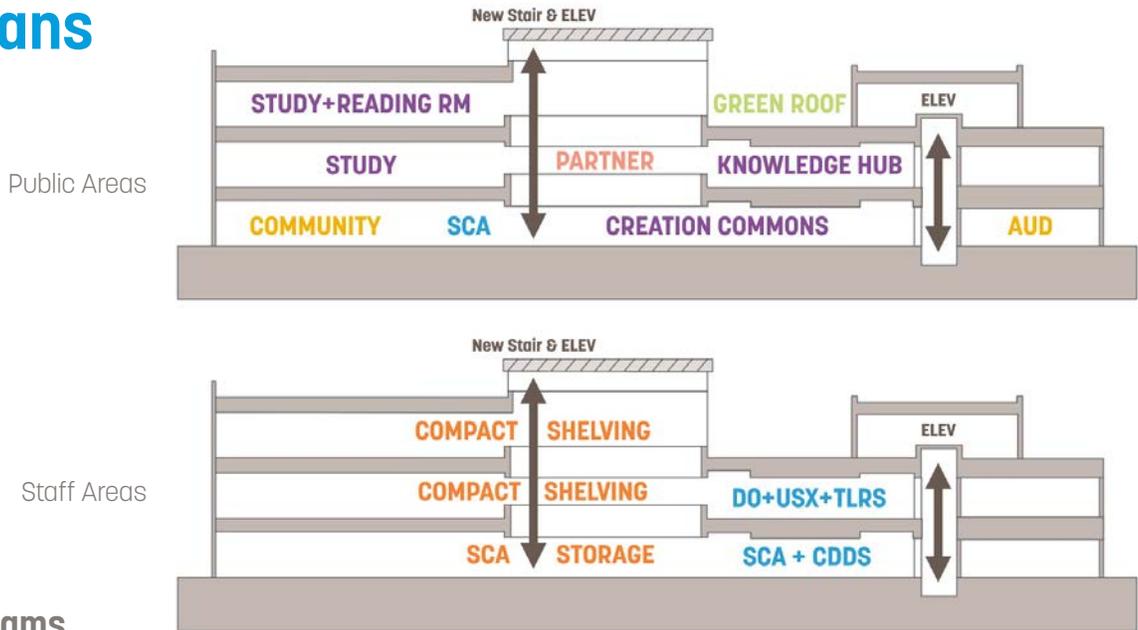




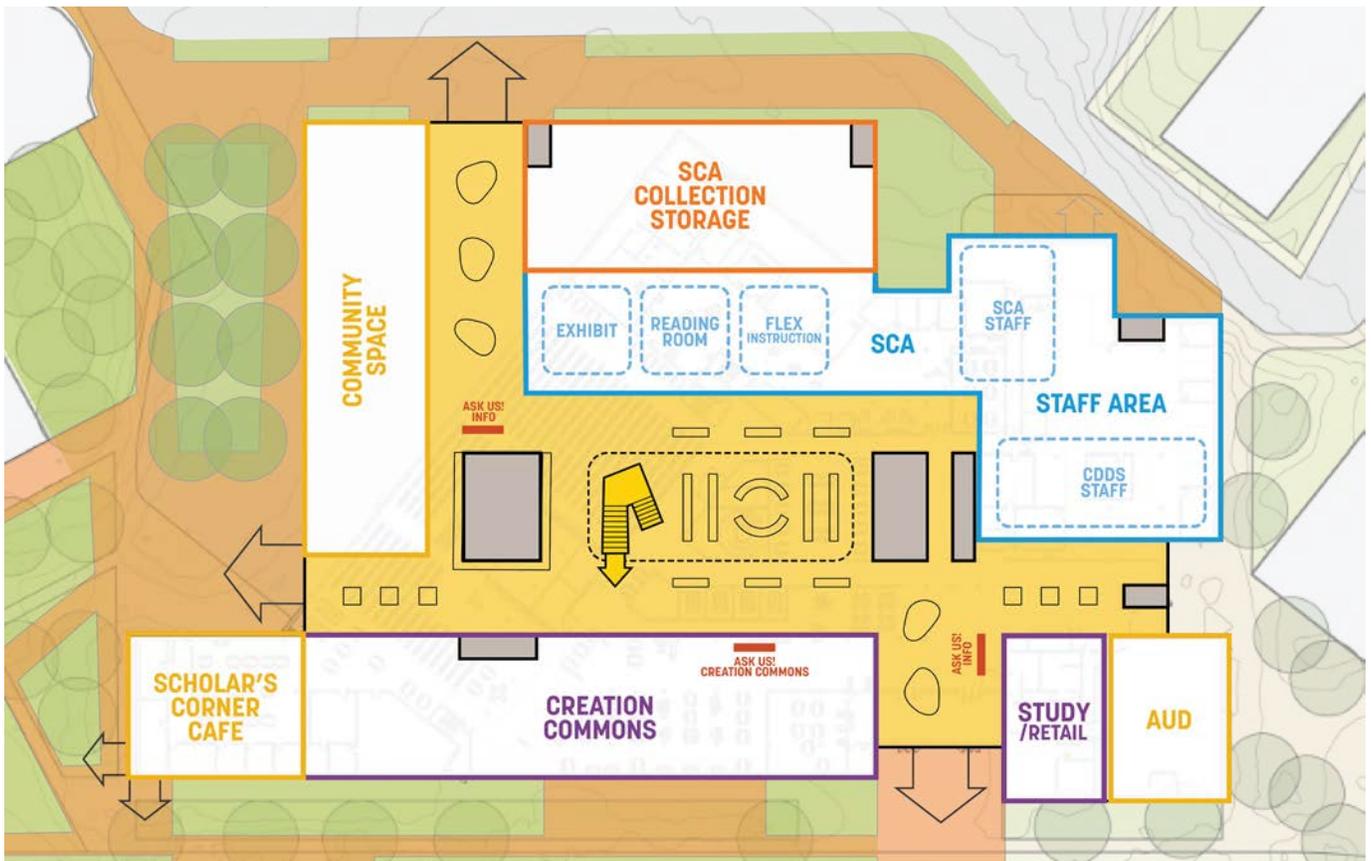
**View of the proposed Jean Collins Reading Room at the 3rd floor**



# Section Diagrams & Floor Plans

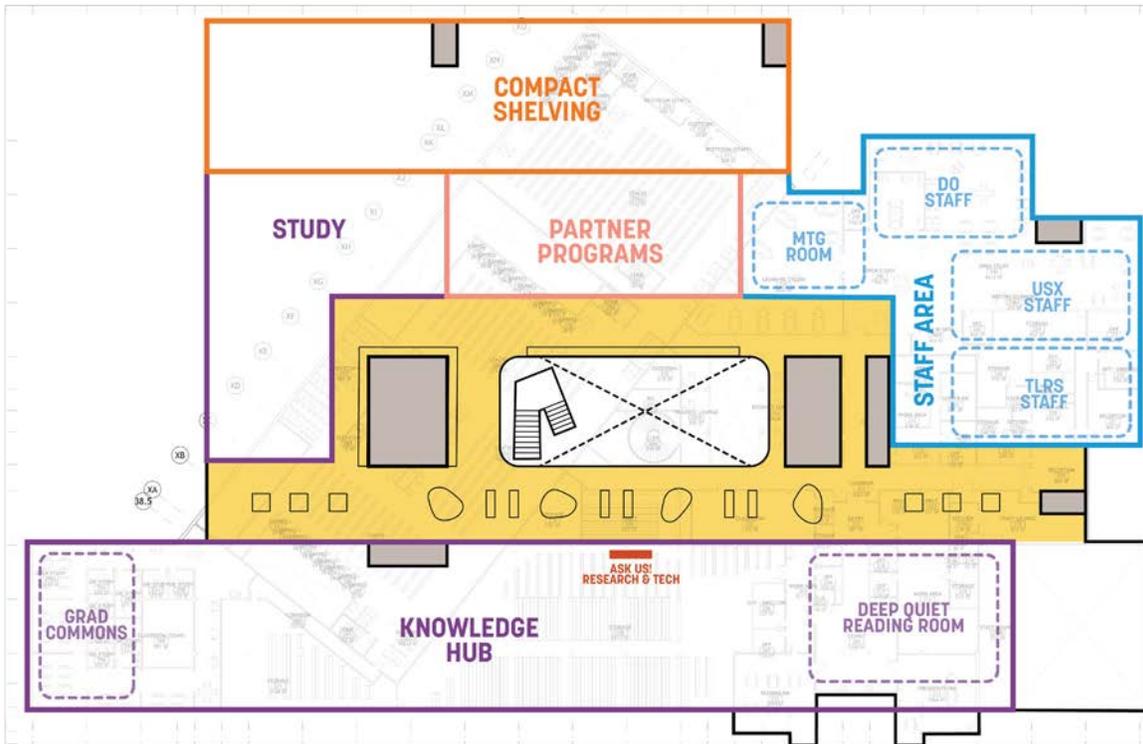


Section Diagrams

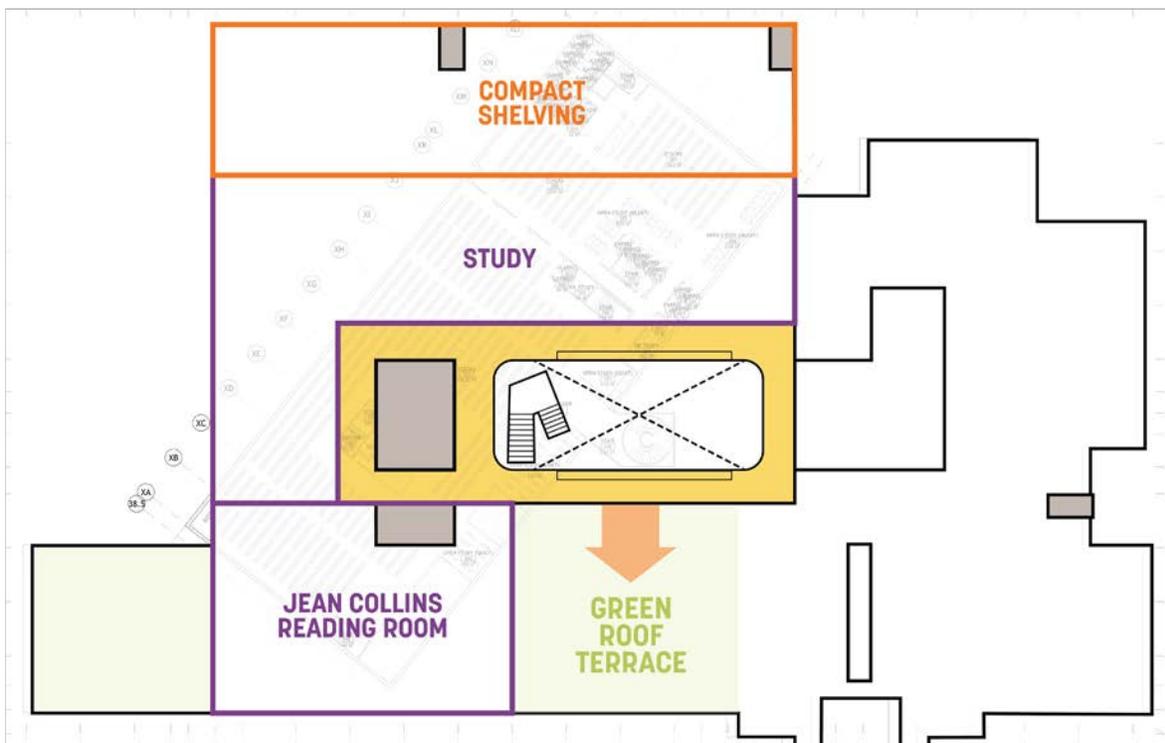


Level 1

- Study/Services & Programs
- Collection
- Staff
- Community
- Partner
- Circulation/Seating/ Curated Collection



## Level 2



## Level 3

# OPTION

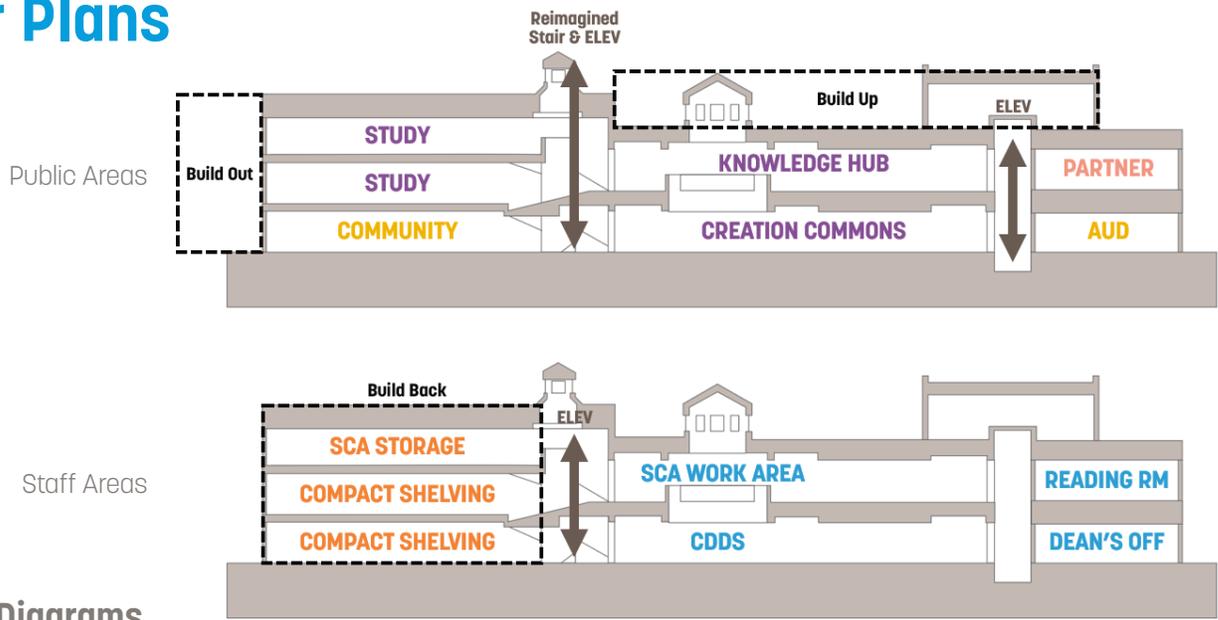
# TWO

**Incremental transformation.  
Renovate & expand.**

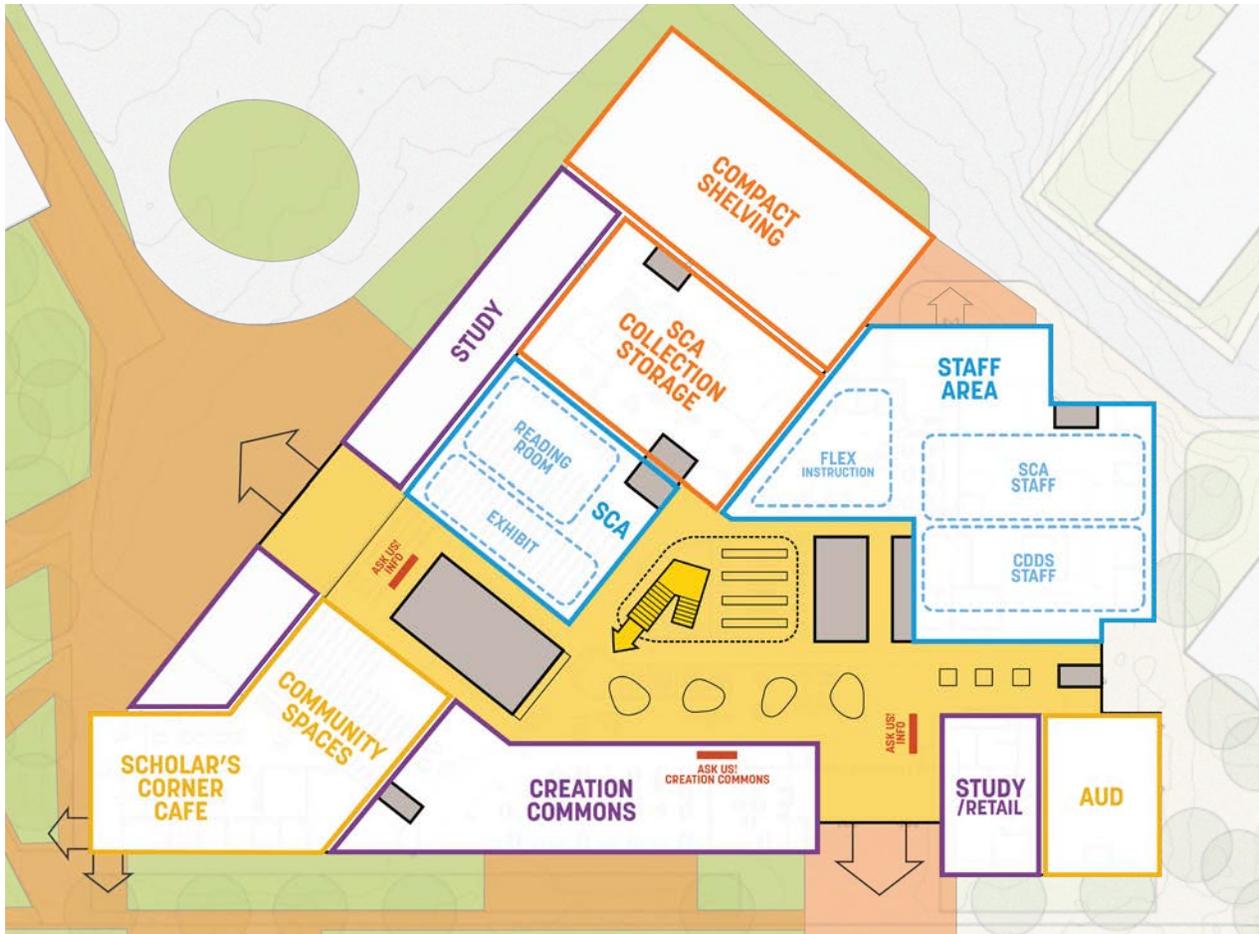
This option works within the geometrical constraints of the existing facility and capitalizes on discrete building additions to enhance connections to the campus and the surrounding context, to provide substantial upgrades for Special Collections and Archives, and also seeks a complete interior renovation to create a new and expanded heart to the library. A primary benefit of this option is the ability to create a phased implementation strategy that can be tailored to available capital funding. From a sustainability perspective, this option maintains the embodied carbon of the 1960s and 1980s wings.



# Section Diagrams & Floor Plans

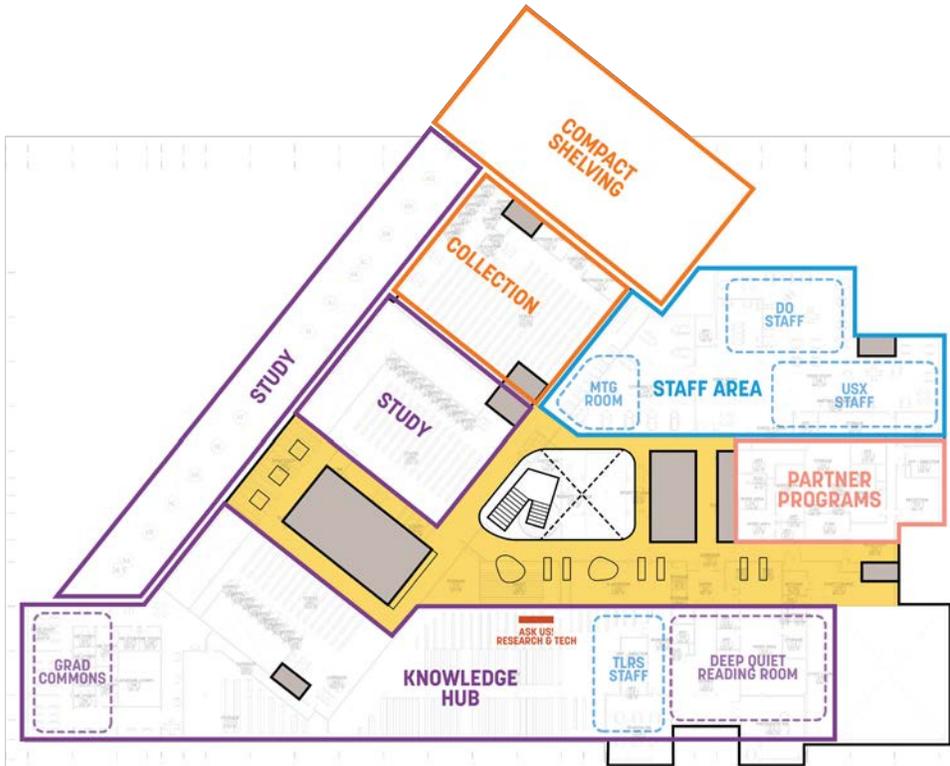


## Section Diagrams

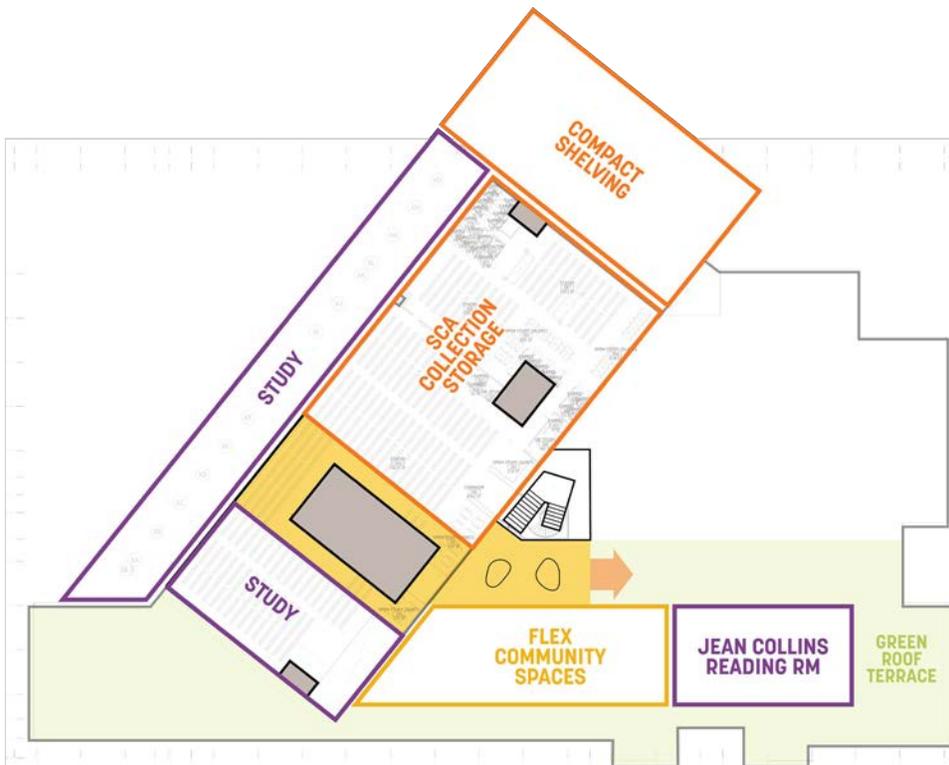


## Level 1

- Study/Services & Programs
- Collection
- Staff
- Community
- Partner
- Circulation/Seating/Curated Collection



Level 2



Level 3

# ASPIRATIONAL LIBRARIES

Mary Idema Pew Library, Grand Valley State University



University Library, Georgia State University



**Tutt Library, Colorado College**



**Auraria Library, Metro State University of Denver**



**OF THE**

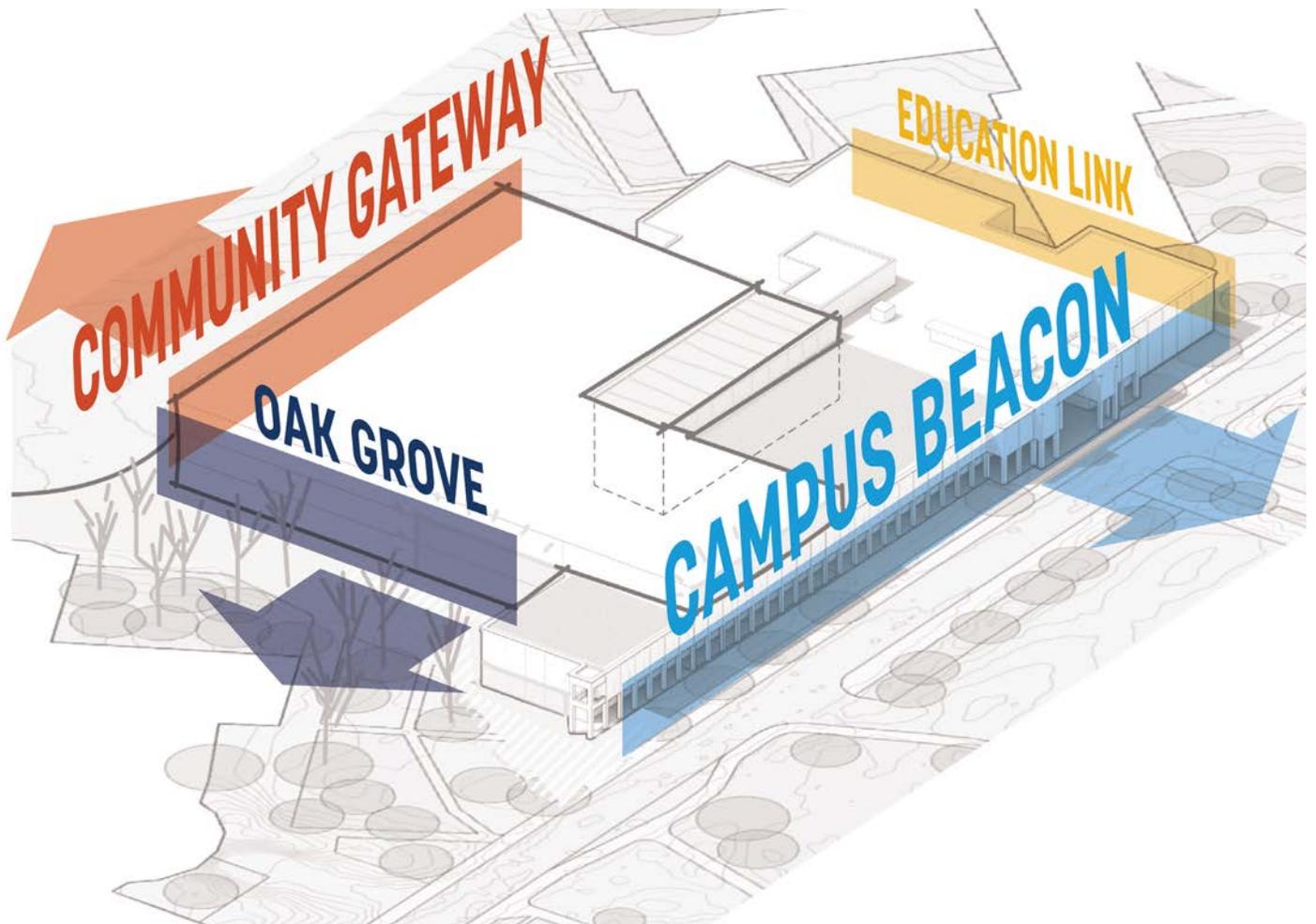
**LAND**

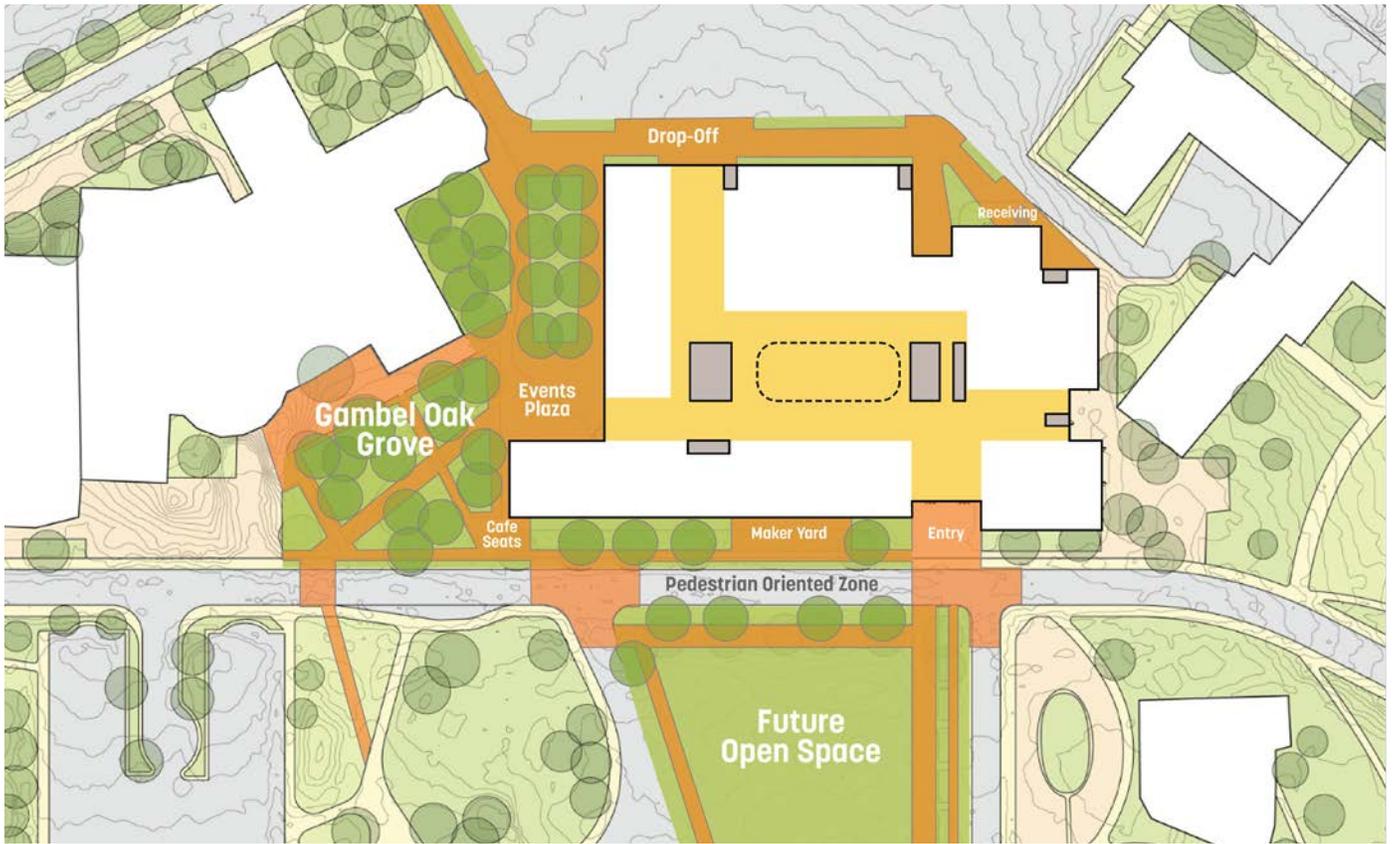


Cline Library's site is a crucial and integrated component of the Library Master Plan. The site recommendations should be considered a starting point for a design that honors the indigenous land on which the library sits and re-imagines the library as an activator for campus open spaces and as a beacon for both the campus and the surrounding Flagstaff community. All of this can be achieved with a design that is responsive and sensitive to the landscape and ecology of the Colorado Plateau. (Images courtesy of the NAU Special Collections & Archives)

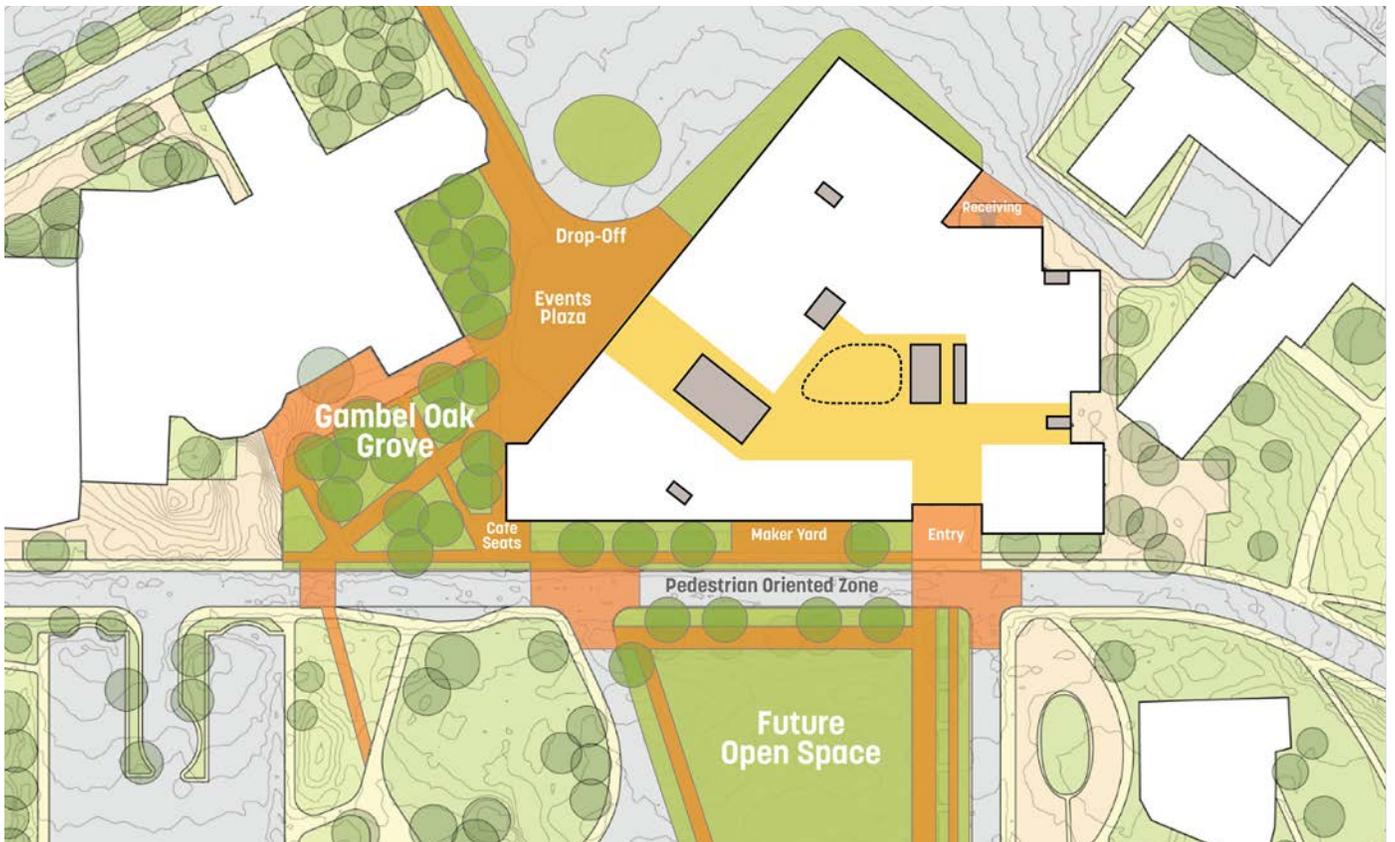
# Site Relationships

Cline Library sits at an intersection of open space types near the campus core. Each facade can respond to the unique relationship to the surrounding site.





**Option 1: Conceptual Site Plan**



**Option 2: Conceptual Site Plan**

**PATHWAYS**

**TO**

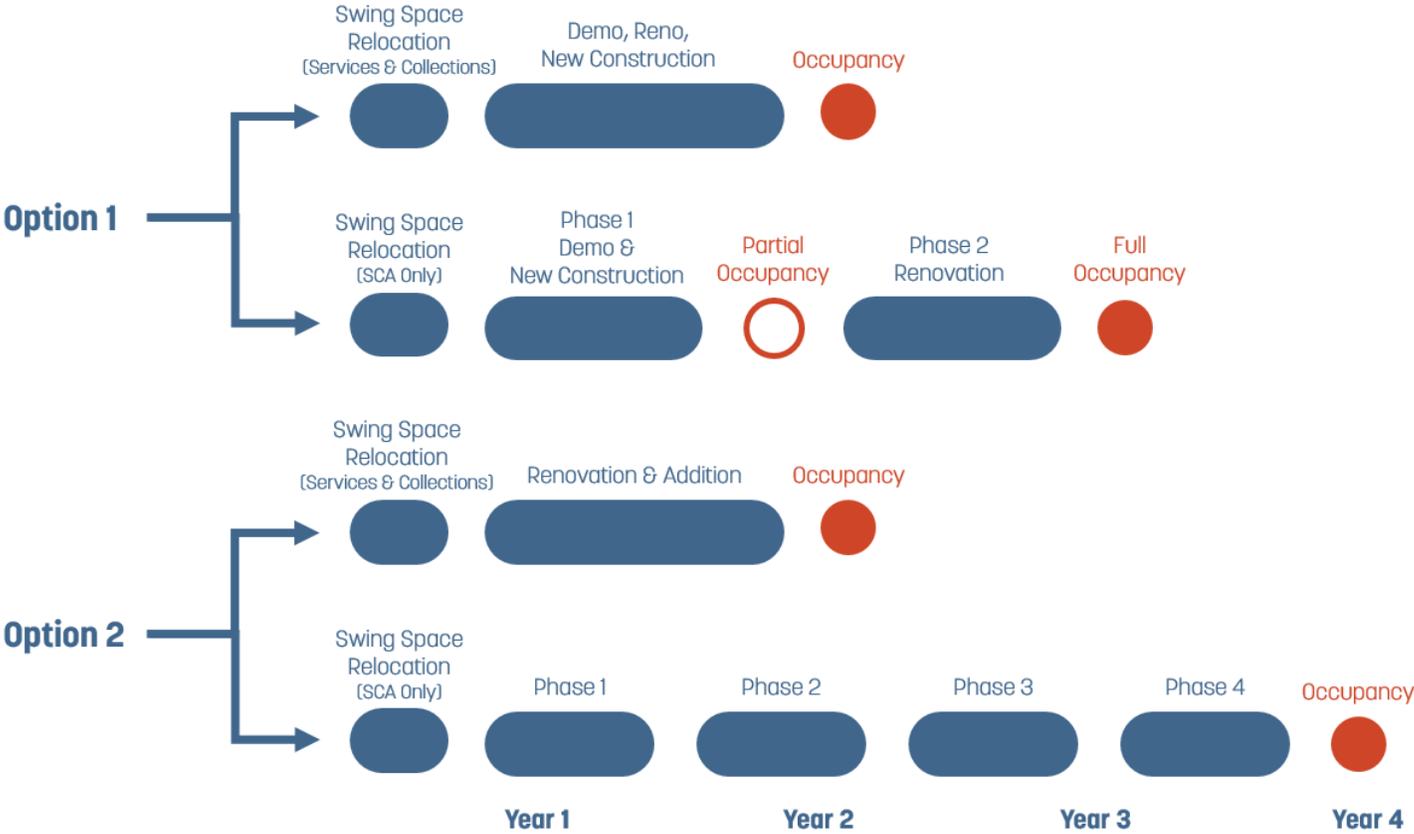
**IMPLEMENTATION**



# Evaluation Criteria

	<b>Option 1: Demo &amp; New</b>	<b>Option 2: Reno &amp; Expand</b>
<b>Future Flexibility</b>	<ul style="list-style-type: none"> <li>Greater future flexibility due to alignment of structural grid and floor to floor heights</li> </ul>	<ul style="list-style-type: none"> <li>Limited future flexibility due to awkward relationships between building wings</li> </ul>
<b>Phasing &amp; Duration</b>	<ul style="list-style-type: none"> <li>Shorter duration, lends itself to single phase</li> </ul>	<ul style="list-style-type: none"> <li>Longer duration, lends itself to multi-phased implementation</li> </ul>
<b>Library Services &amp; Operations Impact</b>	<ul style="list-style-type: none"> <li>Further planning required</li> <li>Includes possibility of partial/full Library Services and Staff temporary relocation</li> </ul>	
<b>Collections Impact</b>	<ul style="list-style-type: none"> <li>SCA collections relocated during construction; Possibly general collections as well</li> </ul>	<ul style="list-style-type: none"> <li>SCA collections relocated during construction; general collections likely remain in the building</li> </ul>
<b>Cost</b>	<ul style="list-style-type: none"> <li>Comparable to Opt 2; Requires large capital funding at onset</li> </ul>	<ul style="list-style-type: none"> <li>Comparable to Opt 1; Could be implemented in "bite-sized" phases</li> </ul>
<b>Sustainability</b>	<ul style="list-style-type: none"> <li>Customized and forward looking approach to sustainability</li> </ul>	<ul style="list-style-type: none"> <li>Limited by need to retrofit existing wings. Maintains embodied carbon of 1960/80s wings</li> </ul>
<b>Program Fit</b>	<ul style="list-style-type: none"> <li>Both options accommodate all Core Program Elements and high priority Supporting Program Elements</li> </ul>	

# Phasing Scenarios



# Summary of Costs

	Option 1	Option 2	Option 3
<b>Estimated Net Cost</b>	\$53.5M	\$47.7M	
<b>Margins &amp; Adjustment<sup>1</sup></b>	\$29.8M (35%)	\$33.0M (40%) <sup>2</sup>	
<b>Escalation (Q3 '22)</b>	\$6.1M	\$5.8M	
<b>Construction Cost</b>	\$89.4M	\$86.7M	\$110M
<b>GSF</b>	268,593	262,251	~265,000
<b>Construction Cost/SF</b>	\$333	\$330	~\$415

1. Includes 15% design and cost estimating contingency
2. Includes \$4.8M (10% of construction cost) for phasing (temporary walls/MEP/protection of extg. conditions)

# Other Planning Considerations

Several considerations were identified during the Cline Library Master Plan process that require further study, likely as a part of the planned upcoming campus-wide master plan process:

- Children's Collection
  - Children and Young Adult Studies Center in Cline Library
    - Proposed by College of Arts and Letters, College of Education that houses existing collection, Honors College
    - A shared vision for "...library space dedicated to the support of NAU's expanding children's and young adult research, reading, and pedagogical work."
    - Collection, event, and instructional space
- Faculty 'Center of Excellence'
  - Expand on the Faculty Professional Development program with spaces for faculty to learn about and experiment with new pedagogies and technologies
- Non-Library Collections Storage (art and artifacts)
  - Consider shared collections storage for other kinds of collections across the university
    - Careful consideration would need to be given to cultural issues, preservation and conservation work and environments, access, etc.
- Parking
- Childcare

# APPENDIX

The following documents are included in a separate electronic appendix:

**01 Conceptual Cost Estimates**

**02 MyLibrary Survey Results**

**03 Work Session Presentations & Notes**

**04 Library Planning Materials**



