



UNIVERSITY OF ALASKA SOUTH EAST
EGAN LIBRARY AND LEARNING CENTER STUDY

APRIL 30, 2015

THA ARCHITECTURE

* Cover images of existing Egan Library, UAS South East Campus

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Feb 25, 2014	
Feb 26, 2014	
March 31, 2014	
April 1, 2014	

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ACKNOWLEDGEMENTS

The planning effort for the University of Alaska South East Egan Library included participation by faculty, staff, students, and the design team. Thank you to everyone who participated in this effort.

EGAN LIBRARY WORK GROUP

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- b. Rick Caufield, Provost
- c. Carol Hedlin, Vice Provost for Academic Affairs
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- e. Michael Ciri, IT Director and Interim Vice Chancellor Administration
- f. Elise Tomlinson, Regional Library Director
- g. Hildegard Sellner, Learning Center Director
- h. Caroline Hassler, Technical Services Librarian
- i. Jonas Lamb, Public Services Librarian
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THA ARCHITECTURE

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LISTEN ACOUSTICS

Tobin Cooley



EXECUTIVE SUMMARY

INTRODUCTION

THA Architecture and Northwind Architects were hired by the University of Alaska Southeast (UAS) to further investigate the recommendations of the Master Plan completed in 2012 by Perkins + Will. One of the outcomes of this subsequent analysis, which was entitled the Campus Modification Plan, was the need to study space use in the Egan library Building for ways to improve its functioning to serve current and future student needs as well as look at ways that the entire Information Technology (IT) Department could be located in Egan. This relocation would open up space in Whitehead for more offices space and co-location of Arts and Sciences Faculty as recommended in the Campus Modification Study. The Egan Building currently houses the Library, Learning Center, Writing Center, Testing Center and two IT departments; Media Services and the HelpDesk.

CAMPUS PLANNING PRINCIPLES, OBJECTIVES AND STRATEGIES

The Campus Modification Plan developed the following Planning Principles, Objectives and Strategies to Guide decision making. These were used as guidelines for the study of the Egan Library.

Planning - Principles

1. Use space more efficiently.
2. "Right to Light"
3. Create spaces that encourage collaboration.
4. Create a coherent and easily navigable campus that is accessible to all.
5. Enhance the function of all spaces.
6. Improve building performance.

Planning - Objectives

1. Provide natural light to all offices and work stations.
2. Create rational paths between and through buildings.
3. Improve thermal comfort and energy efficiency.
4. Match classrooms (# and size) to actual use and teaching pedagogies.
5. Create innovative teaching and learning environments.
- 6. Build upon the library's dynamic and student-focused space.**
7. Provide privacy for faculty offices.
8. Enhance collaboration between campuses, faculty, staff and students.

Planning - Strategies

1. Re-purpose space.
2. Group offices by School/Department.
- 3. Relocate IT to Egan to open up space in Whitehead.**
- 4. Leverage Learning Center as hub of student activity.**
5. Locate offices on Upper Levels; larger spaces & classrooms on Lower Levels.
6. Locate conference rooms within office suites; reclaim classrooms in Egan.
7. Re-configure remaining classrooms.
8. Retrofit buildings for improved energy efficiency.

PROCESS

The process for this study combined analyzing data on Library, Learning Center, Testing Center, Writing Center and IT programs, observations on their space usage with user input and a collaborative, iterative process with a working group which included the Executive Cabinet, faculty and, staff. An acoustic study of the Library was also completed, with observations and recommendations.

Tours of multiple Academic Libraries in the Seattle area were taken with a core group representing the library and learning center to experience similar spaces and develop a common language. Student surveys on Library usage and ideas were distributed and studied. Hands on work sessions and department interviews were done to best understand the priorities, space needs and adjacencies. The study looked closely at acoustics and how to zone use of the Library, Learning Center and IT to create active as well as quiet environments.

OUTCOME

As a result of this work, the study developed multiple options. Each option has associated phasing diagrams for consideration.

One option, A, was further refined (revision 1) and carried forward for the purposes of cost estimating. The working group ultimately did not choose one specific option for the Egan Building however the costs developed for A can be extrapolated for each phase of the multiple plan options to inform future planning efforts.

LIBRARY AND LEARNING CENTER CONCEPTS

The way information is researched, stored utilized and shared in academic environments has changed dramatically over the past several decades. As more information is stored digitally, traditional libraries have seen the need for space to store books decrease. A concurrent trend relates to the way today's students absorb and retain information differently than those of previous generations. Many prefer more collaborative and hands on learning styles. These two phenomenon have a large impact on the function and space utilization of University Libraries, and many institutions are changing their library culture to create learning commons to best serve their students. Libraries are becoming centers of collaboration, communication and research abetted by the latest technology.

Despite a decreased dependence on books student use of the Library has increased in recent years. Students come to the library to work with their peers in the enclosed study rooms, use the technology available in the Library and participate in the services of the Learning and Writing Centers. These are separate rooms within the library where students obtain the help they need, but also have the chance to learn from their colleagues and join in on conversations and learning opportunities going on around them.

RETHINKING EGAN LIBRARY

Egan Library represents the traditional academic library insofar as much of the library is dedicated to physical collections in stacks on three floors within a large quiet place dedicated to academic research, reflection, and quiet study. At the entry, a large circulation desk is oriented towards the interior reference desk within the library. The Egan Library is mostly a quiet place that students and faculty and the public come to do research and to use available technology. The library provides computer stations for internet access, widely used by students and the public. An IT support desk serving technical needs in the Egan classroom wing and responding to tech questions is housed on the side of the circulation desk at the entry.

The Learning Center, comprised of tutoring, testing and a Writing Center is housed on the ground floor of the library. The ground floor also accommodates the largest gathering space on campus where events such as Evenings at Egan and faculty/staff Convocations are held at the start of the academic year, during the library's non-operating hours. The Egan Building could be considered the 'heart' of the campus. The library is the only space on campus that provides a learning environment where students and faculty can receive guidance in pursuing effective and efficient information searches. There are few other spaces where students can study quietly and individually, where they can go to see and be seen, or to gather to study in small groups. The building is situated between Mourant, which houses the cafeteria and student services and functions, and the new student residence hall. The city bus drops riders off at its door and it is the first academic building one sees from the parking lot. Spikes, a small area selling coffee and goodies, is located between the library and classroom wing. The walking connection between parking and to the lakeside buildings is often accessed through the Egan building. UAS Administration recognized the need to effectively create more dynamic student-focused spaces within the library, and to incorporate information technology services into the library's hub of activity the study commenced. The idea of traditional library need not be exclusive of the idea of a student focused learning commons; a good plan can have both.

The design team (Evelyn Rousso, NorthWind Architects and Will Dann and Laura Klinger THA Architects) conducted a four step design process that culminated with three conceptual options for improving on the current library space to dynamic, active learning, student-focused spaces serving the UAS mission while effectively (and efficiently) incorporating the IT Services department within the Egan Library building.

Today, most students attending university are 21st century learners, also called digital natives a term coined in 2001, meaning that most students attending university have grown up with current technology and are comfortable learning and communicating content using tablets, computers, the internet, and electronic media including video games, music, Facebook, YouTube, instant messaging, twitter and texting, just to name a few. About 50% of UAS courses on the Juneau campus are delivered electronically, and faculty are increasing the use of digital technology to deliver course content.

Although learning, writing and testing centers are physically located in the library building they are not administratively or financially part of the library organization. They function as a separate division under the supervision of the Provost and are mostly staffed with faculty members from the School of Arts and Sciences. The library and learning centers need to work together to face the challenges and opportunities outlined in this study.

The Egan Library plays an important role in meeting UAS core values and objectives of Student Success, Teaching and Learning, Community Engagement and Research and Creative Expression combined with needs of students raised with digital technology. The UAS administrators need to rethink possible scenarios for the Egan Library to include a variety of spaces for students and faculty at UAS. The Egan Library should include spaces and facilities that invite, inspire and support a culture of intellectual engagement and exchange, not only for the individual student, but for groups of students or faculty and students to engage in learning and scholarship. By offering collaborative spaces, and spaces with appropriate technology for today's learners, combined with the traditional quiet spaces of the library, the library can continue to be the heart of the campus.

Collaboration between librarians and faculty has the potential to enable the library to evolve from its traditional role of serving as the keeper of books, (including microfiche, periodicals and journals and other written media) to supplementing the classroom experience to a classroom extension allowing students to not only consume information, but also to create it. This is the dynamic trend of academic libraries.

The following report describes our process and results. Conclusions of the study and recommendations are listed at the end of the report.

LIBRARY TOURS AND INSPIRATION THEMES:

- MATH, RESEARCH AND WRITING CENTERS
- COLLABORATIVE SPACES
- INDIVIDUAL LEARNING SPACES
- OTHER IDEAS



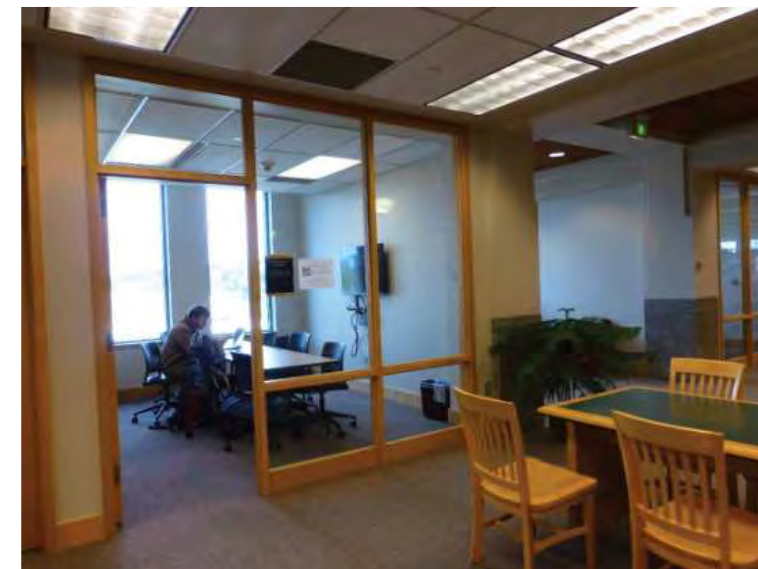
ALLEN RESEARCH COMMONS, UW



ODEGAARD LIBRARY, UW



LEMIEUX LIBRARY AND MCGOLDRICK
LEARNING COMMONS, SEATTLE UNIVERSITY



SEATTLE PACIFIC LIBRARY

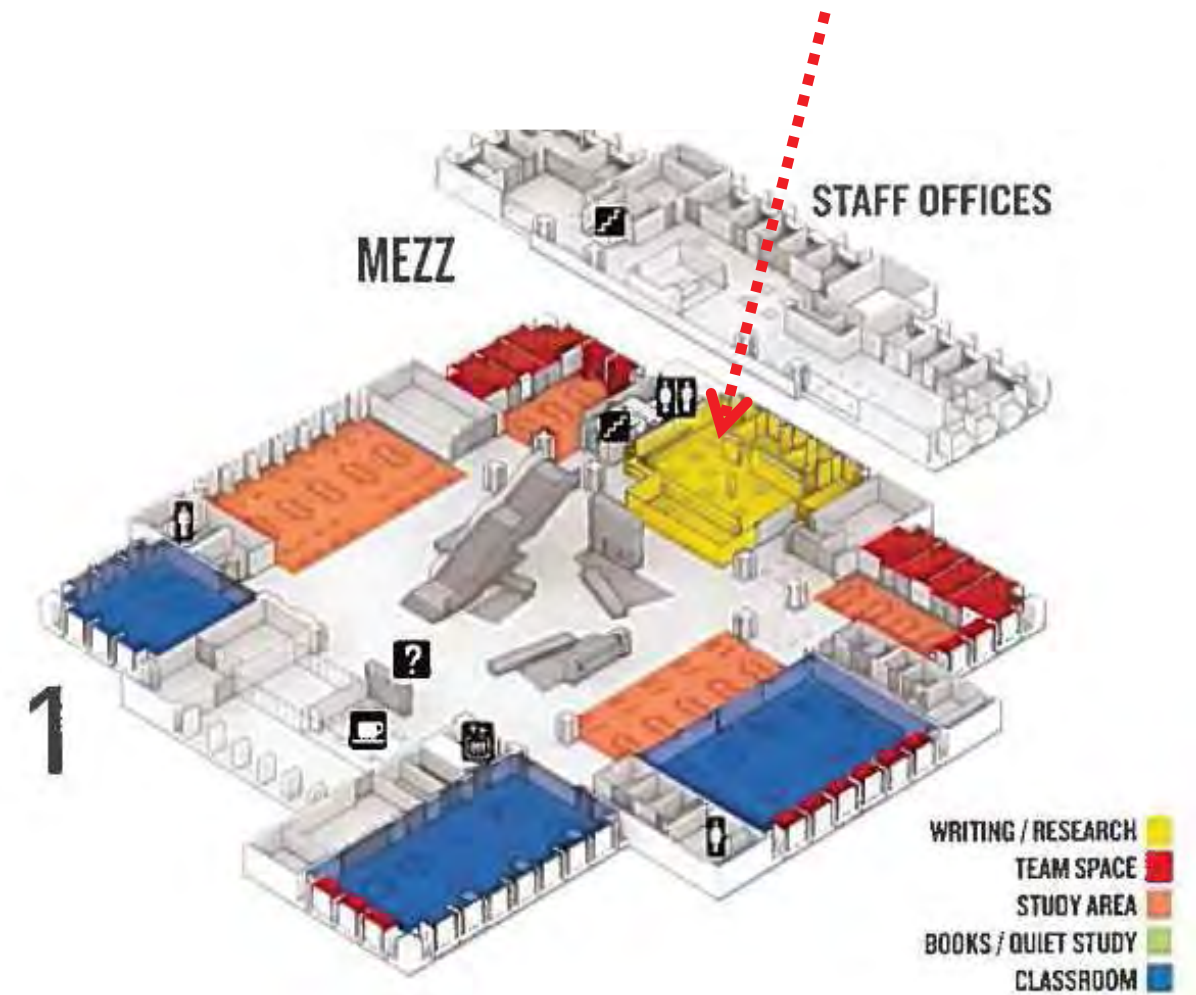
LIBRARY TOURS AND INSPIRATION



WRITING AND RESERCH CENTER



WRITING AND RESERCH CENTER



- SPECIALIZED SPACES WITHIN THE LIBRARY
- TRANSPARENT DIVISION OF SPACE OPTOMIZING BORROWED LIGHT AND PROVIDING ACOUSTIC SEPARATION
- OPEN PLAN FOR GROUP AND INDIVIDUAL STUDY

WRITING AND RESEARCH CENTER, ODEGAARD LIBRARY

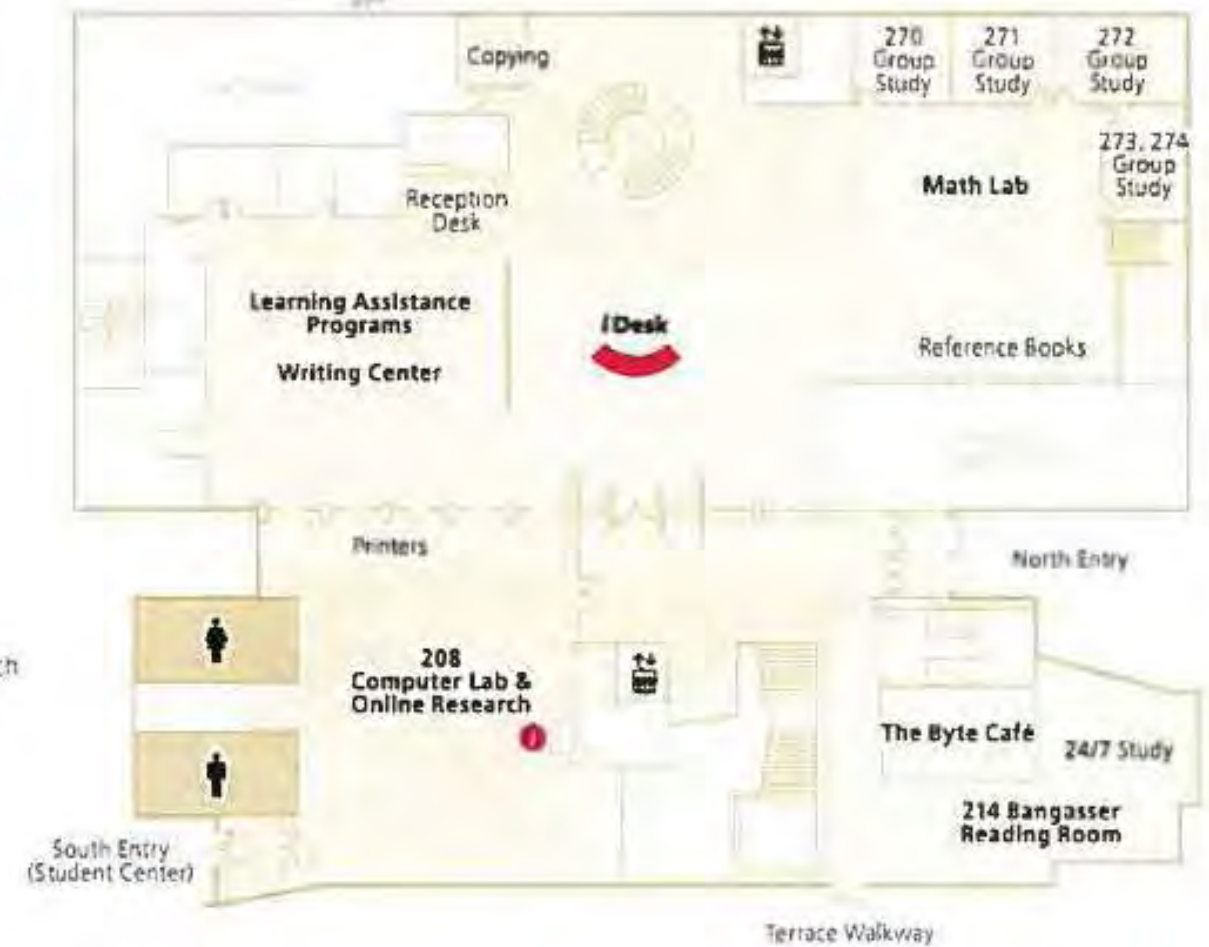


CENTRAL HELP DESK

2

iDesk - Library Information

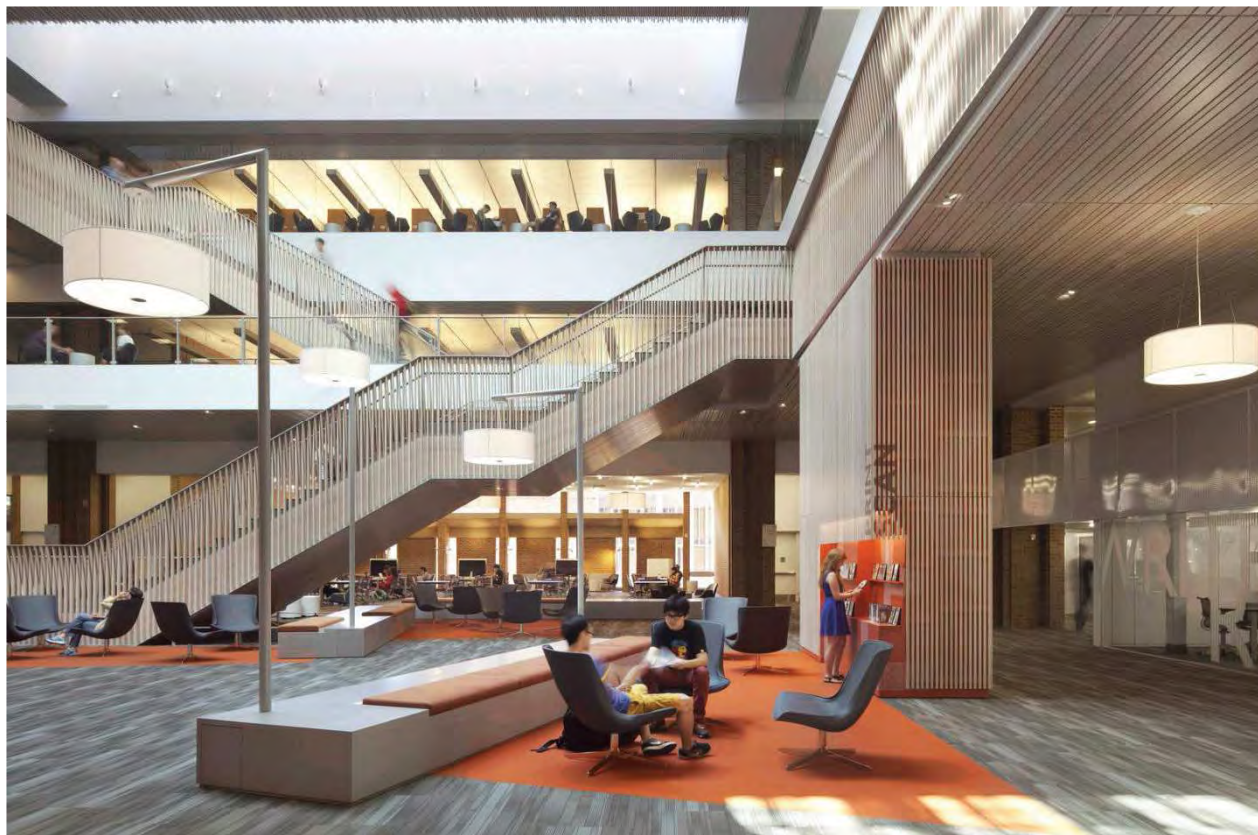
-
- The Byte Café
- Computers
- Learning Assistance Programs
- Math Lab
- North & South Entries
- Reference Books
- Research Help
- Writing Center
- 24/7 Study
-
- 208 Computer Lab & Online Research
- 214 Bangasser Reading Room
- 258 Copying
- 270-274 Group Study



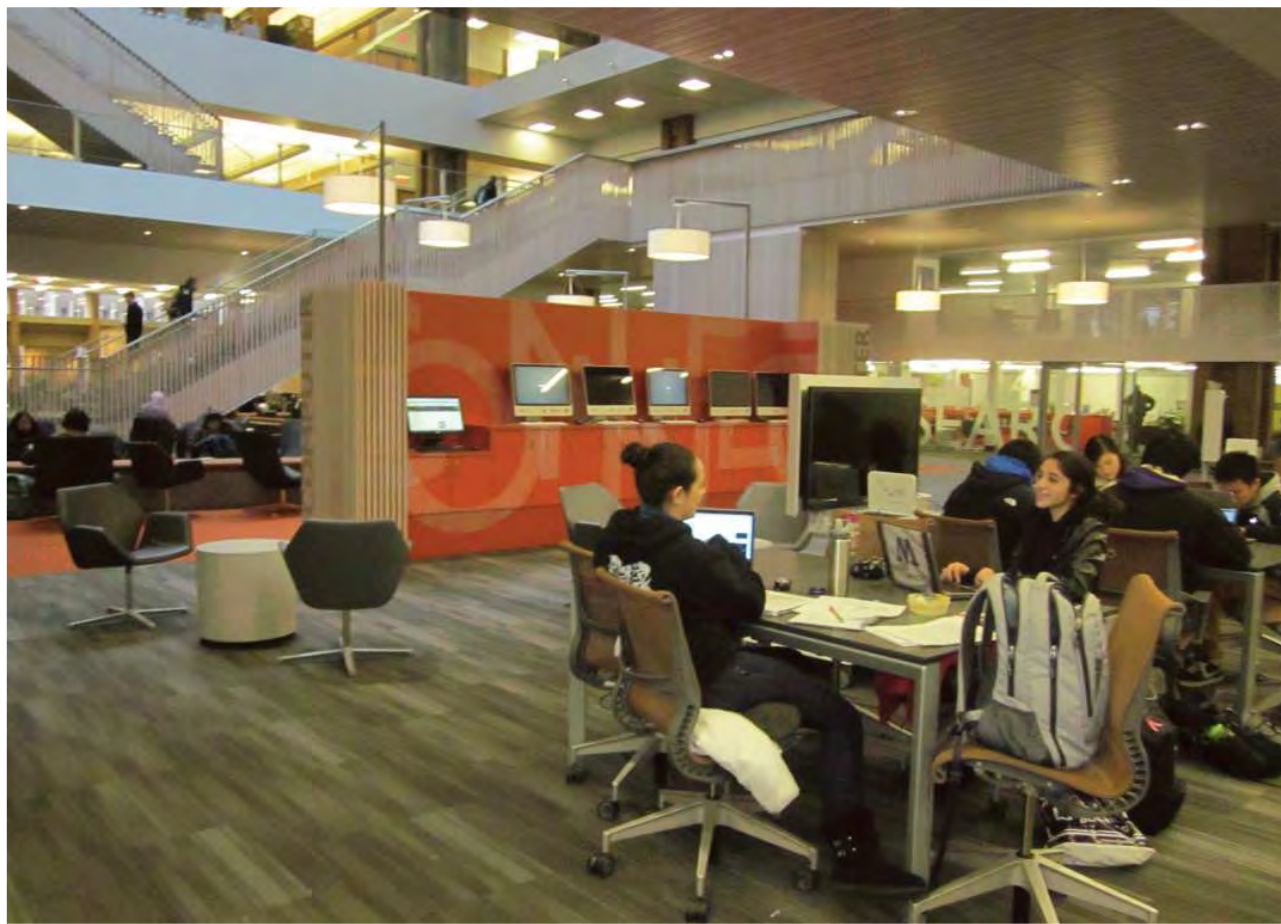
RECEPTION TO LEARNING ASSISTANCE PROGRAMS

- SPECIALIZED SPACES WITHIN THE LIBRARY
- MATH LAB AND LEARNING ASSISTANCE PROGRAMS SHARE FLOOR AREA
- GROUP STUDY SPACES AND REFERENCE HELP ARE ADJACENT
- MAIN FLOOR IS AN OPEN PLAN WITH CUBICLE WALLS FOR TUTORIALS ADJACENT TO THE CAFE.
- RESERVATIONS FOR TYPES OF TUTORING IE. MATH, WRITING, LEARNING ASSISTANCE AND RESEARCH.

MATH LAB + WRITING CENTER SEATTLE UNIVERSITY



CENTRAL, OPEN, CASUAL
COLLABORATIVE SPACE



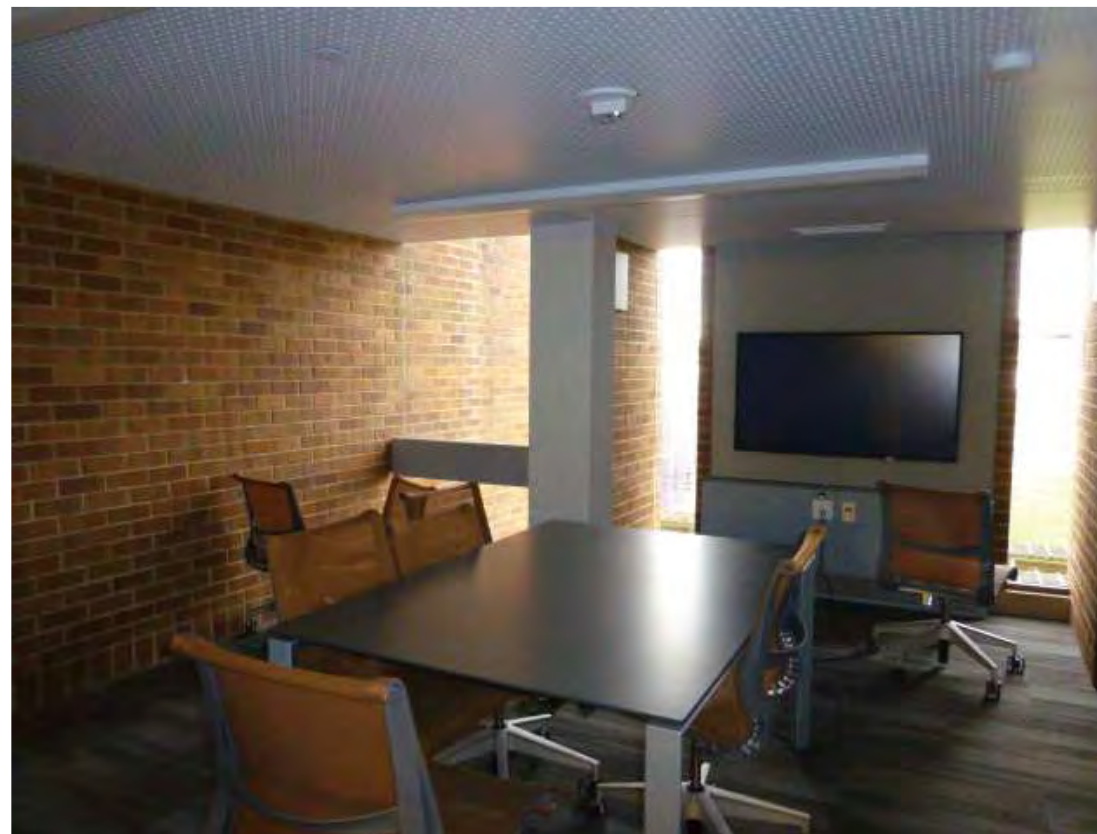
CENTRAL, OPEN, CASUAL
COLLABORATIVE SPACE



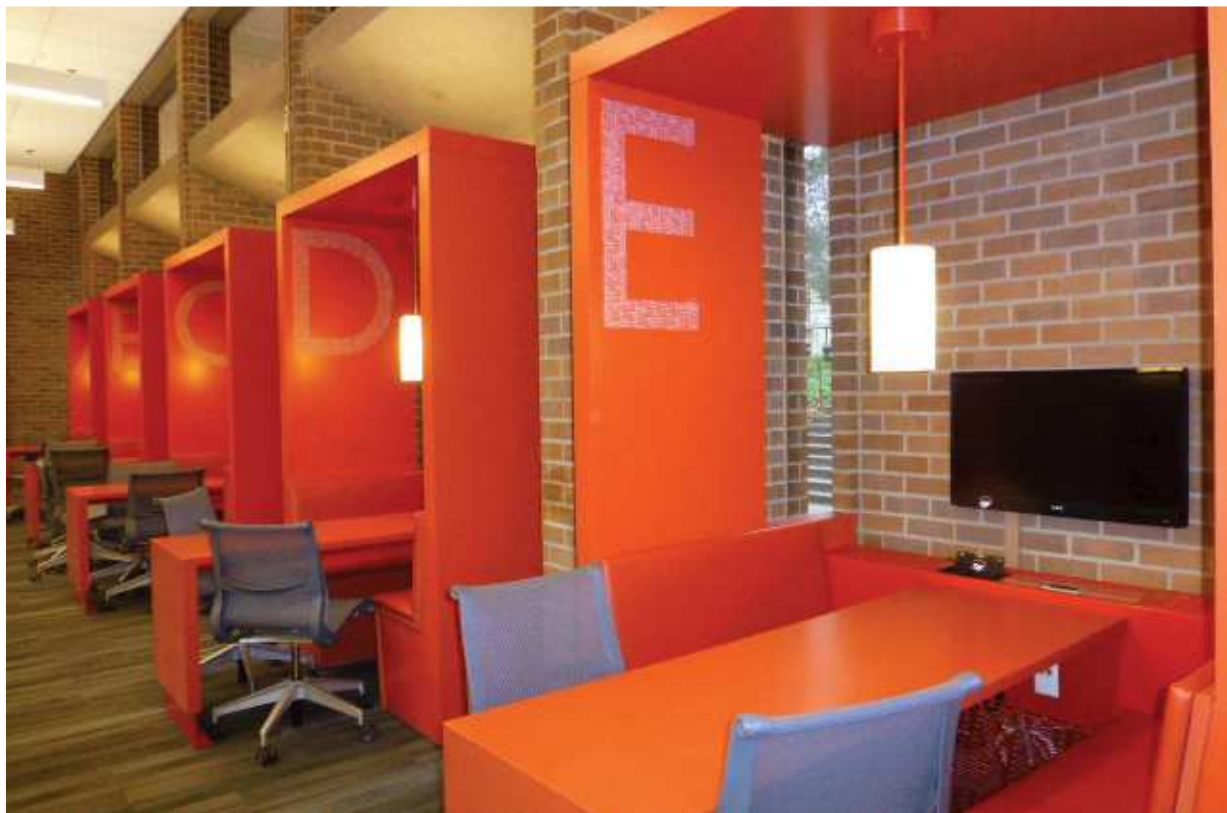
COLLABORATIVE SPACES, ODEGAARD LIBRARY



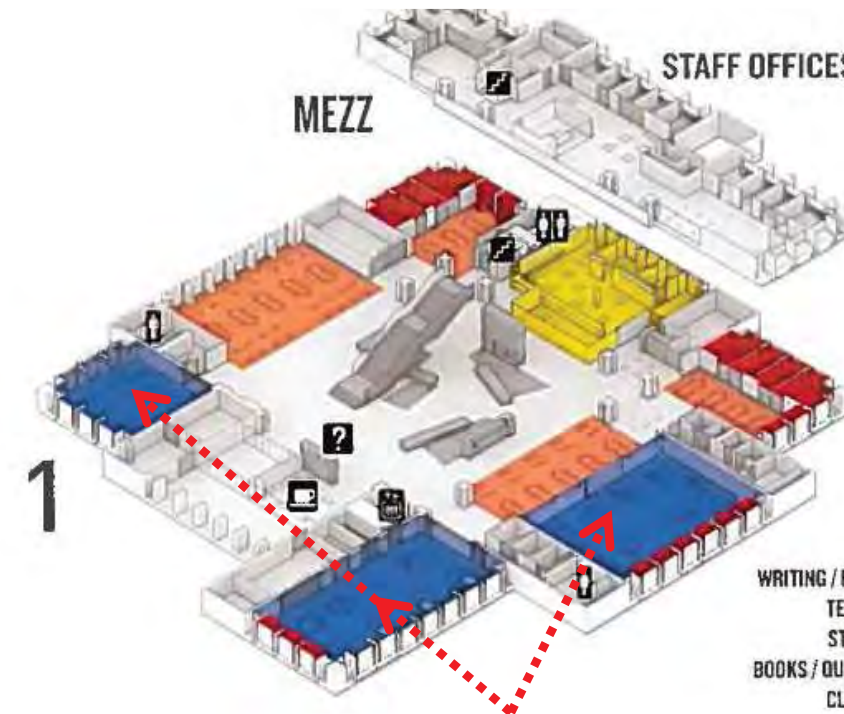
COLLABORATIVE, TECHNOLOGY RICH CLASSROOM



GROUP STUDY OR COLLABORATIVE SPACE



STUDY BOOTH FOR INDIVIDUALS OR GROUPS WITH TECHNOLOGY



COLLABORATIVE SPACES, ODEGAARD

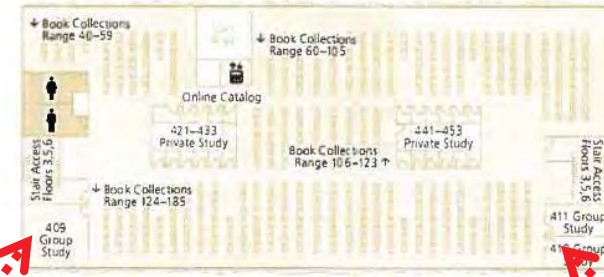
5

- Book Collections
- Microform Collections
- Periodicals Collections
- Study Carrels
-
- 509-511 Group Study
- 521-533 Private Study
- 541-553 Private Study



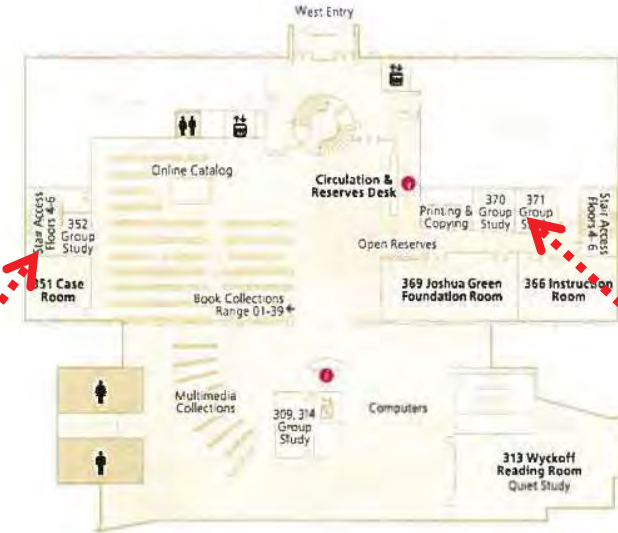
4

- Book Collections
- Study Carrels
-
- 409-411 Group Study
- 421-433 Private Study
- 441-453 Private Study



3

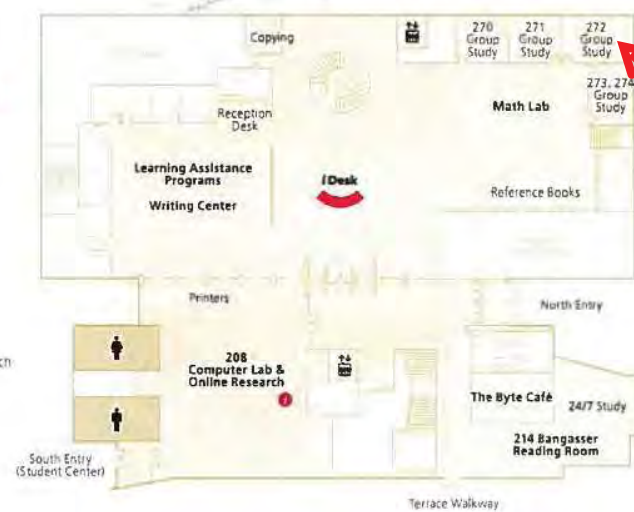
- Book Collections
- Circulation & Reserves Desk
- Computers
- Multimedia Collections
- West Entry
-
- Instruction Rooms**
- 351 Case Room
- 366 Instruction Room
- 369 Joshua Green Foundation Room
-
- 309 Group Study
- 313 Wyckoff Reading Room
- 314 Group Study
- 352 Group Study
- 370 Group Study
- 371 Group Study
- 372 Printing & Copying



2

Desk = Library Information

- The Byte Café
- Computers
- Learning Assistance Programs
- Math Lab
- North & South Entries
- Reference Books
- Research Help
- Writing Center
- 2477 Study
-
- 208 Computer Lab & Online Research
- 214 Bangasser Reading Room
- 258 Copying
- 270-274 Group Study



ENCLOSED GROUP STUDY ROOM



GROUP COLLABORATIVE SPACE DEFINED BY FLEXIBLE FURNITURE

COLLABORATIVE SPACES, SEATTLE UNIVERSITY



GROUP STUDY ROOM WITH WHITE BOARD FOR PROBLEM SOLVING



CLASSROOM WITHIN COMMONS



COLLABORATIVE WRITABLE TABLE TOP



FLEXIBLE OPEN CLASSROOM WITH MOVEABLE CHAIRS



MEDIA SPACE GATHERING AREA

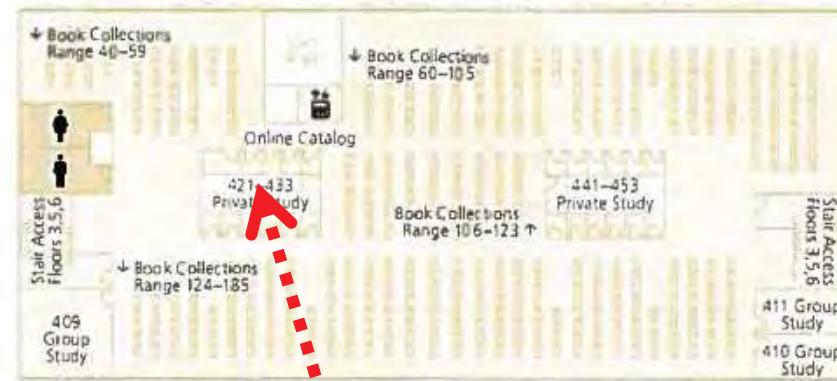


COLLABORATIVE SPACES, ALLEN RESEARCH COMMONS

4

Book Collections
Study Carrels

- 409-411 Group Study
- 421-433 Private Study
- 441-453 Private Study



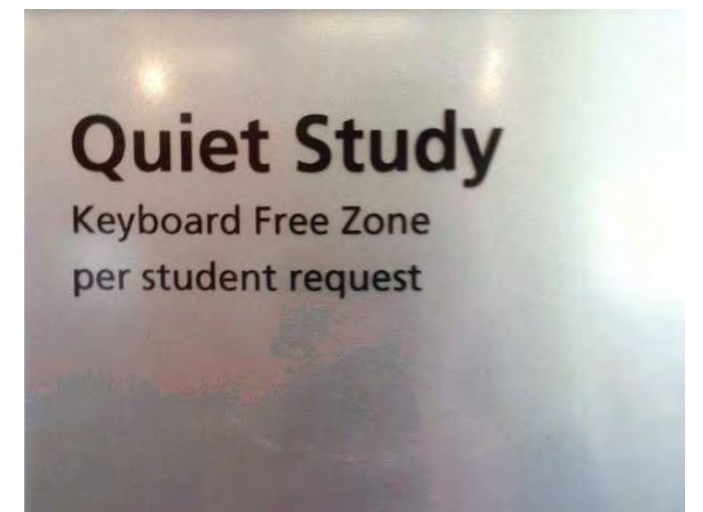
PHONE BOOTH SIZED STUDY ROOM FOR INDIVIDUALS
(VERY POPULAR!)



SILENT SPACE



LAPTOP BAR



INDIVIDUAL LEARNING, SEATTLE UNIVERSITY



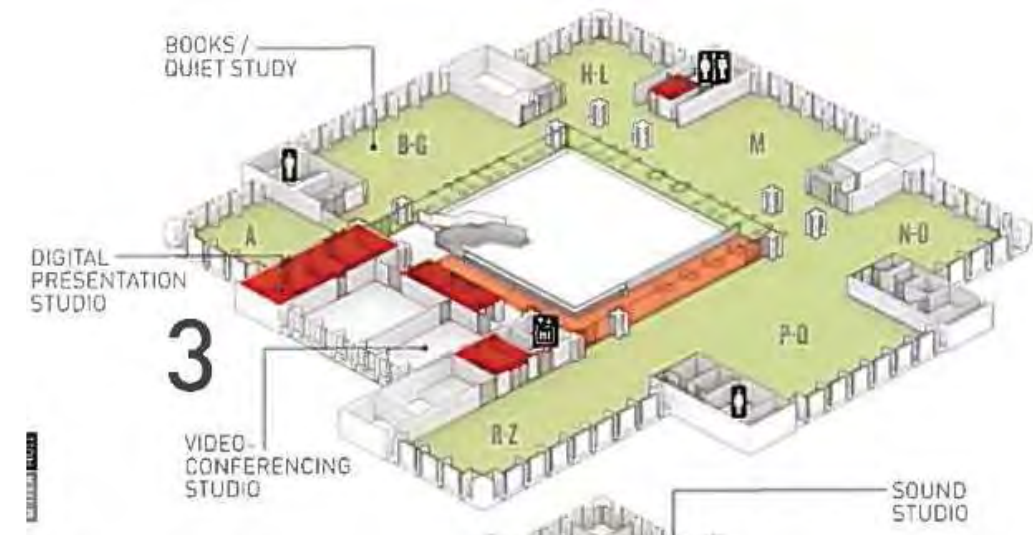
LAPTOP BAR



SHARED NATURAL LIGHT CREATED WITH GLAZING



STUDY TABLES AND CHAIRS, QUIETER AREAS ON UPPER FLOORS



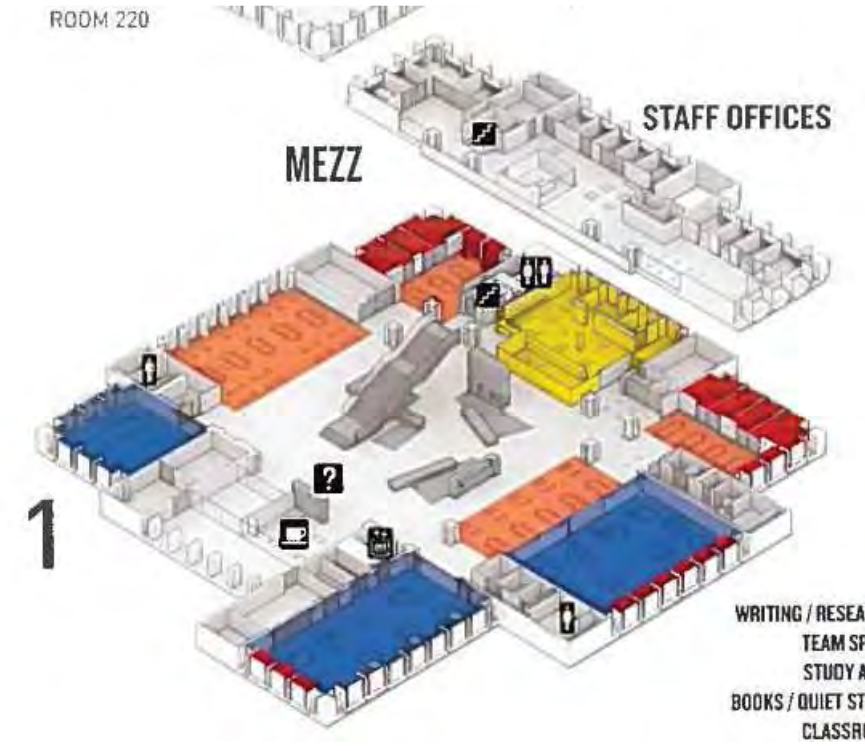
INDIVIDUAL LEARNING, ODEGAARD LIBRARY



FLEXIBLE GROUP SPACE THAT CAN BE SET UP WITH TABLES AND CHAIRS OR FOR LARGE GROUP PRESENTATIONS. LIGHTWEIGHT ASSEMBLY SEATING CAN BE RECONFIGURED QUICKLY AND STORED EASILY WHEN NOT IN USE.



FLEXIBLE SPACE, ALLEN RESEARCH COMMONS



TEAL CLASSROOM— Technology Enabled Active Learning
 TECHNOLOGY RICH COLLABORATIVE CLASSROOMS
 ROUND TABLES EACH WITH SCREEN
 ORANGE SURFACES ARE WRITABLE WALLS
 SLIDING GLASS DOORS ALLOW THE CLASSROOM TO
 BE OPENED UP TO LIBRARY WHEN NOT IN USE.

FLEXIBLE SPACE, ODEGAARD LIBRARY

		Existing or Program				Option A	Option B	Option C		
	Position	Space	Total SF	Total SF	Total SF	Total SF	Total SF	Notes	Who	
	IT									
1	Director	Private office	120	110	135	135			Michael Ciri	
1	Admin Asisstant to director	workstation	60	60	60	60	adjacent to director		Kayti Coonjohn	
	IS : Information Systems									
1	IS (Info Systems) Manager	Private office	80	80	100	100			Mona Yarnell	
1	IS Programmer analyst	workstation	60	60	60	60			Mark Hopson	
1	IS Programmer analyst	workstation	60	60	60	60			Tom Mc Brian	
1	IS Web Programmer	workstation	60	60	60	60	proximity to campus users		John French	
	Infrastructure									
1	Infrastructure Manager	Private office	80	80	105	105			Mark Thompson	
1	Infrastructure Desktop/Network engineer	Private office or WS	80	60	60	60	maybe private office		Jake Achee	
1	Infrastructure Desktop/Network engineer (future)	workstation	60	60	60	60			Logan Rohweder	
	Workroom:		510	455	550	550				
1	Infrastructure NDS Desktop /Network Technician	Private office or WS					Noisy / separate from IT In Workroom		Ivan Hazelton	
1	Infrastructure NDS Desktop /Network Technician	workstation					Noisy / separate from IT In Workroom		Mark Delaven	
	3 to 6 student workers	workspace					Noisy / separate from IT			
	Central Bench									
	Workroom Storage		192	205	250	250	Adjacent to workroom			
	Academic / Media Tech									
1	Academic Media Tech Manager	Private office	80	80	238	238			Diana Collins	
1	Classroom Support Coordinator	Private office or WS	80	80	110	110	Oversees Classrm tech support desk		Donovan Grimes	
1	Senior Broadcast /Media Producer	Private Office	60	80	90	90	Ideally Private office		Gloria Merry	
1	Broadcast /Media Producer	Private Office	80	80	80	80	Maybe private office - video suite in office		Chip Howard	
1	Helpdesk Consultant	workstation	60	60	60	60			Steven Gross	
1	Helpdesk Consultant	workstation	60	60	60	60			Ward Ward	
1	Helpdesk Consultant	workstation	60	60	60	60			Joel Mundy	
	Media Worksapce (2 students)	media workspace	100	155	120	120				
1	A/V Specialist	workstation	60	60	60	60			Noah James	
	Control Room		230	215	230	230				
	Support									
	Conference Room	6 seats	140	125	140	140				
	Storage IS and supplies		150	125	200	200				
	Storage supplies									
	Break Room		150	100	160	160	fridge micro coffee sink			
		Subtotal	2,672							
		25% of net	668							
19	Subtotal IT		3,340	3840	5,400	5,400				
	Math / Learning Center									
	Director	Private office	90	90	105	75			Hildegard Sellner	
	Manager of Math Operations	Private office	80	80	105	75			August Steihr	
	Math Specialist/Testing coord	Private office	80	80	105	75			Eric Keller	
	Math Faculty / LCAC								Chris Hay Jahans	
	Open collaborative space	Open space	1500	1500	1325	1380				
	Subtotal Math Center		1,800	1,800	1,660	1,610				
	Testing Center									
	Testing Supervisor	Private office	150	150	105	75			Gabriel Wechner	
	Training Table seats	44 seats (60 seats ideal)								
	Computer stations (at tables)	13 computers: 6 stand alone, 7 virtual								
	Proctor desk									
	ADA testing room									
	Subtotal Testing Center		950	950	980	960				

STUDENT SURVEY THEMES

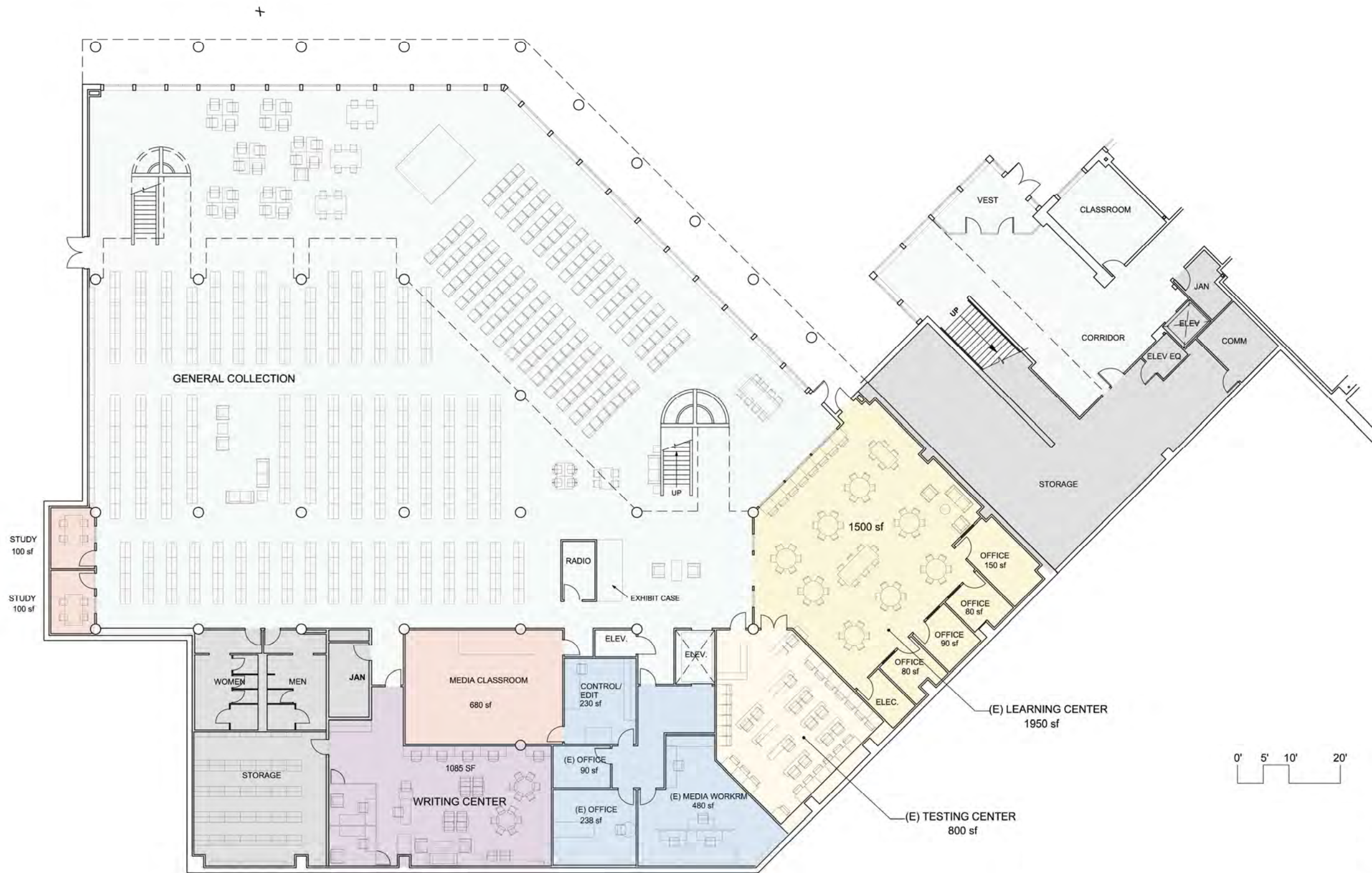
A campus wide student survey was conducted to aquire feedback on the current library spaces. The following are some themes which surfaced in the survey.

- More Study Rooms!
- Provide a variety of seating options
- Some noise is acceptable, but quiet spaces should be provided.
- Add Laptop Bars!
- Use space allocated to assembly chairs for library.

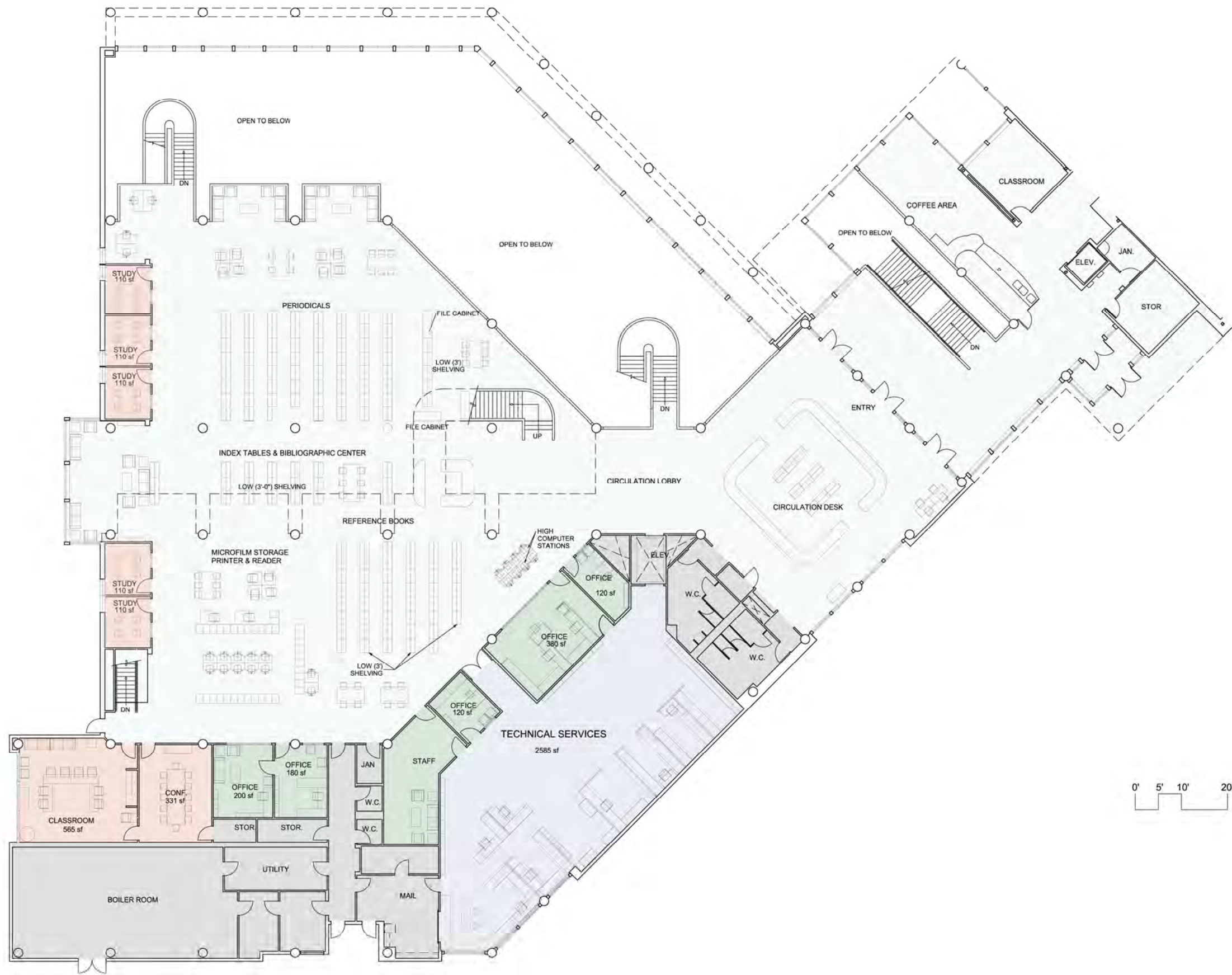
EGAN LIBRARY BUILDING SPACE PROGRAM

	Position	Space	Existing or Program				Who
			Option A	Option B	Option C	Option C	
Writing Center							
	Director	Office	72	80	80	80	Liz Dodd
	Meeting/office	Office/meeting	72	80	80	80	
	Reception / tudor station		100				
	Kitchenette		40				
	Open collaborative space		640				
			924				
	Subtotal Writing Center		1,125	1,185	1,185	1,185	
Administration							
	Circulation Desk						
	Break Room						
	Director's Office	Private Office	200	230	230	230	Elise
	Asistant to director office	Private Office	180	145	145	145	Kristi
	Public Services Librarian	Private Office	200	150	150	150	Jonas
	Interlibrary Loan Services	Private Office	180	180	180	180	Beatrice
	Informational Literacy Librarian / Faculty	Private Office	120	120	120	120	Bethany
	Additional Office						
	Subtotal Administration						
Technical Services							
	Librarian - Tech services Faculty	Private Office	120	120	120	120	Jennifer Ward
	Open office						
	Subtotal Technical Services		2585	2585	2585	2585	
Study / Meeting / Classrooms							
	Classroom		680		680	680	
	Classroom		565				
	Conference		331	320	250	350	
	Study 1		110	110	40	40	
	Study 2		110	110	40	40	
	Study 3		110	110	40	40	
	Study 4		110	110	40	40	
	Study 5		110	110	75	75	
	Study 6		100	117	75	75	
	Study 7		100	117	180	110	
	Study 8			35	180	110	
	Study 9			35	110	110	
	Study 10			35	110	170	
	Study 11			35	120		
	Study 12			140	40		
	Study 13				40		
	Study 14				40		
	Study 15				40		
	Study 16				40		
	Study 17				40		
	Study 18				170		

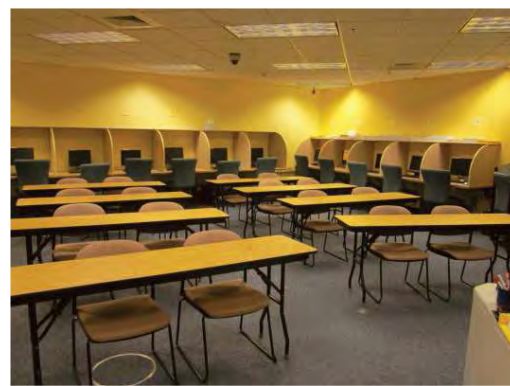
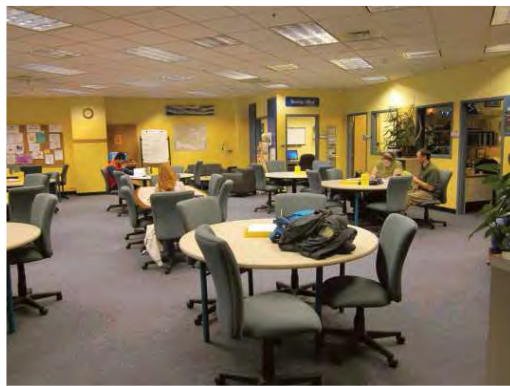
**EGAN LIBRARY BUILDING
SPACE PROGRAM**



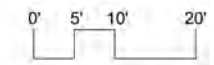
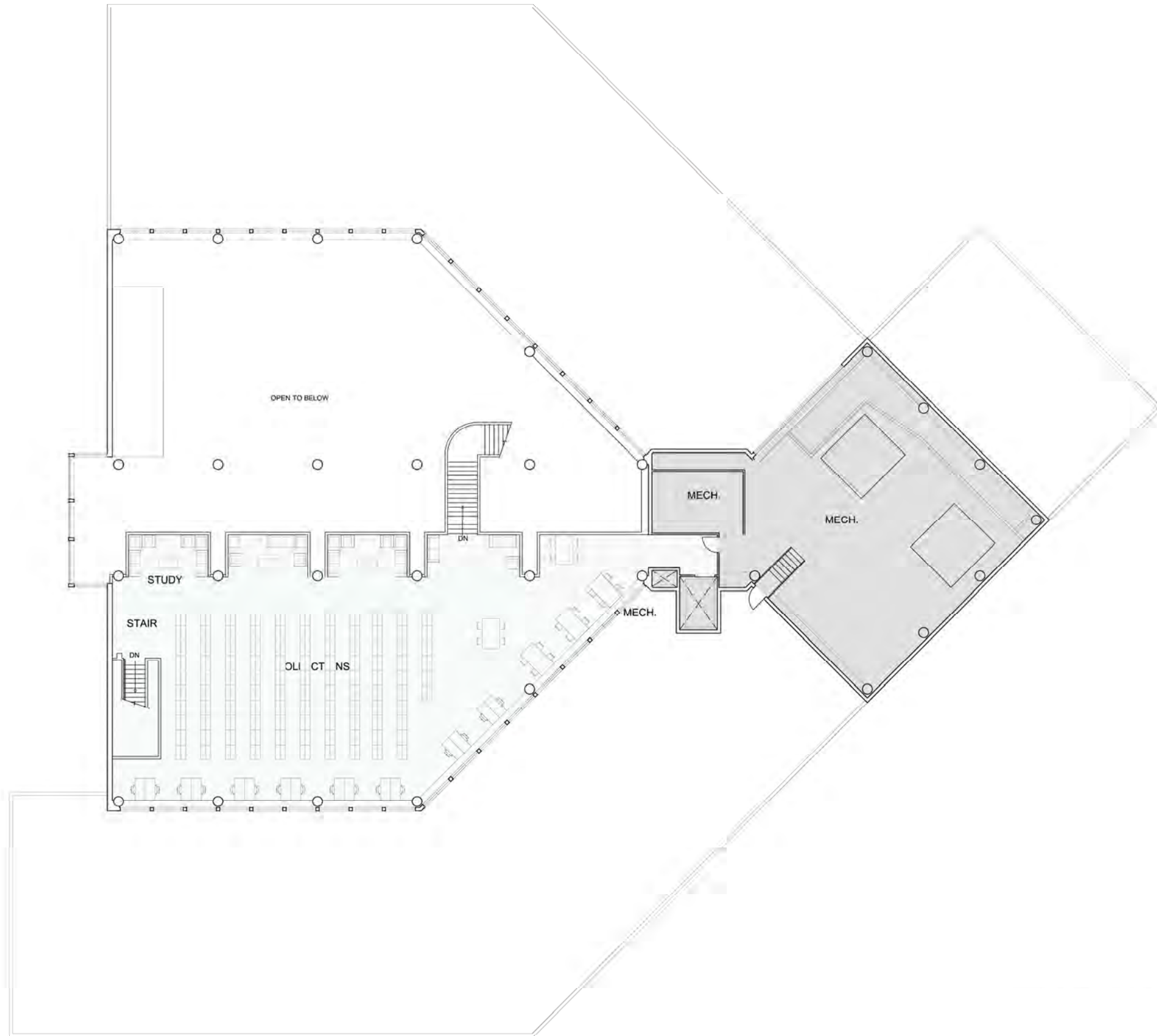
EXISTING LOWER LEVEL PLAN



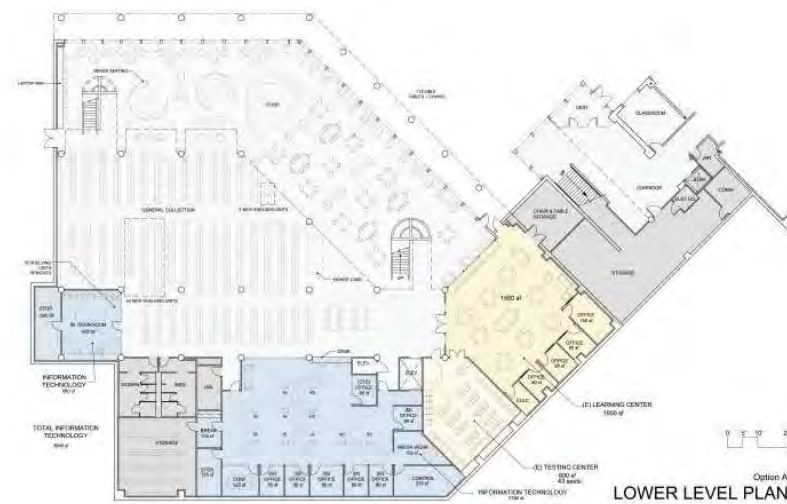
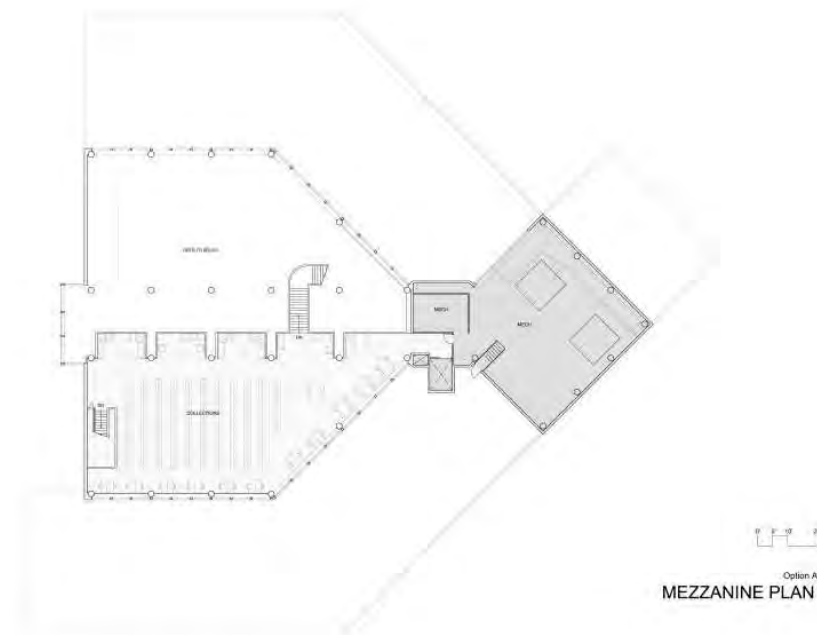
EXISTING MAIN LEVEL PLAN



EXISTING LIBRARY PHOTOS



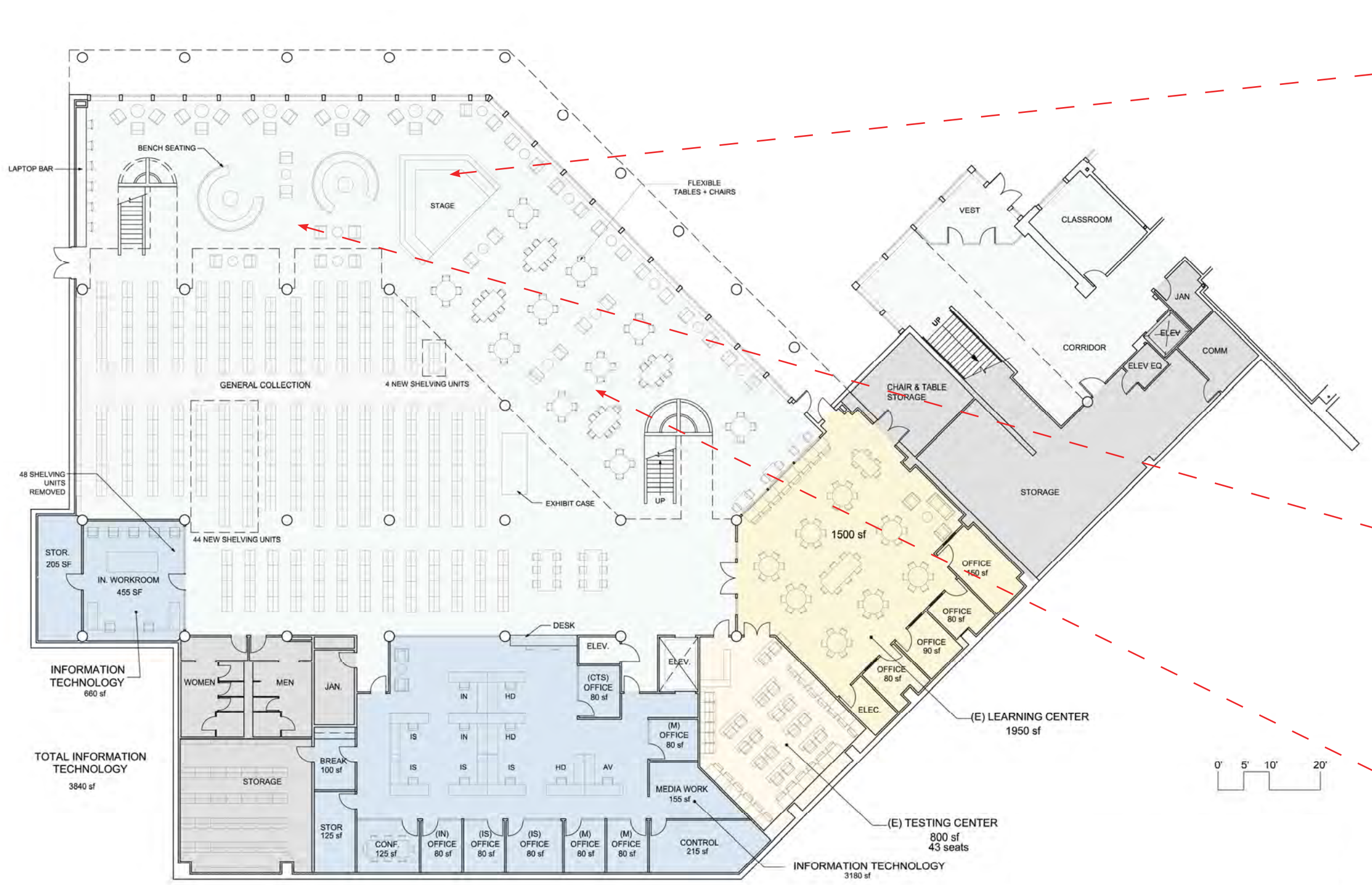
EXISTING MEZZANINE PLAN



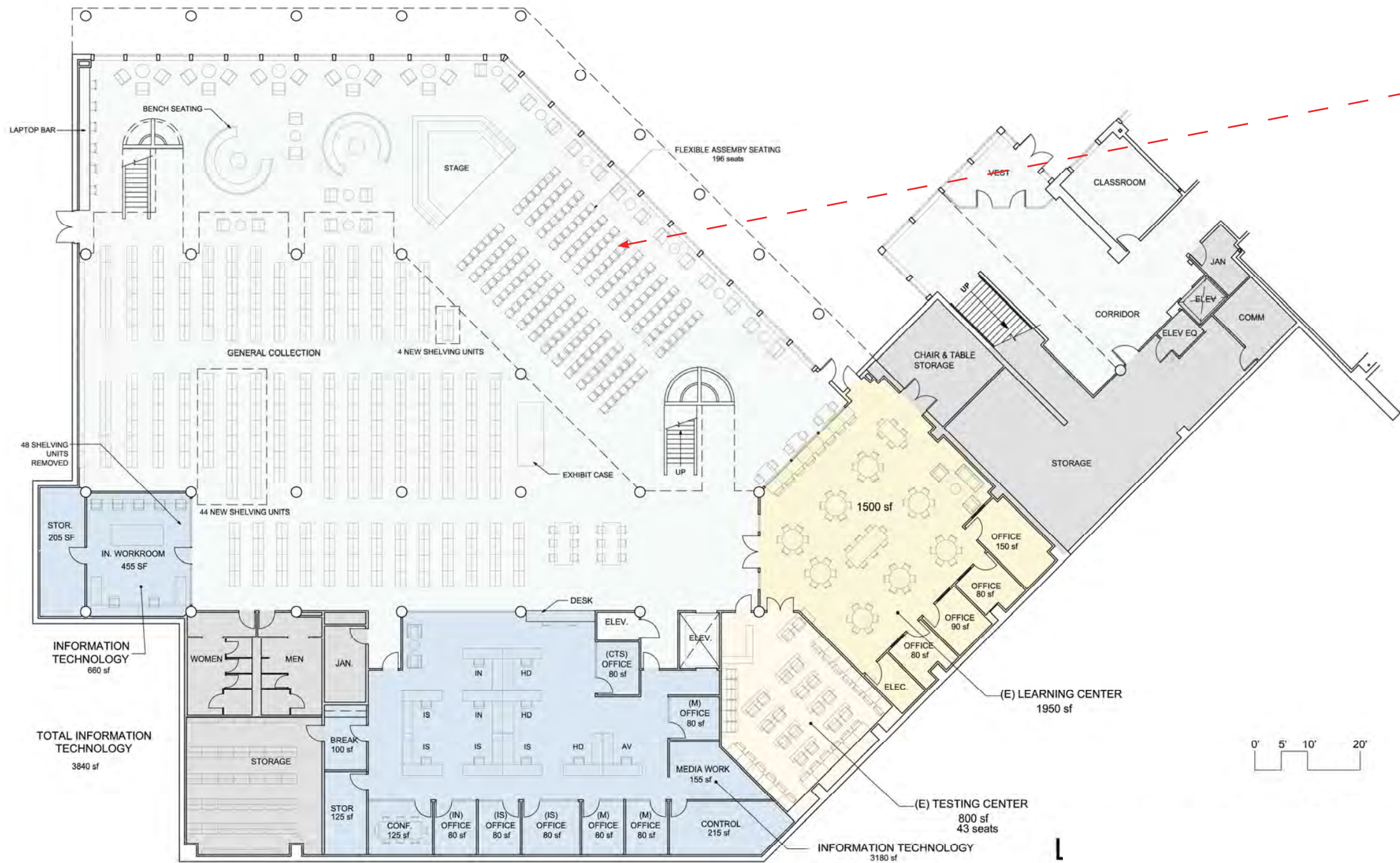
- No changes to Learning Center
- Natural light, more accessible location and increased area for the Writing Center
- More study rooms of different sizes (12 total)
- No change to collection size
- Welcoming Library entrance
- Greater view of library from circulation desk
- No classroom



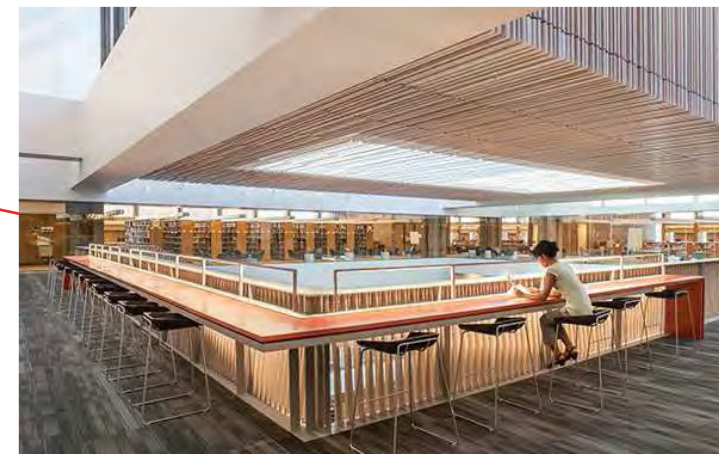
SUMMARY : OPTION A



CHAIR AND TABLE LAYOUT
LOWER LEVEL PLAN : OPTION A

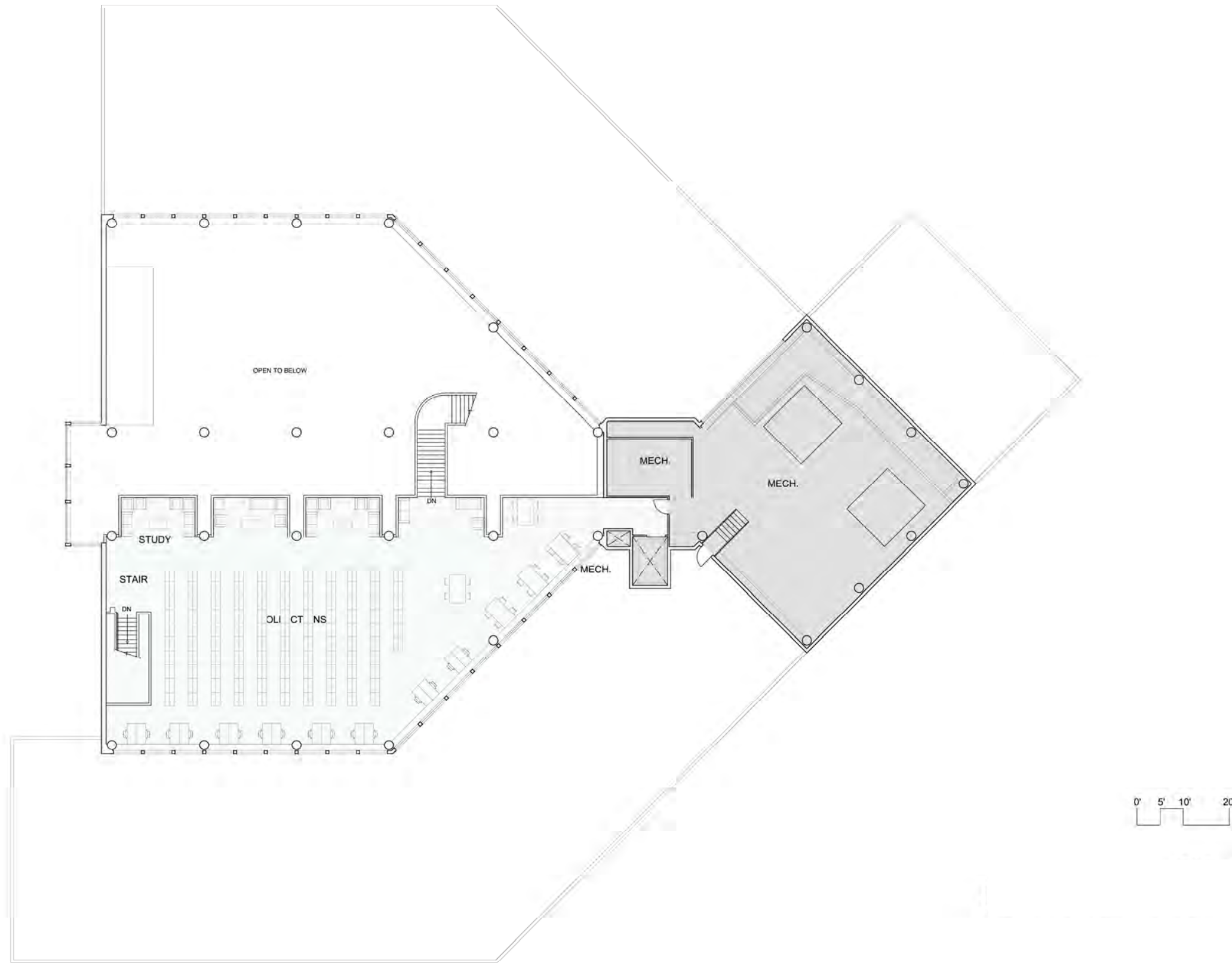


ASSEMBLY CHAIR LAYOUT
LOWER LEVEL PLAN : OPTION A

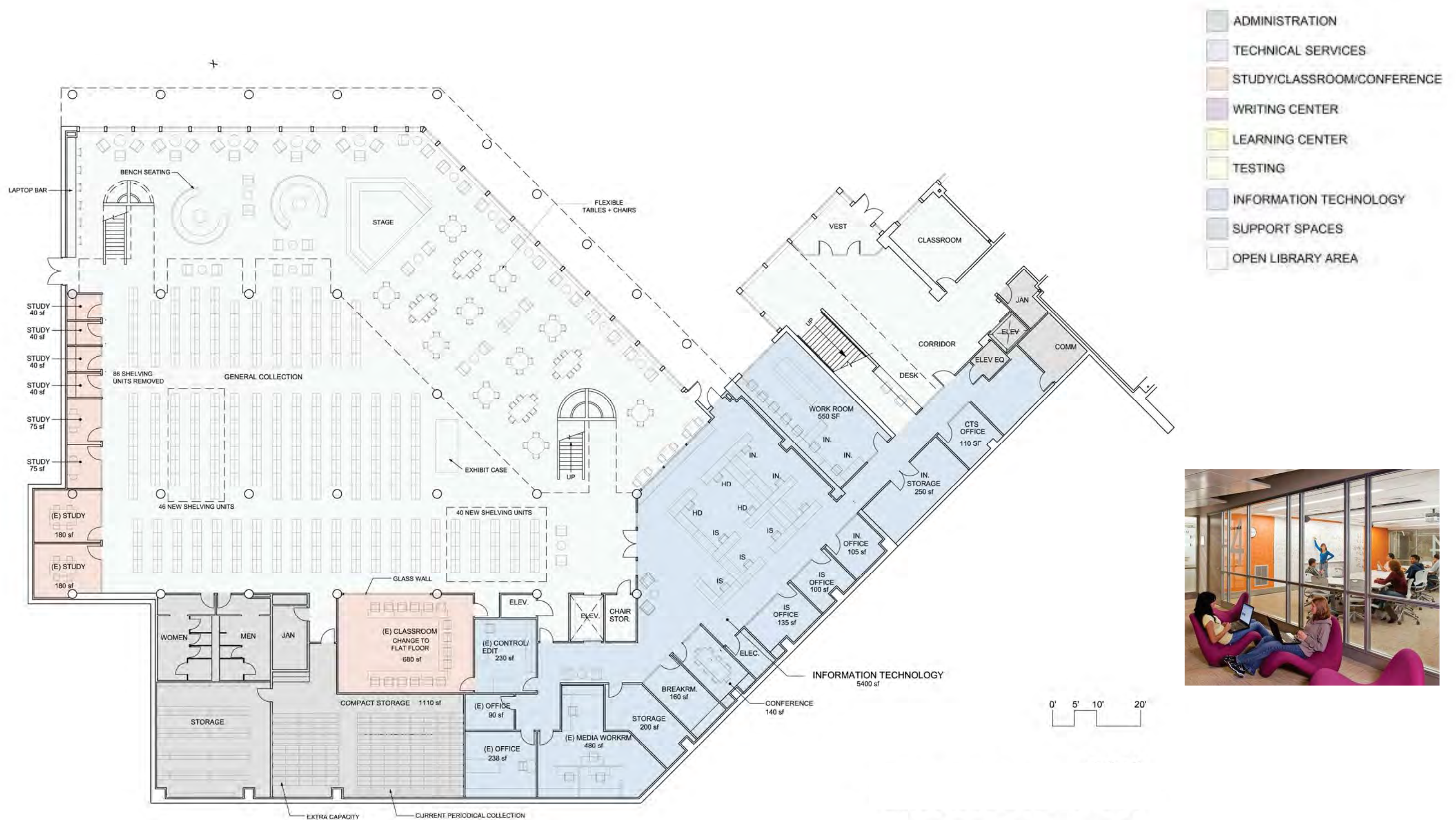


MAIN LEVEL PLAN : OPTION A

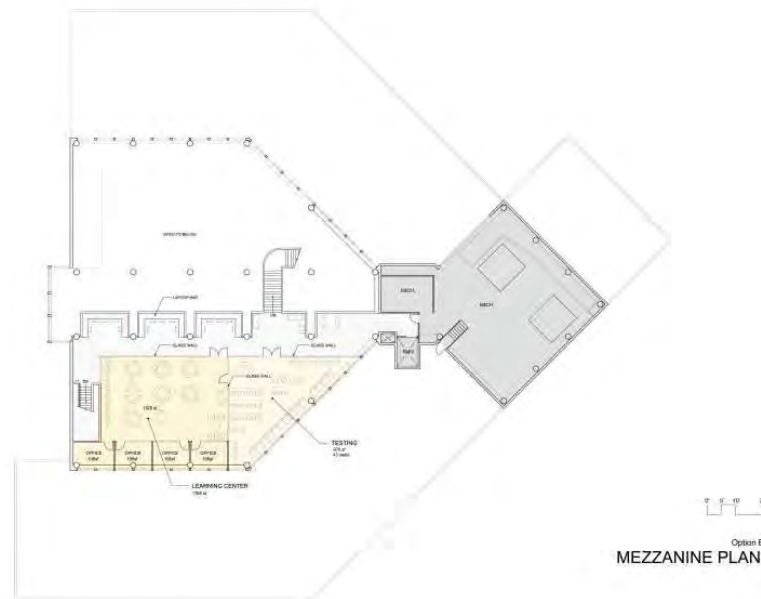
- ADMINISTRATION
- TECHNICAL SERVICES
- STUDY/CLASSROOM/CONFERENCE
- WRITING CENTER
- LEARNING CENTER
- TESTING
- INFORMATION TECHNOLOGY
- SUPPORT SPACES
- OPEN LIBRARY AREA



MEZZANINE PLAN : OPTION A



LOWER LEVEL PLAN : OPTION B



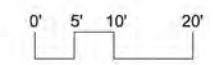
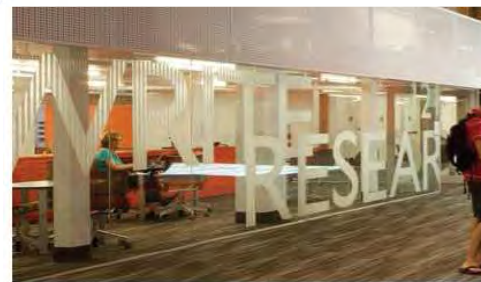
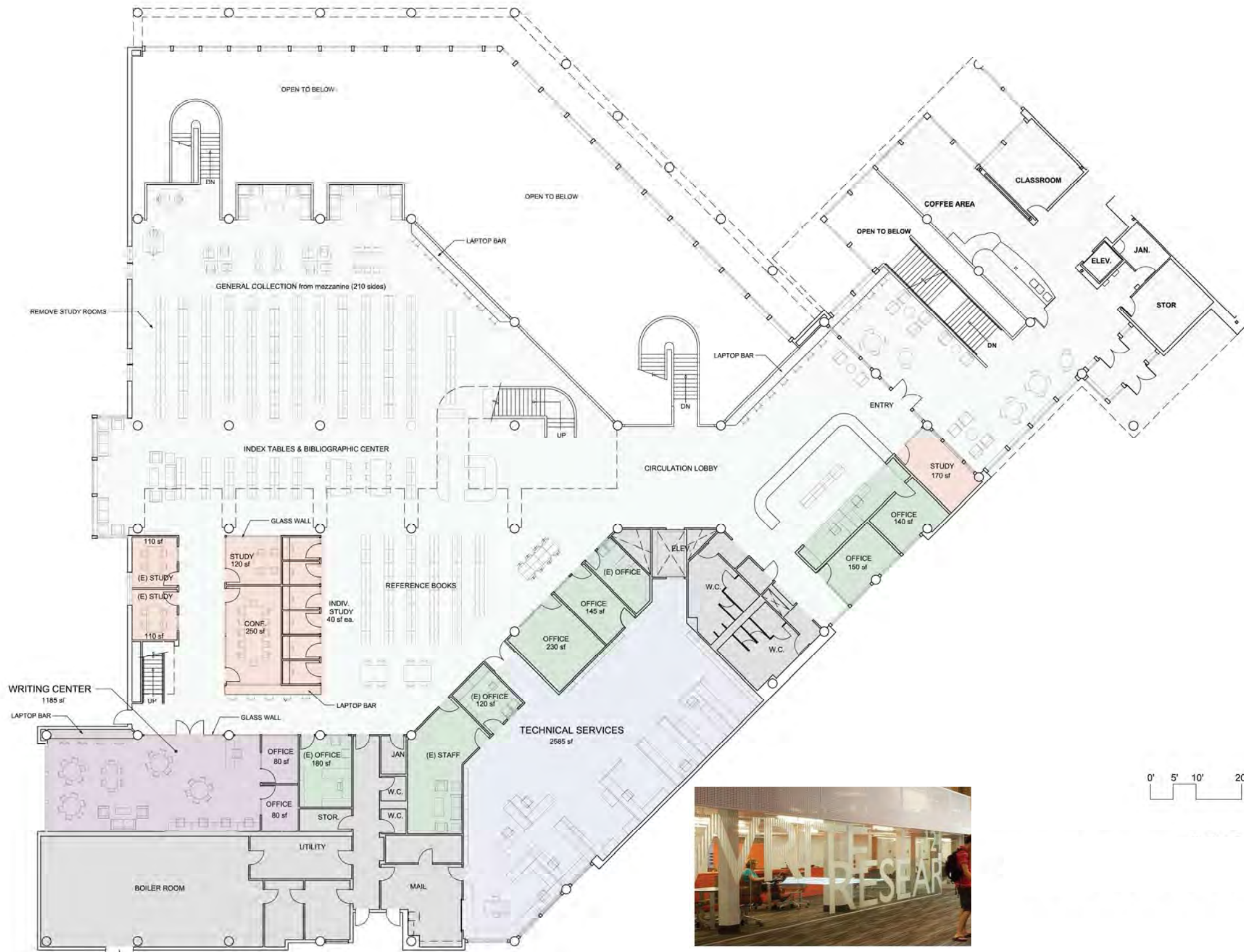
- ADMINISTRATION
- TECHNICAL SERVICES
- STUDY/CLASSROOM/CONFERENCE
- WRITING CENTER
- LEARNING CENTER
- TESTING
- INFORMATION TECHNOLOGY
- SUPPORT SPACES
- OPEN LIBRARY AREA

OPTION B

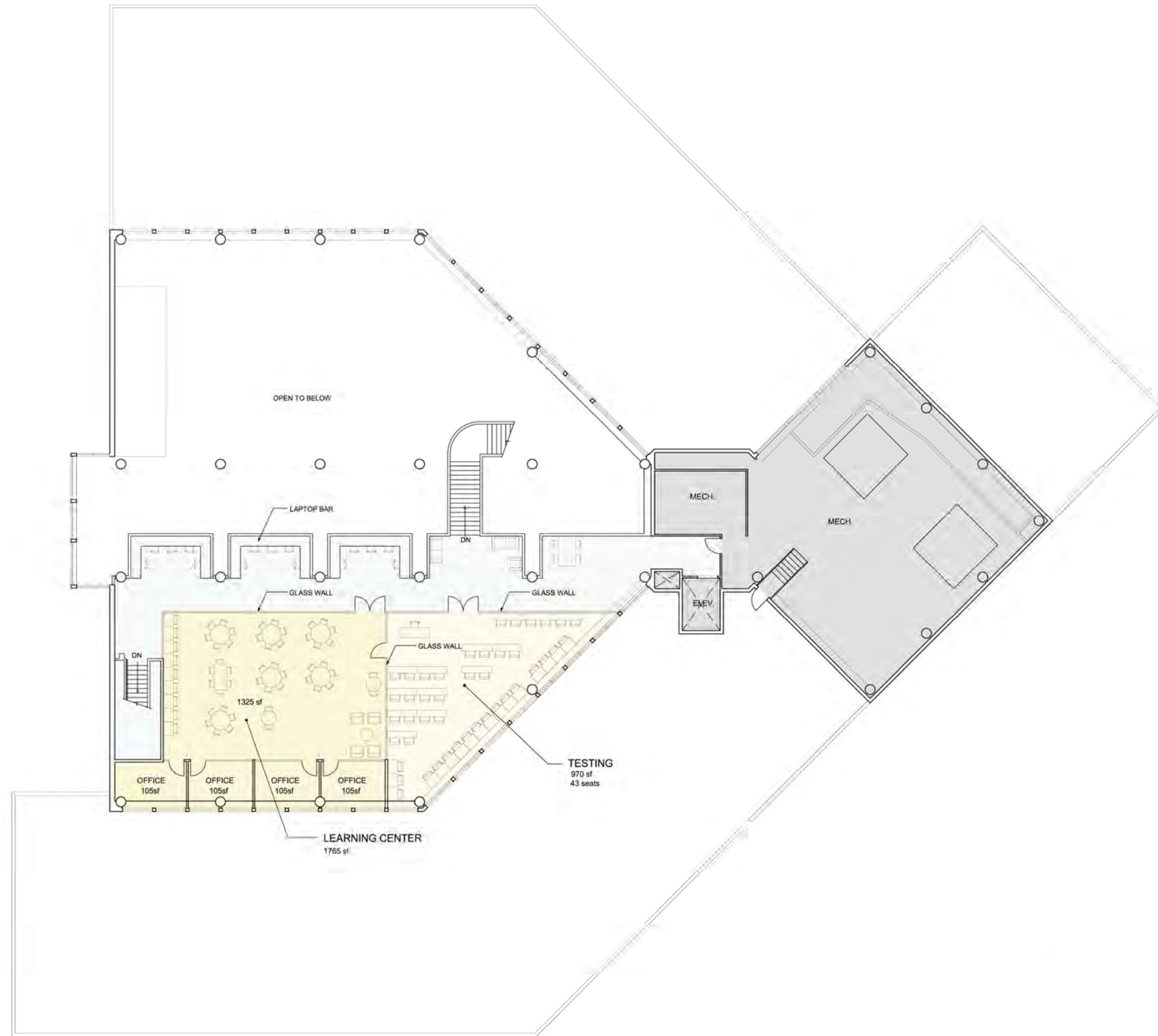
- More natural light for Learning and Testing
- Natural light, more accessible location and increased area for the Writing Center
- More study rooms of different sizes (18 total)
- Generous area and natural light for Information Technology
- Minimal change to Media services and no change to control room
- Extra capacity of compact storage
- No change to collection size
- More welcoming library entrance
- Greater view of library from circulation desk

SUMMARY : OPTION B

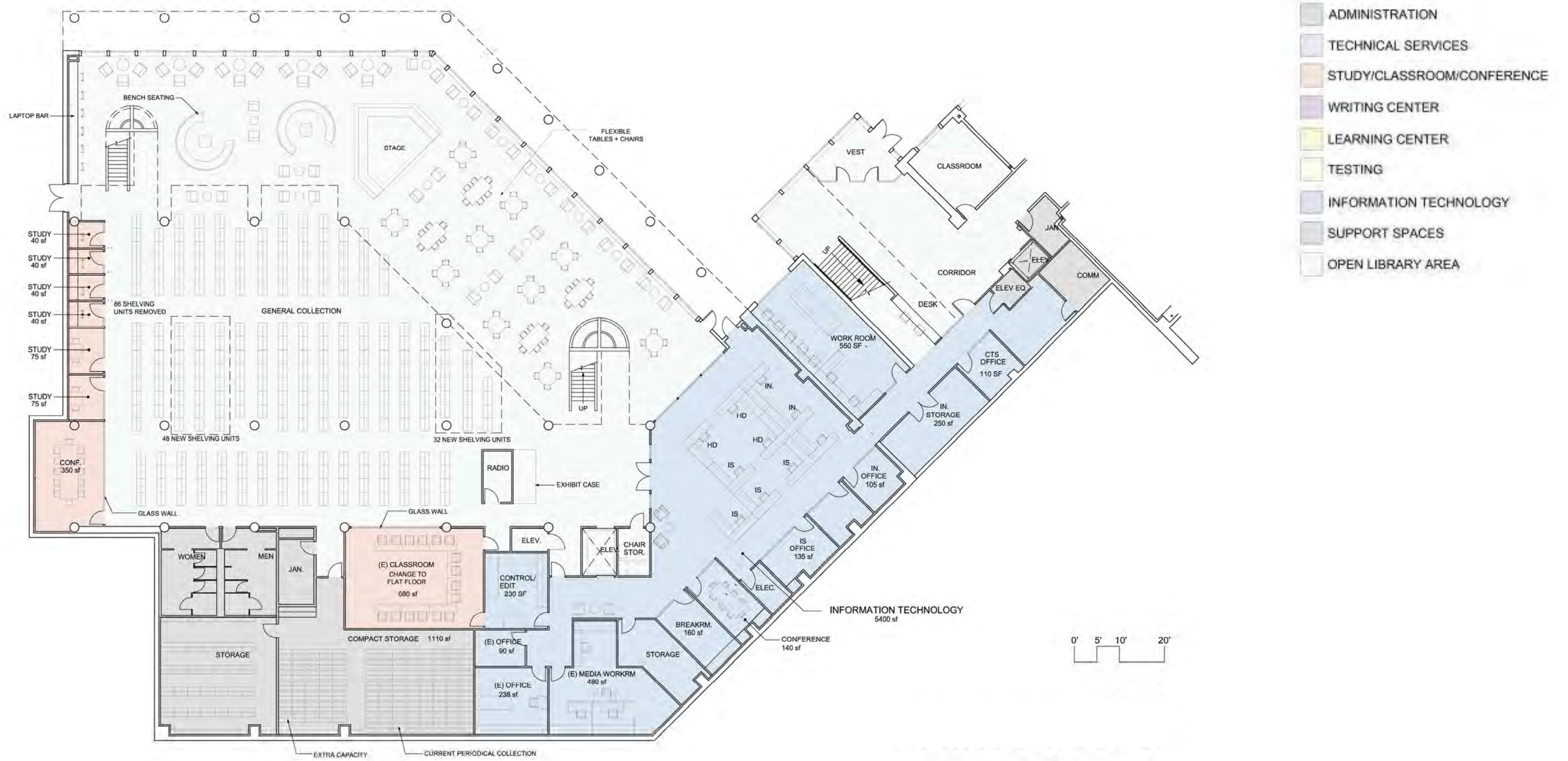
- ADMINISTRATION
- TECHNICAL SERVICES
- STUDY/CLASSROOM/CONFERENCE
- WRITING CENTER
- LEARNING CENTER
- TESTING
- INFORMATION TECHNOLOGY
- SUPPORT SPACES
- OPEN LIBRARY AREA



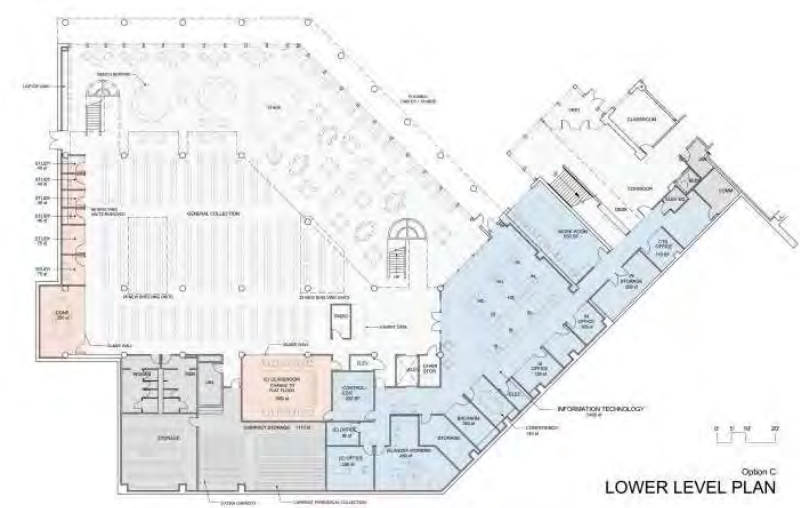
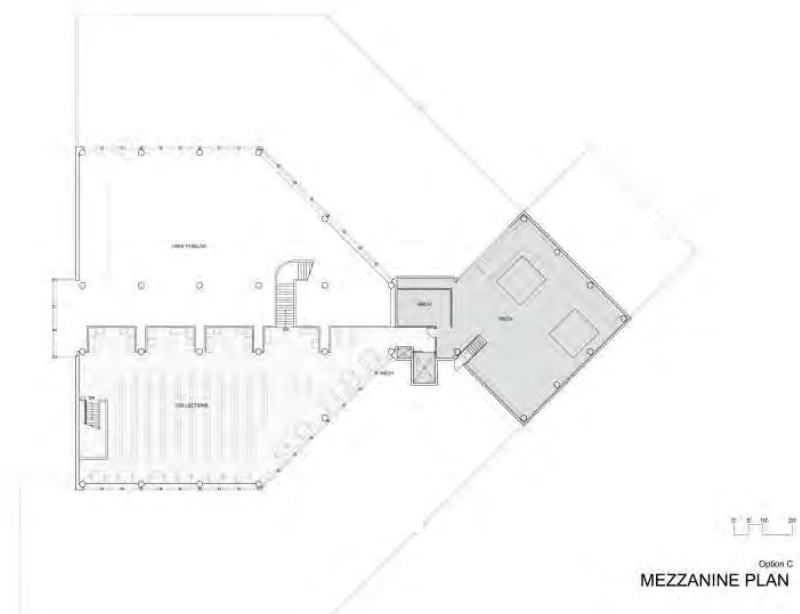
MAIN LEVEL PLAN : OPTION B



MEZZANINE PLAN : OPTION B



LOWER LEVEL PLAN : OPTION C

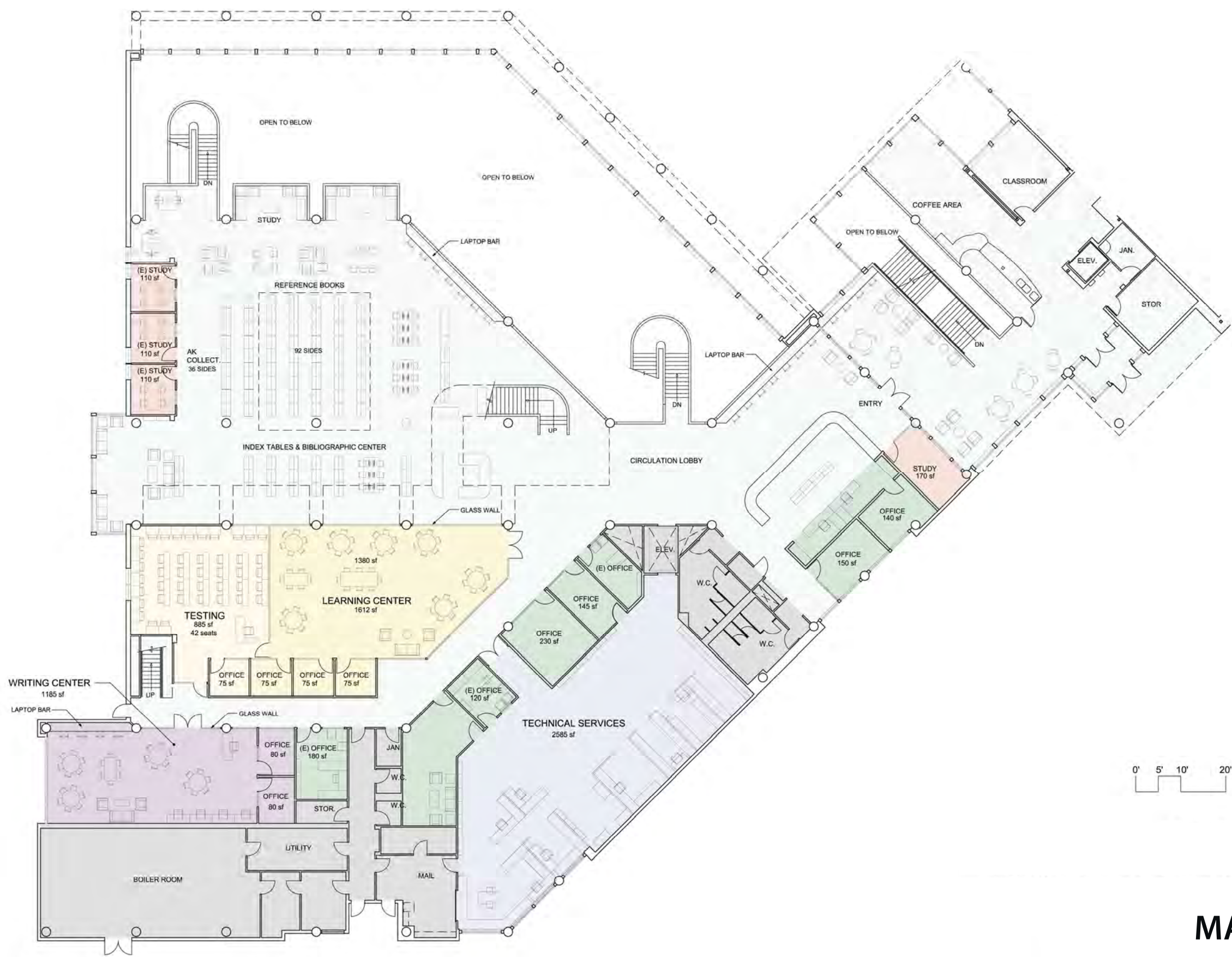


- ADMINISTRATION
- TECHNICAL SERVICES
- STUDY/CLASSROOM/CONFERENCE
- WRITING CENTER
- LEARNING CENTER
- TESTING
- INFORMATION TECHNOLOGY
- SUPPORT SPACES
- OPEN LIBRARY AREA

OPTION C

- Prominent location at Library Entry for Learning and Testing
- Natural light, more accessible location and increased area for the Writing Center
- More study rooms of different sizes and configurations (10 total)
- No change to collection size
- Extra capacity of compact storage
- Minimal change to Media services and no change to control room
- More welcoming library entrance
- Greater view of library from circulation desk
- Alaska Collection near reference

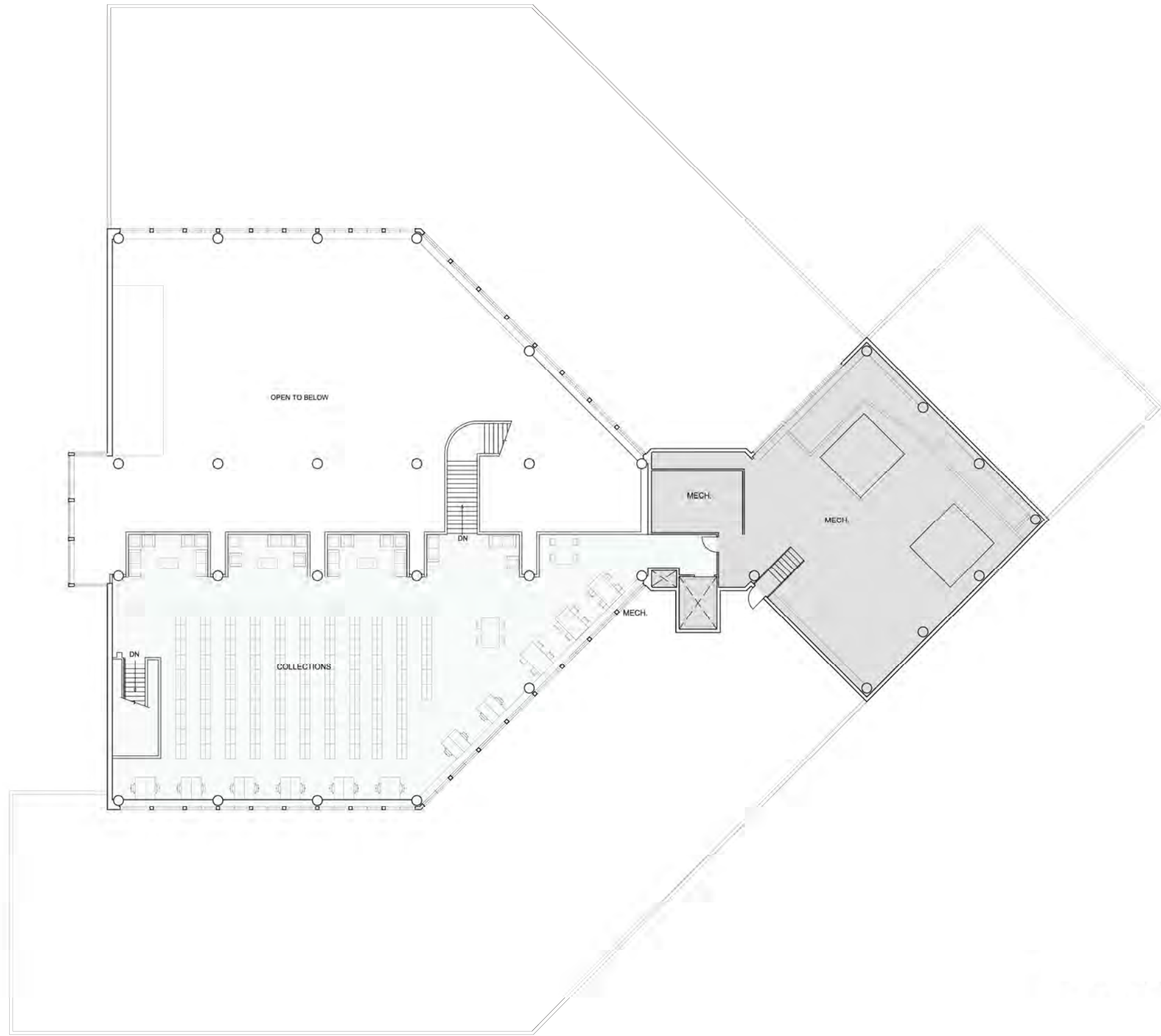
SUMMARY : OPTION C



- ADMINISTRATION
- TECHNICAL SERVICES
- STUDY/CLASSROOM/CONFERENCE
- WRITING CENTER
- LEARNING CENTER
- TESTING
- INFORMATION TECHNOLOGY
- SUPPORT SPACES
- OPEN LIBRARY AREA

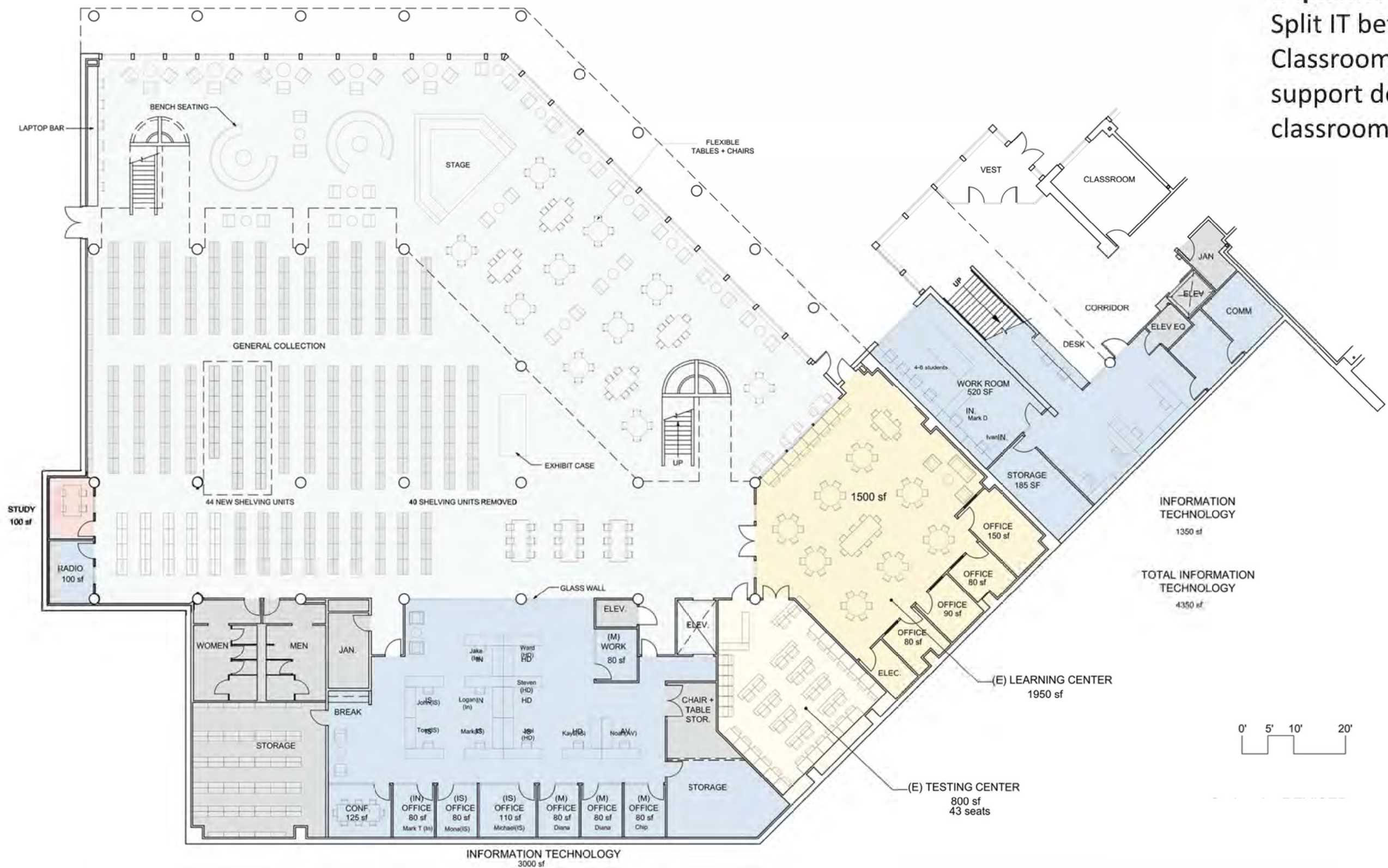


MAIN LEVEL PLAN : OPTION C



MEZZANINE PLAN : OPTION C

Implemented Improvements:
 Split IT between the Library and Classroom wing so the classroom support desk has proximity to the classrooms

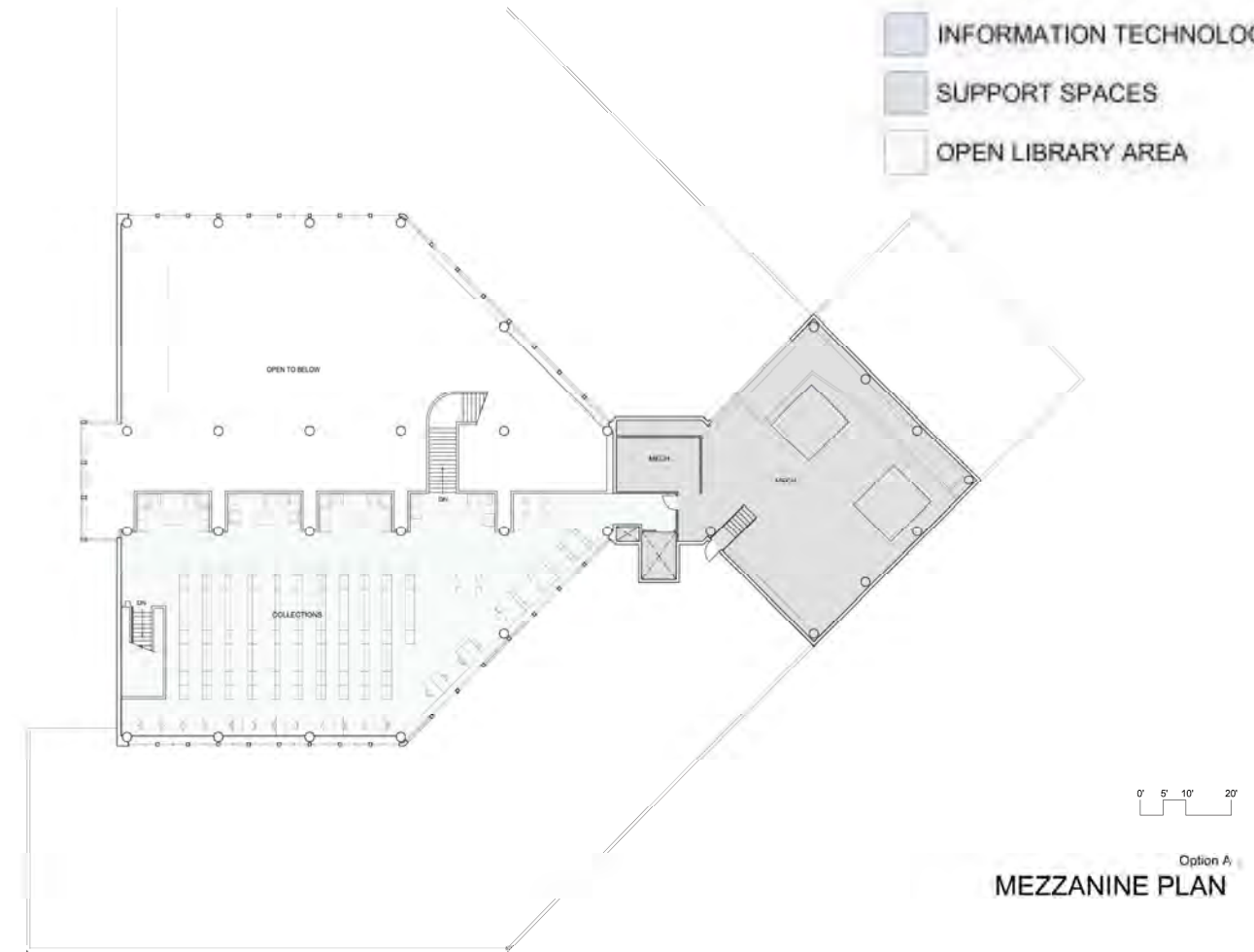
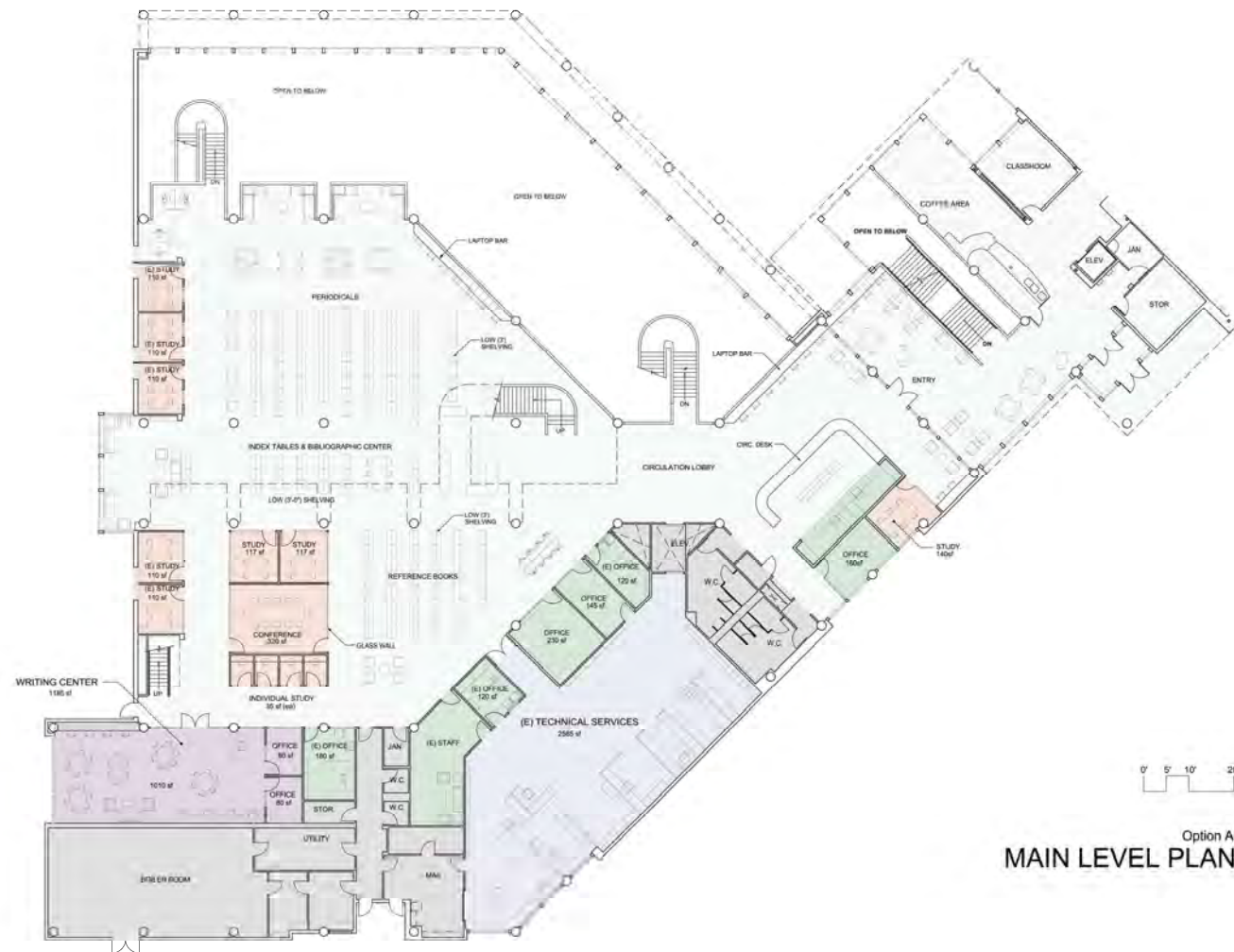


INFORMATION TECHNOLOGY
1350 sf
TOTAL INFORMATION TECHNOLOGY
4350 sf

LOWER LEVEL PLAN : OPTION A - REVISION 1

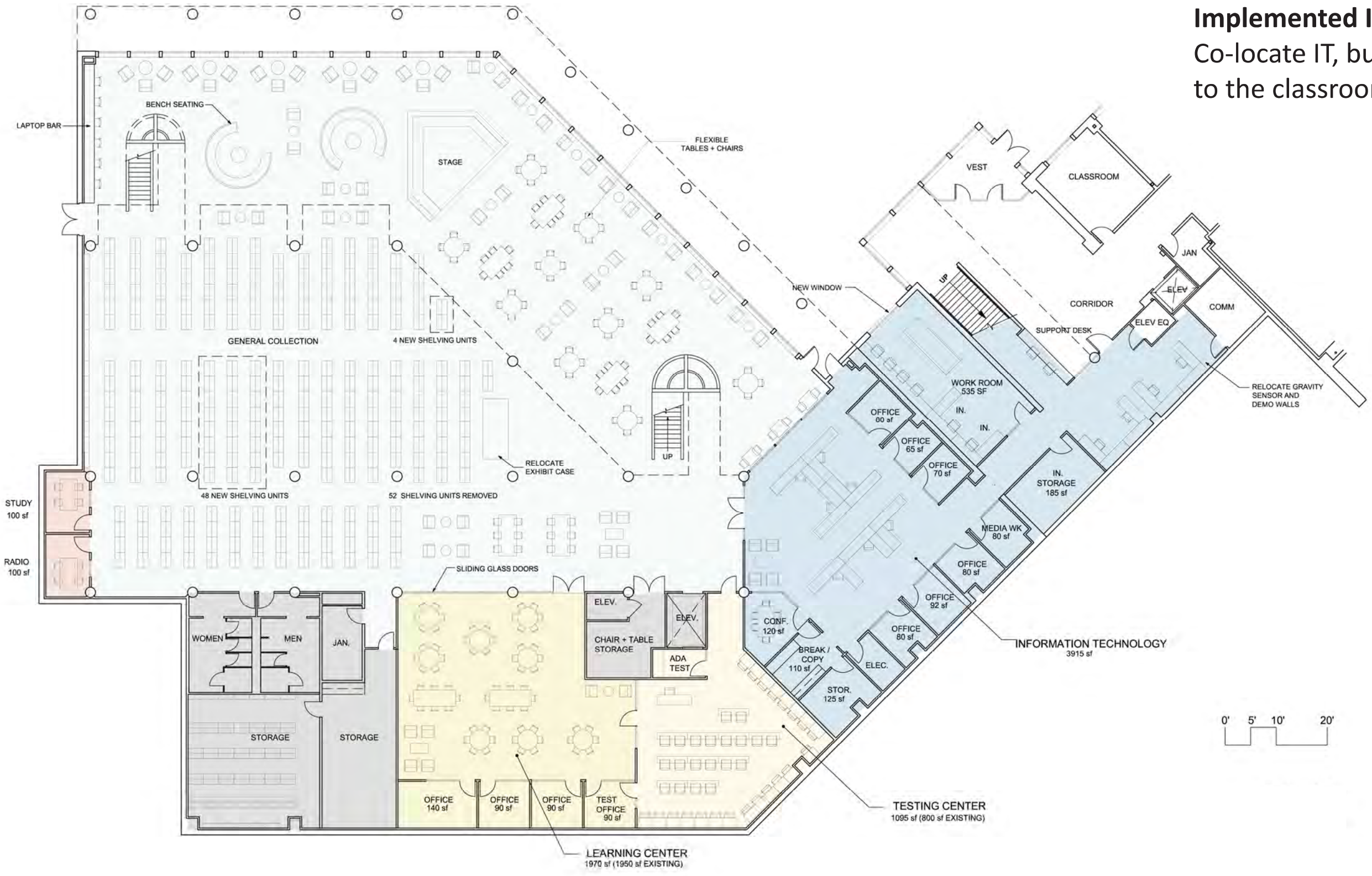
NO CHANGES TO UPPER FLOORS

- ADMINISTRATION
- TECHNICAL SERVICES
- STUDY/CLASSROOM/CONFERENCE
- WRITING CENTER
- LEARNING CENTER
- TESTING
- INFORMATION TECHNOLOGY
- SUPPORT SPACES
- OPEN LIBRARY AREA



MAIN LEVEL AND MEZZANINE PLAN : OPTION A - REVISION 1

Implemented Improvements:
 Co-locate IT, but retain connection
 to the classroom wing.



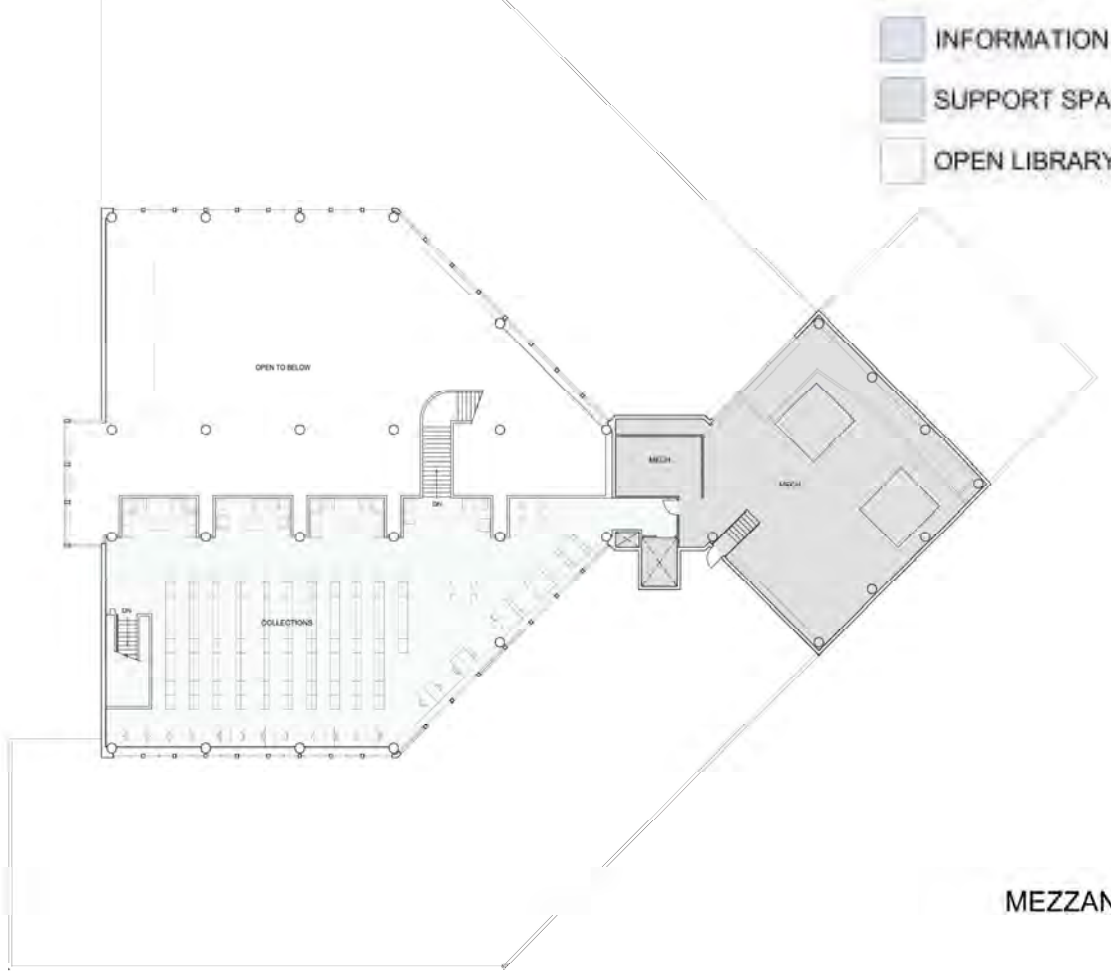
LOWER LEVEL PLAN : OPTION A - REVISION 2

NO CHANGES TO UPPER FLOORS

- ADMINISTRATION
- TECHNICAL SERVICES
- STUDY/CLASSROOM/CONFERENCE
- WRITING CENTER
- LEARNING CENTER
- TESTING
- INFORMATION TECHNOLOGY
- SUPPORT SPACES
- OPEN LIBRARY AREA

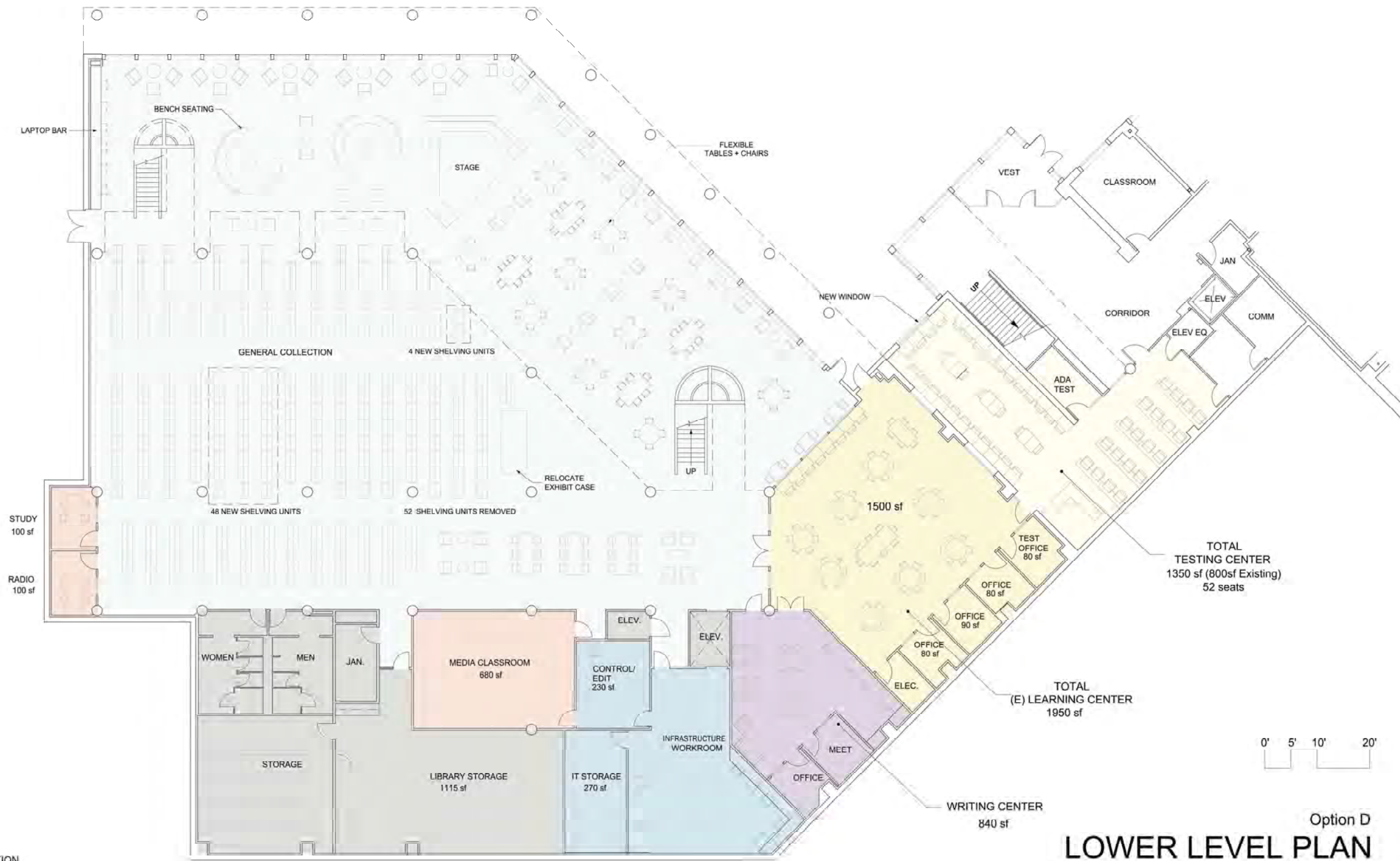


Option A
MAIN LEVEL PLAN



Option A
MEZZANINE PLAN

MAIN LEVEL AND MEZZANINE PLAN : OPTION A - REVISION 2



Option D
LOWER LEVEL PLAN

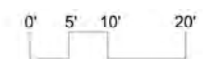
- ADMINISTRATION
- TECHNICAL SERVICES
- STUDY/CLASSROOM/CONFERENCE
- WRITING CENTER
- LEARNING CENTER
- TESTING
- INFORMATION TECHNOLOGY
- SUPPORT SPACES
- OPEN LIBRARY AREA

LOWER LEVEL PLAN : OPTION D



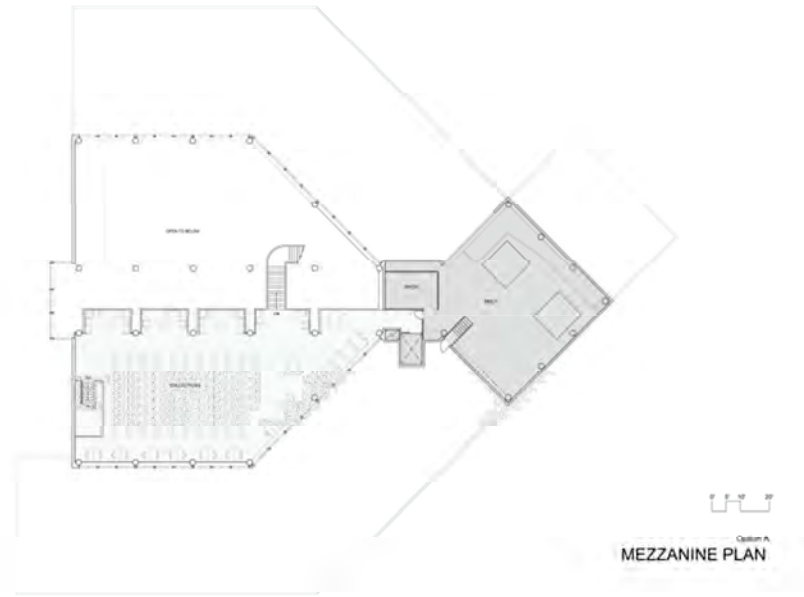
- ADMINISTRATION
- TECHNICAL SERVICES
- STUDY/CLASSROOM/CONFERENCE
- WRITING CENTER
- LEARNING CENTER
- TESTING
- INFORMATION TECHNOLOGY
- SUPPORT SPACES
- OPEN LIBRARY AREA

- ADMINISTRATION
- TECHNICAL SERVICES
- STUDY/CLASSROOM/CONFERENCE
- WRITING CENTER
- LEARNING CENTER
- TESTING
- INFORMATION TECHNOLOGY
- SUPPORT SPACES
- OPEN LIBRARY AREA



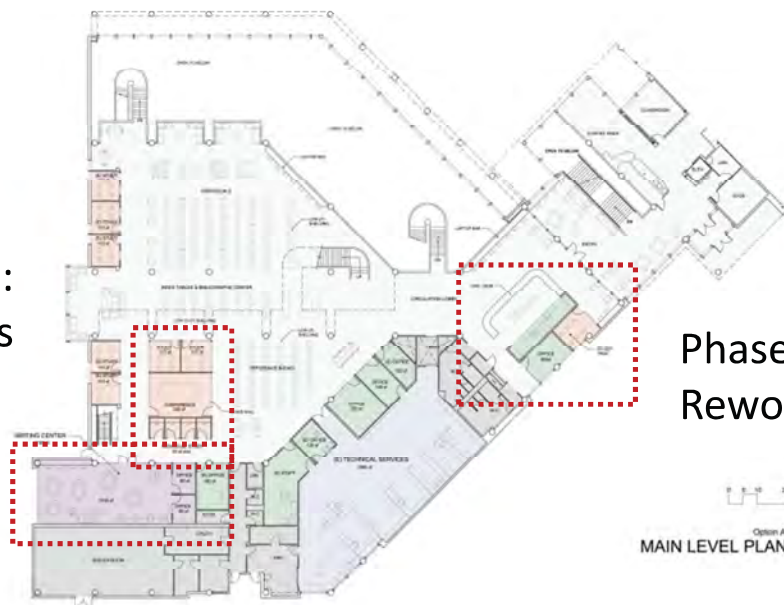
Option D
MAIN LEVEL PLAN

MAIN LEVEL PLAN : OPTION D



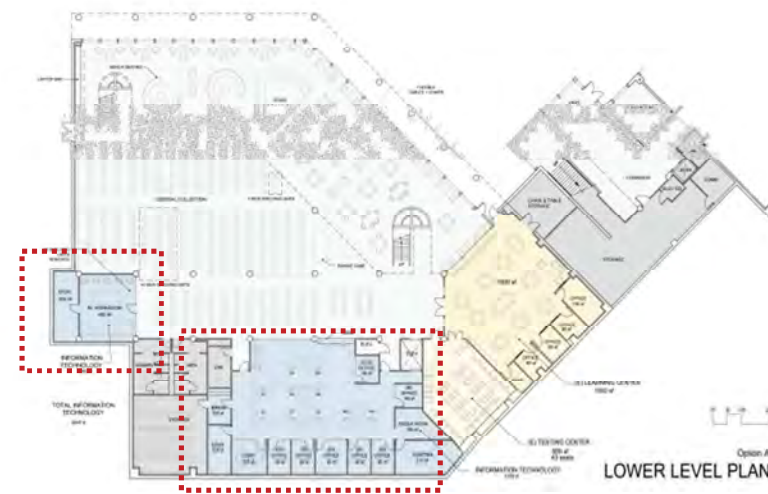
Phase 4:
Add Study Areas

Phase 1:
Move Writing
Center



Phase 3:
Rework Entry

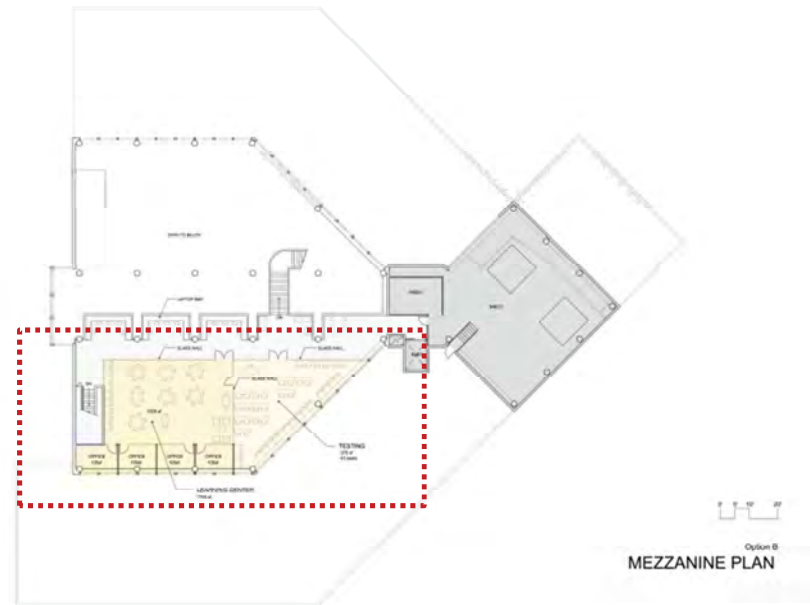
Phase 2:
Move Information
Technology



- ADMINISTRATION
- TECHNICAL SERVICES
- STUDY/CLASSROOM/CONFERENCE
- WRITING CENTER
- LEARNING CENTER
- TESTING
- INFORMATION TECHNOLOGY
- SUPPORT SPACES
- OPEN LIBRARY AREA

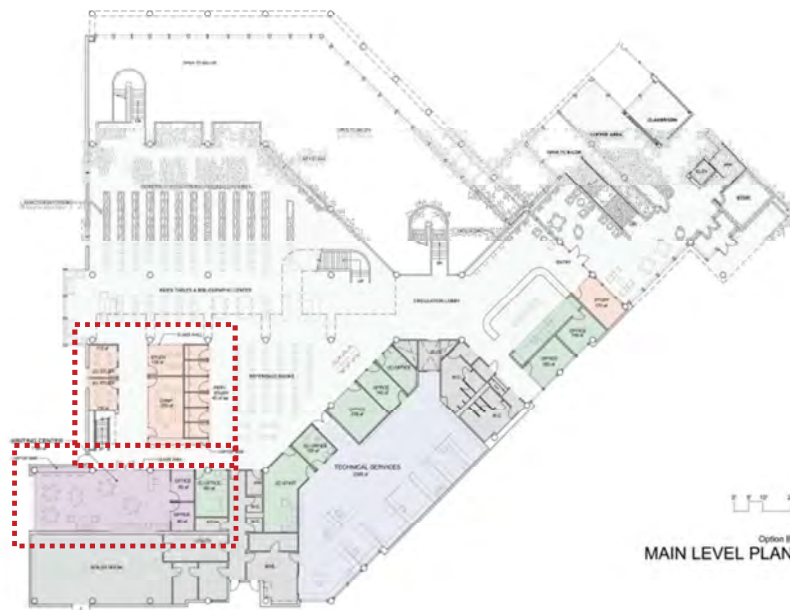
PHASING : OPTION A

Phase 2:
Move Learning
Center and
Testing and
Collection



Phase 4:
Add Study
Rooms

Phase 1:
Move Writing
Center

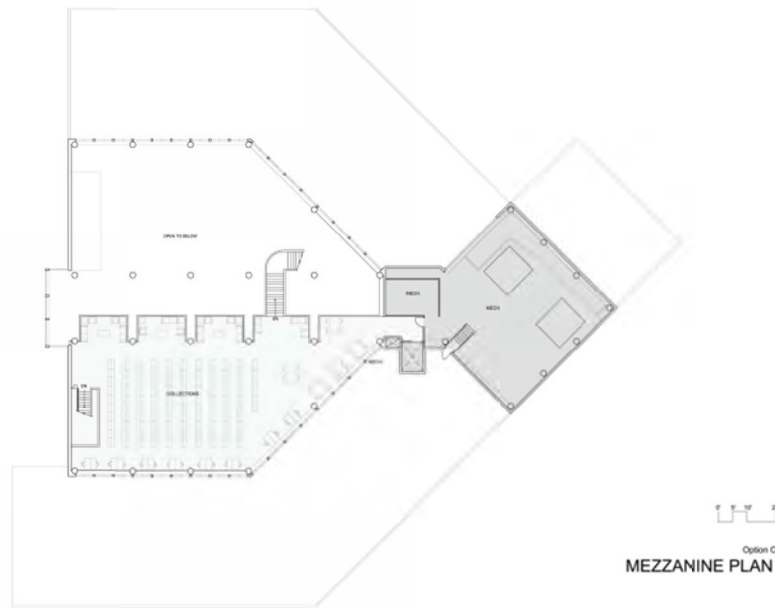


Phase 3:
Move IT



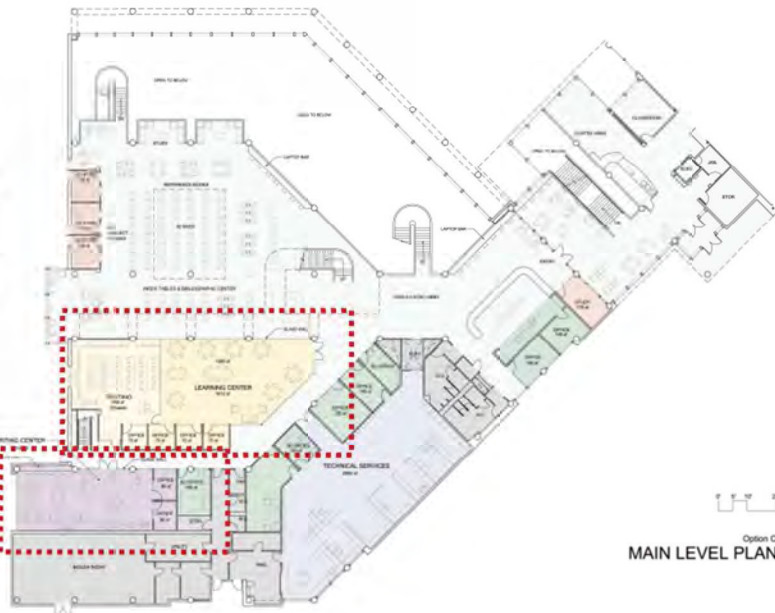
- OPTION B
- ADMINISTRATION
 - TECHNICAL SERVICES
 - STUDY/CLASSROOM/CONFERENCE
 - WRITING CENTER
 - LEARNING CENTER
 - TESTING
 - INFORMATION TECHNOLOGY
 - SUPPORT SPACES
 - OPEN LIBRARY AREA

PHASING : OPTION B



Option C
MEZZANINE PLAN

Phase 2:
Move Learning
Center and Testing
and Collection



Option C
MAIN LEVEL PLAN

Phase 1:
Move Writing
Center

Phase 4:
Add Study
Rooms



Option C
LOWER LEVEL PLAN

Phase 3:
Move IT

- ADMINISTRATION
- TECHNICAL SERVICES
- STUDY/CLASSROOM/CONFERENCE
- WRITING CENTER
- LEARNING CENTER
- TESTING
- INFORMATION TECHNOLOGY
- SUPPORT SPACES
- OPEN LIBRARY AREA

OPTION C

PHASING : OPTION C

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

The Library and Learning Center Programming Study raised important issues for the University. By studying the ways other institutions have addressed the evolving nature of libraries the committee was able to debate their vision for the future of the Egan Library.

The questions included:

- What is the future for collections in a digital age?
- What is the responsibility of this library as a repository and archive for unique collections?
- What is the responsibility of the Library to the Public?
- How best to balance the needs of students for collaborative learning environments and traditional quiet reading room and individual study?
- How should the Library respond to emerging needs of students for help “curating” information?
- What is the relationship between library functions and student needs for tutoring.
- How to keep the library flexible for changing future needs?

The Library Programming Study surfaced these questions, and began what will be an ongoing discussion to arrive at the best solution for the University of Alaska Southeast. It is hoped that the options considered will continue to inform that conversation, and with clarity of purpose the University will have the tools to implement a solution for the future of the Egan Library.

RECOMMENDATIONS

The following are recommendations of changes that could be implemented to improve the existing Library and Learning Center as funds become available.

1. **Circulation Desk:** Currently, upon entry, the back side of the circulation desk greets users. Reorient circulation desk for direct line of sight to front entry doors and to reference desk librarian.
2. **Direct connection to Egan Wing at first floor:** Build direct connection and entry to the ground floor of the Library from ground floor of Egan Classroom wing.
3. **Storage :** Reclaim space on ground floor for storage/compact shelving: (Approximate cost \$155K) Evaluate Automated Storage and Retrieval System (ASRS) as a possibility
4. **Increase student study rooms:** Build quiet individual study rooms and technology-rich group study rooms.
5. **Laptop Bar:** Consider building a laptop bar including technology to increase the variety of seating options. Approximate cost: \$175,000 - \$225,000
6. **Update technology needs:** Update power/communication/digital needs throughout
7. **Exhibition space:** Build Exhibition/gallery space for student work
8. **24/7 Access:** Create 24/7 access to study and project space for students including technical (video, printers, 3-D work), specialty vending machines
9. **Special Collections/traditional reading room:** Create traditional special collections and reading room for groups or individuals
10. **Update furniture:** Reevaluate and refurbish/replace library furniture. Approximate cost: \$250,000
11. **Reclaim the ground floor space** currently occupied with heavy lecture style chairs for large events by replacing them with lightweight moveable chairs that can be stored when not in use or set up in a different configuration that serves the library’s day to day needs.
12. **Re-evaluate content delivery** i.e. DVD/VHS collection, virtual library service
13. **Relocate Microfilm and Microfiche** to high density storage areas to allow more floor space for students.
14. **Incorporate recommendations to improve acoustics** such as installation of absorptive panels, introduction of a white noise system and procurement of an AV system for the lecture area that reduces wire clutter.

CONCLUSIONS AND RECOMMENDATIONS

Implementation OPTION A-1

Project A – Renovate Conference room 210 and classroom 211 for use as the Writing Center

- Remove wall between rooms
- Replace carpet
- Replace ceilings; to remain at existing height +/- 10'
- Replace wall between room and library with storefront glass
- New lighting
- Network wiring and outlets for 10 computer stations and 2 printers
- New offices to be constructed from systems furniture components
- Reconfigure existing ductwork and terminal reheat units serving area to meet new use. Install new diffusers.
- Reconfigure sprinkler heads as needed for coverage for new use

Project B – Renovate Writing Center (105), Media classroom (104) Media services (103) for us by IT Services

- Remove walls between rooms
- Remove radio broadcast room and patch carpet and ceiling
- Relocate display case
- Relocate bookshelves to create clear view between IT and windows
- Infill sloped classroom 104 floor (see drawings)
- Replace all flooring with carpet.
- Replace ACT Ceilings; to remain at existing height
- Construct new partitions as shown on drawings
- Replace wall between new IT area and library with storefront glass
- Reconfigure existing ductwork and terminal reheat units serving area to meet new use. Install new diffusers.
- Reconfigure sprinkler heads as needed for coverage for new use
- New lighting
- Network wiring and outlets
- Add cooling to existing server room 200.J3.

Project C – Renovate storage 118 for use as Testing Center

- Provide openings in the concrete wall to connect to learning center and allow a window to the exterior.
- Carpet
- ACT ceilings at 9'
- ADA testing room as shown on drawings
- Remove display case and wall between existing storage and vestibule.
- New storefront doors into vestibule.
- Extend ductwork and install a VFD unit to provide heating and ventilation in the space.
- Reconfigure sprinklers for new use
- New lighting
- Network wiring and outlets
- Install life safety devices (pull box, strobes)

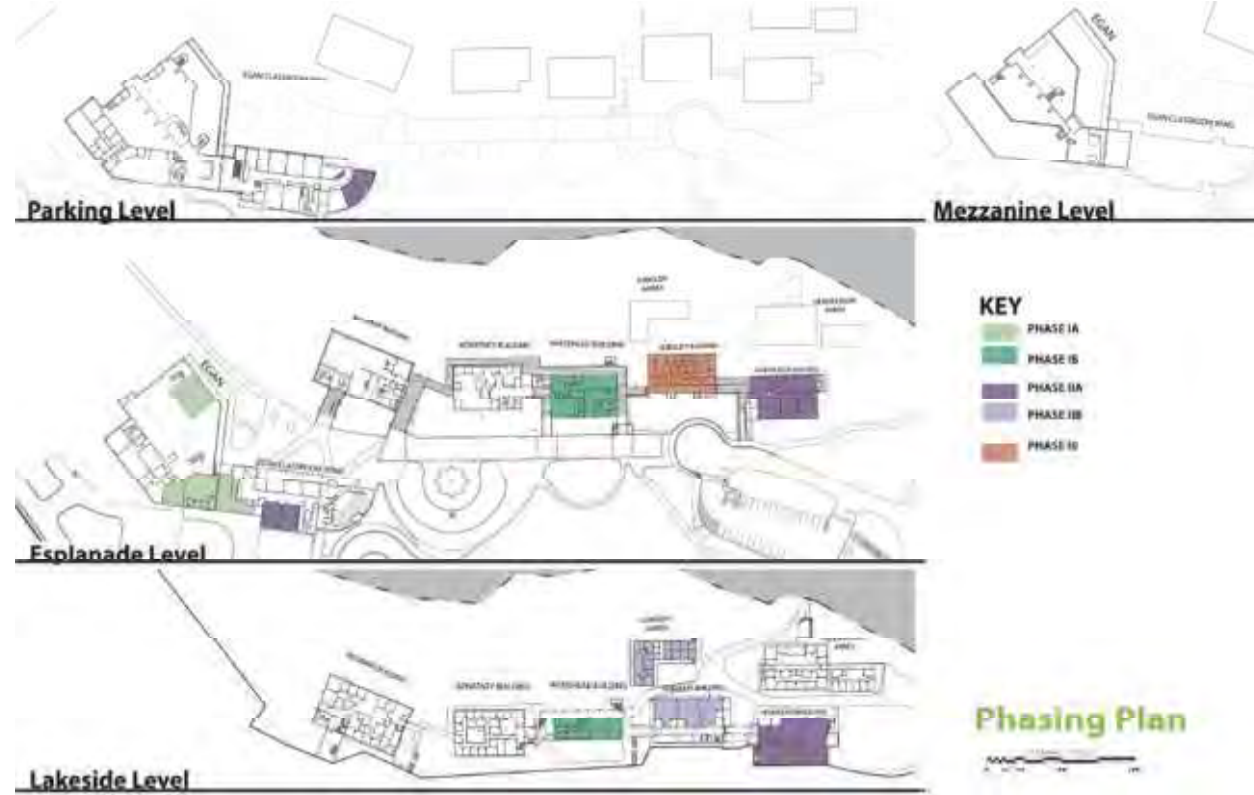
Project D Rebuild of circulation desk and create associated new offices

- Remove existing desk and associated casework
- Replace (2) glass entrance doors with windows
- New desk as shown on drawings
- (3) new rooms to receive new carpet, ACT ceiling and lighting
- Reconfigure ductwork as required to provide ventilation and heating (this will require removal of portions of wood slat ceiling system) for new rooms
- Reconfigure sprinkler heads as needed for coverage for new use
- Network wiring.

Project E – New study rooms, conference room and laptop bar

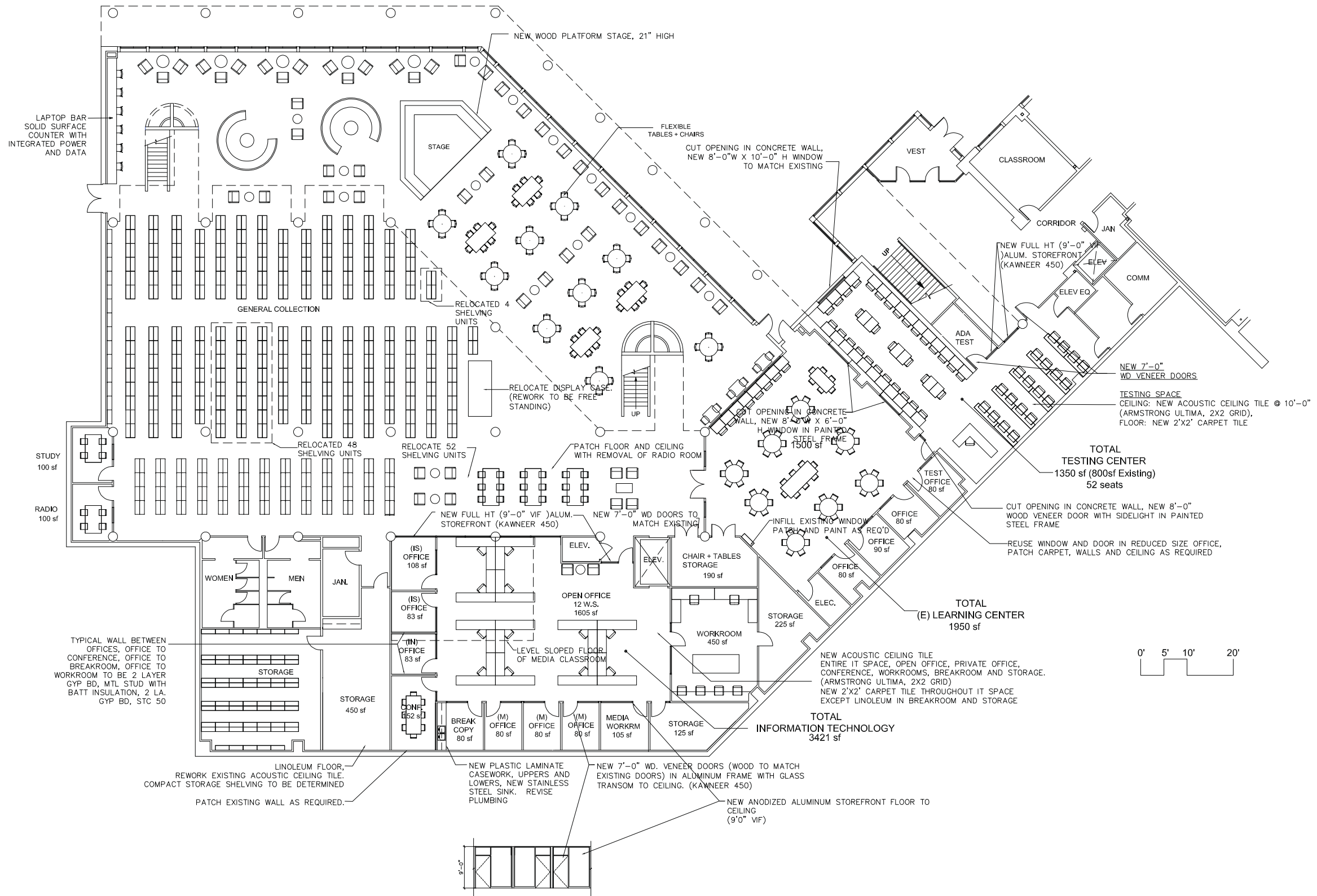
- Build partitions to create new conference and study rooms as shown on drawings.
- Remove wood slat ceiling and lighting in area to receive new rooms.
- New rooms to receive new carpet, ACT ceilings and lighting.
- Reconfigure existing ductwork and terminal reheat units serving area to meet new use. Install new diffusers.
- Network wiring all rooms
- Flt screen monitors all rooms
- Reconfigure sprinkler heads as needed for coverage for new use
- Build and install casework for laptop bar.

Project F – Stage for flexible assembly area



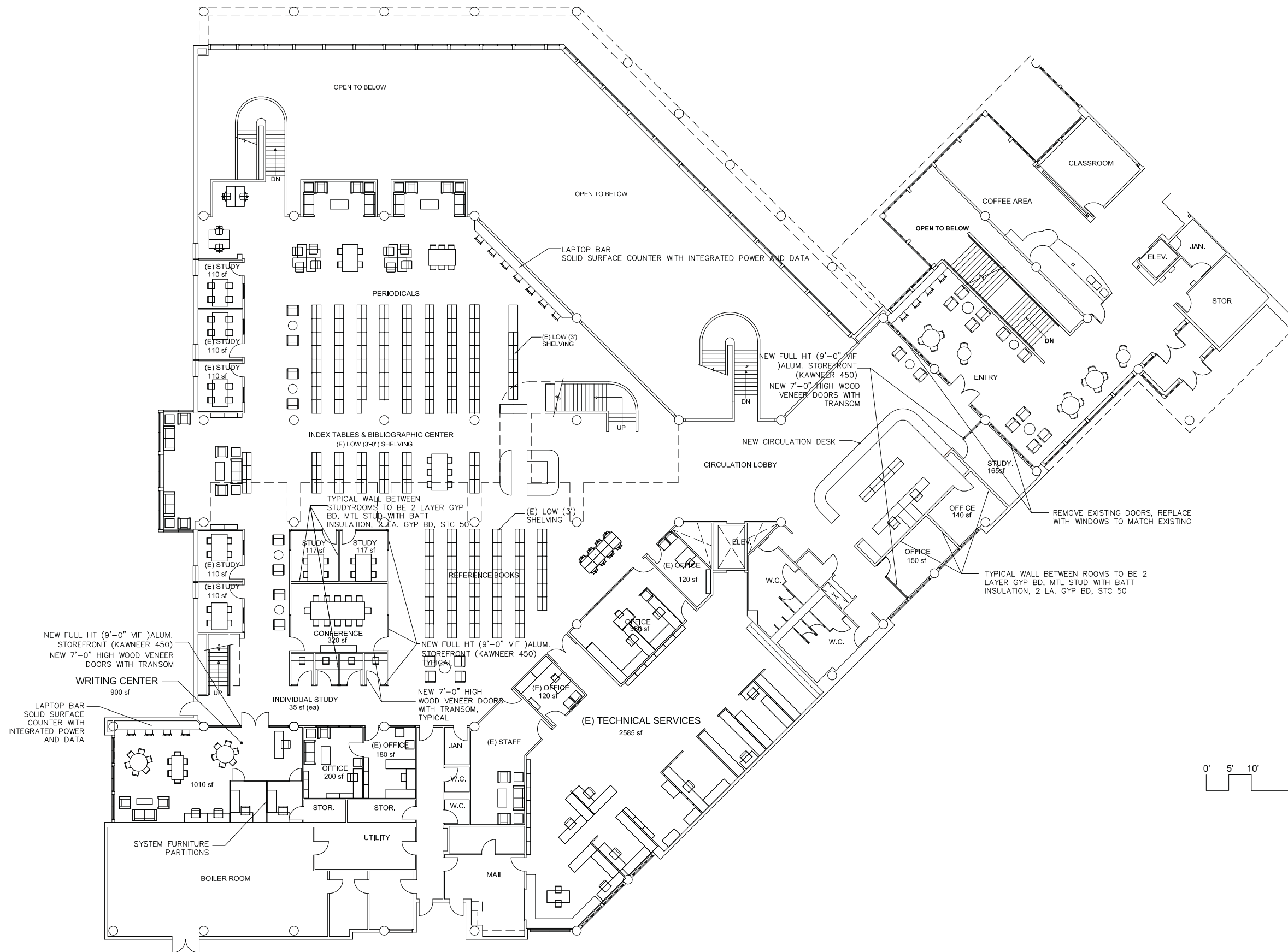
Costs

Construction cost	Construction Period	Project	Construction Cost w/ esc.	Additional Project Costs	Total Cost
PHASE IA	Summer 2014	Selective Renovation Egan Library	\$514,500	\$174,930	\$689,430
		Relocation Activities	Learning Center moves into Library; Testing center moves into Egan Library 105; IT moves into new space		
PHASE IB	Fall 2014 or	Renovate Whitehead	\$3,080,802	\$1,047,473	\$4,128,275
		Relocation Activities	temporarily relocate CNA program to ground floor whitehead; temporarily relocate offices in hendrickson to top floor whitehead		
			TOTAL COST PHASE I		\$4,817,705
PHASE IIA	Summer 2015	Renovate Hendrickson Creation of Collaborative 50 seat classroom in Egan	\$3,530,441	\$1,200,350	\$4,730,791
		Relocation Activities	Relocate chancellor and provost, co-locate School of Education to Hendrickson Annex, relocate A&S faculty from Soboleff Annex		
PHASE IIB	Fall 2015	Minor Renovation Soboleff Annex Art room Upgrades Soboleff	\$606,485	\$206,205	\$812,690
			TOTAL COST PHASE II		\$5,543,481
PHASE III	Summer 2016	Soboleff Minor Renovations	\$1,368,438	\$465,269	\$1,833,707
			TOTAL ALL PHASES		\$12,194,893



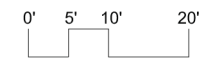
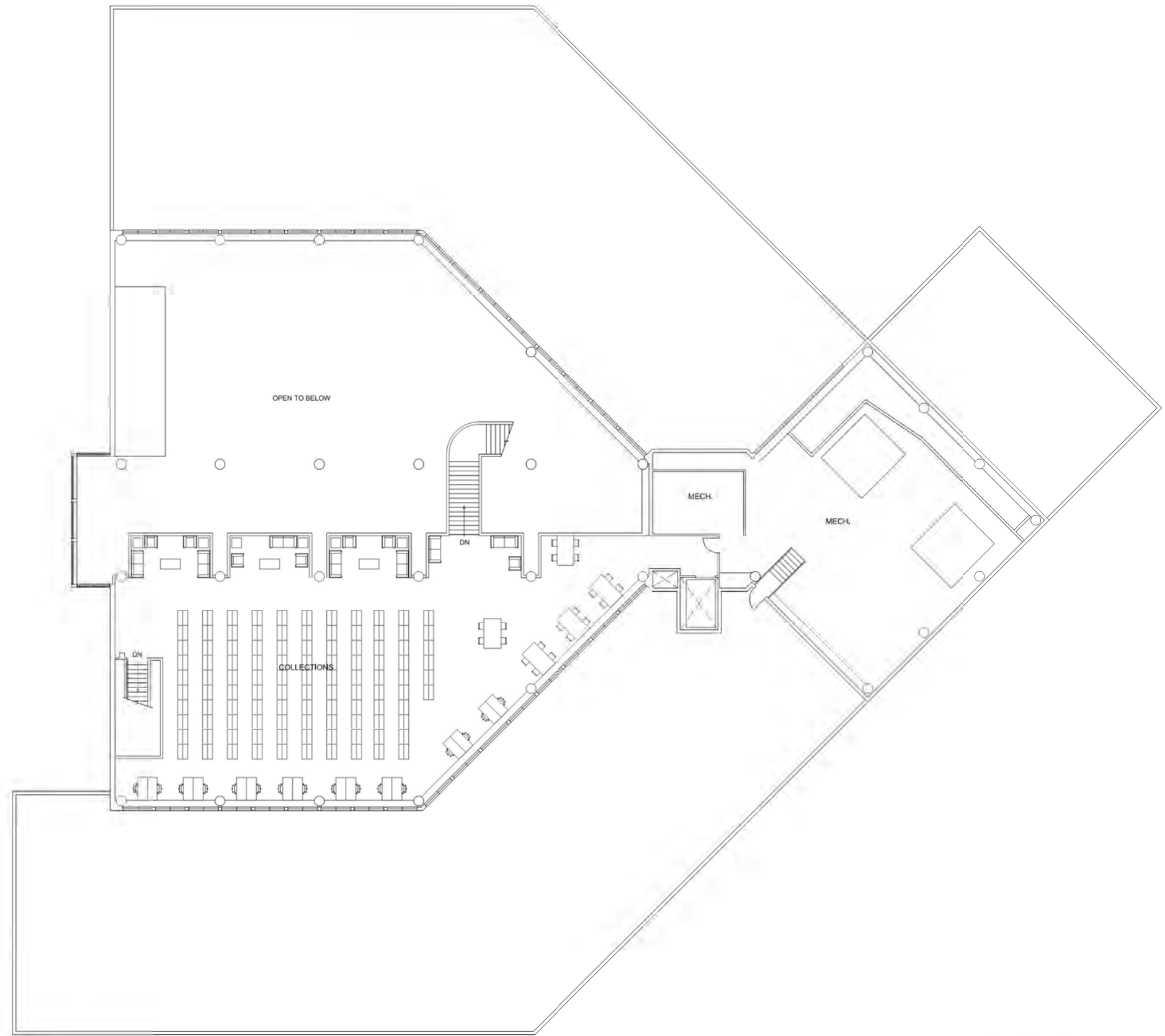
APPENDIX A

OPTION A-1 : LOWER LEVEL PRICING PLAN



APPENDIX A

OPTION A-1 : MAIN LEVEL PRICING PLAN



APPENDIX A

OPTION A-1 : MEZZANINE PRICING PLAN

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<p>Documents Schematic Submittal, April 2014, Plans and Narrative</p>	<p>Notes and Assumptions 1 Based on 2015 procurement/2015 construction. 2 Labor rates based on Davis Bacon, 50 hours/week. 3 Weather, logistics and construction time window has been considered. 4 Assumes open competitive bid procurement. 5 Materials storage area will be designated near the building. 6 Local contractor with limited room and board.</p>
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Description	Estimated Cost	Estimated Cost Plus Contingency & Escalation	Div.
Basic Bid			
01 - GENERAL REQUIREMENTS	\$311,757	\$354,936	1
A: NEW WRITING CENTER	\$112,213	\$127,755	2
C: NEW TESTING CENTER	\$231,201	\$263,222	3
B: RENOVATE WRITING, MEDIA, IT	\$540,177	\$614,992	4
D: REBUILD CIRC. DESK & NEW OFFICES	\$141,833	\$161,477	5
E: NEW STUDY RMS, CONF. RM, LAPTOP BAR	\$156,550	\$178,232	6
F: STAGE	\$14,481	\$16,487	7
Total Estimated Cost - Basic Bid:	\$1,508,212	\$1,717,100 <<<<<<	

Estimating Contingency: 10.0%
 Escalation For Inflation: 12 Mths @ 3.5% 3.5%



Acoustical Narrative

June 26, 2014

University of Alaska SE

Egan Library Modifications

This report presents design narrative recommendations for architectural acoustics in the Egan Library project. The report presents the recommended criteria for each space in the building, and describes the recommended strategies and measures to achieve these criteria.

Overall Library Acoustics

Overall the Library is a very quiet space, with little background noise. The lack of background noise means that speech is generally discernable and carries from space to space. With some additional levels of background noise, speech tends to get lost in the general din, and because it cannot be understood as well, it is not as distracting.

This is especially an issue in the larger open areas, and areas where the upper floor is exposed directly to the lower floor, while under the platform area the sound does not transfer particularly well due to low ceilings and absorption concentration. Some introduction of “pink” noise via sound masking systems could help the problem of noise transfer in the open areas, but will not solve it.

Organizing the library functions and the adjacencies to match the sound characteristics of the spaces is the most important step toward improving the acoustical performance of the Library. Considering loud spaces and spaces requiring various levels of quiet and making sure they are not adjacent, will go a long way toward meeting goals with minimal cost. WE recommend a detailed acoustical analysis be carried out for any future scenarios or modifications, to make sure the ultimate performance is what the University is expecting in this key area of campus.

Cell phone designated areas should be considered to reduce noise to those wanting to study quietly. “Booths” or other enclosed areas directly adjacent to quiet study areas are not typically as effective as different locations. If it is desirable to locate the cell area

404 NW 10th Ave
Suite 200
Portland, OR 97209
P: 503-241-5255
F: 503-213-6232

www.listenacoustics.com

1100 Dexter Ave N
Suite 100
Seattle, WA 98109
P: 206-223-1390
F: 206-260-7171

adjacent to quiet study areas, high STC walls, sealed doors, acoustical panels, and sound masking systems are all recommended.

Math Center

The Math Center is a great success and is reasonably well sound-isolated from its neighbors. There is a great advantage to having it located directly off of the main library to engage students. If any changes are contemplated, the walls, doors and windows to the library should be STC 55+ to provide separation. Inside the Center, the acoustics can be further improved by creating some areas which can have partial height barriers or quiet on-on-one study areas, if desired by the program. This would reduce overall sound levels and make concentration easier. Wall acoustical panels and Ceiling tiles are critical.

Writing Center

This area should be located to allow for privacy from general library functions due to regular personal information being shared. The current functions and location seem to be working well in this regard. If a larger space is contemplated, sub-division of the area to allow some private rooms might be appropriate, and STC 50+ walls and doors (STC 40 windows), light sound masking, and potentially partial height barriers as appropriate are recommended.

Testing Center

The testing Center is a great success in terms of throughput and acoustical performance, based on our discussions with University staff. The amount of acoustical absorption and sound isolation seems to work well for the program. Improvements can be made in increasing the size of the center, and in sub-dividing the computer testing areas into smaller units, so that simultaneous testing can occur.

The walls are likely to be glass to allow visual contact, while reducing sound. Upgraded glass provides the ability to allow visual transparency while not interrupting those in various areas. Typical glass does not provide a high level of sound isolation. The expense of acoustically upgraded glass should be considered early-on since this can double the cost of this area.

Study Rooms

The performance of the study rooms is reasonably good at this point, but some complaints have been registered. The sound privacy can be improved by the following:

1. Add a layer of 5/8” gypsum wallboard to each side.
2. Seal all perimeter areas of the walls with resilient caulk.
3. Add mullion details to seal the mullion/wall connection

4. Ensure the walls seal tightly above the ceiling tiles to the structure above
5. Add door seals to the perimeter and door bottom

Offices

Many offices were discussed as having low privacy needs, whereas some have specific needs for reduced sound levels and speech privacy. For the offices needing extra sound protections or privacy, the following should be considered in design:

1. STC 50 walls
2. Door seals on all doors
3. Locate the office away from heavy public use areas, and particularly quiet areas (since sound might be more easily understood from voices in the offices to a quiet area).

Information Technology

IT and Tech Support and repair functions can be relatively noisy, but do not seem to bother those working in the group. Therefore separation of IT functions from the quiet library areas is recommended, but within the IT areas, sound can be controlled by absorptive tile ceilings, and partial height barriers and achieve satisfaction similar to the existing areas.

The office used for distance communication and recording web instructions, etc. (Jennifer) works well now. If moved or rearranged from the current location, ensure the walls meet STC 50+, windows are STC 45+, and the door has perimeter and bottom seals. Improvements can be made by adding approximately 50 square feet of 1" thick acoustical panels to the walls on at least two adjacent walls.

Event Space

The quiet nature of the Library, and the after-hours use of the Event Space makes the space a great venue and an ideal acoustical environment. Improvements can be made in the AV system, but providing a built-in system, with less obtrusive wires and simpler operation for non-technical users. A large screen can be mounted in such a way as to disappear when not needed and extend down to provide an appropriate viewing size for the entire area. The speaker system can be designed to integrate with the architecture, while providing exceptional sound clarity to all seats and areas. A plug-and-play control location would be a great asset to the AV performance, because an operator would have an unobtrusive location from which to accurately control the systems.

The acoustics of the Event Space do not need to be modified for typical presentations, etc which are media and spoken-word centric. For music, a portable band shell or smaller reflectors would be an exceptionally effective addition for giving all seats a great show.

The sound system upgrades can also improve the musical performance with subtle addition of microphones to enhance the acoustic sound.

Technology-Rich Classroom

The proposed new technology-rich classroom in Egan will require a control room, that should be immediately adjacent that classroom and accessible from the Classroom.

Recommended approach to sound:

1. STC 60 wall and STC 50+ window between the classroom and control room
2. Ensure all penetrations are treated to minimize noise transfer.
3. Consider a separate equipment room adjacent to the control room to minimize noise in the control room

Mezzanine

Noisy activities in the Mezzanine are sometimes annoying to those below. Sound travels equally in both directions, but the sound coming from the Mezzanine down may be more of a problem because it feels so isolated and the people being disturbed do not typically see the people talking.

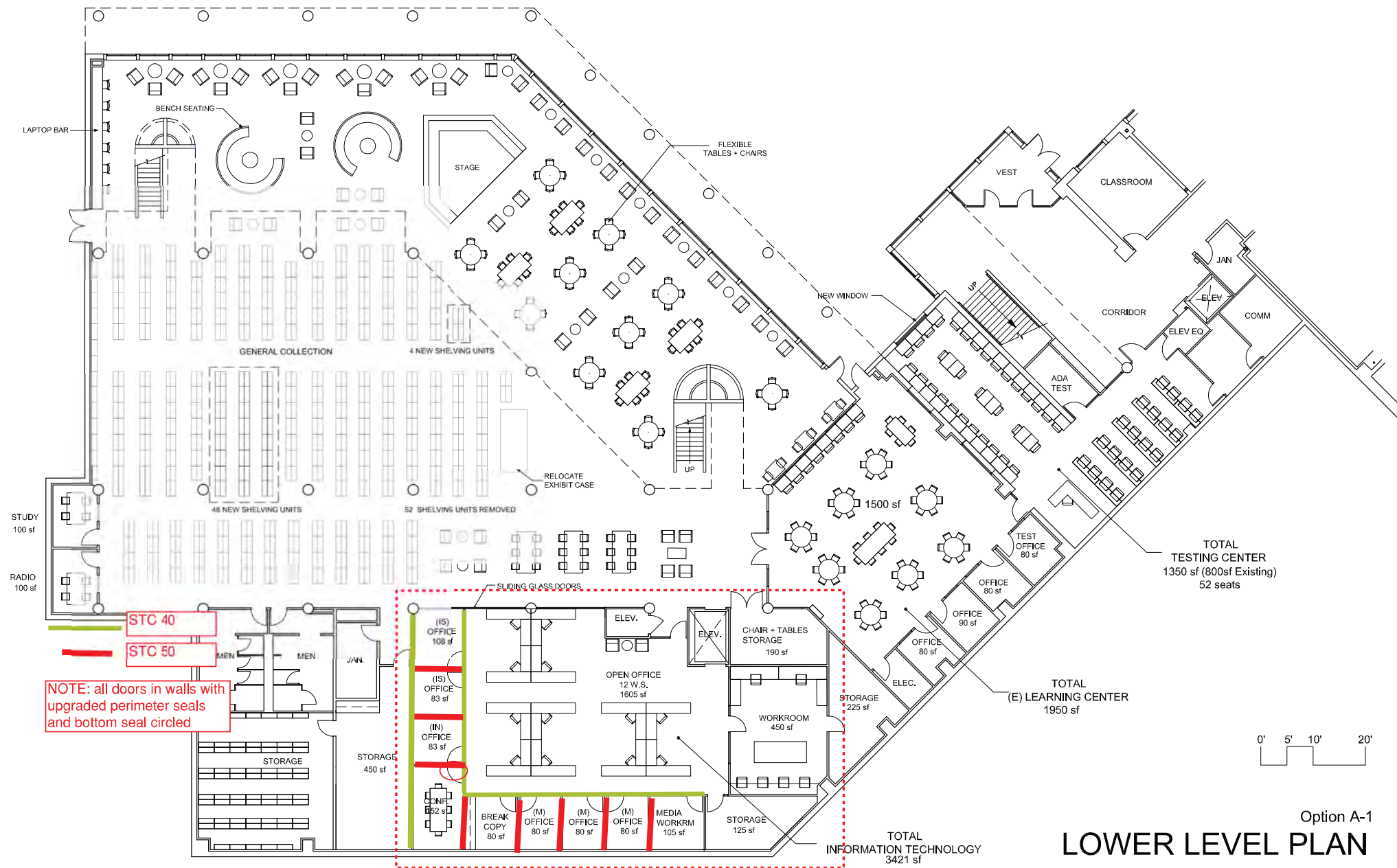
Improving the Mezzanine as currently arranged can be accomplished by adding absorptive panels to the large duct running above the edge of the railing to reduce sound reflections. A partial height glazing wall at the rail can also greatly improve the sound reduction between above and below.

Entry/Lobby/Circulation

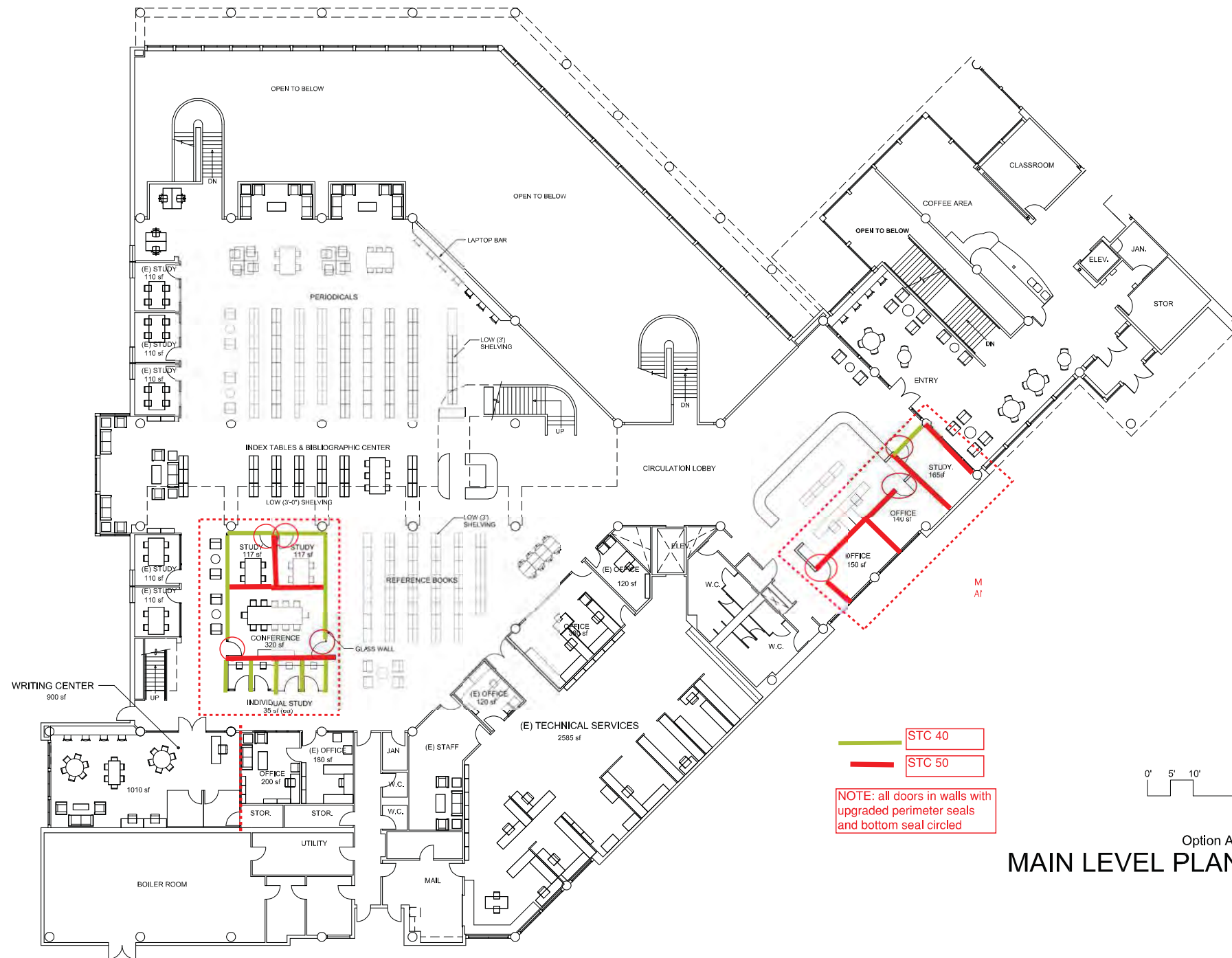
The Entry/Lobby is an active public space with considerable potential sound and reverberation. Designing an appropriate amount of absorption into the space is of paramount importance to providing a pleasant and functional space. Adding acoustical wall panels may reduce the sound levels by allowing people to hear each other more clearly, and not raise their voices, plus added absorption will reduce the amount of sound overall.

Sound from the Entry travels up to the Mezzanine and vice versa. Adding absorption in both locations can reduce this somewhat, and sound masking can reduce the annoyance, but barriers sealing off one area from the other is the only real solution if this issue persists.

Sound from Spikes and the more active social area outside the entry can be an issue, as well. Adding absorptive panels in the common areas between Spikes and the entry doors



can greatly reduce the sound levels in these areas and to potential for sound travelling between the library and active louder social areas



General Notes:

- See the attached plan markups for wall type indications for all areas. Upgraded doors are indicated with red circles. These doors will either be acoustical door/frame systems (in the most critical doors), or upgraded door seals on solid core wood or metal doors.
- All indicated upgraded “door seals” should include the following seals:
 - Perimeter seals: Pemko 290_S
 - Door Bottom: Pemko 412_N or 412_PKL
- Acoustical Tile ceilings should be NRC 0.9 or above, unless otherwise indicated. Armstrong Optima is the recommended standard of performance. Wood strip ceilings as currently installed meet or exceed this criteria.
- All acoustical panels should be 1” minimum thickness “Hardside” panels by Kinetics (NRC 0.9 minimum). Alternately, use preformatted metal or wood panels, 40% open area, with 2” duct liner behind.
- For rated acoustical walls: back to back outlets should be spaced more than 24” apart and putty pads (Hilti CP 617) should be used on all outlets, mudrings, etc., in the walls.
- All acoustical walls should extend to structure, not stopping at the acoustical tie ceilings.
- Details for walls meeting mullions at glass walls must ensure an air tight seal.
- **ACOUSTICAL WALL TYPES:**
 - Wall Type 1: Rated STC 60+. Options:
 - Double metal stud with 2 layers gwb both sides (total 4 layers) and batts in both cavities;
 - Single 6” metal stud with two layers both sides, batts in the cavity and RSIC clips on one side;
 - 10” solid-grouted CMU/Concrete.
 - Wall Type 2: STC 50: 2 layers 5/8” gwb both sides, 6” studs, batts in cavities.
 - Wall Type 3: STC 40+: 2 layers gwb one side, one layer gwb other side, 4-6” studs, batts in cavity. If the wall includes glazing, use minimum 1/4” glass, 3/4” air space, 1/8” glass.

MEETING MINUTES

Tuesday, February 25, 2014
2:00 PM – 2:50 PM
Egan Library 210

- A. IT Staff present:
- Michael Ciri, IT Director
 - Diana Collins, Academic Technology Manager
 - Mona Yarnall, Info Systems Manager
 - Mark Thompson, Infrastructure Manager
- B. The starting place for the discussion was to look at consolidating IT on the Ground Floor of the Egan Classroom building and Library including "Wally World" and adjacent spaces.
- C. The components of IT include Information Systems, Infrastructure (including network and desktop support (NDS) and repair) and Academic and Media Technology (including Helpdesk and Media services).
- D. The responsibilities and organization of the component parts of IT are somewhat flexible. If all are not located in one space, adjustments of responsibility can be made as needed to adapt to the spaces and locations available.
- E. Office needs:
- 5 Private offices: Director, and three managers, plus one additional.
 - 1 conference room for 6 people
 - 14 work stations as follows:
 - 4 related to Helpdesk and Classroom Support
 - 2 for Engineering and repair
 - 3 for Media Services staff
 - 2 for Media Service students (includes equipment such as DVD duplicators, printers, scanners etc.
 - 3 for Information Systems
 - Secure storage
 - Consider relocation of the general building and janitorial storage currently in Wally World.
- F. *(Subsequent to this meeting it was clarified by Michael Ciri that IT has 19 people total. Four or seven people need private offices (depending on whether Supervisors have private offices) while the rest may be in open offices.)*
- G. Adjacencies:
- Help desk and Classroom Support (currently desk adjacent to Library circulation desk) can be combined. The combined desk could be either at the entrance to Wally World or in place of the display case under the stair.



- Workspace for Tech Support and repair could be located in the space adjacent the stair. This space does not need to be enclosed but needs secure storage. We talked about the potential of cutting a window into the concrete wall adjacent the entrance.
 - NDS (Network & Desktop support) needs some noise separation and natural light is desired.
 - Media Services and NDS proximity is beneficial, but not necessary.
 - The IT workroom does not need to be enclosed
- H. Alternatives:
- The Classroom Support Desk could be co-located with the Library Circulation Desk
 - The proposed new technology-rich classroom in Egan will require a control room, that should be immediately adjacent that classroom and accessible from the Classroom. It could be a part of the classroom, but this will reduce the size of the classroom. Alternatively, options should be considered to locate it adjacent the Help Desk, potentially reducing the size of the communications room and displacing the earthquake monitor station.
 - Use of current satellite dish transmission is not a priority for the future.

Tuesday, February 25, 2014
3:00 PM – 3:50 PM
Egan Library 210

- A. Circulation staff present:
- Lianna Wallace, Circ Desk Supervisor
 - Kristi Allen, Admin Secretary
 - Beatrice, Interlibrary Loan Services
 - Jonas Lamb, Public Services Librarian
- B. Circulation Desk:
- Includes two full time and two student work stations
 - Currently, some of these stations have their backs facing the main traffic area, which is not ideal.
 - The Circulation Desk houses:
 - A small area for reserve collection
 - Spangler Children's collection
 - Laptops and other media technology available for check out.
 - Locked file cabinets
 - The Circulation Desk is located in a Wi-Fi dead zone, and they would like this fixed.
 - A single point of entry would be preferred
 - It is a "noisy" area Because of adjacency to the Help Desk and check out of materials.
 - The orientation to the bathrooms is not desirable. There should be a line of sight to the entry doors and also to the reference desk.



- g. One circulation person staffs the desk during the slowest times (2 library staff between 5-10PM)
 - h. A clear line of site to the library, the point of entry, and the Reference Desk is needed.
 - i. A smaller Circulation Desk would be okay, especially if the Spangler Collection were out on accessible shelves and a better solution for secure storage was developed.
- C. Public Services Librarian (Jonas) does not need a private office; however he occasionally needs to meet privately. Currently, Jonas and Beatrice share an office.
- D. Student use of the library spaces:
- a. Students like to gather in the group study rooms or in the lounge spaces (the ones with couches and chairs)
 - b. The microfilm area, as well as bound periodicals, are underutilized areas in the library
 - c. Currently the library is not overcrowded
 - i. There is a need for more four-person group study rooms like the existing ones, plus one slightly larger (8 people).
 - d. The quiet space created within the stack area is not well used. The sense was it was like a room with too many doors, so it is hard to position oneself with a secure back. Additionally, lack of access to natural light may be a factor.
- E. The Classroom (Room 211) is used by the Library for meetings twice a month. The University is scheduling it for some classes. When it is not scheduled, it is used by students as a reading room.
- a. There are 16 accessible computers in the library. Some, near the front, are for public use. The remainder are for student use
 - b. **UAS will provide data on the use of the Classroom (211).**
- F. Events:
- a. Scheduled events only happen after regular library hours.
 - b. **UAS to provide data on the number, type and size of events.**
 - c. About twice a year the room is used for dinners requiring round tables.
 - d. The piano used for about three events per year. When used, it needs to be lifted onto the stage which means it needs to be tuned. Tuning is very disruptive to the Library.
- G. Area outside of library (Spike's):
- a. The space immediately outside the door and at Spikes is often used for informal meetings between students and with professors.
 - b. People work outside the library after hours accessing the Wi-Fi.
 - c. It is generally a thriving area, seen as an extension of the Library.
 - d. It does get cold because of the doors to the outside.

Tuesday, February 25, 2014
4:00 PM – 4:50 PM
Egan Library 210

- A. Tech Services staff present:
- David Cox, Library Tech, Serials
 - Judy Regan, Library Assistant
 - Joe Richardson, Library Tech
 - Denver Enoch, IS Net Tech
 - Jennifer Ward, Outreach Services Librarian
- B. Current office:
- a. Recently, the Tech Services area was redesigned with a better organization of cubicles, printing and storage. The new arrangement works well..
 - b. Jennifer has a door/window out to the main office area
 - i. She needs a quiet space for distance delivery
 - ii. She often is in touch with the Reference Desk
 - iii. She teaches from her office
 - iv. Has no complaints about current office
 - c. There are seven reference librarians.
- C. Collection:
- a. The Library staff is trying to downsize the reference collection.
 - b. **Caroline will supply data on the circulation and composition of the collection.**
 - c. They regularly weed the collection and consolidate the stacks
 - i. It takes one hour to remove one book from the collection.
- D. Students use of the library:
- a. Noise issues between group study rooms
 - b. Popular group areas:
 - i. Mezzanine tables
 - ii. Lower level carrels
 - iii. Lounge areas
- E. Will related that many Libraries are moving from quiet places with isolated spaces designed for collaborative activity (noisier); to active places with discreet areas for quiet study. He asked the staff present what percent of the Library should be quiet and what percent should be "active". The group estimated that Egan Library should be 60-70% quiet and 30-40% active.



Tuesday, February 25, 2014
4:00 PM – 4:50 PM
Egan Library 210

- A. Library staff present:
- Elise Tomlinson, Library Director
 - Bethany Wilkes, Informational Literacy Librarian
 - Jeri Cary, Admin Assistant
 - Cindy Boesser, Circ Desk Supervisor
 - Caroline Hassler, Technical Services Librarian
- B. Offices:
- a. Jeri was a part of recently redesign of the Tech Services area
 - b. Caroline would like to be close to the elevator
 - c. Bethany needs a private office
 - i. She does private recordings (teach online) in her office
 - ii. Meets often with students
 - iii. Keeps her door closed, but would like it to be more open
 - d. Elise loves her office
 - i. Would give up her office for the students, but would still like a door directly to the library, rather than through Jeri's office.
- C. Collections
- a. Areas that could be weeded/relocated/put into compact shelving:
 - i. Microfilm
 - ii. Bound periodicals
 - iii. Juvenile collection
 - b. Collection grows about 2% per year on average
 - c. The Library is continually weeding the collection
 - i. They recently held a faculty weeding "party".
 - ii. Weeding does not often open up new shelf space, as out dated materials are replaced by current materials.
 - iii. Some portions of the collections, such as the "Alaska Collection" cannot be weeded, as the older materials are the most valuable.
 - iv. Generally, we should assume no decrease of capacity due to weeding.
 - d. The radio station is underutilized, and could be eliminated. This may allow additional stacks on the Ground Floor.
 - i. The current stack organization has A-P on the Ground Floor and Q-Z on the Mezzanine
 - ii. It would be great to get the entire collection on a single floor, but the work of re-shelving the collection should not be underestimated.

- D. Integration of IT into Library:
- a. The library could benefit by integrating IT to support students IT needs, rather than relying on Library staff.
 - b. IT integration could support development of "maker-space", and media production capabilities.
 - c. Priority should be given to student space. The suggestion was that utilizing some current Learning Center space for IT was displacing students in favor of staff.

Tuesday, February 25, 2014
7:00 PM – 7:45 PM
Writing Center Rm. 105

Testing Center:

- A. Testing Center Staff present:
- Hildegard Sellner, Learning Center Director
 - Gabriel Wechner, Testing Supervisor
 - Eric Keller, Math specialize/Testing Coordinator.
- B. Current Testing Center:
- a. 44 seats at training tables
 - b. 13 computers around perimeter.
 - i. Including 6 "stand alone" and 7 "virtual".
 - c. Additional laptops are available.
 - d. Perimeter computer stations can be converted to pen and pencil testing by pushing monitor to the back and placing keyboard on the top shelf
 - e. Back-pack storage is located at the entrance.
- C. Utilization:
- a. They administer approximately 7,000 tests/year
 - b. The Testing Center is open 55 hours/week.
 - c. Test schedules for some standardized tests are coordinated nationally, and are often at hours the Library is not open. The separate entrance, through the Learning Center, is advantageous.
 - d. The Testing Center shares staff with the Learning Center. Students will proctor. Any of the staff can monitor via video. The Testing Supervisor works 10 hour/s week in the Learning Center as a tutor. Math tutors also serve as proctors.
 - e. The stand-alone computers are required for PRAXIS and other exams.
 - f. Currently exams for students requiring special accommodations, such as exceptional quiet, or assistance, are conducted in a private office.
 - g. There is no time limit for students taking math tests.



- D. Proposed program:
- Increase seating up to 60 seats.
 - Create separate rooms for stand-alone and "virtual" computers, separated by glass walls.
 - Locate Testing Supervisor's office behind proctor desk with glass wall to testing room.
 - Add a special ADA testing room, large enough for 2 people. Separated from the testing room by a glass partition.

Tuesday, February 25, 2014
7:45 PM – 8:30 PM
Writing Center Rm. 105

Learning Center

- A. Learning Center staff present:
- Hildegard Sellner, Learning Center Director
 - Auguste Stiehr, Manager of Math Operations
 - Chris Hay-Jahans, Math Faculty and LCAC
- B. Space includes:
- 8 four-person round tables.(32 seats)
 - 2 six-person rectangular tables (12 seats)
 - 8 computers
- C. Use and Function:
- Generally it works very well. They are very happy with it as is.
 - It seems to be the right size. When the center is crowded, some students prefer to work in the Library, and only come into the Center when they have specific questions.
 - The staff needs a meeting room for 6 people about every other week.
 - Storage needs include office supplies and textbooks.
 - The outside entrance is used by students as it is convenient to Advising in Student Services.

Tuesday, February 25, 2014
8:30 PM – 9:15 PM
Writing Center Rm. 105

Writing Center

- A. Learning Center staff present:
- Hildegard Sellner, Learning Center Director
 - Liz Dodd, Writing Specialist
 - Nina Chordas, English Faculty

- B. Writing Center, just established in Fall 2013, has been hugely successful and has had a significant impact on student success and retention.
- C. The location of the Writing Center could be improved:
- It is a bit hidden, and students need to find it.
 - A location closer to the Learning Center would be desirable, but not essential.
 - No access to natural light is a big drawback of the space.
- D. The Writing Center is staffed by 4 graduate and 5 undergraduate students from Fisheries.
- E. There had been speculation that the Writing Center could be in a more public place, perhaps out in the open, because the activity is generally one-on one and relatively quiet. However, the staff felt that a separation was important for the following reasons:
- Introductory classes usually start with an assignment to write a personal essay. Often these are deeply personal, and students would feel uncomfortable discussing their work out in the open.
 - Many of the students come from very small villages, and are just getting used to the "big city". They need to feel they are in a secure space.
 - Many of the students come with 6th grade proficiency. UAS accepts all students and often village schools do not sufficiently prepare students. Students are more comfortable asking questions in a smaller, private space that is less threatening and minimizes the stigma of needing help.
- F. Overall they are very happy with their space. At some point it may prove to be too small.



MEETING MINUTES

Wednesday, February 26, 2014
10:00 AM – 12:00 PM
Egan Classroom Wing 220

A. Attendees

- a. Elise Tomlinson, Library Director
- b. Caroline Hassler, Librarian, Technical Services
- c. Jonas Lamb, Librarian, Public Services
- d. Carol Hedlin, Vice Provost for Academic Affairs
- e. Hildegard Sellner, Learning Center Director
- f. Nina Chordas, Learning Center Advisory Council (English faculty)
- g. Brian Blitz, Learning Center Advisory Council (Math faculty)
- h. Michael Ciri, Director, Information Technology
- i. Rick Caulfield, Provost
- j. Keith Gerken, Director, Facilities Services
- k. Pua Maunu, FPC Project Manager
- l. Will Dann, THA Architecture
- m. Laura Klinger, THA Architecture
- n. Evelyn Rousso, NorthWind Architects
- o. Christine Carpenter, NorthWind Architects

B. The team summarized meetings conducted the previous day and the morning tour of spaces. Will suggested that in the process of absorbing IT into the Library there may be compromises, but the goal is that the benefits for every group result in net improvements in their spaces.

C. Some specific observations were as follows:

- a. Math Center: The existing space works well because of the acoustics, flexibility and choices for tutoring, group study and individual study, and the proximity of private offices to open area.
- b. Writing Center: The design team learned of the sensitivity of conversations between writing tutors and students resulting in a greater need for privacy than expected. The Writing Center is happy with their new space, although natural light would be an improvement.
- c. Testing Center: It works well, but could be larger.
- d. Information Technology/Media Center: While the goal is to locate the entire department in contiguous spaces, IT expressed flexibility to organize the department according to functions if co-location is not possible. IT staff desires access to natural light.
- e. Library seating:
 - i. The Mezzanine is a favorite place for students. Sound from the balcony carries throughout the library.
 - ii. There is a consistent desire for more study rooms, including single user study rooms.
 - iii. The limited number of student accessible computers is adequate.
- f. Library technical services:

- i. This area has recently been reorganized and the staff is generally happy. The study will not be proposing redesign of this area.
- g. Library circulation desk:
 - i. The circulation desk orientation, with its back to the entrance and facing the toilet rooms is problematic. It can be smaller than it is, and more welcoming.
- h. Library collections: Weeding the collections is on-going, but generally offset by replacing outdated materials and growth. The opportunity to reduce stacks may come from increasing compact storage. The Alaskana collection needs more room to grow than others. There is much debate as to whether this collection should be integrated with the overall collection, or shelved separately. This seems to be an issue of shelving organization, as it does not require special security, climate control or staff. It was emphasized that reorganizing the collections requires staff and funding, and space for storage during the process.
 - i. The Design Team requested data on the collection as a whole and separate summary for the Alaskana collection.

D. Acoustics: Tobin Cooley offered the following general observations:

- a. Overall the Library is a very quiet space, with little background noise. The lack of background noise means that speech is generally discernable and carries from space to space. With some background noise, speech is lost in the general din, and because it cannot be understood it is not distracting.
- b. This is especially an issue in the open areas. Sound under the ceiling areas is absorbed into the acoustic treatment and is not discernable... Some introduction of "pink" noise (like sounds of a waterfall) could help the problem of noise transfer in the open areas, but will not solve it.
- c. Organizing library functions and adjacencies to match the sound characteristics of the spaces can be the first step toward improving the acoustical performance of the Library.
- d. Noisy activities on the Mezzanine should be avoided. Tobin also noted that sound travels equally both directions in the open areas. The sound from the Mezzanine is a problem because of the perception that there is a separation between the mezzanine and the library. Enclosing the mezzanine is an option which can work acoustically if fully separated floor to ceiling.
- e. Upgrades of any enclosed space to any other space can be technically accomplished the criteria discussed.
- f. Upgrading open areas to prevent sound to other open areas is potential possible but will need careful consideration and may not be fully successful depending on sensitivity of adjacencies.
- g. Tobin tested the noise transmission of some of the study rooms, and felt they performed better than expected. They could be improved by upgrading the wall to window connection, upgrading some HVAC connections between rooms, and potentially upgrading walls. This order of upgrades goes from least intrusive/ most benefit
- h. Relative to other Libraries, which are becoming more active, this library may want to be quieter.
- i. Specific areas should be identified where cellphones can be used, and they should be banned in other locations.



- E. Assembly area and events: It is acknowledged that for the foreseeable future (until a Student Union is built) the Library will need to host large events, specifically those drawing more than 150 persons, or sit-down dinners. However, flexible and movable furniture should allow the space to be integrated into the Library at other times as a space for quiet study. Better AV and a projection screen suspended from the ceiling would enhance performance and flexibility.
 - a. The Design Team requested a schedule of events including type, hours and capacity.
- F. Seattle Academic Library Tour: Laura summarized the Library Tours in Seattle, focusing on themes of Math and Writing Centers, Collaborative Spaces, Individual Learning Spaces and other issues. Other issues included the flexibility of space through the use of moveable furniture and sliding partitions, technology spaces, integration of food service, and signage.
- G. Tech Support: Students need access to technical support. It was noted that some libraries on the tour had a shared desk help desk for the Library and Tech Support. If it were in the Library, should it be a Library function or an IT function? Classroom support (for faculty) is best located in the Classroom wing, (Wally World). The preference of IT is to keep the Classroom Support and Student help desk together, outside of the Library.
- H. Spikes: It was suggested that Spikes is an extension of the Library and serves as the active ("lively") area often found in other academic libraries. This function can be enhanced, especially with better use of the balcony area outside the Library entrance.
- I. Elise reported that at this point, 180 students have responded to the survey. More than 50% of respondents want to work in a Library that is quiet or mostly quiet. Over 50% of classes are taken on line. A summary of the results of the survey will be distributed to the Design Team after it is completed.
- J. Subsequent to this meeting, the design team will develop a minimum of three conceptual options. A two-day workshop will be scheduled with the committee within the next month. This will begin with a morning meeting to review the options and brainstorm hybrid variations. The design team will develop the new ideas over the course of the afternoon and evening, and meet with the committee the following morning with the intent of identifying a preferred option. This option will be developed in the subsequent weeks with a final review via video-conference.



MEETING MINUTES

Monday, March 31, 2014

8:30 AM – 12:30 PM

Glacier View Room – Egan Classroom Wing

- A. People present at meeting
 - a. John Pugh, Chancellor
 - b. Rick Caulfield, Provost
 - c. Carol Hedlin, Vice Provost
 - d. Joe Nelson, Vice Chancellor for Student Services
 - e. Michael Ciri, IT Director
 - f. Elise Tomlinson, Library Director
 - g. Hildegard Sellner, Director of Learning Center
 - h. Caroline Hassler, Technical Services Librarian
 - i. Jonas Lamb, Public Services Librarian
 - j. Nina Chordas, English faculty
 - k. Chris Hay-Jahans, Math faculty
 - l. Brian Blitz, Math faculty
 - m. Keith Gerken, Facilities Services Director
 - n. Pua Maunu, Project Manager
 - o. Will Dann, THA Architecture
 - p. Laura Klinger, THA Architecture
 - q. Evelyn Rousso, NorthWind Architects
 - r. Christine Carpenter, NorthWind Architects

- B. The design team reviewed the planning principles and strategies developed as a part of the master planning process. Will summarized the role of the committee as a working group to collaboratively develop options, representing the various constituencies on campus. For success, the committee must exercise leadership, and accept responsibility for guiding the project on behalf of the University. He clarified that the work should be shared with the broader campus community and there will be opportunities for further input at various stages as the resulting project(s) are designed and documented.

- C. Explanation of process today and tomorrow
 - a. Three (3) conceptual design options to compare/contrast
 - b. The design team will ask the groups to work together to find a solution

- D. Laura summarized the key points gleaned from the student survey:
 - a. More study rooms.
 - b. Provide a variety of seating options.
 - c. Some noise is acceptable, but quiet areas should be provided.
 - d. Add laptop bars.
 - e. Use space allocated to assembly for library.

- E. Option A
 - a. Retains Learning Center and Testing Center in their current location.
 - b. Writing Center moves to main floor where Rooms 211 and 210 are currently, and taking over Elise's office



- i. This location for Writing Center's is consistent in all options because of the access to natural light and relative quiet.
 - c. Assembly/Evening at Egan seating
 - i. In all of the options, the design team proposed stackable chairs which can also be used during regular library hours and collapsible tables can be rolled out during Evening at Egan and other public events.
 - 1. Some concern was raised that stackable chairs may be uncomfortable. THA indicated that there are now options that are lightweight and very comfortable.
 - 2. There was a positive response, overall, to this concept
 - d. Information Technology (IT) was proposed to be located adjacent the existing Media Services area, taking the place of the Writing Center, Media Classroom and its associated control room. The IT workroom was proposed to be located in the northeast corner of the lower level, displacing two study rooms and some stacks. The "Radio" room is eliminated or relocated to one of the study rooms and the display case is relocated to allow further penetration of light and view into the IT area.
 - i. Michael suggested that the need for the Media Classroom should be verified, and perhaps the function should be relocated to one of the classrooms in Egan.
 - ii. The sloped floor configuration is not the best configuration, but the classroom is used quite a bit
 - iii. If the room is relocated in Egan or elsewhere, the Control Room should also be relocated, as it serves the classroom..
 - e. A variety of different size study rooms were proposed to be clustered in the space on the main floor currently occupied by Microfilm. A total of 12 study rooms were proposed.
 - f. The circulation desk was proposed to be rotated to provide better sightlines to the entrance and library and add offices and a conference room behind. Two pairs of doors are proposed to be eliminated leaving a single entrance in the center and creating comfortable seating/collaboration area just outside the library entrance. The design team will verify that the exiting capacity will not exceed the remaining pair of doors.
 - g. Minor reconfiguration of private offices for Library staff is proposed to make up for the loss of an Elise's office to the Writing Center.
 - h. Laura indicated that in each Option, the stack capacity was the same as the current capacity. The assumption is that weeding the collection will compensate for areas where the collection will grow, and a reduction in capacity is not warranted.
 - i. The mislabeled "Storage" room on the lower level houses the Forestry Collection and should be identified as "Collections" and show the current compact shelving
 - j. Study rooms should include technology for students to be able to participate in online classes (i.e. data ports, sound separation)
 - k. Mezzanine
 - i. The design team suggested that the seating alcoves should be furnished to promote more solo study with laptop bars and carrels to minimize the noise transmission
-
- F. Option B
 - a. Relocates the Testing and Learning Center to the Mezzanine
 - i. The Testing Center is larger, but the Learning Center is approx.100 sq.ft. smaller
 - ii. The north stair provides a direct connection between the Learning Center on the mezzanine and the Writing Center on the main floor.
 - iii. Laptop bars could be located in the Mezzanine alcoves outside the Learning Center
 - 1. Positive response to this idea

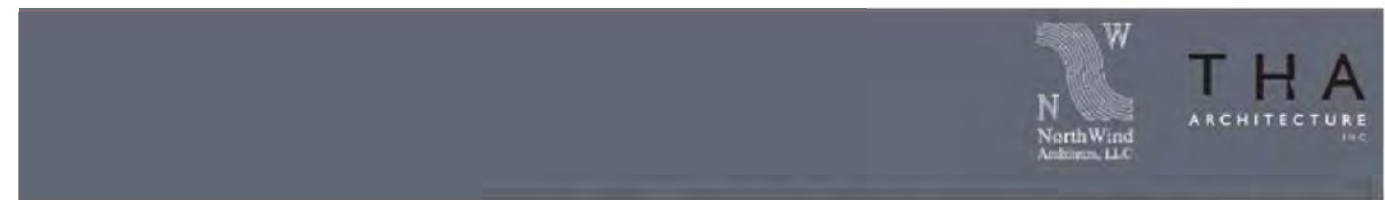


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- b. Information Technology is proposed to take over the space currently occupied by the Learning Center and Testing Center, plus Wally World
 - c. The collection is consolidated on the Main and Lower Levels, with an expansion of the "Collections Room" which will allow periodicals to be located in compact storage.
 - d. Study Rooms are proposed for the microfilm area and along the north wall in the lower level. A total of 18 Study Rooms are proposed.
 - e. The media classroom may be renovated to become a flat floor classroom in its current location. The existing control room is retained.
 - f. The proposal for the circulation desk is similar to Option A except an addition office is created accessed from the circulation desk.
 - i. The committee favored this version.
- G. Option C
- a. The Learning Center and Testing Center are relocated to the main level under the Mezzanine (currently housing the reference collection and microfilm)
 - i. Periodicals and microfilm would move to compact storage on the lower level.
 - b. Information Technology, in the current location of the Learning Center, Testing Center and Wally World, and the Circulation desk are the same as for Option B.
 - c. The Mezzanine Level is unchanged, except for furniture.
 - d. Study rooms are located on the north wall of the Lower Level there are approximately 10 study rooms total.
- H. The design team asked the library committee to break-out into three (3) groups, with each group comparing and contrasting two options
- a. Team Review Options A and B - Members: Joe, Rick, Nina, Elise, and Will acted as facilitator
 - i. Comments on A:
 - 1. Outside entrance to Learning Center/Testing Center was favored. It could be enclosed in a vestibule
 - 2. Consider moving Testing Center to Wally World, to allow for entirely separate entrance.
 - 3. Eliminated Media Production Classroom, which must be relocated or reconsidered.
 - 4. Chair Storage should be closer to assembly space.
 - 5. Appears to be the least cost, with the smallest first phase.
 - ii. Comments on B:
 - 1. First floor and Mezzanine need to be accessible when Testing Center is open when the Library is closed.
 - 2. Proximity of Learning Center to Writing Center is favored.
 - 3. Consolidation of collections on two floors is favored.
 - 4. Considered the better long-term solution.
 - iii. Laptop bar at the entrance should be eliminated to preserve (and enhance) display space.
 - b. Team Review Options B and C - Members: Carol, Keith, Caroline, and Evelyn acted as facilitator
 - i. Comments on Option B
 - 1. Collections consolidated on two floors is an improvement.
 - 2. More space is provided outside the Learning Center for students to do individual work.
 - ii. Comments on Option C
 - 1. Better connection between the Writing and Learning Center
 - iii. General Comments on both options:
 - 1. Adding vending machines within the library for students

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- 2. Writing Center and Learning Center connection is improved in both options
 - 3. Both options retain Media Classroom (and Control Room)
 - 4. Overall acoustics may be improved by the addition of "white noise" in animating from the new seating in the Assembly area.
 - 5. Could IT be smaller than programed?
 - 6. Existing facilities storage located in Wally World needs to be accommodated.
 - 7. The logistics of security when the Testing Center is open and the Library is closed needs to be considered, as the outside door is eliminated in these options.
 - 8. No bathroom on the Mezzanine convenient to Learning/Testing Center
- c. Team Review Options A and C - Members: Jonas, John, Hildegard, Michael, and Laura acted as facilitator
- i. Comments on Option A:
 - 1. Eliminates Media classroom and Radio Station, both of which may need to be relocated.
 - 2. Worst condition for natural light for IT of any option.
 - 3. More storage is required for the IT workroom on the lower level.
 - 4. Consider creating vestibule and enhancing after hours entrance to Testing Center.
 - ii. Comments on Option C:
 - 1. Learning Center is located next to the Reference Desk is positive; consider adding a door to the north to improve the connection.
 - 2. Relationship of the Learning Center, Writing Center and Testing Center is better.
 - 3. Compact shelving in current Writing Center location is a better use of this space and as it was originally designed.
 - 4. Media classroom and Control Room remain.
 - 5. IT is located next to the secondary server room.
 - 6. Chair storage is more accessible to assembly space.
 - 7. Study rooms on the lower level are not well liked.
 - 8. Need to identify a space for janitorial storage displaced from Wally World.
 - iii. General Comments on both Options:
 - 1. Location of the Writing Center is an improvement.
 - 2. Assembly space is maintained, while serving the Library as well.
 - 3. Both options improve the use of NW corner on the lower floor.
 - 4. Both options improve the circulation desk.
 - 5. Increased number and variety of study areas and study rooms in both options.
 - 6. Consider space to exhibit art.
- I. The design team suggested that given the consensus that Option A may be the least expensive, it should be further developed. The team asked the members of the committee to pick one additional option to further develop as an alternative.
- a. Six people preferred Option B:
 - i. Positives included:
 - 1. Makes LC/TC a destination with its own identity.
 - 2. Abundant natural light for TC/LC.
 - 3. Stair connection to Writing Center.
 - 4. "Pie-in-the-sky" Learning Center location.
 - 5. Stack consolidation on two floors.



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- ii. Negatives include:
 - 1. Secondary access into the Testing Center.
 - 2. Study rooms on the lower level.
 - 3. Handicap issue with the Learning Center on the Mezzanine.
- b. Four people preferred Option C:
 - i. Positives included:
 - 1. Learning Center accessible and welcoming on Main Floor; create "Main Street".
 - 2. Proximity of Writing Center and Learning Center.
 - 3. Preserves study space on Mezzanine.
 - ii. Negatives include:
 - 1. Concern about the Main Floor being too crowded.
 - 2. The Learning Center too much of a "fish bowl".
 - 3. Study rooms on the lower level.
- c. One person preferred Option A as a first choice:
 - i. Positives overwhelmingly included the practicality of money and phasing.
 - ii. Negatives included the lack of space and light for IT.
 - iii. Improvements suggested:
 - 1. Adjusting the Learning Center to move services into Wally World.
 - 2. Having an IT desk in the classroom wing
- d. Michael queried strategic/philosophic issues in thinking about the main floor and three options under consideration regarding the primary mission of the library building; is it intended to be 'public serving' prioritizing spaces serving 'public library' mission (Option B), or is the primary mission 'student serving' which would consolidate services directly serving the student population (Option C)?
 - i. The double story area below the skylight on the main level is a focal feature of the library space and was referred to as "Main Street".



MEETING MINUTES

Tuesday, April 1, 2014

9:00 AM – 11:00 AM

Glacier View Room – Egan Classroom Wing

- A. People present at meeting
 - a. John Pugh, Chancellor
 - b. Rick Caulfield, Provost
 - c. Carol Hedlin, Vice Provost
 - d. Joe Nelson, Vice Provost
 - e. Michael Ciri, IT Director
 - f. Elise Tomlinson, Library Director
 - g. Hildegard Sellner, Director of Learning Center
 - h. Caroline Hassler, Technical Services Librarian
 - i. Jonas Lamb, Public Services Librarian
 - j. Nina Chordas, English faculty
 - k. Chris Hay-Jahans, Math faculty
 - l. Brian Blitz, Math faculty
 - m. Keith Gerken, Facilities Services Director
 - n. Pua Maunu, Project Manager
 - o. Will Dann, THA Architecture
 - p. Laura Klinger, THA Architecture
 - q. Evelyn Rousso, NorthWind Architects
 - r. Christine Carpenter, NorthWind Architects

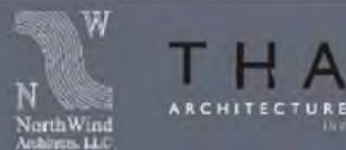
- B. Tour of the library: THA led a tour of the Library to help the committee better imagine the options being considered. Tour highlights included:
 - a. Review of the entry and circulation desk changes
 - b. Periodical and Microfilm area proposed for Learning and Testing Center in Option C establishing “Main Street”.
 - c. Mezzanine area proposed for LC/TC in Option B, to take a closer look at the HVAC systems and truss systems and consider the complexity and likely cost of enclosing space.
 - d. Main Level Classroom proposed as the location of the new Writing Center
 - e. Lower level to see the potential of creating a row of study rooms, which are easily monitored and directly accessible to the existing study rooms by way of the northeast stair. It was noted that the existing lower level study rooms may not be popular because they are too isolated and lack dependable wireless connectivity.
 - f. New IT location, in Option A to imaging the view to the east once the radio room and some stacks are relocated
 - g. Existing Learning Center

- C. Will summarized the advantages of the options:
 - a. Option A has the smallest Phase 1; the Learning and Testing Centers remain and retain their outside access. It is the “least change” option.
 - b. Option B offers better space for IT and consolidates the collections on two floors. It is “Library Focused” in that the main floor serves both the public and student missions of the Library.
 - c. Option C offers better space for IT, co-locates the Learning Center, Testing Center and Writing Center on one floor, simplifying afterhours operation. It will be the least cost relocation of the LC and TC. It is “Student Services Focused” (confusingly described a “Student Centered”) in that the main floor co-locates the Learning Center, Testing Center and the Reference Desk in a “Main Street”

- D. The Library staff objected strongly to further consideration of Option C, feeling that it compromised library space and their ability to serve the public and inserted a non-library use on the entrance floor.

- E. The design team reviewed changes to Option A. Information Technology was split, with the Help Desk and Work Room located in Wally World. This allowed the Radio Room to be located in one of the Lower Level Study rooms, and retained the second study room. As stacks were not eliminated in this area, additional stacks could be removed in front of IT increasing the access to light and views.
 - a. The changes were generally considered improvements
 - b. Additional suggestions:
 - i. Could additional study rooms be located on the Mezzanine
 - 1. Will be difficult due to trusses and HVAC systems.
 - ii. Could the library staff share a conference room with IT?
 - 1. Also, the conference room should ideally be able to hold 15 or more people
 - iii. With the glass wall from IT into the Library students may seek help in the office rather than at the Help Desk in Wally World.
 - iv. Consider relocating the Help Desk and Classroom support in the new space created behind the Circulation Desk.
 - 1. IT should be split into only 2 spaces with the second space either in Wally World or the Circulation Desk, but not both.
 - v. Consider moving the Testing Center into Wally World, and putting the IT Workroom in the current Testing Center. This would allow an additional access to the Testing Center from the Egan Classroom Wing during hours the Library building is closed.

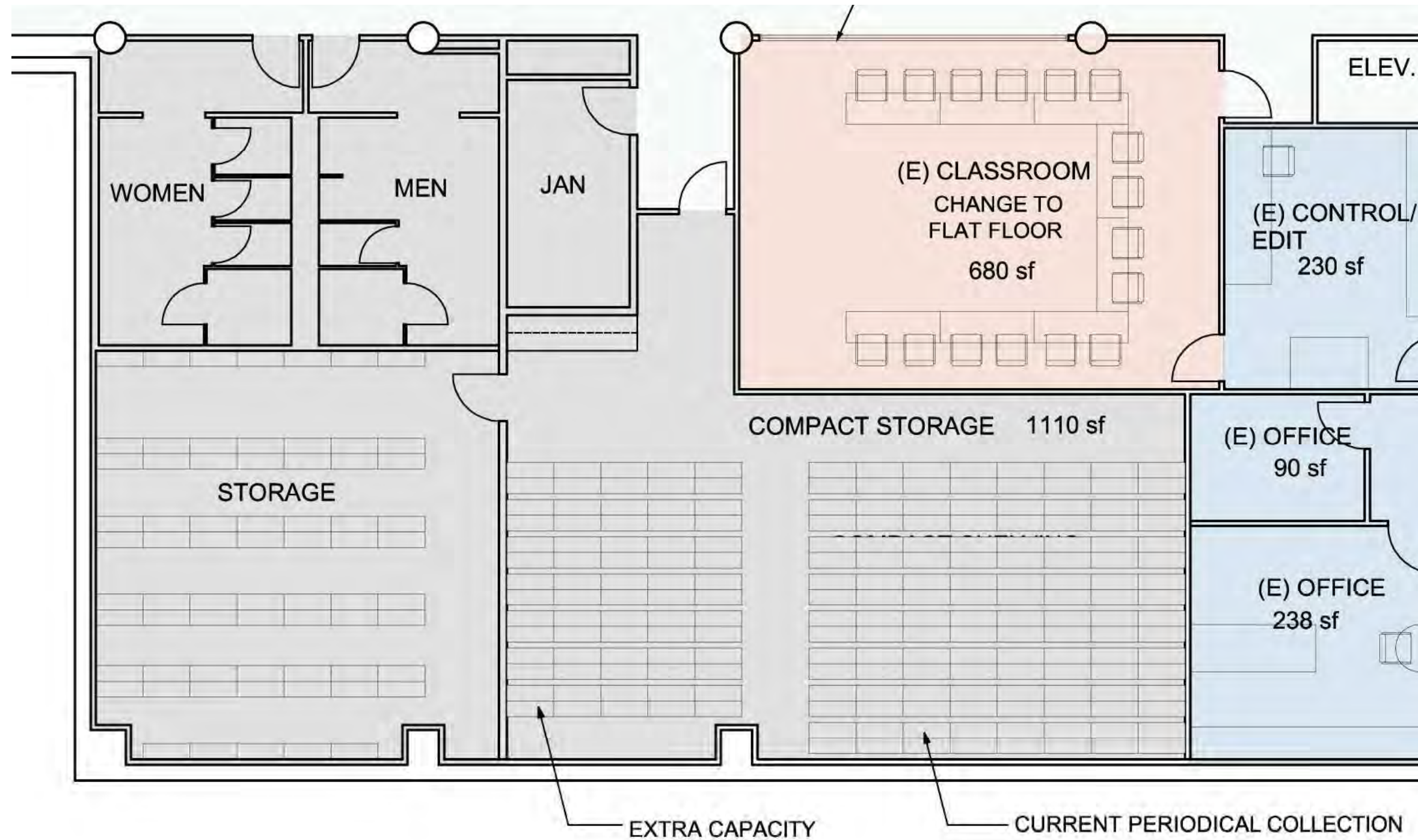
- F. The Design Team suggested that Option B, with the LC/TC on the Mezzanine would be extraordinarily expensive due to the complexity of creating an enclosed space penetrated by the roof trusses and the reworking of the mechanical distribution. Due to the negative reaction to Option C and the positive improvements to Option A, Will suggested scrapping Option B & C and further developing Option A.
 - a. Concern was raised about eliminating Option B, since it was well regarded in the previous meeting, and it has better space for IT (in spite of the potential cost).



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- G. A new Option D was suggested, locating part of IT on the Mezzanine, with access to light and keeping the Learning Center in its current location.
- H. Option "A minus 1" would move IT into the lower level of Hendrickson with no immediate changes to the Library. Proposed changes to the library, such as changing the orientation of the circulation desk, and the furniture improvements would happen in the future with available funding.
 - a. Evelyn said that not moving IT into the library will have repercussions on other programs on the campus that were outlined in the Space Modifications work.
- I. Option B: Testing and Learning Center locations on the mezzanine level footprint should be swapped.
- J. It was resolved that the Design Team will develop versions of Options A and B for pricing. Both options shall seek to minimize the scope of Phase as cost is likely to be a determinant.
 - a. It was suggested that the Writing Center could fit into the existing classroom, in the first phase, eliminating the need to relocate Elise's office.





* from option B

APPENDIX D

COMPACT STORAGE PLAN