envisioning the new Neilson

I’m extremely in love with the relationship between old and new – and with time. The dance between the elements – stone, wood, glass, steel – that will be part of my vocabulary. And maybe we’ll make a little art on the way.

– Maya Lin, September 16, 2015, Sage Hall
We Begin with Cherished Resources

- Alumnae Gym: c. 1891, beloved by generations of Smithies
- The core of Neilson Library, 1909
- A welcoming, pastoral campus originally designed by Olmsted and reshaped over more than a century of stewardship
What is In Scope to Reimagine and Renovate

- Neilson & Alumnae Gym
- Some areas underneath and around Neilson and Alumnae Gym
- Great care taken of trees and other parts of the landscape of our beautiful campus
- Young Science Library and other parts of campus for enabling only
“The palette I use is taken from nature; colors are the materials: stone, water, wood, glass.”

– Maya Lin, *Boundaries*
Program: A document that summarizes the vision, direction, and spatial requirements for the design team, consistent with the constraints of an approved budget and corresponding spatial target.

February 2016: gather feedback on program draft: campus presentations, trustee presentation

March 2016: finalize program, review by the Building Committee

May 2016: Present to board, together with budget plan and conceptual design. On this basis, trustees vote to authorize construction
The Program Solves a Spatial Problem

1. **Buildings age** and require reinvestment (last Neilson renovation in 1982)

2. **Central campus site is constrained**, must balance need for library space with desire for a more open and green landscape

3. **Cost considerations** and Smith’s commitment to efficiency and **sustainable energy practices** point to a smaller building

4. High demand for quality working, research, and gathering spaces; Special Collections see increasing use

5. **Transformational changes** in libraries (functions, materials, access, staff roles, and space demands) require changes in the use of space

6. **Library collections continue to grow** in both material and digital formats
High Level Takeaways // What’s Changing

• The Library complex will be **smaller in overall square footage**
• The **quality and variety** of workspaces **increases** significantly
• Spaces are **more efficient and flexible** for present and future
• Increase in **reservable / sharable** spaces and decrease in “owned” spaces
• We are **not recommending** that departments or “owned” faculty offices be in the program
• New collaboration opportunities are **created** for students, faculty, staff (Digital Hub, Academic Commons)
• Key parts of the program **remain open and aspirational**, reflecting ongoing transformation and work to come in design
• Collections are allocated **on- and off-campus** with consideration to **intensiveness of use**
• Collection estimates represent **high/low capacity limits**
highlights of fall engagement

My creative process balances analytic study, based very much on research, with, in the end, a purely intuited gesture.

– Maya Lin, *Boundaries*
AY15-16 Engagement & Programming

**PHASE 01 Fall**
- Study & Listening

**PLAYBACK**

**PHASE 02 Fall**
- Synthesis + Detailed Program Work

**PLAYBACK**

**PHASE 03 Winter**
- Draft, Feedback + Final Program Adjustments

WE ARE HERE
Fall Engagement // Approx. 2,000 Participants

943
THROUGH ENGAGEMENT SESSIONS & WORKSHOPS
Over 128 faculty, 505 students, 120 staff and 190 alumnae participated in 34 different engagement sessions and 2 playback days

1,038
THROUGH FOCUSED RESEARCH WITH BRIGHTSPOT
956 Survey Respondents
62 participants in “dScout” app
20 One-on-One interviews (5 Student, 15 Faculty)
Fall Engagement // Working Groups

PROGRAM COMMITTEE
MEMBERS

29

WORKING GROUPS
50+ people
65 consultations

- Vision
- User / Study Spaces
- Collections
- Teaching Spaces
- Sustainability

- Co-Occupants
- Student Advisory Committee
- Special Collections
- Staff Spaces
- Service Model
Collections Working Group Process

Share

• Current acquisition practices
• Current collection size and breakdown
• Current use statistics and other data

Listen

• What are the priorities?
• What are the concerns?
• How do faculty and students use the collections now?

Circulate draft scenarios for feedback

Different ways of looking at the collection that allowed individual faculty and departments to give feedback on tradeoffs between accessibility, collection size, and most valued uses. Feedback synthesized to generate the recommended collections scenario.

Open Collections Curation

We are piloting a tool, Curate the Collection, that will allow the Smith faculty to identify what books will be where and to request books be on campus.
highlights of what we learned

Working materials may be found on the Library Redesign website
Transforming the Library for Users

I pay careful attention to the craftsmanship and detailing of the spaces, to give a warmth and richness to the design.

– Maya Lin, Boundaries
Library users want inclusive, accessible, beautiful spaces characterized by:

- Natural materials, light, connection to the landscape
- Ease of navigation, access to library staff
The Library is a space for *convening and connecting intellectually* characterized by:

- **INVITING, INCLUSIVE SPACES** to gather
- **CHOICE** of individual or collaborative work spaces; varied, flexible, re-configurable
The Library will showcase *Resources, Research, Learning* characterized by:

- Making intellectual activity visible
- Space for experimentation and innovation
- Formal and informal exhibit spaces

MAYA LIN STUDIO II Shepley Bulfinch
Creating a sustainable library of the future

I would like to create a fluid transition between a building and its site, so that you always feel connected to the land.

– Maya Lin, Boundaries
The Library’s program reflects the life of the building over many generations characterized by:

- Architecture and landscape that respond to local ecology
- Commitment to wellness and equity
- Commitment to measuring results
The Library will house staff experts pioneering new modes of collaboration

**Co-locating:**

Campus experts who partner with faculty and students to create a user-focused service model within new public, shared, and staff-dedicated spaces
The Library will provide access to highly valued collections & resources

Its quality reflects:

• Well-curated, intensively-used collections, part of a robust digital and print network

• **SPECIAL COLLECTIONS** that are RARE OR UNIQUE

• A flexible, adaptable infrastructure that serves diverse users

• Visible and interdisciplinary resources
Studying the way forward

Smith retained brightspot, a firm that specializes in analyzing learning processes and learning spaces, to study how students, staff, and faculty work now at Smith.
Smith faculty, staff, and students care deeply about the quality and accessibility of the Library’s physical and digital collections.

- brightspot, “Academic Experience Research” 2015

Principles // Collection Quality

THEN:

SIZE was an important indicator of quality.

NOW:

An important criterion is HOW WELL THE COLLECTION IS USED

• A high quality collection should be well curated and part of a robust network

• With the much wider availability and use of digital texts, users often come to libraries for their SPECIAL COLLECTIONS—materials that are RARE OR UNIQUE to the library that houses them
Principles // Technology

• **Technology and resources** are integral to Library services and instruction.

• The Library needs a more flexible, adaptable infrastructure so that it can better serve its users and adapt to rapid change.

• **Library staff are crucial** in supporting technologies and their users, teaching research methods, supplying help and referrals to other resources on campus.

• Resources should be visible and interdisciplinary.

Instead of choosing one technology and not the other, we should maximize the benefits of coexistence by using books and digitization together to utilize the strengths and to ensure the survival of both.

- Smith Student ’19, Book Studies 140, January 2016
How we work now

brightspot’s findings

FACULTY AND STUDENTS SHARE INTERESTS BUT PRIORITIZE THEM DIFFERENTLY

(PER SURVEY RESPONSES)

<table>
<thead>
<tr>
<th>Rank</th>
<th>Faculty</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>access print or digital resources</td>
<td>study / work individually</td>
</tr>
<tr>
<td>2</td>
<td>attend an event</td>
<td>to use the printer</td>
</tr>
<tr>
<td>3</td>
<td>study / work individually</td>
<td>study / work in groups</td>
</tr>
<tr>
<td>4</td>
<td>consult with an expert</td>
<td>create something</td>
</tr>
<tr>
<td>5</td>
<td>create something</td>
<td>access print or digital resources</td>
</tr>
<tr>
<td>6</td>
<td>to be inspired</td>
<td>use technology</td>
</tr>
<tr>
<td>7</td>
<td>attend a class</td>
<td>attend an event</td>
</tr>
<tr>
<td>8</td>
<td>use technology</td>
<td>to be inspired</td>
</tr>
<tr>
<td>9</td>
<td>to use the printer</td>
<td>attend a class</td>
</tr>
<tr>
<td>10</td>
<td>study / work in groups</td>
<td>create something</td>
</tr>
</tbody>
</table>

Legend:
- access print or digital resources
- to use the printer
- use technology
- consult with an expert
- attend an event
- attend a class
- study / work individually
- study / work in groups
- create something
- to be inspired

MAYA LIN STUDIO II Shepley Bulfinch
How we work now

brightspot’s findings

RESOURCE USES VARY BY DIVISION

(PER SURVEY RESPONSES)
A CORE RESOURCE
The Library as... a central and important source for resources and spaces to work.

PLATFORM FOR NEW RESEARCH
The Library as... a key reference and foundation for creating new research or evaluating primary research studies.

HUB FOR PROBLEM SOLVING
The Library as... a center on campus that provides an environment for group work and problem solving.

How we work now
brightspot’s findings

THREE MODES OF USE THAT INFORM THE PROGRAM

Each role speaks to a different way the library might support the pursuit of new ideas and the resources that requires
1. MATCHING TASK TO ENVIRONMENT

User focus on the task at hand, selecting spaces and resources accordingly.
- Level of focus required
- Availability of spaces and quality of atmosphere
- Different space or atmosphere for different task

2. PURSUITING A NON-LINEAR RESEARCH PROCESS

Research is a core activity at Smith, connecting learning, teaching, and scholarship.
- Valuing physical resources and spaces in the Library
- Building momentum and integrating digital and print resources
- Learning how to research at four key moments
- Changing research activities and needs throughout the year.

3. MAKING INTELLECTUAL CONNECTIONS

Students and faculty desire a way to connect and discover ideas, resources, and people.
- Making discoveries and connections through informal interactions
- Pursuing opportunities to share, showcase and inspire

How we work now
brightspot’s findings

A DETAILED REPORT
OF RESEARCH
OUTCOMES MAY
BE FOUND AT THE
LIBRARY
REDESIGN
WEBSITE

MAYA LIN STUDIO II Shepley Bulfinch
program vision
Vision: Focus on Knowledge Making

The Library complex (Neilson Library and Alumnae Gymnasium) welcomes diverse modes of knowledge making – from quiet, solitary reading and study to lively brainstorming and collaboration – and houses the collections, services, technology, and workspaces they require. In the complementary spirits of continuity and transformation, we envision a sustainably designed library that supports scholarship and teaching, provides access to knowledge, and inspires and equips future leaders of a networked world.

Activities, services, and resources in the library share an intensive focus on the purposeful exploration, creation, and exchange of knowledge. These are the cognitive and social foundations of learning and scholarship at all levels.

In ways that are appropriate to their diverse functions and that promote intensive uses, library spaces will be flexible, inclusive, accessible, reconfigurable, inviting, responsive and/or technology-rich, consistent with Smith’s deep commitment to sustainability in all our human practices.
Program Principles

- Focus on the intellectual needs of diverse users and on accommodating a range of uses
- Commitment to a sustainable future
- **Intensiveness of use** in all elements of the program, including collections
- **Co-location, sharing and collaboration**
- **Flexibility** for changing ways of working: known, emerging, and aspirational
- **Key elements remain open** for exploration in design
program components
Drivers for Use of Space

- **Study, reflection**: solo spaces, reading rooms
- **Convening**: café, shared workspaces
- **Innovation, collaboration**: enclosed and open
- **Co-located**: reservable vs. owned
- **Scalable, aspirational**: capacity range, evolving space

MAYA LIN STUDIO Ⅱ Shepley Bulfinch
# Recommended Program Components

**Public Space:**
Near entries, range of activity through the day

**Staff – Public:**
Visible and easily accessible from user spaces

**Distributed Collections:**
Located throughout the building

**Unified Special Collections:**
Specialized use within secure controlled climate envelope.

**Distributed Seating:**
Located throughout the building

**Unified Academic Commons:**
Hub of engaged learning and knowledge creation

**Staff – Dedicated:**
Specialized spaces dedicated to focused staff work and collaborations

**Building Support:**
Support spaces specific to building, not code required
Recommended Program Components

GSF approximations in the program remain adjustable throughout design
### Summary of Recommended Program Components

**GSF approximations in the program remain adjustable throughout design**

<table>
<thead>
<tr>
<th>Use Priority</th>
<th>Estimated GSF</th>
<th>% of Total</th>
<th>~ Seats</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outdoor Spaces</td>
<td>N/A</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Public Space</td>
<td>+/- 8,100 gsf</td>
<td>~ 6%</td>
<td>Study, Research, Collaboration Seats +/- 700+</td>
</tr>
<tr>
<td>Staff – Public</td>
<td>+/- 3,700 gsf</td>
<td>~2%</td>
<td>Instruction Seats +/- 180</td>
</tr>
<tr>
<td>Distributed - Collections</td>
<td>+/- 26,900 gsf</td>
<td>~18%</td>
<td>Event Seats +/- 100</td>
</tr>
<tr>
<td>Unified - Special Collections</td>
<td>+/- 39,000 gsf</td>
<td>~27%</td>
<td>Café Seats +/- 20</td>
</tr>
<tr>
<td>(teaching, research, staff exhibition, stacks)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distributed - Seating</td>
<td>+/- 21,200 gsf</td>
<td>~14%</td>
<td></td>
</tr>
<tr>
<td>Unified - Academic Commons</td>
<td>+/- 26,000 gsf</td>
<td>~18%</td>
<td></td>
</tr>
<tr>
<td>Staff - Dedicated</td>
<td>+/- 15,800 gsf</td>
<td>~11%</td>
<td></td>
</tr>
<tr>
<td>Building Support</td>
<td>+/- 5,300 gsf</td>
<td>~4%</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL:** +/- 146,000 GSF

---

**USE PRIORITY KEY**

- **PUBLIC SPACE**
- **STAFF - PUBLIC**
- **DISTRIBUTED - SEATING**
- **DISTRIBUTED COLLECTIONS (GENERAL)**
- **UNIFIED - SPECIAL COLLECTIONS**
- **UNIFIED - ACADEMIC COMMONS**
- **STAFF - DEDICATED**
- **SUPPORT / STORAGE**

---

MAYA LIN STUDIO II Shepley Bulfinch
Public Space

Key elements

<table>
<thead>
<tr>
<th>Description</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple entries</td>
<td></td>
</tr>
<tr>
<td>(20) Café seats</td>
<td></td>
</tr>
<tr>
<td>(100) Event seats</td>
<td></td>
</tr>
<tr>
<td>Seats within exhibit areas</td>
<td></td>
</tr>
<tr>
<td>+ 150 Personal lockers</td>
<td></td>
</tr>
</tbody>
</table>

+/- 8,100 GSF
+/- 136 seats

+/- 6% of draft program
Staff – Public

Key elements

<table>
<thead>
<tr>
<th>Service points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small consultation rooms (available for general use in the evening)</td>
</tr>
<tr>
<td>Quick print / look up stations</td>
</tr>
<tr>
<td>Phone rooms (available for general use in the evening)</td>
</tr>
<tr>
<td>Medium meeting room (available for general use in the evening)</td>
</tr>
</tbody>
</table>

+/- 3,700 GSF
+/- 37 seats
+/- 2% of draft program
Staff - Public

Access modes:

- Consultation
- Self-Service
- Transactional
- Instruction
- Virtual
- Physical
- Both (physical and virtual)

Service Point Models

Central Service Point

Consulting

Created by Gerald Wildman
from Novi Project
Distributed Collections

Shelving Allocation

~ 22,000 LF Compact
~ 22,000 LF Static (traditional)

Translates to Approx.:
9,900 GSF Compact
17,000 GSF Static

+/- 26,900 GSF
+/- 18% of draft program
### Distributed Collections

**Supported Tasks:**
- Deep research
- Quick reference
- Reading for pleasure
- Inspiration

- Print / Monograph (Books)
- Bound Journals
- Ready Reference
- Current Periodicals & Newspapers
- Other Media (DVD, VHS, etc.)

- **Themed Browsing Collections:** some fixed, as in the Caverno Room, and some changing
Distributed Collections // Size

High/low volume ranges = recommended capacity limits

Four factors inform the volume range *(tbd in design and beyond)*

- **Balance** with the other elements of the program
- **Balance** of compact and static shelving
- **Capacity** for growth
- **Aligning** the collection with teaching, learning and research needs now and in the future: what’s on the shelves will continue to change to reflect faculty, student, and staff needs
Distributed Collections // Recommended Approach

**Library of Congress (LC)**
- Books published within 15-20 yrs. stay on site
- LC books published prior stay on site if circulated more than 3-5 times since 2006

Range Onsite:
217,100 – 277,000 VOLS
est. 54-68% of exist. LC vols.

**Dewey**
- Books that circulated 3-5 times since 2006 are re-classed to LC and stay on site
- Remainder of Dewey Books shelved offsite

Range Onsite:
13,500 – 21,500 VOLS
est. 5-9% of exist. Dewey vols.

**Growth**
- 5 years with all new LC acquisitions staying onsite
Distributed Collections // Recommended Approach

**Journals**
- Retain current issue plus previous 10 years on campus
- Retain on site selected number of large run of popular magazines of historical/cultural/design value, e.g., Life Magazine

**Growth**: accommodated by moving older volumes offsite.

**Special Collections**
- All – College Archives, Rare Book, Sophia Smith Collection – retained onsite
- **Exception**: some records management and long-term restricted manuscript collections

**Growth**: 15 Years on site
Distributed Collections // Recommended Approach

<table>
<thead>
<tr>
<th>Materials:</th>
<th>Volume breakdown</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books (LC + Dewey):</td>
<td>230,600 - 298,500 vols</td>
</tr>
<tr>
<td>Bound Journals:</td>
<td>4,200 - 6,300 vols</td>
</tr>
<tr>
<td>Growth:</td>
<td>25,000 vols</td>
</tr>
<tr>
<td>Approximate Neilson Total:</td>
<td>approx. 259,800 vols – 329,800 vols</td>
</tr>
<tr>
<td>Approx. total number on campus:</td>
<td>approx. 520,800 – 590,800 vols</td>
</tr>
<tr>
<td>(Neilson, Josten, Young, Hillyer)</td>
<td></td>
</tr>
<tr>
<td>Approx. total Smith College General Collections</td>
<td>approx. 1,200,000 vols</td>
</tr>
<tr>
<td>(Neilson, Josten, Young, Hillyer, Five College Library Annex)</td>
<td></td>
</tr>
</tbody>
</table>

*NOT INCLUDED: Special Collections, Non-Print Items, Current Periodicals, Reference*
# Distributed Collections // What Is on the Shelves, Day 01?

<table>
<thead>
<tr>
<th>Day 01:</th>
<th>Process used in addition to above methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books (LC + Dewey):</td>
<td>Librarians partner with faculty, identify specific volumes to add via <em>Curate the Collection</em> tool</td>
</tr>
<tr>
<td>Bound Journals:</td>
<td>Consultation as above</td>
</tr>
<tr>
<td>Growth and Compact/Static:</td>
<td>Established during design to give Maya Lin creative freedom</td>
</tr>
<tr>
<td><strong>Approximate Neilson Total:</strong></td>
<td>Ongoing management for sustainable growth within capacity limits</td>
</tr>
<tr>
<td><strong>Approx. total number on campus:</strong> (Neilson, Josten, Young, Hillyer)</td>
<td>Ongoing management as above</td>
</tr>
<tr>
<td><strong>Approx. total Smith College General Collections</strong> including Five College Library Annex:</td>
<td>Continues to grow</td>
</tr>
</tbody>
</table>

*NOT INCLUDED*: Special Collections, Non-Print Items, Current Periodicals, Reference
Unified – Special Collections

**Multifunction elements:** Stacks, Teaching Space, Research Space, Exhibition Space, Staff Offices

<table>
<thead>
<tr>
<th>Special Collections Reading Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flexible Instruction spaces</td>
</tr>
<tr>
<td>Small Rooms - for consultation and media viewing</td>
</tr>
<tr>
<td>Open Collaboration seats</td>
</tr>
<tr>
<td>Public Exhibit</td>
</tr>
<tr>
<td>(17) Special Collections Staff</td>
</tr>
</tbody>
</table>

**+/- 39,000 GSF**

**+/- 46 research seats**

**& 65 instruction seats**

*Multiple functions + stacks = +/- 27% of draft program*
### Tasks supported:

- **Deep research**
- **Inspiration**
- **Discovery**
- **Instruction**
- **Global partnerships**
- **Content creation**

- Study and research spaces
- Advanced staff spaces, flexible for future work
- Instruction spaces
Distributed Seating

Key elements

- Open individual seats
- Reading Room seats
- Open collaboration seats
- Rooms for general group collaboration
- Assistive Technology Lab

+/- 21,200 GSF
+/- 396 study & collaboration seats
+/- 14% of draft program
### Distributed Seating // Individual

<table>
<thead>
<tr>
<th>Tasks supported:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Focused study</td>
</tr>
<tr>
<td>- Contemplation</td>
</tr>
</tbody>
</table>

**Alone - Alone**

- Carrels
- Solo soft seating
- Nooks (1-2 p)
- Small tables (1-2 p)
- Reflection spaces
## Distributed Seating // Reading Rooms

**Tasks supported:**
- Focused study
- Deep research
- Writing, other scholarly activity
- Inspiration

**Alone - Together**

- Reading Rooms – Enclosed and Open
  - Large tables (8+)
  - Soft seating
  - Curated/themed collections
- Grand Reading Room, Caverno Room
- Extended Hours Room
### Tasks supported:

- Brainstorming
- Creating & practicing presentations
- Creating written or media projects
- Tutoring
- Viewing media as a group
- Study groups & group discussions

### Distributed Seating // Collaboration - Open

#### Together - Together

- Movable tables and whiteboards
- Group and solo seating
- Plug in for mobile technology
- Future technologies and innovations
### Distributed Seating // Collaboration - Enclosed

**Tasks supported:**
- Private phone calls
- Brainstorming
- Creating & practicing presentations
- Creating written or media projects
- Tutoring
- Viewing media as a group
- Study groups & group discussions

**Together - Alone**
- Phone room (1-2p)
- Small group study or consultation room (4-6p)
- Large group study, project room (12-15p)
Unified – Academic Commons
Still evolving during design: models for sharing, reserving, co-location

Key elements
Evolving, see next slide

+/- 26,000 GSF
+/- 208 collab. seats
& 115 instruct. seats
+/- 18% of program
**Unified – Academic Commons // details**

Still evolving during design: models for sharing, reserving, co-location

<table>
<thead>
<tr>
<th>Current Status</th>
<th>Use Priority</th>
<th>GSF</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Well defined</strong></td>
<td><em>Digital Media Hub:</em> CMP, ETS, Spatial Analysis + <em>Library Instruction</em></td>
<td>10,700 gsf</td>
</tr>
<tr>
<td><strong>Still defining (satellite or anchor?)</strong></td>
<td><em>Faculty and Student Centered Collaborations:</em> Kahn, possibly Humanities Works, Sherrerd, WFI/Conway, Spinelli, Jacobson, Wurtele, Lazarus, Disability Services</td>
<td>5,100 gsf</td>
</tr>
<tr>
<td><strong>Remains open to explore</strong></td>
<td><em>Collaboration spaces SHARED by all of the above:</em> Knowledge Creation, Engaged Learning, Research, Innovation</td>
<td>10,200 gsf</td>
</tr>
</tbody>
</table>

**TOTAL:** 26,000 GSF
Unified – Academic Commons // details
Still evolving during design: models for sharing, reserving, co-location
## Staff - Dedicated

### Staff Allocation

<table>
<thead>
<tr>
<th>Staff Allocation</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>(3) Library Admin</td>
<td></td>
</tr>
<tr>
<td>(7) Teaching, Learning &amp; Research</td>
<td></td>
</tr>
<tr>
<td>(7) Digital Strategies &amp; Services</td>
<td></td>
</tr>
<tr>
<td>(22) Discovery &amp; Access</td>
<td></td>
</tr>
<tr>
<td>(6) Education Tech Svc</td>
<td></td>
</tr>
<tr>
<td>(5) Ctr for Media Production</td>
<td></td>
</tr>
<tr>
<td>(2) Spatial Analysis Lab</td>
<td></td>
</tr>
</tbody>
</table>

** +/- 15,800 GSF  
52 staff  
 +/- 11% of draft program**
### Tasks supported:
- Focused work
- Instruction preparation
- Collection management
- Collaborative projects
- Content creation
- Storage of materials

### Pioneering Mixed and Intensive Use

- Offices and shared workstations
- Workrooms
- Social space
- Low percentage of “owned” spaces
- Locked storage & other support spaces
Current Target and “Still Working On…”

Financial modeling within budgetary constraints

\[ +/- 146,000 \text{ gsf} \]

Includes Neilson and Alumnae Gym

Still Working On…
(not prioritized)

- Academic Commons: further discussion with members
- Aspiration: more event space
- Aspiration: increase Gen. Coll. growth from 5y to 10y
- Aspiration: increase Gen. Coll. gsf
The vision for the future of Neilson acknowledges the critical importance of flexible space that is well used.
Flexibility // Key considerations

**Time**
Immediate change vs. change at regular intervals by staff vs. change over time to respond to changing needs

**Users:**
What level of user control or autonomy exists to implement change?

**Level of technology / connectivity**
Specialized infrastructure vs. plug and play

**Mobility:**
Wheels, light weight, made to move

**Scale / connection to building or systems**

**Funding**
**Flexibility // Lexicon**

- **fixed**
  - Who: Outside construction team
  - **Time:** Significant
    - requires time and funding of renovation to change
  - **Mobility:** not mobile
  - **Funding:** Significant required

- **adaptable**
  - Who: Campus Staff or Outside furniture/construction team
  - **Time:** Planned
    - short turnaround (new furniture, remove static shelving, etc.)
  - **Mobility:** not a factor
  - **Funding:** likely required

- **evolving**
  - Who: Library Staff
  - **Time:** Quick
    - could be change in protocol – actual space does not change
  - **Mobility:** things may move or change, but by staff, not users
  - **Funding:** likely limited to no funding required

- **flexible**
  - Who: Users
  - **Time:** instantaneous
  - **Mobility:** very mobile - casters especially important
  - **Funding:** no funding required for change
Flexibility // Comparison

GSF approximations in the program remain adjustable throughout design
Intensity of Use // Enclosed Collaboration Rooms

Counts reflect current program framework and remain adjustable throughout design.

Daytime Use

<table>
<thead>
<tr>
<th>User - Day</th>
<th>All</th>
<th>Academic Commons - Shared</th>
<th>Digital Media Hub</th>
<th>Library Staff</th>
<th>Study &amp; Research - SC</th>
<th>Library Staff - SC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>12</td>
<td>14</td>
<td>6</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Evening Use

<table>
<thead>
<tr>
<th>User - Evening</th>
<th>All</th>
<th>Library Staff - SC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>39</td>
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<tr>
<td></td>
<td>5</td>
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</tr>
</tbody>
</table>
I believe a library should have books under its roof – there's no doubt in my mind about this fact – but I wouldn't mind seeing less of them, in order to appreciate the ones that are exposed more. Neilson is by far one of my least favorite buildings on campus: the dark, almost suffocating stacks make it uncomfortable for me, and the confusing layout was quite intimidating at first. I hope the future library moves forward towards a more inviting and luminous structure, while still keeping a most necessary tie to its past.

– Smith Student ’18, BKX140_J16, January 15, 2016
next steps
February – April 2016

PROGRAM COMMITTEE

• Present Draft to Faculty 1/19
  * refinements for clarity …

• Present Draft to Trustees 1/28
  * refinements for clarity …

• Circulate for comments, February

• Reconvene to reflect on feedback, late February
  * adjustments

• Playback to Campus, March

• Workshop with academic centers, March

• Building Committee review, end of March

OTHERS

• Conceptual Design starts. Design Committee gives feedback to Maya Lin on how the program is realized in an existing site with historic buildings, landscapes, and the larger institutional context at Smith

• Budget refinement and accountability planning continues

• Enabling planning continues

• Building Committee integrates processes
providing feedback

Please provide feedback via the library suggestions box, so the Program Committee can gather it in one place:

http://www.smith.edu/libraryproject/feedback.php