

Smith College

Master Plan for the Libraries

December 2010



Shepley Bulfinch

Executive Summary

Introduction

As a global leader in women's education, Smith College is in a strong position to create a 21st century library that reflects the mission and vision of the institution, positioning the library at the center of intellectual life and linking "the power of the liberal arts to excellence in research and scholarship..."¹ To do so, the college must respond to changes in the role of academic libraries.

In leading liberal arts institutions, the academic library is becoming a dynamic collaborator in advancing the intellectual experience on campus. Propelled by rapid changes in new information technologies and significant shifts in pedagogy and learning, libraries are redefining themselves as vibrant centers of scholarly activity. Libraries are advancing teaching and learning through the integrated delivery of resources, services and support.

The Smith College library facilities today are not able to meet these aspirations. This Master Plan sets forth essential recommendations and strategies so that they can move forward and contribute to the academic mission of the college and be "intellectual crossroads for the Smith College community"².

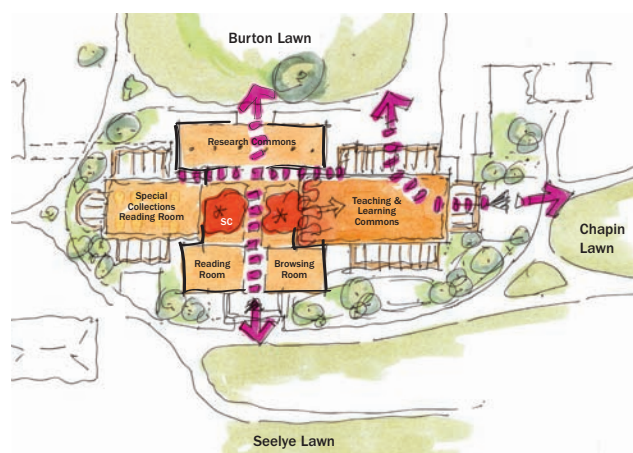


Figure A
Neilson Conceptual Diagram

Notes

- 1 www.smith.edu/collegerelations/mission.php
- 2 www.smith.edu/libraries/info/about/vision.htm

Recommendation

The Smith College Libraries are envisioned as a network of collaborative learning environments distinguished by robust resources, integrated services and high-end technology. To redefine the libraries' contribution to the college as a whole in this way, the college must fundamentally reconceptualize their 20th century infrastructure.

While each of the library facilities will advance the vision, the transformation of the William Allan Neilson Library (Neilson) will be the most significant. Neilson will become a dynamic place for students and faculty from all divisions to connect, study and collaborate. Since Neilson cannot effectively be repurposed to accommodate the environments needed to achieve this vision, the recommendation is to raze the north and south wings and replace them with flexible and light-filled spaces that support scholarship and teaching. Neilson's original core, with its iconic reading rooms, will be revitalized to serve as a focal point and anchor for the new library. A rebuilt and redesigned south wing will house a state-of-the-art special collections space bringing together the Mortimer Rare Book Room, Sophia Smith Collection and College Archives in one visible and accessible location. A new north wing will provide much needed reconfigurable and technologically sophisticated spaces required for collaboration, interaction and discovery. The transformation of Neilson will be a significant architectural statement, connecting Seelye, Burton and Chapin Lawns physically and visually (Figure A) and creating a new intellectual heart for the campus.

In complement to the vision for Neilson, the Anita O'K. and Robert R. Young Science Library (Young), Werner Josten Performing Arts Library (Josten) and Hillyer Art Library (Hillyer) will be repositioned, through a process involving faculty, the library and the administration, as distinctive centers of scholarly activity to serve the whole Smith College community. More specifically, new environments for presentation, performance and interaction will be created by relocating print collections out of Young and Josten and by making smaller spatial changes at Hillyer. As resource-rich centers of expertise, they will support dynamic curricula and pedagogies and provide opportunities for evolving and innovative uses in the future.

Goals and Recommended Strategies

A diversity of environments is needed to meet the teaching and learning needs of students and faculty in a changing technological and pedagogical environment. The following strategies have been developed to meet this challenge:

Establish diverse and desirable places for study

- Offer a variety of quality study environments to satisfy a range of research styles

Provide efficient and effective staff and support spaces to foster collaborative services

- Locate staff and services for visibility and provide a variety of interactive consultation spaces
- Create flexible staff spaces with adjacencies that foster collaboration
- Provide integrated service delivery through partnerships with other academic support services

Accommodate a robust and accessible collection on campus

- Centralize the majority of core collections in accessible shelving in the new north and south wings of Neilson

Promote implementation and use of evolving information technologies

- Create technology-rich spaces in each facility to promote exploration and use of resources in all formats
- Provide effective instructional space for teaching with technology
- Foster partnerships with other academic support services that support new technologies

The study includes a series of specific goals for each of the individual facilities, as follows:

Neilson

Revitalize Neilson as the intellectual heart of Smith College

Numerous additions and low floor-to-floor heights in Neilson have resulted in spaces that are neither easy to navigate nor conducive to research and discovery. The complex structures are inflexible and spaces are difficult to repurpose.

- Restore the splendour of the 1909 building to focus on its iconic reading rooms
- Rebuild the north and south additions to provide flexible, light-filled space that can meet current programmatic needs and can evolve over the next 50-75 years

Design Neilson to connect key open spaces and leverage opportunities to improve connections across campus

Despite its central location, Neilson lacks connectivity and is a physical barrier that blocks access from the upper to lower campus and turns its back on the science quad.

- Maintain primary access to Neilson on Seelye Lawn while reopening the Burton Lawn entrance and developing a new entry to the proposed north wing on the Chapin Lawn
- Support all entrances with appropriate services and library teaching and learning programs, thus making Neilson a physical and intellectual crossroads for the campus core
- Develop a signature south facade facing a new lawn that opens to Green Street and the campus buildings beyond

Highlight the college's unique and distinctive special collections

The Mortimer Rare Book Room, the Sophia Smith Collection and the College Archives are not easily visible to the community and are not located to facilitate integrated access to the college's special collections

- Create an integrated Special Collections in the new south wing that is accessible from the first floor and visible from both the interior and exterior of the building
- Provide capacity for the rapidly growing manuscript collections and rare books in Neilson to facilitate access to these extraordinary holdings

Young

Create a dynamic crossroads for the campus that will connect the areas north and south of Green Street

- Provide a new entry at the south side of Young towards Green Street
- Activate level 1 with a cafe and science forum/presentation space
- Provide technology-rich and varied teaching and study environments
- Integrate the majority of the physical collections into the general collections in Neilson

Josten

Leverage Josten as an interactive partner in the performing arts curriculum

- Relocate and integrate the book collection with the general collection in Neilson, freeing space for research and scholarship while retaining more specialized collections, including scores and recordings
- Create opportunities for robust use of the full range of the library's resources by creating a performance/exhibition laboratory, housing experimental teaching and learning spaces with new technologies

Hillyer

Increase visibility to the library and its activity and broaden accessibility of services

- Open the library to the adjacent interior street connecting Seelye Lawn with Elm Street, making activities in the library more visible
- Increase accessibility to a range of services through partnerships with other campus organizations and academic support services

Implementation Strategies

The sequence set forth below is flexible, and does not address the projects in order of importance. This approach builds upon the renovation and early success of one or two of the smaller library facilities to create momentum and support for the most impactful and financially substantial project: Neilson Library.

Phasing Strategy Option

As a first step to realizing the four core opportunities (Neilson, Young, Josten and Hillyer) an initial study must be undertaken to evaluate space needs for collection accommodation. The implementation sequence will evolve and continue to be refined as conceptual designs and cost models are explored. An initial vision for implementation is as follows:

- Redesign Young to serve the entire campus while meeting the needs of the science and engineering communities
- Transform Josten to provide a range of services and engage students and faculty with resources in new ways
- Rebuild and restore Neilson in phases to allow the library to remain in operation throughout
- Realize opportunities for incremental changes in Hillyer to integrate new technologies, enhance study environments and improve visibility of integrated services

(Page 41 of the Master Plan provides further details regarding the implementation strategy and collection impact.)

Conclusion

The Master Plan for the Libraries provides a framework and common language to position the library facilities in support of the fulfillment of the college's overall vision.

By making connections across the campus and between divisions and departments, the reinvisioned Smith College Library facilities will embody the collaborative and exploratory nature of a Smith education, placing the library at the center of the intellectual life of the institution and strengthening Smith's position as a leader among its peers.

Table of Contents

Executive Summary	1
Introduction	3
Assessment of Campus Context	7
Evaluation of Existing Library Facilities	10
Planning Recommendations	27
Implementation Strategies	41
Conclusion	42
Appendix	43

Smith College Mission & Values

Mission

Smith College educates women of promise for lives of distinction. A college of and for the world, Smith links the power of the liberal arts to excellence in research and scholarship, developing leaders for society's challenges.

Values

- *Smith is a community dedicated to learning, teaching, scholarship, discovery, creativity and critical thought.*
- *Smith is committed to access and diversity, recruiting and supporting talented, ambitious women of all backgrounds.*
- *Smith educates women to understand the complexity of human history and the variety of the world's cultures through engagement with social, political, aesthetic and scientific issues.*
- *Smith prepares women to fulfill their responsibilities to the local, national and global communities in which they live and to steward the resources that sustain them.*

source: <http://www.smith.edu/collegerelations/mission.php>

Smith College Library Mission & Vision

Mission

The Smith College Libraries advance teaching, learning, research, and discovery for Smith students, faculty, and staff by offering collections in multiple formats, providing access to information worldwide, and establishing services and learning environments responsive to users' needs. The Libraries further support women's education through an internationally recognized repository of archives and manuscripts documenting the history of women.

Vision

The Smith College Libraries are the intellectual crossroads for the Smith College community. We promote research and discourse by leading the campus in acquiring, organizing and making scholarly resources accessible. We create inspiring spaces for study, collaboration, and discovery. We engage the communities we serve through our diverse collections, services, and staff.

Fundamental Commitments

- *As partners in the education of women for the 21st century, we actively collaborate in teaching and learning across campus.*
- *As service providers, we offer innovative and responsive services - directly and behind-the-scenes - to facilitate research, inquiry, and exploration.*
- *As collectors, we anticipate evolving curricular and research needs and cultivate the broad liberal arts tradition by ensuring access to rich and diverse resources.*
- *As curators of outstanding archives and manuscript collections on women's experience, we enrich the Smith curriculum, promote broad access to the international scholarly community and preserve these unique records for future generations.*
- *As a locus for intellectual reflection, exploration and engagement, the Libraries provide comfortable and inviting facilities for individuals and groups.*
- *As a virtual space, the Libraries marshal current and emerging technologies to provide state-of-the-art resources and services.*
- *As an organization, the Libraries develop and deploy staff to embrace the best of tradition and change.*

source - <http://www.smith.edu/libraries/info/about/vision.htm>

Introduction

The role of the academic library in liberal arts colleges remains at the heart of intellectual activity on campuses with libraries continuing to distinguish themselves through a balance of resources and services unique to each institution.

Changes in patterns of learning and in the landscape of information access and use, however, have prompted libraries to evolve to include a diverse range of collaborative services. Library facilities of the 21st century have become vibrant centers of scholarly activity through the integration of rich resources, dynamic services and new information technologies that advance teaching and learning, playing an active role as partners in access to information and in research and scholarship.

Smith College's library facilities were built to support a 20th century model for scholarship with an emphasis on access to and curation of the print collection. Smith today has established new strategic directions (*The Smith Design for Learning*, 2005-2007) and in response the libraries developed a vision in 2007 to advance the Mission of the College (facing page). This Master Plan will provide a strategic framework for the transformation of the libraries to meet the academic and information needs of the college going forward.

Confirming the Mission and Values

As one of the nation's foremost colleges for women, Smith College strives to educate "women of promise for lives of distinction" (facing page). Central to this mission is *The Smith Design for Learning*, which outlines the following strategic directions:

- Strengthen essential student capacities
- Promote a culture of research, inquiry and discovery
- Prepare women for rewarding lives
- Create the Smith Centers for Societal Leadership and Engagement
 - The Global Studies Center
 - The Center for Community Collaboration
 - The Center for the Environment, Ecological Design and Sustainability

As expressed in the Mission of the Smith College Libraries, the libraries are vital partners in the realization of these strategic directions. As service providers, collectors and curators the libraries are "a locus for intellectual reflection, exploration and engagement" (facing page).

As they exist today, the library facilities lack the flexibility to be effective central places for instruction, access and learning. Through the creation of distinctive communities of learning, the role of the libraries can be strengthened to provide integrated, adaptive, dynamic and collaborative environments, enabling and encouraging innovation, engagement and independent thinking.

The Planning Process

In November 2009, Smith College engaged Shepley Bulfinch to develop a Master Plan for the Smith College Libraries. The primary goal of the Master Plan is to provide a long-term strategy for facility use that reflects the library's vision and advances the mission of the college.

The following were identified as key issues to be addressed in the Master Plan:

- Capacity for print collections
- Role of branch libraries
- Support for collaborative teaching pedagogies and collaborative learning
- Support for digital services and technology
- Comfort and usability
- Library as a destination

A Library Steering Committee was formed to guide *The Master Plan for the Smith College Libraries*. The Library Steering Committee included the following representatives:

- Floyd Cheung
Associate Professor, English Language and Literature
- John Davis
Associate Provost and Dean for Academic Development
- Christine Hannon
Deputy Director of the Libraries
- Thomas C. Laughner
Director of Educational Technology
- Christopher B. Loring
Director of Libraries
- John Robinson
Manager, Capital Projects

During late 2009 the Library Steering Committee and Shepley Bulfinch met to:

- Confirm the vision for the Smith College Libraries
- Define the role of the libraries within the context of the larger college mission

- Define guiding principles to facilitate future strategic planning that reflect the direction and goals of the library and the institution
- Evaluate the use of existing library spaces as they relate to contemporary and future curricular, study and research goals of the College

In January 2010, Shepley Bulfinch met with senior administration to confirm the direction of the master planning effort. From January through May 2010, a series of information-gathering sessions were held with stakeholders from a broad cross-section of the Smith College community to gain insight into the role of the library in teaching, study, research and learning both today and in the future. The groups participating in these discussions included:

- **Faculty**
 - Art, Music, Dance and Theatre faculty
 - Science and Engineering faculty
 - Faculty users of Special Collections
 - The Faculty Committee for the Libraries
 - Open faculty forum
- **Students**
 - Student Curriculum Committee
- **Library Staff & Administration**
- **Student Support Services**
 - Educational Technology Services
 - Spinelli Center for Quantitative Learning and the Jacobson Center for Writing, Teaching and Learning
 - Spatial Analysis Lab
- **Kahn Institute**

Information gathered in these sessions, together with the planning principles developed with the Library Steering Committee (next page), and an analysis of existing conditions provided a basis for the development of planning alternatives and planning options presented here.

Guiding Principles and Assumptions

The Library Steering Committee worked together with Shepley Bulfinch to develop twelve guiding principles as a basis for the development of programmatic, planning and concept designs. These principles are intended to evolve and inform projects throughout the transformation of the libraries.

Guiding Principles

- The libraries will be unique and vibrant destinations central to the intellectual life of Smith College
- The libraries will offer a collaborative model of services to support teaching, learning and faculty/student research, and will play a vital role in teaching research skills
- The libraries will provide a range of environment and services that support the curriculum and the development of critical thinking
- The libraries will address the needs of students at a variety of skill levels to achieve the academic goals of Smith College
- The library facilities will offer a diverse range of spaces for exploration, reflection, research and creation that foster the establishment of intellectual agency
- The libraries will partner with faculty and other campus services, both academic and administrative, to create and support innovative programs for learning and research
- Neilson will be the focal point of an integrated network of Smith College Libraries
- The libraries will be hubs for access and use of primary source material and information in all formats
- The libraries will continue to be distinguished by unique special collections and archives
- The libraries will continue to acquire material and build collections that reflect the curricular goals of the College
- The libraries will take advantage of the opportunities for collaboration provided by the Five College system
- The libraries will play a key role in curating digital intellectual content and digitizing unique archival material

With these guiding principles, information gathered through focus group discussions and an evaluation of existing conditions, Shepley Bulfinch and the Library Steering Committee developed a list of eight planning assumptions that outline objectives and identify critical planning issues.

Planning Assumptions

- Establish a series of distinctive libraries
- Position each library for its greatest contribution to the intellectual life of the college from the perspective of collections, user environments, services and teaching and learning
- Foster a range of collaborative services to advance academic teaching, learning and scholarship through organizational partnerships
- Enhance the quality and variety of available study environments for learning
- Maintain a robust collection on campus to support research and scholarship and to promote serendipitous exploration and discovery
- Integrate special collections (rare books, Sophia Smith collections, college archives) and provide environmentally controlled space for them in close proximity
- Dedicate the West Street collection storage facility for general collections and relocate all special collections material to the central campus
- Establish a strategy for collection management to satisfy the long-term collection accommodation needs of Smith College

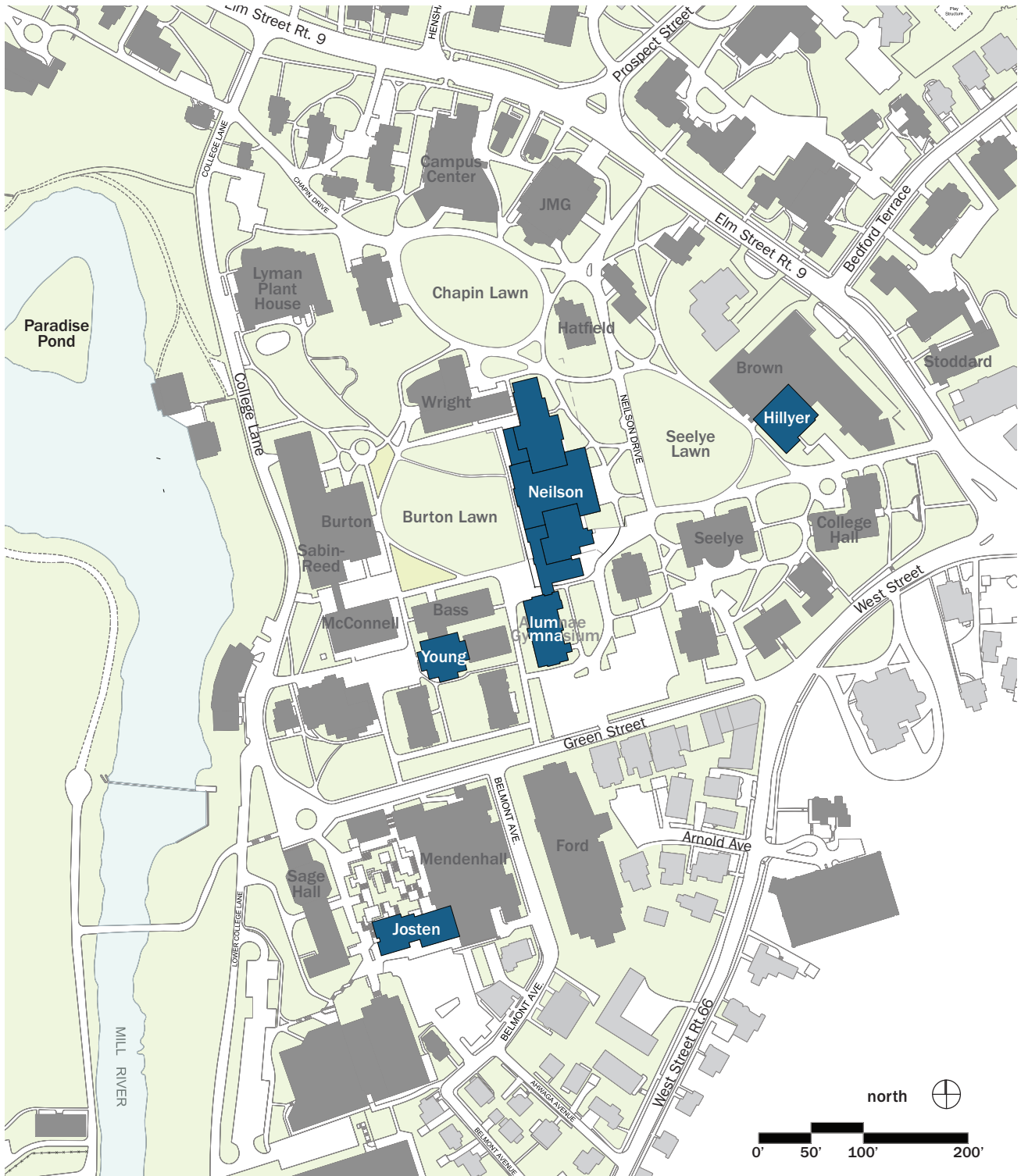


Figure 1 Campus Plan – Smith College Libraries

Assessment of Campus Context

The Smith College Libraries include the William Allan Neilson Library (Neilson), the Anita O’K. and Robert R. Young Science Library (Young), the Werner Josten Performing Arts Library (Josten), the Hillyer Art Library (Hillyer) and the Alumnae Gymnasium (see Figure 1). In addition, material is currently stored in two off-site facilities: the Five College Depository and 126 West Street. The decentralized infrastructure of the libraries at Smith serves Smith’s mission to cultivate “excellence in research and scholarship”.

The library facilities are well located to complement each other and to provide a series of loci that are accessible to the campus community.

As the college’s main library, Neilson is ideally sited at the center of the core campus. Primary access to Neilson is from Seelye Lawn.

The Alumnae Gymnasium, which houses the Sophia Smith Collection and the College Archives, is adjacent to Neilson and accessible from both level A of Neilson and an exterior door on the north side of the building.

The branch libraries (Hillyer, Josten and Young) are each located within and central to the academic community that they serve.

Academic Communities

Each library plays a central role within the academic division that it serves and is an integral part of the college’s overall library system. The libraries form hubs of intellectual community centered around the sciences, humanities and social sciences, fine arts and performing arts. Students and faculty identify with their academic communities, which make up essential elements of the Smith experience.

Maintaining their specialized services allows each library to meet its division’s specific curricular and pedagogical needs. At the same time, providing flexibility in services and spaces will strengthen and clarify pathways between the libraries and the broader community (see Figure 2).

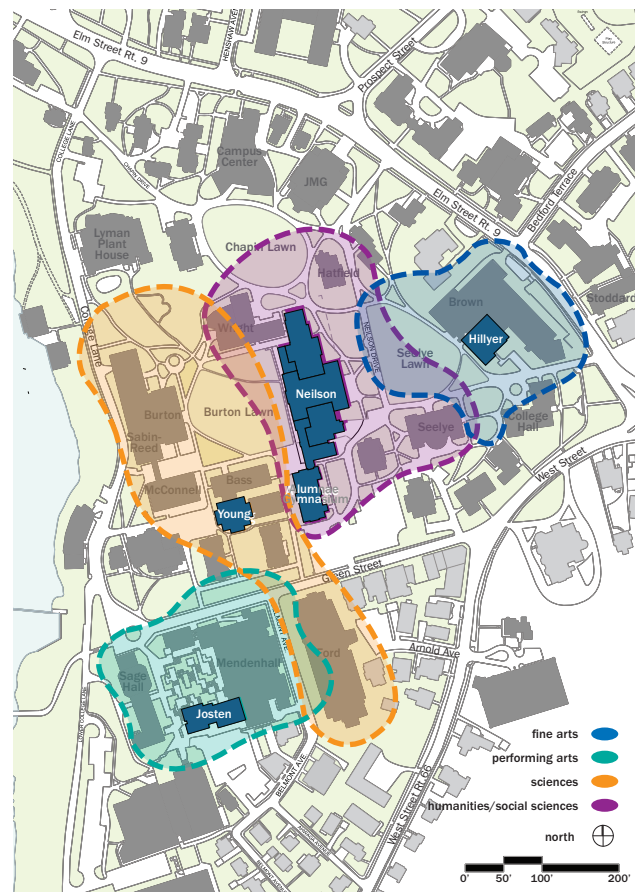


Figure 2 Campus Plan – Academic Communities

Linking Primary Open Spaces

Within the context of the larger campus, the libraries are ideally located to be a series of intellectual and physical crossroads. Their primary role in research and learning allows them to provide services and resources that will draw students and faculty to and through the facilities, reinforcing relationships across the campus.

- Neilson is located at the center of the core campus lawns (Seelye, Chapin and Burton) with the potential to enforce patterns of movement between the sciences on Burton Lawn, the fine arts on Seelye Lawn and the campus center on the Chapin Lawn (figure 3)
- Young is positioned to provide a bridge between the Burton Lawn and Ford Hall
- Josten and Hillyer are located to be destination spaces that draw from the larger community

Enhancing the physical relationships of the libraries will strengthen connections and access for the campus as a whole.

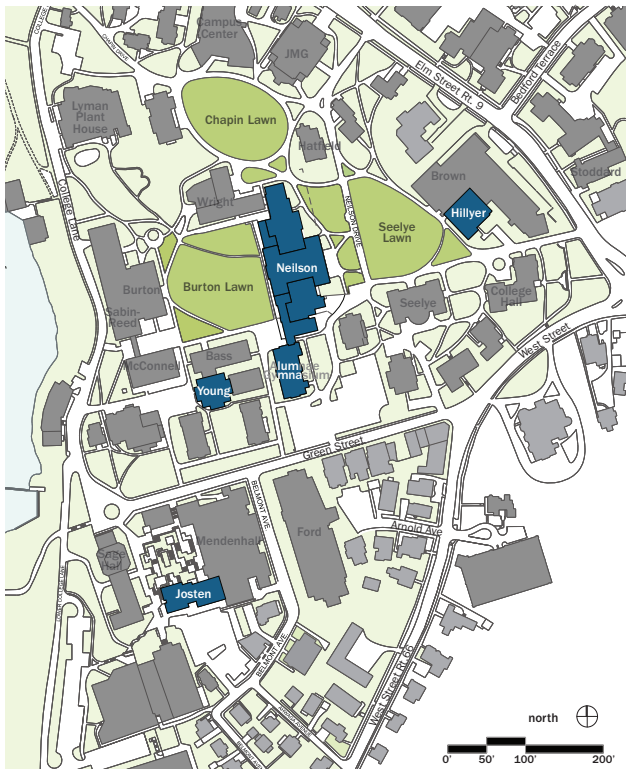


Figure 3 Campus Map – Primary open spaces on the core campus

Academic Resources

Smith offers a broad array of academic resources distributed throughout its campus. Resources include both department specific and campus wide resources, many of which have synergies with the libraries. The following list of resources (organized by location) include library resources and other academic resources that have been identified as having synergies with the libraries (see Figure 4).

Neilson

- Primary campus library housing the general collections
- Research and collections services with a focus on the humanities and social sciences
- Spinelli Center for Quantitative Learning: academic support, including tutoring, workshops and class study sessions to support students in their quantitative work across the curriculum; often works in conjunction with the Jacobson Center for Writing, Teaching and Learning and Educational Technology Services
- Kahn Liberal Arts Institute: collaborative research for Smith College faculty, students and visiting scholars without regard to the traditional boundaries of departments, programs and academic divisions

Young

- Research and collection services with a focus on the sciences
- Curricular support and exam location for the Sciences at Smith College

Mendenhall Center for the Performing Arts & Josten

- Research and collections services focused on the Music, Theatre and Dance departments
- Historical costume collection of women's clothing from the 19th and 20th centuries

Brown Fine Arts Center & Hillyer

- Research and collection services with a focus on the history, theory, criticism and practice of the visual arts
- Smith College Imaging Center: digitization facility providing services for image production, metadata, user training and administration of the campus-wide LUNA image database

- Visual Communication Resource Center (VCRC): lab/classroom for visual computing and digital design with an emphasis on capturing, editing and creation of visual works

Alumnae Gymnasium

- College Archives and the Sophia Smith Collection: Access to and services for material from internationally recognized collections of manuscripts and archives
- The Center for Media Production: technology and accompanying support for the creation of video/audio production and video conferencing.

Seelye Hall

- Technology Learning Commons (TLC): labs and classrooms for academic use which include:
 - Educational Technology Services Assistive Technology Lab: technology to assist in studying (e.g., text dictation)
 - Digital Design Studio: interdisciplinary studio for the study of advanced computer graphics and media production
 - Computer Lab and Study Space: workstations for individual and collaborative work as well as study space
 - Incubator Classroom: beta classroom space that provides Educational Technology Services and other interested departments the ability to experiment with and provide feedback on classroom design configurations
- Jacobson Center for Writing, Teaching and Learning: academic support services for students including writing counseling, student tutors from multiple disciplines and various workshops (time management, study skills). Faculty support services include writing and teaching support
- Sherrerd Center for Teaching and Learning

Wright Hall

- Poetry Center
- The Global Studies Center
- The Center for Community Collaboration
- The Center for the Environment, Ecological Design and Sustainability

Other

- ITS Help Desk and technology support center (Stoddard Hall)
- ITS/ETS 24 Hour Labs (King, Scales and Washburn houses)
- Spatial Analysis Lab (Bass Hall)

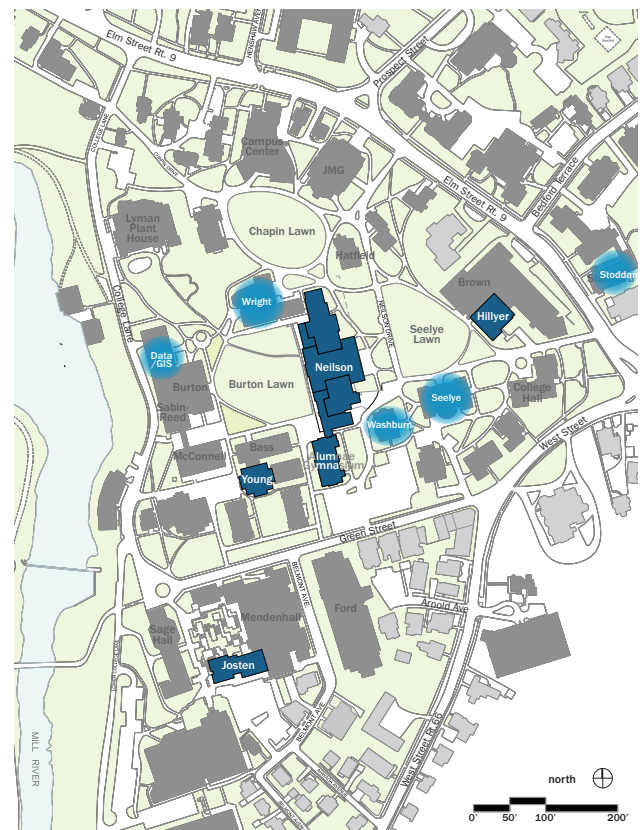


Figure 4 Campus Plan – Central Campus Academic Resources

Evaluation of Existing Library Facilities

Challenges and Considerations

Smith's library facilities do not consistently meet their potential to advance the mission of the college in the 21st century. The reader seating/study environments, instructional spaces, accommodation of staff and services, and collections capacity do not meet the needs for integrated, adaptive and dynamic environments that engage students and encourage innovation and independent thinking.

Reader Seating/Study Environments

Study environments in the libraries are ineffective, lack the diversity required to accommodate different teaching and learning styles, and do little to promote the libraries as desirable places for research and scholarship.

Although the libraries have over 800 student study seats collectively, the effective seating capacity, however, is significantly lower. The large numbers of assigned carrels that are often left unused, the absence of natural daylight and the lack of flexible spaces for collaboration and group study all contribute to environments that do not reflect current study habits and curricular needs.

Instructional Spaces

The need for instructional spaces greatly exceeds the capacity currently available in existing libraries as information literacy programs and curricular partnerships between the libraries and faculty continue to grow.

Staff and Services

The existing location of all staff behind closed doors, though traditionally acceptable, hinders visibility of services for users. A broad array of services are offered by the libraries, but the staff are not located to promote collaboration either within the libraries or with other organizational entities.

Collection Accommodation

The Smith College collection is approximately 1.6 million volumes and is projected to grow to nearly 2 million volumes by 2025. Space to accommodate the collection is not available. With approximately 170,000 linear feet of shelving available on campus, the libraries are close to capacity and in some cases (Josten Library and the Sophia Smith Collection) are exceeding capacity. The off-site storage facilities are also close to capacity.

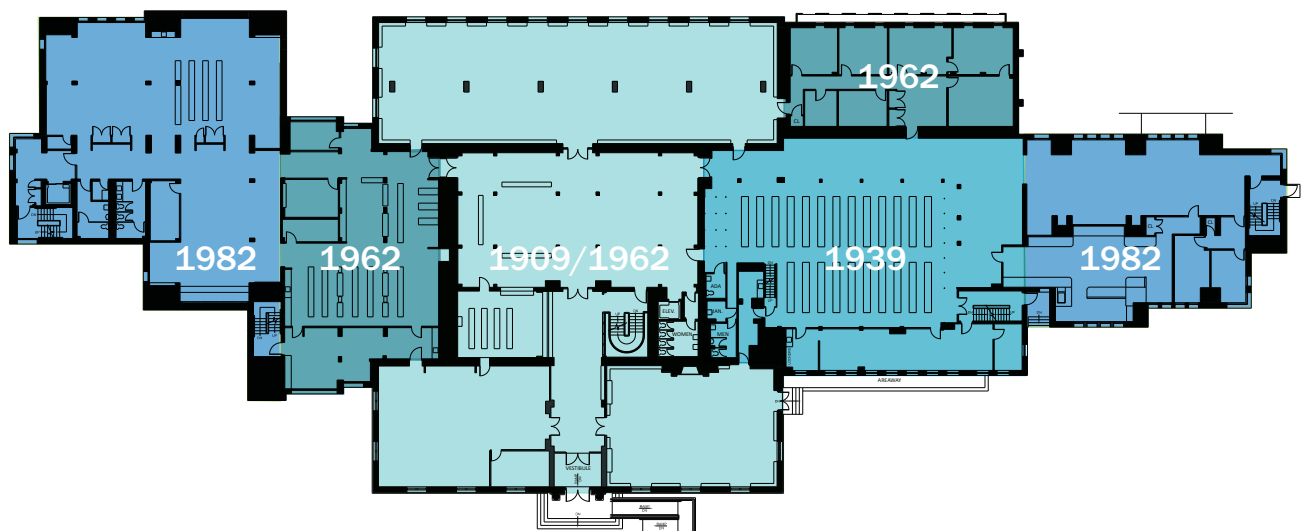


Figure 5 Neilson, Additions History

Neilson

Summary of Current Challenges

- Lack of connectivity within building and with rest of campus
- Limited adaptability due to structural complexity of additions and low floor-to-floor heights
- Limited visibility for special collections which are scattered between Neilson and the Alumnae Gymnasium
- Shortage of flexible and effective instructional spaces
- Inadequate and poor quality study seating; most carrels are assigned
- Need for technology-enhanced group studies and collaborative spaces
- Dispersed staff spaces hinder delivery of integrated services

Context

Neilson houses the majority of the print collection and provides a broad range of instructional, reference and access services. Neilson is located between the three central campus green spaces: Burton Lawn (the Science Quad), Chapin Lawn and Seelye Lawn, with a single entry point from Seelye Lawn.

The core building was designed by Lord and Hewlett in 1909 with funds donated by Andrew Carnegie. Additions were constructed in 1937 (designed by Karl Putnam, professor of architecture at Smith College), 1962 (O'Connor and Kilham) and 1982 (Cambridge Seven) (figure 5).

The exterior of the building is dominated by the 1909 façade and conveys the importance of the library's identity on campus as a central place for scholarly aspiration and intellectual inspiration. Immediately inside the library however, there is no arrival space for orientation and the breadth of available services is not visible. The identity of the library is not clearly communicated and wayfinding throughout the building is confusing and overwhelming.

Neilson acts as a barrier rather than a physical and intellectual "crossroads" at the heart of the campus. The additions to the building do not provide effective space for collections, browsing, or study. Low ceiling heights (introduced as early as 1937, when a six-story self-

supporting stack structure was added), varied structural grids, the introduction of interstitial floors in 1962 to the 1909 building, and the overall complexity of the footprint, severely limit adaptability for repurposing and provide inadequate space for infrastructure enhancements.

While Neilson library staff are highly capable and forward thinking in their service to users, the library's organizational and physical constraints pose significant challenges to operations and service delivery.

Public Environments

- Exhibition space on the 3rd floor is appropriate in its proximity to the Mortimer Rare Book Room, but does not foster public access to exhibitions

Instructional Spaces

- Inflexible, awkwardly configured instructional space
- Need for additional, more flexible, instructional spaces as the role of information literacy grows and accompanying use of instructional space(s) continues to increase (use has nearly doubled in the last ten years)

Reader Seating/Study Space

- Level 1 is the most heavily occupied; the remaining floors are used selectively and fill up only at exam time
- Limited technology-enhanced group and collaborative study spaces
- Lack of unassigned study seating: the majority of seating outside of Level 1 and the Collacott Reading Room are assigned carrels
- Poor quality unassigned seating on the upper and lower levels, lacking daylight and often without access to power and/or data

Staff and Services

- There are two principal service points:
 - "Circulation/reserve" at the entry serves primarily for informational questions and transactions
 - The service point in the Mair Room serves as a reference desk and help desk. Questions are focused primarily around computer help
- The number of requested research appointments has been rising over the last ten years

- Reference questions occur primarily online and by appointment
- The Mair Room was renovated to provide low-level support for media production projects but has not functioned in this way
- Public services staff are dispersed throughout the first floor, inhibiting collaboration, cross training and visibility
- Collection services staff are located in a prime location on the first floor
- Systems staff and work areas are dispersed throughout the building; consolidation would be beneficial

Collection Capacity

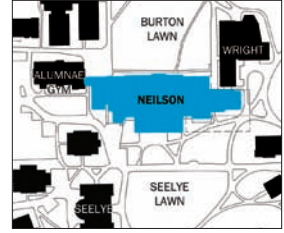
- The shelving on the lower levels (Library of Congress classification) is at approximately 70% capacity (85% capacity is considered full)
- Library of Congress material continues to grow by approximately 10,000 volumes per year
- Shelving on the upper levels (Dewey classification) is at 98% capacity; the collection on these levels is not growing
- Neilson has not sent any material off site except for bound periodicals
- There is potential for change in collection growth rates in certain areas as the impact of Google Books is further understood and as the role of the Five College collaboration (and the need for duplication) evolves
- The most heavily used collections (Library of Congress) are on the lowest levels where there is little study space and minimal access to natural light
- The least used collections (Dewey) are on the upper levels which are the desired seating levels

Mortimer Rare Book Room

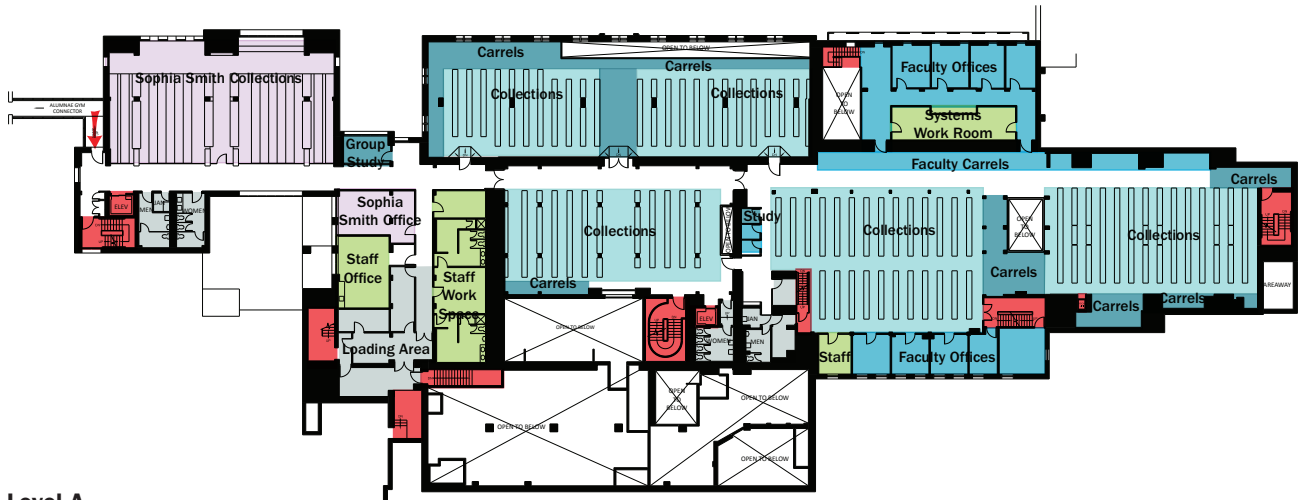
- Mortimer Rare Book Room staff function are not visible to users of the library
- The room lacks space for collaborative work and group instruction

Neilson Existing Space Allocation Summary

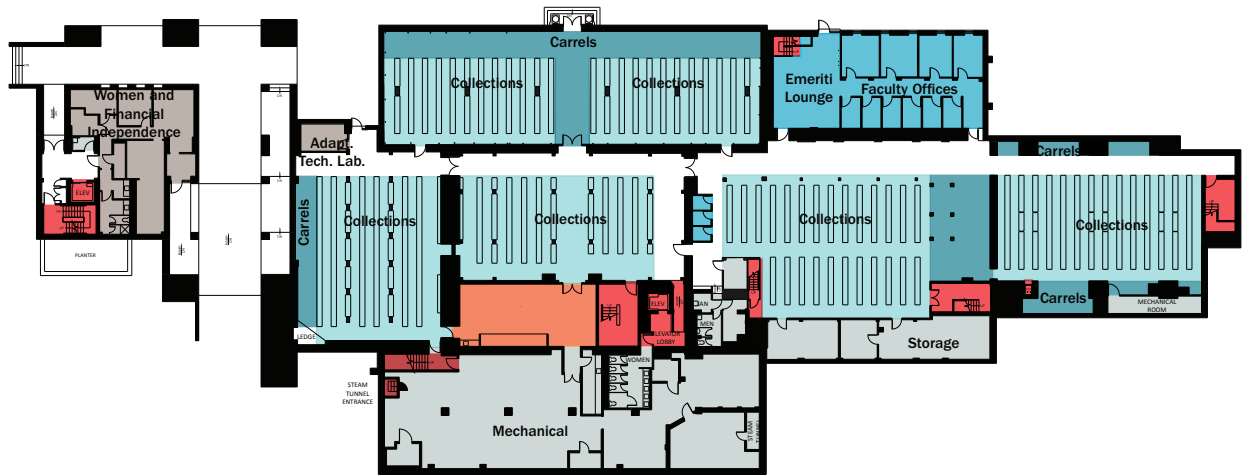
Space	Existing Patron Seats	Total Existing
Public Environments	76 seats	5,700 asf
Vestibule		
Entry		
Presentation/Instruction (Browsing Room)		
Exhibit		
Instructional Spaces	20 seats	1,200 asf
Computer Classroom		
Open Instructional Space		
Reader Seating/Study Environments	560 seats	22,800 asf
Study Tables		
Lounge Seating		
Carrels		
Group Study Rooms		
A/V Viewing/Listening Booths		
Computer Workstations		
Faculty Studies	52 seats	6,700 asf
Offices	37 seats	
Emeriti Carrels	15 seats	
Staff and Services		16,600 asf
Service Points		
Library Administration		
Public Services		
Collection Services		
Staff Lounge		
General Collections		56,900 asf
Special Collections	23 seats	8,000 asf
Mortimer Rare Book Room		
Rare Book Collections		
Sophia Smith Collections (storage)		
Non-Library	70 seats	6,500 asf
International Studies and Scholars		
Adaptive Technology Lab		
Quantitative Lab		
Kahn Institute		
Storage - Center for Media Production		
Facility Support		1,500 asf
Total Existing Net Square Footage		125,900 asf
Total Gross Square Footage Measured on Plans		193,252 gsf



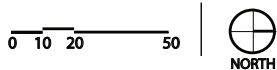
Neilson Existing Space Allocation Diagrams



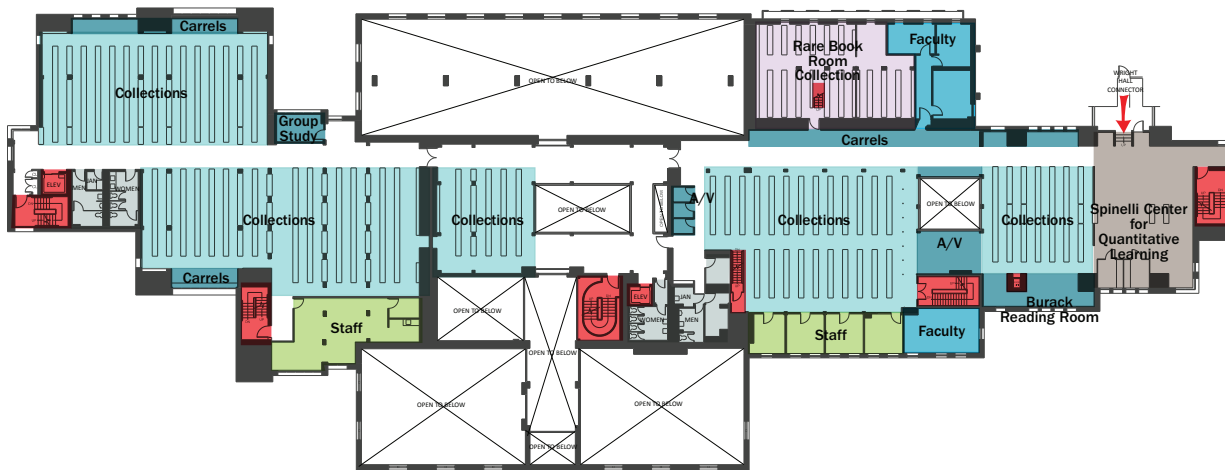
Level A



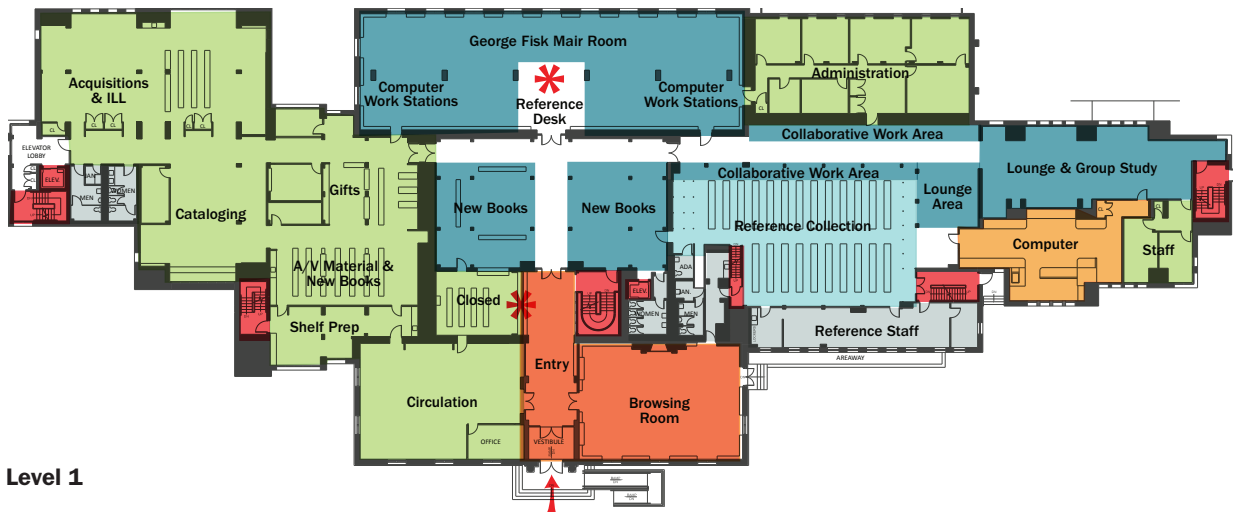
Level B



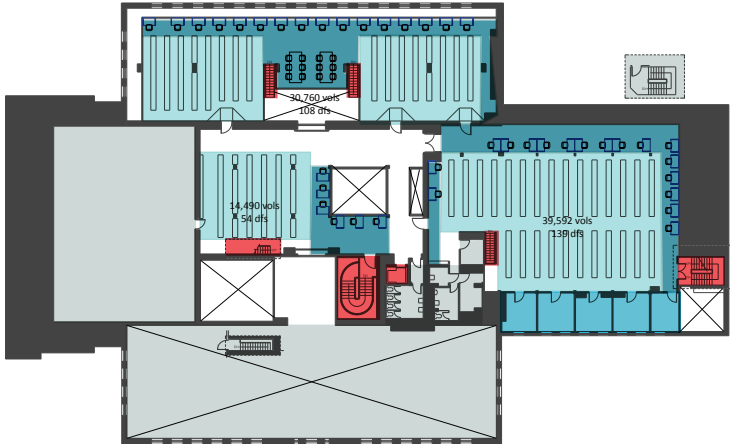
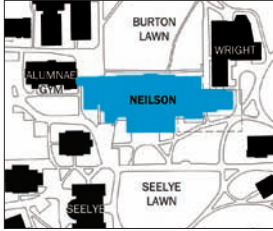
- Building Support/Mechanical
- Special Collections
- Collections
- Student Reading
- Faculty Offices
- Library Staff Offices
- Non-Library
- Instructional
- Public/Social
- Vertical Circulation
- ✳ Service Point
- ➔ Entry Point



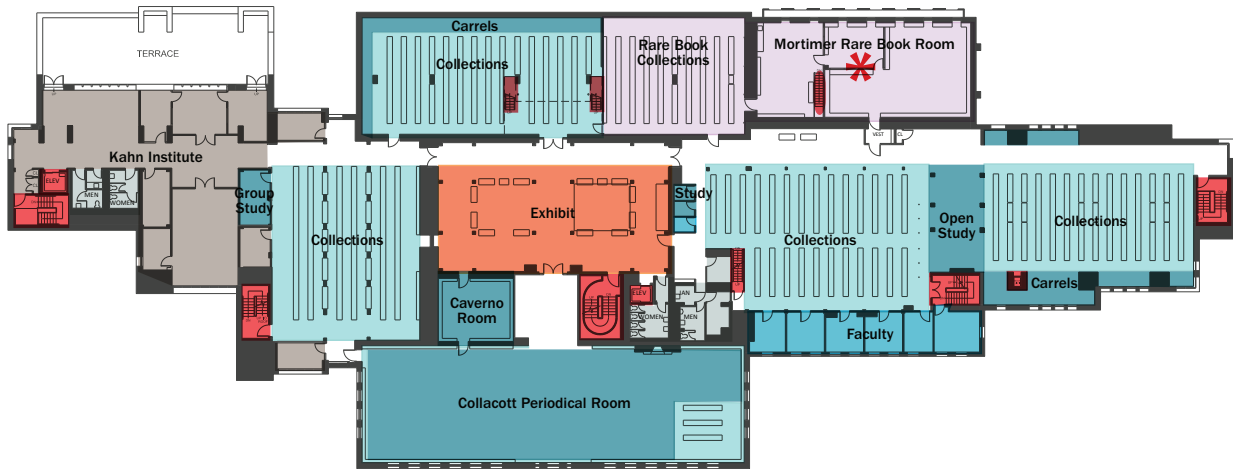
Level 2



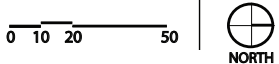
Level 1



Level 4



Level 3



- Building Support/Mechanical
- Non-Library
- Special Collections
- Collections
- Student Reading
- Faculty Offices
- Library Staff Offices
- Instructional
- Public/Social
- Vertical Circulation
- ✳ Service Point
- ↵ Entry Point

Young

Summary of Current Challenges

- Limited seating does not meet demand
- Shortage of effective and flexible instructional spaces
- Need for technology-enhanced group studies and collaborative spaces
- Need to accommodate current demands in the sciences and engineering

Context

Young, which was completed in 1991, is physically connected with and accessed via Bass Hall. With the completion of Ford Hall across Green Street, the library is in an ideal position to become a crossroads for the science and engineering communities, linking Burton Lawn to Green Street.

The current layout and use of Young has not changed much since it was built and it does not reflect current thinking in science teaching, research and learning. The spaces do not support either the increasing use of digital resources or a pedagogic model that relies on collaboration.

Public Environments

- The lobby of the library houses recent research produced by Smith College professors for reference by students and faculty

Instructional Spaces

- Technology-enhanced instruction spaces are needed

Reader Seating/Study Space

- Seating space is needed to accommodate both students who are studying and those taking exams
- A variety of technology-enabled study environments for collaboration and individual scholarship are needed for effective learning in the sciences

Services and Staff

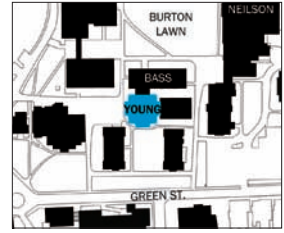
- Services provided are primarily traditional library services
- Minimal material processing occurs in Young

Collection Capacity

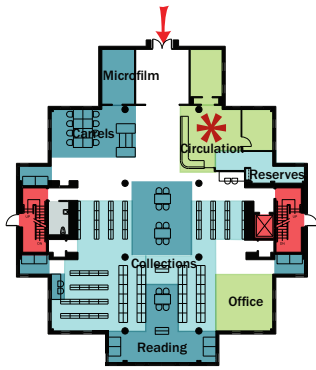
- The map collection in the library is extensive and under-utilized by the majority of departments
- The map collection will be moved to the basement of McConnell Hall
- The shelving is at 68% capacity and the collection grows by approximately 3,000 volumes/year
- Approximately 11,000 volumes are currently being stored in the basement of McConnell Hall

Existing Space Allocation Summary

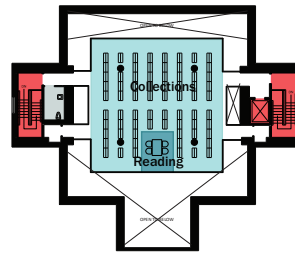
Space	Existing Patron Seats	Total Existing
Public Environments		300 asf
Vestibule		
Entry		
Reader Seating/Study Environments	117 seats	3,900 asf
Study Tables		
Lounge Seating		
Carrels		
Computer Workstations		
Staff and Services		1,500 asf
Service Point		
Young Library Staff Space		
Collections		9,000 asf
Total Existing Net Square Footage		14,700 asf
Total Gross Square Footage Measured on Plans		24,624 gsf



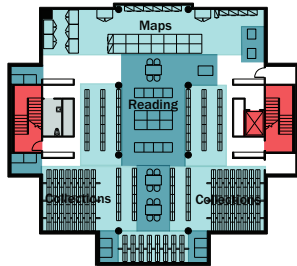
Young Existing Space Allocation Diagrams



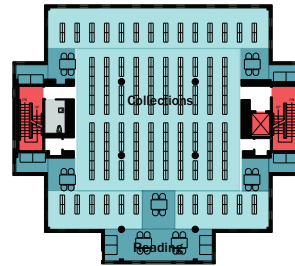
Level 1



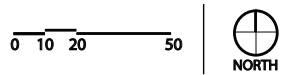
Level 3



Level B



Level 2



- | | |
|-----------------------------|----------------------|
| Building Support/Mechanical | Non-Library |
| Special Collections | Instructional |
| Collections | Public/Social |
| Student Reading | Vertical Circulation |
| Faculty Offices | Service Point |
| Library Staff Offices | Entry Point |

Josten

Summary of Current Challenges

- Difficulty of accessibility
- Shortage of flexible and effective instructional spaces
- Need for technology-enhanced group studies and collaborative spaces
- Lack of visibility for services
- Insufficient space for collections accommodation

Context

Josten is located in the Mendenhall Center for the Performing Arts where it was moved in 1968 when Mendenhall was built. Access to the library is through the center's entry on Green Street and directly to the library from the center's exterior courtyard.

Josten serves the performing arts community with a range of collections including books, scores and recordings. Space is limited, however, and changes in technologies demand a broad array of study environments to facilitate use of the resources in new ways.

Public Environments

- Josten is designed as a split-level space, creating complex issues around accessibility and security

Instructional Spaces

- Instructional, study and multi-media space enhancements are needed to keep pace with the changes in listening and viewing technologies
- One of the group listening rooms is currently being used as a teaching space

Reader Seating/Study Space

- The level 2 mezzanine has been re-furnished for quiet study
- Individual listening booths are no longer being used

Services and Staff

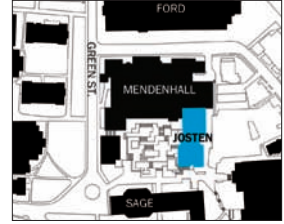
- Closed staff areas do not allow for visibility of services

Collection Capacity

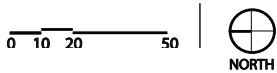
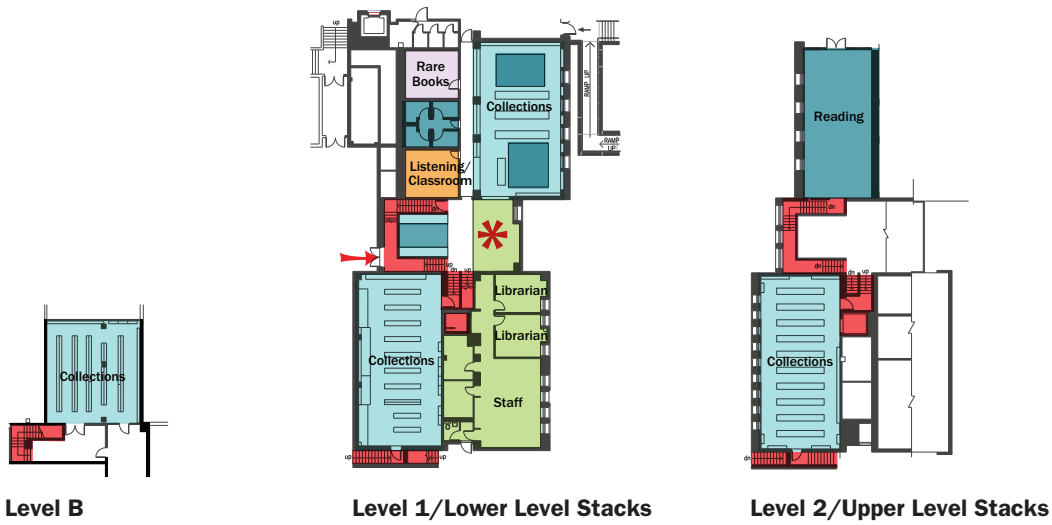
- Shelving is at capacity
- Collection growth is restricted by the existing shelving capacity
- Josten has a unique shelving scheme for multi-media materials

Existing Space Allocation Summary

Space	Existing Patron Seats	Total Existing
Instructional Spaces	23 seats	500 asf
<i>Seminar</i>		
<i>Instructional Space (Group Listening Space)</i>		
Reader Seating/Study Environments	63 seats	1,900 asf
<i>Study Tables</i>		
<i>Lounge Seating</i>		
<i>Listening Booths</i>		
<i>Computer Workstations</i>		
Staff and Services		1,900 asf
<i>Service Point</i>		
<i>Catalogue</i>		
<i>Josten Library Staff Space</i>		
<i>Staff Lounge</i>		
Collections		4,900 asf
Total Existing Net Square Footage		9,200 asf
Total Gross Square Footage Measured on Plans		16,056 gsf



Josten Existing Space Allocation Diagrams



- Building Support/Mechanical
 - Special Collections
 - Collections
 - Student Reading
 - Faculty Offices
 - Library Staff Offices
- Non-Library
 - Instructional
 - Public/Social
 - Vertical Circulation
 - * Service Point
 - ← Entry Point

Hillyer

Summary of Current Challenges

- Lack of visibility for activities in Hillyer
- Shortage of flexible and effective and flexible instructional spaces
- Need for technology-enhanced group studies and collaborative spaces

Context

Hillyer was moved to the Brown Fine Arts Center in 1972 and renovated in 2000-2002. Access is from the interior street that connects Seelye Lawn with Elm Street and unites the museum, the art department and the art library.

Hillyer is an active partner with the Smith art community and there is effective collaboration between the art library and the museum. The Smith College Imaging Center, however, which is located on level 3, is not accessible through the library. As user engagement with collections changes and the Department of Art works to digitize material, services offered by the Smith College Imaging Center may afford opportunities for partnership with the library.

Public Environments

- The library entrance is adjacent to, but not clearly visible from, a major interior atrium with a busy cafe

Instructional Spaces

- Instruction/orientation sessions have doubled at Hillyer in the last ten years
- The Visual Resources Study Room (H119) is the only instructional space available to the library and is shared with the Smith College Imaging Center

Reader Seating/Study Space

- Technology-enhanced collaborative study areas/rooms are needed
- Space and seating needs are changing as advancing technologies change the way users interface with resources

Services and Staff

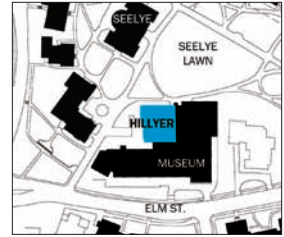
- Current staff spaces are ample

Collection Capacity

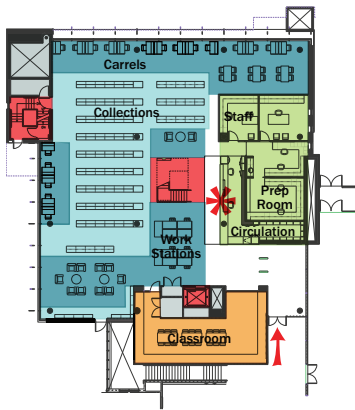
- The art library will continue to retain unique physical material (photos, objects, etc.)
- All Dewey-catalogued material was moved to West Street following the 2002 renovation
- Hillyer shelving is currently approximately 68% full with an average annual growth of 2,800 volumes/year

Existing Space Allocation Summary

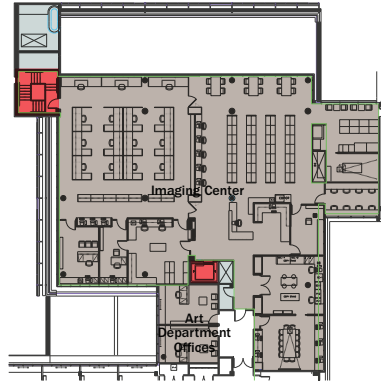
Space	Existing Patron Seats	Total Existing
Public Environments		500 asf
Entry		
Reader Seating/Study Environments	107 seats	3,500 asf
Study Tables		
Lounge Seating		
Carrels		
Media Viewing		
Computer Workstations		
Staff and Services		1,300 asf
Services Point		
Staff Workspace/Offices		
Collections		9,100 asf
Non Library	84 seats	7,900 asf
Imaging Center		
Total Existing Net Square Footage		22,300 asf
Total Gross Square Footage Measured on Plans		25,588 gsf



Hillier Existing Space Allocation Diagrams



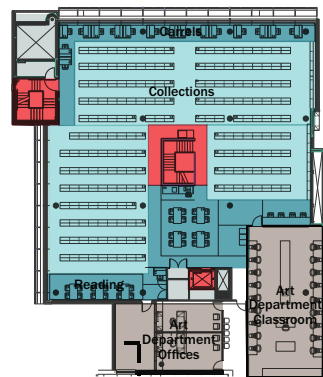
Level 1



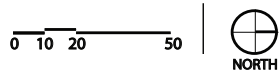
Level 3



Level B



Level 2



- Building Support/Mechanical
- Special Collections
- Collections
- Student Reading
- Faculty Offices
- Library Staff Offices
- Non-Library
- Instructional
- Public/Social
- Vertical Circulation
- ✳ Service Point
- ↵ Entry Point

Alumnae Gymnasium

Summary of Current Challenges

- Limited visibility for special collections which are scattered between Neilson and the Alumnae Gymnasium
- Shortage of flexible and effective instruction space for the Sophia Smith Collection and College Archives
- Need for technology-enhanced group studies and collaborative spaces
- Scattered processing space needs consolidation and expansion
- Insufficient space for collections
- Poor location and limited space for the Center for Media Production (CMP)
- Moisture problems on Level C

Context

The Alumnae Gymnasium is adjacent to Neilson and was adapted for library use in 1982. The Sophia Smith Collection and College Archives are currently housed on levels A and B; the Center for Media Production occupies the majority of level C. Access is through the north end of the building or via a bridge from level A of Neilson (added in 1982).

The Sophia Smith Collection and College Archives are part of the Special Collections Division, which also includes Rare Books (located in the Mortimer Rare Book Room on level 3 of Neilson). The physical distance between the units hinders effective collaboration and does not foster concurrent exploration of both collections by patrons.

Public Environments

- Exhibit space is located in the reading room
- There is no foyer or vestibule to allow orientation to the services and resources available

Instructional Spaces

- The central reading room space doubles as a classroom, creating noise disturbances for readers and staff; instructional space is needed
- The Archives Concentration has been very successful; the impact on physical space needs for research and instruction should be considered

Reader Seating/Study Spaces

- The number of reader seats for individual research in the reading room meets current needs
- Space for collaborative work is lacking

Staff and Services

- Processing for the Sophia Smith Collection is currently scattered; a consolidated workroom and processing space is needed
- Archives require a different type of processing than other collections; they require extensive layout space and secure space for processing over time
- CMP (level C) is the primary provider of support for media production projects

Collections

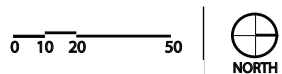
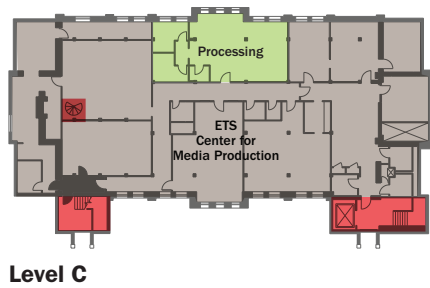
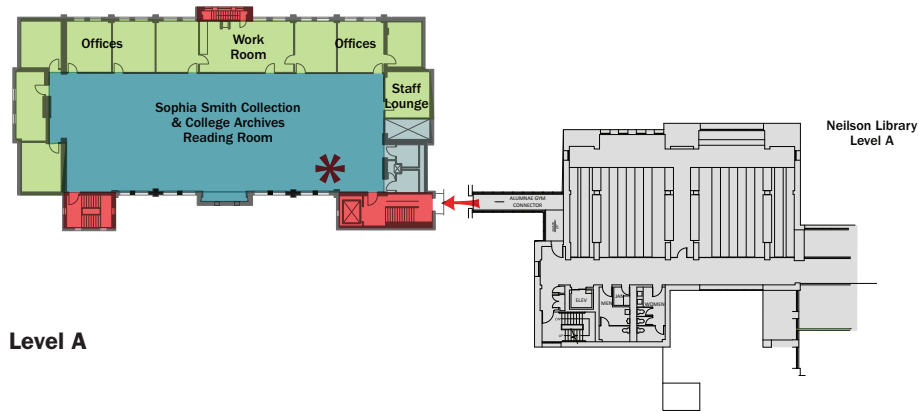
- Collection space for the Sophia Smith Collection is at capacity and material is being stored in West Street Storage. Due to the location of West Street Storage in a flood plain, it is imperative to identify an alternative storage solution for archival material

Alumnae Gymnasium Existing Space Allocation Summary

Space	Existing Patron Seats	Total Existing
Public Environments		900 asf
Exhibit		
Reader Seating/Study Environments	42 seats	3,000 asf
Reading Room		
Staff and Services		2,500 asf
Sophia Smith Collection		
College Archives		
Staff Lounge		
Collections		3,200 asf
Non Library	60 seats	5,900 asf
Educational Technology Services		
Facility Support		700 asf
Total Existing Net Square Footage		16,200 asf
Total Gross Square Footage Measured on Plans		24,393 gsf



Alumnae Gymnasium Existing Space Allocation Diagrams



- | | |
|---|---|
| Building Support/Mechanical | Non-Library |
| Special Collections | Instructional |
| Collections | Public/Social |
| Student Reading | Vertical Circulation |
| Faculty Offices | Service Point |
| Library Staff Offices | Entry Point |

Off-Site Collection Depositories

Summary of Current Challenges

- Need for long-term storage solution: The two major off-site collection depositories (West Street and the Five College Depository) do not offer a long-term solution for accommodation of collections due to physical and operational limitations of the spaces

West Street Storage

- The facility houses material from the archives, Sophia Smith Collection, Hillyer, Josten and Young libraries
- It is viewed as a branch collection
- The library pages daily for pick-ups
- The facility is 92% full
- The facility is located in a flood plain

Five College Depository

- Currently only bound periodicals have been sent from Smith to the depository
- The facility was planned to house little-used material, but now functions as an active library depository
- Material is accessed and delivered daily to all five colleges
- The depository is currently 80% full, and the Five College Librarians Council is exploring expanding its capacity



Five College Depository

Collaboration and Partnership Opportunities

The evaluation of existing conditions revealed several opportunities for departmental and organizational collaboration and/or partnership with the libraries:

Collaborative Services

- Technology support and services (help desk) to provide ready access for all patrons to a range of services needed for research and study
- Educational technology services to streamline support for and facilitate use of existing and emerging technologies with resources in all formats
- Shared instructional/conference spaces such as beta classrooms and video-conferencing space for faculty, librarians and students to leverage rich resources for research and teaching
- Spatial analysis services to facilitate use of specialized technologies and tools by a range of disciplines and departments
- Digital imaging services to improve access and use throughout campus

Partnership Opportunities

- The Spinelli Center for Quantitative Learning to provide academic support services and tutoring for students in non-departmental locations
- The Kahn Institute
- The Sherrerd Center for Teaching and Learning
- The Jacobson Center for Writing, Teaching and Learning
- Research centers



Students in Neilson - Level 1



Students in Neilson - Level 1



Students in Josten - Mezzanine

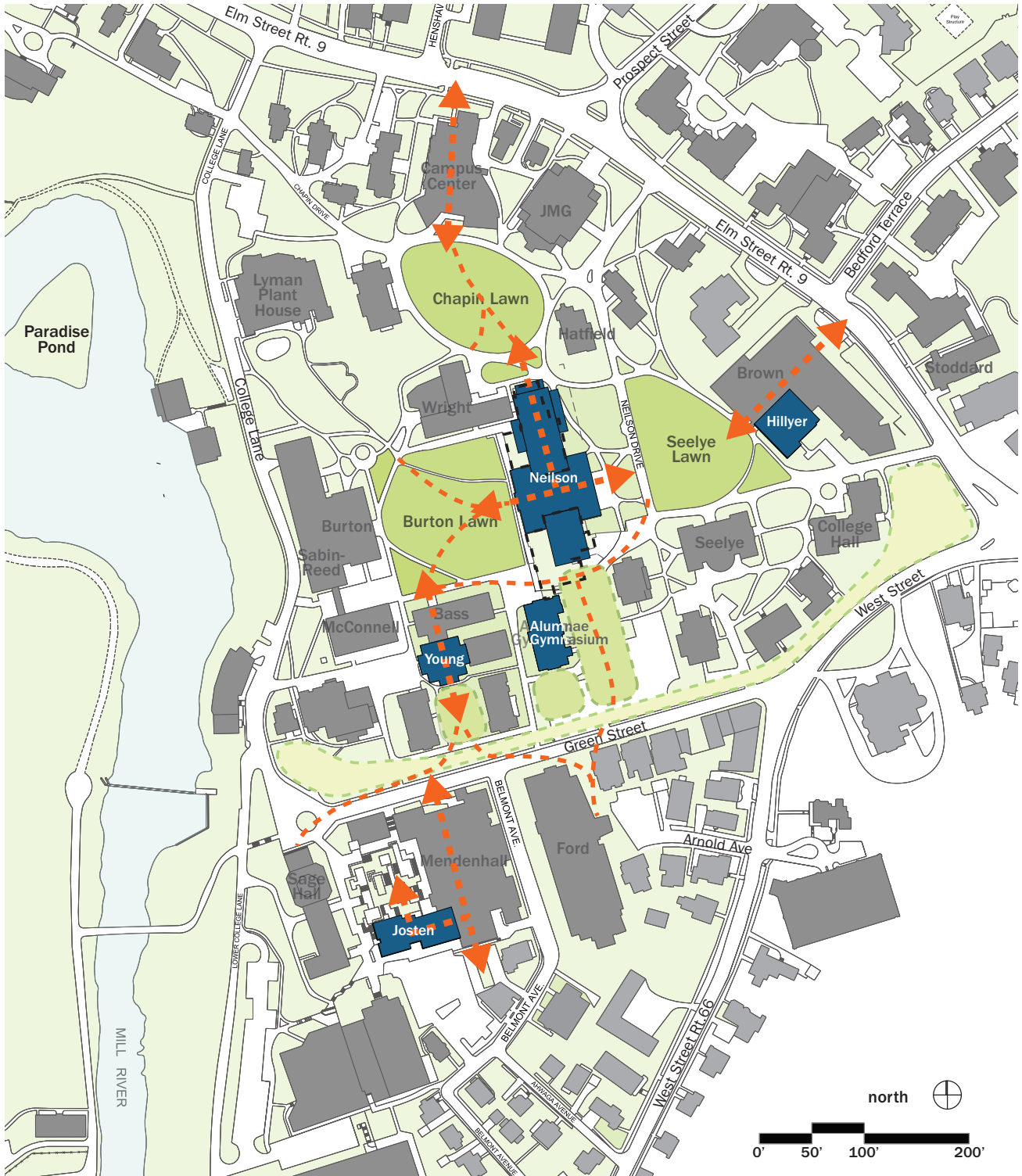


Figure 6 Enhanced pathways on the Smith College campus

Planning Recommendations

Overview

After reviewing three planning alternatives and a more in-depth exploration of the preferred approach, the Library Steering Committee and Shepley Bulfinch recommend a major rebuilding of Neilson and reconceptualization of Young, Josten and Hillyer. This planning approach advances the mission of the college and supports the vision for the library.

Study Goals and Recommended Strategies

A diversity of environments is needed to meet the teaching and learning needs students and faculty in a changing technological and pedagogical environment. Specific strategies have been developed to meet this challenge,

Establish diverse and desirable places for study

- Offer a variety of quality study environments to satisfy a broad range of research styles from individual scholarship to collaborative study

Provide efficient and effective staff and support spaces to foster a range of collaborative services

- Locate staff and services for visibility and provide a variety of spaces for consultation to facilitate interaction
- Create flexible staff spaces and organize adjacencies to foster collaboration
- Partner with other academic support services to provide integrated access to a range of opportunities

Create capacity for a robust, accessible collection on campus

The 1.6 million volume college collection is projected to grow to 2 million volumes by 2025. Space for collection growth is not available either in the short or long term.

- Centralize the majority of core collections in accessible mobile and fixed shelving in the new north and south wings of Neilson

Promote implementation and use of evolving information technologies

- Create technology-rich spaces in each library to promote exploration and use of resources in all formats
- Provide effective instructional space for teaching with technology
- Foster partnerships with other academic support services that support new technologies

The recommended reconception of each library will increase the visibility of student and faculty work and enliven and engage areas of the campus currently considered by many to be static environments. The recommendation maintains Neilson as a primary locus point within an integrated system of services and resources, and offers opportunities to transform pathways and connections between academic facilities and throughout the campus (figure 6). While each library presents a unique opportunity for re-invention and transformation, all of the libraries contribute to a larger whole and include the following broad components:

Public Environments

Each library facility will welcome visitors with an accessible environment that is open to all who seek knowledge.

Integrated Learning Environments

The facilities will include a variety of active learning environments including instructional spaces, break out spaces, consultation spaces and open access space for research and discovery. Presentation and performance space that explore new technologies will be located for visibility and accessibility by the entire campus community.

Reader Seating & Study Spaces

Each facility will have areas for quiet reading and singular scholarship in addition to group study rooms and collaborative zones.

Services and Staff

Integrated service points will provide patrons with the ability to easily access and use different types of services. Collaborative services will include technology support, imaging/digitizing services, spatial analysis lab and academic support services. Each facility will maintain subject expertise pertaining directly to its intellectual community.

Collections

The majority of Smith's collection will be housed in Neilson in accessible fixed or mobile shelving to allow for direct access to primary source materials by patrons. Accessible materials will encourage browsing and opportunities for discovery. Collections stored off-campus will primarily be infrequently used material.

Neilson

Neilson and Young in particular offer significant potential for new pathways and connections on campus. In Neilson, new construction will be integrated with the existing iconic 1909 building to:

- Establish a presence on the Chapin Lawn while respecting Wright Hall
- Establish a connection to Burton Lawn
- Re-establish a connection to Green Street
- Clarify wayfinding and site lines around the building House a robust collection and primary teaching and learning space
- Enhance the legacy of the core reading rooms in the original building
- Create a visible and accessible special collections library

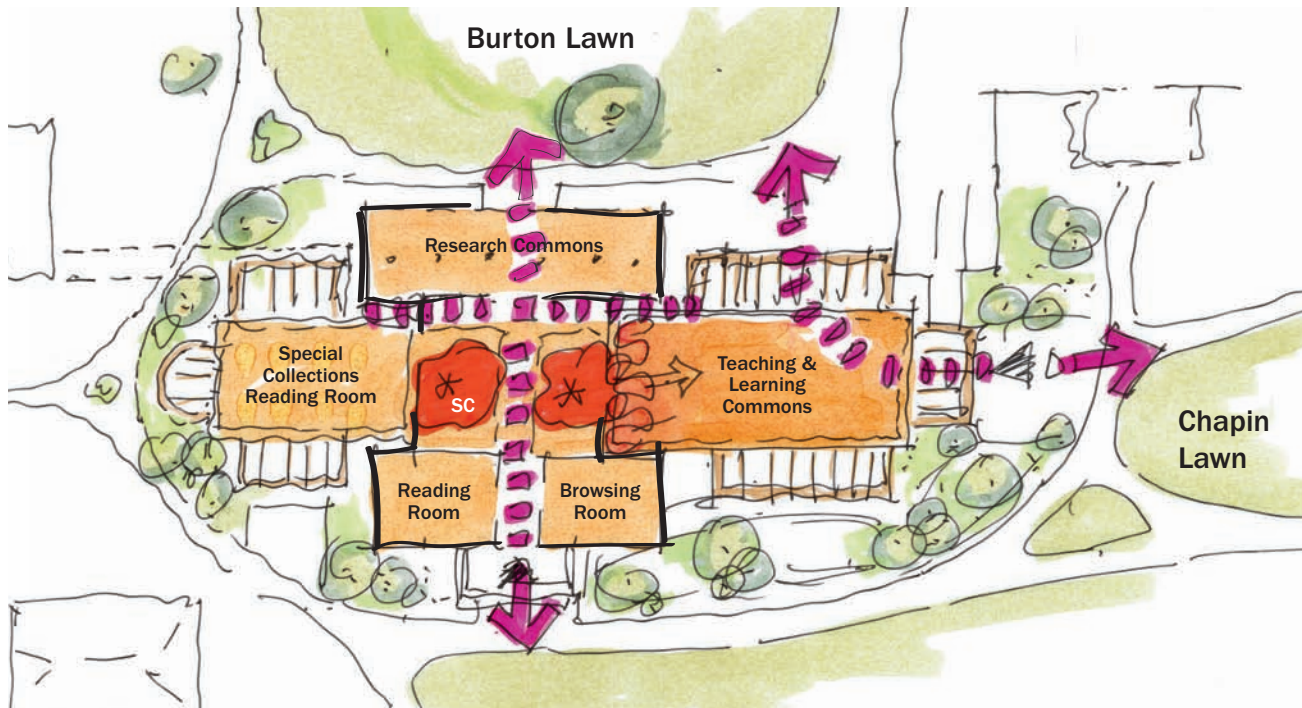
In Young, opening the south side of the building to Green Street will be a catalyst for:

- Integrating the Science and Engineering communities
- Tying the core campus more directly to Ford Hall and the Mendenhall Performing Arts Center

Neilson has the potential to become a vibrant center for learning that is a crossroads at the heart of the campus.

To achieve this aspiration Neilson must undergo a major architectural and functional transformation. The 1909 core of the building, which is central to the identity of the campus and the college, will be retained and re-envisioned to feature its iconic reading rooms and to open to the Burton Lawn. The existing north and south wings, built primarily to house collections, are neither efficient nor can they be effectively re-purposed to provide quality research and study environments. They will be demolished and replaced by new structures to create a whole that will activate and anchor the library in the center of campus.

The new south wing is envisioned to house visible and unified special collections spaces that support the curriculum and encourage access. A spacious and light filled reading room with views to the campus, adjacent to technology-rich instructional space and environmentally controlled collection storage will enhance access to and use of all of the Smith College Special Collections in one location.



Neilson Concept Sketch

The new north wing will provide multi-functional space for collaboration. Diverse and integrated services supported by a range of technologies will enable access, exploration and synthesis across multiple disciplines. A variety of study environments will draw students, foster connections and promote interaction.

The new wings will complement the 1909 core architecturally and programatically and will physically and visually connect Neilson to vital campus spaces on all sides.

- Using glazing strategically in the design will bring natural light into the building and connect the interior and exterior
- Removing the interstitial floors in primary spaces and planning for continuity of flow from the core to the wings will clarify wayfinding
- Reopening the level B entry onto the Burton Lawn will re-engage Neilson with the Science Quad and create the opportunity for 24-hour space that connects to technology-enhanced study and instructional environments

Programmatically, Neilson will be transformed with a blend of services and study environments that foster research and scholarship including:

- Integrated access, research services and “all things technology”
- A “library lab” space with technologies to support exploration, presentation and interdisciplinary collaboration
- Varied study environments to accommodate a range of group and individual learning styles
- Vital collections to support scholarship and learning
- Visible and unified special collections that support the curriculum and encourage public access
- Exhibit and event space to increase access and visibility to the library for the community

Space Allocation Strategies

North wing

The new north wing will house teaching and learning spaces on level 1 and the majority of the collection in accessible fixed and mobile shelving (1,020,000 volumes) throughout. Access will be either through the 1909 core or from the Chapin Lawn on level 1. Key north wing elements include:

- Three primary levels with a loading capacity for mobile shelving (levels C, B and 2)
- Primary teaching and learning environments with some fixed shelving (level 1)
- Reading and study “porches” providing varied study environments (all levels)

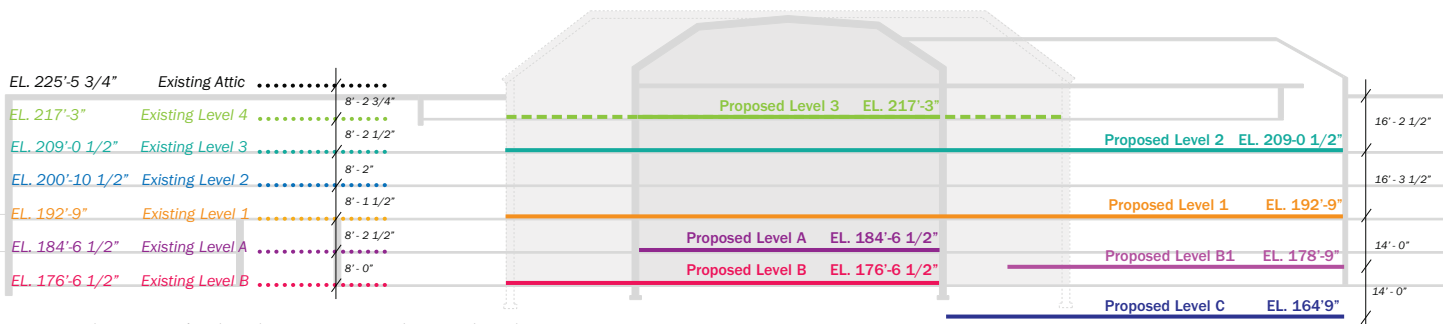
South wing

The south wing will provide space for integrated Special Collections. Key elements include:

- Visible access from level 1 of the 1909 core
- A unified service point, integrated reading room and dedicated instructional spaces on level 1
- Archive material, rare books and processing space on levels B and C (300,000 volumes)
- A dedicated elevator and stairs

1909 core

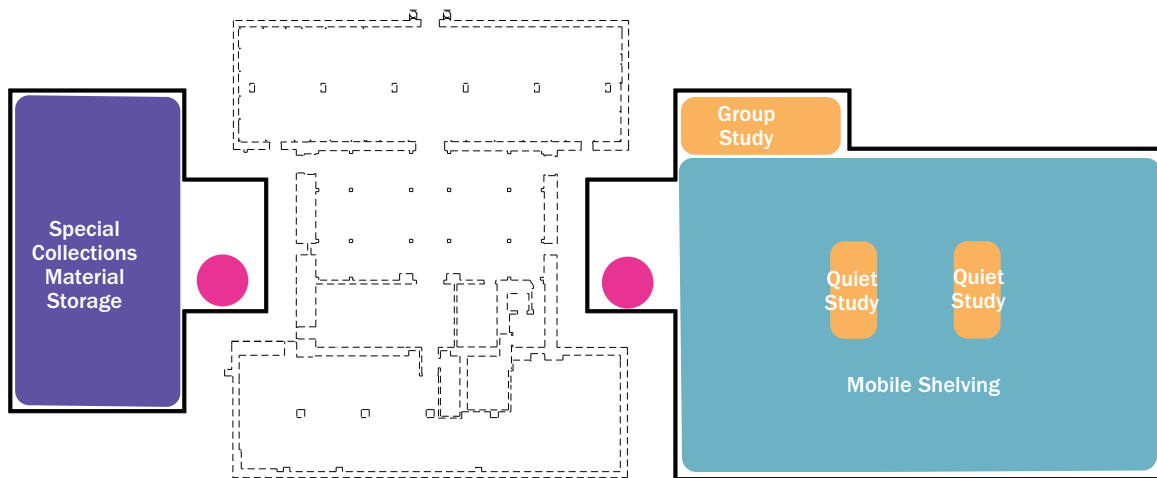
With its legacy reading rooms, the 1909 core will remain a primary place for reading and study. Entrance from Seelye Lawn will draw patrons into the world of teaching and learning to the north and special collections to the south, its rich range of resources and study environments visible and accessible.



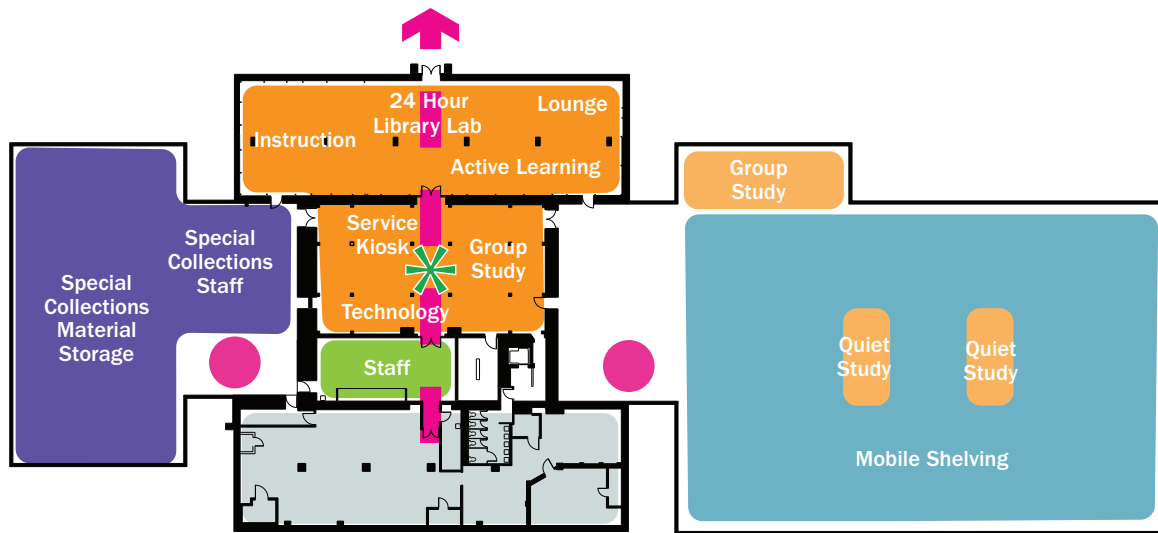
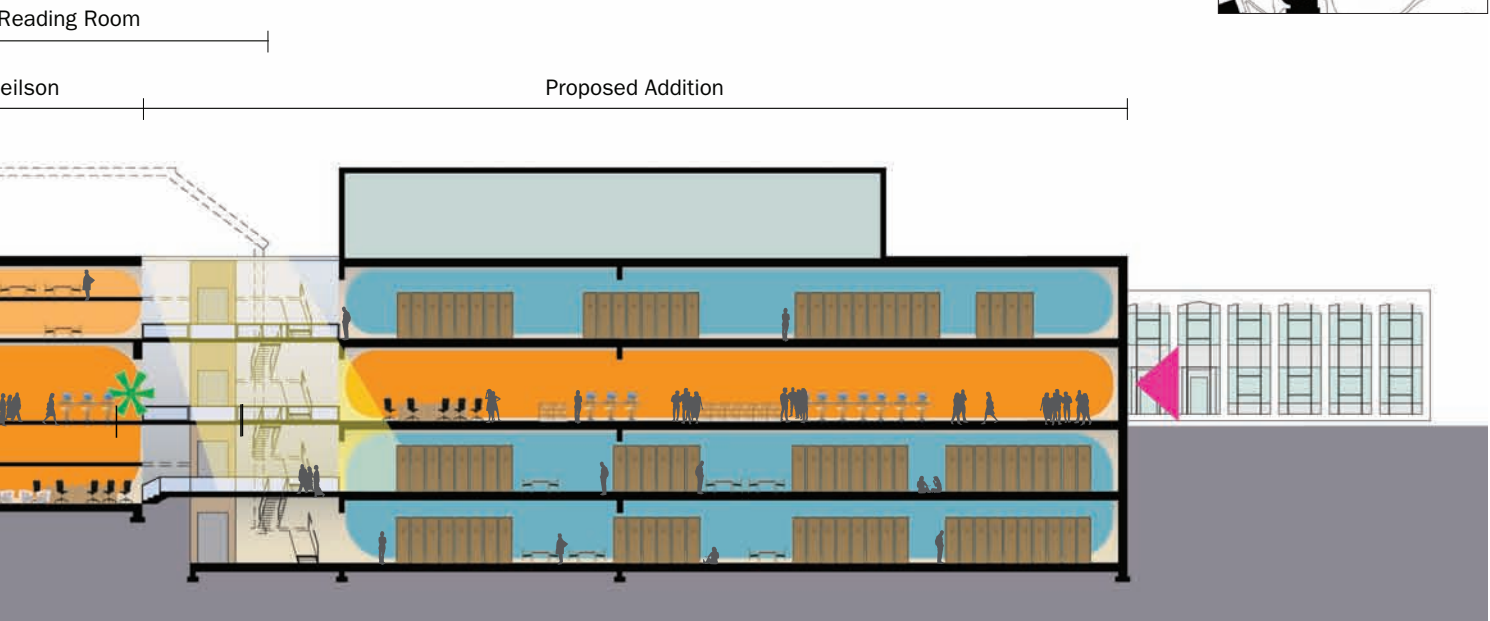
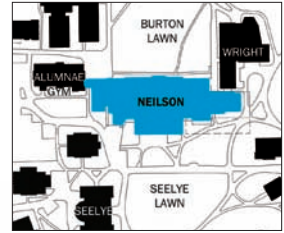
Graphic Section of Neilson showing Existing and Proposed Levels



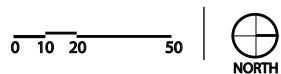
Neilson - Alternative A Concept Section



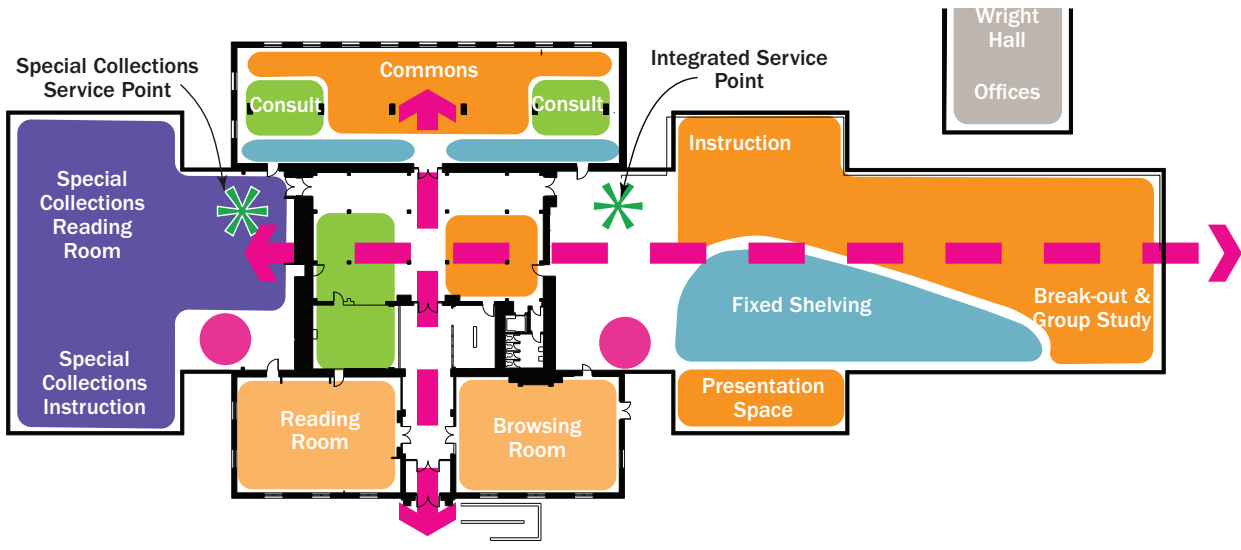
Level C (new level)



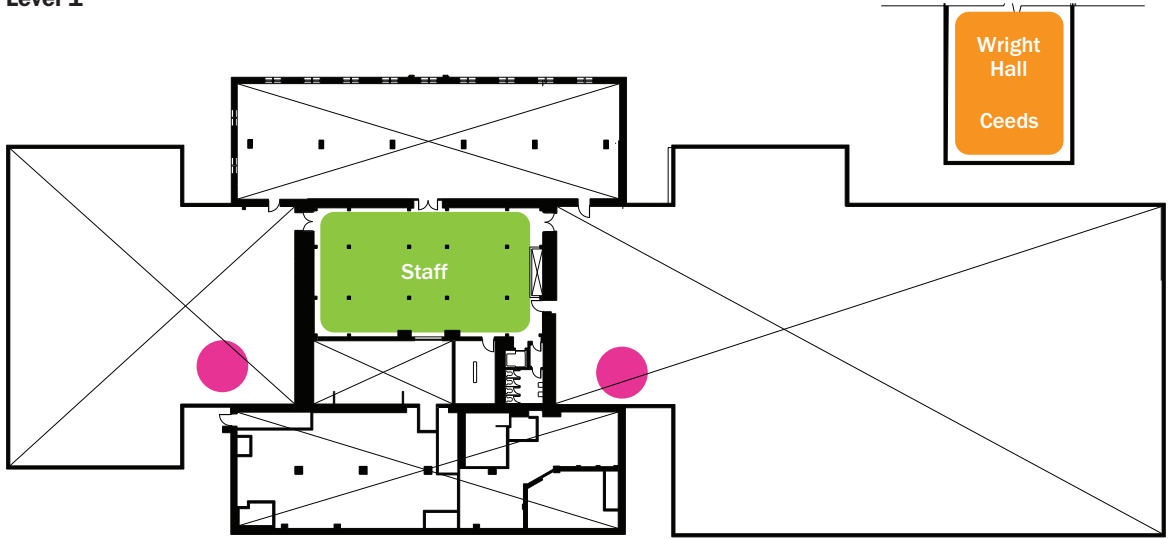
Level B



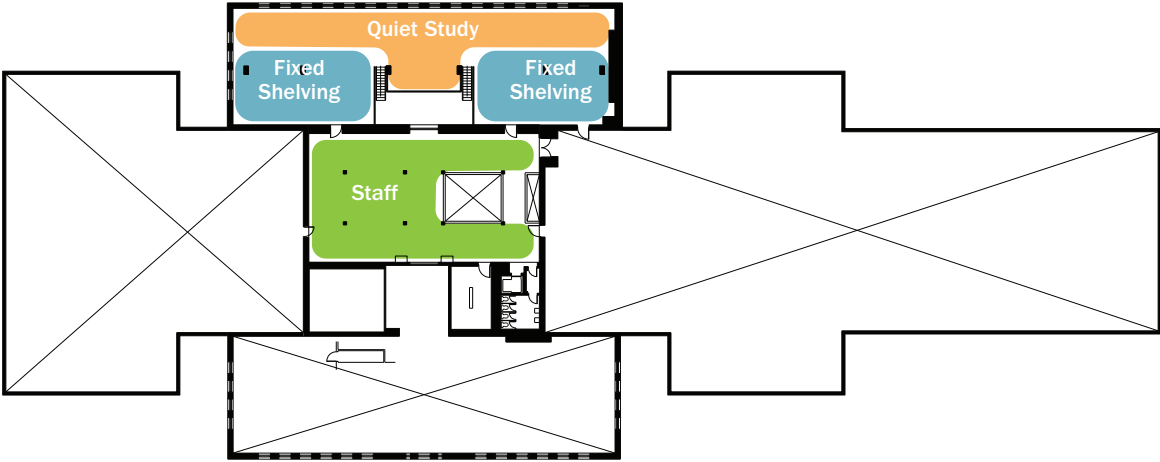
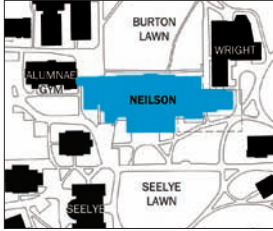
- Mechanical
- Other
- Special Collections
- Staff
- Collection
- Reading & Study
- Integrated Learning Environment
- Primary Circulation Path
- Service Point



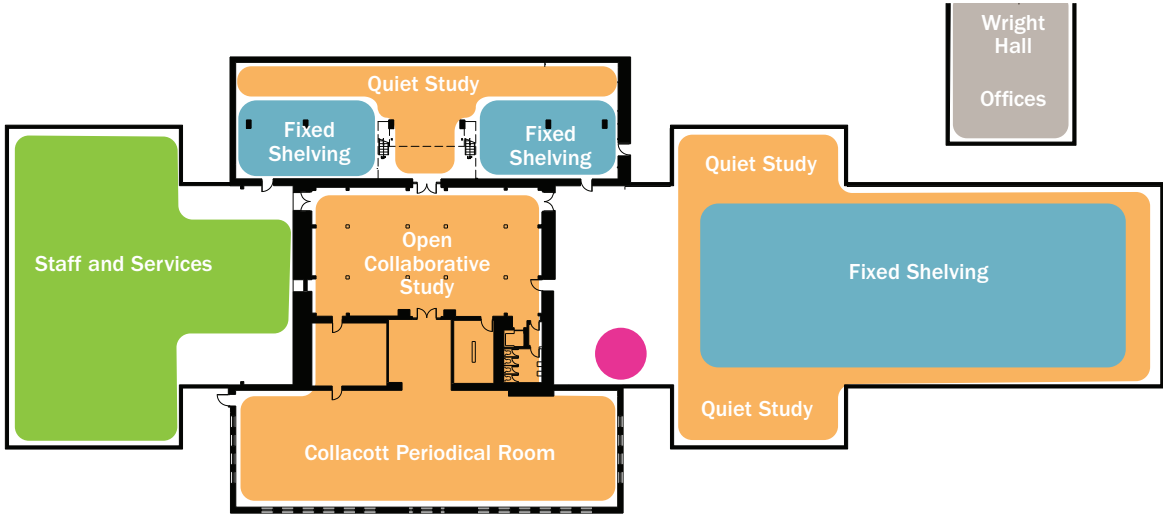
Level 1



Level A



Level 3 (existing Level 4)



Level 2 (existing Level 3)

	Mechanical		Reading & Study
	Other		Integrated Learning Environment
	Special Collections		Primary Circulation Path
	Staff		Collection
			Service Point

Young

Young will be reconceived to promote interactions, collaboration, and the exchange of ideas: a physical connector for the campus and a crossroads for the sciences and engineering.

A new entry on the south side of the building will provide a direct connection to Green Street and revitalize Young for the entire campus. The addition of a cafe and a forum/presentation space on Level 1 will enhance visibility of campus research and provide a location for shared exploration.

State-of-the-art instructional spaces to support flexibility in new styles of teaching will be complemented by a variety of study spaces for group and individual study.

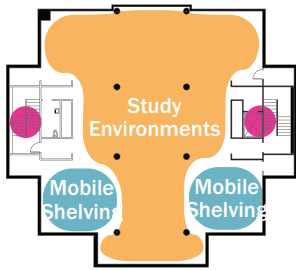
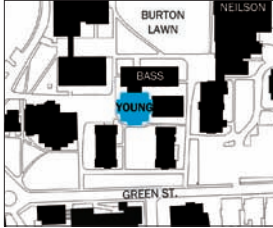
Space Allocation Strategies

The majority of the physical collections will be integrated into the general collection at Neilson, freeing up space so that Young can better serve the curricular and pedagogical needs of the college with a focus on the sciences and engineering, including:

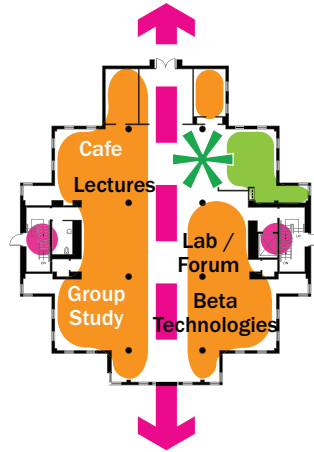
- Laboratory/forum space (spatial analysis technologies, presentation space)
- Social spaces/café to foster faculty/student interaction
- Classroom teaching environments to support new modes of teaching
- Technology-enhanced instructional, presentation and collaboration space
- Integrated and flexible services including subject expertise for science and technology
- Varied study environments to accommodate a range of group and individual learning styles



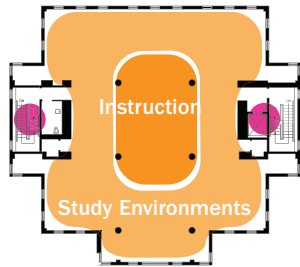
Young



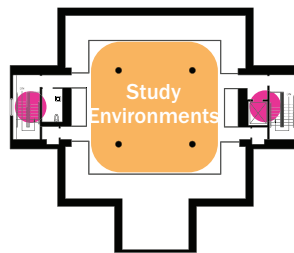
Level B



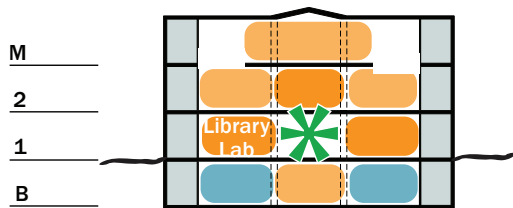
Level 1



Level 2



Level M



Section

0 10 20 50



- Mechanical
- Other
- Special Collections
- Staff
- Collection
- Reading & Study
- Integrated Learning Environment
- Primary Circulation Path
- Service Point

Josten

Josten is envisioned as an interactive partner in all aspects of performance across the curriculum. Experimental teaching and learning spaces will combine with new technologies for performance and production to foster the integration of digital technology and human expression and perception. A broad range of services will engage students and faculty in new ways of access to and use of performance technologies and resources.

Space Allocation Strategies

Josten is currently at capacity for its collections. The vision for Josten incorporates the book collection into the general collection at Neilson. Items that are central to creation and performance and that require complex cataloging, such as scores and recordings, will remain. The redistribution of materials will open the library spaces to the potential for flexible, multi-media approaches to performing arts teaching and scholarship. Josten will become a place of intersection, bringing together varied disciplines to challenge and inform one another.

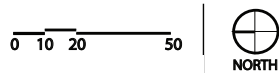
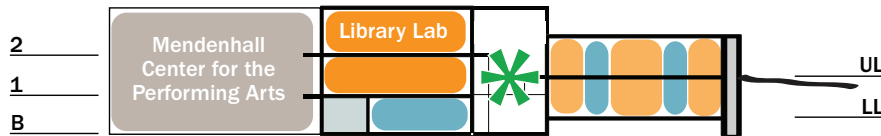
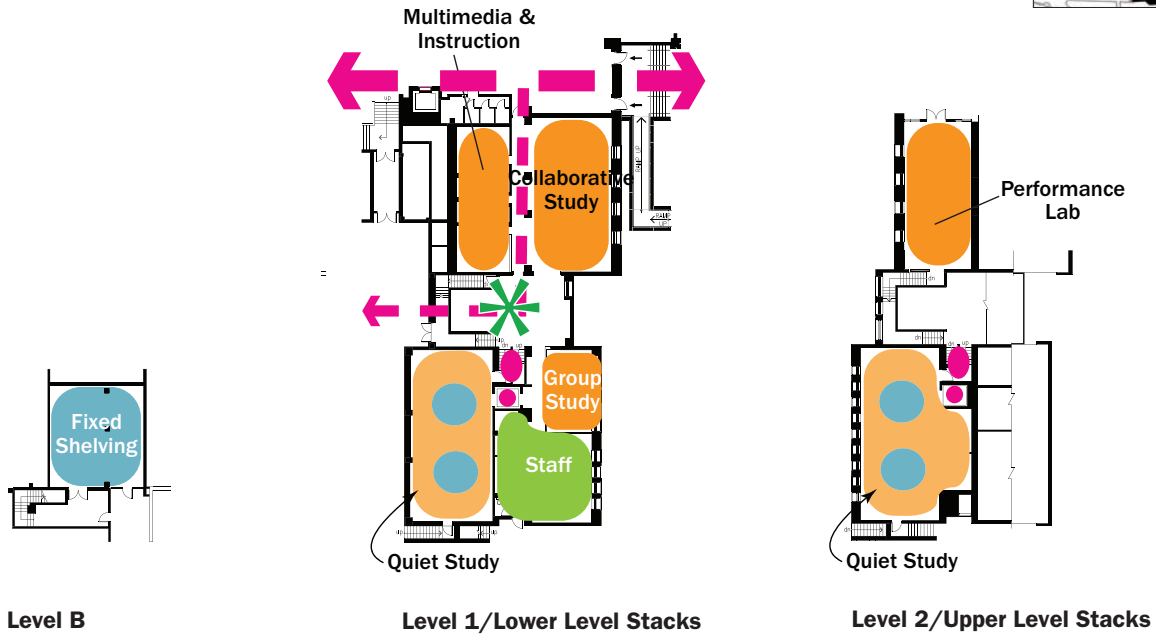
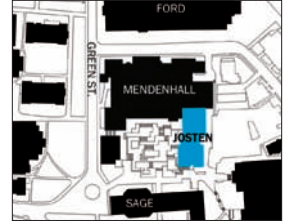
Josten's "laboratory" space will have a performing arts focus with technology to support the integration of a range of techniques that span the physical and virtual worlds. The facility will also house environments for group collaborations, performance practice, and quiet study and research.

Reconceptualization opportunities in Josten include:

- Multi-media performance/exhibition laboratory
- Added reader seats for a range of group and individual learning styles
- Experimental teaching and focused learning spaces to support the integration of performing arts with other disciplines (immersion environments and visualization spaces)
- Integrated and flexible services to provide a range of expertise in the performing arts and technology
- Specialized collections including scores and recordings



Josten



- Mechanical
- Other
- Special Collections
- Staff
- Collection
- Reading & Study
- Integrated Learning Environment
- Primary Circulation Path
- ✱ Service Point

Hillyer

Hillyer provides an opportunity to provide an integrated model of services that will engage the Smith community as a whole while continuing to serve the Department of Art effectively.

The space in Hillyer is adaptable and reconfigurable and requires minimal physical alteration to achieve the goals of the master plan. A reduction in shelving on Level 1 will provide increased space for collaboration and new technologies. Additional glass along the library's north wall will connect the activities within to passersby on the interior street connecting Seelye Lawn with Elm Street, improving visibility of the library to the broader community.

Space Allocation Strategies

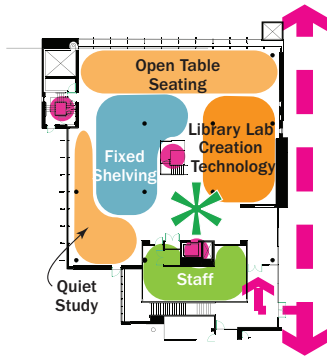
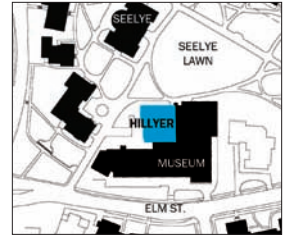
- A dynamic environment for exploration and collaboration on Level 1 that includes a Library art/exhibit laboratory
- Experimental teaching and learning spaces to support the visual arts
- Integrated and flexible services will provide subject expertise in the visual arts and technology expertise
- Technology-enhanced instructional and presentation spaces
- Varied study environments to accommodate a range of group and individual learning styles

Hillyer will maintain much of its physical collection for the foreseeable future with materials located primarily on levels B and 2.

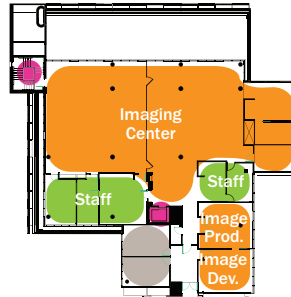
Changing patterns of use in the Imaging Center may provide future opportunities for repurposing space on Level 3, allowing for potential connections to the library.



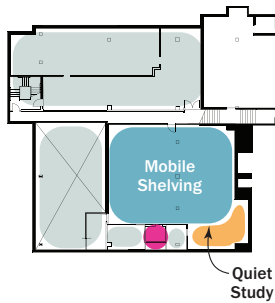
Hillyer



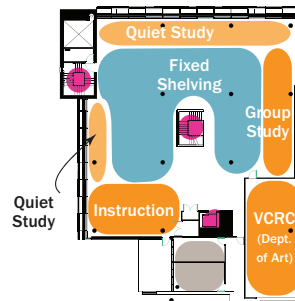
Level 1



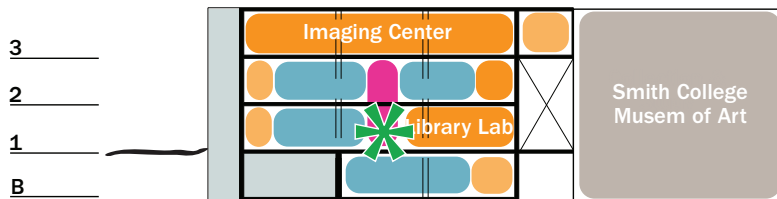
Level 3



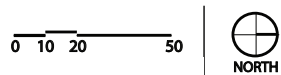
Level B



Level 2



Section



- Mechanical
- Other
- Special Collections
- Staff
- Collection
- Reading & Study
- Integrated Learning Environment
- Primary Circulation Path
- Service Point

Alumnae Gymnasium

Currently treated as part of Neilson, the recommended approach presents the Alumnae Gymnasium as an independent facility housing primary spaces for research and scholarship.

Space Allocation Strategies

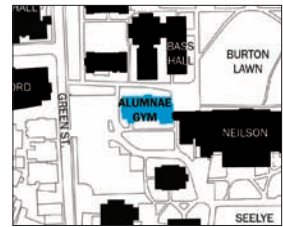
Space freed by the relocation of the special collections components to Neilson, creates the opportunity to place the interdisciplinary Kahn Institute and faculty offices in the monumental and historic level A space.

Level B will continue to be used for storage of lesser used materials.

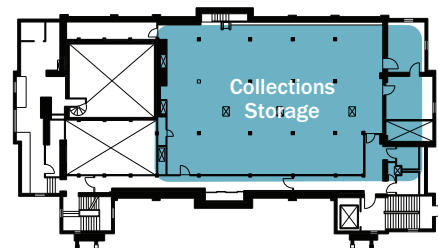
Level C may continue to house the Center for Media Production, although, with the implementation of this vision for the libraries and the potential for integration of some Media Production services into other locations on campus, it is possible that parts of level C can be looked at for alternative uses.

Further program development is needed to fully identify occupants of the Alumnae Gymnasium (each level has approximately 6,200 s.f. of assignable square footage). Preliminary opportunities considered include:

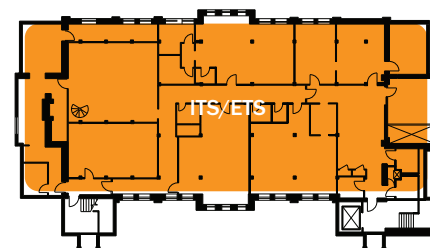
- Kahn Institute (currently 3,400 s.f.)
- Faculty
- Flexible instructional spaces
- Studio space (Landscape Studies)
- ITS server space
- Storage



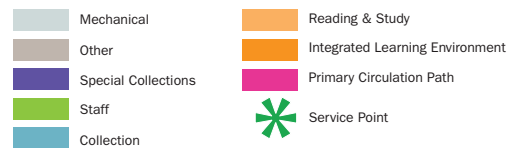
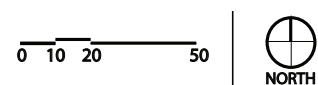
Level A



Level B



Level C



Implementation Strategies

The sequence set forth in these recommended implementation strategies is flexible, and does not address the projects in order of importance. This approach allows the renovation and early success of one or two of the smaller libraries to create momentum and support for the most impactful and financially substantial project: Neilson Library.

Opportunities

The implementation strategies offer four core opportunities:

- Rebuild and restore Neilson in phases so that it can remain in operation throughout (920,000 volumes existing collections; 1,320,000 volumes reconstructed capacity)
- Renovate Young to meet curricular and pedagogical needs of the science and engineering communities (135,000 volumes existing collections; 30,000 volumes renovated capacity)

- Renovate Josten to transform services and provide users with new ways of engaging with resources to foster innovation and independent research (100,000 volumes existing collections; 30,000 volumes renovated capacity)
- Realize opportunities for incremental changes in Hillyer to integrate new technologies, enhance the variety and quality of study environments, and improve visibility of integrated services (110,000 existing collections; 110,000 renovated capacity)

Phasing Strategy Option

As a first step to realizing these opportunities, an initial study must be undertaken to evaluate the temporary and long-term space needs for collection accommodation both on and off campus (collection impact detailed below). An initial vision for phased implementation of the recommendations is also shown here. We anticipate that the scenario will evolve and continue to be refined as conceptual designs and cost models are explored.

Strategy Initiative	Existing Square Footage	Proposed Square Footage	Collection Impact (Volumes)	Comments
1 Renovate Young	14,713 asf 24,624 gsf	14,700 asf 24,624 gsf	135,000 Existing Collections 35,000 Post- Renovation Capacity 110,000 Anticipated Collection Relocation*	Collections to move to temporary storage facility
2 Renovate Josten	9,200 asf 16,056 gsf	9,100 asf 16,056 gsf	100,000 Existing Collections 30,000 Post- Renovation Capacity 70,000 Anticipated Collection Relocation	Collections to move to temporary storage facility
3 Neilson North Wing Demolish existing north wing Construct new north wing	47,633 asf 73,115 gsf	48,500 asf 74,711 gsf	400,000 Existing Collections 950,000 Post- Renovation Capacity	Collections to move to temporary storage facility during construction
4 Neilson South Wing Demolish existing south wing Construct new special collections wing	31,173 asf 47,849 gsf	20,059 asf 30,900 gsf	230,000 Existing Collections 300,000 Post- Renovation Capacity	Collections to be moved to new north wing
5 Neilson Core Renovation Renovate Neilson core	47,094 asf 72,288 gsf	39,930 asf 61,510 gsf	290,000 Existing Collections 70,000 Post- Renovation Capacity 220,000 Anticipated Collection Relocation	Collections to be moved to new north wing
6 Renovate Alumnae Gymnasium Renovate for academic programs	16,200 asf 24,393 gsf	16,200 asf 24,393 gsf	60,000 Existing Collections 60,000 Post- Renovation Capacity	Collections to remain during renovations
7 Renovate Hillyer Library	21,200 asf 25,588 gsf	21,200 asf 25,588 gsf	110,000 Existing Collections 110,000 Post- Renovation Capacity	Collections to remain during renovations
West Street Storage			175,000 Existing Collections 200,000 Capacity	Maximize capacity for general collections; Archives to be relocated to new south wing of Neilson
Five College Depository			90,000 Existing Collections 90,000 Capacity	Explore long term opportunities for additional storage with the Five College Librarians Council

* Includes 10,000 volumes currently located in McConnell Hall

Conclusion

With the library mission and vision and the goals developed at the outset of the study as its foundation, Shepley Bulfinch has developed a master plan that provides a framework and common language that will position the library facilities for a physical and programmatic evolution that is concurrent with the growth and development of the institution's overall vision for the education of women.

The proposed physical transformation of the libraries will provide a significant visible change to the system; however, it will be the diversification and integration of the services delivered that will have the potential for transformative impact.

Integrated service delivery will blur the lines between traditional library services and the many teaching and learning related services dispersed across the campus. Blurred boundaries will enhance study, teaching and learning spaces available to students and faculty alike, providing the college with the institutional flexibility critical to the education of future women leaders.

Making connections across the campus and between divisions and departments, the Smith College Libraries will embody the collaborative and exploratory nature of a Smith education, placing the library system at the center of the intellectual life of the institution and positioning Smith as a leader among its peers.

Appendix

Existing/Proposed Collection Distribution Summary

	Existing Distribution (2010)	Preferred Alternative Distribution
ON-CAMPUS		
Neilson		
General Collection*	820,000	1,020,000
Special Collections**	100,000	300,000
Alumnae Gym**	63,000	70,000
Hillyer	110,000	110,000
Josten	100,000	30,000
Young	135,000	35,000
STORAGE		
West Street		
General Collection	120,000	200,000
Special Collection	56,000	-
McConnell Hall	10,000	-
5 College Depository	90,000	90,000
	1,604,000	1,855,000
<i>Average Annual Growth Rate</i>	<i>29,000</i>	
Projected 2025	1,985,000	

* Volume count for 2 levels (C & B) of mobile shelving and 1 level (2) of fixed shelving. If level 2 is mobile shelving, an additional 80,000 volumes can be accommodated

** Manuscripts calculated at 9 vols/lf of shelving capacity

Existing/Proposed Seat Distribution Summary

	Existing Distribution (2010)*	Preferred Alternative Distribution*
Neilson	824	890
Alumnae Gym	102	50
Hillyer	191	190
Josten	86	100
Young	117	190
Total	1,320	1,420

*Includes instructional seating, reader seating, faculty studies and non-library spaces located within the libraries

Neilson Existing/Proposed Space Allocation Summary

Space	Existing Quantity	Existing Square Feet	Proposed Quantity	Proposed Square Feet
Public Environments	70 seats	2,900 asf	75 seats	3,800 asf
Entry/Vestibule/Browsing Room				
Integrated Learning Environments	207 seats	12,400 asf	276 seats	14,100 asf
Instruction, collaboration, consultation, exhibit	207 seats	12,400 asf	276 seats	12,400 asf
Special Collections (instruction, consultation, exhibit)	0 seats	0 asf	50 seats	1,700 asf
Reader Seating and Study Spaces	524 seats	25,400 asf	505 seats	21,200 asf
Open study seating, reading room, faculty spaces	501 seats	24,300 asf	455 seats	18,200 asf
Special Collections reading room(s)	23 seats	1,100 asf	50 seats	3,000 asf
Staff and Services		21,500 asf		19,800 asf
General Collections		20,300 asf		
Special Collections		1,300 asf		
Collection Capacity	120,028 LF	62,500 asf	155,960 LF	49,600 asf
General Coll., Ref., Per., Theses	106,471 LF	56,900 asf	124,760 LF	41,800 asf
Special Collections (Rare Books and Archives)	13,557 LF	5,600 asf	31,200 LF	7,800 asf
Other		1,200 asf		0 asf
Unused Space				
Total Existing Assignable Square Footage		125,900 asf		108,500 asf
Total Seats	801 seats		857 seats	
Total Seats Special Collections	23 seats		100 seats	
Total Linear Feet of Shelving	106,471 LF		124,760 LF	
Total Volume Capacity (Print Collections)*	850,000 vols		1,000,000 vols	
Total Linear Feet of Shelving (Special Collections)	13,557 LF		31,200 LF	
Total Capacity (Vol. Equiv.) (Special Collections)**	120,000 vols		280,000 vols	
Total Gross Square Footage		193,252 gsf		167,121 gsf

Alumnae Gymnasium Existing/Proposed Space Allocation Summary

Space	Existing Quantity	Existing Square Feet	Proposed Quantity	Proposed Square Feet
Public Environments		0 asf		0 asf
Entry				
Integrated Learning Environments	74 seats	4,800 asf	20 seats	2,500 asf
Instruction, collaboration, consultation, exhibit	14 seats			
Educational Technology Services	60 seats			
Reader Seating and Study Spaces	28 seats	1,800 asf	30 seats	4,900 asf
Open study seating, reading room, faculty space				
Staff and Services		6,400 asf		5,600 asf
Collection Capacity*	7,850 LF	3,200 asf	7,850 LF	3,200 asf
Total Existing Assignable Square Footage		16,200 asf		16,200 asf
Total Seats**	102 seats		50 seats	
Total Linear Feet Shelving	7,850 LF		7,850 LF	
Total Capacity (vol. equivalents)**	70,000 volumes		70,000 volumes	
Total Gross Square Footage		24,393 gsf		24,393 gsf

* Collection quantities do not include reference or current periodical shelving

**Special Collections capacity calculated at 9 volumes/lf (95% capacity)

Hillyer Existing/Proposed Space Allocation Summary

Space	Existing Quantity	Existing Square Feet	Proposed Quantity	Proposed Square Feet
Public Environments		500 asf		500 asf
Entry				
Integrated Learning Environments*	84 seats	6,000 asf	114 seats	8,200 asf
Instruction, collaboration, consultation, exhibit				
Imaging Center, VCRC				
Reader Seating and Study Spaces	107 seats	3,500 asf	76 seats	3,300 asf
Open study seating, reading room, faculty space				
Staff and Services		3,200 asf		3,100 asf
Library Staff, Imaging Center Staff				
Collections	14,220 LF *	9,100 asf	13,356 LF *	7,000 asf
General Collections				
Total Existing Assignable Square Footage		22,300 asf		22,100 asf
Total Seats	191 seats		190 seats	
Total Linear Feet Shelving	14,220 LF		13,356 LF	
Total Volume Capacity**	110,000 volumes		110,000 volumes	
Total Gross Square Footage		25,588 gsf		25,588 gsf

*Linear feet calculated at 5 shelves high per section

**Collections capacity calculated at 8 volumes/lf (85% capacity)

Josten Existing/Proposed Space Allocation Summary

Space	Existing Quantity	Existing Square Feet	Proposed Quantity	Proposed Square Feet
Public Environments		0 asf		0 asf
Entry				
Integrated Learning Environments	23 seats	500 asf	54 seats	3,400 asf
Instruction, collaboration, consultation, exhibit				
Reader Seating and Study Spaces	63 seats	1,900 asf	46 seats	1,900 asf
Open study seating, reading room, faculty space				
Staff and Services		1,900 asf		1,800 asf
Collection Capacity	8,902 LF	4,900 asf	3,986 LF	2,000 asf
General Collections				
Total Existing Assignable Square Footage		9,200 asf		9,100 asf
Total Seats	86 seats		100 seats	
Total Linear Feet Shelving	8,902 LF		3,986 LF	
Total Volume Capacity*	71,000 volumes		30,000 volumes	
Total Gross Square Footage		16,056 gsf		16,056 gsf

*Collections capacity calculated at 8 volumes/lf (85% capacity)

Young Existing/Proposed Space Allocation Summary

Space	Existing Quantity	Existing Square Feet	Proposed Quantity	Proposed Square Feet
Public Environments		300 asf	16 seats	1,300 asf
Entry				
Integrated Learning Environments	12 seats	700 asf	54 seats	3,350 asf
Instruction, collaboration, consultation, exhibit				
Reader Seating and Study Spaces	105 seats	3,200 asf	120 seats	6,900 asf
Open study seating, reading room, faculty space				
Staff and Services		1,500 asf		1,100 asf
Collection Capacity	19,603 LF	9,000 asf	4,704 LF	1,100 asf
General Collections				
Total Existing Assignable Square Footage		14,700 asf		13,750 asf
Total Seats	117 seats		190 seats	
Total Linear Feet Shelving	19,603 LF		4,704 LF	
Total Volume Capacity*	157,000 volumes		35,000 volumes	
Total Gross Square Footage		24,624 gsf		24,624 gsf

*Collections capacity calculated at 8 volumes/lf (85% capacity)

