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Programming Guide - 333 Golden Gate

MKThink

UC HASTINGS COLLEGE OF THE LAW

333 Golden Gate **Programming Guide**

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MKTHINK

2015

UC HASTINGS

333 Golden Gate Ave.
Programming Document

2015

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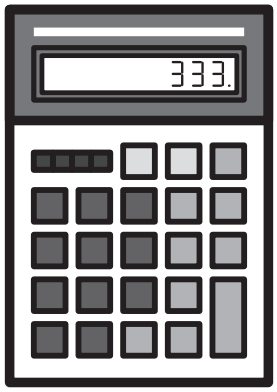
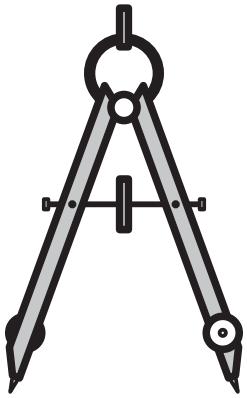
METHODOLOGY

The Programming Guide is divided into four primary sections and two appendices. The four primary sections are described below:



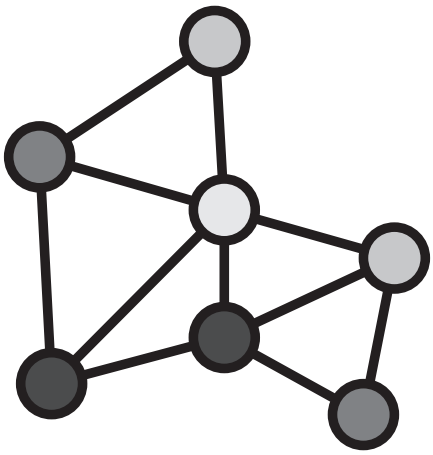


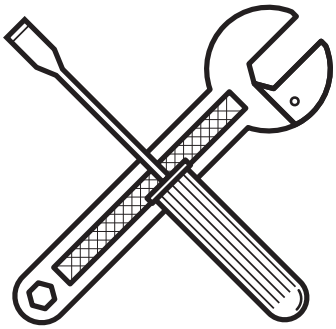
1. QUANTITATIVE PROGRAM

The first section includes a comprehensive space program for the new academic facility. Specific program specifications for programmatic functions can be found in sections two and three.

2. DESIGN STANDARDS

Section two contains specific design standards for the core programs in the new academic facility at 333 Golden Gate Ave. Each section includes furniture, technology, utilities, materials/finishes, and diagrams for each program. Please refer to appendices for further information.





3. FUNCTIONAL REQUIREMENTS

A few programs and functions have been directly earmarked for inclusion into the new academic facility. Section three contains specific design guidelines and standards for those programs and functions.

4. BUILDING REQUIREMENTS

The fourth section contains information about the building as a whole. Such as: how the building should fit into the larger campus; how programs should be dispersed throughout the building; and specific recommendations for building systems and sustainability measures.

333 Golden Gate Ave by the numbers.

The first section includes a comprehensive space program for the new academic facility. Specific program specifications for programmatic functions can be found in sections two and three.

01

Quantitative Program

QUANTITATIVE
PROGRAM TOTAL

The quantitative program addresses the allocation of the building square footage across identified room and space types. The primary goal of the quantitative program is to provide a replacement for all programs currently housed in 198 McAllister that are being displaced. Detailed information regarding specific department, program allocations, and adjacencies are addressed in Sections 2 and 3 of this document.

The quantitative program is broken down into two sections:

- Shared Space (e.g. classrooms, meeting rooms, and lounges)
- Dedicated Space (e.g. offices)

	ASF	% of Building GSF
SHARED SPACE	**25,047**	**43.6%**
Instruction	**17,787**	**31.0%**
Classrooms	15,567	27.1%
Study Space	2,220	3.9%
Interaction	**7,260**	**12.6%**
Community Space	2,900	5.1%
Faculty. Staff, & Students	3,335	5.8%
Conference Center Support	1,025	1.8%

DEDICATED SPACE	**11,519**	**20.1%**
Office Spaces	**9,519**	**16.5%**
Faculty Offices	2,640	4.6%
Clinical Programs	3,872	6.7%
Advancement and Alumni	1,161	1.9%
General Counsel	559	1.0%
Experiential Programs	444	0.8%
CNDR	543	0.9%
ASUCH	300	0.5%
User Support	**2,000**	**3.5%**
Administrative Support	250	0.4%
Additional Support	1,750	3.0%

	ASF	% of Building GSF
SUB TOTAL	**36,566**	**63.6%**
BUILDING LOAD	22,968	40.0%
PROGRAM TOTAL	**59,534**	**103.7%**
Building GSF	*57,420*	*100.0%*
Remainder	*-2,114*	*-3.7%*

QUANTITATIVE
SHARED SPACE

The “shared space” in the new building consist of the programs and space that are not directly assigned to a specific department or stakeholder group. This space is for the benefit of the UC Hastings’ community as a whole and is intended to be utilized by all.

The “shared space” is broken down into two basic categories, instruction and interaction:

- Instructional space encompasses classrooms and study spaces. This space the largest single programmatic component of the new building at 44-percent of the building’s gross square footage.
- Interaction space is composed of public mixing or community space. This is the space where students, faculty, staff, and community members interact with one another outside of their dedicated space. It includes lounges, student organization spaces, meeting rooms, and support space for conference center functionality.

	Quantity	Unit Area (sf)	ASF	Target Capacity
INSTRUCTION			**17,787**	
Classrooms	**12**		**15,567**	**615**
S Classroom*	7	750	5,250	175
M Classroom	0	1,125	0	0
L Classroom	4	1,993	7,972	340
XL Classroom	1	2,345	2,345	100
Study Space	**-**		**2,220**	**84**
Open Student Study	-	-	1,500	60
S Breakout	0	360	0	0

INTERACTION			**7,260**	
Community Space			**2,900**	
Lounge/Hub	-	-	1,250	50
Student Org Space	-	-	1,650	-
Faculty, Staff, & Students			**3,335**	
Colloquium Room	1	875	875	35
Phone Booth	5	60	300	10
Small Meeting Room	8	180	1,440	48
Large Meeting Room	2	360	720	24
Conference Center Support			**1,025**	
A/V Support	1	75	75	-
Catering Staging Area	1	400	400	-
Coat Room	1	150	150	-
Event Storage	1	400	400	-

	ASF	% of Building GSF
SHARED TOTAL	**25,047**	**43.6%**

QUANTITATIVE
DEDICATED SPACE

The “dedicated space” in the new building consist of the programs and space that are directly assigned to a specific department or stakeholder group. For the most part, this space is the domain of a specific faculty, staff, or students and are not regularly utilized by the general UC Hastings’ population.

The “dedicated space” is broken down into two basic categories, admin space and user support space:

- Admin space is office space that is dedicated to a specific department or program. In most cases, departmental space is some combination of offices, workstations, meeting rooms, and storage. Unless otherwise noted, each of these spaces should be dedicated to a specific stakeholder group/department; however, in some cases, interaction space (such as meeting rooms) should be made accessible to the general population to maximize programmatic efficiencies and improve spatial utilization. Please refer to the Functional Requirements in Section 3 for specifics about individual departments.
- User support space is secondary space that directly supports user needs. This space is primarily composed of storage and copy rooms.

	Quantity	Unit Area (sf)	ASF	Office Capacity
ADMIN SPACE			**9,519**	**76**
Faculty Offices	**16**		**2,640**	**16**
Private 1	16	165	2,640	16
Clinical Programs	**47**		**3,872**	**38**
Private 1	9	165	1,485	9
Private 2	3	100	300	3
Open 2	3	64	192	3
Flex	23	25	575	23
Storage	1	50	50	-
Copy	1	50	50	-
Reception	1	100	100	-
Small Meeting Room	3	180	540	18
Large Meeting Room	1	360	360	12
Kitchen/Break	1	100	100	4
Resource Library	1	120	120	6
Advancement and Alumni	**13**		**1,161**	**12**
Private 1	1	165	165	1
Private 2	4	100	400	4
Open 1	3	80	240	3
Open 2	4	64	256	4
Storage	1	100	100	-
General Counsel	**5**		**559**	**3**
Private 1	1	165	165	1
Private 2	1	100	100	1
Open 2	1	64	64	1
Storage	1	50	50	-
Small Meeting Room	1	180	180	6
Externships & Pro Bono	**4**		**444**	
Private 1	2	165	330	2
Open 2	1	64	64	1
Storage	1	50	50	-
CNDR	**6**		**543**	**4**
Private 1	1	165	165	1
Private 2	1	100	100	1
Open 2	2	64	128	2
Reception	1	100	100	-
Storage	1	50	50	-

Continued on next page

QUANTITATIVE
DEDICATED SPACE

Continued

ASUCH	**1**		300	**-**
ASUCH Office	1	300	300	-

	Quantity	Unit Area (sf)	ASF	Office Capacity
USER SUPPORT			**1,900**	
Administrative Support	**5**		**250**	
Copy	5	50	250	-
Additional Support Spaces			**1,650**	
Technology Storage	1	150	150	-
Lockers	-	-	1,500	-

	ASF	% of Building GSF
DEDICATED TOTAL	**11,519**	**20.1%**

QUANTITATIVE
ACADEMIC PROGRAM

CLASSROOM TYPES

CLASSROOM TYPE	TARGET CAPACITY	AREA (SF)
S Classroom	25	750
M Classroom	45	1,125
L Classroom	85	1,993
XL Classroom	100	2,345

THE ACADEMIC PROGRAM

This page contains the future academic program for the new academic facility at 333 Golden Gate Avenue. The final program was arrived at by synthesizing findings from the 2015 Utilization and Occupancy Study, the classroom design standards, and extensive feedback from UC Hastings' faculty, students, and staff.

Replacement for classrooms in 198 McAllister are achieved by adding additional classrooms to 200 McAllister in addition to 333 Golden Gate.

198 MCALLISTER REPLACEMENT

	198 MCALLISTER	200MCALLISTER	333 GOLDEN GATE
S	10	+7	7
M	-	+2	0
L	1	-	4
XL	6	-	1
Total	17	+9	12
Area (sf)	17,897	7,500	15,567
Cap.	874	265	615

FUTURE INVENTORY BY BUILDING

	100 MCALLISTER	200MCALLISTER	50 HYDE	333 GOLDEN GATE	TOTAL
S	1	9	-	7	**17**
M	-	3	1	0	**4**
L	-	-	-	4	**4**
XL	-	-	3	1	**4**
Total	1	12	4	12	**29**
Area (sf)	396	10,006	6,444	15,567	**32,767**
Cap.	20	343	364	615	**1,342**

FUTURE INVENTORY BY ROOM

	ROOM NUMBER	BUILDING	TARGET CAPACITY	CLASSROOM TYPE	AREA (SF)
100 McA	404	100 McA	20	S	396
200 McAllister	620A	200 McA	20	S	603
	620B	200 McA	20	S	613
	640	200 McA	38	M	1,290
	s_1	200 McA	25	S	750
	s_2	200 McA	25	S	750
	s_3	200 McA	25	S	750
	s_4	200 McA	25	S	750
	s_5	200 McA	25	S	750
	s_6	200 McA	25	S	750
	s_7	200 McA	25	S	750
	m_1	200 McA	45	M	1,125
	m_2	200 McA	45	M	1,125
50 Hyde	M120	50 Hyde	32	M	1,041
	F	50 Hyde	100	XL	1,726
	G	50 Hyde	116	XL	1,835
	H	50 Hyde	116	XL	1,842
	MCR*	50 Hyde	96	XL	1,947
333 Golden Gate	s_1	333 Golden Gate	25	S	750
	s_2	333 Golden Gate	25	S	750
	s_3	333 Golden Gate	25	S	750
	s_4	333 Golden Gate	25	S	750
	s_5	333 Golden Gate	25	S	750
	s_6	333 Golden Gate	25	S	750
	s_7	333 Golden Gate	25	S	750
	l_1	333 Golden Gate	85	L	1,990
	l_2	333 Golden Gate	85	L	1,990
	l_3	333 Golden Gate	85	L	1,990
	l_4***	333 Golden Gate	85	L	1,990
	xl_1	333 Golden Gate	100	XL	2,345

**The MCR in the 50 Hyde Annex is not included in the academic program calculations*

***Two Small classrooms will be located adjacent to clinical programs in order to replicate existing adjacencies in 100 McAllister.*

****Can be divided into two medium classrooms*

Design standards for classrooms, offices, and meeting spaces.

Section two contains specific design standards for the core programs in the new academic facility at 333 Golden Gate Ave. Design standards include furniture, technology, utilities, materials/finishes, and diagrams for each program. Please refer to appendices for further information.

02

Design Standards

CLASSROOMS DESIGN STANDARDS

INTENT

To facilitate and promote effective classroom-based learning.

To provide adequate flexibility to allow for a range of teaching styles.

To accommodate a variety of audio/visual presentations and interactive teaching technologies.

To optimize the use of space through classroom environments designed to accommodate specific ranges of class sizes.

DESIGN CRITERIA

Aspect ratio should not exceed 3:2

Slab to slab partitions with sound insulation to maximize acoustic qualities

Visibility into classrooms through clear and obscured glass.

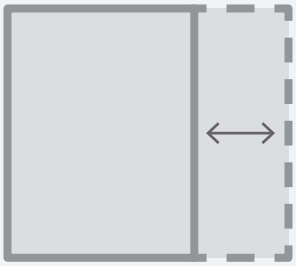
- Side lites and/or lite in door

Prioritize natural light in classrooms over other space types; specifically in small and medium classrooms; windows should be operable wherever feasible

Dimmable and pre-programmed lighting with assigned “lighting zones” to optimize room flexibility and improve visibility (eg. disable light fixtures at projection screen)

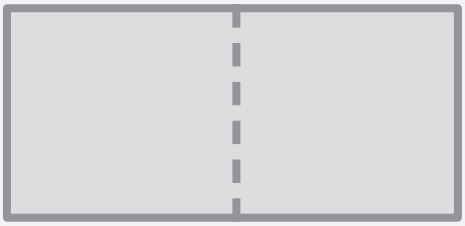
Smaller classrooms should use furniture that is movable for quick reconfigurations; larger classrooms should consider tiering during the design phase and should provide a variety of different learning environments that may include fixed seating

RECOMMENDED



Classrooms should range from a 1:1 aspect ratio for large rooms to a 3:2 aspect ratio for small rooms in order to optimize communication

AVOID



Rooms exceeding a 3:2 aspect ratio result in long, thin spaces unsuitable for effective group interaction

Classroom with movable seating and multiple writing surfaces is ideally suited to flexible configurations

LIGHTING

Daylight is the ideal way to bring light into a space. It conserves energy and enhances the learning environment by creating a connection between indoor and outdoor spaces. Therefore, natural lighting is recommended as a supplement to indirect artificial lighting and should be prioritized in smaller classrooms. All artificial lighting needs to be zoned, dimmable, and programmed to maximize visibility with or without AV technology or projections. The controls themselves should be integrated with AV Technology using macros.

ACOUSTICS

The acoustical properties of a classroom are one of the most important factors contributing to its usage. Unwanted sound must not enter a classroom from adjoining spaces in order to preserve audible control for effective teaching experiences. At the same time, sound must reverberate appropriately within the room to ensure all students can hear the instructor, audio/visual media, and other students.

FURNITURE

Movable tables and chairs offer the greatest flexibility and comfort. They also allow for quick reconfigurations of the classroom by the instructor and students. Tablet chairs and fixed seating should be avoided due to their limiting proportions and lack of mobility that hinders flexible arrangements. Additional information regarding furniture type as related to classroom type identified in individual classroom description.

TECHNOLOGY

Today's classroom experience is constantly evolving as new technologies enter the classroom. However, those technologies are changing at an exponential rate. As a result, classroom technology needs to be modular, interoperable and employ open standards. In order to meet these conditions UC Hastings' classrooms will leverage wireless technologies, interactive flat panel displays, and ensure that AV technology has a minimal footprint in the room in order to ensure that classrooms work just as well with or without technology.

We expect that technology will continue to evolve in the next five years before any equipment is actually purchased for the new building. As such, we expect that these recommendations will be adapted as needed, and that faculty input will be solicited and considered during this process.

CLASSROOM TYPES

CLASSROOM TYPE	TARGET CAPACITY	AREA (SF)
S Classroom	25	750
M Classroom	45	1,125
L Classroom	85	1,993
XL Classroom	100	2,345

CLASSROOMS
FURNITURE

DESKS

Moveable and reconfigurable for XS, S, M, and some L (with partitions) sized classrooms

Classrooms should have either single occupant or dual occupant desks as indicated in the classroom description:

- Single: 29”h trapezoidal tables that seat one
- Dual: 24” x 60” rectangular tables that seat two

Desks should not have modesty panels to allow for group work and for students to sit on both sides of a desk; maximizes flexibility

Faculty can use a student desk (no need for a different style)

Moveable desks do not have built-in surface electrical outlets (would conflict with desire for flexibility)

Fixed for L (non-partitioned) and XL sized classrooms

Desks in back row of large classrooms should b standing height to accommodate sit/stand uses

CHAIRS

Moveable and reconfigurable

FACULTY PODIUM/LECTERN

Moveable and reconfigurable with power tether in order to plug into floor boxes or wall outlets

Needs to be functional for tech and non-tech use

Minimal in size (reduced storage space needed when not in use)

Standing height should be default, but height needs to be adjustable for ADA compliance and wheelchair accessibility

Mounted tablet control panel/display

- The goal is to combine the functions of control, monitor, computer, and digital marking/annotation into one display/ device
- Power tether will need to be plugged into floor box or wall outlet in order to power mounted tablet

Podium/lectern should have a drink holder in order to avoid spills/equipment damage

Podium should minimally obscure projection screens or whiteboards

TRIAL ADVOCACY CONFIGURATIONS

Three classrooms, 2 small and 1 large, should be designed to support trial advocacy configurations, which include moveable furniture pieces and dedicated technology.

Furniture:

- Judges Bench (single unless appellate court configuration needed)
- Witness Stand
- Counsel tables (fixed desk classrooms only)

CLASSROOMS
TOOLS + TECH

GENERAL

Classroom technologies should be reassessed during the design phase in order to ensure that new classrooms have the most up-to-date and future forward technologies

In general, back of the house technologies that the user will not directly interface with (such as switchers and amplification) should be housed in a main AV closet located on each floor of the building rather than within each classroom space

All rooms should have wireless video casting capabilities to permit content from user devices to be transmitted wirelessly to smart boards, projection screens, and/or flat panel displays

The entire building (including classrooms) will be Wi-Fi accessible

Allocations should be made fr a media closet space on each floor

TEACHING SURFACES

All displays and teaching surfaces need to be large enough that they can be seen from every part of a room

Whiteboards

- Should be located at the front of the room on the active teaching wall
  - Some rooms may have two active teaching walls (front and side of room) and may utilize a combination of whiteboards and idea paint
- Ability to use whiteboard and screens simultaneously in every room
- Should be magnetized so that teachers can hang learning materials directly on to the board
- Medium, Large, and Extra-Large rooms should have sliding whiteboards to maximize writing space
  - Idea paint can also be used to increase amount of whiteboard space in a classroom

Smart Boards

- Smaller classrooms should use flat panel displays with smart board capability
- When possible, these smart board displays should be an integrated unit (computer, interactive display,and camera such as a Microsoft Surface Hub)

Projection Screens

- User flat panel displays whenever feasible; use a projector only when needed in the larger classrooms
- Ceiling-mounted, motorized recessed screens
- Large and Extra-Large classrooms may utilize multiple projector screens in order to maximize visibility and student sight lines
  - Repeater LCD screens may be used as well (see flat panel displays below)

Flat Panel Displays

- Flat panel displays are preferred to projection; projectors should only be used in large and extra-large classrooms when necessary
- Use video-walls as feasible
- Medium, Large, and Extra-Larger rooms should use a multi-display projection system that use either multiple displays/ screens or one high resolution display/ screen for dragging images/documents/ windows in order to display different

CLASSROOMS
TOOLS + TECH *(cont.)*

content simultaneously

- Screens/displays must be large enough to be seen from the back; they should not obscure any whiteboard; and if possible, should not be obscured by a professor or speakers standing at the podium

VIDEO-WALL

Use video-walls as feasible

- A video-wall consists of multiple flat panel displays linked together to form one large screen. The price is competitive (as of 2015) versus projection and is expected to get cheaper
- Use flat panel displays when possible due to improved uniform brightness and resolution of image, reliability, and cost as compared to projectors

PROJECTOR

Large and extra-large classrooms may utilize ceiling-mounted projectors, however, video walls are preferred.

COMPUTER

In larger classrooms, the preferred option is to combine the functions of a computer, control, monitor, and digital marking/annotation into one display/device. This device can be mobile and wireless, such as a wireless tablet stored in a locked drawer, or wired and mounted on the faculty podium/lectern, or attached to a wall on an adjustable mount

In Small and Extra Small classrooms integrated units with marking capabilities, such as the Microsoft Surface Hub, should be used in order to combine classroom technologies into a single unit

AUDIO

Speakers integrated in ceiling or wall-mounted speakers

Larger classrooms should have tools to improve audibility and lecture recording when needed

- Wireless microphones will be available for professors who need/prefer
- Hanging microphones for lecture capture
- Separate speaker channels for PA and program (computer playback)

VIDEO-CONFERENCING TOOLS

Video conferencing capabilities should be part of the basic package in the form of a software codec (Skype, Google Hangouts, etc.) since there is no need to install expensive hardware based systems in every room

LECTURE-RECORDING TOOLS

All classrooms should have audio, video, and screen capture capability

Dual systems, one for ADA accommodation that is automatically scheduled, and one for make-up/review sessions that is controlled locally, should be considered

CLOCK/TIMER

A clock/timer should be installed on the lectern/podium

PHONE

Classrooms should have a phone for security and communication

CLASSROOMS
TOOLS + TECH *(cont.)*

POWER AND DATA

Wi-Fi should be provided in an accessible location with uninterrupted line of sight to all areas of the classroom

When feasible, there should be sufficient electrical outlets for every seat, whether by fixed work benches (in large and extra-large rooms) or floor boxes (when using movable furniture)

LIGHTING

Dimmable and pre-programmed lighting with assigned “lighting zones” to optimize room flexibility and improve visibility (eg. A/B lighting to correspond with AV setup)

Every classroom should have individualized controls

Natural white LED lighting (3500k is recommended)

Classrooms with access to natural light should have electronically control shades to maintain AV quality

TRIAL ADVOCACY CONFIGURATIONS

Three classrooms should be designed to support trial advocacy configurations, which include moveable furniture pieces and dedicated technology.

Technology:

- microphones at judge’s bench, witness stand, and counsel tables
- amplification and speakers
- audio recording
- fixed video cameras (optional)
- video capture equipment (optional)

CLASSROOMS
UTILITIES

ACOUSTICS

Rooms should be acoustically isolated; need to hear everyone from every part of the room without echoes and with minimal acoustic interference

Volume of computer audio needs to be adjustable and speaker placement should provide clear and distributed sound

Acoustic wall and/or ceiling panels should be utilized when needed to improve acoustics

Glass used for storefronts and side lighting should be acoustically treated

CLIMATE

All rooms should be climate controlled

Heat and air conditioning should be evenly distributed throughout the room

Should be linked to the rooms/facilities scheduling system to adjust based around schedule and use, however should also be adjustable on an individual classroom basis as needed

WASTE

One trash and recycle bin per room dependent on room capacity

Additional trash, recycling, and compost bins should be located in hallways adjacent to classrooms in order to avoid promoting and discourage eating in classrooms

STORAGE

A need to store small items like dry erase markers and erasers; otherwise, storage within the classrooms is not a major concern

CLASSROOMS
MATERIALS + FINISHES

WALLS

Walls should be made of recycled or sustainably produced materials that are easily cleaned without excessive chemicals or fresh water

If desired, wainscot should be used to protect wall surfaces, provided they are made from recycled or sustainably-sourced woods

Paint colors should be light and calming

In smaller classrooms one wall should be painted with Idea Paint in order to create an interactive and dynamic whiteboard space within the room

WINDOWS

Classrooms should be provided with natural light and fresh air whenever possible

All windows should have operable blinds or shades

Door openings should have small adjacent glass vision panels

FLOORING

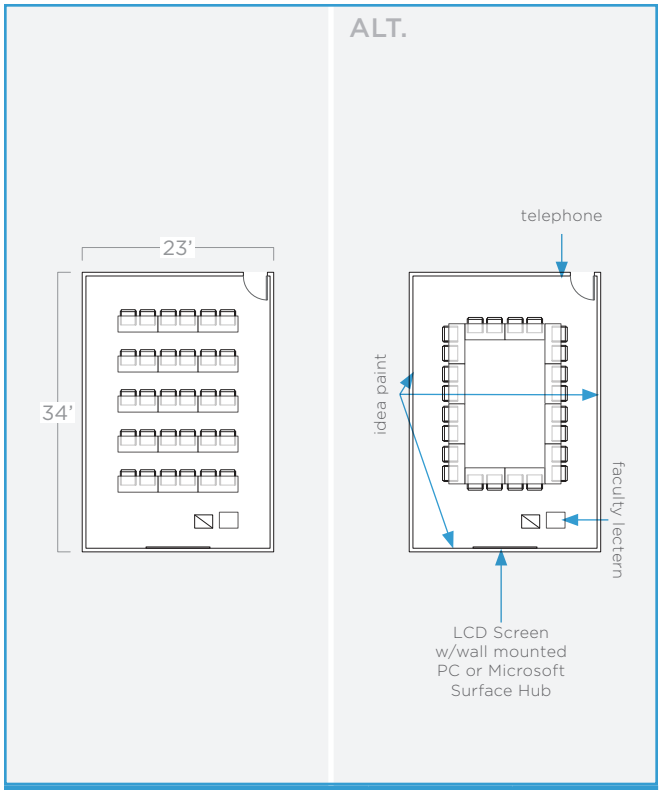
Carpet tiles will be made from recycled materials

CEILING

Ceilings treatments should primarily support classroom acoustics

Appropriately sized classrooms should use ceiling-recessed projectors and projector screens

CLASSROOMS
SMALL



CLASSROOM TYPE	TARGET CAPACITY	AREA (SF)
S Classroom	25	750

DESIGN INTENT

Small classrooms are the ideal seminar room. With a target capacity of 25, mobile two person desks, and two active teaching walls, the room can be easily reconfigured to accommodate numerous arrangements ranging from: standard lecture (pictured), breakout groups, or roundtable discussions.

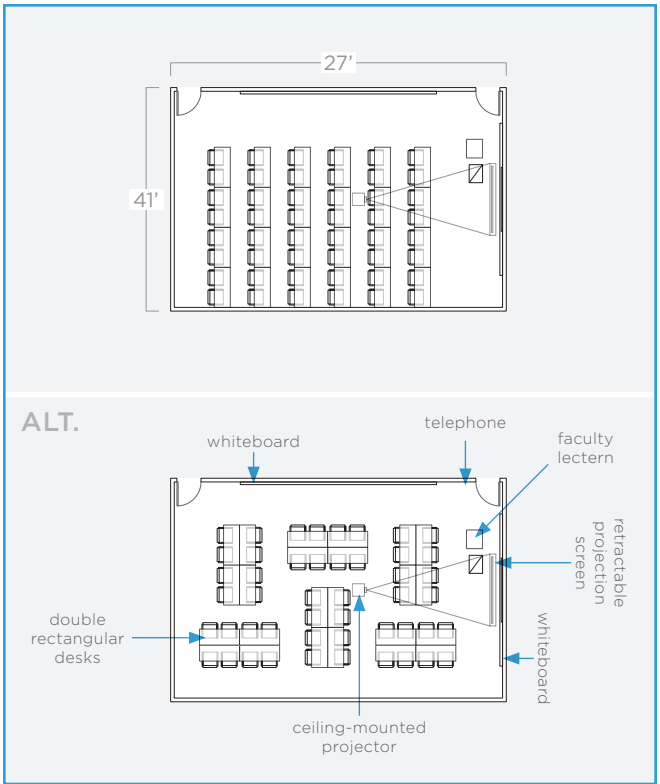
CLASSROOM FURNITURE + FINISHES

CLASSROOM TYPE	DESK TYPE	AV PODIUM	FACULTY LECTERN	WHITE BOARD	IDEA PAINT
S Classroom	double	X	X		X

CLASSROOM TECHNOLOGY

CLASSROOM TYPE	PROJECTOR/ VIDEO WALL	FLAT PANEL DISPLAY OR MICROSOFT HUB	COMPUTER	TOUCH PANEL	PROGRAMED LIGHTING ZONES	AV LECTURE RECORDING
S Classroom		X	X	X	X	X

CLASSROOMS
MEDIUM



CLASSROOM TYPE	TARGET CAPACITY	AREA (SF)
M Classroom	45	1,125

DESIGN INTENT

Medium classrooms are ideal for mid-sized lectures. They provide a flexible environment that can easily be reconfigured to accommodate lectures, discussions, or breakout groups.

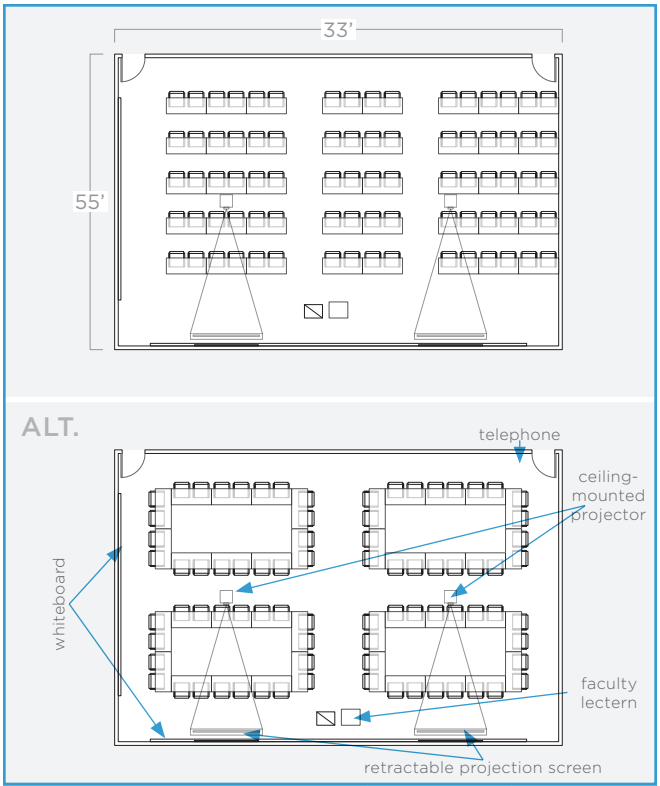
CLASSROOM FURNITURE + FINISHES

CLASSROOM TYPE	DESK TYPE	AV PODIUM	FACULTY LECTERN	WHITE BOARD	IDEA PAINT
M Classroom	double	X	X	X	

CLASSROOM TECHNOLOGY

CLASSROOM TYPE	PROJECTOR/ VIDEO WALL	FLAT PANEL DISPLAY OR MICROSOFT HUB	COMPUTER	TOUCH PANEL	PROGRAMED LIGHTING ZONES	AV LECTURE RECORDING
M Classroom	X		X	X	X	X

CLASSROOMS
LARGE



CLASSROOM TYPE	TARGET CAPACITY	AREA (SF)
L Classroom	85	1,993

DESIGN INTENT

Large classrooms are intended for traditional lectures or presentations in which the target capacity of 85 is often focused on a single point in the front of the room. However, the movable furniture allows for easy reconfiguration for group breakouts.

While the room's aspect ratio optimizes sight lines and audibility, movable risers can be incorporated into the design. Additionally, tiering should be considered for large classrooms during the architectural design phase.

Large classrooms should come in a variety of layouts to maximize variety and accommodate various teaching preferences. Some layouts to consider are: active learning environment with movable furniture, tiered fixed seating, and u-shaped desk layouts to mimic the layout in existing rooms J and K in 198 McAllister.

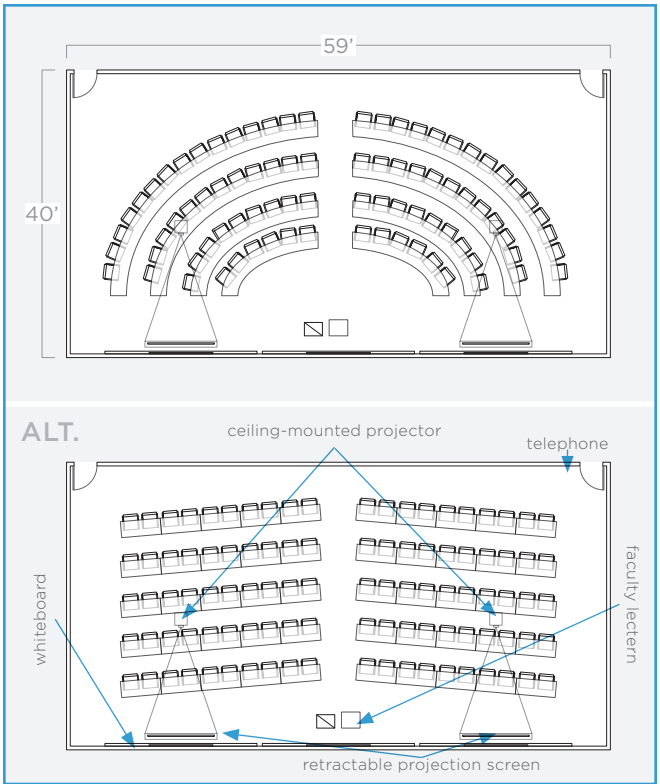
CLASSROOM FURNITURE + FINISHES

CLASSROOM TYPE	DESK TYPE	AV PODIUM	FACULTY LECTERN	WHITE BOARD	IDEA PAINT
L Classroom	double	X	X	X	

CLASSROOM TECHNOLOGY

CLASSROOM TYPE	PROJECTOR/ VIDEO WALL	FLAT PANEL DISPLAY OR MICROSOFT HUB	COMPUTER	TOUCH PANEL	PROGRAMED LIGHTING ZONES	AV LECTURE RECORDING
L Classroom	X		X	X	X	X

CLASSROOMS
EXTRA-LARGE



CLASSROOM TYPE	TARGET CAPACITY	AREA (SF)
XL Classroom	100+	2,345

DESIGN INTENT

Similar to large classrooms, extra-large classrooms are intended for traditional lectures, presentations, or large test groups. Fixed furniture solutions should be considered for all classrooms of this size.

While the room's aspect ratio optimizes sight lines and audibility, movable risers can be incorporated into the design.

CLASSROOM FURNITURE + FINISHES

CLASSROOM TYPE	DESK TYPE	AV PODIUM	FACULTY LECTERN	WHITE BOARD	IDEA PAINT
XL Classroom	double	X	X	X	

CLASSROOM TECHNOLOGY

CLASSROOM TYPE	PROJECTOR/ VIDEO WALL	FLAT PANEL DISPLAY OR MICROSOFT HUB	COMPUTER	TOUCH PANEL	PROGRAMED LIGHTING ZONES	AV LECTURE RECORDING
XL Classroom	X		X	X	X	X

CLASSROOM FURNITURE + FINISHES

CLASSROOM TYPE	DESK TYPE	AV PODIUM	FACULTY LECTERN	WHITE BOARD	IDEA PAINT
S Classroom	double	X	X		X
M Classroom	double	X	X	X	
L Classroom	double	X	X	X	
XL Classroom	double	X	X	X	

CLASSROOM TECHNOLOGY

CLASSROOM TYPE	PROJECTOR/ VIDEO WALL	FLAT PANEL DISPLAY OR MICROSOFT HUB	COMPUTER	TOUCH PANEL	PROGRAMED LIGHTING ZONES	AV LECTURE RECORDING
S Classroom		X	X	X	X	X
M Classroom	X		X	X	X	X
L Classroom	X		X	X	X	X
XL Classroom	X		X	X	X	X

ACADEMIC PROGRAM SUMMARY

CLASSROOM TYPES

CLASSROOM TYPE	TARGET CAPACITY	AREA (SF)
S Classroom	25	750
M Classroom	45	1,125
L Classroom	85	1,993
XL Classroom	100	2,345

THE ACADEMIC PROGRAM

This page contains the future academic program for the new academic facility at 333 Golden Gate Avenue. The final program was arrived at by synthesizing findings from the 2015 Utilization and Occupancy Study, the classroom design standards, and extensive feedback from UC Hastings' faculty, students, and staff.

198 MCALLISTER REPLACEMENT

	198 MCALLISTER	200MCALLISTER	333 GOLDEN GATE
S	10	+7	7
M	-	+2	0
L	1	-	4
XL	6	-	1
Total	17	+9	12
Area (sf)	17,897	7,500	15,567
Cap.	874	265	615

FUTURE INVENTORY BY BUILDING

	100 MCALLISTER	200MCALLISTER	50 HYDE	333 GOLDEN GATE	TOTAL
S	1	9	-	7	**17**
M	-	3	1	0	**4**
L	-	-	-	4	**4**
XL	-	-	3	1	**4**
Total	1	12	4	12	**29**
Area (sf)	396	10,006	6,444	15,567	**32,767**
Cap.	20	343	364	615	**1,342**

FUTURE INVENTORY BY ROOM

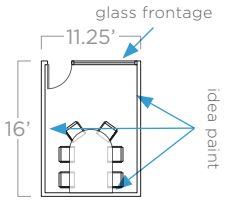
	ROOM NUMBER	BUILDING	TARGET CAPACITY	CLASSROOM TYPE	AREA (SF)
100 McA	404	100 McA	20	S	396
200 McAllister	620A	200 McA	20	S	603
	620B	200 McA	20	S	613
	640	200 McA	38	M	1,290
	s_1	200 McA	25	S	750
	s_2	200 McA	25	S	750
	s_3	200 McA	25	S	750
	s_4	200 McA	25	S	750
	s_5	200 McA	25	S	750
	s_6	200 McA	25	S	750
	s_7	200 McA	25	S	750
	m_1	200 McA	45	M	1,125
	m_2	200 McA	45	M	1,125
50 Hyde	M120	50 Hyde	32	M	1,041
	F	50 Hyde	100	XL	1,726
	G	50 Hyde	116	XL	1,835
	H	50 Hyde	116	XL	1,842
	MCR*	50 Hyde	96	XL	1,947
333 Golden Gate	s_1	333 Golden Gate	25	S	750
	s_2	333 Golden Gate	25	S	750
	s_3	333 Golden Gate	25	S	750
	s_4	333 Golden Gate	25	S	750
	s_5	333 Golden Gate	25	S	750
	s_6	333 Golden Gate	25	S	750
	s_7	333 Golden Gate	25	S	750
	l_1	333 Golden Gate	85	L	1,990
	l_2	333 Golden Gate	85	L	1,990
	l_3	333 Golden Gate	85	L	1,990
	l_4***	333 Golden Gate	85	L	1,990
	xl_1	333 Golden Gate	100	XL	2,345

**The MCR in the 50 Hyde Annex is not included in the academic program calculations*

***Two Small classrooms will be located adjacent to clinical programs in order to replicate existing adjacencies in 100 McAllister.*

****Can be divided into two medium classrooms*

BREAKOUT / STUDY
EXTRA-SMALL BREAKOUT



CLASSROOM TYPE	TARGET CAPACITY	AREA (SF)
XS Breakout	6	180

DESIGN INTENT

Extra-Small Breakout Rooms are designed for quick small-group brainstorm or quiet closed study sessions. The large table makes it an ideal space for quick impromptu meetings or laying out all your study materials. The idea paint walls (whiteboard surface) makes it an agile space that is equally well-equipped for studying, small meetings, or event planning. In addition to standard AV systems, all breakout rooms should include video-casting capabilities.

Adjacencies of the extra small breakout/ study rooms to student lounge and student organization space should be prioritized.

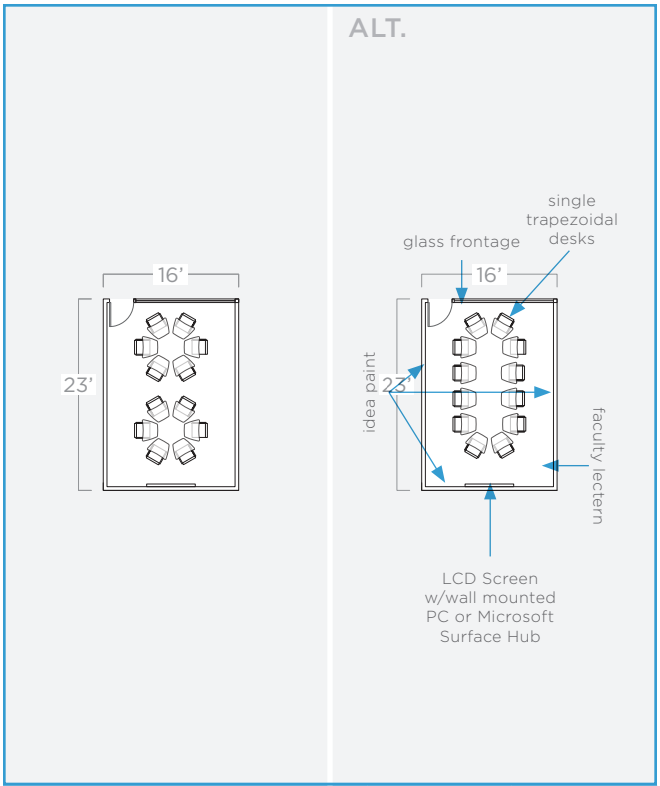
BREAKOUT FURNITURE + FINISHES

CLASSROOM TYPE	DESK TYPE	AV PODIUM	FACULTY LECTERN	WHITE BOARD	IDEA PAINT
XS Breakout	large table				**X**

BREAKOUT TECHNOLOGY

CLASSROOM TYPE	PROJECTOR/ VIDEO WALL	LCD SCREEN OR MICROSOFT HUB	COMPUTER	TOUCH PANEL	PROGRAMED LIGHTING ZONES	AV LECTURE RECORDING
XS Breakout						

BREAKOUT / STUDY
SMALL BREAKOUT



CLASSROOM TYPE	TARGET CAPACITY	AREA (SF)
S Breakout	12	360

DESIGN INTENT

Small Breakout Rooms are designed for small, interactive work sessions. The single movable desks allow for countless configurations with a focus on small group work. The idea paint walls (whiteboard surface) makes it an ideal room for small meetings or functional workshops.

Note: Small breakout rooms aren't included in this program, however, they should be considered for inclusion during the design phase. Adjacencies of the small breakout/ study rooms to student lounge and student organization space should be prioritized.

BREAKOUT FURNITURE + FINISHES

CLASSROOM TYPE	DESK TYPE	AV PODIUM	FACULTY LECTERN	WHITE BOARD	IDEA PAINT
S Breakout	single				X

BREAKOUT TECHNOLOGY

CLASSROOM TYPE	PROJECTOR/ VIDEO WALL	LCD SCREEN OR MICROSOFT HUB	COMPUTER	TOUCH PANEL	PROGRAMED LIGHTING ZONES	AV LECTURE RECORDING
S Breakout		X	X	X		

OFFICE DESIGN STANDARDS

INTENT

Administrative spaces should be designed to optimize flexible use of space that can adapt to changing staff levels, changing personnel type, and shifts in the nature of work being performed

To provide a variety of different types of spaces and working environments

To create functional, efficient workspaces for staff performing diverse tasks in a variety of settings

To foster collaboration and teamwork among members of each department

To convey workplace equality through equitable and consistent quality of space

DESIGN CRITERIA

Visibility into enclosed offices through translucent glass.

- Glass frontage and/or side lites

Natural light is preferred when space plan permits in open workstations and offices to maximize daylight harvesting and save electricity, and minimize artificial lighting; windows should be operable where possible

- Faculty offices must have access to natural light with operable windows
- Provide Zonal controls for ventilation and temperature where possible

Workstation should have overhead and office task lighting

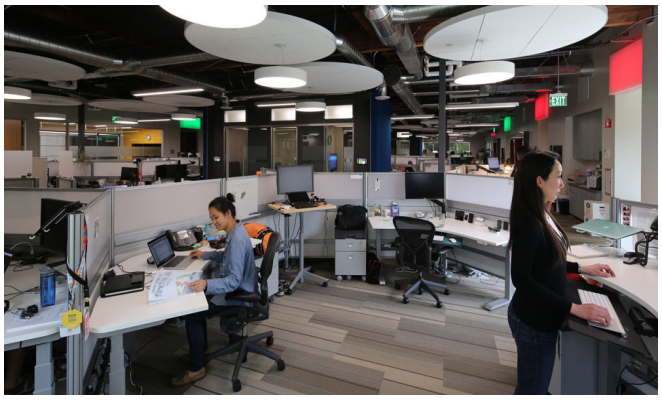
Office furniture should be modular for quick reconfiguration of offices and future flexibility

RECOMMENDED

Open offices that utilize transparent materials in order to improve penetration of natural light and office synergies/ communication.

AVOID

Open offices with limited access to natural light, lack of visibility, lack of shared space.



Open offices present the most flexible office arrangement and maximize penetration of natural light

LIGHTING

As human beings, we are highly responsive to multi-sensorial experiences. In the workplace, access to daylight is great for health and reducing stress. It conserves energy and enhances the working environment by creating a connection between exterior and interior. Whenever possible and feasible, natural lighting is recommended as a supplement to indirect artificial lighting.

SHARED SPACE

In addition to an individual workspace, a mix of spaces that support the workers throughout the day are key to keeping employers happy and engaged. A variety of shared spaces include conference or breakout rooms, lounge or soft seating, and open/enclosed spaces. By designing these area's to be shared among groups result in more available square footage for shared resources.

FURNITURE

Modular furniture systems offer the greatest flexibility and efficiencies of cost and space. They can either be freestanding or panel-mounted (for example, overhead storage shelves mounted to panels). They allow for quick reconfigurations of workspaces that adjust to changing needs. Consideration for the inclusion of sit-stand worksurfaces will also provide a better work environment. Specific product lines and components will be designated to create a consistent look and quality throughout the College.

TECHNOLOGY

Today's workspace environment is constantly evolving as new technologies enter the workplace. As a baseline, all workstations should be equipped with a data and power. As technology is advancing, the need to be wired in should continue to be reduced. All work will be outfitted with accessible Wi-Fi.

OFFICE TYPES

OFFICE TYPE	AREA (SF)
Private 1	165
Private 2	100
Open 1	80
Open 2	64
Flex	25

OFFICE
FURNITURE

DESKS

All offices will have a desk with cord management

- Flex offices will have a single 5'x2' desk without a return
- All other offices will have a desk with a return
  - The larger an office type, the larger the return

Sit to Stand options can be made available upon request dependent upon personal preference in an effort to improve comfort and ergonomics.

CHAIRS

All offices will be outfitted with one task chair

Larger offices will have guest chairs for small meetings

- Private 1: two guest chairs
- Private 2: two guests chairs
- Open 1: two guest chairs

MOBILE PEDESTAL

All office workstations will have a lockable mobile pedestal for individual storage

LATERAL FILE

A lateral file two to five drawers high can be included in closed offices

BOOK SHELF

Closed offices (Private 1 and Private 2) will be furnished with multiple bookshelves

OFFICE
TOOLS + TECH

COMPUTER

ALl offices will be outfitted with a computer based on the latest IT specifications

MONITOR

All offices will be outfitted with a monitor

Monitor arms can be made available upon request dependent upon personal preference in an effort to improve comfort and ergonomics

MOUSE AND KEYBOARD

All offices will have a mouse and keyboard

- Keyboard trays can be made available upon request dependent upon personal preference in an effort to improve comfort and ergonomics

TELEPHONE

All offices will have a wired telephone base on the latest IT specifications

TASK LIGHT

All office workstations will be equipped with a task light

- all task lighting should use energy efficient/sustainable technology

OFFICE
UTILITIES

POWER AND DATA

Private 1, Private 2, Open 1, and Open 2 offices will have 2 power outlets available at the desk surface for convenience in addition to cord management

Flex offices will have one pass through grommet to access a duplex outlet incorporated into the workstation panel located below the work surfaces

Each office will have two data ports (computer + phone)

All workstations need to adhere to Title 24 requirements

OFFICE
MATERIALS + FINISHES

PANELS

Workstations in open offices include panel components to provide users with privacy, modularity, and hard-wired power/data

- Panels are available at various heights
  - 42" panels define space, allow for visual connection between users, and improve light penetration; but do not provide users with a lot of privacy
    - › Should be used for programs/ departments that are more team oriented and work together regularly and prefer an open office environment
  - 68" panels create an almost full enclosure to maximize privacy; however, they do not allow for a visual connection or light penetration
    - › Should be used for individuals or programs/departments that are more individual oriented and prefer to work in relative isolation
- Panels are available in various materials
  - Fabric wrapped panels can help dampen noise
  - Acrylic panels can help improve the penetration of natural light

WINDOWS

Private 1 offices are primarily intended for full-time faculty and should have access to natural light with operable windows

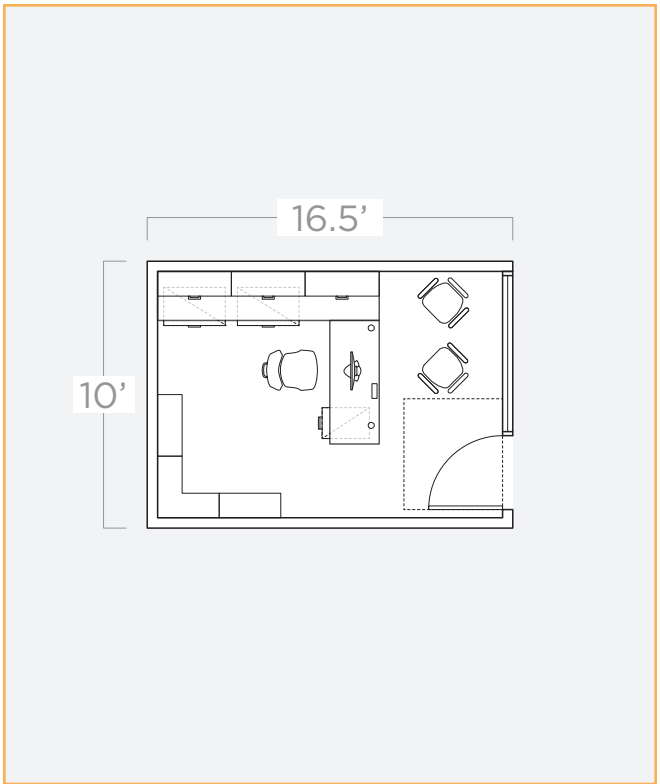
Office workstations not intended for full-time faculty should not occupy the exterior window line

- Natural light should be preserved for communal or team-based spaces

Closed offices should have a glass storefront to improve the penetration of natural light

- Storefront can have opaque film applied to improve privacy

OFFICES
PRIVATE 1



OFFICE TYPE	CAPACITY	AREA (SF)
Private 1	1	165

DESIGN INTENT

Private office 1 is designed for private, enclosed work. The workspace allows for frequent meeting with up to two others that require confidentiality, security, visual and acoustical privacy. This typology is the largest office offered to UC Hastings employees, typically reserved for full-time faculty members.

The end user faces a large desk with a generous return, which provides ample space for one workstation. Storage options include lateral files, three upper cabinets, three bookshelves, and a mobile pedestal provide ample personal storage.

Actual design/layout of offices will vary depending on the line of furniture selected.

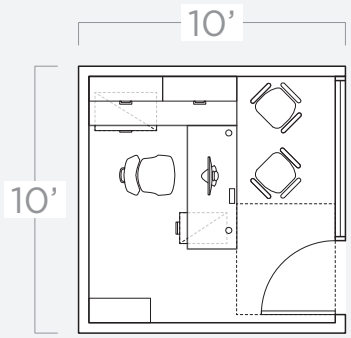
OFFICE FURNITURE

OFFICE TYPE	OPEN/ CLOSED	DESK W/ RETURN	TASK CHAIR	GUEST CHAIR	MOBILE PEDESTAL	STORAGE TOWER	UPPER CABINETS	LATERAL FILE	BOOK SHELF
Private 1	closed	X	X	X	X		X	X	X

OFFICE USERS

OFFICE TYPE	FACULTY	DEAN	EMERITUS FACULTY	UPPER LEADERSHIP	PROGRAM DIRECTOR	MANAGER	STAFF (FT)	STAFF (PT)	VISITING SCHOLAR	RESEARCHER	STUDENT
Private 1	X	X		X							

OFFICES
PRIVATE 2



OFFICE TYPE	CAPACITY	AREA (SF)
Private 2	1	100

DESIGN INTENT

Private office 2 is designed for small private enclosed work. The workspace allows for frequent meeting with up to two others that require confidentiality, security, visual and acoustical privacy. This typology is typically reserved for those servicing in a UC Hastings leadership function.

The office is smaller than private office 1, but still offers users ample storage and desk space.

Actual design/layout of offices will vary depending on the line of furniture selected.

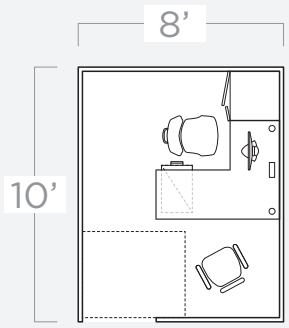
OFFICE FURNITURE

OFFICE TYPE	OPEN/ CLOSED	DESK W/ RETURN	TASK CHAIR	GUEST CHAIR	MOBILE PEDESTAL	STORAGE TOWER	UPPER CABINETS	LATERAL FILE	BOOK SHELF
Private 2	closed	X	X	X	X		X	X	X

OFFICE USERS

OFFICE TYPE	FACULTY	DEAN	EMERITUS FACULTY	UPPER LEADERSHIP	PROGRAM DIRECTOR	MANAGER	STAFF (FT)	STAFF (PT)	VISITING SCHOLAR	RESEARCHER	STUDENT
Private 2		X	X	X	X						

OFFICES
OPEN 1



OFFICE TYPE	CAPACITY	AREA (SF)
Open 1	1	80

DESIGN INTENT

Open office 1 allows for semi-private work and is ideal for collaborative space within an open office. This configuration allows for meeting with one other person. It creates a visually private environment within an open office.

Actual design/layout of offices will vary depending on the line of furniture selected.

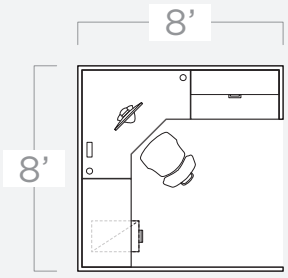
OFFICE FURNITURE

OFFICE TYPE	OPEN/ CLOSED	DESK W/ RETURN	TASK CHAIR	GUEST CHAIR	MOBILE PEDESTAL	STORAGE TOWER	UPPER CABINETS	LATERAL FILE	BOOK SHELF
Open 1	open	X	X	X	X	X			

OFFICE USERS

OFFICE TYPE	FACULTY	DEAN	EMERITUS FACULTY	UPPER LEADERSHIP	PROGRAM DIRECTOR	MANAGER	STAFF (FT)	STAFF (PT)	VISITING SCHOLAR	RESEARCHER	STUDENT
Open 1					X	X			X		

OFFICES
OPEN 2



OFFICE TYPE	CAPACITY	AREA (SF)
Open 2	1	64

DESIGN INTENT

Open office 2 creates an open workstation that is open and inviting. The end user is provided a work environment with attention provided to individual storage and desk surfaces.

Actual design/layout of offices will vary depending on the line of furniture selected.

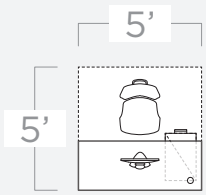
OFFICE FURNITURE

OFFICE TYPE	OPEN/ CLOSED	DESK W/ RETURN	TASK CHAIR	GUEST CHAIR	MOBILE PEDESTAL	STORAGE TOWER	UPPER CABINETS	LATERAL FILE	BOOK SHELF
Open 2	open	X	X		X	X			

OFFICE USERS

OFFICE TYPE	FACULTY	DEAN	EMERITUS FACULTY	UPPER LEADERSHIP	PROGRAM DIRECTOR	MANAGER	STAFF (FT)	STAFF (PT)	VISITING SCHOLAR	RESEARCHER	STUDENT
Open 2					X	X	X	X	X		

OFFICES
FLEX



DESIGN INTENT

Flex office space creates open, inviting, space-efficient workplaces, where people feel comfortable and connected. It creates an environment that suits users’ needs while effectively maximizing spatial resources.

OFFICE TYPE	CAPACITY	AREA (SF)
Flex	1	25

OFFICE FURNITURE

OFFICE TYPE	OPEN/ CLOSED	DESK W/ RETURN	TASK CHAIR	GUEST CHAIR	MOBILE PEDESTAL	STORAGE TOWER	UPPER CABINETS	LATERAL FILE	BOOK SHELF
Flex	open		X		X				

OFFICE USERS

OFFICE TYPE	FACULTY	DEAN	EMERITUS FACULTY	UPPER LEADERSHIP	PROGRAM DIRECTOR	MANAGER	STAFF (FT)	STAFF (PT)	VISITING SCHOLAR	RESEARCHER	STUDENT
Flex							X	X	X	X	X

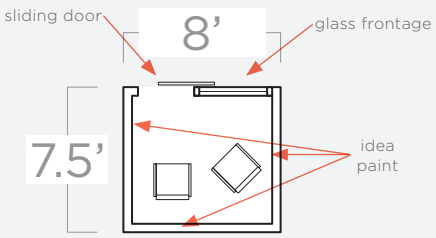
OFFICE FURNITURE

OFFICE TYPE	CAPACITY	AREA (SF)	OPEN/ CLOSED	DESK W/ RETURN	TASK CHAIR	GUEST CHAIR	MOBILE PEDESTAL	STORAGE TOWER	UPPER CABINETS	LATERAL FILE	BOOK SHELF
Private 1	1	165	closed	X	X	X	X		X	X	X
Private 2	1	100	closed	X	X	X	X		X	X	X
Open 1	1	80	open	X	X	X	X	X			
Open 2	1	64	open	X	X		X	X			
Flex	1	25	open		X		X				

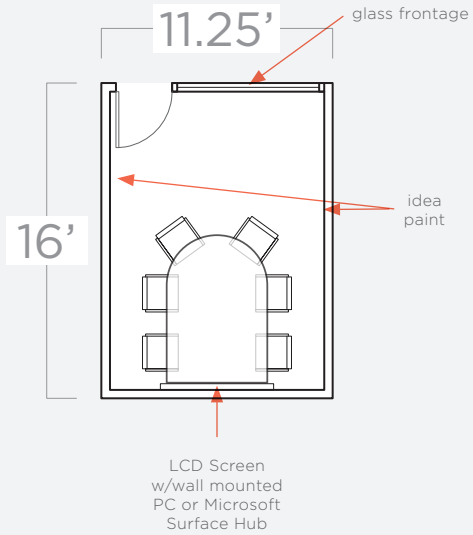
OFFICE USERS

OFFICE TYPE	FACULTY	DEAN	EMERITUS FACULTY	UPPER LEADERSHIP	PROGRAM DIRECTOR	MANAGER	STAFF (FT)	STAFF (PT)	VISITING SCHOLAR	RESEARCHER	STUDENT
Private 1	X	X		X							
Private 2		X	X	X	X						
Open 1			X		X	X			X		
Open 2					X	X	X	X	X		
Flex							X	X	X	X	X

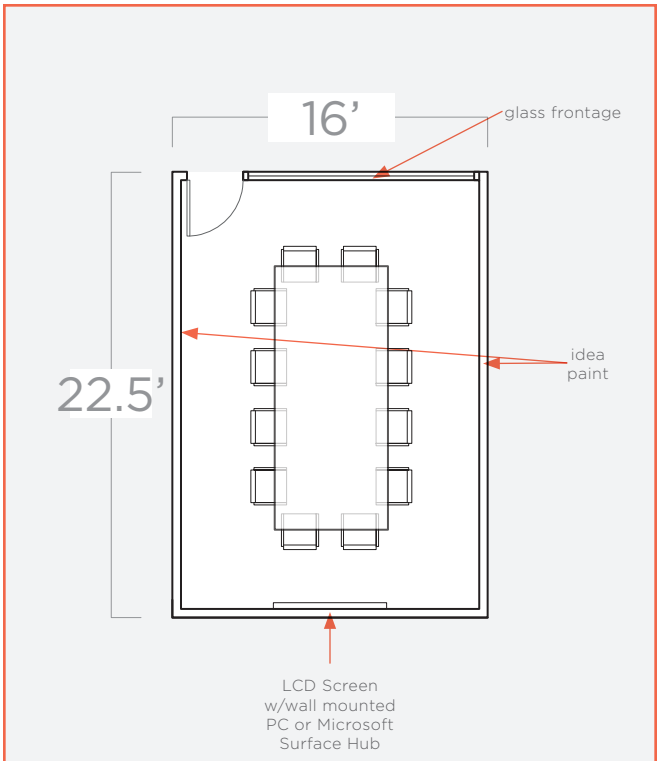
MEETING ROOMS



MEETING ROOM TYPE	CAPACITY	AREA (SF)
Phone Booth	2	60



MEETING ROOM TYPE	CAPACITY	AREA (SF)
Small Meeting Room	6	180



MEETING ROOM TYPE	CAPACITY	AREA (SF)
Large Meeting Room	12	360

DESIGN INTENT

The new facility at 333 Golden Gate Ave will have three different types of meeting rooms in order to provide users with spaces for meetings that require confidentiality, security, visual and acoustical privacy. All meeting rooms should be located in close proximity to faculty and staff offices.

Phone booth rooms are the smallest type and are primarily used for confidential phone calls or one-on-one meetings.

Small meeting rooms comfortably seat six people and come equipped with AV technology to allow for short presentations or workshops.

Large meeting rooms are designed to comfortably hold twelve people and come equipped with AV technology in order to allow for presentations or workshops.

All meeting rooms should provide a private and enclosed space for confidential meeting rooms; however, in order to maximize penetration of natural light on the small floor plate of 333 Golden Gate Ave, meeting rooms should consider using translucent frontage. The glass frontage will help create a more open and inviting environment while simultaneously allowing more natural light into the entire floor. For privacy, frosted or opaque glass is preferred to usable blinds as blinds tend to remain closed.

Design guidelines for specific programs and functions.

A few programs and functions have been directly earmarked for inclusion into the new academic facility. Section three contains specific design guidelines and standards for those programs and functions.

03

Functional Requirements

CLINICAL PROGRAMS

PROGRAM INTENT

The clinical programs at UC Hastings are an integral part of the core curriculum and the central hub of the experiential learning opportunities. Students enrolled in clinical programs learn through class seminars and interfacing with real-world clients with the goal of providing an innovative legal education through actual practice.

There are eight existing direct client clinics that are part of the 333 Golden Gate Ave. program:

- Community Economic Development (CED)
- Community Group Advocacy and Social Change Lawyering (CGA)
- Individual Representation (IR)
- Mediation (Me)
- Medical Legal Partnership for Seniors (MLPS)
- Refugee and Human Rights Clinic (RHRC)
- Social Enterprise and Economic Empowerment (SEEE)
- Liberty, Security & Technology Clinic (LSTC)

Seven of the clinics that are involved in the relocation are currently part of the Community Justice Clinics (CJC). Those clinics include: CED, CGA, IR, Me, MLPS, SEEE, and LSTC. The CJC is a single umbrella to describe the shared space and collaboration amongst clinics. The move to 333 Golden Gate Ave will allow the clinics to move towards a "one-firm-model". Therefore, the emphasis with the clinical programs will be creating a shared identity of "Community Justice Clinics," while maintaining the individual identities and opportunities presented by each unique clinic.

Overall, the CJC space will need to accommodate student work stations, small confidential rooms for client meetings and phone calls, breakout spaces for collaboration, a resource library, a copy room (to ensure confidentiality of documents), and be located directly adjacent to two small classrooms to accommodate the seminar components of the clinical programs. Additionally the space needs to have a commitment to flexibility to accommodate the future needs of the clinical programs.

Note: the CJC space does not include the spaces for affiliated research centers, which will be adjacent to clinical programs (see page 58). For affiliated centers' space needs please see CNDR on page 60

CLINICAL PROGRAMS: ADMIN SPACE

ROOM TYPE	PERSONNEL	# OF WORK STATIONS	SF/USER	ASF	USER
Private 1	Clinical Faculty	1	165	165	SEEE
Private 1	Clinical Faculty	1	165	165	IR
Private 1	Clinical Faculty	1	165	165	IR
Private 1	Clinical Faculty	1	165	165	IR/Me
Private 1	Clinical Faculty	1	165	165	CED/CGA*
Private 1	Clinical Faculty	1	165	165	MLPS
Private 1	Clinical Faculty	1	165	165	Me
Private 1	Clinical Faculty	1	165	165	LSTC
Private 1	Clinical Faculty	1	165	165	RHRC
Private 2	Clinical Fellow	1	100	100	RHRC
Private 2	Clinical Fellow	1	100	100	MLPS
Private 2	Lawyering Fellow	1	100	100	IR
Open 2	Clinical Admin	1	64	64	Clinical Prgms
Open 2	Clinical Admin	1	64	64	Clinical Prgms
Open 2	Clinical Admin	1	64	64	Clinical Prgms
Flex	Clinical Students	23	25	575	Clinical Prgms

CLINICAL PROGRAMS: INTERACTION SPACE

ROOM TYPE	-	TARGET CAPACITY	SF/USER	ASF	USER
Small Meeting Room	-	6	30	180	Clinical Prgms
Small Meeting Room	-	6	30	180	Clinical Prgms
Small Meeting Room	-	6	30	180	Clinical Prgms
Large Meeting Room	-	12	30	360	Clinical Prgms
Reception	-	-	-	100	Clinical Prgms
Kitchen/Break	-	4	25	100	Clinical Prgms
Resource Library	-	6	20	120	Clinical Prgms

CLINICAL PROGRAMS: USER SUPPORT SPACE

ROOM TYPE	-	-	-	ASF	USER
Copy	-	-	-	50	Clinical Prgms
Storage	-	-	-	50	Clinical Prgms

CLINICAL PROGRAMS: INSTRUCTIONAL SPACE**

ROOM TYPE	-	TARGET CAPACITY	-	ASF	USER
Small Classroom	-	25	-	750	UC Hastings
Small Classroom	-	25	-	750	UC Hastings

	ASF	Office Capacity
CLINICAL PROGRAMS TOTAL ASF	**5,372**	38

**Both CED and CGA are directed by the same clinical faculty member and therefore only one private office is required between these two clinics*

***Clinical classrooms are part of the general academic program*

CLINICAL PROGRAMS

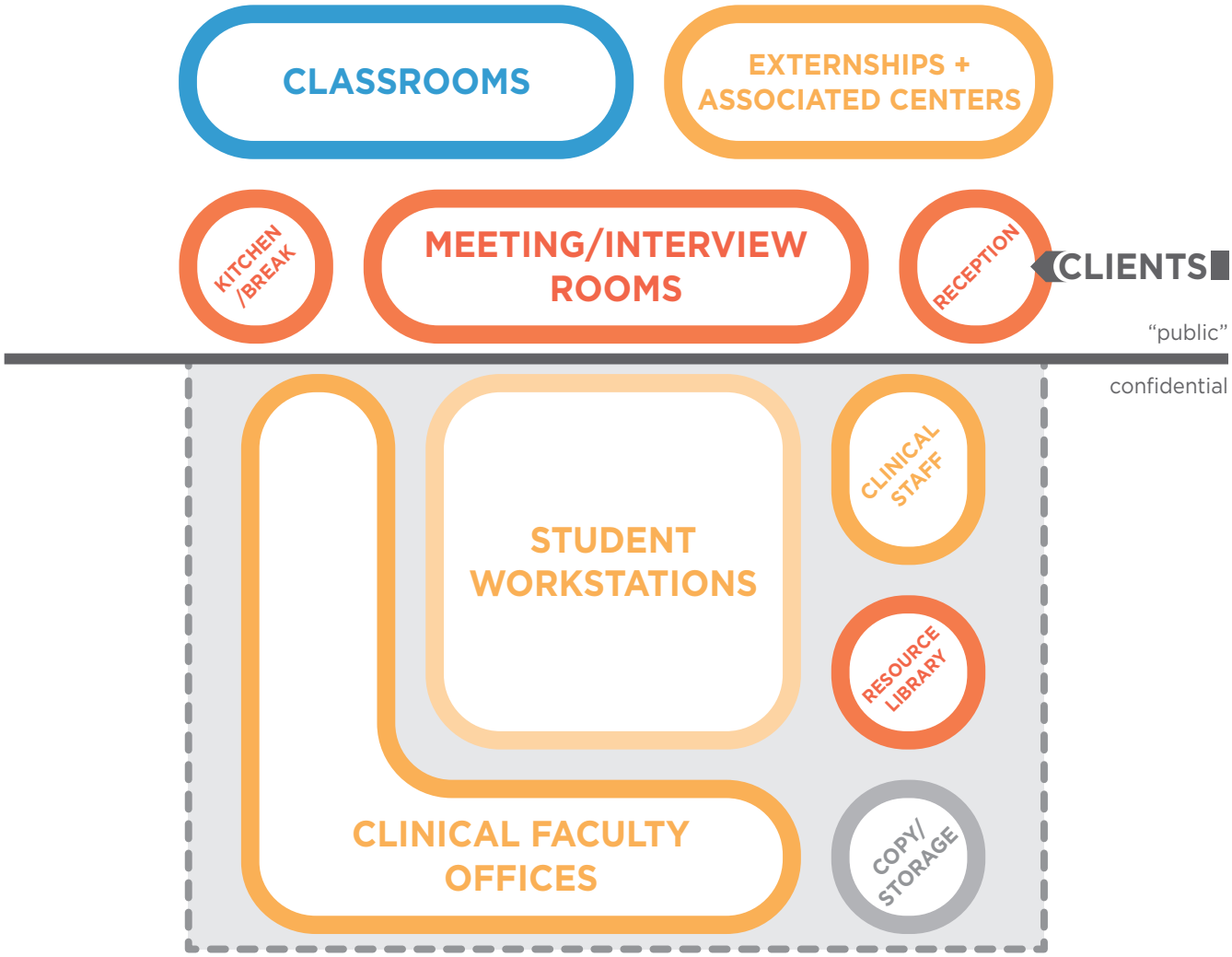
PROGRAMMATIC ADJACENCIES

Confidentiality is a primary concern of the clinical programs. As part of the experiential learning programs at UC Hastings, students enrolled in clinical programs work with real-world clients whose cases require complete confidentiality. In order to protect the confidentiality of clients, the clinical space must be visibly, acoustically, and physically secure. It is important that this space is clearly delineated from adjacent spaces that may be more public in order to avoid confidential matters being mistakenly discussed outside of clinical spaces. This space should include: clinical faculty offices, student workstations, clinical staff workstations, a resources library, and a secure copy and storage room.

Clients visiting the clinical programs (sometimes up to 5 per day) meet with clinical faculty or students in a small interview or meeting room. Clients should not have to walk through student workspaces—potentially being exposed to other confidential material—in order to get to these meeting rooms. Therefore, it is important that these interview/meeting rooms are on the same floor and directly adjacent to, but not located within, the central student working environment. Clinical Programs should have a clear reception and waiting area and clear path of travel in order to provide a thoughtful and well-crafted client experience.

In addition to interfacing with real-world clients, students in the Clinical Programs attend clinical courses and seminars. Classes conducted as part of the Clinical Programs may have similar confidentiality needs as client meetings as client matters are discussed in the classroom. Classes and seminars are frequent and these rooms need to be located directly adjacent to the clinical spaces. For scheduling purposes, they can, however, been made available to entirety of UC Hastings' courses.

Lastly, as part of UC Hastings experiential learning curriculum, the Externship offices should be located directly adjacent to Clinical Programs. Furthermore, two research centers, Center for Gender and Refugee Studies (CGRS) and Center for Dispute and Negotiation Resolution (CNDR) have direct ties with two clinics (RHRC and Me respectively). Offices for these centers should be directly adjacent to the Clinical Programs. Where possible create greater adjacencies between all faculty offices both inside and outside of the clinical program space.


CLASSROOMS
EXTERNSHIPS + ASSOCIATED CENTERS
KITCHEN /BREAK
MEETING/INTERVIEW ROOMS
RECEPTION
CLIENTS
"public"
confidential
CLINICAL STAFF
STUDENT WORKSTATIONS
RESOURCE LIBRARY
CLINICAL FACULTY OFFICES
COPY/ STORAGE

CLINICAL PROGRAMS

STAKEHOLDER RELATIONSHIPS

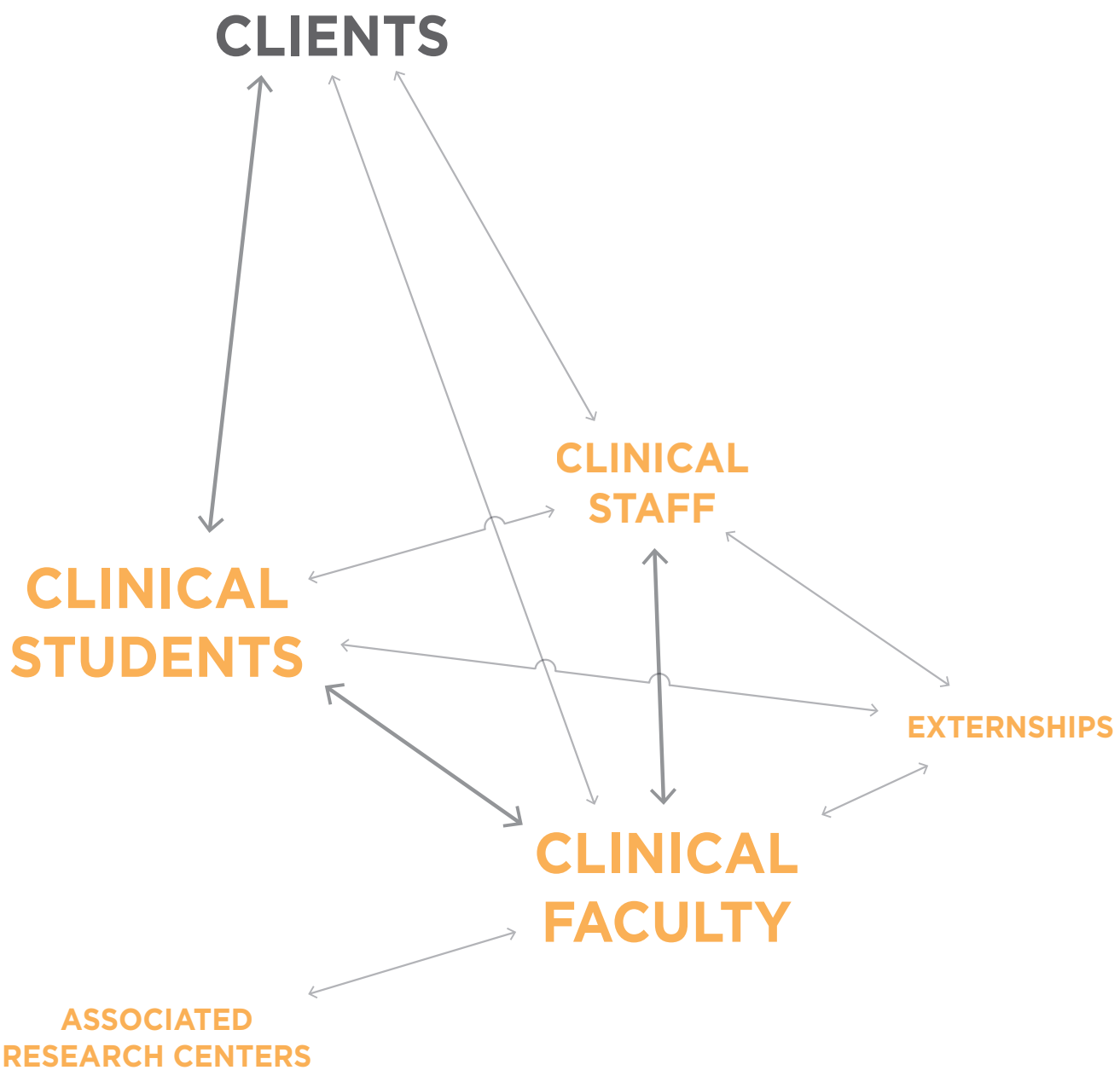
In addition to spatial adjacencies, it is important to consider the interpersonal relationships between the various users and stakeholders within the clinical programs.

Clinical programs are composed of seven general stakeholder groups: clinical faculty, clinical students, clinical staff, clients, associated centers, and externships. Of these seven, clinical faculty, clinical staff, clinical students, and clients make up the core of the clinical programs. It is imperative that the new clinical space enables the seamless interaction among these groups.

Students and faculty are part of the client service team and interact daily either via a seminar or working on a real-world case. Additionally, students across clinics share a common space and will interact on a daily basis, but students in different clinics should not readily have access to confidential information from one clinic to the next.

Clients are visitors to the space, but the frequency varies widely from clinic to clinic, but rarely exceeds two simultaneous client visits. When visiting, clients are meeting with either students, faculty, or both in a highly personal and confidential manner.

Clinical staff interact daily with the core stakeholders in a support role to maintain general office functions, schedule client and internal meetings, and serve as a receptionist to the space. Externships and associated programs, while still important components of the clinical programs, do not interact daily with students, faculty, and clients as part of the core curriculum.


CLIENTS
CLINICAL STAFF
CLINICAL STUDENTS
EXTERNSHIPS
CLINICAL FACULTY
ASSOCIATED RESEARCH CENTERS

CENTER FOR NEGOTIATION AND DISPUTE RESOLUTION (CNDR)

PROGRAM INTENT

The centers at UC Hastings serve as research hubs in their respective fields. The college currently supports six research centers, each with its own unique identity and research field. The Center for Negotiation Dispute and Resolution (CNDR) is the only center relocating to the new academic building at 333 Golden Gate Ave.

CNDR offers superior education and cutting-edge scholarship in dispute resolution to law students, attorneys, practitioners and international visitors. CNDR collaborates on projects and events with non-profits, commercial ADR providers and government agencies. Additionally, CNDR regularly works with over thirty-five UC Hasting's faculty members and over a third of the student body takes an elective course through the CNDR yearly. While the center would like to remain a relatively individual unit with its own unique identity, it works very closely with the Mediation Clinic and roughly 500 students utilize the center per year.

The CNDR requires proximity to the Mediation clinic as well as numerous breakout spaces to hold groups of 4-8 people. The CNDR also needs access to a large conference room once a year for meetings with all affiliated faculty members.

CNDR: ADMIN SPACE

ROOM TYPE	PERSONNEL	# OF WORK STATIONS	SF/USER	ASF	USER
Private 1	-	1	165	165	CNDR
Private 1	-	1	165	165	CNDR
Private 2	-	1	100	100	CNDR
Open 2	-	1	64	64	CNDR
Flex	-	1	64	64	CNDR

CNDR: INTERACTION SPACE

ROOM TYPE	-	TARGET CAPACITY	SF/USER	ASF	USER
Reception	-	-	-	100	CNDR

CNDR: USER SUPPORT SPACE

ROOM TYPE	-	-	-	ASF	USER
Storage	-	-	-	50	CNDR

CNDR: INSTRUCTIONAL SPACE*

ROOM TYPE	-	TARGET CAPACITY	-	ASF	USER
XS Breakout	-	6	-	180	UC Hastings
XS Breakout	-	6	-	180	UC Hastings
XS Breakout	-	6	-	180	UC Hastings
XS Breakout	-	6	-	180	UC Hastings

	ASF	Office Capacity
CNDR TOTAL ASF	**1,263**	4

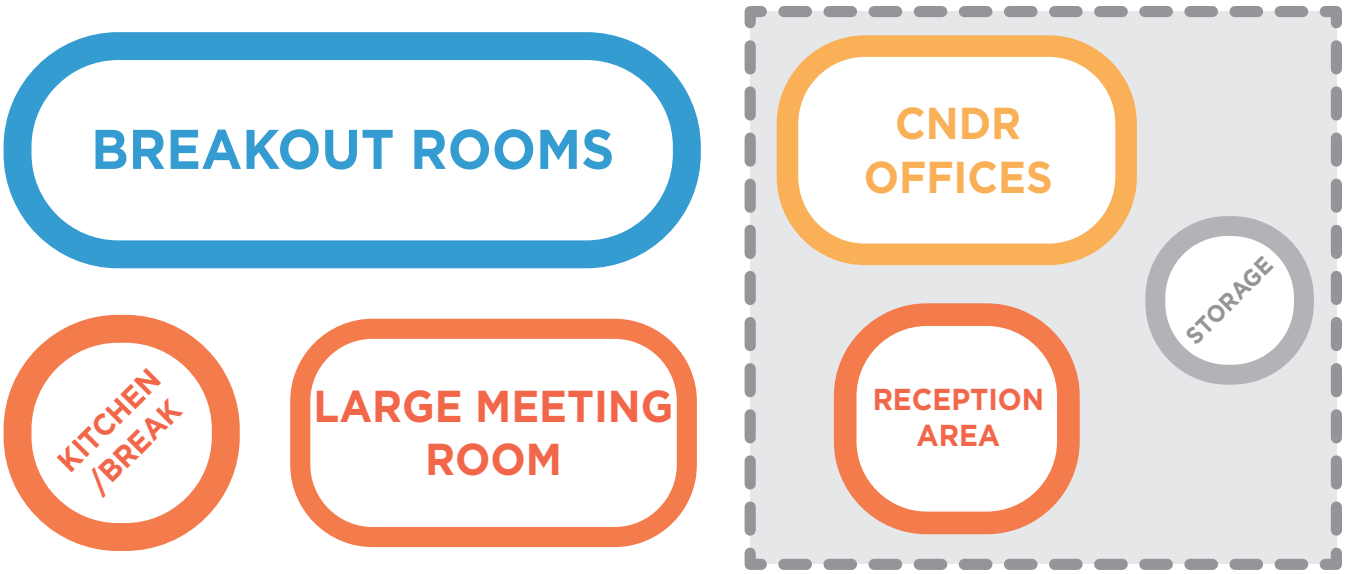
**The Breakout/Study Rooms are for UC Hastings' general use, however, they must be located adjacent to CNDR in order to accommodate necessary workshops and breakout lessons.*

CENTER FOR NEGOTIATION AND DISPUTE RESOLUTION (CNDR)

PROGRAMMATIC ADJACENCIES

CNDR's internal space requirements are relatively straight forward. They need space for two private offices, one open office, a small storage space, and a reception area. The center likes to provide an environment for students to drop in and hang out throughout the day. Therefore, the reception area should serve more as an informal lounge with room and ammenities for students to come by and hang out or study. Additionally, this space should have room for CNDR to display their numerous trophies and awards.

Beyond the intenernal requirements, CNDR requires proximity to the Mediation Clinic as well as numerous breakout spaces to hold groups of four to eight people. CNDR and their students enjoy the ability to float around and find rooms and spaces to conduct breakout negotiation sessions. It is ideal that the CNDR be located directly proximate to different types of breakout rooms, classrooms, and open study areas to allow for these impromptu breakout work sessions. CNDR also works with thirty-five UC Hastings faculty members and needs access to a large conference room (or medium classroom) once a year for meetings with all affiliated faculty members.



CLINICAL PROGRAMS

EXTERNSHIPS AND PRO BONO PROGRAMS

PROGRAM INTENT

UC Hastings Externships give students opportunities to develop their legal skills under close supervision at approved governmental or public interest law offices. In addition to working in the placements, students co-enroll in a faculty taught course designed to enhance the placement experience. Faculty also monitor placements to ensure their quality as learning experiences. Students assume real-world responsibilities and develop professional contacts and relationships in contexts identical to those in which they may eventually practice.

The provision of pro bono legal services is an integral component of a legal education and to the practice of law. UC Hastings encourages and fosters pro bono participation by all members of our community in an effort to improve access to justice for all.

EXTERNSHIPS AND PRO BONO PROGRAMS: ADMIN SPACE

ROOM TYPE	PERSONNEL	# OF WORK STATIONS	SF/USER	ASF	USER
Private 1	-	1	165	165	Ext Prgms
Private 1	-	1	165	165	Ext Prgms
Open 2	-	1	64	64	Exp Prgms

EXTERNSHIPS AND PRO BONO PROGRAMS: USER SUPPORT SPACE

ROOM TYPE	-	-	-	ASF	USER
Storage	-	-	-	50	Ext Prgms

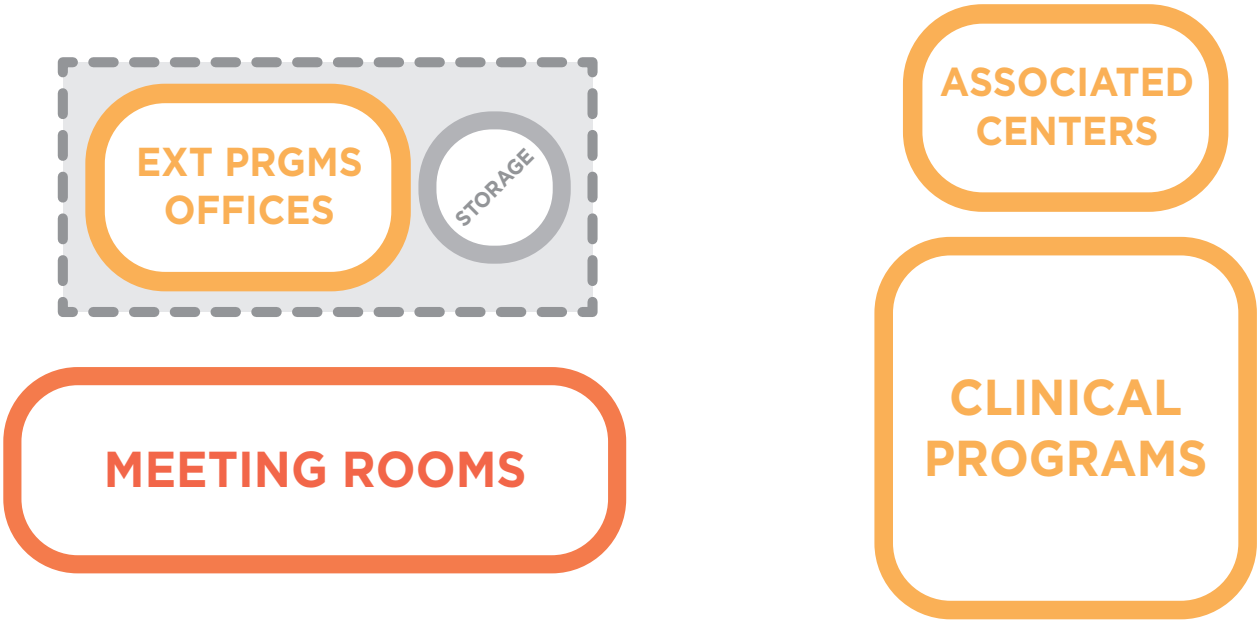
	ASF	Office Capacity
EXTERNSHIPS & PRO BONO PROGRAMS TOTAL ASF	**444**	3

EXTERNSHIPS AND PRO BONO PROGRAMS

ADJACENCIES AND RELATIONSHIPS

Stakeholder relationships for Externships and Pro Bono Programs include students, faculty, staff and the local governmental and non-profit legal community. These programs allow students to build upon their clinical experiences and provides additional real-world opportunities for students to explore their educational and career goals. Students interact with staff and faculty to identify opportunities to meet their objectives.

Therefore Externships and Pro Bono Programs should be located in proximity to the college's externship and real-world education programs such as CNDR and Clinical Programs. The staff of the Externships and Pro Bono Programs interact with these programs on a regular basis. Their offices should also be close to shared meeting rooms for internal staff meetings and meetings with members of the local government and non-profit legal community.


EXT PRGMS
OFFICES
STORAGE
MEETING ROOMS
ASSOCIATED
CENTERS
CLINICAL
PROGRAMS

ADVANCEMENT & ALUMNI OFFICE

PROGRAM INTENT

The mission of the Advancement & Alumni Office is to create an environment and develop a culture where all who engage with them—UC Hastings' alumni, faculty, staff, current students, colleagues, neighbors, and friends—feel warmly welcomed and a great sense of pride in UC Hastings. They strive to deliver the highest level of customer service to all of their constituents. Their goal is to develop meaningful, thoughtful, and strategic connections to stakeholders, to help them understand how they can impact the institution through engagement and philanthropy, and ultimate, inspire them to action.

As it relates to space, in addition to the closed offices and open workstations within the Advancement and Alumni office, it would be ideal if their future space could meet the following goals and spatial adjacencies:

1. Be proximate to the rooftop space where events, Board meetings, etc. would be held.
2. Have an open welcome/reception area for visitors that would comfortably allow for a reception desk, seating, refreshments (e.g. coffee/water,) a coffee table, etc. It would be nice to include as décor some historic photos of the College/City and other relevant historic items.
3. Have ample storage for collateral/marketing materials and event supplies.

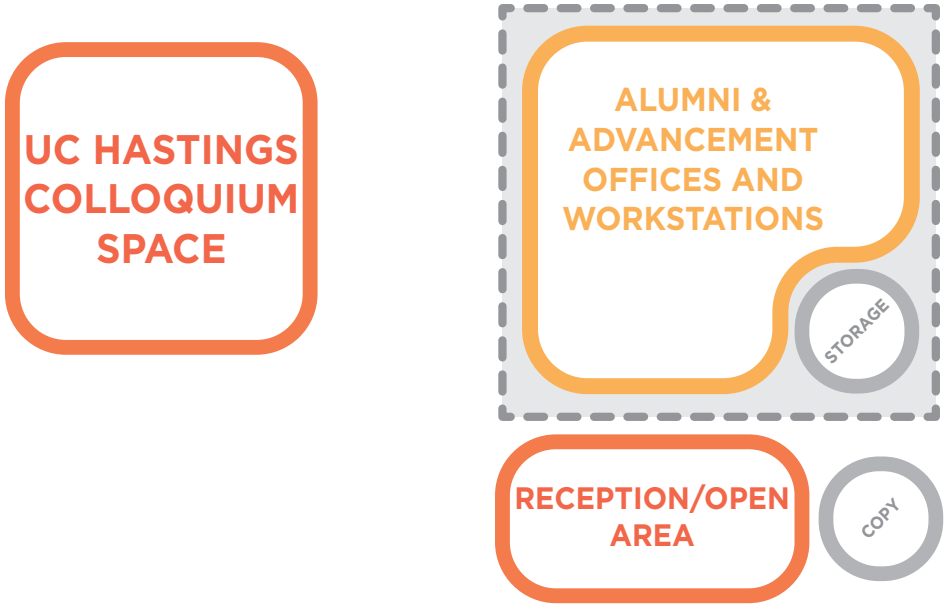
ADVANCEMENT AND ALUMNI: ADMIN SPACE

ROOM TYPE	PERSONNEL	# OF WORK STATIONS	SF/USER	ASF	USER
Private 1	-	1	165	165	Adv & Alumni
Private 2	-	1	100	100	Adv & Alumni
Private 2	-	1	100	100	Adv & Alumni
Private 2	-	1	100	100	Adv & Alumni
Private 2	-	1	100	100	Adv & Alumni
Open 1	-	1	80	80	Adv & Alumni
Open 1	-	1	80	80	Adv & Alumni
Open 1	-	1	80	80	Adv & Alumni
Open 2	-	1	64	64	Adv & Alumni
Open 2	-	1	64	64	Adv & Alumni
Open 2	-	1	64	64	Adv & Alumni
Open 2	-	1	64	64	Adv & Alumni

ADVANCEMENT AND ALUMNI: USER SUPPORT SPACE

ROOM TYPE	-	-	-	ASF	USER
Storage	-	-	-	100	Adv & Alumni

	ASF	Office Capacity
ADVANCEMENT & ALUMNI OFFICE TOTAL ASF	**1,161**	12



GENERAL COUNSEL

PROGRAM INTENT

The Office of the General Counsel serves as the College's attorney, advising on a wide range of legal, academic and business matters and coordinating with staff, faculty and students on the formulation and implementation of College procedures and policies.

The General Counsel also serves as Secretary to the Hastings Board of Directors, reporting to the Board on potential or pending legislation and litigation which may affect the College. Members of the public may obtain contact information for Board members from the General Counsel.

Given the office's role supporting the Board of Directors, adjacency to the room designated for board meetings (UC Hastings' Colloquium Room) is an important consideration.

GENERAL COUNSEL: ADMIN SPACE

ROOM TYPE	PERSONNEL	# OF WORK STATIONS	SF/USER	ASF	USER
Private 1	-	1	165	165	Gnrl Counsel
Private 2	-	1	100	100	Gnrl Counsel
Open 2	-	1	64	64	Gnrl Counsel

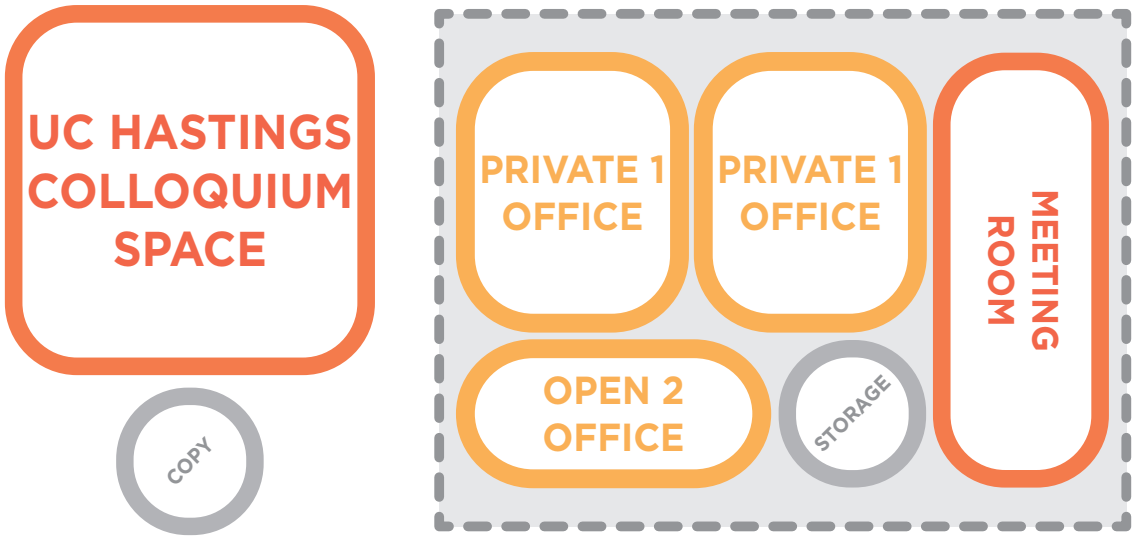
GENERAL COUNSEL: INTERACTION SPACE

ROOM TYPE	-	TARGET CAPACITY	SF/USER	ASF	USER
Large Meeting Room	-	12	30	360	Gnrl Counsel

GENERAL COUNSEL: USER SUPPORT SPACE

ROOM TYPE	-	-	-	ASF	USER
Storage	-	-	-	50	Gnrl Counsel

	ASF	Office Capacity
GENERAL COUNSEL TOTAL ASF	**739**	3



STUDENT ORGANIZATION SPACE AND ASUCH OFFICE

STUDENT ORGANIZATIONS

This space should be centrally located near a student-centric part of the building that receives high student traffic. Ideally, the student organizational space should be multifunctional, serving as an informal gathering, meeting, and storage space. The existing student organizational space in the basement of 198 McAllister is cold, isolating, and not very functional. The new space should be inviting and a valued student resource. In addition to providing ample storage, the space should provide a place for students to hang out and include small functional breakout rooms for various organizations to meet.

Storage space should be able to accommodate various student organizations operational requirements, including space for banners and event supplies. Additionally, it should be equipped with amenities to make it feel like a lounge (i.e. modern TVs, games, etc.) thus making it a go-to destination instead of feeling like four walls with chairs. The small breakoutrooms should be functional with ample whiteboard space or idea paint to provide organizations with the proper environment to plan events and run their organizations.

ASUCH

The Associated Students of UC Hastings - otherwise known as ASUCH - is the elected student government of UC Hastings and is responsible for representing the interests of the student body. As one of the largest and most active on-campus student organizations at UC Hastings, ASUCH is responsible for allocating funding to various student organizations; sharing student concerns with administration and faculty; voting on resolutions for issues of interest to students; coordinating social, alumni, and community service events; and working to generally improve student life at UC Hastings.

The ASUCH office should include space for two desks for officers with sufficient storage for files, supplies, and other material used throughout the year. This space should be centrally located near a student-centric part of the building that receives high student traffic and the student organization space.

STUDENT ORG AND ASUCH: INTERACTION SPACE

ROOM TYPE	PERSONNEL	# OF WORK STATIONS	SF/USER	ASF	USER
ASUCH Office	-	-	-	300	ASUCH

STUDENT ORG AND ASUCH: INTERACTION SPACE

ROOM TYPE	-	TARGET CAPACITY	SF/USER	ASF	USER
Lounge	-	30	25	760	Orgs & ASUCH

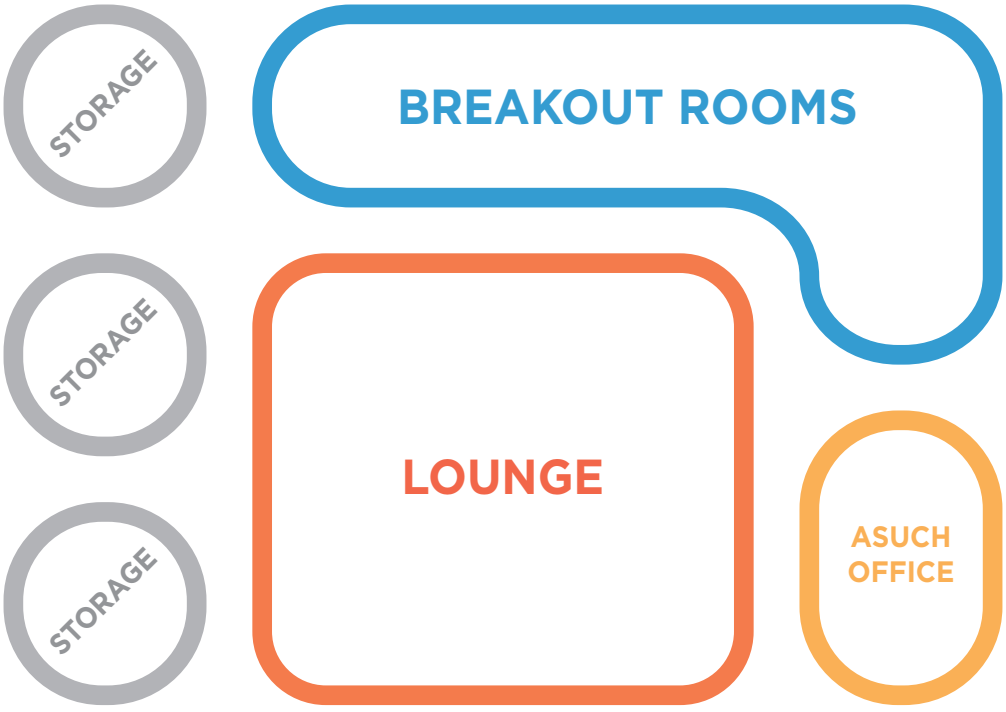
STUDENT ORG AND ASUCH: USER SUPPORT SPACE

ROOM TYPE	-	-	-	ASF	USER
Storage	-	-	-	350	Student Orgs

STUDENT ORG AND ASUCH: INSTRUCTIONAL SPACE*

ROOM TYPE	-	TARGET CAPACITY	-	ASF	USER
XS Breakout	-	4	-	180	Orgs & ASUCH
XS Breakout	-	4	-	180	Orgs & ASUCH
XS Breakout	-	4	-	180	Orgs & ASUCH

	ASF	
STUDENT ORGS + ASUCH TOTAL ASF	**1,950**	



OPEN STUDENT STUDY SPACE

PROGRAM INTENT

As UC Hastings' primary academic building, it is important that 333 Golden Gate Ave provides students with a substantial variety of open study spaces. Student study space should be distributed throughout campus to provide ample opportunities to change study location and accommodate diversity within learning styles. Some study space should be included near classrooms and lockers for the convenience of commuter students. Additionally, student study space should be in close proximity to connection points between 333 Golden Gate and 200 McAllister for student's convenience between classes.

Student study space should incorporate open tables, study carrels, and small group rooms. All options must have amenities such as ample outlets, natural light (to the extent possible), Wi-Fi, and comfortable seating. A variety of study options is preferred as it will best accommodate diversity in learning styles and assignment-specific needs. Open study settings lend itself to both individual work and group collaboration, while study carrels are essential for privacy. Small group study rooms should be multi-functioning and be able to accommodate varying learning styles by including modern technology with ample electrical outlets, whiteboards (or Idea Paint), and flat panel screens to display various forms of media.

OPEN STUDENT STUDY SPACE: INSTRUCTIONAL SPACE*

ROOM TYPE	-	TARGET CAPACITY	-	ASF	USER
Open Student Study*	-	60	-	1,500	UC Hastings

	ASF	Target Capacity
OPEN STUDENT STUDY SPACE TOTAL ASF	**1,500**	60

**Student study space should be distributed throughout the new building and accommodate a variety of student preferences*

LOCKERS

PROGRAM INTENT

The new academic building at 333 Golden Gate Ave will need to replace the student lockers currently located in 198 McAllister. In general, lockers should be distributed throughout the building and located in close proximity to classrooms and various student study spaces. This will afford students greater convenience and avoid bottlenecks. Aesthetically, the lockers should have a refined, professional feel and be integrated into the design (as much as possible), rather than feel like an afterthought. The lockers should be adequately sized to comfortably accommodate roughly four casebooks.

In addition, some larger lockers should be associated and co-located with the bike commute space and near the commuter showers.

LOCKERS: USER SUPPORT SPACE

ROOM TYPE	-	-	-	ASF	USER
Lockers*	-	-	-	1,500	UC Hastings

	ASF	
LOCKERS TOTAL ASF	**1,500**	

**Student locker space should be distributed throughout the new building as needed in order to provide students with convenient and ample storage.*

UC HASTINGS COLLOQUIUM ROOM

PROGRAM INTENT

The Colloquium Room should be a highly flexible space that combines the existing functions of the ARC, Skyroom, large meeting rooms, and faculty workrooms. The room should serve equally as a faculty lounge, faculty meeting room, small to medium event space, and high-end boardroom space for General Counsel Board meetings. The target capacity of the room should be thirty-five.

The primary users of the space will be General Counsel, Advancement and Alumni, faculty, and leadership. General Counsel will utilize the space for meetings with the Board, therefore, the furniture, finishes, and general aesthetic should be sophisticated. Advancement and Alumni will use the room for meetings and presentations with potential donors. UC Hastings' faculty and leadership will use the room for faculty colloquia, leadership presentations, and general workshops.

When not scheduled for a meeting, presentation, or workshop, the Colloquium Room will be flexible enough to serve as a defacto faculty lounge. It should provide faculty with a comfortable place to sit and meet in small groups or sit and grab a quick bite while overlooking the roof terraces.

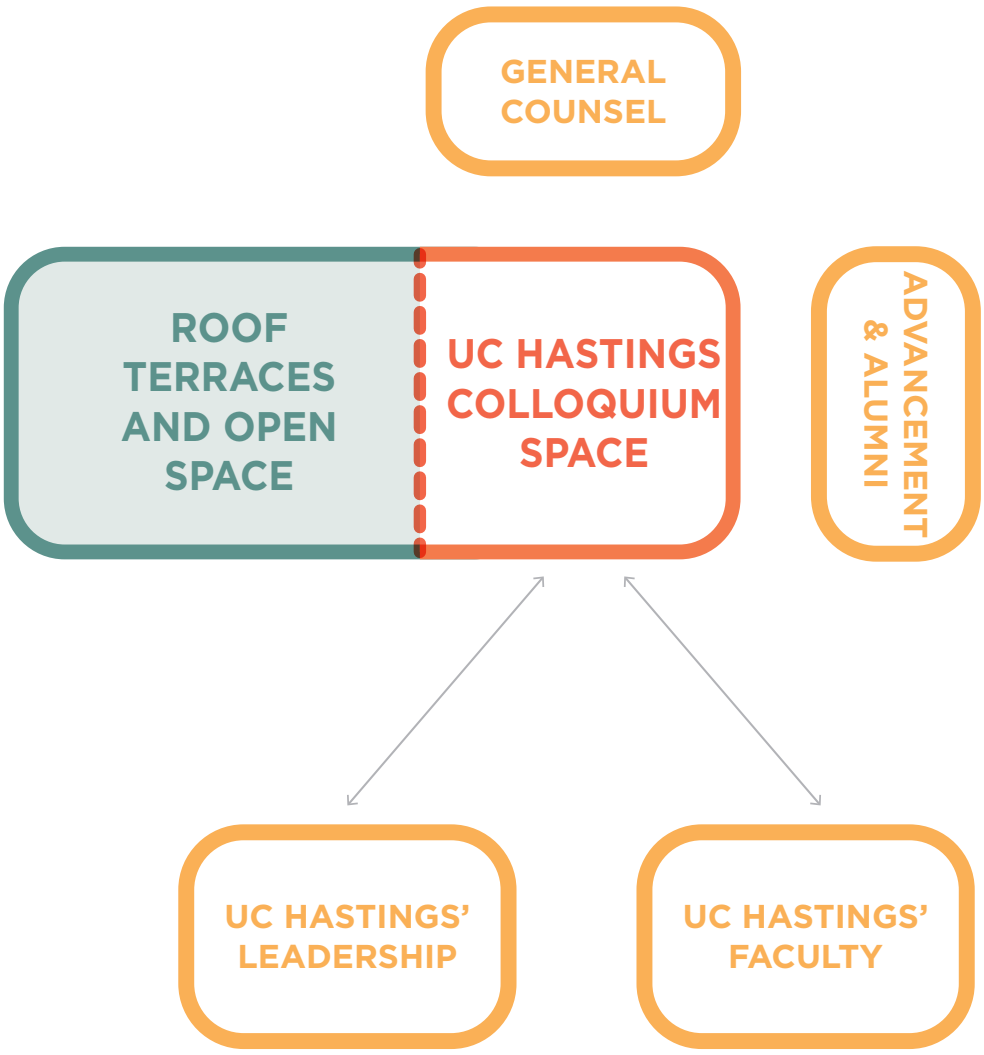
The room should be equipped with an audio/visual package that includes a 16 channel wireless mic in order to accommodate digital presentations and conference and video calling. It should also contain counter space, sink, and room for small appliances. Finally, it should be located directly adjacent to the roof terraces and open spaces; ideally with the potential to open out directly onto the roof in order to accommodate larger indoor/outdoor events.

USERS	GENERAL MEETINGS	BOARD MEETINGS	COLLOQUIA	WORKSHOPS	PRESENTATIONS	QUIET LOUNGE SPACE	AFTER-HOURS EVENTS
Faculty & Staff	X		X	X	X	X	X
Leadership		X		X	X		X
General Counsel		X			X	X	
Advancement & Alumni				X	X	X	X
UC Hastings General	X		X	X	X		X

COLLOQUIUM ROOM: INTERACTION SPACE

ROOM TYPE	-	TARGET CAPACITY	SF/USER	ASF	USER
Colloquium Room	-	35	25	875	UC Hastings

	ASF	Target Capacity
UC HASTINGS COLLOQUIUM ROOM TOTAL ASF	**875**	35



CONFERENCE CENTER FUNCTIONALITY

PROGRAM INTENT

The addition of conference center functionality at 333 Golden Gate will fill a longstanding gap in an event space capacity issue that Hastings now faces. The conference center should have the capacity of between 165 and 185, which is too large for the Alumni Reception Center (ARC) but too small for the LBM. The ARC, being the only truly functional event space on campus, is completely taxed. UC Hastings currently has too many competing events, meetings, and colloquia on campus for the one room to accommodate. If the college includes set up times, a one hour lecture ties up the space for 3 to 4 hours. Therefore having another space on campus will prove to be a great benefit to the entire community which would be the users of the space, as well as potential revenue for outside groups.

Conference center rooms should be equipped with wireless 12-channel mics and 2 to 3 PTZ video cameras with local and remote control. Please confirm with IT for latest specifications.

CONFERENCE CENTER: INTERACTION SPACE*

ROOM TYPE	-	TARGET CAPACITY	SF/USER	ASF	USER
Large Classroom	-	85	24	1,993	UC Hastings
Large Classroom	-	85	24	1,993	UC Hastings

CONFERENCE CENTER: USER SUPPORT SPACE

ROOM TYPE	-	-	-	ASF	USER
A/V Support	-	-	-	75	UC Hastings
Catering Staging Area	-	-	-	400	UC Hastings
Coat Room	-	-	-	150	UC Hastings
Event Storage	-	-	-	400	UC Hastings

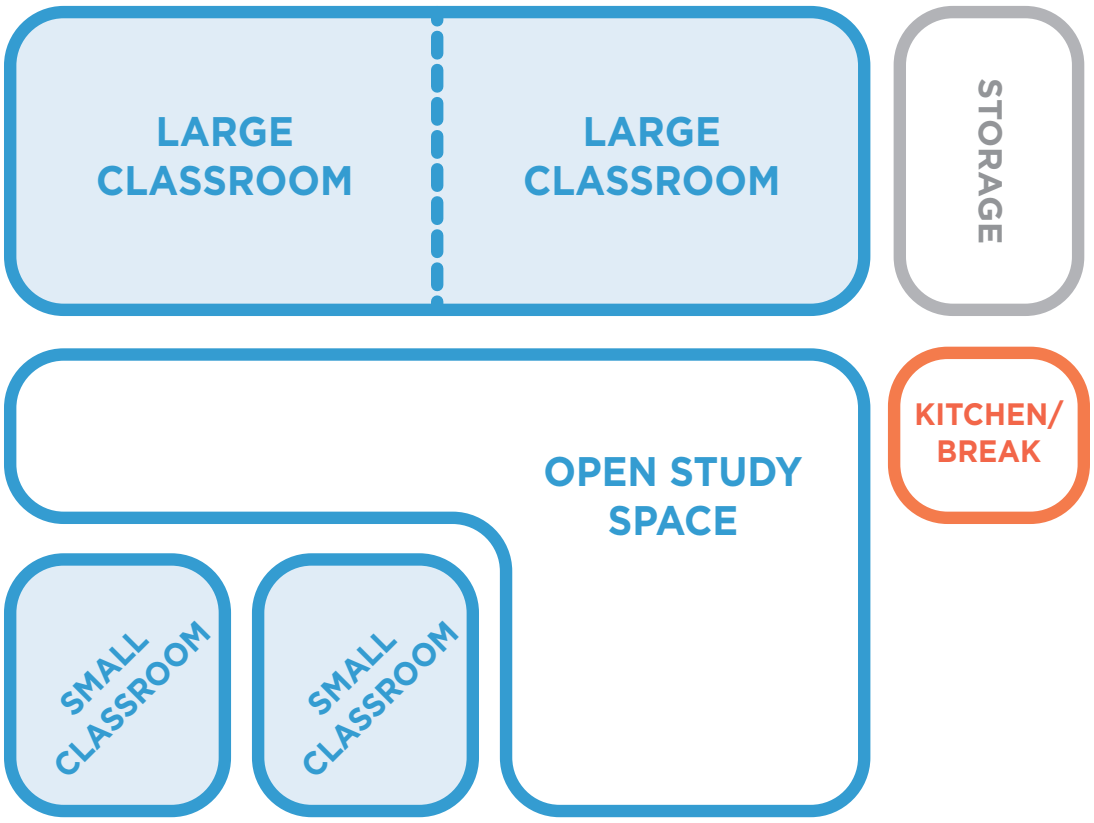
	ASF	Target Capacity
CONFERENCE CENTER TOTAL ASF	**5,011**	170

**The interaction space for the conference center consists of two general use, dividable classrooms. These rooms should first and foremost serve as instructional spaces and convert to a "conference center" when needed.*

CONFERENCE CENTER FUNCTIONALITY

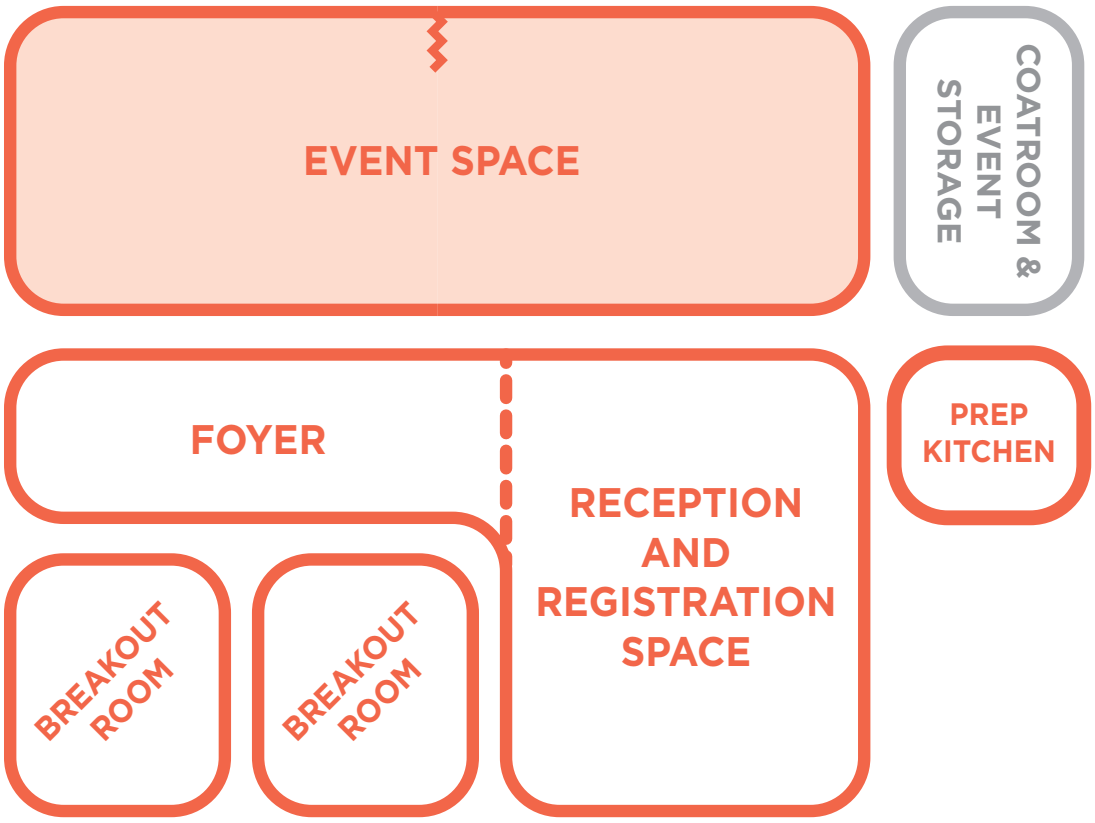
PRIMARY USE

The Conference Center should be made up of various agile spaces that primarily serve the UC Hastings' general population. Rather than develop a dedicated conference space, the 333 Golden Gate Ave. Conference Center should be made up of instructional spaces that can provide conference center functionality as needed. For example, two large classrooms divided by a sound-proof partition located near small classrooms and open study space, can easily transform into a large conference space with adjacent reception/registration areas and breakout rooms. These classroom spaces should be designed first and foremost as general use classrooms, only converted to Conference Center functionality as needed.



CONFERENCE CENTER

When the instructional spaces are converted into the Conference Center, the spaces should support a variety of different events with a target capacity between 165 and 185. In addition to a primary event hall, the Conference Center should also have a small catering prep kitchen, open gathering space, entrance foyer, breakout rooms, and storage.



ROOF GARDENS AND TERRACES

PROGRAM INTENT

With 198 McAllister's eventual demolition, current student outdoor space on 198 McAllister's porch area (the Beach) will no longer be available. To compensate, additional outdoor space should be created on the patios and roof of 333 Golden Gate Ave. Complementing potential outdoor space between the 333 Golden Gate and 200 McAllister, rooftops must be utilized to provide additional outdoor space. Outdoor social space would replace the Beach and allow students to have a campus core where students, faculty, and other members of the UC Hastings community can gather.

The existing Beach is roughly 9,600 gsf while the Demonstration Gardens ares roughly 11,000 gsf. The new building should aim to qualitatively replace this functional outdoor interaction space through a combination of roof gardens, terraces, and activating currently underutilized outdoors space between 200 McAllister and 333 Golden Gate. The new outdoors space should:

- Limit footprint, noise, and diesel pollution to roof decks from mechanicals on roof
- Limit light pollution from landscape and security lighting
- Include water, light and wind features as environmental art installations
- Support bicycle and public transit commuters with showers and lockers
- Include a public address system on roof terrace for gatherings and events
- Expression of service ethic and legacy of school in care and respect for natural environment

Outdoor recreational space should be a convenient space for students, faculty, and staff to relax in before, between, or after classes or meetings. The space should have ample table and desktop space to double as a social study area. Most importantly, the new outdoor recreational space should serve as a crucial nexus point for the campus. It should be able to accommodate various functions including, but not limited to: networking events, bar association meetings, fundraiser events, outdoor meetings, donor events, and various student organization events.

Contextualizing the new building within UC Hastings' campus.

The fourth section contains information about the building as a whole. Such as: how the building should fit into the larger campus; how programs should be dispersed throughout the building; and specific recommendations for building systems and sustainability.

04

Building Requirements

CAMPUS CONNECTIVITY

CREATING A NEW CAMPUS

The addition of 333 Golden Gate to the UC Hastings portfolio will bring together the academic and student activities of a previously disparate campus, while creating additional physical touch points between UC Hastings and its surrounding community in the Tenderloin. Given its location, the new building positions 200 McAllister to become the physical heart of the campus, serving as a connector between academic activities in the 50 Hyde Annex, potential new student housing at 198 McAllister, and 333 Golden Gate. It also distinguishes 200 McAllister as the primary entrance to the campus, with the plan of a new building at 198 McAllister, and the removal of the beach.

The new academic building will create a continuous streetscape on its northern elevation, giving UC Hastings a new campus entrance off of Golden Gate Ave while establishing a unifying language between the new parking structure and the older 200 McAllister building. The lower levels of 333 Golden Gate will be populated with more public-facing programs and create a grand gateway into UC Hastings from Golden Gate Ave. Additionally, accessible rooftop gardens and open space will help supplement the loss of the beach.

Finally the physical connection between 333 Golden Gate and 200 McAllister will give UC Hastings stakeholders, greater access to the new functions available on the 6th floor of 200 McAllister. Current access from the ground level is only directly available through a service elevator, limiting the accessibility to newly renovated space.

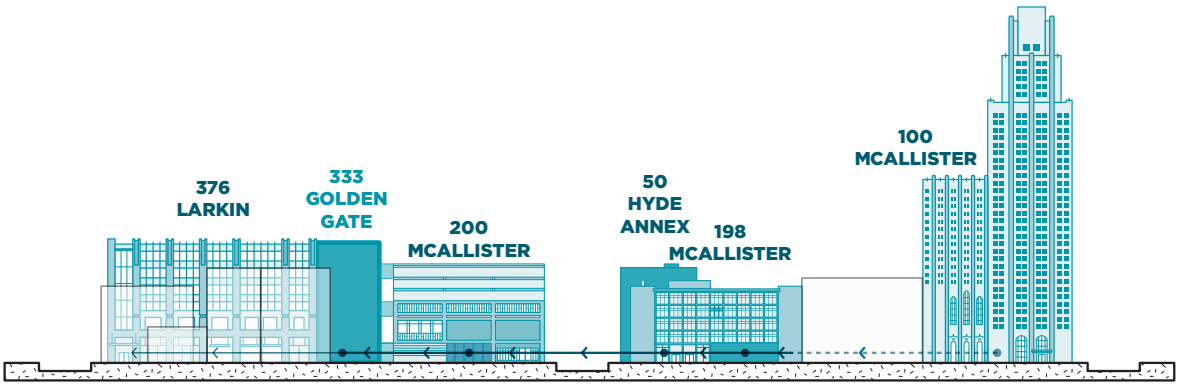
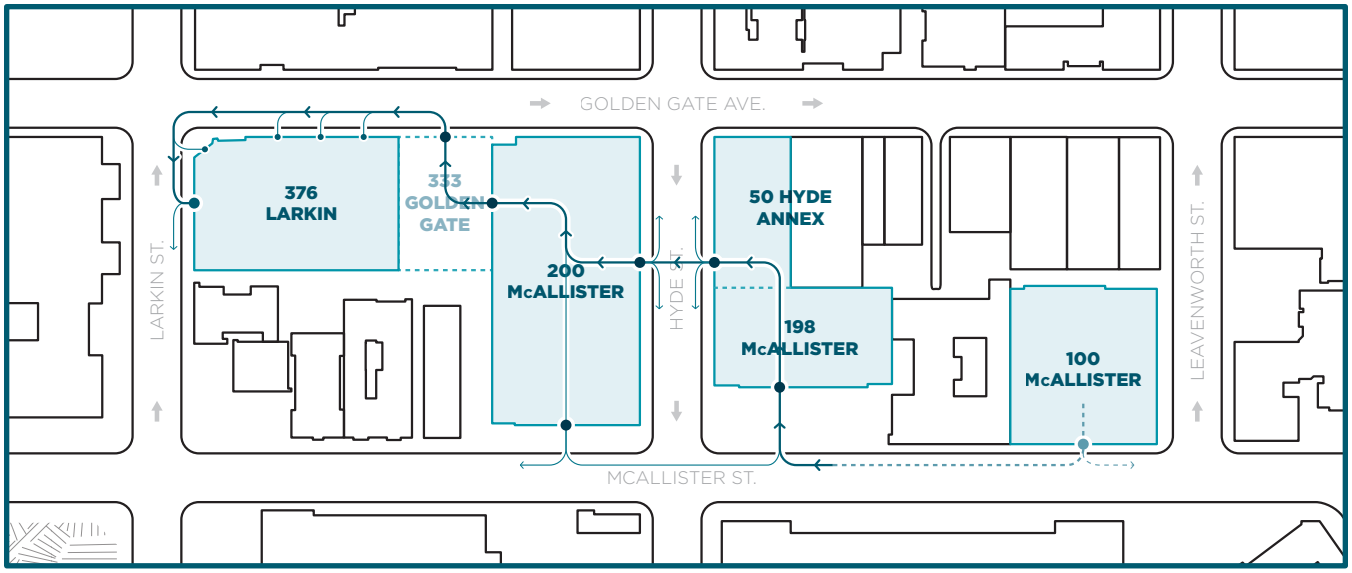
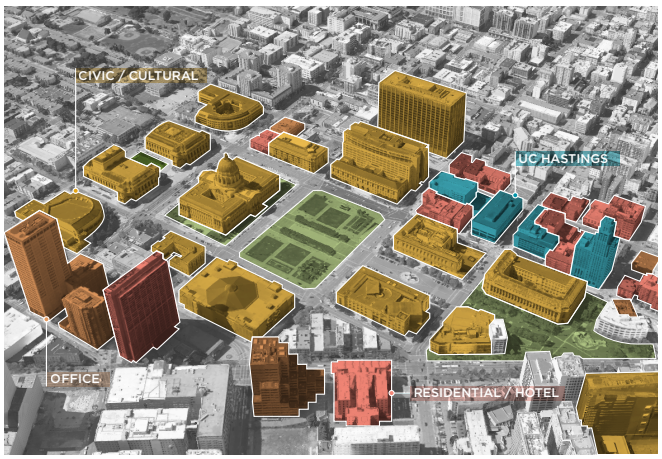


Illustration of a sectional view of UC Hastings' campus in 2020



UC Hasting's properties and potential new paths of travel across the 2020 campus



UC Hastings' neighborhood

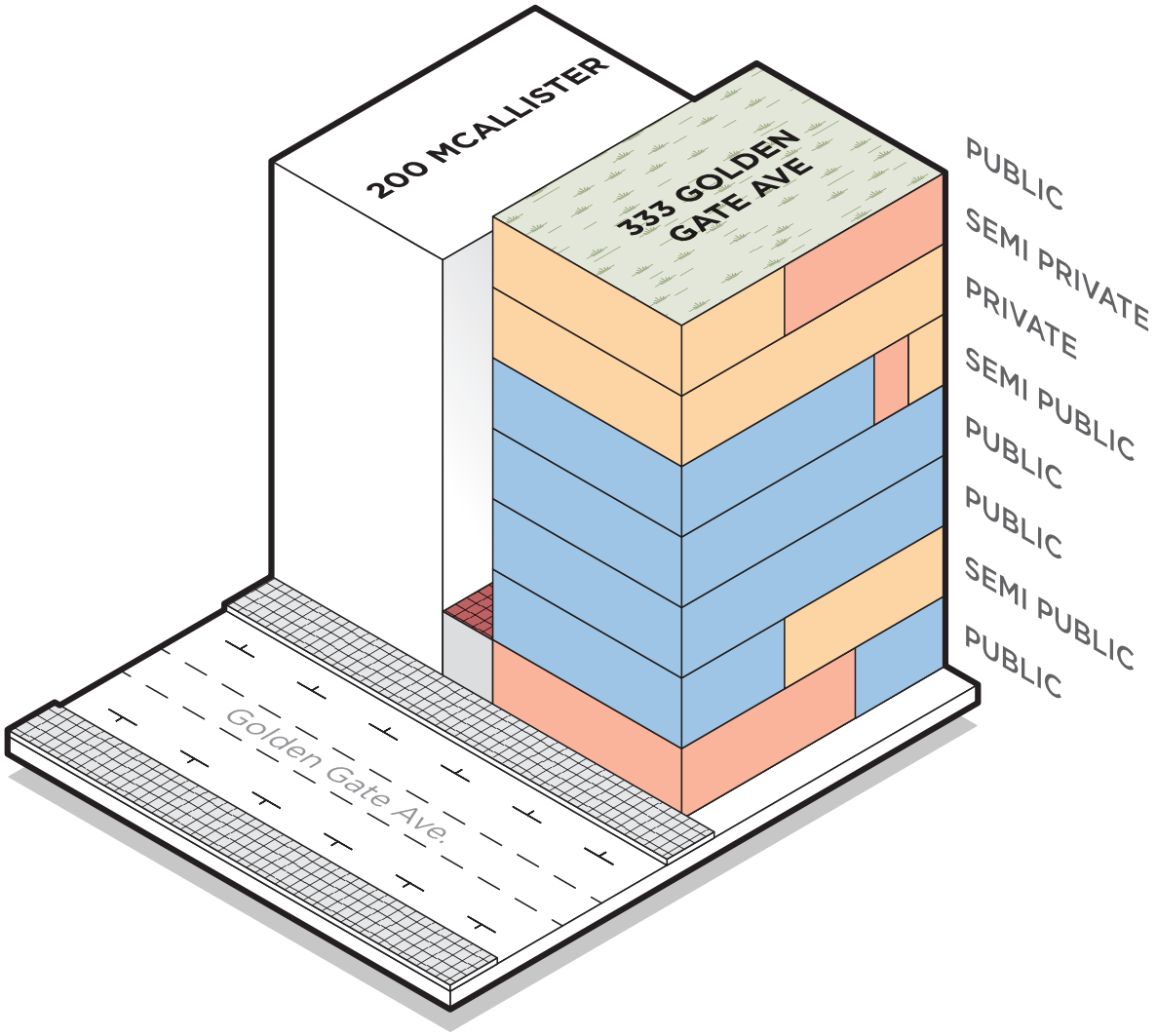
CAMPUS CONNECTIVITY

333 GOLDEN GATE STACKING PRIORITIES

Due to the small site at 333 Golden Gate Ave (roughly 12,000 gsf) the floorplates of the new building will be relatively small when compared to Hastings' existing buildings. Unlike UC Hastings current academic buildings, circulation in the new building will be more vertically oriented. Therefore, it is important to properly distribute the various programs and functions across the building's estimated seven floors in order to avoid bottlenecks and confusing wayfinding.

The new building will serve as UC Hastings' primary academic building and should therefore prioritize the location of the instructional spaces in order to best accommodate heavy student traffic. A majority of these classroom spaces should be located on the lower floors with preference given to larger classrooms; locating the larger classrooms on the first floor will help with student traffic as well as preserve the option for tiering below grade. It is estimated that the new building will have three to four floors of classrooms in order to accommodate the projected program. However, as the new gateway to UC Hastings on the Golden Gate Ave side, it is important that the first floor have a public and community facing element establishing a grand entrance to campus.

The first floor should have a combination of interaction spaces and some of the larger classrooms. The top floors of the building (with the exception of the roof gardens and terraces) should be more private and have a mix of offices and interaction spaces in order to provide some separation from students and administrative programs (e.g. Advancement and Alumni and General Counsel). Faculty offices, student study spaces, and meeting rooms should be distributed throughout the entirety of the building in order to create dynamic floors and avoid "dead zones" during off hours. Although primarily vertical in circulation, it will be crucial to provide a unified wayfinding system that connects 333 Golden Gate to the rest of the college and that makes classroom and meeting room identification easy to find for all faculty, staff, students, and visitors.



KEY

- CLASSROOMS
- OFFICES
- INTERACTION
- ROOF GARDENS/OPEN SPACE

CAMPUS CONNECTIVITY

PHYSICAL CONNECTIONS TO 200 MCALLISTER

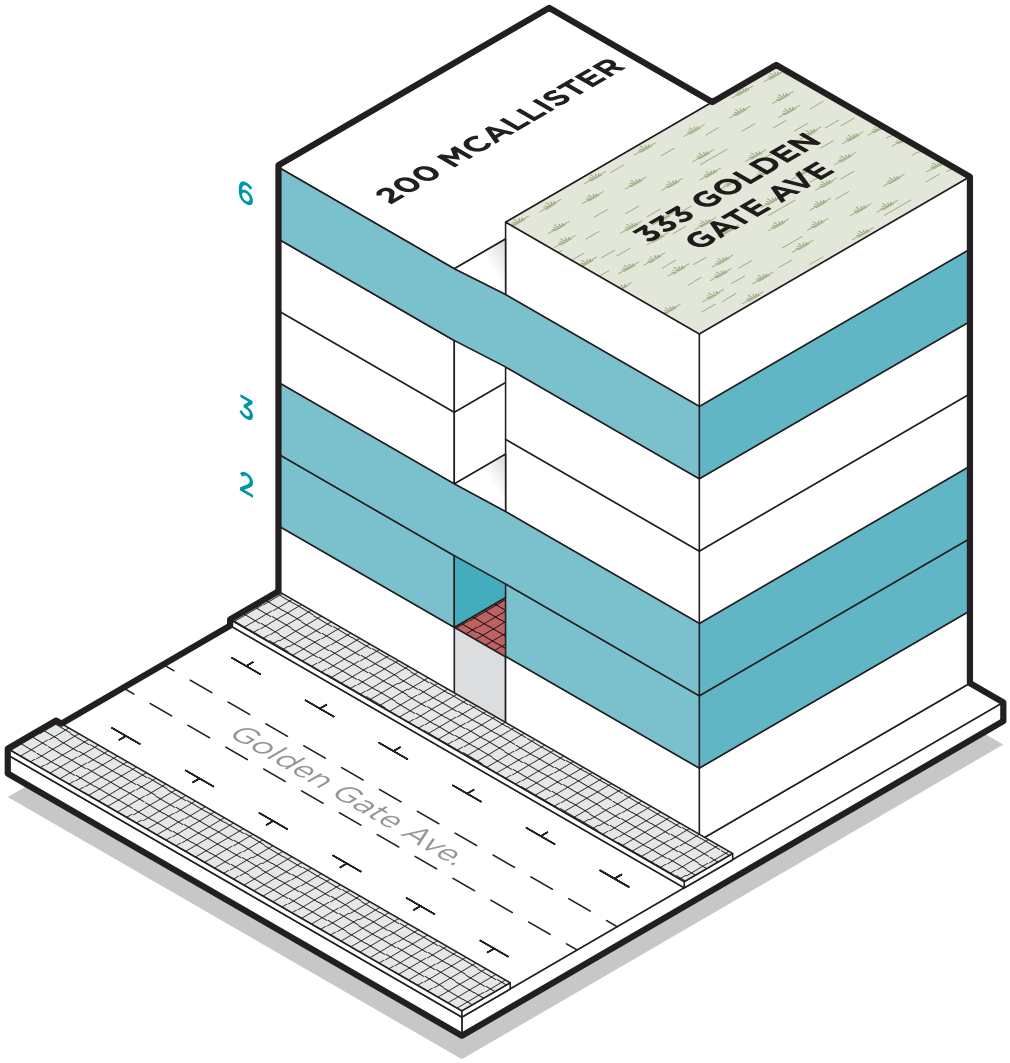
If the budget allows, it is highly desirable to create physical connections between 200 McAllister and the new building at 333 Golden Gate Ave. A physical connection between the two buildings will:

- Improve campus cohesion and strengthen the UC Hastings community
- Establish programmatic continuity between the college's two core buildings
- Maximize UC Hastings' physical assets
- Improve overall campus wayfinding and circulation
- improve circulation to the sixth floor of 200 McAllister

The existing exterior patio off of the second floor of the 200 McAllister is an ideal location for an exterior connection between the two buildings. Establishing a connection here has the possibility to transform the currently sparsely used patio into a central hub of campus. In addition to this exterior connection, programmatic functionality and circulation would greatly benefit from physical connectivity at both the third and sixth floors of 200 McAllister.

As the primary location of faculty offices on campus, creating a connection to the third floor would help to increase faculty visibility and strengthen the professional community on campus. Both faculty and staff have vocalized a strong preference for establishing this connection and better integrating the faculty into the overall campus.

The sixth floor of 200 McAllister is currently undergoing a renovation process to convert it from the third floor of the library into a programmatically diverse space that will include a combination of administrative offices, faculty offices, student study space, and classrooms. However, this floor is currently only accessible to the public from the 4th and 5th floors. Establishing a physical connection here will improve circulation to the sixth floor and better integrate those programs with the whole of campus.


200 MCALLISTER
333 GOLDEN GATE AVE
6
3
2
Golden Gate Ave.

CAMPUS CONNECTIVITY

GRAND ENTRANCE ON GOLDEN GATE AVENUE

The location of 333 Golden Gate Avenue creates the opportunity for the campus to forge an iconic connection with the neighborhood along the campus' northern elevation. The entrance also provides an opportunity to communicate the UC Hastings brand and ethos: bold innovation and a legacy of public service.

Special consideration should be given to the entrance, creating a prominent new gateway on the UC Hastings campus. The entrance should be inviting to the surrounding community and lead to a notable atrium or ante-space that provides a place for students, faculty, and staff, community and attendees of the conference center to congregate.

The new connection will ultimately need to provide the following for the campus and the community:

- Grand Entrance, emblematic of the UC Hastings Experience and Mission: a place where people with high aspirations become high contributors to society
- Street activation: lighting, signage and security access should be welcoming while communicating strength and stability
- Security: Clear presence of public safety without overwhelming other values discussed previously
- Orientation: visitors should easily identify their location and how to travel through campus with human-scaled tactile map (inclusive to people of all abilities and backgrounds)

BUILDING SYSTEMS

BUILDING SPECS WISH LIST

Wherever possible and economically feasible, preference should be given to interoperability, modularity, and consistency with current systems for the sake of economics of scale in purchasing, maintenance, and training. Exceptions can be made when existing systems violate current or upcoming code changes (i.e. emissions standards) or when existing systems are less economical or lack needed functionality (i.e. online controls).

BUILDING SYSTEMS
SPECIFICATIONS

DOORS

Hardware: preferred manufacturer Schlage

Locking: the college owns a Schlage keying system that can be expanded to accommodate the new building. Exterior doors need to be Primus type (six pin FG) while interior can be standard six pin FG keyway.

Assisted mechanism: automatic door operators for classrooms and restrooms

Panic hardware: LCN panic hardware

Access

- Single touch-point; buildings, classrooms, and other selected areas should be locked down and opened with one-touch or click of a button
- Proximity badge readers: badge readers are needed to ensure the safety of all building occupants. The requirement of current system that entrants physically touch badge reader is a traffic bottle neck during busy days.
  - Access delays can be minimized using scanners sensitive to badges from a distance

HVAC

200 McAllister is UC Hastings' newest building with a full HVAC system. It will be beneficial for facilities if the new Energy Management System (EMS) is the same or similar to the existing system. The current system is Trane Tracer, version 2006. Our hope is that the new building will have the latest version of the Trane Tracer System. Ideally, this system will have an online presence and will be accessible anywhere via a secure portal.

- EMS: Trane Tracer system with online presence and accessibility
- Closed water condenser system: it has been our experience that closed water systems (with a chiller) are easier to maintain than open systems (cooling tower)
  - Closed water system are also more sustainable using less water and chemicals to operate
- American-made pipes: it is UC Hastings' experience that pipes made overseas, even though they may comply with ASTM Standards, have a higher, more rapid failure rate than American-made pipes

EMERGENCY POWER

Cummins: three of the four exisitng campus generators are Cummins

- A single maintenance contract for all campus generators would be the most economical

FIRE LIFE SAFETY EQUIPMENT

Siemens: all buildings in the campus use Siemens Fire Panels, devices, and monitoring

- Efficiency in this critical area improves overall campus safety

LIGHTING

Control-GE: UC Hastings' has GE lighting controls in three of the four existing campus buioldings

- It would be efficient to extend this to the new building

LED-dimmable lights: flexible lighting levels are highly preferred and can be achieved with the use of dimmable LED lights

BUILDING SYSTEMS
SPECIFICATIONS

ACCESSIBLE ROOF

A fully accessible roof for effective systems maintenance such as HVAC condenser water cooling

Structure that will support roof gardens, recreational terraces, and placement of generator exhaust

Building vents and accessible egress need to be taken into consideration in the roof design

FACADE ACCESS SYSTEM

Facade access system (window cleaning anchors) should be part of the design and construction

- A fully approved OPOS should be part of the deliverables

WALLS AND CEILING

Zero VOC, ICI, or PPG paint products are preferred

Anti-graffiti film or coating should be provided on all reachable exterior surfaces

Adequate acoustic insulation and/or isolation systems should be on walls and ceilings in quiet spaces that require sound mitigation

WINDOW COVERING

All windows will have adjustable covering for comfort, and where applicable, effective projection

FLOOR COVERING

Carpet tiles are best suited for maintenance and durability rather than loom carpet

- note: University of California has a volume-pricing agreement with the Shaw Group, which allows contractors working for the campus to purchase floor covering at a discounted rate

Porcelain, stone, terrazo tiles, or even wood are preferred to VCT for hard surface flooring

- VCT tends to crack and wear quickly

OPERABLE WINDOWS

Windows should be operable

- Natural ventilation increase comfort and reduces energy/maintenance costs

FACILITY AREA

Plan for adequate, accessible space to store facility related items such as janitorial equipment, extra chairs, tables, podiums, etc.

If possible, a facilities workshop will increase efficiency and reduce costs

- A secure room (size of a large office) with access to a loading dock, appropriate power, room for benches and tools

BUILDING SYSTEMS
SPECIFICATIONS

POWER

Custodial services will need a dedicated 20 amp power source

- Custodial services use specialized equipment such as carpet extractors and floor buffers, which use more energy than simple vacuum cleaners

Adequate power distributed appropriately is needed

- Current buildings use shared outlets which can overload and trip the circuit breakers

Classrooms will need multiple power outlets to enable charging of laptops and support educational technology (if possible, classrooms should provide one outlet per seat)

As a standard, all outlets and j-boxes need to be marked with panel and breaker numbers

Electrical panels and breakers need to have enough space capacity to accommodate future needs

Electric closets need to be sized to accommodate future expansion

COMMONS, GREENING, & SUSTAINABILITY
SUMMARY RECOMMENDATIONS

LRCP 3.0 PROGRAMMING: SUMMARY RECOMMENDATIONS COMMONS, GREENING AND SUSTAINABILITY
NOV 18, 2015

This document summarizes recommendations for programming Commons, Greening and Sustainability dimensions of UC Hastings' new academic building at 333 Golden Gate. These recommendations flow from research of UC Hastings community needs, best practices for sustainable, livable, campus development and the evolving statutory framework related to climate change adaptation and mitigation.

Research consisted of a campus-wide survey, visits to other local campuses and discussions in the Long Range Campus Plan 3.0 Programming workgroup comprised of representatives from faculty, staff and student constituencies. Research findings are contextualized by institutional best practices, directives from University of California, California State Government and municipal guidelines.

FIRST PRINCIPLES

The LRCP 3.0 aspires to recreate UC Hastings built environment over ten years as a carbon neutral "cool-island" research lab aspirational to LEED Platinum certification given constraints of capital, technology and existent structures. Aggressive reduction of Greenhouse Gas (GHG) & Short-lived Climate Pollutants (SLCP) emissions and conservation of fresh water are prioritized. Reliance upon increasing green space and maximizing San Francisco's maritime Mediterranean climate regime will create a welcoming, lively and functional academic environment.

333 Golden Gate Ave academic building affords the opportunity to reinforce UC Hastings' bold and innovative brand through visual and spatial expression of these principles to showcase the college's environmental stewardship and climate resilience efforts.

In design and construction of Commons, Academic Space, Student Space, Facilities & Operations Systems the following should be maximized:

- Access to natural light and air
- Integrated water conservation and reclamation systems
- Abundant living plants and trees
- Arcades, sky bridges, plazas, terraces, gardens and patios are offered to effectively connect outdoors and indoors in healthy, energetic flow
- Human-scaled neighborhood presence
- Support for bicycle and public transit commuters including showers and lockers near the bike racks
- Extensive use of recycled and sustainable materials in construction and finishes
- Modularity and interoperability of technology

Application of these recommendations in 333 Golden Gate will provide crucial learning in preparation for design and construction of student housing at 198 McAllister/ 50 Hyde St.

DOMAIN-SPECIFIC RECOMMENDATIONS

Each domain below assumes application of general principles above in addition to needs indicated by its particular function and service audience.

Commons

- Qualitatively replace or exceed the existent green open space with roof decks, plazas, patios, arcades and terraces distributed through the building and connecting rest of campus.

COMMONS, GREENING, & SUSTAINABILITY
SUMMARY RECOMMENDATIONS

  - Beach: 9,600 GSF, 15% moderate canopy
  - Demonstration Gardens: 11,000 GSF, 45% complex canopy

- Limit footprint and noise/air pollution to roof decks from mechanical on roof
- Limit light pollution from landscape and security lighting
- Include water, light and wind features as environmental art installations
- Support bicycle and public transit commuters with showers and lockers
- Expression of service ethic and legacy of school in care and respect for natural environment

Academic Space

- "Right-size" rooms for changing enrollment & usage projections
- Flexible, multi-use spaces
- Use of repurposed or renewable building materials (eg. Bamboo, Cork)
- Installation of passive and/or zonal environmental controls
- Inclusion of natural light, air and greenery in or near learning spaces
- Modular, interoperable technology that supports multiple pathways for teaching & learning
- Support calm, focused learning environment with maximal access to fresh air, natural light

Student Space

- Create sense of continuity (permeability) with surrounding professional legal community through shared public & alumni spaces where practical
- Support esprit d'corps in student body by demonstrating values & commitment to environmental stewardship in physical spaces and art
- Reduce depression and anxiety through sense of belonging in natural cycles by incorporation of horizontal and vertical gardens, indoors and out

Facilities & Operations Systems

- Robust water reclamation and re-use system captures carbon in greening and increases drought resilience
- Prepare for Interoperability with alternative utilities grid that will support resilience from climate change and mitigate GHG & SLCP emissions to 2030 and 2050 trajectory as per State law.
- Centralized system for environmental controls with distributed monitoring, tracking & reporting for integrated adaptive management program Sustainable UC Hastings
- Modular, Open Standards technology and equipment
- LEED Platinum levels of performance through built environment and culture of professional development

CONCLUSION

These admittedly ambitious goals are achievable by leveraging advanced planning horizon in a coordinated effort that this building project offers. This will produce the economies of scale, esprit d'corp and innovation required to dramatically reduce GHG and SLCP emissions to levels required of the College by good citizenship. Dedication to the work will improve not only our built environment on campus but overall quality of life for UC Hastings community and our neighbors.

APPENDIX A

Itemized Design Standards

A. CLASSROOMS

1. SMALL CLASSROOMS

A. DESIGN INTENT AND SPECIFICATIONS

i. Target capacity of 25 students

ii. Small classrooms need to provide adequate space for small seminars and large breakout groups

iii. Room should be easily reconfigured to accommodate numerous arrangements such as standard lecture, round-table discussions, or breakout group learning.

iv. Room aspect ratio should not exceed 3:2

v. In general, back of the house technologies that the user will not directly interface with (such as switchers and amplification) should be housed in a main AV closet located on each floor of the building rather than within each classroom space

B. FURNITURE

i. Dual occupant 24”x60” rectangular desks, which should be moveable and easily reconfigurable

ii. Movable desks do not have built-in surface electrical outlets

iii. Chairs should be easily movable and reconfigurable

iv. Faculty podium/lectern should be minimal in size, standing height, with a mounted tablet control/panel display:

- Adjustable height lectern for presentations and lectures must be ADA compliant; surface space should be large enough to place a laptop on
- Tablet control panel/display should combine the functions of control, monitor, computer, and digital marking/annotation, into a single display/device
- Power tether will need to be plugged into floor box or wall outlet in order to power the mounted tablet
- Podium/lectern should have a drink holder in order to avoid spills/equipment damage

C. TEACHING SURFACES

i. Small classrooms should have at least two “active teaching walls” to maximize room flexibility

ii. Whiteboards should be located at the front of the room on the primary teaching wall; the secondary teaching wall (side of the room) should utilize idea paint, a secondary whiteboard, or a combination of the two

- Whiteboards should be magnetized so that teachers can hang hooks or flip charts directly on the board
- It is preferable to use idea pain on at least three walls (front and both sides) in small classrooms

- When possible, whiteboard placement should try and preserve the ability to use both whiteboards and screens simultaneously

iii. Small classrooms should use flat displays with smart board capability.

- When possible, these smart board displays should be an integrated unit (computer, interactive display,and camera) such as a Microsoft Surface Hub
- Flat panel displays are preferred to projection; projectors should only be used in larger rooms when necessary
- Screens/displays must be large enough to be seen from the back, which do not obscure any whiteboard, and which are not obscured by a professor or speakers standing at the podium

iv. If used, projection screens should be ceiling mounted, motorized retractable screens, located at the front of the room

- User flat panel displays whenever feasible; use a projector only when needed in the larger rooms
- Ceiling-mounted, motorized retractable screens

D. TECHNOLOGY

i. In general, back of the house technologies that the user will not directly interface with (such as switchers and amplification) should be housed in a main AV closet located on each floor of the building rather than within each classroom space

ii. All rooms should have wireless video casting capabilities to permit content from user devices to be transmitted wirelessly to classroom displays/screens

iii. All classrooms will be Wi-Fi enabled

iv. Small classrooms should use flat displays/screens with smart board capability.

- When possible, these smart board displays should be an integrated unit (computer, interactive display,and camera) such as a Microsoft Surface Hub
- Flat panel displays are preferred to projection; projectors should only be used in larger rooms when necessary
- Screens/displays must be large enough to be seen from the back, which do not obscure any whiteboard, and which are not obscured by a professor or speakers standing at the podium

v. If used, projection screens should be ceiling mounted, motorized retractable screens, located at the front of the room

- User flat panel displays whenever feasible; use a projector only when needed in the larger rooms
- Ceiling-mounted, motorized retractable screens

vi. Video conferencing capabilities should be part of the basic package in the form of a software codec (Skype, Google Hangouts, etc.) since there is no need to install expensive hard-ware based systems in every room

vii. All classrooms should have audio, video, and screen capture capability
- Dual systems, one for ADA accommodation that is automatically scheduled, and one for make-up/review sessions that is controlled locally, should be considered
- There should be an on-off switch to avoid 24/7 recording

viii. A clock/timer should be installed on the lectern/podium as part of the tablet control panel/display

ix. Classrooms should have a phone for security and communication

E. UTILITIES

i. Lighting:
- Dimmable and pre-programmed lighting with assigned "lighting zones" to optimize room flexibility and improve visibility (eg. disable light fixtures at projection screen)
- Every classrooms should have individualized controls
- Natural white LED lighting (3500k is recommended)

ii. Acoustics:
- Rooms should be acoustically separate; need to hear everyone from every part of the room without echoes and with minimal acoustic interference
- Volume of computer audio needs to be adjustable and speaker placement needs to provide clear and distributed sound
- Acoustic wall and/or ceiling panels should be utilized when needed to improve acoustics
- Glass used for storefronts and side lighting should be acoustically treated

iii. Climate:
- All rooms should be climate controlled
- Heat and air conditioning should be evenly distributed throughout the room
- Should be linked to the rooms/facilities scheduling system to adjust based around schedule and use, however should also be adjustable on an individual classroom basis as needed

iv. Waste:
- One small to large trash and recycle bin per room dependent on room capacity
- Additional trash, recycling, and compost bins should be located in hallways adjacent to classrooms in order to avoid promoting and discourage eating in classrooms

v. Storage:
- A need to store small items like dry erase markers and erasers; otherwise, storage within the classrooms is not a major concern

F. MATERIALS AND FINISHES

i. Walls

- Cleanable materials
- If desired, wainscot should be used to protect wall surfaces
- Paint colors should be light and calming
- Small classrooms should aim to have three walls painted with Idea Paint in order to create an interactive and dynamic whiteboard space within the room

ii. Windows

- When possible, classrooms should provide natural light
- All windows should have operable blinds or shades
- Door openings should have small adjacent glass vision panels

iii. Flooring

- Carpet tiles

iv. Ceiling

- Ceilings considerations should primarily support classroom acoustics
- Appropriately sized classrooms should use ceiling-mounted projectors and projector screens

2. MEDIUM CLASSROOMS

A. DESIGN INTENT AND SPECIFICATIONS

i. Target capacity of 45 students

ii. Medium classrooms need to provide adequate space for medium sized seminars and lectures

iii. Room should be easily reconfigured to accommodate numerous arrangements such as standard lecture, round-table discussions, or breakout group learning.

iv. Room aspect ratio should not exceed 3:2

v. In general, back of the house technologies that the user will not directly interface with (such as switchers and amplification) should be housed in a main AV closet located on each floor of the building rather than within each classroom space

B. FURNITURE

i. Dual occupant 24”x60” rectangular desks, which should be moveable and easily reconfigurable

ii. Movable desks do not have built-in surface electrical outlets

iii. Chairs should be easily movable and reconfigurable

iv. Faculty podium/lectern should be minimal in size, standing height, with a mounted tablet control/panel display:

- Adjustable height lectern for presentations and lectures must be ADA compliant; surface space should be large enough to place a laptop on
- Tablet control panel/display should combine the functions of control, monitor, computer, and digital marking/annotation, into a single display/device
- Power tether will need to be plugged into floor box or wall outlet in order to power the mounted tablet
- Podium/lectern should have a drink holder in order to avoid spills/equipment damage

C. TEACHING SURFACES

i. Medium classrooms should have at least two "active teaching walls" to maximize room flexibility

ii. Whiteboards should be located at the front of the room on the primary teaching wall; the secondary teaching wall (side of the room) should utilize idea paint, a secondary whiteboard, or a combination of the two

- Medium classrooms should utilize sliding whiteboards to maximize writing space
- Whiteboards should be magnetized so that teachers can hang hooks or flip charts directly on the board
- It is preferable to use idea pain on at least three walls (front and both sides) in small classrooms
- When possible, whiteboard placement should try and preserve the ability to use both whiteboards and screens simultaneously

iii. Medium classrooms should use a multi-display projection system that uses either multiple displays/screens or one high resolution display/screen for dragging images, documents, or windows in order to display different content simultaneously

- Flat panel displays are preferred to projection; projectors should only be used in larger rooms when necessary
- Screens/displays must be large enough to be seen from the back, which do not obscure any whiteboard, and which are not obscured by a professor or speakers standing at the podium

iv. If used, projection screens should be ceiling mounted, motorized retractable screens, located at the front of the room

- User flat panel displays whenever feasible; use a projector only when needed in the larger rooms
- Ceiling-mounted, motorized retractable screens

D. TECHNOLOGY

i. In general, back of the house technologies that the user will not directly interface with (such as switchers and amplification) should be housed in a main AV closet located on each floor of the building rather than within each classroom space

ii. All rooms should have wireless video casting capabilities to permit content from user devices to be transmitted wirelessly to classroom displays/screens

iii. All classrooms will be Wi-Fi enabled

iv. Medium classrooms may utilize ceiling-mounted projectors, however, video walls are preferred

- Flat panel displays are preferred to projection; projectors should only be used in larger rooms when necessary
- Screens/displays must be large enough to be seen from the back, which do not obscure any whiteboard, and which are not obscured by a professor or speakers standing at the podium

v. Computer

- In larger classrooms, the preferred option is to combine the functions of a computer, control, monitor, and digital marking/annotation into one display/device. This device can be mobile and wireless, such as a wireless tablet stored in a locked drawer, or wired and mounted on the faculty podium/lectern, or attached to a wall on an adjustable mount

vi. If used, projection screens should be ceiling mounted, motorized retractable screens, located at the front of the room

- User flat panel displays whenever feasible; use a projector only when needed in the larger rooms
- Ceiling-mounted, motorized retractable screens

vii. Video conferencing capabilities should be part of the basic package in the form of a software codec (Skype, Google Hangouts, etc.) since there is no need to install expensive hard-ware based systems in every room

viii. All classrooms should have audio, video, and screen capture capability

- Dual systems, one for ADA accommodation that is automatically scheduled, and one for make-up/review sessions that is controlled locally, should be considered
- There should be an on-off switch to avoid 24/7 recording

ix. A clock/timer should be installed on the lectern/podium as part of the tablet control panel/display

x. Classrooms should have a phone for security and communication

xi. Speakers integrated in ceiling or wall-mounted speakers

- Larger classrooms should have tools to improve audibility and lecture recording when needed
  - Wireless microphones will be available for professors who need/prefer
  - Hanging microphones for lecture capture
  - Separate speaker channels for PA and program (computer playback)

E. UTILITES

i. Lighting:

- Dimmable and pre-programmed lighting with assigned “lighting zones” to optimize room flexibility and improve visibility (eg. disable light fixtures at projection screen)
- Every classrooms should have individualized controls
- Natural white LED lighting (3500k is recommended)

ii. Acoustics:

- Rooms should be acoustically separate; need to hear everyone from every part of the room without echoes and with minimal acoustic interference
- Volume of computer audio needs to be adjustable and speaker placement needs to provide clear and distributed sound
- Acoustic wall and/or ceiling panels should be utilized when needed to improve acoustics
- Glass used for storefronts and side lighting should be acoustically treated

iii. Climate:

- All rooms should be climate controlled
- Heat and air conditioning should be evenly distributed throughout the room
- Should be linked to the rooms/facilities scheduling system to adjust based around schedule and use, however should also be adjustable on an individual classroom basis as needed

iv. Waste:

- One small to large trash and recycle bin per room dependent on room capacity
- Additional trash, recycling, and compost bins should be located in hallways adjacent to classrooms in order to avoid promoting and discourage eating in classrooms

v. Storage:

- A need to store small items like dry erase markers and erasers; otherwise, storage within the classrooms is not a major concern

F. MATERIALS AND FINISHES

i. Walls

- Cleanable materials
- If desired, wainscot should be used to protect wall surfaces
- Paint colors should be light and calming
- Medium classrooms should aim to have three walls painted with Idea Paint in order to create an interactive and dynamic whiteboard space within the room

ii. Windows

- When possible, classrooms should provide natural light
- All windows should have operable blinds or shades
- Door openings should have small adjacent glass vision panels

iii. Flooring
- Carpet tiles

iv. Ceiling
- Ceilings considerations should primarily support classroom acoustics
- Appropriately sized classrooms should use ceiling-mounted projectors and projector screens

3. LARGE CLASSROOMS

A. DESIGN INTENT AND SPECIFICATIONS

i. Target capacity of 85 students

ii. Large classrooms should come in a variety of layouts to maximize variety and accommodate various teaching preferences. Some layouts to consider are: active learning environment with movable furniture, tiered fixed seating, and u-shaped desk layouts to mimic the layout in existing rooms J and K in 198 McAllister.
- While the room's aspect ratio optimizes sight lines and audibility, movable risers can be incorporated into the design. Additionally, tiering should be considered for large classrooms during the architectural design phase.
- Two large classrooms should utilize movable, sound-proof partitions in order to: divide into two smaller medium rooms or combine into one large event space able to hold 170 people

iii. Room aspect ratio should not exceed 3:2

iv. In general, back of the house technologies that the user will not directly interface with (such as switchers and amplification) should be housed in a main AV closet located on each floor of the building rather than within each classroom space

B. FURNITURE

i. Dual occupant 24"x60" rectangular desks, which should be moveable and easily reconfigurable
- 40" standing height desks should be considered in the back of the room

ii. Movable desks do not have built-in surface electrical outlets

iii. Chairs should be easily movable and reconfigurable

iv. Faculty podium/lectern should be minimal in size, standing height, with a mounted tablet control/panel display:
- Adjustable height lectern for presentations and lectures must be ADA compliant; surface space should be large enough to place a laptop on
- Tablet control panel/display should combine the functions of control, monitor, computer, and digital marking/annotation, into a single display/device
- Power tether will need to be plugged into floor box or wall outlet in order to power the mounted tablet
- Podium/lectern should have a drink holder in order to avoid spills/equipment damage

C. TEACHING SURFACES

i. Large classrooms should have at least two “active teaching walls” to maximize room flexibility

ii. Whiteboards should be located at the front of the room on the primary teaching wall; the secondary teaching wall (side of the room) should utilize idea paint, a secondary whiteboard, or a combination of the two

- Large classrooms should utilize sliding whiteboards to maximize writing space
- Whiteboards should be magnetized so that teachers can hang hooks or flip charts directly on the board
- It is preferable to use idea pain on at least three walls (front and both sides) in small classrooms
- When possible, whiteboard placement should try and preserve the ability to use both whiteboards and screens simultaneously

iii. Large classrooms should use a multi-display projection system that uses either multiple displays/screens or one high resolution display/screen for dragging images, documents, or windows in order to display different content simultaneously

- Flat panel displays are preferred to projection; projectors should only be used in larger rooms when necessary
- Screens/displays must be large enough to be seen from the back, which do not obscure any whiteboard, and which are not obscured by a professor or speakers standing at the podium

iv. If used, projection screens should be ceiling mounted, motorized retractable screens, located at the front of the room

- User flat panel displays whenever feasible; use a projector only when needed in the larger rooms
- Ceiling-mounted, motorized retractable screens

D. TECHNOLOGY

i. In general, back of the house technologies that the user will not directly interface with (such as switchers and amplification) should be housed in a main AV closet located on each floor of the building rather than within each classroom space

ii. All rooms should have wireless video casting capabilities to permit content from user devices to be transmitted wirelessly to classroom displays/screens

iii. All classrooms will be Wi-Fi enabled

iv. Large classrooms may utilize ceiling-mounted projectors, however, video walls are preferred

- Flat panel displays are preferred to projection; projectors should only be used in larger rooms when necessary
- Screens/displays must be large enough to be seen from the back, which do not obscure any whiteboard, and which are not obscured by a professor or speakers standing at the podium

v. Computer
    - In larger classrooms, the preferred option is to combine the functions of a computer, control, monitor, and digital marking/annotation into one display/device. This device can be mobile and wireless, such as a wireless tablet stored in a locked drawer, or wired and mounted on the faculty podium/lectern, or attached to a wall on an adjustable mount

vi. If used, projection screens should be ceiling mounted, motorized retractable screens, located at the front of the room
    - User flat panel displays whenever feasible; use a projector only when needed in the larger rooms
    - Ceiling-mounted, motorized retractable screens

vii. Video conferencing capabilities should be part of the basic package in the form of a software codec (Skype, Google Hangouts, etc.) since there is no need to install expensive hard-ware based systems in every room

viii. All classrooms should have audio, video, and screen capture capability
    - Dual systems, one for ADA accommodation that is automatically scheduled, and one for make-up/review sessions that is controlled locally, should be considered
    - There should be an on-off switch to avoid 24/7 recording

ix. A clock/timer should be installed on the lectern/podium as part of the tablet control panel/display

x. Classrooms should have a phone for security and communication

xi. Speakers integrated in ceiling or wall-mounted speakers
    - Larger classrooms should have tools to improve audibility and lecture recording when needed
        - Wireless microphones will be available for professors who need/prefer
        - Hanging microphones for lecture capture
        - Separate speaker channels for PA and program (computer playback)

E. UTILIES

i. Lighting:
    - Dimmable and pre-programmed lighting with assigned “lighting zones” to optimize room flexibility and improve visibility (eg. disable light fixtures at projection screen)
    - Every classrooms should have individualized controls
    - Natural white LED lighting (3500k is recommended)

ii. Acoustics:
- Rooms should be acoustically separate; need to hear everyone from every part of the room without echoes and with minimal acoustic interference
- Volume of computer audio needs to be adjustable and speaker placement needs to provide clear and distributed sound
- Acoustic wall and/or ceiling panels should be utilized when needed to improve acoustics
- Glass used for storefronts and side lighting should be acoustically treated

iii. Climate:
- All rooms should be climate controlled
- Heat and air conditioning should be evenly distributed throughout the room
- Should be linked to the rooms/facilities scheduling system to adjust based around schedule and use, however should also be adjustable on an individual classroom basis as needed

iv. Waste:
- One small to large trash and recycle bin per room dependent on room capacity
- Additional trash, recycling, and compost bins should be located in hallways adjacent to classrooms in order to avoid promoting and discourage eating in classrooms

v. Storage:
- A need to store small items like dry erase markers and erasers; otherwise, storage within the classrooms is not a major concern

F. MATERIALS AND FINISHES

i. Walls
- Cleanable materials
- If desired, wainscot should be used to protect wall surfaces
- Paint colors should be light and calming
- Large classrooms should aim to have three walls painted with Idea Paint in order to create an interactive and dynamic whiteboard space within the room

ii. Windows
- When possible, classrooms should provide natural light
- All windows should have operable blinds or shades
- Door openings should have small adjacent glass vision panels

iii. Flooring
- Carpet tiles

iv. Ceiling
- Ceilings considerations should primarily support classroom acoustics
- Appropriately sized classrooms should use ceiling-mounted projectors and projector screens

4. EXTRA-LARGE CLASSROOMS

A. DESIGN INTENT AND SPECIFICATIONS

i. Target capacity of 100+ students

ii. Extra-large classrooms should come in a variety of layouts to maximize variety and accommodate various teaching preferences. Some layouts to consider are: active learning environment with movable furniture, tiered fixed seating, and u-shaped desk layouts to mimic the layout in existing rooms J and K in 198 McAllister.

- While the room's aspect ratio optimizes sight lines and audibility, movable risers can be incorporated into the design. Additionally, tiering should be considered for extra-large classrooms during the architectural design phase.

iii. Room aspect ratio should not exceed 3:2

iv. In general, back of the house technologies that the user will not directly interface with (such as switchers and amplification) should be housed in a main AV closet located on each floor of the building rather than within each classroom space

B. FURNITURE

i. Dual occupant 24"x60" rectangular desks, which should be moveable and easily reconfigurable

- 40" standing height desks should be considered in the back of the room

ii. Movable desks do not have built-in surface electrical outlets

iii. Chairs should be easily movable and reconfigurable

iv. Faculty podium/lectern should be minimal in size, standing height, with a mounted tablet control/panel display:

- Adjustable height lectern for presentations and lectures must be ADA compliant; surface space should be large enough to place a laptop on
- Tablet control panel/display should combine the functions of control, monitor, computer, and digital marking/annotation, into a single display/device
- Power tether will need to be plugged into floor box or wall outlet in order to power the mounted tablet
- Podium/lectern should have a drink holder in order to avoid spills/equipment damage

C. TEACHING SURFACES

i. Extra-large classrooms should have at least two “active teaching walls” to maximize room flexibility

ii. Whiteboards should be located at the front of the room on the primary teaching wall; the secondary teaching wall (side of the room) should utilize idea paint, a secondary whiteboard, or a combination of the two

- Extra-large classrooms should utilize sliding whiteboards to maximize writing space
- Whiteboards should be magnetized so that teachers can hang hooks or flip charts directly on the board
- It is preferable to use idea pain on at least three walls (front and both sides) in small classrooms
- When possible, whiteboard placement should try and preserve the ability to use both whiteboards and screens simultaneously

iii. Extra-large classrooms should use a multi-display projection system that uses either multiple displays/screens or one high resolution display/screen for dragging images, documents, or windows in order to display different content simultaneously

- Flat panel displays are preferred to projection; projectors should only be used in extra-large rooms when necessary
- Screens/displays must be large enough to be seen from the back, which do not obscure any whiteboard, and which are not obscured by a professor or speakers standing at the podium

iv. If used, projection screens should be ceiling mounted, motorized retractable screens, located at the front of the room

- User flat panel displays whenever feasible; use a projector only when needed in the larger rooms
- Ceiling-mounted, motorized retractable screens

D. TECHNOLOGY

i. In general, back of the house technologies that the user will not directly interface with (such as switchers and amplification) should be housed in a main AV closet located on each floor of the building rather than within each classroom space

ii. All rooms should have wireless video casting capabilities to permit content from user devices to be transmitted wirelessly to classroom displays/screens

iii. All classrooms will be Wi-Fi enabled

iv. Extra-large classrooms may utilize ceiling-mounted projectors, however, video walls are preferred

- Flat panel displays are preferred to projection; projectors should only be used in larger rooms when necessary
- Screens/displays must be large enough to be seen from the back, which do not obscure any whiteboard, and which are not obscured by a professor or speakers standing at the podium

v. Computer
    - In larger classrooms, the preferred option is to combine the functions of a computer, control, monitor, and digital marking/annotation into one display/device. This device can be mobile and wireless, such as a wireless tablet stored in a locked drawer, or wired and mounted on the faculty podium/lectern, or attached to a wall on an adjustable mount

vi. If used, projection screens should be ceiling mounted, motorized retractable screens, located at the front of the room
    - User flat panel displays whenever feasible; use a projector only when needed in the larger rooms
    - Ceiling-mounted, motorized retractable screens

vii. Video conferencing capabilities should be part of the basic package in the form of a software codec (Skype, Google Hangouts, etc.) since there is no need to install expensive hard-ware based systems in every room

viii. All classrooms should have audio, video, and screen capture capability
    - Dual systems, one for ADA accommodation that is automatically scheduled, and one for make-up/review sessions that is controlled locally, should be considered
    - There should be an on-off switch to avoid 24/7 recording

ix. A clock/timer should be installed on the lectern/podium as part of the tablet control panel/display

x. Classrooms should have a phone for security and communication

xi. Speakers integrated in ceiling or wall-mounted speakers
    - Larger classrooms should have tools to improve audibility and lecture recording when needed
        - Wireless microphones will be available for professors who need/prefer
        - Hanging microphones for lecture capture
        - Separate speaker channels for PA and program (computer playback)

E. UTILIES

i. Lighting:
    - Dimmable and pre-programmed lighting with assigned “lighting zones” to optimize room flexibility and improve visibility (eg. disable light fixtures at projection screen)
    - Every classrooms should have individualized controls
    - Natural white LED lighting (3500k is recommended)

ii. Acoustics:

- Rooms should be acoustically separate; need to hear everyone from every part of the room without echoes and with minimal acoustic interference
- Volume of computer audio needs to be adjustable and speaker placement needs to provide clear and distributed sound
- Acoustic wall and/or ceiling panels should be utilized when needed to improve acoustics
- Glass used for storefronts and side lighting should be acoustically treated

iii. Climate:

- All rooms should be climate controlled
- Heat and air conditioning should be evenly distributed throughout the room
- Should be linked to the rooms/facilities scheduling system to adjust based around schedule and use, however should also be adjustable on an individual classroom basis as needed

iv. Waste:

- One small to large trash and recycle bin per room dependent on room capacity
- Additional trash, recycling, and compost bins should be located in hallways adjacent to classrooms in order to avoid promoting and discourage eating in classrooms

v. Storage:

- A need to store small items like dry erase markers and erasers; otherwise, storage within the classrooms is not a major concern

F. MATERIALS AND FINISHES

i. Walls

- Cleanable materials
- If desired, wainscot should be used to protect wall surfaces
- Paint colors should be light and calming
- Extra-large classrooms should aim to have three walls painted with Idea Paint in order to create an interactive and dynamic whiteboard space within the room

ii. Windows

- When possible, classrooms should provide natural light
- All windows should have operable blinds or shades
- Door openings should have small adjacent glass vision panels

iii. Flooring

- Carpet tiles

iv. Ceiling

- Ceilings considerations should primarily support classroom acoustics
- Appropriately sized classrooms should use ceiling-mounted projectors and projector screens

APPENDIX B

Community Feedback

CLASSROOM TECHNOLOGY RECOMMENDATIONS FOR 333 GOLDEN GATE

From: *Ad Hoc Faculty Technology Committee*

Members: *Professors John Crawford, Rory Lilttle, Dorit Reiss, Yvonne Troya (Chair), Marlene Bubrick, Interim CIO Julia Jackson, and Martin Pacholuk (ex-officio)*

Date Received: *October 22, 2015*

1. GENERAL TECH RECOMMENDATIONS

- AV technology should have a minimal footprint in the room—all of the non-user items (switching, amplification, etc.) should be housed in a main AV closet located on each floor of the building instead of within an AV Podium or Credenza in each classroom
- Use Smart Boards or Interactive Pen Displays, via stationary display screen or tablet in every classroom
- Emphasis on accommodating wireless technology
- Use flatscreens when possible due to improved uniform brightness and resolution of image, reliability, and cost as compared to projectors. Use flatscreens with Smart Board capability in smaller rooms. Use Video-Walls as feasible in larger classrooms (see below)
- All systems should be accessible remotely by technicians for quick troubleshooting
- We expect that technology will continue to evolve in the next five years before any equipment is actually purchased for the new building. As such, we expect that these recommendations will be adapted as needed

2. PROPOSED CHANGES/ADDITIONS TO 10-1-15 DRAFT MKTHINK CLASSROOM DESIGN STANDARDS WITH ADDITIONAL COMMENTS

- **LIGHINTING**
  - Lighting needs to accommodate teaching with or without technology/AV projection
  - Every classroom should have individualized controls so that presenters can (1) dim the lights in gradations (not just lights on/off); and (2) be able to turn off some but not all lights in the room (either one by one, or by “banks” from front to back of the classroom). This is to permit the rooms to be individually dimmed or lighted for the best visibility of whatever is going on in the room or on the screen(s)
- **ACOUSTICS**
  - Instructors need to be heard without a microphone, students need to be heard by other students without a microphone. Microphones, both wired and wireless, will be available when needed for accommodation and special event recording

- **FURNITURE**
  - **Teacher's Podium/lectern**
    - Functional for both tech and non-tech use
    - Per comment above, replace technology in the podium/lectern with a wireless/ mobile or wall mounted control panel/display
    - Moveable, with a retractable tether as needed
    - Eliminate equipment that isn't accessed by the user, like the video matrix switcher
    - Installed clock/timer as feasible
    - Adjustable height for ADA compliance and wheelchair accessibility
  - **AV Credenza (AV storage unit)**
    - Eliminate the credenza in each classroom with use of new main AV closet on each floor. Instead of AV Credenza, install either:
    - a wireless solution (tablet or wall mounted PC with wireless keyboard/mouse)
    - a Microsoft Surface Hub (see above) with wireless control via a tablet or keyboard/ mouse
  - **Teaching Surfaces**
    - Whiteboards in every classroom; possibly white-board-painted walls in addition.
    - Ability to use whiteboard and screen simultaneously in every room
    - Consider the use of wireless table instead of mounted display
- **FLAT SCREENS AND PROJECTORS**
  - Use flat screen displays whenever feasible; use a projector only when needed in larger rooms
  - Use Video-Walls as feasible
  - Multi-display projection systems in Medium, Large, and Extra Large rooms - using either multiple displays/screens or one high resolution display/screen for dragging images/documents/windows
  - Install wireless video casting capabilities in all rooms . This will permit content from user devices to be transmitted wirelessly to the classroom display screen
  - Screens/displays must be large enough to be seen from the back, which do not obscure any whiteboard, and which are not obscured by a professor or speakers standing at the podium

- **CLASSROOM COMPUTER/TOUCH PANEL**
  - In larger rooms with projection, our preferred option is to combine the functions of control, monitor, computer, and digital marking/annotation into one display/device. This could be mobile and wireless such as a wireless tablet which is stored in a locked drawer, or it could be wired and mounted on the lectern/AV podium, or attached to a wall on an adjustable mount
    - If the above option is not feasible, we can continue with our current set-up in the large lecture rooms which consists of an Interactive Pen Display, computer, and separate control panel, mounted on the lectern/AV podium.
  - In all Small and Extra Small classrooms, we recommend a flat screen with marking capabilities, either in the form of a standard Smart Board or an integrated unit such as the Microsoft Surface Hub
  - Eliminate the document camera
  - Eliminate the DVD/Blu-ray player
- **AUDIO**
  - Wireless microphones for professors who need/prefer, and for better quality recordings
  - Hanging microphones for lecture capture
  - Separate speaker channels for PA and Program (computer playback)
- **VIDEO-CONFERENCING**
  - Should be part of the basic package in the form of a software codec (Skype, Google Hangouts, etc.) since there is no need to install expensive hardware-based systems in every room. This will leverage the cost of installed video cameras and microphones
- **LECTURE-RECORDING**
  - All classrooms should have audio, video, and AV/screen capture capability
  - Consider a dual system: one for ADA accommodation that is automatically scheduled, and one for make-up/review sessions that is controlled locally by the professor. If possible, there should be an on-off switch so that 24/7 recording is not the norm
- **WALL CLOCK**
  - If lectern/podium contains installed technology, include installed clock/timer
- **PHONE**
  - A help desk button on control pane and/or application link for emergency assistance
- **MOBILE TOOLS/TECH**
  - We do not recommend mobile tools due to general unreliability and insecurity, and the level of resources required for IT support
- **STORAGE**
  - Dry erase markers should not be stored in the AV podium
  - Install drink holders in AV podiums to avoid spills/equipment damage

- **CLIMATE**
  - Should be linked to the rooms/facilities scheduling system to adjust based around schedule and use, however should also be adjustable on an individual classroom basis as needed, if possible

- **POWER & DATA**
  - Sufficient electrical outlets for every seat, whether by fixed work benches or ground outlets (where tables are entirely moveable)

3. ADDITIONAL RECOMMENDATIONS

- Focus on the space, not the technology. The rooms should be comfortable and functional for all users, tech or no tech.

- Have one floor or group of rooms that are configurable - using moveable walls - from Large to Small/Medium spaces, and only change the configuration at the beginning of each semester based upon course needs

- Create at least some rooms that are based around “active learning” (configurable furniture)

- Create at least one Small, one Medium, and one Large room that serve as “pilot” technology rooms for testing new technology and teaching methods. Could be the “active learning” rooms

- Ability to use a whiteboard and screen simultaneously is a must in every room (the advantage of a new building vs. a retrofit)

- Windows and natural light need to balance with the use of video projection

ASUCH LRCP 3.0 STUDENT RECOMMENDATION

From: *Associated Students UC Hastings (ASUCH)*

Authors: *Vince Moita, Nicholas Lansdown, Kea Scullion, RJ Lang*

Date Received: *November 9, 2015*

WHEREAS, ASUCH is an organization whose purpose is to govern the affairs pertaining to the welfare and activities of the associated students, and;
WHEREAS, ASUCH represents the broad interests of all current, past, and future students, and;
WHEREAS, ASUCH has come out with an official stance on current programming needs on campus;
SO BE IT RESOLVED THAT the attached exhibit should be considered by the current administration to meet current and future student needs:
Respectfully Submitted, on this 9th day of November, 2015.

RESOLUTION PASSES with the following Amendment:

Section 2(a) highest priority:
"Equally accessible space for unisex, single-stall, or other gender-neutral bathrooms
Gender-neutral bathrooms create private, individual spaces that are accessible to all people. Gender-neutral bathrooms are typically a single-stall, lockable bathroom available to people of all genders and sexes. They can also be multiple person bathrooms. Gender-neutral bathrooms provide a safe, private facility for transgender, genderqueer, and gender non-conforming people, families with children, and people with disabilities who may need assistance. Single-stall restrooms also more easily meet the accessibility regulations of the Americans with Disabilities Act (ADA).
People have begun working towards gaining equal accessibility to bathrooms on many college campuses. At some colleges students are advocating for the creation of gender-neutral restrooms in the buildings most frequented by students, faculty, and staff.

It is also important to note that many people are questioning their sexuality and gender identity earlier in life and coming out as lesbian, gay, bisexual, and/or transgender at younger ages. A University should realize that many potential students and faculty are looking for a campus which is proactively supportive of queer concerns. Transgender and allied people in particular want to know how their needs will be met in terms of comfortable bathroom options because it is a real concern in many day-to-day lives."

This document was created by the Association of Students of University of California Hastings to memorialize current student needs and desires for a more functional law school experiences. Further, the following recommendation was created by the LRCP – Student Resolution Committee to denote actions that can be done immediately and those that can be done in the future to contribute to a vibrant legal educational environment for current and future students.

1. PRESENT

A. HIGH PRIORITY

- **WATER BOTTLE FILLING STATIONS**
  - Current students, faculty, and staff have expressed a desire for more water filling stations. With a limited number of drinking fountains, and only one slow water bottle filling station in the Law Café, adding additional and more efficient water bottle filling stations will have an immediate impact on our community's health. 198 McAllister, the main academic building, should have more water bottle filling stations for student's convenience. Installing water bottle filing station will allow UC Hastings to match the current trend that most other Universities of California have already adopted.

    Additional water filling stations on campus will reduce UC Hastings environmental impact by providing a venue for students to refill reusable water bottles, instead of buying additional single use plastic bottles. Water bottle filling stations provide students with the ability to maintain a green-friendly campus, reduce their environmental impact, and save money. Investments today in in water bottle filling stations for the 198 academic building can be reused in the new academic building.

    It is recommended that UC Hastings install additional water bottle filling stations in the current academic building immediately.

- **CAMPUS SAFETY - ROAMING PATROL**
  - UC Hastings' centralized location to courts, firms, and government agencies provides a great asset to current students. However, the location provides threats to student safety because of the high concentration of homeless people crime in the immediate surrounding area. To help create a safer atmosphere for students, it is recommended with highest priority for UC Hastings to adopt a form of roaming patrol between on campus student housing at 100 McAllister and the academic buildings, and between the academic buildings at 198 McAllister and 200 McAllister. A stronger police presence on the streetscape between the main campus buildings will provide students with a stronger sense of safety and may ultimately deter crimes in the immediate area.

- **CAMPUS COMPUTERS**
  - Despite the majority of student's having their own laptop computers, it is essential to provide up-to-date computers for current students on campus. With the vast majority of law students using Mac based operating systems, it is also essential for UC Hastings to offer both PC and Mac options. Additionally, UC Hastings computers must be available in a place where users have privacy to work. Currently, the few student i that are available are only PC's and are overly exposed to foot traffic. UC Hastings should take affirmative actions to recreate a designated computer area where student's have access to up to date technology and can feel secure.

B. LOWER PRIORITY

- **MODERNIZE CURRENT FACILITIES**
  - Current facilities should be modernized. Specifically, among other areas, the Gold Room should be updated because the space is outdated, uninviting, and stale. As the space used for OCI, the space should be more welcoming and modernized to reflect the quality of our legal education. The current impression the space leaves may put off potential employers and shut doors to opportunity.

    Another space that is ripe for modernization, and will still be around after 198 McAllister's demolition, are the large classrooms in 50 Hyde. These classrooms, similar to the Gold Room, are stale and uninviting. Something should be done to make the space more inviting, such as wood paneling or other aesthetically pleasing augmentation.

- **MOVING HEALTH SERVICES**
  - *Location:* Health Services should be located away from high traffic areas to preserve student confidentiality and as a safe measure against potential infection of other students. Having Health Services in close proximity to the Law Café, one of the highest frequented areas on campus, it poses a risk to student's privacy.

2. FUTURE

A. HIGHEST PRIORITY

- **CAMPUS COMMUNITY ATMOSPHERE, AESTHETIC, AND GENERAL COMMENT**
  - Looking forward at the new building and potential repurposing of current space, students feel strongly that the main focus should be on creating a more inclusive and tighter knit community. This should be done through creating active community space and establishing an unmistakable campus core. Having a central campus feature, such as a quad of some sort or a central atrium, will provide a central space for the community to strengthen interpersonal ties and create a more vibrant law school experience. Furthermore, the new building should in some way pay homage to UC Hastings long and rich history as the oldest west coast law school, create a campus theme, and incorporate a uniquely San Francisco feel that students, alumni, and staff can continually be proud of.

    UC Hastings should have a Gateway directory (information center) area for the general public. When people from the public come in and need access to a clinic, general information about UC Hastings, or admissions a Gateway directory would help steer visitors in the right direction. Currently, the point of first contact for the public is the Public Safety Officer, who may or may not have all the information necessary to assist.

A great opportunity to incorporate UC Hastings uniquely San Francisco heritage into the new structure is by perhaps repurposing materials from the old Bay Bridge and highlighting the materials historical significance. A common theme across many law schools that should still be embraced in the new building is a rustic, classical mahogany wooden law school feel. However, as seen in UC Berkeley's new building, this same aesthetic can be more economically reached via cheaper wood varieties such as eucalyptus.

- **STUDENT STUDY SPACE**
  - *Location and Adjacencies:* Student study space should be located throughout campus to provide ample opportunities to change study location and accommodate diversity within learning styles. Some study space should be included near classrooms and lockers for the convenience of commuter students. Additionally, student study space should be in close proximity to connection points between 333 Golden Gate and 200 McAllister for student's convenience between classes
  - *Availability and Type – Collaborative, Carrel, and Open Table:* First and foremost, there should be at least one 24 hour study space on campus provided to meet current student demands. For law students, it is important to have access to study spaces that are not confined to one's own bedroom. Having a 24 option will contribute to student's mental health and provide an appropriate venue for students to meet up to study together throughout all hours of the day.

    Student study space should incorporate open tables, study carrels, and small group rooms. All options must have amenities such as ample outlets, natural light to the extent possible, Wi-Fi, and comfortable seating. A variety in options will best accommodate diversity in learning styles and assignment-specific needs. Open study settings lend itself to both individual work and group collaboration, while study carrels are essential for privacy. Small group study rooms should be multifunctioning and be able to accommodate varying learning styles by including modern technology with ample electrical outlets, whiteboards, and projectors or monitors to display various forms of media. It is also recommended that some type of reading room be incorporated into the new design.

    An easy way to create board space without significant additional costs would be to create study rooms with opaque glass instead of walls, where students can use dry erase markers on the glass as board space or use a type of paint that doubles as a dry erase board.
  - *Multi- functionality*: If the Gold Room at 50 Hyde will not be modernized, the new small group study space should be able to amply accommodate OCI. By providing better aesthetically pleasing facilities available for interviews, our law students will be presented in a better light.

- **SOCIAL AND STUDENT RECREATIONAL SPACE**
  - *Social Student and Recreational Space:* Students must have a place to interact with other students in a comfortable and inviting environment. Although students are most often studying, there must be a designated area where they can decompress and socialize, but still have the option to study in a more social and collaborative environment. Having a dedicated student social space that is inviting and welcoming to all students, both residents and commuters, is essential to advancing UC Hastings' sense of community. The area must be large enough to at a minimum hold 100 students at any one time.

    Currently, the Shark Tank meets many of these requirements. However, because of its off-the-beaten path location, it is far under utilized and must be repurposed. As a recommendation for 333 Golden Gate, student recreational space must be made available along a high traffic corridor. By being a more visible space to the student body, students will be far more likely to actively engage with the space and use the venue to strengthen interpersonal relationships and create a stronger UC Hastings community. Further, by locating the space along a high traffic corridor, the space is more likely to be utilized in-between classes.

  - *Indoor and Outdoor Component:* With 198 McAllister's eventual demolition, current student outdoor space on 198 McAllister's porch area will no longer be available. To compensate, additional outdoor space should be created. Complementing potential outdoor space between the 333 Golden Gate and 200 McAllister, rooftops must be utilized to provide additional outdoor space. Student lounge space should consist of both indoor and outdoor locations. Outdoor social space would be in replacement of the Beach, and allow students to have a campus core where students, faculty, and other members of the UC Hastings community can gather.

  - *Mixed Use:* Student social and recreational space should be a convenient space for students to relax in before, between, or after classes. The space should have ample table and desktop space to double as a social study area. As a crucial nexus point for the law school campus, this space should be able to accommodate various functions. The space should also be able to accommodate networking events, bar association meetings, and other student organization events.

- **CLASSROOMS**
  - *Location:* New classrooms should be convenient to access for students. They should have lockers and study rooms adjacent for student's convenience, with bathrooms in close proximity.

  - *Aesthetic and design:* Classrooms should feel collaborative in nature. There is a strong preference for U and double U shaped designs among students, resembling current classrooms J and K of the 198 McAllister. New classrooms should match the high quality furnished style of J and K.

Many students prefer detached chairs and having natural light enter classrooms. Without natural lighting, the classrooms tend to feel encapsulated and isolating. Also, many student's demonstrated a preference for having entrances be in the back of the classroom so late comers don't disrupt class.

Importantly, classrooms should have ample outlets, desk space, projectors, and whiteboards. All seats in the class should be able to see projected images clearly and at an appropriate viewing angle. Projectors should be specifically designed to not block whiteboard space.

- **STUDENT LOCKERS**
  - *Location*: Lockers should be in close proximity to classrooms and should be broken up onto different floors. Functionally, this will afford students greater convenience. The current basement model is not only inefficient, but also extremely inconvenient. Aesthetically, the lockers should have a professional feel. See UC Berkeley's Law School's locker system.
  - *Size:* The lockers should be adequately sized to comfortably accommodate all required books for a single semester. This can be based off a standard 1L semester, at something around four casebooks. Also, there should be an option to either opt-in or pay a minimal amount for a larger locker space big enough to accommodate a suit or other professional dress attire. Many students, especially commuters, would benefit greatly from this.
- **STUDENT ORGANIZATION SPACE**
  - *Location:* Ideally, student organizational space will be centrally located with other student centric aspects of the university. It could be placed adjacent to the student commons or the student lounge, either of which would serve as a purposeful location. Additionally, the student organizations space should be located near the ASUCH office.
  - *Size:* Student organization space should include a collaborative lounge type common area with space for storage. Storage space should be able to accommodate various student orgs operational capacities, including space for banners and event supplies. Ideally, a large fridge will be included in this space to allows student organizations to store food for panels and other campus events. In addition, it should be equipped with amenities to make it feel like a lounge (i.e. modern TVs, games, etc.) thus making it a go-to destination instead of feeling like four walls with chairs.
  - *Storage:* Organizations need to have a place to store their individual organization's materials. With over forty active student organizations, each with at least a banner, space must be provided to store necessary equipment. The space should be lockable to prevent theft.

- **ASUCH OFFICE**
  - *Location:* The ASUCH office should be located near student organization activity, to create a transparent and efficient student government. While the ASUCH office could go anywhere, it would best be placed where student organizations are prevalent. This makes logistical sense and creates continuity. Just as administration is trying to consolidate their locations for practical purposes, ASUCH and student organizations too need to have physical proximity.
  - *Amenities*: In order to do its job efficiently and unrestrictedly, the ASUCH office should have the tools needed to conduct business. ASUCH's responsibility to hear the concerns of the associated students and requires standard amenities, such as a functioning projector, whiteboards, storage space and a work station.
- **EQUALLY ACCESSIBLE SPACE FOR UNISEX, SINGLE-STALL, OR OTHER GENDER-NEUTRAL BATHROOMS**
  - Gender-neutral bathrooms create private, individual spaces that are accessible to all people. Gender-neutral bathrooms are typically a single-stall, lockable bathroom available to people of all genders and sexes. They can also be multiple person bathrooms. Gender-neutral bathrooms provide a safe, private facility for transgender, genderqueer, and gender non-conforming people, families with children, and people with disabilities who may need assistance. Single-stall restrooms also more easily meet the accessibility regulations of the Americans with Disabilities Act (ADA).

    People have begun working towards gaining equal accessibility to bathrooms on many college campuses. At some colleges students are advocating for the creation of gender-neutral restrooms in the buildings most frequented by students, faculty, and staff.

    It is also important to note that many people are questioning their sexuality and gender identity earlier in life and coming out as lesbian, gay, bisexual, and/or transgender at younger ages. A University should realize that many potential students and faculty are looking for a campus which is proactively supportive of queer concerns. Transgender and allied people in particular want to know how their needs will be met in terms of comfortable bathroom options because it is a real concern in many day-to-day lives.

B. LOWER PRIORITY

- **DONOR WALL, NAMING OPPORTUNITIES, & TRIBUTE TO ALUMNI HISTORY**
  - *Donor Wall & Naming Opportunities*: In an effort to reinvigorate living alumni, UC Hastings should provide space in the new building to memorialized active donors and significant donations. This can be similar to the UCSF donor wall. In addition to a donor wall, the college should use new student lounge space, study space, common area space, and roof top terraces as naming opportunities to fundraise for the buildings construction.

    It is also recommended that UC Hastings use 333 Golden Gate as an opportunity to reach out to successful alumni to name the entire building in an effort to spearhead a fundraising campaign.

  - *Tribute to Alumni*: Artwork at higher institutions of learning should be inspirational. Artwork should also have some connection with its target audience. From this perspective, the current artwork at UC Hastings throughout camps should be replaced with more relevant and appropriate artwork that showcases UC Hastings long tradition of successful alumni to relate and inspire current students.

2015