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Rod Library Feasibility Study

OPN Architects

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2

VISION

UNI - Rod Library Feasibility Study





RODLIBRARY
University of Northern Iowa

“ The library of the future will be less about what it has, and more about what it does ”

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Introduction

Executive Summary

The purpose of this Feasibility Study is to provide a **Vision** for the future of Rod Library. This vision is to clarify needs of the library, incorporate trends in library design, develop a building program based on floors and anticipated functions, and develop a phasing strategy with an estimate of cost.

A **Project Kickoff Meeting** was held on August 27, 2013 to communicate these requirements to the design team. Over the course of four months, the project team worked closely to develop this Feasibility Study document. A feasibility study requires programming, which is a mapping process that informs design. It is a highly collaborative process that engages users to gather information about organizational structure, culture, work patterns, processes, current and projected space needs, and adjacencies.

The first step involved a series of site visits as it was necessary to gain an understanding of existing operations and facilities. These visits generated observations regarding site and context, department and room use, overall space utilization, figure ground studies, and building systems. The project team also visited several partner spaces to collect data on space use and needs. Concurrently the design team worked closely with Rod Library to obtain preliminary data and statistics for the library relevant to determining space needs. The library also provided substantial feedback and information collected through internal discussions, studies, and task forces.

Following a presentation on **Library Trends** by academic library planning consultant Sam Demas, the project team conducted several on-site work sessions to generate additional feedback, present ideas and concepts, and ultimately build consensus around a vision of the library. From these discussions and the preliminary data evolved area projections, the feasibility study objectives, and initial planning concepts. Building on these initial concepts, a **Preferred Concept** emerged to provide a conceptual framework for the renovation of Rod Library. The preferred concept organizes spaces along the major east-west circulation path that physically and visually enhances the connection to central campus. Additions to the library include a new west entrance, a learning commons, a cafe, and a large multipurpose space as well as the introduction of several collaborative partner spaces. Optimizing views and connections to campus are central drivers, while distributing space types through a vertical gradient blends spaces and activities from more active to more focused areas.

It is important to note that the diagrams form a blueprint to successfully zoning the library. It is not meant to be an exhaustive master plan, rather it is meant to present a vision of the future library. As such exact staff locations and service points have not been identified, and while collaborative partners have been identified as being a good fit, the final list requires further discussion. While not specifically addressed in this report, **Sustainability** is a primary initiative of the library. Future projects must comply with library sustainability directives in effect at the time projects are undertaken. With regard to accessibility, universal design should be considered for future projects in Rod Library. **Universal Design** is broader in scope than accessible design and barrier-free design and includes principles such as equitable use, flexibility in use, simple and intuitive use, perceptible information, tolerance for error, and low physical effort. Finally, considerable debate on the future of the Dichotomy Sculpture arose during the planning phases for Rod Library. Each of the three preliminary concepts presented explore different solutions. Further discussion is required to determine which solution is aligned with the future of the library.

The Feasibility Study builds on Rod Library's **Strategic Plan** of leadership and innovation for the future by transforming opportunities into reality. The new and innovative spaces proposed will offer a dynamic learner-centered place to engage knowledge that will allow Rod Library to maintain its tradition of excellence while enabling it to embrace change. The Feasibility Study provides the foundation for the design of a future library that is inspirational, collaborative, flexible, adaptable, and sustainable - becoming a **Blueprint** for the Rod Library of tomorrow.

Acknowledgements

On behalf of our OPN team, we would like to sincerely thank all of the participants. Your time and dedication to this project has been invaluable.

Library Steering Committee

Susan Basye, Administrative Operations Coordinator, Rod Library

Conner Brakeville, Northern Iowa Student Government Representative

Dale Cyphert, Associate Professor, Management, College of Business Administration

Richard Featherstone, Interim Associate Dean and Associate Professor, College of Social and Behavioral Sciences

Jeffrey Funderburk, Professor, School of Music, College of Humanities, Arts, and Sciences

Glenn Gray, Assistant Vice President and Executive Director of Residence, Residence Administration

Latricia Hylton, Math Coordinator, Academic Learning Center

Nancy Lippens, Associate Provost for Faculty Affairs, Office of the Executive Vice President and Provost

Glenn Swanson, Architect, Facilities Planning

Jason Vetter, Instructional Designer and Technology Coordinator, Information Technology Services-Educational Technology

Library Focus Groups

Academic Affairs Council

Library Administrator's Council

Library Learning Commons Task Force

Library Faculty and Staff

UNI Faculty and Staff

UNI Students

Design Team

Our team is composed of talented architects, designers, and engineers, as well as industry experts in the fields of cost estimation and library planning.

OPN Architects

Bradd Brown, Principal-in-Charge

Landon Burg, Project Manager

Heather Lynxwiler, Design Architect

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Bryan Mann, Intern Architect

Brady Dorman, Intern Architect

Amanda Skalik, Architect

Jakub Skalik, Architect

Sam Demas Collaborative Consulting

Sam Demas, Academic Library Planning Consultant

KJWW Engineering Consultants

John Holbert, Associate Principal, Project Executive

Philip Richards, Senior Engineer, Mechanical

Guarav Sharma, Senior Engineer, Electrical

Stecker-Harmsen, Inc

James Stecker, President, Cost Estimate Consultant

Leroy Harmsen, Vice President, Cost Estimate Consultant

Strategic Plan

Rod Library Strategic Plan 2010 - 2015

Mission

Rod Library offers access to rich information resources and innovative services in a vibrant learning environment that inspires members of the University and wider community to become critical thinkers and responsible world citizens.

Vision

We envision a library that takes us beyond our four walls and into the future by:

- Anticipating and adapting to changing patterns of scholarship and learning as well as changing lifestyles of faculty and students
- Providing immediate and seamless access to rich and diverse research materials regardless of format, location, or mode of access
- Delivering personalized services tailored to individual needs whenever possible without regard for time and space constraints
- Supporting educational and informational needs of patrons from increasingly diverse backgrounds and locations

Values

Rod Library believes that intellectual freedom and inquiry are at the heart of all academic endeavors.

We therefore:

- Strive to provide balanced local and electronic collections representing different points of view
- Support the diverse backgrounds and learning styles of our patrons
- Provide equitable access to resources, information, and services
- Treat our local and global library community with respect
- Protect our patrons' privacy and right to confidentiality
- Offer excellent services provided by a knowledgeable and creative staff able to anticipate and adapt to a rapidly changing environment
- Serve as conscientious stewards of our collections and fiscal resources
- Provide safe, accommodating, and inviting user spaces

Goal I: Services

Provide high quality services responsive to the changing cultural, research, and informational needs of our community, ensuring accountability and equitable access.

Objectives

- A. Evaluate, re-envision, and redefine reference services
- B. Expand and revitalize library instruction
- C. Identify core Museums services and integrate Museums into library
- D. Expand Digital Publishing Services
- E. Encourage submission of innovative ideas for new services

Goal II: Collections

Create and develop comprehensive and diverse collections to support UNI as a leading undergraduate public university with special emphasis on the liberal arts and Pre K-12 education.

Objectives

- A. Migrate collections (reference, journals, books, government publications, maps, media) to electronic formats
- B. Plan for and initiate relocation of Museum collections
- C. Assess collections and determine appropriate size and scope
- D. Use data-driven decisions regarding collections
- E. Determine purpose and scope of Special Services units

Goal III: Staff

In a climate that fosters experimentation and risk taking, encourage staff to work at their fullest potential enabling them to succeed in positions designed for the library's future.

Objectives

- A. Expand the use of data so library staff can make more informed decisions
- B. Prepare Library staff to adapt to evolving Library services and roles
- C. Staff Museums services
- D. Develop a greater understanding among library staff of how they contribute to the Library and the University
- E. Increase and emphasize diversity in staff, collections, and services

Goal IV: Physical

Provide functional, flexible, inviting, safe, technology-equipped learning spaces.

Objectives

- A. Design Learning Commons and Digital Media Hub as an inviting place for library patrons
- B. Renovate the Library building to meet changing needs

Goal V: Online

Provide leading edge, user friendly online environments.

Objectives

- A. Redesign library web site using responsive web design and explore mobile applications for unique service delivery
- B. Assess and modify discovery system
- C. Plan for next generation integrated library system

Goal VI: Advocacy

Increase awareness of and support for the Library's vital role in fulfilling the educational mission of the University in providing excellent undergraduate and rigorous and relevant graduate education.

Objectives

- A. Considerably expand the Library's outreach efforts
- B. Aggressively market Library services
- C. Integrate library into University initiatives

Analysis

Existing Observations

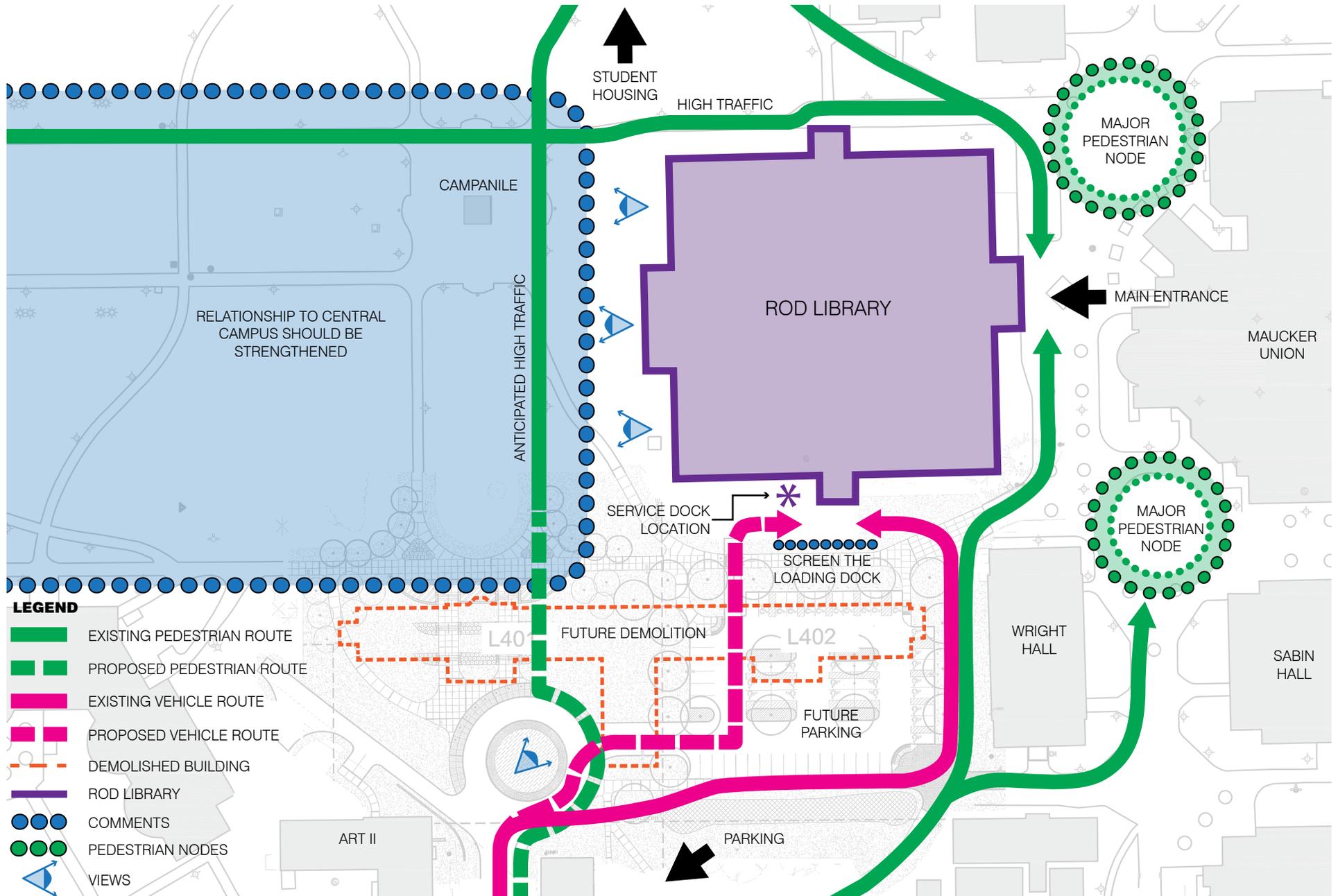
Identifying and solving a problem successfully relies on a full understanding of the issues. The first critical step in the Feasibility Study was learning about the site and the library to organize concerns and strategic priorities. The knowledge gained from this phase will create the foundation to inform future solutions and establish a common language for the development of Rod Library.

Site

The importance of the site, especially for a building located at the heart of campus, cannot be overstated. In addition to fulfilling basic pedestrian circulation for Rod Library users, the site will convey the first impression of the library to the public, provide opportunities for indoor / outdoor connections, and provide amenities for central campus.

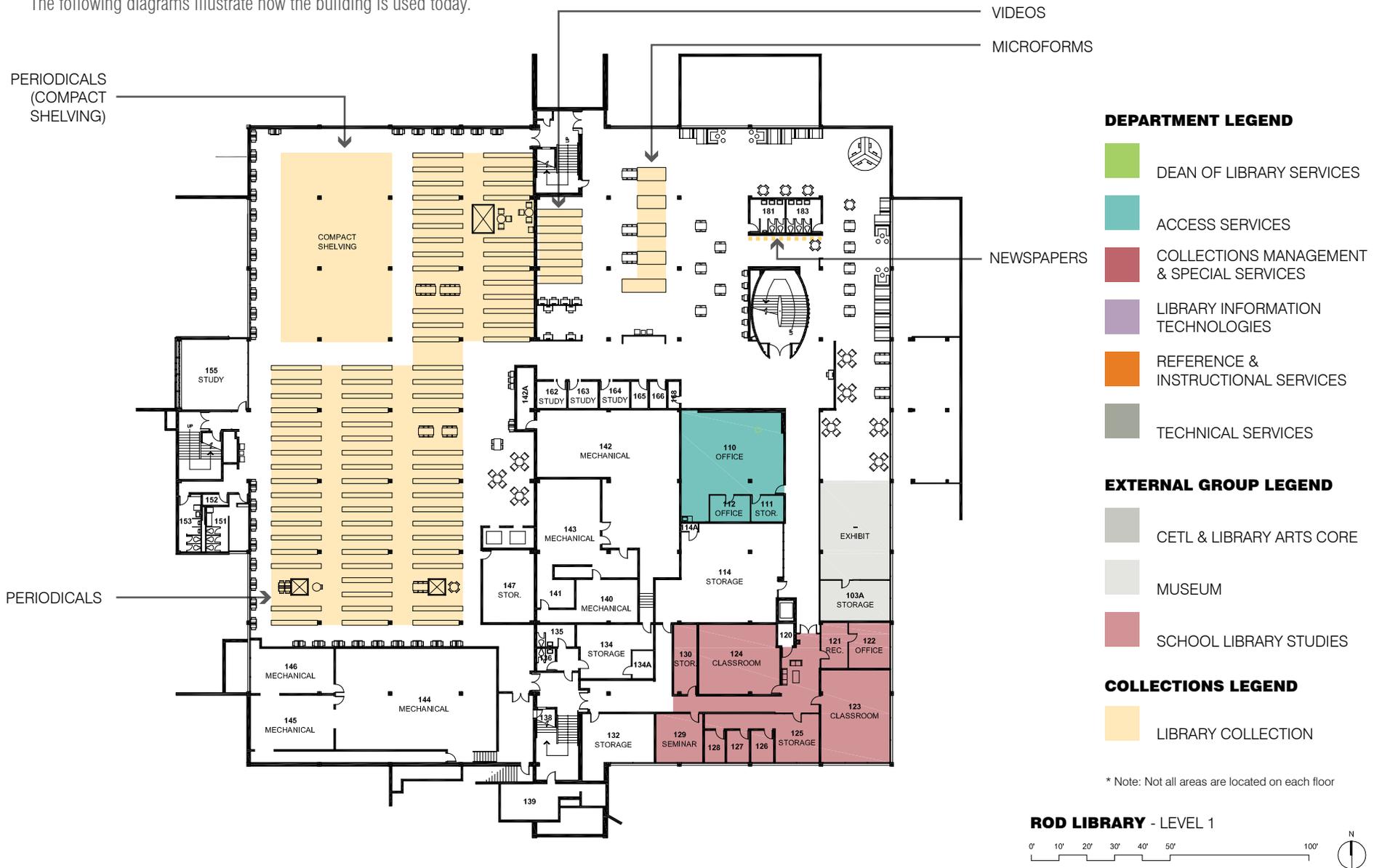
Site Context Analysis

The following diagram illustrates observations regarding current site utilization as well as potential opportunities.



Department Analysis

The following diagrams illustrate how the building is used today.





DEPARTMENT LEGEND

- DEAN OF LIBRARY SERVICES
- ACCESS SERVICES
- COLLECTIONS MANAGEMENT & SPECIAL SERVICES
- LIBRARY INFORMATION TECHNOLOGIES
- REFERENCE & INSTRUCTIONAL SERVICES
- TECHNICAL SERVICES

EXTERNAL GROUP LEGEND

- CETL & LIBRARY ARTS CORE
- MUSEUM
- SCHOOL LIBRARY STUDIES

COLLECTIONS LEGEND

- LIBRARY COLLECTION

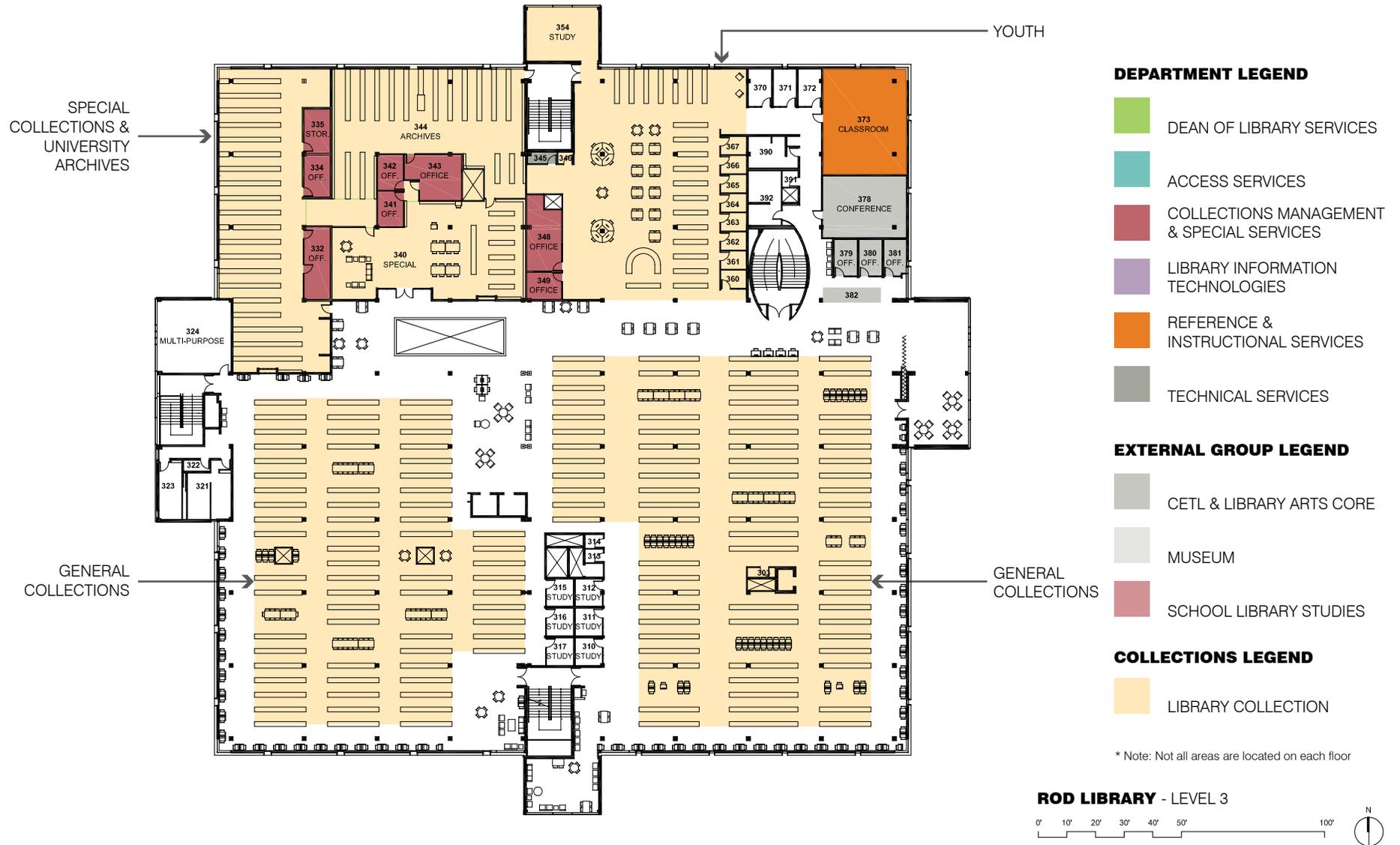
* Note: Not all areas are located on each floor

ROD LIBRARY - LEVEL 2

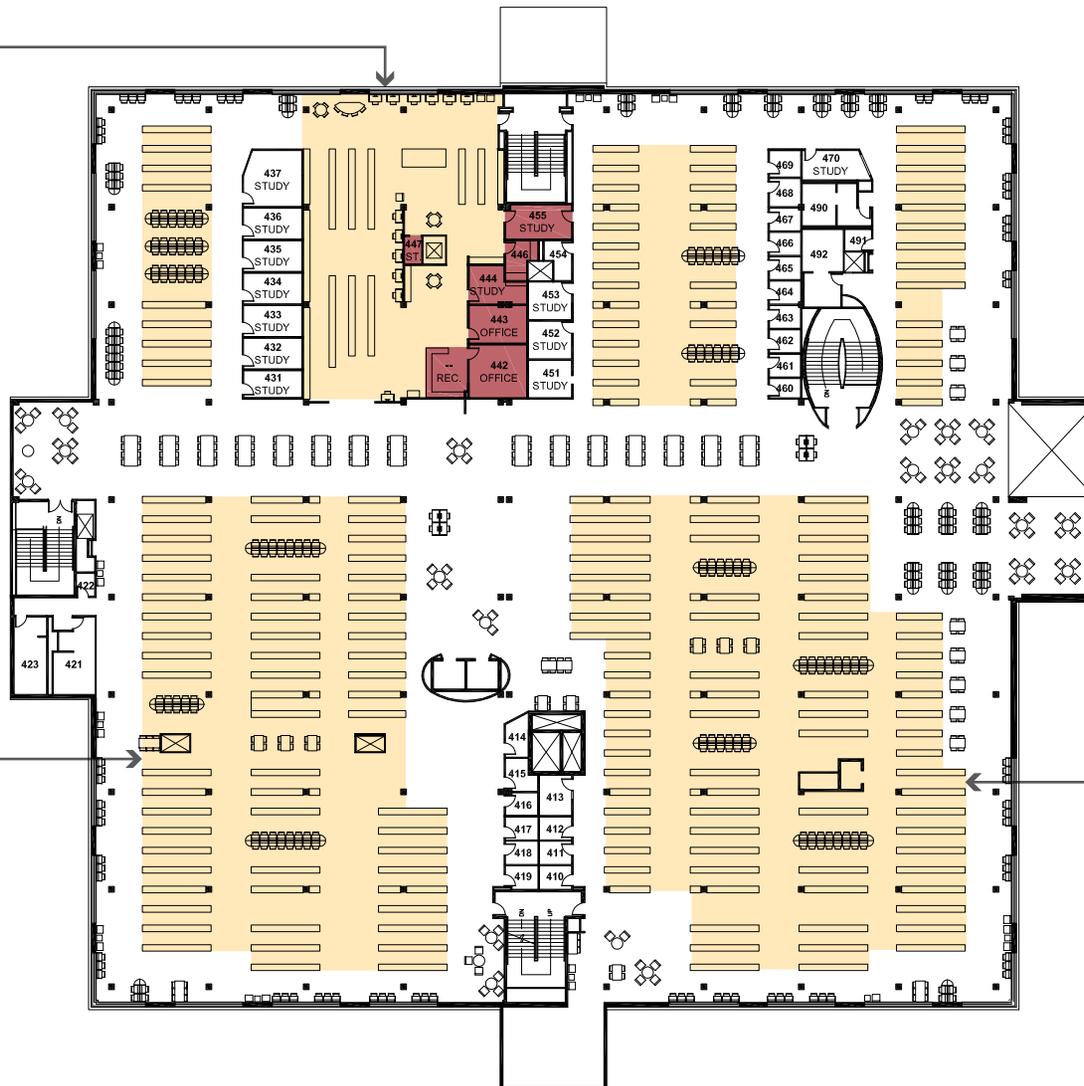


Department Analysis

The following diagrams illustrate how the building is used today.



FINE & PERFORMING ARTS



DEPARTMENT LEGEND

- DEAN OF LIBRARY SERVICES
- ACCESS SERVICES
- COLLECTIONS MANAGEMENT & SPECIAL SERVICES
- LIBRARY INFORMATION TECHNOLOGIES
- REFERENCE & INSTRUCTIONAL SERVICES
- TECHNICAL SERVICES

EXTERNAL GROUP LEGEND

- CETL & LIBRARY ARTS CORE
- MUSEUM
- SCHOOL LIBRARY STUDIES

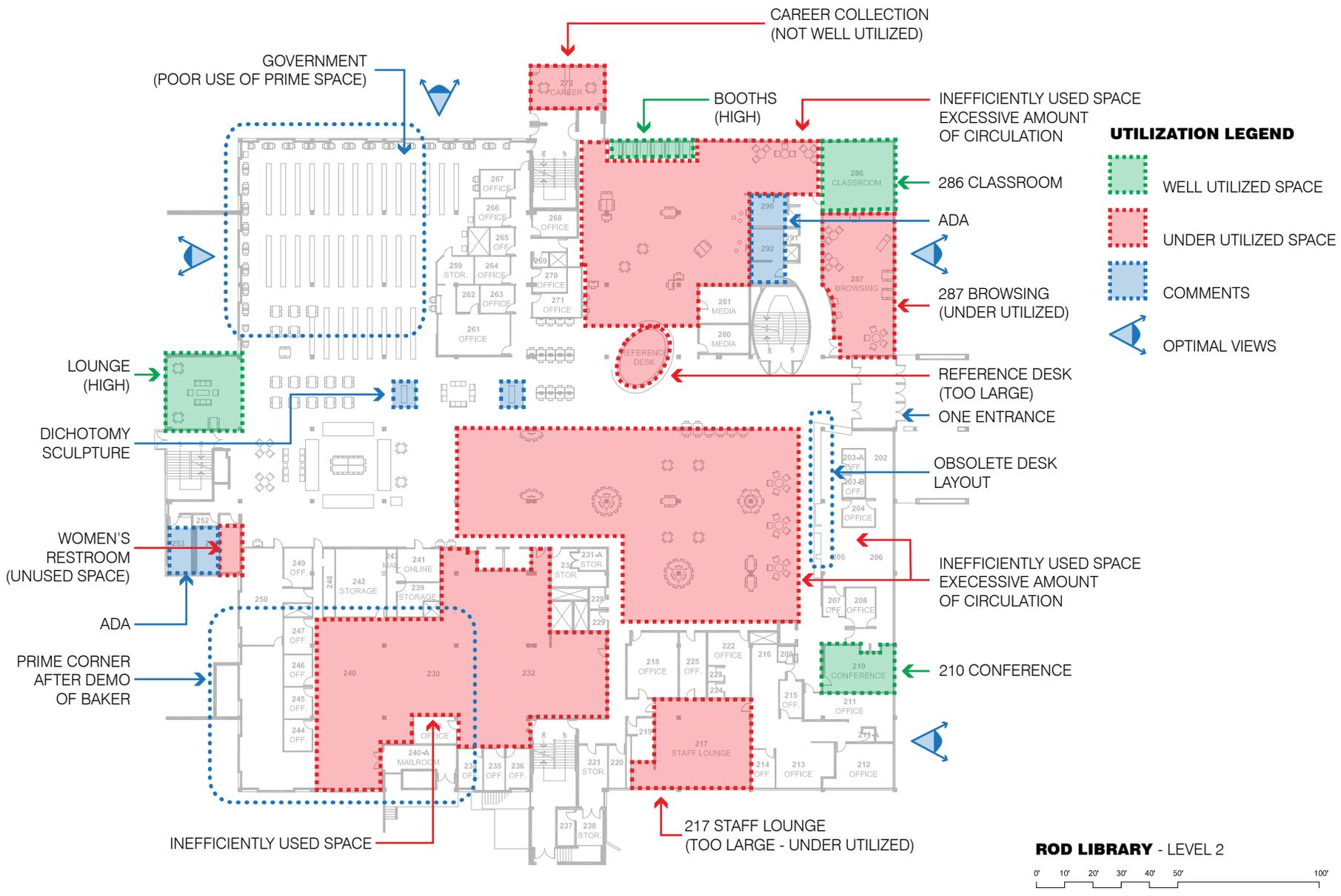
COLLECTIONS LEGEND

- LIBRARY COLLECTION

* Note: Not all areas are located on each floor

ROD LIBRARY - LEVEL 4





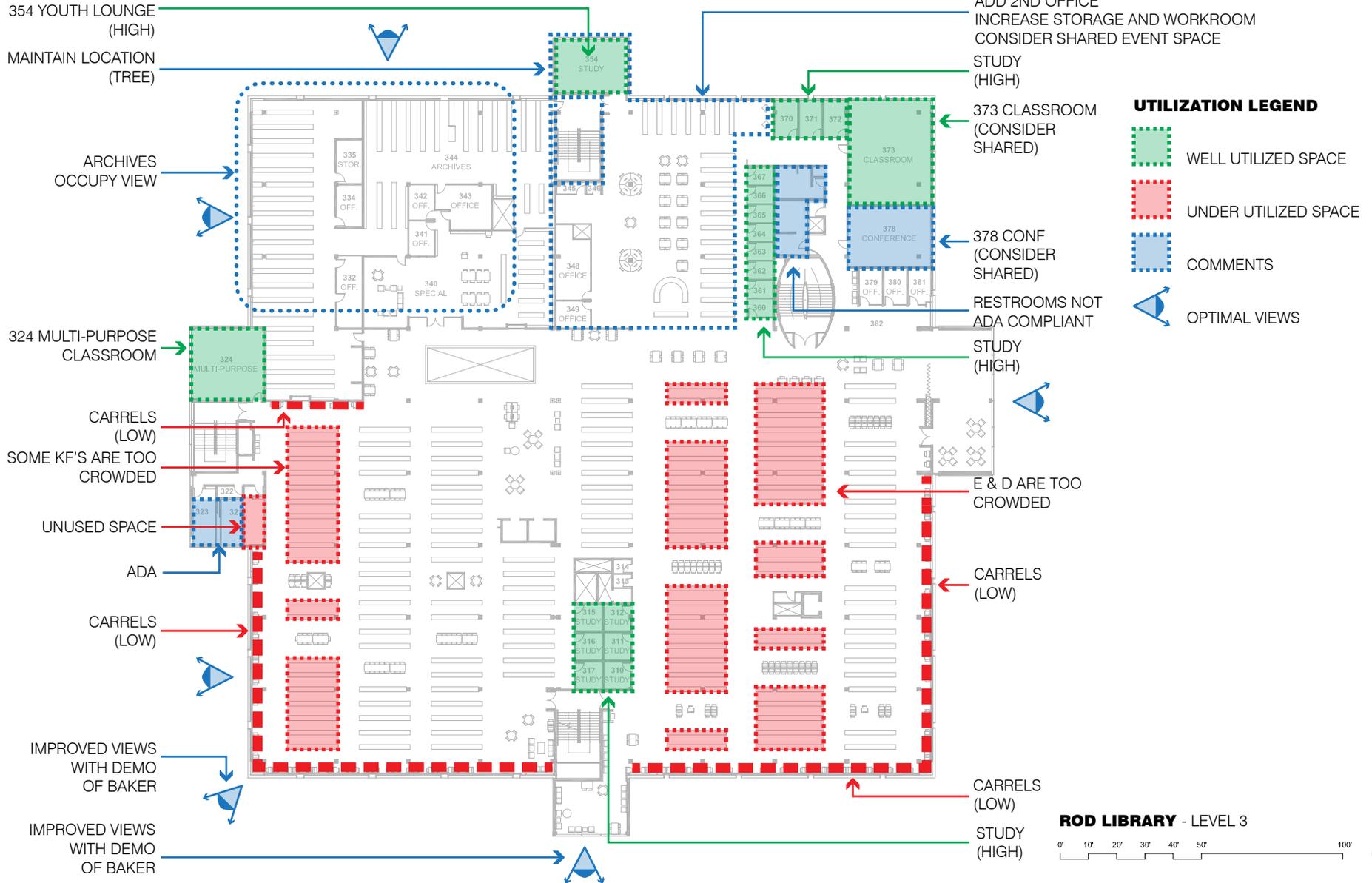
ROD LIBRARY - LEVEL 2

0' 10' 20' 30' 40' 50' 100'

N

Utilization Analysis

The following diagrams illustrate observations regarding current utilization as well as potential opportunities.



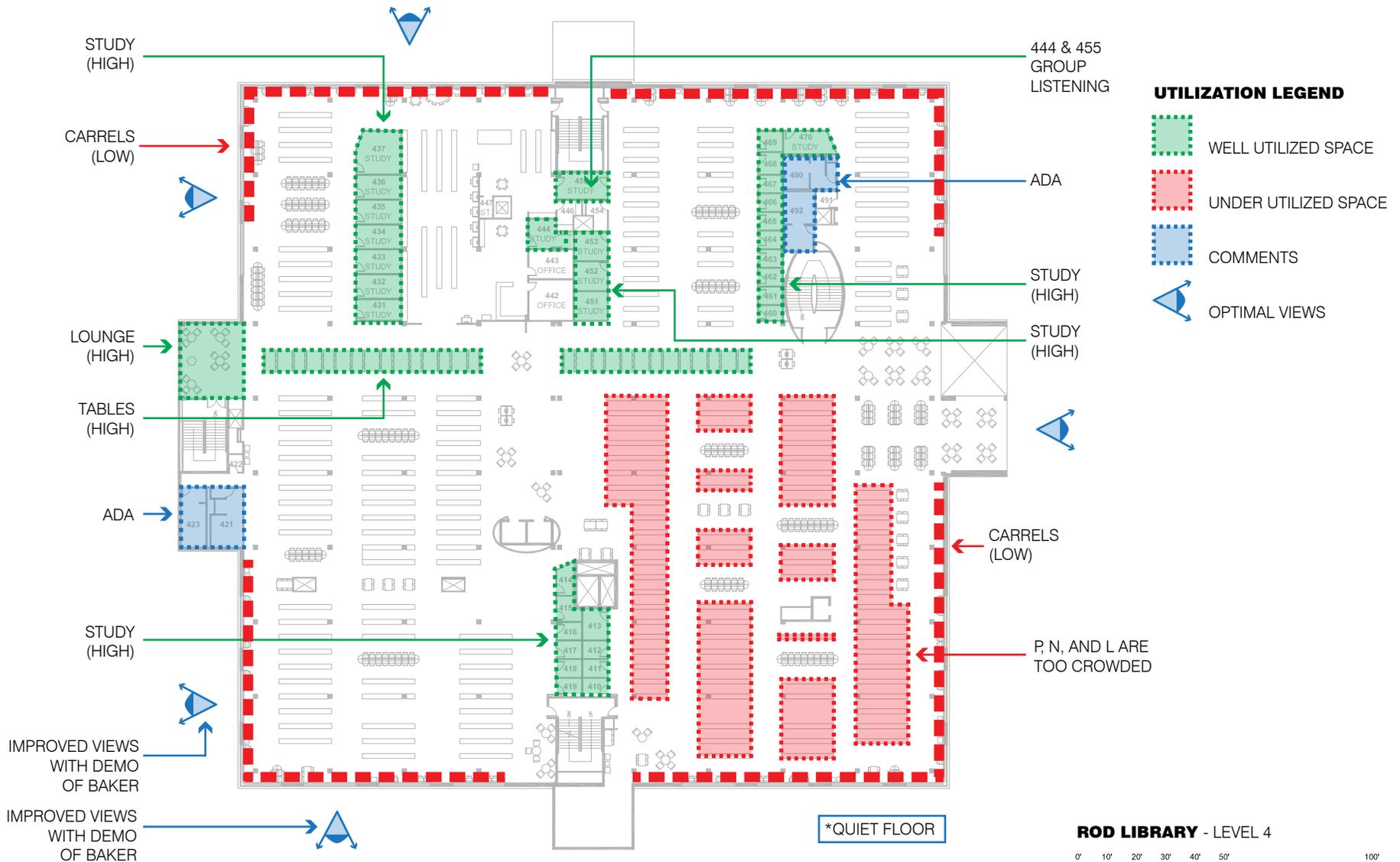
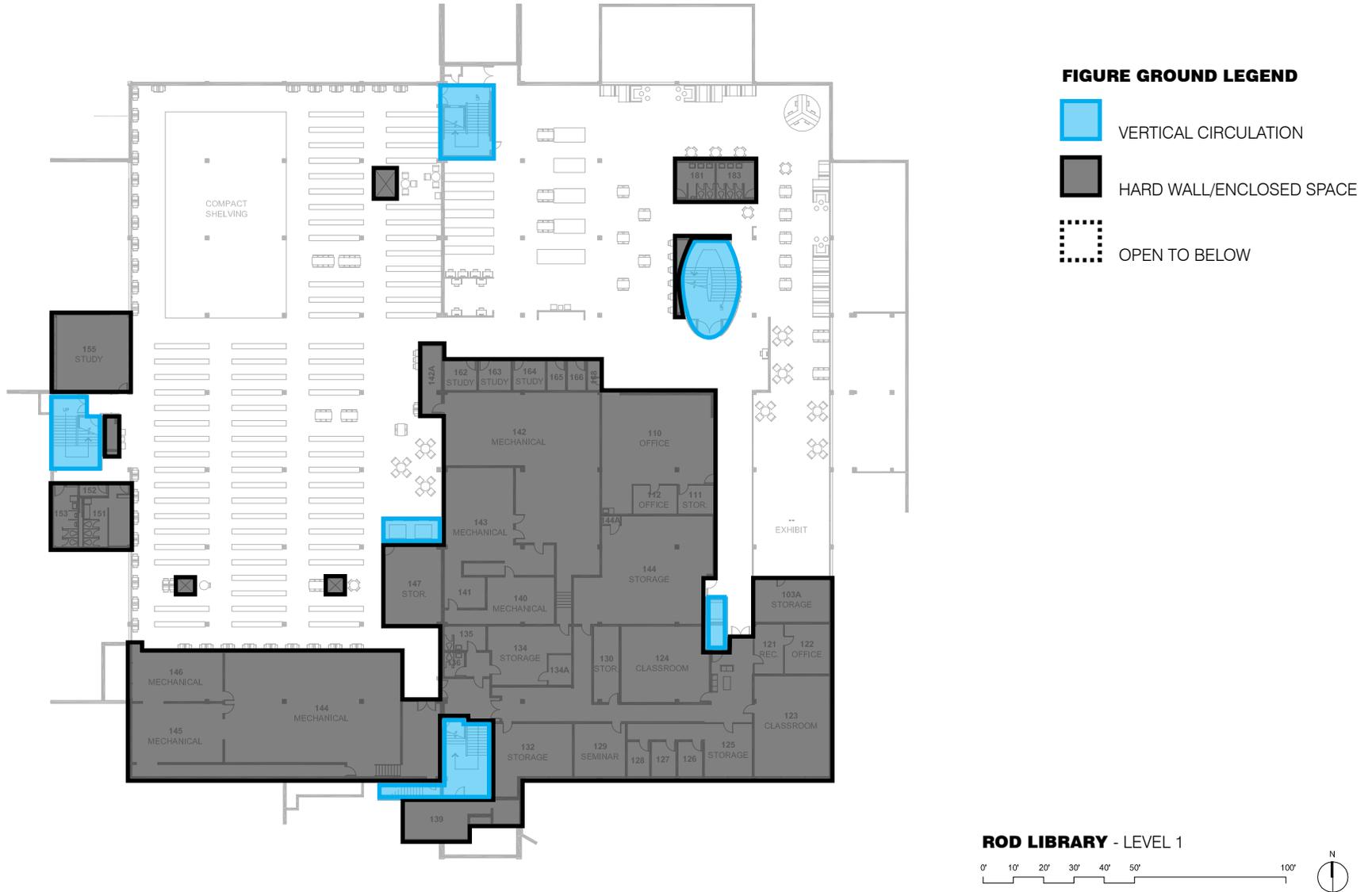


Figure Ground Analysis

The following diagrams provide a contrast of built space and vertical circulation (figure) to generally open space (ground). This analysis illustrates the complexities that exist with current way finding due to disconnected, irregular built areas that lack overall clarity.



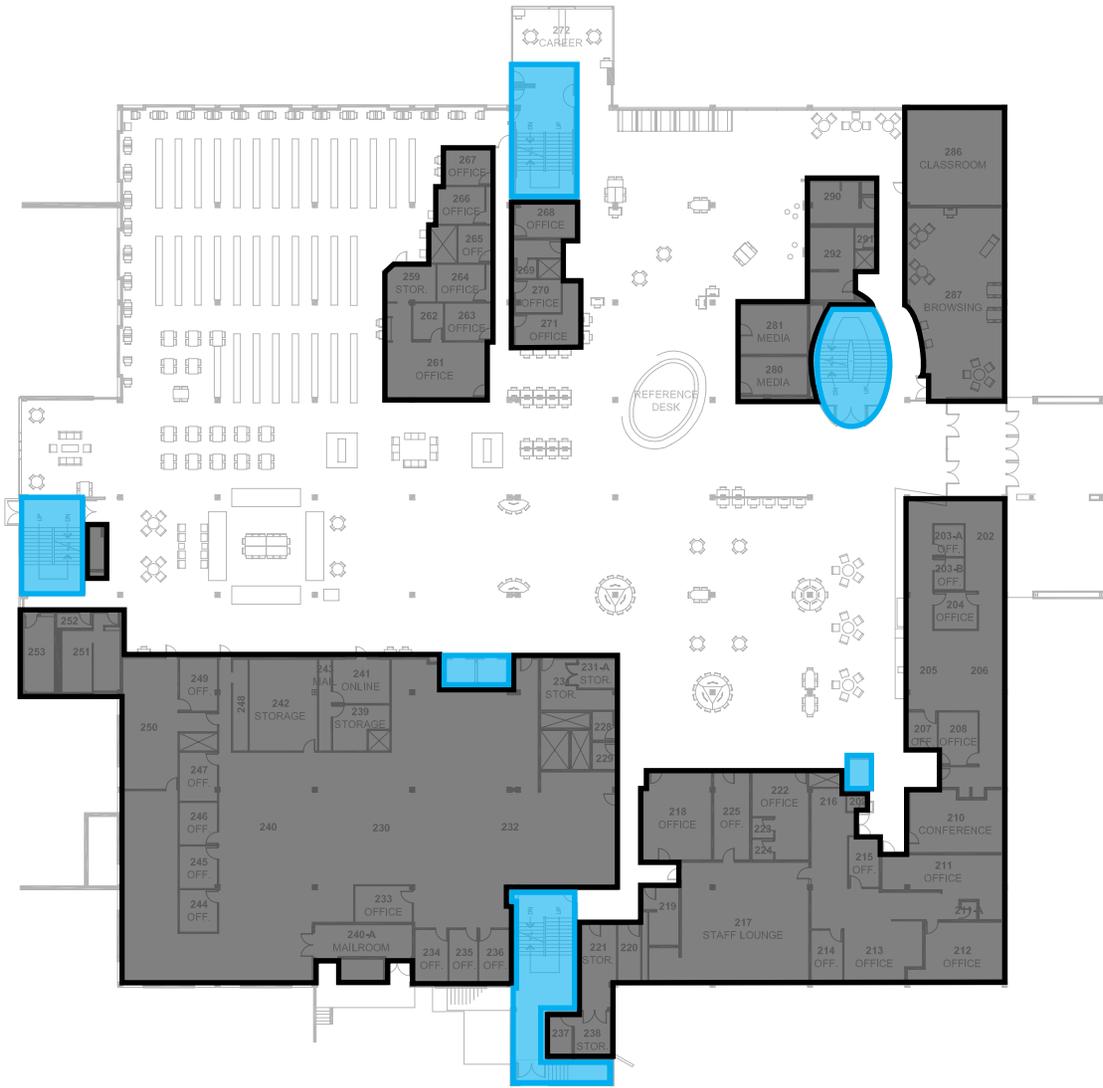


FIGURE GROUND LEGEND

- VERTICAL CIRCULATION
- HARD WALL/ENCLOSED SPACE
- OPEN TO BELOW

ROD LIBRARY - LEVEL 2



Figure Ground Analysis

The following diagrams provide a contrast of built space and vertical circulation (figure) to generally open space (ground). This analysis illustrates the complexities that exist with current way finding due to disconnected, irregular built areas that lack overall clarity.



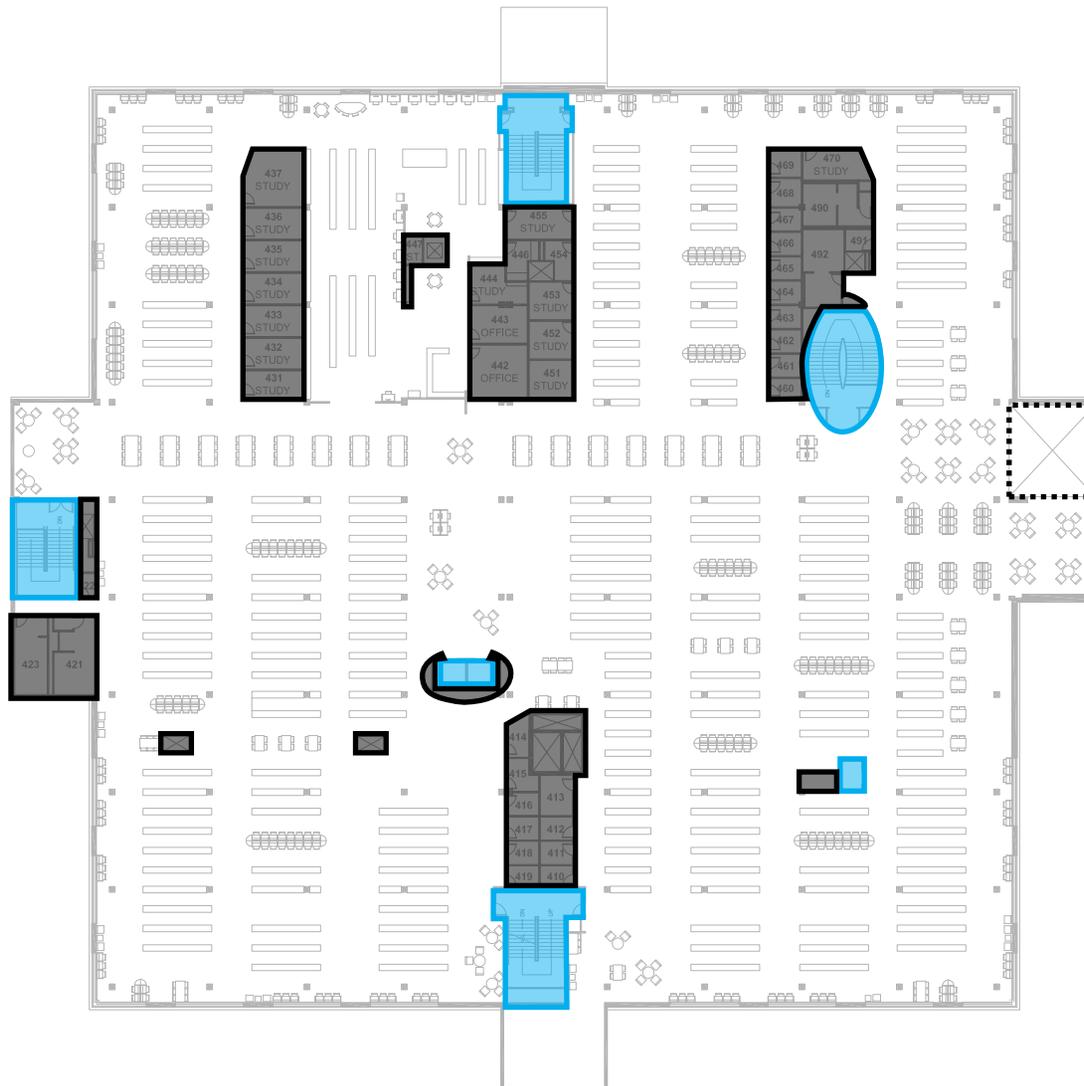


FIGURE GROUND LEGEND

- VERTICAL CIRCULATION
- HARD WALL/ENCLOSED SPACE
- OPEN TO BELOW

ROD LIBRARY - LEVEL 4



Systems

Systems Observations

The intent of the following narratives is to provide a general description of the existing building systems serving Rod Library. This understanding will help facilitate project scope definition and decision making. The information included is based on review of available past project plans, observations made during a facility walk through, and input gathered from building occupants and operators. It is not based on exhaustive field investigation, systems testing / commissioning, or detailed facility assessment.

Systems

Mechanical

- All systems were operating. There aren't sections of the building without a functioning heating or cooling system. The one exception to this statement is the hydraulic elevator exhaust fan.
- All of the equipment and much of the distribution systems serving the building have reached or are beyond their life expectancy.
- The main issue with the existing systems is related to temperature control of specific areas or zones within the building. Other issues are as follows:
 - The fourth floor plenum experiences condensation dripping issues during the summer.
 - The duct insulation liner is tearing loose and clogs coils, sensors, and equipment in the air distribution system.
 - The Server Room cooling is inadequate.
 - The Special Collections area should have dedicated humidity control capability.
- The equipment in the building is served by a combination of pneumatic and electronic controls with limited integration into the campus wide energy management system.
- There isn't a strong desire to replace the steam absorber with an electric chiller due to the amount of steam required at the power plant during the summer.
- Noise levels in the building and overall humidity control have not been an issue.
- Phasing Considerations:
 - The building is served by two air handling units. One air handler serves the east half of the building and the other air handling unit serves the west half of the building.
 - Thermostats in the spaces often control multiple terminal air boxes. Additional zones with separate thermostat control could be incorporated without affecting the rest of the upstream air handling system.
 - The building is served by a single chiller. This chiller provides chilled water to booster coils in both air handling units. Both air handling units have the piping infrastructure in place to utilize well water for cooling also. However, the well water coils cannot meet the building cooling load on their own.
 - The heating water systems serving the building are zoned based on exterior orientation (north, south, east, west, etc). The fourth floor is its own zone.

Plumbing

- All systems were operating. There aren't sections of the building without a functioning storm sewer, sanitary sewer, or domestic water piping system.
- All systems have surpassed their life expectancy.
- The odor of sewer gas is noticeable in the west restrooms on first floor if they aren't used often.
- Restrooms are not ADA compliant.
- The domestic hot water distribution system doesn't have a master mixing valve to limit the temperature being delivered to the fixtures.
- The University hasn't experienced leaking issues with the piping systems other than the sanitary piping serving a janitor sink in the west housekeeping room that has been addressed.

Fire Protection

- The building is not sprinkled.
- There is a fire suppression system for the book drop station.
- A fire protection service enters the west side of the building and routes across the first floor to serve standpipes and hose valves in the stairwells throughout the building.

Electrical

Normal Power Distribution

- Building is served from 12.47kV, 3-phase exterior pad mounted switch. 1000kVA liquid filled exterior pad mounted transformer with 12.47kV delta primary and 480Y/277V secondary is utilized to power feed the building.
- Building main electrical service is 480V-3phase, 1600A. Main switchboard "Switchboard-C" (Square-D made) is located in mechanical room in west basement. Electrical service size is sufficient for the current building demand and peak load.
- Switchboard-C serves 480V mechanical units. It also serves two (2) 208Y/120V 3-phase switchboards (Switchboard-A and Switchboard-B) via 500kVA dry type transformer. Switchboard-C has plenty of spaces available to accommodate future breakers.
- Except some mechanical units which are 480V, most of the building power distribution (lighting, power and mechanical units) in the building is 208/120V and being served by Switchboard-A and Switchboard-B.
- Panel boards are located all around the building to serve the existing 208/120V building loads (lighting, power etc.). Some panel boards have few spares/spaces available to accommodate future loads.
- All systems were operating fine and appear to be in good condition, however, all of the equipment and much of the distribution systems serving the building have reached or are beyond their life expectancy.
- Library space requires additional power outlets and circuits to better serve the space for laptops, iPads etc.

Normal Power Distribution

- Staff lounge requires additional power outlets and circuits to avoid breaker tripping issues in the space.

Emergency Power Distribution

- 30kW, 208Y/120V Natural Gas generator (ONAN made) serves building emergency load via single transfer switch. Most of the building emergency load is lighting (exit signs and egress lighting) served by two (2) emergency panels E1 and E2 located in west and east basement mechanical rooms respectively.
- Emergency distribution system was operating fine and no negative feedback on performance was received from the user(s). However, all equipment and most of the emergency distribution system serving the building have reached or are beyond their life expectancy.
- IT room server racks are served by dedicated UPS. Generator power is not utilized to serve these racks.

Lighting

- Some back of the house spaces (mechanical room etc.) utilize incandescent lighting. Incandescent lighting is energy inefficient and not allowed by energy codes.
- Library general seating space utilizes 2x4 light fixtures as part of HVAC system (to supply and return the conditioned air in the space). Half of these fixtures support the T12 lampping only, although these fixtures are not utilized for lighting in the space but only as part of HVAC system.
- In general the light levels appear to be sufficient. No negative feedback on low light levels was received from the user(s).

Lighting

- Some spaces in the building utilizes occupancy sensors to control the lighting
- Some spaces (mostly in latest addition to the building) also utilize day-light sensors.
- Site lighting appears to be sufficient around the building. No negative feedback on site lighting was received from the user(s).
- Most of the accent lighting around the building is not utilized and user(s) requested it to be removed as it is difficult to maintain.
- Majority of interior lighting is either 4ft T8 lampping or CFL lampping.

Fire alarm system

- Fire alarm system is old and outdated. Negative feedback was received on proper functioning of the fire alarm system.
- Building is not sprinkled. Many spaces in the building (mechanical, tunnel, storage, general spaces etc.) lack the use of fire alarm detection devices as required by building codes and fire alarm codes.
- Building lacks the fire alarm notification coverage at many spaces as required by fire alarm codes.

Elevators

- Building Elevators are not on emergency power. Per applicable building codes (IBC), if the elevators are to be used as a means of egress in the building then emergency power shall be provided as an upgrade for the elevators.

Trends

Library Trends

Libraries can stay relevant to their users by strategically riding the wave of societal trends. Today's modern libraries are increasingly being redefined as places to get unrestricted access to information in many formats and from many sources. They are extending services beyond the physical walls of a building by providing material accessible by electronic means, and by providing the assistance of librarians in navigating and analyzing very large amounts of information with a variety of digital tools. The following trends covered in this study were acquired through numerous benchmarking trips, research, professional experience and extensive perspective from our consultant with Sam Demas, our academic library planning consultant with Sam Demas Collaborative Consulting.

Trends

PRINT TO DIGITAL COLLECTION
PRINT PROGRAMS RISE OF SPEC
ICONIC BUILDINGS & SPACES L
COLLABORATION CONTENT CR
TECHNOLOGY & MOBILE SER
LIGHT ART EXHIBITS CULTUR

MANAGEMENT PLANS **SHARED**
SPECIAL COLLECTIONS & ARCHIVES
LEARNING & TEACHING SPACES
CREATION **RESEARCH SUPPORT**
SERVICES **COMMUNITY SPACES**
TRADITIONAL EVENTS SUSTAINABILITY

Areas

Area Projections

As a part of the Feasibility Study we have separated the current space utilization into the following Functional Areas: Staff, Learner, Partner, Collections, and Highlighted. The staff areas are evaluated in terms of occupancy with multipurpose rooms, closed study rooms, and open study areas separated for individual analysis. For each category we have attempted to project a future square footage requirement based on industry standards, comparative projects, and library planning publications. Also included are new spaces that are currently not housed in Rod Library, like Digitization, Academic Learning Center, Career Services, Museum Collection, CIEP Collection, Multipurpose room, and Cafe. It is important to note that this space summary is not a detailed Program Statement that explores the specific needs of any particular room or space, but is intended to summarize an order-of-magnitude on space requirements for the future Rod Library that will serve as the basis for the Feasibility Study Concept Diagrams.

Areas

Department Staff Areas

For staff areas we have assigned a departmental gross square foot (DGSF) multiplier of 180 dgsf / occupant (not per workstation) which represents a blended office landscape. This does not mean that each workstation is 180 sf as this multiplier includes private offices, open workstations, student workstations, and workstations within private offices; collaborative, multi-use work spaces; staff break areas; work / print / supply areas; and internal circulation space. Each workstation will be sized to comply with state mandated office requirements. Staff break rooms may be centralized in a staff lounge to serve a group of staff areas or decentralized as break areas to serve staff areas individually. The industry trend in office landscapes both within the corporate world and in libraries today lends itself to an office environment that maximizes collaborative space and interactions between coworkers. Based on industry research of distributed work cultures for corporate environments, the average sf per person over the past 10 years is on the decline. Ten years ago the average was 230 sf / occupant and today that average number is 135 sf / occupant. This decline in individual work space is due to supporting more effective and efficient work processes, supporting collaboration, and maximizing space utilization, ultimately resulting in a net reduction in total square footage.

Collections Specific Staff Areas

Staff areas that are specific to certain collections are included in the projections for that collection. The projected bar graph for each respective collection with on-site staff includes a breakdown of area types including the collection, study areas, and staff areas, as well as exhibit and exhibit support in the case of the Museum collections. The projection methods for each area type are identified in the qualifying paragraph that follows each bar graph.

Classrooms, Instruction, Seminar, and Conference Rooms

Currently Rod Library has 3,145 sf of classroom, instruction, seminar, and conference spaces for an estimated 147 occupants. It is projected that the Academic Learning Center will require 2 dedicated testing rooms, but that an additional computer lab, open tutoring spaces, and a multipurpose room for classes, training, and meetings could use shared library spaces on a priority basis. In addition, Career Services periodically requires a large meeting room which this study assumes can be a shared library space as well.

As described in the Departmental Staff Areas, the 180 dgsf / occupant multiplier represents a blended office landscape which accounts for collaborative, multi-use work spaces in each department. These spaces can remain distributed within each department, or combined to be a shared resource for all departments for maximum efficiency.

The study assumes that the addition of a 2,400 square foot multipurpose space for a total of 100 occupants combined with 3,000 square feet of instruction spaces for a total of 120 occupants should be sufficient to meet the needs of the library, partners, and the university. At least two of these instruction spaces will be dedicated CAT Classrooms scheduled by the Registrar.

Multipurpose Rooms

During our open sessions with staff, students, and leadership, a 100 person multipurpose space was discussed as representing many different uses such as a gallery, a large meeting space, training and even special program space.

Multipurpose (chairs and tables): 2,400 gsf / 24 gsf per person (room that can be divided up into (3) sections and includes movable partition wall)

Based on these standard functional space requirements, and our limited understanding of the specific functions / use of the space for the library, it is our recommendation at this time, that we include (1) Multi-purpose space allocating 2,400 gsf to the overall project scope.

Open Study and Closed Study Seating Areas

On average the square footage dedicated to each seat is 42 sf. This area accounts for the seat itself and the immediate area around each seat type to make the seat functional. In reality each seat type requires a different sf, but for master planning purposes 42 sf provides a mix of options.

Examples of seating type and typical space required

Study carrels	= 20 sf (sized to meet the need of today's student)
Seating at tables	= 25 sf per seat, example - 4 person table = 100 sf
Lounge chairs	= 35 sf

To help account for the walking path in the seating areas, a grossing factor should be added. 30% has been used for this study. Adding 30% to the average seat size of 30 sf, gives you a working area of 42 sf. This number can then be used to determine the potential seat count in an area.

The space allocated from the available open area to closed study can be determined by analyzing the use of any existing spaces of the same type, Library/ University philosophy, population count or by peer comparison. By analyzing new or remodeled academic libraries which have recently finished or are near completion, we are finding a range of 10%-20% of the study areas are dedicated to closed study spaces¹

For this Feasibility Study the seating count we are working from is the % of student population to be served by seating. The current seating count of 2203 is adequate for future needs of the university's projected student population. Taking this number times the average seat multiplier of 42 sf, and calculating 10% for closed seating we are able to determine the square footage needed for the renovation.

¹ Studies of James B. Hunt Library, North Carolina; Shain Library, Connecticut; New Sawyer Library, Williams College

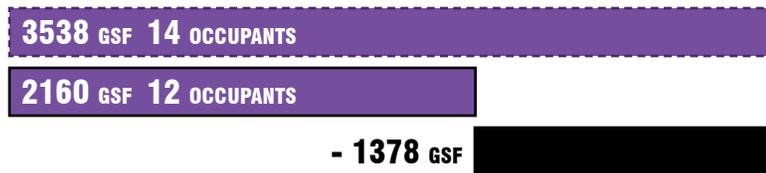
Areas

DEAN OF LIBRARY SERVICES



Currently 8 occupants in 1916 gross square feet (gsf) at 240 gsf / occ. Dean is projected by 8 occupants at 180 gsf / occ to 1440 gsf and Marketing is projected by 4 occupants at 180 gsf / occ to 720 gsf for a total of 2160 gsf.

ACCESS SERVICES



Currently 14 occupants in 3538 gross square feet (gsf) at 253 gsf / occ. Access Services is projected by 12 occupants at 180 gsf / occ to 2160 gsf.

COLLECTIONS MANAGEMENT & SPECIAL SERVICES



Currently 5 occupants in 1378 gross square feet (gsf) at 276 gsf / occ. CMSS is projected by 6 occupants at 180 gsf / occ to 1080 gsf.

LIBRARY INFORMATION TECHNOLOGIES



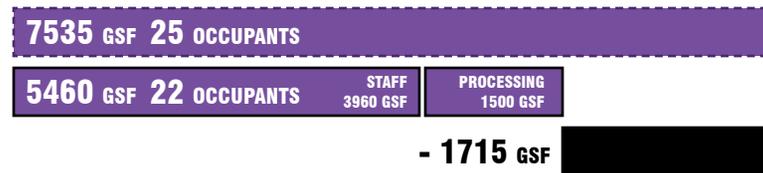
Currently 6 occupants in 1470 gross square feet (gsf) at 245 gsf / occ. LIT is projected by 8 occupants at 180 gsf / occ to 1440 gsf.

REFERENCE & INSTRUCTIONAL SERVICES



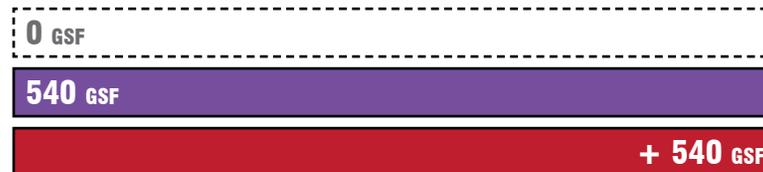
Currently 12 occupants in 2465 gross square feet (gsf) at 205 gsf / occ. RIS is projected by 13 occupants at 180 gsf / occ to 2340 gsf. The Classrooms are removed and included separately under Classrooms.

TECHNICAL SERVICES



Currently 25 occupants in 7535 gross square feet (gsf) at 301 gsf / occ. The staff area is projected by 24 occupants at 180 gsf / occ to 4320 gsf and a 1500 gsf processing area is added for technical services, cataloging, and acquisitions.

DIGITIZATION



Digitization is projected by 3 occupants at 180 gsf / occ to 540 gsf.

CAFE

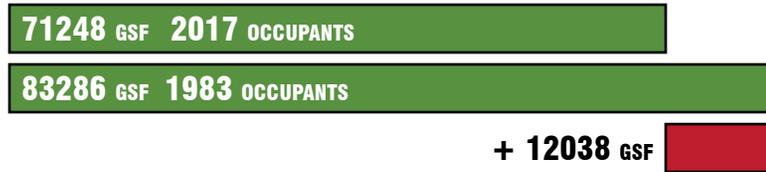


This number was reached by assuming a cafe with preparation area only. This number is flexible and may be reduced to accommodate additional desirable program.

AREA LEGEND

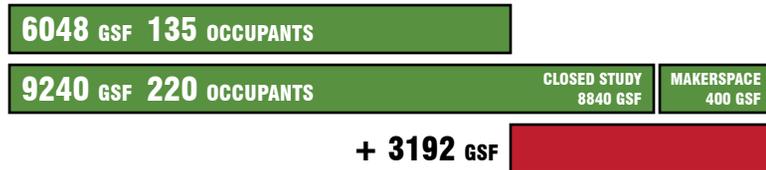
- CURRENT
- PROJECTED
- STAFF
- LEARNER
- PARTNER
- COLLECTIONS
- HIGHLIGHTED
- DECREASE IN AREA
- INCREASE IN AREA

OPEN STUDY



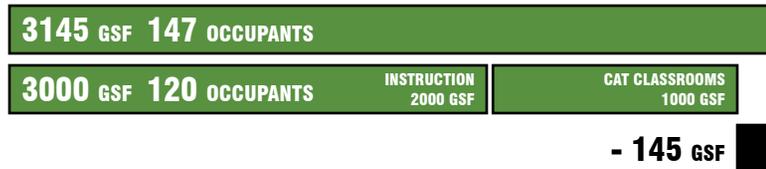
Open study accounts for 90% of the total 2203 seats. 1983 occupants at 42 gsf / occupant equals 83286 gsf of open study area. Open study seating includes a mix of seating types.

CLOSED STUDY



Closed study accounts for 10% of the total 2203 seats. 220 occupants at 42 gsf / occupant equals 9240 gsf of closed study area. 400 gsf of closed study will be assigned to a Makerspace which will accommodate computers with CAD and a 3D printer, as well as tools required for physical building.

INSTRUCTION (CLASSROOM, SEMINAR, CONFERENCE)



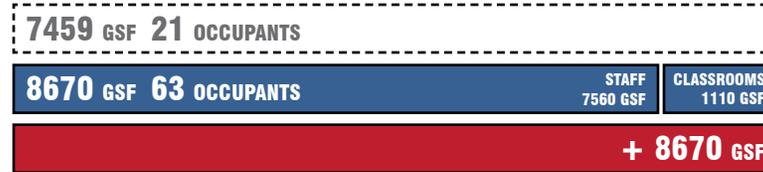
This number is reached by assuming the total number of instruction type spaces can be reduced to 6, each with an occupant density of 25 square feet per occupant. 2 of the 6 spaces will be 500 gsf CAT classrooms scheduled by the Registrar.

MULTIPURPOSE



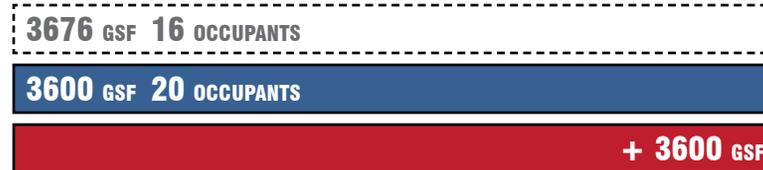
This number is reached by taking the proposed occupancy of 100 times an occupant density of 24 gsf per occupant.

ACADEMIC LEARNING CENTER



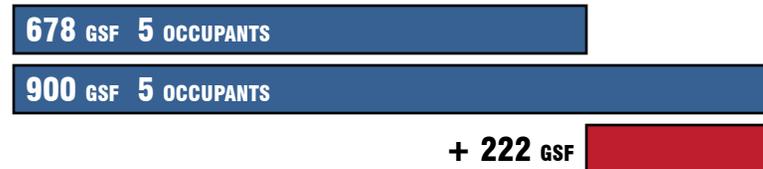
The Staff Area includes enclosed offices, workstations, and student workstations, as well as reception, workroom, storage, and server rooms. 2 Testing Rooms are included for 22 and 15 occupants. A computer lab, multipurpose room, and study spaces will be shared with the library.

CAREER SERVICES



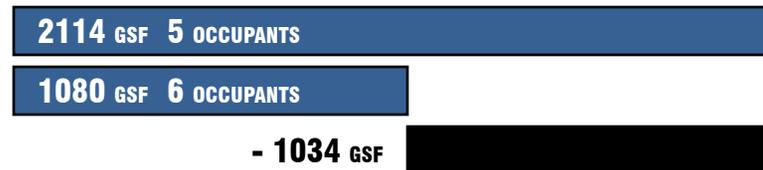
Career Services is projected by 19 occupants at 180 gsf / occ to 3420 gsf. The Conference Room will be included under Classroom.

CETL & LIBERAL ARTS CORE



Currently 5 occupants in 679 gross square feet (gsf) at 136 gsf / occ. CETL & Liberal Arts Core is projected by 5 occupants at 180 gsf / occ to 900 gsf. The Meeting Room is removed and included separately under Classrooms.

SCHOOL LIBRARY STUDIES



Currently 5 occupants in 2114 gross square feet (gsf) at 423 gsf / occ. School Library Services is projected by 6 occupants at 180 gsf / occ to 1080 gsf. The Classrooms are removed and included separately under Classrooms.

AREA LEGEND

- CURRENT
- PROJECTED
- STAFF
- LEARNER
- PARTNER
- COLLECTIONS
- HIGHLIGHTED
- DECREASE IN AREA
- INCREASE IN AREA

Collection Areas

Collection Areas

The Feasibility Study projects a 30% decrease in the collection footprint in Rod Library, which will free up space for museum functions and for a range of services for students and faculty. Following are some key assumptions underlying this projection:

1. The economics of book storage and construction of new library space combine to make thoughtful downsizing of legacy print collections an inexorable best practice. A reduction of 30% is well within the range of potential for a book and journal collection such as UNI's.
2. The rate of growth of the book and journal collections will continue to decrease with the ongoing shift from print to digital publishing for much scholarly literature.
 - A. The shift in journal publication from print to digital is quite far along and will continue over the next decade until a small portion of scholarly journals are published in print form.
 - B. The migration of book publishing from print to digital is proceeding more slowly. While it is unclear how far this migration will go, libraries are and will continue to purchase (license) a substantial portion of monographs in digital form for the foreseeable future.
 - C. Government documents and other categories of regular printed publications are moving rapidly to digital publication.
3. Thoughtful weeding of the collections will continue
 - A. Back sets of periodicals available digitally from trusted sources enables the library to weed a large number of print journal back files today, and this trend will continue.
 - B. As the proportion of library book and journal holdings available digitally continues to increase, it will be possible to weed substantial numbers of little- or never-used print publications without sacrificing access to these publications.
4. Shared print programs

Nationally, libraries are cooperating by managing their local collections in the context of shared print programs designed to ensure long term preservation of and access to legacy print collections in service to scholarship. To ensure that mistakes are not made in weeding and enduring access is provided, UNI will participate in regional shared print programs to manage its collection in coordination with other universities. Iowa is just beginning to develop a shared print program and UNI's participation will benefit the University greatly.

¹ See: Courant, Paul N. and Matthew "Buzzy" Nielsen, "On the Cost of Keeping A Book", in *The Idea of Order: Transforming Research Collections for the 21st Century Scholarship*. CLIR Publication no. 147, June 2010, p. 99

² For an overview of shared print archiving, see "Shaping a National Collective Collection: will your campus participate?", Sam Demas with Wendy Lougee in *Library Issues* v. 31, no. 6, July 2011.

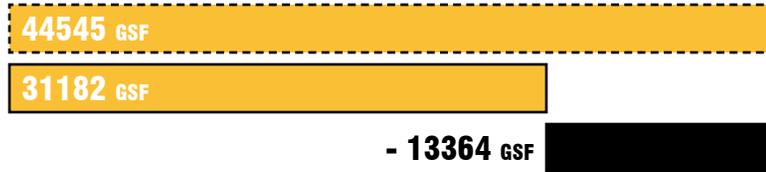
Collection Areas

5. While there will be an overall reduction of 30% in the collection footprint, different portions of the collection will shrink/grow at different rates.
 - A. Continued growth in archives and manuscript collections can be expected for the foreseeable future. Many faculty, administrators, and prominent individuals in the community and the state will retire over the next generation and leave their papers to the University. In addition to stewarding the University's archives, important Iowa educational, businesses and cultural institutions will gradually divest themselves of their paper archives as they move increasingly towards digital archives. The Archives will want to selectively house some of these collections pertinent to UNI's interests.
 - B. Journal collections available digitally, which take up a great deal of space, can be weeded significantly without affecting access, particularly within the context of shared print.
 - C. Most parts of an academic library book collections tend to be very low use. Typically about 16-20% of the books account for 80% of the use. Rod Library's reported use profile is fairly typical: 39% of the stacks collection had no circulation since 1989, and 72% of the collection did not circulate between 2005 – 2011. Circulation of the print collection has been declining steadily, with a 27% decrease in last year.
 - D. Newspaper collections are shrinking dramatically as many faculty and most students prefer online access to current and back issues.
 - E. Video collections are projected to move to online access. VHS format in particular is gradually being replaced where possible.
 - F. Reference materials are increasingly published digitally and the legacy print reference collections can continue to be thoughtfully weeded.
 - G. As mentioned previously, document collections can be heavily weeded as both prospective and retrospective content moves online.
6. Need for a Collection Management Plan
Responsibly reducing the collection footprint of a university library requires thoughtful analysis, transparency, and a careful communications plan. It is strongly recommended that this activity be guided by a written collection management plan.

³ See: Sam Demas and Mary Miller: "Rethinking Collection Management Plans: Shaping Collective Collections for the 21st century", in *Collection Management*, v. 37, issue 3-4, 2012, p. 168-187; and "What's Your Plan? Writing Collection Management Plans" in *Against the Grain*, March 2011.

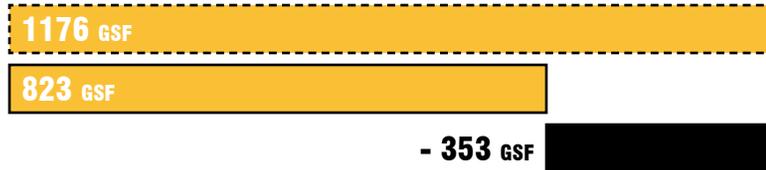
Collection Areas

GENERAL COLLECTIONS



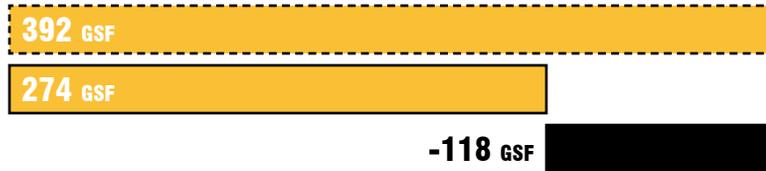
This number is reached by taking a 30% reduction in the collection by following a collection management plan as recommended.

BROWSING COLLECTION



This number is reached by taking a 30% reduction in the collection by following a collection management plan as recommended.

CAREER COLLECTION



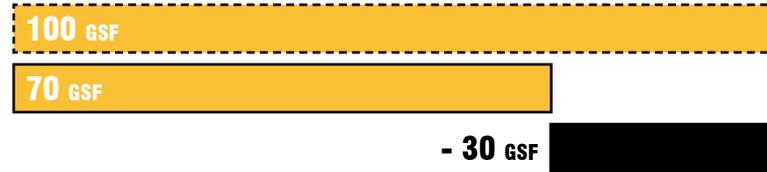
This number is reached by taking a 30% reduction in the collection by following a collection management plan as recommended.

CFPL @ UNI COLLECTION



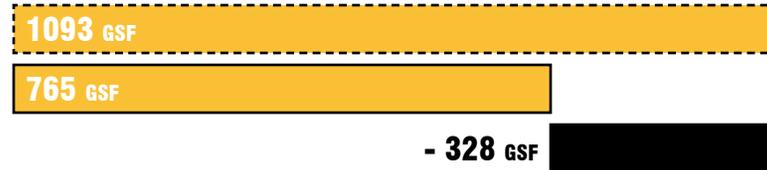
This number is reached by taking a 30% reduction in the collection by following a collection management plan as recommended.

NEWSPAPER COLLECTION



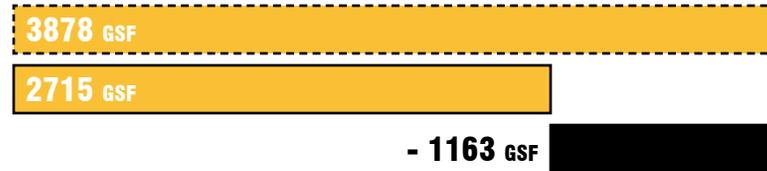
This number is reached by taking a 30% reduction in the collection by following a collection management plan as recommended.

REFERENCE COLLECTION



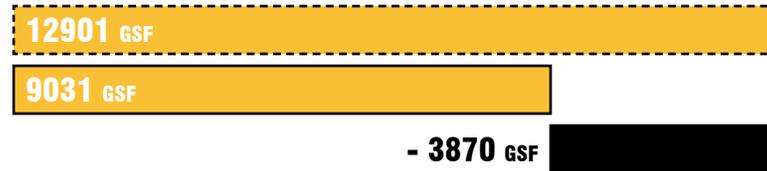
This number is reached by taking a 30% reduction in the collection by following a collection management plan as recommended.

DOCUMENTS & MAPS COLLECTION



This number is reached by taking a 30% reduction in the collection by following a collection management plan as recommended.

JOURNALS & MAGAZINES COLLECTION

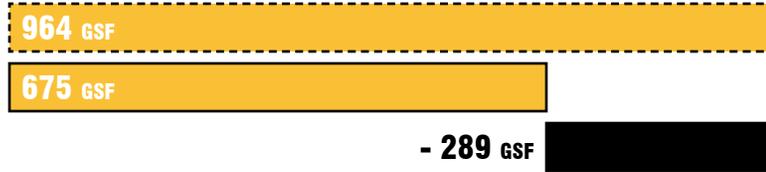


This number is reached by taking a 30% reduction in the collection by following a collection management plan as recommended.

AREA LEGEND

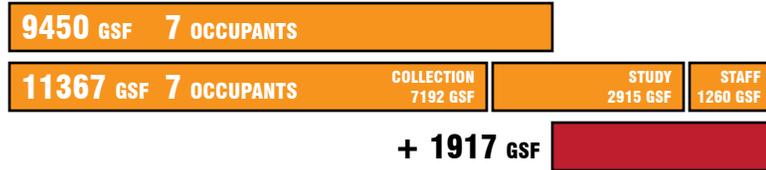


MICROFORMS COLLECTION



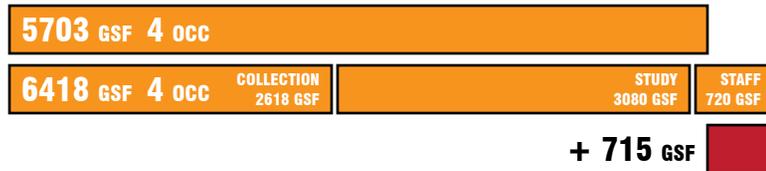
This number is reached by taking a 30% reduction in the collection by following a collection management plan as recommended.

SPECIAL COLLECTIONS & UNIVERSITY ARCHIVES



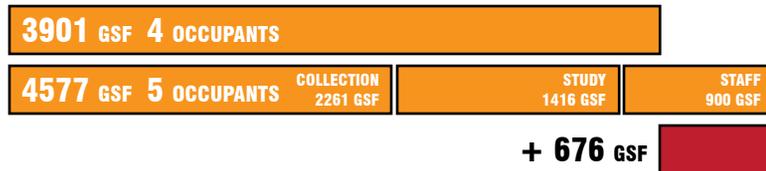
This number is reached by taking a 30% increase in the collection, taking the total projected occupants and multiplying by a factor of 180 square feet per occupant in staff areas, and no change in the associated study space.

YOUTH COLLECTION



This number is reached by taking a 20% increase in the collection, taking the total projected occupants and multiplying by a factor of 180 square feet per occupant in staff areas, and no change in the associated study space.

FINE & PERFORMING ARTS COLLECTION



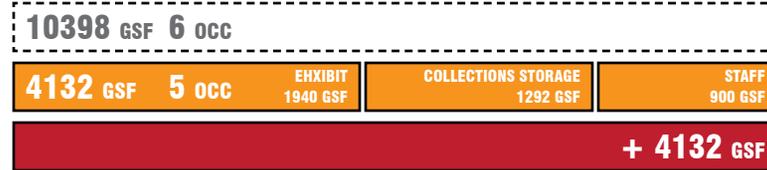
This number is reached by taking a 20% increase in the collection, no change in the associated study space, and by taking the total projected occupants and multiplying by a factor of 180 square feet per occupant in staff areas.

VIDEO COLLECTION



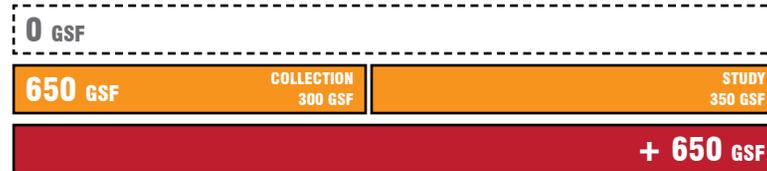
This number is reached by taking a 30% reduction in the collection by following a collection management plan as recommended.

MUSEUM COLLECTION



This number is reached by taking a 65% decrease in the exhibition space, taking the total projected occupants and multiplying by a factor of 180 square feet per occupant in staff areas, and no change in the associated collections storage space.

CULTURAL INTENSIVE ENGLISH PROGRAM COLLECTION

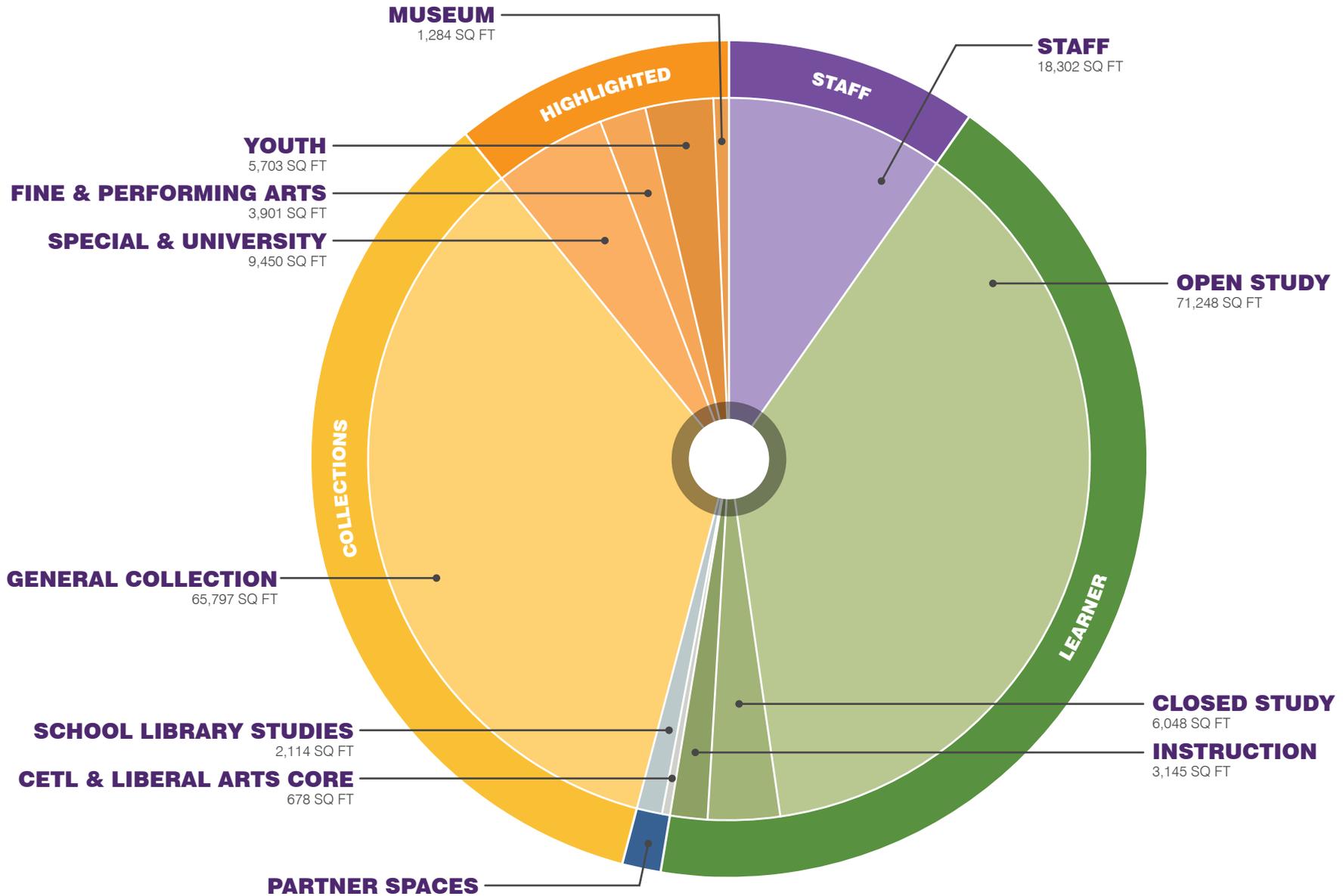


This number is reached by taking a projected collection size of 3000 volumes and dividing by a space factor of 10 volumes per square foot. An associated study space of 350 sf is included.

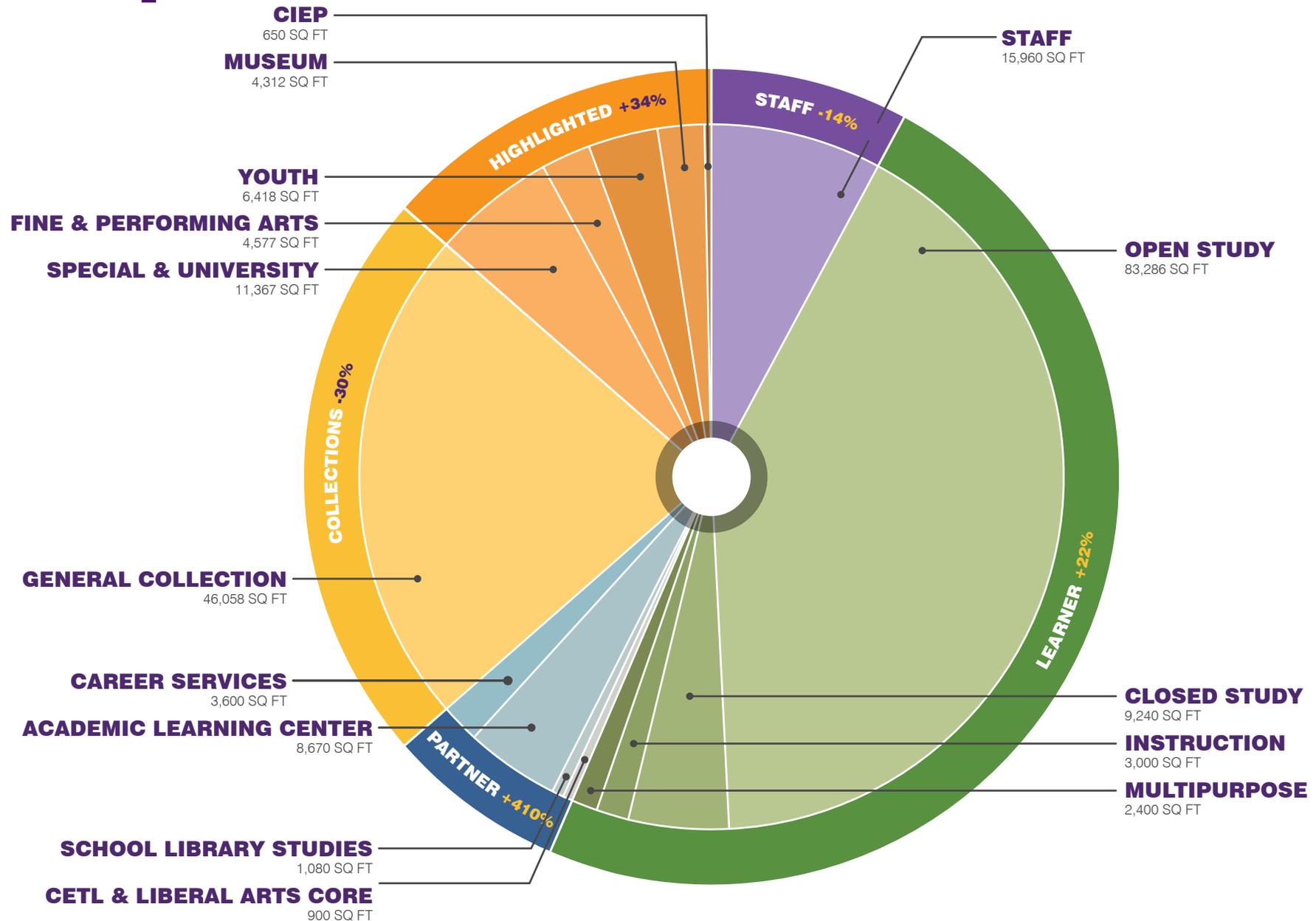
AREA LEGEND

- CURRENT
- PROJECTED
- STAFF
- LEARNER
- PARTNER
- COLLECTIONS
- HIGHLIGHTED
- DECREASE IN AREA
- INCREASE IN AREA

Existing Areas



Proposed Areas



Objectives

Guiding Principles

The renovated library will promote the free flow of information and ideas, as well as the movement of people. Through principles of openness, diversity, flexibility, comfort, inspiration, and practicality, the library will become a vibrant intellectual and social center at the heart of campus, embodying UNI's commitment to learning and scholarship.

By creating a Learning Commons, featuring Highlighted Collections, accommodating Collaborative Partnerships, improving Quality & Character, establishing Branding & Zoning, enhancing Campus Connections, and promoting Accessibility & Efficiency, the library will attract and retain users and solidify its position as the intellectual center of the university.

Learning Commons

Learning Commons

The development of a Learning Commons will create a vibrant intellectual and social forum for the campus, partners, and community to exchange ideas and enjoy a collective pursuit of learning and teaching. The learner-centered spaces will foster collaborative, interdisciplinary and independent learning by providing technology, resources, and services that engage students and faculty in the learning process. The library will meet the demand among students and faculty for flexible, comfortable learning and presentation spaces, access to the latest media and technologies, and research support services.



Highlighted Collections

Highlighted Collections

The library and museum collections support campus curricula and showcase campus history. They receive renewed emphasis as unique campus resources. Showcasing portions of the collection throughout the library, while providing appropriate care and access to the artifacts, will enhance the experience of the library and provide increased opportunities for original research.

The museum's vision statement: "To provide excellence in lifelong learning through innovative and challenging programs and exhibits, creative collaboration with regional organizations, and community / campus dialogues and projects" clearly articulates a shared vision that places the library as a gathering place that brings campus and community together.

Collaborative Partnerships

Collaborative Partnerships

By providing spaces designed for experimentation with and nurturing of collaborative partnerships with both campus and off-campus departments and services as well as shared print programs, the library will become a venue for evolving and enriching UNI's learning culture. This will include a range of workshops, seminars, dialogues, events, and other collaborative relationships. The potential for co-location of campus partners in academic support services creates the locus for a centralized, one-stop shop for student research, writing, content creation, and technology assistance. Complementing the research driven nature of the academic library, the library as learning commons offers an integrated learning experience, service adjacencies, and coordinated learning support.



Quality and Character

Quality and Character

The library design will provide a strong organizational structure to support its ongoing evolution as a destination for students and faculty as well as to facilitate efficient use of its resources. In effort to create superior value to users, the spaces must project a clear identity and image that reflects the values of the university and the library. The overall effect should convey an image appropriate to the idea of the library as a place for learning. Creating a warm, welcoming, and accessible environment through consistency and visual clarity of finishes, furnishings, and lighting will insure a comfortable and innovative range of learning environments.



Branding and Zoning

Branding and Zoning

The notion of branding as it pertains to zoning of spaces can be used to improve way finding and user orientation, differentiate spaces, and establish visual clarity. Branding of circulation, restroom, service, faculty / staff, and resource locations will enhance way finding by providing consistent points of reference within the building. Balancing the need for group and individual learning environments, technology showcases, and interaction areas within the same building is a challenge that can be met through effective zoning of spaces by establishing a consistent strategy of visual cues to denote spaces that are quiet, social, technological, contemplative, etc.



Campus Connections

Campus Connections

The central role and location of the library at the heart of campus will be reinforced by creating new physical and visual connections to campus. Increasing active connections to the campus can be accomplished through additional entrances, by the creation of indoor to outdoor spaces, as well as by the enhancement of views to and from the library.



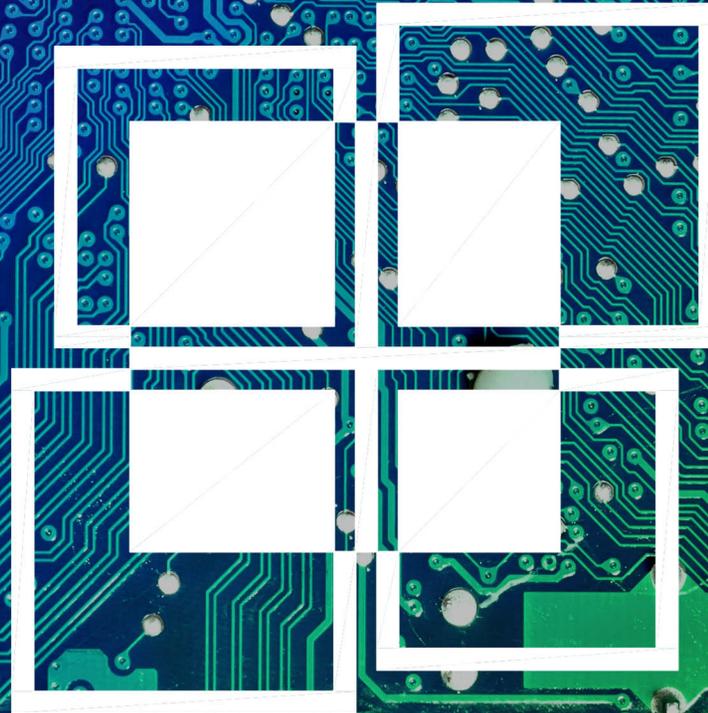
Accessibility **and Efficiency**

Accessibility and Efficiency

For the library to continue to be the core of the university it must be able to evolve and grow to meet new demands and expectations. By enhancing accessibility and promoting efficient, flexible spaces the library and the campus can adapt to future changes in curriculum, pedagogy, research and technology.

The library will provide an environment for co-locating a mix of departments and user groups in ways that will create programmatic synergies and advance the university's academic goals. Spaces will promote more efficient interaction and communication, and will improve service value by creating operational efficiencies through enhanced adjacencies. Suites will allow for careful study of the overlapping interests and differing requirements of co-located partners in learning and teaching. These spaces will allow for easy reconfiguration over time to ensure that the unique functional requirements of each department and user group are being met, and to maintain departmental identities, while providing a seamless set of services for students.

Marked by accessibility, the spaces will have a corresponding sense of physical openness and a projected outward orientation, moving from the notion of a library as a study hall and warehouse of books, to a vibrant and innovative center for learning and teaching.

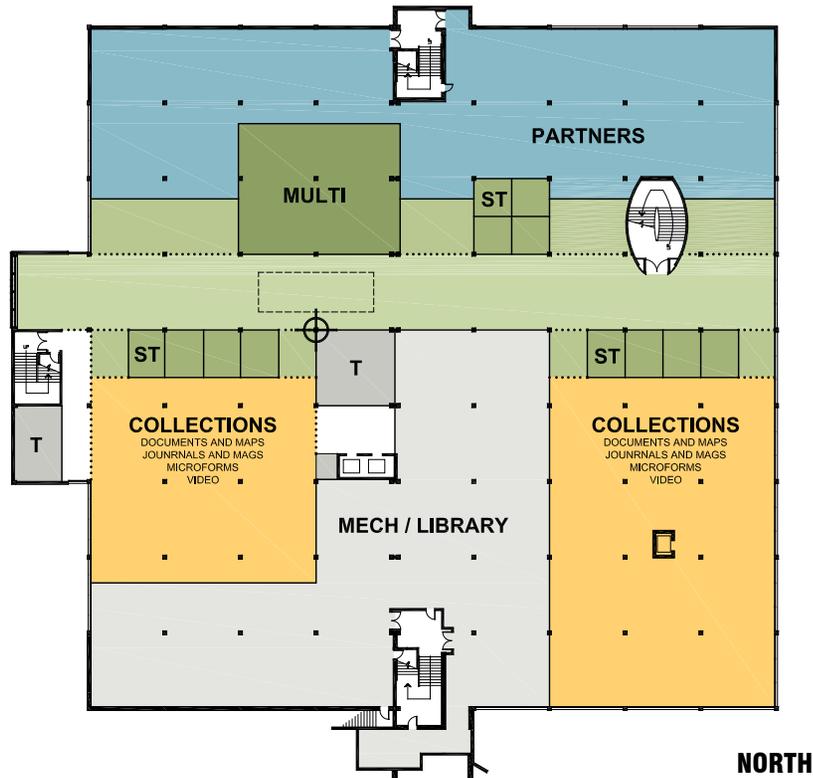


Concepts

Planning Diagrams

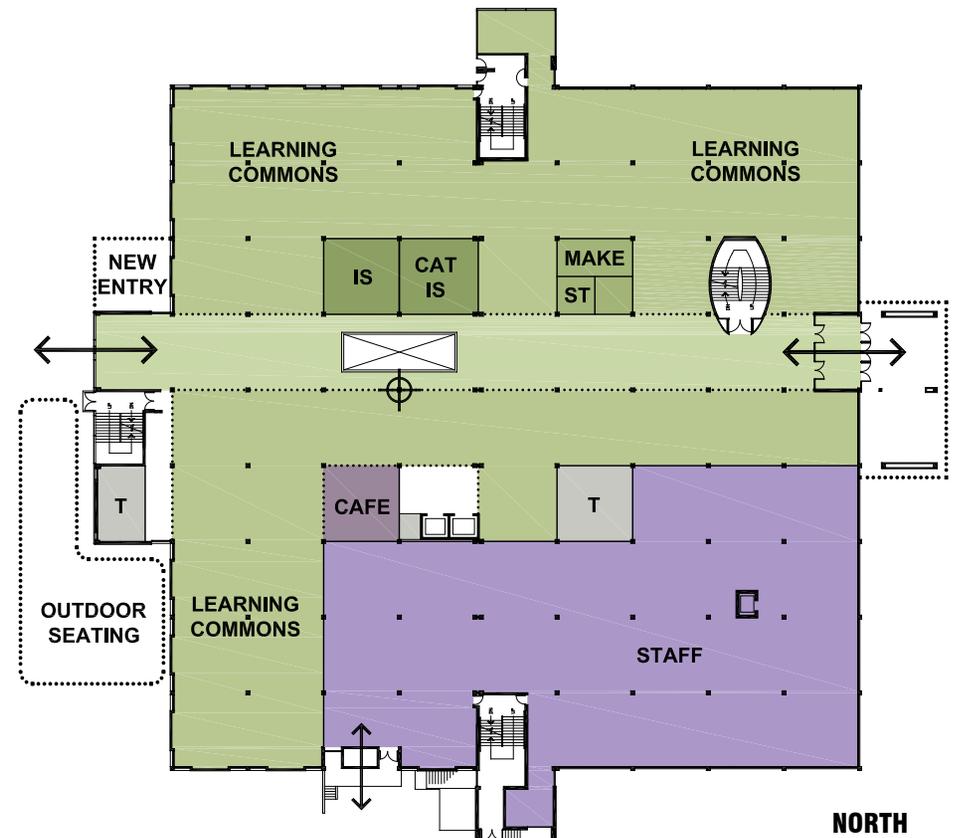
One of the key objectives of the Feasibility Study is to provide a blueprint for the Rod Library of tomorrow. As a part of the study, three initial concepts that synthesized the space needs and objectives in unique and transformative ways were presented and reviewed on campus. From these conversations emerged a final preferred concept diagram.

Preliminary Concept A



ROD LIBRARY - LEVEL 1

- Partner Suite
- Equal distribution of shared library resources
- Museum & Special Collections artifact displays distributed throughout library
- Multipurpose room
- The multipurpose room is centered on the floor opening that extends through all floors and proposed skylight
- Monitors placed in all classrooms and study rooms for reservation system



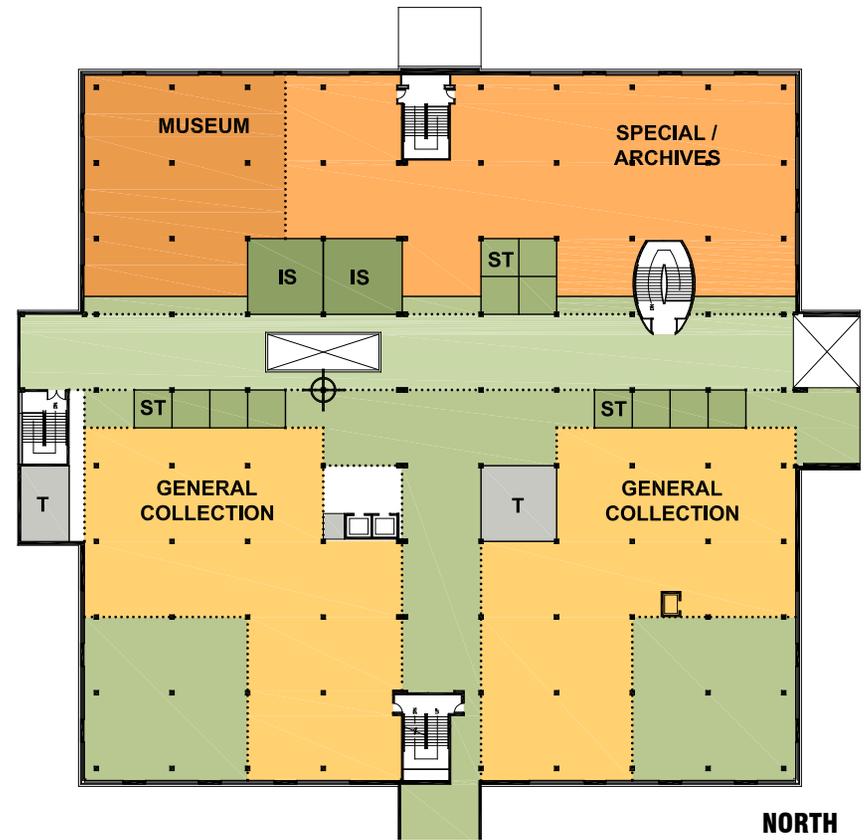
ROD LIBRARY - LEVEL 2

- Learning Commons
- Staff Suite
- New west entrance to reinforce the connection to campus
- Self-check stations near each entrance to building
- Museum & Special Collections artifact displays distributed throughout library
- Lower sill height of windows to maximize daylighting and views
- Seating located near natural daylight
- New cafe
- Informal meeting space and open study space integrated with browsing collection and newspaper collection surrounding the cafe
- Cedar Falls Public Library (CFPL), Career Collection, and Cultural Intensive English Program (CIEP) Collection distributed throughout the Learning Commons
- Monitors placed in all classrooms and study rooms for reservation system
- Outdoor seating
- 24-hour access possibility



ROD LIBRARY - LEVEL 3

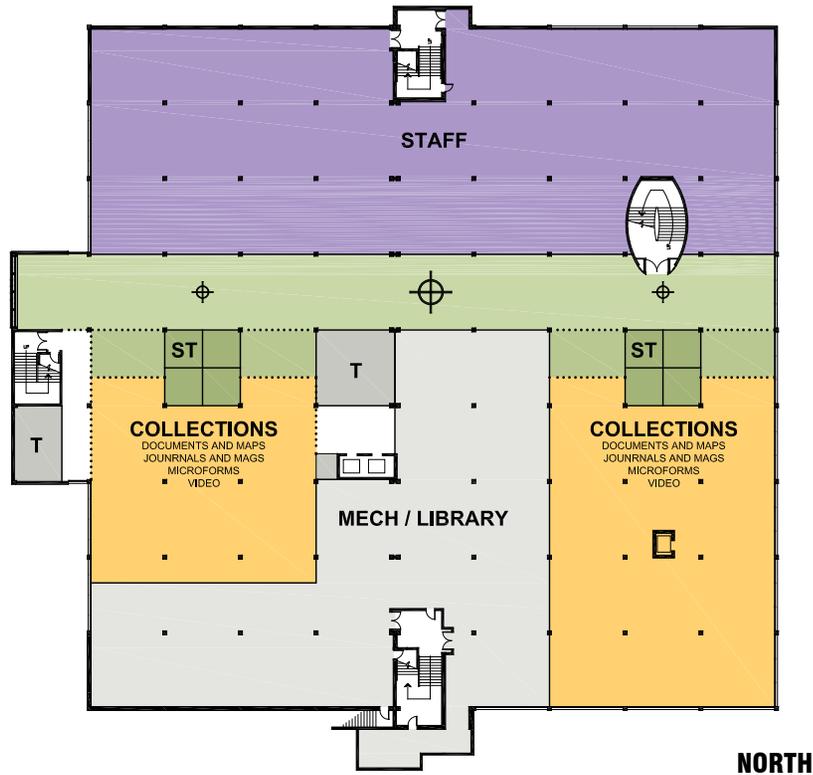
- Half General Collection
- Half Highlight Collections (Fine and Performing Arts and Youth)
- Equal distribution of shared library resources including open study, closed study, and classrooms
- Museum & Special Collections artifact displays distributed throughout library
- Integration with open and closed study spaces creates "interface zones" between students and staff
- Possibility for performing arts related collections to be relocated from General Collection to the Fine and Performing Arts Highlighted Collection
- Separation gradient between central "active" zones and perimeter "focus" zones
- Seating located near natural daylight
- Monitors placed in all classrooms and study rooms for reservation system



ROD LIBRARY - LEVEL 4

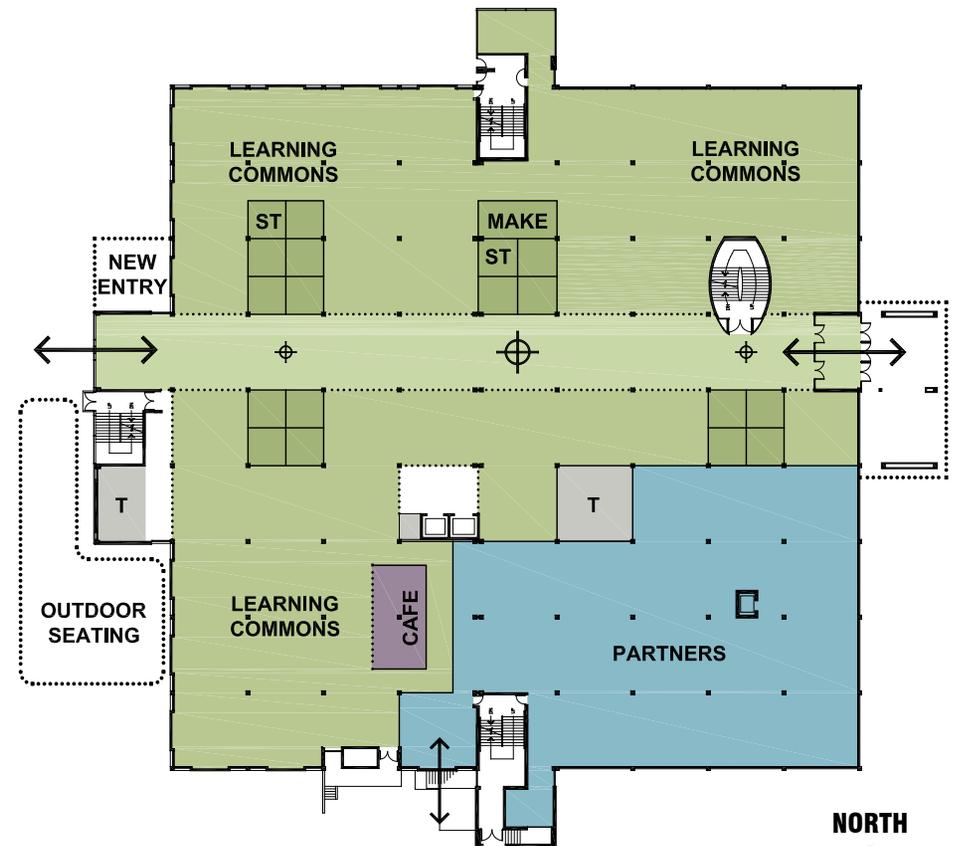
- Half General Collection
- Half Highlight Collections (Museum and Special Collections and University Archives)
- Equal distribution of shared library resources including open study, closed study, and classrooms
- Museum & Special Collections artifact displays distributed throughout library
- Integration with open and closed study spaces creates "interface zones" between students and staff
- Separation gradient between central "active" zones and perimeter "focus" zones
- Seating located near natural daylight
- Monitors placed in all classrooms and study rooms for reservation system

Preliminary Concept B



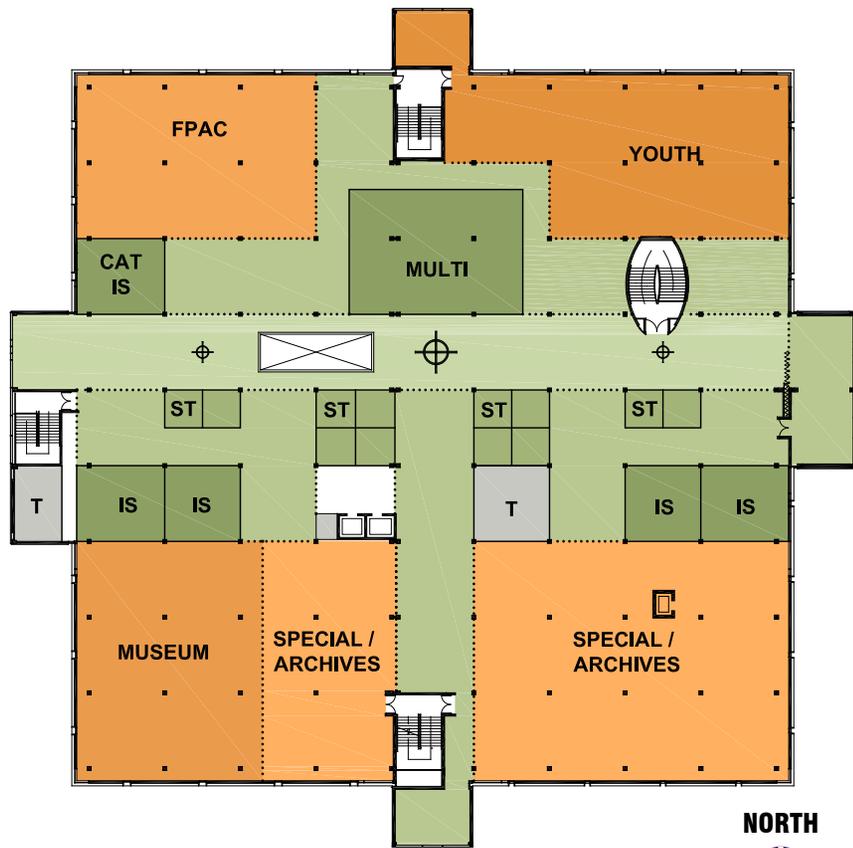
ROD LIBRARY - LEVEL 1

- Staff Suite
- Freight elevator required to move materials
- Museum & Special Collections artifact displays distributed throughout library
- Monitors placed in all classrooms and study rooms for reservation system



ROD LIBRARY - LEVEL 2

- Learning Commons
- Partner Suite
- New west entrance to reinforce the connection to campus
- Self-check stations near each entrance to building
- Museum & Special Collections artifact displays distributed throughout library
- Lower sill height of windows to maximize daylighting and views
- Seating located near natural daylight
- Free-standing cafe
- Informal meeting space and open study space integrated with browsing collection and newspaper collection surrounding the cafe
- Cedar Falls Public Library (CFPL), Career Collection, and Cultural Intensive English Program (CIEP) Collection distributed throughout the Learning Commons
- Monitors placed in all classrooms and study rooms for reservation system
- Outdoor seating
- Loading dock shifts to the east by one structural bay
- 24-hour access possibility

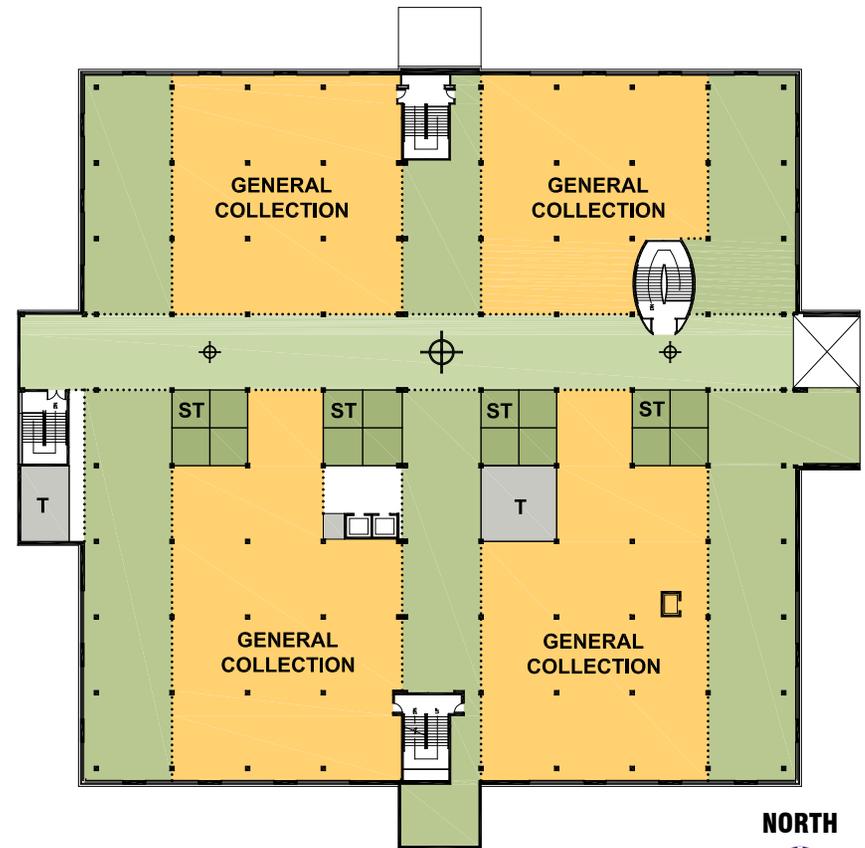


NORTH



ROD LIBRARY - LEVEL 3

- Highlight Collections (Fine and Performing Arts, Youth, University Archives and Special Collections, and Museum)
- Multi-purpose room and all instructional spaces
- Museum & Special Collections artifact displays distributed throughout library
- Integration with open and closed study spaces creates "interface zones" between students and staff
- Possibility for performing arts related collections to be relocated from General Collection to the Fine and Performing Arts Highlighted Collection
- Seating located near natural daylight
- Monitors placed in all classrooms and study rooms for reservation system



NORTH



ROD LIBRARY - LEVEL 4

- General Collection
- Open Study along east and west Walls
- Museum & Special Collections artifact displays distributed throughout library
- Integration with open and closed study spaces creates "interface zones" between students and staff
- Separation gradient between central "active" zones and perimeter "focus" zones
- Seating located near natural daylight
- Monitors placed in all classrooms and study rooms for reservation system

Preliminary Concept C

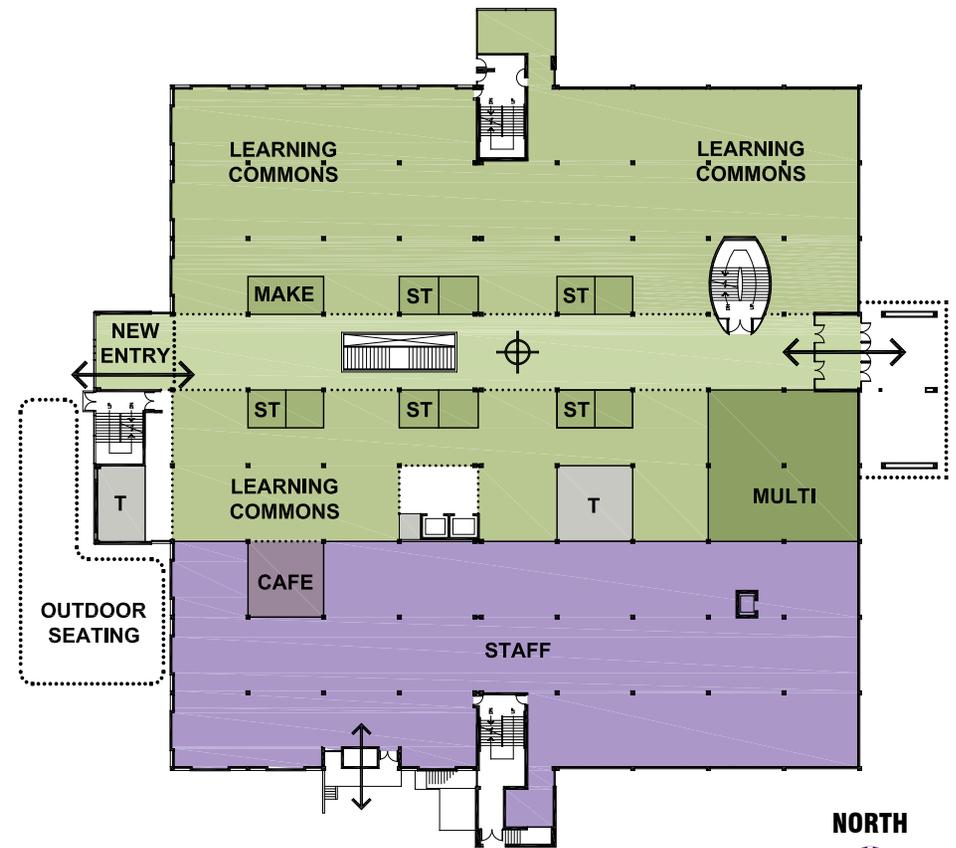


NORTH



ROD LIBRARY - LEVEL 1

- Partner Suite
- Feature staircase in existing and new openings that extends to all levels with new skylight feature
- Equal distribution of shared library resources
- Museum & Special Collections artifact displays distributed throughout library
- Collection areas and Partner areas are split to allow continuous circulation corridor
- Partners have access to existing staff elevator
- Monitors placed in all classrooms and study rooms for reservation system

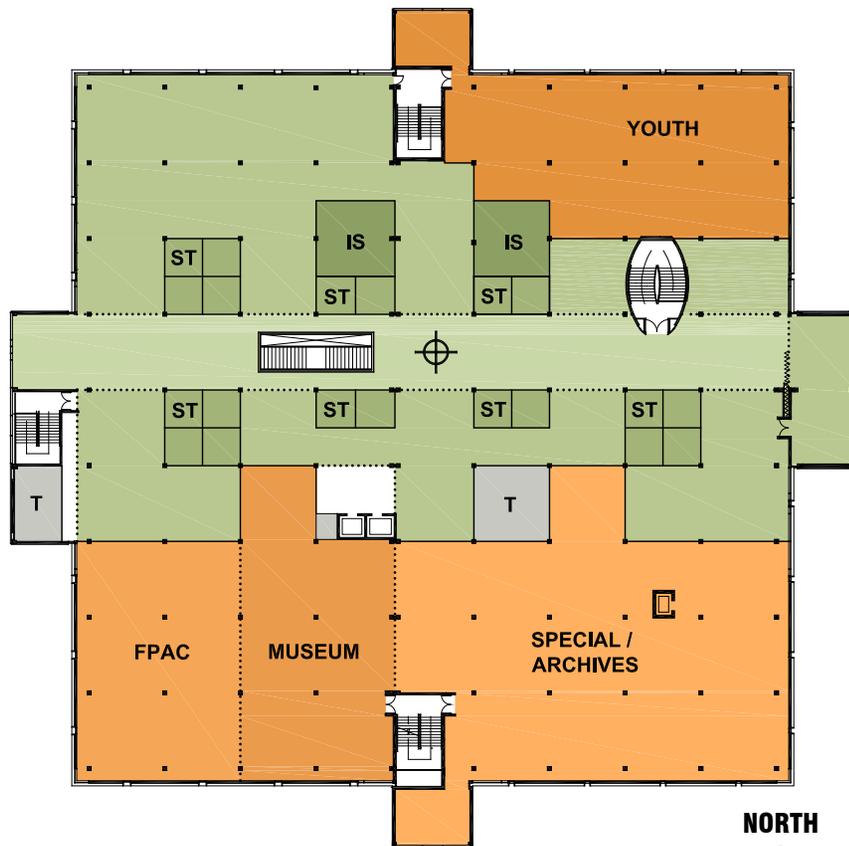


NORTH



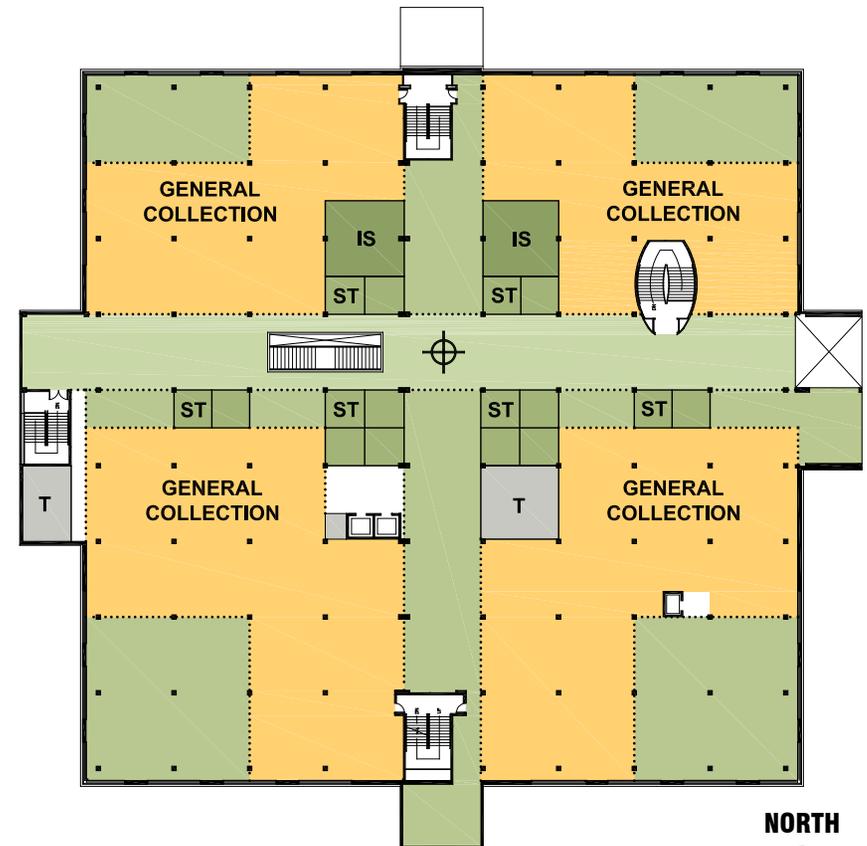
ROD LIBRARY - LEVEL 2

- Learning Commons
- Staff Suite
- Multi-purpose room
- New west entrance to reinforce the connection to campus
- Self-check stations near each entrance to building
- Feature staircase in existing and new openings that extends to all levels with new skylight feature
- Museum & Special Collections artifact displays distributed throughout library
- Lower sill height of windows to maximize daylighting and views
- Seating located near natural daylight
- New cafe
- Informal meeting space and open study space integrated with browsing and newspaper surrounding the cafe
- CFPL, Career Collection, and CIEP distributed throughout the Learning Commons
- Monitors placed in all classrooms and study rooms for reservation system
- Outdoor seating
- 24-hour access possibility



ROD LIBRARY - LEVEL 3

- Highlight Collections (Fine and Performing Arts, Youth, University Archives and Special Collections, and Museum)
- Equal distribution of shared library resources including open study, closed study, and classrooms
- Feature staircase in existing and new openings that extends to all levels with new skylight feature
- Museum & Special Collections artifact displays distributed throughout library
- Integration with open and closed study spaces creates "interface zones" between students and staff
- Possibility for performing arts related collections to be relocated from General Collection to the Fine and Performing Arts Highlighted Collection
- Seating located near natural daylight
- Monitors placed in all classrooms and study rooms for reservation system



ROD LIBRARY - LEVEL 4

- General Collection
- Equal distribution of shared library resources including open study, closed study, and classrooms
- Feature staircase in existing and new openings that extends to all levels with new skylight feature
- Museum & Special Collections artifact displays distributed throughout library
- Integration with open and closed study spaces creates "interface zones" between students and staff
- Separation gradient between central "active" zones and perimeter "focus" zones
- Seating located near natural daylight
- Monitors placed in all classrooms and study rooms for reservation system

Realization

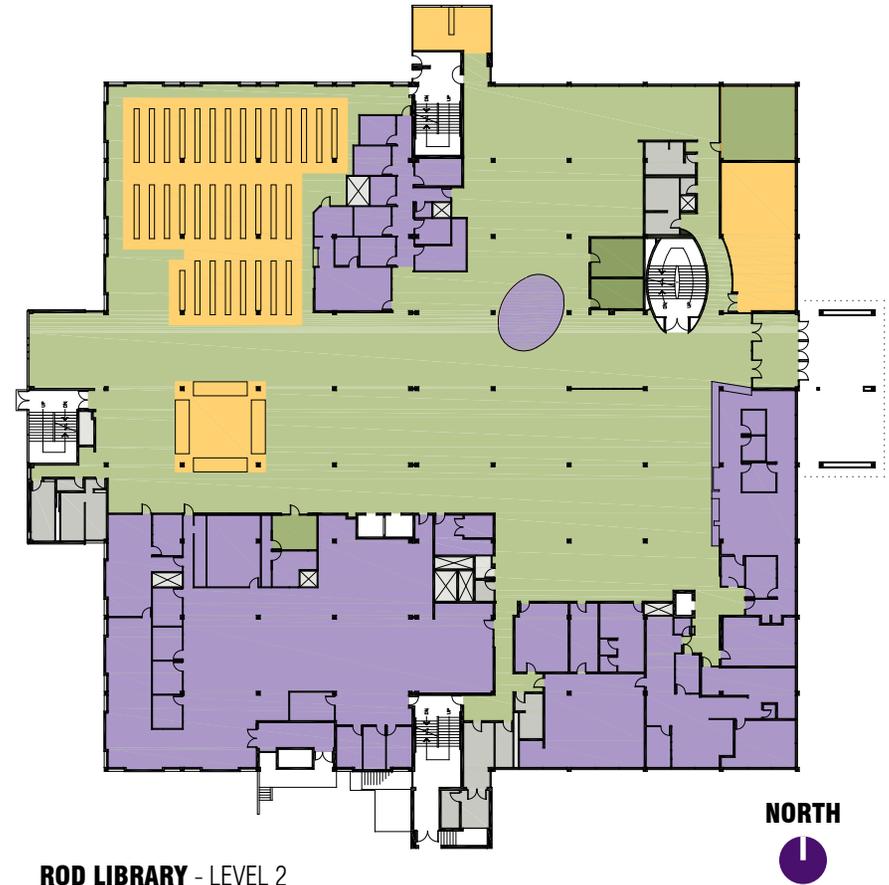
Planning Blueprint

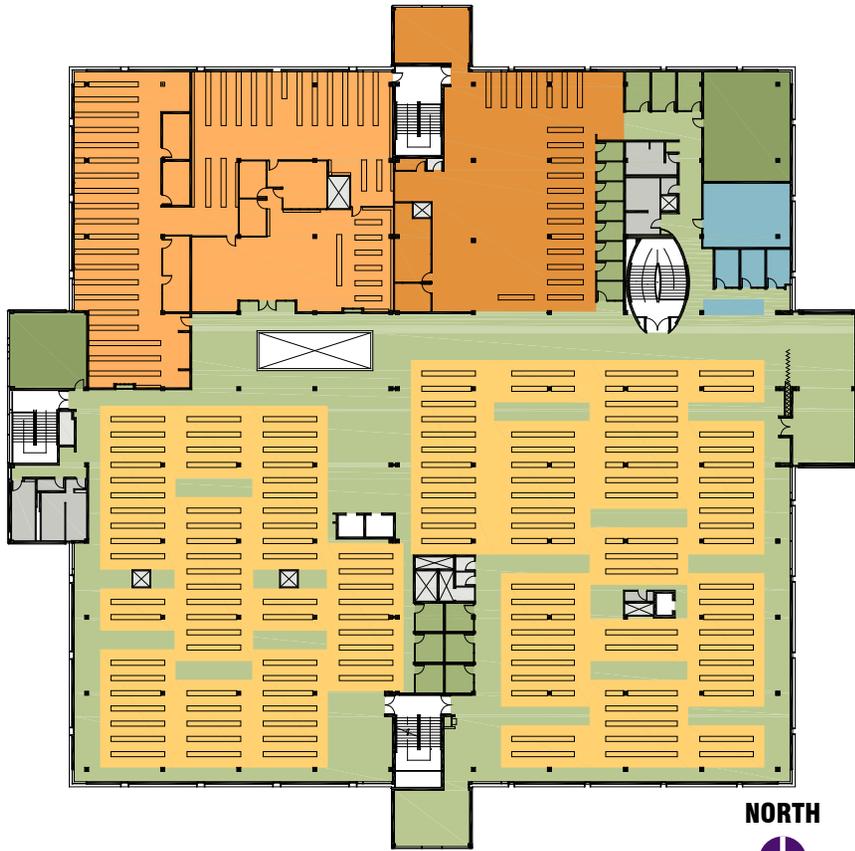
The Feasibility Study builds on the Rod Library's Strategic Plan of leadership and innovation for the future by transforming opportunities into reality. The new and innovative spaces proposed will offer a dynamic learner-centered place to engage knowledge that will allow Rod Library to maintain its tradition of excellence while enabling it to embrace change.

The Feasibility Study provides the foundation for the design of a future library that is inspirational, collaborative, flexible, adaptable, and sustainable - becoming a blueprint for the Rod Library of tomorrow.

Existing Plans

The following existing plans illustrate color groupings reflecting our square footage analysis. These diagrams highlight the challenges currently faced in branding, zoning, and way finding within the building due to scattered and disconnected spaces that lack a cohesive organization.





ROD LIBRARY - LEVEL 3

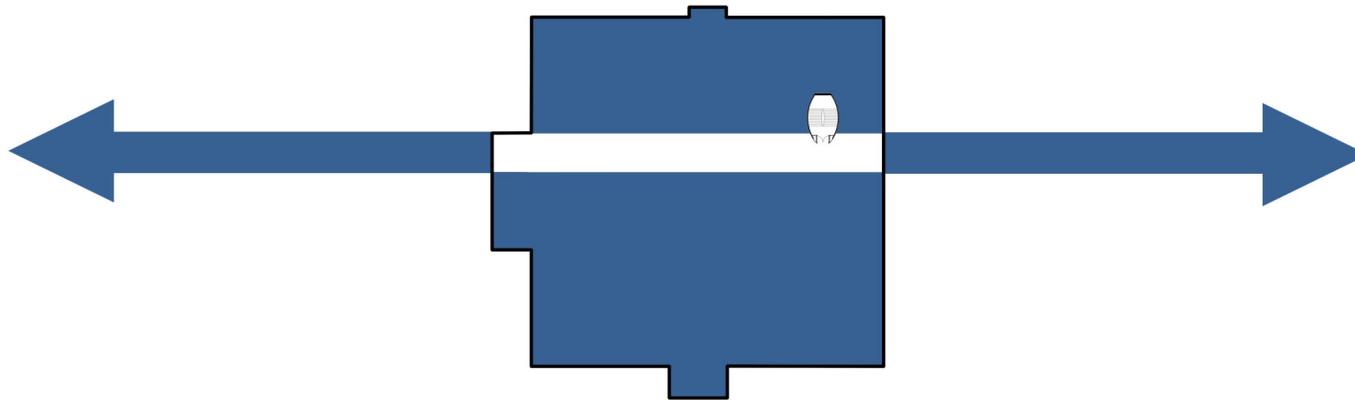


ROD LIBRARY - LEVEL 4



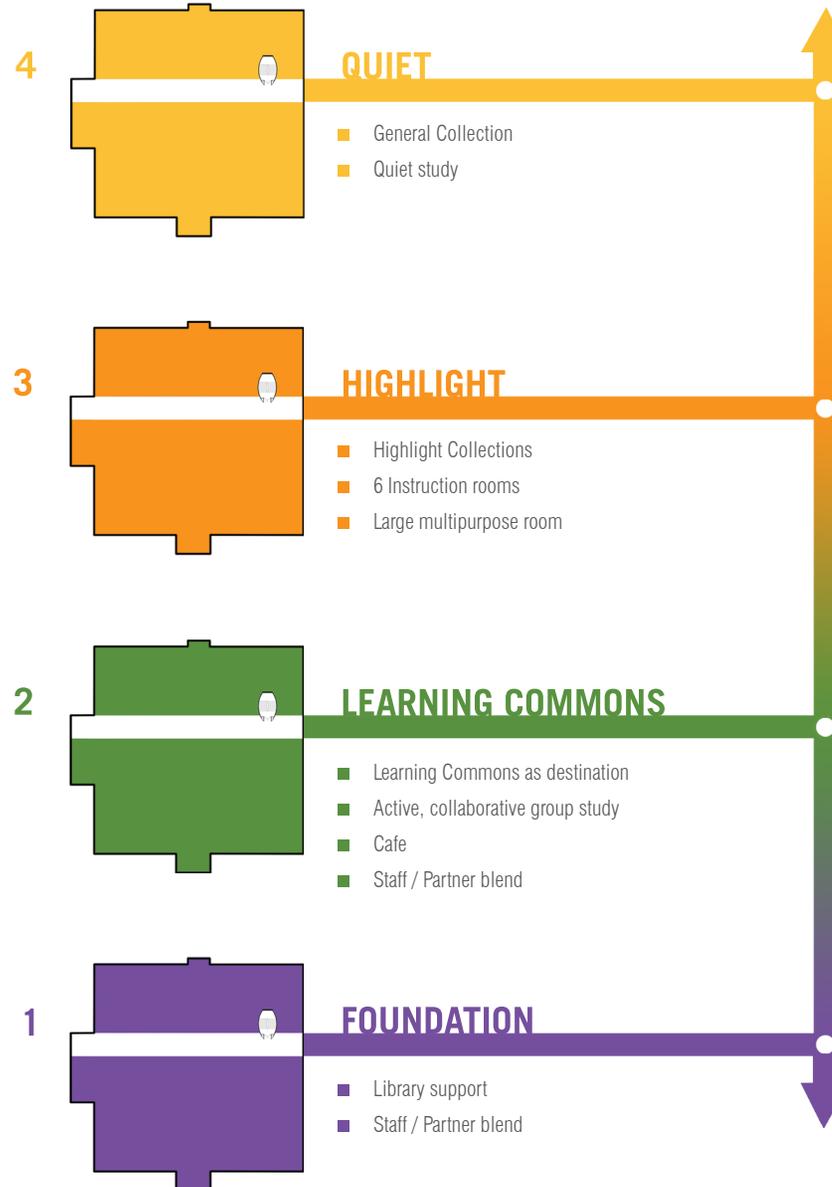
BIG IDEA “Connection”

Creating a learning commons reinforces Rod Library’s role as the geographical and metaphorical center of the University of Northern Iowa. The learning commons transforms the library into an academic destination and enhances Rod Library’s connection to the central campus Quad and Maucker Union.

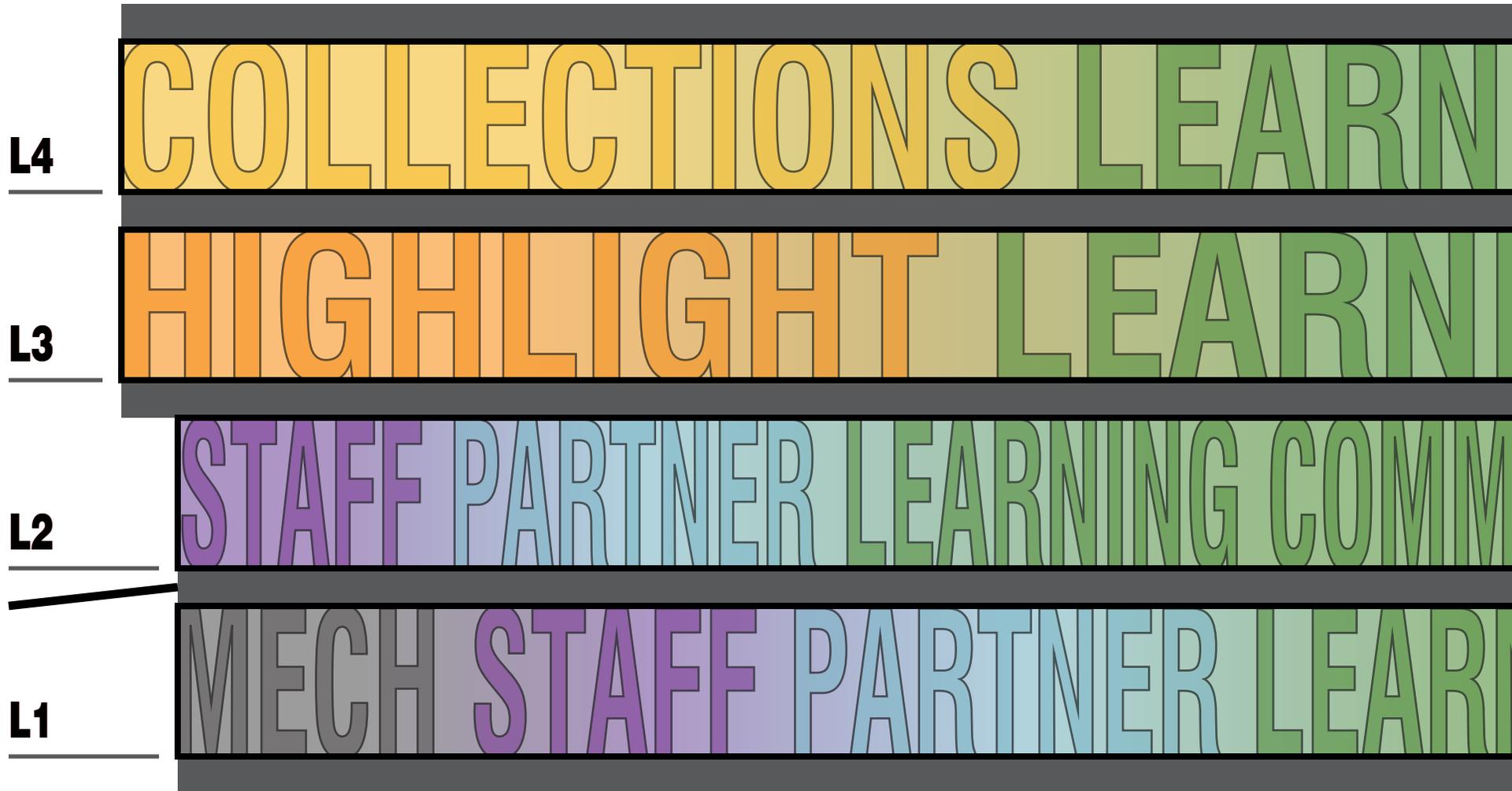


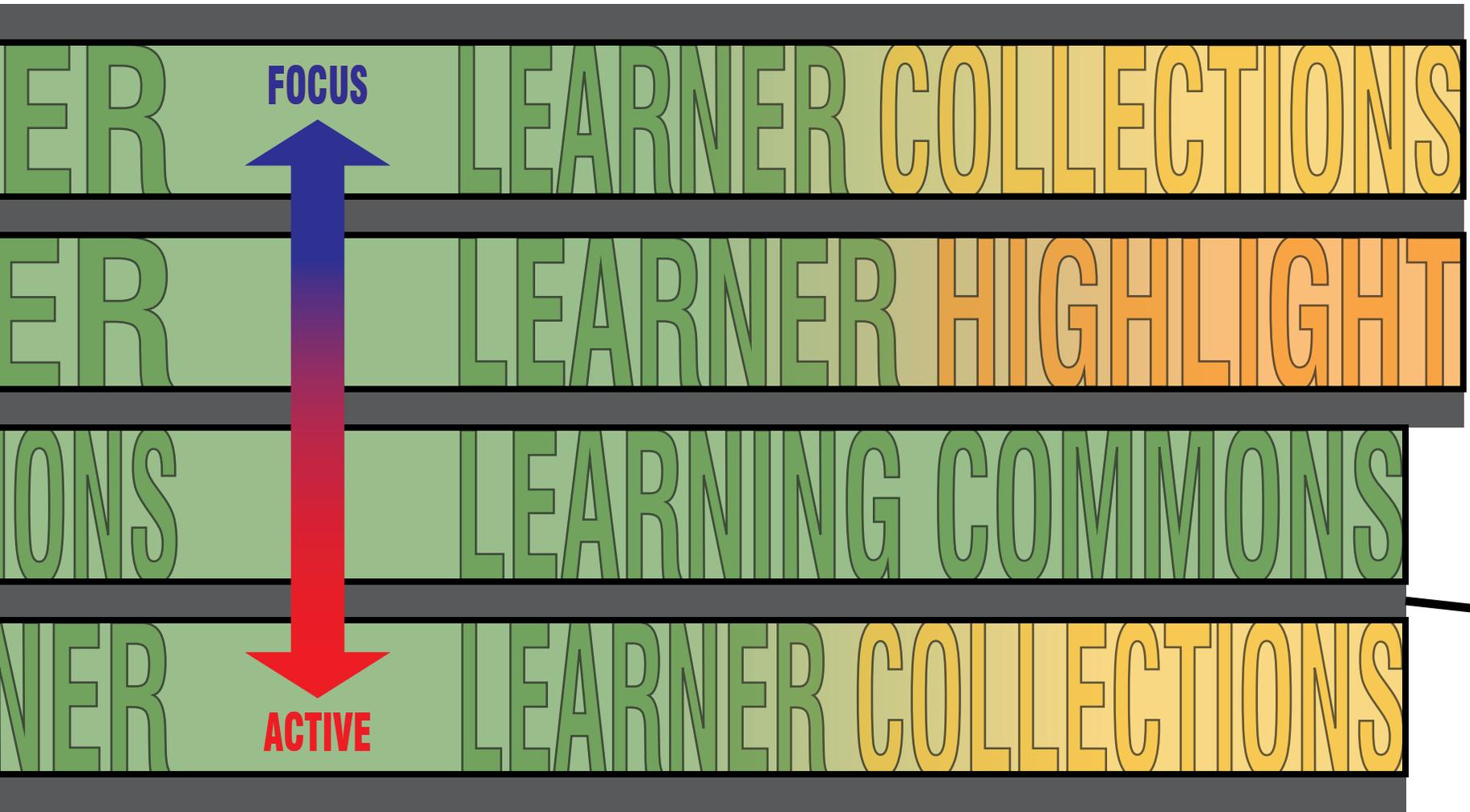
BIG IDEA “Vertical Gradient”

The design is simple. The organizational concept of Rod Library brings clarity by creating a vertical gradient. The gradient implies that there is a blending of spaces and activities to create a cohesive organizational strategy.



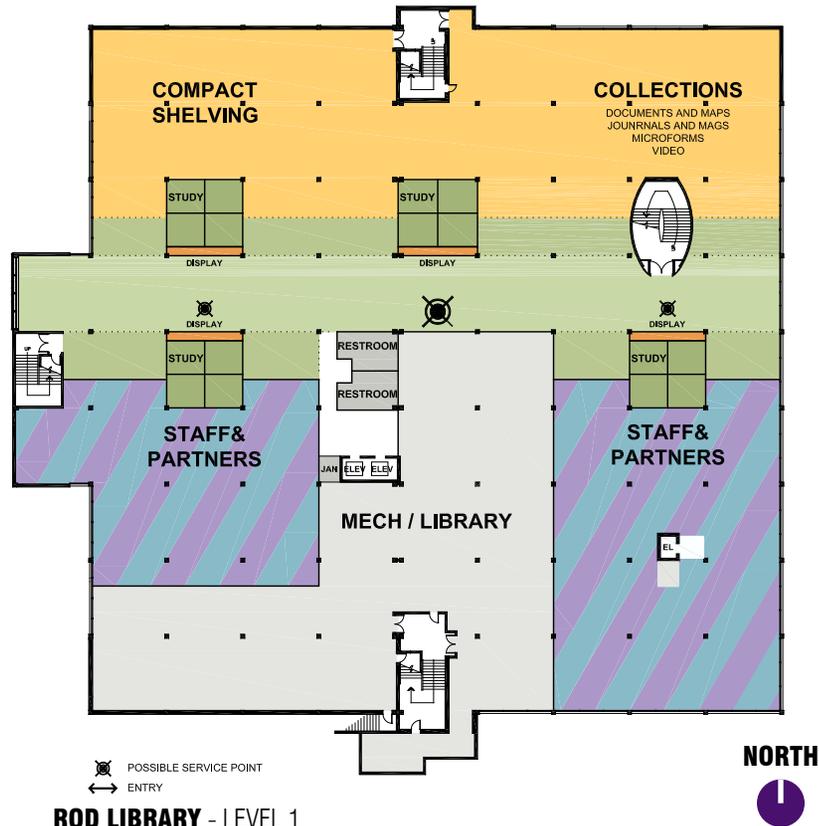
Concept Section Diagram



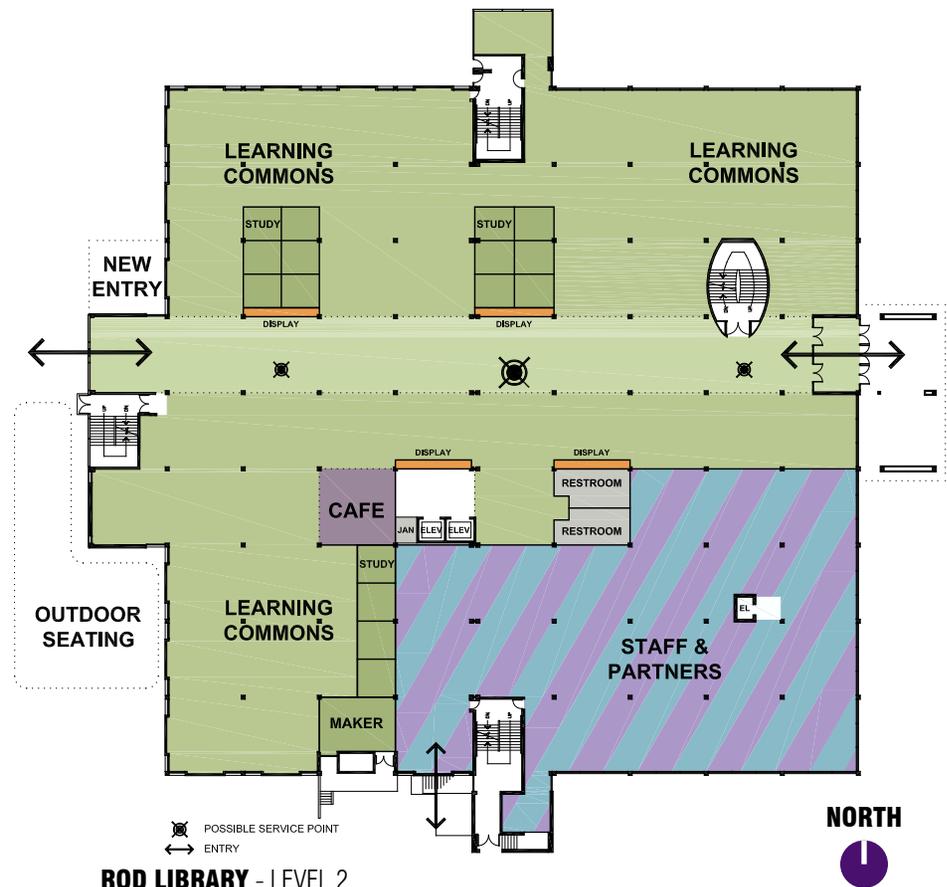


Preferred Concept

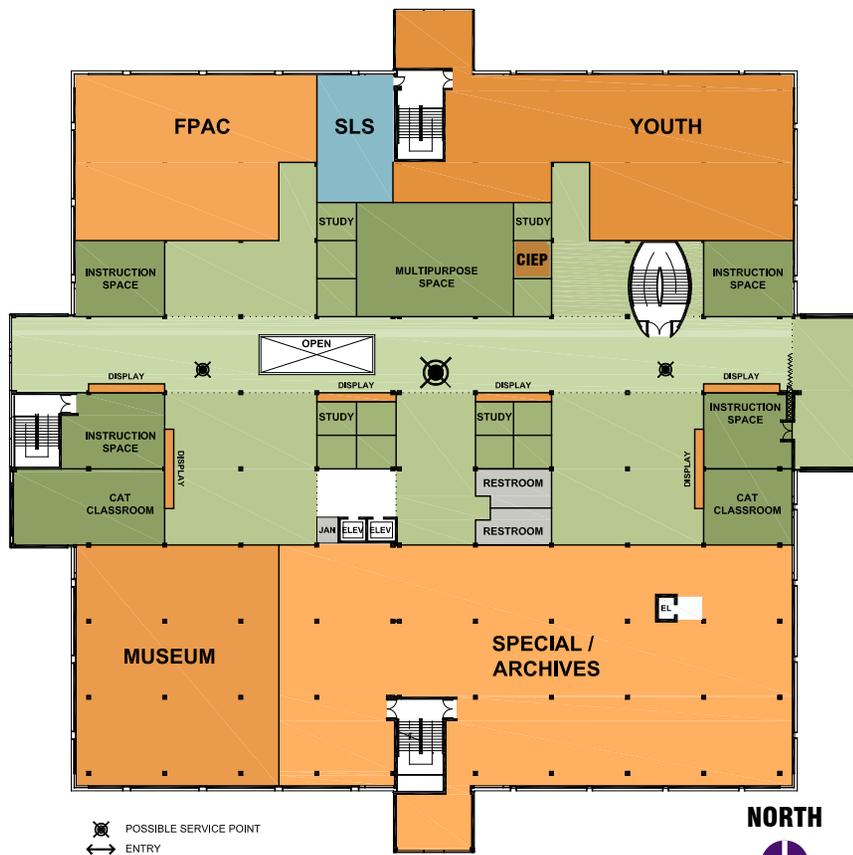
The following preferred concepts illustrate color groupings reflecting our square footage analysis. These diagrams highlight solutions to branding, zoning, and way finding within the building by organized groupings of spaces both horizontally on a floor and vertically through the building.



- Staff / Partner Suite
- Museum & Special Collections artifact displays distributed throughout library
- Closed study rooms distributed throughout
- Monitors placed in all classrooms and study rooms for reservation system

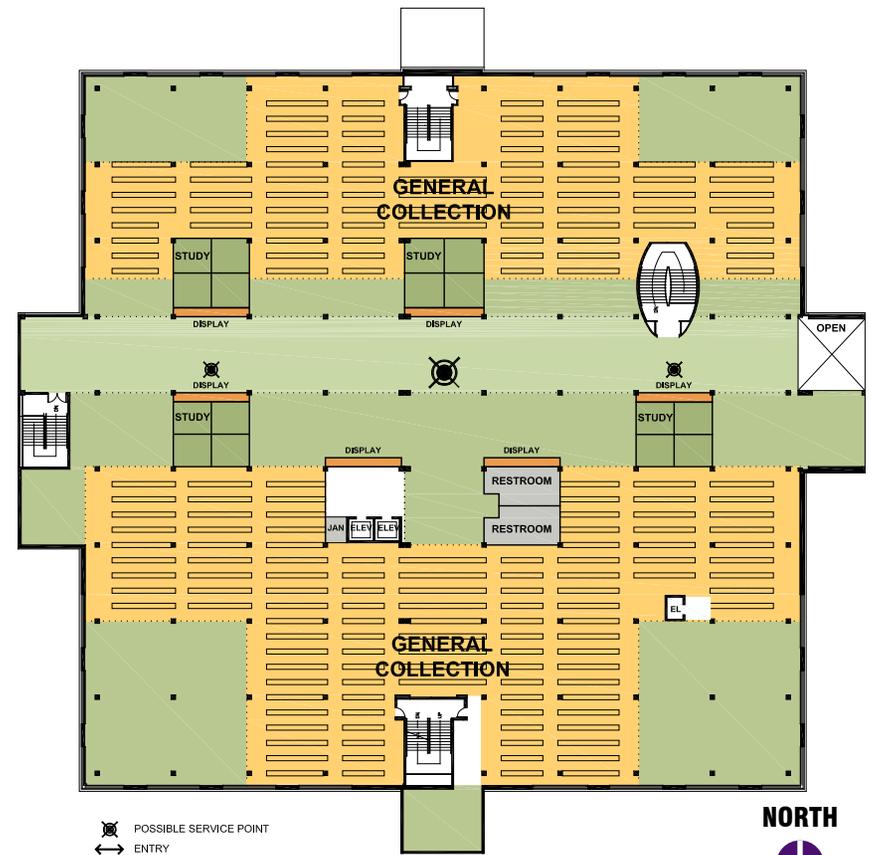


- Learning Commons
- Staff / Partner Suite
- New west entrance to reinforce the connection to campus
- Self-check stations near each entrance to building
- Museum & Special Collections artifact displays distributed throughout library
- Lower sill height of windows to maximize daylighting and views
- Seating located near natural daylight
- Closed study rooms and a maker space distributed throughout the Learning Commons
- New cafe
- Informal meeting space and open study space integrated with browsing and newspaper surrounding the cafe
- CFPL and Career Collection distributed throughout the Learning Commons
- Monitors placed in all classrooms and study rooms for reservation system
- Outdoor seating
- 24-hour access possibility



ROD LIBRARY - LEVEL 3

- Highlight Collections (CIEP, Fine and Performing Arts, Youth, University Archives and Special Collections, and Museum)
- Instruction, multipurpose, and study rooms distributed throughout
- Museum & Special Collections artifact displays distributed throughout library
- Integration with open and closed study spaces creates "interface zones" between students and staff
- Possibility for performing arts related collections to be relocated from General Collection to the Fine and Performing Arts Highlighted Collection
- Seating located near natural daylight
- Monitors placed in all classrooms and study rooms for reservation system



ROD LIBRARY - LEVEL 4

- General Collection
- Museum & Special Collections artifact displays distributed throughout library
- Closed study rooms distributed throughout
- Separation gradient between central "active" zones and perimeter "focus" zones
- Seating located near natural daylight
- Monitors placed in all classrooms and study rooms for reservation system

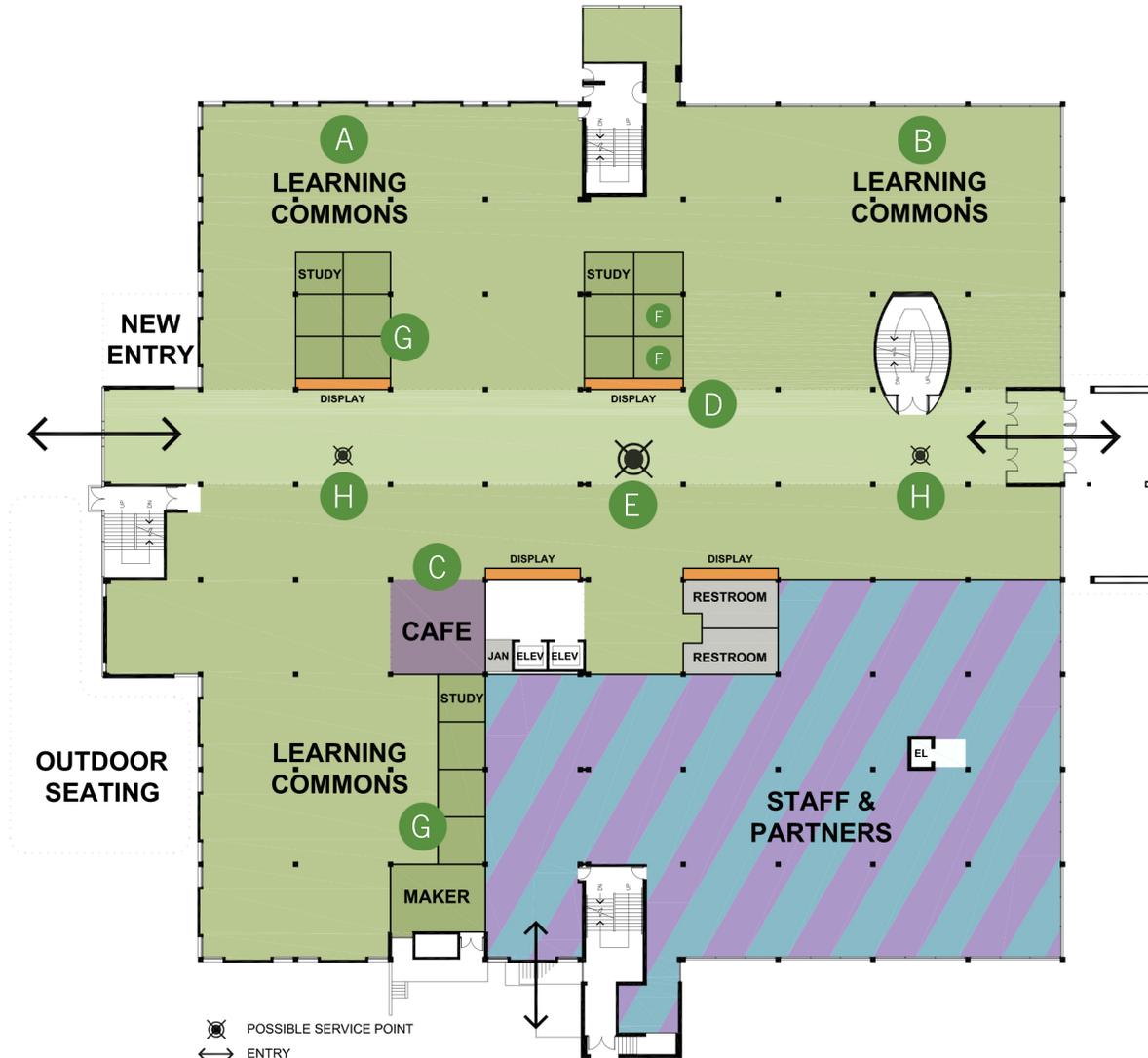
Learning Commons

**COLLABORATION SPACE DIGITAL
RESEARCH ASSISTANCE TUTOR
TECHNOLOGY ASSISTANCE FLEX
AREA CAFE EXHIBIT DISPLAYS
OPEN STUDY CLOSED STUDY M**

MEDIA HUB CONTENT CREATION
EDITING WRITING ASSISTANCE
PROGRAMMING SPACE READING
FLEXIBLE AND DIVERSE SEATING
MAKER SPACE 24-HOUR ACCESS

Learning Commons

The following plan illustrates potential types and distribution of activities within the learning commons.



ROD LIBRARY - LEVEL 2 - LEARNING COMMONS

Learning Commons

The following images represent precedent examples of the spaces identified in the Learning Commons. The images were selected for the unique qualities they possess in characterizing each space type. While one image was selected for each type, many options will be explored in identifying the individual qualities of each space as well as the relationship of each space to the overall character of the new library.

COLLABORATIVE WORKSTATIONS + COMFORTABLE STUDY SEATING



DIGITAL MEDIA HUB + COMPUTER AREA



CAFE



DISTRIBUTED EXHIBIT



SERVICE DESK



PRODUCTION SUITES



WRITING / TUTORING / STUDY



SELF-CHECK



Learning Commons

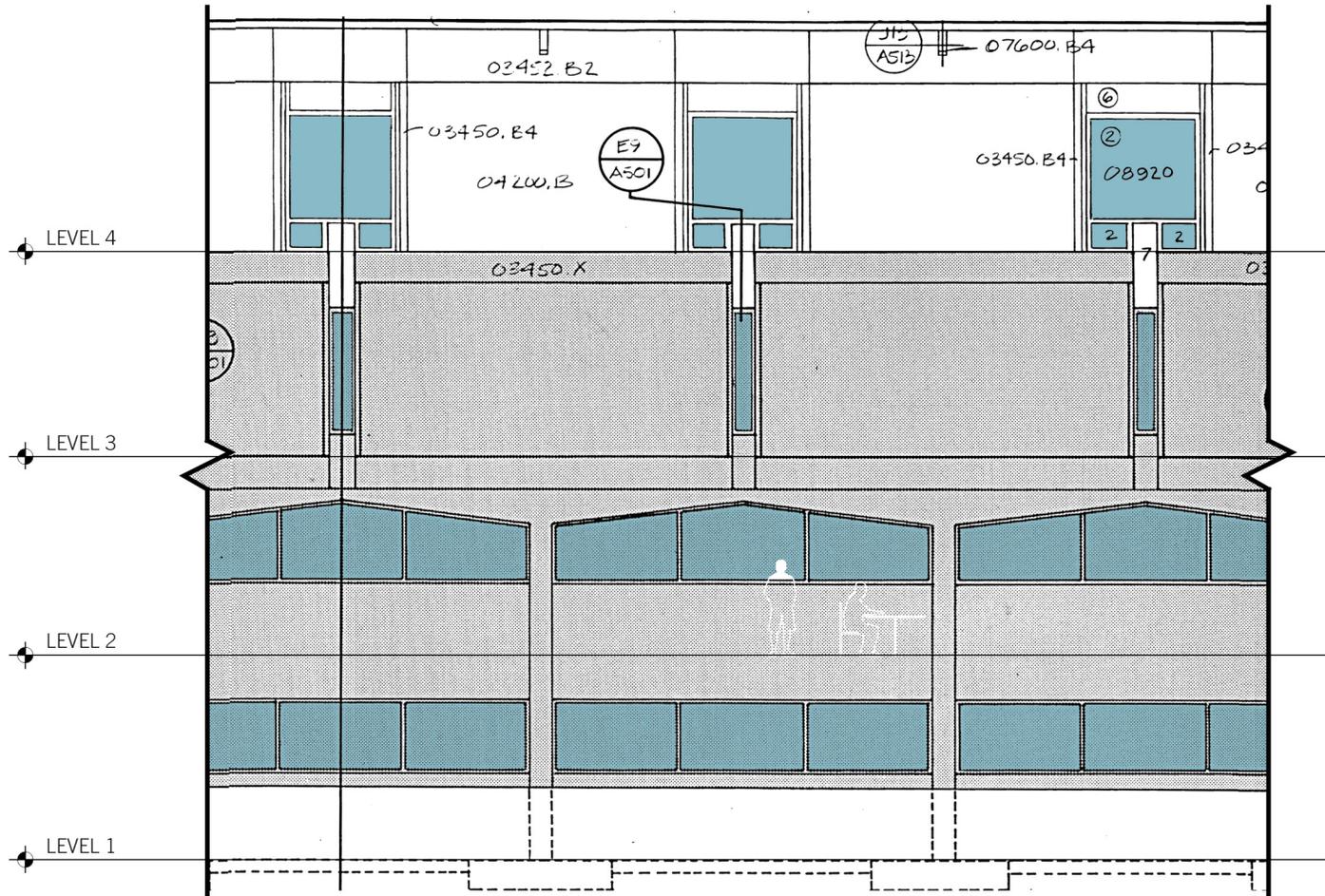
The following rendering illustrates possibilities for the Learning Commons at Rod Library



Conceptual Rendering of the Learning Commons at UNI Rod Library

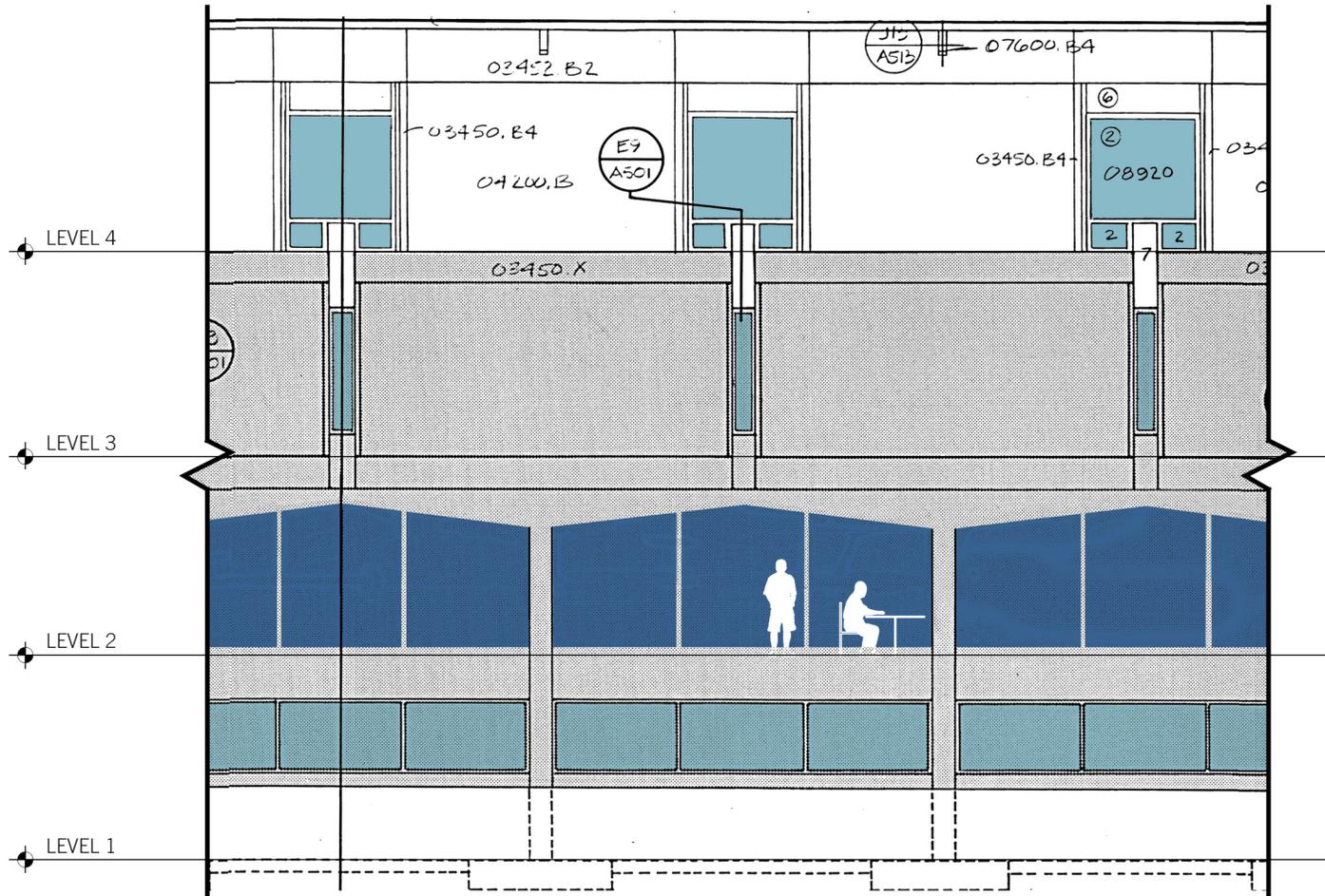
Existing Window Condition

The following elevation diagram illustrates the existing window condition of a typical structural bay at the main level. The existing window sill is high and blocks views inside and out which disconnects the library from campus.



Proposed Window Condition

The following elevation diagram illustrates the proposed window condition of a typical structural bay at the main level. The proposed window sill is lowered to open views inside and out which enhances the library's connection to campus.



Cost Estimate

	DESCRIPTION	QUANTITY	UNIT	UNIT COST	TOTAL	
A	STAFF					
	Dean of Library Services	2,160	GSF	107 - 145	\$231,271	\$312,746
	Access Services	2,160	GSF	88 - 121	\$190,987	\$261,576
	Collections Management and Special Services	1,080	GSF	91 - 123	\$97,934	\$133,315
	Library Information Technologies	1,620	GSF	91 - 123	\$146,902	\$199,973
	Reference and Instructional Services	2,340	GSF	93 - 126	\$217,480	\$295,682
	Technical Services	5,460	GSF	88 - 119	\$482,773	\$648,430
	Digitization	540	GSF	96 - 128	\$52,018	\$68,866
	Café	600	GSF	256 - 349	\$153,396	\$209,370
B	LEARNER					
	Open Study	83,286	GSF	72 - 95	\$6,009,085	\$7,878,023
	Closed Study	9,240	GSF	115 - 144	\$1,065,002	\$1,329,728
	Instruction (Classroom, Seminar, Conference)	3,000	GSF	112 - 149	\$334,770	\$448,410
	Multipurpose	2,400	GSF	118 - 152	\$284,088	\$364,344
C	PARTNER					
	Academic Learning Center	8,670	GSF	96 - 124	\$830,326	\$1,072,739
	Career Services	3,600	GSF	96 - 124	\$344,772	\$445,428
	CETL and Liberal Arts Core	900	GSF	101 - 133	\$91,278	\$119,781
	School Library Studies	1,080	GSF	96 - 129	\$104,036	\$139,309
D	COLLECTION					
	General Collection	31,182	GSF	66 - 110	\$2,070,140	\$3,420,299
	Browsing Collection	823	GSF	66 - 110	\$54,652	\$90,297
	Career Collection	274	GSF	66 - 110	\$18,217	\$30,099
	CFPL @ UNI Collection	44	GSF	66 - 110	\$2,928	\$4,837
	Newspaper Collection	70	GSF	66 - 110	\$4,647	\$7,678
	Reference Collection	765	GSF	66 - 110	\$50,795	\$83,924
	Documents and Maps Collection	2,715	GSF	66 - 110	\$180,222	\$297,764
	Journals and Magazines Collection	9,031	GSF	66 - 110	\$599,548	\$990,577
	Microforms Collection	675	GSF	66 - 110	\$44,800	\$74,019
	Video Collections	480	GSF	66 - 110	\$31,834	\$52,596
E	HIGHLIGHTED					
	Special Collections and University Archives	11,367	GSF	108 - 158	\$1,229,909	\$1,792,121
	Youth Collections	6,418	GSF	98 - 146	\$629,157	\$936,771
	Fine and Performing Arts Collection	4,577	GSF	98 - 146	\$448,683	\$668,059
	Museum Collection	4,312	GSF	109 - 160	\$471,431	\$689,920
	CIEP	650	GSF	112 - 155	\$72,534	\$100,958
F	NONASSIGNABLE					
	Nonassignable	36,818	GSF	80 - 99	\$2,953,916	\$3,661,560
G	BUILDING COSTS	238,336	GSF	82 - 113	\$19,499,533	\$26,829,202

	DESCRIPTION	QUANTITY	UNIT	UNIT COST	TOTAL		
A	STAFF	15,960	GSF	99 - 133	\$1,572,761	-	\$2,129,959
B	LEARNER	97,926	GSF	79 - 102	\$7,692,945	-	\$10,020,505
C	PARTNER	14,250	GSF	96 - 125	\$1,370,412	-	\$1,777,257
D	COLLECTION	46,058	GSF	66 - 110	\$3,057,784	-	\$5,052,091
E	HIGHLIGHTED	27,324	GSF	104 - 153	\$2,851,714	-	\$4,187,829
F	NONASSIGNABLE	36,818	GSF	80 - 99	\$2,953,916	-	\$3,661,560
G	BUILDING COSTS (A through F)	238,336	GSF	82 - 113	\$19,499,533	-	\$26,829,202
H	OPTION: Site Development	1,500	GSF	20 - 30	\$30,000	-	\$45,000
J	OPTION: Windows (Demo and New)	8,352	GSF	87 - 96	\$726,624	-	\$801,792
K	OPTION: New Floor Openings & Skylight	Allowance			\$75,000	-	\$125,000
L	New Entrance Vestibules	Allowance			\$195,000	-	\$260,000
M	Freight Elevator	Allowance			\$175,000	-	\$250,000
N	CONSTRUCTION COST SUBTOTAL	(G through M)	GSF	87 - 119	\$20,701,157	-	\$28,310,994
P	FFE (Fixtures, Furniture, and Equipment)	238,336	GSF	20 - 30	\$4,766,720	-	\$7,150,080
Q	Design Contingency	(15% of N)		15%	\$3,105,173.53	-	\$4,246,649
R	TOTAL CONSTRUCTION & FFE COST	(N through Q)	GSF	120 - 167	\$28,573,050	-	\$39,707,723
S	TOTAL PROJECT COST (2014)	(R x 1.3)	GSF	156 - 217	\$37,144,965	-	\$51,620,039

All costs are 2014 dollars and are based on phasing one level at a time. Costs may be escalated at approximately 4% per year to project future construction implications. Costs per gross square footage listed in area types include architectural; demolition and temporary protection as required; general contractor build back and finishes; specialty items, casework, and equipment; fire sprinklers; mechanical, electrical, and plumbing; system controls, telephone, data, and other specialty systems; general requirements and contractor markups. Cost ranges and contingencies are included due to unknown conditions related to final design, quality, and other owner directives as well as market conditions at start of construction.

