

**The Wallace Center
Rochester Institute of Technology**

**Wallace Library Collection Analysis:
Recommendations for Remote Storage**

December 19, 2016 rev. April 24, 2017

Throughout the 2016 fall semester, the usage data of print journals and circulating books in the Wallace Library collection was analyzed. The purpose of this analysis was to determine the potential number of volumes that could be relocated to a remote storage facility, thus allowing TWC space to be repurposed for the expansion of TWC current services and the implementation of new endeavors and partnerships.

Review and maintenance of the print journals has been a regular process for retention purposes, with little-used bound journals moved to remote storage in Building 99. Once electronic back-files of journals have been purchased, the print volumes in remote storage are removed and repurposed, allowing space for more bound volumes to be moved to remote storage, *gradually* freeing more space on the 2nd Floor.

A detailed analysis was performed of the circulating collection located on the third and fourth floors, including the oversize and huge collections. The raw data was compiled October 24, 2016, with the exception of the oversize and huge collections—that data was compiled November 14, 2016. Each volume's addition date to the library collection was compared to the last check-out date of that volume.

In general, floor pick-up data (the number of volumes pulled off of the shelves but not checked out) has been minimal, with the exception of the Art and Photography collections—volumes in those subject areas are heavily browsed on a daily basis, and also are rarely replicated in electronic format at this time. The collections of volumes in those two areas are expected to remain in The Wallace Center in their entirety.

**The Current State of Wallace Library's Journal & Circulating Book Collections
and Remote Storage**

Journals

Use of bound journals located on the second floor has not been heavy. This situation is due to more journal issues now available online, and in many disciplines, more emphasis on current rather than historical journal articles. It remains to be seen if the latter point changes direction due to the continued increase in Ph.D. programs at RIT.

Number of 2nd Floor bound volumes: 52,870

Space taken by 2nd Floor bound volumes at this time: ~7,500 sq. feet

Anticipated growth of additional volumes to the collection: 366 volumes/year or ~10.6 shelves/year

Circulating Books

As more books are accessible electronically in the Wallace Library collections, circulation of print books have decreased in a number of (but not all) subject areas.

Total number of circulating volumes on the 4th Floor: 120,001

Total number of circulating volumes of the Oversize and Huge Collections on the 4th Floor: 19,115

Space taken by all 4th Floor circulating volumes at this time: ~8,000 sq. feet

Anticipated annual growth of additional regular 4th Fl. volumes to the collection: 640-760 volumes per year based on 2011-2015 acquisitions data.

Anticipated annual growth of additional Oversize and Huge volumes to the collection: 370 volumes per year based on 2011-2015 acquisitions data.

Total number of circulating volumes on the 3rd Floor: 155,261

Space taken by 3rd Floor circulating volumes at this time: ~12,500 sq. feet

Anticipated annual growth of additional volumes to the collection: 1,450-1,550 volumes per year based on 2011-2015 acquisitions data. This includes the art and photography books.

Current Space and Growth Projection

Floor	Total number of volumes	Space used by these volumes	Annual Growth in volumes	Growth in volumes – Ten Years' worth
4 th FL (regular + over size)	139,116	~8,000 sq. ft.	1,010 – 1,130	10,100 – 11,300
3 rd FL. (regular size)	155,261	~12,500 sq. ft.	1,450 - 1,550	14,500 – 15,500
2 nd FL. (periodicals)	52,870	~7,500 sq. ft.	366	3,660

If the growth as projected occurs for the next 10 years, this amount of space will be needed either in TWC, or in remote storage:

Floor	Growth in volumes – Ten Years' worth	Space needed for 10-year growth
4 th FL (regular + over size)	10,100 – 11,300	~680 sq. ft.
3 rd FL. (regular size)	14,500 – 15,500	~12,480 sq. ft.
2 nd FL. (periodicals)	3,660	~52 sq. ft.

Current Remote Storage Facility, Equipment and Staffing

At this time, approximately 6,500 bound journal volumes and 7,642 print RIT theses and dissertations reside in an enclosed remote storage room located in Building 99 on the east edge of the RIT campus. Usage of these stored volumes has been very light, with the majority of use being driven by outside researchers requesting journal articles via the library's interlibrary loan service. Few requests are seen for the print versions of RIT theses and dissertations, since those works are now available in RIT Scholar Works, RIT's open access repository for RIT scholarship.

An older model PC workstation and modest flatbed scanner is located in the remote storage room so that the requested journal articles can be scanned onsite and delivered electronically to the requestor. A professional staff member of the library stops by on the way to work or at the end of the day to scan materials, and/or to pick up/return any books that were requested from storage. This activity averages out to occur 1-2 times per week.

COLLECTION ANALYSIS RESULTS

Location	Total Volumes	Volumes last checked out through 2006	Volumes last checked out through 2010	Annual Growth in Volumes (Median)	Annual Growth in Volumes (Average)
4 th Floor - Over	18,546	9,769 (53%)	12,639 (68%)	360 (2%)	366 (2%)
4 th Floor - Huge	569	299 (53%)	412 (73%)	10 (2%)	10 (2%)
4 th Floor (regular)	120,001	71,319 (59%)	99,478 (83%)	640 (0.6 %)	760 (0.5 %)
3 rd Floor (regular)	155,261	82,915 (53%)	96,513 (62%)	1,464 (1%)	1,549 (1%)
2 nd Floor Journals	52,870*			366 (1%)	366 (1%)

*Original number of bound periodical volumes 8/2016 = 59, 151
4,218 removed since that time, with another 2,000 estimated in the removal process at this time.
Replacement of print volumes with electronic volumes will continue,
in addition to the removal of obsolete volumes.

The overall results of the study:

52,870 bound journal volumes can be placed in remote storage, with ~7,500 square feet recovered on the 2nd floor of TWC.

Between 82,915 and 96,513 of circulating volumes from the 3rd Fl. can be placed in remote storage, with 6,625 to 10,000 sq. feet recovered.

Between 83,387 and 112,429 of circulating regular- and over-sized volumes from the 4th Fl. can be placed in remote storage, with 4,800 to 6,400 sq. feet recovered.

RECOMMENDATIONS

In this report, generalized estimates of remote storage for the amount of volumes listed above is provided, with the understanding that many unknown factors (actual number of volumes, specific location and HVAC, amount of funds available for shelving, equipment, staff and retrieval) will determine the actual cost of such an endeavor. More specific estimates for relocating the bound periodicals can be given, but estimates for the relocation of various portions of the circulating collection cannot be given at this time.

Phase 1: Relocate most or all bound journals to remote storage. This would allow for growth in the remote storage facility of those titles still maintained in print format, if all volumes are to be placed in storage. The current practice of library staff scanning journal articles of titles already located in remote storage in Building 99 would continue with all print journals located in remote storage for electronic delivery to RIT students, faculty and staff in addition for researchers at other institutions through the usual interlibrary loan procedures.

The space now housing the bound print journals on the second floor would be available for repurposing, ideally for a digitization lab and associated digital scholarship student center and an expressive communications center, placed among open learning and collaboration areas.

Options for the relocation of bound journals:

1. Relocate only those titles that are no longer updated by print issues = 45,870 volumes
2. Relocate all titles, providing room for growth for titles updated by future print issues = 52,870 volumes

The current remote storage room in Building 99 consists of 2,500 square feet. By obtaining compact shelving for that room, 110,880 linear inches of shelving would be available for these relocated journal volumes. This can be accommodated by installing compact shelving in the existing remote storage room in Building 99. Compact shelving could also support the additional ~300 volumes/year growth of RIT theses and dissertations for two to three years.

Approximate cost for Spacesaver compact shelving, with 12-inch shelves, installation and materials for the above amount of linear inches would be approximately \$247,500. This compact shelving would be placed in the existing remote storage room in Building 99.

**Upgrading the remote storage room to improve air quality and HVAC settings:
2,500 sq. feet x \$30.00/ft. = \$75,000.00, a very general estimate.**

Cost of moving the bound journals will vary, depending upon the number of volumes and the moving method.

Please see the accompanying documents providing information for the existing remote storage and compact shelving.

It could be possible to relocate the bound journal volumes from the 2nd floor in 2017 with careful planning and funding.

Phase 2: Relocate a portion/portions of the circulating collection to remote storage. Based *solely* on the usage analysis data, 30-70% or more of the circulating collection would be suitable for relocating to remote storage, depending upon the cut-off date of either 2006 or 2010 as last check-out date.

Maximum number of circulating volumes that ***could*** be placed in remote storage at this time: 164,302 to 209,047.

However, several factors are in play that affect the exact number of volumes (a reduced number) as candidates for remote storage:

1. Review has begun of the circulating collection by the library college liaisons. Unnecessary added copies are being removed from the collection at this time. A review for the removal of outdated materials that do not provide accurate information is also in process. Given the size of the collection, this examination of the circulating collection will continue as a consistent process.
2. Relocation of the bulk of the circulating volumes at one time would be alarming to the RIT community, especially faculty. A gradual pace for relocation and positive marketing of this change needs to occur.
3. Last but not least, the appropriate space, equipment, environment and staffing needs to be established for additional remote storage *prior* to major moves of the circulating collection.

Retention of Circulating Volumes

For circulating volumes placed in remote storage, the retention of those volumes with no recent circulation statistics will still be important due to these factors:

1. Retaining core resources in disciplines (supported by RIT programs) as indicated by professional societies and organizations of those disciplines are required for academic libraries, and specifically for accreditation purposes. If these resources cannot be provided electronically, then the print materials must remain in the library collection.
2. Resource sharing through interlibrary loan and consortia agreements require that a commitment for the library to retain older materials is maintained.
3. Even though circulation of certain volumes has not been recent, those volumes may need to be retained due to projected future curriculum needs and current/new program usage as identified by the library college liaisons.
4. Projected increase in doctoral programs at RIT will indicate a need to retain historical print resource materials in those fields, if the material is not available electronically.

Remote Storage Needs

With the increase of volumes due to adding books to remote storage, a much larger space with the appropriate environment, shelving, retrieval system, scanning equipment and software, barcode labels, staffing and a process for the movement of physical volumes to and from remote storage is needed.

Equipment & Supplies:

Image Access Bookeye 4 V1A scanner and software: \$26,386.00

Annual maintenance fee: \$2,197.00/year for years 1-2, \$2,615.00/for years 3 and on-

PC computer workstation: \$1,325.00

Barcode scanner: \$180.00

Printer lease: \$360 per year (\$30/month)

Barcode labels for bins: est. \$27.29/1,000 labels per roll for an unknown number of bins for shelving.

Using an estimate of 20,894 bins for all possible circulating books that could go to remote storage, 2,089 rolls of labels = \$57,009.00

Staffing:

With more materials in remote storage, dedicated staffing will be required.

- 1 library staff member for 3-4 hours at \$14.46 minimum /hr. per day = \$43.38 to \$57.84/day; \$11,247.60-\$15,038.40 per year plus benefits
- Equivalent of 1 student employee for 3-4 hours/day at \$9.00/hr. = \$27.00-\$36.00/day; \$6,084.00-\$6,480.00 per year (estimating 36 weeks of work within a year.)

Shelving, Storage & Retrievals

Shelving

For **bound journals**, maintaining the volumes in call # order will work for closed runs (new volumes no longer being added in physical form or at all). Such volumes can be accommodated on regular static shelving, or better yet, compact shelving. Growth room for those few titles still active could easily be accommodated for a five-year span or more, or, those titles still accumulating print back files could remain at TWC.

For **circulating volumes**, the call # order approach for shelving will not work. Whenever new volumes would be added to the remote storage collection and arranged in call # order, constant shelf-shifting would result: not a good use of time and money. Utilizing taller stationary shelving and the use of bins for the storage of volumes by size, not call #, and identified by bin/book barcoding, is the most efficient method of storing and utilized by academic libraries across the country. A mechanical retrieval lift/platform or robot arm would be used to retrieve and “shelve” the books.

Brown corrugated trays (to hold volumes by size): \$ 1.08-1.48/tray

Average # volumes/tray = 10 (this could vary, depending upon actual size of volumes)

For the largest number of circulating books that could be sent to remote storage: 208,942 divided by 10 = 20,894 trays x \$1.08/tray = \$22,525.52

At this time, information on the amount required of tall stationary shelving and its cost is not available—actual numbers depend upon the number of books, height of books, amount of square feet available, etc.

Stack Retrieval Mechanism for Stationary Shelving

- Genie lift: tray-to-shelf process \$15,000.00 (2015 pricing); \$ 15,298.21 (est. 2016)
 - Annual maintenance fees NA
- Hydraulic retrieval lift: \$18,000.00 (2015 pricing) \$18,358.00 (est. 2016; recommended by Syracuse University)
 - Annual maintenance fee: NA

Remote Storage Environment

The ideal temperature for a remote storage facility is 50 degrees Fahrenheit, with 30% humidity. This environment will ensure the longevity of the stored volumes up to 300 years at least. Fabric ductwork ensures optimum air circulation. A series of filters for the air ducts reduces the accumulation of dust.

Since the mechanics for the above is dependent upon the additional remote storage facility, initial costs cannot be estimated at this time.

Retrieval and delivery to and from remote storage:

Several possibilities are available for retrieval and returning of volumes to and from remote storage and listed below. The location of the storage facility will likely determine this process.

1. Staff member uses motorized cart to go back and forth to the retrieval facility and TWC, if the storage facility is on or adjacent to campus, and a safe route is established for the driver.
 - Motorized (electrical) cart: \$5,000.00 (used) to \$8,000.00 (new)
(if remote storage is on or adjacent to campus)
 - Annual maintenance fee for cart: NA
 - Insurance: NA
 - Space and electrical outlet: NA
 - Driver certification: NA
2. Delivery by FMS 1-2X/day, *only* if a regular schedule can be maintained by FMS.
 - This is highly dependent upon the availability of FMS staff at established delivery times.
3. TWC Staff member uses his/her vehicle to make deliveries.
 - Reserve pass for staff member: \$225.00/year (single lot)
 - Mileage reimbursement: \$0.50/mile x # of miles/day TBA (dependent upon location of remote storage).

Utilization of Regained Space in The Wallace Center

With the potential amount of space identified in this report, several or more of the following could be accommodated:

- Digitization lab and Digital Scholarship center
- Expressive Communication Center
- Special collections and materials classroom
- Expansion of the Cary Collection
- Expansion of the RIT Archives
- Expansion of a variety of study rooms, collaborative spaces and seating.
- Large meeting/event room
- Possible inclusion of other RIT units sharing the same mission as TWC

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The Wallace Center

Academic Library Seating

April 24, 2017

Current academic library building standards do not provide a specific formula to determine the appropriate amount of seats based on student FTE or head count. The general statements indicate that if you have more students, you need more seats—nothing specific is given. *The latest version that provides a formula for this purpose*, now over ten years old, is the ACRL Standards for College Libraries, 1995 ed. (See accompanying pdf of this standard.) This 1995 standard has been used by RIT's FY16/17 space study consultants for their analysis of The Wallace Center's space.

Formula for the number of library seats:

20% of student FTE if less than 50% FTE enrolled lives in campus housing

25% of student FTE if more than 50% FTE enrolled lives in campus housing

Per consultants, we have more than 50% residing in campus housing

Fall 2016 RIT student FTE = 13,875

Fall 2016 RIT student head count: 18,632

The consultants recommend 15% seating = 2,068 seats (we have 2,081 seats for 15% of FTE 13,875)

Currently we have 1,227 seats (counting computer stations) = 9% of the above FTE, 6.6% of the above headcount.

As library collections, with the exception of Special Collections, continue to become more and more digital, and RIT student demand for more seating in the library continues to grow, we recommend using 20% of the student population (FTE or head count) as the basis for calculating the number of seats.

20% of fall 2016 FTE = 2,775 seats

20% of fall 2016 head count = 3,726 seats

Per ACRL 1995 guidelines: a minimum of 25 sq. ft./seat is recommended:

15%

FTE: 2,081 seats x 25 = 52,025 sq. ft.

HC: 2,795 seats x 25 = 69,875 sq. ft.

20%

FTE: 2,775 seats x 25 = 69,375 sq. ft.

HC: 3,726 seats x 25 = 93,150 sq. ft.

In 2017, the total assigned square footage (ASF) for TWC and its tenants is 97,967. (This includes staff office space and collection space in addition to student seating; it excludes ILI and RIT Production Services.)

Estimating that renovation/expansion won't occur for five or more years from now, and estimating that RIT's student enrollment may expand by 10% in 10 years or an average of 1% per year, it is recommended to base seating on an estimate of enrollment in 2022 (five years) or 2027 (10 years).

Five Years Out:

2016's fall FTE count is 75% of the fall head count. Using that ratio, 14,673 would be an approximate FTE count for 2022.

Student head count in 2022: 19,564

15% of 19,564 = 2,935 seats

2,935 seats x 25 = 73,375 sq. ft.

Student FTE in 2022: 14,673

15% of 14,673 = 2,201 seats

2,201 x 25 = 55,025 sq. ft.

Student head count in 2022: 19,564

20% of 19,564 = 3,913 seats

3,913 seats x 25 = 97,825 sq. ft.

Student FTE in 2022: 14,673

20% of 14,673 = 2,935 seats

2,935 x 25 = 73,375 sq. ft.

Ten Years Out

2016's fall FTE count is 75% of the fall head count. Using that ratio, 15,371 would be an approximate FTE count for 2027.

Student head count in 2027: 20,495

15% of 20,495 = 3,074 seats

3,074 seats x 25 = 76,850 sq. ft.

Student FTE in 2027: 15,371

15% of 15,371 = 2,306 seats

2,306 x 25 = 57,650 sq. ft.

Student head count in 2027: 20,495

20% of 20,495 = 4,099 seats

4,099 seats x 25 = 102,475 sq. ft.

Student FTE in 2027: 15,371

20% of 15,371 = 3,074 seats

3,074 x 25 = 76,850 sq. ft.

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STANDARDS FOR COLLEGE LIBRARIES, 1995 EDITION

*Final version approved by the ACRL Board and the ALA Standards Committee, February 1995. Printed in **C&RL News**, April 1995. 12p.*

Foreword

These standards are intended to apply to libraries supporting academic programs at the bachelor's and master's degree levels. The 1995 edition retains the quantitative approach of the earlier editions. Smaller institutions or those with a strong media services component may find parts of the "Standards for community, junior, and technical college learning resources programs" useful. Larger institutions or those seeking a more process-oriented approach to standards may find sections of the "Standards for University Libraries" helpful. The "Standards for College Libraries" are based historically on practices found at institutions where libraries are providing effective support for the curriculum and for the scholarly and creative accomplishments of students and faculty (Kaser, 1982).

The 1995 edition of the standards has the following sections:

- Development and Approval of the Standards
- Introduction
- Standards and Commentaries
 - Mission, Goals, and Objectives
 - Collections
 - Organization of Materials
 - Staff
 - Services
 - Facilities
 - Administration
 - Budget
- Formula A, Collections
- Formula B, Librarians
- Formula C, Facilities
- Bibliography
- Committee Members, 1993-95 (see the list at the end of this article)

Development and Approval of the Standards

The first edition of the "Standards for College Libraries" was published in 1959. Subsequent editions were published in 1975 and 1986. The standards are the particular responsibility of the College Libraries Section Standards Committee, a standing committee of the Association of College and Research Libraries (ACRL) which is a division of the American Library Association (ALA).

The College Libraries Section Standards Committee is charged with the responsibility of ongoing review of the standards, consultation with the profession on their development and evaluation, and revision as needed. To that end, the committee conducted a national survey in 1991, and the results were reported in the May 1993 issue of *College &*

Research Libraries (Walch, 1993). Hearings were held at the 1992 ACRL conference in Salt Lake City, and at the June 1994 ALA conference in Miami. The final version of the 1995 edition was approved by the College Libraries Section Executive Committee, the ACRL Standards and Accreditation Committee, the ALA Standards Committee, and the ACRL Executive Board of Directors at the 1995 Midwinter Meeting.

Introduction

Academic libraries are operating in the midst of extraordinary change in the scholarly communication system. The cost of the traditional system based on paper publication formats is becoming prohibitive, and electronic forms of communication are emerging rapidly. It is too early to tell how much electronic formats will supplant and how much they will only supplement paper formats. These changes raise many questions which will be answered in time. Time is the key; the evolution of this change cannot be predicted with precision. One speculation that seems possible to members of the 1993-95 Standards Committee is that the transition will take about thirty years, and we already have gone through the first ten years of the period.

In addition to changes in the scholarly communications system, there are many new trends that will change the way effective academic libraries operate. While a few can be recognized now through revisions to the commentaries for the standards, most are not developed well enough to be incorporated into the standards. It is important to be aware of these trends, and they are identified briefly here. The list is not intended to convey priorities.

- Escalating user expectations regarding information retrieval and document delivery times.
- Increased focus on accountability leading to more emphasis on assessment of student performance and interest in output measures as well as input measures. 'Virtual ownership' in lieu of local, physical ownership; acquiring materials 'just in time' instead of 'just in case'; title counts becoming more important than volume counts; rapid document delivery through electronic services; degradation of browsing opportunities.
- Stronger emphasis on services to persons with disabilities.
- Shifting patterns in the use of bibliographic utilities; fracturing of the national bibliographic databases; increased importance of networking and development of ANSI standards for search protocols; development of the 'national information highway.'
- Electronic storage and preservation of materials, e.g., reserve reading lists; digitization replacing microform.
- Traditional audiovisual resources evolving into multimedia and hypermedia.
- Computer equipment pervading library operations and facilities; greater need for staff training and user education in new technologies.
- Emergence of a paraprofessional group of library employees.
- Increased financial pressures for institutions and their libraries.

Standards and Commentaries

Each standard is followed by commentary intended to amplify its intent and assist in its implementation.

Standard 1: Mission, Goals, and Objectives

1. The college library shall develop an explicit statement of its mission in accord with the mission of the college.

Commentary. It is accepted that the administration and faculty of every college have responsibility to examine the educational program from time to time in light of the goals and purposes of the institution. Librarians share this responsibility by seeking ways to provide collections and services which support those goals and purposes. Successful fulfillment of this shared responsibility can best be attained when a clear and explicit statement of library mission and goals is prepared and promulgated so that all members of the college community can understand and evaluate the appropriateness and effectiveness of the library program.

1.1 The development of library mission and goals shall be the responsibility of library personnel in consultation with members of the classroom faculty, administrative officers, and students.

Commentary. In developing these missions and goals the library should seek in a formal or structured way the advice and guidance of its primary users, the classroom faculty and students, and of the college administration, in particular those officers responsible for academic programs and policies.

1.2 The statement of library objectives shall be reviewed periodically and revised as necessary.

Commentary. The articulation of library objectives is an obligation of the librarians, with the assistance of the support staff. In reviewing the objectives of the library, careful attention should be paid to ongoing advances in the theory and practice of librarianship. Similarly, changes occurring within the education program of the parent institution should be reflected in a timely way in the program of the library.

Standard 2: Collections

2. The library's collections shall comprise all types of recorded information, including print materials in all formats, audiovisual materials, sound recordings, materials used with computers, graphics, and three-dimensional materials.

Commentary. Recorded knowledge and literary or artistic works appear in a wide range of formats. Books represent extended reports of scholarly investigations, compilation of findings, and summaries prepared for institutional purposes. The journal literature communicates more recent information and is particularly important to the science disciplines. Reports in machine-readable form are an even faster means of scholarly communication. Government documents transmit information generated by or at the behest of official agencies, and newspapers record daily activities throughout the world.

Many kinds of communication take place primarily, or exclusively, through such media as films, slidetapes, sound recordings, and videotapes. Microforms are used to compact many kinds of information for preservation and storage. Recorded information also exists in the forms of manuscripts, archives, databases, and computer software packages. Each medium of communication transmits information in unique ways, and each tends to complement the others.

The inherent unity of recorded information and its importance to all academic departments of an institution require that most, if not all, of this information be selected, organized, and made available for use by the library of that institution. In this way the institution's information resources can best be made known and balanced for the benefit of all users.

2.1 The library shall provide as promptly as possible a high percentage of materials needed by its users.

Commentary. The proper development of a collection includes concern for quality as well as quantity. A collection may be said to have quality for its purposes only to the degree that it possesses a portion of the bibliography of each discipline taught, appropriate in quantity both to the level at which each is taught and to the number of students and faculty members who use it. While it is possible to have quantity without quality, it is not possible to have quality without quantity in relation to the characteristics of the institution.

The library collection should be continually evaluated against standard bibliographies and evolving institutional requirements for purposes both of adding new titles and identifying for withdrawal those titles which have outlived their usefulness. No title should be retained for which a clear purpose is not evident in terms of academic programs or extracurricular enrichment.

The best way to preserve or improve quality in a college library collection is to adhere to rigorous standards of discrimination in the selection of materials to be added, whether as purchases or gifts. The collection should contain a substantial portion of the titles listed in standard bibliographies for the curricular areas of the institution and for supporting general fields of knowledge. Subject lists for college libraries have been prepared by several learned associations, while general bibliographies such as *Books for College Libraries* are especially useful for identifying important retrospective titles. A majority of the appropriate, current publications reviewed in scholarly journals and in reviewing media such as *Choice* or *Library Journal* should be acquired. Careful attention should also be given to standard works of reference and to bibliographical tools which describe the broad range of information sources.

Institutional needs for periodical holdings vary widely. In general it is good practice to consider owning any title that is needed more than five times per year. Several good lists have been prepared of periodical titles appropriate or necessary for college collections. Katz's *Magazines for Libraries* describes several thousand titles and is useful in this regard. It may not be necessary to subscribe to certain less frequently used titles if they are available at another library nearby, or if needed articles may be quickly procured through a reliable delivery system or by electronic means.

While it is important that a library have in its collection the quantity of materials called for in Formula A, its resources ought to be augmented whenever appropriate with external collections and services. A library that meets part of its responsibilities in this way must ensure that such activities do not weaken a continuing commitment to develop its own holdings. There is no substitute for a strong, immediately accessible collection. Moreover, once a collection has attained the size called for by this formula, its usefulness will soon diminish if new materials are not acquired. Libraries with collections which are significantly below the size recommended in Formula A should maintain a 5% growth rate until they can claim a grade of A (see standard 2.2). Those that meet or exceed the criteria for a grade of A may find it unrealistic or unnecessary to sustain a growth rate as high as 5%.

Although the scope and content of the collection is ultimately the responsibility of the librarians, this responsibility can be best fulfilled by developing clear selection policies in cooperation with the classroom faculty. Moreover, the classroom faculty should be encouraged to participate in the selection of new titles for the collection. 2.2 The amount of print material to be provided by the library shall be determined by a formula (see Formula A) which takes into account the nature and extent of the academic program of the institution, its enrollment, and the size of the classroom faculty.

Formula A: Collections

1. Basic collection	85,000 vols.
2. Allowance pre FTE faculty member	100 vols.
3. Allowance per FTE student	15 vols.
4. Allowance per undergraduate major or minor field*	350 vols.
5. Allowance per master's field, when no higher degree is offered in the field*	6,000 vols.
6. Allowance per master's field, when a higher degree is offered in the field*	3,000 vols.
7. Allowance per 6th year specialist degree field*	6,000 vols.
8. Allowance per doctoral field*	25,000 vols.

These figures are to be calculated cumulatively. A "volume" is defined as a physical unit of work which has been printed or otherwise reproduced, typewritten, or handwritten, contained in one binding or portfolio, hardbound or paperbound, which has been cataloged, classified, or otherwise prepared for use. Microform holdings should be converted to volume-equivalents, whether by actual count or by an averaging formula which considers each reel of microfilm, or ten pieces of any other microform, as one volume-equivalent. Audiovisual materials include videocassettes, films, and videodisks (1 item = 1 VUE, volume unit equivalent), sound recordings, filmstrips, loops, slide-tape sets, graphic materials including maps, and computer software packages (1 item = 1 VUE), and slides (50 slides = 1 VUE). This approach may be adapted to other nonprint formats.

*For an example of a list of fields, see Robert Morgan's *Classification of Instructional Programs* (NCES, 1990).

Libraries that can provide 90 to 100% of as many volumes as are called for in Formula A shall be graded A in terms of library resources; from 75 to 89% shall be graded B; 60 to 74% shall be graded C; and 50 to 59% shall be graded D.

Commentary.

A. Print resources. A strong core collection of print materials, augmented by specific allowances for enrollment, faculty size, and curricular offerings, is an indispensable requirement for the library of any college. The degree to which a library meets this requirement may be calculated with Formula A.

B. Audiovisual resources. The range, extent, and configuration of nonprint resources and services in college libraries varies widely according to institutional needs and characteristics. Audiovisual holdings may be counted as volume unit equivalents and this number should be added to that for print volumes and volume-equivalents in measuring a library's collection against Formula A. If some or all of this material is housed in an administratively separate media center or audiovisual facility, it may be included in the grade determination if properly organized for use and readily accessible to the college community.

C. Determination of grade. The degree to which a library provides its users with materials is graded by comparing the total holdings of volumes and volume-equivalents with the results of the Formula A calculation.

Standard 3: Organization of materials

3. Library collections shall be organized by nationally approved conventions and arranged for efficient retrieval at time of need.

Commentary. The acquisition of library materials comprises only part of the task of providing access to them. Collections should be indexed and arranged systematically to assure efficient identification and retrieval.

3.1 There shall be a comprehensive catalog of the library's holdings that permits identification of items, regardless of format or location, by author, title, and by subject as appropriate.

Commentary. The catalog should be comprehensive and provide bibliographic access to materials in all formats owned by the library. This can best be accomplished through the development of a catalog with items entered in accord with established national or international bibliographical conventions, such as rules for entry, descriptive cataloging, filing, classification, and subject headings.

Opportunities of several kinds exist for the cooperative development of the library's catalog. These include the use of cataloging information produced by the Library of Congress and the various bibliographic utilities. It may also include the compilation by a number of libraries of a shared catalog. Catalogs should be subject to appropriate editing to keep them abreast of modern technology, contemporary practice, and changing national and international information standards such as MARC, AACR2, and NISO.

3.1.1 The catalog shall be in a format that can be consulted by a number of users concurrently.

Commentary. A public catalog in any format can satisfy this standard if it is so arranged that the library's users normally encounter no delay in gaining access to it.

3.1.2 In addition to the catalog there shall also be requisite subordinate files to provide bibliographic control and access to all library materials.

Commentary. Proper organization of the collections requires the maintenance of a number of subordinate files, such as authority files, shelf lists, and complementary catalogs, such as serial holdings records, as appropriate. Information contained in these files should also be available to library users. In addition, the content of library materials such as journals, documents, and microforms should be made accessible through indexes in printed or computer-based format.

3.2 Library materials shall be arranged to provide maximum accessibility to all users. Certain categories of materials may be segregated by form for convenience.

Commentary. Materials should be arranged so that related information can be easily consulted. Some materials such as rarities, manuscripts, or archives may be segregated for purposes of security or preservation. Materials in exceptionally active use, reference works, and assigned readings may be kept separate as reference and reserve collections to facilitate access to them. Audiovisual materials, maps, and microforms are examples of resources that may be awkward to integrate physically because of format and may need to be segregated from the main collection. Fragmentation of the collections should be avoided whenever possible, however, with the bulk of the collections shelved by subject in open stack areas to permit and encourage browsing.

3.3 Materials placed in storage facilities shall be readily accessible to users.

Commentary. Many libraries or groups of libraries have developed storage facilities for low-use materials such as sets or backruns of journals. These facilities may be situated on campus or in

remote locations. The materials housed in these facilities should be easily identifiable and readily available for use in a timely fashion. If direct user access is not possible, a rapid retrieval system should be provided.

Standard 4: Staff

4.The staff shall be of adequate size and quality to meet the library's need for services, programs, and collection organization.

Commentary. The college library shall need a staff composed of qualified librarians, skilled support personnel, and student assistants to carry out its stated objectives.

4.1 Librarians, including the director, shall have a graduate degree from an ALA-accredited program, shall be responsible for duties of a professional nature, and shall participate in professional activities.

Commentary. The librarian has acquired through education in a graduate school of library and information science an understanding of the principles and theories of selection, acquisition, organization, interpretation, and administration of library resources. It should be noted that the MLS is regarded as a terminal professional degree by ALA and ACRL. Moreover, developments in computer and information technology have had a major impact on librarianship, requiring that librarians be well informed in this constantly developing area.

Librarians shall be assigned responsibilities which are appropriate to their education and which encourage the ongoing development of professional competencies. Participation in library and other professional activities on and off campus is also necessary to further personal development.

4.2 Librarians shall be organized as a separate academic unit such as a department or a school. They shall administer themselves in accord with ACRL's "Standards for Faculty Status for College and University Librarians" and institutional policies and guidelines.

Commentary. Librarians comprise the faculty of the library and should organize, administer, and govern themselves accordingly. The status, responsibilities, perquisites, and governance of the library faculty shall be fully organized and supported by the parent institution.

4.3 The number of librarians required shall be determined by a formula (see Formula B) and shall further take into consideration the goals and services of the library, programs, degrees offered, institutional enrollment, size of faculty and staff, and auxiliary programs.

Commentary. Formula B is based on student enrollment, collection size, and annual change in size of the collection. Other factors to be considered in determining staff size are services and programs, degrees offered, size of faculty and staff, and auxiliary programs. Examples of services and programs include reference and information services, bibliographic instruction, computer-based services, collection development, and collection organization. In addition, auxiliary programs, e.g., extension, community, and continuing education, as well as size and configuration of facilities and hours of service, are factors to be considered for determining adequate staff size.

Formula B: Librarians

For each 500, or fraction thereof, FTE Students up to 10,000	1 librarian
For each 1,000, or fraction thereof,	1 librarian

FTE Students above 10,000	
For each 100,000 volumes, or fraction thereof, in the collection	1 librarian
For each 5,000 volumes, or fraction thereof, added and/or withdrawn per year	1 librarian

Enrollment, collection size, and growth of collection determine the number of librarians required by the college. These figures are to be calculated cumulatively. Libraries which provide 90-100% of these formula requirements can, provided they are supported by sufficient other staff members as described in Standard 4.4, consider themselves at the A level in terms of staff size; those that provide 75-89% of these requirements may rate themselves as B; those 60-74% of requirements qualify for a C; and those with 50-59% requirement warrant a D. This formula does not include campuswide media, archives, or academic computing services when administered by the library. Those units require additional personnel.

Supplemental Staffing Factors to be Considered

Organizational and Institutional

The individual library's organization and institutional factors also influence its staffing needs. Additional factors to be considered are as follows:

Library

- Services and programs
- Size and configuration of facilities
- Hours of services

Institutional

- Degrees offered
- Size of faculty and staff
- Auxiliary programs

Examples of services and programs

- Reference and Information
- Bibliographic Instruction
- Computer Based Services
- Collection development
- Collection organization
- Archives
- Audiovisual services

Examples of institutional factors

- Undergraduate programs
- Graduate programs
- Research
- Community
- Continuing education

4.4 The support staff and student assistants shall be assigned responsibilities appropriate to their qualification, training, experience, and capabilities. The support staff shall be no less than 65% of the total library staff, not including student assistants.

Commentary. Full-time and part-time support staff carry out a wide variety of paraprofessional, technical, and clerical responsibilities. A productive working relationship between librarians and support staff is an essential ingredient in the successful operation

of the library. In addition, student assistants provide meaningful support in accomplishing many library tasks.

4.5 Library policies and procedures concerning staff shall be in accord with institutional guidelines and sound personnel management.

Commentary. The staff represents one of the library's most important assets in support of the instructional program of the college. Its management must be based upon sound, contemporary practices and procedures consistent with the goals and purposes of the institution, including the following:

- Recruitment methods should be based upon a careful definition of positions to be filled and objective evaluation of credentials and qualification.
- Written procedures should be developed in accordance with ACRL and institutional guidelines, and followed in matters of appointment, promotion, tenure, dismissal, and appeal.
- Every staff member should be informed in writing as to the scope of his/her responsibilities.
- Rates of pay and benefits of library staff should be equivalent to other positions on campus requiring comparable backgrounds.
- There should be a structured program for orientation and training of new staff members, and career development should be provided for all staff.
- Supervisory staff should be selected on a basis of job knowledge, experience, and human relations skills.
- Procedures should be maintained for periodic review of staff performance and for recognition of achievement. See relevant ACRL documents listed in the bibliography.

Standard 5: Services

5. The library shall establish, promote, and maintain a range and quality of services that will support the academic program of the institution and encourage optimal library use.

Commentary. The primary purpose of college library service is to promote and support the academic program of the parent institution. Services should be developed for and made available to all members of the academic community, including persons with disabilities and nontraditional students. The successful fulfillment of this purpose will require that librarians work closely with classroom faculty to gain from them a clear understanding of their educational objectives and teaching methods and to communicate to them an understanding of the services and resources which the library can offer. While research skills and ease of access to materials will both serve and encourage library use, the primary motivation for students to use the library originates with the instructional methods used in the classroom. Thus, close cooperation between librarians and classroom faculty is essential. Such cooperation must result from planned and structured activity and requires that librarians participate in the academic planning councils of the institution. They should assist classroom faculty in appraising the actual and potential library resources available, work closely with them in developing library services to support their instructional activities, and keep them informed of library capabilities.

5.1 The library shall provide information and instruction to the user through a variety of techniques to meet differing needs. These shall include but not be limited to a variety of professional reference services, and bibliographic instruction programs designed to teach users how to take full advantage of the resources available to them.

Commentary. A fundamental responsibility of a college library is to provide instruction in the most effective and efficient use of its materials. Bibliographic instruction and orientation may be given at many levels of sophistication and may use a variety of methods and materials, including course-related instruction, separate courses (with or without credit), and group or individualized instruction.

Of equal importance is traditional reference service wherein individual users are guided by librarians in their appraisal of the range and extent of the library and information resources available to them for learning and research. Professional services are optimally available all hours the library is open. Use patterns should be studied to determine those times when the absence of professional assistance would be least detrimental. The third major form of information service is the delivery of information itself. Although obviously inappropriate in the case of student searches which are purposeful segments of classroom assignment, the actual delivery of information, as distinct from guidance to it, is a reasonable library service in almost all other conceivable situations.

Many of the services suggested in this commentary can be provided or enhanced by access to computerized forms of information retrieval. Many information sources are available only in computerized format, and every effort should be made to provide access to them. Services may be provided in person or through other means such as videocassette, computer programs, or other appropriately prepared programs.

5.2 Library materials of all types and formats that can be used outside the library shall be circulated to qualified users under equitable policies without jeopardizing their preservation or availability to others.

Commentary. Circulation of library materials should be determined by local conditions which will include size of the collection, the number of copies, and the extent of the user community. Every effort should be made to circulate materials of all formats that can be used outside the library without undue risk to their preservation. Circulation should be for as long a period as is reasonable without jeopardizing access to materials by other qualified users. This overall goal may prompt some institutions to establish variant or unique loan periods for different titles or classes of titles. Whatever loan policy is used, it should be equitable and uniformly administered to all qualified categories of users. The accessibility of materials can also be extended through provisions of inexpensive means of photocopying within the laws regarding copyright.

5.3 Interlibrary loan activities, cooperative programs, and utilization of commercial services shall be encouraged for the purpose of extending and increasing services and resources.

Commentary. The rapid growth of information sources, the availability of a variety of automation services, and the development of new technologies continue to impact a library's ability to provide services and resources. Cooperation with other institutions, and particularly with multitype library organizations, often becomes a necessity. This involves not only receiving, but also a willingness to give or share, on the part of each library. Formal reciprocal agreements according to ALA codes, may need to be developed. Access to materials should be by the most efficient and rapid method possible, incorporating such measures as delivery services, rental services, and electronic mail in addition to, or in place of, traditional forms of delivery. The extent

of resource sharing through ILL, cooperative arrangements, and other delivery methods should be recognized in any assessment of the ability of a library to supply its users with needed materials.

5.4 The hours of access to the library shall be consistent with reasonable demand.

Commentary. The number of hours per week that library services are available will vary as a reflection of reasonable local need. During peak hours of operation the users deserve competent, professional service. However, in some institutions users may need access to study facilities and to the collections, in whole or in part, during more hours of the week than they require personal assistance. In any case, the high value of the library's facilities, collections, associated materials, and equipment dictates that responsible personnel be on duty at all times.

5.5 Where academic programs are offered at off-campus sites, library services shall be provided in accord with ACRL's "Guidelines for Extended Campus Library Services."

Commentary. Special library problems exist for colleges that provide off-campus institutional programs. Students in such programs must be provided with library services in accord with ACRL's "Guidelines for Extended Campus Library Services." These guidelines suggest that such services be financed on a regular basis, that a librarian be specifically charged with the delivery of such services, that the library implications of such programs be considered before program approval, and that courses so taught encourage library use. Services should be designed to meet the different information and bibliographic needs of these users.

Standard 6: Facilities

6.The library building shall provide well -planned, secure and adequate housing for its collections and personnel; secure space for users and staff; and space for the provision of services and programs.

Commentary Successful library service presupposes an adequate library building. Although the type of building will depend upon the character and purposes of the institution, it should in all cases be functional, providing secure facilities for accommodating the library's personnel and resources, sufficient space for their administration and maintenance, and secure and comfortable reading and study areas for users. A new library building should represent a coordinated planning effort involving the library director and staff, the college administration, campus constituents, and the architect, with the director responsible for the preparation of the building program.

The needs of persons with disabilities should receive special attention and should be provided for in compliance with the Architectural Barriers Act of 1968 (Public Law 90-480) and the Rehabilitation Act of 1973, Section 504 (Public Law 93-516), and their amendments; and the Americans with Disabilities Act of 1990 (Public Law 101-336).

Particular consideration must be given to any present or future requirements for equipment associated with automated systems or other applications of library technology. Among these might be provision for new wiring, cabling, special climate control, and maximum flexibility in the use of space. Consideration should also be given to load-bearing requirements for compact shelving and the housing of mixed formats including microforms.

6.1 The size of the library building shall be determined by a formula (see Formula C) which takes into account the enrollment of the college, the extent and nature of its collections, and the size of its staff.

Formula C: Facilities

The size of the college library building shall be calculated on the basis of a formula which takes into consideration the size of the student body, the size of the staff and its space requirements, and the number of volumes in the collection. To the result of this calculation must be added such space as may be required to house and service nonprint materials and microforms, to provide bibliographic instruction to groups, and to accommodate equipment and services associated with various forms of library technology. The formula may need to be adjusted in accordance with local interpretation and application of the requirements of the Americans with Disabilities Act of 1990.

a. *Space for users.* The seating requirement for the library of a college when less than 50% of the FTE enrollment resides on campus shall be one for each five students. That for the library of a typical residential college shall be one for each four FTE students. Each study station shall be assumed to require 25 to 35 square feet for floor space, depending upon its functions.

b. *Space for books.* The space allocated for books shall be adequate to accommodate a convenient and orderly distribution of the collection according to the classification system(s) in use, and should include space for growth. Gross space requirements may be estimated according to the following formula:

	Square Feet/Volume
For the first 150,000	0.10
For the next 150,000	0.09
For the next 300,000	0.08
For holdings above 600,000	0.07

c. *Space for staff.* Space required for staff offices, service and work areas, catalogs, files, and equipment shall be approximately one-eighth of the sum of the space needed for books and users as calculated under a) and b) above.

This formula indicates the net assignable area required by a library if it is to fulfill its mission with maximum effectiveness. "Net assignable area" is the sum of all areas (measured in square feet) on all floors of a building, assignable to, or useful for, library functions or purposes. (For an explanation of this definition see *Measurement and Comparison of Physical Facilities for Libraries*, ALA, 1970.)

Libraries which provide 90-100% of the net assignable area called for by the formula shall be graded A in terms of space; 75-89% shall be graded B; 60-74% shall be graded C; and 50-59% shall be graded D.

6.2 In designing or managing a library building, the functionality of floor plan and the use of space shall be the paramount concern.

Commentary. The quality of a building is measured by such characteristics as the utility and comfort of its study and office areas, the design and durability of its furniture and equipment, the functional interrelationships of its service and work areas, and the ease and economy with which it can be operated and used.

6.3 Except in certain circumstances, the college library's collections and services shall be administered within a single structure.

Commentary. Decentralized library facilities in a college have some virtues, and they present some difficulties. Primary among their virtues is the convenience to the offices or laboratories of some of the classroom faculty. Primary among their weaknesses is the resulting fragmentation of the unit of knowledge, the relative isolation of a branch library from most users, potential problems of staffing and security, and the cost of maintaining certain duplicate services or functions. When decentralized library facilities are being considered, these costs and benefits must be carefully compared. In general, experience has shown that decentralized library facilities may not be in the best academic or economic interest of a college.

Standard 7: Administration

Matters pertaining to college library administration are treated in the several other standards. Matters of personnel administration, for example, are discussed in standard 4, and fiscal administration in standard 8. Some important aspects of library management, however, must be considered apart from the other standards.

7. The college library shall be administered in a manner which permits and encourages the fullest and most effective use of available library resources.

Commentary. The function of a library administrator is to direct and coordinate the components of the library—its staff, services, collections, buildings, and external relations. Each component contributes effectively and imaginatively to the mission of the library.

7.1 The statutory or legal foundation for the library's activities shall be recognized in writing.

Commentary. In order for the library to function effectively, there must be an articulated understanding within the college as to the statutory or legal basis under which the library operates. This may be a college bylaw, a trustee minute, or a public law which shows the responsibility and flow of authority under which the library is empowered to act.

7.2 The library director shall be an officer of the college and shall report to the president or the chief academic officer of the institution.

Commentary. For the closest coordination of library activities with the instructional program, the library director should report to either the president or the chief officer in charge of the academic affairs of the institution.

7.2.1 The responsibilities and authority of the library director and procedures for appointment shall be defined in writing.

Commentary. There should be a document defining the responsibility and authority vested in the library director. This document may also be statutorily based and should spell out, in addition to the scope and nature of the director's duties and powers, the procedures for appointment.

7.3 There shall be a standing advisory committee comprised of students and members of the classroom faculty which shall serve as a channel of formal communication between the library and its user community.

Commentary. This committee, of which the library director should be an ex-officio member, should be used to convey both an awareness to the library of its users' concerns, perceptions, and

needs, and an understanding to users of the library's objectives and capabilities. The charge to the committee should be specific and in writing.

7.4 The library shall maintain written policies and procedures manuals covering internal library governance and operation activities.

Commentary. Written policies and procedures manuals are required for good management, uniformity, and consistency of action. They also aid in training staff and contribute to public understanding.

7.4.1 The library shall maintain a systematic and continuous program for evaluating its performance, for informing the community of its accomplishments, and for identifying needed improvement.

Commentary. The library director, in conjunction with the staff, should develop a program for evaluating the library's performance. Objectives developed in accordance with the goals of the institution should play a major part in this evaluation program. Statistics should be maintained for use in reports, to demonstrate trends, and in performance evaluation. At the discretion of the library director and in accordance with institutional requirements, the statistics may include data related to input measures, output measures, and/or assessment. In addition, the library director and staff members should seek the assistance of the standing library advisory committee and other representatives of the community.

7.5 The library shall be administered in accord with the spirit of the ALA "Library Bill of Rights."

Commentary. College libraries should be impervious to the pleasures or efforts of any special interest groups or individuals to shape their collections and services. This principle, first postulated by the American Library Association in 1939 as the "Library Bill of Rights" (amended 1948, 1961, 1967, and 1980 by the ALA Council), should govern the administration of every college library and be given the full protection of the parent institution.

Standard 8: Budget

8. The library director shall have the responsibility for preparing, defending, and administering the library budget in accord with agreed upon objectives.

Commentary. The library budget is a function of program planning and defines the library's objectives in fiscal terms. The objectives formulated under Standard 1 should constitute the base upon which the library's budget is developed.

8.1 The library's annual authorized expenditures shall be at least six percent of the total institutional expenditure for educational and general purposes. The library shall receive its appropriation at the beginning of the budget cycle for the institution.

Commentary. The degree to which the college is able to fund the library in accord with institutional objectives is reflected in the relationship of the library appropriation to the total educational and general budget of the college. It is recommended that library budgets, exclusive of capital costs and the costs of physical maintenance, not fall below six percent of the college's total educational and general expenditures if the library is to sustain the range of programs required by the institution and meet appropriate institutional objectives. This percentage should be greater if the library is attempting to overcome past deficiencies, or to meet the needs of new academic programs. The six percent figure is intended to include support for separately established

professional libraries, providing the budget for those schools is incorporated into that of the college or university.

Factors which should be considered in formulating a library's budget requirements are the following:

- The scope, nature, and level of the college curriculum;
- Instructional methods used, especially as they relate to independent study;
- The adequacy of existing collections and the publishing rate in fields pertinent to the curriculum;
- The size, or anticipated size, of the student body and classroom faculty;
- The adequacy and availability of other library resources;
- The range of services offered by the library, for example, the number of service points maintained, the number of hours per week that service is provided, the level of bibliographic instruction, online services, etc.;
- The extent of automation of operations and services, with attendant costs;
- The extent to which the library already meets the "Standards for College Libraries."

8.1.1 The library's appropriation shall be augmented above the six percent level depending on the extent to which it bears responsibility for acquiring, processing, and servicing audiovisual material, and microcomputer resources.

Commentary. It is difficult for an academic library that has not traditionally been purchasing microcomputer and audiovisual materials to accommodate such purchases without some budgetary increase. The level of expenditure depends upon whether or not the institution has an audiovisual center separate from the library that acquires and maintains both audiovisual materials and hardware as well as a computer center that absorbs all costs related to microcomputer resources, even those included in the library.

8.2 The library director shall have sole authority to apportion funds and initiate expenditures within the library budget and in accord with institutional policy.

Commentary. Procedures for the preparation and defense of budget estimates, policies on budget approval, and regulation concerning accounting and expenditures vary from one institution to another. The library director must know and conform to local procedure. Sound practices of planning and control require that the director have sole responsibility and authority for allocation, and within college policy, the reallocation, of the library budget and the initiation of expenditures against it. Depending upon local factors, between 35% and 45% of the library's budget is normally allocated to acquisition of resources, and between 50% and 60% is expended for personnel.

8.3 Any revenues generated by the library from fees and charges such as fines, payment for lost or damaged materials, and from the sale of duplicate or unneeded items should be retained by the library for support of collections and services.

Commentary. In some jurisdictions, local laws place restrictions on this concept. However, it is acceptable practice in many areas now, and the committee would like to see the practice encouraged.

8.4 The library shall maintain internal accounts for approving its invoices for payment, monitoring its encumbrances, and evaluating the flow of its expenditures.

Commentary. Periodic reports are necessary and provide an accurate account of the funds allocated to the library. They should be current and made accessible for fiscal accountability.

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RIT Libraries Functions and Space Data

April 25, 2017 mst

Department	Functions	Current Space in Sq. Ft.	Current Staff	Projected Staff	Equipment	Projected Space in Sq. Ft.	Notes
Acquisitons/Serials/IDS							
Acquisitions/Serials Space							
Manager's Office	Dept. Head; orders, budget analysis	150	1	1	1 PC workstation, dual monitors; desk, filing cabinets	150	
Staff Offices		each 100 plus	2	2	2 PC workstation, dual monitors; desks	each 100-110 = 220	
Student Employee Space		100					
Storage	processing & bindery supplies	0				576	
Total Sq Ft		470				946	
IDS Space							
	Lending/ Borrowing library materials: print and electronic	221 total for staff and student employees	2	2.5: 1 pt-time position for remote storage if monographs are moved			
Staff Space		221			2 PC workstation, dual monitors; desks; scanners	264	
Proceesing Space (Students)						129	
Storage (supplies)	Processing & mailing supplies	25				25	
IDS Delivery/Pick-up Space	Accommodates courier services	18			Locked door needed	30	Needs to be on ground floor near a back entrance
Total Sq Ft		264				448	70% increase
Mail Room	For entire building	217				400	
Loading Dock	For entire building	0				676	
Total+A1:H23 Sq Ft		217				1076	396% increase

RIT Libraries Functions and Space Data

April 25, 2017 mst

Department	Functions	Current Space in Sq. Ft.	Current Staff	Projected Staff	Equipment	Projected Space in Sq. Ft.	Notes
Cary Collection							
Curatorial Staff	office space	231	2.5	4 to 5	workstation, double monitors; desk	440	HVAC for special collections required
Weiss Room	Meeting Room	771 w/12 seats			large table/chairs	771	HVAC for special collections required
Reading Room	for researchers/students to view materials	1382 w/19 seats			large table/chairs	1,928	HVAC for special collections required. if expanded, 1928 w/30 seats
Special Collections Instruction classroom	does not exist yet	0			project/teaching station; doc. Camera for projecting 3D objects; poster rails, magnetic walls; light table; modular tables, chairs; lighting specifications; outlets; security-locking doors, card access	1,500	HVAC for special collections required
Cary Archives storage	stacks	1047			compact shelving	7,000	HVAC for special collections required
GDA Collection	stacks	1989			compact shelving		
Work room	conservation work	482			tables/sink	982	HVAC for special collections required. 982 including current space amount
Cary Archives staff	office space	0	1.5	2.5	workstation, double monitors; desk	200	HVAC for special collections required. 200: included in Archives Stacks Space (100 each)
Exhibition areas	outside of current Cary library	3080 (including Cmag Shelves area)				5,000	HVAC for special collections required. Exhibition and lecture space
Pressroom area	Inside current Cary Library	772				1,165	some of the presses could be part of the exhibitor space
Storage	?					300	HVAC for special collections required
FMS HVAC support space		168				336	336 total--another unit is needed for any expansion/GDA area
TOTAL:		9,922				19,622	98%

I increased
this amount.
mst

increase

RIT Libraries Functions and Space Data

April 25, 2017 mst

Department	Functions	Current Space in Sq. Ft.	Current Staff	Projected Staff	Equipment	Projected Space in Sq. Ft.	Notes
Circulation & Facilities							
	Interior circulation desk & student area (no enclosed offices)	1920	5.5	5.5	Set-up for charging a large number of laptops for checkout and any future devices	2,000	Needs to be near main entrance--visibility; Ref Desk and IDS need to be near by; Ref Desk could be included within Circ Desk area but prominently
	Staff offices	576				630	
	Manager's office	121				120	
	Storage	59				75	
TOTAL		2617				2750	5% increase

Loading Dock (see Acq/Ser/IDS)		0				?	near freight elevator & storage
Freight elevator		0				?	near storage and loading dock
Storage	405 total (1 on A-level; 2 on 1st Fl.)	405				1,200	connected to loading dock, near freight elevator
TOTAL		405				1,200	

RIT Libraries Functions and Space Data

April 25, 2017 mst

Department	Functions	Current Space in Sq. Ft.	Current Staff	Projected Staff	Equipment	Projected Space in Sq. Ft.	Notes
DIMS							Overall, 4000 sq. ft. minimum needed for future growth; needs to be on a more public floor
Digitization Lab (New)		312				2000	Contained within: • 3D Photo/Imaging lab/VR room (oval space/infinity room) (350 sq. ft.)
Storage		93				300	
Staff Office (F. Andreu)		146	6	10	workstations, dual monitors; desks	1250	3 larger offices at 150 ea.; 8 at 100 ea.: total is 1250
Manager's Office		153	1	1	workstations, dual monitors; desk; table and 4 chairs	150	
Staff Office Pods			4	see above			
Student work area--digitization (Old)			3	6	workstations, dual monitors; desks	200	
Student work area--graphic design		3,343	3	3	workstations, dual monitors; desks	100	
Student work area--cataloging			3	3	workstations, dual monitors; desks	100	
Meeting space	does not exist	0			table with chairs for 8-12	450	
Digital Scholarship Lab (Public)	does not exist	0			Modular workstations, computers, dual monitors	2,000	estimated space for lab
Total Sq. Ft.		4047				6550	62% increase

RIT Libraries Functions and Space Data

April 25, 2017 mst

Department	Functions	Current Space in Sq. Ft.	Current Staff	Projected Staff	Equipment	Projected Space in Sq. Ft.	Notes
TWC-Information Technology							
Manager		138	1	1		130	
Staff (includes Justin)	IT support for TWC and selected tenants, including library-specific platforms and software	1038	6	8-9 plus co-op	workstations, dual monitors; etc.	1080	Ideal: have all staff in one place; incudes 2 student workers
workroom/storage	prep new machines; store equipment	518			lockable rooms; network & electrical runs	800	adjacent to staff
TOTAL		1694				2010	% increase

RIT Libraries Functions and Space Data

April 25, 2017 mst

Department	Functions	Current Space in Sq. Ft.	Current Staff	Projected Staff	Equipment	Projected Space in Sq. Ft.	Notes
Research and Instruction Services							
		99 x 7 = 693; 1=181: 874 total	7	10	workstation, dual monitors; desks	1000	All dept. staff should be in close proximity to each other.
Staff (8)	Librarian Liaisons to colleges						
Staff-asst: 1	Ref Desk Asst.	97	0.5	0.5		100	
Manager		99	1	1		130	
Student Employees		87	3 to 4	3 to 4		130	
					flexible furniture, workstations or laptops for 40; instructor station; interpreter space; dimmable lighting, projection system, sound system; sound proofing		
Instruction Lab 1 (Bib Lab)	35 computers + 1 instruction station	1,035				1600	
					include flexible furniture (large tables of 50" by 6", 5 tables/25 chairs), portable projection system, poster hanging system, and display cases for Artist's books.		
Instruction Lab 2 (VIA) - includes microform area and adjacent square lab	Currently Via Lab: computer lab/2nd instruction lab, no walls; 40 computers + 1 instruction station	7,737				1200?	
Tech lab 1st Fl.	41 workstations, individual and small-group use	3,796			workstations, dual monitors; flexible arrangement, chairs		Accommodate 50 workstations
Ref Desk	located within Circ Desk	67.5			located at or near Circulation Desk in a visible area	67.5?	
					flexible spaces: open, semi-private areas that can accommodate small groups--workstation or laptop, projection screen		
Group consultation spaces		0					Can be long high table, booths; larger area with many small tables for 3-4 within it: Part of public spaces
Storage	supplies and publications	0			shelving	75	
TOTAL		1224.5				4302.5	251 % increase

RIT Libraries Functions and Space Data

April 25, 2017 mst

Department	Functions	Current Space in Sq. Ft.	Current Staff	Projected Staff	Equipment	Projected Space in Sq. Ft.	Notes
RIT Archive Collections							HVAC for special collections required
Archivist office		140	1	1	workstation, dual monitors; desk; table for six and chairs; panic button	175	to be located within Archives; HVAC for special collections required
staff offices		190	1.5	4	workstation, dual monitors; desk; panic button	100 each = 400	to be located within Archives; HVAC for special collections required
Reading Room		750			large tables and chairs	1000	HVAC for special collections required
Coatroom/locker area	does not exist yet	0				100	HVAC for special collections required
Visiting Scholar office	does not exist yet	0				50	HVAC for special collections required
Collection storage		2310				4980	HVAC for special collections required
Processing/preservation room		312				1500	HVAC for special collections required
Processing materials storage		45				70	HVAC for special collections required
Exhibition space (includes museum area)		1450			various-sized exhibition cases	2000	
Special Collections Instruction classroom	does not exist yet	0			project/teaching station; doc. Camera for projecting 3D objects; poster rails, magnetic walls; light table; modular tables, chairs; lighting specifications; outlets' security-locking doors, card access	1,500	HVAC for special collections required
Total Sq. Ft.		5197				11,875	129% increase

RIT Libraries Functions and Space Data

April 25, 2017 mst

Department	Functions	Current Space in Sq. Ft.	Current Staff	Projected Staff	Equipment	Projected Space in Sq. Ft.	Notes
Faculty Career Development							
Staff*		395.7	2	2	Workstations with dual monitors; desk/chair; chairs for consultations	220 (110 each)	Grouped together
Student employee		85?	1	1	Workstation with dual monitors; desk/chair	100	
Large meeting room or auditorium	to host FCD events; shared with other uses; does not exist	0			seats 100 or more; can be divided into smaller rooms; needs projector and instructor podium, etc.; kitchnette and storage incorporated.	3,000	Bamboo room total is 2,869
TOTAL:		480.7				3320	

* one staff member is in a double room at this time.

RIT Libraries Functions and Space Data

April 25, 2017 mst

Department	Functions	Current Space in Sq. Ft.	Current Staff	Projected Staff	Equipment	Projected Space in Sq. Ft.	Notes
TWC Administrative Offices							
Associated Provost, FCD & TWC		211	1	1	workstation, dual monitors; desk, table & 4 chairs	200	located next to communications asst. and Sr. Staff Accountant
Communications assistant		197	1	1	workstation, dual monitors; desk; soft seating for guests; storage	200	located next to Assoc. Provost
Sr. Staff Accountant		134.5	1	1	workstation, dual monitors; need to have secure setting	120	located next to Assoc. Provost
Manager, Marketing & Communications		133	1	1	workstation, dual monitors; small tabel and chairs	120	
Marketing & Communications student workers	included in Operations Assistant's current sq. ft.	0	3	3	workstations, dual monitors; desk areas	120	located near Manager, Marketing and Communications
Operations Assistant		430.7	1	1	workstations, dual monitors; desk areas	110	space for student employees to meet w/ Operations Asst.; located near Sr. FCD Consultant
Director of RIT Libraries Office		205	1	1	workstation, dual monitors; desk, table & 4 chairs	205	located near Associate Director
Associate Director of RIT Libraries Office		110	1	1	workstation, dual monitors; desk, table & 4 chairs	120	located near Director
TOTAL:		1421.2				1195	16% decrease*

*Current spaces not efficient

TWC/RIT Libraries Functions and Space Data

April 25, 2017 mst

Department	Functions	Current Space in Sq. Ft.	Current Staff	Projected Staff	Equipment	Projected Space in Sq. Ft.	Notes
RIT Press							
Press Director		92	1	1	Workstation, dual monitor; desk; chair for guest	130	
Mgr. Marketing		99	1	1		110	
Graphic Designer		72	1	1		110	
Editor		69	1	1		110	
Co-op		0	1	1		110	
Student workers		0	1	2		100	
Meeting area/shop		900				900	
Storage at TWC*		444			Shelving	1,000	enough?
TOTAL:		1,676				2,570	53% increase

*12 pallets of books in Bldg 99 also

RIT Libraries Functions and Space Data

April 25, 2107 mst

Department	Functions	Current Space in Sq. Ft.	Current Staff	Projected Staff	Equipment	Projected Space in Sq. Ft.	Notes
TWC-Public Areas; Other							
Videoconferencing Rooms	Collaboration with off-site students/faculty, Global Campuses-- does not exist	0	0	0	Videoconference technology, monitors, enclosed space; table, chairs	1,000	Enclosed space. 2 x 500 ea. = 1000
Video Editing Station	students can edit their own videos here--does not exist	0	0	0	workstation, dual monitors, appropriate software	200	Enclosed space, could be part of Adobe Lab or Digital Scholarship Lab. 4 x 50 ea. = 200?
Self-captioning station	provide transcripts/captioning of videos (Youtube)--does not exist	0	0	0	workstation, dual monitors, appropriate software	200	Enclosed space, could be part of Adobe Lab or Digital Scholarship Lab. 4 x 50 ea. = 200?
Small study rooms	18 x 42 = 756	756	0	0	whiteboards, table/chairs	1,500	30 x 50=1500
medium-sized study rooms	8 from 82-121 each = average 102; 12 x 8=816 est.	816	0	0	whiteboards, larger table/chairs	2,000	20 x 100 = 2000
large study room		176	0	0	whiteboards, large table/chairs; projection/collaboration equipment	1,250	5 x 250 = 1250
General seating 1st Fl	Fish tank area	4,916				5,653	15% increase -- includes computer lab growth
General Seating area 2nd Fl (area in front to Cary & Press; sunken gallery		5,412				6,224	15% increase -- includes computer lab growth
General Collection spaces 2nd Fl (Bd. Periodicals)		8,052				9,260	15% increase--in addition, most if not all bound periodicals to be moved to remote storage, providing additional space for other purposes

General seating/collection area 3rd Fl	13,973	16,069	15% increase; additional seating or other needs further accomodated if a portion of the book collection is relocated
General seating/collection area 4th Fl	12,515	14,392	15% increase; additional seating or other needs further accomodated if a portion of the book collection is relocated
ITS Help Desk--satellite office 1st Fl	254	254	
Conference/Meeting Room 1st Fl	473	2000	Enclosed spaces; could also act as smaller classrooms. 3-4? At 500 each = 2000
ECC/Meeting Room 2nd FL	263	2,500	larger presentation room; smaller rooms for individual practice/recording;classroom & offices
Writing Center open area and Community Room 1st FL (shared space)	3,478	5000	Since this is a combined open area, and possible increase in staffing to workwith graduate students, difficult to estimate.
Writing Center enclosed and offices 1st Fl incorrect sq. ft.?	676		
Wrting Center Office 2nd Fl	88		
RADSSC 1st Fl (Office, reception area, classroom)	1,070	1,500	
Signatures Office 2nd Fl	94	100	
CLA Office	80	100	
Java Wally's Café	1,188	3,000	or more? Expansion of Java's and/or other food options?
Staff Lounge (not public)	343	400	Refrigerator, microwave, stove top; tables and chairs; some soft seating For Staff only
TOTAL (Estimates)	54,623	72,602	

RIT Benchmark Schools -- Library square footage and Student Count based on FY 2016/2017 data

Summary Spreadsheet

mst

4/24/2017

Benchmark Schools with student enrollment similar to or larger than RIT's are included in this comparison. Libraries on the same campus only are counted.

Entries in yellow: Data received from libraries

Data in white: information taken from websites

Data in red type: mostly indicated that I did not receive student FTE but rather the head count, or that FTE was greater than headcount number

College/University	Students	Student FTE	# libraries	Total Square Footage	sq. ft. per student FTE	
Carnegie Mellon University *	13,961	13,430	5	107,216	8.0	
Cornell University *	22,319	22,434	16	648,688	28.9	
Drexel University *	25,595	21,124	4	94,581	4.5	
Massachusetts Institute of Technology *	11,376	NA	5	149,319	13.1	HC used
New York University student info 2014	57,245	NA	11	241,373	4.2	HC used
Pace University	12843	11,275	3	151,122	13.4	
Rochester Institute of Technology	18,632	13,875	1	97,966	7.1	
Syracuse University *	21,970	20,236	4	300,035	14.8	
University at Buffalo (SUNY)*	29,806	26,868	7	329,625	12.3	
Virginia Polytechnic Institute and State University	NA	32,838	3	192,122	5.8	

* Continuing school from 1994 CAC Key School List

Benchmark Schools approved 2012

Average sq. ft./student FTE of the 9 benchmark schools above:

11.7

Median sq. ft./student FTE of the 9 benchmark schools above:

12.3

28.9

14.8

13.4

13.1

12.3

8.0

5.8

4.5

4.2

MEDIAN

12.3

RIT Benchmark Schools -- Library staff per faculty and per student: based on FY 2016/2017 data

Summary Spreadsheet

Benchmark Schools with student enrollment similar to or larger than RIT's are included in this comparison. Libraries on the same campus only are counted.

mst
4/24/2017

Entries in yellow: Data received from libraries

Entries in green type: no response from libraries, data from website

Data in white: information taken from websites

College/University	Faculty	Students	Student FTE	Library Staff	Library Staff / Faculty	Library Staff/Students	Library Staff/Student FTE	# libraries
Carnegie Mellon University *	1,296	13,961	13,430	80	16.2	174.5	167.9	5
Case Western Reserve University faculty number represents full-time only	3,360	11,340	NA	80	42.0	141.8	NA	6
Cornell University * 2015 data for faculty	1,648	22,319	22,434	355	4.6	62.9	63.2	16
Drexel University *	2,169	25,595	21,124	59	36.8	358.0	358.0	4
Massachusetts Institute of Technology *	1,872	11,376	NA	174	10.8	65.4	NA	5
New York University student info from 2014	4,527	57,245	NA	415	10.9	137.9	NA	11
Northeastern University estimated faculty	1,414	19,798	NA	83.5	16.9	237.1	NA	2
Pace University	NA	12,843	11,275	64	NA	200.7	176.2	3
Purdue University (Main Campus)	16,898	40,451	NA	171	98.8	236.6	NA	8
Rochester Institute of Technology	1,531	18,632	13,875	44	34.8	423.5	315.3	1
Syracuse University *	1,757	21,970	20,236	179	9.8	122.7	113.1	4
University at Buffalo (SUNY)*	2,513	29,806	26,868	120	20.9	248.4	223.9	7
Virginia Polytechnic Institute and State University	4,206	NA	32,838	151	27.9	NA	217.5	3

FTE is from current year, HC is from previous year

* Continuing school from 1994 CAC Key School List
Benchmark Schools approved 2012

Average sq. ft./student FTE of 7 of the benchmark schools above: **188.5**
Median sq. ft./student FTE of 7 of the benchmark schools above: **176.2**

Average sq. ft./student head count of 11 of the benchmark schools above: **180.5**

Median sq. ft./student head count of 11 of the benchmark schools above: **174.5**

167.9	174.5
63.2	141.8
176.2	62.9
358	358
113.1	65.4
223.9	137.9
217.5	237.7
Median FTE	176.2
	200.7
	236.6
	122.7
	248.6
Median HC	174.5

RIT Libraries Departmental Descriptions/Needs

Acquisitions-Serials-Interlibrary Loan and Document Delivery Services (IDS)

Sheila Smokey, Manager, Acquisitions/Serials/IDS

Trends 5-20 years:

- Fewer and fewer print serials and monographs will be acquired.
- Electronic serials and monographs will grow and require increased monitoring/maintenance, but less physical space.
- The quantity of theses/dissertations will grow as advanced programs increase.
- There is the possibility of the theses copy-of-record changing from print to electronic, though no timeline for this is available yet.
- Off-site storage of bound serials & theses is being pursued to accommodate space needs for other uses in Bldg.5. If off-site storage is instituted, then more staffing will be required by at least another ½ time position.

IDS/Document Delivery:

IDS is currently on the first floor as a service point. It is important that this function remains on the same floor as other library service points. There are some shared functions with the Circulation department, so it would be advantageous for IDS to be in proximity to Circulation. The current IDS space (~221 sq. ft.) is not sufficient to effectively house the 2 full time staff and their student workers and equipment. The ideal space would consist of 2 connecting rooms: 1) approx. 129 sq. ft. including built-in wall shelving for sorting, processing and room for at least 2 student workers at a time requiring 2 double screen student stations and 2) another 264 sq. ft. to accommodate 2 staff, plus scanning/copying/ printing equipment and room to meet with one patron at a time. Staff would also require double screen computers. Close proximity to a high volume network scanner would also be needed.

There is also currently storage space for IDS supplies on the 2nd floor (~5'x5'). This could be anywhere within a floor or two of the IDS location and could be shared with other departments' storage (i.e., Acquisitions/Serials, Cataloging, Circulation).

There needs to continue to be a secure storage area with shelving on the ground level for IDS pickup and deliveries from area interlibrary loan delivery services. This space needs to be close to an outside door by the driveway & accessible to authorized non-RIT personnel by 7am weekdays. Currently this is a 2'x9' closet in the A-level hall outside A500. Ideally, this closet needs to be 3'x10'.

There will also be a need to increase student and/or non-exempt staffing should off-site storage be instituted. This was noted in the separate off-site storage proposal along with possible transport needs.

Acquisitions:

This will require a standard full office for the Department Mgr. with space for at least three 4-drawer filing storage cabinets, bookcases & double screen computer. The current space is 10'x15' which works well including storage. This office could be anywhere, but would be most effective near the Serials department. It has worked best also in proximity to the mailroom since we receive (and are responsible for) the majority of the mail and packages (not computer related).

Mailroom:

This space is currently ~217 sq. ft. and is used as a staging area for incoming and outgoing mail and package delivery daily. Mail slots for TWC, ILI and Production staff are currently housed here. Toner supplies are also stored here, along with shipping and A-level office supplies. This space needs to be adjacent to an outside double door for

delivery of pallets. The required size of this space will depend on whether all these departments continue to use it. It could be incorporated into a loading dock area (see last entry below).

Serials/Thesis Processing:

This will require space for 2 full time staff, standard cubicles (10'x10') with the added space for at least 2 book carts each and for bindery box preparation/receipt. Each also requires a double screen computer, and proximity to a laser printer/copier.

Enough space is required for at least 2-3 students at a time processing materials and completing other projects. At least 2 student computers with double screens are needed, as well as counter space (at least 20'-not consecutive) for receiving, sorting and processing materials. We also require a label printer, 4 barcode scanners and a laser printer close-by. Optimum configuration would be in a 24'x24' (576 sq. ft.) corral, including the 2 staff cubicles with a wall of built-in material sorting area. This should be able to accommodate 3-4 carts of materials to move smoothly in and out of the space. This space is required to be near an outside door to receive thesis students requiring bindery processing assistance. If we are in proximity to the Cataloging department, this student processing space could be joined with their processing area.

Loading Dock/Freight Elevator (shared)

A small loading dock with at least ~676 sq. ft. for a short term storage area would improve the current workflow. This would require access from a driveway and short-term parking for delivery personnel. This would, of course, be a shared area for deliveries and could incorporate a mailroom. This could accommodate pallets as they arrive and are picked up. This area would have to be staffed (at least by students) for security. This might also incorporate the IDS delivery closet area, if it could be secured and be accessible by 7am. Ideally, this would also incorporate a freight elevator to facilitate large deliveries to upper floors (Cary, Archives, and the Press).

Cary Collection

Steven K. Galbraith, Curator, Cary Graphic Arts Collection

In 1991, when the Cary Collection was reestablished in its current location at the Wallace Center, space was allotted for a staff of 1.5 professionals and 20 years of acquisitions growth. 26 years later, the Cary Collection now is staffed by 3.5 professionals and is about to run out of space for new acquisitions. In June 2016, in an effort to create space, the Cary Collection renovated the annex area housing the Graphic Design Archive. Mobile compact shelving and art racks were installed. While this expansion has allotted more space for our current collections, it only provides for a few years of growth.

Currently the Wallace Center is in the quiet stage of a capital campaign to expand and renovate our facilities. The Cary Collection has independently raised \$430,000 toward this effort (with the possibility of another \$500,000 in the future). This money will be used primarily to renovate our library's exhibition area. An approximate million dollars is still needed to expand archival storage space to accommodate another 25 to 30 years of acquisitions, as well as workspace for a future full-time archivist and conservator/exhibition manager.

To ensure 25 or more years of growth for staff, acquisitions, and exhibitions, a total addition of 4,000 square feet should be added to the existing Cary Collection footprint.

New Pressroom in Exhibitions Area: 1,165 sq. ft.

When Brooks Bower generously donated to the Cary Collection expansion, he specified moving printing presses out of the Cary's current pressroom and into a more visible location. The Cary Collection's Lowenthal Memorial Pressroom is indeed a hidden treasure at RIT that needs to be showcased. The creation of a 1,165 square foot room enclosed with glass walls to the northwest of the Cary Collection's exhibition space would allow for the relocation of the Cary's historical presses and equipment. This space would be a highly visible teaching space, as well as the site

of workshops and other public events. With the pressroom relocated, the climate-controlled Lowenthal Memorial Pressroom can be repurposed to house books and possibly a reading area for short-term research fellows.

New Archive Stacks and Workroom/Office Space for Conservator and Archivist: 1,300 sq. ft.

The Cary Collection needs to create new climate-controlled archive space that will accommodate 25 to 30 years of acquisitions growth. This can be accomplished by expanding the current cage annex along the south wall by 50 feet for a total of 1,300 sq. ft. This space will house up to 15 rows of mobile compact shelving. This space also includes a work area for a full-time archivist and a conservator. In order to service the archival stacks with humidity control, a new HVAC unit will be installed in the current HVAC space. This requires expanding the current facilities room into the current Cary storage and supplies area.

Special Collections Classroom: 1,500 sq. ft.

From ancient cuneiform tablets to modern pieces of art, active learning takes a hands-on, archival approach in the Wallace Center's two special collections departments. The RIT Archive Collections houses a rich collection of materials that document the history of RIT from 1829 to present, as well as the RIT/NTID Deaf Studies Archive. The Cary Graphic Arts Collection is one of the world's premier libraries on graphic communication history and practices. Archivists and curators in these two libraries engage about 1,600 students a year with class sessions that feature interactive learning with primary resources. Sharing these rare and unique artifacts requires special handling, whether due to fragility, physical makeup, or size.

Currently both the Cary Collection and RIT Archive Collections use their reading rooms as classrooms. This is not ideal. Existing tables and seating do not adequately meet the challenges of teaching with archival material. Moreover, these spaces comfortably accommodate only a limited number of students (Cary Collection: 20; RIT Archive Collections: 15) and reading room services are interrupted while these classes are in session. A cutting-edge classroom designed specifically for teaching with artifacts from special collections is needed.

Future Cary Collection Staff:

Within the next decade, Cary Collection staff should grow from 3.5 professional staff to 6. Only the Archivist and Conservator require new work space.

1. Cary Curator, Director
2. Curator of Printing History
3. Archivist
4. Rare Materials Cataloger
5. Conservator/Exhibitions Preparator/Exhibition Loans Manager
6. Reading Room Manager/ Student manager

Circulation and Facilities

Jason P. Stryker, Senior Manager, Circulation and Facilities

Departmental Overview

With the first renovation and expansion of The Wallace Center in 1991 the Circulation and Facilities department has been able to continually meet the demand of its patrons even though the current 2,900 sq. ft. space the department occupies is not conducive for today's operations. In the late 90's, due to patron demands, 1,000 sq. ft. of general space, along with 200 sq. ft. of office spaces were removed from Circulation to make room for what is now the Java Wally's coffee shop. This did move the departmental staff offices closer to the service desk, but workflow, security and staff locations are not optimal.

Five full-time and one-part time professional staff members operate the Circulation and Facilities department. To meet all needs of the department we use a student-staffing model with approximately 30-32 students employed during the semester. Our most senior level students are promoted to student supervisor and have the increased responsibilities to open, close and handle operations with little to no staff supervision. Two building support students are employed to organize and maintain the four floors of furniture and student spaces and assist staff in supporting office moves, and larger projects.

This model has allowed us to generate extremely competent student workers while allowing the department to use staff time in the most efficient and effective ways possible. It also provides flexibility to meet changing demands and overall, increase customer service.

Section 1.1: Circulation

Current Front Desk

The current space of 2,900 sq. ft. is adequate, but definitely shows that it was built for a library in 1991, not the year 2017 or beyond. A list of current issues include:

- Workflow is hampered by office locations.
- Due to the odd shape of the circulation desk, patrons are unsure on how to approach resource assistants at the front desk for help.
- Student work spaces have been created in “general” areas, leaving them out in the open desk area, creating workflow and supervisory issues.
- Staff offices do not have a clear view of the service desk, making escalating issues to the appropriate staff member time consuming.
- During heavy times when a line might form, supervisors have to leave the desk and go into the back to ask for additional staff support.
- The current location of the Reference desk is in close proximity to the Circulation desk, but is not located in a prominent location from the patron perspective; this leads to patrons often asking for the service point location.

Future desired state of the Circulation/Front desk

Requirements of a new front desk:

- The front service desk should be the first option for a patron to stop when they enter and the last place they stop to check out their materials before leaving.
 - The placement of this desk is important both from a customer service perspective and from a staff perspective (placing staff prominently as a way to emphasize the staff as a source of information). It also provides the added benefit of security for both library materials and patrons using the building.
- Circulation staff offices need to be visible from the point of customer contact and staff need to have a clear line of sight to the front desk from their office desks.
- Better workflow and patron hand-off between Circulation and Reference Services.
- Better design to take into account that we have made the shift from circulating just books to devices and other various electronics that require electrical hook-ups for charging when not in use.

Section 1.2: Facilities/Building Management

The current building layout and functionality make the performance of many facilities tasks by the building management team tedious, time consuming, at times unsafe and in some cases impossible. For example, the Cary Graphic Arts Collection and the RIT Archives cannot be adequately supported in their continued acquisition of rare and unique items, ranging from high valued artwork to full sized printing presses, due to the lack of space and the absences of additional specialized HVAC systems required for rare materials.

Current building issues/problems:

- Large items must be delivered to a separate building that is equipped with a loading dock.
 - Large deliveries go to the College of Engineering, are walked through the tunnels and CLA, and finally arrive at TWC.
- The elevators are too small for a regulation sized pallet.
 - We need to use European pallets within the building.
 - They do not accommodate an operator with a pallet jack, so the pallet jack and the person working with the materials ride in separate elevators.
- Our small storage areas are inadequate for building support:
 - General “stuff”, ranging from furniture to collections waiting to be acquisitioned or deselected, are placed in the same closet; this requires that things often need to be shifted to get to the items that were placed in storage first.
 - Currently we have:
 - 305 sq. ft. storage area with double doors on the A-level
 - Two ~50 sq. ft. closets on the 1st floor.
- The HVAC systems in the public and staff areas are not able to provide a comfortable environment for patrons and staff.
- Signage and wayfinding are inadequate so patrons are required to ask service points where staff offices are, what events are happening, and where other service points are located.

Future desired building requirements

- Loading dock
 - Large items like printing presses and display cases could be unloaded under cover directly inside the building. We would no longer have to worry about the weather or require donors to ship their donated materials in PODS.
- A storage area of 1,000 – 1,200 sq. ft. directly connected to the loading dock
 - This would allow for shelving for incoming or outgoing collection materials, a staging area for pallets for materials going to the recycling center, and a place to assemble and/or prepare things to be picked up by shipping and receiving.
- A freight elevator for pallets, display cases, and other large items that need to be moved between floors
- Correctly zoned HVAC systems and thermostats
- Digital signage and wayfinding to accurately cover a building our size and the number of events held

Section 1.3: General Building

Current student seating

- With the expansion of programs and degree options across campus, along with the continued increase in enrollment, our building is too small to meet the current seating needs for our students; currently seating is available for 6.6% of our student body.

Future student seating

- Additional seating of all different shapes, sizes and configurations should be provided to meet 15% of the student body's need for collaboration, presentation, group work and long hours of study within the building. These spaces should be comprised of:
 - Open collaborative spaces
 - General soft seating
 - Large reading room type furniture for quiet study
 - Seating with a large work surface (minimum 24' x 36")

Current study rooms

Currently The Wallace Center provides the following study rooms:

- 18 small study rooms
 - 42 sq. ft. each
 - Maximum occupancy 2-3 people
- Eight medium sized study rooms
 - 82 -121 sq. ft. each
 - Maximum occupancy 4-6 people
- One large study room
 - 176 sq. ft.
 - Maximum occupancy 8

Future study rooms

- 30 small study rooms
 - 50 sq. ft. each
 - Reserve-able in 2, 4, 6, and 8 hour blocks
 - Equipped with whiteboards
- 20 medium sized study rooms
 - 100 sq. ft. each
 - Reserve-able in 2, 4 hour blocks
 - Equipped with whiteboards and a large table
- Five large study rooms
 - 250 sq. ft. each
 - Reserve-able in 2, 4 hour blocks
 - Equipped with whiteboards, large table, and possible projection and collaboration equipment

Digital Initiatives and Metadata Services

Greg Decker, Manager, Digital Initiatives & Metadata Services

Digital Initiatives and Metadata Services applies metadata to the Wallace Library's materials in all formats (digital and physical) to enable user access and discovery. The department investigates new digital platforms to support the distribution of scholarly materials and solicits new scholarship for publication in open-access formats. A new Digitization Lab will support the digitization needs of the DHSS program, CLA faculty, students, and the campus-at-large. The department currently accomplishes these tasks with five full-time staff members and one department manager. However, the growing demand for digital resource creation, access (through the application of metadata), digitization, distribution, and technical support necessitates an increase in personnel and space. The needs for this space are becoming increasingly public as we anticipate digital scholarship consultation space for student digitization projects, support for the DHSS program faculty and students, and editorial consultation for open-access journal and textbook publication.

The following list describes the projected space needs for the department in the next 1-2 years.

Overall Considerations

- Most current and future positions in the department now require public access for consultation with faculty and students. Consultations include: digitization, open access publishing, faculty publishing reports, digital humanities, instruction, etc.
- In-house scanning projects necessitate keeping the digitization lab in proximity to Special Collections (lab does not necessarily need main floor visibility).

- Metadata also requires some proximity to Acquisitions dept., but this is lessening as physical materials continue to decrease. Most physical cataloging will focus on Special Collections. Metadata application, too, is evolving into a service that may offer instruction or consultation.
- Access to elevator is important for both metadata services and the Digitization Lab.
- While the Digitization Lab will need to be somewhat isolated and secure, its front-end will require a public-facing service desk with consultation space for clients and students.
- Digitization Lab should avoid internal walls when possible and be configurable.
- Digitization Lab should have independent lighting, environmental controls, multiple power sources, security, materials storage, and clean-room considerations.
- The department will need a group meeting space for its staff.

Personnel

Current: (7-8)

- 1 Department Manager supervising 6-7 positions
- 1 Digital Initiatives Specialist overseeing open-access journals and Faculty Scholarship report
- 1 Library Systems Support Analyst assisting in digitization, eBooks, and bulk loading of records
- 1 Digital Initiatives Librarian investigating current trends, standards and applications
- 2 Cataloging and Metadata Librarians – Acquiring and creating metadata for all physical and digital holdings.
- 1 DHSS Librarian—Supporting and consulting with DHSS faculty/students and developing internal projects with tools and platforms, especially open source options (to be hired, Spring 2017)
- (1) Cataloging and Metadata Librarian – Lost position in advancement to Department Manager

Projected growth: (3-4)

- 1 Digitization Technician -- Overseeing and supporting digitization lab, access, policies, technical support, and projects.
- 1 GIS Librarian -- Supporting faculty/students with GIS/mapping tools and software.
- 1 Coding/Programming Librarian (TEI, Digital objects, DHSS) -- Supporting faculty/students with programming and encoding.
- 1 Metadata Coordinator/Systems Librarian – overseeing metadata standards in all formats and authority records

Student Workers: (10-12)

- Currently: 9 students for roughly 140 hours—
 - 50 hours in cataloging (3 students), 40 hrs. in scanning and metadata (3 students), 50 hrs. in graphic design (3 students)

Projected: 12 with 200 hours (for expanded metadata roles and digitization lab support)

Space

Combined space (Workspace and Digitization Lab): 6,000 sq. ft.

- Current A500 department footprint for DIMS + Serials and Acquisitions (11 staff members total):
c. **3,867 sq. ft.**
Projected DIMS space independent of Ser/Acq with additional areas (11 staff members): minimum **4,000 sq. ft.**
- Current Digitization Lab (c. 26x12) c. **312 sq. ft.**
Projected Digitization Lab space c. **2,000 sq. ft.**

Department work area (4,000 sq. ft.):

- 4 walled senior-staff offices measuring 10x15 (450 sq. ft.)
- 8 offices or cubicles measuring 10x10 (800 sq. ft.)
- 8 Student workstations for 10-12 student workers (400 sq. ft.)
- Physical Materials storage, backlog, and supplies (300 sq. ft.)
- Staff meeting space (450 sq. ft.)
- Aisle and floor space (1,400 sq. ft.)

Digitization Lab for in-house and client projects (2,000 sq. ft.),

- 3D Photo/Imaging lab/VR room (oval space/infinity room) (350 sq. ft.)
- Large format imaging studio (Large documents and 2D photography) (300 sq. ft.)
 - Vacuum board (<http://ipch.yale.edu/imaging-vacuum-copy-stand>)
 - Camera copy stand
- Book imaging room w/ BookEye cradled scanner(s) (100 sq. ft.)
- Mutli-purpose area, Digital sandbox, new tech, configurable (150 sq. ft.)
- Flatbed document scanning stations (4x100 sq. ft.)
- Post-production, multi-purpose digital management workstations (4 x 25 sq. ft.)
- Neighboring meeting space to support client consultation (150 sq. ft.)
- Sound booth with digital audio recorders for oral history recording, transcription, etc. (100 sq. ft.)
- Public scanning stations (2 x 25 sq. ft.)
- Service desk and storage (300 sq. ft.)

Research and Instruction Services

Margaret Bartlett, Senior Manager, Research and Instruction Services

Statistics for the Fiscal year 2015/2016 include nearly 10,000 questions answered at the reference desk and in Librarians' offices; 935 in-class instruction sessions to 10,411 students; and just under 100,000 hits on our 200+ InfoGuides (subject and course specific).

Current space

Staffing

7-99 sq. ft. offices (seven subject specialist librarians)

1-181 sq. ft. office (one subject specialist librarian)

1-97 sq. ft. (one reference assistant, shared with another staff member from a different department)

1-100 sq. ft. Senior Manager

The eight subject specialist librarians in the Research and Instruction Services (RIS) department are the face of the Library to the RIT community. They are the ones students and faculty reach out to for research assistance; Information Literacy instruction in the classroom, tutorials or InfoGuides; resource selection; Citation support; and more. While we do partner with faculty and staff, our primary focus is meeting the information requisite at their point/time of need.

Other department members include one reference assistant, 3-4 student employees and one Sr. Manager. The Reference assistant (part-time) currently shares an office with another part-time employee, our peer instructors (student employees) and a full time coop student. This is not an ideal situation for the peer instructors, as part of their job responsibilities is to record videos with sound. Since this office shares a wall with Java Wally's Café, it is therefore not conducive to creating high quality videos.

Instruction Spaces

Bib Lab

This is a primary instruction space for RIS for the past 25+ years. There are 25 workstations for students and one for the instructor. While the workstations are slated to be updated soon, the rest of the room doesn't meet today's needs. The furniture is clumsy at best though not appropriate for teaching with Special Collections materials. The prominent columns in the space make it impossible to change the orientation of the furniture.

Via Lab

This is a secondary instruction space for RIS with 40 student workstations and one for the instructor. This is a less than conducive instruction space due to sound issues, distractions, and it doubles as an open lab when not in use for instruction sessions.

Ad hoc spaces

The department uses the Collaboration Station, tables behind the VIA lab, and other group areas when the above instruction spaces are not available.

Technology/Labs

1st floor

The Technology area houses 41 public workstations.

Reference Desk

67.5 sq. ft. The Reference Desk is not easily found or accessible in its current location behind the Circulation Desk.

Future Space Needs

Three additional RIS staff are needed immediately (Instruction Technology Librarian, E-Resources, CHST).

12 @ 100 sq. ft. (Librarians, Reference assistant)

2 @ 130 sq. ft. (Sr. Manager, shared student employees)

Instruction

Two separate instruction spaces are needed. The first would need be a minimum of 1,600 square feet and have flexible furniture for 40 students, an instructor and an interpreter, as needed, with each of the aforementioned people having their own workstations/laptops/tablets. Like the current VIA Lab, this space would double as an open lab when not in use for instruction sessions. Dimmable lighting, projection system, sound system, and sound proofing are all necessary.

https://www.steelcase.com/asia-en/discover/information/education-professionals/#solutions_node-classroom



The second instruction space is needed for smaller classes, in particularly but not limited to when materials from the Special Collections materials are used. Needs for this space include flexible furniture (large tables of 50" by 72", 5 tables/25 chairs), portable projection system, poster hanging system, and display cases for Artist's books.

Example: Portable Projection/Instruction station



Technology/Labs

An open computer lab with 50 workstations on the first floor.

Consultations

While consultations with individual students and faculty do take place in the librarians offices there are frequent consultations made with small groups of students. The number of group consultations has been growing over the past several years and are expected to continue growing. Flexible consultation spaces are needed along with booth seating for quieter discussions.





Washington State Library



New Home Design



Examples: Reference Desk



Other

Digital signage system to indicate when and where instruction sessions and other events are being held in the building.

Library Journal article <http://lj.libraryjournal.com/2015/11/academic-libraries/whizz-bang-pow-making-an-impact-with-digital-signage-the-digital-shift-2015/#>

Stanford Library



https://mediawiki.middlebury.edu/wiki/LIS/Digital_Signage

Bookable Videoconferencing room to increase collaboration with our global campuses.

Colorado State University Library



Video editing station

Information from other libraries

<https://www.lib.ncsu.edu/spaces/digital-media-lab-video-editing-workstations>

<http://library.columbia.edu/locations/dhc/video-editing.html>

<http://eugene.libguides.com/maker/audio-and-video-editing>

<http://lib.colostate.edu/services/computers/video-studio>

Do it yourself captioning station

<http://cccaptioning.org/tools-diy-captioning/>

<https://carmenwiki.osu.edu/display/10292/DIY+Captioning+Techniques>

<http://info.3playmedia.com/wp-diy.html>

Storage

75 sq. ft. with shelving

RIT Archive Collections

Becky Simmons, Archivist

Collection Storage

Special Requirements

- Fire resistant building materials – see NFPA 232 and NFPA 909 Code for the Protection of Cultural Resources for buildings that house records and objects
- Smoke detection and fire suppression systems for collections
- Secure space away from public areas and next to staff areas
- No plumbing pipes over the space
- Special HVAC system
- Floors to support compact shelving
- Adequate room for growth of collections
- Powder coated steel shelving
- UV protection on lights
- Double doors for large items

Furniture

- Flat files – 53 ½ w x 41 ½ d x 54” h - need 6 (3 replacement and 3 new)
- Flat files - 40¼”L x 26”W x 54” H - need 3 more
- Shelving (12” depth, 24” wide) – 7,000 linear ft., roughly double what we currently have
- Shelving special oversize (18”depth, 36 “ wide pass through) – 1,944 linear ft., double what we currently have
- Art rack storage – 162 linear ft. – triple our current storage

Space Requirements

- 4,980 sq. ft.

Collection Storage – 4,980 sq. ft.

Reading Room

Special Requirements

- Security measures including swipe access and installation of cameras
- Multiple outlets for connectivity of devices
- Access to copier/scanner
- Coat room with patron lockers
- Study room for visiting scholars

Furniture

- 5 extra-large tables for patrons or classes
- Attendants’ desk with computer
- Patron lockers

Space Requirements

- 1,000 sq. ft. reading room
- 50 sq. ft. visiting scholar office or cubicle with locking door
- 100 sq. ft. coatroom with lockers (this would ideally be located between the reading room and the classroom, if on the same floor)

Reading Room – 1,150 sq. ft.

Collection Processing/Exhibition Preparation/Preservation/Multiuse Room

Special Requirements

- Sink
- Printer/copier/scanner
- 2 flatbed scanners
- Built-in cabinets for tools and supplies storage
- Spools for Mylar and other substrates
- Panic alarms

Furniture

- 4 extra-large tables for work with collections
- Oversize shelves/storage for in-process work
- Flat file for board, matt board, papers
- 2 Computer stations with scanners (11 x 14)
- 4 Computer stations to use for collection description/metadata
- 1 computer station for digital collections ingest (to quarantine materials)

Space Requirements

- 1,500 sq. ft.
- 70 sq. ft. closet for storage of boxes, frames, exhibition materials, etc.

Coll. Processing – 1,570 sq. ft.

Offices

Special Requirements

Panic alarms in every office

Space Requirements

- RIT Archivist – large office with room for a meeting table - 175 sq. ft.
- RIT Records Manager – 100 sq. ft.
- Associate Archivist – 100 sq. ft.
- Assistant Archivist – 100 sq. ft.
- Processing Archivist 100 sq. ft.

Furniture

- 4 desks
- 1 conference table for 6 people

Office – 575 sq. ft.

Exhibition Space

Special Requirements

- Highly visible area of the building
- Secure space
- Specialized lighting for objects
- Moveable walls
- Air tight museum-standard cases with tamper proof locks
- Ability to use secure technology – computers/audio/video
- Security hanging system for framed materials

Furniture

- 4 Museum cases – 2 flat and 2 upright – either built in or free-standing
- Workstation with computer monitor for interactive content and/or stand with tablet

Space Requirements

- Current space is 1450 sq. ft. 3rd floor, 4 freestanding cases (50 sq. feet), 1 large built-in case and a 20 ft. wall on the first floor (90 sq. feet). Reallocation of some to a more visible space and the addition of 4 more cases would be adequate.

Exhibition – 2,000 sq. ft.
TOTAL SPACE: 10,275 sq. ft.

Active Learning with Special Collections

From ancient cuneiform tablets to modern pieces of art, active learning takes a hands-on, archival approach in the Wallace Center's two special collections departments. The RIT Archive Collections houses a rich collection of materials that document the history of RIT from 1829 to present, as well as the RIT/NTID Deaf Studies Archive. The Cary Graphic Arts Collection is one of the world's premier libraries on graphic communication history and practices. Archivists and curators in these two libraries engage about 1,600 students a year with class sessions that feature interactive learning with primary resources. Sharing these rare and unique artifacts usually requires special handling, whether due to fragility, physical makeup, or size.

Currently both the Cary Collection and RIT Archive Collections use their reading rooms as classrooms. This is not ideal. Existing tables and seating do not adequately meet the challenges of teaching with archival material. Moreover, these spaces comfortably accommodate only a limited number of students (Cary Collection: 20; RIT Archive Collections: 15) and reading room services are interrupted while these classes are in session. A cutting-edge classroom designed specifically for teaching with artifacts from special collections is needed. If successful, this classroom could be a model for other special collection libraries.

Square footage needed: 1000-1200 sq. ft.

Number of people accommodated: 30 students plus instructors and interpreters

Construction and equipment required:

- Projector/screen and teaching station
- Document camera for projecting 3D objects
- Poster rails and magnetic walls
- Light table
- Modular and moveable tables to create large surfaces to accommodate oversize objects
- Attention to standard lighting (color & brightness)
- Ample outlets for connectivity of devices
- Security: lockable door/swipe access

Inspirations:

- Stanford University's Peter Wallenberg Learning Theater, Room 124
<https://wallenberg.stanford.edu/resources/pwlt.html>
 - iFLEX Classrooms at University of Illinois, Huff Hall Room 209
<https://iflex.illinois.edu/2016/06/01/huff-hall-209/>
-

Information Technology

Eric Blevins, Sr. Manager of Information Technology

The Wallace Center is fortunate to have a dedicated IT team which enables increased responsiveness to IT needs of the departments and tenants of the Wallace Center as well as some flexibility to trial new technologies to expand or improve service delivery.

Despite what the Wallace Center IT team has been able to achieve to this point, we are already in a precarious situation in terms of ensuring continuity of some services should one of our Systems Administrators or Application Developers leave or be unavailable for extended periods. Additionally, due to resource availability conflicts on critical projects, Wallace Center departments have had to seek resources externally to meet their timelines.

One recent incident that raised concern was an outage for the RIT Libraries' integrated library system. This is a core application that supports many library functions and services. This outage persisted for over 9 hours and required the involvement of ILS System Administrator over that entire period, coordinating with both the university Central IT and the ILS vendor. Had this outage occurred while the Administrator was unavailable, it is clear this would have significantly extended that outage and hampered our recovery of data thought to be lost.

The Wallace Center IT staff are juggling multiple responsibilities and do not have the luxury of time to effectively cross-train and serve as backups for critical services. As the drive to grow services, staff, and computing resources at The Wallace Center moves forward, this situation will only worsen. We are nearly to the point where we will not be able to support additional large-scale initiatives with current staff allocations. In concert with expanding staffing, we need to have additional office spaces in which to accommodate staff growth.

Based on continued trajectory of growth of services and potentially adding other departments under the Wallace Center umbrella, I estimate the following IT department needs for the next five years:

Staffing:

- A minimum of one additional Systems Administrator position.
- A position for design/UI//UX for websites and applications.
- Additional student worker/COOP student funds.

Space:

Contiguous office space for IT department staff and student workers (Approx. 1,200 sq. ft.)

- Cubes/offices for eight regular full-time staff
- Private IT Manager office with door and room for small table
- Work space for 2 student workers to operate concurrently

Equipment Workroom and storage space (Approx. 800 sq. ft.)

- Both spaces adjoined to the IT offices.
- Workroom and Storage would both be lockable.
- Workroom would require sufficient network and electrical runs to support working on multiple machines concurrently for computer cascades (the bulk replacement of an identified number of workstations to be replaced on an annual basis.)

**Cary Graphic Arts Collections
Teaching Statistics 2016**

Date	Class	Instructor	Area	Curator	Students
1/28/2016	Graphic Design Education Avant Garde	Remington	Design	AHF	7
2/1/2016	Ad Photo	Defibaugh	Photographic Arts & Sciences	AHF	12
2/1/2016	Media Archaeologies	Scales	DHSS	AHF	9
2/4/2016	Conceptual Art	Sheffield	Art History	KEH	20
2/4/2016	Tablet to Tablet lecture	Senior Thesis Mechanical Engineering		SKG	4
2/5/2016	GET Rush Letterpress printing			AHF	10
2/8/2016	Book Design	Riordan	Media Sciences	SKG	12
2/9/2016	Elements of Visual Media	O'Brien	Photographic Arts & Sciences	AHF	20
2/19/2016	Typographic Research	Heusner	Media Sciences	AHF	5
2/22/2016	Typographic Research	Heusner	Media Sciences	AHF	5
2/29/2016	Typographic Research / BENGUIAT	Heusner	Media Sciences	LEA	5
3/1/2016	Graphic Design Education Rob Roy Kelly	Remington	Design	KEH	7
3/1/2016	Bookbinding	McCarney	Media Arts and Technology	KEH	12
3/2/2016	Experiential Design	Meader	Design	KEH	18
3/4/2016	Hands-On workshop	Bernardo	Design	AMF	50
3/4/2016	Experiential Design	Meader	Design	KEH	17
3/14/2016	Body in Art, Design and Medicine	Hertzen / Demalstro	Design	SKG	20
3/16/2016	Collage Independent Study	KEH		KEH	1
3/17/2016	Survey of Non-Conventional Imaging	Viggiano	Photographic Arts & Sciences	AHF	8
3/17/2016	Transmedia	Davenport / Fedorovskaya	Media Sciences	KEH	15
3/22/2016	Writing Genre, Theory and Practice (UW	Chaffee	UWRT	SKG	23
3/28/2016	Book Design	Riordan	Media Sciences	AHF KEH	12
3/31/2016	Calligraphy	Frear	Design	AHF	10
4/11/2016	Arts & Crafts Movement	Gabak	Museum Studies	SKG	12
4/20/2016	Typopgraphy	Heusner	Media Sciences	AHF/SKG	19
4/25/2016	Allendale Columbia School, printing history			AHF/SKG	18
5/5/2016	Media Archaeologies	Scales	DHSS	SKG	9
5/6/2016	Color Science	Sampat	Photographic Arts & Sciences	AHF	6
5/19/2016	Book Design	Riordan	Media Sciences	AHF	12
8/26/2016	Intro to Museum Studies	Lent	Museum Studies	KEH	22
8/30/2016	Design History Seminar	Hertzson	Design	KEH	20
9/1/2016	Editorial Design	Remington	Design	SKG	18
9/1/2016	Design History Seminar	Hertzson	Design	KEH	20
9/2/2016	Intro to Museum Studies	Lent	Museum Studies	SKG	22
9/6/2016	Design History Seminar	Hertzson	Design	KEH	39
9/6/2016	Alfred University Design Class	Livingston	Design	AHF	11
9/7/2016	Typography 201	Ragone	Design	AHF	14
9/8/2016	Intro to Archives	Simmons	Museum Studies	KEH	14
9/8/2016	Elements of Visual Media	O'Brien	Photographic Arts & Sciences	AHF	15
9/12/2016	History of Media Technologies	Pugleise	Communication	SKG	8
9/15/2016	Materials and Processes in Print	Chang	Media Sciences	SKG	15
9/15/2016	Typography 201	Warp	New Media Design	AHF	13
9/15/2016	Intro to Archives	Simmons	Museum Studies	AHF	14
9/19/2016	Experimental Photo Book	Cost	Photographic Arts & Sciences	KEH	11
9/19/2016	History of Media Technologies	Pugleise	Communication	SKG	8
9/20/2016	History of Graphic Design	Bernardo	Design	AHF	44
9/21/2016	Origami lessons for 9/11	Interpreters		KEH/AHF	25
9/23/2016	Digital Design	Cameron	Communication	AHF/SKG	24
9/26/2016	VCDE Typography	Bernardo	Design	KEH	30
9/26/2016	Bookbinding	McCarney	Media Arts and Technology	KEH	10
9/27/2016	2D Design	Goldstein	Design	KEH/AHF	18
9/28/2016	2D Design	Goldstein	Design	Keh/AHF	18

**Cary Graphic Arts Collections
Teaching Statistics 2016**

Date	Class	Instructor	Area	Curator	Students
9/28/2016	2D Design	Goldstein	Design	KEH/AHF	18
9/29/2016	Editorial Design	Remington	Design	KEH	18
9/30/2016	Digital Design	Cameron	Communication	AHF/SKG	24
10/3/2016	Magazine Publishing	Heusner	Media Sciences	KEH/AHF	14
10/13/2016	Elements of Visual Media	O'Brien	Photographic Arts & Sciences	KEH	15
10/14/2016	50th class reunion tour	Alumni Relations	Development	SKG/AHF	20
10/17/2016	Typography	Frear	Design	AHF	20
10/18/2016	Editorial Design	Remington	Design	KEH	18
10/24/2016	Graphic Tactics	Harel	Industrial Design	AHF	10
10/25/2016	History of Graphic Design	Bernardo	Design	AHF & team	44
10/26/2016	Calligraphy	Frear	Design	AHF	20
10/27/2016	Math Honors Seminar	Brooks	Mathematics	SKG	12
10/27/2016	Editorial Design	Remington	Design	KEH	18
10/31/2016	Gothic Revival	Thompson	Art History	SKG	20
11/3/2016	Editorial Design	Remington	Design	KEH	18
11/3/2016	History of Graphic Design	Bernardo	Design	AHF & team	44
11/11/2016	Imaging	Sampat	Photographic Arts & Sciences	SKG	5
11/11/2016	SPAS day of photography	Shenk	Photographic Arts & Sciences	AHF/RAS	5
11/14/2016	VCDE Typography	Bernardo	Design	KEH	30
11/16/2016	Magazine Publishing	Heusner	Media Sciences	AHF/SKG	14
11/18/2016	Open printing with Brighthurst			AHF	30
11/22/2106	Imaging	Heuser	Media Sciences	KEH	16
11/22/2016	History of Graphic Design	Bernardo	Design	KEH	44
12/9/2016	Mohawk Valley Communication College, Graphic Arts students		Graphic Arts	SKG	8

Total Students 1296

Proposal for Sustained Institute Support

Sustained support will improve the student and faculty learning and pedagogical experience by evolving the current Presentation Center from a pilot project, reliant on 10-12 hours a week and less than ideal space, to a center staffed by experts equipped to support RIT learners on their path to communication excellence.

The Professional World Requires Excellent Communicators

Numerous industry workforce reports, university alumni surveys, and academic studies have long stressed the importance of strong communication abilities for all college graduates to excel, especially among STEM graduates.

Two of the 12 Accreditation Board for Engineering and Technology's (ABET) student outcome criteria include the

ability to communicate effectively and work productively on teams. The OECD report on 21st century skills asserts that employees need to have the ability to share and transmit the results of information and ideas. Furthermore, The Partnership for 21st Century Learning underscores the importance of articulating ideas effectively and communicating effectively in diverse environments.

National and Local Employers Demand Communication Competency

The following quotes are selections from interviews conducted in 2015 and 2016 with local and national STEM employers (including, Harris, Optimax and Corning) about workplace competencies necessary for students or entry-level employees to succeed.

"We look at communication training, but then we also interview for it as well. Especially in R and D, they have to give us a presentation."

"Students should have training in public speaking. It does a lot for their confidence level. They come in and then they feel very comfortable when they come in speaking up and asking questions."

"My words of wisdom would be learn to communicate, learn to work with other people, learn to work on a team. Very rarely will the star be the only one rewarded. The team gets the reward, or the team succeeds together. This person might work really hard in this phase, that person works really hard in that phase. This person might have the one big breakthrough that makes the program work, but the whole team has to succeed."

"They'll send their slides...then present them and discuss them... Being able to present, 'Here's my design, here's my analysis of my design, here's why my design will meet your requirements or why it won't. We need them to be able to discuss those requirements.'"

"And good communication skills are always necessary. I mean, You're not one person that's going to be able to do everything so you're going to have to work with the other departments."

"Good communication skills are a must because the team communicates with every department. We interact with Larry's team in the beginning when they do the setup and at the end when we finish the analysis. Project management is one of our biggest departments that we communicate with."

"Being willing and able to communicate face-to-face. Or by telephone. The electronic communication is great. It's vital. It's the way people do business now but in the end, I still believe that people like to talk to other humans."

"So, because of the dynamics of the work environment, the fact that we're not this high volume sort of entity, we can't afford to have people that just want to sit in the corner and just do their thing. We need people that can communicate well."

"Corning is a collaborative company. People who flourish tend to be people who work well on teams. They've got to accept people coming and going from other parts of Corning. Particularly in the factory here, the leadership continually turns over. Not in the bad sense, but they're being moved around to different locations to try and groom them for higher level positions...The engineers need to understand that to be able to continually be flexible in explaining what we're doing here to people who are managing the factory that have less experience in optics. It's collaborative, it's communication, it's flexibility, it's accepting people of different backgrounds. We need people to be able to interact and communicate at all levels."

"Presentation is huge. You can know all the right things but if you don't know how to present that information in a clear, easy to read and understand way, you're just going to confuse customers. They're going to get sidetracked or they're going to zone off and they're not going to really understand your message."

Expressive Communication Center

Active Learning and Effective Communication

The format of oral communication centers such as the ECC are high-visibility exemplars of an active learning environment where students receive training from expert tutors. As Brown University's Teaching and Learning Center notes -- "Teaching is an act of communication between knowledgeable scholars and active learners. Effective communication depends on how the information is presented and on its content." Therefore, classroom communication (how faculty present information to students), presentations, collaborative work, pitching ideas, etc. all could benefit from support from communication experts.

Students training to be tutors learn to provide critical feedback and actionable suggestions for improvement. Visitors to the ECC also have the experience of speaking in front of an audience and camera, later reviewing the video footage to improve all aspects of their presentation. Not only do individual students receive help, but groups can work on their presentation skills and eventually their collaborative skills interacting with one another.

A key tenet of active learning is to provide students with authentic assignments and learning experiences.



External funding for learning spaces like those designed by Steelcase to improve active learning would be pursued by the ECC.

Students entering the workforce will inevitably need to 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 navigate skillfully.

Oral communication skills are best developed if emphasized in a variety of circumstances. Except for students majoring in communication, most undergraduates take at most one (often no) course emphasizing oral communication skills. Furthermore, among those students who have the greatest need, those same students

may self-select out of electives in oral communication.

Those students who do take one oral communication course may have little or no opportunity for additional structured practice with competent evaluation to reinforce the skills learned in that course. Furthermore, active oral communication represents a fundamental mode of learning (Modaff & Hopper, 1984). Since "the act of creating and communicating a message is at the heart of the educational experience" (Steinfatt, 1986, p. 465), it is essential to improve the quality and expand the application of meaningful oral communication activities to enhance learning across the curriculum.

Impact on U.S. News and World Report Rankings

A Communication Center could impact the variables--"financial resources (10 percent)", and "alumni giving rate (5 percent)--of the formula determining the rankings of the *U.S. News and World Report's Top Universities* by inspiring donations from alumni and illustrating the special services that result from spending on each individual student.

As the report notes, "Generous per-student spending indicates that a college can offer a wide variety of programs and services."

Individual communication support is the kind of service that clearly indicates to students 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.

Expressive Communication Center

In Alignment With RIT's Strategic Plan

Objective I.1.1: T-Shaped student and oral communication

Introduce a comprehensive co-curricular transcript that will **reflect to employers students' competencies** in such necessary skills as critical thinking, written and **oral communication**, leadership, **visual interpretation, collaboration**, and research.

Many RIT students do not take courses in communication and focus primarily on written communication. Providing all students the oral, visual, and interpersonal communication support to succeed, requires the additional support the ECC provides.

Difference Maker I.2: Interdisciplinarity

RIT will offer **opportunities for study at the intersections of technology and the arts**, imagination and application, and rigor and curiosity—all designed to meet the demands of future careers in the complex global economy.

The ECC is interdisciplinary by nature, supports students in all programs, and helps interdisciplinary student groups work more efficiently with one another. Yet the ECC also recognizes discipline-specific communication needs and provides tailored offline and online resources.

Difference Maker I.3: Deaf and hard of hearing education

RIT will further enhance its position as the preeminent academic institution and **model for professional and technical education** for people who are **deaf or hard of hearing** around the world.

The ECC provides support for NTID students and their public communication to both hearing and deaf audiences. There is enormous potential for original research and support from external grants, given RIT's nearly unique population of deaf and hard of hearing students, and rich potential to provide resources that other communication centers around the country do not.

Difference Maker I.8: Entrepreneurship

RIT will be a center of innovation, creativity, and **entrepreneurship** that serves as an important economic engine for Rochester, the region, and the nation.

Successful entrepreneurs are highly competent persuasive presenters or idea pitchers who work with their clients as well as collaboratively with other groups. Most technology and programs, such as software engineering, today requires teams of people to understand the technology and what is required to move projects to the next level.

Objective II.4.3: Graduate students

To **improve continually the quality of graduate education** at RIT, develop a holistic graduate program portfolio and a data-driven assessment plan.

Graduate students were among the most vocal about their need for additional support and training when giving presentations. Growing the existing ECC with expert tutors to work with graduate students helps RIT attract graduate students and develop its holistic graduate portfolio.

RIT's The Wallace Center and the School of Communication Expressive Communication Center

Faculty Feedback

More than 100 RIT instructors were contacted by faculty and a graduate student in the School of Communication in-person, over the phone, and through direct email to learn about the kind of communication support that would be most helpful to faculty and their preferred format of delivery. STEM colleges, College of Imaging Arts and Sciences and the College of Business were approached first with these questions.

Type of Communication Support Needed

Faculty most frequently mentioned:

- presentations to clients/businesses,
- thesis or capstone project presentations
- group/team communication and conflict management
- support for faculty evaluating student speaking
- creating strong visuals/slides for presentations
- considering and speaking to a specific audience
- support dealing with student anxiety

Format Requested

Faculty varied widely on the types of communication support they thought would be most helpful to meet communication needs in their courses. All of these formats can be delivered with sustained institute support of the ECC.

Formats included:

- individual students and groups scheduling appointments with ECC
- communication experts visiting courses to provide direct feedback during presentations
- mini workshops for faculty and students, presentations to classes
- materials developed and available online specifically for particular disciplines at RIT

Quotes from Faculty

"Students are anxious, not sure what to do with their voice, their bodies (how to hold themselves, what to do with their hands), how to use slides. There is a vast need for more communication support."

~Margaret Mary Ochs, Management Information Systems

"The most important skill I think students may benefit from is public speaking in the context of giving presentations of their work, or simply talking about their specific expertise in public."

~Dan Harel, Industrial Design

"Would be great for thesis students to get support with their presentations."

~Jason R. Kolodziej, Mechanical Engineering

"I would like help evaluating students when they are speaking, and would like to help students suffering from speaking anxiety. My students [also] need coaching when it comes to one-on-one interviews."

~Ti-Lin Liu, Manufacturing & Mechanical Engineering Technology

"Groups could use help on conflict management. My students need coaching when it comes to one-on-one interviews."

~Carol Fillip, Graphic Design

"I would like them to be confident fielding questions, considering their audience and being careful to edit their visuals."

~Minday Magyar, Industrial Design

"I would like to help the students with developing and delivering their final presentation, as well as with their group interactions. The final presentation for this class is to the business [client] they have been working with this semester."

~Bryan Reinicke, Management Information Systems

"They could use help with the design of their presentation materials—too often I have to remind presenters to not speak to their slide but instead turn and address the audience."

~Peter L. Boyd, School of Individualized Study

Expressive Communication Center

Pilot Performance Data

- Open mid-way spring 2016 semester at open table space
- Open 14 weeks in fall 2016 semester in designated room in 2nd floor of Wallace Center
- One tutor available for 10 hours a week
- 162 total booked appointments
- 6 group appointments
- 4% graduate student visitors
- student visitors from 44 different degree programs
- All 9 RIT colleges

Visitors to the ECC were given an intake survey about their needs and an evaluative survey following the tutoring session.

Helpfulness of Tutor (fall)

75% --highest ranking "really good"

25% -- 2nd highest ranking "good"

Overall Experience (fall)

100% positive

Intend to Return (fall)

94 % -- yes

6% - Maybe

Recommend Center (fall)

94 % -- yes

6% - Maybe

Student Quotes

"How to explain the figures to my audience was really helpful."

"The tutor was great! She was so knowledgeable and helpful."

"I loved the kindness of tutor and reassurance of overall experience."

"The feedback from the tutor really gives insight on areas I need to improve on my presentation."

"He suggested how to make my outline and presentation better - it helped a lot!"

"Would love if sessions could be even longer, at least 45 minutes!"

"This is a great academic center to have available for students."

"Great tutor!"

"It was definitely helpful! Such a friendly and supportive experience!"

"All the feedback and suggestions were really clear."

"I get really nervous before presentations so its great to have something like this where I can prepare ahead of time."

"Having an audience makes such a difference but the tutor gave me some really helpful advice."

Expressive Communication Center

Visitors to the ECC were given an intake survey about their needs and an evaluative survey following the tutoring session.

Speaking Event Students Were Preparing For

- individual speech for class
- group presentation for class
- conference presentation
- symposium presentation
- thesis presentation
- monologue for theatre production
- presentation for work

Communication Area Needing Aid

- delivery
- nonverbal delivery
- organization
- logical argument
- style/language
- timing
- dealing with nerves
- presentation aids

Programs of Visitors to ECC

- Web and Mobile Computing
- Imaging Science
- Biochemistry
- Software Engineering
- Microsystems Engineering
- Chemistry
- Psychology
- ASL Interpreting
- Industrial Engineering
- Computer Science
- Advertising & PR
- Graphic Design
- Business Management
- Information Technology
- Industrial and Systems Engineering
- Computer Engineering
- Biomedical Sciences
- Animation
- International Hospitality
- Electrical Engineering
- Communication
- Biology
- Metals and Jewelry
- Game Design and Development
- Chemical Engineering
- International and Global Studies
- Interior Design/Architecture
- Photographic and Imaging Arts
- Business Administration - Marketing
- Business Administration - Finance
- Business Administration - Accounting
- Interdisciplinary Studies
- Illustration
- Computing and Information Technology
- Mechanical Engineering Technology
- Computing Security
- Criminal Justice
- International Hospitality Service and Management
- Telecom Engineering Technology
- Bioinformatics, M.S.
- Computer Systems Engineering,
- Pharmacology
- MBA

Expressive Communication Center

The support outlined below is possible only with sustained support by RIT and these services will expand and grow as the center develops.

Support for Students

- One-on-one support for public speaking/ presentation preparation and delivery
- Interpersonal, and group/team communication: (e.g., patient to medical professional interactions, sales pitches to a board, engineers working collaboratively in a group).
- Professional interviews
- Visual communication workshops (best design practices for creating and using visual aids)
- Speech outline and presentational aid tutoring
- Student tutors complete a separate course or a certificate program related to pedagogy and providing feedback and assessment
- Specific support related to unique needs of NTID students and public communication with both hearing and deaf audiences

Support for Faculty

- Workshops/ Seminars focused on evaluating speaking assignments, addressing teaching issues (late assignments, no reading, etc.) through integrating speaking assignments, dealing with student speaking apprehension or poor group dynamics, requiring speaking assignments with deaf and hard of hearing students, etc. provided to faculty throughout the academic year
- Directors and tutors visit individual classes to help provide feedback to students

Hours

- 40-50/week: center hours available for students and faculty to make appointments to work with tutors and director

Proposed Budget

T/TT Faculty Director: (half teaching responsibilities in School of Communication, half director responsibilities), conducts research, applies for grants, affirmative outreach to faculty, visits classrooms, develops workshops, resources/modules, develops tutor training, hires/review adjuncts and grad students	\$35,000
Associate Director / Coordinator: helps hire tutors undergraduate and graduate, trains tutors, oversees schedule of tutors and management system	\$45,000
TUTORS	
Undergraduate: 6 (\$10/hour, 10 hours/week, 14 weeks) x 2 semesters	\$16,800
Graduate: 2 (\$17/hour, 10 hours/week, 14 weeks) x 2 semesters	\$9,520
Adjunct consultant: 1 (support faculty, grad students, visit classes) (\$4000 x 2)	\$8,000
Faculty workshop funding:	\$2,000
Online scheduling system:	\$800
Marketing, office supplies, and books:	\$1,500
Total =	\$118,620

“Nice to Have” Programming for The Wallace Center

eSports Practice Lab

eSports a university-wide and student-centered sports program that addresses the demand for places for competitive videogame play. eSports is also the largest intramural sport at RIT today, and extremely popular nation-wide. It is a major initiative at RIT and provides an incredible opportunity to draw new students and engage with the entire RIT, local, and international community.

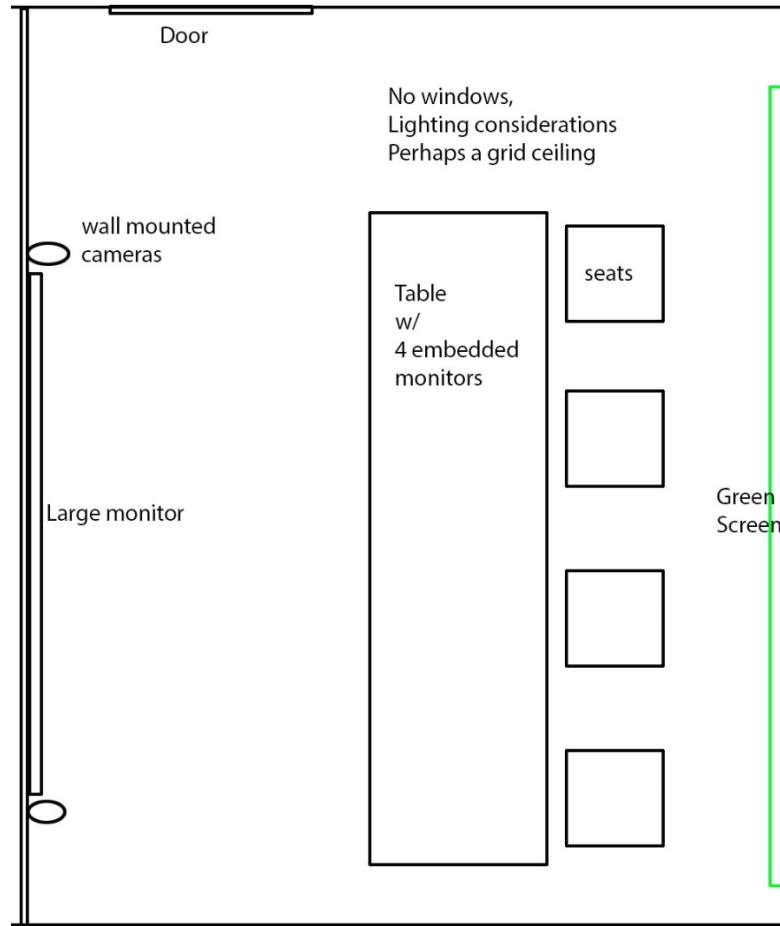
Creating a common-use, multi-media development lab (or labs) will help students all across RIT develop portfolios. As more majors adopt portfolios (see <http://portfolios.rit.edu>), they will need such facilities. Collaborative, multimedia work environments are critical to new team-based learning, especially as RIT grows more multi/inter-disciplinary programs. Students will need "neutral ground" for work environments.

For those students wishing to hone their skills in a neutral environment, what better place than the Wallace Center for a practice lab for budding eSports competitors.

During regular class times, the lab can be used for other purposes, such as a class room, or regular open lab. In the evenings and beyond, the lab will be dedicated to eSports. Since The Wallace Center is open 24/5 (and possibly 24/7 in the future), these late hour practice sessions can be accommodated easily. “Casting” rooms would be incorporated into this lab. These small rooms would be equipped with broadcasting equipment for students practicing their skills in broadcasting eSports games.

David I. Schwartz, Director, School of IGM & Marcia S. Trauernicht, Director of RIT Libraries

Requirements for an eSports Lab *provided by Chad E. Weeden, Assistant Director, School of IGM @ RIT*



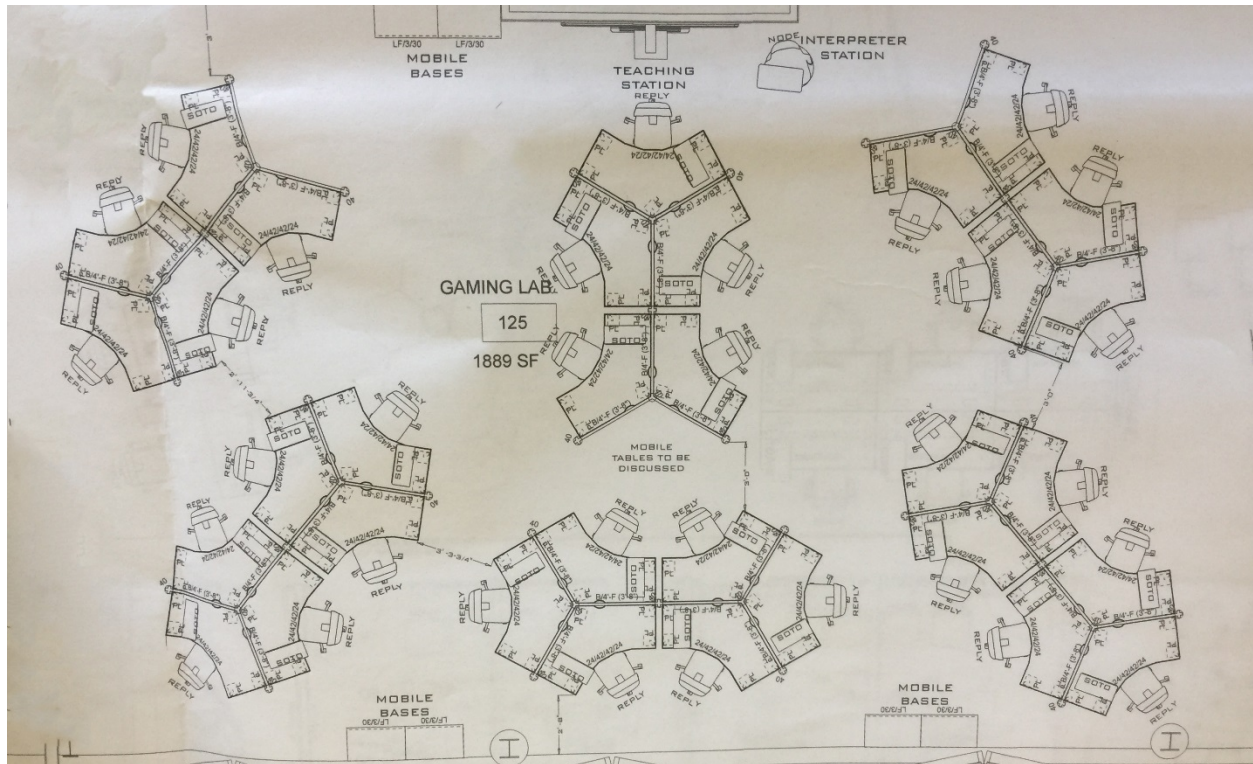
Casting room – 2 of these rooms about 300 -> 400 square feet

- This is intended to all allow casters to train
- Computers at each station
- Green screen / paint on wall
- No windows
- Wall mounted cameras
- Possibly grid ceiling for lighting
- Large flat screen
- Video switching / production capability from 4th seat

Alternate Use Case

- Could also be used to stream video for any purpose
- Group meetings where having the ability to see each other's work on a central screen is useful
- Distance learning
- Video panel session / conferencing

When considering these facility options, choose either 1 "ESport-Lab" **or** have 4 "EsportTraining" / split-1 labs.

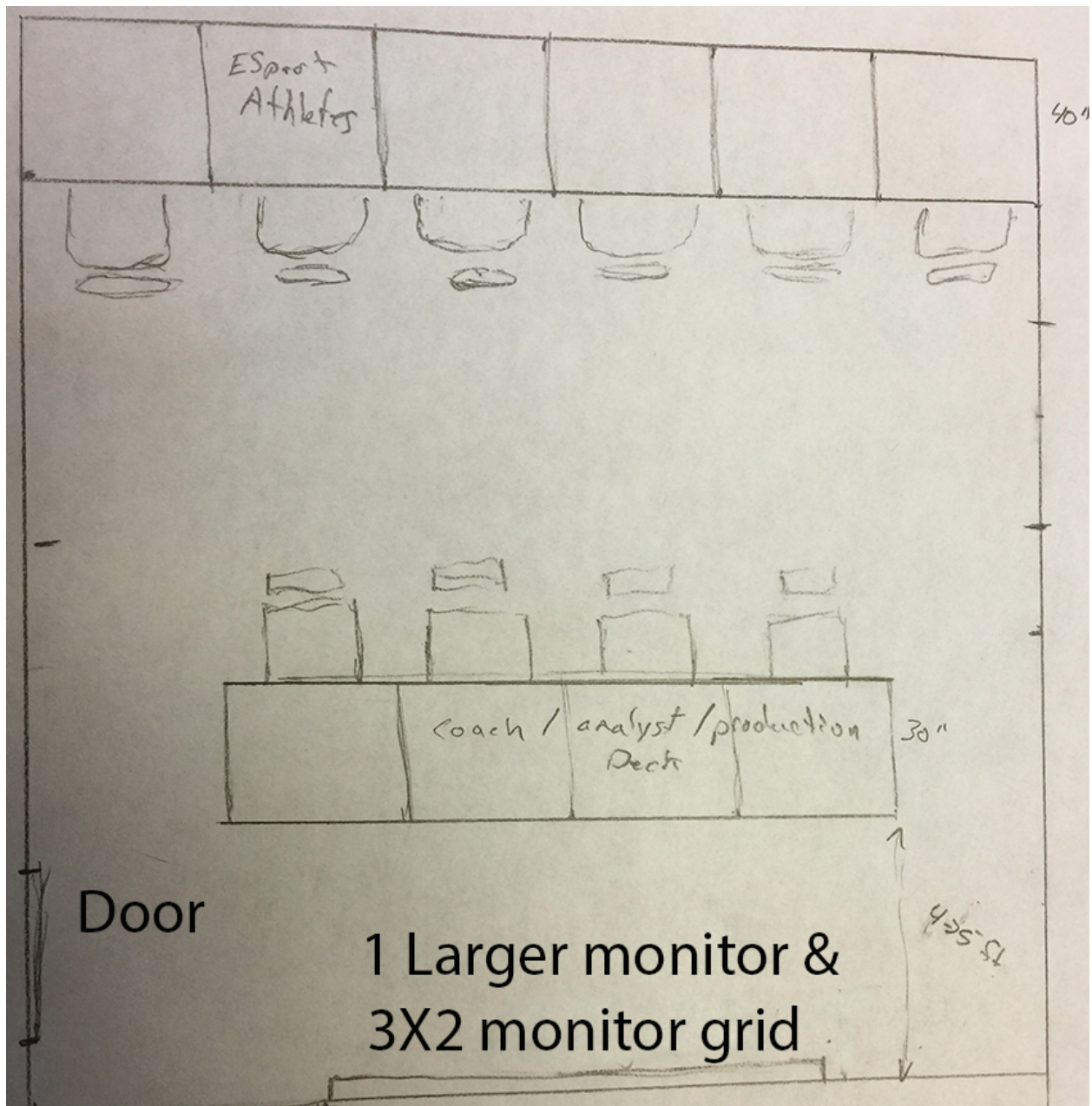


ESport-Lab – 1 of these rooms ~1900 square feet

- 33 station group configuration facility
- High end machines with modern NVidia graphics Cards and SSD
 - 144 HZ monitors X 2 per station
- 3 data lines and 5 power per station
- Lockable storage in room
- Allows for multiple teams to train simultaneously
- Drawback is noise

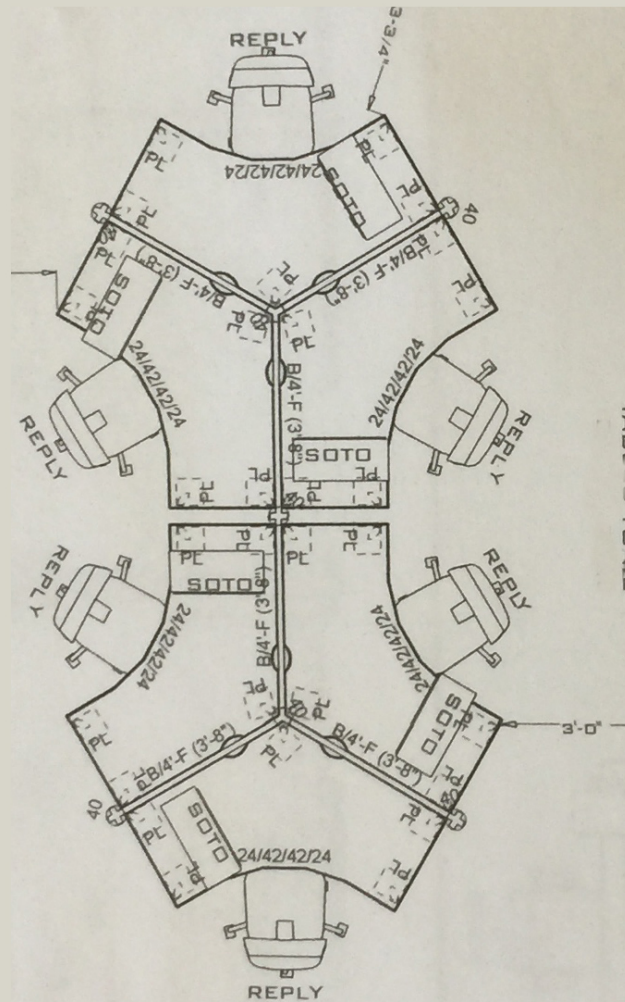
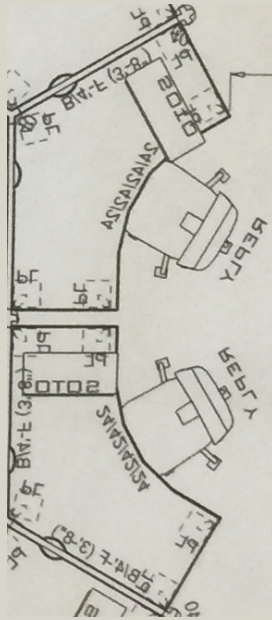
Alternate Use Case

This is outfitted with an interrupting station and projection system making it useful for an open lab facility or high computer facility for almost any major on campus.



Lockable Storage

3 X 2
Monitor
Grid



ESportsTraining / Split-1 – about 500 square feet each.

- Consider building 2 Esport Training and 2 Split-1 labs.
- While in different configurations, these rooms are ideal training facilities. Embedding coaching, production, and practice in one area.
- Each station should have
 - 3 data /5 power
 - High end machines with modern NVidia graphics Cards and SSD
 - 144 HZ monitors X 2 per athlete station and 1 monitor for coaching/production stations
- 3X2 video grid for displaying athlete machine screens in real time
- 1 large screen mounted above monitor grid (or perhaps in middle of grid) to display viewer mode
- Walls should have some level of sound proofing/ If noise is not an issue in this area, then consider a fish bowl scenario.

Alternate Use Case

- Group projects
- Research projects
- Tutoring sessions
- Small group education
- If rooms are oriented around a central “non-compute” teaching space it could also make for an ideal education/dev area.
- Lecture then break up into groups.

Also consider ~80 square storage closet.

Space Proposal: Wallace Center Gallery

PURPOSES

1. Display various “instruments” of interest related to the history of the sciences and humanities for study, and for sparking cross-disciplinary research and discussion. The items on display would come from various collections.

Simpson Collection: a bequest to RIT of musical instruments, manuscripts, and other items. On permanent display would be four or five 18th and 19th century keyboard instruments, following their conservation and restoration. It is Mr. Simpson’s desire that these instruments be restored, studied, and played. See Appendix A for specifics regarding Collection items.

Cary Collection: printing instruments and printed items, much in the fashion they are now being displayed on the second floor of the Wallace Center.

Other items: historical “instruments” used in the humanities and sciences. For example, printing and writing tools, microscopes, measuring tools, etc., that are indicative of human activities and interests during the times they were created, in particular those that are from the same historical timeframes of the musical instruments on permanent display, and items displayed by the Cary Collection. Such items could be part of a rotating display, or permanent.

2. Chamber music performance space, seating 100-175, with acoustics appropriate for live music performance (see below, item 3 of PHYSICAL CHARACTERISTICS). Specialize in music from 18th and 19th centuries, apropos to the instruments in the Simpson Collection, but be available for any chamber music performances on campus, by campus groups or guest performers (e.g. chamber groups from the Performing Artist Series, various other invited guests). This would include free and ticketed professional performances, perhaps as frequently as one or two per month, or more. Performances would generally take place during evenings and weekends, and perhaps designated noon hours. A modern grand piano would need to be available in a nearby storage area.

3. Performing arts/humanities classroom. Limited use for music or other humanities courses (perhaps one per day), and cross-disciplinary courses among the humanities and sciences. Some of the music courses, particularly those dealing with 18th and 19th century music, as well as one or two of the museum studies courses, would benefit from having regular access to the Simpson keyboard instruments and the items and materials the Cary Collection would display. Such courses at a given time could coordinate with the Cary Collection and others displaying items regarding what specific items to display in rotation. There may be other courses in the future that would benefit from the items on display, on a regular basis.

4. Meeting/Conference room. Accommodate meetings and conferences sponsored by RIT, particularly those related to the arts and humanities, and cross-disciplinary events that include the sciences, arts and humanities. Accommodate occasional (one or two per year?) other important RIT-related social events, such as alumni events or Trustee meetings, but with care taken that items displayed are not disturbed. Such events should be limited, and carefully considered in light of the items on display.

RIT INITIATIVES ADDRESSED BY SPACE

1. Strategic plan objectives (orange are designated “priority items”).

I.1.4: T-shape education. Promotes cross-disciplinary engagement, particularly including humanities and arts

I.2.4: STEAM approach. Focus on the arts and humanities within the career-oriented context.

I.2.6: Accommodate Student interdisciplinary projects. Meeting and study space for pursuing interdisciplinary inquiry regarding the artifacts on display.

I.2.9: Attract and retain top faculty in searches. Such a space would highlight the intellectual and academic goals of RIT, in an aesthetically pleasing manner.

I.9.1-3: Alumni engagement. This space could be an attractive venue for select alumni events, and alumni would support the performances given here.

II.1.2: **Promotes collaboration across colleges, etc.** Meeting and study space for pursuing interdisciplinary inquiry regarding the artifacts on display.

III.7.2: **Enrich professional development opportunities of faculty and staff.** Humanities and arts have few places at RIT to use for conferences, performances, etc. This space would beautifully accommodate such events, and include items on display to be researched.

III.9.3: Space for collaborative interdisciplinary work of students. Addressed above.

IV.5: Interaction with Rochester community. This would be an attractive and utilitarian space that draws Rochester's social, intellectual, and artistic communities to the heart of RIT's campus, in that it that supports live performance, artistic and cultural inquiry, and discussion.

2. Performing Arts Task Force Recommendations.

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. See Appendix B for other relevant recommendations.

PHYSICAL CHARACTERISTICS

1. Proximity. Adjacent to the Cary Collection, with controlled access (i.e. entrance doors rather than open hallway) for security and atmospheric control.

2. Size. 1200-1500 sq. ft, 15 ft. ceiling, or 25-30 ft. ceiling with a second balcony level display area surrounding the room. External adjacent storage space for a grand piano, 150-200 chairs, 20 music stands, other misc. equipment.

3. Other physical considerations. Sound-proofed. Careful control of temperature and humidity for best preservation of artifacts (instruments, printed materials, etc.). Acoustics and aesthetics similar to a small palace ballroom or salon. Wood floors and paneling to give "life" to acoustical footprint. Lighting that can be adjusted at different levels in different places (three or four regions) in the room. Alarm system for security.

4. Equipment. Glass enclosures for items displayed. Enclosures of keyboard instruments moveable so instruments can be taken out and played. 200 chairs that can be removed or set up for performances, classes, meetings, etc. 30 music stands. "Smart" classroom technology at one end of room, including A/V equipment (receiver, cd player, quality speakers, dvd player and screen, computer projection, etc.), but with no stationary podium. Removable tables for displaying items and for conference/meeting seating.

FUND-RAISING POSSIBILITIES

A space such as this will certainly be costly (perhaps \$750k-1 mil.), but given the number of RIT needs addressed by this plan, well worth the investment. This issue should be addressed by appropriate RIT Development staff, but the Simpson Collection bequest includes two large tracts of land to be sold in order to generate income for the restoration, maintenance, display, and especially *use* of the instruments. While the initial conservation/restoration of the instruments will be costly (perhaps \$100,000-250,000), some of the money from the sale of his property would be a good start ("seed money") in creating this space to store and use his instruments, as Mr. Simpson wishes. Other fund raising could be done through the RIT alumni, in collaboration with the Eastman Organ and Historical Keyboard department, and through various Rochester-area arts and culture organizations.

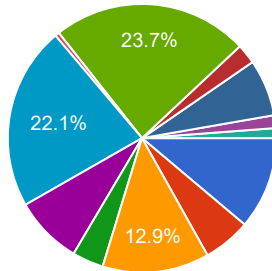
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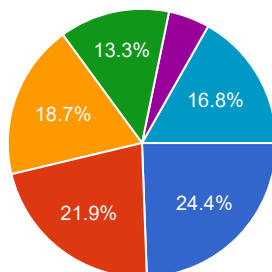
Summary

What college are you apart of?



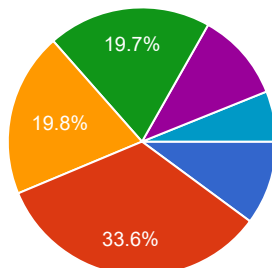
CAST	130	11.1%
CHST	67	5.7%
CIAS	150	12.9%
COLA	44	3.8%
COS	96	8.2%
GCCIS	258	22.1%
GIS	6	0.5%
KGCOE	276	23.7%
NTID	28	2.4%
SCB	80	6.9%
SOIS	18	1.5%
Other	14	1.2%

What year level are you?



1st	285	24.4%
2nd	255	21.9%
3rd	218	18.7%
4th	155	13.3%
5th	58	5%
Graduate	196	16.8%

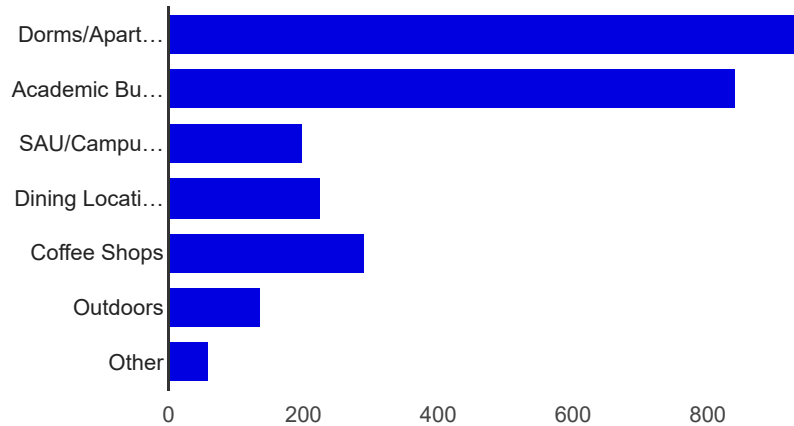
How often do you work in or use resources in the Wallace Center?



Once a day 118 10.1%

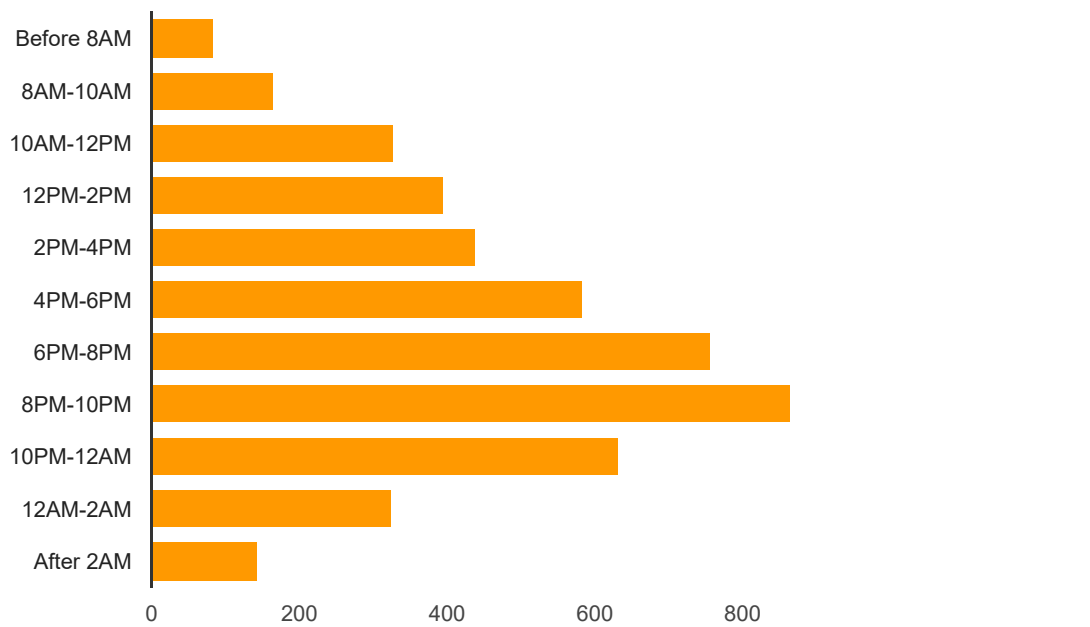
Few times a week	392	33.6%
Once a week	231	19.8%
Once a month	230	19.7%
Once a semester	125	10.7%
Never	71	6.1%

Where else do you study on campus?

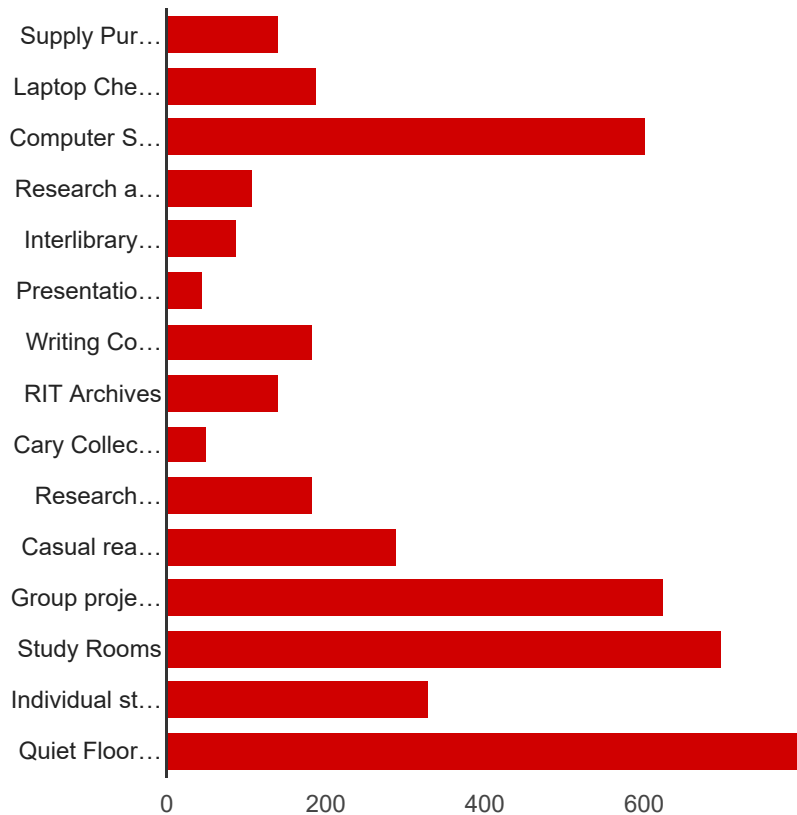


Dorms/Apartment (at Home)	948	81.2%
Academic Building	840	72%
SAU/Campus Center	200	17.1%
Dining Locations	226	19.4%
Coffee Shops	292	25%
Outdoors	136	11.7%
Other	59	5.1%

What times do you study the most?



Which Wallace Center services have you used more than once? Check all that apply.

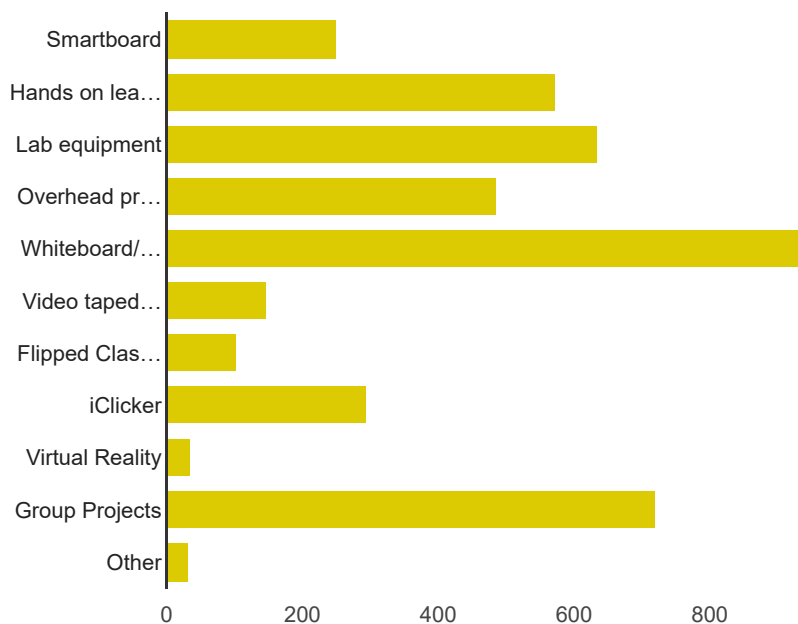


Supply Purchase/Checkout **141** 12.1%

Laptop Checkout **190** 16.3%

Computer Stations	601	51.5%
Research assistance	107	9.2%
Interlibrary Loan (borrowing books from other libraries in NY)	88	7.5%
Presentation Center	46	3.9%
Writing Commons	183	15.7%
RIT Archives	140	12%
Cary Collection	51	4.4%
Research materials usage	183	15.7%
Casual reading	290	24.9%
Group project tables	625	53.6%
Study Rooms	698	59.8%
Individual study chairs with power (Brody)	329	28.2%
Quiet Floors (3rd and 4th)	803	68.8%

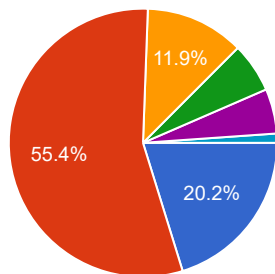
What are some technologies/strategies your professors make use of in the classroom? Check all that apply.



Smartboard	250	21.4%
Hands on learning	571	48.9%
Lab equipment	634	54.3%
Overhead projector with transparencies	487	41.7%
Whiteboard/Chalkboard	941	80.6%
Video taped classes	148	12.7%
Flipped Classroom	104	8.9%
iClicker	295	25.3%
Virtual Reality	36	3.1%

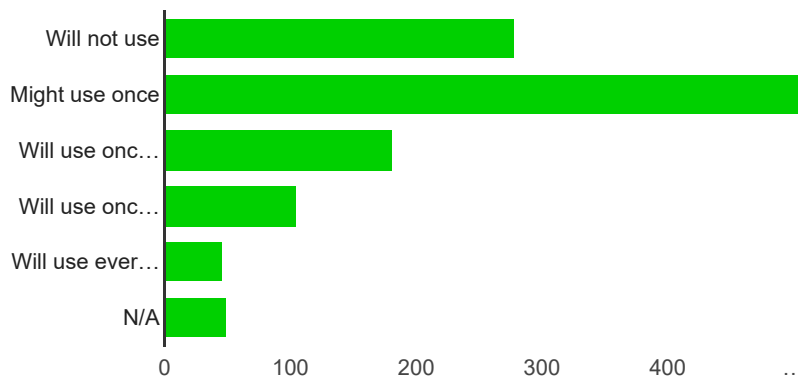
Group Projects	719	61.6%
Other	33	2.8%

Which teaching style/strategy helps you learn best? Pick one.



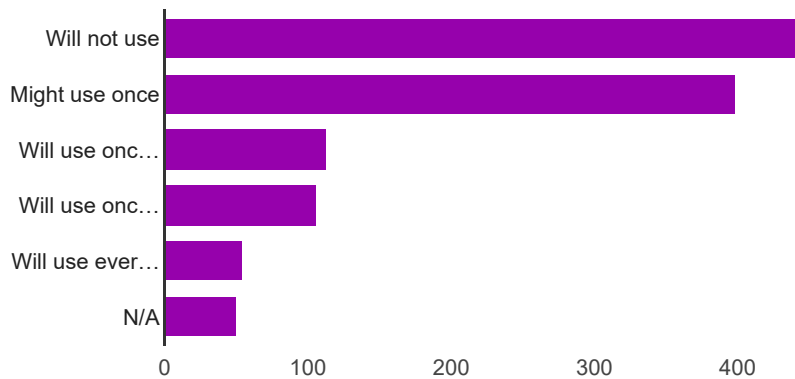
Lecture	236	20.2%
Hand-on activities	646	55.4%
Group Discussion	139	11.9%
Watching Videos	70	6%
Critiques	63	5.4%
Other	13	1.1%

Supply Checkout (calculators, powerstrips, etc.) [How likely are you to utilize the following services/resources if they were contained in the Wallace Center in a semester?]



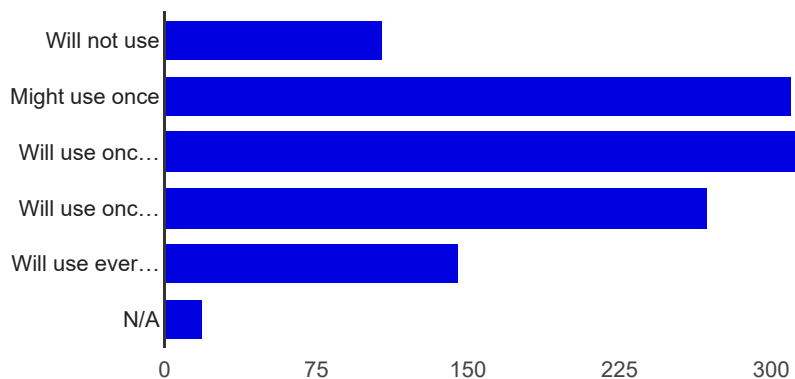
Will not use	278	23.8%
Might use once	508	43.5%
Will use once a month	181	15.5%
Will use once a week	105	9%
Will use everyday	46	3.9%
N/A	49	4.2%

Laptop Checkout (Mac, PC) [How likely are you to utilize the following services/resources if they were contained in the Wallace Center in a semester?]



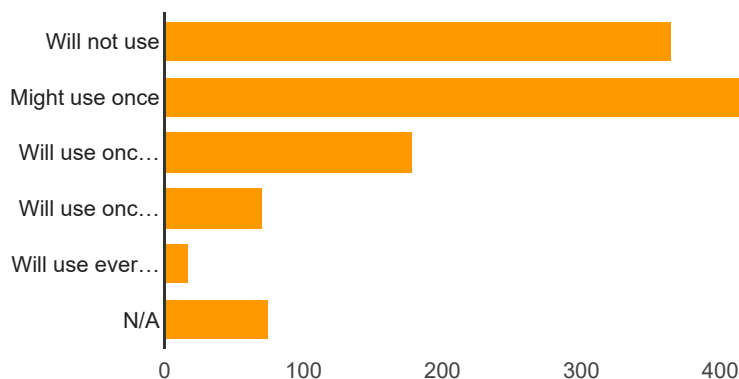
Will not use	446	38.2%
Might use once	398	34.1%
Will use once a month	113	9.7%
Will use once a week	106	9.1%
Will use everyday	54	4.6%
N/A	50	4.3%

Computer Labs [How likely are you to utilize the following services/resources if they were contained in the Wallace Center in a semester?]



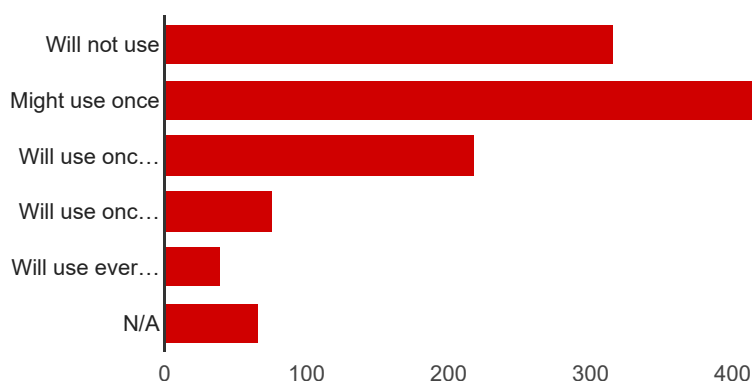
Will not use	108	9.3%
Might use once	310	26.6%
Will use once a month	316	27.1%
Will use once a week	268	23%
Will use everyday	146	12.5%
N/A	19	1.6%

Presentation Center [How likely are you to utilize the following services/resources if they were contained in the Wallace Center in a semester?]



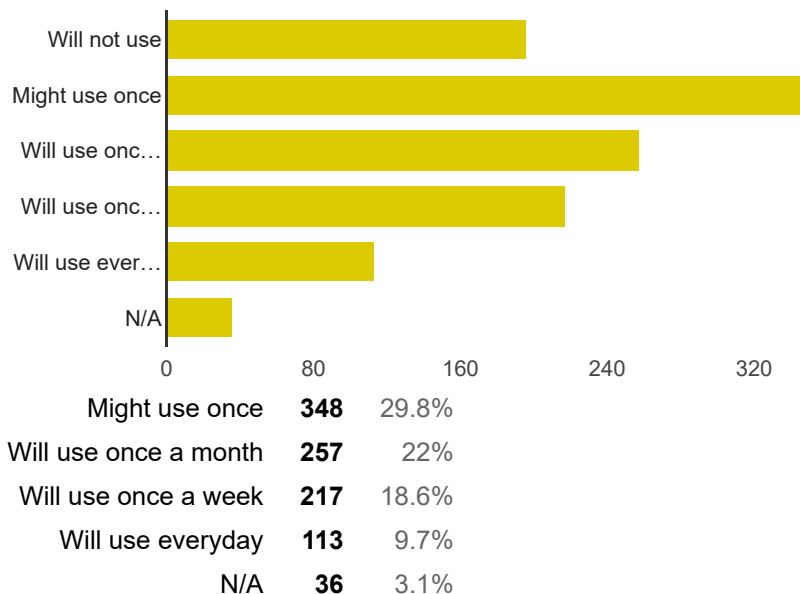
Will not use	365	31.3%
Might use once	460	39.4%
Will use once a month	179	15.3%
Will use once a week	70	6%
Will use everyday	18	1.5%
N/A	75	6.4%

Writing Commons [How likely are you to utilize the following services/resources if they were contained in the Wallace Center in a semester?]

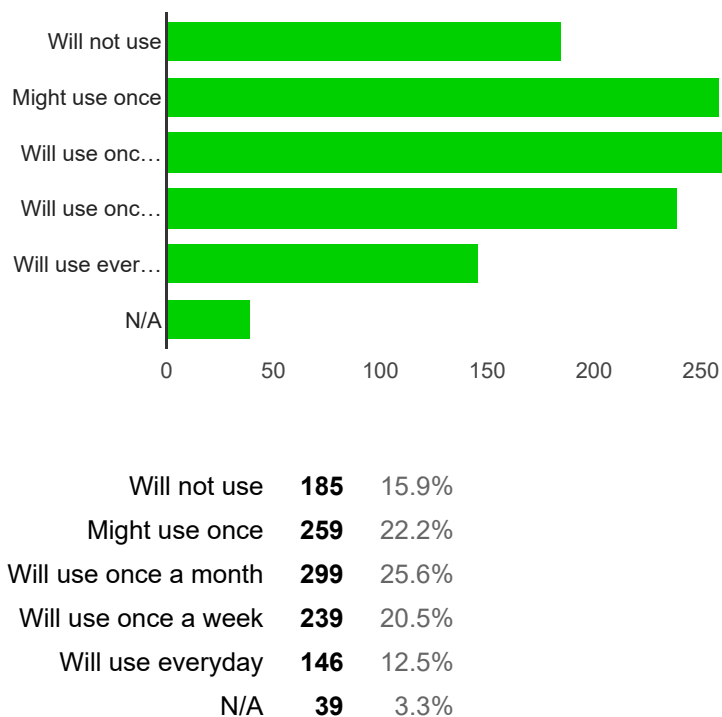


Will not use	316	27.1%
Might use once	450	38.6%
Will use once a month	219	18.8%
Will use once a week	76	6.5%
Will use everyday	39	3.3%
N/A	67	5.7%

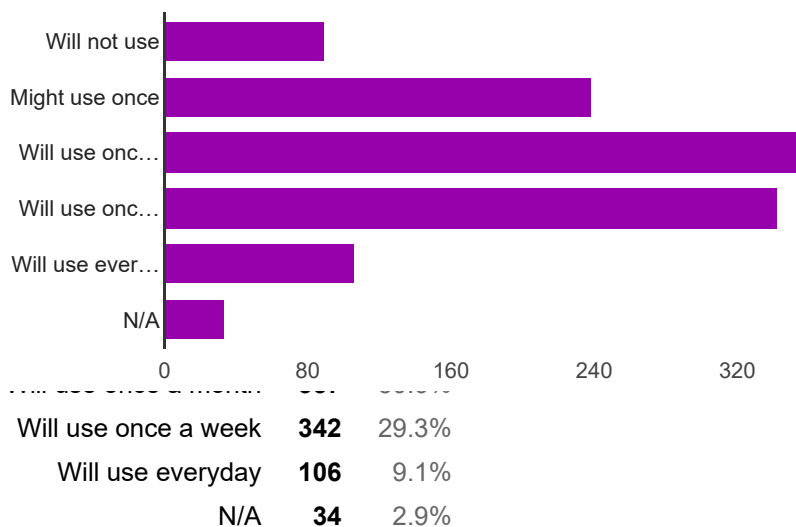
Textbook Rental [How likely are you to utilize the following services/resources if they were contained in the Wallace Center in a semester?]



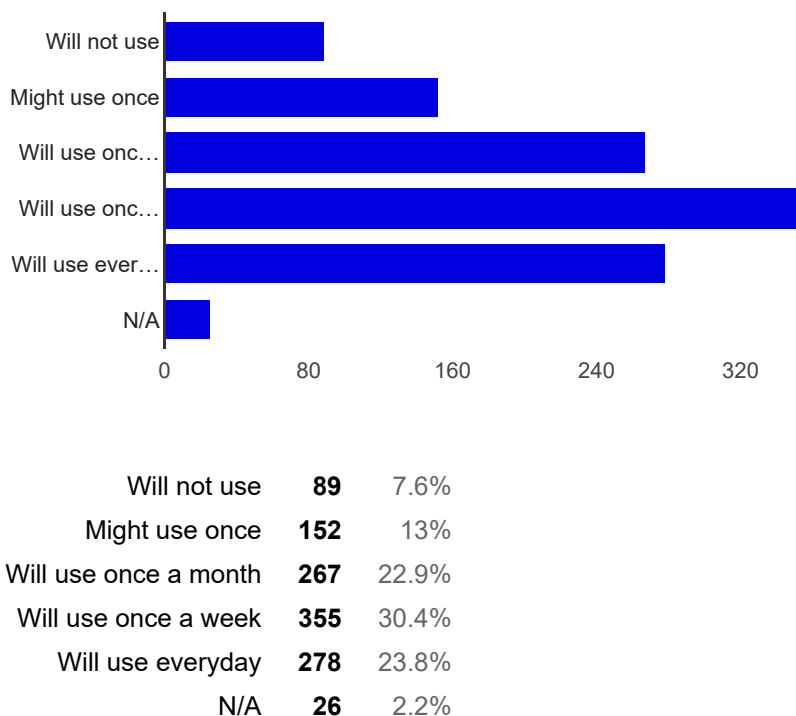
Reading Lounges [How likely are you to utilize the following services/resources if they were contained in the Wallace Center in a semester?]



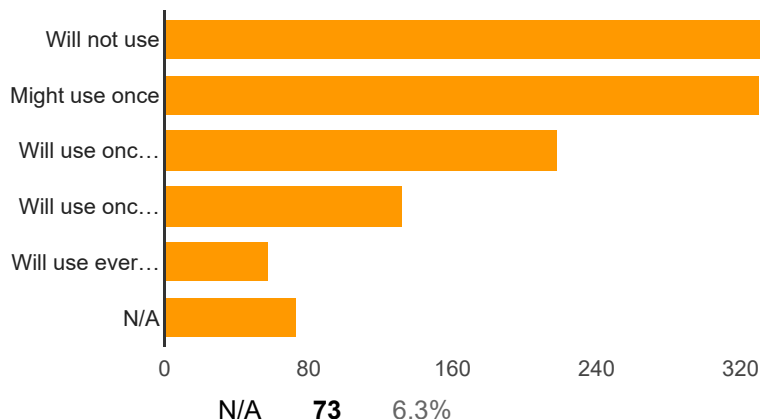
Group project spaces / club meeting rooms [How likely are you to utilize the following services/resources if they were contained in the Wallace Center in a semester?]



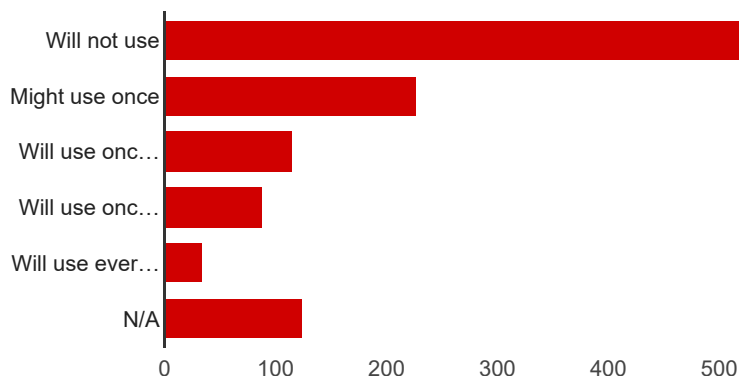
Quiet Study Spaces [How likely are you to utilize the following services/resources if they were contained in the Wallace Center in a semester?]



Conference / performance space [How likely are you to utilize the following services/resources if they were contained in the Wallace Center in a semester?]

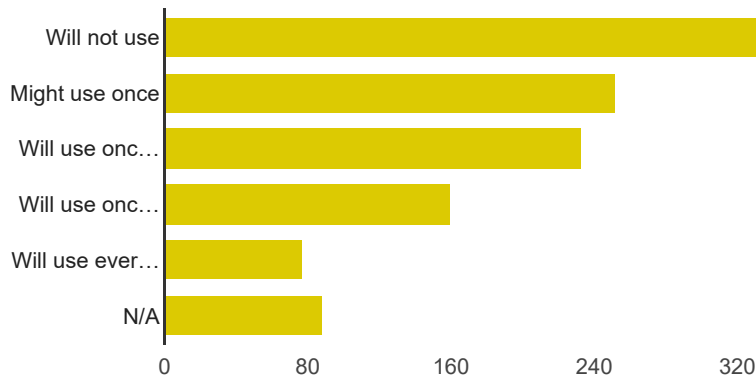


Production Studio [How likely are you to utilize the following services/resources if they were contained in the Wallace Center in a semester?]

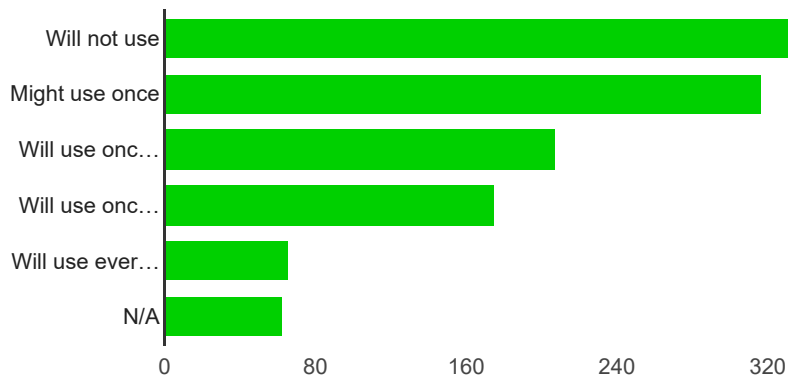


Will not use	576	49.4%
Might use once	228	19.5%
Will use once a month	116	9.9%
Will use once a week	88	7.5%
Will use everyday	34	2.9%
N/A	125	10.7%

Maker space (3D printers, etc) [How likely are you to utilize the following services/resources if they were contained in the Wallace Center in a semester?]

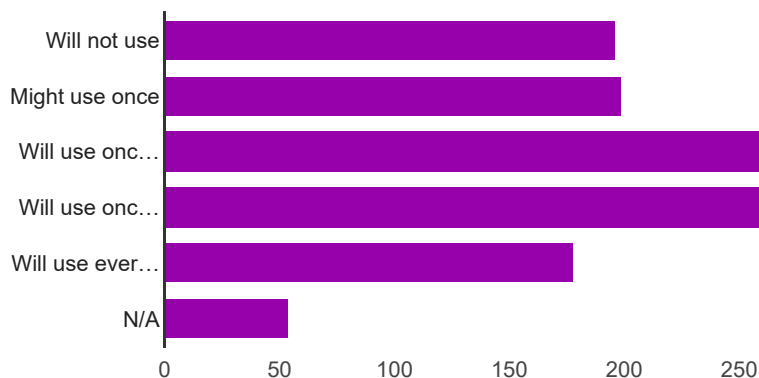


Tutoring Center [How likely are you to utilize the following services/resources if they were contained in the Wallace Center in a semester?]



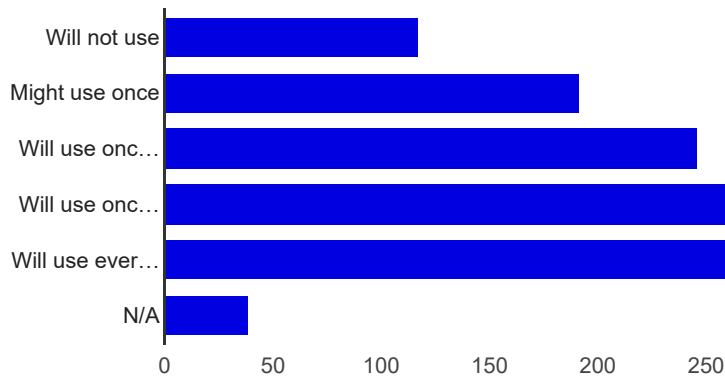
Will not use	339	29%
Might use once	317	27.2%
Will use once a month	207	17.7%
Will use once a week	175	15%
Will use everyday	66	5.7%
N/A	63	5.4%

Outdoor Seating [How likely are you to utilize the following services/resources if they were contained in the Wallace Center in a semester?]



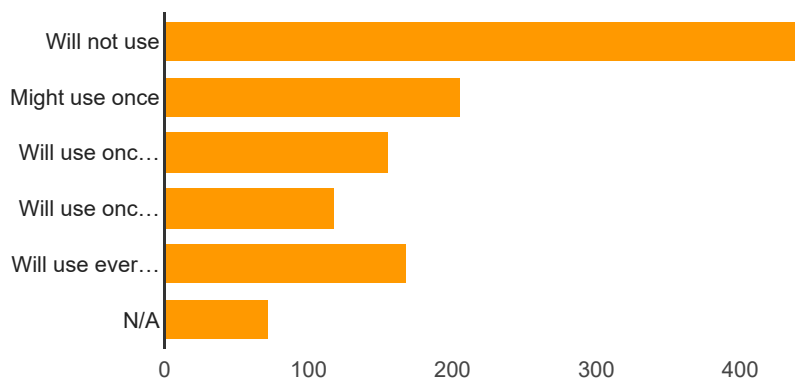
Will not use	196	16.8%
Might use once	199	17.1%
Will use once a month	262	22.5%
Will use once a week	278	23.8%
Will use everyday	178	15.3%
N/A	54	4.6%

Dining/Coffee location [How likely are you to utilize the following services/resources if they were contained in the Wallace Center in a semester?]



Will not use	117	10%
Might use once	191	16.4%
Will use once a month	246	21.1%
Will use once a week	295	25.3%
Will use everyday	279	23.9%
N/A	39	3.3%

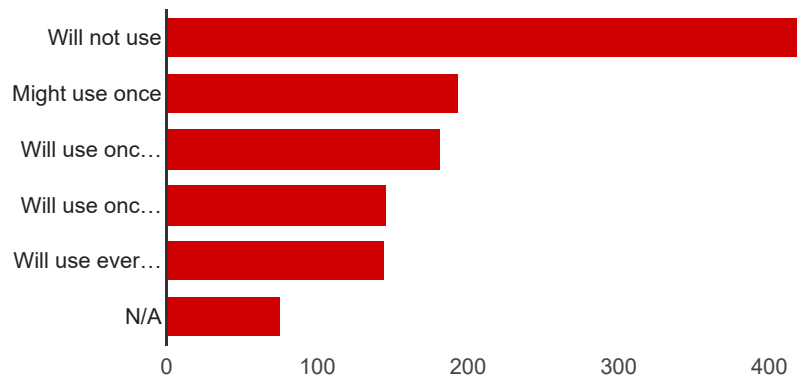
Lockers [How likely are you to utilize the following services/resources if they were contained in the Wallace Center in a semester?]



Will not use	444	38%
Might use once	206	17.7%

Will use once a month	156	13.4%
Will use once a week	119	10.2%
Will use everyday	169	14.5%
N/A	73	6.3%

Kitchenettes [How likely are you to utilize the following services/resources if they were contained in the Wallace Center in a semester?]



Will not use	424	36.3%
Might use once	194	16.6%
Will use once a month	182	15.6%
Will use once a week	146	12.5%
Will use everyday	145	12.4%
N/A	76	6.5%

What other services/resources would you like to see in the library?

N/A

None

n/a

More study rooms

NA

none

More outdoor seating

Free printing

free printing

Free Printing

Free printing

Individual study spaces

Unsure

More food options

Food

More quiet areas

More seating

N/a

Nothing. The library is already fine.

More Rooms

More group rooms

All the books in pdf

More sectioned off group tables (cubicles)

-

free printing, updated books

Nap.

Maybe a monitor room so people can practice their powerpoint presentations.

More outlets and free printing.

More group project rooms

Tutoring Area

I really like the idea of a makerspace. And more rooms for groups to work in

Extra Monitor so that I can connect with my laptop

More areas with whiteboards

Comfier nap spaces (perhaps designated?) for those that stay past 12am. Maybe more of the long cushions that are seen on the first level.

Better arrangements for napping/sleeping.

Relaxation area

More history of Rochester

Coffee machine

Some kind of snacks

Nothing new

Nap Station

3d printing, 3d library, materials library

More easily accessible power outlets, especially on the quite floors

Art supplies, studio space

more computers in the first floor with two screens

more copies of books to rent

Giveaways; more books for the discarded bookshelf

Video taped classes

Nothing comes to mind

More softwares on laptops

free food

A dining location that actually takes dining dollars would be awesome

More of the single cubicles would be nice.

More chargers

Vending machines

Physic Tutors

None.

I really like the reading lounges idea... I love how in commuter lounge there is a fountain so maybe not as big but maybe something like that for "peaceful noise"?

i'm satisfied with the current services and recourses at the library

More Study Rooms

I like the services already offered but I wish that the private tables on the third floor would have outlets because currently the outlets are far/hard to access

Loan Laptop for longer hours

Scholarly sources

I don't think of anymore

More seating areas on the first floor

Private lab computers

Someplace to sleep. More chargers.

Rooms to study as a group

More private work areas for group projects

Improve the bathroom

Tutoring

Printers

more study room

More seats

E-book check out

A 24/7 Cafeteria

More comfortable seating throughout the floors

Charging stations/more outlets

To checkout phone chargers. The same way we check out laptop chargers.

Everything is covered pretty well

Book Trade

More space for individual quiet studying

Projectors

More therapy dogs

I think the library offers all the services and resources I would need.

Dining/Coffee location near or inside study rooms

let students borrow phone chargers for iPhones/androids

An extra screen in the study room where we could connect our laptop and extend our screen

Beds

Major specific computer applications on certain computers

More easily accessible bathrooms

microwaves, toasters, tea kettles, sinks. also maps of the book shelves.

More comfy individual cubicles like the ones on the third floor!

Don't know

Comfortable study spaces (like th Brody chairs)

Wider variety of textbooks

Tutors in the library

nothing

Free printing like the some of the other labs have. Have it count towards the allotted 500 pages.

More art references

Nothing

A dining or coffee shop that uses dining dollars. Healthy snack options. Someplace for people to walk to take study breaks or more areas to stand up and study.

more outlets

More power outlets on floor 3.

more online textbooks

I just use it for a place to study. Perfect the way it is.

More seating! Make it look less depressing!

food friendly areas - microwaves etc

More dual screen computer workstations

If there were access to more technology equipment that would be useful to students who are looking to do a class project or create their own product such as tool kits, etc.

More computers

More Availability of study rooms

Textbook exchange

Sleeping area

A tutoring center for all subjects

Sleep beds at night

More "fun" books like novels

General tutoring center.

I don't know

nah

24/7 interpreter for tutoring center

None

"Study break" resources (quick board/card games, etc.)

24-Hour Laptop Rental

more white boards and study rooms

Cintiqs, Wacom tablets, more programs (Toon Boom, TV Paint)

Help with printing things

increase number of people working on the writing commons especially for graduate students

More crafting supplies available for students working on projects, expanded online database

I would like to be allowed to take out a computer for a day or a few days instead of hours.

Better restroom and water facilities

Comfy seating arrangements

Programming IDEs on computers

Computers in the quiet floors

Individual tutoring stations for private tutoring

Napping pods

Text book check out

Free printing.

Software packages for purchase

Room or air fresheners particularly will help to enhance the ambiance.

Still not sure how printing works

A dining-dollar operated coffee shop

Out door seating; microwaves; free printing; more comfy chairs to have at tables

Better access to outlets, more study rooms with white boards.

I want to see Signs such art, video and etc that I can find where i can find book or video..

More dual screen computers

Free color printing

More private study spaces

more single-person study spaces, updated seating on upper floors, library cats, and a napping section

More Cleaner Restrooms

better internet on 2nd floor. it lags a lot

More mac. And newer. Need more collaboration tables. Everything is so old. All tables need outlets, more like the entire college of tables. This is a tech school...not very techy.

Self- Checkout

more outlets/powerstrips

More accessibility to printers and more study rooms

More comfortable seating and possibly outdoor seating as well

More Computers available during peak capacity hours of the library.

more individual tables

phone charging station

More tables to do work at that provide plenty of space for individuals who don't want to be right next to others

More work stations/tables with power outlets

24hr coffee/energy drink vending machine

More vending machines

More water fountains

Food other than from vending machines, rather than only coffee

PC computers that offer Maya and other 3D software

Extended Laptop Loans

longer weekend hours

Coloring stations or other de-stress activities (like there was during finals week)

Renting books for whole semesters

Headphones for checkout/rental

tutor center

More writing boards

More fish tanks

Tutoring schedules for different subjects or majors

Food cafe

Virtual Reality

people that know adobe software

More textbooks available for students to take for the complete semester

To make library open 24/7 in a week

the group study tables having better access to power outlets

Charging stations

More individualized study space.

More quiet individual desks with power outlets.

Drinking water fountain

VR

More study rooms, smart boards, white boards

Potential Tablet rentals along with the laptops, longer rental periods

More reading spaces, larger and more study/work rooms, more group project areas, more areas with tech to use for meetings (collaboration stations), More spaces with whiteboards

Faster ways to find books.

Free printing. More tables on second floor.

A person dedicated to helping students with publications. If a student wants to publish a paper or even a book. (IDK if we already have this or not)

Can't think of anything

Whiteboards

more outlets at the desks/tables (especially on the third floor)

more restrooms (i recognize that may not be an easy thing to add)

Nap rooms which allows one person not to stay more than half an hr and can be booked the same way private rooms are booked.

Outlets!

I would like to see that they can provide e-books

Greater access to online training modules (other than Lynda).

Advanced tech rooms or spaces - like a vive room or haptic feedback tech space

What specific things would you like the library to provide/do to encourage you to use the space more?

N/A

n/a

More outlets

None

none

more study rooms

NA

more outlets

Free printing

Comfortable seating

More comfortable chairs

More study rooms

Free printing

Therapy dogs

Food

Free Food

Free coffee

study rooms

not sure

Allow tutors in library

There isnt much. The library shouldnt have to have incentive for students to use it

Deaf space

More comfortable seating areas

Don't use the library to study

More sectioned off group tables (cubicles)

Reserving areas for club meetings

screaming room

free printing

Regular book reading.

More dual monitors

Private resting area

Have more events.

White board and markers in small rooms

More help with academics

The library is very dark, it needs more natural light. Other than that, I don't have a problem with it.

Having more Textbooks

Allow free printing.

Couches/comfy napping areas.

Resting spaces

Some textbooks are not delivered in time

More advertising

Some space to take a nap

More power outlets at study spaces

More food in the library

There isn't anything new, I used it between classes last semester, I don't have those breaks this semester and prefer to study in dorms so I just go back to dorms and study there.

More easily accessible power outlets

Massage chairs and relaxing chairs

Map showing where each specific resource can be located in the library

There are not enough power outlets in the Library, particularly on the upper floors.

Guidance for different majors

Nothing comes to mind

free food

It doesn't really appeal to CIAS students as there's not really any resources that we can use in our labs that's there - 3DDD does run out of space in their labs fairly often. If you offered similar labs for those kind of situations, we could send overflows of students in there so they could do productive work

Advertise resources better

Easier sign ups for study rooms

Better wifi

More dual screen computers

If possible a way to adjust the heater settings in certain area would be of great help. Temperature is a little low for me on a personal level.

Food always helps lol. But maybe a comfy chair lounge? I've seen these big circular chairs that are fuzzy and have pillows so if the library had something like that I would for sure use it.

more computers on 3rd floor

More Group Rooms

More of the private chairs on the third floor would also be nice

Markers chained in all rooms

food

Library has everything I need as of now

More tables? Not much else they can do, it s pretty good already.

Email us about designated quiet times

More casual reading books

Anything

Free food

Have more tutors

More readily available textbooks - is that up to the library or the professor, though?

Printers

Quiet spaces

More private

Just space to do projects.

Another floor of computers

I already make the most of what is provided by the library. I am not sure what else would be required to encourage more usage. I feel a cafeteria open 24/7 would be more handy for students pulling all nighters at the library.

I wish the library quiet floors were more open for longer periods of time.

Group work

More plugs by the tables and Phone chargers.

Maybe hold quiet events

Rooms where you can sit and blast your music while you do homework

More outlets at more of the work stations

More Laptops chargers. Quiet rooms meant for only a group of people, such as the one located above campus center, also the use of projectors would be nice

More plugs

It's pretty great already

Free give away of some sort

snacks in study rooms

I'd like some clearer maps. There's only a few places I'm really familiar with in the library despite being there every weekend, and I'm uncomfortable branching out to find better spots in case I bother other students, especially on the quiet floor. Maps would give me a destination and a pretty good idea of what to expect. Alternatively, more study booths on the second floor would be cool, sometimes the small section behind the staircase fills up.

the writing commons

Have a selection of fiction books to read in my spare time.

An extra screen

Have free coffee

It's good, but far from Golisano. Too cold to make trek.

larger group study rooms

Events or group things (like the dogs )

get comfier chairs for the study tables on the third floor

Add more comfy seats

More comfortable seating in quiet area

Obviously more incentives, such as food, more study spaces, help with homework and hard classes.

Nothing updates are very useful and refreshing

Dining locations

Have a closer dining location or better vending machines.

More double Computer stations

available tutors

More comfortable seating on the quiet floors

im not sure

More private space on the lower floors.

Quiet zones to be completely silent

Standing tables/desks. Healthy snacks.

more gaurntee

Providing more interview rooms as compared to number of students in college.

Snack Areas

more natural lighting

Nothing. I only use it when the lobby of cast is busy.

Not look so depressing. More areas to sit alone that arent so cramped

actually have bathrooms on each floor - and make it easier to use them - number one reason i dont study in the library is because every time i have to pee i have to pack up, take all my valuables to the bathroom with me, then set them back up and hope my spot wasnt taken, i usually can leave most of my things but packing up my computer is a big pain in the ass and having to walk halfway across the library or to another floor to do it? its a no

More seating

Have more study rooms to rent out

Labs! More hands on work spaces, like the makerspace.

More plugs

A loud group study floor

Free prints

Not sure, but something that separates it from other learning spaces

Some more sofas

More seating areas, more private areas

More tables with outlets.

Casual reading

nah

Have dogs or cats there

Ability to plug your own computer into the multi-monitor setups

More study lounge pods - love those things!

white boards

comfortable nap spots

Have a coffee shop that takes dining dollars

Food

having more dining options close to the library with variety more than what are there now

More fun events like the coloring tables

I would like fir them to provide small activities where people can engage in like a small cooking class that meets once a month to learn to cook certain things.

Lockers, Laptop chargers, more no. of cubicles like in 3rd

More power outlets. More seating/lying arrangements.

more seating on the first floor for group work, usually the center tables are full

More space-when ever I go it seems to be busy

Programming IDEs on computers, longer hours

Energy drink vendors

I would love some fiction books that people could read for fun. The library does not have a good selection of books to read for fun.

Napping pods, free food, and more coffee.

College specific locations

Provide free printing.

An increased number of iMacs on the second floor.

Use more attractive places in the library and flowers or coffee aroma or any particular fragrance which will enlighten the mood.

It's pretty cool already

Providing more current versions of textbooks

dining options to help keep my mind on task

Free printing; more comfy chairs to have at tables

More individual tables. Most common reason for leaving is not finding space on because 2 people are taking up an entire table.

Cool designed book in more space..

Free things

provide more single-seating areas

More cleaner restrooms

Need more collaboration tables. Everyone requires group projects.

more outlets/powerstrips

Allowing students to use color printers without charge/in tuition and possibly more study rooms

Bigger, brighter and open spaces.

Have more things pertaining to those in the art major, more resources

A place for tutors to meet instead of randomly around campus.

renovate and modernize upper floors

More seating with tables

The biggest hindrance is the lack of nearby parking. I don't expect the Library to entice me to use it. I will use it when I have the need.

Less books, more computers

More dogs

Food servies

Make their current resources available clearer/more advertised

Mostly a place for CIAS students that is not solely based on reading and writing, so probably more computer labs that offer the softwares that we use. Since it is hard to find computer labs outside of the 2 that we have were we can do work.

More study space

Longer Weekend hours

Areas with different amounts of lighting

The arrangements are perfect. They dont reaaly need any change at the moment.

events

Motivational images

Updated individual study rooms that have more space. Comfortable chairs in the library

I wish I was more aware of all the things available in the library. I also never came for orientation so might be why I am less informed.

plants

snacks

more individual study chairs with power

free donuts once a month

Larger tables

Enforce quiet floors.

More quiet study room space

Dual monitor computers

Comfortable chair computer in study rooms or more outlets

Writing commons help

Ergonomic, comfortable seating

More availability, better ways to see availability of spaces at certain times

More table spaces, and more sunlight.

Less books, more space for tables (there's never seats available on first and second floor)

More spaces with outlets near comfy chairs

put adobe programs like photoshop, indesign etc on all computers

Showcase products inside

Idk

What is your favorite room to learn in? Why?

N/A

3rd floor

Study rooms

study rooms

NA

Computer labs

Quite rooms

Classroom

none

I don't have a favorite room.

N/a

Not sure

my room

n/a

Quiet Study floors

smaller rooms

Colleberation table due deaf friendly space

My workstation at GIS because I can study there and go for class there

The lab because its less stressful

Near windows because I can look outside

Top floor, it's quiet

relaxed room

3rd + 4th of the library since they are quiet.

Study rooms. Quiet.

dual moniter computers in 1st floor. Great for any online assignments as well as research assignments. Also provides some privacy and good table space to do written work as well.

Private study room because it's perfect for studying with a partner

Private room because I can focus better without distractions

I'm not sure

3415 - Quiet and away from the crowd

The Quiet rooms, because I get annoyed easily.

Fireside lounge because I like listening to the live piano while I'm studying.

StudyRoom on 3rd floor because it is quiet

Small where everyone is close to the professor

3rd or 4th floor because it is quiet.

4th floor because is quite

Study rooms as it's personal and silent

Study room

Computer room

Quiet study floors. Concentrate the best in the quiet

A computer lab where I can follow along with what the professor is doing

3rd floor lounge pods, they are very relaxing and comfortable.

3455

studio

Coffee shop - relaxed environment

Room? Xerox Auditorium because I took EM Fields there. Library space? Second floor along the south windows because I enjoy the space to sprawl out and look outside and watch the sun move across the sky (when applicable).

Booth 3310

3rd floor ..since its quite

Study rooms for interview and exam preparation

Room

The Quiet room because it's less distracting than other rooms.

The room isn't really a factor; I learn better in a one-on-one environment.

quiet rooms- peace and quiet

Quiet Floors 3 and 4, I focus better on work when it is quiet.

Open lab because of TA and other resources

The classroom designated for the class. It's the default space to get me into learning mindset.

individual study rooms

2nd floor group tables, work with friends

I don't really go to the library

Group work tables. Quiet area but can still talk out problems with classmates.

I love thard floor of hehe library. Most of the time, the floor is quiet and I am able to study or do work. I need a quiet area to complete my are assignments which is why I enjoy the third floor.

Study rooms. Small, quiet.

Reading Room, it's quiet mainly and gives large tables to work on and spread out my stuff

Laboratory because it is hands on

Conference room 4th floor. Very quiet

University Physics 2, classmate

Study room. Helps work with one/two other people in silent environment and focus.

My favorite room to learn in was one where the tables and chairs were formed in a big U shape and the teacher was in the middle so we could all see each other when we spoke.

the study rooms, helps avoid outside noise and concentration

Single room

Large study rooms with white board, good for group studying for finals

The Second Floor

Fourth floor (quiet floor) it's quiet and it has computers and plenty of books

4th floor rooms since very peaceful

quiet space because I can focus more

The Third Floor. Very Quiet.

Private study rooms because there are no distractions.

Any small classroom. Individual attention

Any of the group rooms because we can work on our project with no distractions

Traditional whiteboard classroom

Classrooms with large desks

Dsd room cuz it's small

Second floor because it u can talk and have space.

Classroom because it is where i learn the most

12-1135. Medium size capacity, tiered half-circle seating, and two projectors

Dorm, able to use books and internet.

4th floor because it's silent

Quite and study room

Just the computer section because it has a computer

Second Floor because it's moderately quiet but you can still work in groups

My own room. I can control the noise

Quiet floors (3 & 4)

On the first floor of saunders, the rooms are small and have mutiple tvs which allow me to pay attention more and be more engaged in class activities.

One with plenty of table space for work

Classrooms that are able to utilize a variety of teaching methods. i.e, computers, white board, projector, recording equipment, group accessible, etc.

I like the coffee shop area. It's quiet but not stressful.

The class rooms in the sustainability building. I have class during the day so its nice and bright and I don't get tired.

Third floor rooms. They are very quiet.

CS breakout rooms because they are generally quiet and have a whiteboard to work out problems with tables and outlets for group work. They are also good for phone interviews.

Sol srudy room or 4th floor library because it's really quiet, no too many people that can distract me and I can look out the window to enjoy a nice view if I sit next to a place with a Window. This helps me to relax.

A300, I like that it is a lecture hall but small enough to be personal

My favorite room is the A300 lecture hall of Gosnell. The individually controllable screens allow the teacher to have a concept on the main screen and a physical manipulatable object to demonstrate the concept on.

Third floor because it is cozy and quiet

My dorm room or a common area because all my material is in my room and the common area is easier to study with groups

4472

I like the second floor study booths. I'm terrible at being completely quiet, but the second floor is the perfect level of noise where I feel comfortable digging through my backpack loudly and I don't have trouble blocking out the other noise when I study.

science labs because its more hands on stuff

I like the COLA rooms with the swivel chairs because getting into groups is made easy with the flexible arrangements of the chairs.

Study room since it isolates me from the outside noise and I can focus on the work I do

The classroom because the teacher is there to answer questions

study room because it helps me to focus on work and often give myself a break by talking to friends

Either in Golisano, xRoads, or Global Village. Close to college, plenty of tables.

Golisano 3rd floor lecture rooms, Bright and good temperature makes it easy to focus

Most rooms in Gosnell because they are open and roomy and are usually comfortable

Study Rooms because of the quiet space to myself

any room with windows and desks that are big enough for my laptop and a notebook

The individual cubicles because I can focus and it's quiet.

Smaller classrooms with visible board space

Lots of space and not surrounded by other students.

I love the glass room under the library

The reading room of the campus center. It is comfortable and quiet

None, my favourite space is the first floor.

Where my desk is at home. Its a relaxed setting where I am in control.

Study Room because it has less distractions.

1st floor, because its comfortable and not too quiet

2 floor meeting rooms because they are nice to study in and quiet

I enjoy using the study rooms the most.

3 or 4th floor because it's quiet

A quiet room.

The quiet floors

Silent floor, easy to concentrate.

The presentation center on the 2nd floor. Really warm, bright, and whiteboard is nice

my own room because I created the environment

my dorm

Quite space, as there is no distraction and student generally don't talk with friends or on mobile phone disturbing others.

Any rooms in GCCIS

4th floor, focus better with quiet

ENT 3rd floor. I am familiar with it. The room is long so the board isn't very far away.

Reserve study rooms

Ones where i can see the whiteboard very well/ no bad seats.

my own - its quiet, i can eat food, drink water, and go to the bathroom while knowing my stuff is secure. at the wallace center i usually find a table on the first floor thats close to an outlet - certain not my favorite environment tho

Small classroom

Study room because it allows me to focus exactly on what I'm doing without outside distractions

I use Java's a lot, but it's so crowded. It would really help to expand this area so that more people can work there. It's a great creative environment, even for engineers.

Study rooms because they are quite

Group study rooms

Small study rooms

Chemistry lab, it is very hands on and the teacher can answer many personal questions

Writing Commons, because of private space

Quiet because it's easy to focus

Team rooms, it's isolated and have enough room for a team.

Classroom. I love school

Coffe area because i love environment

room, because I have my own space to study. Less distracted

The lab areas in gccis because they are nice and open

The main floor. While it's not a "quiet-zone", people tend to be relatively respectful about keeping noise at a reasonable level, and I don't think I can study without some kind of ambient noise.

New Media Lab - its got everything

study room in a white board, i like to write stuff and draw stuff when i study

Quiet Study Rooms - Because there's no distractions.

Classroom with large desks and outlets and reasonable temperature

The first floor double desktops because they allow me to work on more than one thing at once.

Any quiet but public space so I feel like I have to get my work done because the people around me are.

Any room with a desk

My favorite room to learn in is one that have comfortable seating, windows, and a large breathable space.

third floor - quite

Third floor private study spaces, quiet, enclosed

Study rooms 4th floor. Cubicle on 3rd floor.. peaceful and quiet

The personal space in library. Very quiet.

second floor, its a little quieter but not too much

Wooden cubicles in the quiet floor

Rooms with whiteboards to solve problems on.

Private study rooms with whiteboards in the library. It allows for more visual learning with the whiteboard.

Project team lab in cast, all the other engineers are there

Brown Hall 1110. Multiple whiteboards allow many small groups to work together.

Computer labs, because there is ample opportunity for hands on learning.

Room closer to nature with natural air breeze and the sound of trees and birds.

Any typical classroom that faces the board; all focus is on the professor or whoever stands in front

Classrooms; teacher contact

Third floor quiet area, the chairs are comfortable as well as the quiet workspace

Large window to see outside, well-lit with white lighting, spacious, whiteboard

2nd floor. Perfect volume level. Look at the first question of this survey. It's *a part not apart.

Lab because I can have time to research while relax and look book.

I like the dual screen monitors area on the second floor. Helps me work read and work on my projects with multiple screens

Any study room, as long as it's quiet

Midnight oil coffe shop, I like coffee and the atmosphere

Java's, because smaller tables encourage independent study

Study rooms on the third fourth floor less disturbance

The Writing Commons, because it is quite and has good lighting.

4th floor cubicles because it's quiet and I can focus

study rooms, have tutors there and helped me

first floor. I like the big windows and the brightness the sun provides.

the 4th floor, where all the animation books are

Rooms with direct access to technology

The big lecture room in brown hall. It holds a lot of people but has smart boards available so we can be sectioned of into groups and be provided with our own space.

In the Llbrary? The collaboration rooms on the second and third floors.

2nd floor macs, very convenient to use

3rd floor, programming books

My living room because the couch is nice to lay on

2742

Xerox Auditorium, the seating is well spaced out and you can see the board from every seat.

For now it would have to be the small computer labs that we have in Booth and Gannett, but if I had a real choice I would rather work from home.

Lecture halls with windows

What makes it hard to learn in your current classroom(s)? Why? Which classroom is particularly frustrating?

N/A

None

n/a

Lack of space

NA

Distractions

Nothing

Pacing of class

Large lectures are frustrating. Seems like professor has no idea who anyone is and no one pays attention

Not enough space for interpreters

It is not hard to learn in class

The ones next to bathrooms

They are too hot, the rooms without windows are the worst

Ones that I can not see the outside in because I feel closed off

Too much lecture, not enough time to do class activities

boring

Some are very noisy. I don't have a particular room in mind.

Loud, distracting

Classrooms with the writing space bolted onto the chair. Often too small and many do not have left-handed accommodations

Classrooms with no activities because I can only see the lecture, not practice or "do" the lecture problems.

One of my classrooms makes very loud, distracting noises from the ceiling in cast on the third floor.

Gosnell Auditorium has no power and lecture gets so hard to keep up with.

Gleason lab due to the labs not being always open for students

Too noisy.

The only time I've had trouble because of a classroom is the lecture hall in Eastman because the it is very rundown and the desks don't lay flat.

Computer Science Theory. Professor sucks !

Large lecture halls with 60+ students where you can't see the board from the back of the room.

The noise

Rooms with bright lights and uncomfortable seating are hard to work in because it gets tiring quickly.

No concentration because of the environment

The time limit

Lack of outlets in the computer rooms

Hands on activities. They don't help me learn, they just frustrate me because they do not tend to teach the concepts that are being taught

Other students asking questions irrelevant to materials

My classrooms are not difficult to study in. Personally I just prefer to study at my dorm because I can relax much more efficiently there and that allows me to study better.

When the teacher blocks the whiteboard because it makes it difficult to record notes

Noise Disturbance

ones in basements. It's terrible not having any sunlight

Well, having more students than can be fit (looking at you, INS-1040, 1060, and 1080), with small screens (ahem, INS-1040, 1060, and 1080). The small screens are quite annoying for all, despite having good vision overall (20/15).

Labs where computers block your entire field of vision

Not much hands on experience or interactive classrooms

Lectures that are taken word-for-word from the textbook and lack examples on applying it to real life. (Fluid Mechanics I)

Some are too hot, some smell awful, many lack sufficient power outlets.

noise and tightness

I learn well in all of my classrooms.

Classroom near stairs

material content

INS 1140 too small for the class

GOS 1250. 300 students that are constantly laughing and talking.

Teachers that aren't interactive and that just read off slides. They're boring.

Can't see from the back

Small rooms, large class

The ones on the second floor. Because even the rooms are not quiet.

Statistics, teacher goes over the material too fast

Availability and private space is an issue. Grad labs in the academic building are mostly full.

There's a classroom jam packed with those chairs that swivel and the desks attached to them move. I can't focus when I see other people moving all around.

some classes don't have much group activities that allows us to interact with the other students.

Chatter, large lecture halls

I find it hard to focus in my own room so I spend a lot of time in the library or the NRH study center. Some of the classrooms are stuffy, the library has a more friendly environment and plenty of space.

People entering and having noisy discussions

Noise, flashy behavior. I have ADHD and these things can distract me

Big lecture halls/auditoriums. Too many laptops, distractions

There is always too much noise and it's impossible to focus

Big lecture halls make class impersonal and uninteresting.

Desk space is too cramped. Hard to see the board at certain angles.

Large classrooms, quiet Teacher

Disruptions coming from outside the classroom

Classrooms with poor lighting .

Professors want participation/discussion, often without hand-raising, and it is challenging to be heard in a setup where you can and will be far away from the professor

Different learning paces

Some classes are stuffy, such as in orange hall.

One professor teaching many students. Much more difficult to get individual help.

Online class. I don't get my questions answered right away

Large lecture halls, as I am not an audio learner and long lecture makes me lose concentration faster.

There's no space between the desks and it's very crowded. 3rd floor Eastman

When teacher's don't engage students. For instance, when they don't give us time to solve problems in class.

When it's too crowded. I have a class in a lecture hall and everyone is shoved into it. It's uncomfortable and hard to focus.

Not as bright as I want it to be and sometimes the professor is just really boring to listen to for an hour in a dimly lit room.

The size and layout of some of the rooms isn't ideal because it makes it hard to see the board sometimes due to being far away or a weird angle. Room 2590 in golisano has a weird layout so the angle of the board can be frustrating some times.

Too many people per professor, no enough focus time on individual student. This happens to be in math.(Gosnell)

Really big classes

No current gripes.

A lack of windows and natural light in some of LBJ's classrooms

I personally tend to lie down in my bed, in my room, and study, it is a bit hard for me to sit in chair and study, so it is not a matter of what classroom, I am more comfortable staying at home, lying down in my bed, studying.

PowerPoints because there's no hands on interaction. Also the crowded rooms.

I like all of them

I have trouble focusing when there's a lot of noise or complete silence around me. The library is actually the perfect level.

outside noise, when you hear people outside your classroom talking, it distracts from the lecturer.

The Mac lab is the hardest to use because macs are the complete opposite of PC. Everything that would be on the right on a PC is on the left of a mac.

When teachers rush through material

Teacher talks more than giving notes for students to copy. It makes me sleepy.

Only studying over and over in the same place. I like to switch around to different locations and styles.

Overly warm classrooms, easy to fall asleep, hard to focus. (Gosnell 3rd Floor Physics rooms)

Rooms that are too small or have every seat filled. Also rooms that are too hot or cold. Rooms with no windows are intimidating

LBR-A201 because the desks are tiny, the rows of seats are too close together, and the steepness makes it impossible to have class discussions

When people talk alot during lecture and I'm trying to focus

Difficulty seeing the board due to large class.

Classrooms with very small tables and uncomfortable seating. Or rooms that are empty, as in the walls are just empty and there's no atmosphere I suppose.

A professor just lecturing

The classrooms in the liberal arts building with rolling chairs and tables. I hate how unstable and cramped they are. Would rather have normal desks or tables.

Very large classrooms, especially ones with little desk space (EAST-200 or Carlson 1125). These are very difficult places to take notes or take an exam for a math or physics intensive class.

When I sit at a seat that is partially broken.

depends on the professor, my lack of focus and interest

Round tables with a projector in the front of the room because not everyone can see

There are rooms that echo quite a bit, which makes it especially hard when there are multiple people talking

when it's loud

The NTID 3rd floor classrooms. They recently renovated and put in desks/computers that prevent students from seeing the teacher signing.

Uncomfortable arrangements

Noise.

N/A. In the PA lab. It's great.sometimes too cold.

distractions from other students

If the classroom is filled with less students then its ok but if there are more students then it becomes hard to concentrate on studies and people get distracted by mobile phones and the laptops. I've seen students playing games during classes which also distracts others who want to learn or at least listen to what the prof is trying to say.

Large Classrooms are difficult to focus in.

uncomfortable chairs, try something besides steelecase, maybe haworth or hon

Last semester in institute hall, there were very small tables and the class was full.

Classrooms without a large whiteboard, like GAN A171. Professor is forced to erase information that would be useful to reference when computing other problems.

Cold, hard, spaces, often full, hard to stay in one place and study

Some classrooms just are depressing to be in. They are dark or just not inviting. On top of that if you get stuck with a seat more than a few rows back its hard to see the board most of the time and frustrating. Honestly i usually only am in the engineering building, gosnell and the library and all of those rooms and buildings are just very uninviting ugly spaces that are hard to sit in.

all of my industrial design studio classes. they are our core classes, yet our 120 freshmen and sophomore share a communal 30 seats for ALL of our classes, meaning that I have no studio

space to work if a class is there, which is often all day. Plus, in the summer we have no AC and one or two people always pass out. In addition, our chairs are extremely uncomfortable and cause actual back pain (which i would expect since they are hand me down chairs from another department from the 70s. i often feel RIT does not care about or support our major enough, which is ironic because we are one of the few growing programs in our college)

The rooms without a lot of table space are tough to learn in because you cannot have a lot of things out at once. This makes it difficult to do things because you have to keep shuffling things around and it gets distracting

Some of the classrooms don't have natural light, which makes the learning experience less exciting. I really like to have class in an area where there is a lot of light present!

They go over pre-made powerpoints. It puts me to sleep, it isn't engaging at all. My circuits classroom.

Because of the chaos

Boring teachers with monotone voices

Not sure

The Physics labs in Gosnell, because the chairs are much different.

Nothing particularly. Maybe if the light is distractingly harsh.

Because there are other lectures assigned so we can't remain in class for other lectures

Boring old plain Golisano classrooms that are TOO COLD and gray

Too much noise

They're mostly fine

nah

some of professors are not really give a good lecture. sometimes I don't feel that I have been learn something new.

The lecture halls because it's a big space and even sitting in the front it can be hard to see the board

Classes where the curriculum can't be hands-on or visualized very well. The professors attempt to make it more interesting, but the topics are just not "real-world" enough. I hope I'm making sense, because it's hard to describe.

More mac computer labs with drawing tablets / cintiq, cintiq would really be useful for creating projects.

a lecture with out any visuals is hard because I am visual learner

I like the game design classrooms because of the posters. No complaints. Maybe use bigger screens for the ones around the classroom since the seating is in multiple directions.

some classrooms are ridiculously cold and a lot of the lecture halls with the pull out desks are too small

My mechanics of programming class - there are only 3 other girls in a class of 40 and it's a little intimidating

Rooms with glass wall, it's distracting

It makes it hard to learn when classes feel uncomfortable. One classroom that I have in particular is very tight in space and have very uncomfortable seating. Also the room lack windows so it is

often warm.

Loud people in large classrooms, people on their laptops not being quiet. The huge lecture hall in Gosnell that's on the second floor is very hard to learn in.

It depends. I just like to study in a cosy and calm environment.

I've come across no such classroom.

with most room setups, if you aren't in the first 2-3 rows, you can't see the board. Professors can't reach high enough and write too low to see past peoples heads. With large class enrollment, it would be nice to optimize the room for all students to be able to see.

Uncomfortable chairs

Large class size so it can be hard to see the board

I don't find anything frustrating

Classrooms with broken projectors. Some rooms in Gosnell have a projector at the back that is just static

Large lecture hall, where you can not interact well with the professor.

Lack of windows

Auditoriums-hard to keep up with lecture.

Space is limited, with seating arrangements being very tight without much space to move.

Too much crowded classrooms are frustrating.

Auditoriums are annoying if they have singular seats with squeaky movable flat top tables

Some teachers; they don't explain instructions completely. 3d design

The lecture hall in Carlson is near impossible to concentrate in, the chairs are some of the least comfortable I've sat in

Dull lighting and color scheme and no windows makes it easy to get tired and zone out during long, boring lectures

Circuits lab. Some work stations face AWAY from the front so the professor does something but you miss it because you're looking at your own equipment.

Hard to understand teacher say because she change her minds for doing assignments.

Nothing really

Any type of lecture class

liberal arts classrooms are small, seating is uncomfortable, room layout is lecture-focused

Studying mostly happens outside of class hours and this is when we use the facilities of the library.

It is frustrating to learn in the classrooms in Gleason because the rooms often feel stuffy.

when it is a fast lecture without visuals or time to take notes. I am more of a hands on learner

Computer Science, most tutors don't know how to explain it to someone just learning the language and most of the time you end up getting stuck.

artificial lighting and no windows classrooms.

Because all of us animators utilize the animation labs, it becomes quite a loud environment where people will socialize and sometimes that makes it hard to study.

Small, crowded classrooms

I struggle to see the boards or projectors if I am not in the front have of some classrooms like 1125 in golisano especially when its small text during a lecture like and excel doc.

A lack of electrical outlets and/or a lack of wireless internet access make it difficult to spend multiple hours studying.

Nothing really. Perhaps more ergonomic seating.

large ones where I can't read the board

One classroom which is very frustrating is GOS 3305 because the room extends very far from the board, and it is very difficult to see the lower portion of the board from the middle to back of the classroom.

Throughout my whole 4 years here I have only moved between 2 classrooms for my major classes. One is a small lecture room, and the other is a small computer lab. People in the CIAS majors do not really have many non-MAC computer labs they can go to when the main 3D World Labs are full or having a class.

Dull professors

Nothing with the rooms, more dependent on the teacher.

Some classrooms are tight and I feel there isn't enough "elbow room." My philosophy class particularly is in one of the rooms in Carlson that has individual desks, and they are very small and uncomfortable.

Analytical thinking

the seats are all an even level

Too many people around

A lot of classes lack hands on activities and the chairs in the classes are uncomfortable. The room that my physics lecture is held in is extremely uncomfortable. The way the seats/desks are set up barely leaves you with enough room to take notes on the lecture.

I am not sure what this question is referring. If you mean where I typically study verses the library then I usually study at home. The issue with studying at home is the wide variety of distractions and lack of motivation. The issue with coming to library is not being able to heat up food so I can stay longer periods of time.

too many distractions, and I am easy to get distracted. my linear algebra because students ask irrelevant questions

Labs are 3 hours long

Setting a Conference room for class rom is quite frustrating

large lectures make learning more difficult because it feel like to have to attend lecture and review or tutoring sessions because the student led sessions are more helpful than large lectures.

In gosnell, some classrooms are so stuffy, chairs are uncomfortable.

Make it so that from any spot in the classroom everyone can see the board, so raised steps with desks would be best.

A classroom where you can hear sound from other classrooms is frustrating to study. Noise Isolation should be good.

Big lectures with loud people. I want to be able to focus on what I am doing, not anyone else. They shouldn't affect my grade.

Tables are small in Institute

Any room where the desks/chairs are outdated (the attached ones). They are too small and difficult to write on. Or any room where it is difficult to see what the professor is writing on the board.

Noises, seating, outlet availability, not enough room

Friends

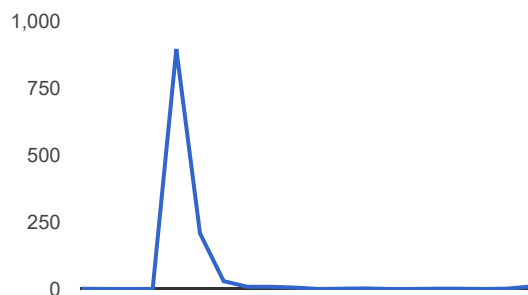
Lack of space, lack of natural lighting. Really a problem with all classrooms

The new Eastman "group/tech rooms" are horrible. Lack of space and seating. Difficult to see professors presentations

Dull and boring. Not a warm atmosphere, for example, the Student life center commuter lounge feels like a productive place to do work because of the wall colors and the running water fountain.

Liberal arts A201. Very steep seating and tiny desks

Number of daily responses



The Wallace Center and Innovative Learning Complex
Open-Ended Comment Analysis

Out of the 1,167 responses to The Wallace Center and Innovative Learning Complex survey, approximately 694 students (54%) responded to *one or more* of the four open-ended questions. Quantified survey results are available in The Wallace Center and Innovative Learning Complex Survey Results.

Each of the four questions was sorted first by Graduate vs. Undergraduate, then by STEM vs. NON-STEM students, and finally by *major descriptive themes* for each of the four questions. Fifth year students (totaling only 5% of the total respondents) were ultimately included with graduate student responses because results for this population did not reveal anything significant that affected overall results.

It should be noted that many of the responses were categorized into major descriptive themes at the discretion of the analysts because it was often difficult to interpret what the student intended (e.g., “computers” could mean more available to check out from the Library vs. more desktop computer stations). In addition categories often “crossed over” from one descriptive theme to another, for example, a “kitchenette/microwave area added to TWC” was considered to be a space need, yet a vending or coffee 24/7 was considered a service.

Due to the volume of information received, it is recommended that the reader review the students' responses in the original survey results to see their specific needs and desires. It was not possible to include all in this high-level summary of the open-ended questions.

Major differentiating themes used for Questions 1 and 2 are as follows:

- **Activity/Event**
 - Break activities/therapy dogs
 - Games, puzzles, coloring
- **Facility upgrades**
 - Amenities/ambiance
 - Seating/furniture
 - Lighting
 - Power (charging stations, outlets, etc.)
 - Restrooms/Fountains
- **Services**
 - Food services
 - Printing
 - Library
 - Hours
 - Support staff (tutoring, librarians, etc.)
- **Space Usage**
 - Checkout-related
 - Textbook-related
 - Other media and books
- **Technology**
 - Software/Hardware
 - Infrastructure

A summary for each question may be found on the following pages.

QUESTION 1: WHAT OTHER SERVICES/RESOURCES WOULD YOU LIKE TO SEE IN THE LIBRARY?

There was no significant difference among responses due to student type (STEM vs NON-STEM) nor year in school for the question posed. Responses were very similar across the board with **services and space usage** as the top two themes followed by **facilities upgrades** and **technology**. Table 1 reflects a summary of the results for Question 1.

Table 1: Student Survey Open-Ended Responses to Question 1

***N/A, Not Sure, Don't Know" responses not included.*

***Not all responses are included in this chart – only the top ranked by students.*

GRADUATES	NON-STEM	STEM	TOTAL
Services (food/beverage options, textbooks, printing)	12	46	58
Space usage (break/napping areas, study rooms, computer stations)	8	38	46
Facility upgrades	3	19	22
Technology	23	8	30
Total	46	111	156

UNDERGRADUATES	NON-STEM	STEM	TOTAL
Services (food/beverage options, textbooks, printing)	32	97	129
Space usage (break/napping areas, study rooms, computer stations)	32	119	151
Facility upgrades	18	40	58
Technology	11	11	22
Total	93	267	360

QUESTION 2: WHAT SPECIFIC THINGS WOULD YOU LIKE THE LIBRARY TO PROVIDE/DO TO ENCOURAGE YOU TO USE THE SPACE MORE?

Student responses were very similar to the results from Question 1, showing Space Use, Services and Facility Upgrades as the top three themes.

Table 2: Student Responses to Question 2

***N/A, Not Sure, Don't Know" responses not included.*

GRADUATES	NON-STEM	STEM	TOTAL
Space Use (study rooms, break/nap areas, individual private spaces)	6	29	35
Services (food, printing, library resources, etc.)	6	24	30
Facility upgrades (amenities, seating/furniture, lighting, power, etc.)	3	20	23
Other	3	7	10
Technology (Software/Hardware/Infrastructure)	2	4	6
Activities/Events	2	3	5
Total	22	87	109

UNDERGRADUATES	NON-STEM	STEM	TOTAL
Space Use (study rooms, break/nap areas, individual private spaces)	37	85	122
Facility upgrades (amenities, seating/furniture, lighting, power, etc.)	40	73	113
Services (food, printing, library resources, etc.)	39	68	107
Other	18	34	52
Activity/Event	13	25	38
Technology (Software/Hardware/Infrastructure)	5	6	11
Total	152	291	443

QUESTION 3 WHAT IS YOUR FAVORITE ROOM TO LEARN IN? WHY

When students were asked to indicate their favorite “learning” room (or space), responses from all students indicated their favorite rooms are The Wallace Center (323) and the Academic Buildings (162). The main difference among responses from undergraduate vs. graduates is the undergraduates often preferred their own home or dorm. Many students simply indicated their desires in general responses such as “a quiet space,” or “a quiet room”; or described room amenities such as lighting, table space, and other features.

A closer look at responses from students who chose Academic Buildings reveals that their selection was based on their major. For example, Chemistry students selected rooms in the College of Science while CIAS majors selected design or art studios. Table 3 reflects student responses.

Table 3: Student Responses to Question 3

**"N/A, Not Sure, Don't Know" responses not included.*

GRADUATES	
The Wallace Center	82
-Study Rooms (any)	20
-3rd Floor (study rooms, large tables, window areas, quiet space)	20
-1st Floor (community area, open space, computer stations)	12
-2nd Floor (study rooms, computer stations, window areas)	5
Academic Building - General	10
-Classroom setting, lecture halls, studios	
Academic Building - Specific Building	9
-Responses were typically discipline-specific	
Quiet floors	9
Other	2
-Classroom configuration, seating, lighting, etc.	
Other Campus Building	2
-SAU, CPC, etc.	
Home/Dorm	1
Quiet room/space	7
Computer labs	3
Coffee shop	2

UNDERGRADUATES	
The Wallace Center	241
-Study Rooms (any)	80
-3rd Floor (study rooms, large tables, window areas, quiet space)	87
-2nd Floor (study rooms, computer stations, window areas)	53
-1st Floor (community area, open space, computer stations)	36
Academic Building - Specific Building	75
-Responses were typically discipline-specific	
Academic Building - General	68
-Classroom setting, Lecture halls, studios	
Other	37
-Classroom configuration, seating, lighting, etc.	
Other Campus Building	18
-SAU, CPC, etc.	
Home/Dorm	38
Quiet room/space	21
Computer labs	17
Coffee shop	7

QUESTION 4: WHAT MAKES IT HARD TO LEARN IN YOUR CURRENT CLASSROOM(S)? WHY? WHICH CLASSROOM IS PARTICULARLY FRUSTRATING?

Graduate student responses indicate that their top reasons that make it "hard to learn" are **distractions**, **instructional methods/course content** and **room amenities/equipment**, while undergraduates indicate **room amenities/equipment**, room size, and **instructional methods/course content**. Several students misunderstood the question and responded with comments that not pertain to the question at all. Students who responded "nothing" or "not sure" are not counted in the tables below. There was no significant difference among responses from graduate vs. undergraduate.

Table 4: Student Responses to Question 4

**"N/A, Not Sure, Don't Know" responses not included.*

GRADUATES	#
Distractions (environment, noise, classmates, etc.)	22
Instructional methods/course content (instructor style, class pace, difficulty, etc.)	19
Room amenities/equipment (lighting, outlets, whiteboards, projectors, etc.)	19
Room size (large lecture halls, small classrooms)	14
Other (miscellaneous responses)	9
Room configuration (furniture, proximity to instructor/board, etc.)	5
Room environment (temperature, etc.)	1
Room aesthetics (depressing, dull, etc.)	2
Class Size (no. of studnets, too small, too large, etc.)	1
Room location (basement, fishbowl, auditorium)	2
Room availability	1

UNDERGRADUATES	#
Room amenities/equipment (lighting, outlets, whiteboards, projectors, etc.)	116
Room size (large lecture halls, small classrooms)	91
Instructional methods/course content (instructor style, class pace, difficulty, etc.)	83
Distractions (environment, noise, classmates, etc.)	75
Room configuration (furniture, proximity to instructor/board, etc.)	59
Other (miscellaneous responses)	20
Room environment (temperature, etc.)	17
Room aesthetics (depressing, dull, etc.)	15
Class Size (no. of studnets, too small, too large, etc.)	14
Room location (basement, fishbowl, auditorium)	9
Room availability	9



Late Night / 24-Hour Dining Location in The Wallace Center

For years, RIT students have been asking for a late night / 24-hour dining location. With the introduction of the 24-hour library and many 24-hour labs students are seeking nourishment and sustenance at later hours when most dining locations are closed. The latest dining locations currently are The Dining Commons (11:00PM), Midnight Oil (12:00AM), and Corner Store (2:00AM). However, these are not centrally located near academic buildings or the Wallace Center. Java's is currently the Wallace Center's closest food location, but does not have a wide selection of food products and does not take RIT Dining Dollars. The pulse of the student body tells us that the need for late night (24-hour), healthy, academic-side dining options is highly demanded. Several Student Government petitions from students have surfaced in the last 3 years relating to late night dining, Java's, and healthy food options.

24 hours food place, store, restaurant

<https://pawprints.rit.edu/petitions/nqSSefsDjBtF8Mfqv>

This petition reached 379 signatures before it expired. It called for late night healthy food options in the center of campus so it can be accessible to all students once main dining locations closed.

Java's: Another Option to Pay

<https://pawprints.rit.edu/petitions/pZx5oSX5awfJtTGdt>

RIT Debit at Java Wally's

<https://pawprints.rit.edu/petitions/ReLJhLXnmPC9Cu7X6>

These two petitions express the major concern of Java Wally's not accepting RIT Dining Dollars. While all other campus dining locations do, this location does not. It has a very favorable location living inside the Wallace Center, however, it does not meet the demands students are asking for. Often the coffee is perceived as over-priced, their hours of operation are too short, and their food selection, while healthy, is not enough to be considered a late night meal.

Increase Healthier Options in Vending Machines

<https://pawprints.rit.edu/petitions/SRLPwf2roh27wZ88M>

Healthier snacks in vending machines

<https://pawprints.rit.edu/petitions/fWuiThyMPJ9C9W8LG>

Healthy/Vegetarian Dining Area on Campus

<https://pawprints.rit.edu/petitions/BkbEp4Q9mKquP9dWM>

Many students take to vending machines for a late-night meal, but often find these machines do not have options for healthy eating. Many of the food contained in vending machines is sugary, fatty, and over all unhealthy at late hours. The call for healthier vending and dining options are prevalent in these 3 petitions.