

Southern Connecticut State University

Library Space Planning

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This report summarizes the consultant's observations and recommendations regarding the current and future use of space in Buley Library at Southern Connecticut State University. It was prepared in response to a request from the Director of Facilities Planning and Architectural Services in anticipation of the renewal of Phase 2 planning of an addition and renovation project begun in 2001. The consultant was familiar with this project having undertaken a review of the program and plans in 2005.

This study was intended to address the following key issues:

- Review of current library space allocation and configuration.
- Make recommendations regarding allocation of space for collections now and in the future.
- Make recommendations regarding allocation of space for reading and study now and in the future.
- Validate reference stack requirements based on current requirements and the future impact of technology.
- Address the impact of technology on telecommunications and electrical services.
- Make other recommendations based on the study of existing space utilization, program and planning documents, and information obtained in interviews and meetings.

The consultant was provided copies of the following materials prior to visiting the campus:

- 2001 Building Program
- 2005 consultant report and institutional response
- Floor plans, furniture layouts, and shelving layouts for 2008 addition and for proposed renovation of original building.
- Library reports including Ad Hoc Committee Report on Buley Library; Annual Reports for 2007/08 and 2008/09; departmental annual reports for 2009/10; vision statement; administrative goals.

The consultant visited the campus on August 26, 2010 and met with a number of groups and individuals including the Provost, Vice-President for Finance and Administration, Director of Facilities Operations, Director of Facilities Planning and Architectural Services, Director of Library Services, Director of the Office of Information Technology, and from the central administration in Hartford, the Assistant Vice-Chancellor for Planning and Technical Services. Separate meetings were held with the Chief Information Officer and the Director of Library Services. The latter meeting included three senior members of the library faculty.

Planning Academic Libraries in the 21st Century

A review of an academic library today needs to acknowledge the dramatic changes that have taken place in the way that information is being created and disseminated, in the way that students are being educated, and in the nature of library space and collection management in a world of increasing collaboration and cooperation and constrained resources. There are, first of all, a series of planning issues that need to be considered when looking at existing buildings as well as planning new ones:

1. The academic library of the 21st century will continue to exist in a bimodal – print and electronic – environment for the foreseeable future. Libraries will have to continue to acquire and store printed materials so long as that is a principal means of disseminating scholarly information even as the amount of electronic and network-distributed information increases exponentially. There has not been a significant shift in the publication of *monographic* literature from print to electronic. While it can be expected that electronic books will continue to grow as a format for mass market distribution, it is unlikely, primarily because of economics that texts and other higher education resources will migrate to this medium in the immediate future. It is also highly unlikely that libraries will be able to substitute electronic copies for most books already in their collections. For the near future, libraries can anticipate a geometric increase in the amount of information available electronically through the Internet. As has been the case in the immediate past, however, a vast majority of this information is neither authoritative nor scholarly. A major challenge for academic libraries will be to assist users in identifying, sorting, evaluating, and integrating useful information.

2. Electronic publishing has and will continue to have its greatest impact on abstracting and indexing services, scholarly journals, reference works, and government publications. It will behoove academic libraries to exploit online access to information locally, and to collaborate with other libraries in sharing the cost of subscriptions. It is now the case that most scholarly journals, especially in the sciences, engineering, medicine, law, and the applied social sciences, are being published only in electronic form or in a combination of paper and electronic formats. In addition, libraries have begun to cooperate in the retrospective digitization of scholarly journals. The success of the JSTOR project that provides online access to large collections of journals in the social sciences and humanities anticipates future expansion of this mode of cooperation. Likewise, academic libraries have begun to cooperate in the physical storage of lower use materials through the establishment of state and regional storage facilities. Through these efforts libraries can benefit from the economics of high-density book depositories as well as from agreements to store single copies of journals and books rather than having each library absorb the cost of local storage. A third method of cooperation has groups of libraries agreeing to maintain back files of journals and other materials cooperatively so instead of having multiple copies of items, a single copy is maintained for use of the entire group with articles delivered electronically. For the first time libraries have the opportunity to maintain “zero-growth” periodical collections and, indeed, reduce the amount of stack space devoted to these materials

over time. Finally, the cost-effectiveness of using compact shelving in public areas creates another means of conserving space. The long-term, combined effect of all of these options provides an opportunity to design academic libraries today that may never have to be expanded or renovated.

3. Ubiquitous access to electronic information is essential from both within and outside the library and can only grow in importance. Access to the library's internal databases and to external sources should be available everywhere in the building: in reading areas; in group studies; in staff offices; and at library service points. Wiring, cable, and conduit should be planned with the expectation that portable-computing devices will be universally available and that wireless connectivity is both economical and technologically efficient. Comparable access should be provided to students in their dormitories and apartments as well as to students whose education and/or library use takes place at a distance. Library and information services including catalog and database access, online reference service, library instruction, and document delivery should be available to everyone connected with the college regardless of physical location.

4. The complexity of accessing and evaluating information in the electronic age places an additional burden on college and university libraries that have historically undertaken the responsibility for educating students in library skills. The information age requires an expanded approach to what has traditionally been called "bibliographic instruction." There should be an institutional commitment to supporting "information literacy" as a component of undergraduate education. This means that graduating students should have the ability to identify, evaluate, and integrate information in all of its forms both in their school years and as a lifelong skill. The acquisition of these skills should be part of the curriculum and not simply an adjunct function. Faculty should require students to do research and write research papers using a wide range of resources. Librarians should work closely with faculty in developing course modules and in instruction. Space needs to be provided in library buildings where students can be taught information skills in a "hands-on" environment both in groups and individually.

5. Libraries should continue to celebrate the book as object especially for materials with historical and/or institutional value. Rare books, manuscripts, and archives should be preserved and displayed with recognition of their form as well as their content.

6. There is a continuing and critical role for the library as "place." The library provides a secure, comfortable, and supportive atmosphere for both residential and commuting students. It also serves as a meeting place for faculty and students that cannot easily be replicated, essentially being the "intellectual common" for the campus. Libraries need to create spaces that respond to the changing ways in which students access information, do research, write papers, and collaborate. The concept of the information or learning commons provides the means for concentrating a collection of spaces and functions that enable students, both undergraduate and graduate, to engage in a wide range of individual and collective activities. The set of functions that could be included in these new learning spaces includes but is not restricted to:

Individual and multi-user computer workstations.

Scanning and printing centers.

Group study rooms with computer access and viewing capability.

Multi-media production centers.

Library information and reference services.

Library instruction rooms.

24-hour study and research spaces.

Cafes and other food service facilities.

A variety of reading spaces including carrels, tables, and lounge seating.

News walls and video displays.

Leisure reading collections.

Information technology help desks.

New books and current periodicals.

Technology training facility.

7. There is an increasing need for space for group study and for group access to electronic and multi-media information. Collaborative learning has become a key component of many academic programs and the library is the ideal location for responding to this development.

8. The academic library building needs to reflect the increased interrelationships between and among library, media, information technology, and student support services on the campus.

9. Library/information resources buildings must anticipate the growth in volume and diversity of electronic information as well as other media: video, multi-media, satellite-transmitted information, and teleconferencing.

10. Students and faculty expect to use workstations that make effective use of the “implosion” of hardware and software. They want to be able to perform multiple tasks at a single, powerful workstation. They also expect assistance in using the technology.

What the academic library of the 21st century needs to be and to do:

- Integrate information literacy throughout the curriculum.
- Take a leadership role in training students and faculty in the use of new technologies.
- Provide access to worldwide information.

- Provide access to expertise required by patrons: in person and online.
- Provide access to equipment needed to access specialized forms of information.
- Provide access to older printed materials.
- Be a place for study, reflection, and learning.
- Provide for group study and group access to technology.
- Link the campus with cooperative information networks.
- Provide a wide range of online services – local and remote.

Successful library buildings are characterized by flexibility and adaptation to accommodate:

- Changing staff configurations
- Varied learning and teaching styles
- Growth in physical and virtual information resources
- Individual preferences for study and research
- Differences in the physical abilities of staff and patrons
- Changing technologies and materials formats
- A variety of classrooms configurations
- Changing student characteristics

Critical Issues and Questions

Given the recent, current, and prospective changes outlined above, there is a set of questions that must be faced when thinking about how to make the best use of existing library space and how to plan future capital projects:

- Predicting collection growth.

What is the optimal size of the collection? How much should the collection grow and what are its components. What happens when the building is “full?” Can weeding and the substitution of electronic for print storage create a “zero-growth” collection? How does compact shelving fit into the plan?

- Determining the amount and nature of user space required.

How many seats and what is the appropriate mix of carrels, tables, and lounge seating? How does the availability of remote access affect the need for reader spaces within the building? What kind of and how much collaborative space is needed? Are there particular spaces required for graduate students, for commuting students, for faculty?

- Organization of functions and services.

What belongs on the entry floor? Which functions should be adjacent? What can go on lower and upper levels? How best to maximize available staff? Reduce the number of service points? How to create the “self-directing library” with creative space allocation and effective signage?

- Storing collections effectively.
How to shelve and store current periodicals, bound periodicals, newspapers, and microforms to make the most efficient use of space and make the collections available to users without constraint?
- Designing in flexibility.
How best to accommodate current and prospective changes in technology, in the administrative structure of the library, and for maximum user/staff interaction?
- Creating appropriate environments for learning.
What is necessary role for the library in the academic process? What is the best configuration for instructional spaces?
- Providing security for collections and patrons.
How to plan and install security systems that provide protection while insuring adequate access? How best to secure special collections and archives? How to provide security in remote spaces? Use of magnetic ID cards and keypads.
- Accommodating the physically challenged.
How to provide appropriate access to the building, to furniture and equipment, to collections, to elevators, water fountains and toilets?
- Wiring and connectivity.
Need to provide ubiquitous access to power and the network. How many library supplied computers? How best to use loaner laptops? Where to locate printers and scanners?
- Staff offices and workspaces.
Who gets a private office? Which departments should be adjacent? Combined?
- Environmental concerns.
How best to control humidity and temperature? How best to provide for the particular needs of archives and special collections? Air and light filtration. Acoustics. Ergonomics.
- New partners for libraries.
How should/could the library work more cooperatively with academic computing, student support services, writing and teaching centers, teleconferencing and distance learning, and audiovisual/media services?

Local Planning Issues

This review comes at a critical time for the Buley Library project. With the completion of the addition in 2008, the next step will be to undertake the renovation of the original building that is currently unoccupied. A decade has passed since the completion of the building program in 2001 and there have been a number of major changes in the way that academic libraries provide information and services to their communities. There have also been dramatic changes in the

way that information technology is being applied throughout academia as well as at SCSU. This report contains the consultant's analysis, review, and recommendations that look at the relationship between the addition and the impending renovation including a review of the schematic design plans for the renovation, a set of issues that affect space requirements for collection storage and a projection of collection space requirements for the next ten years, recommendations regarding space for users, a proposed plan for a Learning Commons, and space requirements for a number of "non-library" functions. An appendix lists a number of nearby libraries that have an Information Commons or similar facility; it was suggested that a visit to one or more of these might be useful when the process of planning the renovation commences.

Issues to be Addressed

1. Can the Data Center be effectively and economically moved from Jennings to Buley Library? While there would be sufficient space and an appropriate location on the ground floor, there would be considerable cost and effort connected with a move including equipment size and weight; conduit, telecommunication, and wiring requirements; and disruptions of service during a move. One approach would be to reserve space for the Data Center on the ground floor in a way that would not affect library operations and functions; this would ensure that if the move did not take place, there would not be a large, unused space on one of the more public floors like 1 and 2.
2. What is the appropriate nature and location of an art gallery in Buley Library? The planned (in 2001) location on the ground floor does not seem an appropriate place either in terms of visibility and environment. One option would be to create gallery space in the vestibule and lobby area that could be used for both permanent exhibits and temporary ones. Display of art works could continue on to the first floor, using space along the curved wall. It would also be advantageous to display art throughout the building. The library should have exhibit space and that could be accommodated on the main floor as well as adjacent to Special Collections wherever that function is located.
3. Locating the First Year Experience and a Faculty Development Center in the building would be a good addition to the set of activities that are included. Both of these functions would benefit from being proximate to library and IT services. Their size and possible location is outlined below.
4. The current plan includes phasing out the Learning Resource Center as a discrete function and distributing the collections into the general library collections. The media production function presently in the LRC can be moved to and integrated with the Multimedia Production Center that is part of the proposed Learning Commons.
5. During the consultant's visit to the campus there was a brief discussion of the possible incorporation of an Ethnic Heritage Center into the building. It is the consultant's view that it would be better if this activity were located in the Student Center because of the nature of its

activities and the population that it would serve. It would be difficult for the library to have this center as a tenant without it being part of one of the organizational units in the building. It would also be difficult to accommodate any future growth of the Heritage Center.

6. It would be highly desirable to have space in the enlarged facility dedicated to graduate student use. One model would have an enclosed room that would have 40 individual carrels as well as a set of shelves that could be assigned to students where library materials could be charged out. Carrels would not be assigned but rather used on a first-come first-serve basis. This room might also be used for honors students writing theses. The space required is around 1,200 NSF. It would be desirable to have a small (2-4 unit) cluster of fixed computers and a printer/scanner in this room.

7. There is no plan to have an extended hour study space in the library given the immediate proximity of the Student Center. It would, however, be useful if the Learning Commons were located and designed in such a manner as to permit keeping this space open when the remainder of the library is closed should the University decide to pursue this option.

8. The consultant has tried to avoid recommending any changes that would significantly affect the location of stacks in the addition, given the cost of change. This is not a problem on any floor except the first floor where the reference collection is simply too large and needs to be reduced.

9. It is strongly recommended that access to the Information and Library Science Department be through the building front door and not through a separate entrance. This provides better security as well as enhancing the relationship between the Department and the Library. The same arrangement is recommended for the First-Year Experience and for the Faculty Development Center. The only activities that will require special access are the Data Center and Operation Area of OIT. This could be accommodated by either having keypad control for after-hour access or a door that leads to the outside and has keypad access. Locating both of these functions on the ground floor would make this kind of access much more convenient.

10. There needs to be an analysis of the power capacity of the building given that both the Learning Commons and the Data Center will significantly increase demand. It is recommended that for the rest of the building 75% of the open seats have immediate access to power outlets.

11. The Library's leisure reading and new book areas should be located on the main floor or the second floor, convenient to the main entry. This does not have to be part of the Learning Commons but should be highly visible and include lounge seating.

12. One of the classrooms planned for the first floor can be eliminated. This is based on a discussion with the library administration on the instructional program. The classroom on the ground level that is associated with the LRC is also no longer needed. The two remaining classrooms might well be relocated to the second floor given the large number of functions that

need to be accommodated on the entry level. The classrooms, each with 30 seats, should be located convenient to elevators and stairs. One of the classrooms should be designated and equipped for technology training.

13. The library server should be moved to the Data Center regardless of the latter's location.

14. The current program that exists among the four state universities for cooperative storage of back issues of journals is to be applauded. This program will save each of the libraries significant space and operating costs. It might, however, make better sense if there were an off-site cooperative storage facility that could be used for housing the last copy of journals as well as other less-used material (e.g., older monographs; archives.) The cost per volume of building new library space is around \$42 per bound periodical volume (\$300/sq.ft.; 7v/sq.ft.); for renovated space it is around \$30. A Butler-type building with volumes shelved on warehouse shelving and with high-density storage would cost around \$5 per volume at a construction cost of \$50 per sq.ft. There are a number of examples of this of operation (e.g., University of Missouri, University of South Carolina, Harvard University, MIT, University of Virginia) on which the consultant has worked and that can be used for planning purposes.

Review of Existing Space and Plans for Renovation

The following comments are based on a tour of the new addition and on a review of the floor plans for the addition and the renovation.

Ground Level

1. The decision to disperse the Learning Resource Center's collections and services will release a significant amount of space on the ground level. This space could be used for OIT functions given that the floor is away from the main entry and away from most public functions.

2. The ground level is not a good location for the public functions of Archives and Special Collections. There are no windows shown on the plan for either staff or public. It would be better to locate the public functions on an upper floor, possibly the third level where IT is shown on the plans or to the fourth level adjacent to the Library administration. On both levels there is an opportunity to create an attractive reading area in the connection. The reference collection and other materials that are used regularly should be moved along with the offices, work room and reading area. Lower use material including archives could remain in compact shelving on the ground level. There is sufficient space here to house the existing collection and future growth although this is not an area that is anticipated to increase significantly. Special Collections exhibits could go with the public functions to an upper level.

3. The stacks in the addition on this level contain the bound periodicals collection. This is a good location for this collection that is destined to reduce in size over the coming years. While

the stacks could be converted to compact shelving, this is not recommended now because of cost and the overall capacity of the building as outlined below.

4. The ground level is not a good location for current periodicals and the current arrangement of storage and seating is not very attractive for users. It would be preferable to shelve the current issue and recent back issues on display shelves where they can be more easily browsed. The seating area should feature lounge seating and promote casual reading. A good location for this function would be the second floor space between the new and old buildings. Space requirements for the current and projected collections appear below.

5. The microforms collection on this level has two major components: microfilm reels primarily of newspapers, and a large collection of ERIC (Education Resources Information Center) documents. The ERIC collection requires c. 300 sq.ft. and is no longer growing. In fact, a significant majority of ERIC documents are now available online. The following statement appears on their Website (www.eric.ed.gov):

“ERIC has electronically archived the complete microfiche collection, 1966-2004. The full text of many of these documents – approximately 65% -- is now available on the ERIC Web site in PDF format. ERIC will provide additional online access if granted permission by the copyright owner.”

Many of the documents that are not available online are journal articles and other non-government publications that are available from other sources. This is a collection that will surely be of limited value over time and consideration should be given to reducing its size and, perhaps, de-accessioning it entirely.

6. The ground level is a good location for Technical Services with good access to incoming material and to elevators. The faculty offices have natural light and there is good space for staff to work.

First Level

1. The reference collection should be reduced in size by at least 50%. The current collection of 43,000 volumes represents around 10% of the monograph collection; this is far out of line with current practice in comparable libraries. The collection should feature items that are not easily available in electronic format, that are kept current, and that represent what the librarians feel are the best books to assist in finding information. The program below suggests a collection of not more than 25,000 volumes. [The Library Director correctly points out that it will require significant additional budgetary support to accomplish this reduction, although there are also items that are out-of-date or duplicative. Items removed from the main reference collection can be relocated to the open stacks.]

2. The reference stacks are too high for this kind of collection. Optimally, the stacks should either be all at counter height (three shelves high = 42") or alternate between six high and three high. Having a seven shelf high stack section with the top shelf empty is quite unattractive.
3. The service and work areas for circulation, interlibrary loan, and reserves seem excessively large for a library with the collection and circulation of SCSU. These spaces could be seriously reduced and re-organized and the space gained can be incorporated into the Learning Commons.
4. Assuming that the Learning Commons will be on this level, it would be desirable to relocate the reference desk and have it adjacent to the circulation desk. In fact, serious consideration should be given to combining the two service desks. The service points for circulation and information can be designated by signs and having the two activities collocated would major staffing and service more efficient.
5. One of three classrooms is not required. The other two might well be moved to the second level to accommodate the Learning Commons requirements.
6. The café and group studies shown on the plan would be part of the Learning Commons.
7. The outer lobby and two vestibules would be ideal space for exhibits including an art gallery. Student work could be exhibited in one of the spaces.
8. There is not a good sight line from the Circulation Desk to the front door. Since this is yet to be built, it would be relatively easy to move the desk forward at least two or three feet so that circulation staff could see the entry. This would be desirable whether or not a building guard is located at the entry.
9. Does the circulation department need the number of enclosed offices shown? Does the circulation department need both a supply room and a storage room?
10. It would be desirable to place several computers proximate to the entrance that would be designated for general public use. These should be close to the Circulation Desk so that staff is available for assistance.

Second Level

1. The space designated IT needs to be reviewed. Are two IT classrooms still needed?
2. This would be an excellent location for the Adaptive Technology Lab. It is convenient to the entrance and to an elevator but does not require students using the Lab to have to walk through heavily populated areas. Students using the Lab need to feel less visible. This might also be a good location for OIT Operations. The two functions require round 6,800 NSF. If this was done, it would seem desirable to move the Lab to the east side of the building so there could be a dividing corridor between the two functions.

3. The space originally designed for the grand stair would be a great spot for a reading area, for display, and perhaps for new books and browsing.

Third Level

1. Access to Information and Library Science Department should be through the main entrance. There is no good reason for this function to have a separate entry.
2. Is the Dean's office still required? If not, this space could be open for other purposes? What is the nature of IT activity scheduled here? If not needed, this would be a good place for the First Year Experience or the Faculty Development Center. It is also a possible locale for Special Collections.
3. The atrium-grand stair space could be used for a lounge/ reading area associated with ILS or the First Year or both.
4. Where are the ILS classrooms located?

Level Four

1. The Library administration is well located on this level and has the appropriate amount of space required.
2. It is likely that almost all of the collections as projected below, can fit on the lower four floors. The fourth floor in the addition could be designed to serve as a quiet study space for the building. It could be furnished with lounge seats, individual carrels, group studies, and small tables. This area would also be a good location for the Faculty Development Center. Another possibility would be to create a "grand reading room" making use of part of the north wall.
3. This would be an excellent location for the graduate student research room.

Collection Issues

The space projections outlined below are based on a number of assumptions:

- The size of the bound journal collection will not increase and may well decrease. While the possibility of a cooperative offsite storage facility has been proposed, it does not figure into the space allocations.
- The reference collection will be reduced from 43,000 to 25,000 volumes.
- Current journal issues and current newspapers will be given more prominence and will be displayed for browsing. This collection might be best on the second level.
- The microfiche collection will not grow and may very well shrink in size. The microfilm reel collection will have very low growth.

- It would be feasible to divide the monograph collection by date of publication and, say, store all of the pre-1970 books on the ground floor in compact shelving along with what is left of the bound periodicals. This is clearly a long term (more than ten years away) option.
- It is a good idea to locate the juvenile and curriculum collection on an upper level—the third floor seems good.
- The new book area could be either on the first or second levels.

Collection Space Requirements

	<u>Current</u>	<u>10 Years</u>
(1) Bound periodicals	60,000	40,000
(2) Monographs including docs., curriculum and juvenile	435,000	575,000
(3) Microforms	24,000	24,000
(4) Media	8,900	15,000
(5) Current periodical titles	1,300	800
(6) Reference collection	43,000	25,000

(1) This could be reduced if there were an offsite cooperative storage facility. (2) Assumes no net growth for government documents because of weeding and reduced government publishing in print; assumes book collection grows by 7,000 v. per year. (3) Assumes modest growth in reels balanced by de-accessioning of items available online. Assumes ERIC collection is gone by 2020. (4) Growth is principally in CDs and DVDs; no videos by 2020. (5) Estimate provided by library faculty. (6) Older reference books could either be transferred to the stacks, weeded, or stored offsite.

Shelving and Square Footage Requirements (LF = linear feet; DFS = double-faced stack section; NSF = net square feet; v = volumes; T = titles)

Bound periodicals: 40,000 v. at 5v/LF = 8,000 LF @ six shelves high (36 LF per DFS) = **220 DFS = 4,400 NSF in fixed shelving** (or 2,200 NSF in compact shelving.)

Monographs: 575,000 v. @ 10v/LF = 57,500 LF @ seven shelves high (42 LF per DFS) = **1,370 DFS = 27,400 NSF in fixed shelving** (if 25% were in compact shelving = 24,000 NSF; if 50% were in compact shelving = 20,000 NSF.)

Microforms: 30 cabinets @ 10 NSF each = **300 NSF.**

Media: 15,000 items @ 30/LF = 500 LF and 10 shelves per section (60LF per DFS) = **8 DFS or 160 NSF.**

Current periodicals: 800 titles @ 30 titles/DFS = **27 DFS = 540 sq.ft.** (For immediate needs of 1,300 titles = **43 DFS or 860 NSF.**)

Reference: 25,000 v. @ 7v/LF = 3,500 LF (shelve 50% at three high and 50% at six high) = **150 DFS = 3,000 NSF.**

Capacities and Needs

The plans for the addition show the following capacities for collections and readers:

	<u>DFS</u>	<u>Seats</u>
Ground	315	136
One	261	88
Two	577	238
Three	574	194
Four	<u>293</u>	<u>118</u>
Total	2,020	774

The total number of stack sections required for the program outlined above is 1,791. Without level four the planned capacity in the addition is c. 1,727 DFS. If additional shelving were installed on one of the lower floors in the renovated space, it would not be necessary to locate any of the print collections on level four.

Reader Spaces

Historically, planning for academic libraries has used a set of numerical guidelines promulgated by the Association of College and Research Libraries of the American Library Association and last issued in 1995. Subsequently, ACRL has proposed no longer using the numerical guidelines but, rather, relying upon comparisons with peer institutions. Looking at data for academic library building projects completed over the past 20 years, it does appear that the range of seating capacities of new and renovated buildings is decreasing. The ACRL standards recommended that libraries at institutions where 50% or less of the student populations is resident on campus, that the library provide seating for 20% of the FTE population (for campuses with over 50% resident the number was 25%.) The recent building data shows that most academic libraries

being built and/or renovated provide seating for 10-12% of the FTE population. This would seem an appropriate goal for SCSU.

Current enrollment = 9,500 FTE with 2,700 on campus; the Master Plan FTE enrollment through 2015 is 9,970.

10% of projected FTE enrollment is 1,000 seats.

The number of seats shown in the addition is 774. To meet the 10% goal, an additional 226 seats would be required in the renovated space and in any changes made in the addition.

In designing seating the following space guidelines should be useful:

Small tables for four persons	100 NSF
Carrels and individual tables	30
Group studies for 6 persons	150
Group studies for 10 persons	200
Lounge seats	35
Computer workstations	30

What is not usually counted as part of the seating total are the following: classrooms, seating at equipment like microform readers; adaptive technology stations, offices, and staff work spaces.

OIT Space Requirements

Following discussions with the Chief Information Officer, this is a proposed program for the space that is required in Buley Library:

<u>Data Center</u>	5,600 NSF
Server equipment room	3,000
UPS/Battery Room	1,200
Staging and Proof-of-Concept Lab	800
Secure storage room	400
Production room	200

Requires a raised floor; good access to a service elevator; away from the public; secure. The Data center would share a loading dock, generator room, and HVAC space with the rest of the building. Assumes that the library server will be moved to the Center.

<u>Operations</u>	4,700 NSF
ACIO office	200
20 offices @ 1120 NSF	2,400
8 cubicles @ 100 NSF	800
Lounge	300
Storage	100
Work room	200
Conference room	300
Network and DC control center	400

Need direct, after hours access from the outside; good access to Data Center; not in a public area; conference room can be shared with other OIT activities.

<u>Center for Adaptive Technology</u>	2,100 NSF
15 ADA workstations	600
2 voice rooms	160
Common area	200
Tech/Prep room	200
Media production room	300
Copier/printer/scanner	100
Storage	100
Two offices @ 120 NSF	240
Two cubicles @ 100 NSF	200

Learning Commons

The development of a learning commons in Buley Library would provide an opportunity for the University to create a new, dynamic, and exciting space that would promote the concept of the integration of information technology and literacy and would serve as a major attraction for those considering coming to SCSU as well as those already here. This type of space that has been called an information commons, technology commons, collaboratory, electronic information center, or academic commons among others, has become a feature of many new and renovated college and university libraries. The concept incorporates the traditional features of library research and study as well as the newer aspects of online access and multi-media creativity. The functions that might comprise a learning commons are outlined above on page 4. The directors of the Library and OIT have developed sets of goals for such a facility that have considerable overlap. The program outlined below combines both OIT requirements for a Technology Commons and library requirements for an Information Commons into a single, integrated facility. The Learning Commons needs to be on the entry floor and convenient to the front door. It needs to be designed so that people coming for the first time will see it as a "wow" place.

Program Components

120 individual and group workstations, printer/copier/scanner area	3,600 NSF
OIT service center.	400
Multi-media production center.	1,000
Technology Training Room (does not have to be within the Commons.)	750
Internet Café (should be adjacent but not necessarily within the Commons)	500
Reference/Information Desk	200
Reference collection	3,000
Group studies (four for 6 people; two for ten people)	1,000
40 Reader spaces (includes casual seating; tables for four for collaboration)	1,200
Total	11,650 NSF

The OIT help desk and the reference /information desk should be as closely adjacent as possible to promote cooperation and collaboration. The circulation desk should be close by but is not part of the Commons.

Space Requirements for Other Departments

Information and Library Science Department

13 Faculty offices @ 150 sq.ft. each	2,000 NSF
Secretary, student assistant, work/supply room	500
Common room	300
Total	2,800 NSF

This space should be configured as flexibly as possible to enhance changes as the nature of library and information science evolves especially with regard to distance education.

First Year Experience Program

Three staff offices @ 150 NSF	450 NSF
Activity space for 50	1,000
Total	1,500 NSF

Faculty Development Center

Three offices @ 150 sq.ft.	450 NSF
Project space; cubicles, group space; computes	750
Total	1,200 NSF

The detailed program requirements for the two new program areas need to be developed in consultant with the program staff. There are two good models for faculty development centers that might be referenced when considering the program for this area:

- The Center for Teaching and Learning at Indiana University – Purdue University Indianapolis (ctl.iupui.edu) This is operated jointly by Academic Affairs, University Information Technology Services, and the University Library.
- The Faculty Training and Development Lab at Brooklyn College Library (dewey.brooklyn.cuny.edu/library/about/directory/index)

Appendix

List of nearby institutions with information commons and similar facilities:

Connecticut College

Trinity College

Wesleyan University

Quinnipiac College

Amherst College

Clark University (Academic Commons)

Smith College

Mount Holyoke College

Brooklyn College (CUNY)

Fordham University (Electronic Information Center)

September 14, 2010