The background of the cover is a photograph of The Wallace Center at RIT. The building is a large, multi-story structure with a tan or light brown facade. It features a series of vertical rectangular windows along its upper edge. The foreground is filled with trees and bushes in various shades of autumn, including yellows, oranges, and reds. The sky is a pale, overcast blue. The text is overlaid on the upper portion of the image.

*The Wallace Center*  
at R.I.T

**Strengthening the Core:**  
Renovation and Expansion of  
The Wallace Center (TWC) at RIT

**APRIL 2017**

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*Prepared by TWC Subcommittee Task Force*

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# Strengthening the Core: Renovation and Expansion of The Wallace Center (TWC) at RIT

University libraries have altered the experiences and enhanced the aspirations of students and faculty for more than 1,000 years. RIT's academic library is an essential part of its learning community and central to every discipline on campus. If the classroom is the first step of the learning experience, the library is the next destination. Our library is where all students and faculty find the diverse resources and connections needed for success: from publication vehicles and databases to academic technology and media production. Students continue to turn to libraries and library resources for course-related research, citing their credibility and depth. The expansion of The Wallace Center affords virtually unparalleled opportunities for active learning transcending the teacher-student-classroom context. The expanded Wallace Center offers conveniently located options to embrace active learners and learning on campus in ways previously un- (or under-) available. The new structure will be a beacon for organizing, preparing and distributing knowledge and sharing viewpoints about discoveries.

**We envision an architecturally significant structure blending timeless aesthetics with future-directed functionality: a place where 21st century learners, educators and researchers design, discover and disseminate knowledge.**

University libraries are more than storage vessels for books. More than half a billion dollars is spent annually by other universities on the creation or renovation of their academic libraries<sup>1</sup>. Although The Wallace Center is not used in the same ways as it was 15 or 20 years ago, as many as 4,000 students come into the building daily and on average spend 2.8 hours here. (This data is current and provided by TWC's Sr. Manager of Circulation and Facilities.) RIT students and faculty acknowledge the importance of The Wallace Center and praise the quality of its available resources. They emphatically stress the need for a comprehensive renovation and expansion to make TWC—along with its many resources—a state-of-the-art facility better suited to their evolving needs. For example, students report a need for more personal study areas and better spaces for groups to work; they need flexible seating arrangements to support collaboration, such as circular tables that make it easier for deaf students to communicate. Faculty members stress their desire for more learning laboratories and functional spaces to collaborate with the expert staff in The Wallace Center and the creation of a "Center for Faculty Innovation", where they can present their latest research and connections can be made across disciplines.

<sup>1</sup>Hurlbert, J.M. (2008). *Defining Relevancy: Managing the New Academic Library*. Westport, CT: Libraries Unlimited.

Studies show prospective students select a college, in part, because of its facilities.<sup>2</sup> One study revealed the second most important facility in college selection for prospective students is the library.<sup>3</sup> In addition to recruitment, the library contributes to student retention, as well as to faculty success. An academic library's resources, including the expertise it offers, have a global reach in influence and importance. Potential students and their parents are strongly swayed by the quality of a university library; alumni of the university understand the library's value and advocate for the library's needs; and a broad international community of scholars, industry partners, and even the public avails itself of the library's resources.<sup>4</sup> In addition, an academic library is intimately connected to and supported by library consortiums that understand their collective effectiveness depends on the commitments to excellence made by their constituent members.

Any educational building is an expensive, long-term asset. Design of our library and academic spaces must represent RIT's vision, strategy and commitment to 21st century discovery and scholarship.

**Our proposal for renovation and expansion of TWC includes:**

- 1** Expanding current programming and space for: RIT Libraries, RIT Press, a Digitization Laboratory and Digital Humanities Social Sciences/Digital Scholarship Center, Faculty Career Development, the Expressive Communication Center and Writing Commons **SEE APPENDICES 3, 5, 6, 7**
- 2** Creating new collaborative study areas and technology enhanced study rooms with centralized access to experts in the academic disciplines (Appendices 2, 3).
- 3** Seating for at least 15% of our student population in locations that are "wired" for network and internet access **SEE APPENDICES 2, 3**
- 4** Expanding our world-class special collections that differentiate RIT from every other university, and enhances our global reputation for scholarship **SEE APPENDICES 3, 5**
- 5** Providing a flexible town-hall-style presentation space with full "broadcast-quality" technology support that also serves as an intimate performance space.
- 6** Expanding support for faculty to conduct and disseminate research, ranging from guidance on open-access to University Press publications **SEE APPENDICES 3, 5**
- 7** Transforming a book warehouse to a digital library by relocating 75% of our print collection to an offsite facility **SEE APPENDIX 1**
- 8** Transforming an opaque, confusing and faceless box to a light-filled, flexible facility that is accessible, easily understood and navigated.
- 9** Transforming a library to a multi-use facility that promotes collaboration and supports evolving pedagogy.
- 10** Bringing food services into the building to sustain students and faculty and provide a casual place for students and faculty to meet. **SEE APPENDIX 12**
- 11** Integrating LEED-certified sustainability features into the building that will inspire visitors, provide a healthy learning environment, and enhance student well-being <http://digitalcollections.stlawu.edu/collections/slu-photographs/the-tree-room>.

<sup>2</sup> Reynolds, G. L., & Cain, D. (2006). Final report on the impact of facilities on the recruitment and retention of students. Alexandria, VA: APPA.

<sup>3</sup> Hamrick, F. A., Schuh, J. H., & Shelley, M. C. (2004, May 4). Predicting higher education graduation rates from institutional characteristics and resource allocation. Education Policy Analysis Archives, 12(19).

<sup>4</sup> Greer, J. (2010, June 17). 4 Reasons why the library should affect your college choice, USNews.com



The exciting re-imagination of RIT's most centrally located and accessible intellectual asset presents RIT with an opportunity to add dynamic new programming and architectural elements to the campus. For example:

- 1 A soaring, arched glass arcade between the Wallace building and the College of Liberal Arts might create a dynamic new gathering space between the facades of the two buildings that both honors and elevates the original architectural vision for the campus.
- 2 A dramatic new entrance at the south end of the building will appeal to visitors as well as acknowledge the needs of a substantial user population. In keeping with The Wallace Center's transformational objectives for itself, this new entrance might incorporate such features as:
  - a) an indoor sculpture garden populated with Albert Paley pieces (supporting our commitment to developing unique special collections)
  - b) a living, green wall (supporting our commitment to sustainability)
- 3 A Town-Hall Style Presentation Space. In 2014 the RIT Performing Arts Task Force made several recommendations to the Provost regarding performance spaces at RIT. It stressed the need for state-of-the-art spaces, including those to accommodate small and large events. The Facilities Sub-Committee of this task force recommended that any new building on campus include some type of space that could be used for performances. This space would be ideal for smaller ("chamber" or "salon") events. A performing arts center might include the Simpson Collection (Appendix 9), a bequest to RIT of 18th and 19th musical instruments, manuscripts and other items.

The Wallace Center is integral to the core academic functions of the university: innovative delivery of high quality information, research and scholarly communication, and faculty career development to name just a few. Every college, every discipline, every student and every faculty member benefits from a relationship with The Wallace Center. Reinventing the space in which such highly valued assets are housed will elevate RIT's stature with prospective students and faculty and will positively influence their experience at RIT. Our solution must be unique and make RIT the benchmark in transforming the resources and physical space devoted to research, collaboration, teaching support, and publication. No single investment RIT makes in its future will touch so many students and faculty for so long.





## TWC Programming and Space: Current and Future

The Carnegie Classification of Institutions of Higher Education changed RIT from “Masters-Comprehensive” to “Doctoral University – Moderate Research Activity” in 2016.

At the Provost’s request, benchmarking was done in comparison to RIT’s nine benchmark schools with student populations of >7,000 students. Unlike RIT, all of the benchmark schools have more than one library. Eight of the nine benchmark schools have greater total library square footage than RIT. The average sq. ft./student FTE of nine of RIT’s university-level benchmark school libraries is 11.7; TWC’s sq. ft./student FTE is 7.1. The number of library staff currently employed at RIT is lower than any benchmark school, and ratios of library staff to student and faculty are lowest – the average number of student FTE per library staff member of seven of those same schools is 188.5; TWC’s is 315.3. RIT’s total library materials expenditure per student FTE is lower than 16 of 19 benchmark schools ([Appendix 4](#)).

**Overall Current TWC Space:  
85,173 sq. ft. identified programming;  
approximately 96,000 sq. ft. in all**

**Needed TWC Space: 189,511 sq. ft. identified**

To support and expand current programming with many spaces supporting multiple needs.

### **Desired TWC Space: 18,700 sq. ft.**

To support additional (new) programming: 3,700 sq. ft. for eSports training labs ([Appendix 8](#)); 15,000 sq. ft. for a performing arts center/gallery. These spaces could be combined with other programming areas.

Some existing space in TWC may be repurposed if all or nearly all of the bound periodicals are relocated to remote storage from the second floor, and some space on the third and fourth floors may also be repurposed if the majority of the circulating book collection is placed in remote storage. If the bound periodicals are relocated in the near future, interim and flexible seating and study areas can be created for students to alleviate some of the current space needs ([Appendix 1](#)).

The Wallace Center’s programming and utilization of space has evolved over the years, and the current building is no longer adequate in supporting the needs of its staff, RIT students and RIT faculty. It is hoped that RIT’s desire to move into the ranks of the nation’s finest colleges and universities coupled with the change in Carnegie Classification to Doctoral University will be accompanied by increased space, staffing, and resources for TWC. A spreadsheet containing a more granular breakdown of current space and projected space needs is available in [Appendix 3](#).



# TWC Departments

## Acquisitions/Serials/IDS

This department is responsible for the ordering and receipt of library research materials, (print and electronic), and for interlibrary loan. In addition, it currently maintains the building's mailroom. The IDS office is located on the first floor, while the Acquisitions/ Serials area is located on the A-level. Thesis submission and binding is also supported by this department. The current space competes with storage and other departments, providing a very congested work space.

<b>Current Space:</b> 370 sq. ft.	<b>Needed Space:</b> 946 sq. ft.
<b>Current Staff:</b> 3 + 3 FTE students	<b>Needed Staff:</b> 3 + 3 FTE students

To allow easy access, the IDS Office must be in a visible location near or integrated with the Circulation Desk, which must be located near the main entrance. A courier drop-off closet is needed on the A-level, near the back door. The current space is inadequate for the activities of this department.

<b>Current Space:</b> 264 sq. ft.	<b>Needed Space:</b> 448 sq. ft.
<b>Current Staff:</b> 2 + 3 FTE students	<b>Needed Staff:</b> 2 + 3 FTE students

## Large Meeting Room/Auditorium:

<b>Current Space:</b> 0 sq. ft.	<b>Needed Space:</b> 3,000 sq. ft
---------------------------------	-----------------------------------

## Cary Collection

The Cary Collection is internationally known and highly regarded as a premier special collection library for the history of Graphic Arts. In addition to historical materials ranging from a cuneiform tablet to new livres de art, it has the Graphic Design Archive featuring collections of 20th century graphic designers' work, and the unique Press Room, containing historical working printing presses and cases of type. The materials of the Cary Collection are used for teaching classes throughout the year, providing exposure to actual artefacts and primary resources pertinent to programs throughout RIT.

At this time, the Cary Collection has outgrown its space. A temporary extension was created for the Graphic Design Archives out of necessity, adjacent to Cary. This space has no walls, just metal grating, to separate it from the rest of the second floor, and no climate control at all—the latter putting this valuable collection at risk. There is no space to house future collections that would benefit RIT's curriculum. Many instructional classes are held in Cary, with the main reading room doubling as classroom space (Appendix 6). Instruction using the printing presses can only accommodate a small number of students at one time, so additional time and effort on the part of staff is needed due to the congested space in the press room. The reading room and the Weiss room also double as processing areas for staff and researchers alike. A separate classroom outfitted for use with special collections is needed. Due to lack of space, only one staff member has an office within the Cary Collection; the rest are located in various places on the 2nd floor.

**Current Space: 9,922 sq. ft.    Needed Space: 19,622 sq. ft.**  
**Current Staff: 2.5 + students    Needed Staff: 4-5 + students**

## Circulation and Facilities

Two traditional functions of this department include checking in and out library materials, laptops and other equipment, and the management of course reserves. Oversight of the maintenance of the entire building and its security is a crucial function that is served by this department as well. The location of the circulation desk must be in a highly visible location near the main entrance.

The amount of space for the current Circulation Desk area and offices is estimated to be adequate for future use, but the interior must be re-worked to accommodate more circulation of equipment, such as laptops. Physical association with the Reference Desk and the IDS Office is recommended.

**Current Space: 2,617 sq. ft.    Needed Space: 2,750 sq. ft.**  
**Current Staff: 5.5 + students    Needed Staff: 5.5 + students**

Additional storage:

**Current Space: 405 sq. ft.    Needed Space: 1,200 sq. ft.**

## General Seating and Collection Areas 1st-5th Floors (Appendix 2)

**Current Space: 36,816    Needed Space: 80,600**

## Digital Initiatives and Metadata Services (DIMS)

This is one of the fastest-growing departments in TWC. The department is poised to support digitization needs for collections, course work and grants, and to support digital tools and platforms that can be utilized by all students and faculty for enhancing work for courses. In addition to currently hosting a very modest digitization area, the department supports RIT Open Access Publishing, the scholarly institute repository RIT Scholar Works, and RIT's online historical repository, the RIT Digital Archive. Another area of work highly integrated with both the digital work described above and with that of Acquisitions/Serials/IDS, is in preparing and reviewing metadata for resources acquired by the library (both print and electronic formats). These are for the library's online catalog, international database OCLC WorldCat, the two online repositories and many digital projects.

Most if not all of this department must be on a public floor, rather than behind staff-only doors (its present location). The current amount of space is unsatisfactory for work done at this time, and must be enlarged to accommodate staff and customers alike

**Current Space: 4,047 sq. ft.**      **Needed Space: 6,550 sq. ft.**  
**Current Staff: 7 + students**      **Needed Staff: 11 + students**

## Faculty Career Development (FCD)

The department's focus is providing opportunities for RIT faculty members to discover useful resources geared towards life as a faculty member, to take advantage of grants, and to develop leadership and mentoring skills. Space for current staff members and student employees is to be retained, but the greatest need is a large meeting room or auditorium to host its many events as well as other TWC and campus events.

**Current Space: 481 sq. ft.**      **Needed Space: 481 sq. ft.**  
**Current Staff: 2 + students**      **Needed Staff: 2 + students**

## Research and Instruction Services

This department includes the librarian liaisons to the colleges. They provide research consultations and instruction in the use of the library's information resources, and partner with faculty to provide useful assignments. Spaces utilized include staff offices, instruction labs, a reference desk, group consultation spaces and storage. This department should be located on the first floor by the circulation desk and other student services areas.

**Current Space: 1,225 sq. ft.**      **Needed Space: 4,302 sq. ft.**  
**Current Staff: 8.5 + students**      **Needed Staff: 11.5 + students**

## Mailroom & Loading Dock, Freight Elevator

This category covers mailroom space for deliveries and a loading dock. The loading dock and freight elevator do not exist at this time.

**Current Space: 217 sq. ft.**      **Needed Space: 1,076 sq. ft.**

## RIT Archive Collections

RIT's historical documents and artefacts are housed within the RIT Archive, along with the RIT Art Collection and the Deaf Studies Archive. As RIT continues to grow, so will the contents of the Archive and the need for additional staff members to manage those materials. At this time, there is no additional space for new collections and future growth. The reading room currently must also serve as a processing/research space. More staff offices are needed. The department also needs a classroom that accommodates special collections materials—this can be shared with the Cary Collection and other entities.

**Current Space: 5, 197 sq. ft.    Needed Space: 11, 875 sq. ft.**

**Current Staff: 2.5 + students    Needed Staff: 4 + students**

## RIT Press

As RIT's university press, the traditional publishing of high quality non-fiction books and scholarly journals occurs in this unit. Over the years, its staff has increased in addition to its publications and inventory. Staff members are scattered throughout the second floor. Press personnel should be clustered in close proximity to one another and the Press's office/reception area (2620). The Press anticipates adding two additional professionals to the staff in the not-too-distant future: a digital content manager and a public relations specialist. Typically, the Press employs at least one student worker and one Co-op student; each requires a work station.

The Press' inventory is spread over four locations. All inventory should be consolidated, accompanied by adequate work space for order fulfillment and storage space for packing/shipping materials.

**Current Space: 1,676 sq. ft.    Needed Space: 2,570 sq. ft.**

**Current Staff: 4 + students    Needed Staff: 5-6 + students**

## TWC Information Technology

The TWC IT staff has grown from one staff member 30 years ago to 8 staff at this time, illustrating TWC's and its patrons' dependence upon a variety of technologies and platforms. The current space for this department is inadequate, being overcrowded with little storage and very little space to work with equipment. Offices for current and future staff members are needed in close proximity, plus a student employee work area, a larger workroom and storage area are needed.

**Current Space: 1,694 sq. ft.    Needed Space: 2,010 sq. ft.**

**Current Staff: 6 + students    Needed Staff: 9 + students**

## Administrative Offices

These include offices of staff not associated with specific departments.

**Current Space: 1,421 sq. ft.    Needed Space: 1,421 sq. ft.**

**Current Staff: 7 + students    Needed Staff: 7 + students**

## Wallace Library Collections

### Circulating Books

The continued growth in acquiring electronic versions of books has greatly lessened the need for continued growth in floor space for print books in many subject areas, except for the fine arts. Based on usage statistics, 60-70% of the current circulating collection is eligible for placement in remote storage.

### Bound Periodicals and Indexes

The majority of journals' current issues are now accessible in electronic format, and most of the library's bound journals of back issues to be retained are prime candidates to be housed in a remote storage facility.

## Materials Library Collection

Created in cooperation with the Industrial Design and Interior Design Programs of the College of Imaging Arts & Sciences, actual sample pieces of all categories of materials used in industry are made available to students for examination and study—a true hands-on approach. Placement of this collection in The Wallace Center allows for greater access to these materials than in CIAS. Currently, plastic bins hold these materials on regular library shelving—a very minimalistic and unattractive approach. Providing a space to house these samples in a more visible manner and to have tables near-by for class use are needed. In addition to the two CIAS programs noted above, these materials are also used by programs in Engineering, Packaging, Sustainability, Architecture and Environmental Sciences.

**Current Space: 500 sq. ft.**

**Needed Space: 2000 sq. ft.**

**Current Staff: 0**

**Needed Staff: 0**

## Current TWC Tenants Remaining in The Wallace Center

CLA Office—Gannett Professor

**Current Space: 88 sq. ft.**

**Needed Space: 100 sq. ft.**

## Signatures Office

**Current Space: 94 sq. ft.**

**Needed Space: 100 sq. ft.**

## Rochester ASL Deaf Studies Community Center (RADSCC)

RADSCC is a place where faculty, staff and students gather to learn about Deaf culture, Deaf heritage and American Sign Language (ASL). RADSCC was relocated to TWC in 2013. It currently offers a state-of-the-art classroom for teaching and learning, two staff offices and a lounge area that promotes open and clear access to communication and interaction among Deaf and hearing peers and colleagues. RADSCC supports diversity on campus by providing a comfortable, creative environment for interaction between Deaf and hearing people at the center of campus. It is a resource for local and international outreach activities that celebrate the achievements of the Deaf community and supports advocacy and education among Deaf, hard-of-hearing, and hearing colleagues.

## **Rochester ASL Deaf Studies Community Center (RADSCC) continued...**

ASL and Deaf Studies classes are taught in the RADSCC, along with sponsored presentations by community, national, and international leaders in ASL and Deaf culture and heritage. Student organizations sponsor and participate in events, as well as gather for meetings in the Center. RIT faculty and staff stop in for ASL tutoring and practice. Hearing students taking ASL as part of their Modern Language program in the College of Liberal Arts also come to the RADSCC for ASL tutoring and practice.

Additional space is desired for the expansion of museum exhibits and offices for an anticipated center director and coordinator.

**Current Space: 1,070 sq. ft.      Needed Space: 1,500 sq. ft.**

## **Expressive Communication Center (ECC)**

Industry workforce reports, university alumni surveys, and academic studies have long stressed the importance of strong communication abilities for all college graduates to excel. The Partnership for 21st Century Learning,<sup>5</sup> for instance, underscores the importance of students' ability to articulate ideas effectively and communicate effectively in diverse environments. The format of oral communication centers, including the ECC, is high-visibility exemplars of an active learning environment where students receive training from expert tutors.

Except for students majoring in communication, most undergraduates take no course emphasizing oral communication skills. Significantly, among those students who have the greatest need, those same students may self-select out of electives in oral communication. Students entering the workforce will inevitably present their ideas or work with colleagues on various projects to diverse audiences. The ECC provides a space and expertise where students gain additional practice and support in communication situations they will need to skillfully navigate. Individual communication support is the kind of service that clearly indicates to students that they are receiving special attention on skills that will put them at an advantage in the workforce, especially in relation to upward mobility. When students leave RIT confident about their communication abilities, their alumni satisfaction likewise increases.

There is a clear need for a dedicated space and the resources necessary to provide high quality direction and support for faculty and students among all disciplines across the university. Moving the ECC to an Institute-level initiative ensures fully functioning "T-shaped" graduates. A comprehensive Communication Center moves RIT one step closer in realizing its Greatness Through Difference strategic plan.

The center will use the consulting-training model. It will combine 1) communication faculty and trained tutors who help students prepare and rehearse for oral communication activities with 2) expert communication faculty who will work one-on-one with course instructors from all disciplines to design and modify oral communication. These activities will provide real and lasting benefits to students in oral, interpersonal, group, and visual communication skills improvement.

Space requirements include (1) collaborative learning workspace; (2) presentation training room equipped with mounted cameras, microphones, two-way mirror for observations, video recording equipment, projector; (3) individual practice rooms; (4) open cubicles for tutors; and (5) research and coordination offices for directors ([Appendix 7](#)).

**Current Space: 263 sq. ft.      Needed Space: 2500 sq. ft. est.**

<sup>5</sup> <http://www.p21.org/>

## Writing Commons

RIT's Institute Writing Policy creates a writing-enriched curriculum that includes First Year Writing, Writing Intensive (WI) courses in General Education, and WI courses in each Program. The University Writing Program (UWP) is charged with the implementation of the Writing Across the Curriculum program, which, in addition to the three WI course requirement for students, also includes the Writing Commons, and Writing-Intensive (WI) faculty support.

A renovation and expansion of The Wallace Center will contribute to the UWP's strategic vision by providing more integrated, resource-rich teaching and learning spaces for student engagement in the multiple literacy practices that support disciplinary learning and identity development: reading, listening, and viewing/interacting with materials in many modalities; supporting the production of multimodal compositions (e.g. websites, reports, presentations); gathering, organizing, and evaluating resource materials; encouraging new ways of composing through/with technology and emerging genres; identifying multiple audiences beyond classroom instructors, including opportunities for print and online publication. Within such a space, the Writing Commons would continue to offer individual and group consultations, workshops, composing studios and collaboration opportunities with other programs to draw on disciplinary expertise of staff.

Finally, a renovation/expansion that locates UWP activities as central to student learning and disciplinary and professional literacy practice contributes strongly to the current multiliteracies approach used in the Writing Commons, as well as the UWP's instructional, administrative, and research initiatives in the following ways:

- Multi-modal collaboration, teaching and research spaces – With the creation of dynamic spaces designed for multi-modal collaboration, teaching and research, students and faculty will have access to and opportunities for expanded literacy learning, metacognition, pedagogical practice, and primary research.
- Student access to multiple levels of expertise – Within the current Writing Commons space, students have access to WC trained student peer consultant and professional staff. Mixed-use/flexible spaces encourage student mobility in order to draw on the diversity of student and professional consultant expertise, as well as other Wallace Center stakeholders (e.g., reference librarians, the Presentation Center, ILI, RADSCC).
- Globally networked learning environments – The creation of spaces (and policies) to support “globally networked learning,” students and faculty will have greater access to and opportunities for collaboration with international partners.
- Teaching and learning project showcases – The creation of interactive spaces designed to present textual and multi-modal artifacts produced throughout the curriculum would provide students and faculty exposure to the diversity of literacy in our community.

**Current Space: 4,154 sq. ft.    Needed Space: 5,000 sq. ft.**

## Java Wally's Café

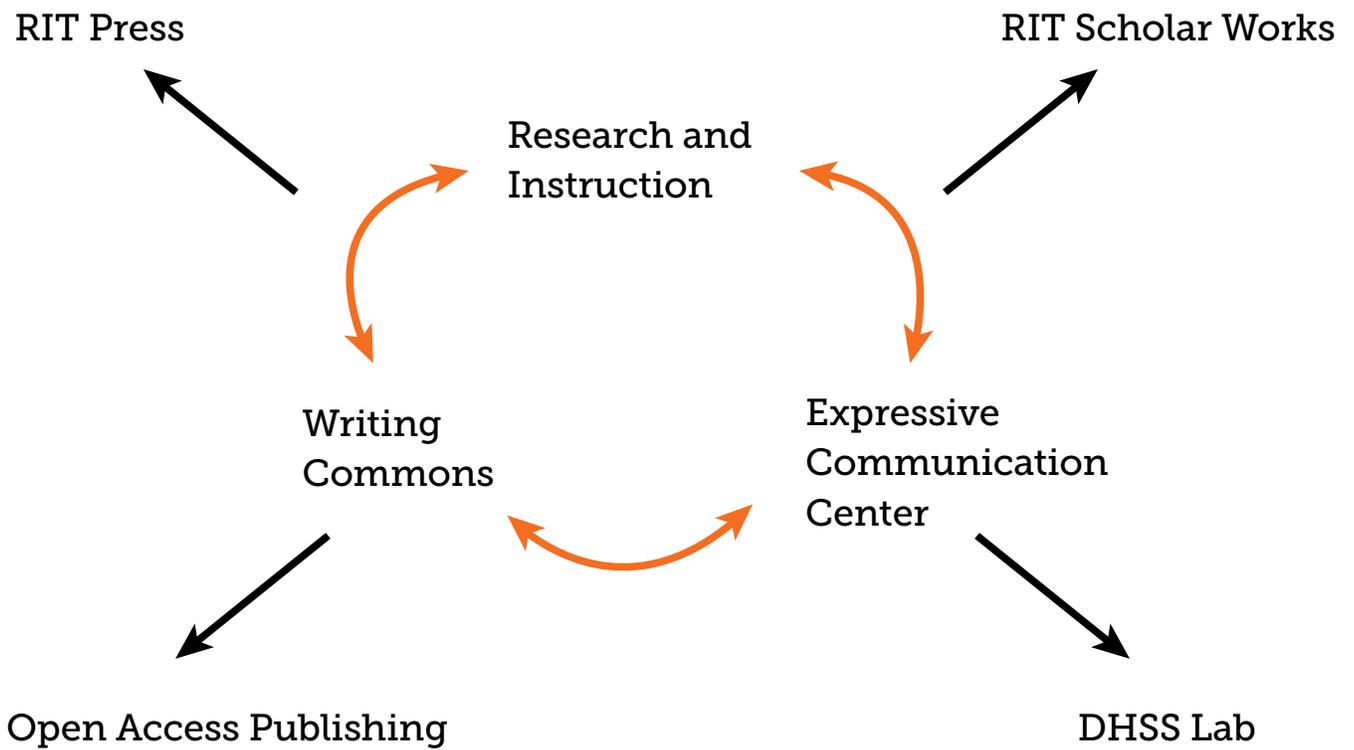
Expanded food service within TWC has been echoed on multiple student surveys, including one administered for this report ([Appendices 10 and 12](#)). TWC is open and staffed more than any other building on campus. TWC's desire is to make the building accessible 24/7 and to provide additional food options to what Java Wally's currently provides.

**Current Space: 1,188 sq. ft.    Needed Space: 3,000+ sq. ft.**

## ITS Satellite Help Desk

**Current Space: 254 sq. ft.    Needed Space: 254 sq. ft.**

**The Wallace Center**  
**Active Learning and Publishing**





# Recommendations

## Must Haves / Retain the Status Quo Category

Area	Additional Specifications
Increased number of study rooms	Individual, medium- and large-sized.
Increased student seating	In various combinations of collaborative and single-use arrangements
Increased number of workstations	For public use
Increased space for the Cary Collection in all areas	Archival collection storage in proper environment, additional area for the press collection, more office space for current and for future staff within the Cary Collection, and a separate materials processing room.
Increased space for the RIT Archives in all areas	Archival collection storage in proper environment, more office space for current and for future staff within the Archives, and a separate materials processing room.

## Must Haves / Retain the Status Quo Category, cont.

Area	Additional Specifications
Special Collections Classroom(s)	One or more of these can be utilized by the Cary Collection, the RIT Archives, and the Materials Library Collection for classes that require space for hanging and/or for placing flat large works for examination and study by groups. The classroom(s) can be used in more traditional manners when not used for special collections classes.
Digitization Lab / DHSS-Digital Scholarship Center	This combination of professional digitization services in an enclosed space and an adjacent space providing equipment and instructional assistance with digital technologies and tools for students and faculty.
Circulation Desk / Reference Desk	Re-imagined to be more prominent as one enters the library, and to have the proper type of spaces to accommodate service points, including a more visible reference desk.
Information Delivery Services (IDS) Office	This space must be much larger in size, and located near or within the Circulation and Reference Desk areas on the first floor.
Interlibrary Loan (ILL) delivery area	Larger space needed to contain materials for pick-up/drop-off by various ILL delivery services and to remain located on the ground floor by the back entrance. This area must be secured.
Improve configuration of space for the Acquisitions/Serials area	Provide adequate space for staff, materials and thesis binding, in addition to storage space for incoming gift collections. Additional space for the mail room, a loading dock and a freight elevator near-by is required.
Digital Initiatives & Metadata Services (DIMS) Department	To move most if not all staff to the digitization lab area on a public floor. Additional office space needed for future staff, and area for prepping materials.
Increase in space for the RIT Press	To accommodate inventory storage, and to have all staff offices together.
Faculty Career Development (FCD)	To provide office spaces for staff and student employees to be located in one area.

## Must Haves / Retain the Status Quo Category, cont.

Area	Additional Specifications
Increase in space for TWC Information Technology	To accommodate properly-sized offices for current and future staff all in one location, and to have a workroom for the prepping and/or storage of equipment.
Storage	
Offices	
Writing Commons	
Expressive Communication Center (ECC)	
RADSCC	
Information Technology Services Help Desk	
Academic Support Center Drop-in Desk	

## Need to Have / Absent Now Category

Area	Additional Specifications
Digitization Lab and DHSS/Digital Scholarship Center	Expansion of professional digitization services in an enclosed space and an adjacent space on a public floor, and located closely to the special collections libraries.
Large community/presentation room	To include storage and prep kitchenette, with seating for 100 (minimum). Can be divided into smaller rooms as needed.
Freight Elevator and loading dock	Serving both buildings, located adjacent to mail room and prep area.
Adobe Lab (pending)	
More impressive and welcoming main entrance	With improved sight lines to the interior and upper floors.
All elevators to go to all floors	
Increased number of restrooms and restrooms larger in size.	
Additional food options for students throughout the day and night.	

## Nice to Have Category

### Area

Makerspace Lab

eSports Lab and broadcasting booths (Practice lab) – see Appendix 8

Salon for small music performances and professional storage of Simpson Collection historical keyboard instruments– see Appendix 9

Academic Support Center (in its entirety)

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## Photos

Derthick, Henley, & Wilkerson; Artech Design Group Architects, architect; Jaimie Davis, photo  
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