

UNIVERSITY OF SASKATCHEWAN

LIBRARY TRANSFORMATION PROJECT: PHASE 3  
MASTER PLAN REPORT

12106S2  
JUNE 28 2013



**Group2**  
architecture  
interior design

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+ WILL

**B.E. BECK**  
ASSOCIATES



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## EXECUTIVE SUMMARY

The University of Saskatchewan University Library provides services to a student population of over 20,000 from the main branch, the Murray Library. This facility currently exists within two linked buildings, the newest of which was constructed in 1971. As has been experienced in academic institutions across Canada academic library services have evolved significantly over the past decade. This transformation to accommodate current library functions was initiated by the University Library Transformation Phases 1 and 2 which were completed in 2006 and 2008. The study furthers that initiative with a Master Plan for the complete facility as a guide for Phase 3 and subsequent renovations.

In September of 2012, the consulting team led by Group2 Architecture Interior Design consulting team and members Perkins+Will, B.E. Beck & Associates, Robb Kullman Engineering, Key West Engineering, and Stantec Engineering (Electrical) were selected to develop the Master Plan and Phase 3 Renovations for the University of Saskatchewan Murray Library. The goal is to provide a 30-year plan for architectural and programmatic interventions that will provide the Library the capacity and flexibility to meet the evolving needs of students, staff and faculty.

The Murray Library occupies two buildings: to the south, a six-storey tower constructed in 1971; and to the north, a portion of a four-storey building originally constructed for the Murray Library in 1956. Over the years, a series of small interventions and renovations have left the Library scattered and disjointed and unable to respond to the current needs of an academic library. The Master Plan aims to reverse this trend, proposing a coherent organizational strategy for the two buildings that will make them more legible, accessible, and inviting.

The plan also addresses the changing nature of the academic library program, accommodating increased demand for group study and learning spaces without compromising the Library's essential character as a place of quiet contemplation among the collection. A series of strategic exterior interventions, including new glazed areas and an improved link between the North and South buildings, complement the interior alterations, improving wayfinding while dramatically enhancing the user experience.

The first section of this report, Draft 1, utilizes all space currently occupied by the Library as well as strategic building additions. The subsequent sections, Master Plan Draft 2 and Draft 3 examine the Murray South and Murray North Buildings as a holistic entity, integrating Library services with adjacent non-library program currently located in the North Building. The resulting opportunities and synergies are described in these sections.

The Master Plan provides the framework for the continued evolution of the Library in a structured and logical sequence, building upon the successes of the Phase 1 and Phase 2 University Library Transformation project. The potential transformation of this facility, which is at the heart of the campus, has the opportunity to redefine not only library services but also provide a new social and learning heart to the campus in a renewed facility.



# 1.0 MASTER PLAN PROCESS



EXISTING LIBRARY SOUTH-WEST EXTERIOR





EXISTING LIBRARY EAST EXTERIOR

## MASTER PLAN PROCESS

### 1.0 INTRODUCTION

In September of 2012, the Group2 Architecture Interior Design consulting team, composed of Perkins+Will, B.E. Beck & Associates, Robb Kullman Engineering, Key West Engineering, and Stantec Engineering were selected to develop a Master Plan for the University of Saskatchewan Murray Library. The goal is to provide a 30-year plan for architectural and programmatic interventions that will provide the Library the capacity and flexibility to meet the evolving needs of students, staff and faculty.

The Library occupies two buildings: to the south, a six-storey tower constructed in 1970; and to the north, a portion of a four-storey building constructed in the 1950s. Over the years, a series of small interventions and renovations have left the library scattered and disjointed and unable to respond to the current needs of an academic library. The Master Plan aims to reverse this trend, proposing a coherent organizational strategy for the two buildings that will make them more legible, accessible, and inviting.

The plan also addresses the changing nature of the academic library program, accommodating increased demand for study and learning spaces without compromising the Library's essential character as a place of quiet contemplation among the collection. A series of strategic exterior interventions, including new glazed areas and an improved link between the North and South buildings, complement the interior alterations, improving wayfinding while dramatically enhancing the user experience.

Given a 30-year timeline, the plan envisions a phased implementation. This continues the evolution that was initiated by the Murray Library Transformation Project Phases 1 and 2. As such, the phases of renovation are described as Phases 3 through 7. At the time of issuance, Phase 3 design is underway, which involves the infill of the Ground Floor soffit, the 3<sup>rd</sup> Floor renovation to consolidate stack space with compact storage and the relocation of the Archives and Special Collections to the 5<sup>th</sup> Floor.

The first section of this report, Draft 1, utilizes all space currently occupied by the Library as well as a minimum of building addition. The subsequent sections, Master Plan Draft 2 and Draft 3 examine the Murray South and Murray North Buildings as a holistic entity, integrating Library services with adjacent non-library program currently located in the North wing. The resulting opportunities and synergies are described in these sections.



EXISTING LIBRARY NORTH-WEST ENTRANCE

## 1.2 SCOPE & SCHEDULE

### SCOPE

As defined in the original RFP document, the scope of work for the project includes the following:

#### Site Work:

- Site reconfiguration
- Review of Landscaping and pedestrian circulation corridors

#### Configuration & Adjacency Strategies:

- Program reconfiguration
- Review of user and staff space needs vs. collections stack space

#### Future Architectural Interventions:

- Create a coherent legibility in building planning
- Strategic interventions that create a new face of the library

### SCHEDULE

The Master Plan for the Murray Library was developed from September 2012 to April 2013. This process involved meetings with the University of Saskatchewan's Library Dean and Steering Committees, as well as Library and Archive, Special Collections and Digitization Staff and representatives from Learning Resources and Student Services. In March of 2013, three Student Focus Groups sessions provided additional input and considerations to include as part of the Master Planning study.

Over the course of the Master Planning process the existing Library was toured and documented in photos. Further to this, the use of existing space was captured in a spatial inventory, which acted as a basis to which library staff could comment on the requirements of their new facility program relative to their existing facility.

The Master Plan was concurrently produced and has been used to inform the Schematic Design of the Murray Library Transformation Phase 3. We are currently anticipating a Schematic Design Report Submission in mid-April for approval of the Steering Committee. Further Design Development currently targeted for late-Fall, awaiting approval and confirmation of budget and the required funding.

## 1.3 PARTICIPANTS

A design team was established at the beginning of the project that includes representatives from the Library, user groups and the Prime and Sub-Consultant Teams. Team members include:

#### University Library

- Vicki Williamson, Dean
- Dale Amerud, Dean's Office
- Angie Gerrard, Librarian, Murray Library
- Ken Ladd, Dean's Office
- JoAnn Murphy, Head, Murray Library
- Susan McConkey, Librarian
- Jon Bath, Humanities & Fine Arts
- Candice Dahl, Collections Services
- Jane Lamothe, Description + Discovery
- Rachel Sarjeant-Jenkins, Library
- Rachel Heidecker, LS+IT
- Janet Bangma, LS + IT

#### Archives, Special Collections & Digitization

- Tim Hutchinson, University Archives
- Vickie Lamb Drover, PhD Student & Researcher
- Cheryl Avery, University Archives
- David Bindle, Special Collections
- Dee Gibson, Special Collections
- Craig Harkema, Special Resources (Digitization)
- Joel Salt, Special Resources (Digitization)

#### University Learning Centre/Learning Support

- Jim Greer, Director, ULC
- Holly Fraser, ULC
- Andrew Dunlop, Program Director, ULC
- Eva Wong, Learning Commons Coordinator
- Frank Bulk, Gwenna Moss
- Liv Marken, Coordinator, Writing Centre
- Brad Wretherick, Program Director
- Stephanie Frost, ULC
- Carolyn Hoessler, GMCTE/ULC

#### Other University Support, Faculty, Users

- Susan Murphy, Health Services
- Maxine Kinakin, Manager, Disability Services
- George Foufas, Associate Director, Consumer Services
- Janis Shirriff, CT
- Christine Neilson, Vet/SHIRP
- Alex Werenka, USSU

#### University of Saskatchewan, Facility Management Division

- Andrew Wallace
- Rea Carlson
- Darryl Cherry

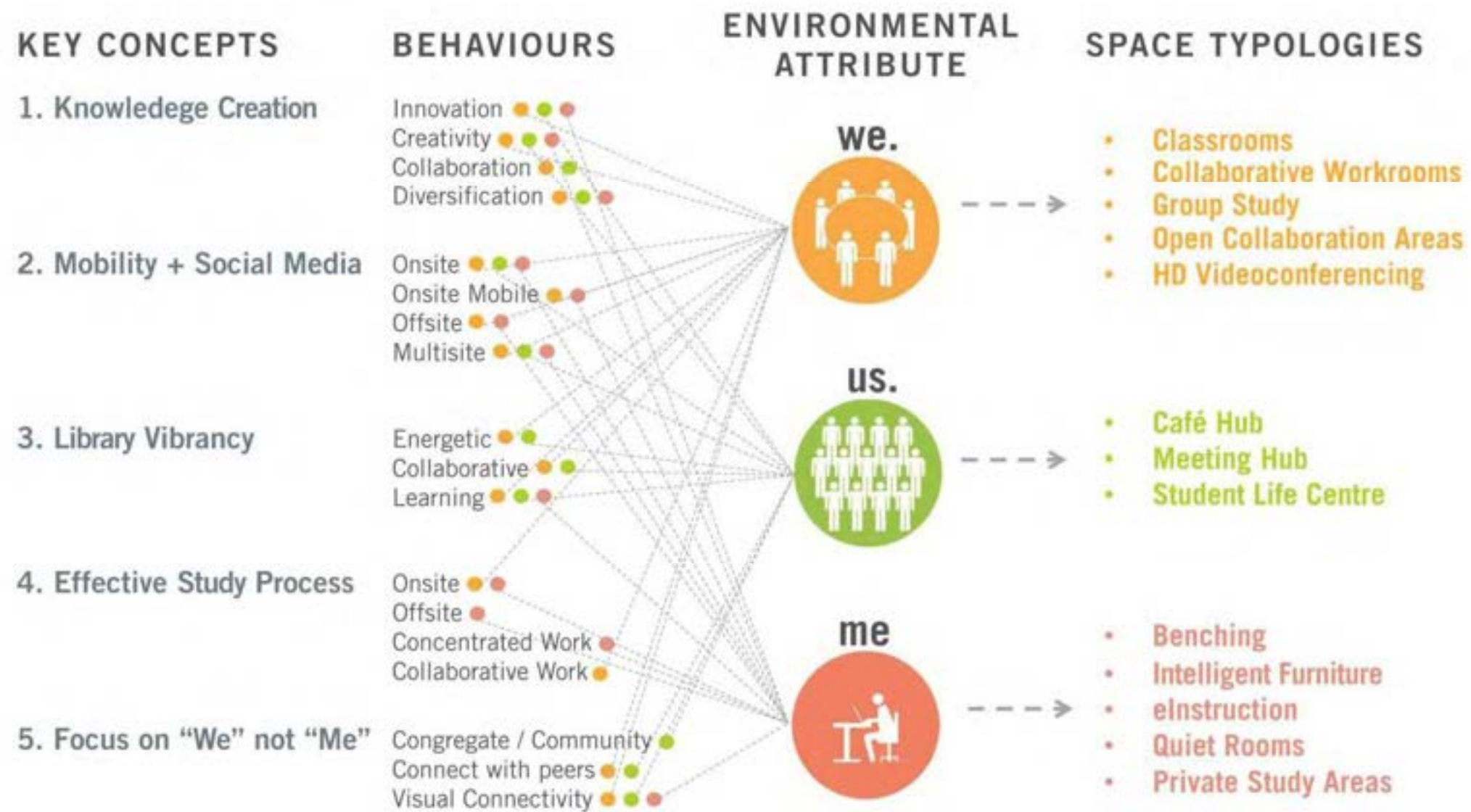
#### Prime Consultant

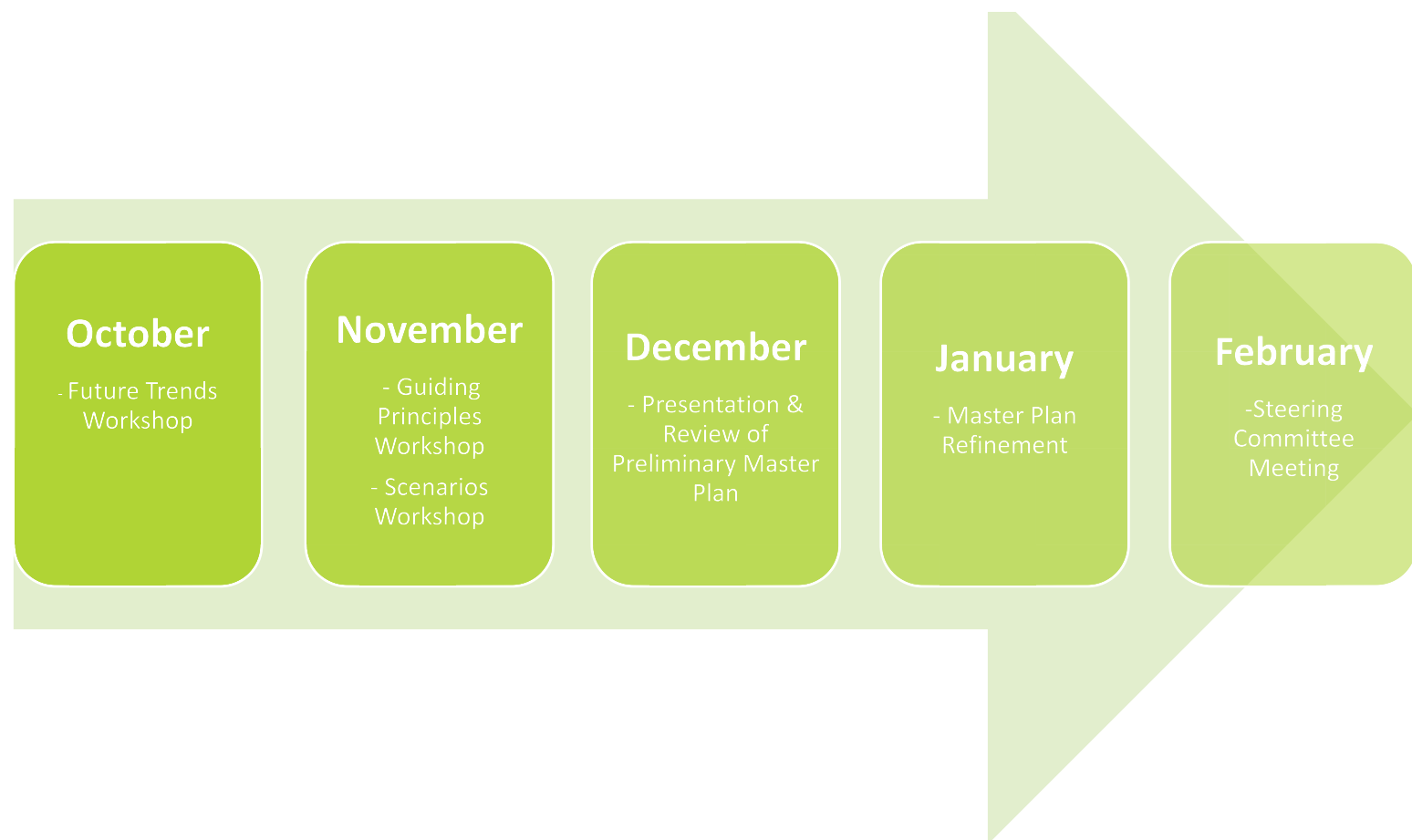
- Laura Plosz, Group2 Architecture Interior Design
- Troy Smith, Group2 Architecture Interior Design
- April Hiebert, Group2 Architecture Interior Design
- Andrew Frontini, Perkins+Will
- John Potter, Perkins + Will
- Jon Loewen, Perkins+Will
- Brenda Beck, B.E. Beck & Associates

#### Sub-Consultant

- Rick Kullman, Robb Kullman Engineering, Structural Consultant
- Bob Cowan, Key West Engineering Ltd., Mechanical Consultant
- Sid Charlton, Key West Engineering Ltd., Mechanical Consultant
- Jesse Friggstad, Key West Engineering Ltd., Mechanical Consultant
- Kerry Lamb, Stantec Consulting, Electrical Consultant

# Space Typologies





- Service SCENARIOS WORKSHOP
- Scenarios DESIGN + CONFIGURATION
- Design + Configuration DRAFT MASTERPLAN

#### 1.4 PROCESS OVERVIEW

The Master Plan Draft 1 process included the following elements:

##### Existing Conditions and Functions Inventory

At the outset of the project, the project team met with Library units to gather input regarding current space issues and future considerations for the Master Plan. The team toured and photographed the building and prepared a functional inventory of existing space.

##### Space Categories and Benchmarking Analysis

The existing utilization of space was then represented according to high-level space categories formulated to capture typical differentiated staff and user spaces in libraries (eg. “staff offices”, “me”, “we”, and “us” seating space, etc). This was compared to a similar representation of other recently constructed libraries in order to inform the decision-making regarding overall space use in the Murray Library.

##### Library Trends Review and Future Visioning

A visioning workshop was conducted with Library stakeholders to review academic library trends and best practices and to brainstorm ideas which might be applicable to the U of S context.

##### Guiding Principles Development

These ideas were grouped into different categories based on impact (ie. Service/Access, Configuration, Design and Operations). During the Guiding Principles workshop, ideas under Service/Access were developed into a set of prioritized principles to guide overall allocation of space.

##### Collections Model

Detailed data on collections in all formats was gathered from units currently in the Murray Library and from several branch libraries to be accommodated within the Murray Library in the future. Existing storage floor area was compiled for each unit and collection type, and projections of required area derived by working with staff to develop future assumptions regarding culling of the collections, shifting of collections to storage elsewhere on campus, and use of new storage formats including compact shelving.

##### Projected Space Requirements

Using a combination of collections model results, U of S space guidelines, and discussions with staff regarding functional requirements, a proposed space list was developed to inform the Master Plan. For the Archives and Special Collections, an additional workshop was held to fine tune the required spatial proximities, access, and security requirements.

## 1.5 FUTURE TRENDS WORKSHOP

The first of three stakeholder working sessions focused on future trends for academic libraries, with presentations by Associate Dean Ken Ladd and John Potter from Perkins+Will. Breakout groups discussed the current needs and goals of the U of S Library, and the ways that these needs might change with the evolution of the academic learning environment. The session ended with a broad discussion of the groups' findings.

### ACADEMIC LIBRARY TRENDS

#### Past:

- Collections growth has stack-space implications
- Collections take a just-in-case approach
- Collections located near users
- Stack space greater than user space
- User Space
  - Quiet study and research

#### Present:

- Collections growth has e-access implications
- Collections take a just-in-time approach
- Collections consolidated
- User space greater than stack space
- User space
  - Group/collaborative
  - Social learning space
  - Quiet study and research
  - Collaborative approach to user space/services

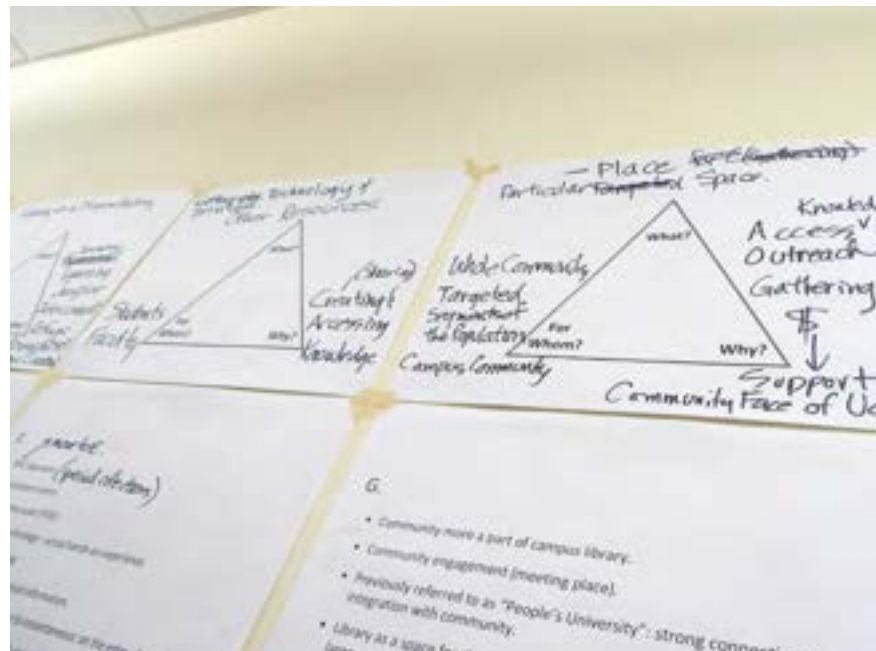
#### Future:

- Expanded Programs and Services
- Knowledge creation
- Focus on learning
- Library as heart of campus
- Space Typologies: *me, we and us*
- Information technology
- Knowledge and culture
- Graduate students
- Branded transformations

#### Enduring Values:

- Connections to the outside
- Orientation
- Comfort
- Quiet





## 1.6 GUIDING PRINCIPLES WORKSHOP

Building on the general trends discussed at the first workshop, Brenda Beck of B.E. Beck & Associates led a working session that engaged participants in articulating and prioritizing a series of Guiding Principles specific to the Murray Library Master Plan. Consideration was given to the current function of the library and space allocation and how this needs to change over time to meet evolving academic learning needs.

These principles are discussed in detail in Section 3.0. Refer to Appendix A1 for detailed notes from this session.

PARTICIPANTS IN ACTION AT WORKSHOP EXERCISE

## 1.7 SCENARIOS WORKSHOP

At the third and final workshop, participants conducted a spatial exploration of the program in the context of the previously-developed Guiding Principles. Participants were again divided into three groups, each of which included participants from a cross-section of library programs and functions. Groups were provided scaled program blocks and floor plans and were asked to develop functional distributions that reflected ideal program adjacencies and locations.

The session concluded with a presentation of each group's program and a discussion of key similarities and differences. The results of each group's investigation is summarized on the adjacent page.

### Common Ground

The three workshop scenarios shared a series of key similarities. Along with the guiding principles, these common ideas formed the starting point for the development of the final Master Plan.

- Expansion into the existing ground floor colonnade
- The importance of people presence along the ground level south façade
- An emphasis on 'we' and 'us' spaces on the ground and first floors (ideally accessible after hours)
- The need for a centrally-located Reading Room, as well as other quiet 'us' spaces
- A desire to use the well-lit north building for people-oriented program
- Similarly, a desire to constrain collections to floors 2-4 of the south building, where natural light is more scarce
- The importance of consecutive, clearly-defined stacks
- Consolidation and expansion of the Archives and Special Collections on the 5<sup>th</sup> floor of the south building
- Consolidation of library administration on the 6<sup>th</sup> floor of the south building

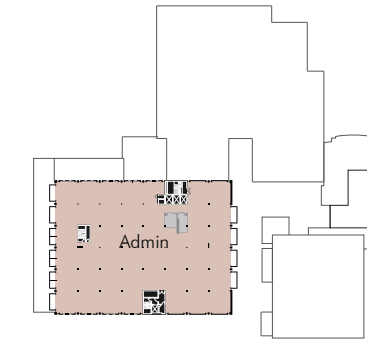
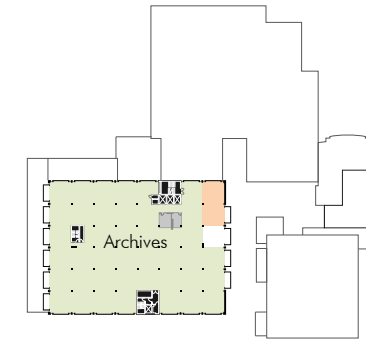
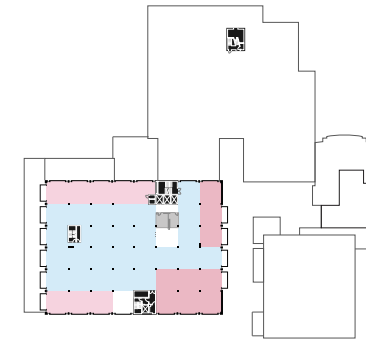
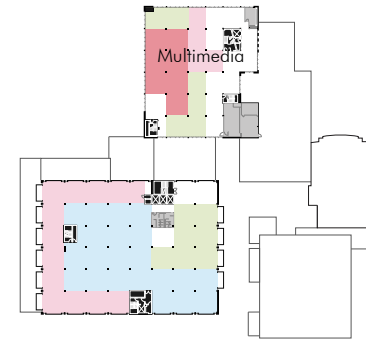
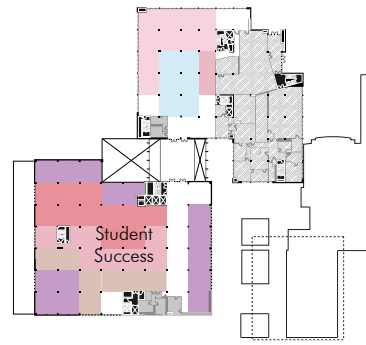


PARTICIPANTS IN ACTION AT WORKSHOP EXERCISE

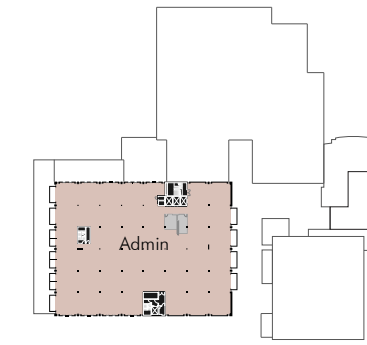
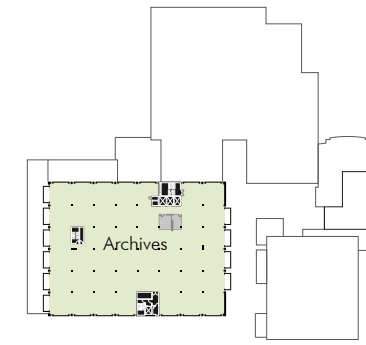
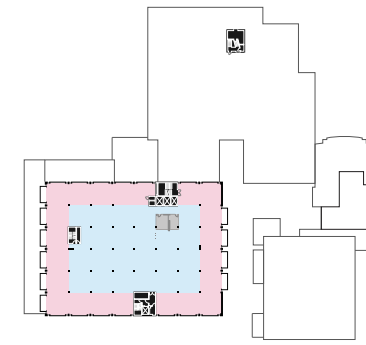
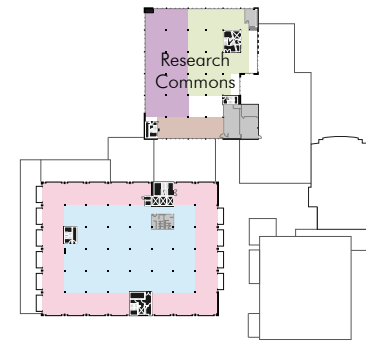
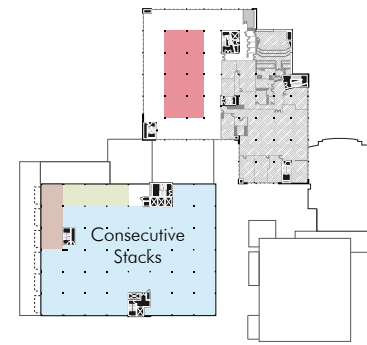
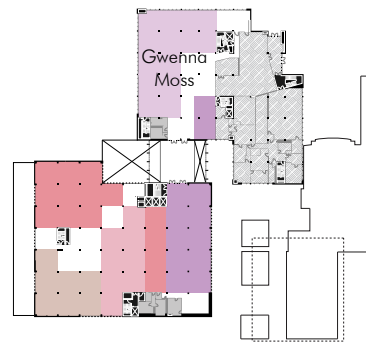




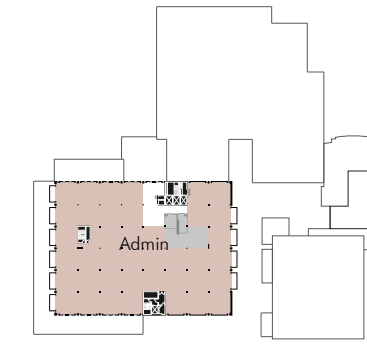
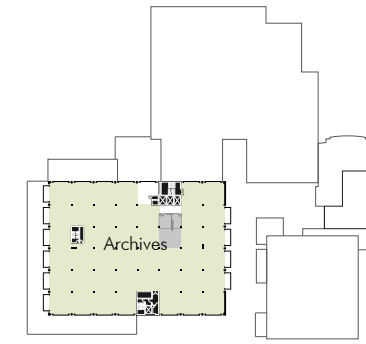
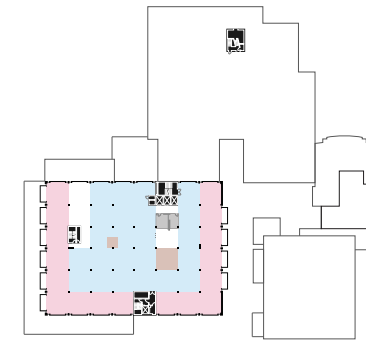
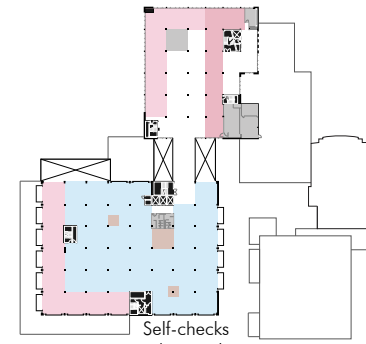
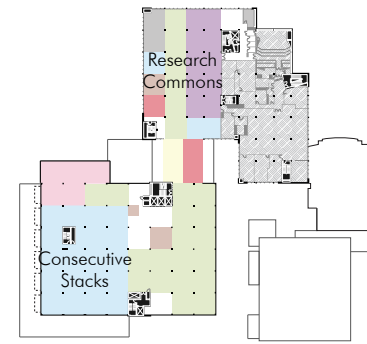
GROUP A



GROUP B



GROUP C



## 2.5 STUDENT FOCUS GROUPS

At the end of March and beginning of April 2013, U of S Students were invited to attend one of three Focus Group Sessions aimed at collecting their input and thoughts about the proposed Master Plan. These hour-long sessions provided an overview of the background and principles and a quick presentation explaining the ideas behind the proposed plan. The students were guided through a series of pre-scripted questions to gauge their opinions and to determine what they found important to include as part of this 30 year plan.

### Introductory Questions:

- How often do you use the Murray Library?
- Thinking about the physical space currently at the Murray Library;
  - What do you like best?
  - What do you like least?
- Currently, what are the most successful learning and research environments in the Murray Library?

### Master Plan Specific Questions:

- What do you like best about the new Murray Library design?
- What do you like least about the new Murray Library design?
- What types of services or support are needed at the Murray Library to support individual student learning and research?
- What types of services or support are needed at the Murray Library to support collaborative student learning and research?
- Think about a student walking into the Murray Library 10 years from now- what learning and research needs might this student have?

### Current Library:

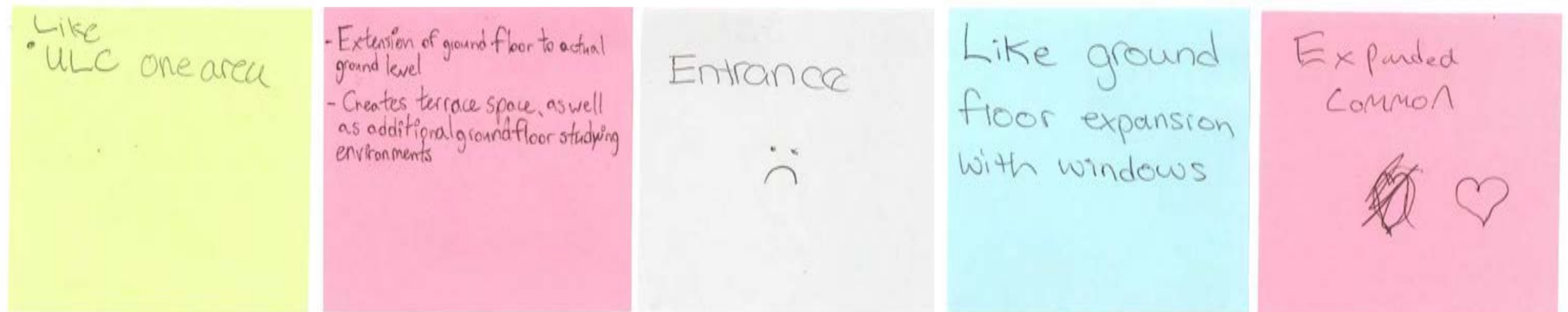
- Majority of Students in attendance were daily Library users
- Favorite aspects of the current Library
  - Social atmosphere of the ground and first floor
  - Access to windows/natural light (particularly on ground floor)
  - Comfortable furniture, for a variety of uses (reading chairs, tablets for laptops, writing surfaces)
  - Preference for the solitude of the upper floors for more focused study
- Dislike aspects of the current Library
  - Not enough outlets
  - Library operating hours, not open long enough into the evening
  - Cold near windows, particularly on ground floor
  - North wing showing its age
  - 3<sup>rd</sup> to 6<sup>th</sup> floor are dark and sterile with poor air quality
- The most successful learning and research environments in the Murray Library
  - University Learning Centre (ULC): Math and writing help often used and of great benefit
  - Team Study Rooms on ground floor
  - Services provided by Library staff to help them find what they are looking for

### Proposed Master Plan:

- Favorite aspects of the proposed Master Plan design
  - Link between North and South buildings on second & third
  - Added glazing on ground, first and second floors
  - Idea of a terrace and outdoor seating
  - ULC consolidated to one area, but even further expanding space and services currently provided
  - Relocating the Admin Offices to the 6<sup>th</sup> floor

### Missing Pieces to be considered further:

- Address congestion at the stairs from the tunnel (lower Place Riel). From a student's perspective this is the 'main' entrance for the Library
- Provide a secondary entrance at the south side of Murray South (by current bus terminal)
- Additional computer stations and particularly express printing stations for printing class assignments and notes
- Spaces where students could gather around computers as a group
- A place you can relax take a break during studying, to decompress or sleep
- More white boards or writable surfaces, they are currently well utilized
- A dedicated coffee shop/café area in Murray North, connected to grad student space



# 2.0 EXISTING BUILDING



EXISTING LIBRARY NORTH-WEST ENTRANCE



MURRAY SOUTH BUILDING, SOUTH-WEST CORNER



MURRAY SOUTH BUILDING, SOUTH-EAST CORNER



MURRAY NORTH BUILDING

## EXISTING BUILDING

### 2.1 EXISTING SITE & BUILDING ANALYSIS

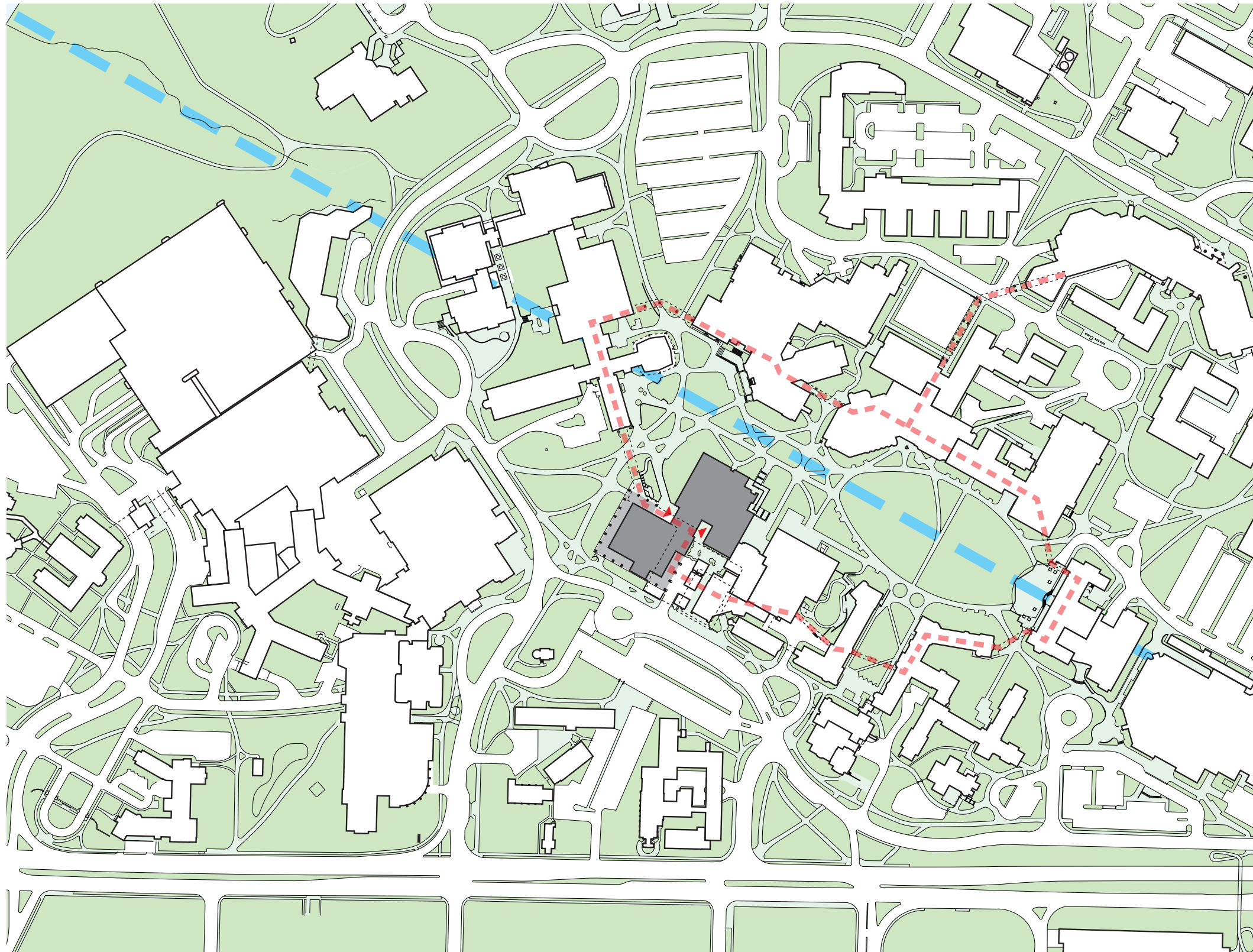
Located at the intersection of Wiggins Road and Campus Drive, the Murray Library currently occupies two buildings: to the south, a six-storey tower constructed in 1970, and to the north, a portion of a four-storey block constructed in the 1950's. With the north building located along the Bowl and the south building immediately adjacent to both Place Riel and the main bus loop, the library enjoys an extremely prominent position at the heart of the university campus.

The south building is distinguished by a robust massing and a predominantly opaque façade typical of the Brutalist architectural style. Slim windows are expressed as reveals between large Tyndall stone volumes. The interior, defined by exposed concrete columns, cores, and waffle slabs, is fairly dark as a result of the building's deep floor plates and minimal fenestration. Interior partitions exacerbate the scarcity of natural light.

The north building, by contrast, enjoys larger expanses of glazing and excellent views of the historic campus. However, this building (which the Library shares with the Department of Art & Art History) is compromised of lower floor-to-floor heights and a similarly deep floor plate.

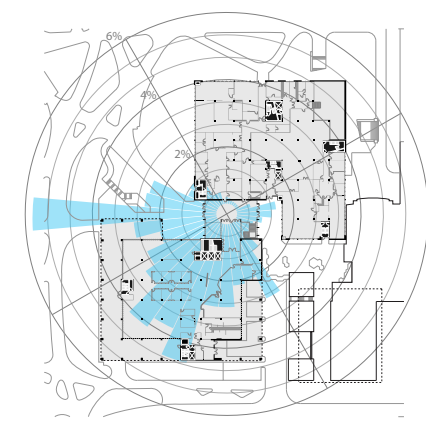
Connecting the two buildings is a small link structure that functions as the Library's main entrance, accommodating through-traffic at basement, ground, and first floor levels. Above the first floor, the two buildings are independent: circulation between the Library areas in the two buildings is restricted to the ground floor and the first floor.

Despite the distinct architectural character of the two buildings, there are similar challenges. Both have undergone a series of piecemeal interventions over the long term that have compartmentalized space, privatized natural light, and compromised wayfinding and orientation. Recent renovations to the ground and first floor begin to address these issues. Program elements are frequently separated across floor plates or between levels, and the buildings lack legibility in terms of public and private realms. Use of the collections is compromised by the haphazard distribution of stack areas between floors, the lack of upper-level connections between the two buildings, and the disorienting character of the stacks themselves. Study areas on the renovated lower floors of the south building, which enjoy plenty of daylight and easy access, are in extremely high demand; areas on the upper floors, which are often light-locked, are underutilized.

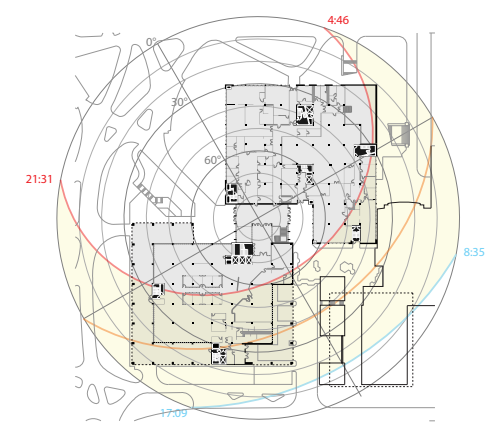


CAMPUS SITE PLAN

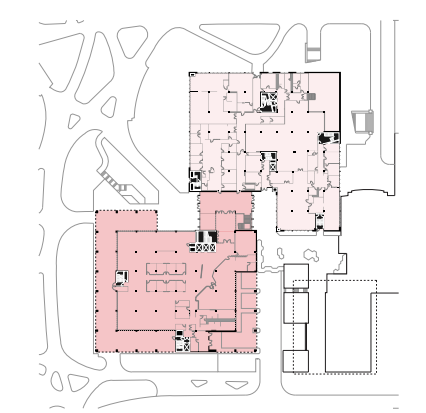
WIND EXPOSURE:



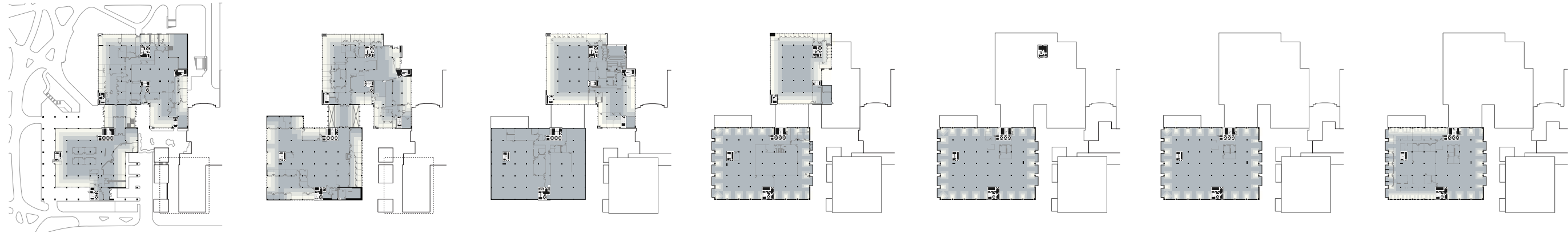
SOLAR ACCESS:



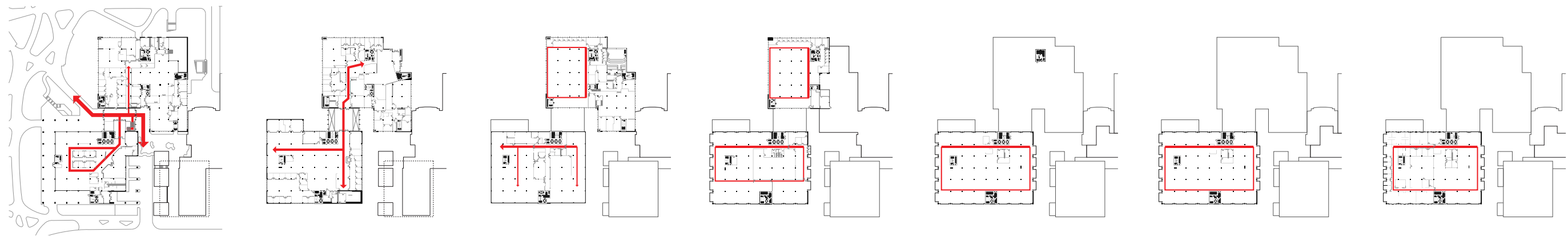
STRUCTURAL CAPACITY:



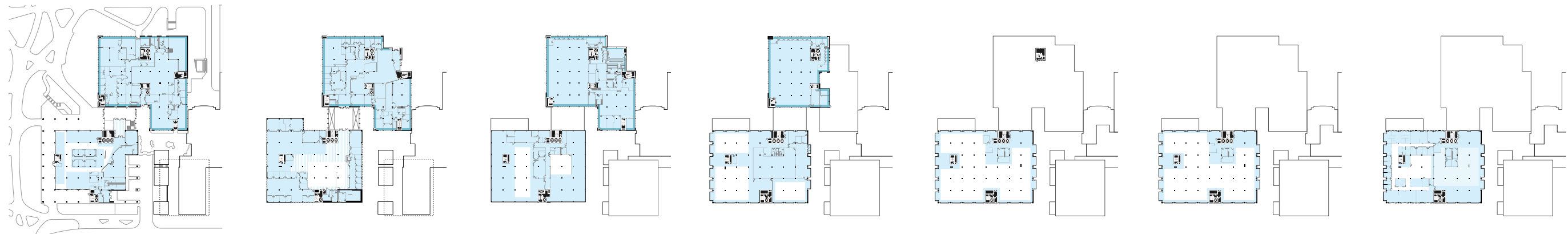
NATURAL LIGHT: More glazing in North building provides good light along perimeter. Light penetration of 2nd to 6th floors of South building is limited.



CIRCULATION: buildings are connected up to first floor level, disconnected beyond. Circulation patterns vary between floors.



CEILINGS & SERVICES: floor-to-floor heights most generous at lower levels. Services accommodated in dropped ceilings (blue).





LIBRARY ENTRANCE



MAIN CIRCULATION DESK



CAFE



COMMONS/ULC



UPPER FLOOR STUDY SPACE



UPPER FLOOR STUDY SPACE





CLIENT SERVICES ADMINISTRATION



UNIVERSITY ARCHIVES



6TH FLOOR ADMIN AREA



ARCHIVAL STORAGE



STACKS



STACKS

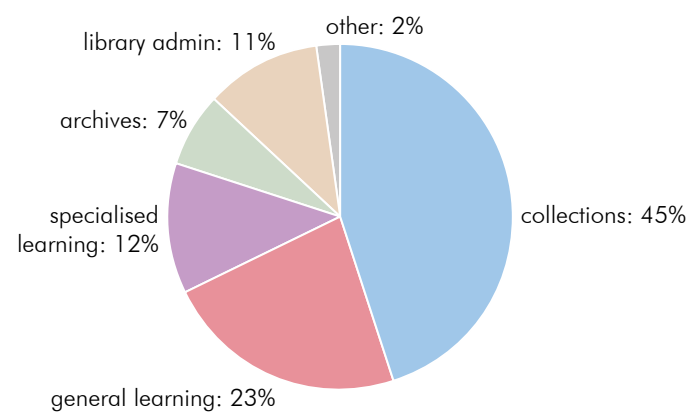
## 2.2 EXISTING PROGRAM OVERVIEW

Currently, the Library's largest program element is the collection itself, occupying just under half of the total building area. General collections account for four-fifths of stored materials, but the library also houses archival materials, government documents, reference volumes, maps and microforms, and a selection of periodicals and newspapers.

A further quarter of the program area is occupied by various public learning spaces, ranging from the cafe and learning commons on the lower floors to individual study carrels and bookable grad student offices on the upper levels. These spaces are currently in very high demand, particularly where there is good access to natural light.

Specialised learning and student/faculty support functions (the University Learning Centre, Disabled Student Services, the Gwenna Moss Centre, and Client Services), Archives and Special Collections, and Library Administration account for the majority of the remaining program area. The balance is made up in entrance and building support functions.

As illustrated in the following program diagrams, the majority of these functions are highly distributed. In some cases this is desirable, such as distribution of study space throughout the library facilities. In other cases, however, complementary uses are separated across floor plates and between floor levels. Distribution of the general collection is particularly notable, with stacks located in both the north and south buildings despite the lack of a connection between them.



Component Gross Areas (m2)

		Existing
Reception and Gathering Space	Lobby Seating	
	Reception Space/Gallery	59
Library Welcoming Functions	Self-Serve Entrance/Exit Functions	15
	Information/Circulation Desk	170
	Client Services Support Space	38
High Stimulus Learning Commons	Café Kitchen and Servery	48
	Café Seating	88
	"We" Space	550
	"Us" Space	58
	Copy Centre	28
High Focus Learning Commons	"Me" Space	
	"We" Space	34
	"Us" Space	691
	Reference Collection	100
Client Services	Client Services Office Space	451
Learning Support Services	University Learning Centre	338
	Peer Mentoring Space	
	Resources for Disabled Learners	58
Special Formats	Special Formats Service Area	
	Music Collection Newspapers/Periodicals	191
Larger Bookable Learning/Meeting Spaces	Collaborative Learning Labs	225
	Simulation and Visualization Meeting/Training Rooms	
Research Commons	Research Commons Service Area	54
	"Me" Space	145
	"We" Space	79
	"Us" Space	139
	Maps/Data/Microforms	501
	Research Data Centre	170
Faculty Commons	Gwenna Moss Centre	386
	"We" Space "Us" Space	
General Collection	Open Stacks - Compact Shelving	5,581
	Government Publications - Compact Shelving	633
	Themed Collections - Regular Shelving	
Quiet Study Space	"Me" Space	1,788
	"Us" Space	
Archives and Special Collections	Service Area	97
	Archives and Special Coll. Support	187
	Archival Collections	780
	Digitization Centre	19
	Special Collections and Archives Shipping/Rece	17
Library Administration	Administration Reception	85
	Dean's Office	191
	Library Systems & Information Technology	231
Services to Libraries	Services to Libraries Shared Space	606
	Collections Services	159
	Description & Discovery Unit	286
	Financial Acquisitions	65
	Indigenous Studies Portal	86
Shipping/Receiving	General Shipping and Receiving	44
	Facilities/Maintenance Services	25
	General Storage	40
<b>TOTALS</b>		<b>15,532</b>

### Entrance Functions

- Reception and Gathering Space
- Information / Circulation / Service
- Display / Exhibition

### General Learning

- Us space: high intensity
- We space: small groups
- Me space: high focus

### Specialised Learning and Support

- ULC, Peer Mentors, DSS
- Research Commons
- Faculty Commons

### General Collections

- Stacks (compact shelving)
- Newspapers / Periodicals
- Reference Collection

### Specialised Collections

- Music / Multimedia
- Maps and Research Data
- Archives and Special Collections

### Library Administration

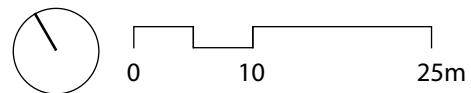
- Client Services
- General Administration
- Dean's Office

- Building Support

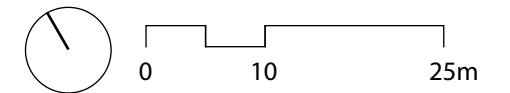
**Component Gross Area:** is defined as the space requirement for the program area including internal circulation, but excluding primary corridors.



EXISTING GROUND FLOOR



EXISTING FIRST FLOOR

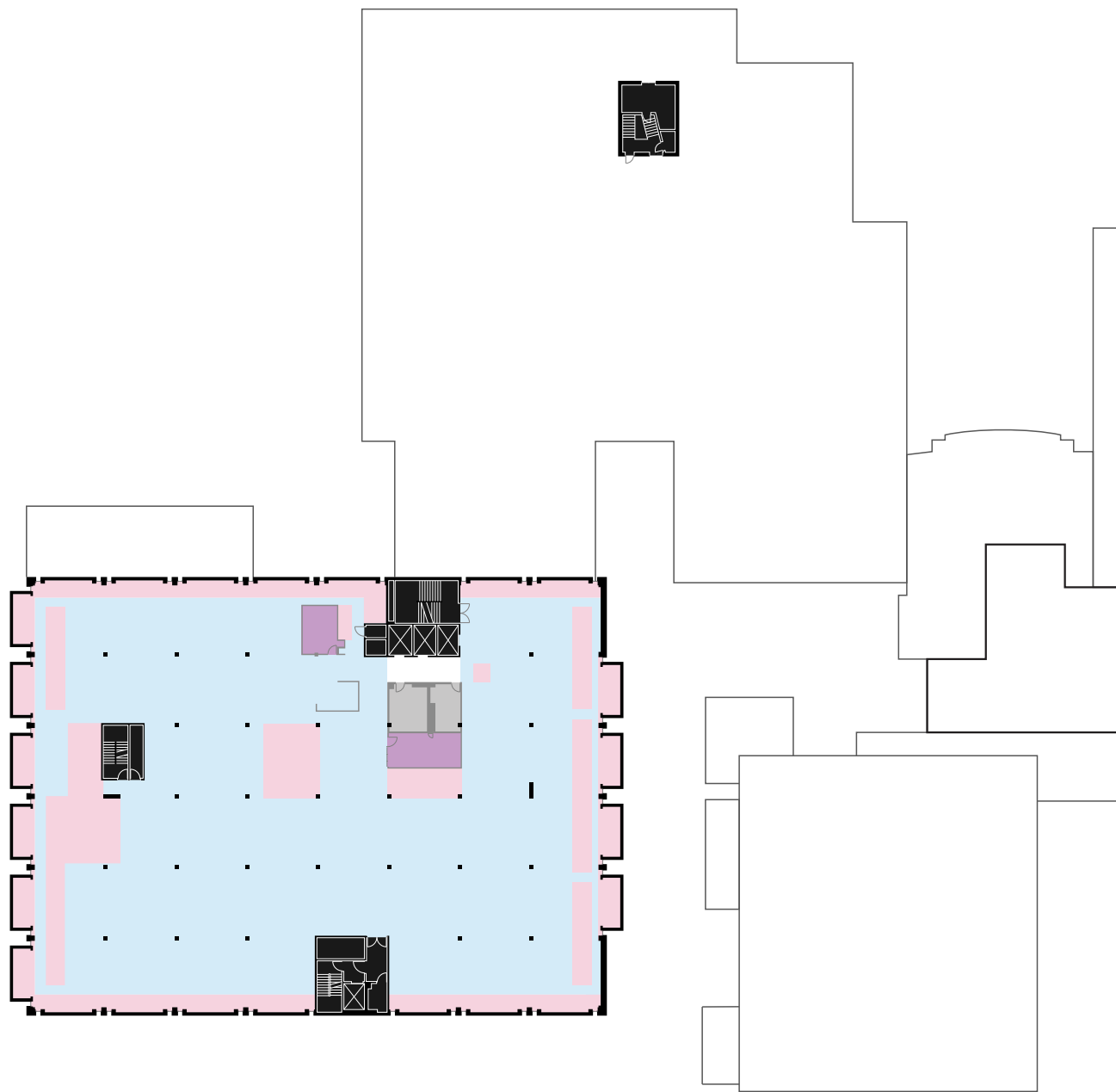




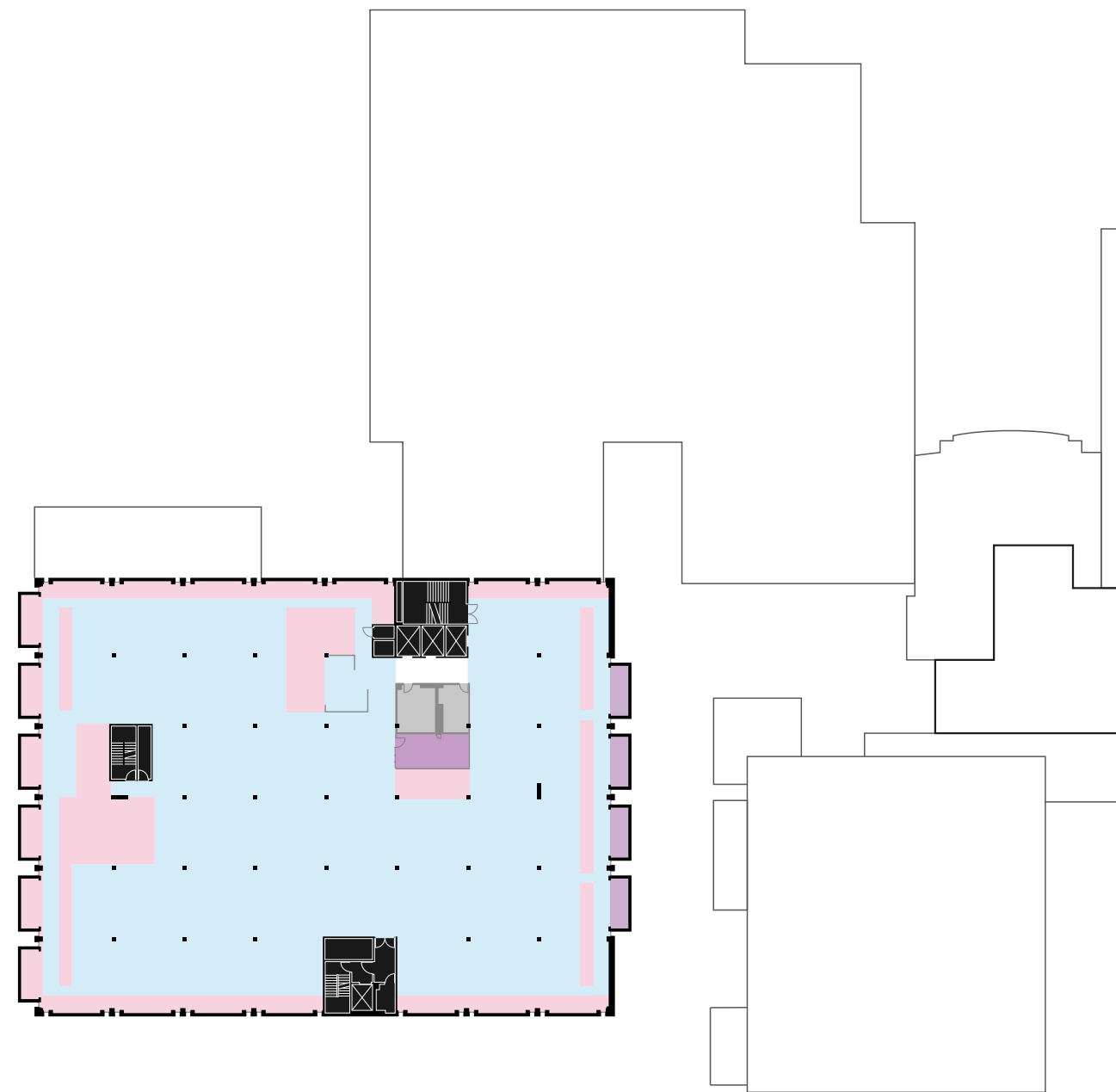
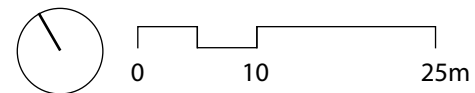
EXISTING SECOND FLOOR



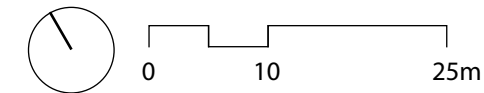
EXISTING THIRD FLOOR

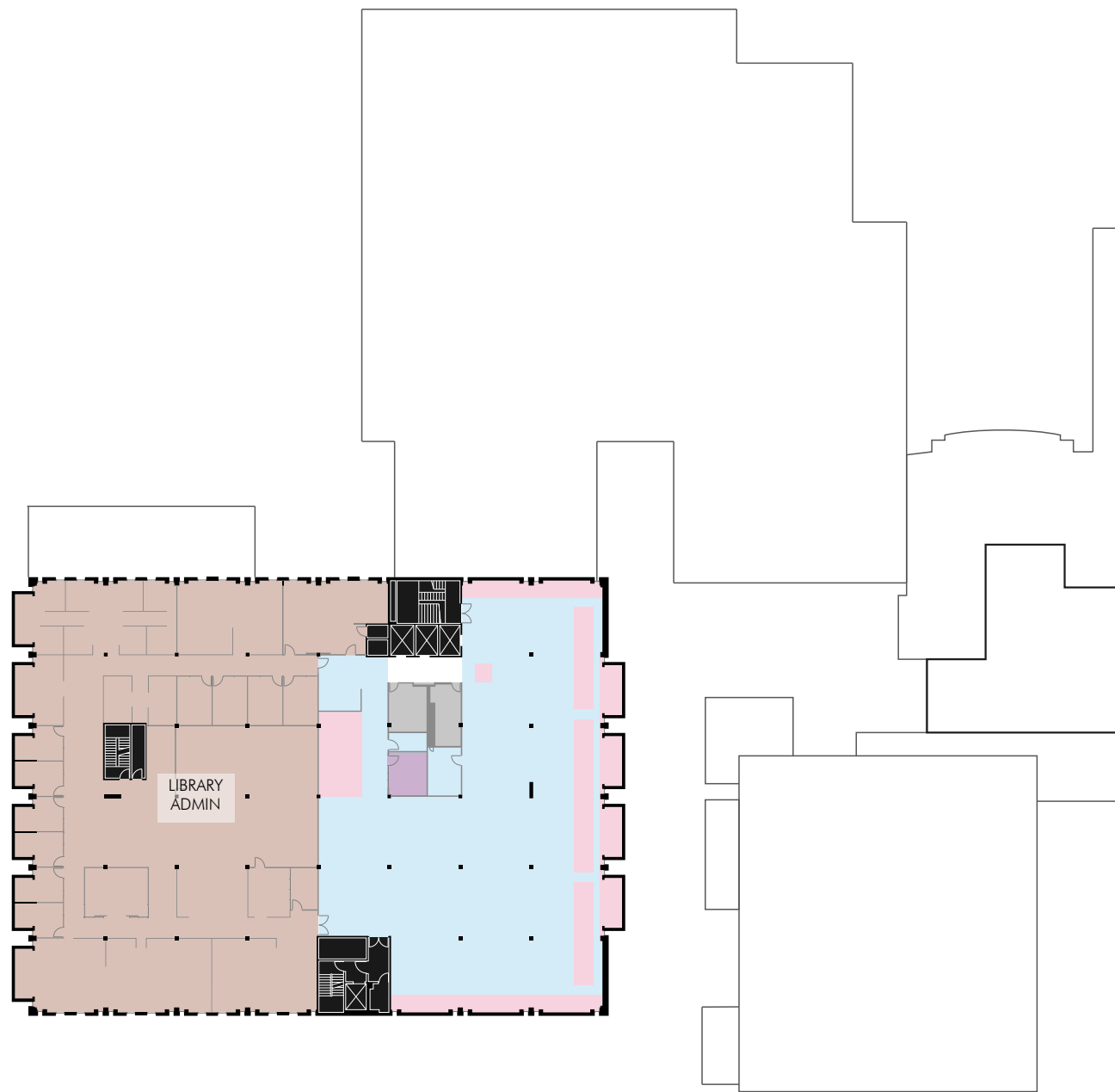
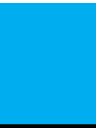


EXISTING FOURTH FLOOR

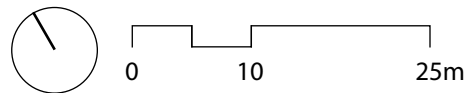


EXISTING FIFTH FLOOR

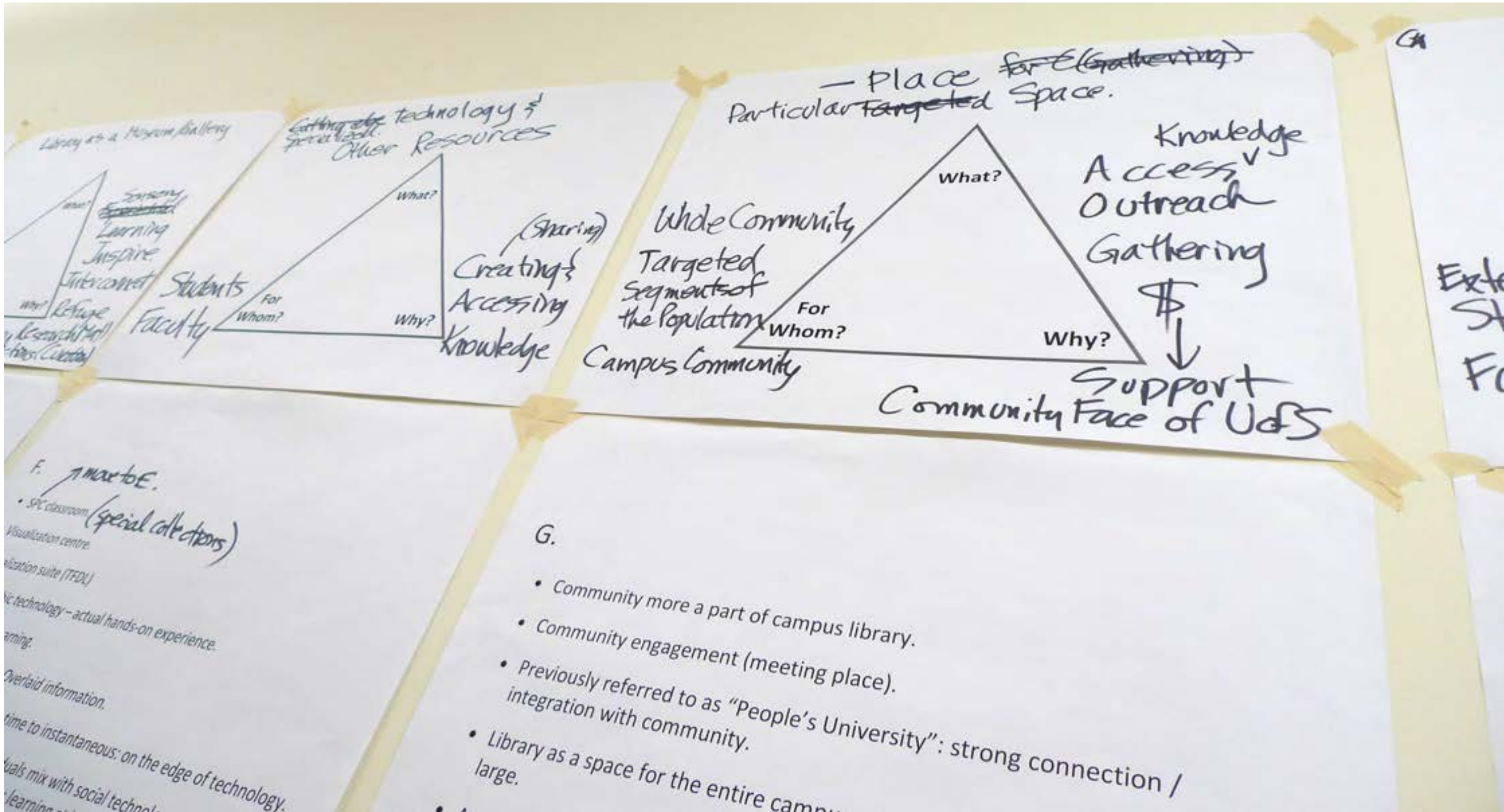




EXISTING SIXTH FLOOR



# 3.0 GUIDING PRINCIPLES





Three sets of principles, distilled from the discussions and conclusions of the three Master Plan Workshops, form the basis of the final Murray Library Master Plan:

- **Service Principles** determine the services, resources, and spaces to include within the library.
- **Configuration Principles** describe the physical organization of functions within the reconfigured library.
- **Design Principles** affect decisions related to room configuration, building materials and partitions, interior design, and environmental conditions.
- **Planning Principles** represent the basic spatial strategies developed to fulfill the library's programmatic and qualitative requirements.

### 3.1 SERVICE PRINCIPLES

#### **Diverse Learning Environments**

Recognizing that learning needs differ, it will be important to provide an environment where various teaching and learning styles, both formal and informal, can be easily accommodated in order to provide the most effective learning experience

#### **Information Resources**

The primary goal related to information resources will be to provide students, faculty and staff with hands-on user-friendly access to world-class collection of information resources in traditional, interactive, and digital forms. A secondary goal is to provide the opportunity for other researchers and the community as a whole to explore and experience the facility and information resources

#### **Research Services**

The library will provide content-oriented services to increase access by students, faculty and external researchers to a comprehensive collection of information resources.

#### **Specialized Academic Support Services**

To create a comprehensive hub that supports the entire learning continuum, partnerships between and co-location of units providing teaching and learning support should be maintained and expanded.

#### **Library as a Museum/Gallery**

To promote sensory learning, inspiration, and interconnected access to a variety of learning resources, the library will incorporate more display and exhibit space for two and three dimensional art and artifacts. In addition to allowing library staff to curate and showcase the collection, space and opportunities for direct access to primary research materials will be enhanced.

## **GUIDING PRINCIPLES**

#### **Specialized Technology and Other Resources**

To support and enhance the creation, accessing and sharing of knowledge, new innovations in digital technology, visualization and multi-media teaching and learning resources will be made available to students and faculty within the library and via remote access

#### **Place for Community**

The library will act as a nexus for learning, scholarship and community. To support community engagement, both on and on campus, the library will provide space and opportunities for meeting, gathering, and nurturing a sense of community connectedness. This will include special emphasis and support for particular segments of the population to reflect the diversity of the community.

#### **Place of Refuge**

The library should be responsive to the needs of the human user, and provide a holistic student environment. This includes areas for emotional retreat, contemplation and meditation to promote wellness, creativity, and enhanced learning.

#### **Specialized Personal Support Services**

Acknowledging that libraries are about people, provision of personal services and supports such as career and psychological counseling, drop-in daycare and health and wellness services would enhance the level of convenience for library users.



ENTRY



SERVICE DISTRIBUTION



PERIMETER & INTERIOR SPACE



STAFF/STUDENT DISTRIBUTION

### 3.2 CONFIGURATION PRINCIPLES

#### Entry

The library should act as a front door or welcoming threshold into the University, with a clear sense of entry. Public functions should be clustered at grade and close to the entry, enhancing ease of access and accommodating short visits.

#### Physical Links

The library should maintain and enhance connections to other buildings and infrastructure, including exterior walkways at grade, enclosed links above ground, and tunnels. A good connection will be required to the new Aboriginal Student Centre, and a link to the Gordon Oakes building should also be considered.

#### Perimeter & Interior Space

Access to daylight and views should be carefully considered in the placement of functions, to maximize this amenity. Development of atrium space and strategic placement of book stacks will affect the nature of interior space and influence the tendency for people to gather and utilize the space.

#### Distribution of Staff Space

Staff service and support space should be consolidated to the greatest degree possible to allow for collaboration and efficiencies, while maintaining adequate distributed personnel space in key user areas requiring service or monitoring.



WAYFINDING



FURNITURE & FINISHES



INDOOR / OUTDOOR CONNECTION



FLEXIBILITY

### 3.3 DESIGN PRINCIPLES

#### Flexibility

The principle of an open library with the ability to adapt and evolve to diverse and changing needs should be reinforced through design decisions wherever possible. This includes concept such as “build your own” flexible space, wide distribution of power outlets, generic infrastructure, etc.

#### Furnishings and Finishes

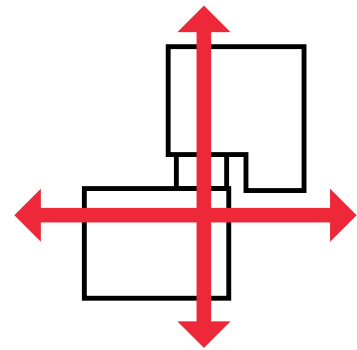
Design decisions should equally consider qualitative expression and ease of maintenance, for both interiors and exteriors. Furnishings and finishes should create spaces of inspiration rather reflect a utilitarian purpose. Special ergonomic and environmental features, such as acoustically appropriate structures and treatments and cushioned rubber floors should also be considered for specific spaces where needs warrant.

#### Indoor/Out Door Connection

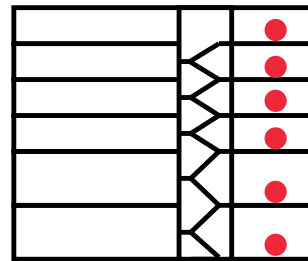
Opportunities to connect the indoor and outdoor environments, including access to windows, natural light, interior planting, etc. should be maximized to create a campus oasis.

#### Wayfinding

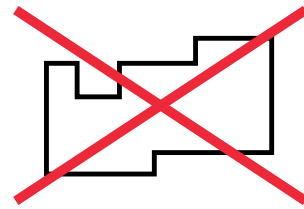
In addition to a welcoming entry, visual connections to different areas should allow users to explore options before committing to a particular route. A facility that is bright and open with access to natural light and windows will improve orientation. Wayfinding and recognition will also be facilitated through the creation of distinct visual identities for different areas or floors.



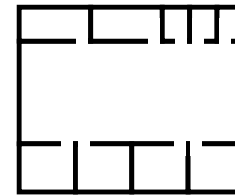
Axial circulation and views



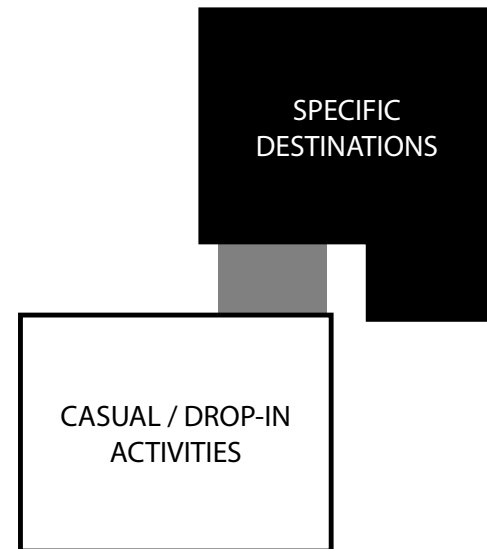
Consistent locations for consistent elements



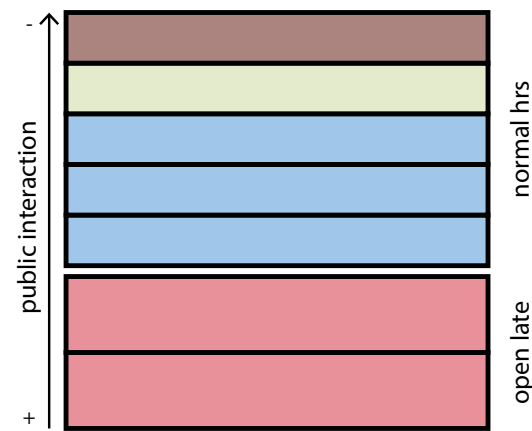
Clearly defined rooms



Minor rooms define major rooms



Functional differentiation between north and south buildings



South building: privacy increases with height



North building: experience increases with height

### 3.4 PLANNING PRINCIPLES

The final Master Plan addresses the specific concepts developed during the workshops within a framework of basic spatial strategies – ‘big moves’ which represent a baseline of good practice in space-planning, programming, and architectural intervention, and thus give the Plan a foundation of clarity, legibility, and spatial quality. Establishing such a foundation early in the planning process was critical. Not only did these strategies maximise the quality of the Library as currently envisioned, they also give the Master Plan a degree of flexibility and resilience over the long term. While individual program elements are likely to vary, the clarity of the big moves and core concepts will persist.

Programmatically, the building is envisioned in terms of the gradient of experience and interaction. Horizontally, the existing division between the south and north buildings differentiates between general-use program elements, such as the learning commons or the general collections, and those elements that constitute a specific destination, such as the ULC or the Gwenna Moss Centre. Vertically, public functions are located close to ground level, with private functions located higher up.

Major routes and repeating program elements are located consistently across all floors, maximizing legibility and orientation. Additional glazing is strategically located to emphasize major routes and celebrate public rooms: exterior alterations not only improve the quality of space inside the library, but act to orient and invite passersby from the outside as well.

### 3.5 SUMMARY OF DESIGN CONSIDERATIONS

#### Legibility:

- Public face
- Welcoming entry
- Consistent identity
- One library

#### Flexibility:

- Space
- Technology
- Furniture

#### Indoor/Outdoor Connection:

- Outdoor connections
- People and light
- Windows
- Indoor environments

#### Staff/Service Distribution:

- Staff models/needs
- Distributed service points

#### Spatial Variety:

- Suitability
- Inspiration
- Acoustics
- Furnishings

# 4.0 MASTER PLAN

## DRAFT 1



## MASTER PLAN DRAFT 1

The final Master Plan represents the synthesis of the concepts developed during the workshop process, the revised library program, and the specific context of the library buildings themselves. As such, the Plan proposes interventions both inside and outside of the library. Inside, these changes are wide-ranging—not only because of the range of activities to be accommodated and the anticipated changes to the library’s program, but also because of the relative ease of phasing and executing internal modifications. Outside, given the higher complexity and costs associated with any alteration, the changes are much more limited—a series of highly strategic interventions that have been calibrated for maximum impact.

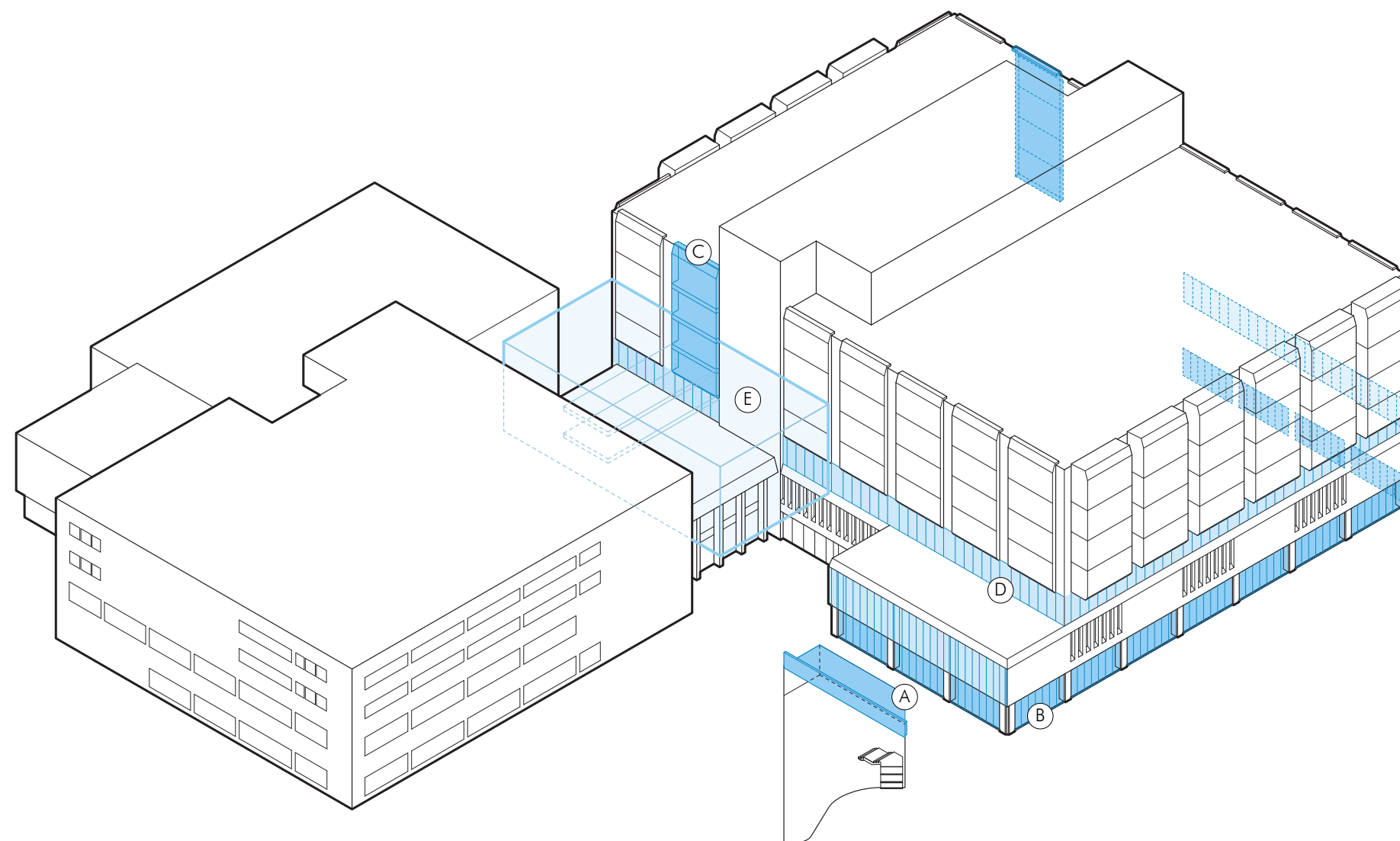
Each intervention is intended to:

- Emphasize primary circulation;
- Celebrate major public rooms;
- Improve building performance; and
- Improve building connectivity.

The Plan proposes that these interventions occur over three phases, outlined at left. Detailed information on phasing, implementation, and costs is provided in Section 5.0.

### 4.1 ARCHITECTURAL STRATEGIES

- Expanded/alternate front door
- Links at 2 and 3 to Murray N
- Ground-level wrapper
- 2-storey reading room/lounge
- Public face at southwest corner
- Connections through plan logic, sectional intervention, branded interiors
- New glazing/ cladding on level 2
- Possible exterior space access on level 2



Phase 3: (a) expanded forecourt, (b) ground floor infill, (c) upper floor glazing

Phase 4: (d) additional glazing on first and second floors

Phase 5: (e) expanded link and reading room

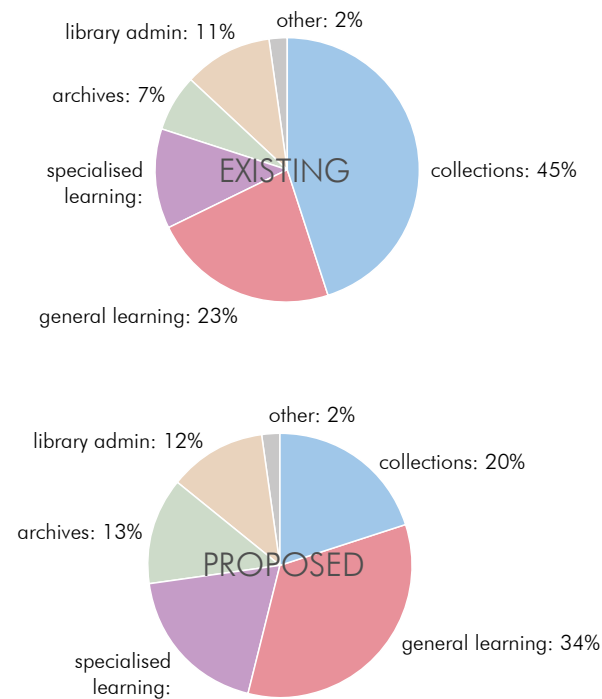
(Phase 1&2 were completed as initial phases of the Library Transformation Project)

## 4.2 BUILDING PLANNING

The revised library program developed out of the Service Principles that were established as part of the first planning workshop. These principles, in conjunction with analysis of the existing facilities, implied a basic programmatic framework for the library; this framework was then refined through internal consultations with library staff and external benchmarking against relevant reference projects. The program summary reproduced opposite outlines the proposed areas at a component level; a detailed subcomponent summary is reproduced in the Appendix.

Overall, the revised program envisions a reduction in the area devoted to collections and a commensurate increase in the area devoted to learning and support. This transition reflects changing demand within the UofS population, and is also consistent with general library planning trends. Ultimately, the footprint of the collection is predicted to decrease by just under 4000m<sup>2</sup>. Approximately one third of this reduction will occur through consolidation, with through transition to offsite/digital storage or through strategic deacquisition. The majority, however, will be achieved by the transition to high-efficiency compact shelving, which will increase storage density by approximately 150%.

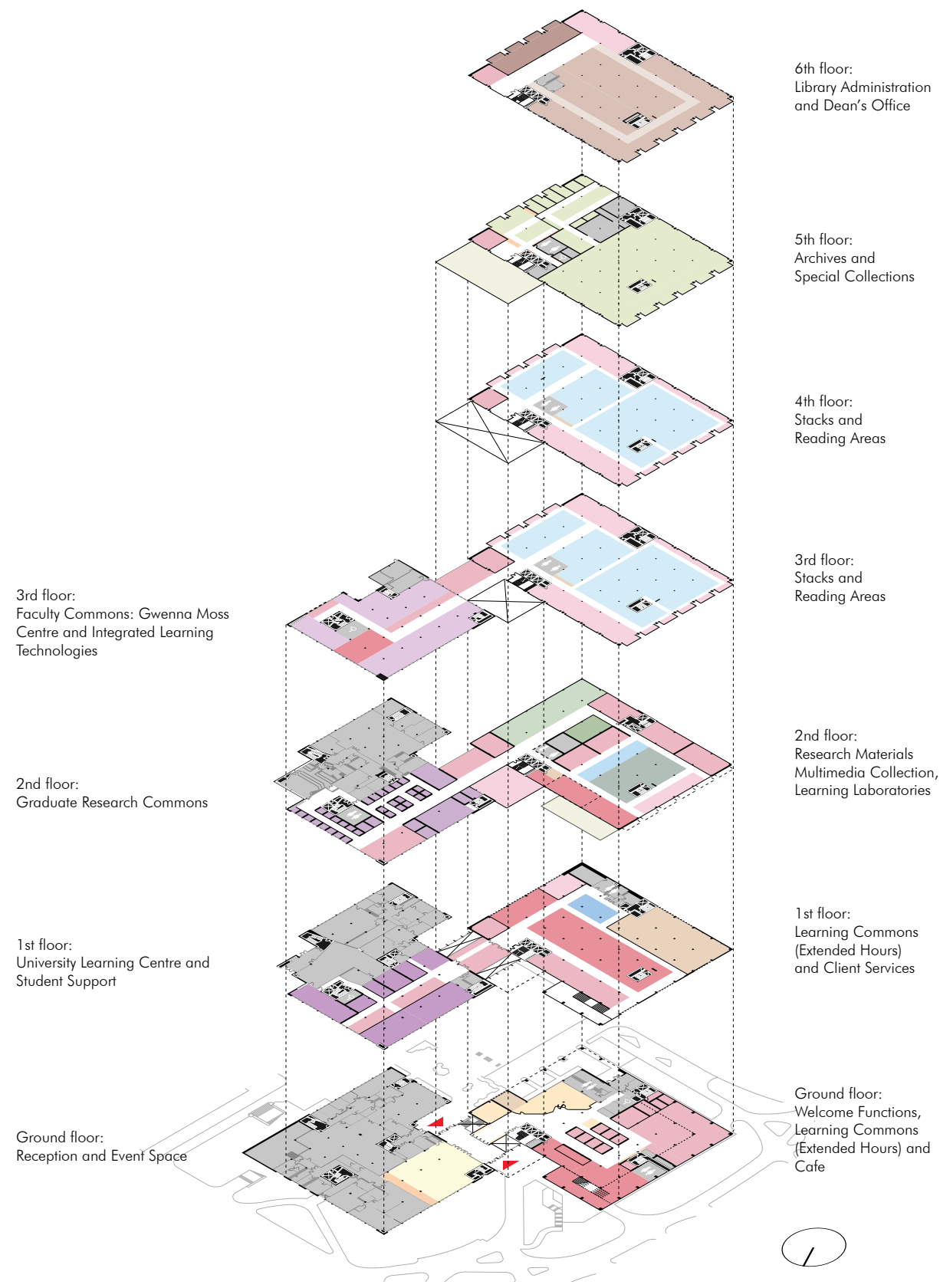
The revised program also predicts a modest increase in the space allocated to Archives and Special Collections, based both on an expansion of archival collections and on the introduction of processing and digitisation facilities that the archives currently lack. Other components remain essentially unchanged.



		Component Gross Areas (m2)	
		Existing	Projected
Reception and Gathering Space	Lobby Seating		30
	Reception Space/Gallery	59	354
Library Welcoming Functions	Self-Serve Entrance/Exit Functions	15	28
	Information/Circulation Desk	170	100
	Client Services Support Space	38	44
High Stimulus Learning Commons	Café Kitchen and Servery	48	48
	Café Seating	88	103
	"We" Space	550	650
	"Us" Space	58	232
	Copy Centre	28	56
High Focus Learning Commons	"Me" Space		179
	"We" Space	34	201
	"Us" Space	691	848
	Reference Collection	100	66
Client Services	Client Services Office Space	451	629
Learning Support Services	University Learning Centre	338	566
	Peer Mentoring Space		53
	Resources for Disabled Learners	58	123
Special Formats	Special Formats Service Area		27
	Music Collection		237
	Newspapers/Periodicals	191	98
Larger Bookable Learning/Meeting Spaces	Collaborative Learning Labs	225	351
	Simulation and Visualization		79
	Meeting/Training Rooms		118
Research Commons	Research Commons Service Area	54	104
	"Me" Space	145	264
	"We" Space	79	370
	"Us" Space	139	181
	Maps/Data/Microforms	501	389
	Research Data Centre	170	162
Faculty Commons	Gwenna Moss Centre	386	522
	"We" Space		126
	"Us" Space		56
General Collection	Open Stacks - Compact Shelving	5,581	1,819
	Government Publications - Compact Shelving	633	235
	Themed Collections - Regular Shelving		147
Quiet Study Space	"Me" Space	1,788	1,457
	"Us" Space		56
Archives and Special Collections	Service Area	97	224
	Archives and Special Coll. Support	187	369
	Archival Collections	780	1,272
	Digitization Centre	19	62
	Special Collections and Archives Shipping/Rece	17	41
Library Administration	Administration Reception	85	114
	Dean's Office	191	228
	Library Systems & Information Technology	231	292
Services to Libraries	Services to Libraries Shared Space	606	625
	Collections Services	159	137
	Description & Discovery Unit	286	320
	Financial Acquisitions	65	45
	Indigenous Studies Portal	86	75
Shipping/Receiving	General Shipping and Receiving	44	47
	Facilities/Maintenance Services	25	25
	General Storage	40	42
<b>TOTALS</b>		<b>15,532</b>	<b>15,024</b>



- Entrance Functions**
  - Reception and Gathering Space
  - Information / Circulation / Service
  - Display / Exhibition
- General Learning**
  - Us space: high intensity
  - We space: small groups
  - Me space: high focus
- Specialised Learning and Support**
  - ULC, Peer Mentors, DSS
  - Research Commons
  - Faculty Commons
- General Collections**
  - Stacks (compact shelving)
  - Newspapers / Periodicals
  - Reference Collection
- Specialised Collections**
  - Music / Multimedia
  - Maps and Research Data
  - Archives and Special Collections
- Library Administration**
  - Client Services
  - General Administration
  - Dean's Office
- Building Support**



Inside, the building is envisioned in terms of gradients of experience and interaction. Horizontally, the existing division between the Murray South and Murray North Buildings differentiates between general-use program elements, such as the learning commons or the general collections, and those supporting elements that constitute a specific destination, such as the ULC or the Gwenna Moss Centre. Vertically, public functions are located close to ground level, with private functions located higher up. This transition is reinforced by the organization of the collections themselves and the variety of study areas that complement them.

Major routes and repeating program elements are located consistently across all floors, maximizing legibility and orientation. Primary circulation routes extend from the main core in the north-south and east-west directions, emphasized by the placement of public rooms and large new windows; bookable rooms and primary study areas are likewise located consistently. Ultimately, these strategies will work in concert, making the Library more inviting, more navigable, and more useful, without compromising future adaptations.



### Entrance Functions

- Reception and Gathering Space
- Information / Circulation / Service
- Display / Exhibition

### General Learning

- Us space: high intensity
- We space: small groups
- Me space: high focus

### Specialised Learning and Support

- ULC, Peer Mentors, DSS
- Research Commons
- Faculty Commons

### General Collections

- Stacks (compact shelving)
- Newspapers / Periodicals
- Reference Collection

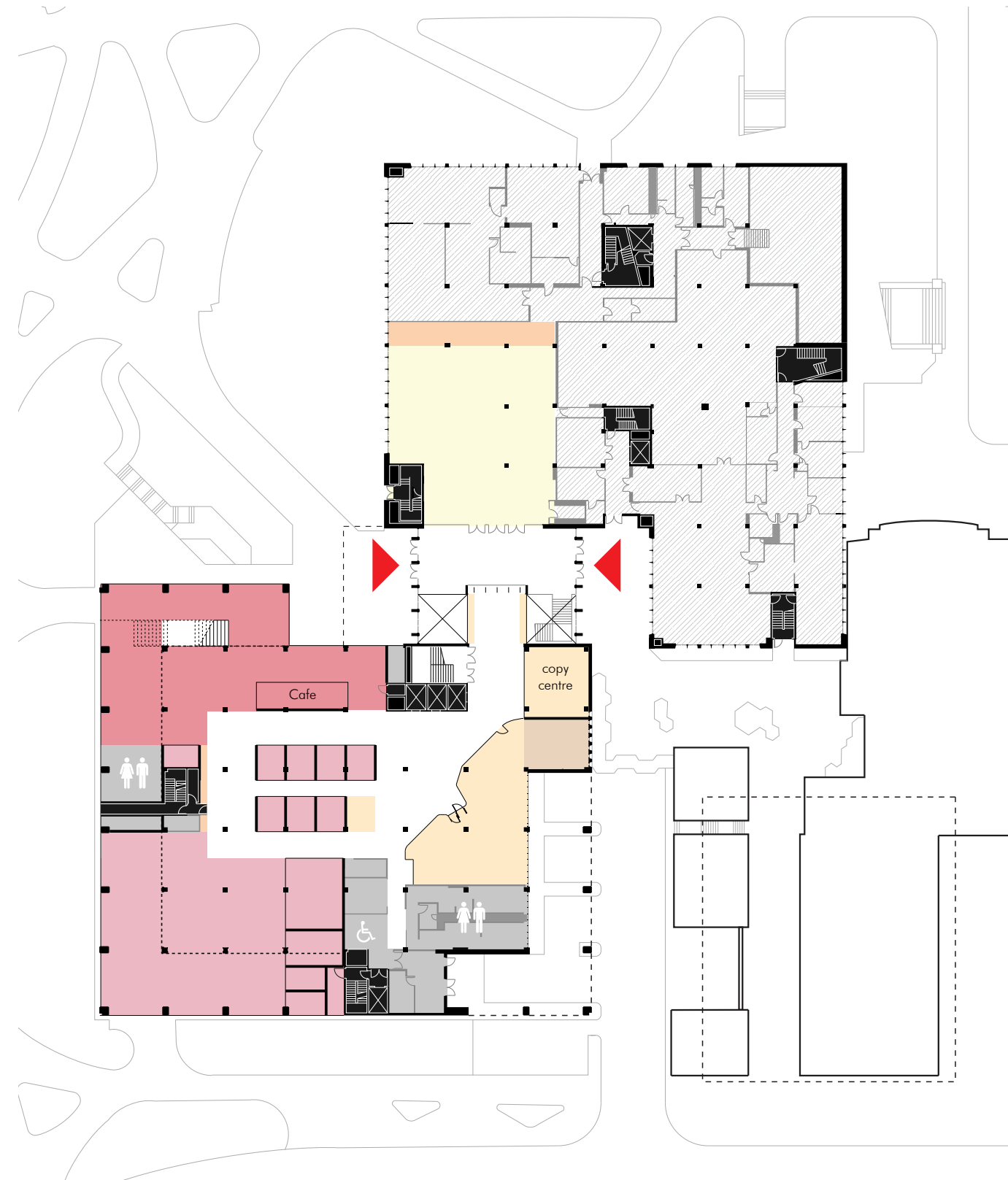
### Specialised Collections

- Music / Multimedia
- Maps and Research Data
- Archives and Special Collections

### Library Administration

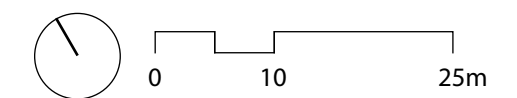
- Client Services
- General Administration
- Dean's Office

- Building Support



Program Component	Area
Reception and Gathering Space	385 m <sup>2</sup>
Display / Exhibition	
Library Welcoming Functions	
Self-Serve Entrance / Exit	10 m <sup>2</sup>
Information / Circulation Desk	160 m <sup>2</sup>
Client Services Support Space	40 m <sup>2</sup>
Learning Commons	
Cafe seating & Us space	370 m <sup>2</sup>
We space	600 m <sup>2</sup>
Building Support	65 m <sup>2</sup>

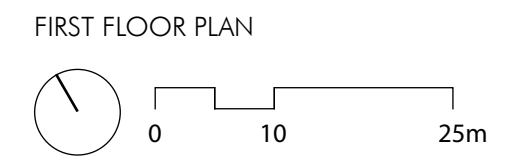
GROUND FLOOR PLAN



- Entrance Functions**
  - Reception and Gathering Space
  - Information / Circulation / Service
  - Display / Exhibition
- General Learning**
  - Us space: high intensity
  - We space: small groups
  - Me space: high focus
- Specialised Learning and Support**
  - ULC, Peer Mentors, DSS
  - Research Commons
  - Faculty Commons
- General Collections**
  - Stacks (compact shelving)
  - Newspapers / Periodicals
  - Reference Collection
- Specialised Collections**
  - Music / Multimedia
  - Maps and Research Data
  - Archives and Special Collections
- Library Administration**
  - Client Services
  - General Administration
  - Dean's Office
- Building Support



Program Component	Gross Area
Learning Commons	
Me/We/Us	975 m <sup>2</sup>
Reference Collection	90 m <sup>2</sup>
Client Services	480 m <sup>2</sup>
Specialised Learning & Support	
University Learning Centre	580 m <sup>2</sup>
Peer Mentoring Space	60 m <sup>2</sup>
Resources for Disabled Learners	120 m <sup>2</sup>
Building Support	45 m <sup>2</sup>





**Entrance Functions**

- Reception and Gathering Space
- Information / Circulation / Service
- Display / Exhibition

**General Learning**

- Us space: high intensity
- We space: small groups
- Me space: high focus

**Specialised Learning and Support**

- ULC, Peer Mentors, DSS
- Research Commons
- Faculty Commons

**General Collections**

- Stacks (compact shelving)
- Newspapers / Periodicals
- Reference Collection

**Specialised Collections**

- Music / Multimedia
- Maps and Research Data
- Archives and Special Collections

**Library Administration**

- Client Services
- General Administration
- Dean's Office

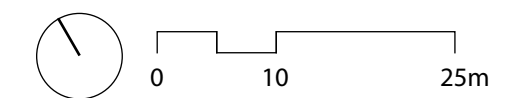
**Building Support**

- Building Support

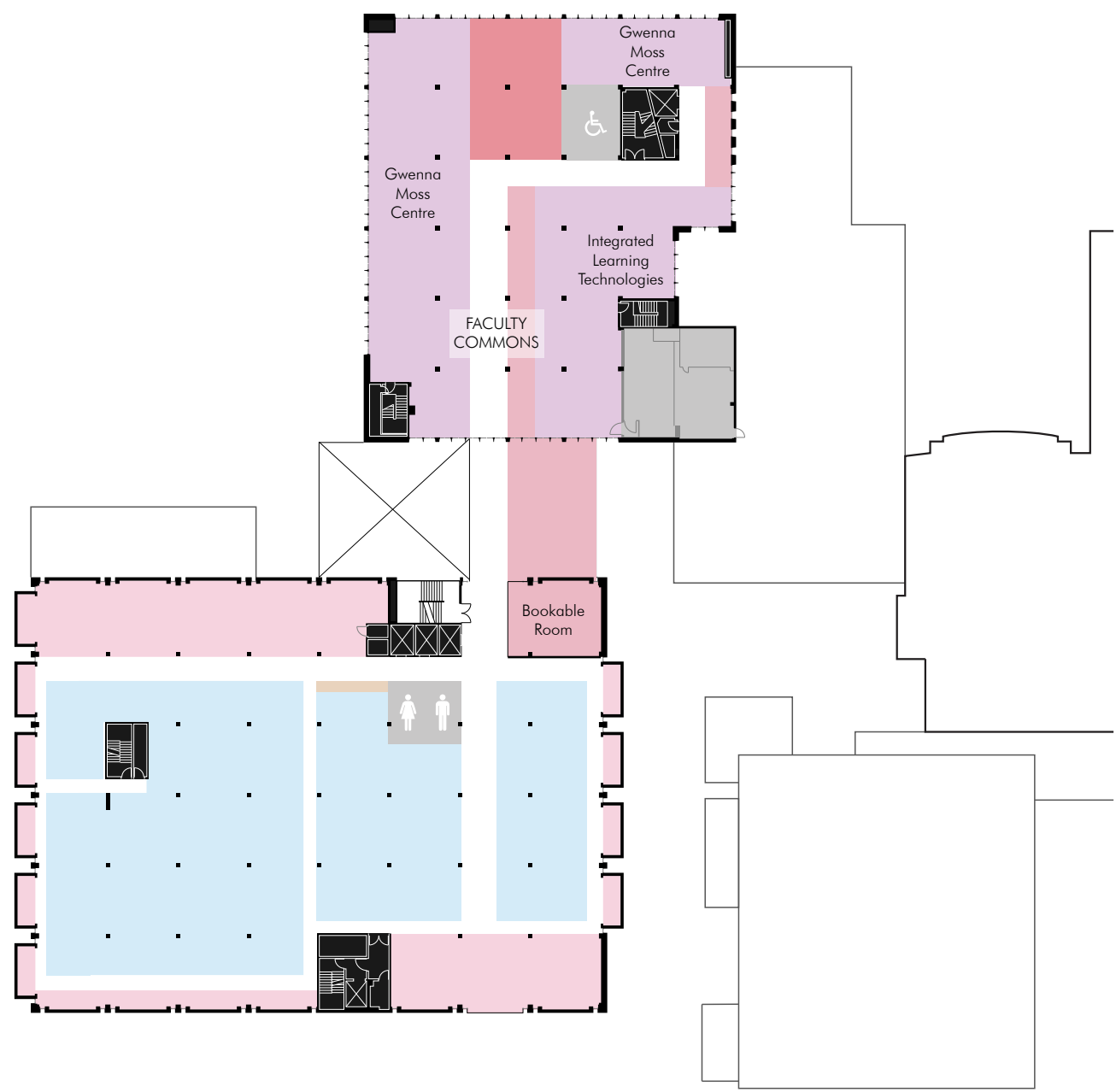


Program Component	Area
General Learning	
Us space	220 m <sup>2</sup>
We space	130 m <sup>2</sup>
Me space	120 m <sup>2</sup>
Reading room	180 m <sup>2</sup>
Specialised Learning: Research Commons	
Classroom	70 m <sup>2</sup>
Seminar Rooms (2)	40 m <sup>2</sup>
Work Rooms (2) / Collaboration Area	210 m <sup>2</sup>
Grad Student Offices (6)	180 m <sup>2</sup>
Administration / Support	120 m <sup>2</sup>
Maps / Data / Microforms	350 m <sup>2</sup>
Research Data Centre	125 m <sup>2</sup>
Larger Learning Spaces	
Collaborative Learning Labs (4)	350 m <sup>2</sup>
Simulation and Visualization	75 m <sup>2</sup>
Bookable Meeting Room	75 m <sup>2</sup>
Specialised Collections	
Newspapers / Periodicals	100 m <sup>2</sup>
Music / Multimedia	290 m <sup>2</sup>

SECOND FLOOR PLAN



- Entrance Functions**
  - Reception and Gathering Space
  - Information / Circulation / Service
  - Display / Exhibition
- General Learning**
  - Us space: high intensity
  - We space: small groups
  - Me space: high focus
- Specialised Learning and Support**
  - ULC, Peer Mentors, DSS
  - Research Commons
  - Faculty Commons
- General Collections**
  - Stacks (compact shelving)
  - Newspapers / Periodicals
  - Reference Collection
- Specialised Collections**
  - Music / Multimedia
  - Maps and Research Data
  - Archives and Special Collections
- Library Administration**
  - Client Services
  - General Administration
  - Dean's Office
- Building Support



Program Component	Area
General Learning	
We space	115 m <sup>2</sup>
Me space	550 m <sup>2</sup>
Specialised Learning: Faculty Commons	
Gwenna Moss Centre	470 m <sup>2</sup>
Integrated Learning Technologies	260 m <sup>2</sup>
Faculty oriented We and Us space	195 m <sup>2</sup>
General Collections	1165 m <sup>2</sup>
Larger Learning Spaces	
Bookable Meeting Room	75 m <sup>2</sup>

THIRD FLOOR PLAN



**Entrance Functions**

- Reception and Gathering Space
- Information / Circulation / Service
- Display / Exhibition

**General Learning**

- Us space: high intensity
- We space: small groups
- Me space: high focus

**Specialised Learning and Support**

- ULC, Peer Mentors, DSS
- Research Commons
- Faculty Commons

**General Collections**

- Stacks (compact shelving)
- Newspapers / Periodicals
- Reference Collection

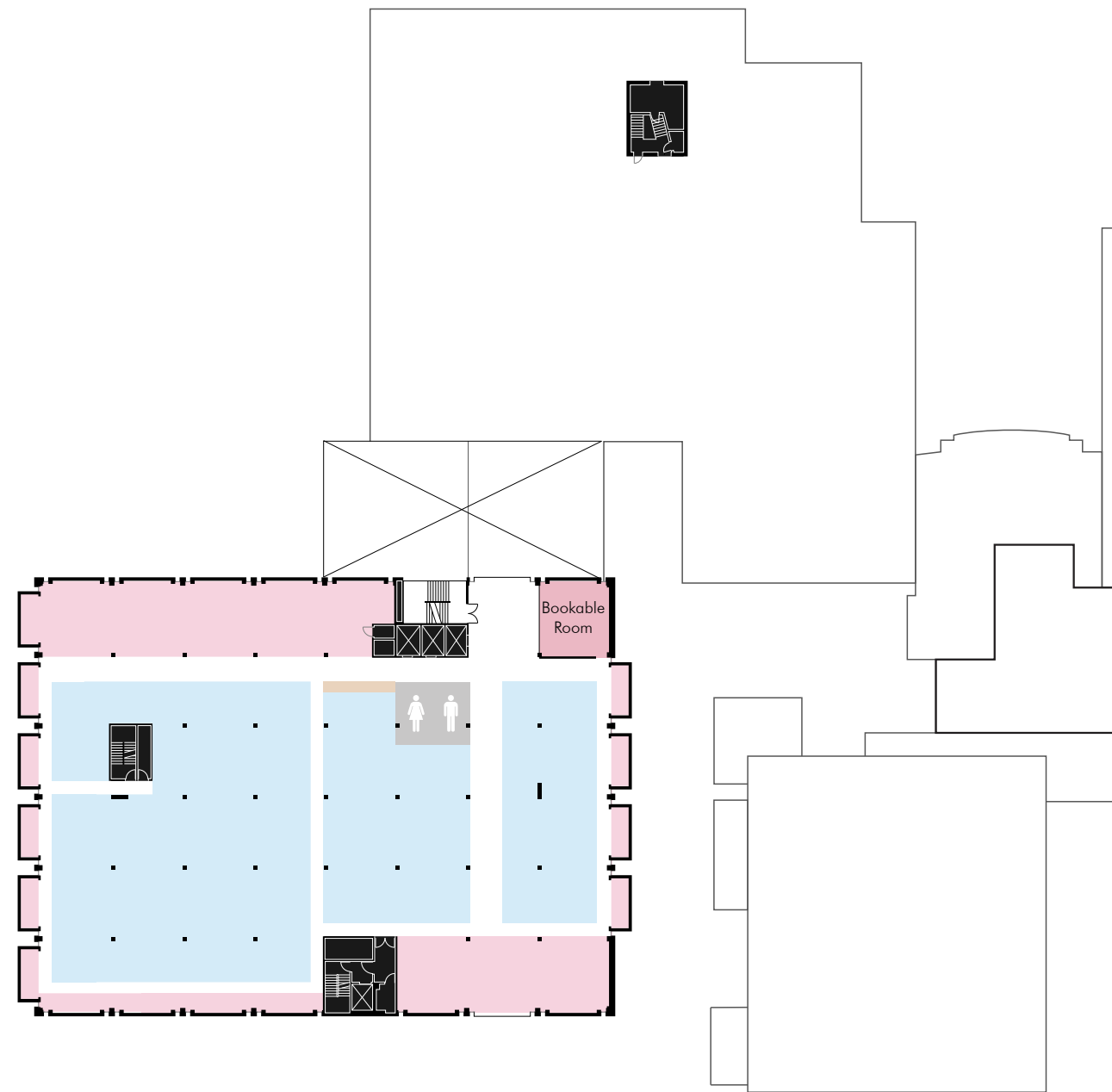
**Specialised Collections**

- Music / Multimedia
- Maps and Research Data
- Archives and Special Collections

**Library Administration**

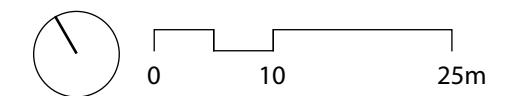
- Client Services
- General Administration
- Dean's Office

- Building Support



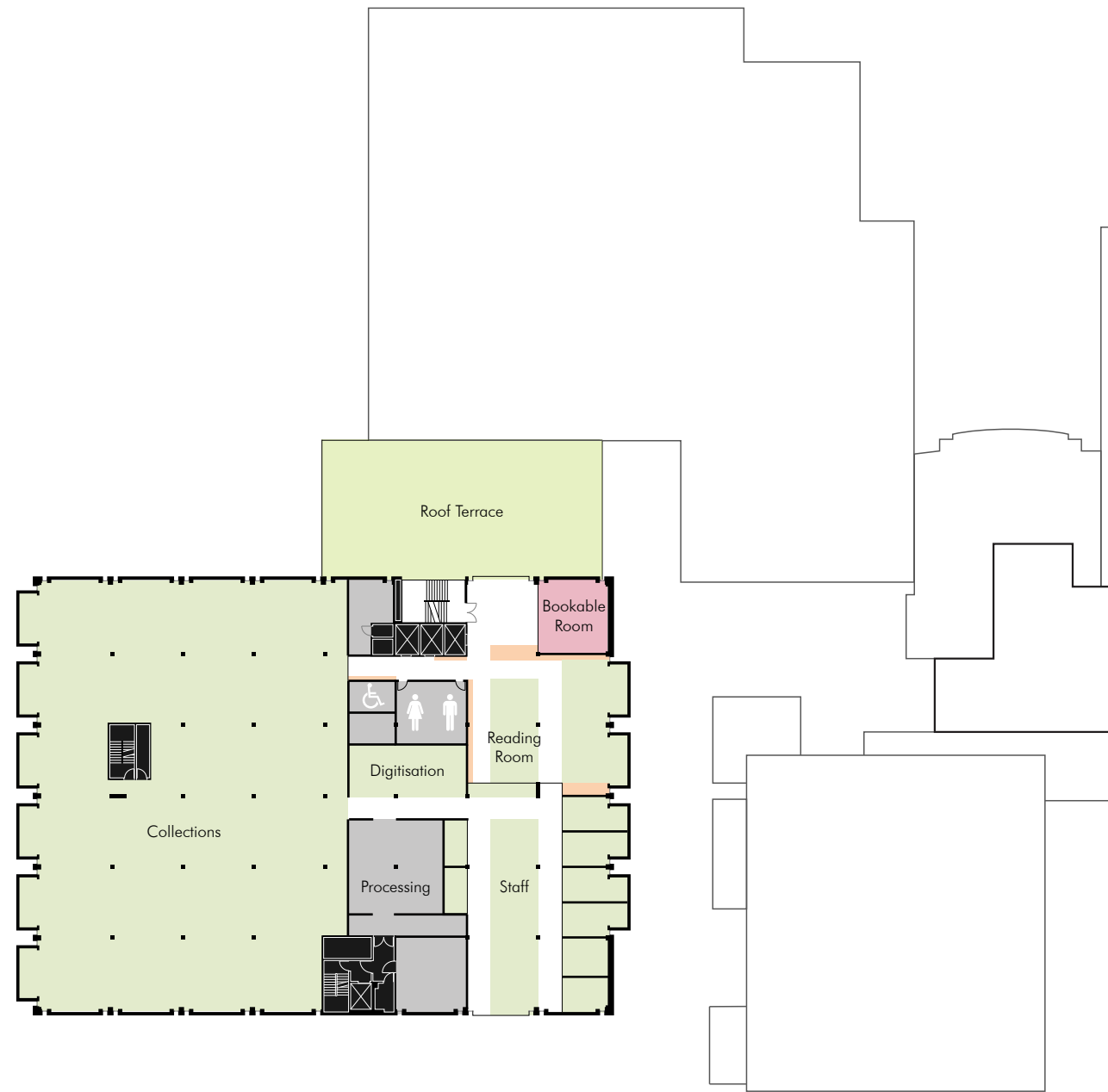
Program Component	Area
General Learning	
Me space	550 m <sup>2</sup>
General Collections	1165 m <sup>2</sup>
Larger Learning Spaces	
Bookable Meeting Room	50 m <sup>2</sup>

FOURTH FLOOR PLAN

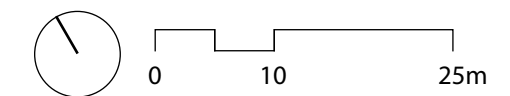


- Entrance Functions**
  - Reception and Gathering Space
  - Information / Circulation / Service
  - Display / Exhibition
- General Learning**
  - Us space: high intensity
  - We space: small groups
  - Me space: high focus
- Specialised Learning and Support**
  - ULC, Peer Mentors, DSS
  - Research Commons
  - Faculty Commons
- General Collections**
  - Stacks (compact shelving)
  - Newspapers / Periodicals
  - Reference Collection
- Specialised Collections**
  - Music / Multimedia
  - Maps and Research Data
  - Archives and Special Collections
- Library Administration**
  - Client Services
  - General Administration
  - Dean's Office
- Building Support

Program Component	Area
Archives and Special Collections	1,830 m <sup>2</sup>



FIFTH FLOOR PLAN





**Entrance Functions**

- Reception and Gathering Space
- Information / Circulation / Service
- Display / Exhibition

**General Learning**

- Us space: high intensity
- We space: small groups
- Me space: high focus

**Specialised Learning and Support**

- ULC, Peer Mentors, DSS
- Research Commons
- Faculty Commons

**General Collections**

- Stacks (compact shelving)
- Newspapers / Periodicals
- Reference Collection

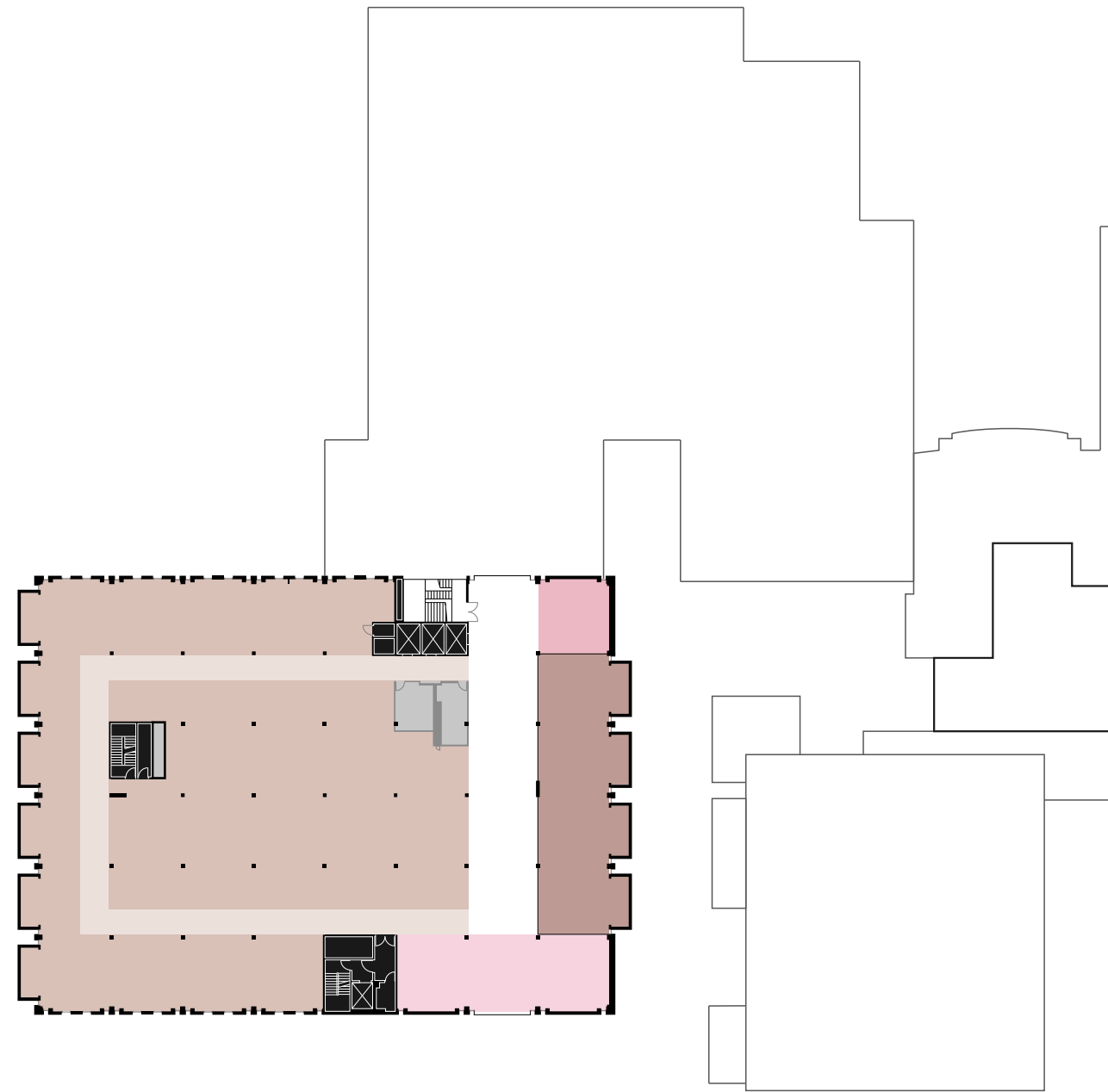
**Specialised Collections**

- Music / Multimedia
- Maps and Research Data
- Archives and Special Collections

**Library Administration**

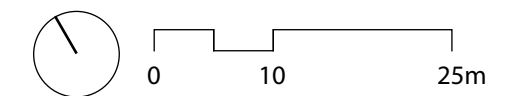
- Client Services
- General Administration
- Dean's Office

- Building Support



Program Component	Area
Library Administration	
Library Administration	400 m <sup>2</sup>
Dean's Office	220 m <sup>2</sup>
Services to Libraries	1,180 m <sup>2</sup>
Larger Learning Spaces	
Bookable Meeting Room	50 m <sup>2</sup>
Beautiful Flex Space Lounge	150 m <sup>2</sup>

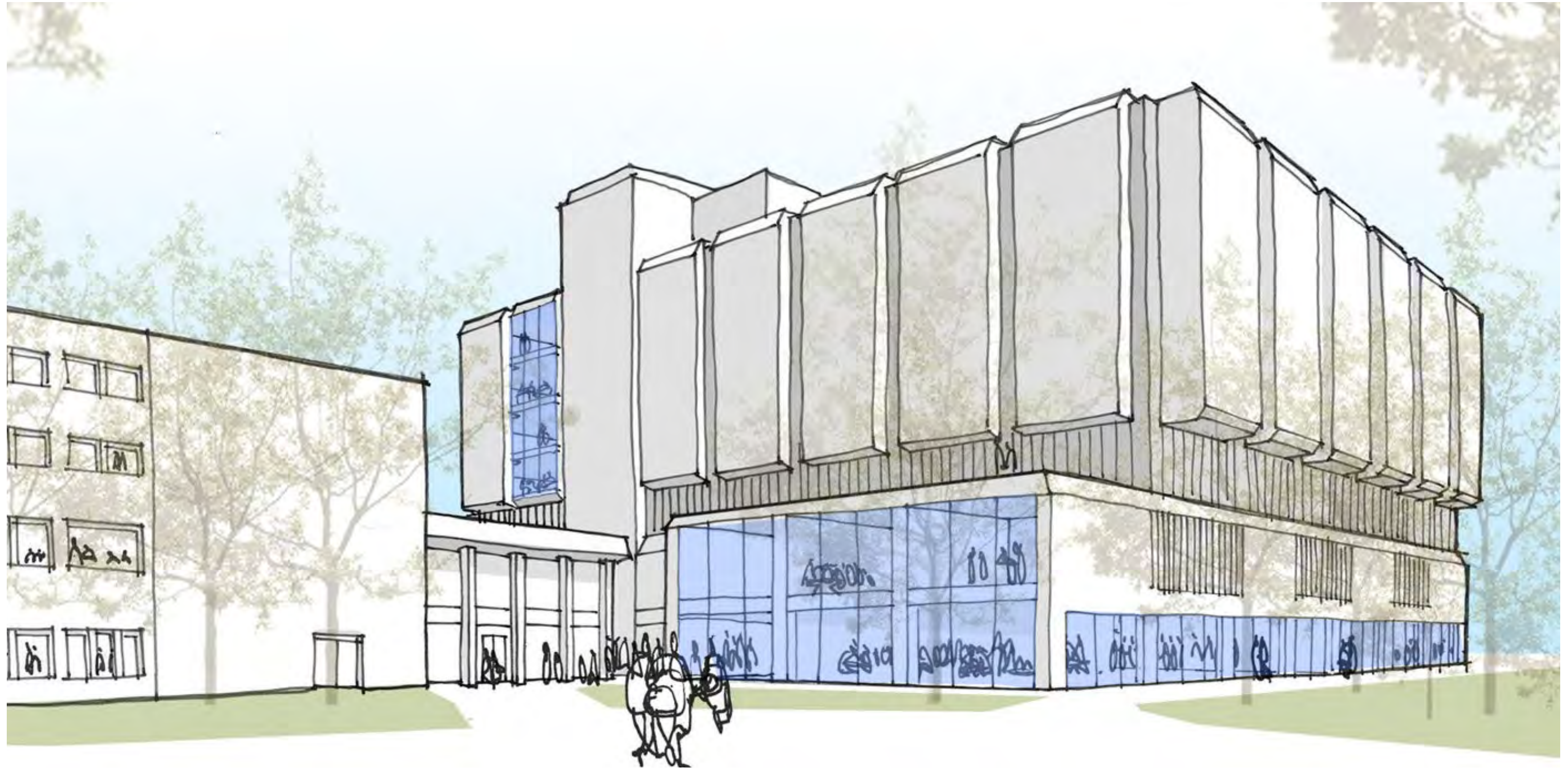
SIXTH FLOOR PLAN



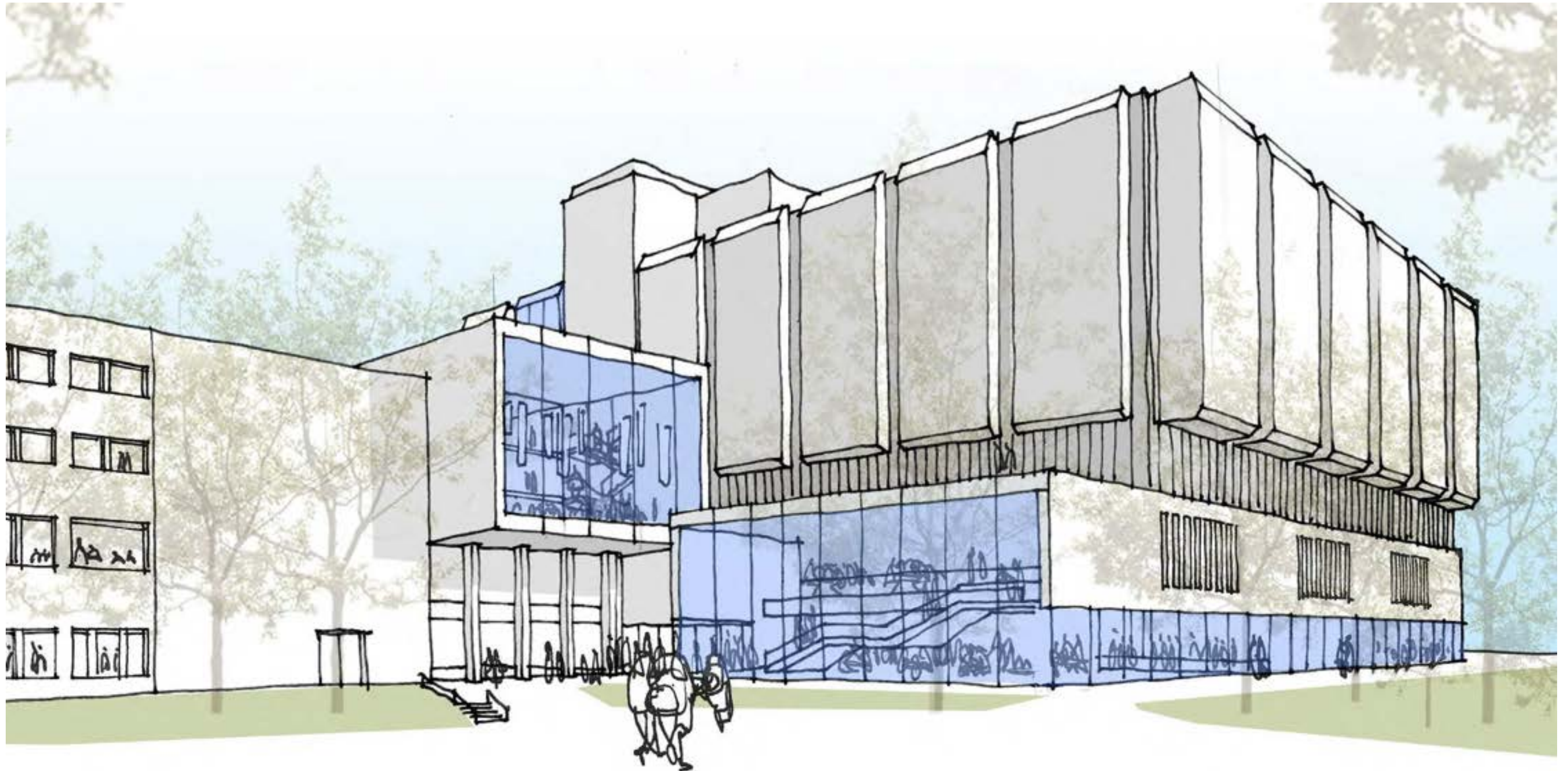




VIEW FROM SOUTH WEST, PHASE 3: GROUND FLOOR EXPANSION UNDER SOFFIT & GLAZED BAY OF NORTH-SOUTH 3RD-6TH FLOOR



ENTRANCE VIEW, PHASE 3: GROUND FLOOR EXPANSION UNDER SOFFIT  
& GLAZED BAY OF NORTH-SOUTH 3RD-6TH FLOOR



ENTRANCE VIEW, PHASE 5:  
NEW COMMONS STAIR & READING ROOM

#### 4.4 SITE STRATEGIES

Due to some changes proposed to the building envelope, some minor changes are foreseen to the surrounding site including:

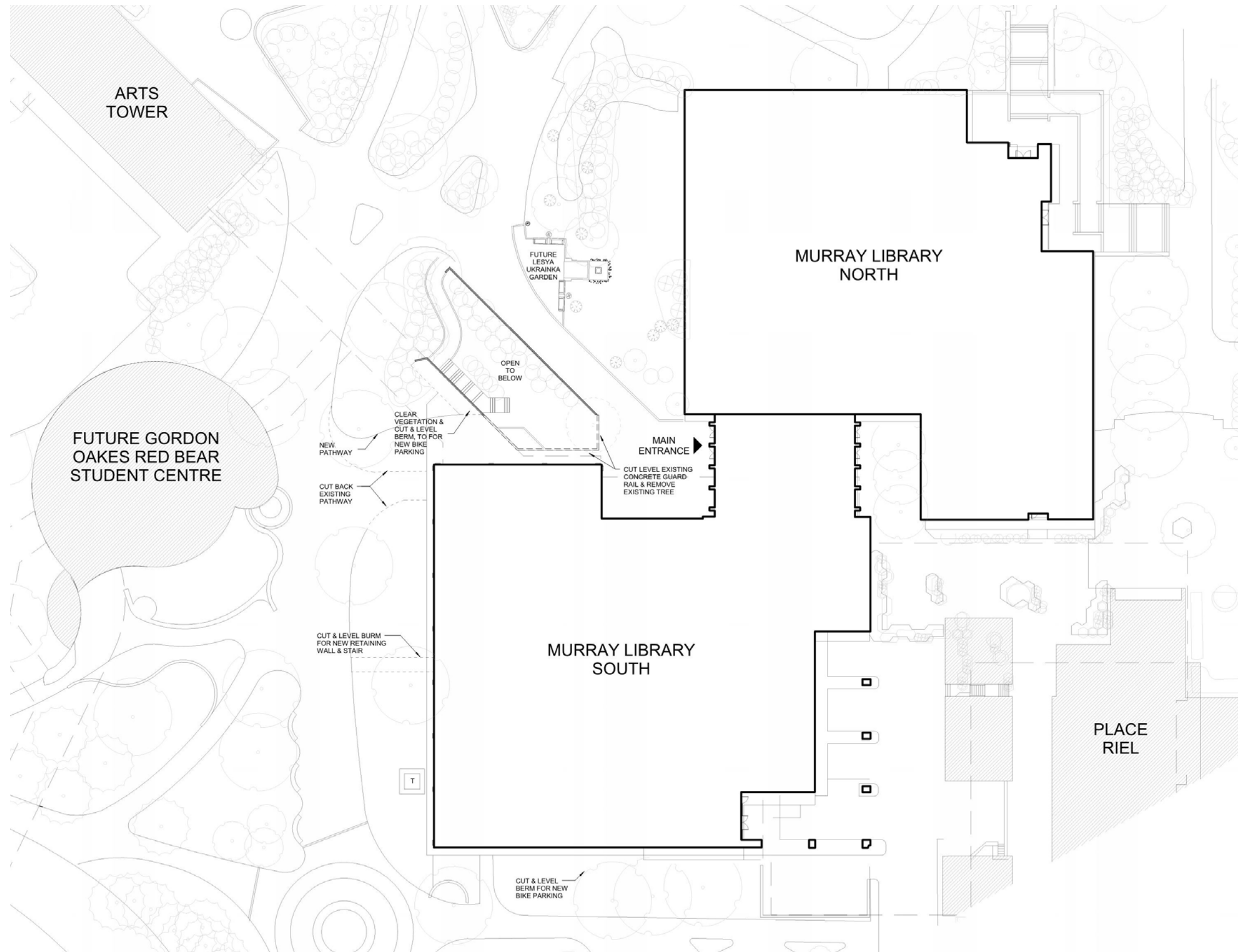
- Bike Parking
- Visibility, engaging the street
- Linking to campus path network

The infilling of the ground floor soffit of the ground floor during Phase 3 creates a pinch point at the north face, encroaching on the existing foot path and retaining wall of the existing pit with exit stair. The introduction of a new pedestrian bridge invites a more generous path of travel towards the main entrance and the opportunity to create a stronger connection to the future Lesya Ukranka Garden.

A new retaining wall, stairs and pathway to the east provide the appropriate extension for the required egress from the exit stairwells.

New bike parking introduced to the north, shady areas, but close to entrances. Additional bike parking is retained to the south, and along the existing exit pit at the north west.

Some discussions to note during the Master Plan workshops, particularly the Scenarios Workshop and the Student Focus Group Sessions, involved the potential of the creation of an additional entrance to the south. Though this is not reflected in this current version of the Master Plan, it may become of importance for further consideration if vehicular circulation to the site was altered in the future.



## 4.5 MASTER PLAN PHASING

The Master Plan outlined in this report is envisioned to occur over a period of 30 years. The phasing allows the Library to transition toward the common vision as outlined in the report, through a series of manageable and financially feasible components.

### Phases 1 & 2:

Phase 1 and 2 of the Murray Library Transformation project were completed in 2008 (check date). Included in the scope of Phase 1 and 2 were the renovation of the ground, first and sixth floors. The ground and first floor were updated to meet the growing needs for group work space and to create a more inviting and social learning environment. This repurposing of the lower floors was made possible by relocating admin staff from ground floor up to a sixth floor office suite.

### Phase 3:

Schematic Design of Phase 3 was completed after the Master Plan Draft 1 exercise. Once funding is confirmed, this phase will continue into Design Development and Construction Documents in preparation for construction. Phase 3 includes relocating the Archives and Special Collections from the third floor to the fifth floor of Murray South. The collections from the fifth and third floors will be consolidated in new compact storage of the third floor stack space. Also included in the scope of Phase 3 is the expansion of the ground floor into the existing soft-fit space on the south and the west sides of Murray South to remediate building envelope issues and meet the demand for more floor area within the Library Commons and Café.

### Phase 4:

The second floor of Murray South is reconfigured in this phase to accommodate the Research Commons, including the media collection, visualization theatre, learning labs and research data centre. The fourth floor is reconfigured to provide compact storage for the collection as well as 'me' and 'we' study spaces.

### Phase 5:

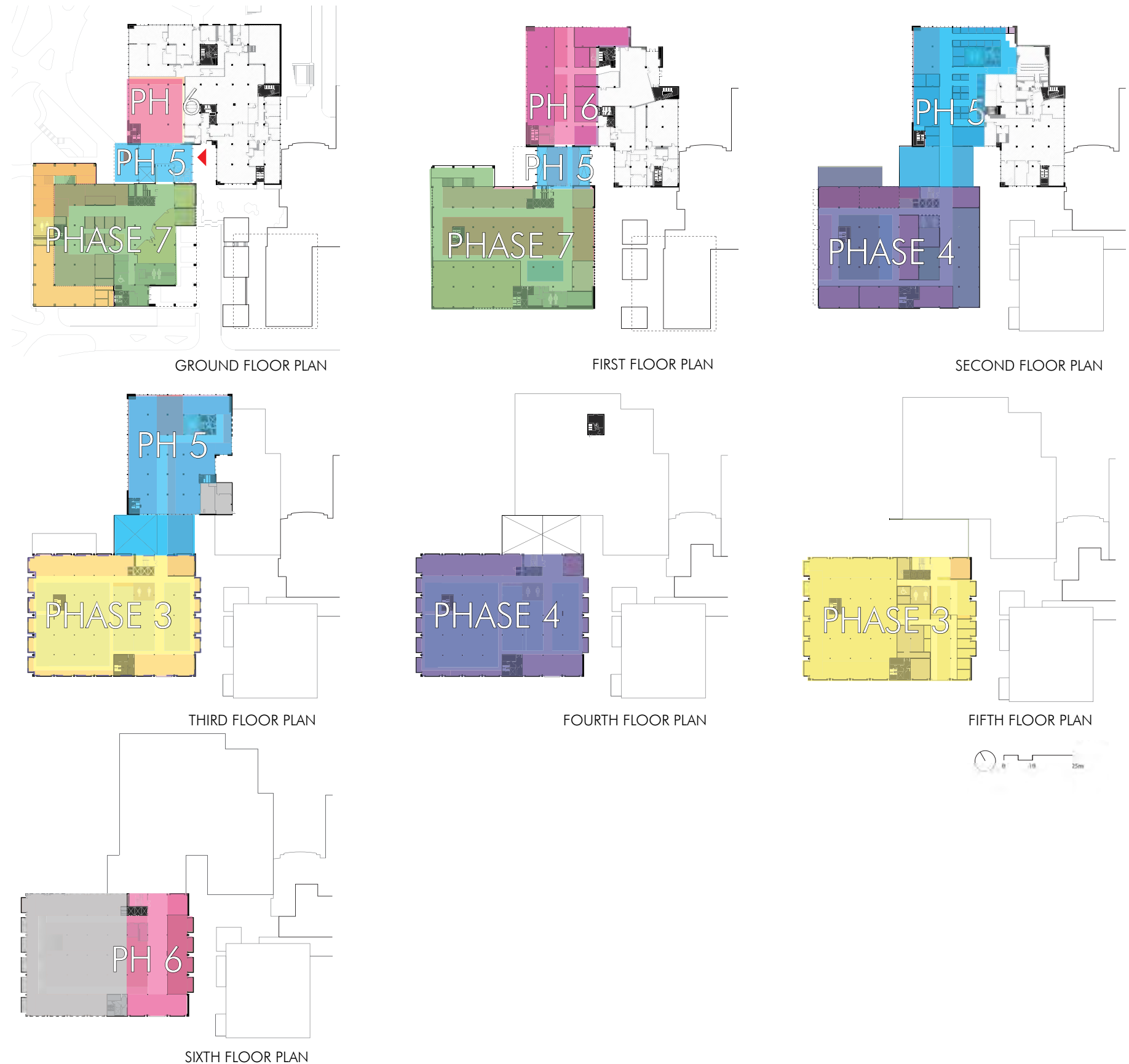
Reconfiguration of Murray North begins in Phase 5 with the creation of the Graduate Research Commons on the second level. Linking of the two buildings is also extended to the second and third floors through the addition of the two storey reading room and linking corridors. The third floor of Murray North is renovated to accommodate the Gwenna Moss Centre and the complimentary integrated learning technologies.

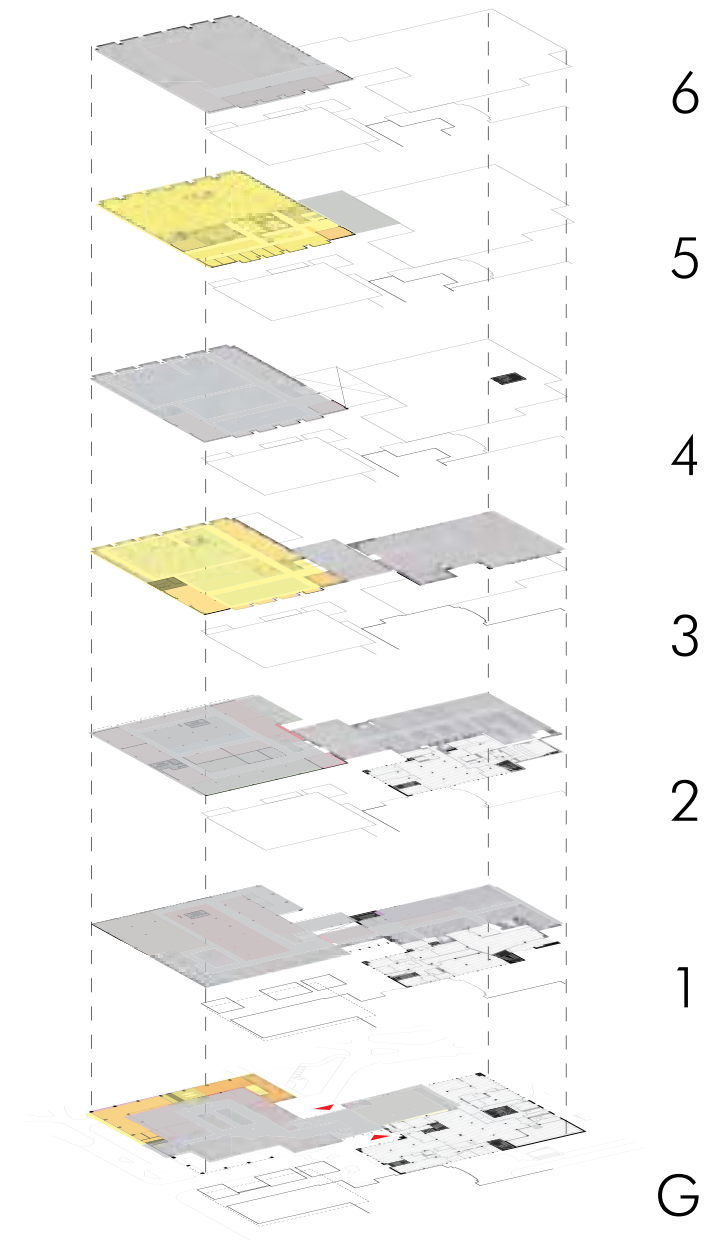
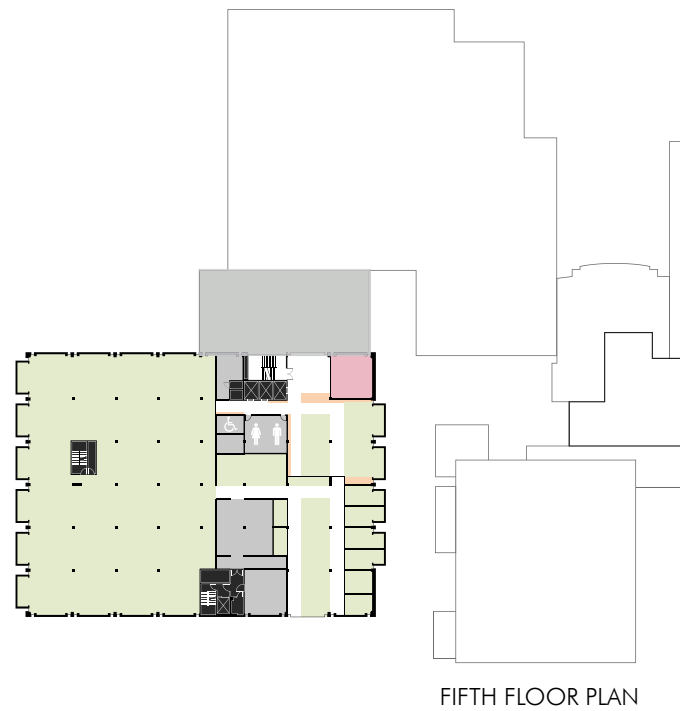
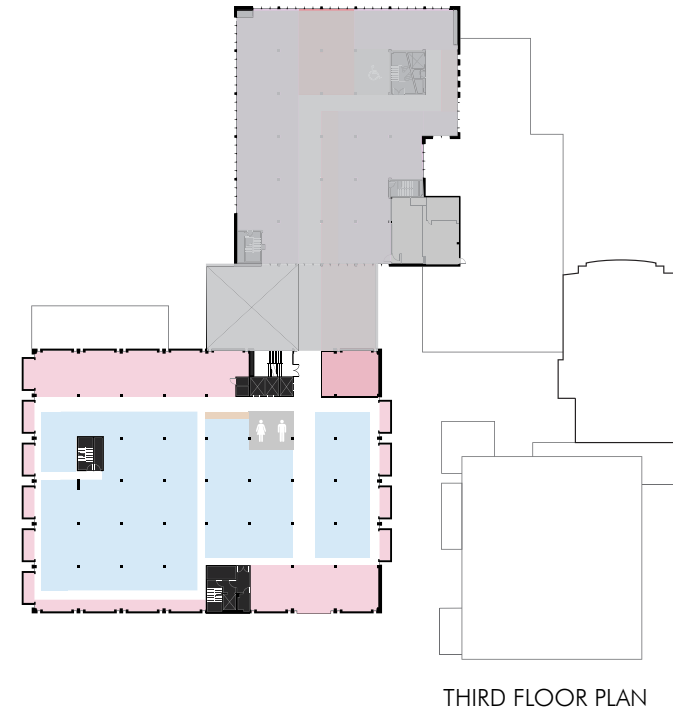
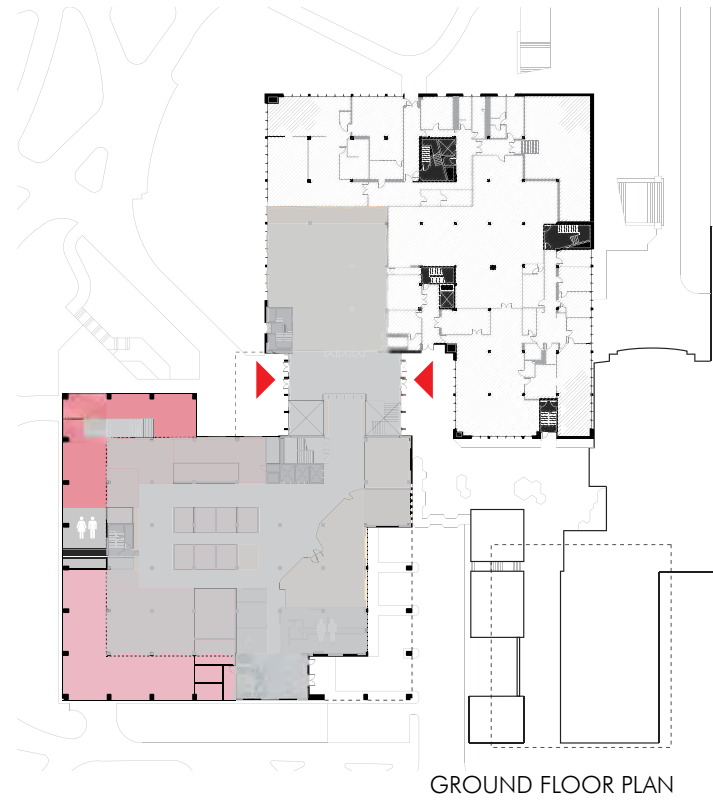
### Phase 6:

Renovation within Murray North continues with the creation of a new reception/exhibition space on the ground floor. University Learning Centre expands and relocates services to Murray North on the second level with additional 'we' space. Library administration currently located on the first level relocate to the sixth level.

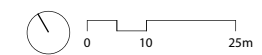
### Phase 7:

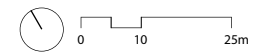
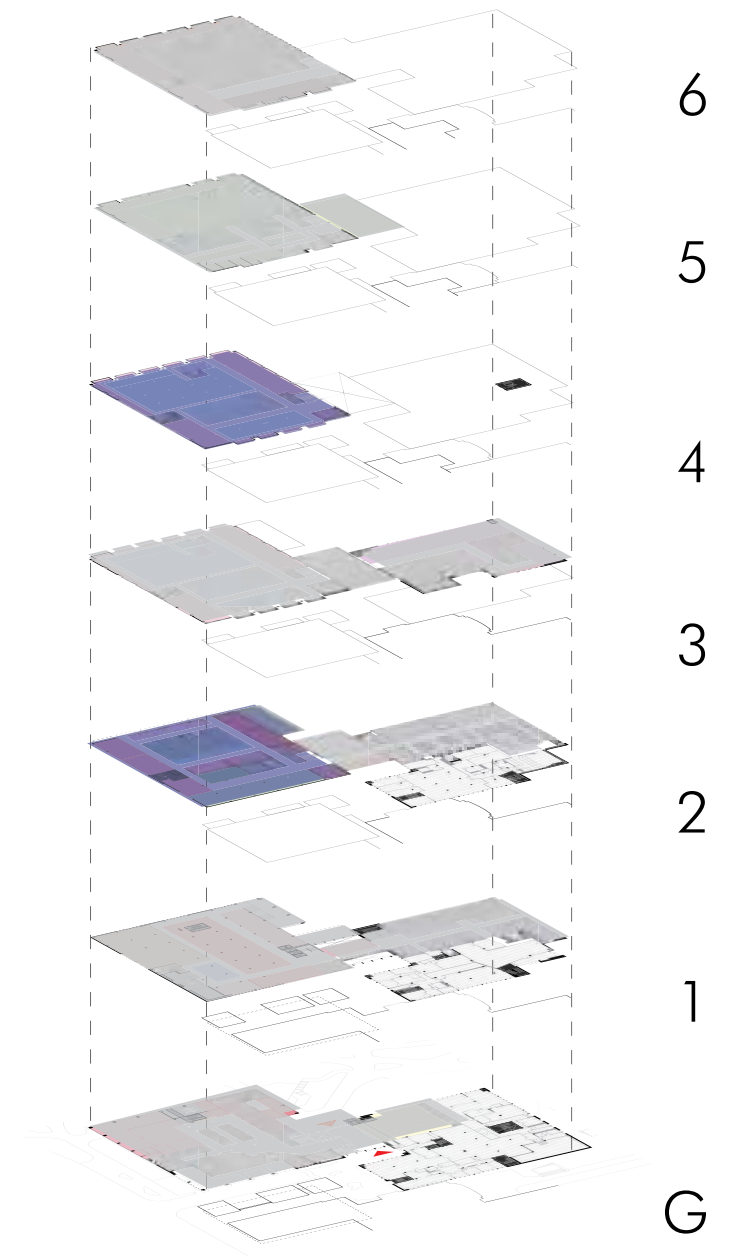
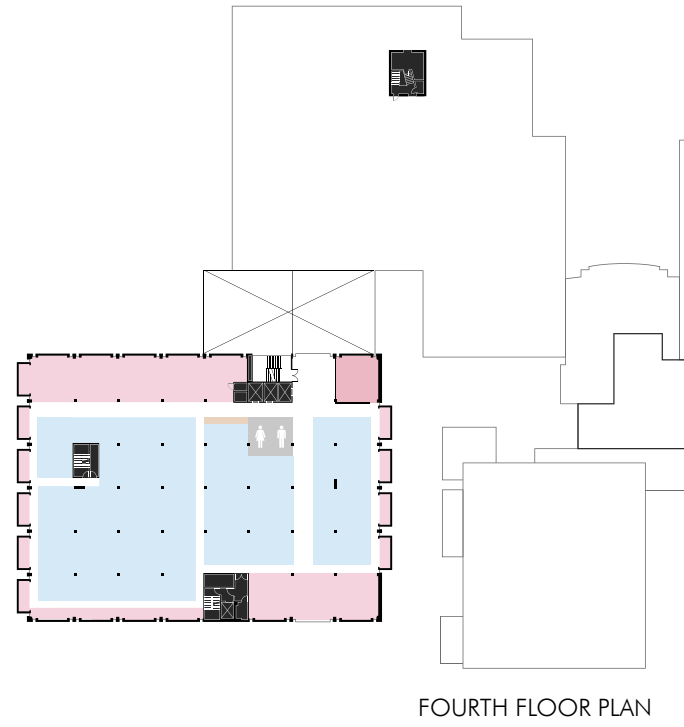
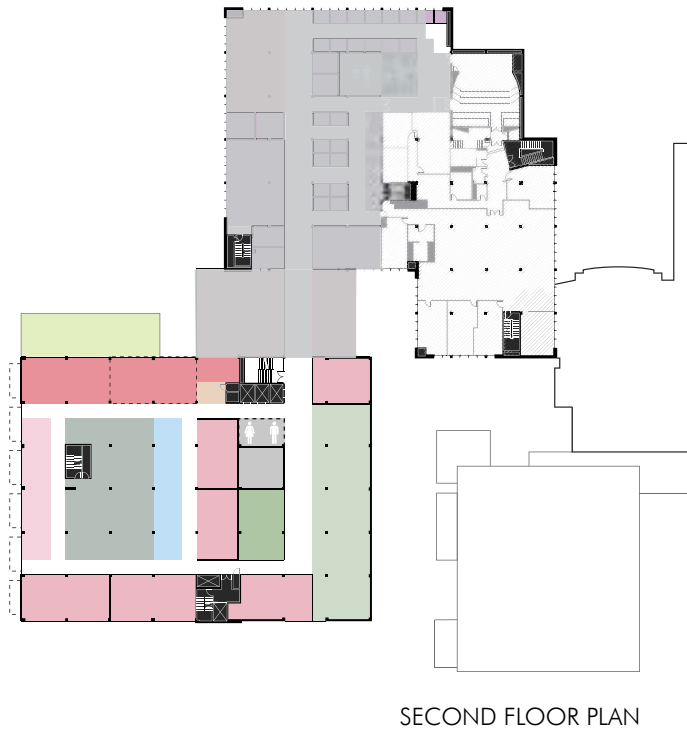
The final phase sees the completion of the Master Plan with the renovation of the ground and first levels of Murray South affecting the Learning Commons and the Library Commons.

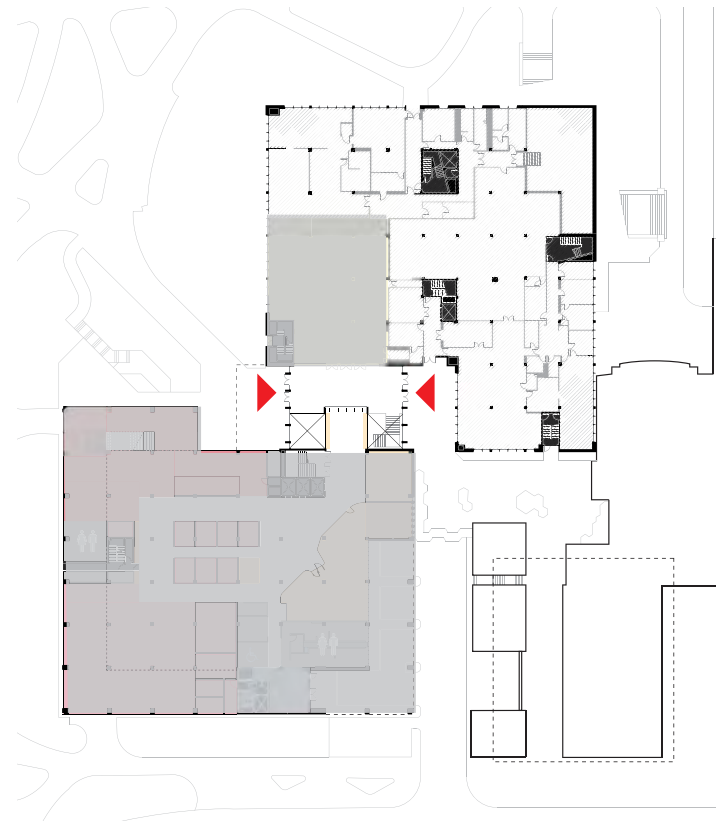




**PHASE 3**  
GROUND, THIRD & FIFTH FLOOR







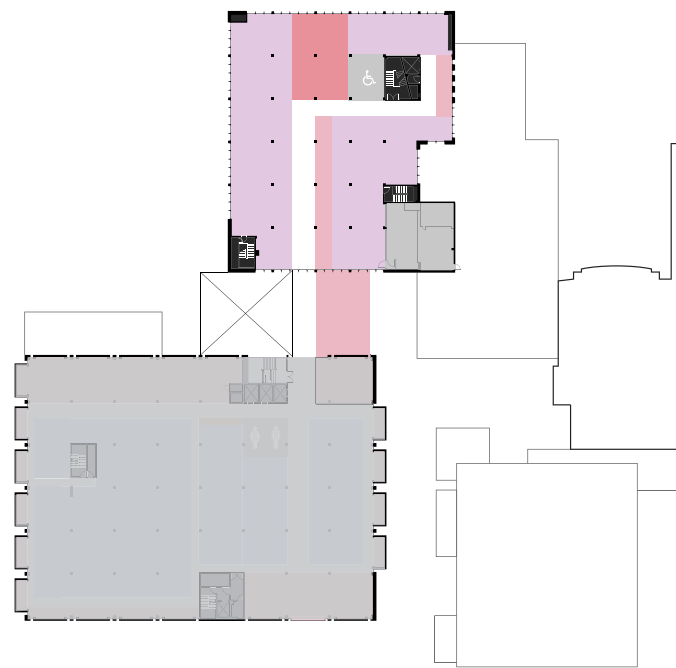
GROUND FLOOR PLAN



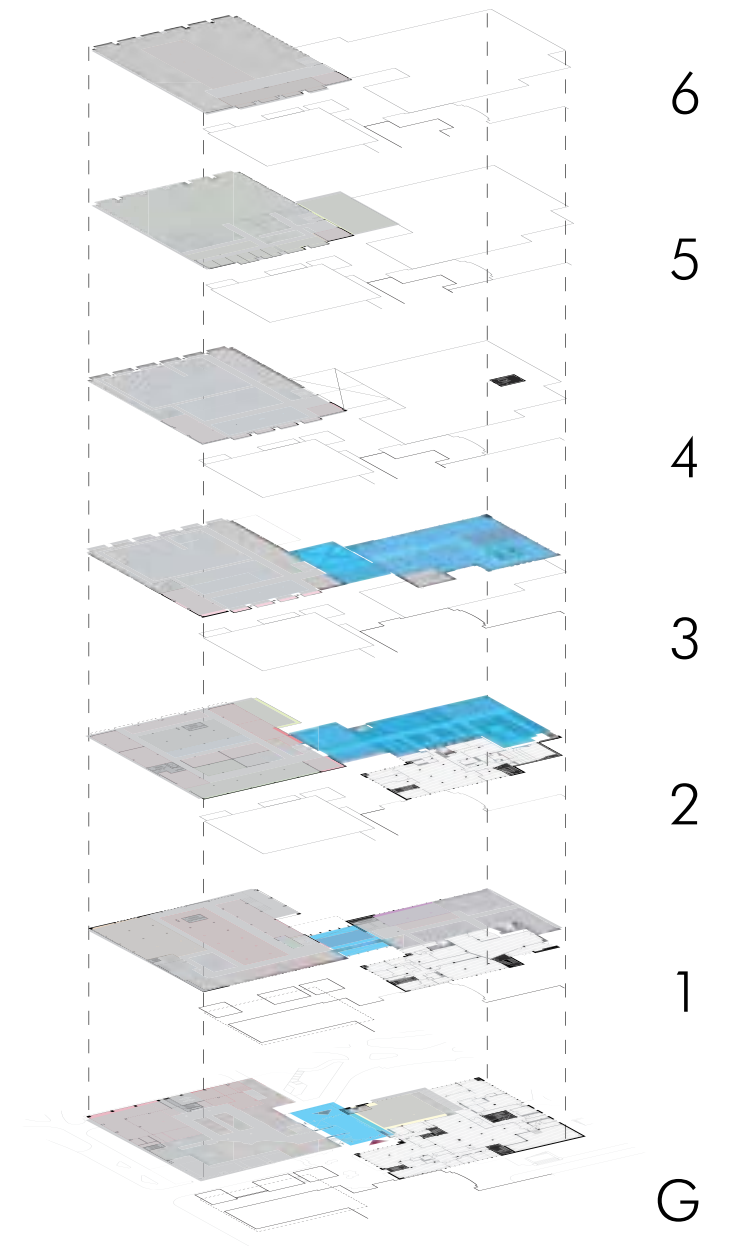
FIRST FLOOR PLAN



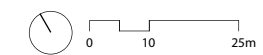
SECOND FLOOR PLAN



THIRD FLOOR PLAN



**PHASE 5**  
GROUND, FIRST, SECOND & THIRD



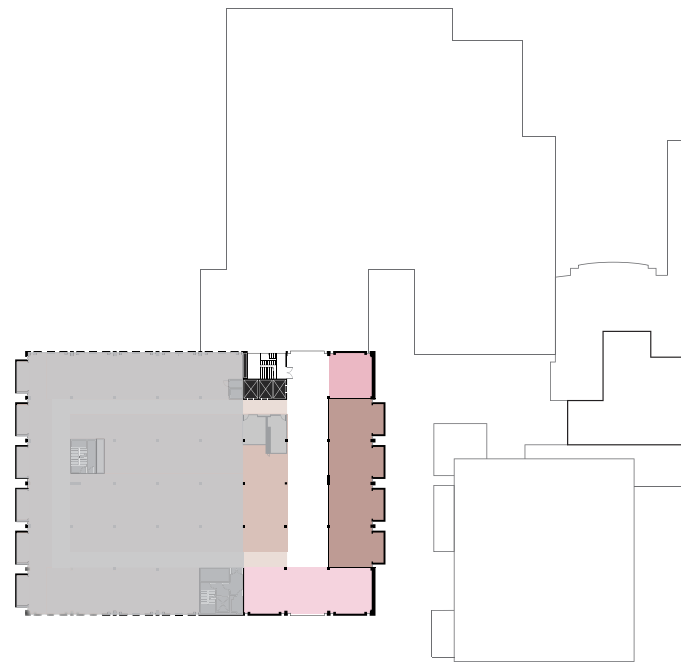




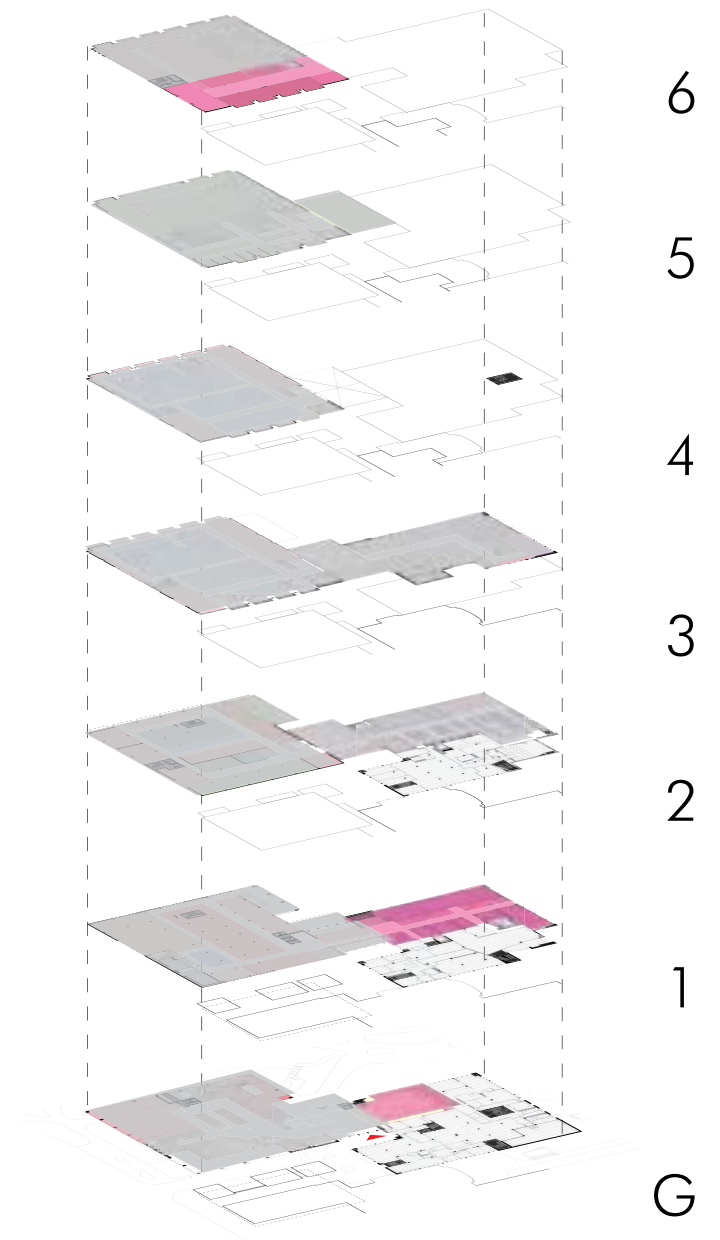
GROUND FLOOR PLAN



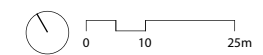
FIRST FLOOR PLAN

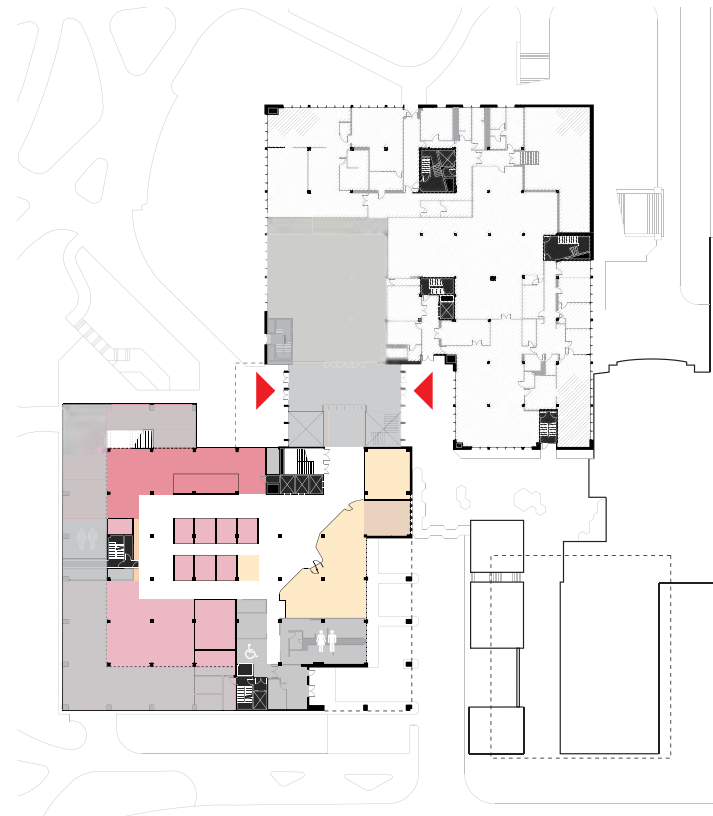


SIXTH FLOOR PLAN



**PHASE 6**  
GROUND, FIRST & SIXTH FLOOR

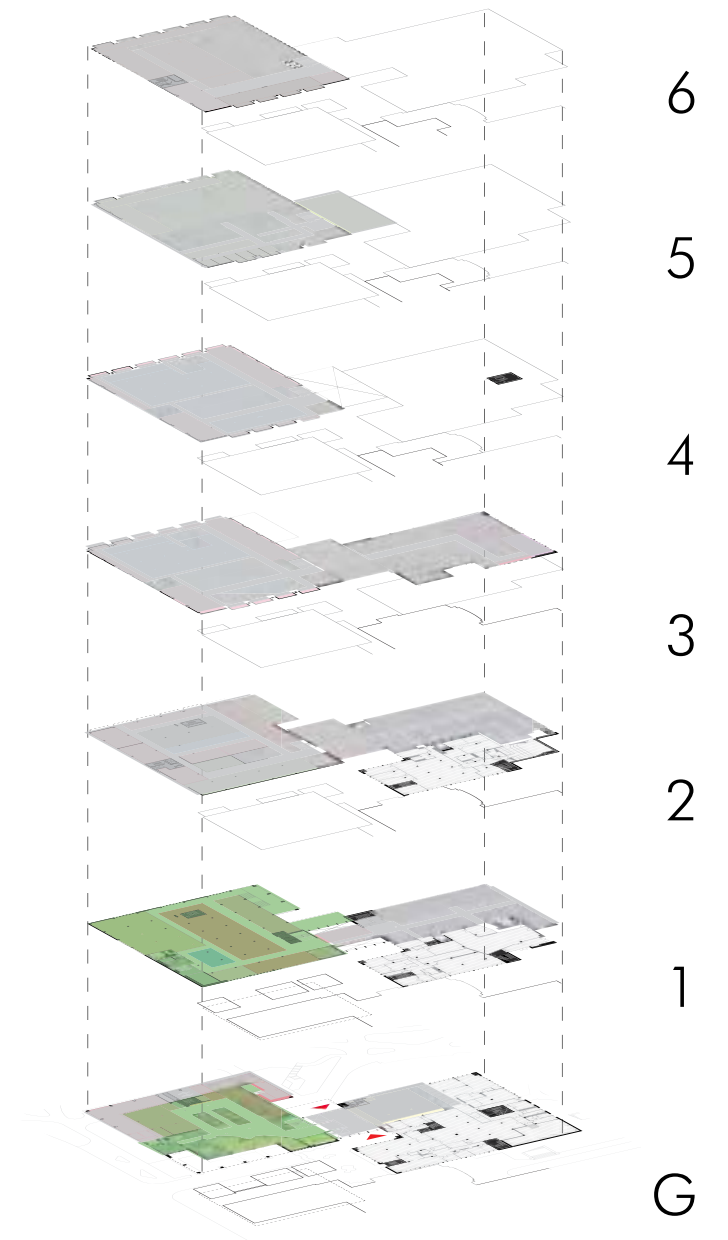




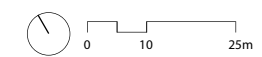
GROUND FLOOR PLAN



FIRST FLOOR PLAN



**PHASE 7**  
GROUND & FIRST FLOOR PLAN



# APPENDIX

## A1 GUIDING PRINCIPLES WORKSHOP

The following material was generated at the Guiding Principles Workshop and used to inform the guiding principles.

### Service Principles

#### A. INFORMATION RESOURCES

- Students [Learners] will still read.
- The book will be like a candle: it used to have a purpose, but now it will represent an aesthetic pleasure rather than a necessity.
- Interconnectivity: Print is given
- Print on demand.
- Compact and remote storage.
- Compact storage good, robotic retrieval not so good.
- Institutional repository: preserved and stored info – continue to do that.
- Preservation of technology – digital media
- Digitization centre
- Moving away from browsing and serendipity, discovery book vs. journals vs. tech.
- Do not lose concept of browsability.
- Ability to stumble onto information (serendipitous discovery).
- More visibility: how to make it tactile from a digital medium?
- Browsability, serendipity.
- How to make digital collections more visual / tactile? Different ways to explore digital information. How do you browse an electronic book?
- RFI technology (relevant, interactive technology).
- More interactive technology.

#### B. DIVERSE LEARNING ENVIRONMENTS

- Variation of spaces: me, we, us.
- Students [Learners] will still Speak to each other – socialize
- Students [Learners] will still want connectedness
- Students [Learners] will still want autonomy
- Quiet / silent / intense vs. buzz of café: pick spot based on activity.
- Move back to place of privacy – peaceful, meditative.
- Quiet space – no technology noise.
- Social networking, check-ins.
- Collaborative learning as relevant? Is it just fashionable?
- Interconnectivity: Of academic libraries, print is given, as a community, Special Collections?
- Learning less in silos – more interdisciplinary.
- Spontaneous collaborations for students and faculty.
- Scholarly communication – small scale now, but room to grow.
- Interdisciplinary nature of University of Saskatchewan. (Still known as the Humanities and Social Sciences Library? Conceptual shift?)
- Graduate research commons.
- Theatre, place for gathering lots of people (not classroom).
- Grand space: open, inspired gathering space

#### C. PLACE OF REFUGE

- Responsive to the needs of the human user.
- Human library (storytelling sessions <storytelling room?>), human interaction, first-hand experience.
- Holistic student environment.
- Emotional retreat.
- Nap room.
- Meditation (with indoor / outdoor connection)
- Yoga wall.
- Thinking / contemplation spaces (well suited to library: mental exercises vs. active exercises).
- Spaces for play or other furniture.
- Rooftop garden.

#### D. SPECIALIZED ACADEMIC SUPPORT SERVICES

- Students [Learners] will still struggle
- Student services: career and psychological counseling.
- Integrate student centre services.
- Liberal arts may be more prevalent as individuals learn in a more insular way.
- Just-in-time / drop-in daycare.

#### E. LIBRARY AS MUSEUM / GALLERY

- Moving back to the Library of Alexandria: 'the true commons'.
- Backlash to / return to worth, craving for traditional spaces (e.g. display cases for pens). Historical.
- Cultural artifacts
- Exhibits space
- Display, visceral appeal
- Display space throughout the library (history / international aspect portrayed).
- Reading room of the British Museum, Montana State University, and the Thomas Fisher Rare Books Library. Artifact display. Books create the space.
- Exposing particular collection pieces – making them more prevalent – exhibits

#### F. SPECIALIZED TECHNOLOGY & OTHER RESOURCES

- SPC classroom.
- Visualization centre.
- Visualization suite (TFDL)
- Holographic technology – actual hands-on experience.
- Perfected 3D learning.
- Augmented reality? Overlaid information.
- From just in case to just in time to instantaneous: on the edge of technology.
- Ephemeral information – Individuals mix with social technology (remote). Not learning in the library anymore: learning at home.
- Energy needs / adapting to crisis.
- Transport will be different.
- The library could be the place where distance-based lectures will be viewed / participation occurs.
- Send avatar to come study for you.
- Transcendental abilities (computer / human body convergence). No differentiation between people and computers
- The core of learning likely won't change, but the 'things' we use to learn will be more efficient.
- Learning will be the co-creation of knowledge.
- Creation of knowledge.
- Enabling people to use information in new and creative ways – knowledge creation
- Video / digital production suites.

## G. PLACE FOR COMMUNITY

- Community more a part of campus library.
- Community engagement (meeting place).
- Previously referred to as “People’s University”: strong connection / integration with community.
- Library as a space for the entire campus population and the community at large.
- A nexus for learning, scholarship, and community.
- Connection to the community: the library should remain part of the public space system.
- Open ended future – true community identity.
- Addressing concerns regarding their communities – connecting bigger things.
- Welcoming for more than just students / faculty – greater community involvement.
- Thinking, learning and doing are what is important. Proactive concept.
- Building your own together – collective.
- Strength and accomplishments of alumni.
- Library should provide for the unique needs of diverse student groups: (International students, Students with Disabilities, Aboriginal students, parents, mature students)
- More diverse types of students, community members.
- Integration of cultural paradigms: first nations, immigration.
- Aboriginal student space: meaningful, not a token gesture. It should be more than just artifacts.

## H.

- What excites? That there is a library!
- It will still be a place.
- Won’t be called a library any more (and what the term means to us today will change).
- Define concept of place.
- Now the place to be seen.
- Key messages: Opportunity, Change, Openness.
- History – agriculture?
- Used to lots of space – open sky, ingenuity
- Tension between what we’ve been, what we’ve become.
- Development of identity.
- Integrate the other libraries’ identities into this place after consolidation – branding.
- Tie to a sense of place in strategic direction (representing industry, people and leaders in the province)
- Centered in the country – visuals on wall.
- River – metaphor – wayfinding visual? Reference point for many purposes: ‘water centre’.
- Cooperatives, strength of people in the province, connectedness – everyone knows each other.
- Integration of past with the future. Respect and acknowledge the history of the institution.
- Full circle – past traditions become future traditions.

## Configuration Principles

Links	<ul style="list-style-type: none"> <li>• Good connection to new Aboriginal Student Centre.</li> <li>• Connects to other buildings and infrastructure (above ground, tunnels, and walkways).</li> <li>• Link to Gordon Oakes building?</li> </ul>
Perimeter vs. Interior Space	<ul style="list-style-type: none"> <li>• Books along the wall.</li> <li>• Windows to the outside.</li> <li>• UBC Library: Robotic stacks at heart of library subvert ability of patron to orient themselves.</li> <li>• Atrium.</li> </ul>
Distribution of Staff Space	<ul style="list-style-type: none"> <li>• Staff models / staff needs. Service available on all floors?</li> <li>• Office space on floors? (Provide familiar people connection.</li> </ul>
Entry/Access	<ul style="list-style-type: none"> <li>• A front door: a welcoming threshold into the University.</li> <li>• Public functions at grade.</li> <li>• Queen's University Stauffer Library: welcoming, clear sense of entry, ease of access, short visits are possible.</li> <li>•</li> </ul>

## Design Principles

Flexibility	<ul style="list-style-type: none"> <li>• 'build your own' – flexible space.</li> <li>• An open library.</li> <li>• Floor plugs everywhere (TFDL), Electrical (one-to-one).</li> </ul>
Furnishings and Finishes	<ul style="list-style-type: none"> <li>• Acoustically appropriate rooms.</li> <li>• Ease of maintenance.</li> <li>• Ontario Archive: cushioned rubber floors – standing and ergonomics.</li> <li>• Equal attention to design and maintenance of interiors and exteriors.</li> <li>• Qualitative expression of the space. Not an insurance office. Spaces of inspiration.</li> </ul>
Indoor/Outdoor Connection	<ul style="list-style-type: none"> <li>• Connecting the indoor and outdoor environments.</li> <li>• Windows / connection to exterior.</li> <li>• Indoor environments (Natural light, Planting, Campus oasis)</li> </ul>
Entry/Wayfinding	<ul style="list-style-type: none"> <li>• Welcome entry: tempted to come in.</li> <li>• Visual Connections/ Wayfinding: "explore before you commit".</li> <li>• Visual identity for each floor – wayfinding.</li> <li>• Hudson Maynard Adult Learning Centre: bright, open, natural light, easy orientation.</li> </ul>

## Operational Principles

Technology (Systems, Software)	<ul style="list-style-type: none"> <li>• Gesture interfaces</li> <li>• Neutral learning styles (versus tactile, etc.) and format (not just about tech or print).</li> <li>• Tactile, sensory experiences.</li> <li>• Archival stack space accessed from home.</li> <li>• More semantic web-type technology integrating accessibility-focused information systems.</li> <li>• RDF: Relational Description Function.</li> <li>• Link relevant searches.</li> <li>• Conceptualizing the information more intelligently.</li> </ul>
Role of Librarians	<ul style="list-style-type: none"> <li>• Previsioning the work of librarians.</li> <li>• Help people manage and digest the information / technology explosion: curation of information.</li> <li>• Operationalizing new program areas / infrastructures – staffing and expertise.</li> </ul>

**Note:** The Operational Principles were generated as part of the Guiding Principles Workshop, but were set aside as they did not apply to the Master Planning.

## A2 MURRAY LIBRARY PROGRAM DETAILED SPACE LIST

Component/Subcomponent/Space	PERSONNEL		EXISTING Total Area (m2)	PROPOSED NET AREAS					Comp. Gross Area (m2)
	2013	Future		Qty	Type	Unit Area	Item Area (m2)	Net Area (m2)	
<b>Reception and Gathering Space</b>									
<b>Lobby Seating</b>								30.0	30.0
Gathering Space/Soft Seating				15		2.0	30.0		
<b>Reception Space/Gallery</b>			59.5					288.0	354.2
Gathering Hall				1		150.0	150.0		
Catering Kitchen				1		14.0	14.0		
Chair/Table Storage				1		24.0	24.0		
Exhibits/Displays				1		100.0	100.0		
<b>Component Totals</b>			59.5					318.0	384.2
<b>Library Welcoming Functions</b>									
<b>Self-Serve Entrance/Exit Functions</b>			15.1					28.0	28.0
Self-Serve Circulation Stn				6		3.0	18.0		
Supplies Vending				1		4.0	4.0		
Information Display				1		6.0	6.0		
<b>Information/Circulation Desk</b>			169.8					75.6	100.1
Queuing and Milling				1		20.0	20.0		
Reserve/Circ./DDS Counter Stations				3		6.0	18.0		
Cash/Debit Transactions				1		6.0	6.0		
Book Trucks (Holds)				1		8.0	8.0		
Holds				1		4.0	4.0		
Shelving (DDS)				1		4.0	4.0		
Reserves				1		15.6	15.6		
<b>Client Services Support Space</b>			38.0					35.2	43.8
Circulation Office				1	O5	11.2	11.2		
Book Drops/Sorting Space				1		24.0	24.0		
<b>Component Totals</b>			222.9					138.8	171.9
<b>High Stimulus Learning Commons</b>									
<b>Café Kitchen and Servery</b>			47.9					45.0	47.7
Café Office				1		9.0	9.0		
Service/Kitchen Area				1		27.0	27.0		
Supply Counter				1		9.0	9.0		
<b>Café Seating</b>			87.8					100.0	103.0
Table Seating				40		1.5	60.0		
Mobile Soft Seating				20		2.0	40.0		
<b>"We" Space</b>			550.3					631.2	650.1
Seating at Tables				200		1.5	300.0		
Soft Seating				40		4.5	180.0		
Collaborative Workrooms				8		14.4	115.2		
Presentation Practice Rooms				12		3.0	36.0		
<b>"Us" Space</b>			57.7					225.1	231.9
Seating at Tables				80		2.0	160.0		
Seated Workstations				20		2.8	56.0		
Standing Workstations				7		1.3	9.1		
<b>Copy Centre</b>			27.6					54.0	55.6
Service Desk				1		18.0	18.0		
Copiers				1		36.0	36.0		
<b>Component Totals</b>			771.3					1055.3	1088.3
<b>High Focus Learning Commons</b>									
<b>"Me" Space</b>								174.0	179.2
Seating at Tables				80		1.5	120.0		
Soft Seating				12		4.5	54.0		
<b>"We" Space</b>			34.2					195.6	201.5
Exhibits/Displays				1		18.0	18.0		
Seating at Tables				80		1.5	120.0		
Collaborative Workrooms				4		14.4	57.6		
<b>"Us" Space</b>			691.4					823.0	847.7
Exhibits/Displays				1		18.0	18.0		
Seating at Tables				200		1.5	300.0		
Soft Seating				50		4.5	225.0		
Seated Workstations				100		2.8	280.0		

Component/Subcomponent/Space	PERSONNEL		EXISTING Total Area (m2)	PROPOSED NET AREAS					Comp. Gross Area (m2)
	2013	Future		Qty	Type	Unit Area	Item Area (m2)	Net Area (m2)	
<b>Reference Collection</b>			100.4					63.7	65.6
Reference Assistance				1		24.0	24.0		
Reference Collection - Open Stacks				1		39.7	39.7		
<b>Component Totals</b>			826.0					1256.3	1293.9
<b>Client Services</b>									
<b>Client Services Office Space</b>			450.6					449.7	629.2
Supervisor	4	4		4	W1	8.7	34.8		
Library Assistant	14	16		16	W2	8.4	133.8		
Equipment and Files				20	E1	1.5	30.0		
Shared Work Area				1		20.0	20.0		
Storage (Supplies)				1		30.0	30.0		
Assistant Dean (Client Services)	1	1		1	O2	17.2	17.2		
Admin Assistants		2		2	W3	8.4	16.7		
Head, Murray Library	1	1		1	O3	14.9	14.9		
Liaison Librarians	9	9		9	W2	8.4	75.2		
Librarian	1	1		1	W2	8.4	8.4		
Client Services Projects Librarian	1	1		1	W2	8.4	8.4		
Aboriginal Engagement Librarian	1	1		1	W2	8.4	8.4		
Equipment and Files				16	E1	1.5	24.0		
Waiting Area				1		8.0	8.0		
Shared Work Area				1		20.0	20.0		
<b>Component Totals</b>	32	36	450.6					449.7	629.2
<b>Learning Support Services</b>									
<b>University Learning Centre</b>			337.8					417.5	566.2
Waiting Area				1		8.0	8.0		
Director, University Learning	1	1		1	O1	26.5	26.5		
Program Director	1	1		1	O4	12.1	12.1		
Program Coordinators	9	11		11	W2	8.4	92.0		
Manager, E-Learning	1	1		1	W2	8.4	8.4		
Learning Specialist	1	2		2	W2	8.4	16.7		
Admin Assistant	2	2		2	W2	8.4	16.7		
Equipment and Files				18	E1	1.5	27.0		
Tutoring Space				6	W3	8.4	50.2		
Staff Break/Meeting Space				1		14.0	14.0		
Storage				1		10.0	10.0		
Copy Area				1		6.0	6.0		
Kitchenette				1		10.0	10.0		
Writing Help Centre				1		35.0	35.0		
IT4U				1		35.0	35.0		
Math and Stats Lab				1		50.0	50.0		
<b>Peer Mentoring Space</b>								50.0	53.0
Touchdown/Meeting Space				1		40.0	40.0		
Storage				1		10.0	10.0		
<b>Resources for Disabled Learners</b>			58.1					72.0	122.6
Adaptive Technology Workstations				7		4.0	28.0		
Study Area				8		2.0	16.0		
Distraction Free Rooms				4		7.0	28.0		
<b>Component Totals</b>	15	18	395.9					539.5	741.9
<b>Special Formats</b>									
<b>Special Formats Service Area</b>								21.5	27.1
Liaison Librarian		1		1		11.0	11.0		
Library Assistant		1		1		7.5	7.5		
Equipment & Files				2	E1	1.5	3.0		
<b>Music Collection</b>								189.6	236.8
LP Collection				1		49.3	49.3		
CD Collection				1		60.8	60.8		
Music Scores				1		55.5	55.5		
Listening Stations				6		4.0	24.0		
<b>Newspapers/Periodicals</b>			190.9					64.9	98.0
Library System Computer Workstation				1		3.0	3.0		
Seating at Tables-Newspapers, Periodicals				8		2.0	16.0		
Newspapers				1		7.7	7.7		
Periodicals				1		16.3	16.3		
Periodicals - Education				1		15.2	15.2		
Periodicals - Law				1		6.6	6.6		



Component/Subcomponent/Space	PERSONNEL		EXISTING Total Area (m2)	PROPOSED NET AREAS				Comp. Gross Area (m2)	
	2013	Future		Qty	Type	Unit Area	Item Area (m2)		Net Area (m2)
<b>Component Totals</b>		<b>2</b>	<b>190.9</b>					<b>276.0</b>	<b>361.9</b>
<b>Larger Bookable Learning/Meeting Spaces</b>									
<b>Collaborative Learning Labs</b>			<b>224.7</b>					<b>334.0</b>	<b>350.7</b>
Collaborative Learning Labs				4		80.0	320.0		
Server Room				1		14.0	14.0		
<b>Simulation and Visualization</b>								<b>75.0</b>	<b>78.8</b>
Visualization Theatre				1		75.0	75.0		
<b>Meeting/Training Rooms</b>								<b>111.5</b>	<b>118.2</b>
25 Person Meeting Room				2		55.8	111.5		
<b>Component Totals</b>			<b>224.7</b>					<b>520.5</b>	<b>547.6</b>
<b>Research Commons</b>									
<b>Research Commons Service Area</b>			<b>53.7</b>					<b>73.1</b>	<b>104.5</b>
Public Access Workstation				1		3.6	3.6		
Waiting/Soft Seating				4		2.0	8.0		
Data Services Librarian	1	1		1	O5	11.2	11.2		
GIS Librarian	1	1		1	O5	11.2	11.2		
Library Assistant	2	2		2	W3	8.4	16.7		
Equipment and Files				3	E1	1.5	4.5		
Workroom				1		18.0	18.0		
<b>"Me" Space</b>			<b>144.6</b>					<b>180.0</b>	<b>263.9</b>
Bookable Grad Student Offices				30		6.0	180.0		
<b>"We" Space</b>			<b>78.5</b>					<b>335.6</b>	<b>370.3</b>
Seating at Tables				100		1.5	150.0		
Collaborative Workrooms				4		14.4	57.6		
Seminar Room (8)				2		20.0	40.0		
Classroom				2		35.0	70.0		
Exhibits/Displays				1		18.0	18.0		
<b>"Us" Space</b>			<b>138.7</b>					<b>176.0</b>	<b>181.3</b>
Reading Room				80		2.2	176.0		
<b>Maps/Data/Microforms</b>			<b>501.5</b>					<b>304.1</b>	<b>389.4</b>
Air Photo Collection									
Print Maps				1		176.7	176.7		
Atlases				1		10.7	10.7		
Maps Reference				1		6.2	6.2		
GIS Computer Workstations				4		6.0	24.0		
GIS Reference Materials				1		6.0	6.0		
Special Equipment				1		6.0	6.0		
Analog Reader/Printers									
Digital Reader/Printers				4		4.0	16.0		
Microfiche				1		4.4	4.4		
Microfilm				1		49.9	49.9		
US Government Publications - microcards				1		4.2	4.2		
<b>Research Data Centre</b>			<b>170.4</b>					<b>122.9</b>	<b>161.5</b>
Analyst				1	O3	14.9	14.9		
Computer Workstations				6		4.0	24.0		
Conference Room				1		30.0	30.0		
Servers				1		30.0	30.0		
Storage				1		24.0	24.0		
<b>Component Totals</b>	<b>4</b>	<b>4</b>	<b>1087.4</b>					<b>1191.7</b>	<b>1471.0</b>
<b>Faculty Commons</b>									
<b>Gwenna Moss Centre</b>			<b>385.7</b>					<b>398.9</b>	<b>521.9</b>
Reception				1	R1	12.1	12.1		
Waiting				1		8.0	8.0		
Meeting Rooms				2		35.0	70.0		
Small Consultation Room				4		11.2	44.6		
Program Director	1	1		1	O2	17.2	17.2		
Assistant	1	1		1	O5	11.2	11.2		
Program Manager	1	1		1	O5	11.2	11.2		
Manager, E-Learning and Innovative Programs	1	1		1	O5	11.2	11.2		
Educational Development Specialist	2	2		2	W3	8.4	16.7		
Faculty Development Specialist - Aboriginal Programs	1	1		1	W3	8.4	8.4		
Program and Curriculum Development Specialist	4	5		5	W3	8.4	41.8		
Curriculum Assistant	1	1		1	W3	8.4	8.4		

Component/Subcomponent/Space	PERSONNEL		EXISTING Total Area (m2)	PROPOSED NET AREAS				Comp. Gross Area (m2)	
	2013	Future		Qty	Type	Unit Area	Item Area (m2)		Net Area (m2)
<b>Component Totals</b>	<b>17</b>	<b>21</b>	<b>385.7</b>					<b>564.5</b>	<b>703.1</b>
<b>General Collection</b>									
<b>Open Stacks - Compact Shelving</b>			<b>5581.0</b>					<b>1522.1</b>	<b>1818.6</b>
General Collection - Murray				1		1272.1	1272.1		
General Collection - Education				1		19.8	19.8		
General Collection - Music				1		41.5	41.5		
General Collection - Law				1		128.6	128.6		
Sorting Areas				4		15.0	60.0		
<b>Government Publications - Compact Shelving</b>			<b>633.4</b>					<b>194.8</b>	<b>234.6</b>
Government Publications				1		191.6	191.6		
Government Publications- United Nations documents				1		3.2	3.2		
<b>Themed Collections - Regular Shelving</b>								<b>121.3</b>	<b>146.7</b>
Aboriginal Education				1		23.9	23.9		
Historical Textbook Collection				1		35.1	35.1		
Education Curriculum Collection				1		37.5	37.5		
Education Curriculum Guides				1		3.7	3.7		
Children's Literature/Young Adult				1		21.1	21.1		
<b>Component Totals</b>			<b>6214.4</b>					<b>1838.2</b>	<b>2199.9</b>
<b>Quiet Study Space</b>									
<b>"Me" Space</b>			<b>1787.7</b>					<b>1400.8</b>	<b>1456.8</b>
Benching				400		1.4	540.0		
Individual Carrels				300		2.6	780.0		
Lounge Chairs				15		4.0	60.0		
Public Access Workstation				8		2.6	20.8		
Bookable Private Study Room									
<b>"Us" Space</b>								<b>54.0</b>	<b>55.6</b>
Soft Seating				12		4.5	54.0		
<b>Component Totals</b>			<b>1787.7</b>					<b>1454.8</b>	<b>1512.5</b>
<b>Archives and Special Collections</b>									
<b>Service Area</b>			<b>96.8</b>					<b>181.1</b>	<b>223.8</b>
Exhibits/Displays				1		30.0	30.0		
Lockers				10		0.5	5.0		
Presentation Room				1		45.0	45.0		
Reference Desk/Security				1	R1	12.1	12.1		
Reshelving/Holding				1		8.0	8.0		
Seating at Tables				16		3.0	48.0		
Copier				1		6.0	6.0		
Microfilm Reader				1		3.0	3.0		
Self-Serve Scanner				1		3.0	3.0		
Public Access Workstation				3		3.0	9.0		
Audio-Visual Equipment				1		12.0	12.0		
<b>Archives and Special Coll. Support</b>			<b>187.2</b>					<b>278.1</b>	<b>368.6</b>
Librarian	1	2		2	O5	11.2	22.3		
University Archivist	1	1		1	O5	11.2	11.2		
Archivist	1	2		2	O5	11.2	22.3		
Digital Projects Librarian	1	1		1	O5	11.2	11.2		
Supervisor	1	1		1	W2	8.4	8.4		
Library Assistant	2	4		4	W2	8.4	33.4		
Technician	1	1		1	W2	8.4	8.4		
Digitization Assistant	1	2		2	W2	8.4	16.7		
Projects Workstations				3	W3	8.4	25.1		

Component/Subcomponent/Space	PERSONNEL		EXISTING Total Area (m2)	PROPOSED NET AREAS					Comp. Gross Area (m2)
	2013	Future		Qty	Type	Unit Area	Item Area (m2)	Net Area (m2)	
Equipment and Files				17	E1	1.5	25.5		
Processing Area				1		40.0	40.0		
Supplies Storage				1		14.0	14.0		
Small Meeting Room (8)				1		19.2	19.2		
Break Area				1		20.6	20.6		
<b>Archival Collections</b>			<b>779.5</b>					<b>1045.5</b>	<b>1272.3</b>
Diefenbaker Collection - books				1		23.9	23.9		
Saskatchewan Music Collection				1		86.7	86.7		
<b>Digitization Centre</b>			<b>19.3</b>					<b>38.4</b>	<b>61.6</b>
Scanning Equipment				6		3.0	18.0		
Copy Stand				1	W3	8.4	8.4		
Secure Storage				1		12.0	12.0		
<b>Special Collections and Archives Shipping/Receiving</b>			<b>17.0</b>					<b>32.0</b>	<b>41.2</b>
Loading /Unloading				1		10.0	10.0		
Preservation Materials Storage				1		12.0	12.0		
Box Storage				1		10.0	10.0		
<b>Component Totals</b>	<b>9</b>	<b>14</b>	<b>1099.8</b>					<b>1575.1</b>	<b>1967.5</b>
<b>Library Administration</b>									
<b>Administration Reception</b>			<b>85.2</b>					<b>99.0</b>	<b>113.8</b>
Reception				1	R1	12.1	12.1		
Waiting Area				1		8.0	8.0		
Display Area				1		4.0	4.0		
25 Person Meeting Room				1		55.8	55.8		
8 Person Meeting Room				1		19.2	19.2		
<b>Dean's Office</b>			<b>190.6</b>					<b>179.2</b>	<b>228.5</b>
Dean	1	1		1	O2	17.2	17.2		
Associate Dean	1	1		1	O3	14.9	14.9		
Director, Financial & Physical Resources	1	1		1	O3	14.9	14.9		
Director, Human Resources	1	1		1	O3	14.9	14.9		
Development Officer	1	1		1	O5	11.2	11.2		
Library Support Services Manager	1	1		1	O5	11.2	11.2		
Clerical Assistant	3	3		3	W2	8.4	25.1		
Executive Assistant to the Dean	1	1		1	O5	11.2	11.2		
Assessment Analyst	1	1		1	W2	8.4	8.4		
Equipment & Files				11	E1	1.5	16.5		
Shared Work Area				1		20.0	20.0		
Storage				1		14.0	14.0		
<b>Library Systems &amp; Information Technology</b>			<b>230.7</b>					<b>227.0</b>	<b>291.5</b>
Acting Assistant Dean (Services to Libraries)	1	1		1	O4	12.1	12.1		
Information Technology Librarian	2	2		2	O5	11.2	22.3		
IT Services Manager	1	1		1	O5	11.2	11.2		
Programmer Analyst	4	4		4	O5	11.2	44.6		
Equipment and Files				8	E1	1.5	12.0		
Project Room				1		24.0	24.0		
Systems Business Analyst	2	2		2	O5	11.2	22.3		
Project Manager	1	1		1	O5	11.2	11.2		
Technician	3	3		3	W2	8.4	25.1		
Flex Offices				2	O5	11.2	22.3		
Shared Work Area				1		20.0	20.0		
<b>Component Totals</b>	<b>25</b>	<b>25</b>	<b>506.4</b>					<b>505.2</b>	<b>633.8</b>
<b>Services to Libraries</b>									
<b>Services to Libraries Shared Space</b>			<b>605.5</b>					<b>502.8</b>	<b>625.4</b>
Librarian	2	2		2	O5	11.2	22.3		
Organizational Development Specialist	1	1		1	O5	11.2	11.2		
Truck Driver	1	1		1	W3	8.4	8.4		
Equipment and Files				4	E1	1.5	6.0		
Meeting Room				1		30.0	30.0		
Account Files				1		6.0	6.0		
Gifts Processing/Storage				1		24.0	24.0		
Holding Area (theses, etc.)				1		24.0	24.0		
Shipping/receiving Staging Area				1		10.0	10.0		
Lounge				1		65.0	65.0		
Copy Area				1		10.0	10.0		
Supplies Storage Room (secure)				1		10.0	10.0		
Processing Asst				1		12.0	12.0		

Component/Subcomponent/Space	PERSONNEL		EXISTING Total Area (m2)	PROPOSED NET AREAS					Comp. Gross Area (m2)
	2013	Future		Qty	Type	Unit Area	Item Area (m2)	Net Area (m2)	
Processing area				1		60.0	60.0		
Bindery				3		18.0	54.0		
Bindery Backlog				3		50.0	150.0		
<b>Collections Services</b>			<b>158.7</b>					<b>101.6</b>	<b>137.1</b>
Head (Librarian)	1	1		1	O5	11.2	11.2		
Acquisitions Librarian	1	1		1	O5	11.2	11.2		
Supervisor	2	2		2	O5	11.2	22.3		
Library Assistant	5	5		5	W1	8.7	43.5		
Equipment and Files				9	E1	1.5	13.5		
<b>Description &amp; Discovery Unit</b>			<b>285.6</b>					<b>235.9</b>	<b>320.0</b>
Head (Librarian)	2	2		2	O5	11.2	22.3		
Metadata Librarian	1	1		1	O5	11.2	11.2		
Supervisor	2	2		2	O5	11.2	22.3		
Library Assistant	13	13		13	W1	8.7	113.1		
Equipment and Files				18	E1	1.5	27.0		
Processing Area				1		40.0	40.0		
<b>Financial Acquisitions</b>			<b>64.7</b>					<b>33.1</b>	<b>45.3</b>
Financial Analyst	1	1		1	O5	11.2	11.2		
Library Assistant	2	2		2	W1	8.7	17.4		
Equipment and Files				3	E1	1.5	4.5		
<b>Indigenous Studies Portal</b>			<b>85.6</b>					<b>53.5</b>	<b>74.8</b>
Supervisor	1	1		1	O5	11.2	11.2		
Library Assistant	4	4		4	W1	8.7	34.8		
Equipment and Files				5	E1	1.5	7.5		
<b>Component Totals</b>	<b>39</b>	<b>39</b>	<b>1200.2</b>					<b>926.8</b>	<b>1202.5</b>
<b>Shipping/Receiving</b>									
<b>General Shipping and Receiving</b>			<b>43.6</b>					<b>44.0</b>	<b>46.6</b>
Loading /Unloading				1		30.0	30.0		
Mail Room				1		14.0	14.0		
<b>Facilities/Maintenance Services</b>			<b>24.6</b>					<b>24.0</b>	<b>25.4</b>
Maintenance Office				1		20.0	20.0		
Maintenance Supply Room				1		4.0	4.0		
<b>General Storage</b>			<b>40.2</b>					<b>40.0</b>	<b>42.4</b>
Building Storage				1		40.0	40.0		
<b>Component Totals</b>			<b>108.3</b>					<b>108.0</b>	<b>114.5</b>
<b>TOTALS</b>	<b>141</b>	<b>159</b>	<b>15531.7</b>			<b>1283.5</b>	<b>3305.8</b>	<b>6359.1</b>	<b>12718.2</b>
								<b>15023.8</b>	

Component/Subcomponent/Space	PERSONNEL	EXISTING	PROPOSED NET AREAS	Item Area	Net Area	Comp. Gross
<b>Art and Art History</b>						
<b>Public Space</b>						
Learning Space for 100						
Snelgrove Gallery /Exhibit Space						
Gallery Director	1	1		1	O5	11.2
Artist Residency Space						
<b>Entry Functions</b>						
Student Exhibition Space				1		4.0
Visual Resources Coordinator	1	1		1	O5	11.2
Visual Resource Centre				1		35.0
Student Union Office					O3	14.9
<b>Department Hub</b>						
Commons Space				1		50.0
Student Installation Space				1		24.0
Department Head	1	1		1	O3	14.9
Staff Kitchen/ Lounge				1		24.0
Meeting Space				1		30.0
Mail Room/Storage				1		12.0
Photocopy /Printing				1		6.0
<b>Digital Media Hub</b>						
Digital Media Lab				1		60.0
3D Imaging & Printing						20.0
Storage				1		12.0

Component/Subcomponent/Space	PERSONNEL		EXISTING Total Area (m2)	PROPOSED NET AREAS				Comp. Gross Area (m2)	
	2013	Future		Qty	Type	Unit Area	Item Area (m2)		Net Area (m2)
<b>Art History Hub</b>			<b>121.9</b>					<b>114.4</b>	<b>133.5</b>
Exhibit Area				1		4.0	4.0		
Faculty Offices	4	4		4	O4	12.1	48.3		
Sessional Office				1	O4	12.1	12.1		
Art History Seminar Room				1		50.0	50.0		
<b>Printmaking-Photography Hub</b>			<b>49.0</b>					<b>68.1</b>	<b>79.5</b>
Exhibit Area				1		4.0	4.0		
Faculty Offices	2	2		2	O7	26.0	52.0		
Sessional Office				1	O4	12.1	12.1		
<b>Printmaking-Photography Shared Space</b>			<b>129.5</b>					<b>128.6</b>	<b>141.2</b>
Dark Room				1		110.0	110.0		
Tech Office	2	2		2	O6	9.3	18.6		
<b>Printmaking</b>			<b>255.5</b>					<b>245.6</b>	<b>259.8</b>
Lithography and Relief Printing				1		69.2	69.2		
Silkscreen Printing				1		76.5	76.5		
Intaglio and Relief Printing				1		70.7	70.7		
Woodworking Shop				1		26.2	26.2		
Storage				1		3.0	3.0		
<b>Photography</b>			<b>167.1</b>					<b>188.0</b>	<b>209.1</b>
Workroom				1		130.0	130.0		
Critique Space				1		40.0	40.0		
Storage				1		18.0	18.0		
<b>Extended Media-Sculpture Hub</b>			<b>42.8</b>					<b>42.1</b>	<b>48.5</b>
Exhibit Area				1		4.0	4.0		
Faculty Offices	1	1		1	O7	26.0	26.0		
Sessional Office				1	O4	12.1	12.1		
<b>Extended Media</b>								<b>35.0</b>	<b>42.2</b>
New Space				1		35.0	35.0		
<b>Painting-Drawing Hub</b>			<b>123.4</b>					<b>120.1</b>	<b>135.5</b>
Exhibit Area				1		4.0	4.0		
Faculty Offices	4	4		4	O7	26.0	104.0		
Sessional Office				1	O4	12.1	12.1		
<b>Painting</b>			<b>326.7</b>					<b>285.4</b>	<b>294.0</b>
Senior Studios				1		122.3	122.3		
Large Painting Studio				1		163.1	163.1		
<b>Drawing</b>			<b>165.1</b>					<b>160.3</b>	<b>165.1</b>
Drawing Studio				1		160.3	160.3		
<b>Painting/Drawing Shared Space</b>			<b>107.4</b>					<b>122.0</b>	<b>129.3</b>
Tutorial/Presentation/Change Room				1		50.0	50.0		
Student Work Storage				1		60.0	60.0		
Easels Storage				1		12.0	12.0		
<b>Grad Student Hub</b>			<b>20.3</b>					<b>198.0</b>	<b>234.8</b>
BFA Work Space				1		30.0	30.0		
MFA Work Space				10		15.0	150.0		
MA Work Space (Art Hist)				4		4.5	18.0		
<b>Other</b>			<b>71.8</b>					<b>10.0</b>	<b>13.0</b>
Spray Booth /Fume Hood				1		10.0	10.0		
Art Collections Storage									
Locker Room									
Department Storage									
<b>Component Totals</b>	<b>17</b>	<b>17</b>	<b>2145.8</b>					<b>2011.7</b>	<b>2230.8</b>

Component/Subcomponent/Space	PERSONNEL		EXISTING Total Area (m2)	PROPOSED NET AREAS				Comp. Gross Area (m2)	
	2013	Future		Qty	Type	Unit Area	Item Area (m2)		Net Area (m2)
Reception/Triage				1		9.8	9.8		
Service Desks				3	W3	8.4	25.1		
Waiting Area				1		24.0	24.0		
Client Work Area				1		16.0	16.0		
Brochures Display				1		4.0	4.0		
Team Lead	1	1		1	O5	11.2	11.2		
Analyst	9	11		11	W3	8.4	92.0		
Flex/Hotelling Wkstns				4	W3	8.4	33.4		
Call Centre Workstations				4	W3	8.4	33.4		
Setup Work Space				1	W3	8.4	8.4		
Supplies Storage				1		6.0	6.0		
Exam Storage				1		8.0	8.0		
OMR Processing				1		8.0	8.0		
<b>IT Training</b>									<b>36.2</b>
Team Lead	1	1		1	O5	11.2	11.2		
Trainers	1	2		2	W3	8.4	16.7		
Flex/Hotelling Wkstns				1	W3	8.4	8.4		
Training Materials Storage						6.0			
<b>Research Computing</b>									<b>93.0</b>
Manager	1	1		1	O5	11.2	11.2		
Sr. Analyst	3	3		3	O5	11.2	33.5		
Analyst	1	4		4	W3	8.4	33.4		
Project Work Room				1		15.0	15.0		
<b>Instructional Computing</b>									<b>104.2</b>
Mgr. Academic Support	1	1		1	O5	11.2	11.2		
Sr. Analyst	1	1		1	O5	11.2	11.2		
Instructional Support Spec.	3	5		5	W3	8.4	41.8		
Applications Dev. Spec.	3	3		3	W3	8.4	25.1		
Service Dev. Space				1		15.0	15.0		
<b>Unit IT Support</b>									<b>266.1</b>
Manager	1	1		1	O5	11.2	11.2		
Sr. Supervisor	1	1		1	O5	11.2	11.2		
Supervisors	2	2		2	W3	8.4	16.7		
IT Specialist	12	12		12	W3	8.4	100.3		
Flex/Hotelling Wkstns	2	6		2	W3	8.4	16.7		
Software Image Develop.				1		15.0	15.0		
Staging/Deploy. Workroom				1		80.0	80.0		
Project Work Room				1		15.0	15.0		
<b>Component Totals</b>	<b>45</b>	<b>57</b>							<b>1018.8</b>
									<b>1404.8</b>

ICT Client Services Space Requirements (in Murray)									
<b>Departmental/Common Functions</b>								<b>240.0</b>	<b>301.2</b>
Reception				1		9.8	9.8		
Waiting Area				1		12.0	12.0		
Small Training Rm (for 10)				1		30.0	30.0		
Director	1	1		1	O3	14.9	14.9		
Admin/Clerical	1	1		1	W3	8.4	8.4		
Kitchenette				1		10.0	10.0		
Staff Kitchen/ Lounge				1		50.0	50.0		
Mail Room/Storage				1		12.0	12.0		
Copy/Print/Supplies				2		12.0	24.0		
Project Work Rooms				3		15.0	45.0		
Meeting Space (for 2-3)				2		12.0	24.0		
<b>Student Computing Help Desk</b>								<b>279.2</b>	<b>407.3</b>