9-1-2013

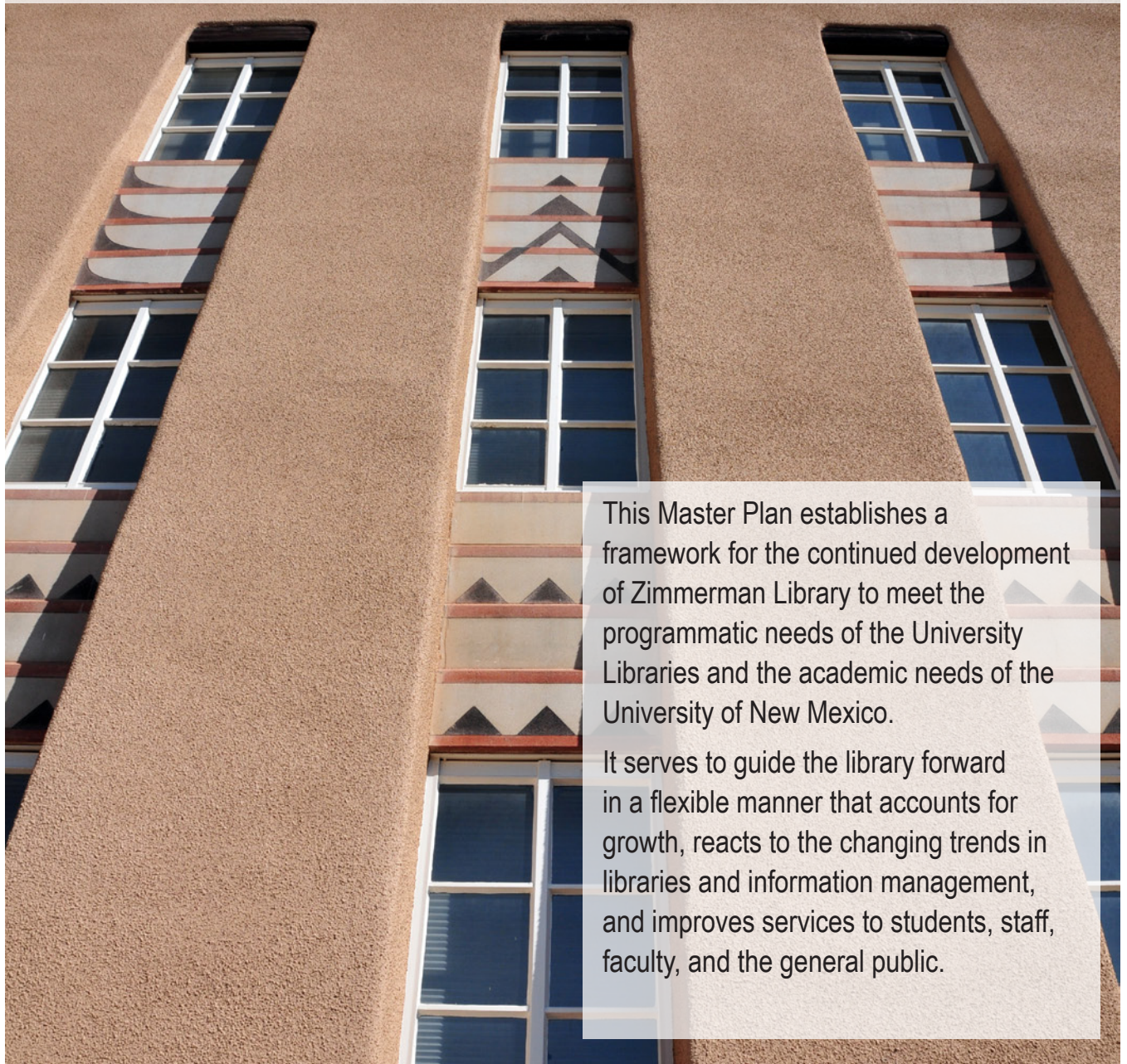# Zimmerman Library Long-Term Facility Master Plan

Ben Savoca

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Zimmerman Library

Long-Term Facility Master Plan

This Master Plan establishes a framework for the continued development of Zimmerman Library to meet the programmatic needs of the University Libraries and the academic needs of the University of New Mexico.

It serves to guide the library forward in a flexible manner that accounts for growth, reacts to the changing trends in libraries and information management, and improves services to students, staff, faculty, and the general public.

UNM | PLANNING & CAMPUS DEVELOPMENT

Acknowledgments

University Libraries

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Mary Kenney, Planning Officer, Retired

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John Tomaszewski, BIM Coordinator

Front cover photo: The original tower of Zimmerman Library, with inlaid concrete spandrel panels.

Back cover photo: The Grand Hall in Zimmerman's West Wing.

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The south entrance of Zimmerman Library, from Smith Plaza.

1. Executive Summary

"A public library is the most enduring of memorials, the trustiest monument for the preservation of an event or a name or an affection; for it, and it only, is respected by wars and revolutions, and survives them"

- Mark Twain

1.1. Project Background

Originally opened in 1938, three major subsequent additions and remodels increased the size of Zimmerman Library to its present 270,000 gross square feet. The building is generally in good condition, although its present configuration complicates way finding and circulation, limits natural light, and subdues the architectural character of the original structure.

The master planning process has been a shared effort involving Planning and Campus Development (PCD), Office of Capital Projects (OCP) and College of University Libraries and Learning Sciences (UL&LS). The process was initiated as part of the planning to develop a Learning Commons on the first floor of Zimmerman Library within the next year. All groups agreed that developing a long-term plan for remodeling, preserving and expanding Zimmerman Library would prevent short-term projects from compromising the long-term goals of improving efficiency, meeting the changing needs for technology and interdisciplinary collaborative work and creating a cohesive interior architectural style that honors John Gaw Meem's original building.

The Zimmerman Master Plan documents space needs for all current building users, projects additional space needs for future uses and proposes multiple capital projects of varying scales to be implemented over the next ten years.

Zimmerman Library is one of the most heavily used buildings on campus. Current space needs total approximately 285,000 gross square feet, and collections growth alone could result in the need for an additional 130,000 gross square feet. Expansion will be required in the future, but in the short-term the renovations proposed in this document could address immediate needs.

1.2. Short-Term Development Strategy - Learning Commons

- Locate a Learning Commons on the east end of the first floor of Zimmerman Library.

- This short term project will complete the work begun following the Zimmerman fire. Funds from the insurance settlement, BR&R funds and supplemental donor support will pay for the project.

- Reconfigure current employee office spaces and service desk areas to create space for the development of a state of the art, technologically enhanced Learning Commons.

- Redesign group study rooms for students with greater flexibility.

- Create a combined service point in the center of the Learning Commons to streamline services, maximize convenience and support for users, and provide visibility from the entrances.

- Remodel the heavily used, non-compliant, outdated bathrooms on the first floor.

Refer to Section 5.2 on page 50 for detailed more detailed information of this project's scope.

1.3. Key Mid-Term and Long-Term Goals

- Create a cohesive interior architectural style in all areas of the building that reflects the character of the original 1938 building

- Open pathways to the West Wing to reintegrate it with the building additions.

- Create efficient spaces and simplify way finding especially on the first and second floors.

- Embrace the lobby as a key UNM indoor/outdoor space to become the "campus living room."

- Improve security and organize functions so that some of the building can be used late night/early morning while improving security throughout.

- Keep Zimmerman as a "destination" point within the University and within the State of New Mexico.

- Accommodate future growth in staff, collections and technology use.

- Plan for Zimmerman Phase IV as envisioned in the campus master plan.

1.4. Anticipated Project Costs

NOTE: The Office of Capital Projects will be providing cost estimates once this final redesign has been approved. A summary of the anticipated project costs will appear here, and in greater detail in Section 6 on page 61.

Zimmerman Library Master Plan
First Floor Short-Term Concepts

Legend
- Office Space
- Learning Commons / Gathering
- Quiet Personal Study
- Primary Circulation Space

1 Quiet Reading Area
2 Willard Reading Room
3 CSWR Offices
4 Anderson Reading Rm
5 Waters Room
6 Cafe
7 Mail Room / Facilities - 1400 sf
8 ILL / Book Sorting - 2870 sf
9 Circulation Staff / Conf - 2770 sf
10 Combined Service Point - 3780 sf
11 Learning Commons - 11250 SF
12 Group Study Area - 1400 SF

To Cornell Mall
To Union Square
To Smith Plaza
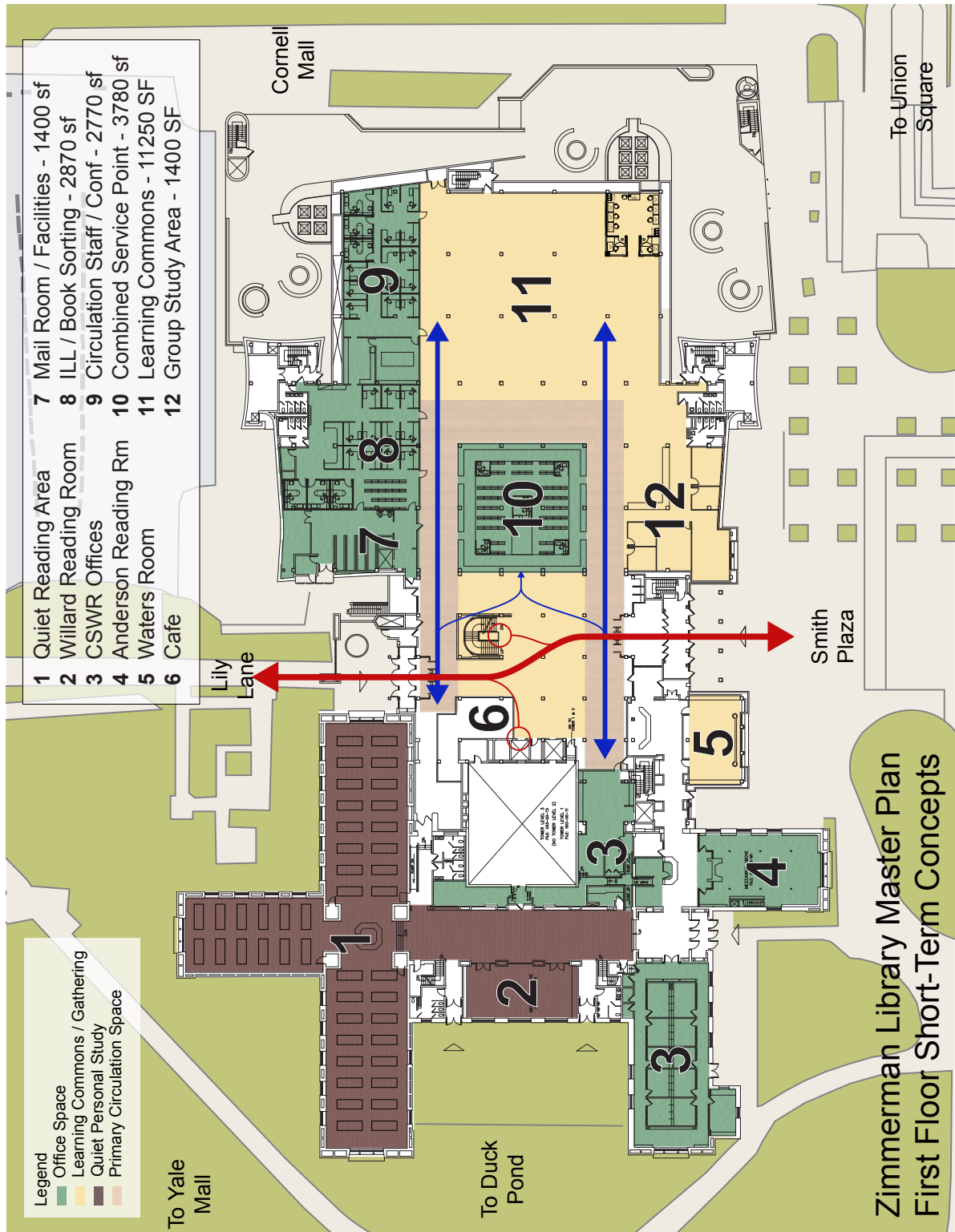To Lily Lane
To Yale Mall
To Duck Pond

Exhibit 1.   Short-Term Conceptual Development

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The Anderson Reading Room.

2. Introduction and Background

"Without libraries what have we? We
have no past and no future."

- Ray Bradbury

2.1. Introduction

This document presents a facilities master plan for Zimmerman Library, home to the College of University Libraries & Learning Sciences administrative offices and several affiliated programs.

It documents space needs for all current building users and projects additional space needs for future uses. This report proposes multiple capital projects of varying scales to be implemented over the next ten years to address current deficiencies and to improve the library's ability to achieve its mission and serve its patrons.

2.2. Project Scope and Process

The overall process to determine space needs and identify projects is as follows:

- Information Gathering
  - Conduct interviews with representatives from facility user groups. Identify staffing levels and functional requirements.
  - Tour existing facility to identify deferred maintenance, space deficiencies, inefficiencies, and opportunities for improvement.
  - Document existing space use.
- Needs Assessment
  - Diagram functional relationships.
  - Develop a space allocation spreadsheet illustrating space needs.
- Conceptual Development
  - Identify over-arching themes for space use, circulation, and opportunities for growth.
  - Conduct test-of-fit exercises to ensure spaces could accommodate all appropriate functions.

During all steps in this process, University Libraries staff were on hand to provide input and make recommendations.

2.3. History and Background

2.3.1. Building History

Opened in 1938, Zimmerman Library is the academic, geographical, and in many ways spiritual heart of campus. It serves not only as a repository of knowledge, but a place where students can socialize, study, and collaborate.

The original building stands testament to the legacy of its architect John Gaw Meem, with finely carved wood detailing, hand-made tin light fixtures, and inlaid concrete spandrel panels in the tower.

Many subsequent additions have augmented the building. Zimmerman II was completed in 1966 by the Albuquerque firm Ferguson, Stevens, Mallory, and Pearl. An addition called Zimmerman III was completed in 1973 by the firm Dean, Hunt, and Associates of Albuquerque. A third major addition designed by Van H. Gilbert was completed in 1993. (See Exhibit 2). Over the years additional scholarly programs – such as the Center for Southwest Research & Special Collections (CSWR), Indigenous Nations Library Program, and the Center for Regional Studies, to name a few – came to call Zimmerman home.

The library has encountered many challenges in its history. The introduction of new services and programs and the acquisition of millions of new volumes have stressed the capacity of the facility. The advent of the digital age has radically altered the role of the library and the ways it serves its patrons. Perhaps the most trying event was a fire in the basement of Zimmerman in the Spring of 2006 that claimed over 400,000 volumes.

The facility and those who operate within it have acted admirably, adapting to overcome these obstacles and maintain a high level of service. Unfortunately, the implementation of piecemeal solutions have compromised the building's pedestrian circulation, operational flow, and ease of use, and the various modifications have detracted from the original architectural expression.

University Libraries seeks to adopt new models of service delivery, such as a Learning Commons and a combined service point. This study arose out of the need to incorporate these concepts in the context of a greater, building-wide master plan.

Legend - Occupation Date and Architect
- 1938 - John Gaw Meem
- 1965 - Ferguson, Stevens, Mallory, and Pearl
- 1974 - Dean, Hunt, and Associates
- 1993 - Van H. Gilbert
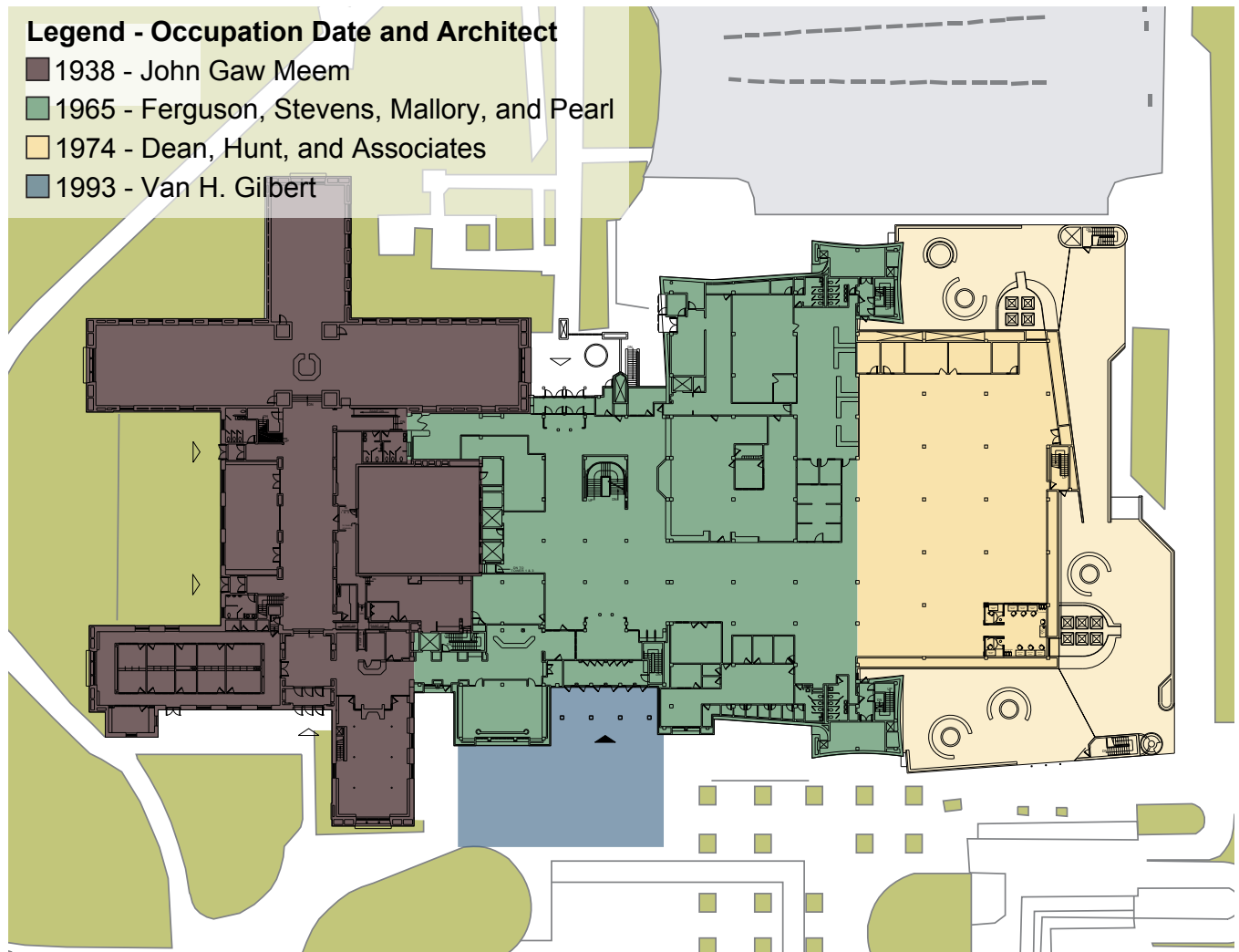
Exhibit 2.   The Growth of Zimmerman in Phases
The plaza on the east side of the building, marked in light yellow, denotes a basement level built as part of the 1973 "Zimmerman III" addition. The 1993 Van H. Gilbert addition (in blue) added basement and subbasement levels to the building.

2.3.2. Location and Site

Zimmerman Library, Building #53, is located in the approximate center of UNM's Main Campus, just east of the Duck Pond. See Exhibit 3.

The building sits at the intersection of several major pedestrian pathways: Yale Mall to the west, Cornell Mall to the east, and Roma Way to the north. Lily Lane extends south from the Yale Parking Structure, through the lobby of Zimmerman to Smith Plaza on the building's south. Union Square lies to the southeast.

The original John Gaw Meem building, often referred to as the West Wing or Zimmerman 1, is at the western end of the building. The central portion is the 1965 addition (Zimmerman II), and the 1974 addition (Zimmerman III) is at the far eastern end. A plaza deck on the east end conceals a large basement area. The entry plaza to the south stands over three levels of basement.

The parking lot to the north of the building features numerous handicap spaces; its central location on campus makes it prime parking for persons with mobility issues. This parking lot also serves as the point of access for the loading dock, in the center of the north side of the building.

Exhibit 3.   UNM Campus Map
Zimmerman Library is highlighted in orange.

2.4. Facility Condition
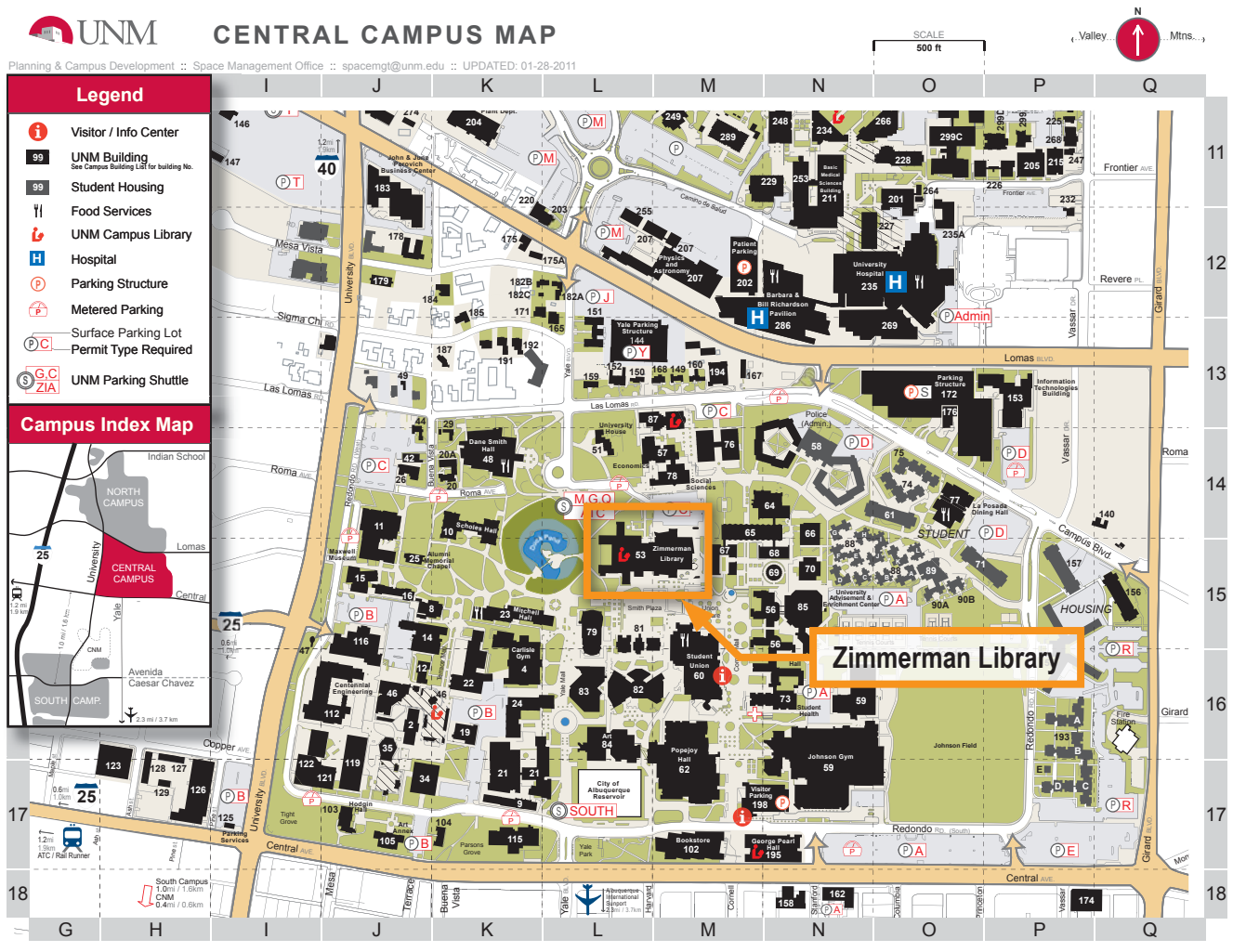
2.4.1. Overall Condition

Despite its advanced age and heavy use throughout the life of the building, Zimmerman is remarkably well preserved. As of 2006, the building had a Facility Condition Index of 11.67, meaning that deferred maintenance on this facility was equivalent to 11.67% of the cost to replace it. Given the age of the building, this is a very good score.

During the construction of the 1974 addition, a crane fell into the building, causing roof leaks for many years (See Exhibit 4). These leaks have since been permanently mitigated.

Exhibit 4. Photo of Zimmerman Roof
Looking east from the tower, evidence of the roof damage is visible as the light gray patch in the upper right.

A fire occurred in the basement in the Spring of 2006. This caused extensive fire, smoke, and water damage in the basement and throughout the building and necessitated large-scale cleanup. The University Libraries seized the opportunity to renovate and remodel the basement to include study spaces, classrooms, and compact shelving for the collections there.

2.4.2. Building Systems

The buildings systems are in fair to good condition. Mechanical systems are controlled by direct digital control (DDC) panels operated by UNM Physical Plant Department. The mechanical equipment is aging, but it is maintained regularly and is in good working order. Most spaces are comfortable with the exception of some in the original west wing. The stacks are generally kept at temperature and humidity levels appropriate for materials storage, though the special collections housed in the nine-story tower often suffer from temperature and humidity fluctuations and excessive exposure to sunlight.

After the 2006 fire the library underwent many upgrades to its fire suppression system, installing additional sprinklers in the west wing and elsewhere in the building. Fire code issues are still being addressed.

Plumbing in the building is problematic. Public and staff toilets frequently back up, leak, smell, or overflow. The restrooms are in need of updating to meet code and ADA accessibility requirements. Fixture counts are sufficient for the occupancy load.

Electrical service and internet appear to be adequate for current user needs. The introduction of a Learning Commons may necessitate the installation of more power outlets and data ports.

2.4.3. Constraints and Opportunities

The many additions to Zimmerman Library have negatively impacted the library. They have complicated wayfinding and circulation, limited the natural light admitted into spaces, and detract from the architectural character of the original structure.

The nine-floor tower presents additional constraints. Originally intended to house the stacks of the library, it features floor-to-ceiling steel book shelves that, per John Gaw Meem's drawings, are the structural support of the tower. The floors of the tower are concrete slabs approximately three inches thick. Floor-to-floor heights are typically only 7'-6", inhibiting the installation of additional infrastructure such as climate controls, lighting, fire suppression, and so on. The tight array of steel shelving, the lack of other structural support, and the fact that the floor-to-floor heights of the tower floors do not align with any other adjacent floor levels make it difficult to repurpose the tower floors for other uses.

Inexplicably, the easternmost addition to the building has a wide interstitial space between the interior and exterior walls. This chase is nearly five feet wide and runs on the north, east, and south sides of the building on all three floors. The north side contains HVAC duct work that distributes air to all three floors from the basement mechanical space, but the other two sides are open, with enough space to stand in. UNM IT staff have run IT cabling through these spaces. Some of this space may be reclaimed as additional square footage or as an opportunity to introduce natural light into the building.

The loading dock on the north side of the building is frequently busy, accepting shipments of books, computers, and wares from various vendors for all four libraries. This heavy truck traffic poses an issue for pedestrians and vehicles, especially since trucks often line up waiting for admittance into the dock.

2.5. Existing Space Use

Per the UNM FAMIS database, Zimmerman Library has a total of 184,713 net square feet and 270,404 gross square feet, with a net-to-gross efficiency of 68.3%.

The following pages illustrate existing space use. Spaces are color coded as follows:

University Libraries Administration
- ▪ Library Administration
- ▪ Collections and Acquistions, LIBROS
- ▪ Academic Research Technologies (IT)

Collections, Access Services
- ▪ Stacks and Collections - Public
- ▪ Stacks and Collections - Closed Stacks
- ▪ Stacks and Collections - CSWR
- ▪ Combined Service Point

Scholarly Resources
- ▪ Center for Southwest Research
- ▪ Digital Initiatives
- ▪ Indigenous Nations Library Program
- ▪ Inter-American Studies
- ▪ Center for Regional Studies
- ▪ Spanish Colonial Research

Student Spaces and Services
- ▪ Learning Commons and Classrooms
- ▪ Quiet Study Spaces
- ▪ CAPS
- ▪ OILS

Building Common
- ▪ Facility Maintenance
- ▪ Building Common
- ▪ Mechanical Spaces

University Libraries Administration
Library Administration
Collections and Acquisitions, LIBROS
Academic Research Technologies (IT)

Collections, Access Services
Stacks and Collections - Public
Stacks and Collections - Closed Stacks
Stacks and Collections - CSWR
Combined Service Point

Scholarly Resources
Center for Southwest Research
Digital Initiatives
Indigenous Nations Library Program
Inter-American Studies
Center for Regional Studies
Spanish Colonial Research

Student Spaces and Services
Learning Commons and Classrooms
Quiet Study Spaces
CAPS
OILS

Building Common
Facility Maintenance
Building Common
Mechanical Spaces
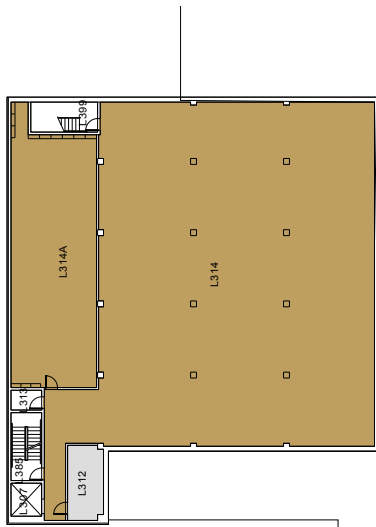
Sub-Basement 3 ("B2")
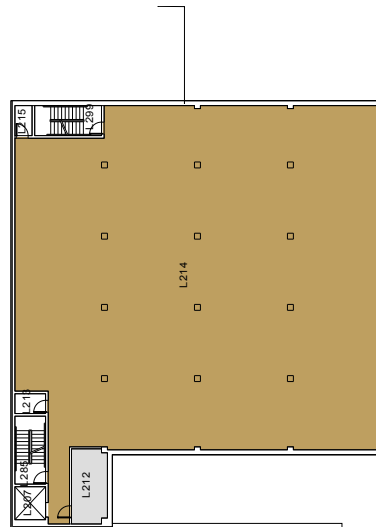
Sub-Basement 2 ("B1")

Exhibit 5.   Existing Sub-Basement Floor Plans
The sub-basements feature compact shelving housing rare books and manuscripts, the John Gaw Meem architectural archive, government and university records, and other special collections. These are managed by the Center for Southwest Research and Special Collections.

Building Common
- Facility Maintenance
- Building Common
- Mechanical Spaces

Student Spaces and Services
- Learning Commons and Classrooms
- Quiet Study Spaces
- CAPS
- OILS

Scholarly Resources
- Center for Southwest Research
- Digital Initiatives
- Indigenous Nations Library Program
- Inter-American Studies
- Center for Regional Studies
- Spanish Colonial Research

Collections, Access Services
- Stacks and Collections - Public
- Stacks and Collections - Closed Stacks
- Stacks and Collections - CSWR
- Combined Service Point

University Libraries Administration
- Library Administration
- Collections and Acquisitions, LIBROS
- Academic Research Technologies (IT)

Basement ("B0")

Exhibit 6.   Existing Basement Floor Plan

The basement floor has office space, library computer labs, open study areas, group study rooms and a large amount of compact storage shelving for periodicals and microfiche/microfilm. The Center for Southwest Research & Special Collections also operates a preservation lab on this floor.

University Libraries Administration
■ Library Administration
■ Collections and Acquisitions, LIBROS
■ Academic Research Technologies (IT)

Collections, Access Services
Stacks and Collections - Public
■ Stacks and Collections - Closed Stacks
■ Stacks and Collections - CSWR
■ Combined Service Point

Scholarly Resources
■ Center for Southwest Research
■ Digital Initiatives
■ Indigenous Nations Library Program
■ Inter-American Studies
■ Center for Regional Studies
■ Spanish Colonial Research

Student Spaces and Services
■ Learning Commons and Classrooms
■ Quiet Study Spaces
■ CAPS
■ OILS

Building Common
■ Facility Maintenance
■ Building Common
■ Mechanical Spaces

Exhibit 7.   Existing First Floor Plan

The first floor contains quiet and open reading areas, the circulation and reference desks, a cafe, office space for Center for Southwest Research & Special Collections staff, Access Services and Interlibrary Loan staff, and shipping and receiving staff areas.

Legend

Building Common
Facility Maintenance
Building Common
Mechanical Spaces

Student Spaces and Services
Learning Commons and Classrooms
Quiet Study Spaces
CAPS
OILS

Scholarly Resources
Center for Southwest Research
Digital Initiatives
Indigenous Nations Library Program
Inter-American Studies
Center for Regional Studies
Spanish Colonial Research

Collections, Access Services
Stacks and Collections - Public
Stacks and Collections - Closed Stacks
Stacks and Collections - CSWR
Combined Service Point

University Libraries Administration
Library Administration
Collections and Acquisitions, LIBROS
Academic Research Technologies (IT)

Second Floor

Mezzanine

ANDERSON 2ND FLOOR

MEZZANINE

Exhibit 8. Existing Second Floor Plan

The Office of the Dean on the second floor, along with the Indigenous Nations Library Program, Center for Regional Studies (CRS), and Organization, Information and Learning Sciences (OILS) programs. Graduate study carrels line the walls of the stacks on the eastern portion of the floor. The mezzanine level houses CRS and Academic & Research Technology (ART) offices, and the balcony level of the Anderson Reading Room.

Building Common
Facility Maintenance
Building Common
Mechanical Spaces

Student Spaces and Services
Learning Commons and Classrooms
Quiet Study Spaces
CAPS
OILS

Scholarly Resources
Center for Southwest Research
Digital Initiatives
Indigenous Nations Library Program
Inter-American Studies
Center for Regional Studies
Spanish Colonial Research

Collections, Access Services
Stacks and Collections - Public
Stacks and Collections - Closed Stacks
Stacks and Collections - CSWR
Combined Service Point

University Libraries Administration
Library Administration
Collections and Acquisitions, LIBROS
Academic Research Technologies (IT)

Third Floor

Exhibit 9. Existing Third Floor Plan
The third floor is the headquarters of the CAPS program, housing both program space and administrative offices. It also features a large area for stacks, graduate study carrels, and the staff break area.

Exhibit 10. Existing Tower Floor Plans

The towers house rare, oversized, and archived volumes and other special materials for the entire University Libraries system. Note that there is no "Tower Two" level.

2.6. Mission and Programs

2.6.1. The Mission of the University Libraries

Per its mission, "The University of New Mexico University Libraries provides information, services and education in anyplace and at anytime, as well as providing and maintaining exceptional facilities for the evolving education, research and service needs of UNM and the wider community."

The library must continue to adapt in order to meet its mission. Changing technologies, increasing enrollment at the university, shifts in teaching pedagogy, and transitions in the way students learn all have altered the role of the library, and its physical form must shift to accommodate them.

2.6.2. Programs

The College of University Libraries and Learning Sciences, which administers Zimmerman and three other libraries on UNM's main campus, is headquartered at Zimmerman Library.

Zimmerman Library is home to a number of academic initiatives, scholarly pursuits, student services, and other programs. Some of these are part of the University Libraries' operating budget, some receive funding through the state legislature, and others receive grant funding. For space needs of each group, see Section 4 on page 33.

Center for Academic Program Support

The Center for Academic Program Support, or "CAPS," is not under the purview of the University Libraries, but instead reports to the Associate Vice President of Curriculum under the Provost.

CAPS is a peer learning center which assists students in undergraduate classes with tutoring, writing assistance, supplemental instruction, and other services. It relies on graduate and upper-level undergraduate students to provide educational assistance in a peer-to-peer environment.

Center for Regional Studies

The Center for Regional Studies (CRS) promotes collaboration between UNM and the wider community, supporting research and teaching with a focus on the US Southwest, Latin America, and Spain.

Center for Southwest Research & Special Collections

The Center for Southwest Research & Special Collections (CSWR) specializes in interdisciplinary subjects relating to New Mexico, the Southwestern US, Native American culture, Mexico, and Latin America. The CSWR maintains extensive special collections, including manuscript collections, rare book collections, pictorial collections, the university archives, architectural archives, and music archives.

Digital Scholarship Services

Digital Scholarship Services assists students and faculty with digital publishing and scholarly communications issues. This is a growing service which recently began to operate an Espresso Book Machine. The Espresso Book machine provides on-demand printing of electronic books as well as self-published material.

Inter-American Studies

Inter-American Studies at the University Libraries supports academic programs and university outreach initiatives related to Hispanic/Latino/Chicano studies, Latin American and Iberian studies, and American studies. Their services encompass traditional and technical services and collection development operations as well as specialized research and outreach.

Indigenous Nations Library Program

The Indigenous Nations Library Program (INLP) supports UNM's Native American and Indigenous curriculum with books and other materials that supplement course materials. INLP librarians teach students to use and critically evaluate information resources through classroom or one-on-one instruction.

Organization, Information & Learning Sciences

The Organization, Information & Learning Sciences (OILS) is primarily a graduate program focused on adult learning and organizational development across a broad spectrum of disciplines. The staff and faculty offices are housed in Zimmerman Library, but the program relies on nearby classroom buildings for instructional space.

Spanish Colonial Research Center

The Spanish Colonial Research Center (SCRC) is a research office run by the National Park Service. It curates archives from the Spanish Colonial era including legal documents, maps, books, and other items from New Mexico, Mexico, and other Spanish colonies in the Americas.

2.7. Strategic Plan

The University Libraries 2015 Strategic Framework can be found on the following pages.

UL Strategic Framework 2015

Exhibit 11. University Libraries 2015 Strategic Framework

UNM   UL Strategic Framework 2015

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UNM | UL Strategic Framework 2015

Mission

The University of New Mexico University Libraries provides information, services and education in anyplace and at anytime, as well as providing and maintaining exceptional facilities for the evolving education, research and service needs of UNM and the wider community. The UL plays a key role in fulfilling UNM's mission to serve as New Mexico's flagship institution of higher learning through demonstrated and growing excellence in *teaching*, *research, patient care*, and *community service*.

Vision Statement

The University of New Mexico University Libraries is seen as a proactive and adaptable source of knowledge for UNM and the wider community. We remain the leading academic library in New Mexico by:

- Making available extensive and valuable collections
- Being a trusted partner in the academic culture
- Enabling students in the use of information and informatics
- By offering extensive and user-centered electronic services
- Being a desired destination by providing functional and attractive physical places
- Ensuring that our employees have the necessary skills and tools to serve the evolving needs of our customers
- Having varied funding sources
- Sharing successes with customers by understanding their needs

UNM   UL Strategic Framework 2015

Guiding Values

The University Libraries (UL) integrates into all we do the University of New Mexico (UNM) values of:

- Excellence
- Access with Support to Succeed
- Integrity
- Diversity
- Respectful Relationships
- Freedom
- Sustainability

The UL adds to UNM's values:

- Service
- Trust
- Collaboration
- Accountability

Guiding Principles

The principles below reflect the UL's beliefs that are fundamental to the way we operate:

- All UL employees are individually valued, understand how their role affects UL customers and have the necessary tools and skills to succeed.
- Funds allocated by UNM, the tax payers of New Mexico, delivered by grants, and given by donors are spent effectively and efficiently in the pursuit of our mission.
- Equipment and other assets entrusted to us are maintained, improved and used with respect, care and economy.

Enabling Principles

We have recognized that in order to successfully achieve our desired strategic outcomes, the following enabling principles will be required:

- Appropriate *Human Resources* will be allocated.
- An internal and external *communication plan* will be developed and implemented.
- *Budgetary* and other financial requirements will be identified and allocated.
- *Information technology* infrastructure and support requirements will be specified.
- *Success measures* will be developed and evaluated.

UNM   UL Strategic Framework 2015

Planning Principles

The University Libraries and academic libraries are in transformational times. The UL is constantly adapting and innovating to meet the needs of our customers. However, we have identified certain principles that remain constant despite all the changes taking place in technology, academia, and the general economy. These core principles are:

- **Do the right things with less**
- **Meet our customers where they are**
- **Use data to inform our decisions**
- **Provide services and resources that are student centered**

Program and Service Area Principles

Additionally, we have identified fundamental principles for each of our program and service areas and as an academic unit of UNM. These areas have corresponding performance measures that will be reported annually. They are as follows:

Materials & Collections
- Continually provide, improve, and adapt the materials and collections offered by the UL to meet the requirements and demands of our customers
- Make materials and collections easily discoverable and improve efforts to maximize their usefulness
- Identify and focus resources on areas of strength

Research & Outreach
- Offer the support and assistance to improve and enhance the productivity and quality of scholarly output by UNM's faculty, graduate and undergraduate students, and other scholars
- Be a proactive partner for research endeavors in our own and others academic disciplines

Instruction & Learning
- Promote and foster the skills and conceptual frameworks required for lifelong learning by current and future UNM students
- Provide services and resources that are student centered

Electronic Services
- Provide useful, innovative, and secure electronic services paying close attention to the user experience
- Create patron-centered digital collections utilizing the UL's archival and unique resources
- Archive, preserve, and provide access to the university's intellectual output in a virtual environment
- Examine current methods of data storage and retrieval for improvements and greater access

Physical Places
- Provide attractive, functional and state-of-the-art physical places
- Preserve and secure materials

UNM   UL Strategic Framework 2015

Strategic Directions to 2015

Spaces

Improve the UL physical facilities and enhance our virtual service environments. These may include library renovations in support of new usage patterns, workplace improvements for staff, new building planning, and innovative engagement in virtual communities.

Program and Service Areas
- Physical Places
- Research & Outreach

Teaching

Assure that every student has sufficient access to information literacy instruction. Build upon basic information literacy instruction to teaching advanced skills in information management to discipline based informatics.

Program and Service Areas
- Research & Outreach
- Instruction & Learning

Research

Expand library services, resources, and expertise through immersion in the research community. Build expertise in emerging area of data curation, increase participation in research grant proposals, create a new information rich environment through the eResearch Center, and participate in expanding the UNM cyberinfrastructure to support new models of research information sharing. Build print and electronic collections relevant to UNM research activities. Constantly assess and improve discoverability of UL resources. Create mechanisms for cross disciplinary collaboration.

Program and Service Areas
- Materials & Collections
- Research & Outreach
- Electronic Services
- Physical Places

Scholarly Communications

Strengthen the role of the UL in providing the services and platforms to enhance access to UNM scholarship in a variety of formats. Educate the UNM community around issues related to the value of open access to intellectual property, create a scholars community through scholarly expertise systems, advocate for author's rights, explore innovative digital initiatives to expose hidden scholarly content, develop the virtual Office of eScholarship as a venue for UNM wide sharing of expertise.

Program and Service Areas
- Materials & Collections
- Research & Outreach
- Instruction & Learning
- Electronic Services

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Library stacks.

3. Goals and Concepts

"The aim of the University of New Mexico Library is to serve all who come, to stimulate their reading, to increase by every possible means the accessibility of books, and to create a demand for the best."

--Wilma Loy Shelton, UNM Head Librarian (1920-1945)

3.1. Goals

In order to meet the mission of the University Libraries and the vision of the University, Zimmerman Library will have to evolve to accommodate increased student enrollment, greater technology use, and a paradigm shift towards collaborative and cooperative learning.

Goals for the project fall into four categories: Form, Function, Economy, and Time.

Form

- Preserve the building's architectural character. The building should strive to express and reveal, and in some ways emulate, the majesty of the original John Gaw Meem design.

- Embrace the lobby as an "indoor outdoor space," celebrating it as a connecting point between Smith Plaza and Lily Lane. It should become, in a sense, the campus living room. This very public space should advertise library services.

- Improve the quality of the spaces, incorporating more natural light where possible.

Exhibit 12. West Wing Reading Room

Function

- Address the inefficient circulation and poor wayfinding.

- Relocate functions with high public use nearer to the main entrance.

- Foster collaboration and encourage peer-to-peer learning as per the university-wide directive towards a cooperative learning environment.

- Improve security. Prevent the theft of library property and personal belongings. Organize functions in such a way that portions of the building can be available to users "after hours" while limiting access to and securing other portions.

Economy

- Achieve the full buildout of the master plan in phases as funding becomes available.

- Where appropriate and as structure allows, employ compact storage shelving to increase space efficiency and reduce the volume of collections space that needs to be temperature and humidity controlled.

Time

- Accommodate growth in staff and collections. The University Libraries anticipates the potential for 2% annual growth, which could exacerbate the need for stacks and student study space in the next ten years.

- Implement the most critical aspects of the master plan immediately.

3.2. Concepts

3.2.1. Learning Commons

A Learning Commons is an open, active, versatile space designed to encourage group collaboration, interdisciplinary study, and serendipitous interaction. It is a hive of activity that focuses on technology and multi-media capabilities. A dynamic, fluid space, it should allow students the flexibility to come together and learn in their preferred fashion.

Individual desktop computer stations, as shown in Exhibit 13, allow students to work quietly on their own or in pairs. Situating these stations around columns allows power and data to be supplied from the ceiling at each column.

Flexible furniture and mobile computing allow users to configure spaces within the Learning Commons for peer-to-peer learning, development and rehearsal of presentations, academic support from an instructor, or even socializing in a learning environment.

See Exhibit 15 on page 32 for potential configurations of Learning Commons space.

Though many of the users will be operating with battery-powered devices and wireless networks, a low-profile raised floor may be required for supplying data and power. Alternately, power outlets and data ports may be installed at columns for use as needed.

Exhibit 13. Learning Commons at North Carolina State University

Exhibit 14. Movable partitions
This partition at the UNM Mesa del Sol facility can act as a whiteboard or a projection screen. Locking casters allow it to move easily.
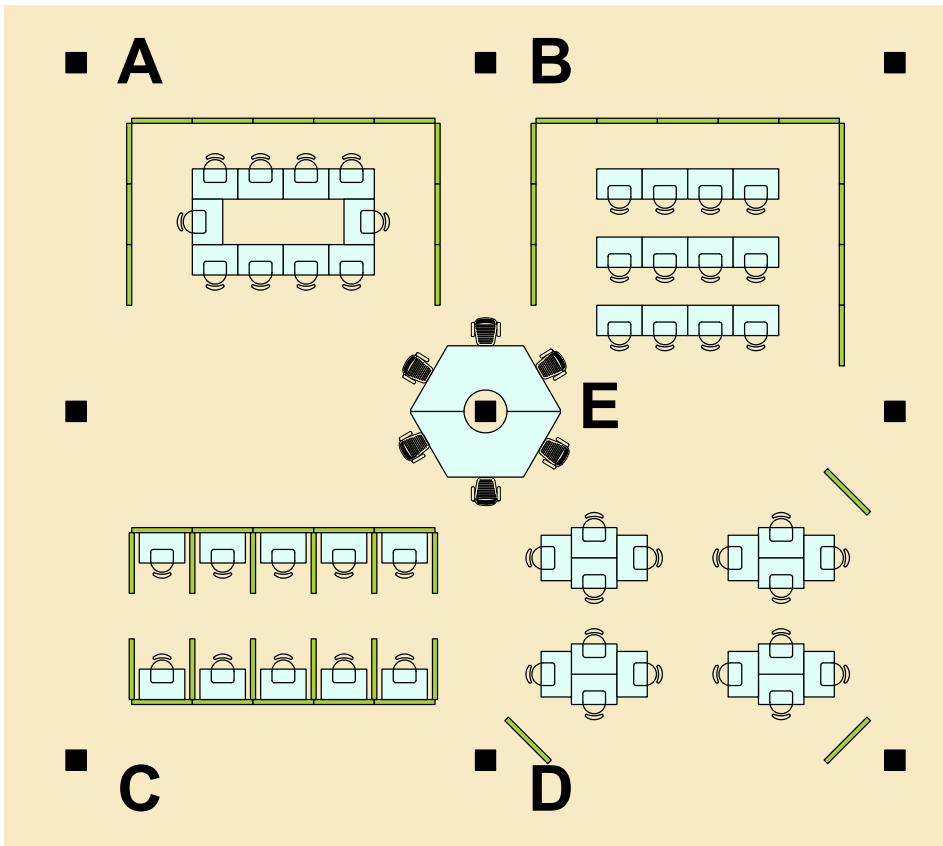
Exhibit 15. Potential Configuration of Learning Commons Furniture

Movable partitions, desks, and chairs allow a wide variety of configurations within the existing column grid. For instance:

A - Conference / large group meeting
B - Lecture / seminar / presentation
C - Study carrels
D - Small group meeting

E - illustrates individual desktop computer workstations configured around a column.

3.2.2. Combined Service Point

A combined service point (CSP) combines a broad array of access services functions in service of the Learning Commons: the circulation desk, reference desk, technology lending, and interlibrary loan.

The CSP should be visible from the building entrance and serve as a "one-stop shop," not only for the services listed above but as a general information desk. Patrons should be able to approach the desk and, no matter their need, be served where they stand. Access Services staff should be nearby so they can be paged as needed to meet individual service needs.

The CSP desk should be a single, large counter area, surrounding shelving, storage, and employee workspace

Exhibit 16. A combined service point

Compact storage holding government archives in the subbasement.

4. Needs Assessment

"Libraries are not made; they grow."

- Augustine Birrell

4.1. Space Requirements

The following pages illustrate Zimmerman Library space needs in the form of space allocation spreadsheets. Accompanying each spreadsheet is a brief description of the spaces found therein. For background information on specific programs described here, see Section 2.6.2 on page 21.

As illustrated in Exhibit 17, space needs total approximately 285,000 gross square feet, compared to the approximately 270,000 gross square feet available in the existing building.

Growth in general collections will need approximately 130,000 additional gross square feet. The Center for Southwest Research & Special Collections anticipates the accession and retention of

300 linear feet per year, requiring 700 sf of additional compact storage space over a ten year period. The OILS program is projected to grow in student enrollment, faculty, and facility needs. To accommodate these and other growth factors, Zimmerman will require future expansion.

Exhibit 17. Space Needs - Summary

		NASF	DGSF	GSF	NASF % total	Staff
1.0	Library Administration	7,757	9,700	12,930	4.54%	42
1.1	University Libraries Administration	2,737	3,425	4,560	1.60%	19
1.2	Discovery, Acquisitions & Consortial Services	3,960	4,950	6,600	2.32%	22
1.3	Academic Research Technologies	1,060	1,325	1,770	0.62%	1
2.0	Stacks, Collections, and Access Services	110,801	138,510	184,670	64.79%	32
2.1	Stacks and Collections - University Libraries	79,165	98,960	131,940	46.29%	0
2.2	Stacks and Collections - CSWR	28,055	35,070	46,760	16.40%	0
2.3	Combined Service Point	3,581	4,480	5,970	2.09%	32
3.0	Scholarly Resources	4,632	5,795	7,720	2.71%	26
3.1	Center for Southwest Research	2,438	3,050	4,060	1.43%	16
3.2	Indigenous Nations Library Program	1,604	2,005	2,670	0.94%	2
3.3	Inter-American Studies	144	180	240	0.08%	2
3.4	Center for Regional Studies	382	480	640	0.22%	5
3.5	Spanish Colonial Research	64	80	110	0.04%	1
4.0	Student Spaces and Services	44,333	55,425	73,880	25.92%	34
4.1	Learning Commons, Classrooms	38,341	47,930	63,900	22.42%	0
4.2	Center for Academic Program Support	5,354	6,695	8,920	3.13%	26
4.3	Organization, Information & Learning Sciences	638	800	1,060	0.37%	8
5.0	Building Common	3,500	4,380	5,830	2.05%	4
5.1	Facilities and Maintenance	630	790	1,050	0.37%	4
5.2	Building Common	2,870	3,590	4,780	1.68%	0
Total		**171,023**	**213,810**	**285,030**	**100%**	**138**
		NASF	DGSF	GSF	NASF % total	Staff

Exhibit 18. Space Needs - Administration

	Space Name	Space Description	# of Spaces	Space Criteria	TOTAL NASF	Sub totals NASF	Sub totals DGSF	Sub totals GSF
1.0	**Library Administration**							
1.1	**University Libraries Administration**					**2,737**	**3,425**	**4,560**
1.1.1	**Office of the Dean**					**1,372**	**1,715**	**2,290**
	Dean	Martha Bedard	1	240	240			
	Deputy Dean	Fran Wilkinson	1	160	160			
	Assistant to the Deputy Dean	Amy Vance	1	64	64			
	Associate Dean	Nancy Dennis	1	160	160			
	Director, Learning Space Initiatives	Teresa Neely	1	110	110			
	Research Data Scientist	Steve Koch	1	80	80			
	Director of Development	Vacant	1	110	110			
	Administrative Services Coordinator	Holly Phillips	1	80	80			
	Operations Specialist	Anastasia Andersen	1	80	80			
	Communication & Public Affairs Coordinator	Patricia Campbell	1	80	80			
	Administration Staff	Vacant	1	80	80			
	Admin Assistant	Growth Position	2	64	128			
1.1.2	**Human Resources**					**80**	**100**	**130**
	HR Administrator 3	Vacant	1	80	80			
1.1.3	**Budget and Cost Management**					**630**	**790**	**1,050**
1.1.3.1	*Office Areas*					*430*	*540*	
	Business Manager	Juanita Trujillo	1	110	110			
	Senior Fiscal Services Tech	Tamara Trujillo	1	80	80			
	Human Resources Technician	Sara Bauman	1	80	80			
	Accountant 2	Connie Kelly	1	80	80			
	Accountant 3	Kitty Hays	1	80	80			
1.1.3.2	*Support Areas*					*200*	*250*	
	File Storage		1	200	200			
1.1.4	**Support Areas**					**655**	**820**	**1,090**
1.1.4.1	*Support Areas*					*655*	*820*	
	Conference Space	Seating for 15	1	375	375			
	Workroom	Printer, shredder, basic office supplies	1	120	120			
	Supply Storage	Closet for paper and other office supplies	1	60	60			
	Layout Space for Marketing Materials	Cutting board, production materials	1	100	100			

Net Assignable SF	2,737	2,737	3,425	4,560
Efficiency at	60%		Total Staff: 19
Tare	1,820		
Gross Square Feet	4,557		

4.1.1. Library Administration
College of University Libraries & Learning Sciences Administration

Administration includes the Office of the Dean, Human Resources, and Budget and Cost Management (BCM) and Academic & Research Technologies (ART).

The Administration group needs standard office support spaces such as conference space; a workroom with copy equipment and supply storage, and layout space for assembling posters, books, and other marketing literature.

Note that while most of these groups are located in the Dean's office suite on the second floor, the Budget and Cost Management group are currently located in the basement. and the ART staff are located in Parish Library with the exception of the Director of ART. Both groups have functional relationship with the rest of administration, but physical proximity is not required. BCM is responsible for the financial and accounting aspects of the college administration. BCM works closely with the Office of the Dean on larger fiscal matters, as well as with Discovery, Acquisitions and Consortial Services (DACS) to purchase new items. ART is responsible for the purchase, installation and maintenance of all college hardware and software as well as the servers that house the college webpages, database collections and other services.

Exhibit 19. Space Needs - Collections and Acquisitions, LIBROS

	Space Name	Space Description	# of Spaces	Space Criteria	TOTAL NASF	Sub totals NASF	Sub totals DGSF	Sub totals GSF
1.0	**Library Administration**							
1.2	**Discovery, Acquisitions & Consortial Services**					3,960	4,950	6,600
1.2.1	**Collections and Acquisitions**					1,602	2,005	2,670
1.2.1.1	*Office Areas*					862	1,080	
	Director and Associate Professor	Steven Harris	1	110	110			
	Operations Manager / Coordinator	Kathy Gienger	1	80	80			
	Program Coordinator	Sandra Provencio	1	80	80			
	Library Services Coordinator	Emily Veenstra-Ott	1	80	80			
	Analyst / Programmer I	Ross Sutter	1	64	64			
	Library Information Specialist III	B Blackburn, R Burkard, T Cabot, J Delacour, R Haest,	7	64	448			
1.2.1.2	*Support Areas*					740	925	
	Unpacking and Recycling Area	Adjacent to Mail Room, shared with Inter-Library Loan	1	150	150			
	Donated Materials	Book storage, unpackaging, and processing	1	120	120			
	Labeling Stations	Computer workstations with label printers	2	35	70			
	Materials to be Shelved	Shelving for processed volumes	1	200	200			
	Book Repair	Layout area with equipment and supplies to repair dan	1	200	200			
1.2.2	**Cataloging and Discovery Services**					510	640	850
1.2.2.1	*Office Areas*					510	640	
	Director and Associate Professor	Rebecca Lubas	1	110	110			
	Metadata Librarian	Zoe Chao	1	80	80			
	Library Information Specialist III	T Armijo, T Hollister, J Marr, W Pedersen, C Sraha	5	64	320			
1.2.3	**LIBROS**					208	260	350
1.2.3.1	*Office Areas*					208	260	
	Coordinator	Frances Morgan	1	80	80			
	Tech Support Analyst 3	Rebs Bauerschmidt	1	64	64			
	Library Information Specialist III	Bing-Shan Fazio	1	64	64			
1.2.4	**Shared Support Spaces**					1,640	2,050	2,730
	Team Rooms	Breakout, informal meeting space	4	100	400			
	Conference Space	Seating for ten	2	250	500			
	Copy Alcoves	Shared printers	4	60	240			
	Staff Break Room	Refrigerator, coffee bar, sink, microwave	1	250	250			
	Lobby	Seating for ten	1	250	250			
		Net Assignable SF	3,960			3,960	4,950	6,600
		Efficiency at	60%			Total Staff: 22		
		Tare	2,640					
		Gross Square Feet	6,600					

Discovery, Acquisitions & Consortial Services (DACS)

The DACS team is responsible for ordering new or replacement volumes – both hard copy and digital – and processing and cataloging them for inclusion in library collections. This unit supports all four libraries. They also process donated materials and perform minor repairs to damaged books. Their support areas include an unpacking and recycling area to process incoming boxes of books, shelving and table space for processing donated materials, computer workstations with label printers, and a layout area for book repair. Note that due to the large volume of books moving through DACS, all support spaces should allow

book carts to move through them, and many require space for the book carts to be "parked" while in use.

DACS staff work closely with Digital Initiatives and the Center for Southwest Research & Special Collections and other units on cataloging special materials. DACS staff also manages the LIBROS cataloging system for UNM and many other library institutions across the state.

Academic Research Technologies

Academic Research Technologies (ART) serves as the library information technology component. ART is responsible for most tech support, including orders, installation, repairs, and upgrades to the computer equipment in the library. Most of the staff resides at Parish Memorial Library, but the majority of the workload is at Zimmerman.

Shipments of computers - used by the staff, students, and the desktops in the library computer labs and service areas - arrive in large numbers at Zimmerman. ART needs a large, secure space for storing these computers, monitors, keyboards, and other equipment. This space should include tables or workbenches with power and data for imaging computers before deploying them. Adjacent to this storage area should be a second series of workbenches for upgrading and repairing existing computers.

Exhibit 20. Space Needs - Academic Research Technologies

	Space Name	Space Description	# of Spaces	Space Criteria	TOTAL NASF	Sub totals NASF	Sub totals DGSF	Sub totals GSF
1.0	**Library Administration**							
1.3	**Academic Research Technologies**					1,060	1,325	1,770
1.3.1						1,060	1,325	1,770
1.3.1.1	*Office Areas*					110	140	
	Director	Dale Hendrickson	1	110	110			
	All other staff housed in Parish Library				0			
1.3.1.2	*Support Areas*					950	1,190	
	Secure Staging Area	For setting up and/or storing IT equipment	1	750	750			
	Workbenches	Workspace for upgrades, installations, repairs	2	50	100			
	Tech Support / Problem Solving	For working on staff computers	2	50	100			
		Net Assignable SF			1,060	1,060	1,325	1,770
		Efficiency at			60%		Total Staff: 1	
		Tare			710			
		Gross Square Feet			1,770			

Stacks, Collections, and Access Services

Stacks and Collections

Some collections are housed in traditional fixed shelving, while some are stored in compact shelving. Drawings, maps, and posters are kept in flat file storage drawers, and some material is stored on microfiche and microfilm.

In addition to its collections, the CSWR also manages a preservation lab to make minor repairs to its collections. The lab should have a fume hood, freezers for quarantining incoming materials, storage for preservation supplies, and a large layout space for processing and repairing materials.

Exhibit 21. Space Needs - Stacks and Collections - University Libraries

	Space Name	Space Description	# of Spaces	Space Criteria	TOTAL NASF	Sub totals NASF	Sub totals DGSF	Sub totals GSF
2.0	**Stacks, Collections, and Access Services**							
2.1	**Stacks and Collections - University Libraries**					79,165	98,960	131,940
2.1.1	**Stacks (Open to the Public)**					65,749	82,190	109,580
	Journals and Periodicals	Existing stacks in basement	1	15,919	15,919			
	Journals and Periodicals - Growth	2% per year over 10 years		19,405	0			
	Stacks	Existing stacks on floors 1-3	1	49,830	49,830			
	Stacks - Growth	2% per year over 10 years		60,742	0			
2.1.2	**Archives and Rare Materials (Private)**					13,416	16,770	22,360
2.1.2.1	*University Libraries*					13,416	16,770	
	Tower Stacks - University Libraries	Includes Basement to 4. There is no Tower 2	1	6,130	6,130			
	Government Records / Archives (secure)	Compact Storage Areas in Sub-Basement ("B0")	1	7,286	7,286			
2.1.2.2	*Center for Southwest Research*					0	0	
	See Section 2.2							
			Net Assignable SF	79,165		79,165	98,960	131,940
			Efficiency at	60%			Total Staff: 0	

Exhibit 22. Space Needs - Stacks and Collections - CSWR

	Space Name	Space Description	# of Spaces	Space Criteria	TOTAL NASF	Sub totals NASF	Sub totals DGSF	Sub totals GSF
2.0	**Stacks, Collections, and Access Services**							
2.2	**Stacks and Collections - CSWR**					28,055	35,070	46,760
2.2.1	**Collections (Private, Closed to Public)**					26,555	33,195	44,260
	Tower Stacks - CSWR	Tower levels 5-9. Rare / oversized / posters	1	10,318	10,318			
	Rare Books and Manuscripts	Sub-Basement 2 ("B1")	1	7,775	7,775			
	Meem Architectural Archives	Sub-Basement 3 ("B2")	1	1,419	1,419			
	University Archives	Sub-Basement 3 ("B2"). Includes unprocessed	1	6,343	6,343			
	Anticipated Collections Growth	100 3' x 2' storage units, plus aisle allowance	1	700	700			
2.2.2	**Intake, Processing, and Preservation**					1,500	1,875	2,500
	Cataloging and Sorting	Layout space for processing incoming collections	1	300	300			
	Quarantine	Freezers, secure space for incoming materials	1	150	150			
	Staging for Incoming Materials	Storage space for unprocessed materials	1	150	150			
	Preservation Lab	Restoration of books, photographs, other materials	1	500	500			
	Preservation Supplies	Acid-Free box storage, equipment, sleeves, etc.	1	400	400			
			Net Assignable SF	28,055		28,055	35,070	46,760
			Efficiency at	60%			Total Staff: 0	
			Tare	18,700				
			Gross Square Feet	46,755				

Combined Service Point

The proposed combined service point (CSP) combines a broad array of access services functions in service of the Learning Commons (see Section 4.1.3 on page 43): The circulation desk, reference desk, technology lending, and interlibrary loan. The circulation desk is responsible for lending and receiving materials checked out from the library. The reference desk assists students, faculty and visitors with research in person, on the phone, and online. Interlibrary loan processes requests for materials from our own collections as well as from libraries around the world. Colocating all of these groups would greatly improve customer service and serve as a point of general inquiry for library patrons and the general public. The CSP has two components: staff work space and a service desk, which staff frequent on an as-needed basis to meet the needs of library patrons.

Staff work space should be separated from the main library area with glazed partitions that block noise but allow for visual supervision. Open workstations should employ low walls, and closed offices should have glazed walls for supervision of staff areas, the CSP desk, and students in the Learning Commons areas.

The CSP desk should be a single, large counter area, surrounding shelving, storage, and computer workstations for employees. Building users should be able to see "through" this space - it should contain no hard walls or floor-to-ceiling partitions. It should be accessible from at least two sides, preferably the west side (to serve patrons coming from the lobby) and the east side (to serve patrons in the Learning Commons). It requires access from the north: it needs to be readily accessible to staff coming from the staff area and to book carts coming from the service elevator and loading dock area.

Exhibit 23. Space Needs - Combined Service Point

Zimmerman Library Master Plan

	Space Name	Space Description	# of Spaces	Space Criteria	TOTAL NASF	Sub totals NASF	Sub totals DGSF	Sub totals GSF
2.0	**Stacks, Collections, and Access Services**							
2.3	**Combined Service Point**					3,581	4,480	5,970
2.3.1	**Access Services**					1,589	1,990	2,650
2.3.1.1	*Office Areas*					1,134	1,420	
	Lecturer	Vacant	1	110	110			
	Access Services Librarian / Lect III	S Lu, J Shoup	2	64	128			
	Library Information Specialist III	L Bronson, K Gullahorn, A Blecha, R Cole, M Herrell, S	8	64	512			
	Library Information Specialist I	Growth Position	3	64	192			
	Library Services Coordinator	Vacant	3	64	192			
2.3.1.2	*Support Areas*					455	570	
	Lockers for Employees	Student Employees and visiting staff	1	80	80			
	Money Safe	Locked file cabinet	1	5	5			
	Supply Storage	Printer supplies for student printers	1	120	120			
	Break/Conference Space	Shared with other CSP Staff	1	250	250			
2.3.2	**InterLibrary Loan**					487	610	810
2.3.2.1	*Office Areas*					302	380	
	Library Operations Manager	Randy Moorehead	1	110	110			
	Library Information Specialist III	B Anglada, F Lopez-Smith, Vacant	3	64	192			
	Student Employees	(Shared with Access Services at CSP)	8	0	0			
2.3.2.2	*Support Areas*					185	235	
	Unpacking and Recycling Area	(Shared with Collections & Acquisitions)			0			
	Article Upload Station	Computer wkstation for scanned articles	1	35	35			
	Scanning Stations	1 in office, 1 in periodicals (Shared w/ others?)	2	35	70			
	Outgoing Books Processing Station	Semicircle arrangement	1	80	80			
2.3.3	**Instruction**					110	140	180
	Library Operations Manager	Susan Hessney-Moore	1	110	110			
	Learning Services Coordinator	(not in Zimmerman)		64	0			
2.3.4	**Outreach and Research Services**	(located in basement, report to Parish Memrorial Library)				160	200	270
	Government Information Coordinator	Dan Barkley	1	80	80			
	Reference Librarian	Chris Desai	1	80	80			
2.3.5	**Shared Combined Service Point Spaces**					1,235	1,545	2,060
	Customer Service Counters	Counters with mirror-display computer terminals	7	40	280			
	Supervisor-In-Charge Workstation	Cubicle for oversight of CSP	1	80	80			
	Student Employee Workstations	Cubicles for student employees	5	35	175			
	Technology Storage Area	COWs, iPad stations, and other materials	1	200	200			
	Shelving for Materials on Hold	Reserves, ILL, Books on hold, etc.	1	300	300			
	Shelving for Materials to be Reshelved	Items to be sent back to stacks, ILL, etc.	1	200	200			
			Net Assignable SF	3,581		3,581	4,480	5,970
			Efficiency at	60%			Total Staff: 32	
			Tare	2,390				
			Gross Square Feet	5,971				

4.1.2. Center for Southwest Research and Digital Scholarship Services

Center for Southwest Research

The Center for Southwest Research & Special Collections is responsible for collecting and maintaining many rare books, posters, archives and other materials, especially those with an emphasis in Latin America and the American Southwest.

The CSWR also has a preservation lab with materials and equipment for preserving its physical collection (See Exhibit 21).

Digital Scholarship Services

The University Libraries Digital Scholarship Services is located in the basement. The purpose of the unit is to help UNM scholars with digital publishing options by providing consultation services on copyright, authors rights, repository submissions, and publishing options. The unit is also responsible for the Espresso Book Machine, an on demand printing option for ebooks and self-published materials.

Exhibit 24. Space Needs - Center for Southwest Research

	Space Name	Space Description	# of Spaces	Space Criteria	TOTAL NASF	Sub totals NASF	Sub totals DGSF	Sub totals GSF
3.0	**Scholarly Resources**							
3.1	**Center for Southwest Research**					**2,438**	**3,050**	**4,060**
3.1.1	**Center for Southwest Research**					**1,114**	**1,395**	**1,860**
3.1.1.1	*Office Areas*					*1,114*	*1,395*	
	Associate Dean	Mike Kelly	1	160	160			
	Associate Director, Professor	Claire-Lise Benaud	1	110	110			
	Public Services Coordinator, Assoc Prof	Ann Massmann	1	80	80			
	Curator, Assistant Professor	Audra Bellmore	1	80	80			
	University Archivist	Terry Gugliotta	1	80	80			
	Archivist	Beth Silbergleit, Nancy Brown-Martinez	2	64	128			
	Archivist Assistant	S Sisneros, E Hogan	2	64	128			
	Digital Programs Manager	Kathlene Ferris	1	110	110			
	Program Manager, Adjunct	Mary Alice Tsosie	1	110	110			
	Library Services Coordinator	Christopher Geherin	1	64	64			
	Library Information Specialist III	Deborah Cole	1	64	64			
3.1.2	**Stacks and Collections**					**0**	**0**	**0**
	See Section 2.2				0			
3.1.3	**Digital Initiatives**					**224**	**280**	**370**
3.1.3.1	*Office Areas*					*224*	*280*	
	Digital Initiatives Librarian, Assist Prof	Kevin Comerford	1	80	80			
	Scholarly Communications Officer	Growth position	1	80	80			
	Lecturer III	Jonathan Wheeler	1	64	64			
3.1.4	**Scholarly Communications Services**					**1,100**	**1,375**	**1,830**
3.1.4.1	*Support Areas*					*1,100*	*1,375*	
	Seminar / Training Room		1	500	500			
	Espresso Bookmaker		1	200	200			
	E-Research Center	One-on-One tech assistance	1	400	400			
	Digital Project Archives (Server)				0			
			Net Assignable SF	2,438		2,438	3,050	4,060
			Efficiency at	60%		Total Staff: 16		
			Tare	1,630				
			Gross Square Feet	4,068				

Indigenous Nations Library Program

The Indigenous Nations Library Program (INLP) is focused on assisting Native American students in their scholarly pursuits. In addition to providing research assistance and access to periodicals and other materials with a Native American focus, INLP provides study space, group study rooms, and a computer lab.

Exhibit 25. Space Needs - Indigenous Nations Library Program

	Space Name	Space Description	# of Spaces	Space Criteria	TOTAL NASF	Sub totals NASF	Sub totals DGSF	Sub totals GSF
3.0	**Scholarly Resources**							
3.2	**Indigenous Nations Library Program**					1,604	2,005	2,670
3.2.1	**Indigenous Nations Library Program**					1,604	2,005	2,670
3.2.1.1	*Office Areas*					144	180	
	Associate Professor	Paulita Aguilar	1	80	80			
	Lecturer III	S Kostelecky	1	64	64			
3.2.1.2	*Support Areas*					1,460	1,825	
	Lobby	Seating for five	1	125	125			
	Open Study Space	Armchairs, comfortable lounge space	1	200	200			
	Newspapers and Periodicals	Racks/Shelving for news materials	1	60	60			
	Computer Lab		1	300	300			
	Group Study Room		2	200	400			
	Conference Space		1	375	375			
		Net Assignable SF		1,604	1,604	2,005	2,670	
		Efficiency at	60%			Total Staff: 2		
		Tare	1,070					
		Gross Square Feet	2,674					

Inter-American Studies

Inter-American Studies is a scholarly program. Aside from offices for its staff, it requires no dedicated or specialized spaces.

Exhibit 26. Space Needs - Inter-American Studies

	Space Name	Space Description	# of Spaces	Space Criteria	TOTAL NASF	Sub totals NASF	Sub totals DGSF	Sub totals GSF
3.0	**Scholarly Resources**							
3.3	**Inter-American Studies**					144	180	240
3.3.1	**Inter-American Studies**					144	180	240
3.3.1.1	*Office Areas*					144	180	
	Coordinator	Pauline Heffern	1	80	80			
	Assistant Professor	Suzanne Schadl	1	64	64			
		Net Assignable SF		144	144	180	240	
		Efficiency at	60%			Total Staff: 2		
		Tare	100					
		Gross Square Feet	244					

Center for Regional Studies

The Center for Regional Studies (CRS) funds various
studies, projects, and research initiatives to expand scholarly
understanding of the region and its culture and history. CRS
supports visiting scholars among its other programs. Aside from
offices for its staff, it requires no dedicated or specialized spaces.

Exhibit 27. Space Needs - Center for Regional Studies

	Space Name	Space Description	# of Spaces	Space Criteria	TOTAL NASF	Sub totals NASF	Sub totals DGSF	Sub totals GSF
3.0	**Scholarly Resources**							
3.4	**Center for Regional Studies**					382	480	640
3.4.1	**Center for Regional Studies**					382	480	640
3.4.1.1	*Office Areas*					382	480	
	Director, Lecturer II	Tobias Duran	1	110	110			
	Unit Administrator	Marina Cadena	1	80	80			
	Staff	Arisala Chapa and Jose	2	64	128			
	Center for Regional Studies Fellow		1	64	64			
				Net Assignable SF	382	382	480	640
				Efficiency at	60%		Total Staff: 5	
				Tare	250			
				Gross Square Feet	632			

Spanish Colonial Research

The Spanish Colonial Research Center, established by
the National Park Service in 1986, facilitates the research
requirements of Spanish Colonial Heritage Sites of the National
Park Service as well as other pertinent, local, state, and regional
entities.

The center is assigned a small office for use by an on-site scholar.

Exhibit 28. Space Needs - Spanish Colonial Research

	Space Name	Space Description	# of Spaces	Space Criteria	TOTAL NASF	Sub totals NASF	Sub totals DGSF	Sub totals GSF
3.0	**Scholarly Resources**							
3.5	**Spanish Colonial Research**					64	80	110
3.5.1	**Spanish Colonial Research**					64	80	110
	On-Site Scholar		1	64	64			
				Net Assignable SF	64	64	80	110
				Efficiency at	60%		Total Staff: 1	
				Tare	40			
				Gross Square Feet	104			

4.1.3. Student Spaces and Services
Learning Commons, Library Computer Labs

For an explanation of the Learning Commons concept, see Section 3.2.1 on page 31. This space is envisioned as a large, open, fluid space with movable partitions and flexible furniture for students to rearrange as they see fit for collaborative work. The Learning Commons may also feature computer lab space, group study rooms, and a collaborative space with a focus on audio/visual multimedia work, though these may not be separate, discrete spaces so much as functions, capabilities, and activities that occur within the larger Learning Commons space.

The library is also home to many quiet study spaces, primarily on the ground and second and third floors. Library computer labs are equally important to a student's library experience. UNM faculty regularly schedule training sessions for their classes on how to use library resources.

Exhibit 29. Space Needs - Learning Commons, Classrooms

	Space Name	Space Description	# of Spaces	Space Criteria	TOTAL NASF	Sub totals NASF	Sub totals DGSF	Sub totals GSF
4.0	**Student Spaces and Services**							
4.1	**Learning Commons, Classrooms**					38,341	47,930	63,900
4.1.1	**Learning Commons**					10,500	13,125	17,500
	"Room of Requirement"	Flexible student collaboration space	1	2,000	2,000			
	Digital Collaboration Areas	Large open spaces with fixed computer pods	2	2,000	4,000			
	Digital Media Laboratory	Audio/Video equipment	1	500	500			
	Computer Pods - Individual Study	Open, quiet study area with computer stations	1	500	500			
	Group Study Rooms - Small	Collaborative conference space	20	125	2,500			
	Group Study Rooms - Large	Collaborative conference space	4	250	1,000			
					0			
4.1.2	**Reading Rooms and Quiet Study Spaces**					24,890	31,115	41,480
	Quiet Reading Rooms ("The T")	Three reading rooms on 1st floor, Corridor	1	10,530	10,530			
	Willard Reading Room	Quiet Reading Room	1	1,145	1,145			
	Anderson Reading Room	Academic study of private CSWR collections	1	1,422	1,422			
	Service Counter and Book Retrieval		1	150	150			
	Herzstein Reading Room		1	1,510	1,510			
	Accessibility Services Reading Room	Reading room with assistive devices	1	500	500			
	Private Study Spaces	Sound attenuation for audio assistance (for persons wi	2	50	100			
	Open Study Space	Space in Basement	1	7,793	7,793			
	Locked Graduate Student Carrels	Private, locked, individual study spaces	40	30	1,200			
	Graduate Student Commons	Collaborative study space, specialized software	1	500	500			
	Student Lockers	Assigned to students on a semester basis	1	40	40			
4.1.3	**Classrooms**					2,951	3,690	4,920
	Library Instruction Labs	Computer lab to train staff, faculty, and students	2	800	1,600			
	Waters Room	Room 106. 926 sf	1	926	926			
	Herzstein Conference Space	On second floor. Adjacent to Herzstein Reading Room	1	425	425			

Net Assignable SF	38,341	38,341 47,930 63,900
Efficiency at	60%	Total Staff: 0
Tare	25,560	
Gross Square Feet	63,901	

Center for Academic Program Support

The Center for Academic Program Support (CAPS), a program operating under the Provost's Office, provides tutoring and academic support to students enrolled in undergraduate courses at the university. They provide peer-to-peer support, workshops, supplementary classes, and numerous other services across a wide variety of subject matters.

CAPS is distributed in locations across campus, but maintains headquarters in Zimmerman, and thus requires office space for its administrative staff. Staff support spaces serve the many student workers and peer tutors involved in the operation, including a lounge and prep space.

A customer service counter is a key point for interacting with students, used for appointment scheduling and check-in, lending textbooks and technology, and for updating records of enrollees.

Spaces available to the students include a drop-in lab, where students can receive unscheduled guidance and tutoring on a by-subject basis. CAPS also features a drop-in writing lab,

where tutors assist with proofreading, editing, and writing support. Tutors, supplementary instructors, and graduate/teaching assistants often tutor large groups of students, often in preparation for a test, and so a classroom seating up to 30 people is necessary. This classroom is often used for informal foreign language conversation groups.

Exhibit 30. Space Needs - CAPS

	Space Name	Space Description	# of Spaces	Space Criteria	TOTAL NASF	Sub totals NASF	Sub totals DGSF	Sub totals GSF
4.0	**Student Spaces and Services**							
4.2	**Center for Academic Program Support**					**5,354**	**6,695**	**8,920**
4.2.1	**CAPS**					**5,354**	**6,695**	**8,920**
4.2.1.1	*Office Areas*					814	1,020	
	Director	Michelle Steiner	1	110	110			
	Senior Program Manager	Daniel Sanford	1	80	80			
	Operations Manager	Beverly Shead	1	80	80			
	Training and Professional Devt Mgr	Jennifer Flores	1	80	80			
	Data Manager	Lauren Moore	1	80	80			
	Program Specialist	B Kaimowitz, P Gutierrez, E Ashworth	3	64	192			
	Senior Fiscal Services Tech	David Lucero	1	64	64			
	Admin Assistant III	Matthew Makofske	1	64	64			
	Admin Assistant I	Stephen Murillo	1	64	64			
	Student Managers *(no office space)*	J Flores, K Keller, W Rios, K O'Donnell, J Cyganik, S We	12		0			
	CAPS Liaisons *(no office space)*	J Bakken, J Reding, C Newman	3		0			
4.2.1.2	*Staff Support Areas*					810	1,015	
	Tech Team Workspace	Office for student employees doing data entry	1	175	175			
	Customer Service Counter	Counter Terminals for appointments, reserves, etc.	3	40	120			
	Textbook Storage	Shelving for reserved textbooks	1	20	20			
	File storage	Activity cards for CAPS students	1	20	20			
	Laptop/Equipment Storage		1	40	40			
	Student Employee Workstation		1	35	35			
	Student Lounge	Mail cubbies, computer workstations, table	1	150	150			
	Prep Space for Tutors and SI Leaders		1	100	100			
	Work space for Student Managers and Liaisons		1	150	150			
4.2.1.3	*Student Support Areas*					3,730	4,665	
	Drop-In Lab	Large open tutoring space with tables	1	2,400	2,400			
	Computer Check-in	Three computer workstations for check-in	3	35	105			
	Student Computers	Computer workstations for student use	5	35	175			
	Drop-In Writing Lab	Smaller open tutoring space with tables	1	300	300			
	Classroom	30-person classroom	1	750	750			
		Net Assignable SF		5,354		5,354	6,695	8,920
		Efficiency at		60%		Total Staff: 26		
		Tare		3,570				
		Gross Square Feet		8,924				

Organization Information & Learning Sciences

The Organization Information & Learning Sciences program (OILS) is currently the only degree granting program within the College of University Libraries & Learning Sciences. OILS moved from the College of Education to the library in 2012.

OILS is expected to grow in faculty and student enrollment. It will continue to rely on classrooms in other buildings for instruction as well as offering many courses online.

A graduate student commons (open to all graduate students in any discipline) is planned with several computers outfitted with specialized software.

Exhibit 31. Space Needs - OLIT

	Space Name	Space Description	# of Spaces	Space Criteria	TOTAL NASF	Sub totals NASF	Sub totals DGSF	Sub totals GSF
4.0	Student Spaces and Services							
4.3	Organization, Information & Learning Sciences					638	800	1,060
4.3.1	OILS					638	800	1,060
4.3.1.1	Office Areas					638	800	
	Program Director	Mark Salisbury	1	110	110			
	Program Coordinator	Linda Wood	1	80	80			
	Professor	P Boverie, L Gunawardena	2	80	160			
	Visiting Lecturer III	K Brady, R Grassberger	2	64	128			
	Faculty (Future Growth)	Anticipated growth	2	80	160			
4.3.1.2	Support Areas					0	0	
	Conference Room	Share conference space elsewhere						

Net Assignable SF	638	638	800	1,060
Efficiency at	60%		Total Staff: 8
Tare	430		
Gross Square Feet	1,068		

4.1.4. Building Common
Facilities and Shipping and Receiving

With the exception of the Facilities Services Manager, Shipping & Receiving staff are housed in the mail room to handle the many library-wide shipments received daily and to respond to facilities issues as the need arises. They oversee the mail room and should be adjacent to the loading dock. They need a secure office space separate from the loading dock big enough for informal meetings and storage of personal belongings.

Exhibit 32. Space Needs - Facilities and Maintenance

	Space Name	Space Description	# of Spaces	Space Criteria	TOTAL NASF	Sub totals NASF	Sub totals DGSF	Sub totals GSF
5.0	**Building Common**							
5.1	**Facilities and Maintenance**					630	790	1,050
5.1.1	**Maintenance**					630	790	1,050
5.1.1.1	*Office Areas*					110	140	
	Facilities Services Manager	Ed Padilla	1	110	110			
	Facilities Coordinator *(in muster room)*	Damien Wasson	1	0	0			
	Facilities Manager *(in muster room)*	Louie Perez	1	0	0			
	Shipping/Receiving Supervisor *(in muster roo*	Bonifacio Anglada	1	0	0			
5.1.1.2	*Support Areas*					520	650	
	Mail Room	Receiving, processing, and storing mail/packages	1	400	400			
	Muster Room	Meeting space: lockers, punch clock, table, coffee	1	120	120			
	Loading Dock (exterior)	Exterior Space			0			
				Net Assignable SF	630	630	790	1,050
				Efficiency at	60%		Total Staff: 4	
				Tare	420			
				Gross Square Feet	1,050			

Building Common

The building should have a cafe, with food preparation, cold storage, and dry storage areas. It should also have a lounge nearby where students can relax and socialize, ideally as part of the building lobby. A security station should have visual control over both exits. Exhibit display cases and an information kiosk should be readily visible from the building entrances.

Exhibit 33. Space Needs - Building Common

	Space Name	Space Description	# of Spaces	Space Criteria	TOTAL NASF	Sub totals NASF	Sub totals DGSF	Sub totals GSF
5.0	**Building Common**							
5.2	**Building Common**					2,870	3,590	4,780
5.2.1	**Building Common**					2,870	3,590	4,780
	Café	Food Service, Food prep, Storage	1	600	600			
	Lounge Area	In Lobby, for students to relax and socialize	1	1,000	1,000			
	Lobby	Building Lobby, "Interior Exterior Space	1	1,000	1,000			
	Security Station	Security Desk	1	80	80			
	Security Monitors	Building Surveillance	1	80	80			
	Information Kiosk, Directory	Signage, Wayfinding, Services. One per entrance	2	30	60			
	Exhibit Gallery	Display cases highlighting collection	1	50	50			
				Net Assignable SF	2,870	2,870	3,590	4,780
				Efficiency at	60%		Total Staff: 0	
				Tare	1,910			
				Gross Square Feet	4,780			

4.2. Adjacency Diagram
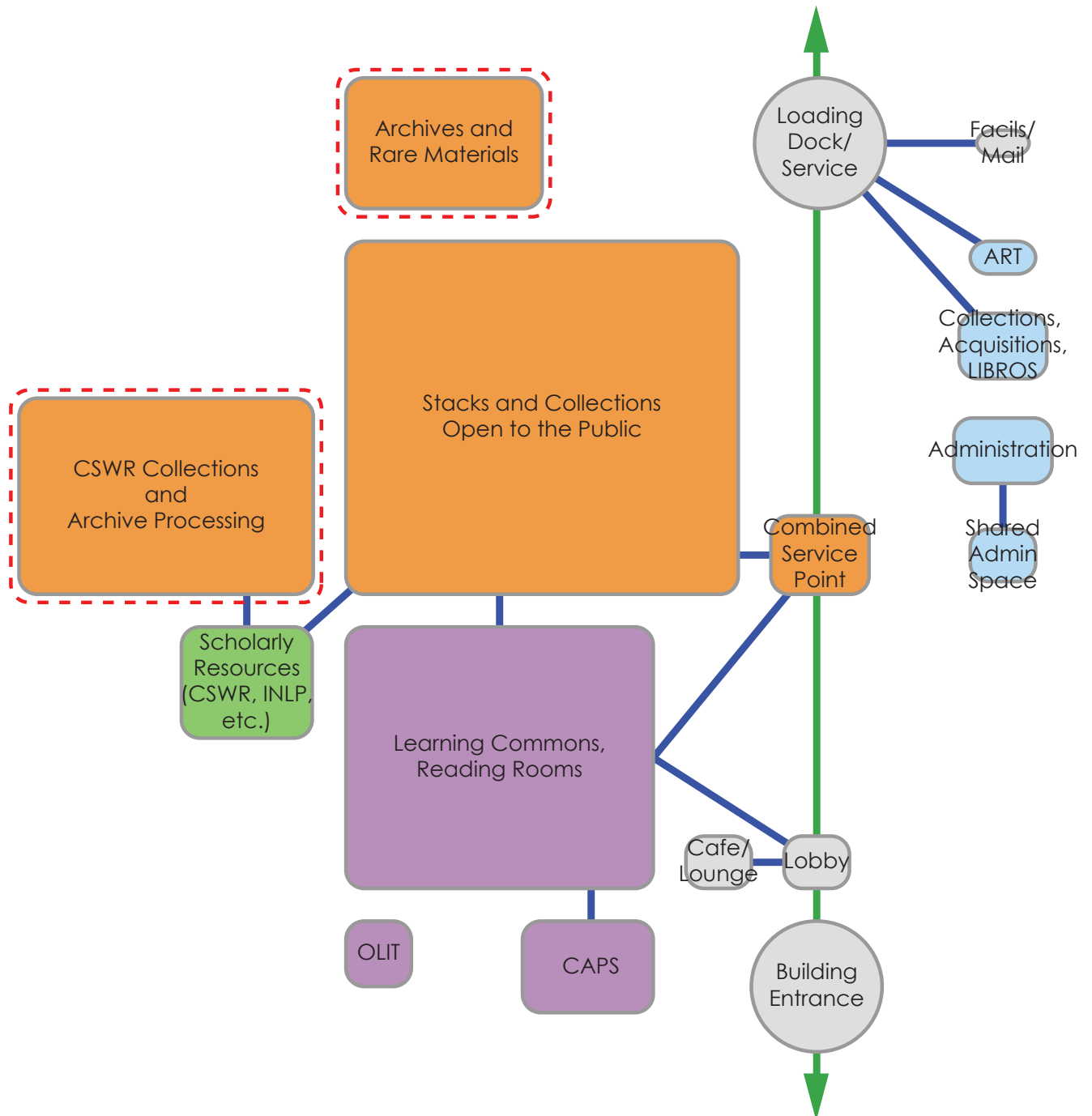
Exhibit 34. Diagram of Functional Relationships

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The south entrance of Zimmerman Library.

5. Conceptual Development Options

"It is, however, not to the museum,
or the lecture room, or the drawing-
school, but to the library, that we must
go for the completion of our humanity. It
is books that bear from age to age the
intellectual wealth of the world"

- Owen Meredith

5.1. Development Strategies

Concepts for Zimmerman Library can be divided into Short-Term (immediate), Mid-Term (5-10 years) and Long-Term (10+ years).

5.2. Short-Term Concepts

In the short-term, the master plan focuses only on the eastern half of the first floor.

Immediate facility needs call for the establishment of a Learning Commons and the renovation of existing Access Services space to create a Combined Service Point. Steps to achieve this project are as follows.

Basic Concept:

- Create a Learning Commons. Remove the stacks and replace with flexible, moveable furniture, including rolling partitions, lounge seating, work tables, etc.

- Demolish and reconfigure the office area on the north (See Section 5.2.1 on page 52 for details).

- Replace the customer service counter area with a more open plan to create a combined service point.

- Demolish and reconfigure the group study rooms to the south.

Learning Commons

- Would require new, flexible furniture. Do not install fixed partitions.

- Anticipate some dedicated desktop computer stations, but expect an increased use of mobile and personal computing (laptops, tablets, etc).

- Will need to install additional power and data throughout space, preferably at columns or via raised floor. Power would mostly be needed for projectors/displays or charging batteries, and most data would be handled via wireless.

- Replace floors and ceiling, including light fixtures and ventilation as needed.

Office Area

- Maintain a visible connection to the Combined Service Point and the Learning Commons. The partitions surrounding the office area are to be glazed.

- The office furniture should have low partitions allowing staff to see over the walls.

- Hard wall offices on the perimeter of the office suite should likewise be glazed for supervision of staff and students.

Combined Service Point

- This is envisioned as an "island" within the Learning Commons. All counters, office furniture, and shelving should be low enough to allow users to see through the space to the learning commons beyond.

- The counter should alternate between customer service terminals and under-counter storage.

Group Study Area

- The current group study rooms are hard walled spaces with doors facing away from the rest of the library. Not only does this fail to advertise the availability of group study areas, it poses safety and security risks. Demolish this area and install glazed, modular partitions that face the CSP and learning commons. Most spaces have a solid wall to use for projection, dry erase, pinup, etc.

- Install a conference or meeting table in each of these study rooms; existing furniture from the study rooms may suffice.

- Plan for printing/scanning/copying stations as needed throughout the Learning Commons.

Other Needs

- Address exiting issues from the north and south circulation towers. Existing egress is too narrow and does not meet code.

- Renovate existing restrooms in the southeast, adjacent to the study rooms. Upgrade the plumbing to address clogging and flooding problems.

- Reconfigure the existing shipping and receiving area to be more space efficient.

- Demolish Room 102 near the building lobby.

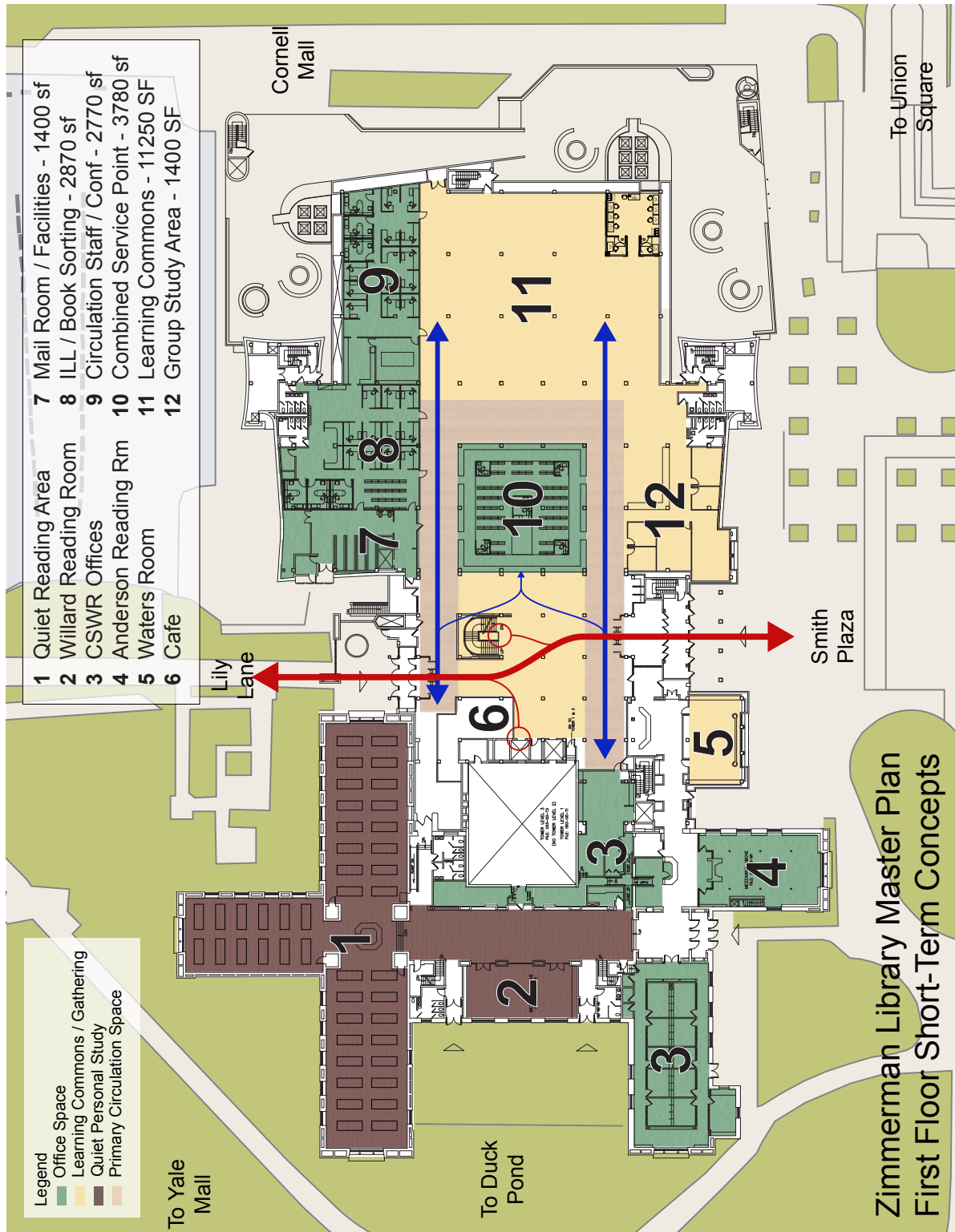Exhibit 35 illustrates the proposed modifications.

Zimmerman Library Master Plan
First Floor Short-Term Concepts

Legend
Office Space
Learning Commons / Gathering
Quiet Personal Study
Primary Circulation Space

1 Quiet Reading Area
2 Willard Reading Room
3 CSWR Offices
4 Anderson Reading Rm
5 Waters Room
6 Cafe
7 Mail Room / Facilities - 1400 sf
8 ILL / Book Sorting - 2870 sf
9 CSWR Offices - 2770 sf
10 Combined Service Point - 3780 sf
11 Learning Commons - 11250 SF
12 Group Study Area - 1400 SF

Exhibit 35. Short-Term Concepts - Floor 1

5.2.1. Staff Space Layout

Exhibit 36 shows a detailed view of the office space area and identifies workspace occupants.

The plan reconfigures the shipping and receiving area (1) to expand storage shelving and relieve crowding in the staff space. It also expands the bicycle storage (2) to accommodate more bicycles.

Interlibrary Loan (5) is closest to the mail room for easy shipping and receiving of books. Because ILL uses proprietary software to conduct its business, customer service functions should take place along the northern edge of the Combined Service Point (13) and use dedicated computer stations for ILL use only.

The book return sorting area (14) is in close proximity to the Combined Service Point, the book drop at the north entrance, and the service elevator (3) for convenient, streamlined operation.

A kitchenette and conference / break area (9 and 10) are central to the office area for staff convenience. This space may feature high transom/clerestory windows into the Learning Commons area, but it should not be visible from the Learning Commons.

Within the Circulation staff office space is a scanning station (12).

Growth space (15) can be used for additional staff workstations, support spaces (such as scanners or other equipment), storage (shelving or cart storage), or other purposes.

1 Mail Room / Facilities
2 Bike Storage
3 Service Elevator
4 Instruction Offices
5 ILL Offices
6 ILL Processing / Recycle
7 ILL Scanning Stations
8 Outreach Offices
9 Break/Kitchennette
10 Conference
11 Circulation Offices
12 Circ - Scanning Station
13 Circ - CSP
14 Circ - Book Sorting
15 Growth

Instruction
Inter Library Loan
Outreach
Circulation
General Building
Growth

Exhibit 36. Proposed Office Space Layout

5.2.2. 3D Space Renderings

The following graphics provide a conceptual view of various elements of this redesign. Note that finishes, colors, and configurations are subject to change and will be completed by a design architect.

Exhibit 37. Rendering - Group Study Area
View from Learning Commons into group study rooms

Exhibit 38. Rendering - Circulation Staff Office Space
View from Circulation Staff office space to Combined Service Point

Exhibit 39. Rendering - Combined Service Point
The CSP as seen from the north entrance.
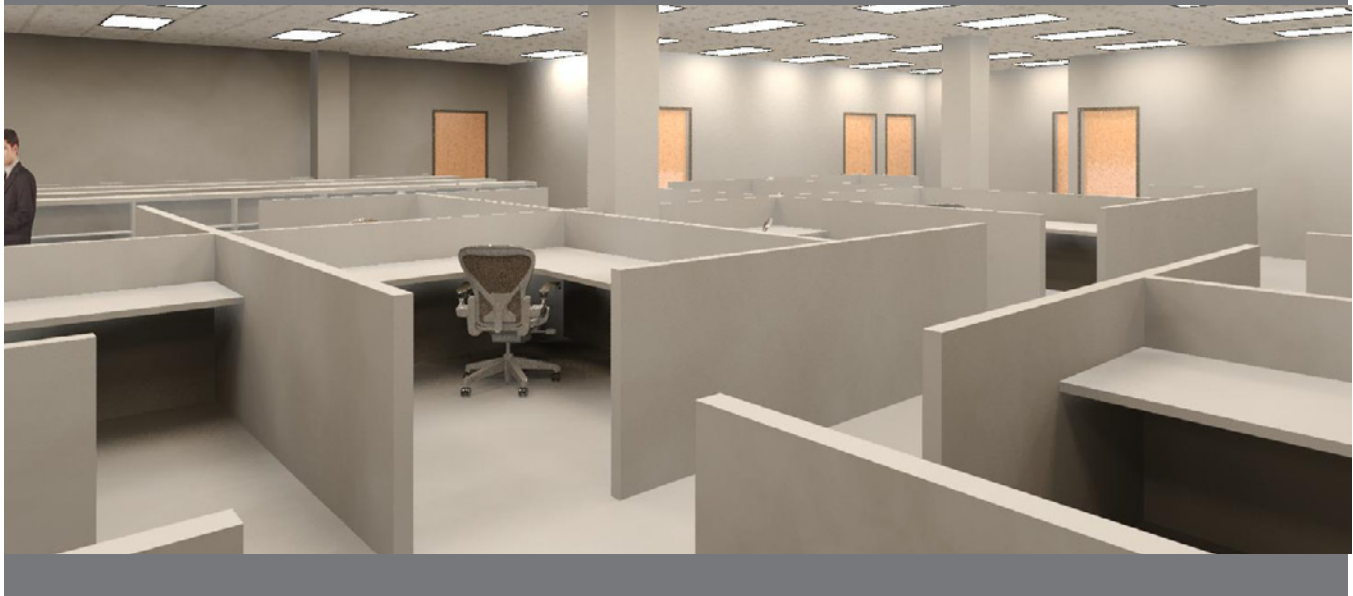
Exhibit 40. Rendering - Staff Workstations
Open staff work area with offices in the background

Exhibit 2.   Caption
Caption Text
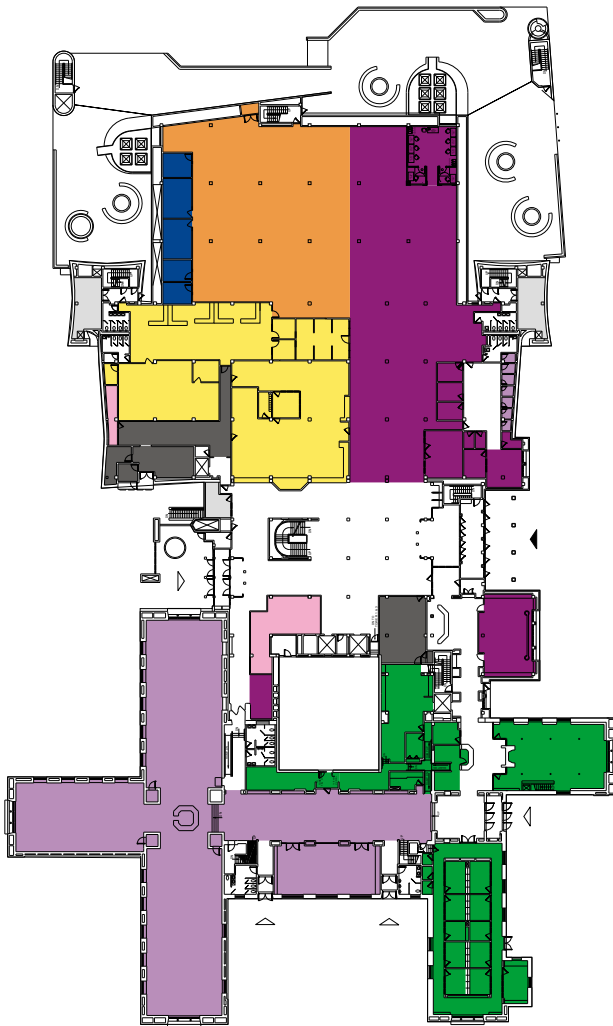
Exhibit 41. Existing First Floor

Exhibit 42. West Wing Mural

5.3. Mid-Term Concepts

5.3.1. First Floor

In the Mid-term, the master plan applies many of the short-term concepts to the west half of the building. Many of the spaces on the north and south sides of the tower obscure wayfinding and impede circulation. Removing and relocating these spaces allows wide, open, direct corridors to run east and west across the building, improving access to the west wing.

This phase should include security measures such that library staff can secure the building after normal business hours, allowing public access to the Learning Commons only and restricting access to the West Wing or other floors.

On the east side of the building, large windows introduce natural light into the Learning Commons. The deep poché of the walls – the nearly five foot space between the interior and exterior wall – permits a wide variety of solutions, such as bancos for seating or access to the exterior patio.

Many of the spaces displaced belong to the Center for Southwest Research. These are currently narrow, winding, and often unpleasant spaces. Relocating CSWR staff and functions into the southwest corner of the building provides them a dedicated 7825 sf suite, consolidating staff, improving security and oversight, and affording them additional space for temporary projects or frequently requested collections.

The design architect should be careful to maintain and preserve the WPA-era murals along the western edge of the tower.

The space behind these murals can be repurposed for other uses, such as storage or handicap-accessible restrooms.

Note that displacing the cafe in the northern corridor may not be achievable until long-term expansion of the library provides an alternate location for a cafe (See Section 5.4 on page 60).

See Exhibit 43 for the proposed modifications.
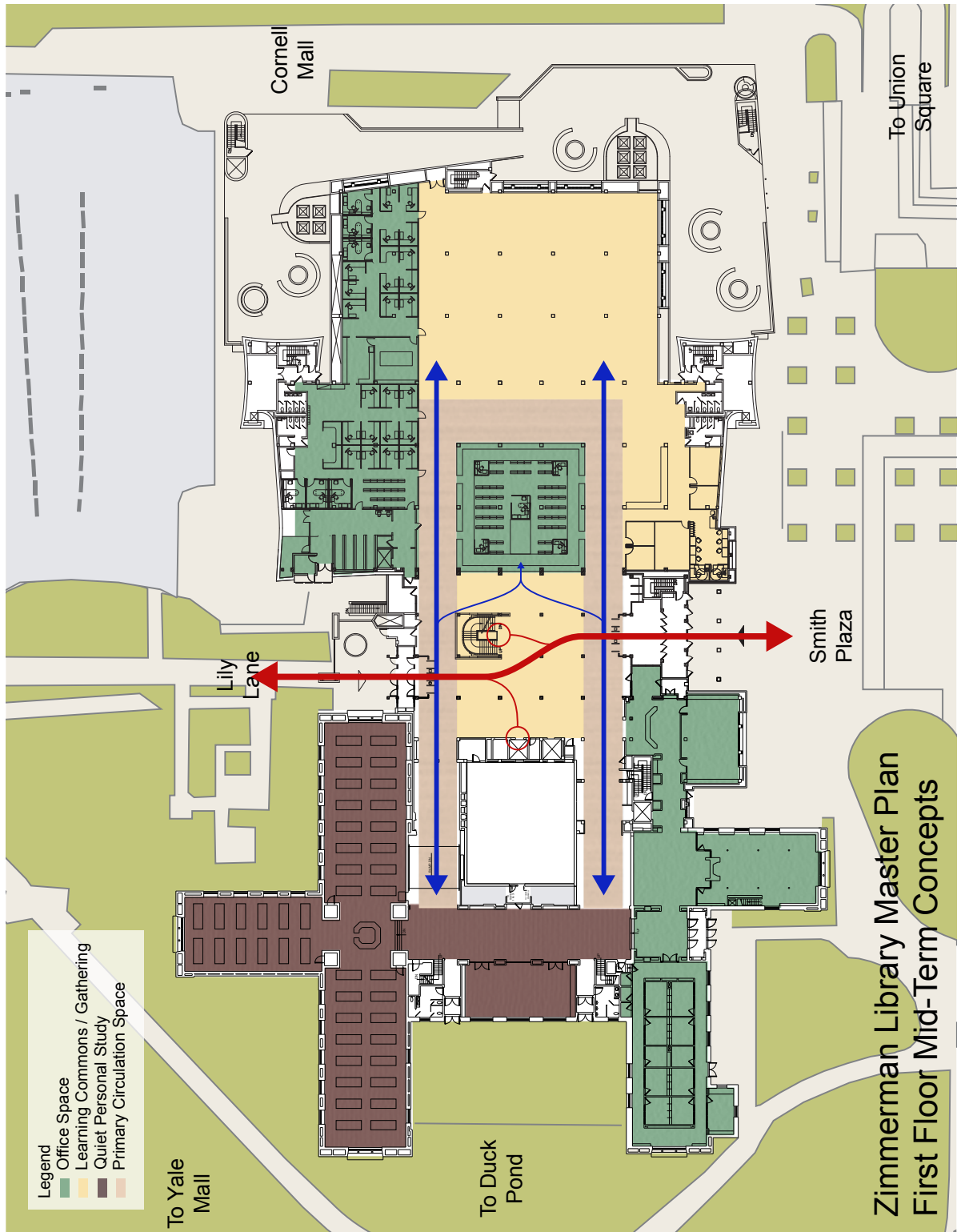
Exhibit 43. Mid-Term Concepts - Floor 1

5.3.2.   Second Floor

Wayfinding and circulation on the second floor is difficult, especially near the INLP offices and the Dean's suite. Narrow, winding hallways and multiple stairs and level changes inhibit users' ability to locate certain functions on the floor.

Removing and relocating offices allows the widening and straightening of the corridor.

Relocate the Center for Regional Studies offices into the south central group study area near the graduate carrels. Eliminate the walls between some carrels to provide office space for additional staff, including an office/study space for the Spanish Colonial Research fellow.

Exhibit 46 illustrates the proposed modifications. For reference, refer to Exhibit 44 for the existing floor layout.

5.3.3.   Basement

At present, Academic Research Technologies uses a classroom in the basement for storing and imaging computers it receives in bulk shipments several times per year, which is not the highest and best use of such a space.

The master plan proposes reclaiming the classroom for its intended purpose and constructing a new space for ART in the basement, closer to the service elevator. This room should have workbenches along the walls with adequate power and data ports, shelving for storing desktop computers and monitors, and adequate cooling. To prevent theft, walls should be extended to the underside of the decking. See Exhibit 45.
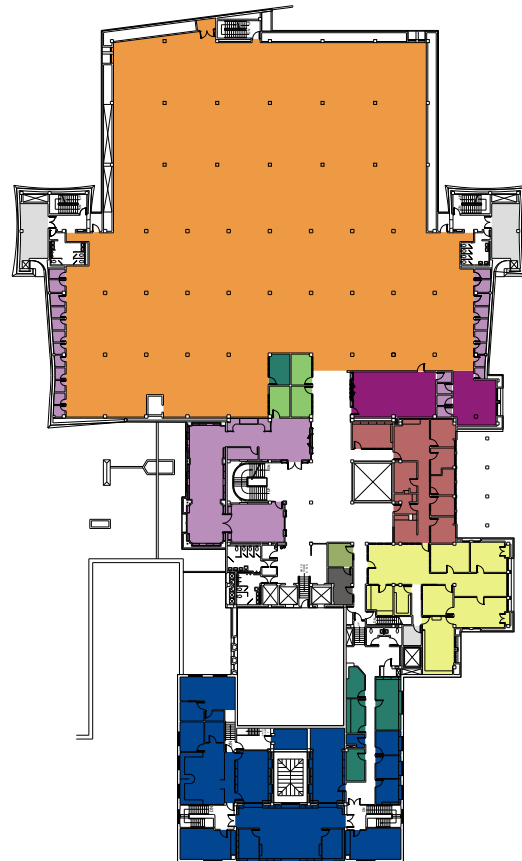
Exhibit 44. Existing Second Floor and Mezzanine
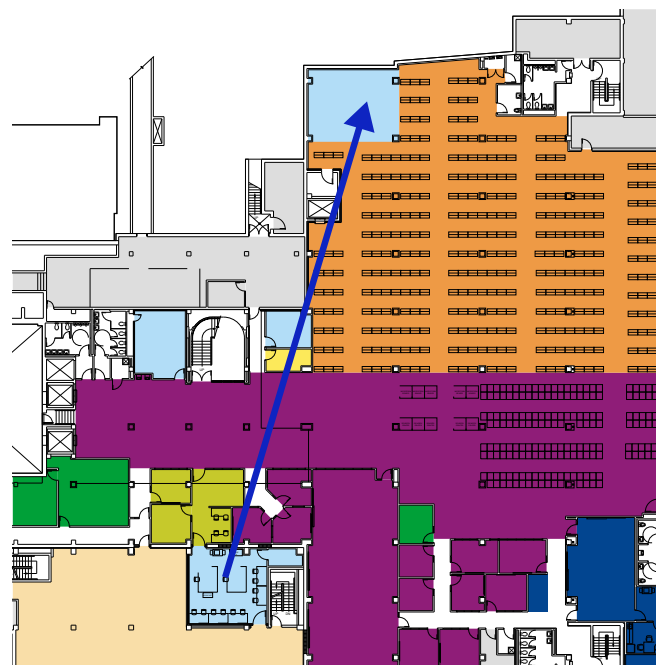
Exhibit 45. Basement - Relocation of ART Space
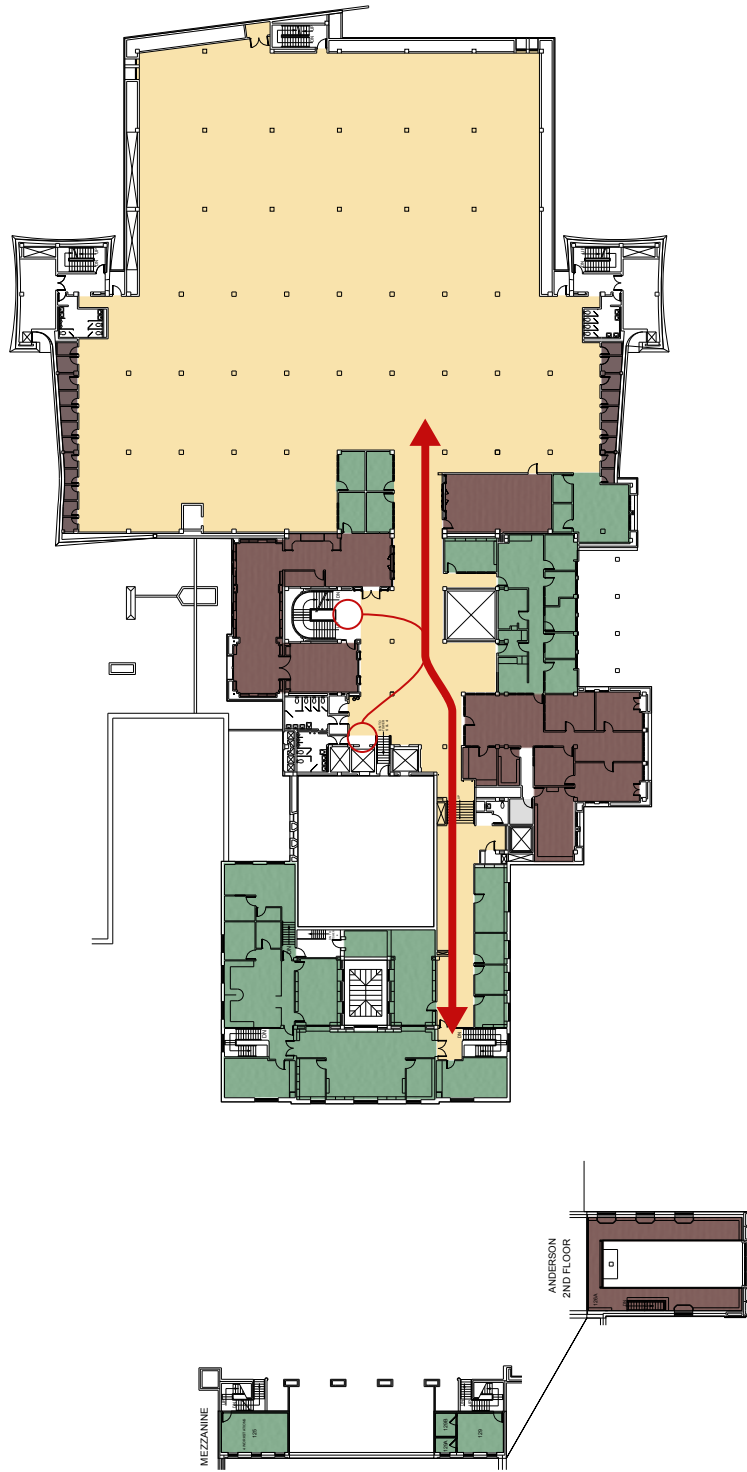
Zimmerman Library Master Plan
Second Floor and Mezzanine Conceptual Layout

Exhibit 46. Mid-Term Concepts - Floor 2

5.4. Long-Term Concepts

In the Long-Term, Zimmerman will require an addition. Growing collections, expanding programs, and the need for additional student space necessitates space beyond that which the current building footprint can provide.

The logical placement for an expansion would be to the east or northeast.

- Option 1 in Exhibit 47 shows expanding north into the existing parking lot. This would increase the footprint by 15,250 GSF. This option may offer an opportunity to reconfigure the loading dock, but it also compromises the existing handicap parking.

- Option 2 builds over the existing basement level, increasing the footprint by 13,775 GSF.

- Option 3 combines both of these, increasing the footprint by 23,575 GSF.

Budget will most likely dictate which option is feasible and how many floors above and below ground level can be built. Any additions should be built with structure sufficient to accept compact shelving.

The long-term envisions numerous changes:

- Expand the Learning Commons into the new space.

- If expansion is multi-story, relocate CSWR staff and collections to the addition.

  - Use compact shelving and employ appropriate climate controls to better preserve rare and important collections in more efficient space.

  - Reclaim CSWR suite in southwest corner of building for quiet study. Offices may be reappropriated as group study rooms.

- Repurpose the nine-story tower for other uses.

  - With collections relocated from the tower, bolster the structure and remove the bookshelves.

  - Remove some of the intermediary floor levels to expand floor-to-floor ceiling heights and allow infrastructure upgrades.

  - Reclaim the ground floor as cafe space. Renovate the upper levels as a conference/banquet space.

Zimmerman Library Master Plan
Expansion Opportunity - Option 1

Zimmerman Library Master Plan
Expansion Opportunity - Option 2

Zimmerman Library Master Plan
Expansion Opportunity - Option 3
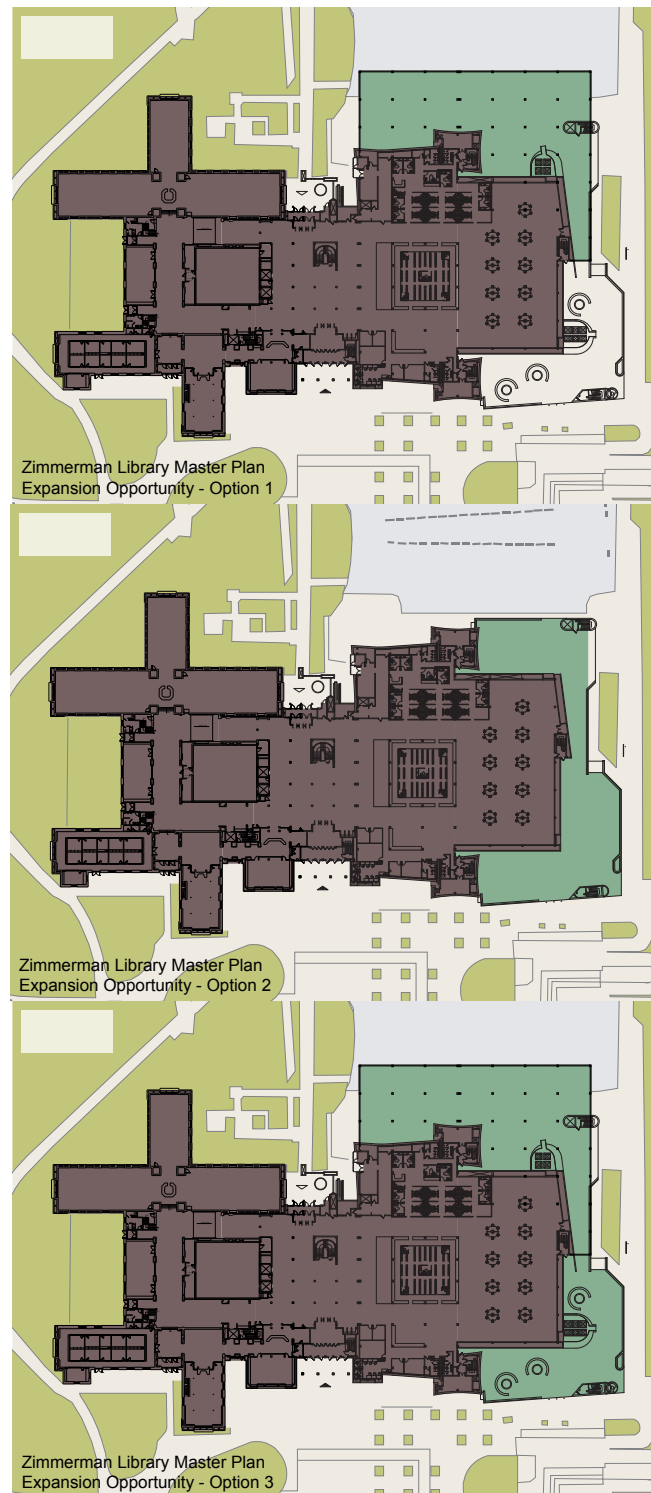
Exhibit 47. Long-Term Expansion Opportunities

Detail of the wood carvings in the face of the original circulation desk.

6. Capital Needs

"The only true equalisers in the world
are books; the only treasure-house
open to all comers is a library; the
only wealth which will not decay is
knowledge; the only jewel which you
can carry beyond the grave is wisdom."

- J. A. Langford

6.1. Preliminary Cost Estimates

The implementation of the Zimmerman Library Master Plan will happen in phases to accommodate constraints in funding and schedule. To some degree, the functions displaced by renovation dictate the order of the phasing.

The Office of Capital Projects conducted preliminary cost estimates to determine the potential costs of completing all or part of the short-term renovations on the first floor of Zimmerman Library. Cost estimates for this work appear in Exhibit 48.

These preliminary numbers are current as of August 2013.

Exhibit 48. Preliminary Cost Estimates

Office Spaces (8 and 9)	**$ 709,303**
Construction Costs	$ 415,288
Consultant Services	$ 35,428
Miscellaneous Costs	$ 228,476
Gross Receipts Tax	$ 30,111
Combined Service Point Only (10)	**$ 499,717**
Construction Costs	$ 359,471
Consultant Services	$ 24,325
Miscellaneous Costs	$ 90,864
Gross Receipts Tax	$ 25,057
Combined Service Point and Learning Commons (10 and 11)	**$ 1,017,954**
Construction Costs	$ 705,199
Consultant Services	$ 46,326
Miscellaneous Costs	$ 217,531
Gross Receipts Tax	$ 48,898
CSP, Learning Commons, and Lobby (10, 11, and Lobby)	**$ 1,260,424**
Construction Costs	$ 889,937
Consultant Services	$ 58,082
Miscellaneous Costs	$ 250,928
Gross Receipts Tax	$ 61,477
Restroom Renovation and Exit Corridor Upgrade	**$ 186,347**
Construction Costs	$ 138,043
Consultant Services	$ 16,509
Miscellaneous Costs	$ 21,500
Gross Receipts Tax	$ 10,295

Legend
- Office Space
- Learning Commons / Gathering
- Quiet Personal Study
- Primary Circulation Space

1 Quiet Reading Area
2 Willard Reading Room
3 CSWR Offices
4 Anderson Reading Rm
5 Waters Room
6 Cafe
7 Mail Room / Facilities - 1400 sf
8 ILL / Book Sorting - 2870 sf
9 Circulation Staff / Conf - 2770 sf
10 Combined Service Point - 3780 sf
11 Learning Commons - 11250 SF
12 Group Study Area - 1400 SF

Zimmerman Library Master Plan
First Floor Short-Term Concepts

Exhibit 49. Short-Term Concepts - Floor 1

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The fountain in the courtyard on the southeast corner of the building.

7. List of Figures

"Libraries are as the shrines where all the relics of the ancient saints, full of true virtue, and that without delusion or imposture, are preserved and reposed."

- Francis Bacon

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List of Figures

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