

## TABLE OF CONTENTS

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S A S A K I



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## **Volume I**

<b>1.0</b>	<b>Executive Summary</b>	<b>7</b>
<b>2.0</b>	<b>Study Scope and Methodology</b>	<b>11</b>
	Scope	
	Methodology	
<b>3.0</b>	<b>Program and Space Analysis</b>	<b>17</b>
	Penfield Existing Space Use	
	Analysis of Existing Space Use	
	Program Key Aspects	
	Program User Groups & Organization	
	Program Summary	
	Overall Program Detail	
	Proposed Program Detail	
<b>4.0</b>	<b>Three Concept Designs</b>	<b>111</b>
	Overall Themes	
	Building Opportunities	
	Concept 1	
	Concept 2	
	Concept 3	
<b>5.0</b>	<b>Conclusion &amp; Next Steps</b>	<b>175</b>
<b>6.0</b>	<b>Appendices I</b>	<b>179</b>
<b>6.1</b>	Student Workshops	
	Student Survey	
<b>6.2</b>	Meeting Minutes	
	Library Tech Team Comments & Questions	
<b>6.3</b>	Staff Organization Chart	
<b>6.4</b>	Full Program Data	



**Volume II**

**7.0 Appendices II**

<b>7.1 Existing Facility Survey &amp; Concept Evaluation Report</b>	<b>255</b>
V.I.P. Structures	
<b>7.2 HVAC, Electrical, Plumbing, and Fire Protection Building Survey Report and System Recommendations</b>	<b>489</b>
Robson Woese Inc.	
<b>7.3 LEED Checklist</b>	<b>523</b>
Robson Woese Inc.	
<b>7.4 Integrated Technology Systems Programming Study Narrative</b>	<b>527</b>
Convergent Technologies Design Group, Inc.	





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**Section 1.0**  
**Executive Summary**

S A S A K I







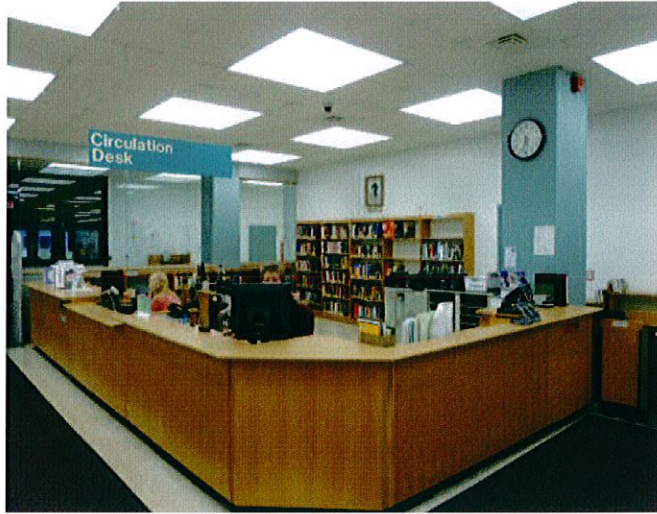
Sasaki Associates was retained in Spring 2010 by the State University of New York at Oswego (SUNY Oswego) to perform a program study for Penfield Library. Work commenced in September 2010 and proceeded through the academic year, with the findings of the study presented in June 2011. The scope of this study as documented within this report included comprehensive user group meetings/visioning sessions with library staff, non-library departments and programs currently housed in Penfield, senior SUNY Oswego administrative and leadership committees, key university programs and departments, and students. Additionally, exterior and interior building conditions surveys were conducted which included a comprehensive overview of the building's infrastructure.

Among the key findings of this report is that the Penfield Library building itself, although in need of a complete upgrade of the mechanical systems, is structurally sound. Significant energy savings can be realized by coupling this new mechanical system with a general upgrade of the enclosure envelope, particularly the windows and curtain wall systems. Most of the unsightly chipping and spalling of the exterior concrete is cosmetic in nature. With these upgrades, the building can continue to serve SUNY Oswego for many years.

Programmatically, this study has shown that by reconsidering and recalibrating the collections management strategy and the patron/staff interface, not only can Penfield Library become more relevant and supportive of the needs of SUNY Oswego's faculty and students, but significant space savings can be discovered, allowing the opportunity to bring into the building auxiliary programs and initiatives that extend and enhance the mission of Penfield Library. Although beyond the scope of this study, when benchmarked with its peer institutions it is clear that additional efficiencies and opportunities can be found by addressing staff organization and patron services strategies. Penfield's detailed staff organization chart can be found in appendix 6.3, and indicates that Penfield's current organization of 38 staff positions is in sharp contrast to one full time staff per 550 FTE, a metric that Sasaki has seen with institutions similar in size and degree programs to SUNY Oswego. It should be cautioned, however, that no two libraries are identical, but it does suggest that additional analysis could uncover increased efficiencies.

The study also identifies a tremendous opportunity to re-imagine Penfield Library within the larger campus context and in particular the Hewitt Quadrangle, creating a dynamic 24-hour academic hub and learning commons that works synergistically with Lanigan Hall, Mahar Hall, and the new Performing Arts ensemble of Tyler Hall and the former Hewitt Union.





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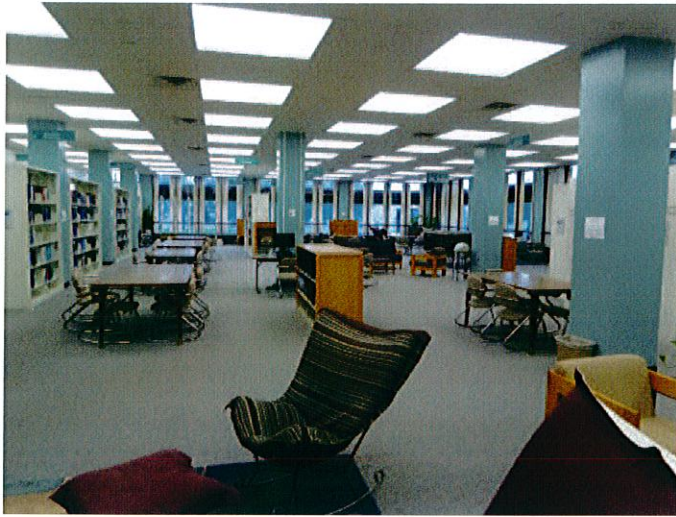
**Section 2.0**  
**Scope & Methodology**

S A S A K I









The focus of the Program Study is to evaluate the Penfield Library Building as well as the program contained within. Completed in 1966, the Penfield Library Building has not undergone any significant renovations or upgrade in the subsequent forty-three years. Although the building shows outward signs of wear and tear, and is certainly in need of cosmetic improvements, it has been less clear as to the overall status of the structure and infrastructure. The study scope, therefore, included a complete examination of the building systems, as well as a noninvasive examination of the building structure and thermal envelope. The details of this scope, including methodology and findings, are included in Section 7 of this report.

The programmatic scope of this study involved examining the role of the library on campus in the context of the dramatically changing nature of today's academic library. As teaching becomes more interdisciplinary, learning more collaborative, and information more ubiquitous, how can Penfield Library meet these challenges? In preliminary meetings with the committee, the following questions and issues were raised to be addressed by this study:

- With the dramatic shifts in pedagogy and information technology, is there still a need for a central library, or should these functions be dispersed throughout the campus?
- As more and more documents become available in electronic format, how can Penfield Library create a nimble collections management strategy that allows quick access to both electronic and hardbound materials?
- What types of study spaces are relevant to the needs of SUNY Oswego's students?
- What other campus programs, departments, and initiatives could benefit by being in close adjacency with Penfield Library?







The study methodology centered on a series of highly interactive workshops with various constituent groups. These groups were initially identified through preliminary meetings with key members of campus leadership and included the full library staff, all programs and departments currently housed within Penfield Library, programs and departments considered as potentially benefiting from being housed in or near Penfield Library, and key senior academic Deans and administrators.

At the onset of the study, the workshops focused on data collection, documenting the existing space conditions of the various constituents, listening to their needs and desires, and understanding the dynamics of the current spatial arrangement of Penfield Library. Once the initial fact-finding was complete, the workshops focused on iteratively testing ideas and alternatives for addressing the issues and opportunities that arose during the earlier workshops. This process resulted in the development of a detailed building program and three alternative solutions, with a preferred solution advanced for recommendation.

A critical component of the study methodology was student input. This was addressed in two ways. The first was through an all-day open student forum that was held in the Campus Center. Students were encouraged to meet with members of the design team to discuss their likes/dislikes of the current Penfield Library, as well as their thoughts as to what a re-imagined Penfield Library might look like. Images of various types of library spaces were posted on the ways for the students to write their comments as to whether these were appropriate space types for Penfield. The second way in which student input was obtained was through the use of an electronic survey ("Survey Monkey"). Over 230 responses to this 10 minute/20 question survey were received.

Concurrent to these activities, a comprehensive building survey was performed that examined the building's structure and infrastructure. A detailed code review was also completed. Cost estimates were performed for each of the three alternatives, taking into account the findings and recommendations of the comprehensive building survey. The detailed building program was formatted according to SUCF standards.

The findings of the Program Study were presented to the committee for review, comment, and approval prior to the compilation of this final document.





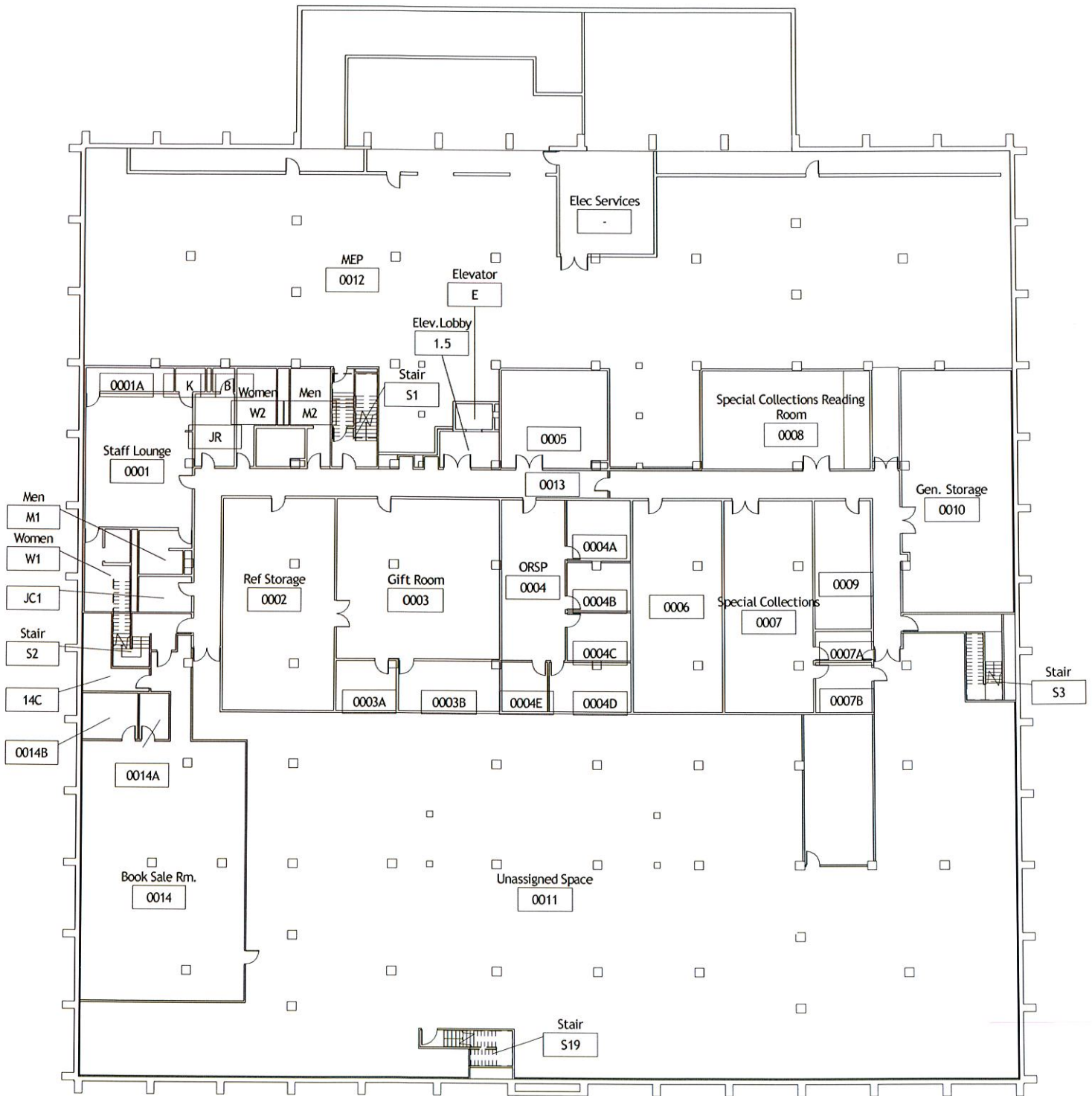
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**Section 3.0**  
**Program and Space Analysis**

S A S A K I





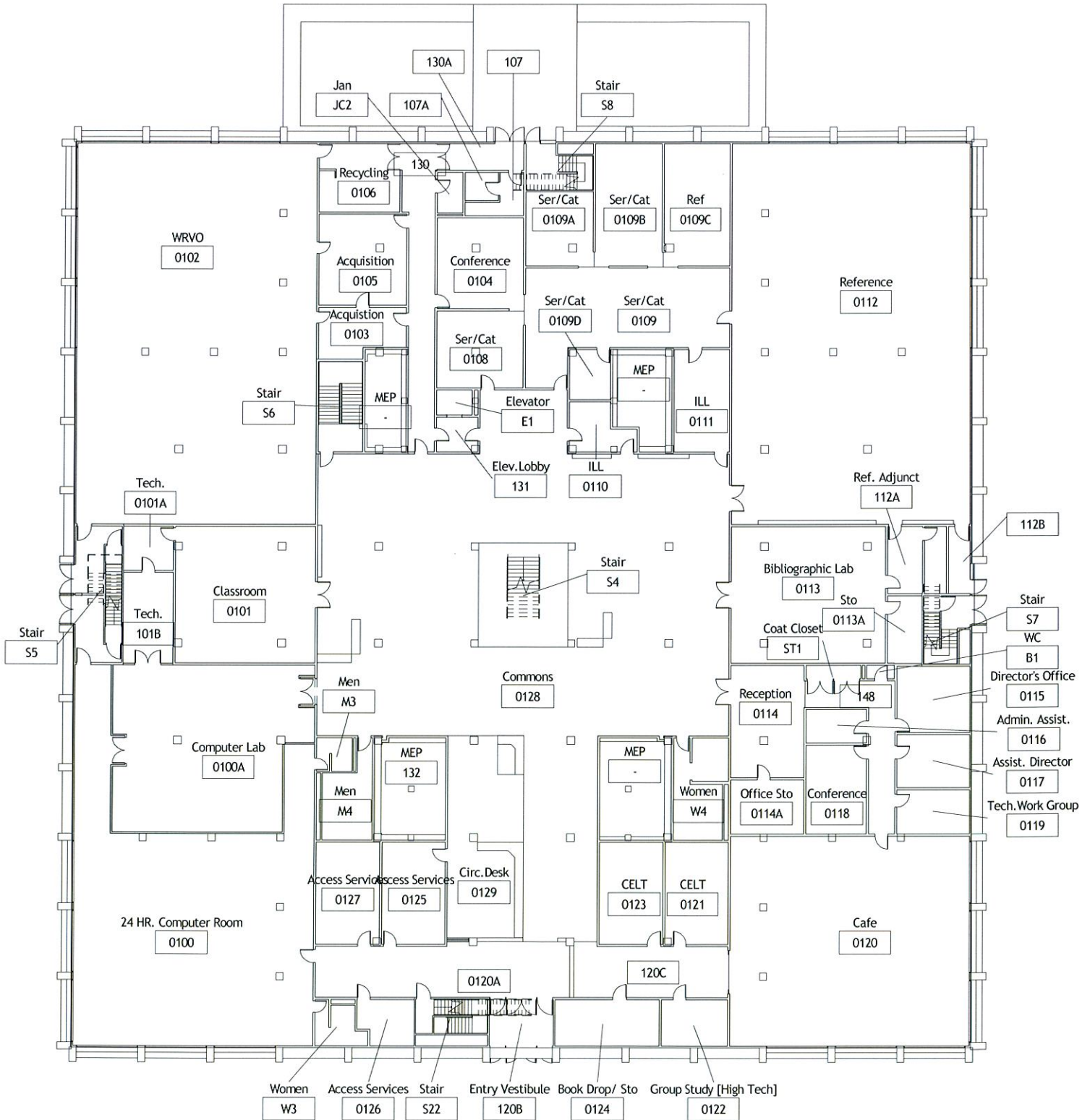


# Lower Level Plan, Existing

Penfield Library

1/32" = 1'-0"

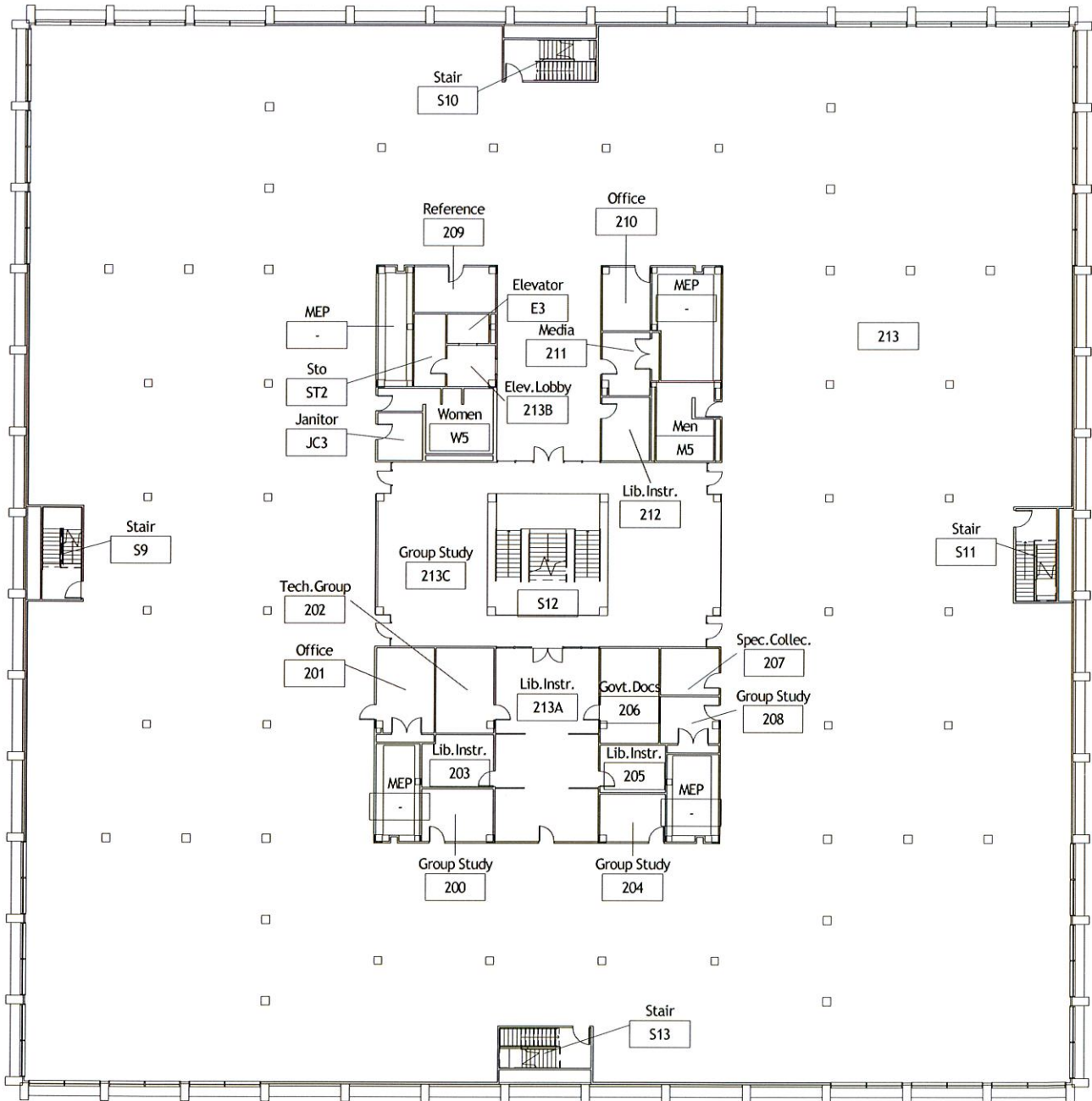
**3.0 | PROGRAM AND SPACE ANALYSIS  
PENFIELD EXISTING SPACE USE**



**1st (Commons) Level Plan, Existing**

**Penfield Library**

1/32" = 1'-0"

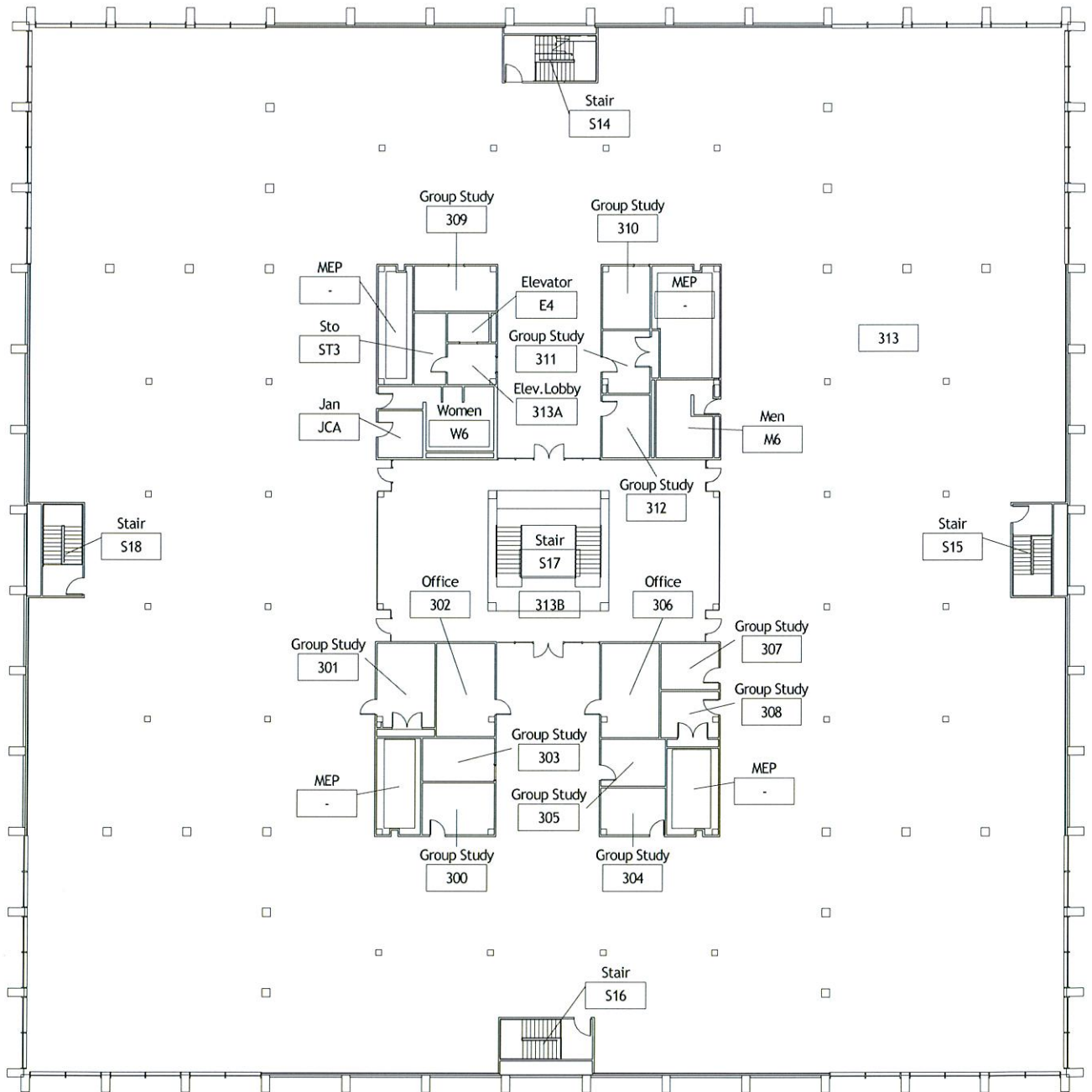


# 2nd Level Plan, Existing

Penfield Library

1/32" = 1'-0"





# 3rd Level Plan, Existing

Penfield Library

1/32" = 1'-0"

**PENFIELD LIBRARY**  
**SUNY Oswego**  
 SA Project No. 94430.00  
 Penfield Library Existing Space Planning

PROGRAM	SUCF PROGRAM CODE			
	Type	Type	Room	
Space Designation	Type Code	Type Description	No.	PSI (NSF)
Office - Director	3001	Office	0115	240
Office - Assistant Director	3001	Office	0117	192
Office - Administrative Assistant	3300	Office	0116	109
Conference Room for full staff	3450	Conference	0118	300
Storage/Filing	3450	Storage	0114A	213
Restrooms			B1	20
Coat Closet			ST1	42
Reception	3450	Waiting	0114	451
<b>1.0 Administrative Services Total</b>				
Staff Private Office	3001	Office	0126	121
Staff Workstations	3001	Office	0127	347
Student Break/Lockers	6050	Student Lockers	0125	347
Circulation Desk	4003	Circulation Desk	0129	475
Reserve	4003	Control & Reserve		
Storage	4055	Storage		
Multi-media Storage	4055	Storage		
<b>2.1 Access Services</b>				
Staff Private Office	3001	Office	0110	129
Staff Workstations	3001	Office	0111	312
Student Workstations	6004	Clerical		
Work Area (Book Sorting)	4054	General Staff Process	0109	954
Storage for supplies	4055	Storage		
<b>2.2 Inter Library Loan</b>				
Staff Private Offices	3001	Office	203	149
Staff Private Offices	3001	Office	212	119
Staff Private Offices	3001	Office	205	148
Project Room	4054	General Staff Process	213A	800
<b>2.3 Library Instruction</b>				
Staff Private Offices	3001	Office	209	145
Reference Desk (2 stations)	4003	Circulation Desk	0112A	120
Ready Reference Collection	4003	Reference & Catalog	0112	4,840
<b>2.4 Reference Total</b>				
Staff Private Offices	3001	Office	207	117
Reading Room	4000	Subject Reading Room	0008	825
Archives	4000	Stacks (open & closed)	0006	960
Archives	4000	Stacks (open & closed)	0007	960
Storage	4055	Storage	0007A	80
Hist. Fac. Ofc.	3001	Office	0007B	138
			0009	377
<b>2.5 Special Collections Total</b>				
Staff Private Offices	3001	Office	0109A	264
Workstations	3001	Office	0108	355
Workstations	6004	Clerical	0109D	109
Student work area	6004	Clerical	0109B	370
<b>2.6 Serials / Cataloging</b>				
Staff Private Offices	3001	Office	0103	210
Staff Workstation	3001	Office	0105	441
<b>2.7 Collection Development &amp; Acquisitions</b>				

### 3.0 | PROGRAM AND SPACE ANALYSIS PENFIELD EXISTING SPACE USE

PROGRAM	SUCF PROGRAM CODE			
	Type	Type	Room	
Space Designation	Type Code	Type Description	No.	PSI (NSF)
Director Private Office	3001	Office	0119	160
Staff Private Office	3001	Office	101A	115
Staff Private Office	3001	Office	202	193
Staff Private Office	3001	Office	0109C	370
Workroom	4054	General Staff Process	101B	258
<b>2.8 Library Technology</b>				
Staff Private Offices	3001	Office	206	192
<b>2.9 Government Documents</b>				
Group Study Rooms	4000	Subject Reading Room	300	145
Group Study Rooms	4000	Subject Reading Room	303	145
Group Study Rooms	4000	Subject Reading Room	304	123
Group Study Rooms	4000	Subject Reading Room	305	123
Group Study Rooms	4000	Subject Reading Room	307	114
Group Study Rooms	4000	Subject Reading Room	308	123
Group Study Rooms	4000	Subject Reading Room	309	150
Group Study Rooms	4000	Subject Reading Room	310	119
Group Study Rooms	4000	Subject Reading Room	311	119
Group Study Rooms	4000	Subject Reading Room	200	145
Group Study Rooms	4000	Subject Reading Room	312	119
Group Study Rooms	4000	Subject Reading Room	208	117
Group Study Rooms	4000	Subject Reading Room	204	120
Group Study Rooms	4000	Subject Reading Room	301	204
Group Study Rooms	4000	Subject Reading Room	211	119
Multi-Media Room	4000	Subject Reading Room	210	119
Information Commons	4001	Computer Access Station	0128	7,378
Café Seating	4000	Subject Reading Room	0120	2,744
Reference (Open)	4000	Subject Reading Room	0112	4,840
Bibliographic Instruction Lab	4001	Computer Access Station	0113	1,152
Bibliographic Instruction Lab	4001	Computer Access Station	0101	992
Group Study			213C	1,925
Open Space			313	40,096
Open Space			213	37,432
24 Computer Lab			0100	3,284
Computer Lab			0100A	1,711
<b>4.0 Study Seats Total</b>				
Staff Room	6006	Faculty Lounge	0001	720
Reference Storage	4055	Storage	0002	1,199
Gift Room			0003	1,369
Book Sale Room			0014	2,602
Kitchen			K	34
<b>5.0 General Library Program</b>				
Faculty Training Room	1001	Classroom	0122	170
Conference/Meeting Room	3450	Conference	0123	353
Reception / Resources Area	3450	Reception	0121	345
<b>6.1 Center for Excellence in Learning and Teaching</b>				



PROGRAM		SUCF PROGRAM CODE		
		Type	Room	
Space Designation	Type Code	Type Description	No.	PSI (NSF)
	Anthrop Fac Office	3001 Office	0004	540
	Faculty Study	3001 Office	0004A	182
	Faculty Office	3001 Office	0004B	162
	Faculty Office	3001 Office	0004C	149
	Faculty Office	3001 Office	0004D	187
	Workroom	3001 Office	0004E	110
<b>6.2</b>	<b>ORSP</b>			
	Office	3001 Office		
	Group Study (6-8)	4,000 Subject Reading Room		
	Conference/Meeting Room	3450 Conference		
	Storage	4055 Storage		
	Reception	3450 Reception		
<b>6.5</b>	<b>WRVO</b>		<b>0102</b>	<b>5,104</b>
	Corridor		0013	1,338
	Storage		0124	250
	Lit. Vol. Tut Room		302	194
	Reserve Study Rm		306	197
	Elec. Rm		308A	15
	Elec Rm		211A	15
	Elec Rm		311A	15
	Vest.		213B	75
	Elec.Rm.		301A	17
	Storage		201	176
	Storage		201A	15
	Work Room		0104	420
	Recng Ar		0106	295
	Mech		0012	9,501
	Corridor		0114B	312
	Storage		0011	14,222
	Archive Storage		0010	1,348
	MEP		0012	9,501
	Staff Lockers		0001A	105
	Jan Toilet		B	25
	Jan Room		JR	153
	Jan Closet		JC1	96
	Language Lab		0014	2,602
	Faculty Office		0014A	1,000
	Faculty Office		0014B	50
	Jan		JC2	60
	Janitor		JC4	85
	Janitor		JC3	85
	Jan Closet		0003B	265
	Faculty Offices		0003A	149
	Classroom		0005	528
	Entry Vestibule		120B	160
	Fac Ofc		0113A	120
	Elevator		E2	30
	Elevator		E1	30
	Elevator		E3	30
	Elevator		E4	30
	Elevator Lobby		313A	75
	Elevator Lobby		213B	75
	Elevator Lobby		131	75

### 3.0 | PROGRAM AND SPACE ANALYSIS PENFIELD EXISTING SPACE USE

PROGRAM	SUCF PROGRAM CODE			
	Type		Room	
Space Designation	Type Code	Type Description	No.	PSI (NSF)
		MEP	132	353
		Public Toilet	W4	306
		Public Toilet	M4	210
		Public Toilet	M3	70
		Public Toilet	W3	94
		Public Toilet	M6	173
		Public Toilet	W6	234
		Public Toilet	M5	171
		Public Toilet	W1	190
		Public Toilet	M1	105
		Womens Toilet	W2	261
		Mens Toilet	M2	172
		Public Toilet	W5	221
		Telecom	0107A	42
		Trash Room	0107	90
		Corridor	130A	114
		Corridor	130	497
		Corridor	0120A	780
		Corridor	120C	432
		Corridor	0013	1,338
		Corridor	313B	867
		Storage	0009	377
		Storage	0007A	80
		Storage	ST3	84
		Storage	0112B	75
		Stair	S19	105
		Stair	S3	135
		Stair	S2	198
		Stair	S1	228
		Stair	S6	220
		Stair	S8	228
		Stair	S7	228
		Stair	S22	164
		Stair	S5	228
		Stair	S4	421
		Stair	S10	228
		Stair	S11	228
		Stair	S13	228
		Stair	S9	228
		Stair	S14	228
		Stair	S15	228
		Stair	S16	228
		Stair	S18	228
		Stair	S17	421
		Stair	S12	421

TOTAL **139,580**  
(reported PSI in 2009)



- STUDY**
- Classroom
- Computer Lab
- Study Carrels
- CIRCULATION**
- Public/Commons
- Egress/ Cores
- Corridor
- COLLECTION**
- Stacks
- Book Storage
- ADMINISTRATION**
- Offices

**LOWER LEVEL FLOOR PLAN**



**3.0 | PROGRAM AND SPACE ANALYSIS**  
**ANALYSIS OF EXISTING SPACE USE**



**GROUND LEVEL FLOOR PLAN**



**SECOND LEVEL FLOOR PLAN**



### 3.0 | PROGRAM AND SPACE ANALYSIS ANALYSIS OF EXISTING SPACE USE



**THIRD LEVEL FLOOR PLAN**



## **PROGRAM**

The proposed program for a re-imagined Penfield, outlined in the pages that follow, was formed with the assistance of many user groups: library staff, non-library departments and programs currently housed in Penfield, senior SUNY Oswego administrative and leadership committees, key university programs and departments, and students, voiced throughout a series of meetings and visioning sessions with the project team. Sasaki, working with members of the building committee, then identified 1) the key elements of the library program, and 2) the user groups, other than the core library program, recommended to be housed in the new Penfield. By calibrating the collection management strategy differently in each of the three concept designs, each scheme is able to accommodate each program aspect and each user group despite having different overall spatial areas and arrangements.

## **KEY ASPECTS OF THE PROGRAM**

- experimental classrooms
- student faculty resource center
- 24/7 zones
- a browsable collection
- a variety of group study rooms
- interpretive experiences
- student activity space
- public art
- information literacy
- social learning
- an accessible staff
- a regional community resource
- a service center for the campus of tomorrow



**SECURE ZONE**

**STUDY SEATS**



**COLLECTIONS**



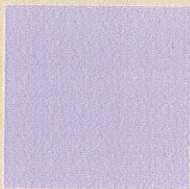
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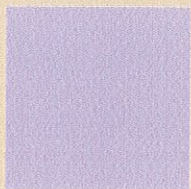
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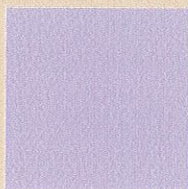
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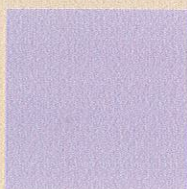
**INT'L ED**



**OLS**



**ORSP**



**WRVO**



**RADIO  
ARCHIVE**



**FREE ZONE**

**PROGRAM: USER GROUPS TO BE HOUSED IN PENFIELD**

The following lists outline the user groups that are recommended to be housed in the new library program, and also other user groups that were considered to be part of the new library program. The diagram on the adjacent page summarizes the recommended program organization of the user groups.

**PROGRAM USER GROUPS**

- core library and support programs
- office of learning services - OLS
- writing tutoring
- math tutoring
- international education
- CELT
- lake effect cafe
- radio archive
- ORSP
- WRVO
- technology help desk

**OTHER USER GROUPS CONSIDERED**

- disability services
- extended learning
- the point
- the compass
- graduate programs support
- student affairs - commuter needs





**PROGRAM SUMMARY**

A detailed documentation of the existing spaces of Penfield was performed as part of this program study (see next section “overall program detail”). As a first program check, the table below compares existing space uses to proposed space usages based on the university’s FTE, and current space standards for library collection, study, and administrative areas. The comparison reveals that the existing building is currently underutilized; as a result there is an available 12,000 to 25,00 nasf that can be assigned to program spaces other than those of the core library program. This finding aligns with university’s desire to program the new Penfield library with auxiliary programs and initiatives that extend and enhance the mission of Penfield Library to meet the demands of the students and the campus of tomorrow. The following pages propose a more detailed space allocation for the proposed program.

	<b>SUNY SPACE GUIDELINES</b>	<b>CONSULANT EXISTING</b>	<b>CONSULANT PROPOSED</b>
<b>LIBRARY STAFF, ADMIN. SUPPORT</b>	<b>9,508</b>	<b>19,100</b>	<b>14,066</b>
<b>COLLECTIONS</b>	<b>42,418</b>	<b>41,386</b>	<b>30,848</b>
<b>STUDY SPACES</b>	<b>37,078</b>	<b>47,341</b>	<b>43,332</b>
<b>CORE LIBRARY PROGRAM</b>	<b>89,004*</b>	<b>107,827</b>	<b>90,246</b>
<b>OTHER PROGRAM</b>	<b>16,424</b>	<b>6,903</b>	<b>12,000 - 25,000</b>
<b>TOTAL NASF</b>	<b>105,428</b>	<b>114,730</b>	<b>104,757</b>

ORSP, CELT, OLS, WRVO,  
RADIO ARCHIVE, INT. ED.





PROGRAM	CONSULTANT EXISTING CONDITIONS (Per VIP Existing Conditions Dwgs)					SUNY Space Guidelines						CONSULTANT PROPOSED						
	Space Designation	occ.	qty	NSF	subtotal NSF	cat. subtotal nasf	Cap.	sf/station	qty	nasf	sub nasf	cat. subtotal nasf	Cap.	sf/station	qty	nasf	sub nasf	cat. subtotal nasf
	Office - Director	1	1	259	259		1		1	180	180		1		1	180	180	
	Office - Assistant Director	0	1	207	207		1		1	120	120		1		1	120	120	
	Office - Administrative Assistant	1	1	107	107		1		1	120	120		1		1	120	120	
	Staff Workstations	1	1	80	80		1		1	80	80		1		1	80	80	
	Conference Room for full staff	0	1	289	289		20	20	1	400	400		20	20	1	400	400	
	Storage/Filing	0	1	214	214				1	100	100				1	100	100	
	Restrooms	0	1	20	20						0						0	
	Coat Closet	0	1	39	39						0						0	
	Reception	0	1	361	361		1	180	1	180	180		1	180	1	180	180	
<b>1.0</b>	<b>Administrative Services Total</b>	<b>3</b>			<b>1,576</b>	<b>1,576 SF</b>					<b>1,180 SF</b>	<b>1,180 SF</b>					<b>1,180 SF</b>	<b>1,180 SF</b>
	Staff Private Office	2	1	130	130				1	120	120				1	120	120	
	Staff Workstations	5	4	173	692				3	80	240				3	80	240	
	Student Break/Lockers	45	0	0	0		45	4	1	180	180		45	4	1	180	180	
	Circulation Desk		1	385	385				1						1	240	240	
	Reserve								1	960	960				1	200	200	
	Storage								1	100	100				1	100	100	
	Multi-media Storage									100	100					100	100	
<b>2.1</b>	<b>Access Services</b>	<b>52</b>			<b>1,207</b>						<b>1,700 SF</b>						<b>1,180 SF</b>	
	Staff Private Office	1	1	138	138				1	120	120				1	120	120	
	Staff Workstations	3	1	309	309				3	80	240				3	80	240	
	Student Workstations	2	0	0	0				1	60	60				1	60	60	
	Work Area (Book Sorting)		1	288	288				1	120	120				1	160	160	
	Storage for supplies		0	0	0				1	100	100				1	100	100	
<b>2.2</b>	<b>Inter Library Loan</b>	<b>6</b>			<b>735</b>						<b>640 SF</b>						<b>680 SF</b>	
	Staff Private Offices	1	1	144	144				3	120	360				3	120	360	
	Staff Private Offices	1	1	119	119													
	Staff Private Offices	1	1	122	122													
	Clerk (share with Admin.)	1	0	0	0													
	Project Room	0	1	562	562				1	120	120				1	120	120	
<b>2.3</b>	<b>Library Instruction</b>	<b>3</b>			<b>947</b>						<b>480 SF</b>						<b>480 SF</b>	
	Staff Private Offices	1	1	146	146				2	120	240				2	120	240	
	Adjunct Workstations	6	1	126	126				6	80	480				6	80	480	
	Reference Desk (2 stations)	2	1	123	123				2	60	120				2	60	120	
	Ready Reference Collection		incl						1	36	36				1	36	36	
	Storage/ Pending Material		0	0	0				1	100	100				1	100	100	
	Project Room		0	0	0				1	120	120				1	120	120	
	Work Area		0	0	0		30	20	1	600	600		30	20	1	600	600	
<b>2.4</b>	<b>Reference Total</b>	<b>9</b>			<b>395</b>						<b>1,696 SF</b>						<b>1,696 SF</b>	



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PROGRAM	CONSULTANT EXISTING CONDITIONS (Per VIP Existing Conditions Dwgs)					SUNY Space Guidelines						CONSULTANT PROPOSED						
	Space Designation	occ.	qty	NSF	subtotal NSF	cat. subtotal nasf	Cap.	sf/station	qty	nasf	sub nasf	cat. subtotal nasf	Cap.	sf/station	qty	nasf	sub nasf	cat. subtotal nasf
	Staff Private Offices	1	1	105	105			2	120	240					2	120	240	
	Staff Workstations	1	1	196	196										1	180	180	
	Clerk / Reception							1	180	180					1	180	180	
	Project Room							1	120	120					1	120	120	
	Reading Room				820		20	25	1	500	500		20	25	1	500	500	
	Archives				928													
	Archives				928													
	Storage				81			1	48	48					1	100	100	
	Hist. Fac. Ofc.				139													
					359													
<b>2.5</b>	<b>Special Collections Total</b>	<b>2</b>			<b>3,556</b>					<b>1,088 SF</b>							<b>1,140 SF</b>	
	Staff Private Offices	1	1	263	263			1	120	120					2	120	240	
	Workstations	1	1	352	352			3	80	240					3	80	240	
	Workstations	1	1	107	107													
	Student work area	1	1	439	439													
	Storage		0	0	0			1	84	84					1	100	100	
	Work Room		0	0	0			1	120	120					1	120	120	
<b>2.6</b>	<b>Serials / Cataloging</b>	<b>4</b>			<b>1,162</b>					<b>564 SF</b>							<b>700 SF</b>	
	Staff Private Offices	1	1	215	215			1	120	120					1	120	120	
	Staff Workstation	2	1	425	425			3	80	240					3	80	240	
	Project Area		0	0	0			1	120	120					1	160	160	
	Storage		0	0	0			1	100	100					1	100	100	
<b>2.7</b>	<b>Collection Development &amp; Acquisitions</b>	<b>3</b>			<b>640</b>					<b>580 SF</b>							<b>620 SF</b>	
	Director Private Office	1	1	173	173			1	180	180					1	180	180	
	Staff Private Office	1	1	118	118			3	120	360					3	120	360	
	Staff Private Office	1	1	193	193													
	Staff Private Office	1	1	434	434													
	Conference Room		0				8	20	1	160	160		8	20	1	160	160	
	Help Desk		1	118	118			1	60	60					1	60	60	
	Workroom		1	244	244			1	240	240					1	370	370	
	Storage		0					1	100	100					1	100	100	
<b>2.8</b>	<b>Library Technology</b>	<b>4</b>			<b>1,279</b>					<b>1,100 SF</b>							<b>1,230 SF</b>	
	Staff Private Offices	1	1	216	216			1	120	120					1	120	120	
	Volunteer workstations		1	213	213			3	80	240					3	80	240	
	Project Room		0	0	0			1	120	120					1	120	120	
<b>2.9</b>	<b>Government Documents</b>	<b>1</b>			<b>429</b>	<b>10,350 SF</b>				<b>480 SF</b>	<b>8,328 SF</b>				<b>480 SF</b>	<b>8,206 SF</b>		







PROGRAM	CONSULTANT EXISTING CONDITIONS (Per VIP Existing Conditions Dwgs)					SUNY Space Guidelines						CONSULTANT PROPOSED						
	Space Designation	occ.	qty	NSF	subtotal NSF	cat. subtotal nasf	Cap.	sf/station	qty	nasf	sub nasf	cat. subtotal nasf	Cap.	sf/station	qty	nasf	sub nasf	cat. subtotal nasf
	General		354,400	8 vol/lf	14,952													22,125
	Reference, Stacks		7,500	8 vol/lf	672													500
	Reference, Ready		200	8 vol/lf	84													0
	Periodicals, Current		205	1 / lf	168													250
	Periodicals, Bound		91,000	6 vol/lf	5,124													3,550
	Gov. Docs		125,000	12 vol/lf	3,528													2,602
	Special Coll., Volumes		9,200	5 vol / lf	672													475
	Special Coll., Archives & Manuscripts		753	1 / lf	252													225
	Media - music CDs		1,300															0
	Medi - non-music CDs		125															0
	Media - DVDs		1,150															0
	Media - videocassettes		4,300															0
	Media - phono records		100															0
	Media - slides		9,400															0
	Media - strips		1,650															0
	Media - media kits		675															63
	Microcard		7,600															65
	Microfilm		20,330															195
	Microfiche		1,613,100															733
	Maps		4,500		400													65
<b>3.0</b>	<b>Collection Total</b>				<b>41,386</b>	<b>41,386 SF</b>					<b>42,418 SF</b>	<b>42,418 SF</b>					<b>30,848 SF</b>	<b>30,848 SF</b>





PROGRAM	CONSULTANT EXISTING CONDITIONS (Per VIP Existing Conditions Dwgs)					SUNY Space Guidelines						CONSULTANT PROPOSED						
	Space Designation	occ.	qty	NSF	subtotal NSF	cat. subtotal nasf	Cap.	sf/station	qty	nasf	sub nasf	cat. subtotal nasf	Cap.	sf/station	qty	nasf	sub nasf	cat. subtotal nasf
	Group Study Rooms		1	148	148													
	Group Study Rooms		1	123	123													
	Group Study Rooms		1	120	120													
	Group Study Rooms		1	121	121													
	Group Study Rooms		1	107	107													
	Group Study Rooms		1	105	105													
	Group Study Rooms		1	146	146													
	Group Study Rooms		1	117	117													
	Group Study Rooms		1	115	115													
	Group Study Rooms		1	148	148													
	Group Study Rooms		1	119	119													
	Group Study Rooms		1	105	105													
	Group Study Rooms		1	120	120													
	Group Study Rooms		1	196	196													
	Group Study Rooms		1	114	114													
	Multi-Media Room		1	117	117													
	Group Study Rooms for 6-8												240		30	150		4,500
	Group Study Rooms for 10-12												48		4	280		1,120
	Study Carrels		15	268	4,020								400		400	32		12,783
	Reserve Carrels		143	27	3,885								20		20	48		960
	Reading Tables		1	19,522	19,522								300		300	16		4,853
	Reading Counters												200		200	33		6,500
	Soft Seating, groups of 2		incl. above										40		40	42		1,695
	Soft Seating, groups of 4												60		60	34		2,017
	Information Commons		1	8,245	8,245								200		200	29		5,760
	Café Seating		1	2,685	2,685								80			1,514		1,514
	Reference (Open)		1	4,832	4,832													
	Bibliographic Instruction Lab	16	1	1,122	1,122		24	20	2	480	960		24	35	2	840		1,680
	AV Storage for Bibliographic Lab														1	100		100
	Bibliographic Instruction Lab		1	1,009	1,009		50	16	1	800	800		50	35	1	1,750		1,750
	AV Storage for Bibliographic Lab														1	100		100
	Group Study																	
	Open Space																	
	Open Space																	
	24 Computer Lab		1	3,202	3,202													
	Computer Lab		1	1,596	1,596													
<b>4.0</b>	<b>Study Seats Total</b>				<b>47,341</b>	<b>47,341 SF</b>				<b>1,280 SF</b>	<b>37,078</b>	<b>37,078 SF</b>	<b>1,662</b>				<b>45,332 SF</b>	<b>45,332 SF</b>
	Staff Room		1	720	720		18	20	1	360	360		18	20	1	360		360
	Library Storage		1	1311	1,311				1	720	720				1	1,500		1,500
	Café Storage				not known				1		0				1	100		100
	Reference Storage		1	1,192	1,192													
	Gift Room		1	1,685	1,685													
	Book Sale Room		1	2,267	2,267													
	Special Event Room														1	720		720
	General Building Storage														1	2,000		2,000
	Kitchen																	
<b>5.0</b>	<b>General Library Program</b>				<b>7,175</b>	<b>7,175 SF</b>					<b>1,080 SF</b>	<b>1,080 SF</b>					<b>4,680 SF</b>	<b>4,680 SF</b>







PROGRAM	CONSULTANT EXISTING CONDITIONS (Per VIP Existing Conditions Dwgs)					SUNY Space Guidelines						CONSULTANT PROPOSED						
	Space Designation	occ.	qty	NSF	subtotal NSF	cat. subtotal nasf	Cap.	sf/station	qty	nasf	sub nasf	cat. subtotal nasf	Cap.	sf/station	qty	nasf	sub nasf	cat. subtotal nasf
	Private Office				691			2	120	240					2	120	240	
	Faculty Training Room						30	16	1	480	480		30	30	1	900	900	
	Conference/Meeting Room						10	20	1	200	200				1	200	200	
	Storage								1	60	60				1	60	60	
	Reception / Resources Area								1	180	180				1	240	240	
6.1	<b>Center for Excellence in Learning Technology</b>				691						1,160 SF						1,640 SF	
	Private Office				1,341			2	120	240				2	120	240		
	Conference/Meeting Room						12	20	1	240	240		12	20	1	240	240	
	Reception								1	180	180				1	180	180	
	Resources Area								1	120	120				1	120	120	
	Storage								1	68	68				1	100	100	
	Anthrop Fac Office																	
	Faculty Study																	
	Faculty Office																	
	Faculty Office																	
	Faculty Office																	
	Workroom																	
6.2	<b>ORSP</b>				1,341						848 SF						880 SF	
	Reception							1	180	180				1	180	180		
	Office							9	120	1,080				9	120	1,080		
	Director's Office							1	180	180				1	180	180		
	Staff Workroom							1	120	120				1	120	120		
	Conference/Meeting Room					12	20	1	240	240		12	20	1	240	240		
	Lounge/Student Research					50	20	1	1,000	1,000		50	20	1	1,000	1,000		
	Storage							1	68	68				1	100	100		
6.3	<b>International Education</b>				0						7,825						2,900	
	Office							2	120	240				2	120	240		
	Group Study (6-8)					8	20	6	160	960		8	20	6	160	960		
	Conference/Meeting Room					12	20	1	240	240		12	20	1	240	240		
	Storage							1	100	100				1	100	100		
	Reception							1	180	180				1	180	180		
6.4	<b>Office of Learning Services (tutorial &amp; writing)</b>				0						1,720						1,720	
6.5	<b>WRVO</b>				4,871						4,871						4,871 SF	
6.6	<b>Special Radio Archive</b>				0	6,903 SF						16,424 SF					2,500 SF	14,511 SF
7.0	<b>Stairs, Bathrooms, MEP, Corridors, Janitor, Other Misc.</b>																	incl. in gross area

	EXISTING CONDITIONS				SUNY Space Guidelines						JUSTIFIED PROGRAM								
<b>TOTAL NASF</b>																			
				3,454		114,730 SF										106,508 SF			104,757 SF
	Basement Mech. Areway			3,454															
	Basement			44,387															
	Floor 1			43,942															
	Floor 2			44,228															
	Floor 3			44,228															
<b>TOTAL GSF</b>						180,239 SF													161,326 SF
<b>EFFICIENCY</b>						64%													65%




- Needs location away from main public areas, yet easily found.
- No strong adjacencies required to other departments.

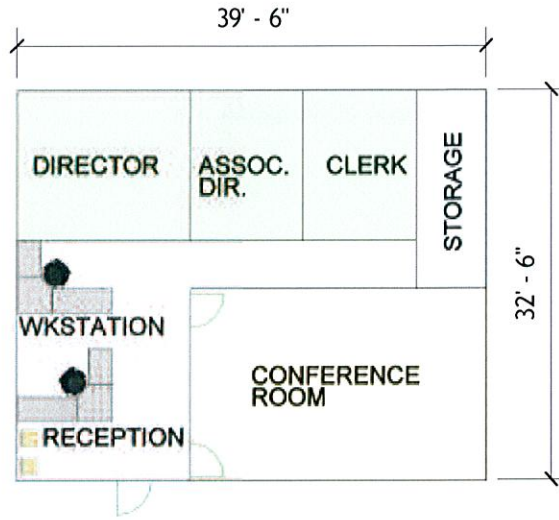
1. Program Description

Space Designation	Cap.	sf/station	qty	nasf	sub nasf	cat. subtotal nasf
Office - Director	1		1	180	180	
Office - Assistant Director	1		1	120	120	
Office - Administrative Assistant	1		1	120	120	
Staff Workstations	1		1	80	80	
Conference Room for full staff	20	20	1	400	400	
Storage/Filing			1	100	100	
Restrooms					0	
Coat Closet					0	
Reception	1	180	1	180	180	
<b>1.0 Administrative Services Total</b>					<b>1,180 SF</b>	<b>1,180 SF</b>

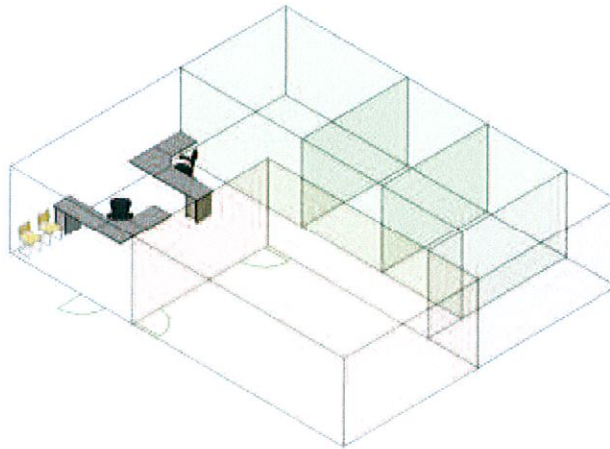
2. Detailed Space Program

<b>LEGEND:</b> <span style="display: inline-block; width: 15px; height: 10px; background-color: #d9ead3; border: 1px solid black; margin-right: 5px;"></span> Library Staff / Administration <span style="display: inline-block; width: 15px; height: 10px; background-color: #fff2cc; border: 1px solid black; margin-left: 20px; margin-right: 5px;"></span> Library Collection <span style="display: inline-block; width: 15px; height: 10px; background-color: #fce4d6; border: 1px solid black; margin-right: 5px;"></span> Learning Spaces <span style="display: inline-block; width: 15px; height: 10px; background-color: #d9e1f2; border: 1px solid black; margin-left: 20px; margin-right: 5px;"></span> Storage	<b>CATEGORY:</b> <b>Library Administration</b>
<b>SCALE:</b> 1/16" = 1'-0" 	<b>SUBCATEGORY:</b> <b>Administration</b>


**3.0 | PROGRAM AND SPACE ANALYSIS  
PROPOSED PROGRAM DETAIL**



3. Plan



4. Axonometric View


<p><b>LEGEND:</b></p> <p> <span style="display: inline-block; width: 15px; height: 10px; background-color: #c8e6c9; border: 1px solid black; margin-right: 5px;"></span> Library Staff / Administration         <span style="display: inline-block; width: 15px; height: 10px; background-color: #fff9c4; border: 1px solid black; margin-left: 20px; margin-right: 5px;"></span> Library Collection  <span style="display: inline-block; width: 15px; height: 10px; background-color: #fff176; border: 1px solid black; margin-right: 5px;"></span> Learning Spaces         <span style="display: inline-block; width: 15px; height: 10px; background-color: #e0e0e0; border: 1px solid black; margin-left: 20px; margin-right: 5px;"></span> Storage       </p>	<p>CATEGORY:</p> <p><b>Library Administration</b></p>
<p><b>SCALE:</b></p> <p>1/16" = 1'-0"</p> 	<p>SUBCATEGORY:</p> <p><b>Administration</b></p>

- Immediately adjacent to main entrance.
- Circulation areas need to take into account book carts and movement of materials.

1. Program Description

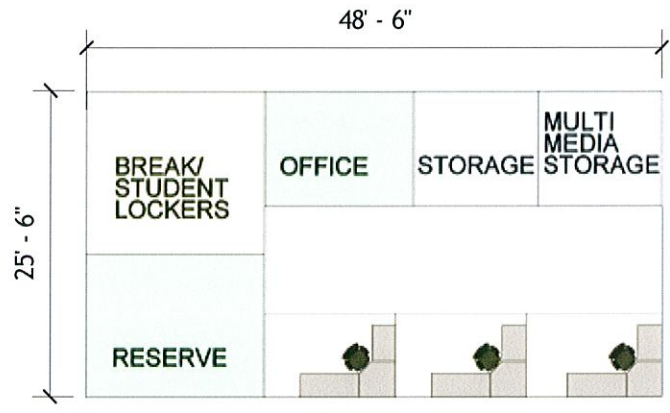
Space Designation	Cap.	sf/station	qty	nasf	sub nasf
Staff Private Office			1	120	120
Staff Workstations			3	80	240
Student Break/Lockers	45	4	1	180	180
Circulation Desk			1	240	240
Reserve			1	200	200
Storage			1	100	100
Multi-media Storage				100	100
<b>2.1 Access Services</b>					<b>1,180 SF</b>

2. Detailed Space Program

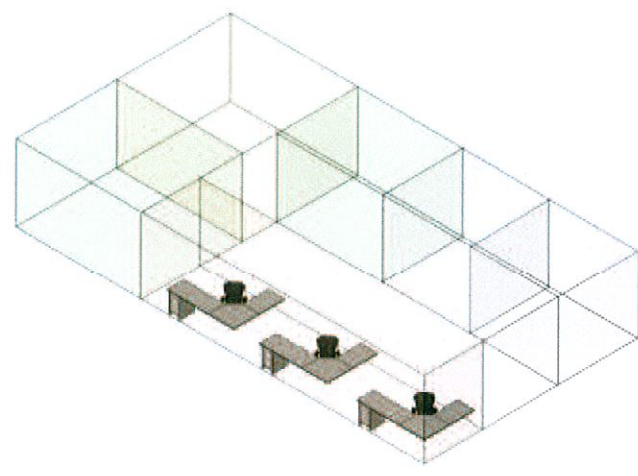
<b>LEGEND:</b> <span style="display: inline-block; width: 15px; height: 10px; background-color: #d9ead3; border: 1px solid black; margin-right: 5px;"></span> Library Staff / Administration <span style="display: inline-block; width: 15px; height: 10px; background-color: #fff2cc; border: 1px solid black; margin-left: 20px; margin-right: 5px;"></span> Library Collection <span style="display: inline-block; width: 15px; height: 10px; background-color: #fce4d6; border: 1px solid black; margin-right: 5px;"></span> Learning Spaces <span style="display: inline-block; width: 15px; height: 10px; background-color: #d9e1f2; border: 1px solid black; margin-left: 20px; margin-right: 5px;"></span> Storage	<b>CATEGORY:</b> <b>Library Staff</b>
<b>SCALE:</b> 1/16" = 1'-0" 	<b>SUBCATEGORY:</b> <b>Access Services</b>




**3.0 | PROGRAM AND SPACE ANALYSIS  
PROPOSED PROGRAM DETAIL**



3. Plan



4. Axonometric View

<p><b>LEGEND:</b></p> <p> <span style="display: inline-block; width: 15px; height: 15px; background-color: #d9ead3; border: 1px solid black; margin-right: 5px;"></span> Library Staff / Administration             <span style="display: inline-block; width: 15px; height: 15px; background-color: #fff2cc; border: 1px solid black; margin-left: 20px; margin-right: 5px;"></span> Library Collection  <span style="display: inline-block; width: 15px; height: 15px; background-color: #fce4d6; border: 1px solid black; margin-right: 5px;"></span> Learning Spaces             <span style="display: inline-block; width: 15px; height: 15px; background-color: #d9d2e9; border: 1px solid black; margin-left: 20px; margin-right: 5px;"></span> Storage         </p>	<p>CATEGORY: <b>Library Staff</b></p>
<p><b>SCALE:</b> 1/16" = 1'-0"</p> 	<p>SUBCATEGORY: <b>Access Services</b></p>

- Needs close adjacency with Collection Development Acquisitions (CDA) and Access Services.

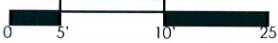
- "First point of contact" for deliveries - needs close adjacency to receiving.

- Needs to be easily found by faculty.

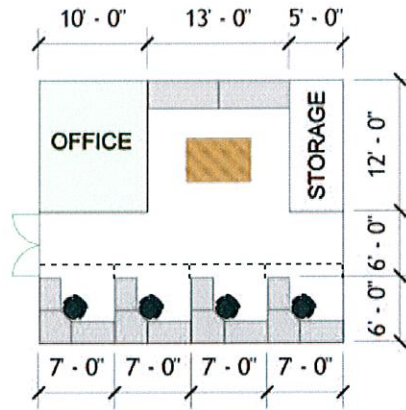
1. Program Description

Space Designation	Cap.	sf/station	qty	nasf	sub nasf
Staff Private Office			1	120	120
Staff Workstations			3	80	240
Student Workstations			1	60	60
Work Area (Book Sorting)			1	160	160
Storage for supplies			1	100	100
<b>2.2 Inter Library Loan</b>					<b>680 SF</b>

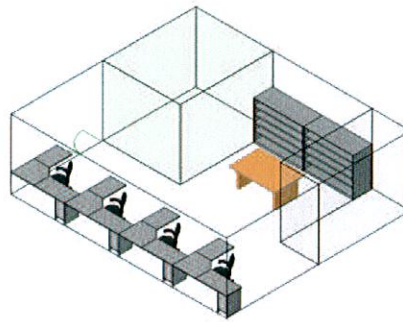
2. Detailed Space Program

<b>LEGEND:</b> <span style="display: inline-block; width: 15px; height: 10px; background-color: #d9ead3; border: 1px solid black; margin-right: 5px;"></span> Library Staff / Administration <span style="display: inline-block; width: 15px; height: 10px; background-color: #fff2cc; border: 1px solid black; margin-left: 20px; margin-right: 5px;"></span> Library Collection <span style="display: inline-block; width: 15px; height: 10px; background-color: #fce4d6; border: 1px solid black; margin-right: 5px;"></span> Learning Spaces <span style="display: inline-block; width: 15px; height: 10px; background-color: #d9d2e9; border: 1px solid black; margin-left: 20px; margin-right: 5px;"></span> Storage	<b>CATEGORY:</b> <b>Library Staff</b>
<b>SCALE:</b> 1/16" = 1'-0" 	<b>SUBCATEGORY:</b> <b>Inter Library Loan</b>

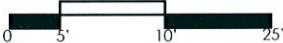
**3.0 | PROGRAM AND SPACE ANALYSIS  
PROPOSED PROGRAM DETAIL**



3. Plan



4. Axonometric View


<p><b>LEGEND:</b></p> <p>Library Staff / Administration    Library Collection</p> <p>Learning Spaces    Storage</p>	<p>CATEGORY:</p> <p><b>Library Staff</b></p>
<p><b>SCALE:</b></p> <p>1/16" = 1'-0"</p> 	<p>SUBCATEGORY:</p> <p><b>Inter Library Loan</b></p>

- Close adjacency - or co-located - with Reference.

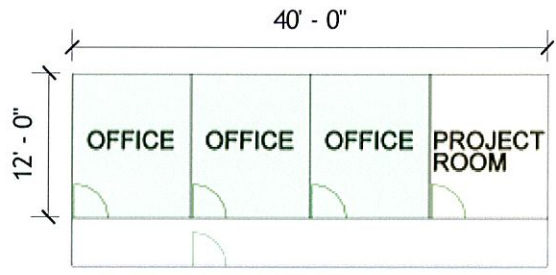
1. Program Description

Space Designation	Cap.	sf/station	qty	nasf	sub nasf
Staff Private Offices			3	120	360
Staff Private Offices					
Staff Private Offices					
Clerk (share with Admin.)					
Project Room			1	120	120
<b>2.3 Library Instruction</b>					<b>480 SF</b>

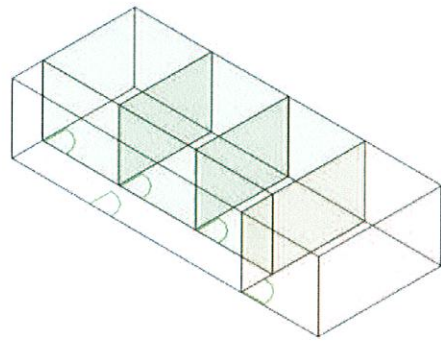
2. Detailed Space Program

<p><b>LEGEND:</b></p> <p> <span style="display: inline-block; width: 15px; height: 10px; background-color: #d9ead3; border: 1px solid black; margin-right: 5px;"></span> Library Staff / Administration         <span style="display: inline-block; width: 15px; height: 10px; background-color: #fff2cc; border: 1px solid black; margin-left: 20px; margin-right: 5px;"></span> Library Collection  <span style="display: inline-block; width: 15px; height: 10px; background-color: #fce4d6; border: 1px solid black; margin-right: 5px;"></span> Learning Spaces         <span style="display: inline-block; width: 15px; height: 10px; background-color: #d9d2e9; border: 1px solid black; margin-left: 20px; margin-right: 5px;"></span> Storage       </p>	<p>CATEGORY: <b>Library Staff</b></p>
<p><b>SCALE:</b> 1/16" = 1'-0"</p> 	<p>SUBCATEGORY: <b>Library Instruction</b></p>






3. Plan



4. Axonometric View

<p><b>LEGEND:</b></p> <p> <span style="display: inline-block; width: 15px; height: 15px; background-color: #d9ead3; border: 1px solid black; margin-right: 5px;"></span> Library Staff / Administration             <span style="display: inline-block; width: 15px; height: 15px; background-color: #fff2cc; border: 1px solid black; margin-left: 20px; margin-right: 5px;"></span> Library Collection         </p> <p> <span style="display: inline-block; width: 15px; height: 15px; background-color: #fce4d6; border: 1px solid black; margin-right: 5px;"></span> Learning Spaces             <span style="display: inline-block; width: 15px; height: 15px; background-color: #d9d2e9; border: 1px solid black; margin-left: 20px; margin-right: 5px;"></span> Storage         </p>	<p>CATEGORY:</p> <p><b>Library Staff</b></p>
<p><b>SCALE:</b></p> <p>1/16" = 1'-0"</p> 	<p>SUBCATEGORY:</p> <p><b>Library Instruction</b></p>


- Needs to be prominently located, immediately adjacent - if not within - the main Information Commons.

- Close adjacency with Inter-Library Loan (ILL).

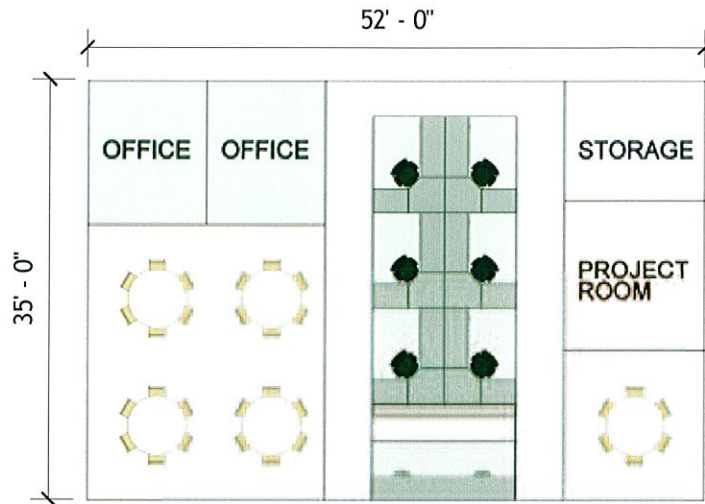
1. Program Description

Space Designation	Cap.	sf/station	qty	nasf	sub nasf
Staff Private Offices			2	120	240
Adjunct Workstations			6	80	480
Reference Desk (2 stations)			2	60	120
Ready Reference Collection			1	36	36
Storage/ Pending Material			1	100	100
Project Room			1	120	120
Work Area	30	20	1	600	600
<b>2.4 Reference Total</b>					<b>1,696 SF</b>

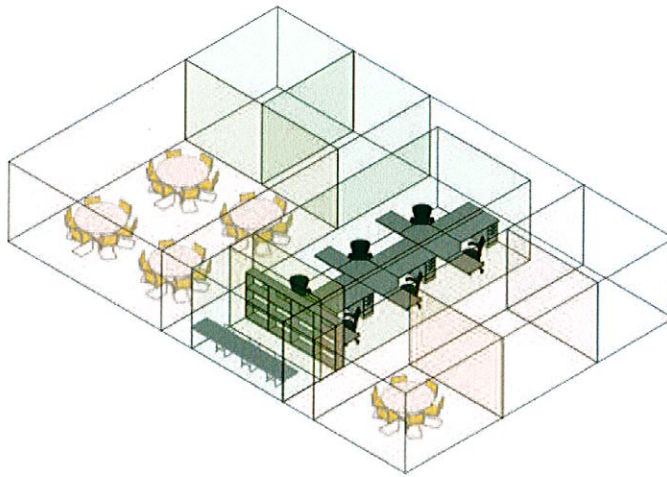
2. Detailed Space Program

<b>LEGEND:</b> <span style="display: inline-block; width: 15px; height: 10px; background-color: #d9ead3; border: 1px solid black; margin-right: 5px;"></span> Library Staff / Administration <span style="display: inline-block; width: 15px; height: 10px; background-color: #fff2cc; border: 1px solid black; margin-left: 20px; margin-right: 5px;"></span> Library Collection <span style="display: inline-block; width: 15px; height: 10px; background-color: #fce4d6; border: 1px solid black; margin-right: 5px;"></span> Learning Spaces <span style="display: inline-block; width: 15px; height: 10px; background-color: #d9e1f2; border: 1px solid black; margin-left: 20px; margin-right: 5px;"></span> Storage	<b>CATEGORY:</b> <b>Library Staff</b>
<b>SCALE:</b> 1/16" = 1'-0" 	<b>SUBCATEGORY:</b> <b>Reference</b>

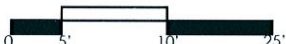
**3.0 | PROGRAM AND SPACE ANALYSIS  
PROPOSED PROGRAM DETAIL**



3. Plan



4. Axonometric View

<p><b>LEGEND:</b></p> <p> <span style="display: inline-block; width: 15px; height: 15px; background-color: #d9ead3; border: 1px solid black; margin-right: 5px;"></span> Library Staff / Administration         <span style="display: inline-block; width: 15px; height: 15px; background-color: #fff2cc; border: 1px solid black; margin-left: 20px; margin-right: 5px;"></span> Library Collection       </p> <p> <span style="display: inline-block; width: 15px; height: 15px; background-color: #fce4d6; border: 1px solid black; margin-right: 5px;"></span> Learning Spaces         <span style="display: inline-block; width: 15px; height: 15px; background-color: #d9d2e9; border: 1px solid black; margin-left: 20px; margin-right: 5px;"></span> Storage       </p>	<p>CATEGORY:</p> <p><b>Library Staff</b></p>
<p><b>SCALE:</b></p> <p>1/16" = 1'-0"</p> 	<p>SUBCATEGORY:</p> <p><b>Reference</b></p>

- Contains significant items - furniture, memorabilia - pertaining to Edward Austin Sheldon and the founding of SUNY Oswego that should be more prominently displayed.

- Needs to be in a location more easily found by visiting researchers.

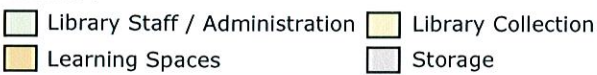

- Need space more appropriate for supporting archival research.

### 1. Program Description

Space Designation	Cap.	sf/station	qty	nasf	sub nasf
Staff Private Offices			2	120	240
Staff Workstations					
Clerk / Reception			1	180	180
Project Room			1	120	120
Reading Room	20	25	1	500	500
Archives					
Archives					
Storage			1	100	100
Hist. Fac. Ofc.					
<b>2.5 Special Collections Total</b>					<b>1,140 SF</b>

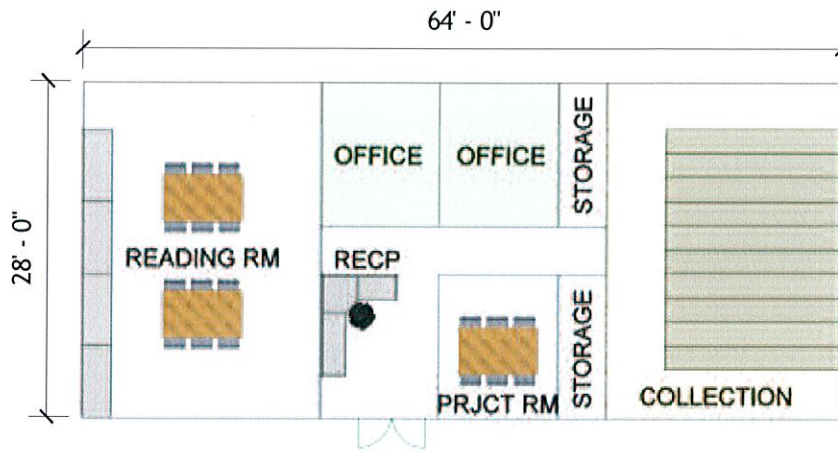
Note: Refer to program 3.0 for information on Special Collections archives, manuscripts, and volumes.

### 2. Detailed Space Program

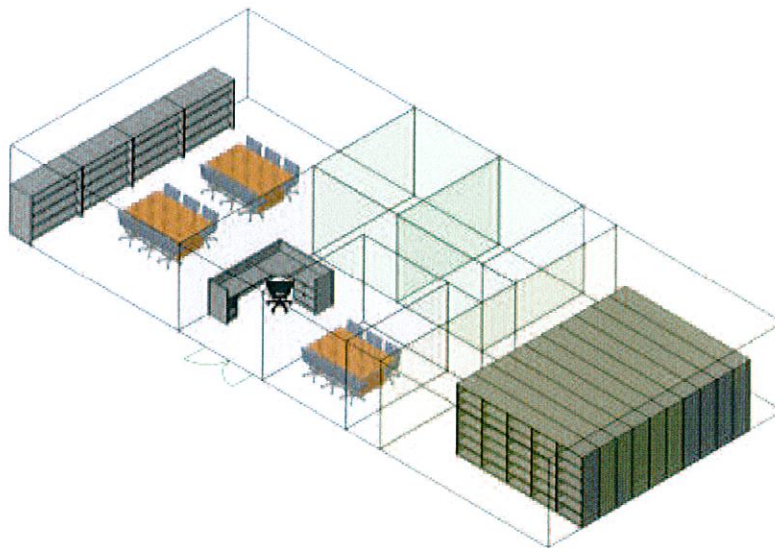
<b>LEGEND:</b> 	<b>CATEGORY:</b> <b>Library Staff</b>
<b>SCALE:</b> 1/16" = 1'-0" 	<b>SUBCATEGORY:</b> <b>Special Collections</b>




**3.0 | PROGRAM AND SPACE ANALYSIS  
PROPOSED PROGRAM DETAIL**



3. Plan




4. Axonometric View

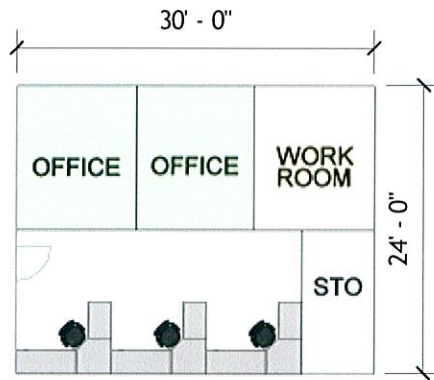
<p><b>LEGEND:</b></p> <p> <span style="display: inline-block; width: 15px; height: 15px; background-color: #d9ead3; border: 1px solid black; margin-right: 5px;"></span> Library Staff / Administration         <span style="display: inline-block; width: 15px; height: 15px; background-color: #fff2cc; border: 1px solid black; margin-left: 20px; margin-right: 5px;"></span> Library Collection       </p> <p> <span style="display: inline-block; width: 15px; height: 15px; background-color: #fce4d6; border: 1px solid black; margin-right: 5px;"></span> Learning Spaces         <span style="display: inline-block; width: 15px; height: 15px; background-color: #d9d2e9; border: 1px solid black; margin-left: 20px; margin-right: 5px;"></span> Storage       </p>	<p>CATEGORY:</p> <p><b>Library Staff</b></p>
<p><b>SCALE:</b></p> <p>1/16" = 1'-0"</p> 	<p>SUBCATEGORY:</p> <p><b>Special Collections</b></p>

1. Program Description

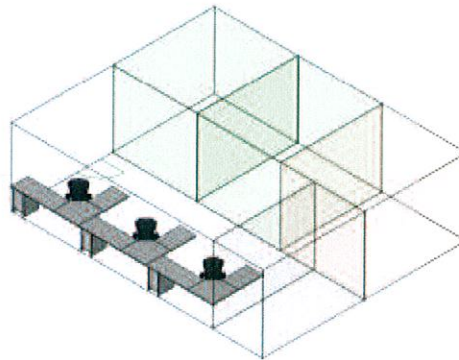
Space Designation	Cap.	sf/station	qty	nasf	sub nasf
Staff Private Offices			2	120	240
Workstations			3	80	240
Workstations					
Student work area					
Storage			1	100	100
Work Room			1	120	120
<b>2.6 Serials / Cataloging</b>					<b>700 SF</b>

2. Detailed Space Program

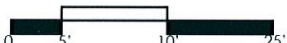
<p>LEGEND:</p> <p> <span style="display: inline-block; width: 15px; height: 10px; background-color: #d9ead3; border: 1px solid black; margin-right: 5px;"></span> Library Staff / Administration             <span style="display: inline-block; width: 15px; height: 10px; background-color: #fff2cc; border: 1px solid black; margin-left: 20px; margin-right: 5px;"></span> Library Collection  <span style="display: inline-block; width: 15px; height: 10px; background-color: #fce4d6; border: 1px solid black; margin-right: 5px;"></span> Learning Spaces             <span style="display: inline-block; width: 15px; height: 10px; background-color: #e1e3e9; border: 1px solid black; margin-left: 20px; margin-right: 5px;"></span> Storage         </p>	<p>CATEGORY:</p> <p><b>Library Staff</b></p>
<p>SCALE:</p> <p>1/16" = 1'-0"</p> 	<p>SUBCATEGORY:</p> <p><b>Serials/Cataloging</b></p>



3. Plan



4. Axonometric View

<p><b>LEGEND:</b></p> <p> <span style="display: inline-block; width: 15px; height: 10px; background-color: #d9ead3; border: 1px solid black; margin-right: 5px;"></span> Library Staff / Administration             <span style="display: inline-block; width: 15px; height: 10px; background-color: #fff2cc; border: 1px solid black; margin-left: 20px; margin-right: 5px;"></span> Library Collection  <span style="display: inline-block; width: 15px; height: 10px; background-color: #fce4d6; border: 1px solid black; margin-right: 5px;"></span> Learning Spaces             <span style="display: inline-block; width: 15px; height: 10px; background-color: #d9d2e9; border: 1px solid black; margin-left: 20px; margin-right: 5px;"></span> Storage         </p>	<p>CATEGORY:  <b>Library Staff</b></p>
<p><b>SCALE:</b>              1/16" = 1'-0"</p> 	<p>SUBCATEGORY:  <b>Serials/Cataloging</b></p>

- Needs close adjacency with tech services. (serials, cataloging)

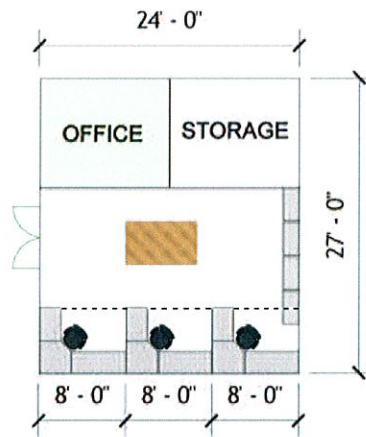
1. Program Description

Space Designation	Cap.	sf/station	qty	nasf	sub nasf
Staff Private Offices			1	120	120
Staff Workstation			3	80	240
Project Area			1	160	160
Storage			1	100	100
<b>2.7 Collection Development &amp; Acquisitions</b>					<b>620 SF</b>

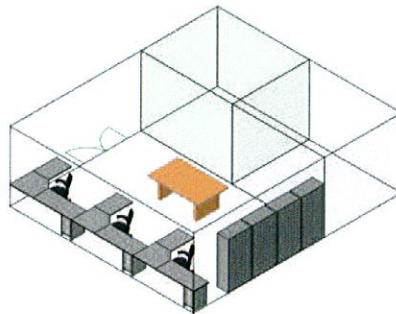
2. Detailed Space Program

<p>LEGEND:</p> <p> <span style="display: inline-block; width: 15px; height: 10px; background-color: #d9ead3; border: 1px solid black; margin-right: 5px;"></span> Library Staff / Administration         <span style="display: inline-block; width: 15px; height: 10px; background-color: #fff2cc; border: 1px solid black; margin-left: 20px; margin-right: 5px;"></span> Library Collection  <span style="display: inline-block; width: 15px; height: 10px; background-color: #fce4d6; border: 1px solid black; margin-right: 5px;"></span> Learning Spaces         <span style="display: inline-block; width: 15px; height: 10px; background-color: #d9e1f2; border: 1px solid black; margin-left: 20px; margin-right: 5px;"></span> Storage       </p>	<p>CATEGORY:</p> <p><b>Library Staff</b></p>
<p>SCALE:</p> <p>1/16" = 1'-0"</p> 	<p>SUBCATEGORY:</p> <p><b>Collection Development &amp; Acquisitions</b></p>

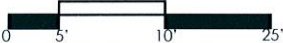




3. Plan



4. Axonometric View

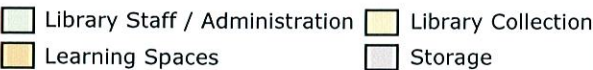

<p><b>LEGEND:</b></p> <p> <span style="display: inline-block; width: 15px; height: 10px; background-color: #d9ead3; border: 1px solid black; margin-right: 5px;"></span> Library Staff / Administration             <span style="display: inline-block; width: 15px; height: 10px; background-color: #fff2cc; border: 1px solid black; margin-left: 20px; margin-right: 5px;"></span> Library Collection         </p> <p> <span style="display: inline-block; width: 15px; height: 10px; background-color: #fce4d6; border: 1px solid black; margin-right: 5px;"></span> Learning Spaces             <span style="display: inline-block; width: 15px; height: 10px; background-color: #d9d2e9; border: 1px solid black; margin-left: 20px; margin-right: 5px;"></span> Storage         </p>	<p>CATEGORY:</p> <p><b>Library Staff</b></p>
<p><b>SCALE:</b></p> <p>1/16" = 1'-0"</p> 	<p>SUBCATEGORY:</p> <p><b>Collection Development &amp; Acquisitions</b></p>

- Service desk to be co-located with Reference desk.
- Balance of program can be located anywhere in library with no strong adjacency needs.

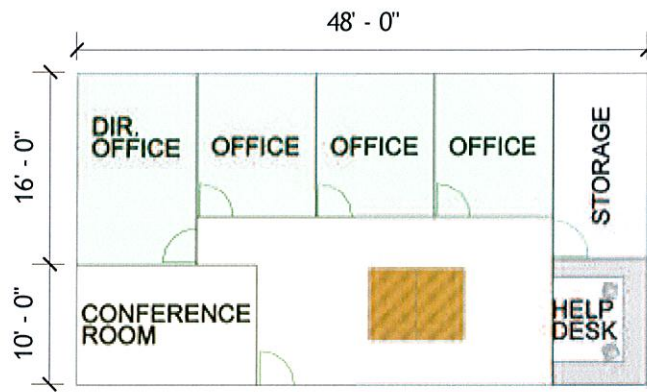
1. Program Description

Space Designation	Cap.	sf/station	qty	nasf	sub nasf
Director Private Office			1	180	180
Staff Private Office			3	120	360
Staff Private Office					
Staff Private Office					
Conference Room	8	20	1	160	160
Help Desk			1	60	60
Workroom			1	370	370
Storage			1	100	100
<b>2.8 Library Technology</b>					<b>1,230 SF</b>

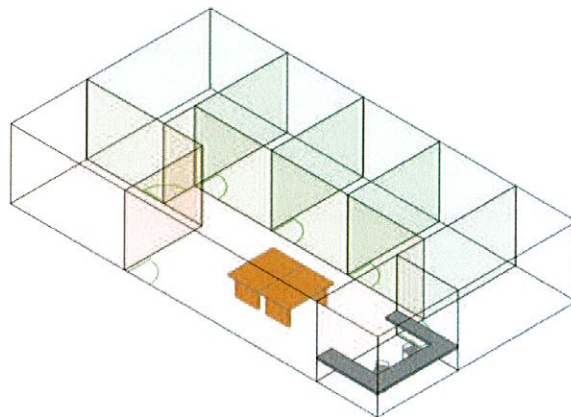
2. Detailed Space Program

<b>LEGEND:</b> 	<b>CATEGORY:</b> <b>Library Staff</b>
<b>SCALE:</b> 1/16" = 1'-0" 	<b>SUBCATEGORY:</b> <b>Library Technology</b>

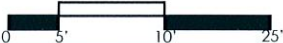
**3.0 | PROGRAM AND SPACE ANALYSIS  
PROPOSED PROGRAM DETAIL**



3. Plan



4. Axonometric View


<p><b>LEGEND:</b></p> <p>Library Staff / Administration    Library Collection</p> <p>Learning Spaces    Storage</p>	<p>CATEGORY:</p> <p><b>Library Staff</b></p>
<p><b>SCALE:</b></p> <p>1/16" = 1'-0"</p> 	<p>SUBCATEGORY:</p> <p><b>Library Technology</b></p>

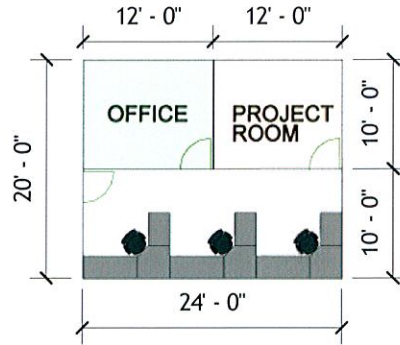


1. Program Description

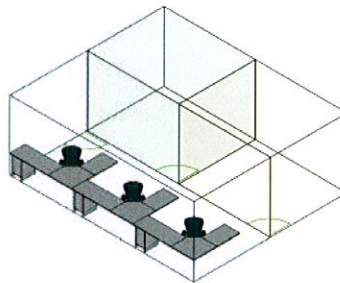
Space Designation	Cap.	qty	asf	sub
Staff Private Offices		1	120	120
Volunteer workstations		3	80	240
Project Room		1	120	120
<b>2.9 Government Documents</b>				<b>480 SF</b>

2. Detailed Space Program


<p>LEGEND:</p> <p> <span style="display: inline-block; width: 15px; height: 10px; background-color: #d9ead3; border: 1px solid black; margin-right: 5px;"></span> Library Staff / Administration             <span style="display: inline-block; width: 15px; height: 10px; background-color: #fff2cc; border: 1px solid black; margin-left: 20px; margin-right: 5px;"></span> Library Collection  <span style="display: inline-block; width: 15px; height: 10px; background-color: #fce4d6; border: 1px solid black; margin-right: 5px;"></span> Learning Spaces             <span style="display: inline-block; width: 15px; height: 10px; background-color: #d9e1f2; border: 1px solid black; margin-left: 20px; margin-right: 5px;"></span> Storage         </p>	<p>CATEGORY:</p> <p><b>Library Staff</b></p>
<p>SCALE:</p> <p>1/16" = 1'-0"</p> 	<p>SUBCATEGORY:</p> <p><b>Government Documents</b></p>



3. Plan



4. Axonometric View

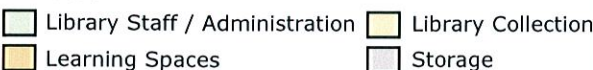

<p>LEGEND:</p> <p> <span style="display: inline-block; width: 15px; height: 15px; background-color: #e0f2f1; border: 1px solid black; margin-right: 5px;"></span> Library Staff / Administration             <span style="display: inline-block; width: 15px; height: 15px; background-color: #fff9c4; border: 1px solid black; margin-left: 20px; margin-right: 5px;"></span> Library Collection         </p> <p> <span style="display: inline-block; width: 15px; height: 15px; background-color: #fff176; border: 1px solid black; margin-right: 5px;"></span> Learning Spaces             <span style="display: inline-block; width: 15px; height: 15px; background-color: #e0e0e0; border: 1px solid black; margin-left: 20px; margin-right: 5px;"></span> Storage         </p>	<p>CATEGORY:</p> <p><b>Library Staff</b></p>
<p>SCALE:</p> <p>1/16" = 1'-0"</p> 	<p>SUBCATEGORY:</p> <p><b>Government Documents</b></p>

- The Penfield General Collection is 354,400 total volumes

## 1. Program Description

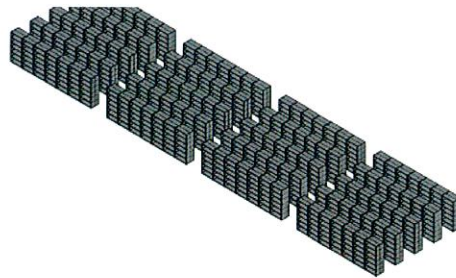
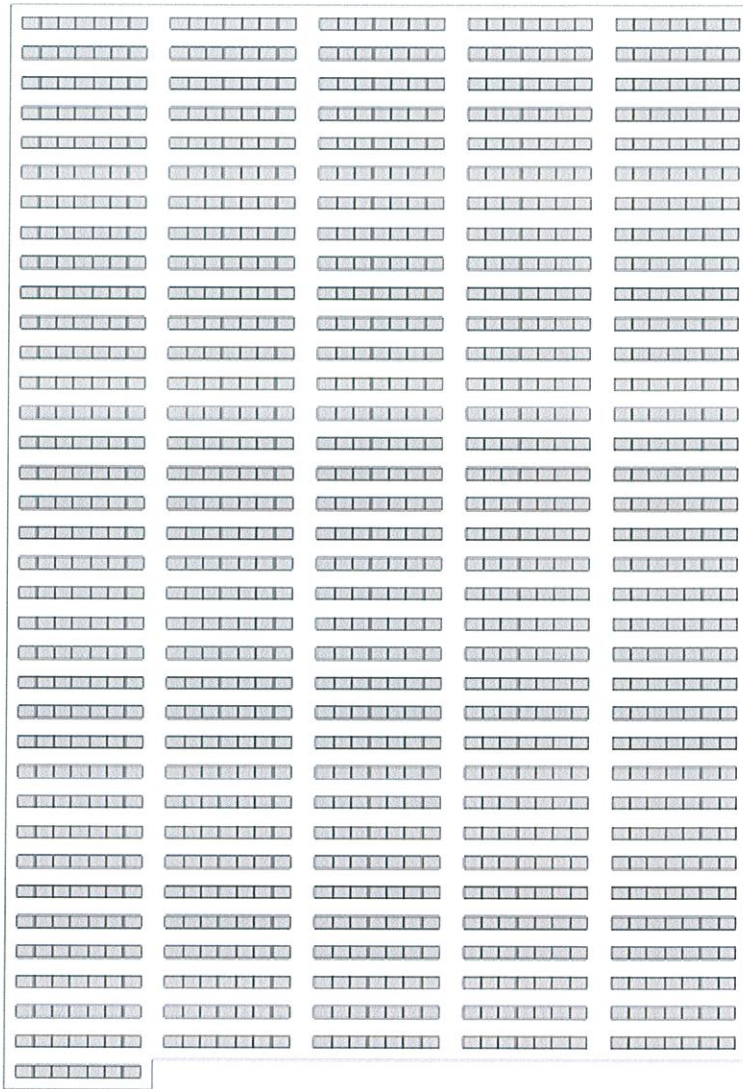
Description	qty	subtotal	unit	height	single sided stack	double sided stack	Storage Cap.	no. sto. Units	no. ranges (7 stacks long)	unit	asf/unit	asf as drawn
<b>General</b>	<b>354400</b>	<b>354,400</b>	vol	6	144	288	288	1,231	175.79	range	125.00	22,125
Reference, Stacks	7500	7,500	vol	6	144	288	288	26	3.72	range	125.00	500
Reference, Ready	200	200	vol	6	144	288	288	1	0.10	range		
Periodicals, Current	205	205	unit	3	9	18	18	11	1.63	range		250
Periodicals, Bound	91000	91,000	vol	6	108	216	216	421	60.19	range		3,550
Gov. Docs	125000	125,000	vol	6	216	432	432	289	41.34	range		2,602
Special Coll., Volumes	9200	9,200	vol	6	90	180	180	51	7.30	range		475
Special Coll., Archives & Manuscripts	753	753	lf				36	21	3	range		225
Media - music CDs	1300		unit									
Media - non-music CDs	125		unit									
Media - DVDs	1150		unit									
Media - videocassettes	4300		unit									
Media - phono records	100		unit									
Media - slides	9400		unit									
Media - strips	1650		unit									
Media - media kits	675	18,700	unit				6,370	3		cabinet	21.00	63
Microcard	7600	7,600	unit				8,050	1		cabinet range	65.00	65
Microfilm	20330	20,330	unit				8,050	3		cabinet range	65.00	195
Microfiche	1613100	1,613,100	unit				128,700	13		cabinet range	56.38	733
Maps	4500	4,500	unit					1				65
<b>Collection Total</b>												<b>30,848 SF</b>

## 2. Detailed Space Program


<b>LEGEND:</b> 	<b>CATEGORY:</b> <h1>Library Collection</h1>
<b>SCALE:</b> 1/16" = 1'-0" 	<b>SUBCATEGORY:</b> <h1>General Collection</h1>



3. Plan



4. Axonometric View

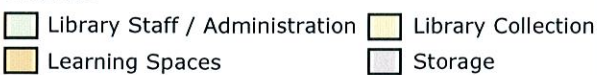

<p>LEGEND:</p> <p>Library Staff / Administration    Library Collection</p> <p>Learning Spaces    Storage</p>	<p>CATEGORY:</p> <p><b>Library Collection</b></p>
<p>SCALE:</p> <p>1/16" = 1'-0"</p> 	<p>SUBCATEGORY:</p> <p><b>General Collection</b></p>

- There are 205 current periodicals in the Penfield Collection.

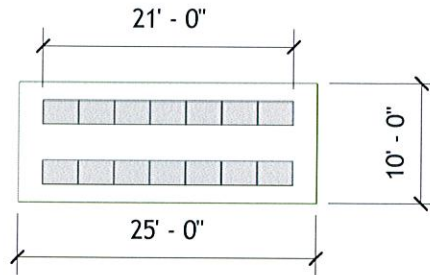
## 1. Program Description

Description	qty	subtotal	unit	height	single sided stack	double sided stack	Storage Cap.	no. sto. Units	no. ranges (7 stacks long)	unit	asf/unit	asf as drawn
General	354400	354,400	vol	6	144	288	288	1,231	175.79	range	125.00	22,125
Reference, Stacks	7500	7,500	vol	6	144	288	288	26	3.72	range	125.00	500
Reference, Ready	200	200	vol	6	144	288	288	1	0.10	range		
Periodicals, Current	205	205	unit	3	9	18	18	11	1.63	range		250
Periodicals, Bound	91000	91,000	vol	6	108	216	216	421	60.19	range		3,550
Gov. Docs	125000	125,000	vol	6	216	432	432	289	41.34	range		2,602
Special Coll., Volumes	9200	9,200	vol	6	90	180	180	51	7.30	range		475
Special Coll., Archives & Manuscripts	753	753	lf				36	21	3	range		225
Media - music CDs	1300		unit									
Media - non-music CDs	125		unit									
Media - DVDs	1150		unit									
Media - videocassettes	4300		unit									
Media - phono records	100		unit									
Media - slides	9400		unit									
Media - strips	1650		unit									
Media - media kits	675	18,700	unit				6,370	3		cabinet	21.00	63
Microcard	7600	7,600	unit				8,050	1		cabinet range	65.00	65
Microfilm	20330	20,330	unit				8,050	3		cabinet range	65.00	195
Microfiche	1613100	1,613,100	unit				128,700	13		cabinet range	56.38	733
Maps	4500	4,500	unit					1				65
<b>Collection Total</b>												<b>30,848 SF</b>

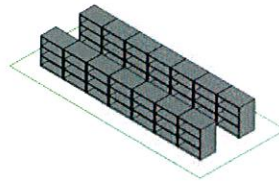
## 2. Detailed Space Program

<b>LEGEND:</b> 	<b>CATEGORY:</b> <h1>Library Collection</h1>
<b>SCALE:</b> 1/16" = 1'-0" 	<b>SUBCATEGORY:</b> <h1>Current Periodicals</h1>


**3.0 | PROGRAM AND SPACE ANALYSIS  
PROPOSED PROGRAM DETAIL**



3. Plan



4. Axonometric View

<p><b>LEGEND:</b></p> <p>Library Staff / Administration    Library Collection</p> <p>Learning Spaces    Storage</p>	<p>CATEGORY:</p> <p><b>Library Collection</b></p>
<p>SCALE:</p> <p>1/16" = 1'-0"</p> 	<p>SUBCATEGORY:</p> <p><b>Current Periodicals</b></p>








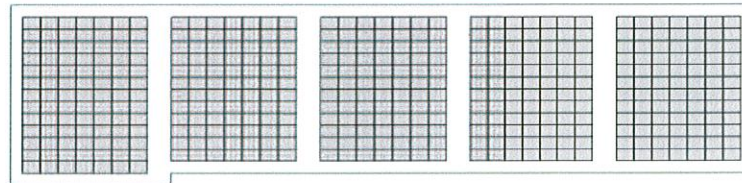
- There are 91,000 volumes of bound periodicals.

## 1. Program Description

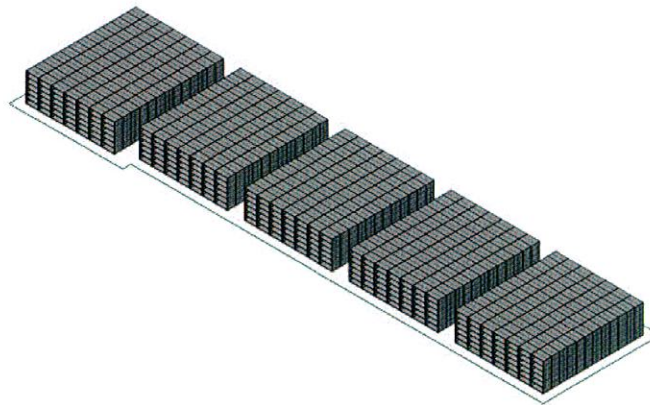
Description	qty	subtotal	unit	height	single sided stack	double sided stack	Storage Cap.	no. sto. Units	no. ranges (7 stacks long)	unit	asf/unit	asf as drawn
General	354400	354,400	vol	6	144	288	288	1,231	175.79	range	125.00	22,125
Reference, Stacks	7500	7,500	vol	6	144	288	288	26	3.72	range	125.00	500
Reference, Ready	200	200	vol	6	144	288	288	1	0.10	range		
Periodicals, Current	205	205	unit	3	9	18	18	11	1.63	range		250
Periodicals, Bound	91000	91,000	vol	6	108	216	216	421	60.19	range		3,550
Gov. Docs	125000	125,000	vol	6	216	432	432	289	41.34	range		2,602
Special Coll., Volumes	9200	9,200	vol	6	90	180	180	51	7.30	range		475
Special Coll., Archives & Manuscripts	753	753	lf				36	21	3	range		225
Media - music CDs	1300		unit									
Media - non-music CDs	125		unit									
Media - DVDs	1150		unit									
Media - videocassettes	4300		unit									
Media - phono records	100		unit									
Media - slides	9400		unit									
Media - strips	1650		unit									
Media - media kits	675	18,700	unit				6,370	3		cabinet	21.00	63
Microcard	7600	7,600	unit				8,050	1		cabinet range	65.00	65
Microfilm	20330	20,330	unit				8,050	3		cabinet range	65.00	195
Microfiche	1613100	1,613,100	unit				128,700	13		cabinet range	56.38	733
Maps	4500	4,500	unit					1				65
<b>Collection Total</b>												<b>30,848 SF</b>

## 2. Detailed Space Program

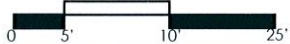
<b>LEGEND:</b>  Library Staff / Administration  Library Collection  Learning Spaces  Storage	<b>CATEGORY:</b> <h1>Library Collection</h1>
<b>SCALE:</b> 1/32" = 1'-0" 	<b>SUBCATEGORY:</b> <h1>Bound Periodicals</h1>



3. Plan



4. Axonometric View

<p>LEGEND:</p> <p> <span style="display: inline-block; width: 15px; height: 15px; border: 1px solid black; background-color: white;"></span> Library Staff / Administration             <span style="display: inline-block; width: 15px; height: 15px; border: 1px solid black; background-color: #d9ead3;"></span> Library Collection         </p> <p> <span style="display: inline-block; width: 15px; height: 15px; border: 1px solid black; background-color: #fce4d6;"></span> Learning Spaces             <span style="display: inline-block; width: 15px; height: 15px; border: 1px solid black; background-color: #d9d2e9;"></span> Storage         </p>	<p>CATEGORY:</p> <p><b>Library Collection</b></p>
<p>SCALE:</p> <p>1/16" = 1'-0"</p> 	<p>SUBCATEGORY:</p> <p><b>Bound Periodicals</b></p>

- There are 125,000 volumes of government documents.

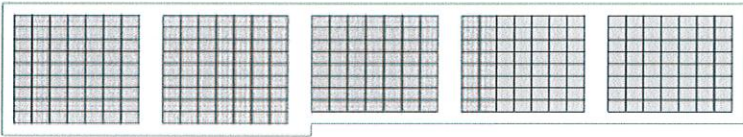
### 1. Program Description

Description	qty	subtotal	unit	height	single sided stack	double sided stack	Storage Cap.	no. sto. Units	no. ranges (7 stacks long)	unit	asf/unit	asf as drawn
General	354400	354,400	vol	6	144	288	288	1,231	175.79	range	125.00	22,125
Reference, Stacks	7500	7,500	vol	6	144	288	288	26	3.72	range	125.00	500
Reference, Ready	200	200	vol	6	144	288	288	1	0.10	range		
Periodicals, Current	205	205	unit	3	9	18	18	11	1.63	range		250
Periodicals, Bound	91000	91,000	vol	6	108	216	216	421	60.19	range		3,550
<b>Gov. Docs</b>	<b>125000</b>	<b>125,000</b>	<b>vol</b>	<b>6</b>	<b>216</b>	<b>432</b>	<b>432</b>	<b>289</b>	<b>41.34</b>	<b>range</b>		<b>2,602</b>
Special Coll., Volumes	9200	9,200	vol	6	90	180	180	51	7.30	range		475
Special Coll., Archives & Manuscripts	753	753	lf				36	21	3	range		225
Media - music CDs	1300		unit									
Media - non-music CDs	125		unit									
Media - DVDs	1150		unit									
Media - videocassettes	4300		unit									
Media - phono records	100		unit									
Media - slides	9400		unit									
Media - strips	1650		unit									
Media - media kits	675	18,700	unit				6,370	3		cabinet	21.00	63
Mircocard	7600	7,600	unit				8,050	1		cabinet range	65.00	65
Microfilm	20330	20,330	unit				8,050	3		cabinet range	65.00	195
Microfiche	1613100	1,613,100	unit				128,700	13		cabinet range	56.38	733
Maps	4500	4,500	unit					1				65
<b>Collection Total</b>												<b>30,848 SF</b>

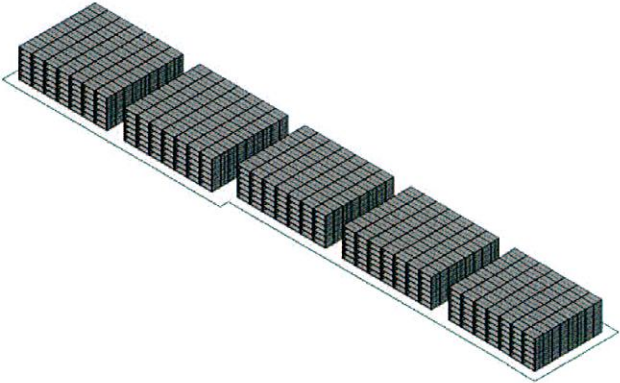
### 2. Detailed Space Program

<b>LEGEND:</b> 	<b>CATEGORY:</b> <h2>Library Collection</h2>
<b>SCALE:</b> 1/32" = 1'-0" 	<b>SUBCATEGORY:</b> <h2>Government Documents</h2>






3. Plan



4. Axonometric View [Partial]

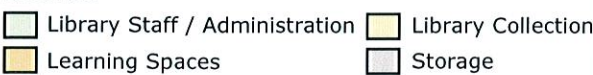
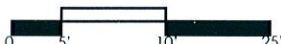
<p>LEGEND:</p> <p> <span style="display: inline-block; width: 15px; height: 15px; border: 1px solid black; background-color: #e0f0e0; margin-right: 5px;"></span> Library Staff / Administration         <span style="display: inline-block; width: 15px; height: 15px; border: 1px solid black; background-color: #fff9c4; margin-left: 20px; margin-right: 5px;"></span> Library Collection       </p> <p> <span style="display: inline-block; width: 15px; height: 15px; border: 1px solid black; background-color: #ffe0b2; margin-right: 5px;"></span> Learning Spaces         <span style="display: inline-block; width: 15px; height: 15px; border: 1px solid black; background-color: #e0e0e0; margin-left: 20px; margin-right: 5px;"></span> Storage       </p>	<p>CATEGORY:</p> <p><b>Library Collection</b></p>
<p>SCALE:</p> <p>1/32" = 1'-0"</p> 	<p>SUBCATEGORY:</p> <p><b>Government Documents</b></p>

- Reference Stacks = 7500 volumes.
- Reference Ready = 200 volumes.
- Total Reference Collection = 7700 volumes.

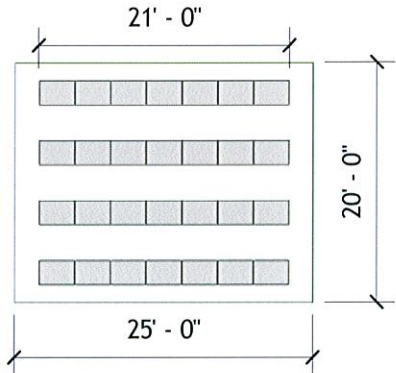
## 1. Program Description

Description	qty	subtotal	unit	height	single sided stack	double sided stack	Storage Cap.	no. sto. Units	no. ranges (7 stacks long)	unit	asf/unit	asf as drawn
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Gov. Docs	125000	125,000	vol	6	216	432	432	289	41.34	range		2,602
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Media - media kits	675	18,700	unit				6,370	3		cabinet	21.00	63
Microcard	7600	7,600	unit				8,050	1		cabinet range	65.00	65
Microfilm	20330	20,330	unit				8,050	3		cabinet range	65.00	195
Microfiche	1613100	1,613,100	unit				128,700	13		cabinet range	56.38	733
Maps	4500	4,500	unit					1				65
<b>Collection Total</b>												<b>30,848 SF</b>

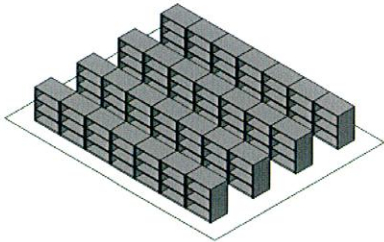
## 2. Detailed Space Program

<b>LEGEND:</b> 	<b>CATEGORY:</b> <h1>Library Collection</h1>
<b>SCALE:</b> 1/16" = 1'-0" 	<b>SUBCATEGORY:</b> <h1>Reference</h1>

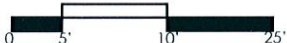
**3.0 | PROGRAM AND SPACE ANALYSIS  
PROPOSED PROGRAM DETAIL**



3. Plan



4. Axonometric View


<p><b>LEGEND:</b></p> <p> <span style="display: inline-block; width: 15px; height: 15px; border: 1px solid black; background-color: #e0f0e0; margin-right: 5px;"></span> Library Staff / Administration         <span style="display: inline-block; width: 15px; height: 15px; border: 1px solid black; background-color: #fff9c4; margin-left: 20px; margin-right: 5px;"></span> Library Collection  <span style="display: inline-block; width: 15px; height: 15px; border: 1px solid black; background-color: #ffe0b2; margin-right: 5px;"></span> Learning Spaces         <span style="display: inline-block; width: 15px; height: 15px; border: 1px solid black; background-color: #cccccc; margin-left: 20px; margin-right: 5px;"></span> Storage       </p>	<p>CATEGORY: <b>Library Collection</b></p>
<p><b>SCALE:</b> 1/16" = 1'-0"</p> 	<p>SUBCATEGORY: <b>Reference</b></p>



- 30 Group Study rooms for 6-8 students. Total = 240 seats.

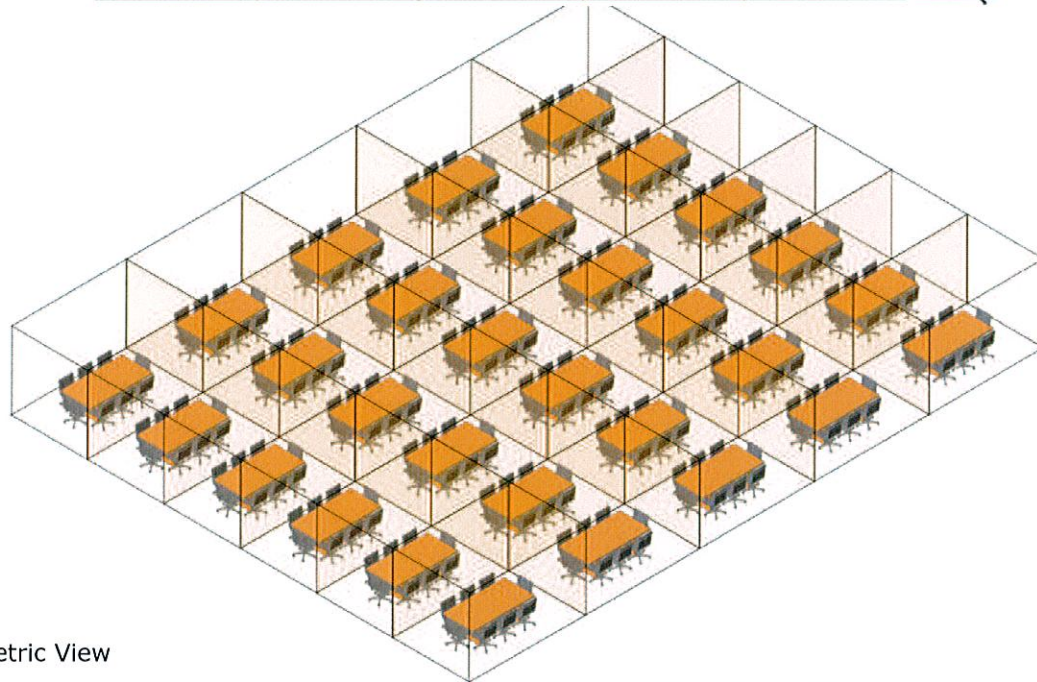
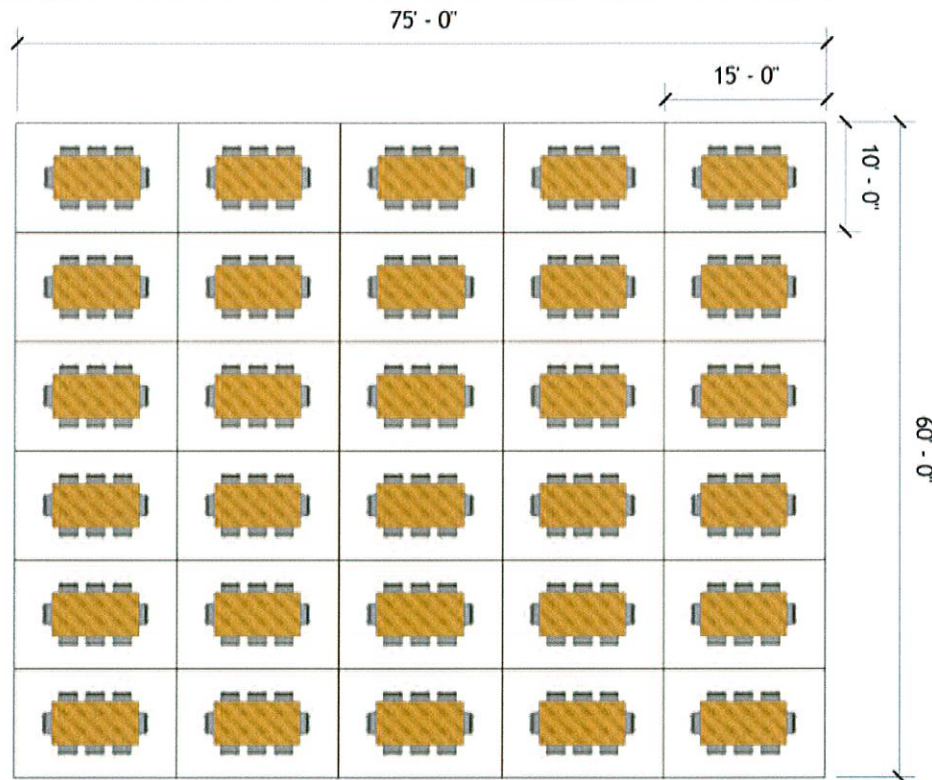
## 1. Program Description

## 2. Detailed Space Program

<b>LEGEND:</b> Library Staff / Administration    Library Collection Learning Spaces    Storage	<b>CATEGORY:</b> <b>Study Seats</b>
<b>SCALE:</b> 1/16" = 1'-0" 	<b>SUBCATEGORY:</b> <b>Group Study Rooms for 6-8</b>

### 3.0 | PROGRAM AND SPACE ANALYSIS PROPOSED PROGRAM DETAIL

3. Plan
















4. Axonometric View

<b>LEGEND:</b> <span style="display: inline-block; width: 15px; height: 15px; background-color: #e0f2f1; border: 1px solid black; margin-right: 5px;"></span> Library Staff / Administration <span style="display: inline-block; width: 15px; height: 15px; background-color: #fff9c4; border: 1px solid black; margin-left: 20px; margin-right: 5px;"></span> Library Collection <span style="display: inline-block; width: 15px; height: 15px; background-color: #ffe0b2; border: 1px solid black; margin-right: 5px;"></span> Learning Spaces <span style="display: inline-block; width: 15px; height: 15px; background-color: #e0e0e0; border: 1px solid black; margin-left: 20px; margin-right: 5px;"></span> Storage		<b>CATEGORY:</b> <b>Study Seats</b>
<b>SCALE:</b> 1/16" = 1'-0" 		<b>SUBCATEGORY:</b> <b>Group Study Rooms for 6-8</b>

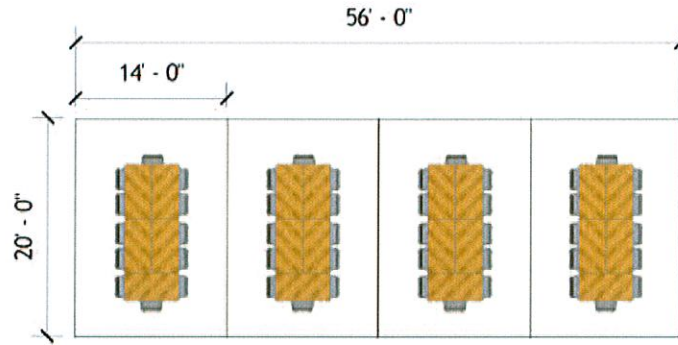
- 4 Group Study rooms. Each room for 10-12 students. Total = 48 seats.

1. Program Description

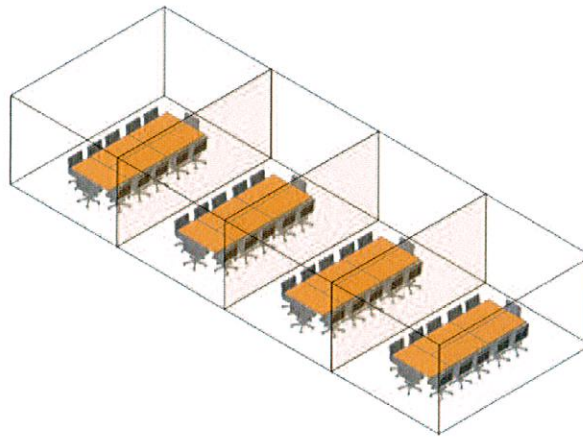
2. Detailed Space Program

<p>LEGEND:</p> <table border="0"><tr><td> Library Staff / Administration</td><td> Library Collection</td></tr><tr><td> Learning Spaces</td><td> Storage</td></tr></table>	 Library Staff / Administration	 Library Collection	 Learning Spaces	 Storage	<p>CATEGORY: <b>Study Seats</b></p>
 Library Staff / Administration	 Library Collection				
 Learning Spaces	 Storage				
<p>SCALE: 1/16" = 1'-0"</p> 	<p>SUBCATEGORY: <b>Group Study Rooms for 10-12</b></p>				






3. Plan



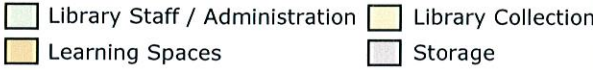
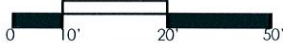
4. Axonometric View

<p><b>LEGEND:</b></p> <p> <span style="display: inline-block; width: 15px; height: 15px; background-color: #d9ead3; border: 1px solid black; margin-right: 5px;"></span> Library Staff / Administration             <span style="display: inline-block; width: 15px; height: 15px; background-color: #fff2cc; border: 1px solid black; margin-left: 20px; margin-right: 5px;"></span> Library Collection  <span style="display: inline-block; width: 15px; height: 15px; background-color: #fce4d6; border: 1px solid black; margin-right: 5px;"></span> Learning Spaces             <span style="display: inline-block; width: 15px; height: 15px; background-color: #d9d2e9; border: 1px solid black; margin-left: 20px; margin-right: 5px;"></span> Storage         </p>	<p>CATEGORY:</p> <p><b>Study Seats</b></p>
<p><b>SCALE:</b></p> <p>1/16" = 1'-0"</p> 	<p>SUBCATEGORY:</p> <p><b>Group Study Rooms for 10-12</b></p>

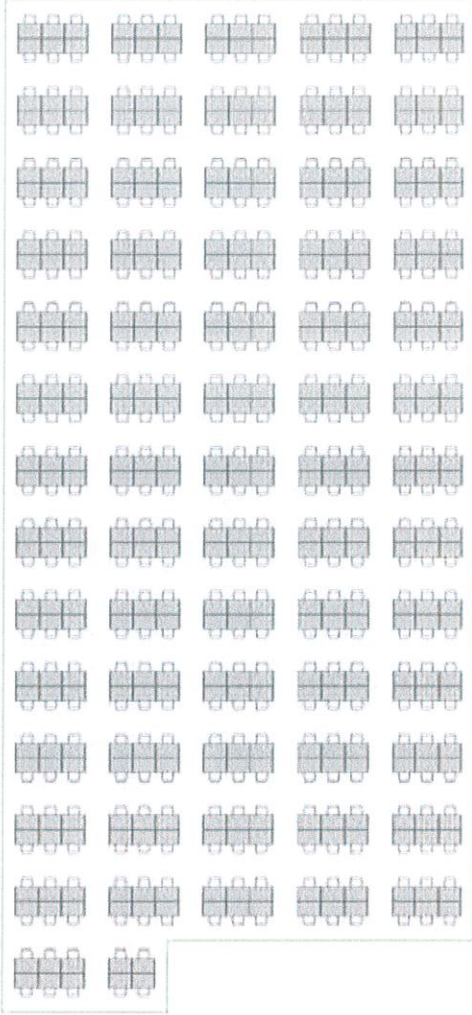
- 400 seats.

## 1. Program Description

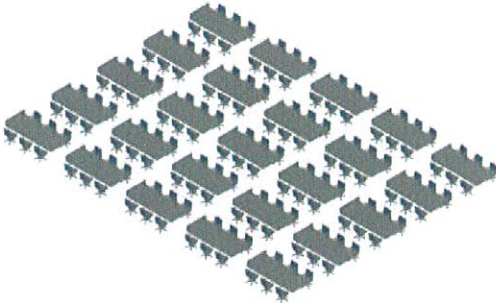
## 2. Detailed Space Program




<b>LEGEND:</b> 	<b>CATEGORY:</b> <b>Study Seats</b>
<b>SCALE:</b> 1/32" = 1'-0" 	<b>SUBCATEGORY:</b> <b>Individual Carrels</b>

3. Plan



4. Axonometric View [Partial]















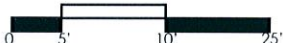
<b>LEGEND:</b>  Library Staff / Administration  Library Collection  Learning Spaces  Storage		<b>CATEGORY:</b> <h2>Study Seats</h2>
<b>SCALE:</b> 1/32" = 1'-0" 		<b>SUBCATEGORY:</b> <h2>Individual Carrels</h2>

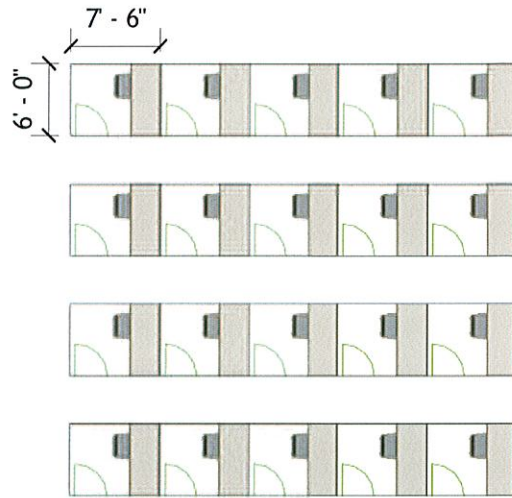


- 20 seats.

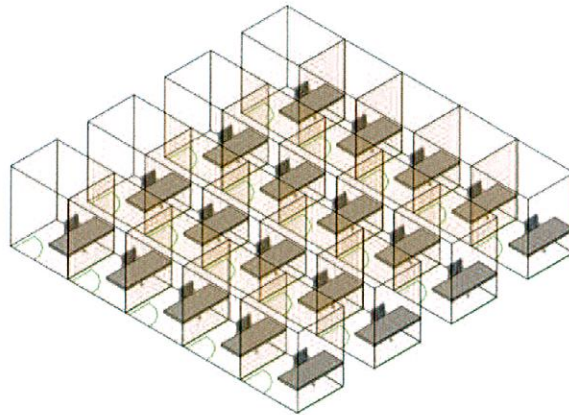
1. Program Description

2. Detailed Space Program


<p><b>LEGEND:</b></p> <table border="0"><tr><td> Library Staff / Administration</td><td> Library Collection</td></tr><tr><td> Learning Spaces</td><td> Storage</td></tr></table>	 Library Staff / Administration	 Library Collection	 Learning Spaces	 Storage	<p>CATEGORY: <b>Study Seats</b></p>
 Library Staff / Administration	 Library Collection				
 Learning Spaces	 Storage				
<p>SCALE: 1/16" = 1'-0"</p> 	<p>SUBCATEGORY: <b>Reserve Carrels</b></p>				



3. Plan
















4. Axonometric View

<p>LEGEND:</p> <p> <span style="display: inline-block; width: 15px; height: 15px; background-color: #d9ead3; border: 1px solid black; margin-right: 5px;"></span> Library Staff / Administration             <span style="display: inline-block; width: 15px; height: 15px; background-color: #fff2cc; border: 1px solid black; margin-left: 20px; margin-right: 5px;"></span> Library Collection         </p> <p> <span style="display: inline-block; width: 15px; height: 15px; background-color: #fce4d6; border: 1px solid black; margin-right: 5px;"></span> Learning Spaces             <span style="display: inline-block; width: 15px; height: 15px; background-color: #d9d2e9; border: 1px solid black; margin-left: 20px; margin-right: 5px;"></span> Storage         </p>	<p>CATEGORY:</p> <p><b>Study Seats</b></p>
<p>SCALE:</p> <p>1/16" = 1'-0"</p> 	<p>SUBCATEGORY:</p> <p><b>Reserve Carrels</b></p>

- 50 tables, 300 seats.

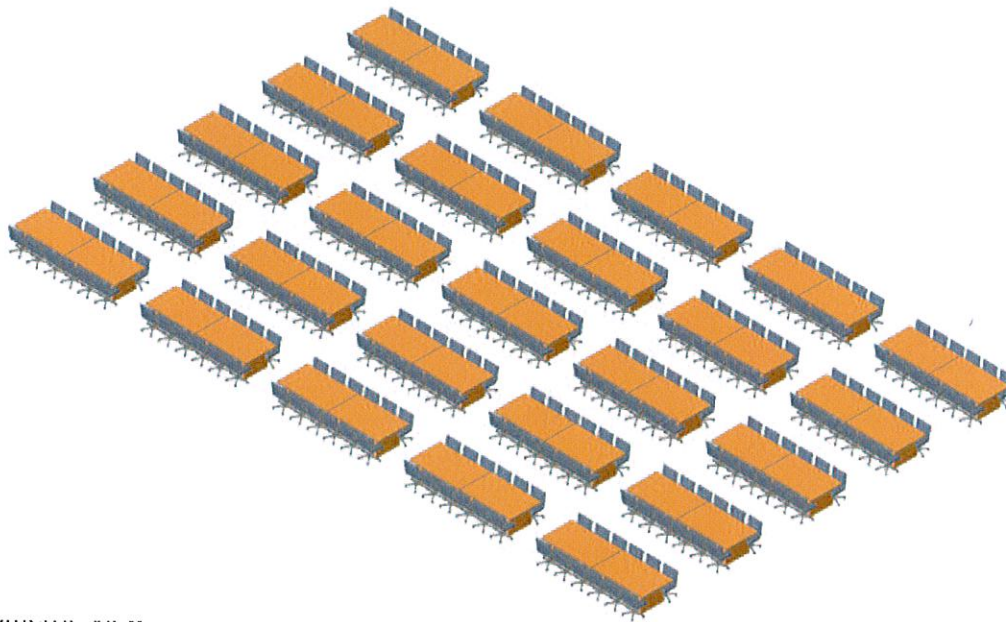
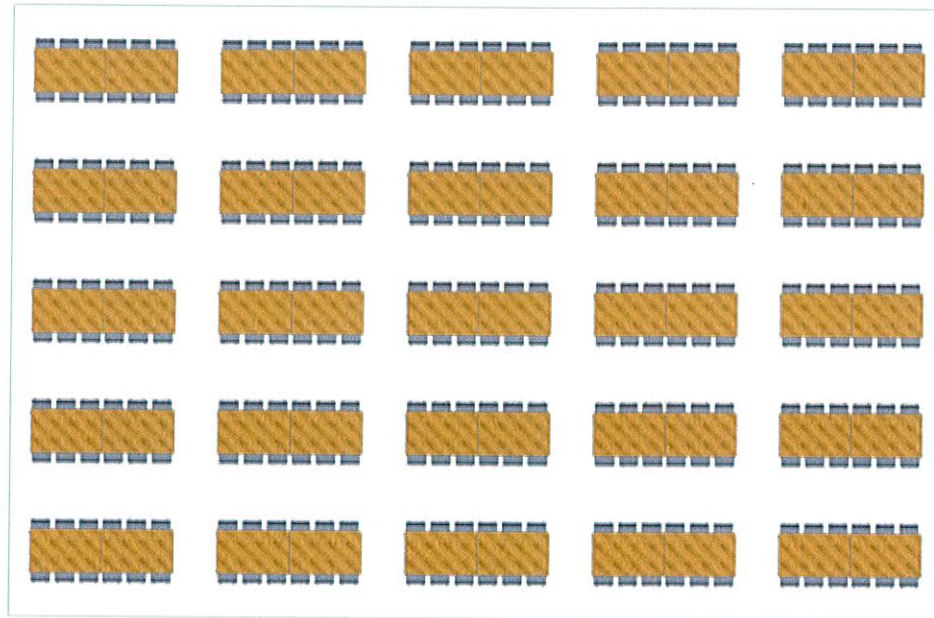
1. Program Description

2. Detailed Space Program














<p><b>LEGEND:</b></p> <table><tr><td> Library Staff / Administration</td><td> Library Collection</td></tr><tr><td> Learning Spaces</td><td> Storage</td></tr></table>	 Library Staff / Administration	 Library Collection	 Learning Spaces	 Storage	<p>CATEGORY: <b>Study Seats</b></p>
 Library Staff / Administration	 Library Collection				
 Learning Spaces	 Storage				
<p>SCALE: 1/16" = 1'-0"</p> 	<p>SUBCATEGORY: <b>Reading Tables</b></p>				



3. Plan
















4. Axonometric view

<p><b>LEGEND:</b></p> <table border="0"> <tr> <td> Library Staff / Administration</td> <td> Library Collection</td> </tr> <tr> <td> Learning Spaces</td> <td> Storage</td> </tr> </table>	 Library Staff / Administration	 Library Collection	 Learning Spaces	 Storage	<p>CATEGORY:  <b>Study Seats</b></p>
 Library Staff / Administration	 Library Collection				
 Learning Spaces	 Storage				
<p>SCALE:          1/16" = 1'-0"</p> 	<p>SUBCATEGORY:  <b>Reading Tables</b></p>				

- 200 seats

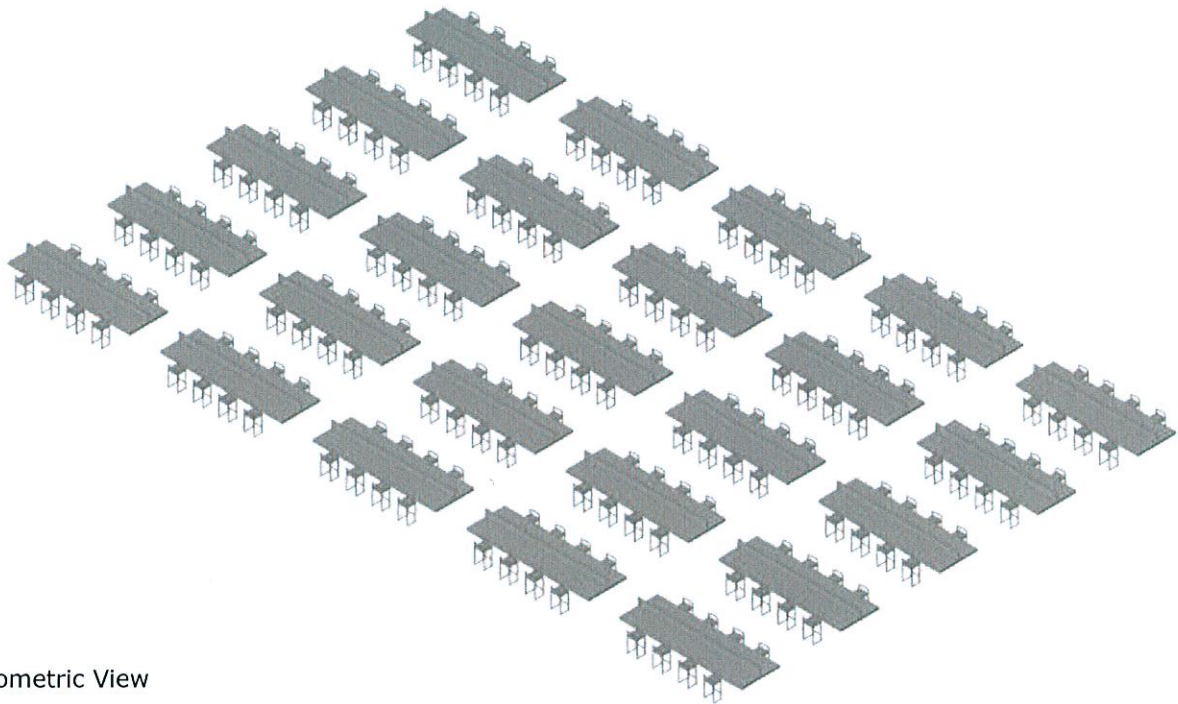
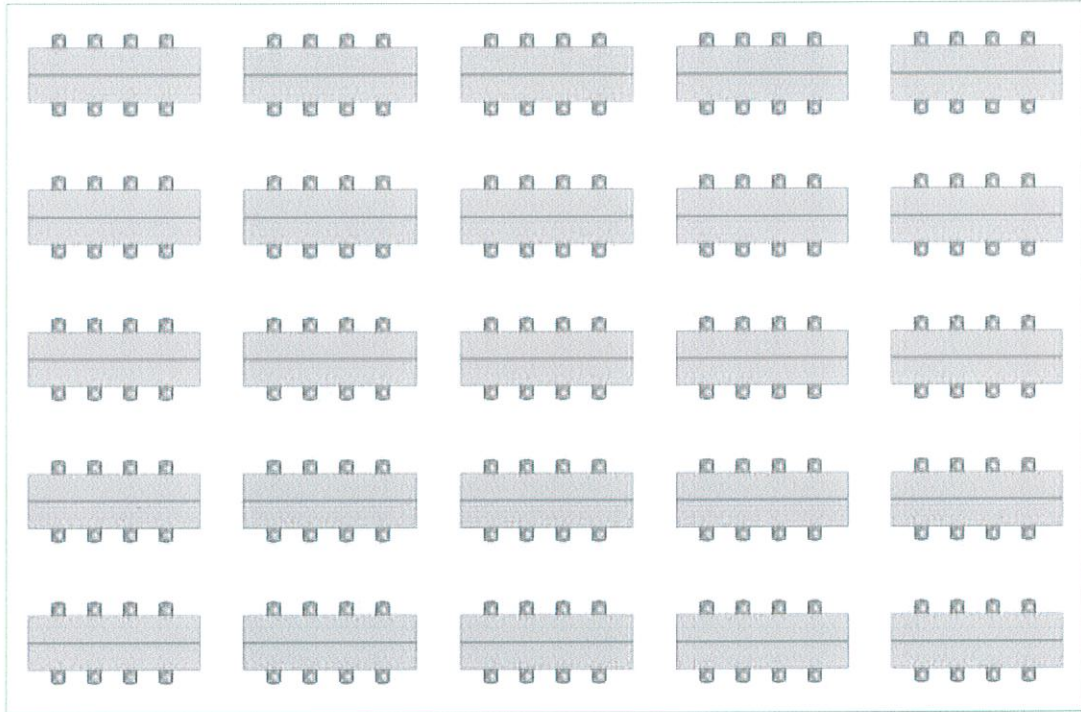
1. Program Description

2. Detailed Space Program


<p><b>LEGEND:</b></p> <table><tr><td> Library Staff / Administration</td><td> Library Collection</td></tr><tr><td> Learning Spaces</td><td> Storage</td></tr></table>	 Library Staff / Administration	 Library Collection	 Learning Spaces	 Storage	<p><b>CATEGORY:</b></p> <p><b>Study Seats</b></p>
 Library Staff / Administration	 Library Collection				
 Learning Spaces	 Storage				
<p><b>SCALE:</b></p> <p>1/16" = 1'-0"</p> 	<p><b>SUBCATEGORY:</b></p> <p><b>Counters</b></p>				

### 3.0 | PROGRAM AND SPACE ANALYSIS PROPOSED PROGRAM DETAIL

3. Plan



4. Axonometric View














<b>LEGEND:</b> <span style="display: inline-block; width: 15px; height: 15px; background-color: #d9ead3; border: 1px solid black; margin-right: 5px;"></span> Library Staff / Administration <span style="display: inline-block; width: 15px; height: 15px; background-color: #fff2cc; border: 1px solid black; margin-left: 20px; margin-right: 5px;"></span> Library Collection <span style="display: inline-block; width: 15px; height: 15px; background-color: #fce4d6; border: 1px solid black; margin-right: 5px;"></span> Learning Spaces <span style="display: inline-block; width: 15px; height: 15px; background-color: #d9ead3; border: 1px solid black; margin-left: 20px; margin-right: 5px;"></span> Storage		<b>CATEGORY:</b> <h2 style="margin: 0;">Study Seats</h2>
<b>SCALE:</b> $1/16" = 1'-0"$ 		<b>SUBCATEGORY:</b> <h2 style="margin: 0;">Counters</h2>

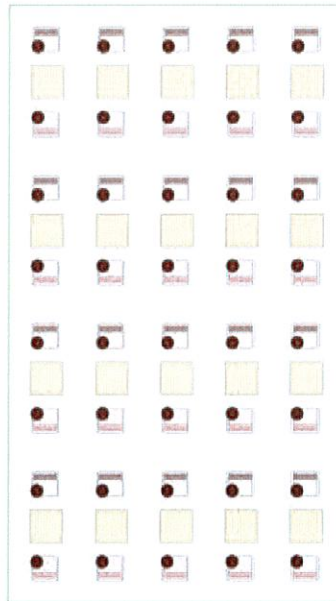


- 40 seats.

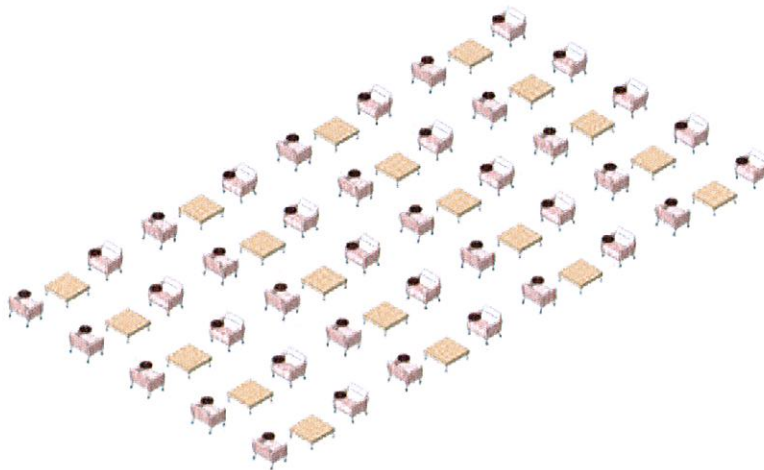
1. Program Description

2. Detailed Space Program


<p><b>LEGEND:</b></p> <table border="0"><tr><td> Library Staff / Administration</td><td> Library Collection</td></tr><tr><td> Learning Spaces</td><td> Storage</td></tr></table>	 Library Staff / Administration	 Library Collection	 Learning Spaces	 Storage	<p>CATEGORY: <b>Study Seats</b></p>
 Library Staff / Administration	 Library Collection				
 Learning Spaces	 Storage				
<p>SCALE: 1/16" = 1'-0"</p> 	<p>SUBCATEGORY: <b>Soft Seating - Groups of 2</b></p>				



3. Plan















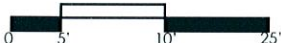
4. Axonometric View

<p><b>LEGEND:</b></p> <p> <span style="display: inline-block; width: 15px; height: 15px; background-color: #d9ead3; border: 1px solid black; margin-right: 5px;"></span> Library Staff / Administration             <span style="display: inline-block; width: 15px; height: 15px; background-color: #fff2cc; border: 1px solid black; margin-left: 20px; margin-right: 5px;"></span> Library Collection         </p> <p> <span style="display: inline-block; width: 15px; height: 15px; background-color: #fce4d6; border: 1px solid black; margin-right: 5px;"></span> Learning Spaces             <span style="display: inline-block; width: 15px; height: 15px; background-color: #d9d2e9; border: 1px solid black; margin-left: 20px; margin-right: 5px;"></span> Storage         </p>	<p>CATEGORY:</p> <p><b>Study Seats</b></p>
<p><b>SCALE:</b></p> <p>1/16" = 1'-0"</p> 	<p>SUBCATEGORY:</p> <p><b>Soft Seating - Groups of 2</b></p>

- 60 seats.

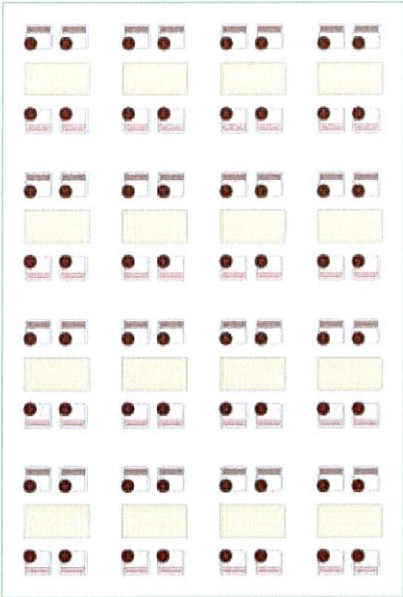
1. Program Description

2. Detailed Space Program

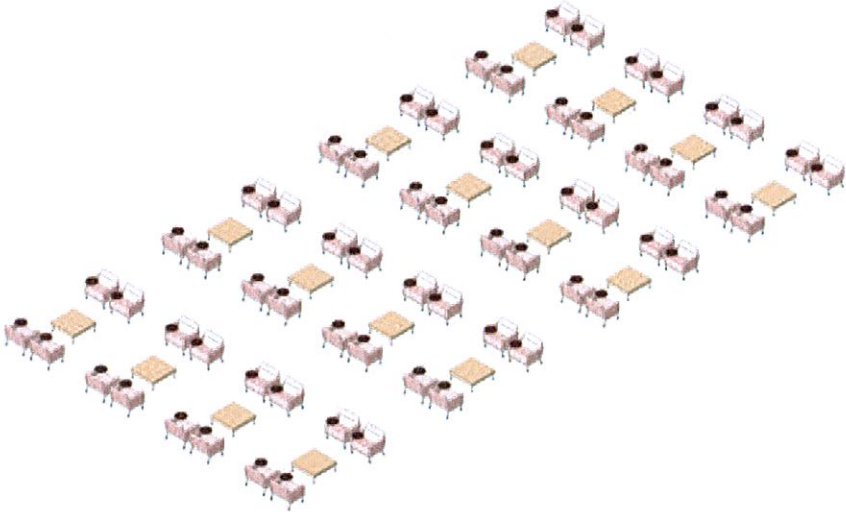
<p>LEGEND:</p> <table border="0"><tr><td> Library Staff / Administration</td><td> Library Collection</td></tr><tr><td> Learning Spaces</td><td> Storage</td></tr></table>	 Library Staff / Administration	 Library Collection	 Learning Spaces	 Storage	<p>CATEGORY:</p> <p><b>Study Seats</b></p>
 Library Staff / Administration	 Library Collection				
 Learning Spaces	 Storage				
<p>SCALE:</p> <p>1/16" = 1'-0"</p> 	<p>SUBCATEGORY:</p> <p><b>Soft Seating - Groups of 4</b></p>				




3. Plan



4. Axonometric View
















<p><b>LEGEND:</b></p> <p> <span style="display: inline-block; width: 15px; height: 10px; background-color: #d9ead3; border: 1px solid black; margin-right: 5px;"></span> Library Staff / Administration             <span style="display: inline-block; width: 15px; height: 10px; background-color: #fff2cc; border: 1px solid black; margin-left: 20px; margin-right: 5px;"></span> Library Collection         </p> <p> <span style="display: inline-block; width: 15px; height: 10px; background-color: #fce4d6; border: 1px solid black; margin-right: 5px;"></span> Learning Spaces             <span style="display: inline-block; width: 15px; height: 10px; background-color: #d9d2e9; border: 1px solid black; margin-left: 20px; margin-right: 5px;"></span> Storage         </p>	<p>CATEGORY:</p> <p><b>Study Seats</b></p>
<p><b>SCALE:</b></p> <p>1/16" = 1'-0"</p> 	<p>SUBCATEGORY:</p> <p><b>Soft Seating - Groups of 4</b></p>

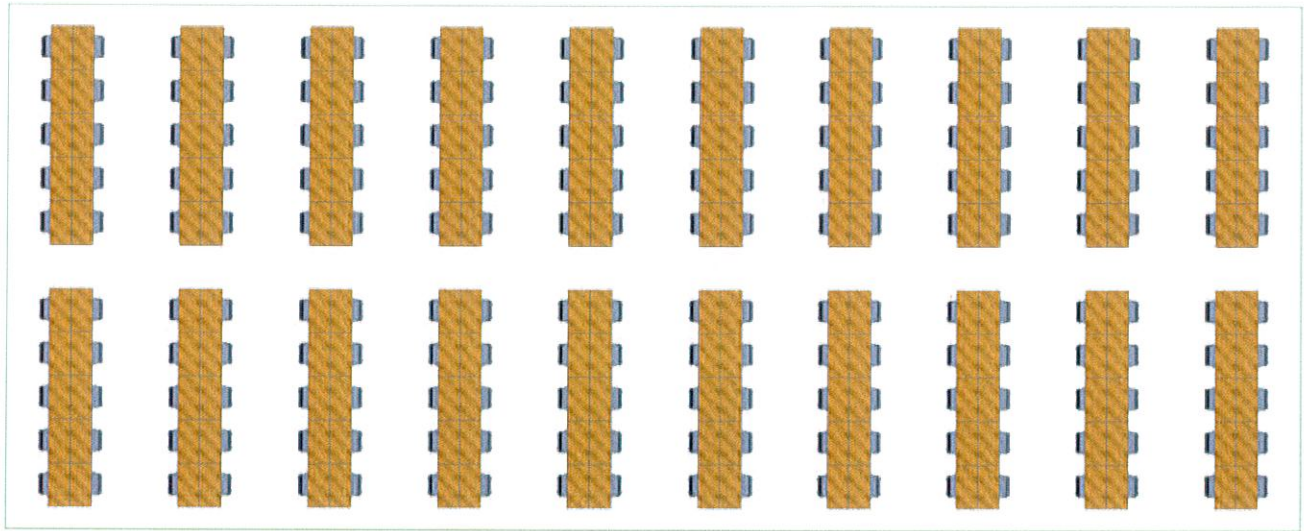
- 200 seats.

1. Program Description

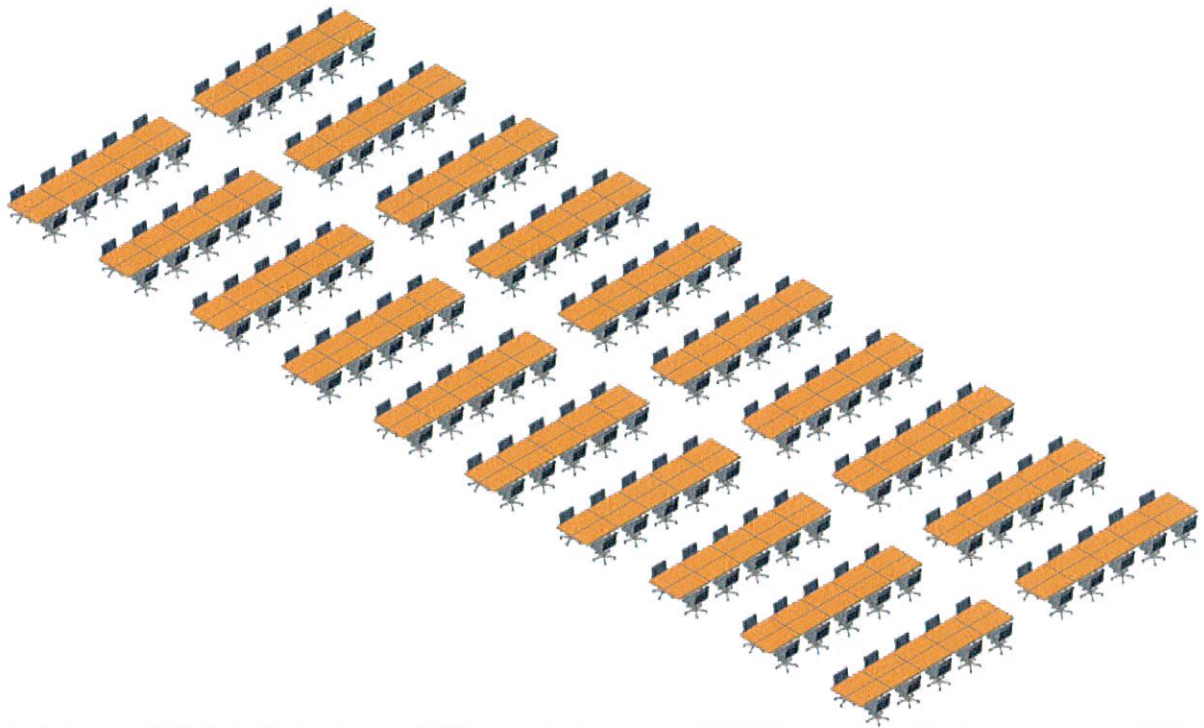
2. Detailed Space Program

<p><b>LEGEND:</b></p> <table border="0"><tr><td> Library Staff / Administration</td><td> Library Collection</td></tr><tr><td> Learning Spaces</td><td> Storage</td></tr></table>	 Library Staff / Administration	 Library Collection	 Learning Spaces	 Storage	<p>CATEGORY: <b>Study Seats</b></p>
 Library Staff / Administration	 Library Collection				
 Learning Spaces	 Storage				
<p>SCALE: 1/16" = 1'-0"</p> 	<p>SUBCATEGORY: <b>Commons_Option 1</b></p>				

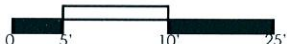
**3.0 | PROGRAM AND SPACE ANALYSIS  
PROPOSED PROGRAM DETAIL**



3. Plan



4. Axc














<p><b>LEGEND:</b></p> <p>Library Staff / Administration    Library Collection</p> <p>Learning Spaces    Storage</p>	<p>CATEGORY: <b>Study Seats</b></p>
<p>SCALE: 1/16" = 1'-0"</p> 	<p>SUBCATEGORY: <b>Commons_Option 1</b></p>



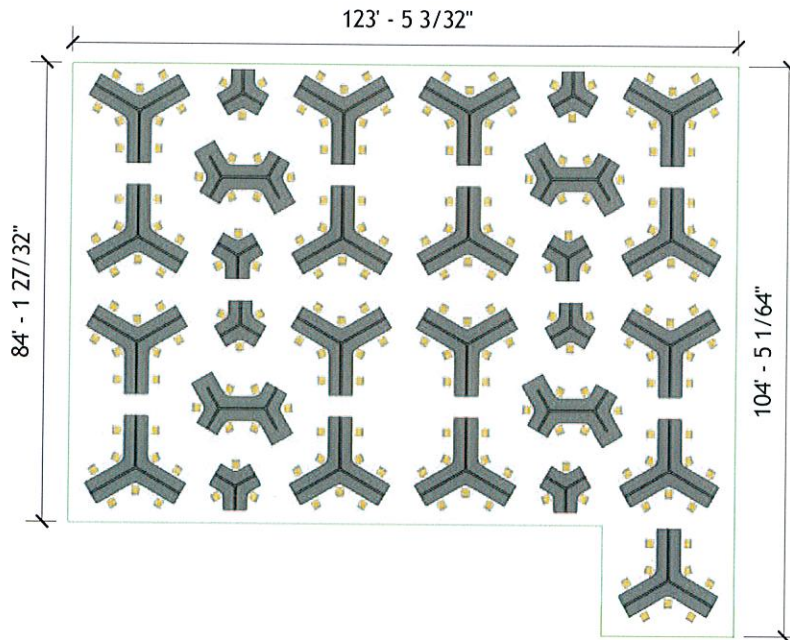
- Alternative information commons furniture layout; 201 seats.

1. Program Description

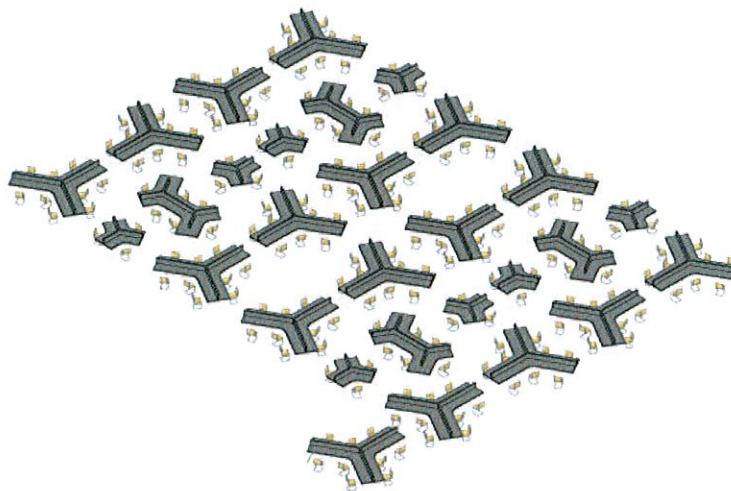
2. Detailed Space Program

<p>LEGEND:</p> <table border="0"><tr><td> Library Staff / Administration</td><td> Library Collection</td></tr><tr><td> Learning Spaces</td><td> Storage</td></tr></table>	 Library Staff / Administration	 Library Collection	 Learning Spaces	 Storage	<p>CATEGORY: <b>Study Seats</b></p>
 Library Staff / Administration	 Library Collection				
 Learning Spaces	 Storage				
<p>SCALE: 1/16" = 1'-0"</p> 	<p>SUBCATEGORY: <b>Commons_Option 2</b></p>				

### 3.0 | PROGRAM AND SPACE ANALYSIS OVERALL PROGRAM DETAIL



3. Plan















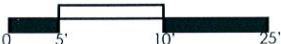
4. Axonometric View [Partial]

<b>LEGEND:</b> <span style="display: inline-block; width: 15px; height: 15px; border: 1px solid black; background-color: #e0e0e0; margin-right: 5px;"></span> Library Staff / Administration <span style="display: inline-block; width: 15px; height: 15px; border: 1px solid black; background-color: #f0e68c; margin-right: 5px;"></span> Library Collection <span style="display: inline-block; width: 15px; height: 15px; border: 1px solid black; background-color: #d2b48c; margin-right: 5px;"></span> Learning Spaces <span style="display: inline-block; width: 15px; height: 15px; border: 1px solid black; background-color: #c0c0c0; margin-right: 5px;"></span> Storage		CATEGORY: <b>Study Seats</b>
<b>SCALE:</b> 1/32" = 1'-0" <div style="text-align: center; margin-top: 5px;"> </div>		SUBCATEGORY: <b>Commons_Option 2</b>

- 80 seats.

## 1. Program Description

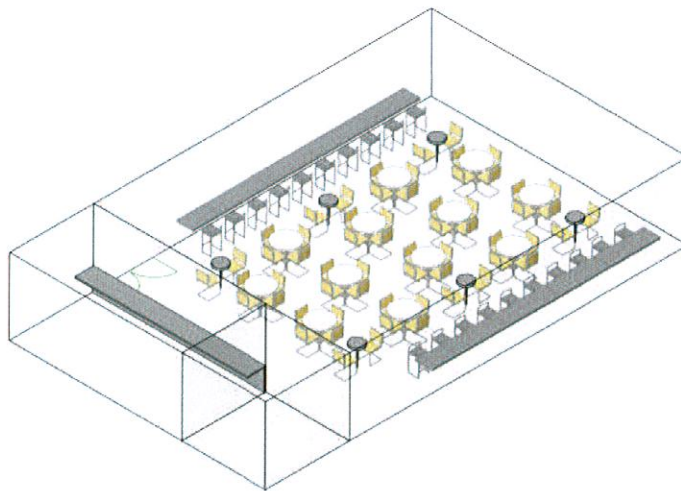
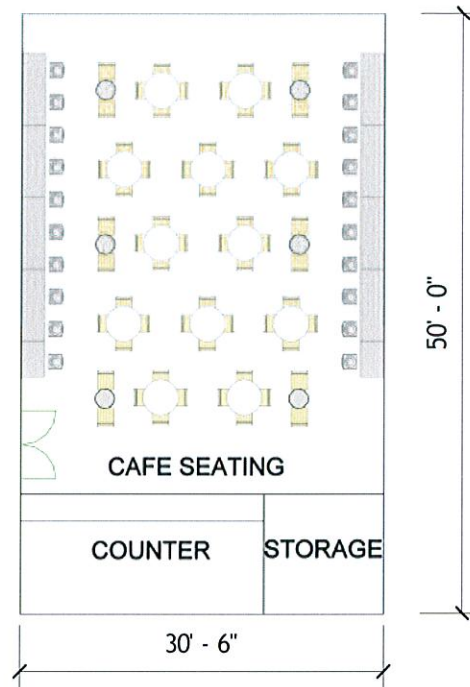
## 2. Detailed Space Program

<p><b>LEGEND:</b></p> <table border="0"><tr><td> Library Staff / Administration</td><td> Library Collection</td></tr><tr><td> Learning Spaces</td><td> Storage</td></tr></table>	 Library Staff / Administration	 Library Collection	 Learning Spaces	 Storage	<p><b>CATEGORY:</b></p> <p><b>Study Seats</b></p>
 Library Staff / Administration	 Library Collection				
 Learning Spaces	 Storage				
<p><b>SCALE:</b></p> <p>1/16" = 1'-0"</p> 	<p><b>SUBCATEGORY:</b></p> <p><b>Cafe Seating</b></p>				




### 3.0 | PROGRAM AND SPACE ANALYSIS OVERALL PROGRAM DETAIL

3. Plan



4. Axonometric View [Partial]

<p><b>LEGEND:</b></p> <ul style="list-style-type: none"> <li><span style="display: inline-block; width: 15px; height: 15px; border: 1px solid black; background-color: #e0f0e0; margin-right: 5px;"></span> Library Staff / Administration</li> <li><span style="display: inline-block; width: 15px; height: 15px; border: 1px solid black; background-color: #fff9c4; margin-right: 5px;"></span> Library Collection</li> <li><span style="display: inline-block; width: 15px; height: 15px; border: 1px solid black; background-color: #fff176; margin-right: 5px;"></span> Learning Spaces</li> <li><span style="display: inline-block; width: 15px; height: 15px; border: 1px solid black; background-color: #bdbdbd; margin-right: 5px;"></span> Storage</li> </ul>	<p>CATEGORY:</p> <p><b>Study Seats</b></p>
<p><b>SCALE:</b></p> <p>1/32" = 1'-0"</p> 	<p>SUBCATEGORY:</p> <p><b>Cafe Seating</b></p>













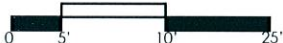
1. Program Description

- 2 rooms each at:

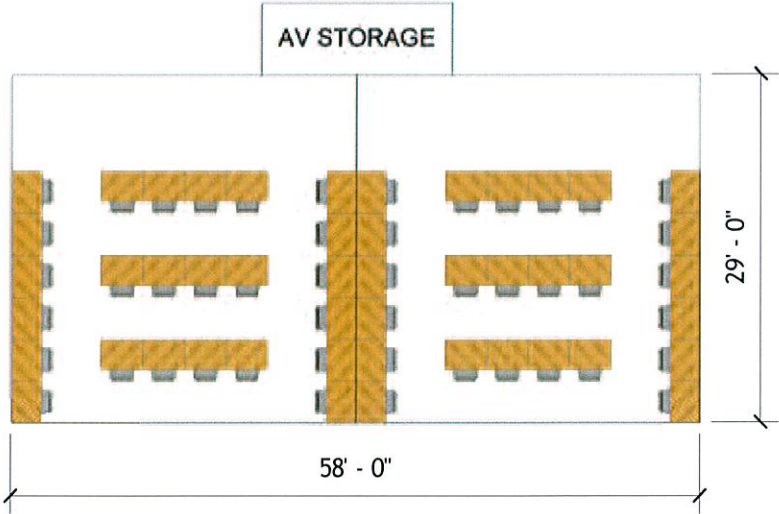
24 seats  
840 SF

with shared AV storage of 100 SF

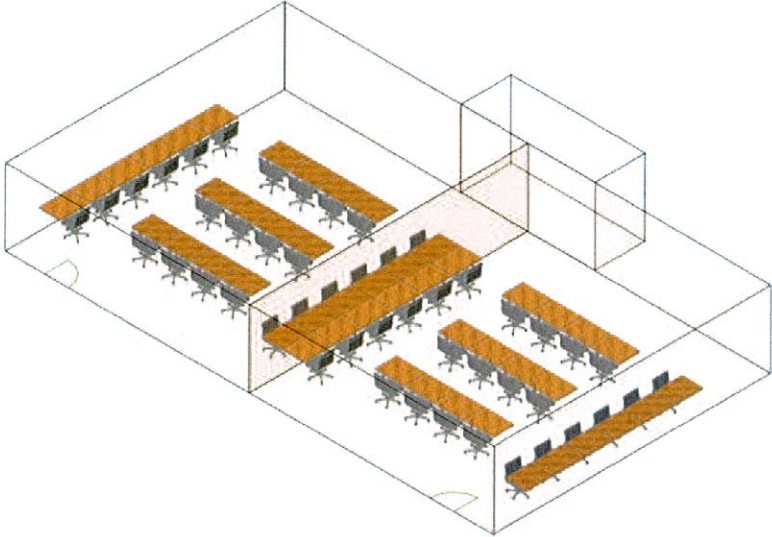
2. Detailed Space Program

<p>LEGEND:</p> <table border="0"><tr><td> Library Staff / Administration</td><td> Library Collection</td></tr><tr><td> Learning Spaces</td><td> Storage</td></tr></table>	 Library Staff / Administration	 Library Collection	 Learning Spaces	 Storage	<p>CATEGORY: <b>Learning Spaces</b></p>
 Library Staff / Administration	 Library Collection				
 Learning Spaces	 Storage				
<p>SCALE: 1/16" = 1'-0"</p> 	<p>SUBCATEGORY: <b>Bibliographic Lab for 24</b></p>				

**3.0 | PROGRAM AND SPACE ANALYSIS  
PROPOSED PROGRAM DETAIL**



3. Plan



4. Axonometric View

<b>LEGEND:</b> <span style="display: inline-block; width: 15px; height: 15px; background-color: #d9ead3; border: 1px solid black; margin-right: 5px;"></span> Library Staff / Administration <span style="display: inline-block; width: 15px; height: 15px; background-color: #fff2cc; border: 1px solid black; margin-left: 20px; margin-right: 5px;"></span> Library Collection <span style="display: inline-block; width: 15px; height: 15px; background-color: #fce4d6; border: 1px solid black; margin-right: 5px;"></span> Learning Spaces <span style="display: inline-block; width: 15px; height: 15px; background-color: #d9e1f2; border: 1px solid black; margin-left: 20px; margin-right: 5px;"></span> Storage		<b>CATEGORY:</b> <h2 style="margin: 0;">Learning Spaces</h2>
<b>SCALE:</b> 1/16" = 1'-0" 		<b>SUBCATEGORY:</b> <h2 style="margin: 0;">Bibliographic Lab for 24</h2>



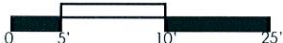
1. Program Description

- 1 room each at:

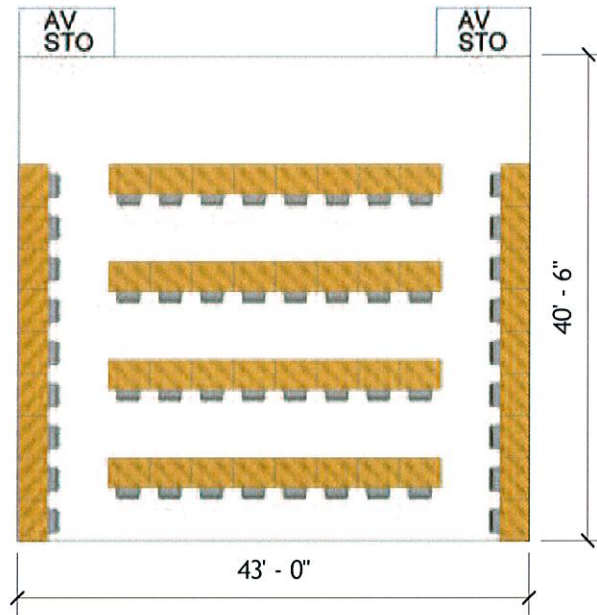
50 seats  
1750 SF

with (2) AV storage at 50 SF each

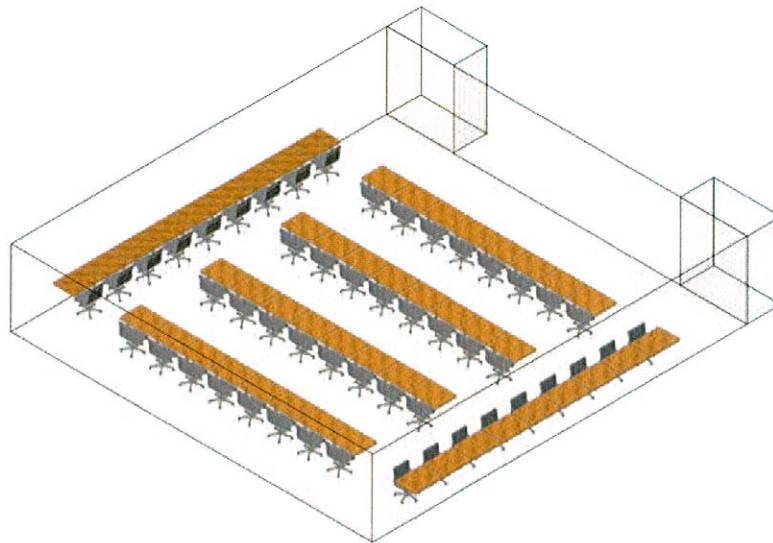
2. Detailed Space Program

<p><b>LEGEND:</b> Library Staff / Administration    Library Collection Learning Spaces    Storage</p>	<p>CATEGORY: <b>Learning Spaces</b></p>
<p>SCALE: 1/16" = 1'-0"</p> 	<p>SUBCATEGORY: <b>Instruction Lab for 50</b></p>


**3.0 | PROGRAM AND SPACE ANALYSIS  
PROPOSED PROGRAM DETAIL**



3. Plan



4. Axonometric View

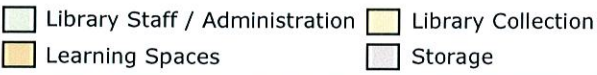

<p><b>LEGEND:</b></p> <p>Library Staff / Administration    Library Collection</p> <p>Learning Spaces    Storage</p>	<p>CATEGORY:</p> <p><b>Learning Spaces</b></p>
<p><b>SCALE:</b></p> <p>1/16" = 1'-0"</p> 	<p>SUBCATEGORY:</p> <p><b>Instruction Lab for 50</b></p>

- Works with faculty members to assist in the learning and application of new teaching methods.
- Technology intensive.
- Synergy with Office for Research and Special Programs (ORSP).

1. Program Description

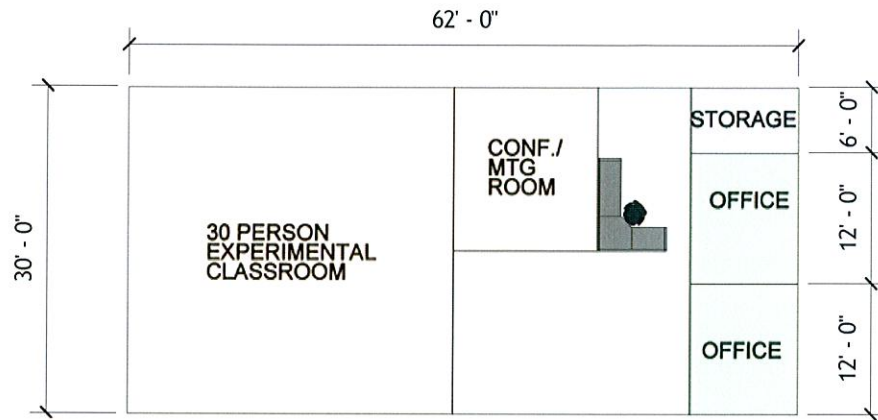
Space Designation	Cap.	sf/station	qty	nasf	sub nasf	cat. subtotal nasf
Private Office			2	120	240	
Faculty Training Room	30	30	1	900	900	
Conference/Meeting Room			1	200	200	
Storage			1	60	60	
Reception / Resources Area			1	240	240	
<b>6.1 Center for Excellence in Learning and Teaching</b>					<b>1,640 SF</b>	

2. Detailed Space Program

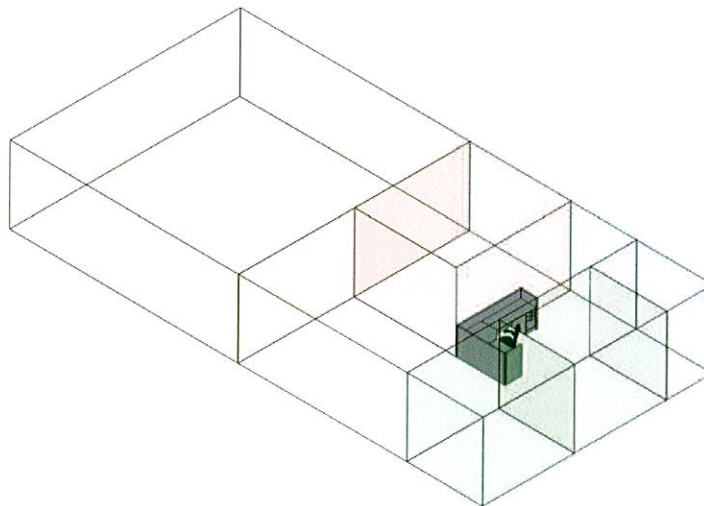
<b>LEGEND:</b> 	<b>CATEGORY:</b> <h2 style="text-align: center;">Additional Library Program</h2>
<b>SCALE:</b> 1/16" = 1'-0" 	<b>SUBCATEGORY:</b> <h2 style="text-align: center;">Center for Excellence in Learning &amp; Teaching</h2>



**3.0 | PROGRAM AND SPACE ANALYSIS  
PROPOSED PROGRAM DETAIL**



3. Plan



4. Axonometric View

<b>LEGEND:</b> <span style="display: inline-block; width: 15px; height: 15px; background-color: #d9ead3; border: 1px solid #000; margin-right: 5px;"></span> Library Staff / Administration <span style="display: inline-block; width: 15px; height: 15px; background-color: #fff2cc; border: 1px solid #000; margin-left: 20px; margin-right: 5px;"></span> Library Collection <span style="display: inline-block; width: 15px; height: 15px; background-color: #fce4d6; border: 1px solid #000; margin-right: 5px;"></span> Learning Spaces <span style="display: inline-block; width: 15px; height: 15px; background-color: #d9ead3; border: 1px solid #000; margin-left: 20px; margin-right: 5px;"></span> Storage		CATEGORY: <b>Additional Library Program</b>
<b>SCALE:</b> 1/16" = 1'-0" 		SUBCATEGORY: <b>Center for Excellence in Learning &amp; Teaching</b>

- Works directly with faculty members to aid in finding and obtaining research grants.
- Works very closely with Center for Excellence in Learning Technology (CELT).
- Needs to be easily found.
- A resource that crosses departments.

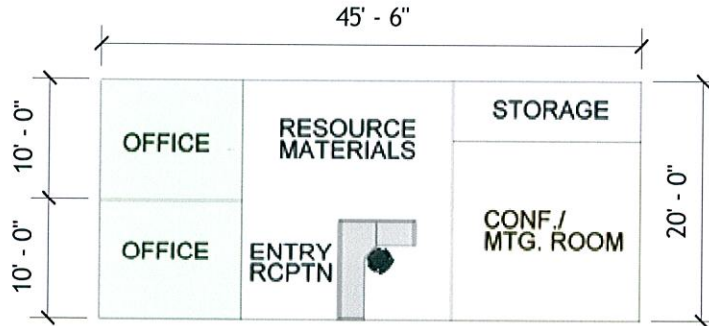
1. Program Description

Space Designation	Cap.	sf/station	qty	nasf	sub nasf
Private Office			2	120	240
Conference/Meeting Room	12	20	1	240	240
Reception			1	180	180
Resources Area			1	120	120
Storage			1	100	100
<b>6.2 ORSP</b>					<b>880 SF</b>

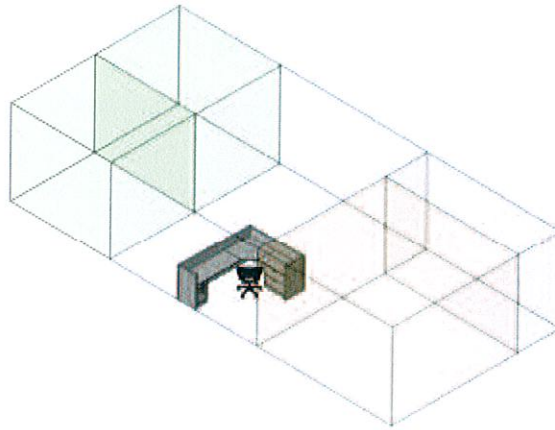
2. Detailed Space Program

<b>LEGEND:</b> 	<b>CATEGORY:</b> <h2 style="text-align: center;">Additional Library Program</h2>
<b>SCALE:</b> 1/16" = 1'-0" 	<b>SUBCATEGORY:</b> <h2 style="text-align: center;">Office of Research &amp; Sponsered Programs</h2>

**3.0 | PROGRAM AND SPACE ANALYSIS  
PROPOSED PROGRAM DETAIL**



3. Plan



4. Axonometric View

<b>LEGEND:</b> <span style="display: inline-block; width: 15px; height: 15px; border: 1px solid black; background-color: #e0f0e0; margin-right: 5px;"></span> Library Staff / Administration <span style="display: inline-block; width: 15px; height: 15px; border: 1px solid black; background-color: #fff9c4; margin-left: 20px; margin-right: 5px;"></span> Library Collection <span style="display: inline-block; width: 15px; height: 15px; border: 1px solid black; background-color: #ffe0b2; margin-right: 5px;"></span> Learning Spaces <span style="display: inline-block; width: 15px; height: 15px; border: 1px solid black; background-color: #e0e0e0; margin-left: 20px; margin-right: 5px;"></span> Storage		<b>CATEGORY:</b> <b>Additional Library Program</b>
<b>SCALE:</b> 1/16" = 1'-0" 		<b>SUBCATEGORY:</b> <b>Office of Research &amp; Sponsered Programs</b>



- An "academically neutral" initiative (IE: not tied to any particular department).
- Deals with both outgoing (SUNY Oswego students looking to study abroad) and incoming students (international students coming to SUNY Oswego).
- Needs to be in a visible and central location, easily found by students.
- A very successful and dynamic program - a strategic asset for SUNY Oswego.

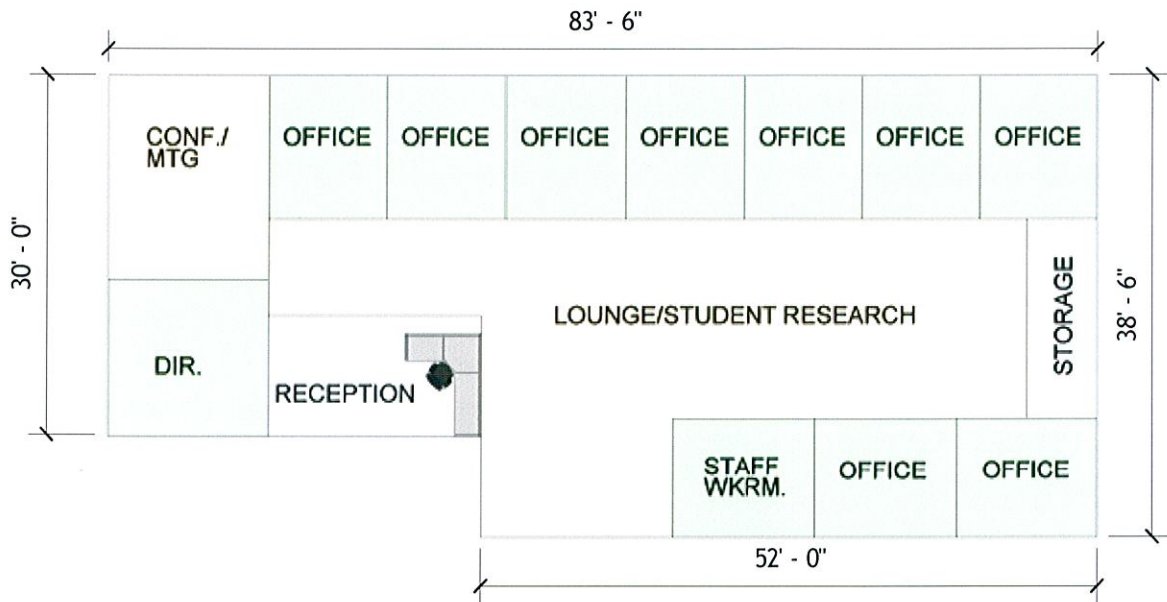
1. Program Description

Space Designation	Cap.	sf/station	qty	nasf	sub nasf
Reception			1	180	180
Office			9	120	1,080
Director's Office			1	180	180
Staff Workroom			1	120	120
Conference/Meeting Room	12	20	1	240	240
Lounge/Student Research	50	20	1	1,000	1,000
Storage			1	100	100
<b>6.3 International Education</b>					<b>2,900</b>

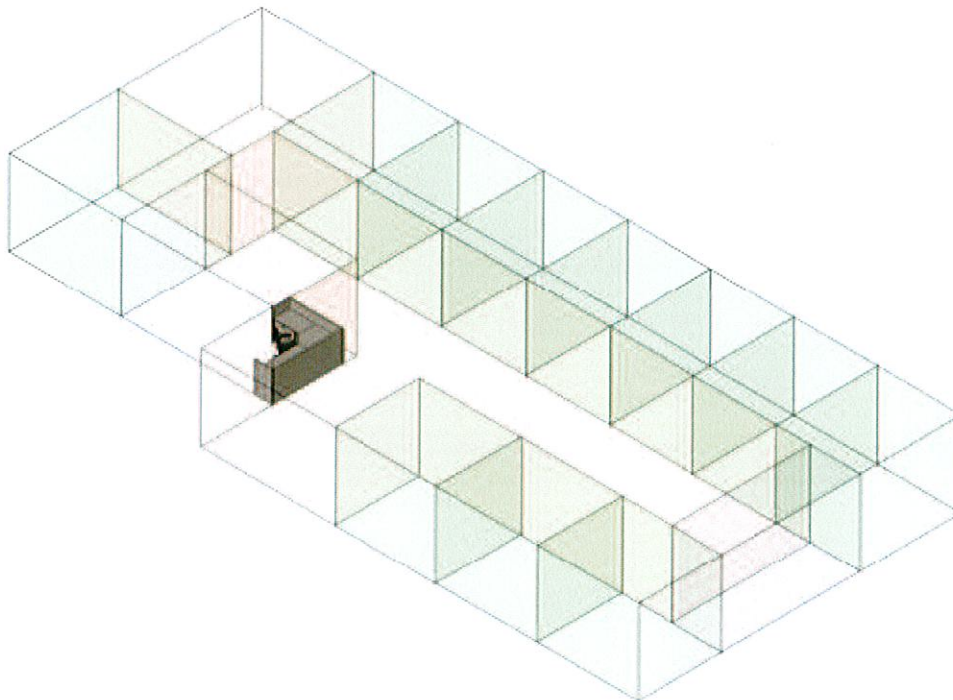
2. Detailed Space Program

<b>LEGEND:</b> <input type="checkbox"/> Library Staff / Administration <input type="checkbox"/> Library Collection <input type="checkbox"/> Learning Spaces <input type="checkbox"/> Storage	<b>CATEGORY:</b> <h2 style="text-align: center;">Additional Library Program</h2>
<b>SCALE:</b> 1/16" = 1'-0" 	<b>SUBCATEGORY:</b> <h2 style="text-align: center;">International Education</h2>

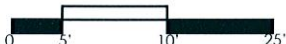
**3.0 | PROGRAM AND SPACE ANALYSIS  
PROPOSED PROGRAM DETAIL**



3. Plan



4. Axonon



<p><b>LEGEND:</b></p> <p> <span style="display: inline-block; width: 15px; height: 10px; background-color: #d9ead3; border: 1px solid black; margin-right: 5px;"></span> Library Staff / Administration         <span style="display: inline-block; width: 15px; height: 10px; background-color: #fff2cc; border: 1px solid black; margin-left: 20px; margin-right: 5px;"></span> Library Collection  <span style="display: inline-block; width: 15px; height: 10px; background-color: #fce4d6; border: 1px solid black; margin-right: 5px;"></span> Learning Spaces         <span style="display: inline-block; width: 15px; height: 10px; background-color: #d9d2e9; border: 1px solid black; margin-left: 20px; margin-right: 5px;"></span> Storage       </p>	<p>CATEGORY:</p> <p><b>Additional Library Program</b></p>
<p><b>SCALE:</b></p> <p>1/16" = 1'-0"</p> 	<p>SUBCATEGORY:</p> <p><b>International Education</b></p>

- A campus-wide tutoring center serving all departments.
- Based on peer tutoring model.
- Appointment basis.
- Math and science tutoring will be in new science complex.
- Penfield to be writing-focused.

1. Program Description

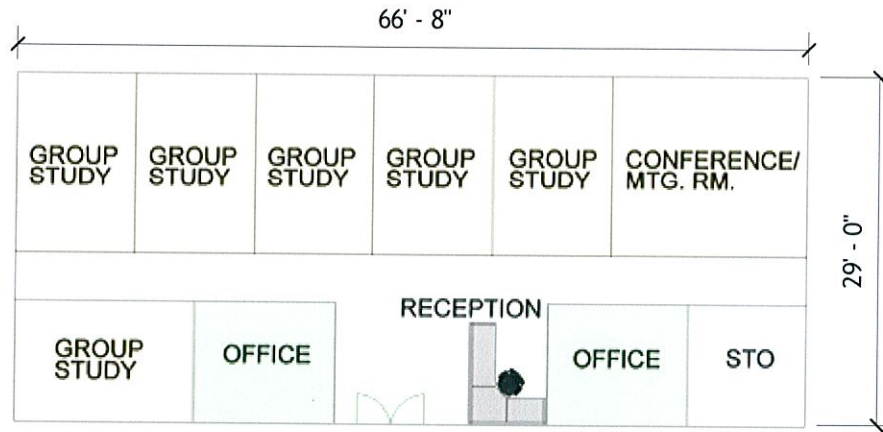
Space Designation	Cap.	sf/station	qty	nasf	sub nasf
Office			2	120	240
Group Study (6-8)	8	20	6	160	960
Conference/Meeting Room	12	20	1	240	240
Storage			1	100	100
Reception			1	180	180
<b>6.4 Office of Learning Services (tutorial &amp; writing)</b>					<b>1,720</b>

2. Detailed Space Program

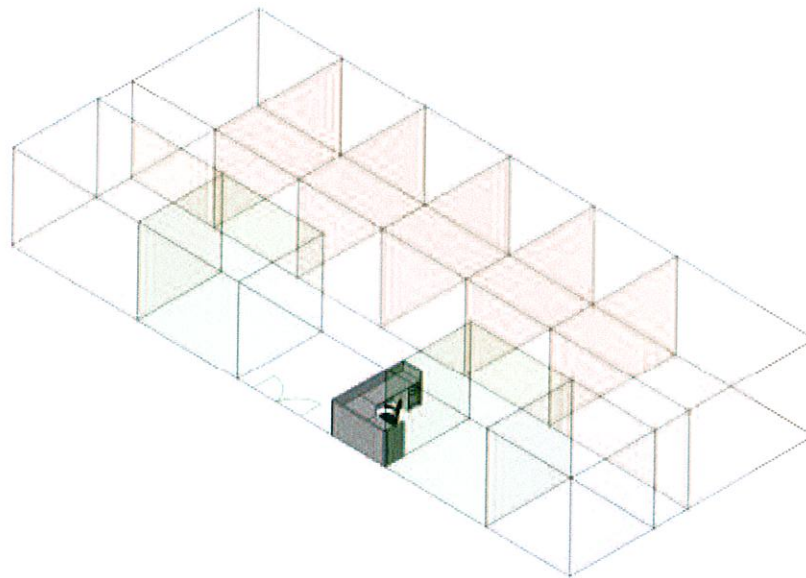
<b>LEGEND:</b> 	<b>CATEGORY:</b> <b>Additional Library Program</b>
<b>SCALE:</b> 1/16" = 1'-0" 	<b>SUBCATEGORY:</b> <b>Office of Learning Services</b>



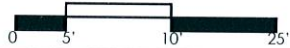
**3.0 | PROGRAM AND SPACE ANALYSIS  
PROPOSED PROGRAM DETAIL**



3. Plan



4. Axonometric View

<p><b>LEGEND:</b></p> <p> <span style="display: inline-block; width: 15px; height: 15px; background-color: #c8e6c9; border: 1px solid black; margin-right: 5px;"></span> Library Staff / Administration         <span style="display: inline-block; width: 15px; height: 15px; background-color: #fff9c4; border: 1px solid black; margin-left: 20px; margin-right: 5px;"></span> Library Collection  <span style="display: inline-block; width: 15px; height: 15px; background-color: #fff176; border: 1px solid black; margin-right: 5px;"></span> Learning Spaces         <span style="display: inline-block; width: 15px; height: 15px; background-color: #e0e0e0; border: 1px solid black; margin-left: 20px; margin-right: 5px;"></span> Storage       </p>	<p>CATEGORY:</p> <p><b>Additional Library Program</b></p>
<p><b>SCALE:</b></p> <p>1/16" = 1'-0"</p> 	<p>SUBCATEGORY:</p> <p><b>Office of Learning Services</b></p>





**Section 4.0**  
**Three Concept Designs**

S A S A K I







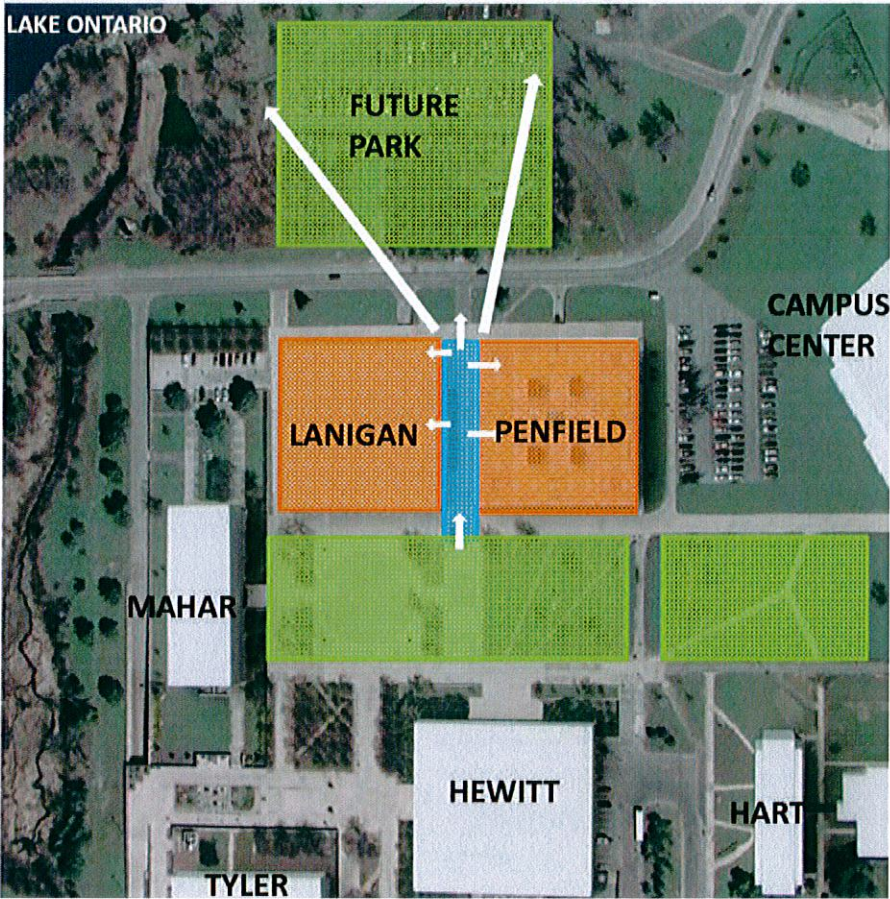
- Penfield Library should be the **hub of the dispersed academic commons** initiative.
- The appropriate metaphor for Penfield Library is a **24 hour city** – a mixed use environment that blends academic services and a core library program.
- Penfield should contain **collaborative work spaces**, group & individual study spaces, electronic media, arts and culture.
- Penfield as part of a larger whole: that of **Hewitt quad**. How can we leverage Penfield, Lanigan, Mahar, Tyler, and Hewitt so that the whole is greater than the sum of its parts.
- Penfield and by extension, Hewitt quad should be the **nighttime heart of the campus**.
- The reimagining of Penfield should build upon the goals and initiatives of the **Campus Master Plan**.
- **Synergies between Penfield and Lanigan** should be explored.





- **Good Bones** – Penfield structure has good potential for reimaging.
- **Systems Need Upgrades** – all mechanical, electrical, plumbing, technology infrastructure and distribution systems need replacement and upgrades.
- **Great Location** – along campus spine and centrally located.
- **Unique Views** – engage formal quad and magnificent lake view.
- **Central Element Hewitt Quad Development** – Penfield as the focus of a reinvigorated Hewitt Quad.
- **Learner Centered and Accessible Destination** - an accessible hub and destination.
- **Got Square Feet** - ability to right size and partner with related programs.
- **Synergy (Penfield and Lanigan)** – similar reuse and rehab opportunities.
- **Vision and Opportunity** – opportunity to realign Penfield to better support the library staff.





**CREATE LEARNING COMMONS CONNECTION  
BETWEEN LANIGAN AND PENFIELD**

---

## CONCEPT 1 THEMES

Lanigan and Penfield Library transformed into a new **Campus Information Hub**.

Overlaps **SCMA program** in a re-imagined Lanigan – Penfield complex.

Potential for **SCMA classrooms in Penfield**.

Locate **CTS help desk** in Penfield Commons.

Connection to **Lake** and Campus North.

Maximizes the synergies between Penfield and Lanigan.

Energizes Hewitt quad with an **interactive media display** at its center.





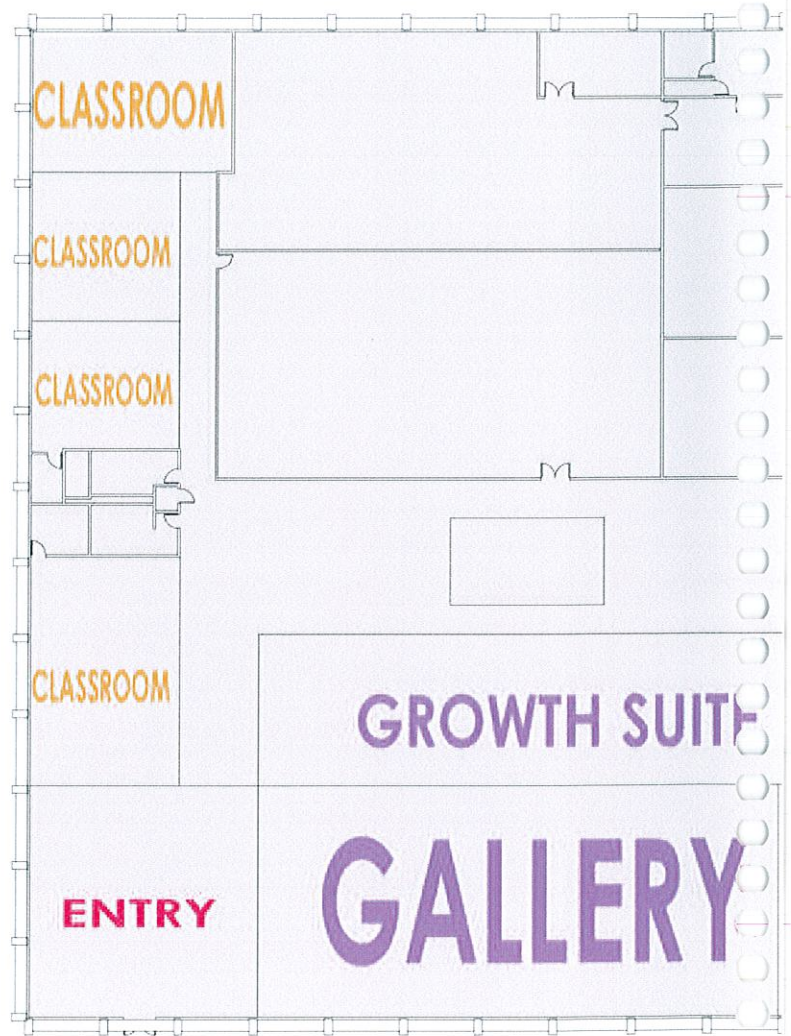
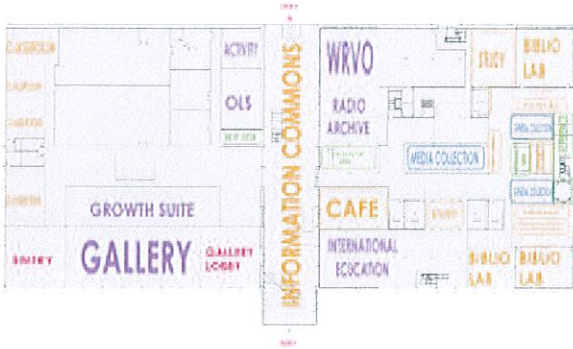
Landscape Plan



Building cross section

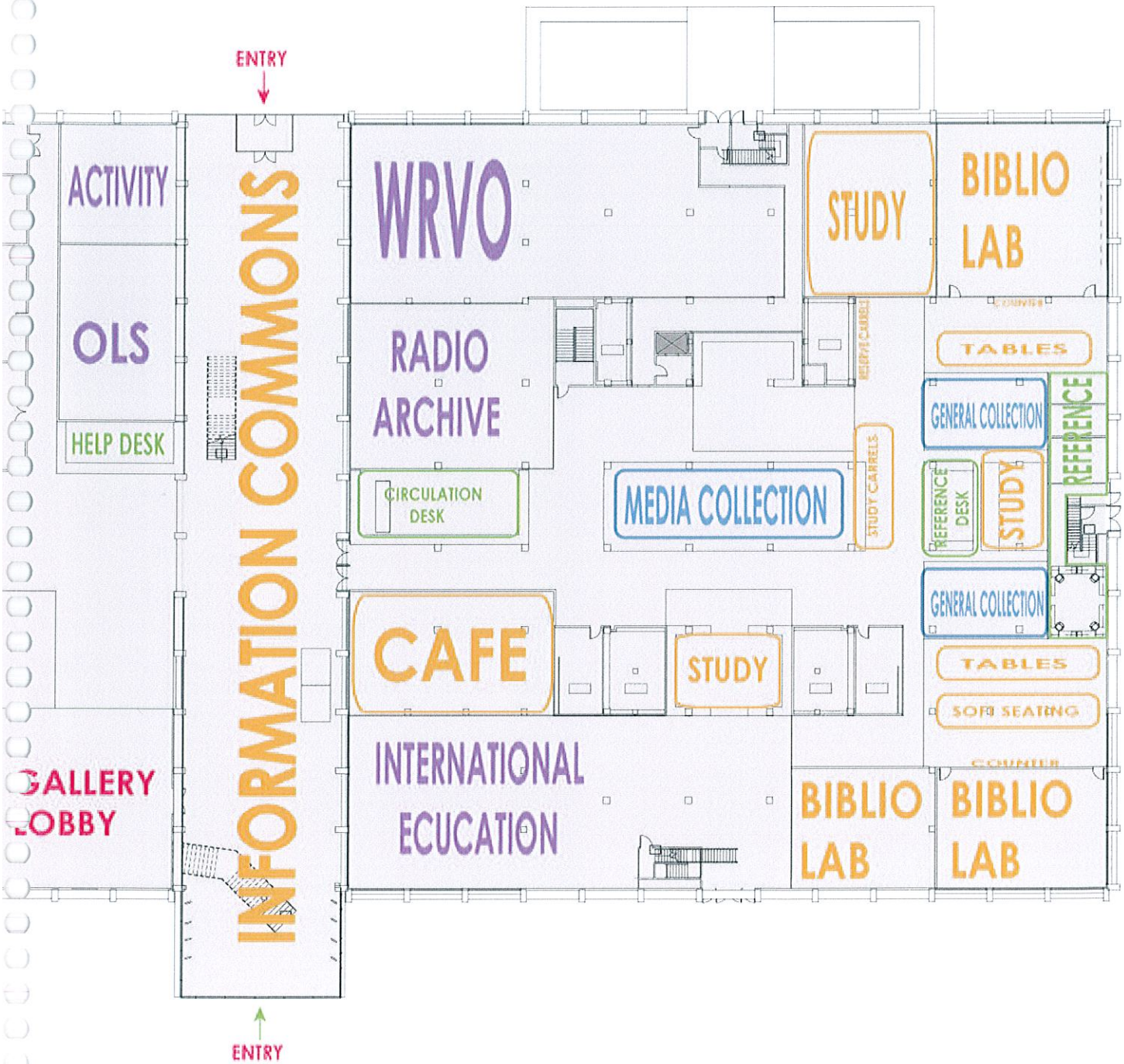


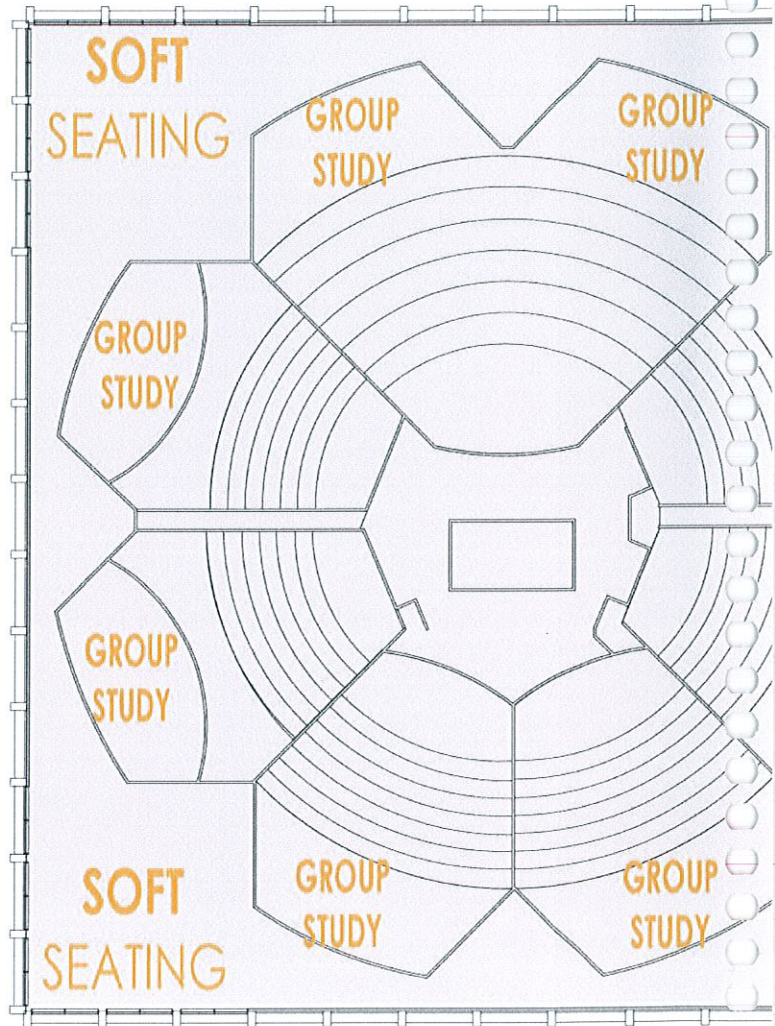
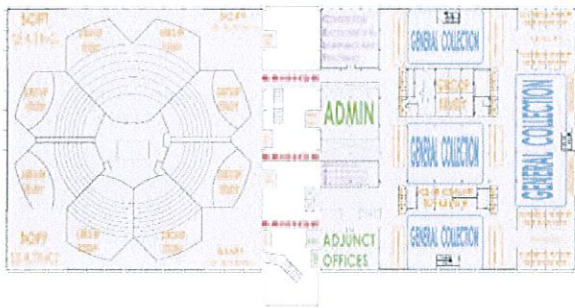




Ground level floor plan

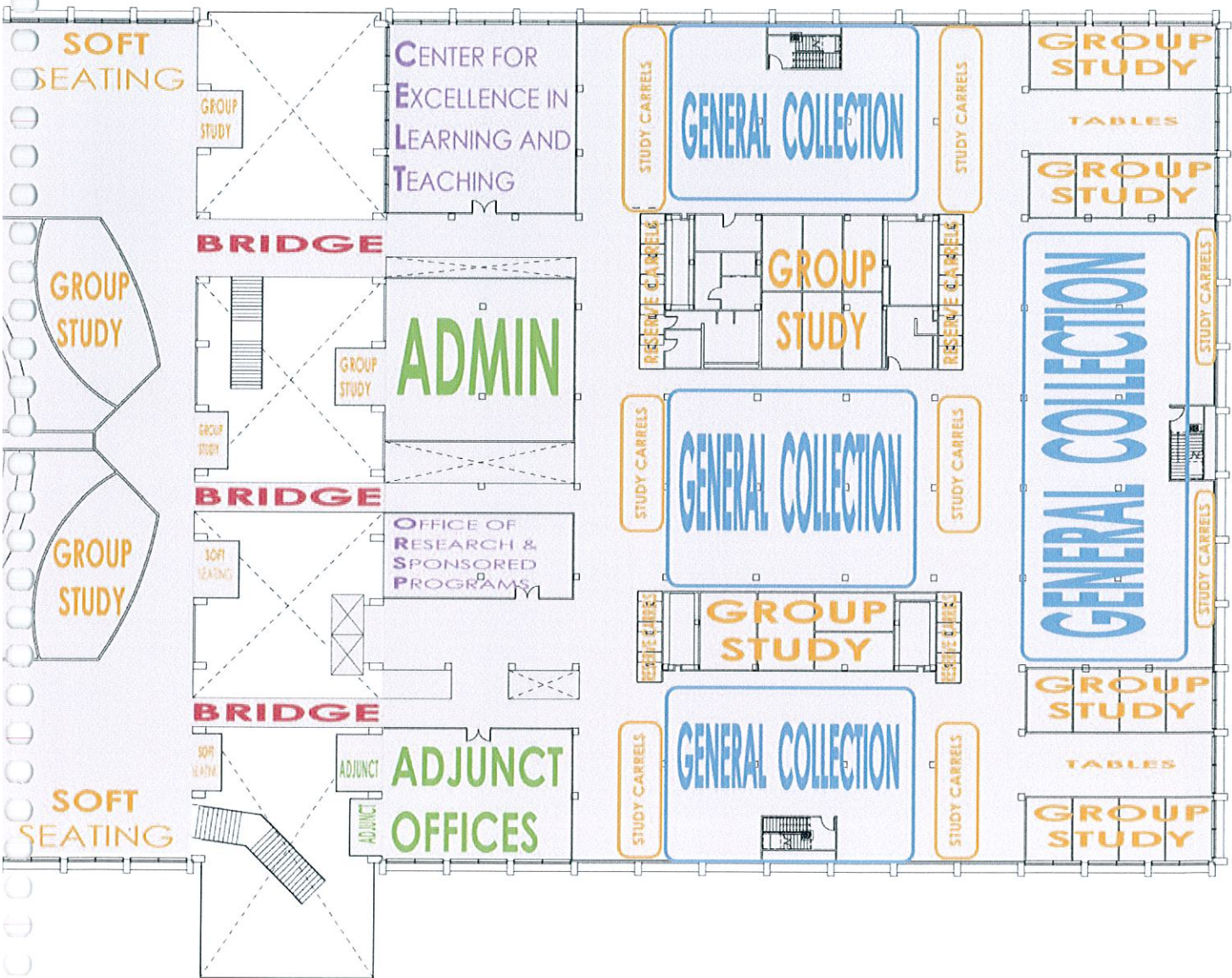




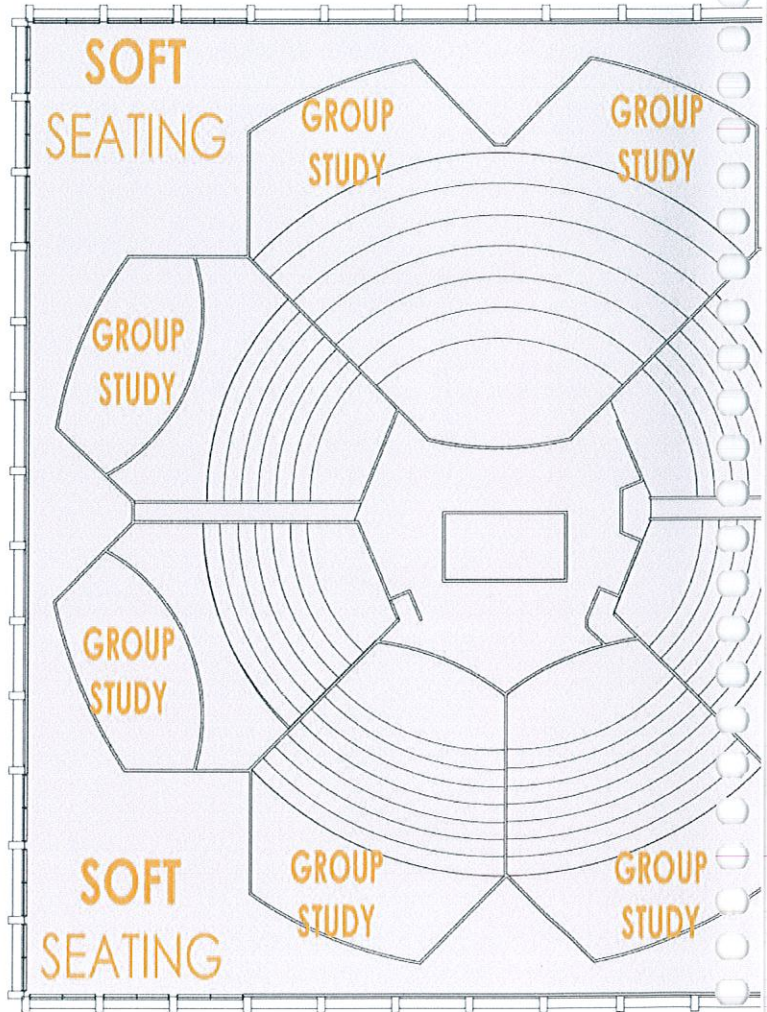
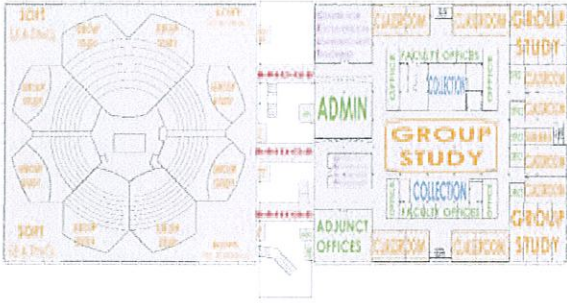


Second level floor plan

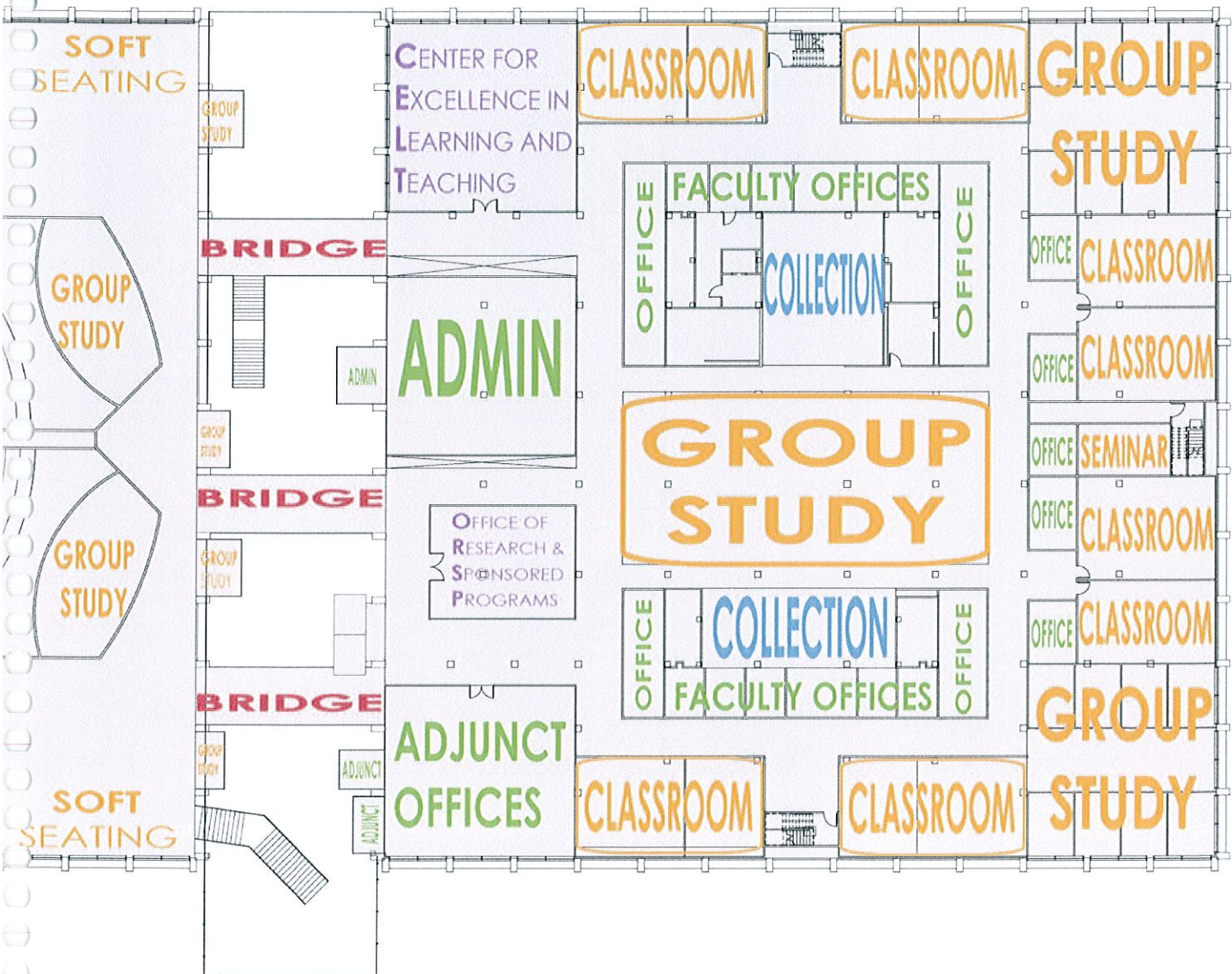




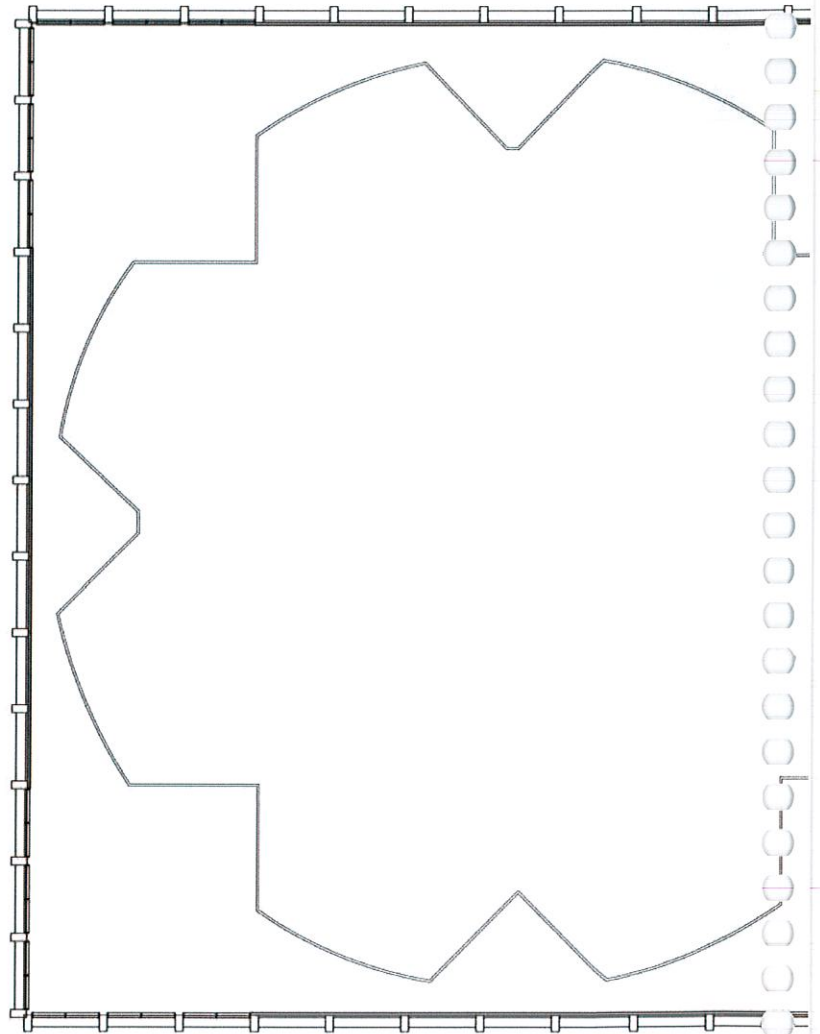
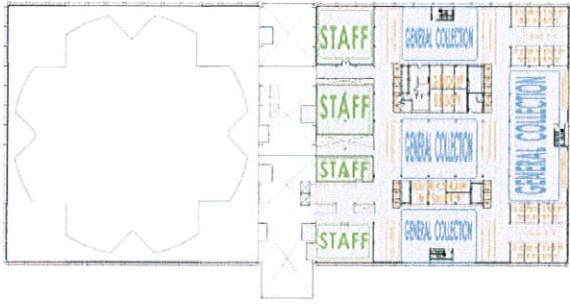




Second level floor plan, alternate

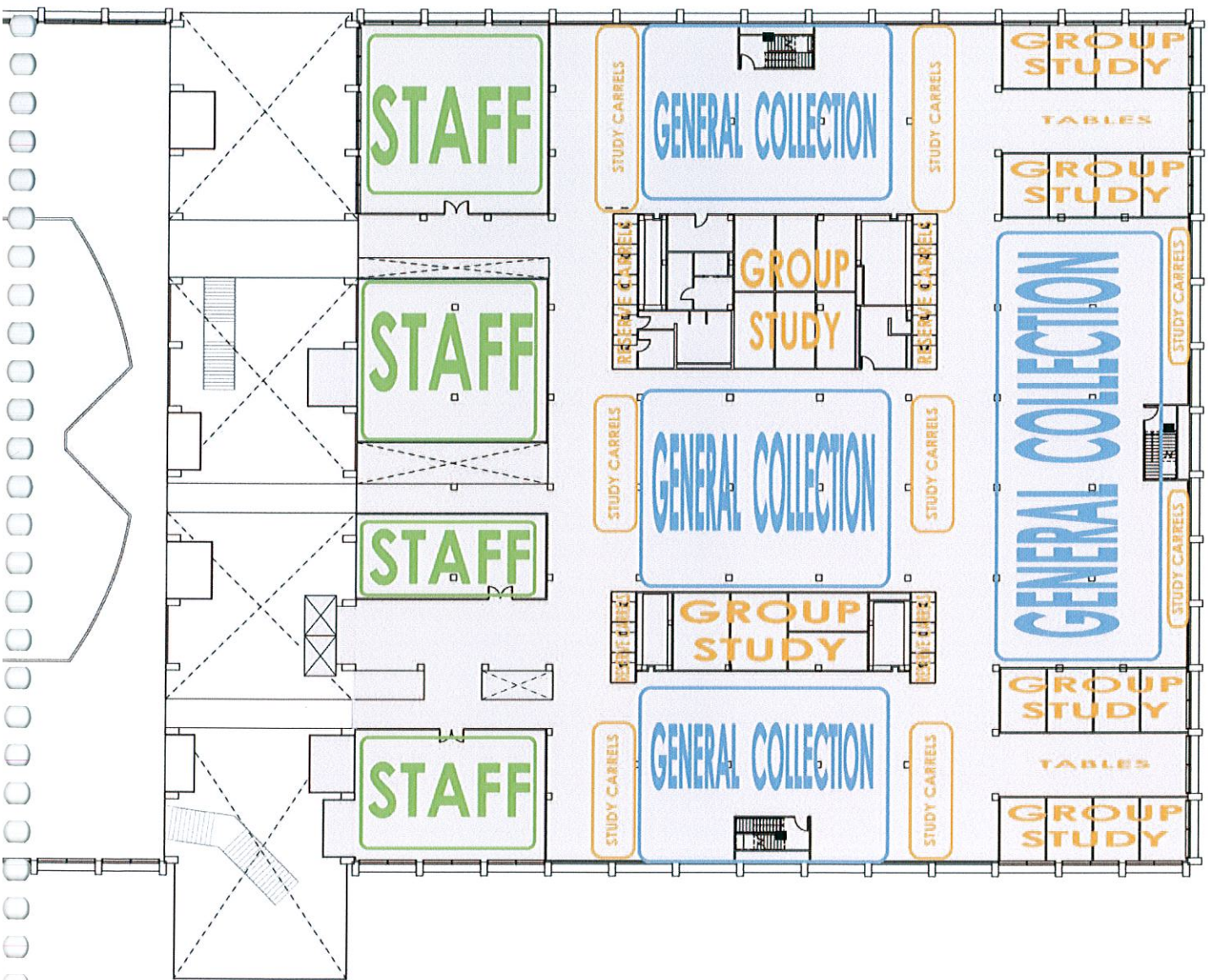




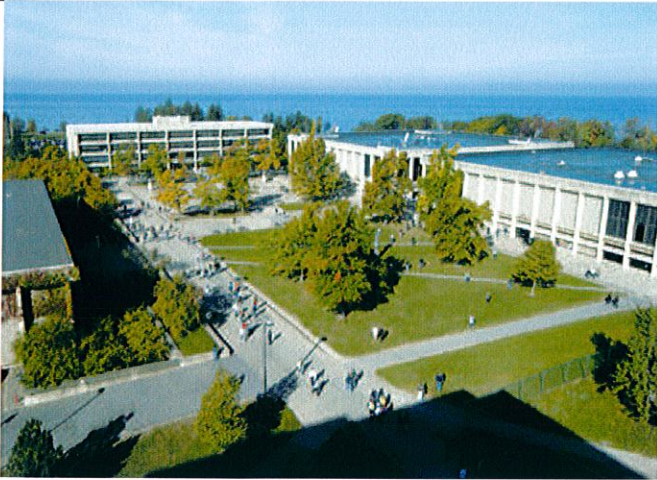


Third level floor plan









Above: aerial view of Hewitt quad  
Right: proposed aerial view of Hewitt quad



4.0 | THREE CONCEPT DESIGNS  
CONCEPT 1









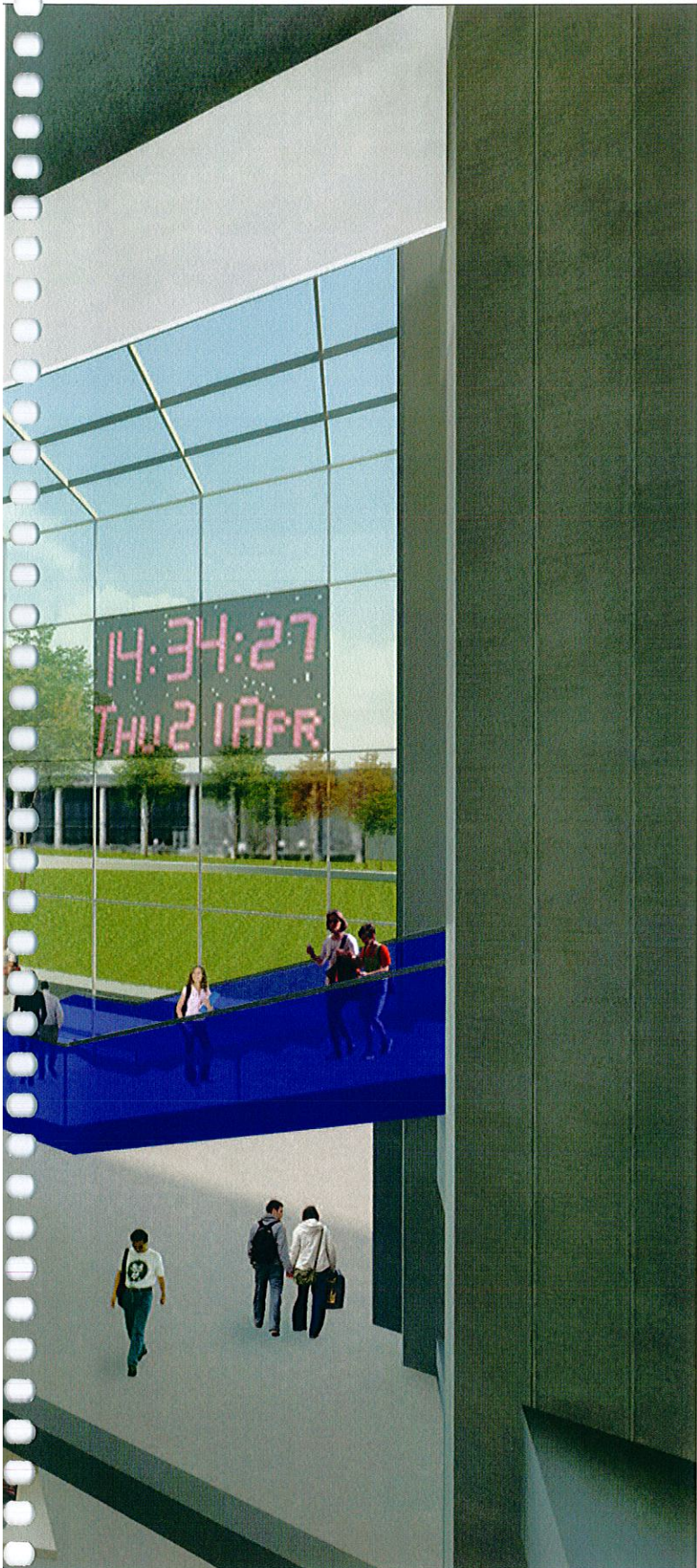


View of new entrance to Penfield from Hewitt quad









View of interior atrium space looking towards quad





Left: 'Before' view of space in between Penfield and Lanigan  
Right: "After' view









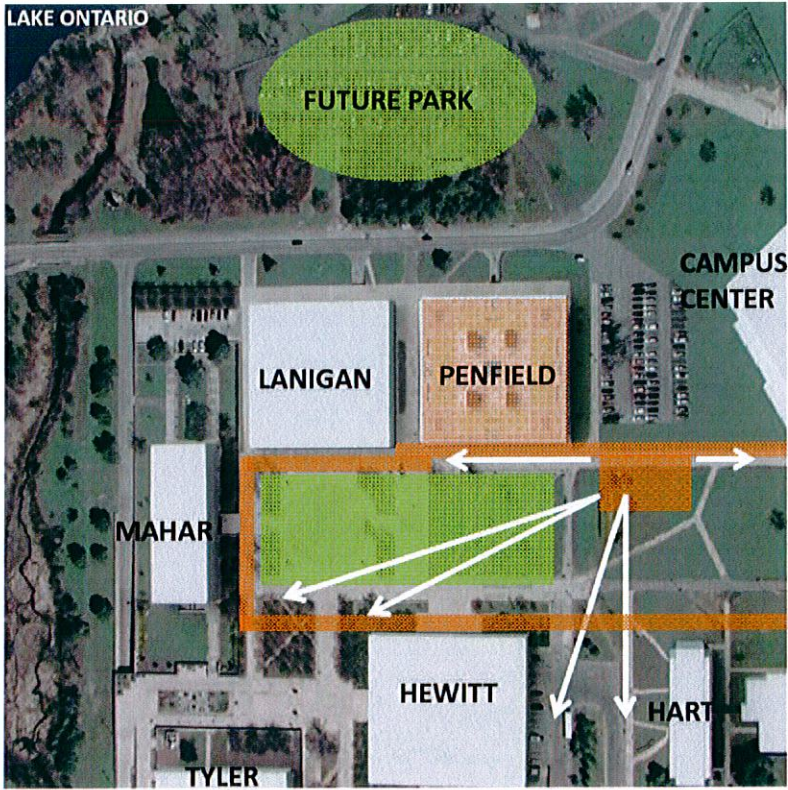
**CONCEPT 1 PROGRAM**

The program for concept 1 houses 100% of the collection on floors 1 through 3 of the library. Bound periodicals, and government documents are housed in compact shelving in the lower level. In addition to the core library program spaces for the administration, staff, the collection, and study spaces, the scheme accommodates the Office of Learning Service, the Office for Research and Sponsored Programs, the Center for Learning and Technology, the WRVO radio station, spaces for International Education, and also a radio archive (part of a growing special collection).

<b>LIBRARY STAFF, ADMIN, &amp; SUPPORT</b>	<b>13, 975</b>
<b>LIBRARY COLLECTIONS</b>	<b>25, 036</b>
<b>STUDY SPACES</b>	<b>57, 367</b>
<b>CORE LIBRARY PROGRAM</b>	<b>96,378</b>
<b>OTHER PROGRAM</b>	<b>17,980</b>
<i>OLS, ORSP, CELT, WRVO, RADIO ARCHIVE, INT. ED.</i>	
<b>TOTAL LIBRARY PROGRAM</b>	<b>114, 358</b>







**CREATE A COMMONS PAVILION ALONG A  
CAMPUS PEDESTRIAN SPINE**

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## CONCEPT 2 THEMES

Responds to the **Master Plan initiative** for a weather-protected campus pedestrian spine.

Penfield Commons as a **destination**.

Penfield Commons as an independent **24 hour city** within Hewitt Quad.

Strong **connection** to Campus Center and to Hewitt quad through a **pedestrian spine**.

Provides a **new face** to Hewitt Quad and to SUNY Oswego.

Attractive **Donor opportunity**.

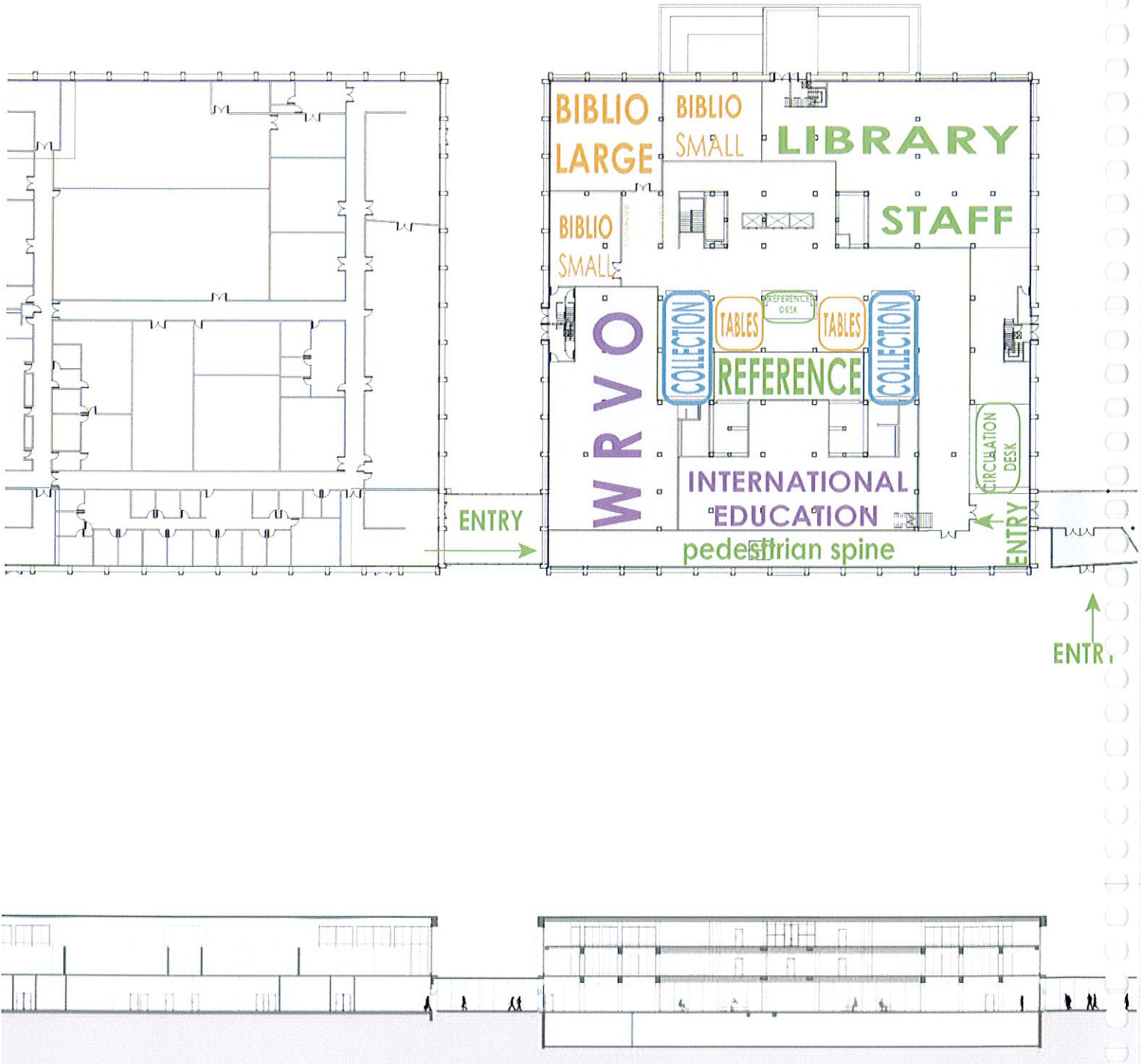
**Front door for academic services** along pedestrian street within Penfield.



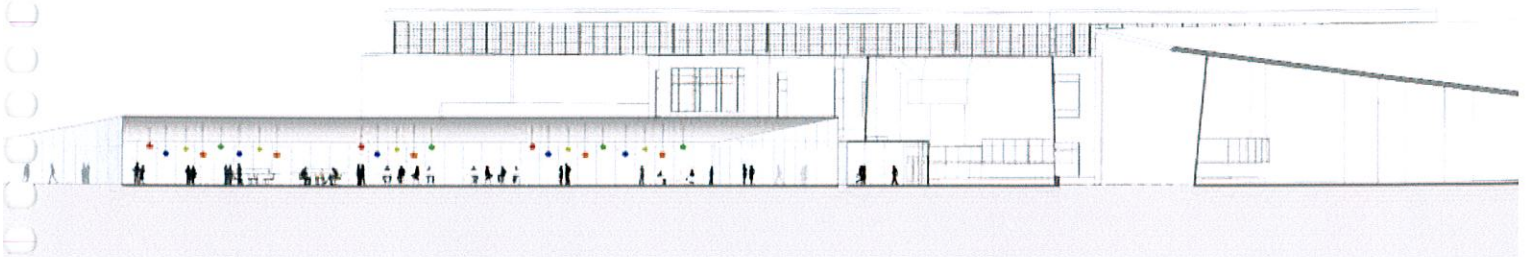
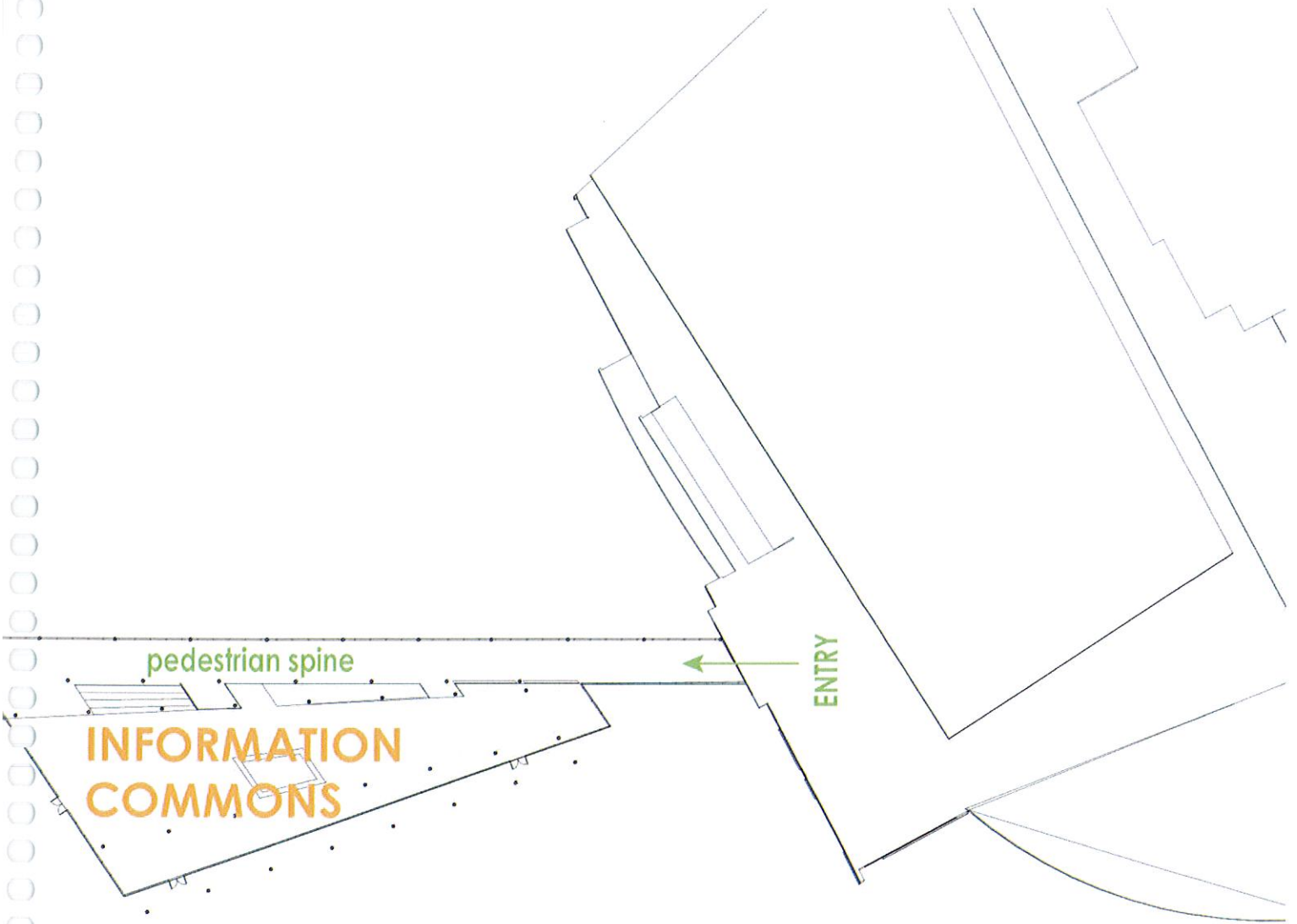


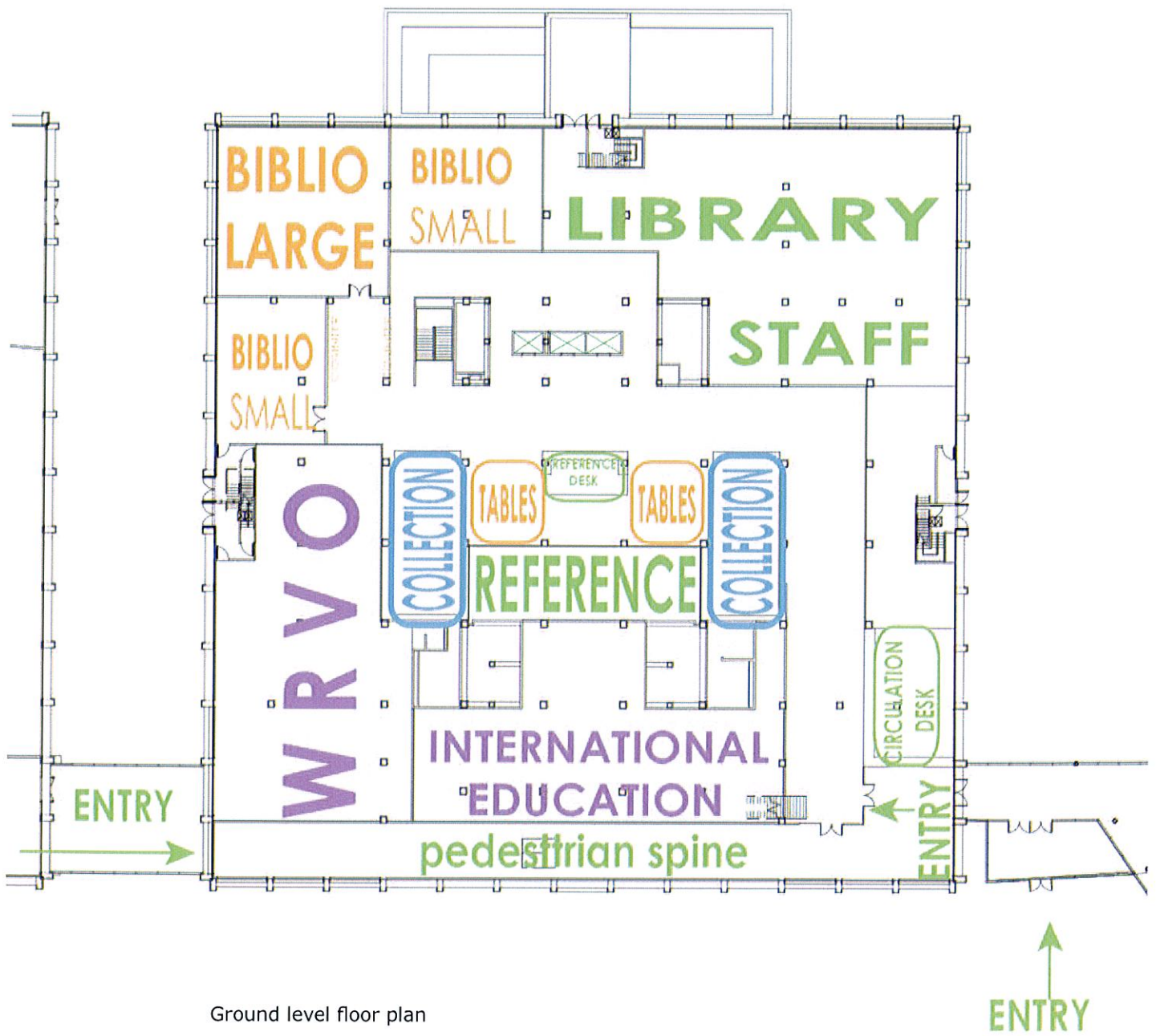
Landscape Plan





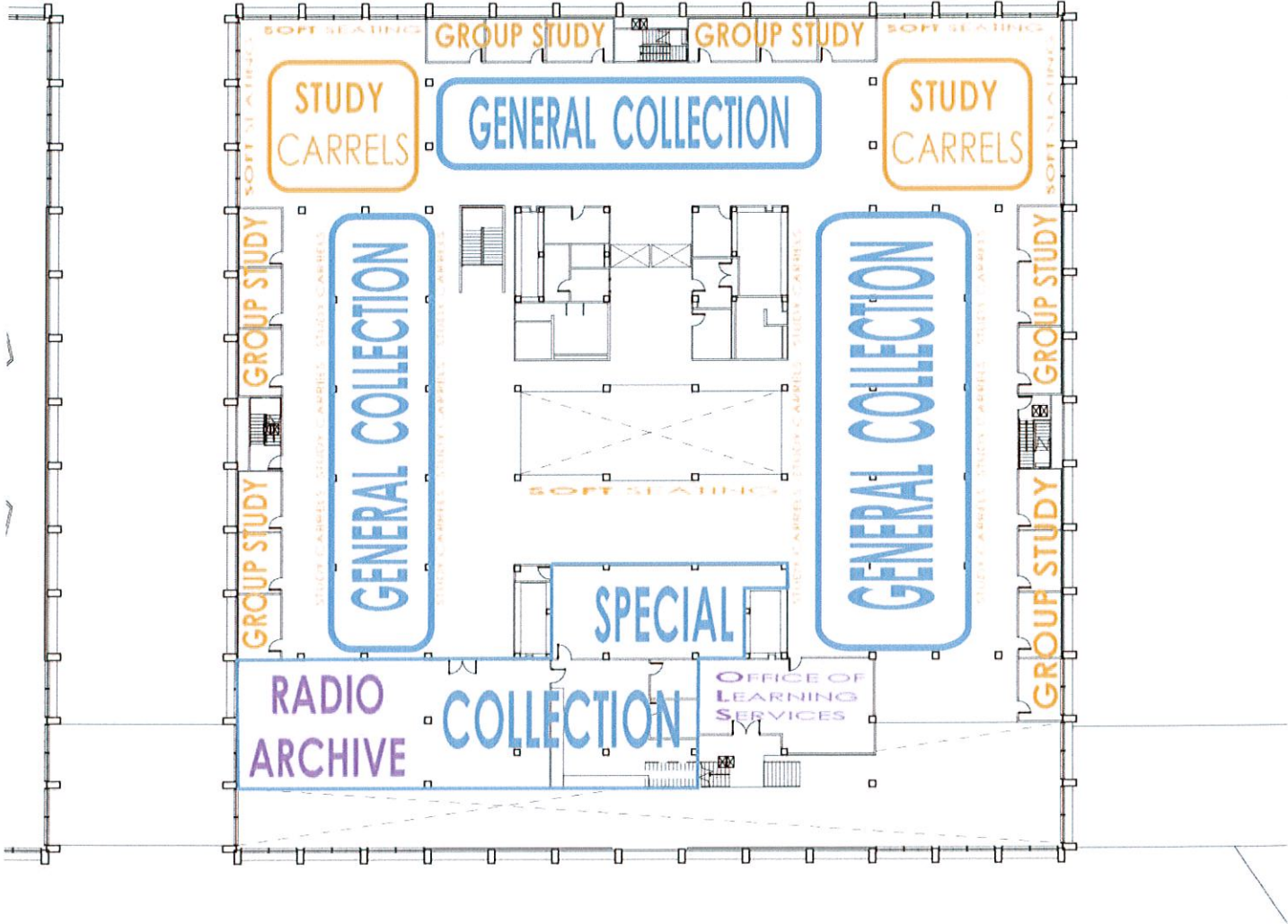
Ground level floor plan and section showing linkages with adjacent buildings





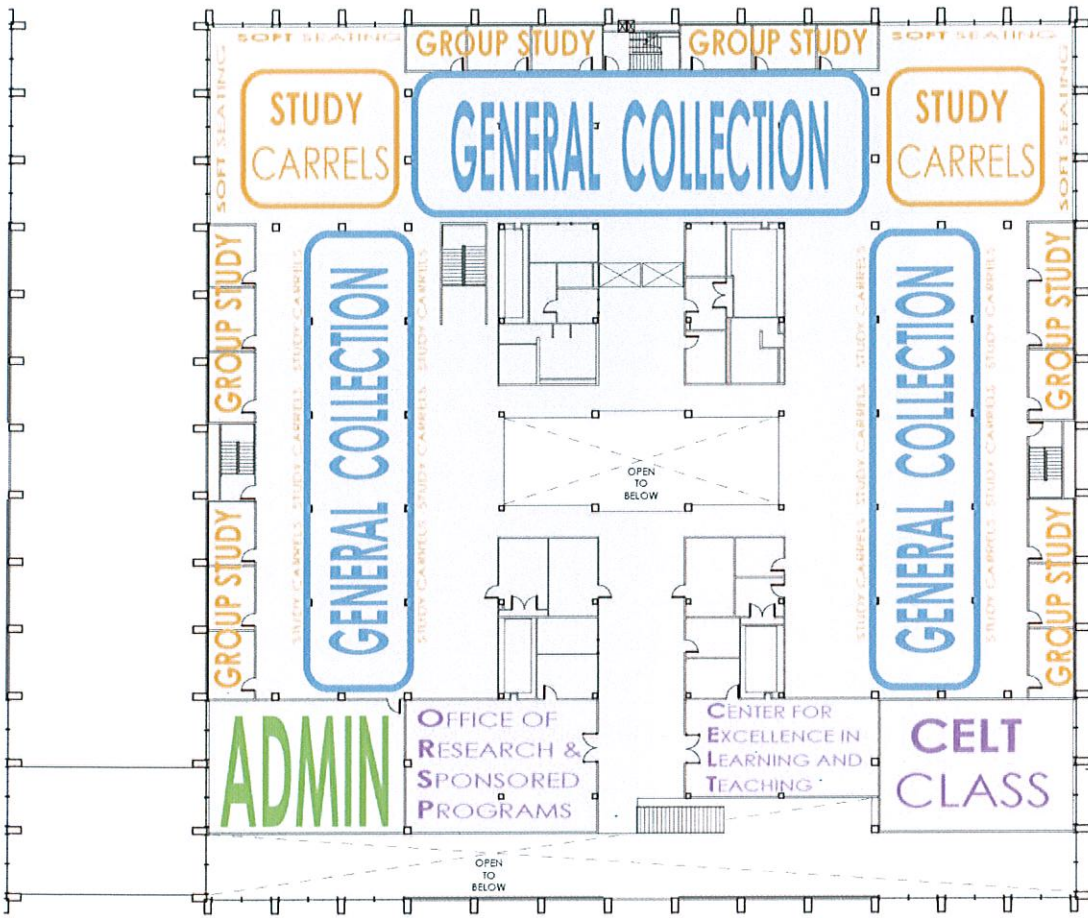
Ground level floor plan





Second level floor plan





Third level floor plan









Left: aerial view of Hewitt quad; Above: proposed view of Hewitt quad looking northeast









View of Hewitt quad









Interior view of commons space





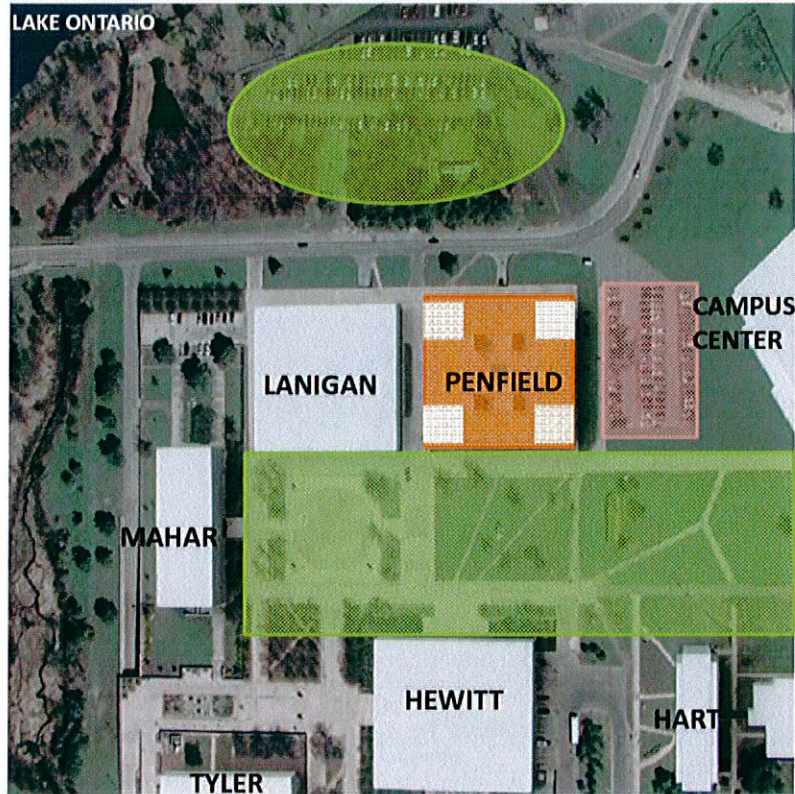
**CONCEPT 2 PROGRAM**

The program for concept 2 houses 80% of the collection on floors 1 through 3 of the library. Twenty percent of the general collection, bound periodicals, and government documents are housed in compact shelving in the lower level. In addition to the core library program spaces for the administration, staff, the collection, and study spaces, the scheme accommodates the Office of Learning Service, the Office for Research and Sponsored Programs, the Center for Learning and Technology, the WRVO radio station, spaces for International Education, and also a radio archive (part of a growing special collection).

<b>LIBRARY STAFF, ADMIN, &amp; SUPPORT</b>	<b>14, 730</b>
<b>LIBRARY COLLECTIONS</b>	<b>20,383</b>
<b>STUDY SPACES</b>	<b>55,238</b>
<b>CORE LIBRARY PROGRAM</b>	<b>93, 400</b>
<b>OTHER PROGRAM</b>	<b>90, 351</b>
<i>OLS, ORSP, CELT, WRVO, RADIO ARCHIVE, INT. ED.</i>	
<b>TOTAL LIBRARY PROGRAM</b>	<b>106, 105</b>







**MAXIMISE THE POTENTIAL OF PENFIELD**

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### CONCEPT 3 THEMES

No new space—**work within the footprint of original Penfield Library.**

Open up the **corners** of Penfield to create dramatic entry corners that **glow at night.**

Reinvent Hewitt Quad as **SUNY Oswego's outdoor room.**

Reveals the **internal energy** of Penfield.

**Mixture of program** spaces throughout.

Aggressive treatment of library **collections.**

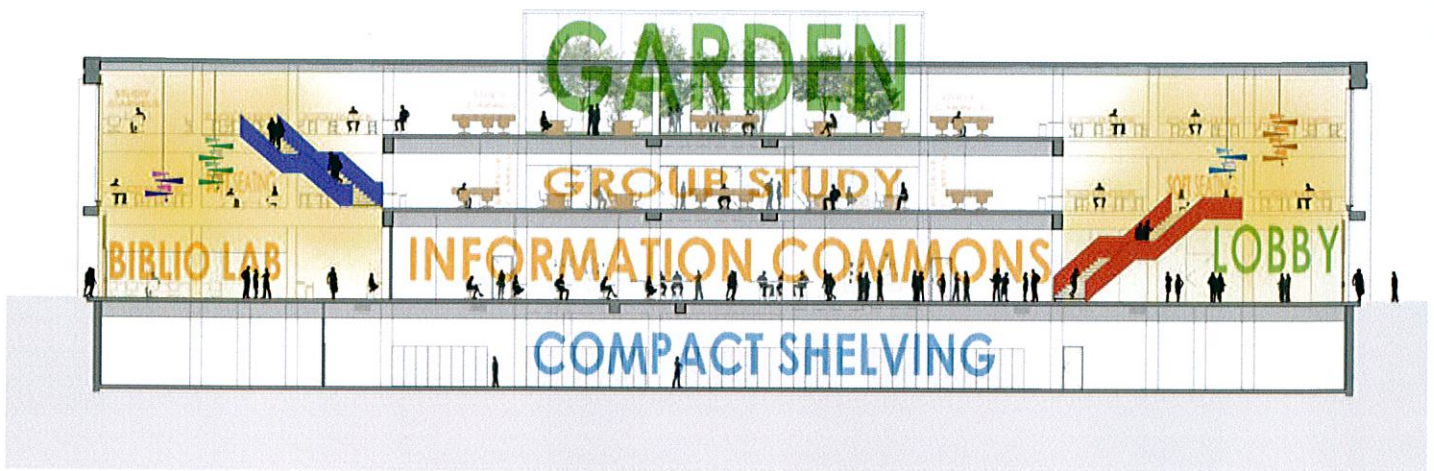
Preserves site for **future classroom building.**



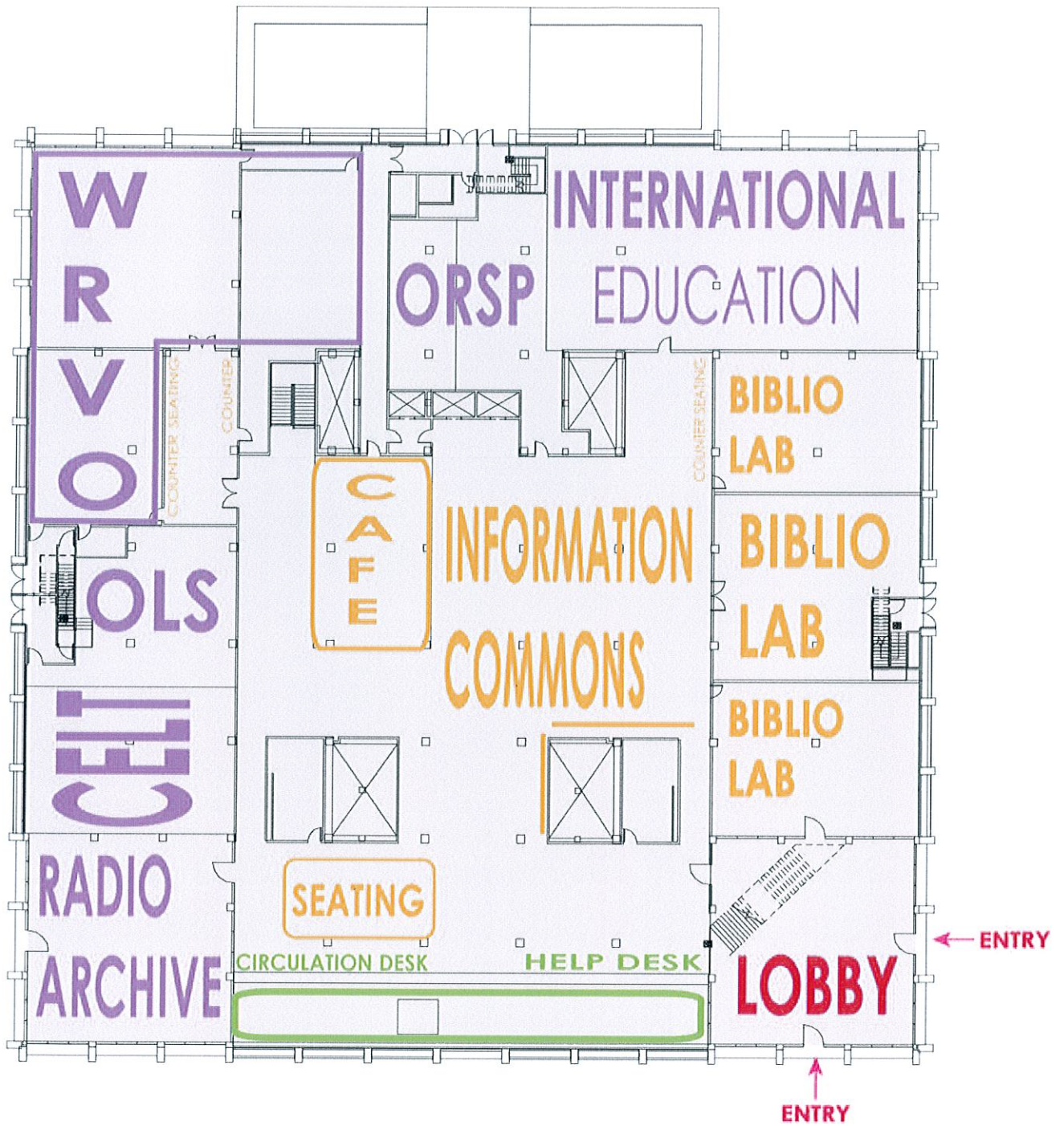


Landscape Plan



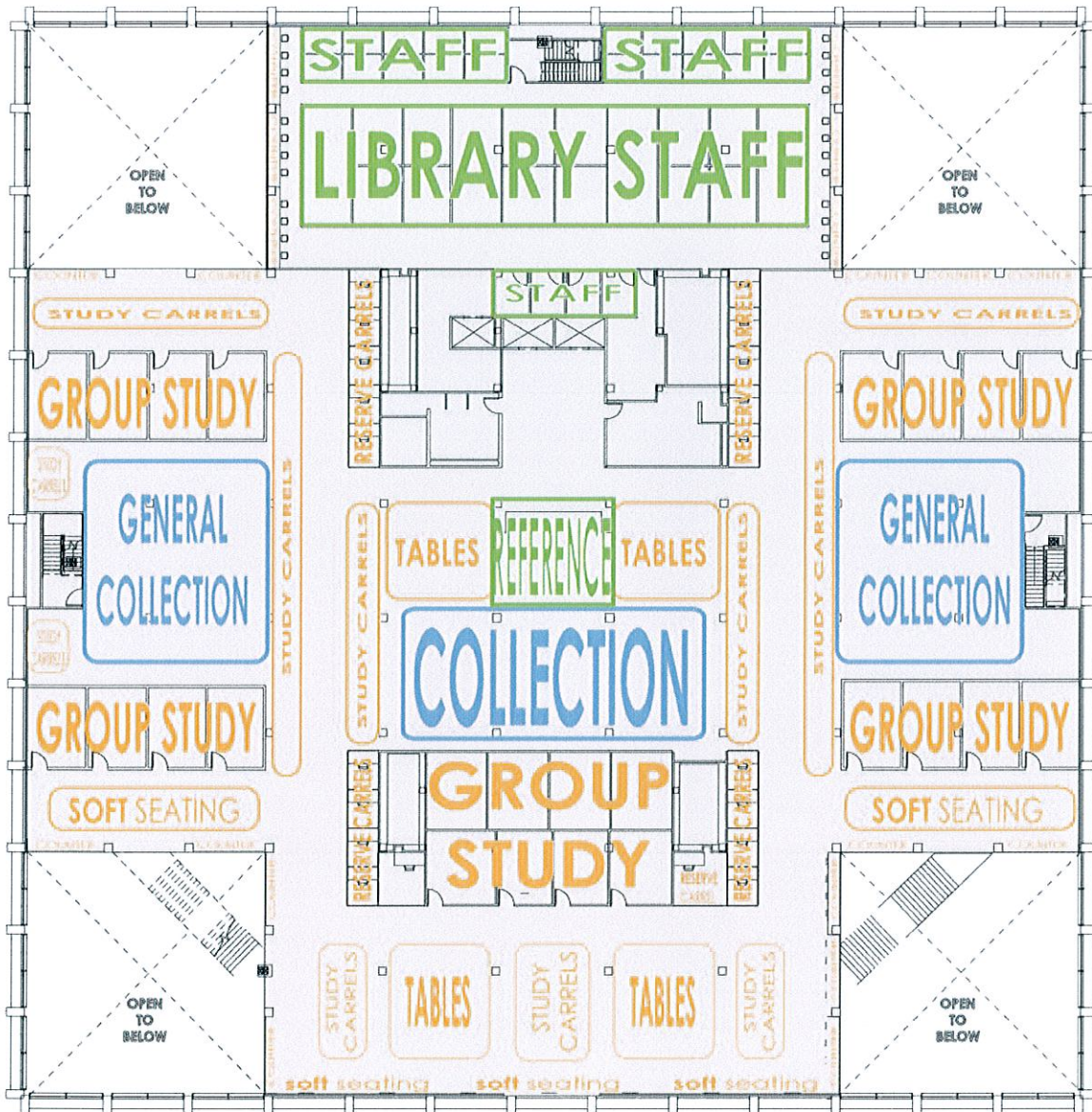


Building cross section



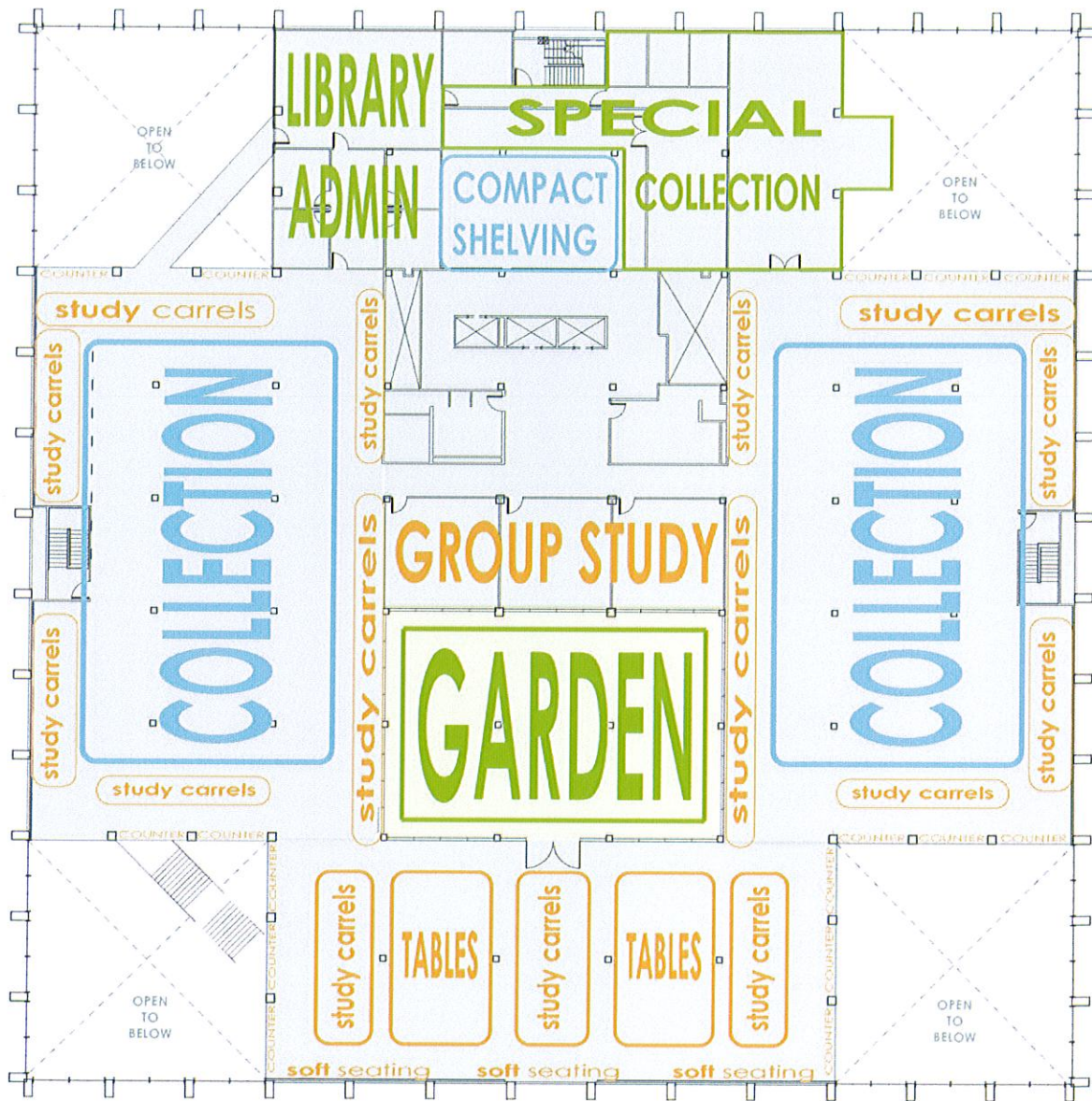
Ground floor plan





Second floor plan





Third floor plan





Left: aerial view of Hewitt quad; Above: proposed view of Hewitt quad looking towards the lake



4.0 | THREE CONCEPT DESIGNS  
CONCEPT 3



View northwest









View of Hewitt quad





Left: Penfield corner 'before'  
Right: Penfield corner 'after'











**CONCEPT 3 PROGRAM**

The program for concept 3 houses 50% of the collection on floors 1 through 3 of the library. Fifty percent of the general collection, bound periodicals, and government documents are housed in compact shelving in the lower level. In addition to the core library program spaces for the administration, staff, the collection, and study spaces, the scheme accommodates the Office of Learning Service, the Office for Research and Sponsored Programs, the Center for Learning and Technology, the WRVO radio station, spaces for International Education, and also a radio archive (part of a growing special collection).

<b>LIBRARY STAFF, ADMIN., SUPPORT</b>	<b>14, 948</b>
<b>LIBRARY COLLECTIONS</b>	<b>11, 870</b>
<b>STUDY SPACES</b>	<b>52, 662</b>
<b>CORE LIBRARY PROGRAM</b>	<b>77,480</b>
<b>OTHER PROGRAM</b>	<b>15,679</b>
<i>OLS, ORSP, CELT, WRVO, RADIO ARCHIVE, INT. ED.,</i>	
<b>TOTAL LIBRARY PROGRAM</b>	<b>93,159</b>





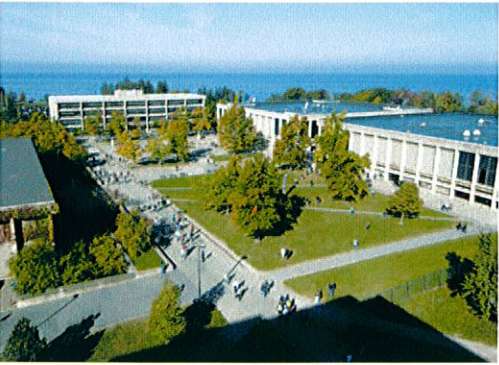
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**Section 5.0**  
**Conclusion and Next Steps**

S A S A K I

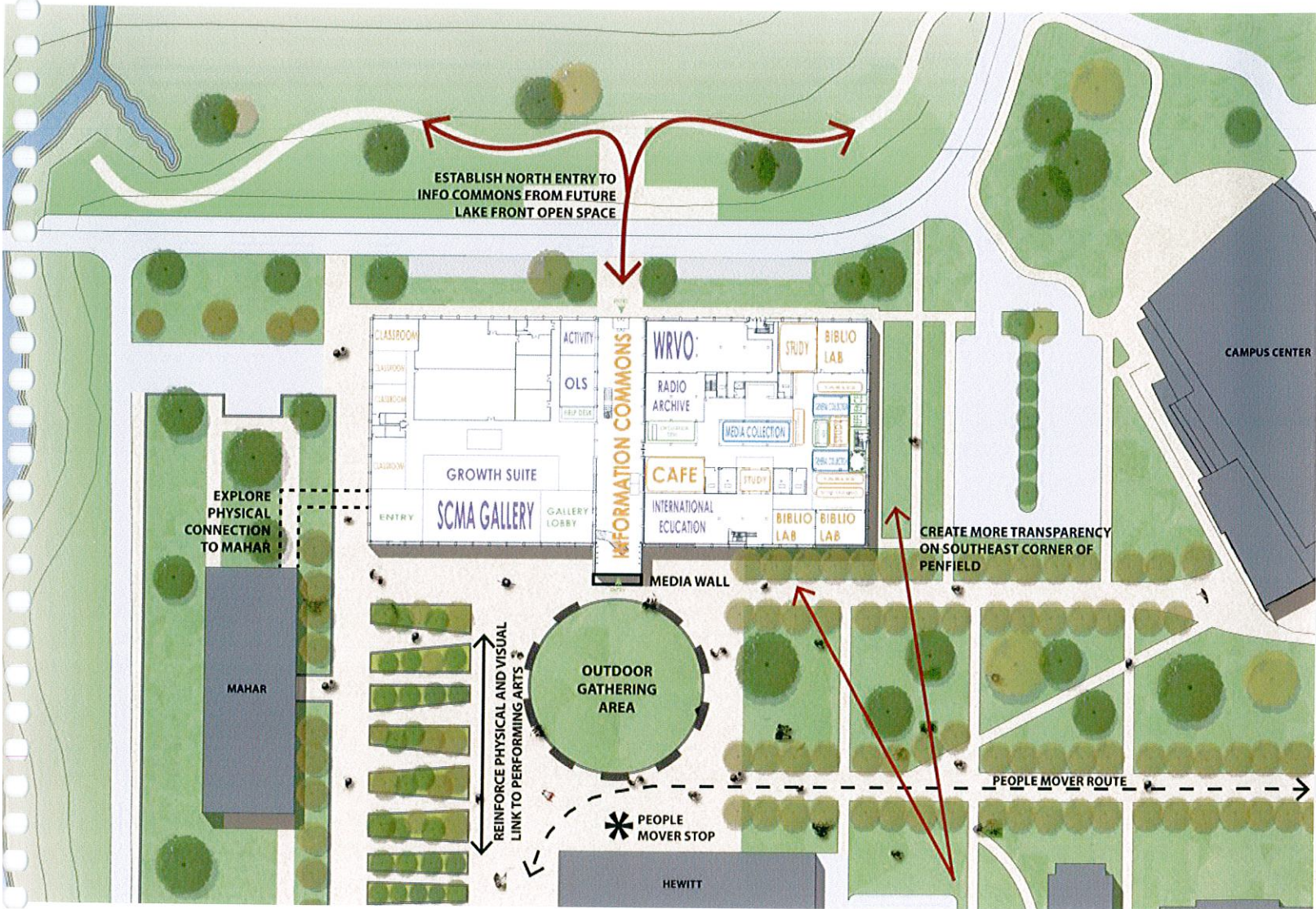


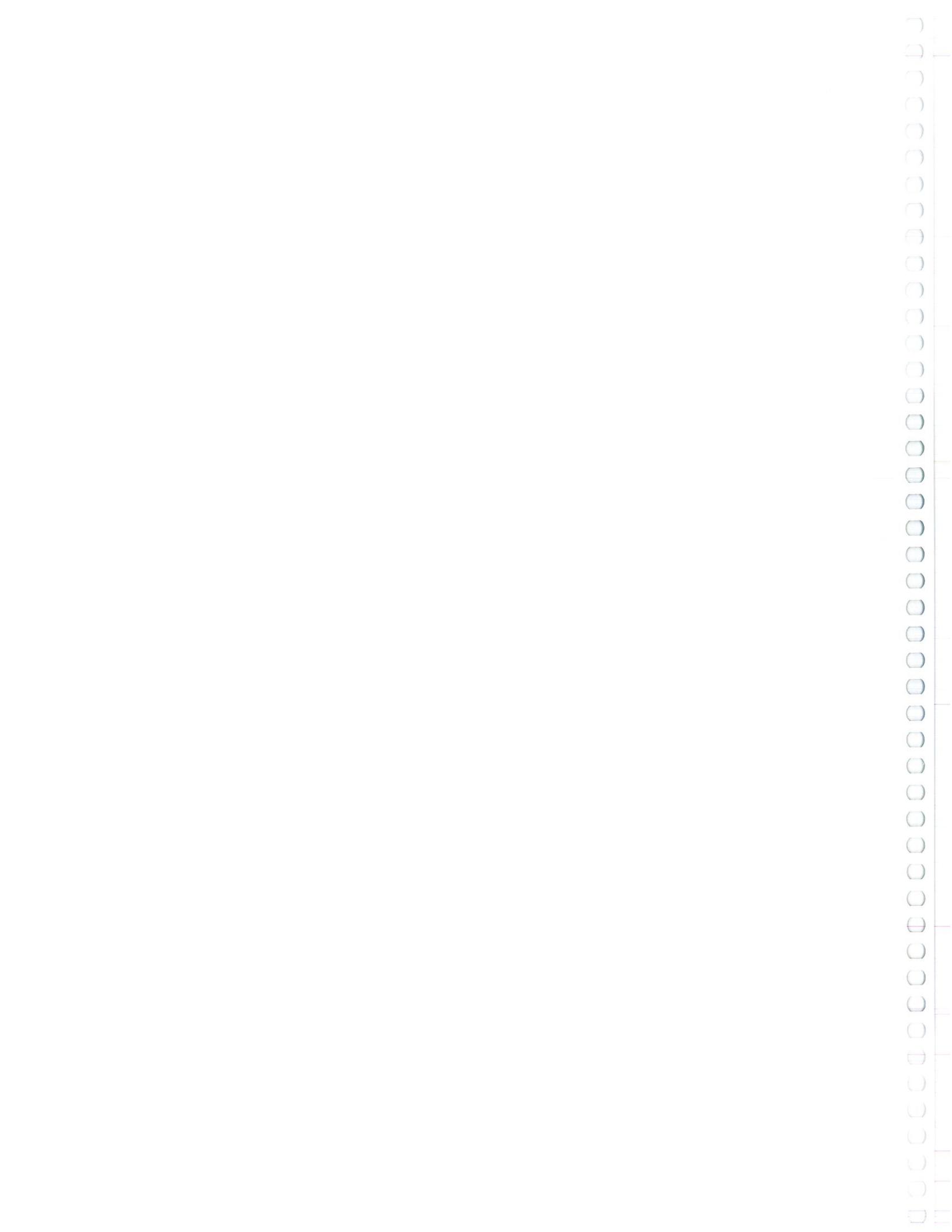
**THE PREFERRED OPTION - Concept 1**





Some planning principles for next steps are outlined below on the proposed landscape master plan for Hewitt quad.





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**Section 6.0**

**APPENDICES I**

S A S A K I







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**Appendix 6.1**

**Student Workshops  
Student Survey**



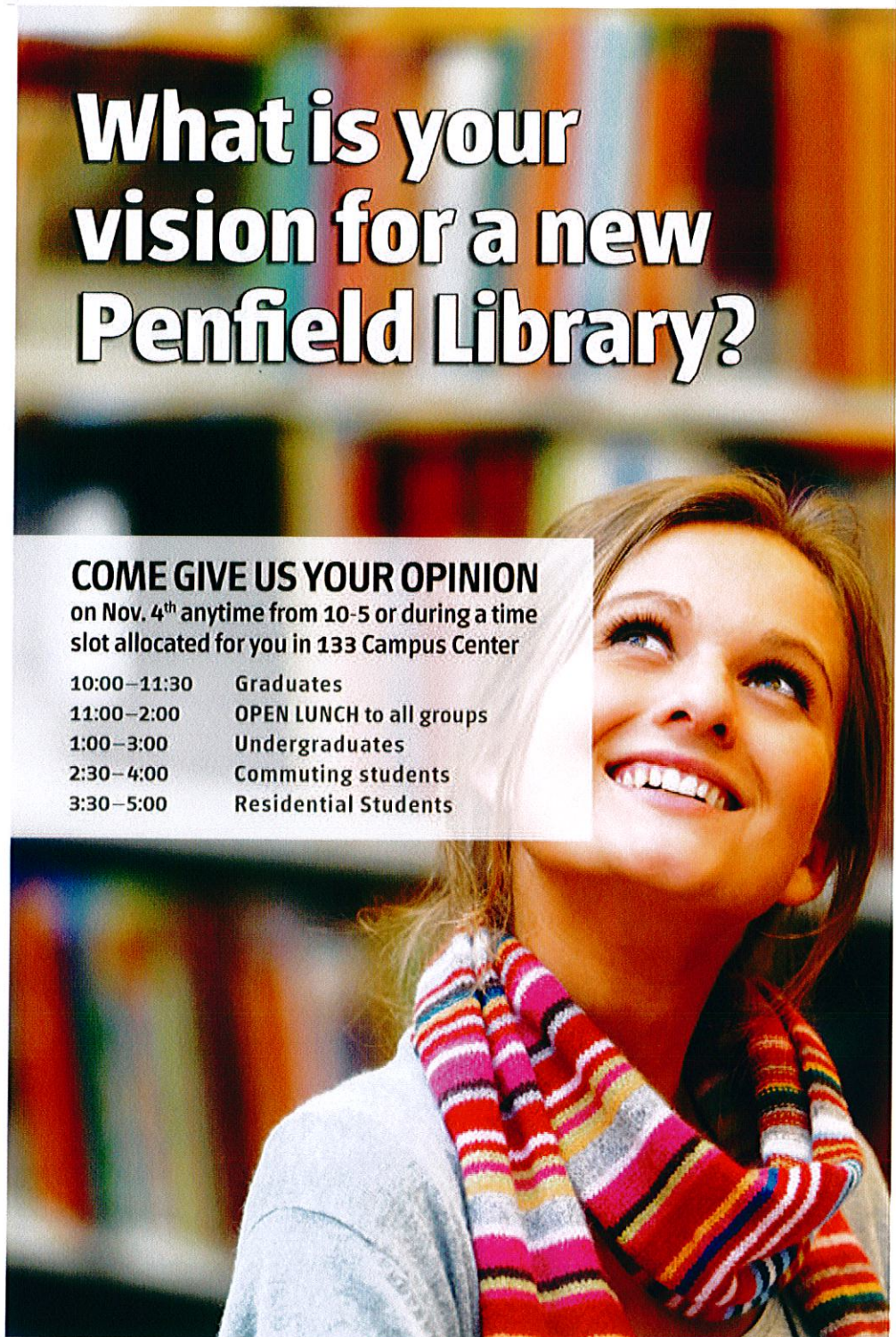


## **INTRODUCTION**

On November 4, 2010, Sasaki conducted an all day on-site workshop with students of SUNY Oswego. Sasaki prepared nine large sheets of "Brown Paper", each addressing one space type for the library program. Each sheet showed various different types of images for the same space type, in an effort to garner the widest array of reactions from students to the space type. Students react to these images in an open forum, resulting in a lively debate about how students feel about the type of spaces shown. The workshops help the design team to understand how the student body feels about the current University Library, and more importantly what their thoughts are about what a future University Library could be for SUNY Oswego.

As a corollary investigation, Sasaki organized a survey regarding Penfield library. This survey was distributed to the entire student body of SUNY Oswego. There were 234 respondents, and the findings are summarized in the proceeding pages.





# What is your vision for a new Penfield Library?

## COME GIVE US YOUR OPINION

on Nov. 4<sup>th</sup> anytime from 10-5 or during a time slot allocated for you in 133 Campus Center

10:00–11:30	Graduates
11:00–2:00	OPEN LUNCH to all groups
1:00–3:00	Undergraduates
2:30–4:00	Commuting students
3:30–5:00	Residential Students

Poster flyer / workshop agenda



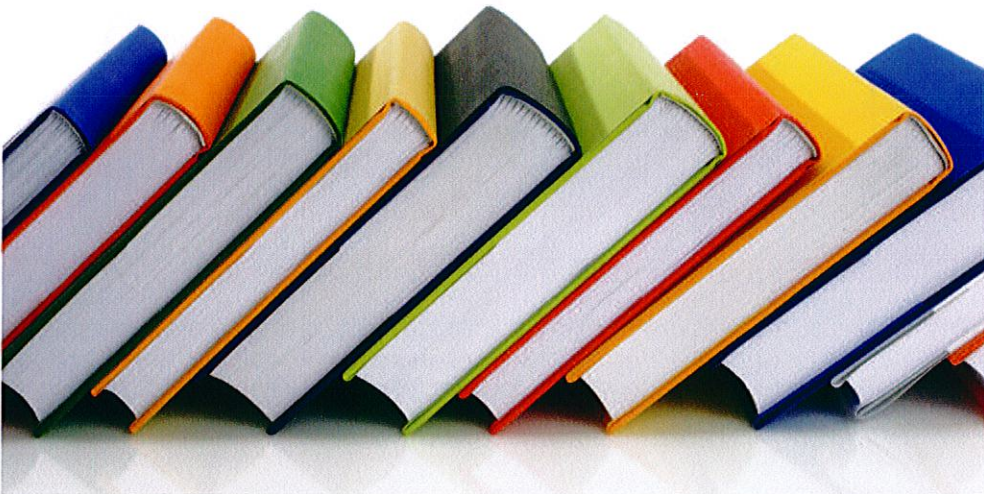
# The Penfield Library

## Programming Study

### COME GIVE US YOUR OPINION

on Nov. 4<sup>th</sup> anytime from 10-5 or during a time slot allocated for you in 133 Campus Center

10:00–11:30	Graduates
11:00–2:00	OPEN LUNCH to all groups
1:00–3:00	Undergraduates
2:30–4:00	Commuting students
3:30–5:00	Residential Students



Poster flyer / workshop agenda



**dynamic** group study areas  
**virtual** learning spaces  
**peer to peer** learning  
**one stop** shopping  
**experiential** learning  
**technology** centers  
**flexible** learning spaces

Do these words  
make you think of  
**Penfield Library?**



**COME GIVE US YOUR OPINION**

on Nov. 4<sup>th</sup> anytime from 10-5  
or during a time slot allocated  
for you in 133 Campus Center

10:00-11:30	Graduates
11:00-2:00	OPEN LUNCH to all groups
1:00-3:00	Undergraduates
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Poster flyer / workshop agenda



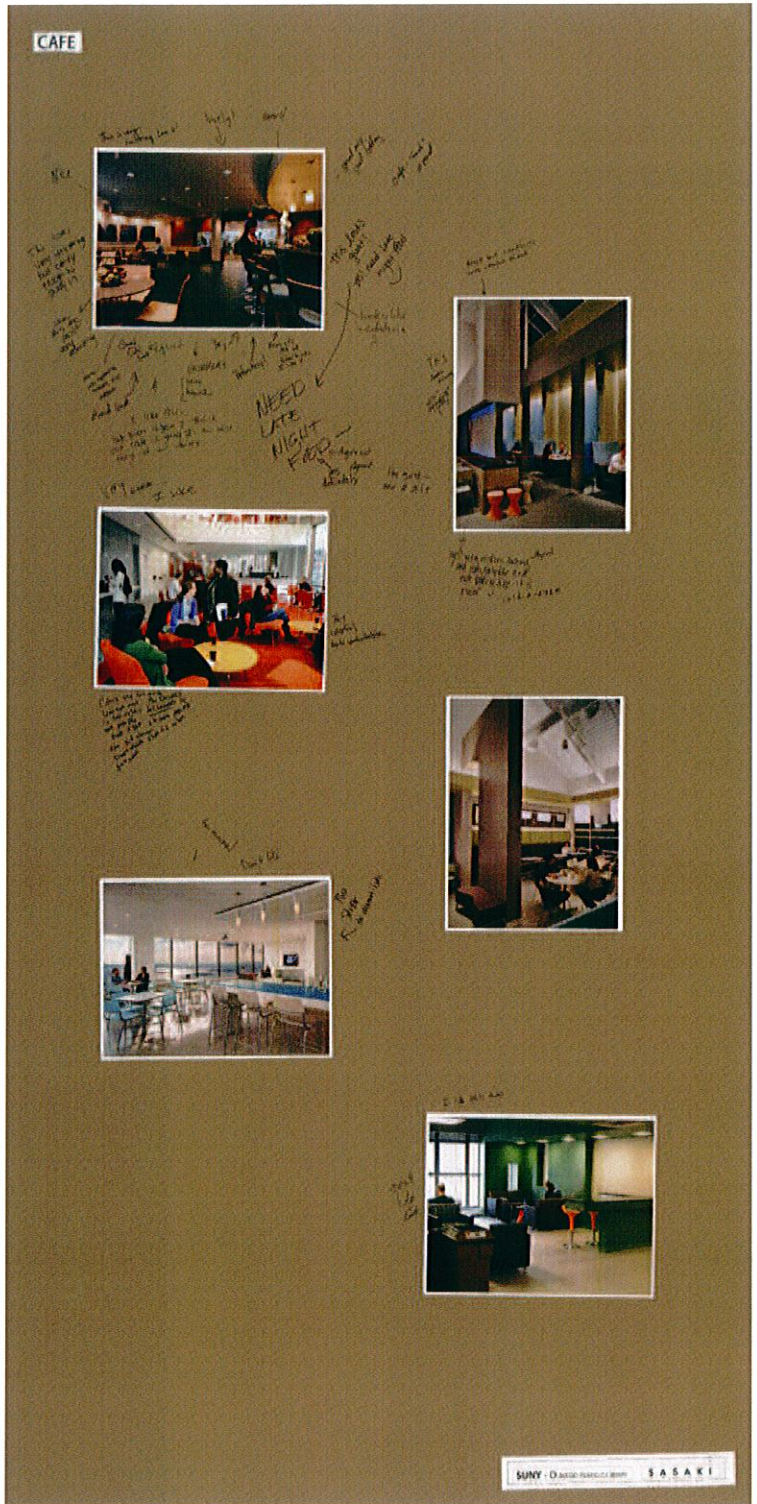
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# **THE BROWN PAPERS**





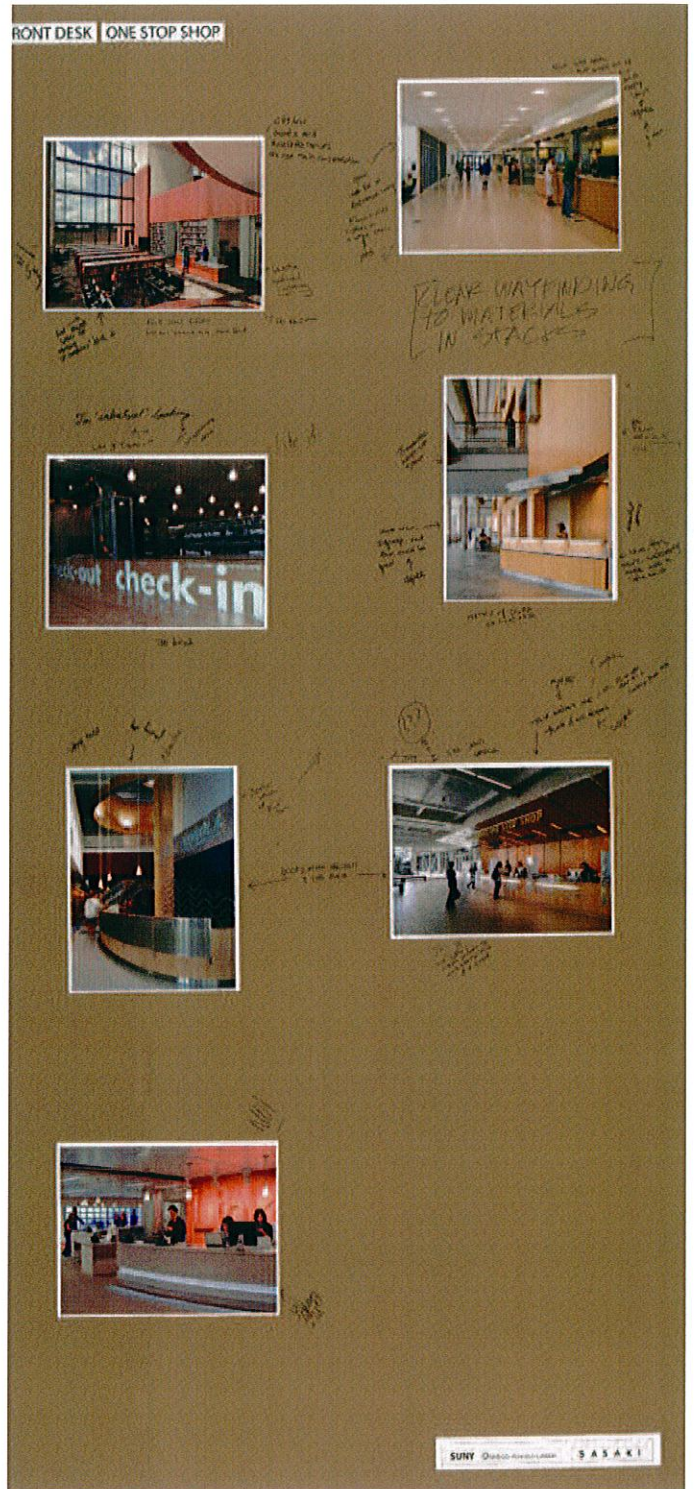
# CAFE







# CIRCULATION DESK





















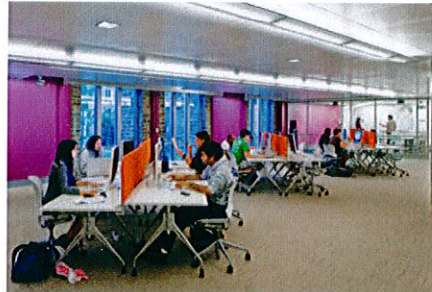


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# **SUMMARY OF THE BROWN PAPERS**

INFORMATION COMMONS

- Art; you need to have space for more art, exhibitions, installations
- Need digital signage and wayfinding



- Too much like a class
- Do not like random colorization
- Too "high school"
- Like modern look as long as seats are comfy
- Like bright colors



- Too much like a business office/ stiff/cafeteria/corporate
- Nice but openness leads to noise issues
- Lots of open computer space
- Good for group & personal work
- Fantastic; structured environment; large computer work space and good separation from book shelves



- NO!
- Too "lazy" looking
- Bad for back



- Awesome; comfortable
- Clean lines
- Like fuzzy seats
- Central copy center - great idea
- Nice but need back support



## CAFE

- Cafe needs to be larger than current one, with the ability to serve more than one person at a time.
- Need late night food!



- Love the wood
- More seating
- Comfy, yet modern
- Love the "warm at home" feeling



- Efficient & cosy
- Like wood floors
- Gives options



- Very inviting
- Very welcoming but comfy enough to study in
- Good cafe look
- Very relaxing
- Very appealing; modern; fits purpose



- Looks unfinished
- Not welcoming
- Too industrial

## CIRCULATION DESK

- Need clear wayfinding to materials in stacks.



- Looks more official!
- Very nice
- Clean lines



- Looks more official!





## QUIET READING

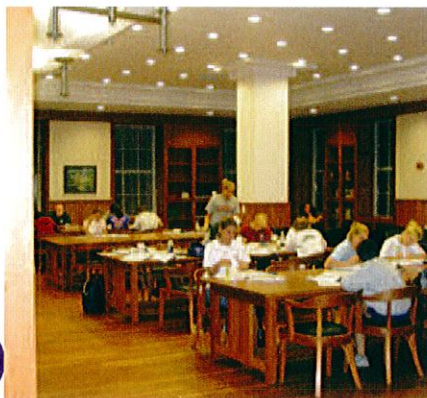
- No general coments.



- Like the large windows for natural light
- Looks good for quiet independent study
- Like the comfortable chairs - comfort is key!
- More color



- Nice natural light
- Like most because you have options
- Nice lighting; great place to read
- Good mix of comfy & formal
- Excellent for quiet study; warm colors would help



- Not enough space to study alone & concentrate
- Too formal
- Chairs look uncomfortable
- Feels like I'm at Denny's
- Like the homey feel

## INFORMAL READING & STUDY

- The quiet spaces at Penfield need to be more quiet and the social spaces need to be more social
- Penfields computer labs do not have enough counter space for notebooks and stuff
- More natural lighting is needed! - Comfortable private spaces  
Tables for working in groups



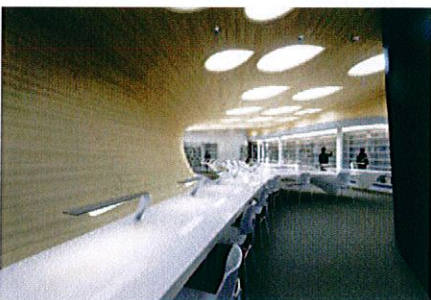
- Throw in a sofa for mid-day naps and this is perfect
- Like the atmosphere
- Wonderful; looks really inviting-I'd love to read here
- Great comfortable design- intimacy among students
- Like this; feels like home



- Like the natural light
- Nice & open
- Very college like; very, very, very nice
- Open connection
- Great options for social & private functions
- Plenty of tables



- Good views
- Windows!
- Relaxing
- Group space a plus
- Looks comfortable and similar view



- NO!
- Needs a more open feeling



## GROUP STUDY

- Thematic group study with materials and staff for help
- Need more outlets!



- Add more whiteboard space
- Too many distractions
- I would feel on display; need more privacy
- Good but need to frost windows; too clear
- Easy to see if room is in use



- Not appealing
- Less industrial but good concept
- Possibly distracting



- Good mix of work environments; open & private.
- Like the colors and the option to be enclosed or not.
- Colors are a must.



- Need more group study rooms but this looks a bit small; lacks materials to work on computer projects as a group - needs big screen
- Nice but not a lot of room



- Like board concept
- Love the glass
- Large boards - great idea



- Too open; easily distracted
- Need something enclosed
- Booths - too much like cafe or diner
- Love the whiteboards







## STUDENT SURVEY SUMMARY





SUNY Oswego Penfield Library Study



### 1. Where do you do your studying/research? (check all that apply)

	Response Percent	Response Count
Off-campus 	39.2%	87
Penfield Library 	85.6%	190
Campus Center 	13.5%	30
Classroom Building 	13.5%	30
Other locations? (please specify)		80
<b>answered question</b>		<b>222</b>
<b>skipped question</b>		<b>12</b>

### 2. During the past academic year, how frequently did you use Penfield library?

	Response Percent	Response Count
Very Frequently 	24.0%	56
Frequently 	32.2%	75
Occasionally 	38.2%	89
Not at all 	5.6%	13
If not at all, particular reasons you didn't use the library? (please comment)		13
<b>answered question</b>		<b>233</b>
<b>skipped question</b>		<b>1</b>

**3. During what time of the semester do you use Penfield Library? (Check all that apply)**





	Response Percent	Response Count
Beginning of the semester	12.0%	26
Throughout the entire semester	84.3%	183
Midterms	21.7%	47
Final papers/exams	34.6%	75
<b>answered question</b>		<b>217</b>
<b>skipped question</b>		<b>17</b>

**4. How many hours a week do you spend in the library doing the following activities?**



	0	1-2	3-4	5-6	7-10+	Response Count
Studying/Reading by yourself	28.6% (60)	41.9% (88)	15.2% (32)	8.1% (17)	6.2% (13)	210
Using a Computer	17.5% (37)	50.5% (107)	15.6% (33)	7.1% (15)	9.4% (20)	212
Using Printed books and Journals	36.9% (75)	47.8% (97)	9.4% (19)	4.9% (10)	1.0% (2)	203
Group Study	49.8% (100)	35.8% (72)	11.4% (23)	2.5% (5)	0.5% (1)	201
Socializing	61.4% (121)	26.9% (53)	3.0% (6)	2.5% (5)	6.1% (12)	197
Other Activity (please specify)						14
<b>answered question</b>						<b>216</b>
<b>skipped question</b>						<b>18</b>





**5. How often do you use the 24 hour study space?**

	Response Percent	Response Count
Very Frequently 	9.2%	20
Frequently 	9.2%	20
Occasionally 	39.2%	85
Not at all 	42.4%	92
answered question		217
skipped question		17





**6. What time period do you use the 24 hour study space?**

	Response Percent	Response Count
8am-11pm 	51.2%	64
11pm-8am 	48.8%	61
answered question		125
skipped question		109



**7. Do you participate in study groups or work on group projects for classes?**

	Response Percent	Response Count
Yes 	67.2%	154
No 	32.8%	75
answered question		229
skipped question		5

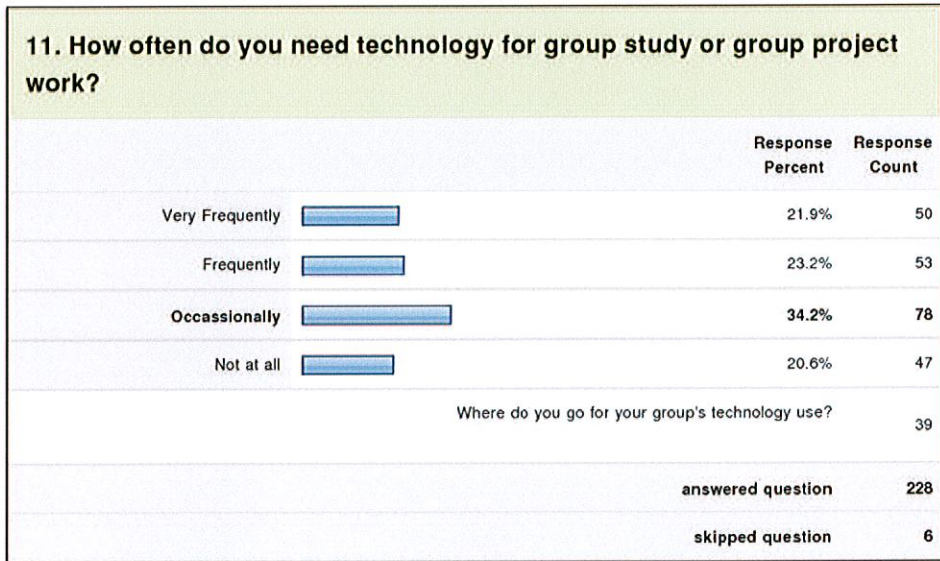
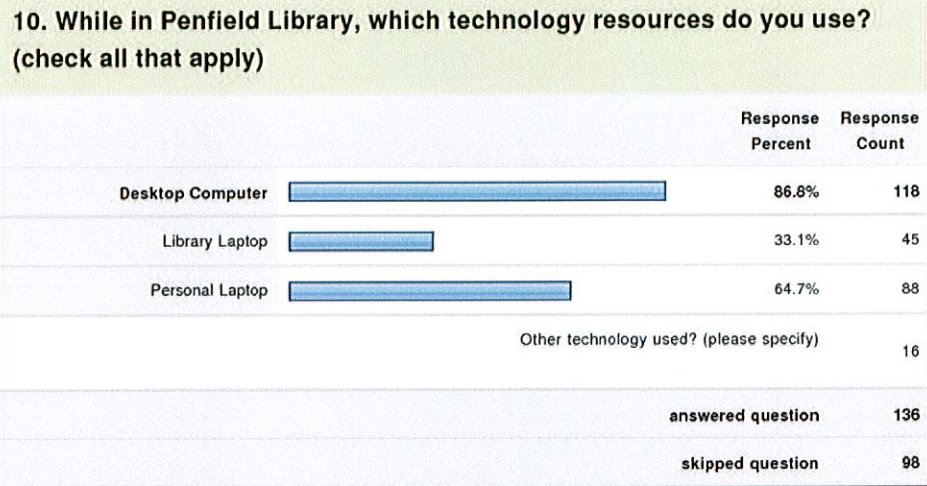
**8. How often do you prefer a separate room for your group study (rather than an open table and chairs)?**

	Response Percent	Response Count
Very Frequently 	24.7%	38
Frequently 	26.6%	41
Occasionally 	35.1%	54
Not at all 	13.6%	21
If not, then why?		14
<b>answered question</b>		<b>154</b>
<b>skipped question</b>		<b>80</b>

**9. Is Penfield Library where you go to use technology?**

	Response Percent	Response Count
Yes 	59.4%	136
No 	40.6%	93
<b>answered question</b>		<b>229</b>
<b>skipped question</b>		<b>5</b>









<b>12. Please rate the priority of these potential improvements at Penfield Library.</b>							
	<b>Very High</b>	<b>High</b>	<b>Medium</b>	<b>Low</b>	<b>No Opinion</b>	<b>Rating Average</b>	<b>Response Count</b>
Comfortable social seating	21.3% (49)	27.4% (63)	<b>30.9%</b> <b>(71)</b>	16.5% (38)	3.9% (9)	2.46	230
Computers for research or group work	<b>33.8%</b> <b>(77)</b>	32.5% (74)	20.2% (46)	8.3% (19)	5.3% (12)	2.81	228
Quiet reading spaces	<b>37.7%</b> <b>(86)</b>	31.1% (71)	16.2% (37)	10.5% (24)	4.4% (10)	2.87	228
Study spaces where conversation is permitted	22.6% (52)	<b>31.3%</b> <b>(72)</b>	27.0% (62)	12.6% (29)	6.5% (15)	2.51	230
Group study rooms	24.6% (56)	<b>30.3%</b> <b>(69)</b>	23.2% (53)	11.8% (27)	10.1% (23)	2.47	228
Individual Study Spaces	<b>33.2%</b> <b>(75)</b>	27.9% (63)	19.0% (43)	13.3% (30)	6.6% (15)	2.68	226
					Other improvements?		37
					<b>answered question</b>		<b>230</b>
					<b>skipped question</b>		<b>4</b>



**13. Please check how often you would seek assistance for the following at Penfield Library:**

	Very Frequently	Frequently	Occasionally	Not at all	No Opinion	Rating Average	Response Count
A question about resources	10.0% (23)	25.2% (58)	<b>48.3% (111)</b>	13.9% (32)	2.6% (6)	2.26	230
A computer/software related question	5.7% (13)	11.0% (25)	<b>40.4% (92)</b>	39.5% (90)	3.5% (8)	1.76	228
Other assistance you might ask help for at the library?							
<b>answered question</b>							<b>230</b>
<b>skipped question</b>							




**14. Do you use the library cafe?**

	Response Percent	Response Count
Very Frequently 	13.1%	30
Frequently 	18.8%	43
<b>Occasionally </b>	<b>50.2%</b>	<b>115</b>
Not at all 	17.9%	41
If not at all, why?		27
<b>answered question</b>		<b>229</b>
<b>skipped question</b>		<b>5</b>

**15. Please rate the priority of these potential improvements to Lake Effect Cafe?**






	Very High	High	Medium	Low	No Opinion	Rating Average	Response Count
More tables and chairs	16.9% (38)	24.9% (56)	<b>26.2%</b> <b>(59)</b>	12.9% (29)	19.1% (43)	2.08	225
More soft seating	15.6% (35)	21.0% (47)	<b>31.3%</b> <b>(70)</b>	12.5% (28)	19.6% (44)	2.00	224
More menu choices	26.1% (59)	<b>28.3%</b> <b>(64)</b>	17.7% (40)	6.2% (14)	21.7% (49)	2.31	226
Other improvements?							17
<b>answered question</b>							<b>227</b>
<b>skipped question</b>							<b>7</b>

**16. Are there other potential spaces in which Penfield library could be helpful? (check all that apply)**





	Response Percent	Response Count
Places for Tutoring 	81.8%	126
Places for Advanced Technology Help 	45.5%	70
Other types of spaces? (please specify) 	9.7%	15
<b>answered question</b>		<b>154</b>
<b>skipped question</b>		<b>80</b>

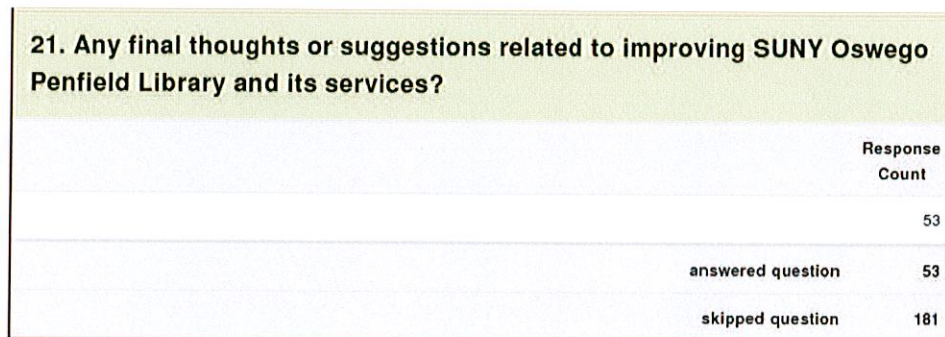
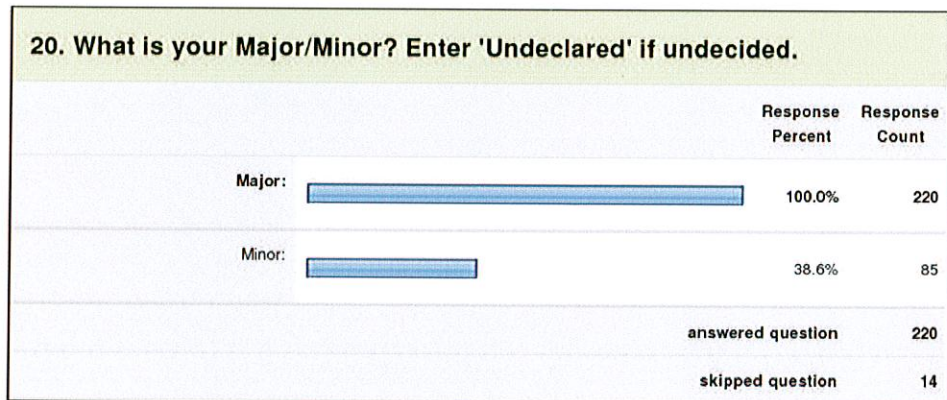
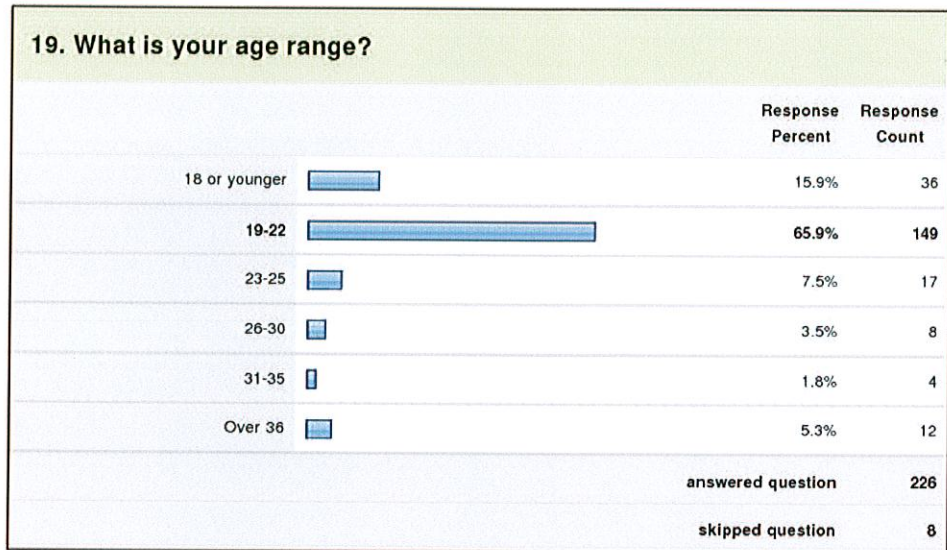


### 17. What year are you?

	Response Percent	Response Count
First year 	17.3%	39
Sophomore 	20.9%	47
Junior 	24.9%	56
Senior 	24.4%	55
Graduate student 	12.4%	28
Other (please specify)		3
<b>answered question</b>		<b>225</b>
<b>skipped question</b>		<b>9</b>

### 18. Where do you live?

	Response Percent	Response Count
I live on campus. 	58.4%	132
I live in Oswego but take courses on campus 	28.8%	65
I commute from outside Oswego but take classes on campus 	12.4%	28
I live off-campus and take classes online 	0.4%	1
Other (please specify)		3
<b>answered question</b>		<b>226</b>
<b>skipped question</b>		<b>8</b>







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**Appendix 6.2**  
**Meeting Minutes**  
**Library Tech Team Comments & Questions**

S A S A K I





date 21 September 2010

project name Penfield Library project # 94430.00

meeting date 9/9/2010 time

location Suny Oswego

recorded by Sasaki

distribution Suny Oswego

purpose Kick-Off

#### SUMMARY OF THE TWO DAYS

#### PENFIELD PROGRAM ISSUES

1. **SPACE NEEDS** – Need to form consensus amongst the different methods of library space metrics related to program spaces and to the size of the print collection:
  - a. SUNY Construction Fund (uses old standard of # volumes based on student population),
  - b. Hanbury Evans Master Plan (Facilities MP)
  - c. Penfield Library Staff
  - d. Peer Institutions (sasaki)
  
2. **CLASSROOMS IN PENFIELD?** – Need to carefully assess how many classrooms are viable within the library. Related issues:
  - a. Adjacent Mahar and Lanigan are currently classroom oriented buildings – how will these evolve on campus? Do/should they trade program with Penfield.
  - b. Suny needs to assess how many classrooms are needed in the Hewitt quad part of Campus. We heard that Tyler and Hewitt will support the new SCMA, and that Mahar and Lanigan could be related to Penfield.
  
3. **WHO BELONGS IN PENFIELD?**
  - OLS
  - CELT
  - CTS
  - WRVO
  - ORSP
  - ACCEDSSIBILITY / DISABILITY SERVICES
  - DISTANCE LEARNING
  - ADJUNCT FACULTY
  - EMERITUS LOUNGE

21 September 2010 | 2

- OUTREACH PROGRAMS

**4. THINGS WE HEARD WHILE ON CAMPUS**

"...there is an extreme need for classrooms in Penfield"

"...the Construction Fund views SUNY Oswego as overbuilt..."

"How do you rationalize a residential campus in a very virtual learning environment?"

"How do we develop community on Campus?"

"What are the space implications for the print collection 20 years out?"

"Make the logistics match the ubiquity."

"Video is an increasingly used medium of teaching/expression on campus."

**5. 9am-10am, Project Overview & Administrative Input**

1. SUNY OSWEGO distributed a CD of Penfield As-builts to VIP and RW.
2. Concrete Evaluation: Team to proceed with the binocular survey. As the design concept develops, some localized tap sampling may be authorized.
3. RW to consider the lake for cooling.
4. Modifications to the building exterior will likely be driven by their conditions.
5. No seismic requirements.
6. Penfield is receiving a new modified bitumen roof.
7. Campus projects to be LEED Silver minimum by executive order.
8. SO has signed University wide climate commitment.
9. Space metrics – the program study should address the various different methods of space metrics in determining the space needs of the library – from the outdated Construction Fund's metrics to the current facilities Master Plan, to the desires of the library committee.
10. Construction Fund has conducted studies that show that the campus is over capacity on classrooms.
11. Classroom utilization on campus is the highest for the smaller rooms, less so for the larger rooms.
12. Program study will need to determine who belongs in Penfield.
13. SUNY OSWEGO just completed a 5-phase Facilities Master Plan. 4<sup>th</sup> phase options to be shared with team.

**6. 10:30 – 11:30, Campus Concept Committee**

1. Hewitt quad 5 years down the road should be considered.
2. Tyler and Hewitt to support the new SCMA.



3. How to connect faculty for and students of graduate programs and certificate programs to campus. (Graduate Programs have the Metro Center currently).
4. The Library should be a resource center, not a library.
5. Classes on information literacy from local high schools occur in the library.
6. How might Penfield support the Oswego business community?
7. Penfield is a federal repository – how do you make this information accessible when the website is the first point of contact?
8. Tutoring needs campus wide – SUNY OSWEGO needs to assess growth for these services at a campus level, especially given the recent growth of tutoring services on campus.

**7. 11:30-1:00PM, Lorrie Clemo**

1. Flexibility.
2. Half of courses are 19 and under.
3. Smaller classrooms average 50%.
4. Not a great need for other classrooms.
5. Need for skill development for students and faculty professional development.
6. Tutoring – library could house a coordinating place for them; tutoring facilities should be distributed across campus.
7. Consider a room for testing new/different media.
8. The interactive nature of the library – interactive maps, Wikipedia.
9. 24/7 rooms – non-alcoholic dance, fitness, place to watch sports.
10. Emeritus Lounge, support of alumni and lifelong learning.
11. Piano.
12. Space for adjunct faculty.

**8. 1:00-2:00PM, Full Library Staff Open Discussion**

1. The Library is moving in the direction of a Learning Commons. Each librarian is a liaison to an academic department.
2. Need spaces more conducive to group study.
3. Maintenance issues:
  - a. Environment is too humid.
  - b. Condensation issues.
  - c. Heating is poor.
  - d. Entry doors fly open once you enter the building.
  - e. Need to connect the buildings for the cold months.
4. Elec. Infrastructure:
  - a. Can't expand elec. services.
  - b. Not enough outlets, students need to re-charge laptops frequently.
5. Need Handicap accessibility on ground floor.
6. Signage is poor.
7. Lake Effect Café provides a place for strong student-faculty interaction. Students more apt to approach faculty if in a casual setting.
8. Many faculty have office hours in café.
9. Make the entrance more inviting.
10. Take advantage of Lake.

21 September 2010 | 4

11. Need flexibility for inter-library loan services, consider growth, even mobile servicing.
12. Need variety of spaces – for quiet study, group work.
13. The 150 individual bookable carrels were gone within 2 days.
14. Stairwell faces the wrong way.
15. Café – has 70 seats now, not enough storage space, need refrigerator space.
16. Offices need privacy.
17. Library staff scattered throughout the building is desirable.
18. Need better group areas for staff.
19. Need space for full library staff to congregate.
20. Lounge area in basement is dark and dismal, not used often.
21. Student workers – need space for their coats, stuff.

**9. 2:10PM, Reference Staff, Barbara Shaffer**

1. 14 librarians
2. All librarians have a shift at the reference desk, except MBB and Natalie.
3. Core group of 7-8 at desk most of the time.
4. Help students, faculty, community.
5. Also busy with virtual requests – 24/7 reference, chat reference, email reference.
6. Almost all librarians have ind. offices.
7. All librarians work on collection development.
8. They are separate from the circulation desk.
9. Would consider merging the circ. desk and ref. desk.
10. Need more visibility.
11. Need 2 seats at the reference desk.
12. Reference librarians are more closely related to CTS staff than to circulation.
13. Need high and low counters.
14. Want to separate the circ. From the ref. desk.
15. Meet with faculty and staff in their offices or at computers.
16. Librarians are faculty – need some private office space.
17. Want to be close to collection.
18. Like having offices decentralized and dispersed throughout the building.
19. Need project room – open or closed.
20. Don't use student workers.
21. Need 3 or 4 offices.
22. Proximity of office to ref. desk would provide good oversight.

**10. 2:30PM, Instruction Work Group, Barbara Shaffer**

1. Course integrated. Classes of 25 or 40. Most of 19.
2. Need fully smart podium.
3. Instruction lab has 15 stations now. However sometimes classes are taught in other rooms with only tables – need to set up laptops for instruction which can be problematic.
4. Test room sizes of 30 or 40, or 1 room that can be divided into 2.
5. Other campus groups book these rooms.
6. The collaboration space/project room could double as the instruction lab.
7. Storage.

8. "Extreme" research appointments – now in the open area.
9. Karen, Jim, Shannon – the core instruction group – need cluster of offices w/ group area.

11. **2:55PM, Technology Work Group**, Tom Larsen, Chris, Natalie, Tim Yagar

1. Staff is shrinking.
2. Allow for 5 years growth.
3. Get the tech. infrastructure right – adequate loads, flexibility.
4. Have 30 laptops at circ. Desk for students to check out.
5. Joint purchasing by library and CTS.
6. Need workroom, office, storage, computer room.
7. Paper for computer room is kept in Tim's office.
8. (2) CTS multi-media stations – spaces for students to practice presentations. Best on first floor.
9. Need space for collaboration between CTS and librarians.
10. Computer lab houses 58 now – open lab, not used for instruction.
11. Maybe bring 2 CTS help stations into the library.
12. 19 stations in group area.
13. Students want easy access to printers; library printers are often used for printing out papers.

12. **3:25PM, Access Services**, Ray Morrison

1. ILL is part of Access Services.
2. In charge of 3<sup>rd</sup> floor stacks.
3. 2 service desks, 2<sup>nd</sup> floor desk.
4. (2) private offices (Ray and Michelle)
5. (5) Ground Floor
6. (2) Second Floor
7. Desk – not enough space for check out. 2 check out stations, could use 3.
8. No self-check out.
9. ILL – close to access services, cataloguing & acquisitions.
10. Book trucks go from ILL to circ. desks.
11. ILL – need open shared work area.
12. Faculty visit the ILL area.
13. ILL – need more visibility to patrons.
14. 2<sup>nd</sup> floor – equipment for viewing periodicals next to desk.
15. Group viewing rooms.
16. Carrels with ind. viewing.
17. Need bulletin boards – one at entry, one at corridor to 24/7 room.

13. **3:50PM, Special Collections**, Elizabeth Young

1. 2 staff, part-time.
2. 3 storage rooms.
3. Workroom.



21 September 2010 | 6

4. Reading room.
5. Houses the University Archive.
6. Home to items of departmental value. – rec'g more and more of this.
7. Close to capacity.
8. 1-4:30 Mon. aft. open hours for visitors.
9. Maps, in drawers.
10. Lighting is poor for reading and processing, restricted access requirements.
11. Need more storage space.
12. All repair is outsourced.
13. Home to archive of the Safe Haven Museum in Fort Ontario.
14. Home to some City library material.

**14. 4:15PM, Tech Services, Serials Cataloguing, Collection Development Acquisitions (CDA), Katherine Johns-Masten, Deborah Curry**

1. Series Cat. needs 1 workroom, 1 storage room, 6 computers, 1 student helper, 1 private office for director.
2. Collection Dev. needs 1 workroom, 1 storage room, 4 computers, 1 student helper, suite with 1 private office for director, 1 office shared by 2 employees.
3. Serials Cat. processes what CDA gives them and sends it to the circ. desk.
4. Gift rooms – for books donated to the library. Can be remote. Shared with Serials.
5. Compact shelving in lower level. Security is important.
6. Conf. room that can be shared.
7. CDA director meets with faculty in office.
8. Ref. librarians need to find them easily.
9. CAT/ SER want to be together.
10. Bindery materials come in 1x/month.
11. Cat. and ser. can have connecting workrooms.
12. Need sink for small repairs.
13. CDA – lots of boxes, loaded to 6-8 carts
14. Need shelf space, cabinet storage space.
15. Keep 5-6 purchasing records.

**15. 4:40PM, Wrap up session with small group of librarians**

1. Admin. Offices – Director, Assoc. Director, 2 secretarial staff, staff Xerox
2. 1 conf. room for 20 with projection
3. Close to CELT
4. Nature of special collections was discussed. Opportunities for exhibit.
5. Need nice focal feature – fireplace, waterwall.
6. Put students in visible areas.

**16. 10/10 9:00AM, Library Council**

Library Director, Craig DeLancey (Philosophy), Kitty Macey (Theater), Gracie (student rep.), Robert Whetmore, Marielle Santoriello

1. Library Council meets 1x/month
2. Students don't spend any time in the library

3. The library is uninviting
4. There are 9000 students on campus, but only 2000 use the library.
5. Need to see the lake from the library. The problem with the Campus Center is that there is no connection to the lake.
6. Need to mix the social space with the stack space.
7. Craig's students buy their course books on amazon; his course books do not get checked out of the library.
8. There are a lot of requests for materials in the library – for example highlighters. Currently these can only be purchased in the bookstore. Consider selling these in the library.
9. Consider faculty learning center.
10. Need study areas close to the books.
11. Like the idea of the learning commons.

**17. 10/10 10:00 AM, Deans**

Dr. Rhonda Mandel, Dean of the College of Liberal Arts and Sciences, Dr. Richard Skolnik, Dean of the School of Business, Professor Fritz Messere, Dean of the School of Communications, Media and the Arts, Tom Ingram, Director of Extended Learning

1. Connections, physical and/or programmatic between Lanigan, Mahar, and Penfield.
2. Distributed model of library is bad for undergraduates.
3. Library should be the intellectual hub of the campus.
4. Notion of the library as a depository of books is dead.
5. Take advantage of the lake.
6. Needs of graduate students are more virtual.
7. Graduate students need more evening settings for study.
8. Central location is not the best for commuters.
9. Tap the wireless capabilities of campus.
10. Need more mediated tools in the library.
11. Link more off-site databases.
12. Relationship to i-tunes University.
13. Preserve the lectures of Suny Oswego faculty.
14. Special Collections need development. Tap local history.
15. Extended learning – ease of access is important; the virtual orientation of the library is important.
16. The library should cross the digital divide – the have and have nots of the new kindle-ization of the book.
17. Dormitories on campus are not conducive to study.
18. Adjunct faculty is growing on campus. Need to support their research, they need a home for stuff, as well as for office hours. Business adjuncts are housed in Rich hall.
19. Hewitt quad is a major contingent of social sciences on campus.

**18. 10/10 11:00 AM, OLS**

Elyzabeth Wengert, Director; Kathy Santos, Pat Pacitti, Mathematics Coordinator, Steve Smith, Writing specialist; Ted Emmanuel, Assistant Director, EOP; Kathie Hangac, Learning specialist.

21 September 2010 | 8

1. OLS is under the academic affairs umbrella, not student services.
2. Currently there are 370 students in the EOP program.
3. OLS coordinates all tutorial services on campus.
4. Currently the tutorial spaces on campus are all located in one shared space (size is about double the size of the meeting room). This model does not work the best as there is no acoustic privacy between tutoring sessions. Writing tutorials are one-on-one.
5. EOP services are best located in the Campus Center.
6. Demand for tutoring is rising.
7. Each of the attendees has their own office. They are supported by graduate students who help out with administration.
8. Writing tutoring is ideally situated in the library since it is within easy access to resources.
9. Math tutoring might make more sense in proximity to the science departments.
10. Tutoring rooms need whiteboard, computer.

**19. 10/10 12:00 PM, CELT**

John Kane, Director

1. CELT being next to café and allowing for drop-ins is a big plus.
  - a. Most typical help need is help with technology. Have informal proximity to CTS. CELT runs from 14-22 workshops per semester.
  - b. Graduate students assist approx. 20 hrs/week.
  - c. Director is half time CELT and half time faculty.
  - d. Provide services for small groups, adjuncts, workshops
  - e. Need an experimental classroom – currently they use a generally scheduled classroom.
  - f. Need to accommodate groups of 5-6, 10-12, up to 70. Workshops are now held in many different locations.
  - g. Wants adjacency to Angel support.
2. ORSP – a separate institution that helps faculty with grant searches. They lease space in Penfield, are open on State hours. They get lots of foot traffic – mostly faculty, some students. Visibility is good for publicizing research grants.
  - a. 5 staff.
  - b. Needs: storage, copier, conf. room, reception, open work area.
  - c. Pre-award, post-award divisions – suite model would work well.
  - d. Their admin. head works in Culkin.

**20. 1:00PM, Lorrie Clemo**

3. Common ground for Academic Services.
4. Look at Mahar.
5. Look at Lanigan.
6. Look at which programs need a home base in Penfield, which can have satellite offices in Penfield.
7. Lecture Capture.



**21. 3:00PM, CTS**

Jim Moreau, Chief Technical Officer; Mike Pisa, Associate Director; Tyrone Johnson-Neuland, Assistant Director Telecommunications; David McQuinn, Instructional Support, Tim Yager, Technology support.

1. CTS provides all admin. and tech support for campus with the exception of providing support for on-line courses. Currently they occupy basement of Lanigan, including Help Desk.
2. Campus to maintain wireless and wired networks for redundancy.
3. CTS shares training with CELT.
4. Could bring support people out into the library – combine the reference and CTS help desk.
5. CTS has 50 staff, each (less so for programmers) wear many hats and all multi-task.
6. Help is available to a student by phone, chat, email, in person, facebook.
7. Space needs: workroom, storage, private offices (visibility to customer service points is good), open office area.
8. Allow for some growth, although the virtual computer labs on campus are changing the nature of support – it is often done from home.
9. Classroom Capture - Video is an increasingly used medium of teaching/expression on campus.
10. Need an experimental classroom – a “safe” zone where a student or teacher can hone a new skill, learn a new software, toy, etc.
11. Visibility is important in the library.
12. Enabling skills – training software.
13. Make the logistics match the ubiquity.

date 14 October 2010

project name Penfield Library project # 94430.00

location Suny Oswego

recorded by Sasaki

distribution Suny Oswego

purpose Work Session #2

**SUMMARY OF THE TWO DAYS**

**1. General.**

1. Need Water flow test results from SUNY.
2. RW to talk with John regarding the building and existing systems.
3. Existing Conditions Repot Format:
  - a. 8 ½: format, drawings at 11 x 17 folded in
  - b. Appendices with photos.

**2. 10:10 Student Affairs, The Compass**

- a. Student Affairs handles orientation of new students, transitioning, new students, students with disabilities
- b. Should be at the cross roads of faculty and students
- c. Current home is in the Campus Center
- d. Supports educationally purposeful activities
- e. Next to an event space that can be used for fairs etc. is good
- f. They could help students how to engage in the library
- g. The library has "lots of rules" that restrict students
- h. Cannot socialize in the library as it is now – can't talk on the third floor, can't socialize in groups on other floors
- i. The library should be flexible enough to allow for the socialization of students
- j. Late night heart of Campus – where is it?
- k. A student Development Center – what could this be?
  - i. Support of Angell software – the campus course software
  - ii. Information technology – how do you fit into a virtual environment
  - iii. Support for older graduate students
  - iv. Support for commuters
  - v. Student Affairs could hold workshops/sessions in the library in a room furnished similar to the bibliographic lab in the library. They would use

this for mock-up interviews for career services, for Peace Corps Workshops, courses on note-taking, time management, tutoring,

- l. Main issue is that students have a lot of information at their disposal and around them but they do not necessarily know what to do with this information – how to evaluate it, how to know what is credible.
- m. Consider a real-time live evaluation on information
- n. Junior faculty is keen to align information resources with teaching.
- o. The evolving role of the librarian – are librarians teaching information literacy?
- p. Campus Center – possible expansion in the Master Plan
- q. Historical heart of Campus was Hewitt quad – students used to hang out in this space all day long.
- r. Is there a way to engage the S-E corner of Penfield? This corner would be seen from the entry drive to the South.
- s. The Master Plan had also considered the area in between Campus Center and Penfield as a building site – this would shorten the distance between the buildings and allow for a possible internal connection.
- t. Going on foot from the Campus Center to Penfield – protection from wind is the critical component. More likely to put ones coat on and go outside if one knew that one would be protect ted from the wind.
- u. The Compass is an information resource to students
- v. The Compass has Web based resources on site, effectively a small library for students

**3. 11:30 WRVO**

- a. WRVO moved into Penfield from their previous space in Lanigan in Aug. 2005.
- b. Don't consider them a "tenant" of Penfield – a rightful user of the building.
- c. WRVO is a professional, independent organization that is supported by the University, as well as by private donors.
- d. Their coverage is very regional.
- e. They see some growth in staff over the next 5 years, in particular the growth of the tech. center.
- f. Need a more public formal entrance to greet visitors, donors, politicians being interviewed.
- g. More of a community outreach program than a student related organization.
- h. Should be a celebrated resource on campus.
- i. Have an independent identity.
- j. Don't interact directly with students. THE cream of the crop may come to intern at the station, or to work for them.
- k. Can be a 24 hour operation, especially during political campaign season.
- l. What are the opportunities for synergies on the West side of Campus – on Hewitt quad?
- m. If Penfield & Lanigan are conceived of as an information and research hub, then perhaps Tyler and Hewitt are the media and performing arts center of this quad.
- n. Where do you fit more? Arguments for both, although being physically part of the media school would allow them to share a large studio for special broadcasting events.



21 September 2010 | 3

- o. Seems to be more flexibility to go on-line off-line if in the media area of a newly conceptualized Hewitt quad.
- p. Fred –more visibility is a good thing for WRVO.
- q. Short term wish-list:
- r. Need their own bathrooms so they are not trespassing through the computer lab to use the bathroom
- s. A separate controlled entrance from the 24 hour student lab.
- t. The 2 talk studios are too small.
- u. Need a large studio like they had in Lanigan.
- v. Don't like the idea of being in the basement – bad idea to store electronic equipment in the basement which is subject to water and moisture penetration; no natural light; and no visibility to the Campus.
- w. Important that the station can be easily found by a visitor or politician coming to be interviewed – don't put them in the middle of campus, in the middle of a building, where they cannot be found.
- x. Need parking for visitors, donors.
- y. Transmission tower is 2 miles away, and the satellite dish is housed on the roof of Lanigan. There is a fiber optic link to Lanigan.
- z. They need a dedicated generator. Currently the generator only carries their critical systems.
- aa. Hold 2 annual fundraising events. They use the large studio for this – have approx. 20 people to do these.
- bb. Next steps: WRVO will be asked to speak with another program study for Tyler and Hewitt. Should think about the big picture, possible collaborative efforts on campus that a new master plan for the Hewitt quad could reinforce.
- cc. Short term needs:
  - i. Bathrooms
  - ii. Reception area
  - iii. Storage for membership dept.
  - iv. Jeff to send to Marielle for copy to Sasaki.

**4. 1:40 Campus Concept**

Professor Fritz Messere, Mark, Mary Beth Bell

- a. Scheme 1 does not allow for interaction between library staff and other programs.
- b. Scheme 2 – move bound periodicals from level 2 into compact shelving.
- c. MBB did not think that scheme 4 was appropriate for this size of library collection.
- d. Fritz prefers WRVO in his building.
- e. Fritz pointed out that Penfield might be a new focal point for the residential community on this side of Campus.

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memorandum



date 3 December 2010

to Thomas Simmonds; SUNY Oswego  
Marielle Santoriello; SUNY Oswego

cc Lan Ying Ip; Sasaki

from Bryan Irwin; Sasaki

project name SUNY Oswego Penfield Library Study

project # 94430.00

subject Meeting Notes from November 3rd meeting with President Stanley

The following documents my notes from our November 3<sup>rd</sup> meeting with President Stanley:

1. Concern was expressed that we may not be forward thinking enough if we simply respond to the opinions of the various user groups. President Stanley wants the re-imagined Penfield Library to reflect the very latest thinking in how an academic library can serve the needs of the university.
2. In recent years, SUNY Oswego has implemented a series of "dispersed" academic commons; the area just inside the entrance to Poucher Hall is a good example of this effort. This initiative is seen as highly successful--as we move forward with this study we should think of Penfield Library as, among other things, the hub of a network of dispersed academic commons.
3. The appropriate metaphor for Penfield Library should be a 24 hour Study City—a mixed use environment that blends academic services and traditional library services with collaborative study spaces, social spaces, electronic media, arts and culture.
4. Consider integrating faculty offices into the building.
5. Think of Penfield as part of a larger whole, that of Hewitt Quad. How can we best leverage Penfield, Lanigan, Mahar, Tyler, and Hewitt Buildings? How can they function in such a way that the whole is greater than the sum of its parts?
6. Penfield, and by extension Hewitt Quad, should pulse with activity in the evening, just as the campus center currently does during the day. It should be the nighttime heart of the campus.
7. The integration of public art is important





**Library Tech Team Comments & Questions**  
**Penfield Library Renovations:**  
**Audiovisual Systems and Telecommunications Cabling Systems**  
**Programming Study Narrative**

Thank you for the opportunity to read and review the Audiovisual Systems and Telecommunications Cabling Systems Programming Study Narrative for the library renovation. Below are our comments and questions. After an introductory section of Overall Comments, you will find the comments organized in the same manner as the Program Study Narrative.

**Overall Comments**

*Collaborative Partners*

The basis of our renovation plans is to create a learner centered environment in the library with a Learning Commons as the centerpiece. We envision the library offering research help and instruction, CTS assisting with learning and information technology, writing and tutoring services offered by OLS (Office of Learning Services) and other student learning focused services.

- We do not see space or technology planned for these or similar services.
- We are surprised to see International Education included in this plan. This partnership was not part of any discussions in which this team has participated, and we do not understand how it fits into the library's programming as envisioned.

*Vocabulary*

The vocabulary used within the Program Study Narrative seems outdated and/or inconsistent with current technologies, and this confusing terminology can distract from understanding the real issues. For example:

- Within the library community, the term "audiovisual" has not been used in years – "technology" would be a more appropriate term.
- "Telecommunications" in the library community tends to refer to telephony and not also to "networking" (fiber, cat 5, wireless, etc.)
- "Biblio Lab" "Biblio" is a term rarely used any more in libraries, so we are unclear as to what this would be.
- "Speech and Program Audio Reinforcement" – appears to imply a sound system and would more clearly be called that.
- Etc.

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### *Financial Sustainability*

Much of the technology equipment proposed does not seem overly state-of-the-art, but it is quite expensive. We have serious concerns about the financial sustainability of the equipment proposed – both the quantity and the pieces themselves.

- The plan should consider the costs of upgrading and replacing equipment – in as little as 3 years. For example:
  - 52” flat panel displays vs. a ceiling mounted projector and screen that would project to an area of about 7’ square
    - More people could see more clearly with a projector rather than a flat panel
    - Over time, the projector system is a small portion of the cost of a flat panel display.
  - 19” flat panel displays in student areas vs. 22” computer monitor
    - A computer monitor can offer greater screen space at a significantly lower cost
- There are a number of hidden costs in the plan. In various areas it lists “Owner Furnished Host (or Laptop) Computer”. Our current annual expenditure for owner furnished technology is \$50,000 - \$60,000. These will continue to be campus expenses on *top* of what is being proposed.
- It appears that this plan could easily add an additional \$100,000 *per year* to what we currently spend on technology support and replacement.

### *Current architectural design options*

- The document suggests there are 3 or 4 options; however, no information outside of this document, nor pages 3 and 4 of this document, have been shared with the library. Therefore we are not able to make comments taking the context or design into consideration.

### *ADA Compliance*

- While ADA compliance may be assumed, it will be important to articulate how students with disabilities will be accommodated.
- We currently offer stations with adaptive technology such as a large screen display, trackball mouse, and adjustable tables to support special needs. We do not see anything similar mentioned in the Narrative.



## **Introduction**

The Program Study Narrative states that it reflects programmed space requirements, describes space types, and outlines functional capabilities for each space. We find that the document focuses primarily on instructor presentation spaces, with little mention of student-use technology.

We feel that there are major programmatic areas left out:

- Individual productivity spaces for students to work on computers
- A few areas for high-end productivity and multi-media production, both for individual work and group collaboration
- Presentation practice areas

## **Design Objectives / Telecommunications Design Approach**

- The document states that it is inclusive of Infrastructure; however, there is no mention of the electrical needs of equipment, including student laptops
  - The overriding theme of the Library Tech Team's meeting with the architects in September was that we needed significantly more electrical outlets throughout the building.
  - Much of the equipment proposed will not be able to run as there will not be electricity to support them
  - Electricity in student-use areas is essential. Students might have their own equipment, but it rarely has a full battery!
  - The need for more electricity in Penfield cannot be overstated.

## **Telecommunications Systems Descriptions**

### **A. Wireless Coverage**

- Currently there is wireless throughout the 1<sup>st</sup> and 2<sup>nd</sup> floors.
- On the 3<sup>rd</sup> floor, there is wireless in the corners. Previous plans by Verizon deemed it cost prohibitive to put wireless in the stacks as the books and bookshelves hinder the wireless signal. We do not believe wireless in the stacks is essential.
- Currently there is no wireless in the basement as previous plans by Verizon deemed it rather expensive. We suggest there be a programmatic need before installing wireless in any or all portions of the basement.

### **B. Staff Offices**

- Appropriate electrical service is needed in these areas.

### **C. Offices of Research & Sponsored Programs**

- Appropriate electrical service is needed in these areas.

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D. International Education

- Appropriate electrical service is needed in these areas.

E. Study Areas

- Electrical service is needed in these areas. Not every space needs an outlet, but easy access to electricity is essential.

F. CELT

- *Note:* CELT stands for Center for Excellence in Learning **and Teaching** and NOT Center for Excellence in Learning Technology
- Appropriate electrical service is needed in this area

G. WRVO

- Interestingly, this is the only place in the entire document where “power” is mentioned

### **Audiovisual Design Approach / AV Systems Functionality**

It would be helpful to know the relative size of each area. What is the proposed square footage, or what is the seating capacity of each space? It is difficult to completely judge the use and/or usefulness of these spaces with only the information given.

A. Biblio Labs

- Given the description and vocabulary, it is difficult to know the size/seating of this space. “Lab” and “suite” make this sound like a small space.
- These appear to be suggested spaces for library instruction classrooms; however there is no mention of student-use technology.
- The library requested 3 classrooms to seat approximately 15, 25 and 50 people with various amounts of student and instructor technology.
- “Digital annotation device” – Smart Board ? We suggest that further programming studies be done before purchasing and supporting this technology. A ceiling hung projector and screen may serve our purposes better.
- “Owner furnished” desktops and/or laptops should be figured into the budget.
- Significant white board space is needed.
- There is little use for a podium-mounted document camera in each room. Having such a unit on hand for ad hoc use will be sufficient.
- A separate Blu-Ray/DVD player may not be necessary by the time the classrooms are actually in use.
- If microphones are to be used, wireless lapel microphones are preferred. We rarely stand still when teaching.



B. Classrooms

- Given the description and vocabulary, it is difficult to know the size/seating of this space.
- A 52" flat panel display seems too small for a classroom space. A ceiling projector seems much cheaper and displays over a great space (7' square)
- "Owner furnished" desktops and/or laptops should be figured into the budget.
- Significant white board space is needed.
- There is little use for a podium-mounted document camera in each room. Having such a unit on hand for ad hoc use will be sufficient.
- A separate Blu-Ray/DVD player may not be necessary by the time the classrooms are actually in use.

C. CELT

- Given the technology in this room, it appears the space will be significantly larger than the current CELT Conference Room.
- "Owner furnished" desktops and/or laptops should be figured into the budget.
- White board space is needed.
- A separate Blu-Ray/DVD player may not be necessary by the time the classrooms are actually in use.

D. Radio Archive

- This is new information to us. We assume this will be used by WRVO and that it will be located within the current WRVO space.

E. International Education

- Please see comments at the beginning of this document under Overall Comments / Collaborative Partners. Although we are not familiar with the programmatic needs of this area, we wish to comment on the proposed technology.
- "Owner furnished Host Computers" should be figured into the budget.
- 19" flat panel display. We would prefer to use 22" computer monitors. They provide more screen area and are significantly cheaper.
- By the time this plan is in place, Blu-Ray/DVD players should be common place in computers.
- Microphones or headsets with microphones will be necessary for students to use much of the software.
- Why is a System Control needed for a student station?



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#### F. Group Study Rooms

- The group study rooms seem outfitted similar to our collaborative work spaces: Lake Effect Conference Room and our Innovative Group Learning Units (IGLUs). These will be helpful spaces for students to work collaboratively on group projects and practice presentations.
- We cannot determine the size or construct of a Group Study Room.
  - What is the square footage? Are they all planned to be the same size?
  - What is the seating capacity?
  - Will it have walls? If so, will they be permanent or temporary or movable?
  - Will it be an open area?
- The document calls for 27 – 57 Group Study spaces depending on the option. Even 27 sounds like more than is necessary. We are not aware of any of our programming or planning suggestions that would necessitate this many rooms.
- The library needs both technology-rich and technology-free group study space. We only see technology-rich spaces
- Electricity is not only for the technology, but also for student provided laptops
- Electricity in technology-free Group Study areas is needed for student provided laptops.
- Program Audio Reinforcement – what is the purpose of this in a small group study environment?

#### G. Café & Info Commons digital signage

- The café is also used for programs and presentations.
- Infrastructure needs to be in place to support the following:
  - Podium
  - Laptop & display technology
  - Screen
  - Sound system
- Digital signage should also be able to project content for a presentation

#### H. Areas Missing from the Program Study Narrative

- Instructional space that supports active, hands-on learning
  - These spaces need to have desktops or laptops available. It is important for students to have the technology needed to work with the resources we teach them to use.
    - We do not see this type of equipment listed, nor the electrical infrastructure to support it
- Technology-free group study spaces
  - We find that students appreciate having a lot of relatively private individual and group study spaces but not all of them need to be equipped with technology other than access to electricity.

- A few areas for high-end productivity and multi-media production, both for individual work and group collaboration
  - Appropriate electrical service is needed in these areas.
  - A wired network connect is preferred for campus-supplied desktops or laptops
- Student space for practicing presentations
  - This functionality may be in other areas, but that is not clear to us
- Individual research and productivity spaces – similar to the majority of our current Lobby area – to support student research
  - Area should be located near reference/information technology services
  - Space should include a mix of computer workstations and powered tables on which students can use their own laptops or computing devices.
    - Appropriate electrical service is needed in these areas.
    - Appropriate wired network connections are needed in these areas.
- General access campus computer lab
  - Currently, we have a 58-seat lab. It is the largest and most utilized lab on campus.
  - We expected to see plans to address this service.

#### **Summary of Telecommunications and AV Systems Estimated Cost**

- Without a better description of each option, it is difficult to understand the quantities that are listed
  - In Option 1 ALT, why are there 12 classrooms, and where will they be located?
- Are Group Study spaces individual rooms, cordoned off areas, or just spaces in an open floor plan?
  - Why are there so many Group Study spaces in all the options?

#### **Security Systems Requirements**

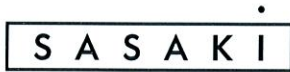
- There is no mention of our 3M book detection system – the gates from the front doors into the library proper.
  - These should be replaced with new units
  - The library requires a *single* and *staffed* public entry point (located near this system)
- The entire public address system needs to be replaced and enhanced so that it can be heard in all parts of the building.





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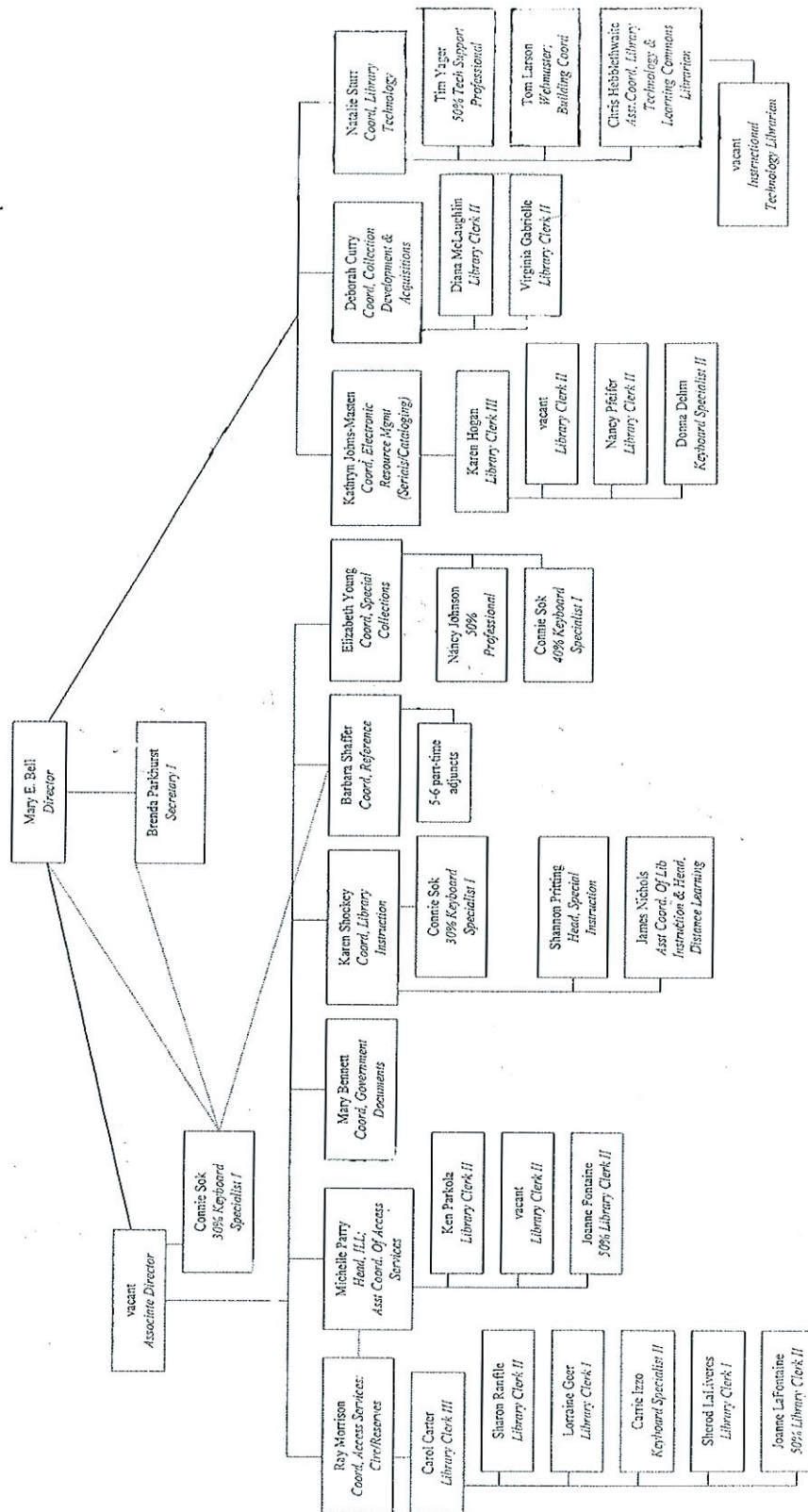
**Appendix 6.3**  
**Staff Organization Chart**





September 2010

Penfield Library







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**Appendix 6.4**  
**Full Program Data**

S A S A K I





















PENFIELD LIBRARY  
 SUNY Oswego  
 SA Project No. 94430.00  
 Reviewed by SUCF Ting Xu 3/9/2011  
 Reviewed on conference call with SUCF, SUNY Oswego, Sasaki 3/14/2011  
 Revised by Sasaki 3/15/2011  
 Revised by Sasaki 6/14/2011

PROGRAM	SUCF PROGRAM CODE				EXISTING CONDITIONS					CONSULTANT PROPOSED					SUNY Space Guidelines					JUSTIFIED PROGRAM					REMARKS				
	Type	Type Description	No.	Room	occ.	qty	NSF	subtotal NSF	cat. subtotal nasf	occ.	sf/occ.	qty	nasf	sub nasf	cat. Subtotal nasf	Cap.	sf/station	qty	nasf	sub nasf	cat. subtotal nasf	Cap.	sf/station	qty		nasf	sub nasf	cat. subtotal nasf	
		Public Toilet		W5			221																						
		Telecom		0107A			42																						
		Trash Room		0107			90																						
		Corridor		130A			114																						
		Corridor		130			497																						
		Corridor		0120A			780																						
		Corridor		120C			432																						
		Corridor		0013			1,338																						
		Corridor		313B			887																						
		Storage		0009			377																						
		Storage		0007A			80																						
		Storage		ST3			84																						
		Storage		0112B			75																						
		Stair		S19			105																						
		Stair		S3			135																						
		Stair		S2			198																						
		Stair		S1			228																						
		Stair		S6			220																						
		Stair		S8			228																						
		Stair		S7			228																						
		Stair		S22			164																						
		Stair		S5			228																						
		Stair		S4			421																						
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		Stair		S11			228																						
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		Stair		S15			228																						
		Stair		S16			228																						
		Stair		S18			228																						
		Stair		S17			421																						
		Stair		S12			421																						
<b>TOTAL NASF</b>		<b>SUCF PROGRAM CODE</b>		<b>EXISTING CONDITIONS</b>		<b>CONSULTANT PROPOSED</b>		<b>SUNY Space Guidelines</b>		<b>JUSTIFIED PROGRAM</b>		<b>REMARKS</b>																	
		(reported PSI in 2009)		139,580		114,730 SF		104,424 SF		106,508 SF		104,757 SF																	
Basement Mech. Atrway				3,454																									
Basement				44,387																									
Floor 1				43,942																									
Floor 2				44,228																									
Floor 3				44,228																									
<b>TOTAL GSF</b>		<b>SUCF PROGRAM CODE</b>		<b>EXISTING CONDITIONS</b>		<b>CONSULTANT PROPOSED</b>		<b>SUNY Space Guidelines</b>		<b>JUSTIFIED PROGRAM</b>		<b>REMARKS</b>																	
		(reported BCI in 2009)		192,298		180,239 SF		160,813 SF		161,326 SF		65%																	
<b>EFFICIENCY</b>				73%		64%		65%																					

