TABLE OF CONTENTS
Volume I

1.0 Executive Summary

2.0 Study Scope and Methodology
   Scope
   Methodology

3.0 Program and Space Analysis
   Penfield Existing Space Use
   Analysis of Existing Space Use
   Program Key Aspects
   Program User Groups & Organization
   Program Summary
   Overall Program Detail
   Proposed Program Detail

4.0 Three Concept Designs
   Overall Themes
   Building Opportunities
   Concept 1
   Concept 2
   Concept 3

5.0 Conclusion & Next Steps

6.0 Appendices I
   6.1 Student Workshops
   Student Survey
   6.2 Meeting Minutes
   Library Tech Team Comments & Questions
   6.3 Staff Organization Chart
   6.4 Full Program Data
# TABLE OF CONTENTS

## Volume II

### 7.0 Appendices II

<table>
<thead>
<tr>
<th>Section</th>
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Section 1.0

Executive Summary
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.
Section 2.0
Scope & Methodology
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 SUCEF 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.
Section 3.0
Program and Space Analysis
1st (Commons) Level Plan, Existing

Penfield Library
2nd Level Plan, Existing
Penfield Library
3rd Level Plan, Existing
Penfield Library
**SUCF PROGRAM CODE**

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### PROGRAM AND SPACE ANALYSIS

#### PENFIELD EXISTING SPACE USE

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### 2.8 Library Technology

| Staff Private Offices     | 3001 Office | 206 | 192 |

### 2.9 Government Documents

| Group Study Rooms         | 4000 Subject Reading Room | 030 | 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 | 0129 | 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 |

### 4.0 Study Seats Total

| Staff Room                | 6906 Faculty Lounge | 0001 | 720 |
| Reference Storage         | 4055 Storage        | 0002 | 1,199 |
| Gift Room                 | 0003 | 1,389 |
| Book Sale Room            | 0014 | 2,802 |
| Kitchen                   | K | 34 |

### 5.0 General Library Program

| Faculty Training Room     | 1001 Classroom       | 0122 | 170 |
| Conference/Meeting Room   | 3450 Conference      | 0123 | 363 |
| Reception / Resources Area| 3450 Reception       | 0121 | 345 |

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TOTAL 139,580
(reported PSI in 2009)
GROUND LEVEL FLOOR PLAN
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
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 25,000 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.

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

TOTAL NASF 105,428 114,730 104,757
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SASAKI

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

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<th>nasf</th>
<th>sub nasf</th>
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| 3.0 Collection Total                   | 41,388 | 41,388 |      | 42,418 SF | 30,848 SF |                  |     |      |          |                  |                 |     |      |          |                  |

*Note: NASF stands for Net Area Square Feet.*
### PROGRAM AND SPACE ANALYSIS

#### OVERALL PROGRAM DETAIL

<table>
<thead>
<tr>
<th>Space Designation</th>
<th>CONSULTANT EXISTING CONDITIONS (Per VIP Existing Conditions Docu)</th>
<th>SUNY Space Guidelines</th>
<th>CONSULTANT PROPOSED</th>
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### 4.0 Study Seats Total

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### 5.0 General Library Program

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### Program Space Analysis

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<th>Consultant Proposed</th>
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<td><strong>NSF</strong></td>
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<td>20</td>
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<td>Storage</td>
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- Needs location away from main public areas, yet easily found.
- No strong adjacencies required to other departments.

1. Program Description

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<th>sf/Station</th>
<th>qty</th>
<th>nasf</th>
<th>sub nasf</th>
<th>cat. sub total nasf</th>
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2. Detailed Space Program
3.0 | PROGRAM AND SPACE ANALYSIS
PROPOSED PROGRAM DETAIL

3. Plan

4. Axonometric View

LEGEND:
☐ Library Staff / Administration  ☐ Library Collection
☐ Learning Spaces  ☐ Storage

SCALE:
1/16" = 1'-0"

CATEGORY:
Library Administration

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

1. Program Description

<table>
<thead>
<tr>
<th>Space Designation</th>
<th>Cap.</th>
<th>sf/station</th>
<th>qty</th>
<th>nasf</th>
<th>sub nasf</th>
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<td>Staff Private Office</td>
<td></td>
<td></td>
<td>1</td>
<td>120</td>
<td>120</td>
</tr>
<tr>
<td>Staff Workstations</td>
<td></td>
<td></td>
<td>3</td>
<td>80</td>
<td>240</td>
</tr>
<tr>
<td>Student Break/Lockers</td>
<td>45</td>
<td>4</td>
<td>1</td>
<td>180</td>
<td>180</td>
</tr>
<tr>
<td>Circulation Desk</td>
<td></td>
<td></td>
<td>1</td>
<td>240</td>
<td>240</td>
</tr>
<tr>
<td>Reserve</td>
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<td></td>
<td>1</td>
<td>200</td>
<td>200</td>
</tr>
<tr>
<td>Storage</td>
<td></td>
<td></td>
<td>1</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Multi-media Storage</td>
<td></td>
<td></td>
<td></td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

2.1 Access Services

1,180 SF

2. Detailed Space Program

<table>
<thead>
<tr>
<th>SCALE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/16&quot; = 1' - 0'</td>
</tr>
</tbody>
</table>

| CATEGORY:                     |
| Library Staff                |

| SUBCATEGORY:                 |
| Access Services              |
3. Plan

4. Axonometric View

<table>
<thead>
<tr>
<th>LEGEND:</th>
<th>CATEGORY:</th>
<th>SUBCATEGORY:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library Staff / Administration</td>
<td>Library Staff</td>
<td>Access Services</td>
</tr>
<tr>
<td>Library Collection</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Spaces</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Storage</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SCALE:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1/16&quot; = 1'-0&quot;</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
- 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

<table>
<thead>
<tr>
<th>Space Designation</th>
<th>Cap.</th>
<th>sf/station</th>
<th>qty</th>
<th>nasf</th>
<th>sub nasf</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Private Office</td>
<td></td>
<td></td>
<td>1</td>
<td>120</td>
<td>120</td>
</tr>
<tr>
<td>Staff Workstations</td>
<td></td>
<td></td>
<td>3</td>
<td>80</td>
<td>240</td>
</tr>
<tr>
<td>Student Workstations</td>
<td></td>
<td></td>
<td>1</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>Work Area (Book Sorting)</td>
<td></td>
<td></td>
<td>1</td>
<td>160</td>
<td>160</td>
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<tr>
<td>Storage for supplies</td>
<td></td>
<td></td>
<td>1</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

2.2 Inter Library Loan


2. Detailed Space Program

LEGEND:
- Library Staff / Administration
- Library Collection
- Learning Spaces
- Storage

SCALE: 1/16" = 1'-0"

CATEGORY: Library Staff

SUBCATEGORY: Inter Library Loan
3. Plan

4. Axonometric View

LEGEND:
- Library Staff / Administration
- Library Collection
- Learning Spaces
- Storage

SCALE: 1/16" = 1'-0"

CATEGORY: Library Staff
SUBCATEGORY: Inter Library Loan
1. Program Description

<table>
<thead>
<tr>
<th>Space Designation</th>
<th>Cap.</th>
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<th>qty</th>
<th>nasf</th>
<th>sub nasf</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Private Offices</td>
<td></td>
<td></td>
<td>3</td>
<td>120</td>
<td>360</td>
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<td>Staff Private Offices</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Staff Private Offices</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clerk (share with Admin.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project Room</td>
<td></td>
<td></td>
<td>1</td>
<td>120</td>
<td>120</td>
</tr>
<tr>
<td><strong>2.3 Library Instruction</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>480 SF</strong></td>
</tr>
</tbody>
</table>

2. Detailed Space Program

**LEGEND:**
- Library Staff / Administration
- Library Collection
- Learning Spaces
- Storage

**SCALE:**

1/16" = 1'0"

**CATEGORY:**
Library Staff

**SUBCATEGORY:**
Library Instruction

- Close adjacency - or co-located - with Reference.
3.0 | PROGRAM AND SPACE ANALYSIS
PROPOSED PROGRAM DETAIL

3. Plan

4. Axonometric View

LEGEND:
- Library Staff / Administration
- Library Collection
- Learning Spaces
- Storage

SCALE:
1/16" = 1'-0"

CATEGORY:
Library Staff

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

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

1. Program Description

<table>
<thead>
<tr>
<th>Space Designation</th>
<th>Cap.</th>
<th>sf/station</th>
<th>qty</th>
<th>nasf</th>
<th>sub nasf</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Private Offices</td>
<td>2</td>
<td>120</td>
<td></td>
<td>240</td>
<td></td>
</tr>
<tr>
<td>Adjunct Workstations</td>
<td>6</td>
<td>80</td>
<td></td>
<td>480</td>
<td></td>
</tr>
<tr>
<td>Reference Desk (2 stations)</td>
<td>2</td>
<td>60</td>
<td></td>
<td>120</td>
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<tr>
<td>Ready Reference Collection</td>
<td>1</td>
<td>36</td>
<td></td>
<td>36</td>
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</tr>
<tr>
<td>Storage/ Pending Material</td>
<td>1</td>
<td>100</td>
<td></td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Project Room</td>
<td>1</td>
<td>120</td>
<td></td>
<td>120</td>
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</tr>
<tr>
<td>Work Area</td>
<td>30</td>
<td>20</td>
<td>1</td>
<td>600</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>24</strong></td>
<td><strong>1,696 SF</strong></td>
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</table>

2. Detailed Space Program

**LEGEND:**
- Library Staff / Administration
- Library Collection
- Learning Spaces
- Storage

**SCALE:**
1/16" = 1'-0"

**CATEGORY:** Library Staff

**SUBCATEGORY:** Reference
3. Plan

4. Axonometric View

**LEGEND:**
- Library Staff / Administration
- Library Collection
- Learning Spaces
- Storage

**SCALE:**
\[
\frac{1}{16}'' = 1' - 0''
\]

**CATEGORY:**
- Library Staff

**SUBCATEGORY:**
- Reference
- 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

<table>
<thead>
<tr>
<th>Space Designation</th>
<th>Cap.</th>
<th>sf/station</th>
<th>qty</th>
<th>nasf</th>
<th>sub nasf</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Private Offices</td>
<td></td>
<td></td>
<td>2</td>
<td>120</td>
<td>240</td>
</tr>
<tr>
<td>Staff Workstations</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clerk / Reception</td>
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<td></td>
<td>1</td>
<td>180</td>
<td>180</td>
</tr>
<tr>
<td>Project Room</td>
<td></td>
<td></td>
<td>1</td>
<td>120</td>
<td>120</td>
</tr>
<tr>
<td>Reading Room</td>
<td>20</td>
<td>25</td>
<td>1</td>
<td>500</td>
<td>500</td>
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<tr>
<td>Archives</td>
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<td></td>
<td>1</td>
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<td>100</td>
</tr>
<tr>
<td>Hist. Fac. Ofc.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
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<td></td>
<td></td>
<td><strong>1,140 SF</strong></td>
</tr>
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</table>

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

2. Detailed Space Program

| LEGEND:                 | CATEGORY:          |
|                        | Library Staff      |
| Library Staff / Administration | Library Collection |
| Learning Spaces        | Storage            |

| SCALE:                  | SUBCATEGORY:       |
| 1/16" = 1'-0"          | Special Collections |
3. Plan

4. Axonometric View

<table>
<thead>
<tr>
<th>LEGEND:</th>
<th>CATEGORY:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library Staff / Administration</td>
<td>Library Staff</td>
</tr>
<tr>
<td>Library Collection</td>
<td></td>
</tr>
<tr>
<td>Learning Spaces</td>
<td></td>
</tr>
<tr>
<td>Storage</td>
<td></td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>SCALE:</th>
<th>SUBCATEGORY:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/16&quot; = 1'-0&quot;</td>
<td>Special Collections</td>
</tr>
</tbody>
</table>

Sasaki
Oswego State University of New York
1. Program Description

<table>
<thead>
<tr>
<th>Space Designation</th>
<th>Cap.</th>
<th>sf/station</th>
<th>qty</th>
<th>nasf</th>
<th>sub nasf</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Private Offices</td>
<td>2</td>
<td>120</td>
<td></td>
<td></td>
<td>240</td>
</tr>
<tr>
<td>Workstations</td>
<td>3</td>
<td>80</td>
<td></td>
<td></td>
<td>240</td>
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<tr>
<td>Workstations</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Student work area</td>
<td></td>
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<tr>
<td>Storage</td>
<td>1</td>
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<td></td>
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<tr>
<td>Work Room</td>
<td>1</td>
<td>120</td>
<td></td>
<td></td>
<td>120</td>
</tr>
</tbody>
</table>

| 2.6 Serials / Cataloging   |      |            |     |      | 700 SF   |

2. Detailed Space Program

**LEGEND:**
- Library Staff / Administration
- Library Collection
- Learning Spaces
- Storage

**SCALE:** 1/16" = 1' 0"

**CATEGORY:** Library Staff

**SUBCATEGORY:** Serials / Cataloging
3. Plan

4. Axonometric View

LEGEND:
- Library Staff / Administration
- Library Collection
- Learning Spaces
- Storage

SCALE:
1/16" = 1'-0"

CATEGORY: Library Staff

SUBCATEGORY: Serials/Cataloging
- Needs close adjacency with tech services. (serials, cataloging)

1. Program Description

<table>
<thead>
<tr>
<th>Space Designation</th>
<th>Cap.</th>
<th>sf/station</th>
<th>qty</th>
<th>nasf</th>
<th>sub nasf</th>
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</thead>
<tbody>
<tr>
<td>Staff Private Offices</td>
<td>1</td>
<td>120</td>
<td>120</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff Workstation</td>
<td>3</td>
<td>80</td>
<td>240</td>
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<td></td>
</tr>
<tr>
<td>Project Area</td>
<td>1</td>
<td>160</td>
<td>160</td>
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<td></td>
</tr>
<tr>
<td>Storage</td>
<td>1</td>
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<td>100</td>
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<td></td>
</tr>
<tr>
<td><strong>2.7 Collection Development &amp; Acquisitions</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>620 SF</strong></td>
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2. Detailed Space Program

[LEGEND:]
- Library Staff / Administration
- Library Collection
- Learning Spaces
- Storage

[SCALE:]
1/16" = 1'-0"

CATEGORY: Library Staff

SUBCATEGORY: Collection Development & Acquisitions
4. Axonometric View

LEGEND:

- Library Staff / Administration
- Library Collection
- Learning Spaces
- Storage

SCALE: 1/16" = 1'-0"

CATEGORY: Library Staff

SUBCATEGORY: Collection Development & Acquisitions
- 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

<table>
<thead>
<tr>
<th>Space Designation</th>
<th>Cap.</th>
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<th>sub nasf</th>
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<tbody>
<tr>
<td>Director Private Office</td>
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<td>180</td>
<td>1</td>
<td>180</td>
<td>180</td>
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<td>Staff Private Office</td>
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<tr>
<td>Staff Private Office</td>
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<tr>
<td>Staff Private Office</td>
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<tr>
<td>Conference Room</td>
<td>8</td>
<td>20</td>
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<td>160</td>
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<tr>
<td>Help Desk</td>
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<td>60</td>
<td>1</td>
<td>60</td>
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<tr>
<td>Workroom</td>
<td>1</td>
<td>370</td>
<td>1</td>
<td>370</td>
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</tr>
<tr>
<td>Storage</td>
<td>1</td>
<td>100</td>
<td>1</td>
<td>100</td>
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</tbody>
</table>

2. Detailed Space Program

LEGEND:
- Library Staff / Administration
- Library Collection
- Learning Spaces
- Storage

SCALE: 1/16" = 1'-0"

CATEGORY: Library Staff

SUBCATEGORY: Library Technology
3. Plan

4. Axonometric View

<table>
<thead>
<tr>
<th>LEGEND:</th>
<th>CATEGORY:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Library Staff</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Library Collection</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Learning Spaces</strong></td>
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<td></td>
<td><strong>Storage</strong></td>
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<table>
<thead>
<tr>
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<tr>
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1. Program Description

<table>
<thead>
<tr>
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<th>sub</th>
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</thead>
<tbody>
<tr>
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<td>120</td>
<td>120</td>
<td></td>
</tr>
<tr>
<td>Volunteer workstations</td>
<td>3</td>
<td>80</td>
<td>240</td>
<td></td>
</tr>
<tr>
<td>Project Room</td>
<td>1</td>
<td>120</td>
<td>120</td>
<td></td>
</tr>
<tr>
<td><strong>2.9 Government Documents</strong></td>
<td>****</td>
<td></td>
<td></td>
<td><strong>480 SF</strong></td>
</tr>
</tbody>
</table>

2. Detailed Space Program

**LEGEND:**
- Library Staff / Administration
- Library Collection
- Learning Spaces
- Storage

**SCALE:**
1/16" = 1'-0"

**CATEGORY:**
Library Staff

**SUBCATEGORY:**
Government Documents
3. Plan

4. Axonometric View

LEGEND:
- Library Staff / Administration
- Library Collection
- Learning Spaces
- Storage

SCALE: 1/16" = 1'-0"

CATEGORY: Library Staff
SUBCATEGORY: Government Documents
- The Penfield General Collection is 354,400 total volumes

1. Program Description

<table>
<thead>
<tr>
<th>Description</th>
<th>qty</th>
<th>subtotal</th>
<th>unit</th>
<th>height</th>
<th>single sided stack</th>
<th>double sided stack</th>
<th>Storage Cap.</th>
<th>no. sto. Units</th>
<th>no. ranges (1* stacks long)</th>
<th>unit</th>
<th>asf/unit</th>
<th>asf as drawn</th>
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<tr>
<td>General</td>
<td>354400</td>
<td>354,400 vol</td>
<td>6</td>
<td>144</td>
<td>288</td>
<td>225</td>
<td>1,231</td>
<td>175.75 range</td>
<td>125.00</td>
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<tr>
<td>Reference, Stacks</td>
<td>7500</td>
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<td>6</td>
<td>144</td>
<td>288</td>
<td>288</td>
<td>20</td>
<td>3.72 range</td>
<td>125.00</td>
<td>600</td>
<td></td>
<td></td>
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<tr>
<td>Reference, Ready</td>
<td>200</td>
<td>200 vol</td>
<td>6</td>
<td>144</td>
<td>288</td>
<td>288</td>
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<td>0.10 range</td>
<td>125.00</td>
<td>600</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Periodicals, Current</td>
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<td>205 unit</td>
<td>3</td>
<td>9</td>
<td>18</td>
<td>18</td>
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<td>1.63 range</td>
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</tr>
<tr>
<td>Periodicals, Bound</td>
<td>91000</td>
<td>91,000 vol</td>
<td>6</td>
<td>108</td>
<td>216</td>
<td>216</td>
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<td>60.16 range</td>
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<tr>
<td>Gov Docs</td>
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<td>125,000 vol</td>
<td>6</td>
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<td>47.34 range</td>
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</tr>
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<td>6</td>
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<td>Special Coll., Archives &amp; Manuscripts</td>
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<td>753 if</td>
<td>6</td>
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2. Detailed Space Program

**LEGEND:**
- Library Staff / Administration
- Library Collection
- Learning Spaces
- Storage

**SCALE:**
1/16" = 1'-0"

**CATEGORY:**
Library Collection

**SUBCATEGORY:**
General Collection
- There are 205 current periodicals in the Penfield Collection.

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Collection Total: 32,440 SF

2. Detailed Space Program

**LEGEND:**
- Library Staff / Administration
- Library Collection
- Learning Spaces
- Storage

**SCALE:**
1/1 6" = 1'-0"

**CATEGORY:**
Library Collection

**SUBCATEGORY:**
Current Periodicals
3. Plan

4. Axonometric View

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Sasaki

Oswego State University of New York
- There are 91,000 volumes of bound periodicals.

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2. Detailed Space Program
3. Plan

4. Axonometric View

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- There are 125,000 volumes of government documents.

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<td>144</td>
<td>256</td>
<td>268</td>
<td>288</td>
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Collection Total

|                         | 35,440,000

2. Detailed Space Program

[Table and diagram for space planning]
3. Plan

4. Axonometric View [Partial]

LEGEND:
- Library Staff / Administration
- Library Collection
- Learning Spaces
- Storage

CATEGORY: Library Collection

SCALE: 1/32" = 1'-0"

SUBCATEGORY: Government Documents
Reference Stacks = 7500 volumes.  
Reference Ready = 200 volumes.  
Total Reference Collection = 7700 volumes.

1. Program Description

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<th>no. ranges (1 stack long)</th>
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<td>Media - strips</td>
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<tr>
<td>Maps</td>
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2. Detailed Space Program

**LEGEND:**
- Library Staff / Administration
- Library Collection
- Learning Spaces
- Storage

**SCALE:**

1/16" = 1'-0"
3.0 | PROGRAM AND SPACE ANALYSIS
PROPOSED PROGRAM DETAIL

3. Plan

4. Axonometric View

Legend:
- Library Staff / Administration
- Library Collection
- Learning Spaces
- Storage

Scale: 1/16" = 1'-0"

Category: Library Collection
Subcategory: Reference
- 30 Group Study rooms for 6-8 students. Total = 240 seats.

1. Program Description

2. Detailed Space Program

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<thead>
<tr>
<th>LEGEND:</th>
<th>CATEGORY: Study Seats</th>
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3. Plan

4. Axonometric View

LEGEND:
- Library Staff / Administration
- Library Collection
- Learning Spaces
- Storage

SCALE:
1/16" = 1'-0"

CATEGORY:
Study Seats

SUBCATEGORY:
Group Study Rooms for 6-8

1. Program Description

2. Detailed Space Program

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3. Plan

4. Axonometric View

**LEGEND:**
- Library Staff / Administration
- Library Collection
- Learning Spaces
- Storage

**SCALE:**
1/16" = 1'-0"

**CATEGORY:**
Study Seats

**SUBCATEGORY:**
Group Study Rooms for 10-12
2. Detailed Space Program

LEGEND:
- Library Staff / Administration
- Library Collection
- Learning Spaces
- Storage

SCALE:
1/32" = 1'-0"

CATEGORY:
Study Seats

SUBCATEGORY:
Individual Carrels
3. Plan

4. Axonometric View [Partial]

**LEGEND:**
- Library Staff / Administration
- Library Collection
- Learning Spaces
- Storage

**SCALE:**
1/32" = 1'-0"

**CATEGORY:**
Study Seats

**SUBCATEGORY:**
Individual Carrels
- 20 seats.

1. Program Description

2. Detailed Space Program

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<tr>
<td>Storage</td>
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SUBCATEGORY: Reserve Carrels
3. Plan

4. Axonometric View

LEGEND:
- Library Staff / Administration
- Library Collection
- Learning Spaces
- Storage

SCALE:
\[ \frac{1}{16}'' = 1'\text{-}0'' \]

CATEGORY:
Study Seats

SUBCATEGORY:
Reserve Carrels
- 50 tables, 300 seats.

1. Program Description

2. Detailed Space Program

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<td>Storage</td>
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CATEGORY: Study Seats
SUBCATEGORY: Reading Tables
3. Plan

4. Axonometric View

LEGEND:
- Library Staff / Administration
- Library Collection
- Learning Spaces
- Storage

SCALE: 1/16" = 1'-0"

CATEGORY: Study Seats
SUBCATEGORY: Reading Tables
- 200 seats

1. Program Description

2. Detailed Space Program

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<tr>
<td>□ Learning Spaces</td>
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<td>□ Storage</td>
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0 5' 10' 15' 20'
3. Plan

4. Axonometric View

LEGEND:
- Library Staff / Administration
- Library Collection
- Learning Spaces
- Storage

SCALE: 1/16" = 1'-0"

CATEGORY:
Study Seats

SUBCATEGORY:
Counters
- 40 seats.

1. Program Description

2. Detailed Space Program

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<td>□ Library Collection</td>
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0 3 10 25
3. Plan

4. Axonometric View

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<td>Storage</td>
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SCALE: 1/16" = 1'-0"
- 60 seats.

1. Program Description

2. Detailed Space Program

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4. Axonometric View

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<tr>
<td>1/16&quot; = 1'0&quot;</td>
<td>Soft Seating - Groups of 4</td>
</tr>
</tbody>
</table>
- 200 seats.

2. Detailed Space Program

<table>
<thead>
<tr>
<th>LEGEND:</th>
<th>CATEGORY:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library Staff / Administration</td>
<td>Study Seats</td>
</tr>
<tr>
<td>Library Collection</td>
<td></td>
</tr>
<tr>
<td>Learning Spaces</td>
<td></td>
</tr>
<tr>
<td>Storage</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SCALE:</th>
<th>SUBCATEGORY:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/16&quot; = 1'-0&quot;</td>
<td>Commons_Option 1</td>
</tr>
</tbody>
</table>

0 5' 10' 15'
3. Plan

4. Ax

LEGEND:
- Library Staff / Administration
- Library Collection
- Learning Spaces
- Storage

SCALE: 1/16" = 1'-0"

CATEGORY: Study Seats

SUBCATEGORY: Commons_Option 1
- Alternative information commons furniture layout; 201 seats.

1. Program Description

2. Detailed Space Program

<table>
<thead>
<tr>
<th>LEGEND:</th>
<th>CATEGORY:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library Staff / Administration</td>
<td>Study Seats</td>
</tr>
<tr>
<td>Library Collection</td>
<td></td>
</tr>
<tr>
<td>Learning Spaces</td>
<td></td>
</tr>
<tr>
<td>Storage</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SCALE:</th>
<th>SUBCATEGORY:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/16&quot; = 1'-0&quot;</td>
<td>Commons_Option 2</td>
</tr>
</tbody>
</table>

0 5 10 25
3.0 | PROGRAM AND SPACE ANALYSIS
OVERALL PROGRAM DETAIL

123' - 5 3/32"
94' - 1 27/32"
104' - 5 1/64"

3. Plan

4. Axonometric View [Partial]

<table>
<thead>
<tr>
<th>LEGEND:</th>
<th>CATEGORY:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library Staff / Administration</td>
<td>Study Seats</td>
</tr>
<tr>
<td>Library Collection</td>
<td></td>
</tr>
<tr>
<td>Learning Spaces</td>
<td></td>
</tr>
<tr>
<td>Storage</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SCALE:</th>
<th>SUBCATEGORY:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/32&quot; = 1'-0&quot;</td>
<td>Commons_Option 2</td>
</tr>
</tbody>
</table>
- 80 seats.

1. Program Description

2. Detailed Space Program

<table>
<thead>
<tr>
<th>LEGEND:</th>
<th>CATEGORY:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library Staff / Administration</td>
<td>Study Seats</td>
</tr>
<tr>
<td>Library Collection</td>
<td></td>
</tr>
<tr>
<td>Learning Spaces</td>
<td></td>
</tr>
<tr>
<td>Storage</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SCALE:</th>
<th>SUBCATEGORY:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/16&quot; = 1'-0&quot;</td>
<td>Cafe Seating</td>
</tr>
</tbody>
</table>
3. Plan

4. Axonometric View [Partial]

**LEGEND:**
- Library Staff / Administration
- Library Collection
- Learning Spaces
- Storage

**SCALE:**
1/32" = 1'-0"

**CATEGORY:**

**Study Seats**

**SUBCATEGORY:**

**Cafe Seating**
1. Program Description

- 2 rooms each at:

  24 seats
  840 SF

  with shared AV storage of 100 SF

2. Detailed Space Program

<table>
<thead>
<tr>
<th>LEGEND:</th>
<th>CATEGORY:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Learning Spaces</td>
</tr>
<tr>
<td>Library Staff / Administration</td>
<td>Library Collection</td>
</tr>
<tr>
<td>Learning Spaces</td>
<td>Storage</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SCALE:</th>
<th>SUBCATEGORY:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/16&quot; = 1'-0&quot;</td>
<td>Bibliographic Lab for 24</td>
</tr>
</tbody>
</table>

0 5 10 25'
3.0 | PROGRAM AND SPACE ANALYSIS
PROPOSED PROGRAM DETAIL

3. Plan

4. Axonometric View

<table>
<thead>
<tr>
<th>LEGEND:</th>
<th>CATEGORY:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library Staff / Administration</td>
<td><strong>Learning Spaces</strong></td>
</tr>
<tr>
<td>Library Collection</td>
<td></td>
</tr>
<tr>
<td>Learning Spaces</td>
<td></td>
</tr>
<tr>
<td>Storage</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SCALE:</th>
<th>SUBCATEGORY:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/16&quot; = 1'-0&quot;</td>
<td><strong>Bibliographic Lab for 24</strong></td>
</tr>
</tbody>
</table>
1. Program Description

- 1 room each at:

50 seats
1750 SF

with (2) AV storage at 50 SF each

2. Detailed Space Program

<table>
<thead>
<tr>
<th>LEGEND:</th>
<th>CATEGORY:</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Library Staff / Administration" /></td>
<td><img src="image2.png" alt="Learning Spaces" /></td>
</tr>
<tr>
<td><img src="image3.png" alt="Library Collection" /></td>
<td><img src="image4.png" alt="Storage" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SCALE:</th>
<th>SUBCATEGORY:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/16&quot; = 1' - 0&quot;</td>
<td>Instruction Lab for 50</td>
</tr>
</tbody>
</table>

- 0 5 10 25'
3. Plan

4. Axonometric View

<table>
<thead>
<tr>
<th>LEGEND:</th>
<th>CATEGORY:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library Staff / Administration</td>
<td>Learning Spaces</td>
</tr>
<tr>
<td>Library Collection</td>
<td></td>
</tr>
<tr>
<td>Learning Spaces</td>
<td></td>
</tr>
<tr>
<td>Storage</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SCALE:</th>
<th>SUBCATEGORY:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/16'' = 1'-0''</td>
<td>Instruction Lab for 50</td>
</tr>
</tbody>
</table>

101
- 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

<table>
<thead>
<tr>
<th>Space Designation</th>
<th>Cap</th>
<th>sf/sta</th>
<th>qty</th>
<th>nasf</th>
<th>sub nasf</th>
<th>cat. subtotal nasf</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private Office</td>
<td>0</td>
<td></td>
<td>2</td>
<td>120</td>
<td>240</td>
<td></td>
</tr>
<tr>
<td>Faculty Training Room</td>
<td>30</td>
<td>30</td>
<td>1</td>
<td>900</td>
<td>900</td>
<td></td>
</tr>
<tr>
<td>Conference/Meeting Room</td>
<td>1</td>
<td>200</td>
<td>1</td>
<td>200</td>
<td>200</td>
<td></td>
</tr>
<tr>
<td>Storage</td>
<td>1</td>
<td>60</td>
<td>1</td>
<td>60</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>Reception / Resources Area</td>
<td>1</td>
<td>240</td>
<td>1</td>
<td>240</td>
<td>240</td>
<td></td>
</tr>
</tbody>
</table>

6.1 Center for Excellence in Learning and Teaching

1,640 SF

2. Detailed Space Program

Legend:
- Library Staff / Administration
- Library Collection
- Learning Spaces
- Storage

Scale: 1/16" = 1'-0"

Category: Additional Library Program

Subcategory: Center for Excellence in Learning & Teaching
3. Plan

4. Axonometric View

**LEGEND:**
- Library Staff / Administration
- Library Collection
- Learning Spaces
- Storage

**SCALE:**

1/16" = 1'-0"

**CATEGORY:**

Additional Library Program

**SUBCATEGORY:**

Center for Excellence in Learning & Teaching
- 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

<table>
<thead>
<tr>
<th>Space Designation</th>
<th>Cap.</th>
<th>sf/station</th>
<th>qty</th>
<th>nasf</th>
<th>sub nasf</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private Office</td>
<td>2</td>
<td>120</td>
<td>2</td>
<td>1</td>
<td>240</td>
</tr>
<tr>
<td>Conference/Meeting Room</td>
<td>12</td>
<td>20</td>
<td>1</td>
<td>240</td>
<td>240</td>
</tr>
<tr>
<td>Reception</td>
<td>1</td>
<td>180</td>
<td>1</td>
<td>180</td>
<td>180</td>
</tr>
<tr>
<td>Resources Area</td>
<td>1</td>
<td>120</td>
<td>1</td>
<td>120</td>
<td>120</td>
</tr>
<tr>
<td>Storage</td>
<td>1</td>
<td>100</td>
<td>1</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>6.2</td>
<td><strong>880 SF</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Detailed Space Program

**LEGEND:**
- Library Staff / Administration
- Library Collection
- Learning Spaces
- Storage

**CATEGORY:**
**Additional Library Program**

**SCALE:**
1/16" = 1'-0"

**SUBCATEGORY:**
Office of Research & Sponsored Programs
3. Plan

4. Axonometric View

<table>
<thead>
<tr>
<th>LEGEND:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library Staff / Administration</td>
</tr>
<tr>
<td>Learning Spaces</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SCALE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/16&quot; = 1'-0&quot;</td>
</tr>
</tbody>
</table>

**CATEGORY:**

**Additional Library Program**

**SUBCATEGORY:**

Office of Research & Sponsored Programs
- 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

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

2. Detailed Space Program

**LEGEND:**
- Library Staff / Administration
- Library Collection
- Learning Spaces
- Storage

**SCALE:**
1/16" = 1'-0"

**CATEGORY:**
Additional Library Program

**SUBCATEGORY:**
International Education
3. Plan

4. Axonon

**LEGEND:**
- □ Library Staff / Administration
- □ Library Collection
- ◼ Learning Spaces
- ■ Storage

**SCALE:** 1/16" = 1'-0"

**CATEGORY:** Additional Library Program

**SUBCATEGORY:** International Education
- 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

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

2. Detailed Space Program

Legend:
- Library Staff / Administration
- Library Collection
- Learning Spaces
- Storage

Category: Additional Library Program
Subcategory: Office of Learning Services

Scale: 1/16" = 1'-0"
3.0 | PROGRAM AND SPACE ANALYSIS
PROPOSED PROGRAM DETAIL

3. Plan

4. Axonometric View

<table>
<thead>
<tr>
<th>LEGEND:</th>
<th>CATEGORY:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library Staff / Administration</td>
<td><strong>Additional Library Program</strong></td>
</tr>
<tr>
<td>Library Collection</td>
<td></td>
</tr>
<tr>
<td>Learning Spaces</td>
<td><strong>Office of Learning Services</strong></td>
</tr>
<tr>
<td>Storage</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SCALE:</th>
<th>SUBCATEGORY:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/16&quot; = 1'-0&quot;</td>
<td></td>
</tr>
</tbody>
</table>

SASAKI
OSWEGO
STATE UNIVERSITY OF NEW YORK
Section 4.0

Three Concept Designs
• 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 reimagining.

● **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.
Building cross section
Second level floor plan
Third level floor plan
Above: aerial view of Hewitt quad
Right: proposed aerial view of Hewitt quad
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).

<table>
<thead>
<tr>
<th>Library Staff, Admin, &amp; Support</th>
<th>13,975</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library Collections</td>
<td>25,036</td>
</tr>
<tr>
<td>Study Spaces</td>
<td>57,367</td>
</tr>
<tr>
<td>Core Library Program</td>
<td>96,378</td>
</tr>
<tr>
<td><strong>OTHER PROGRAM</strong></td>
<td></td>
</tr>
<tr>
<td><em>OLS, ORSP, CELT, WRVO, RADIO ARCHIVE, INT. ED.</em></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL LIBRARY PROGRAM</strong></td>
<td>114,358</td>
</tr>
</tbody>
</table>
CREATE A COMMONS PAVILION ALONG A CAMPUS PEDESTRIAN SPINE
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.
Ground level floor plan and section showing linkages with adjacent buildings
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
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).

<table>
<thead>
<tr>
<th>Category</th>
<th>Square Feet</th>
</tr>
</thead>
<tbody>
<tr>
<td>LIBRARY STAFF, ADMIN, &amp; SUPPORT</td>
<td>14,730</td>
</tr>
<tr>
<td>LIBRARY COLLECTIONS</td>
<td>20,383</td>
</tr>
<tr>
<td>STUDY SPACES</td>
<td>55,238</td>
</tr>
<tr>
<td>CORE LIBRARY PROGRAM</td>
<td>93,400</td>
</tr>
<tr>
<td>OTHER PROGRAM</td>
<td>90,351</td>
</tr>
<tr>
<td><strong>TOTAL LIBRARY PROGRAM</strong></td>
<td><strong>106,105</strong></td>
</tr>
</tbody>
</table>

*OLS, ORSP, CELT, WRVO, RADIO ARCHIVE, INT. ED.*
MAXIMISE THE POTENTIAL OF PENFIELD
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.
4.0 | THREE CONCEPT DESIGNS
CONCEPT 3

Landscape Plan

SASAKI
OSWEGO STATE UNIVERSITY OF NEW YORK
Building cross section
Ground floor plan
Second floor plan
Third floor plan
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).

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>LIBRARY STAFF, ADMIN., SUPPORT</td>
<td>14,948</td>
</tr>
<tr>
<td>LIBRARY COLLECTIONS</td>
<td>11,870</td>
</tr>
<tr>
<td>STUDY SPACES</td>
<td>52,662</td>
</tr>
<tr>
<td>CORE LIBRARY PROGRAM</td>
<td>77,480</td>
</tr>
<tr>
<td>OTHER PROGRAM</td>
<td>15,679</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL LIBRARY PROGRAM</td>
<td>93,159</td>
</tr>
</tbody>
</table>

OLS, ORSP, CELT, WRVO, RADIO ARCHIVE, INT. ED.,
Section 5.0

Conclusion and Next Steps
THE PREFERRED OPTION - Concept 1
Some planning principles for next steps are outlined below on the proposed landscape master plan for Hewitt quad.
Section 6.0

APPENDICES I
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. 4th 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. 4th 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. 4th anytime from 10-5
or during a time slot allocated for you in 133 Campus Center

10:00-11:30
11:00-12:00
1:00-2:00
2:00-3:00
3:00-4:00
4:00-5:00

Graduates
Undergraduates
Commuting Students
Residential Students

Poster flyer / workshop agenda
THE BROWN PAPERS
QUIET READING
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
CAFÉ

- 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 comments.

- 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
### SUNY Oswego Penfield Library Study

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

<table>
<thead>
<tr>
<th>Location</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Off-campus</td>
<td>39.2%</td>
<td>87</td>
</tr>
<tr>
<td>Penfield Library</td>
<td>85.6%</td>
<td>190</td>
</tr>
<tr>
<td>Campus Center</td>
<td>13.5%</td>
<td>30</td>
</tr>
<tr>
<td>Classroom Building</td>
<td>13.5%</td>
<td>30</td>
</tr>
<tr>
<td>Other locations? (please specify)</td>
<td></td>
<td>80</td>
</tr>
</tbody>
</table>

- **answered question**: 222
- **skipped question**: 12

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

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Frequently</td>
<td>24.0%</td>
<td>56</td>
</tr>
<tr>
<td>Frequently</td>
<td>32.2%</td>
<td>75</td>
</tr>
<tr>
<td>Occasionally</td>
<td>39.2%</td>
<td>89</td>
</tr>
<tr>
<td>Not at all</td>
<td>5.6%</td>
<td>13</td>
</tr>
</tbody>
</table>

- **If not at all, particular reasons you didn’t use the library? (please comment)**: 13

- **answered question**: 233
- **skipped question**: 1
### 3. During what time of the semester do you use Penfield Library? (Check all that apply)

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Response Percent</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning of the semester</td>
<td>12.0%</td>
<td>26</td>
</tr>
<tr>
<td>Throughout the entire semester</td>
<td>84.3%</td>
<td>183</td>
</tr>
<tr>
<td>Midterms</td>
<td>21.7%</td>
<td>47</td>
</tr>
<tr>
<td>Final papers/exams</td>
<td>34.6%</td>
<td>75</td>
</tr>
</tbody>
</table>

**Answered question:** 217  
**Skipped question:** 17

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

<table>
<thead>
<tr>
<th>Activity</th>
<th>0</th>
<th>1-2</th>
<th>3-4</th>
<th>5-6</th>
<th>7-10+</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Studying/Reading by yourself</td>
<td>26.0% (60)</td>
<td>41.9% (88)</td>
<td>15.2% (32)</td>
<td>6.1% (12)</td>
<td>0.2% (1)</td>
<td>210</td>
</tr>
<tr>
<td>Using a Computer</td>
<td>17.5% (37)</td>
<td>50.5% (107)</td>
<td>15.6% (33)</td>
<td>7.1% (15)</td>
<td>9.4% (20)</td>
<td>212</td>
</tr>
<tr>
<td>Using Printed books and Journals</td>
<td>30.9% (70)</td>
<td>47.6% (97)</td>
<td>9.4% (19)</td>
<td>4.9% (10)</td>
<td>1.0% (2)</td>
<td>203</td>
</tr>
<tr>
<td>Group Study</td>
<td>49.8% (100)</td>
<td>35.8% (72)</td>
<td>11.4% (23)</td>
<td>2.5% (5)</td>
<td>0.5% (1)</td>
<td>201</td>
</tr>
<tr>
<td>Socializing</td>
<td>61.4% (121)</td>
<td>29.9% (53)</td>
<td>3.0% (6)</td>
<td>2.5% (5)</td>
<td>0.4% (1)</td>
<td>192</td>
</tr>
</tbody>
</table>

**Other Activity (please specify):** 14

**Answered question:** 216  
**Skipped question:** 18
5. How often do you use the 24 hour study space?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Frequently</td>
<td>9.2%</td>
<td>20</td>
</tr>
<tr>
<td>Frequently</td>
<td>9.2%</td>
<td>20</td>
</tr>
<tr>
<td>Occasionally</td>
<td>39.2%</td>
<td>85</td>
</tr>
<tr>
<td>Not at all</td>
<td>42.4%</td>
<td>92</td>
</tr>
</tbody>
</table>

answered question: 217
skipped question: 17

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

<table>
<thead>
<tr>
<th>Time Period</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>6am-11pm</td>
<td>51.2%</td>
<td>64</td>
</tr>
<tr>
<td>11pm-6am</td>
<td>48.8%</td>
<td>61</td>
</tr>
</tbody>
</table>

answered question: 125
skipped question: 109

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

<table>
<thead>
<tr>
<th>Participation</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>67.2%</td>
<td>154</td>
</tr>
<tr>
<td>No</td>
<td>32.8%</td>
<td>75</td>
</tr>
</tbody>
</table>

answered question: 229
skipped question: 5
6. How often do you prefer a separate room for your group study (rather than an open table and chairs)?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Frequently</td>
<td>24.7%</td>
<td>38</td>
</tr>
<tr>
<td>Frequently</td>
<td>26.6%</td>
<td>41</td>
</tr>
<tr>
<td>Occasionally</td>
<td>35.1%</td>
<td>54</td>
</tr>
<tr>
<td>Not at all</td>
<td>13.6%</td>
<td>21</td>
</tr>
</tbody>
</table>

If not, then why? 14

Answered question 154
Skipped question 80

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

<table>
<thead>
<tr>
<th>Response</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>59.4%</td>
<td>136</td>
</tr>
<tr>
<td>No</td>
<td>40.6%</td>
<td>93</td>
</tr>
</tbody>
</table>

Answered question 229
Skipped question 5
10. While in Penfield Library, which technology resources do you use? (check all that apply)

<table>
<thead>
<tr>
<th>Resource</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desktop Computer</td>
<td>86.8%</td>
<td>118</td>
</tr>
<tr>
<td>Library Laptop</td>
<td>33.1%</td>
<td>45</td>
</tr>
<tr>
<td>Personal Laptop</td>
<td>64.7%</td>
<td>88</td>
</tr>
</tbody>
</table>

Other technology used? (please specify)

- Answered question: 136
- Skipped question: 98

11. How often do you need technology for group study or group project work?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Frequently</td>
<td>21.9%</td>
<td>50</td>
</tr>
<tr>
<td>Frequently</td>
<td>23.2%</td>
<td>53</td>
</tr>
<tr>
<td>Occasionally</td>
<td>34.2%</td>
<td>78</td>
</tr>
<tr>
<td>Not at all</td>
<td>20.0%</td>
<td>47</td>
</tr>
</tbody>
</table>

Where do you go for your group's technology use?

- Answered question: 220
- Skipped question: 6
12. Please rate the priority of these potential improvements at Penfield Library.

<table>
<thead>
<tr>
<th></th>
<th>Very High</th>
<th>High</th>
<th>Medium</th>
<th>Low</th>
<th>No Opinion</th>
<th>Rating Average</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comfortable seating</td>
<td>21.3%</td>
<td>27.4%</td>
<td>30.9%</td>
<td>16.5%</td>
<td>3.9%</td>
<td>2.46</td>
<td>230</td>
</tr>
<tr>
<td></td>
<td>(49)</td>
<td>(63)</td>
<td>(71)</td>
<td>(30)</td>
<td>(9)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computers for research or group work</td>
<td>33.8%</td>
<td>32.5%</td>
<td>20.2%</td>
<td>6.3%</td>
<td>5.3%</td>
<td>2.61</td>
<td>228</td>
</tr>
<tr>
<td></td>
<td>(77)</td>
<td>(74)</td>
<td>(66)</td>
<td>(19)</td>
<td>(12)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quiet reading spaces</td>
<td>37.7%</td>
<td>31.1%</td>
<td>18.2%</td>
<td>10.5%</td>
<td>4.4%</td>
<td>2.87</td>
<td>228</td>
</tr>
<tr>
<td></td>
<td>(66)</td>
<td>(71)</td>
<td>(57)</td>
<td>(24)</td>
<td>(10)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Study spaces where conversation is permitted</td>
<td>22.6%</td>
<td>31.3%</td>
<td>27.6%</td>
<td>12.6%</td>
<td>6.5%</td>
<td>2.51</td>
<td>239</td>
</tr>
<tr>
<td></td>
<td>(52)</td>
<td>(72)</td>
<td>(55)</td>
<td>(29)</td>
<td>(15)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group study rooms</td>
<td>24.6%</td>
<td>30.3%</td>
<td>23.2%</td>
<td>11.8%</td>
<td>10.1%</td>
<td>2.47</td>
<td>228</td>
</tr>
<tr>
<td></td>
<td>(50)</td>
<td>(69)</td>
<td>(53)</td>
<td>(27)</td>
<td>(23)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual Study Spaces</td>
<td>33.2%</td>
<td>27.9%</td>
<td>19.0%</td>
<td>13.3%</td>
<td>6.6%</td>
<td>2.68</td>
<td>226</td>
</tr>
<tr>
<td></td>
<td>(76)</td>
<td>(63)</td>
<td>(43)</td>
<td>(33)</td>
<td>(15)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other improvements?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>37</td>
</tr>
<tr>
<td>answered question</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>230</td>
</tr>
<tr>
<td>skipped question</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>
13. Please check how often you would seek assistance for the following at Penfield Library:

<table>
<thead>
<tr>
<th></th>
<th>Very Frequently</th>
<th>Frequently</th>
<th>Occasionaly</th>
<th>Not at all</th>
<th>No Opinion</th>
<th>Rating Average</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>A question about resources</td>
<td>10.0% (23)</td>
<td>25.2% (58)</td>
<td>49.3% (111)</td>
<td>13.9% (32)</td>
<td>2.6% (6)</td>
<td>2.26</td>
<td>21</td>
</tr>
<tr>
<td>A computer/software related question</td>
<td>5.7% (13)</td>
<td>11.6% (25)</td>
<td>40.4% (92)</td>
<td>39.5% (90)</td>
<td>3.5% (6)</td>
<td>1.70</td>
<td>21</td>
</tr>
</tbody>
</table>

Other assistance you might ask help for at the library?

- answered question 21
- skipped question

14. Do you use the library cafe?

<table>
<thead>
<tr>
<th></th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Frequently</td>
<td>13.1%</td>
<td>30</td>
</tr>
<tr>
<td>Frequently</td>
<td>18.8%</td>
<td>43</td>
</tr>
<tr>
<td>Occasionally</td>
<td>50.2%</td>
<td>115</td>
</tr>
<tr>
<td>Not at all</td>
<td>17.9%</td>
<td>41</td>
</tr>
</tbody>
</table>

If not at all, why?

- answered question 229
- skipped question 5
15. Please rate the priority of these potential improvements to Lake Effect Cafe?

<table>
<thead>
<tr>
<th></th>
<th>Very High</th>
<th>High</th>
<th>Medium</th>
<th>Low</th>
<th>No Opinion</th>
<th>Rating Average</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>More tables and chairs</td>
<td>16.9% (38)</td>
<td>24.9% (56)</td>
<td>26.2% (59)</td>
<td>12.6% (29)</td>
<td>19.1% (43)</td>
<td>2.08</td>
<td>225</td>
</tr>
<tr>
<td>More soft seating</td>
<td>15.6% (35)</td>
<td>21.0% (47)</td>
<td>31.3% (70)</td>
<td>12.5% (28)</td>
<td>19.6% (44)</td>
<td>2.00</td>
<td>224</td>
</tr>
<tr>
<td>More menu choices</td>
<td>26.1% (50)</td>
<td>28.3% (64)</td>
<td>17.7% (40)</td>
<td>6.2% (14)</td>
<td>21.7% (40)</td>
<td>2.31</td>
<td>225</td>
</tr>
<tr>
<td>Other improvements?</td>
<td>answered question</td>
<td>skipped question</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Places for Tutoring</td>
<td>81.6%</td>
<td>126</td>
</tr>
<tr>
<td>Places for Advanced Technology Help</td>
<td>45.5%</td>
<td>70</td>
</tr>
<tr>
<td>Other types of spaces? (please specify)</td>
<td>9.7%</td>
<td>15</td>
</tr>
<tr>
<td>answered question</td>
<td>154</td>
<td></td>
</tr>
<tr>
<td>skipped question</td>
<td>80</td>
<td></td>
</tr>
</tbody>
</table>
### 17. What year are you?

<table>
<thead>
<tr>
<th>Year</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>First year</td>
<td>17.3%</td>
<td>39</td>
</tr>
<tr>
<td>Sophomore</td>
<td>20.9%</td>
<td>47</td>
</tr>
<tr>
<td>Junior</td>
<td>24.9%</td>
<td>56</td>
</tr>
<tr>
<td>Senior</td>
<td>24.4%</td>
<td>55</td>
</tr>
<tr>
<td>Graduate student</td>
<td>12.4%</td>
<td>28</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td></td>
<td>3</td>
</tr>
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Answered question: 225
Skipped question: 9

### 18. Where do you live?

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<tr>
<th>Location and Status</th>
<th>Response Percent</th>
<th>Response Count</th>
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<tbody>
<tr>
<td>I live on campus</td>
<td>59.4%</td>
<td>132</td>
</tr>
<tr>
<td>I live in Oswego but take courses on campus</td>
<td>28.6%</td>
<td>65</td>
</tr>
<tr>
<td>I commute from outside Oswego but take classes on campus</td>
<td>12.4%</td>
<td>28</td>
</tr>
<tr>
<td>I live off-campus and take classes online</td>
<td>0.4%</td>
<td>1</td>
</tr>
<tr>
<td>Other (please specify)</td>
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<td>3</td>
</tr>
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Answered question: 226
Skipped question: 9
19. What is your age range?

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<th>Age Range</th>
<th>Response Percent</th>
<th>Response Count</th>
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<td>18 or younger</td>
<td>15.9%</td>
<td>36</td>
</tr>
<tr>
<td>19-22</td>
<td>65.9%</td>
<td>149</td>
</tr>
<tr>
<td>23-25</td>
<td>7.5%</td>
<td>17</td>
</tr>
<tr>
<td>26-30</td>
<td>3.5%</td>
<td>8</td>
</tr>
<tr>
<td>31-35</td>
<td>1.0%</td>
<td>4</td>
</tr>
<tr>
<td>Over 35</td>
<td>5.3%</td>
<td>12</td>
</tr>
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</table>

Answered question: 229
Skipped question: 8

20. What is your Major/Minor? Enter 'Undeclared' if undecided.

<table>
<thead>
<tr>
<th>Major</th>
<th>Response Percent</th>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>100.0%</td>
<td>220</td>
</tr>
</tbody>
</table>

Answered question: 220
Skipped question: 14

21. Any final thoughts or suggestions related to improving SUNY Oswego Penfield Library and its services?

<table>
<thead>
<tr>
<th>Response Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>53</td>
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</tbody>
</table>

Answered question: 53
Skipped question: 181
Appendix 6.2

Meeting Minutes
Library Tech Team Comments & Questions
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 Tyier 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
   - ACCESSIBILITY / DISABILITY SERVICES
   - DISTANCE LEARNING
   - ADJUNCT FACULTY
   - EMERITUS LOUNGE
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-buils 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. 4th 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 10 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.
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**

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.

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 3rd floor stacks.
3. 2 service desks, 2nd 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. 2nd floor – equipment for viewing periodicals next to desk.
15. Group viewing rooms.
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.
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.
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.
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 Mandal, 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. Tep 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-
    lization 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
Elizabeh Wengert, Director; Kathy Santos, Pat Pacitti, Mathematics Coordinator, Steve
Smith, Writing specialist; Ted Emmanuel, Assistant Director, EOP; Kathie Hanag, Learning
specialist.
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.
SUMMARY OF THE TWO DAYS

1. General.
   a. Need Water flow test results from SUNY.
   b. RW to talk with John regarding the building and existing systems.
   c. Existing Conditions Report Format:
      a. 8 ½: format, drawings at 11 x 17 folded in
      b. Appendices with photos.
   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 protected 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.
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.
date
3 December 2010

to
Thomas Simmonds; SUNY Oswego
Marielle Santorriello; 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 3rd 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
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.
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 1st and 2nd floors.
- On the 3rd 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.
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. Bibliol 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?
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.
  o What is the square footage? Are they all planned to be the same size?
  o What is the seating capacity?
  o Will it have walls? If so, will they be permanent or temporary or movable?
  o 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:
  o Podium
  o Laptop & display technology
  o Screen
  o 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
  o 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
  o 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
  o Appropriate electrical service is needed in these areas.
  o A wired network connect is preferred for campus-supplied desktops or laptops
• Student space for practicing presentations
  o 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
  o Area should be located near reference/information technology services
  o 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
  o Currently, we have a 58-seat lab. It is the largest and most utilized lab on campus.
  o 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
  o 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?
  o 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.
  o These should be replaced with new units
  o 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.
Appendix 6.3

Staff Organization Chart
Appendix 6.4

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