Faculty Assembly Library Renovation Task Force (FA LRTF)

<u>Final Report</u>

15 April 2016

FA LRTF, at Ramapo College of New Jersey, is a faculty and student-led body created by the Faculty Assembly Executive Council and confirmed by a vote by Faculty Assembly.

Composition of LRTF: The task force's working group was composed of representatives selected by faculty within each School (including the Library). Each school/unit elected a member and an alternate. Each school/unit had one vote delegated to the member, or in their absence, the alternate. Two student members were recruited from SGA. Administrators were consulted as needed.

Task Force Members

- Roark Atkinson (Chair; SSHGS)
- Andrea Centrella-Nigro (TAS), primary
- Katie Cohen (Potter Library), alternate
- Dave Ermann (SGA), primary
- Cathy Moran Hajo (SSHGS), alternate
- Rebecca Leung (CA), primary
- Victoria Levering (SGA), alternate
- Rick Nunez (ASB), alternate
- Nick Salter (SSHS), primary
- Beba Shamash (CA, alternate)
- Sridevi Shivarajan (ASB), primary
- Marta Vides (SSHS), alternate
- Leigh Keller (Library), primary
- Yan Xu (TAS, alternate)

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Executive Summary

The Charge: "The Faculty Assembly Library Renovations Task Force (FA LRTF) will prepare a white paper with detailed quantitative and qualitative data on the current condition of the library, draw comparisons with libraries at competitor institutions, and present its recommendations to the Faculty Assembly for approval. Upon approval by the FA, the proposal will be presented to the President's Cabinet."

Challenge: The current library is in a state of severe neglect. A new or renovated library, as part of a potential "Learning Commons," must meet the *academic* needs of students in the 21st century. There are three obstacles that must be overcome:

1. Good features that exist now must not be lost in the renovation.
2. New features must not detract from the academic priorities of the library.
3. Costs of remediating existing problems or mitigating new problems must be estimated with a high degree of granularity before renovation proceeds. *The current estimate, from the "Ramapo College of New Jersey Library Renovation/Expansion" document, is $13,750,000.* This figure does not include "Soft Costs," such as furniture, fixtures, equipment, technology upgrades, or project fees. The estimated total project cost for renovation and expansion of the library is $50,000,000.[1]

Recommendation: The Task Force recommends the following for meeting the challenge:

- Address the items that are most in demand by students, which also are relatively inexpensive. These include purchasing at least one more printers, enabling wireless printing capabilities, and installing industrial-grade power strips throughout the library to provide electrical outlets for laptops and other electronic devices.
- The administration must fund a highly-granular study (more than currently exists) of the remediation costs of the current facility. If a study concludes that remediation costs are unacceptably high given the value of the building, then the construction of a new library is in order, as is the repurposing and/or demolition of the current library.
- Depending on the feasibility of renovation, the administration should immediately pursue funds to remediate, upgrade, and expand the current facility, or else build a new facility that is closely aligned with best practices (c.f. The College of New Jersey's award-winning library).

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[1] See appendix 1. Note that this is almost as much as the entire amount received (approx. $16,000,000) by RCNJ for *all* campus renovation in the last cycle.

LRTF Timeline for Action

- *20 April 2016:* FA votes to recommend LRTF White Paper
- *22 April 2016:* Pending approval by FA, FAEC brings white paper to President's Advisory Council
- *1 May 2016:* Installation of industrial-grade power strips (10-Outlet Metal Power Strip with Built-in Circuit Breaker, UL Listed, wall mounted with one-way or torx-drive screws) and at least one more printer (in time for finals week, Spring 2016)
- *15 May 2016:* Formation of LRTF2 with (faculty representation) by President Mercer, in time for transition from LRTF.
- *1 June 2016:* WIFI printing capability
- *1 June 2016:* Detailed estimate of sources of water intrusion, mold and pest invasion, transfer of collection, and remediation costs
- *1 June 2016:* Total costs of remediation, renovation, and expansion (plus attendant costs of storing the collection during renovation and having a functioning library when classes are in session) must not exceed costs of building a completely new structure at another site on campus.
- *15 June 2016:* If renovation is not cost effective, then a new site must be identified.
- *October 2016:* LRTF2 to give status reports to FAEC and FA (exact date tbd).

Upon receipt of funds of $10,000,000 or less:[2]
- *1 June 2016:* Prepare Board of Trustees request for remaining funds; put request on agenda
- *1 June 2016:* Transfer of collections in most damaged areas
- *15 June—1 September 2016:* Remediation of *sources* of damage.
- *27 June 2016 Board of Trustees meeting:* seek Board approval for remaining funds needed for remediation: $13,750,000 plus "soft costs" (furniture, fixtures, equipment, technology), project fees, professional service fees, department of community affairs costs, and project contingency costs ($5,980,000), totaling $19,730,000.
- *15 July 2016:* Prepare capital campaign for remaining expansion costs ($30,270,00).

Upon receipt of funds up to $50,000,000:
- *Date TBD:* Proceed with HMB plan *noting and addressing issues raised in this white paper*.
- *15 May 2016:* Formation of LRTF2 with (faculty representation) by President Mercer, in time for transition from LRTF.

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[2] See appendix 1 for Current Estimated Costs of Renovation/Expansion in Potter Library.

Library History

The George T. Potter Library, built in 1970s and partly renovated in the 1990s, has traditionally been the primary resource for faculty research and student discovery. In the past two decades, the library faculty have dramatically expanded electronic resources, digital teaching, and online access to virtual and paper resources. In 1998, when there was an opportunity to significantly renovate the library, the College created a list of needed capital improvements, including remediation of water damage, the addition of power outlets, the creation of rooms for study, listening, and viewing media, installing new flooring, and purchasing updated furniture.[3]

Eighteen years later, we are still seeking the same updates. The Potter Library has had no major upgrades in almost 40 years, and serious, existing problems have not been addressed. The library has a long history of water damage, mycological infestations, and microbial contamination. These have been well documented, and have resulted in the loss of holdings (books, artwork, sheet music, etc.), as well as a reduction in the ability of library patrons to use the site as a location for studying. The state of the Library directly impacts the College's ability to secure prospective students; surveys have indicated that students who choose other schools often cite the Library as a reason. Potter Library houses many significant and unique items, including works of art, but we have inadequate space to safely house the items. The administration is aware of the library's deficiencies, but efforts to raise funds to modernize the facility have failed to date. With another opportunity to modernize the Library building, the College needs to commit to providing a space designed for 21st century student and faculty needs.

The role of libraries in higher education have evolved since the Potter Library was first designed, and its spaces cannot accommodate new ideas about learning. No longer are libraries places for individual scholars to work quietly with print resources; now students and faculty use libraries to collaborate, access special collections, work with electronic resources, craft digital documents and presentations, as well as consult with library faculty and College learning specialists. The Library requires a renaissance to enable our students to take advantage of these new forms of scholarship, collections, and services so that it can once again become a magnet for student engagement, inquiry, and explication.

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[3] See appendix 2 for Capital Improvement Memo.

Purpose and Approach of LRTF

A library is the beating heart of any institution of higher learning worthy of the name. Potter Library has, for more than two generations, successfully served a community of students, scholars, and artists as they pursued scholarship and creative production, despite a long history of financial challenges and an aging infrastructure. It must now, however, be significantly renovated to better meet the needs of students, faculty, staff, and the broader community.

Many faculty and staff members, students, and administrators have been aware of the severe design and maintenance deficiencies in the George T. Potter Library for many years. These problems have made the library a difficult place to study and work. In fact, the 2013 Campus Facilities Master Plan lays out plans for a "significant renewal" to the library.[4] After many discussions with library faculty and Dean Liz Siecke, the Faculty Assembly Executive Council (FAEC) created a task force to develop a plan for library renovation. This charge was created 18 November 2015 and voted on at Faculty Assembly 2 December 2015 where it passed with overwhelming approval.[5] By coincidence, at the same meeting President Peter Mercer announced that the college would pursue "GO Bonds" and a capital intensive fund "with the aim of obtaining funding for library renovations (consistent with the college's master plan)," including "a learning center."[6] He also announced that a committee would be assembled (separate from LRTF) to consult with administrators and architects as the process continues.

On 7 December the issue was discussed at the Board of Trustees meeting. Shortly after, President Mercer announced that the college was seeking $50 million in state bond funds to not only renovate the existing library structure, but to add a 43,650 square foot "Learning Center," which has since become known as a "Learning Commons."[7] A plan, dated 8 January 2015, was drawn up by *Holzman Moss Bottino Architecture* (hereafter HMB).[8] An emergency meeting of the Board of Trustees was held four days later, which "[a]pproved the submission of a capital request for state bond funds for renovations to the George T. Potter Library and the addition of a Learning Center."[9] Many of the library faculty were in attendance, as was Dean Liz Siecke, and at the public session, it was asked if changes could be made to the HMB architectural plans. Richard Roberts, Associate Vice President for Administration and Finance, replied by stating that yes, indeed, changes could be made to the design and that important stakeholders would be consulted.[10]

The task force quickly assembled a team of representatives from all units, including two representatives from the Student Government Association (SGA). LRTF's focus is on

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[4] Campus Facilities Master Plan, October 2013 (accessed 31 October 2015).
[5] Total Votes –111; Yes- 95%; No- 4%; Abstain- 1%.
[6] http://www.ramapo.edu/fa/files/2013/04/Dec2_FA_Minutes.pdf [accessed 5 April 2016]
[7] http://www.ramapo.edu/pres-post/ [accessed 5 April 2016]
[8] http://www.ramapo.edu/fa/files/2013/04/201601BoT-Library-docs.pdf [accessed 12 April 2016]. The architectural plans appear at the end of the PDF file.
[9] http://www.ramapo.edu/board/files/2013/04/BOT-Meeting-Recap-Jan.-2016.pdf [accessed 5 April 2016]
[10] See appendix 3 for proposed changes to the approved plans.

the creation of space that forwards the academic needs of current and future students. The goal is to imagine a future library at Ramapo College that its students, faculty, and the greater Ramapo community deserve. LRTF's first meeting was held 20 January 2016. LRTF created a survey of faculty, staff, and students, asking about the current needs and future desires for the Library/Learning Commons. From 8 February through 18 February 2016, faculty, staff, and students on campus completed a survey on the needs and interests in a renovated library (see results on pages 8-13).

Shortly after, on 24 February, President Mercer invited the FAEC to a cabinet meeting where he requested a preliminary report of LRTF. FAEC articulated the concerns that had been raised up to date. In summary, the main concerns included: avoiding a repetition of engineering and design problems associated with previous renovations on campus; the potential loss of favorable existing features (e.g. faculty offices are missing in the BOT design); and the anticipated costs of remediating the damage in the existing structure (esp. the below-grade structure). FAEC also asked about the proposed banquet hall and kitchen in the HMB plans, which quickly became a matter of concern among faculty and students who feared that the library space might be disrupted by new features and functions (e.g., added noise, pests, climate control issues, security costs, etc.). President Mercer reassured FAEC that we should not be too concerned by details of the plan submitted for a bond issue. Moreover, President Mercer stressed that the "primary function [of the Learning Commons] is [its] library function. If we get more money to have some conference space, great. But library functioning is the highest priority." He added, "We don't want to mix priorities and spend money badly." The cabinet meeting was a clear sign that the administration is concerned about shared governance, and wants to include all stakeholders in the process. FAEC expressed its support on this point.

Since that meeting, LRTF has met each week for two hours to tour the present library, analyze survey results and consult with stakeholders. All Unit Deans, the Director of Galleries, and ITS personnel, including Associate Vice President and Chief Information Officer, George Tabback, and several center directors, have either met with LRTF or communicated their concerns in writing. Some task force members visited college libraries and gathered data on libraries that compete directly with Ramapo College for students. Others have analyzed the peer-reviewed studies on how students learn in the 21st century, and the design philosophies of Learning Commons.

Campus Feedback

It was important for the Task Force to get input from all members of the campus community. In an effort to do so, LRTF toured the current state of the library; conducted a campus-wide survey; held meetings with units, deans and student government; and collected feedback from center directors and special collection representatives. This section presents our findings. [11]

Library Survey of Students, Faculty & Staff

Summary

The Library Renovations Task Force (LRTF) surveyed the needs and interests of faculty, staff, and students of a renovated library. The total number that responded to the survey was 1039: 169 faculty and staff and 870 students. There were also 321 qualitative responses: 255 from students and 66 from faculty and staff.[12]

Survey Design and Demographics

Surveys were distributed between February 8 and 18, 2016, in online form via electronic links sent to respondents, and paper copies distributed by faculty and librarians. The survey suggested 18 library features, asking respondents how important each feature was on a scale of: not important, somewhat important, neutral, important, and very important. Survey participants identified themselves as faculty, students, or staff, by school if applicable, and if a student, whether a commuter or resident. The survey also included an open-ended comment question.

Library Renovations Task Force – Quantitative Results

Student Ratings of Possible Renovation Features

Although there was variation in how the respondents rated each feature, respondents generally felt most of the features would be important. However, some features were rated as more important than others (see the "Statistical Analysis" section later in this report for explanation).

The student respondents rated the following statements as *most important*.
- Multiple printers available for use by everyone (M = 4.73, SD = .65).
- Outlets available throughout the library (M = 4.68, SD = .70).
- Computer labs that are open 24/7 and can be used by anyone for work (not as part of a class) (M = 4.61, SD = .77).
- Multiple computers available for use by everyone (M = 4.53, SD = .81).

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[11] See appendix 4 for notes from the library tour.
[12] See appendix 5 for LRFT Library Needs and Interest Survey and appendix 6 for LRTF Survey Statistical Analyses.

- Quiet study areas that are open for people to work in but are kept quiet and used for studying (*M* = 4.52, *SD* = .81).
- The ability to immediately access and use journal articles (*M* = 4.22, *SD* = 1.03).
- Soundproof group-study rooms with large work tables, seating for 3-6 students, white boards, and internet connections (*M* = 4.19, *SD* = .99).
- The ability to immediately access and use books (*M* = 4.14, *SD* = 1.07).
- Individual study desks with high sides meant to visually isolate the person from the surroundings (*M* = 4.09, *SD* = 1.07).

The student respondents rated the following statements as *medium important.*
- Individual study rooms that people can reserve and use to study, listen to recorded materials, or anything else (*M* = 3.93, *SD* = 1.11).
- Spaces that include comfortable lounge seating and couches for relaxing, meeting, or socializing (*M* = 3.88, *SD* = 1.18).

The student respondents rated the following statements as *least important.*
- Soundproof rooms that have multimedia such as cameras and televisions to be used for academic purposes (*M* = 3.74, *SD* = 1.19).
- A café or area to eat food in the library (*M* = 3.74, *SD* = 1.33).
- Spaces for scheduled, formal classes that have quick access to the library resources and have computers in the room (*M* = 3.62, *SD* = 1.10).
- Space to store and work with rare books and documents, such the "American History Textbook Project" and the "Jane Addams Papers" (*M* = 3.52, *SD* = 1.27).
- Spaces dedicated to art (both traditional art galleries as well as space for contemporary art projects) (*M* = 3.24, *SD* = 1.30).
- A space in the library to hold campus events (*M* = 2.89, *SD* = 1.33).
- Lockers available in the library for temporary storage (*M* = 2.88, *SD* = 1.32).

Note: every feature was rated statistically "important" or higher except for the features in the "least important" box, which were rated as statistically lower than "important" (see "Statistical Analyses").

Faculty/Staff Ratings of Possible Renovation Features

Although there was variation in how the respondents rated each feature, respondents generally felt most of the features would be important. However, some features were rated as more important than others (see the "Statistical Analysis" section later in this report for explanation).

The faculty/staff respondents rated the following statements as *most important.*

- Outlets available throughout the library (*M* = 4.63, *SD* = .75).
- Quiet study areas that are open for people to work in but are kept quiet and used for studying (*M* = 4.60, *SD* = .76).
- The ability to immediately access and use journal articles (*M* = 4.57, *SD* = .83).
- The ability to immediately access and use books (*M* = 4.43, *SD* = .92).
- Multiple computers available for use by everyone (*M* = 4.34, *SD* = .95).

- Multiple printers available for use by everyone (*M* = 4.18, *SD* = 1.10).
- Computer labs that are open 24/7 and can be used by anyone for work (not as part of a class) (*M* = 4.17, *SD* = 1.10).
- Soundproof group-study rooms with large work tables, seating for 3-6 students, white boards, and internet connections (*M* = 4.12, *SD* = 1.02).

The faculty/staff respondents rated the following statements as *medium important.*

- Spaces for scheduled, formal classes that have quick access to the library resources and have computers in the room (*M* = 3.99, *SD* = 1.12).
- Individual study desks with high sides meant to visually isolate the person from the surroundings (*M* = 3.96, *SD* = 1.06).
- Space to store and work with rare books and documents, such the "American History Textbook Project" and the "Jane Addams Papers" (*M* = 3.96, *SD* = 1.27).
- Soundproof rooms that have multimedia such as cameras and televisions to be used for academic purposes (*M* = 3.95, *SD* = 1.11).
- Individual study rooms that people can reserve and use to study, listen to recorded materials, or anything else (*M* = 3.94, *SD* = 1.00).

The faculty/staff respondents rated the following statements as *least important.*

- Spaces that include comfortable lounge seating and couches for relaxing, meeting, or socializing (*M* = 3.72, *SD* = 1.28).
- Spaces dedicated to art (both traditional art galleries as well as space for contemporary art projects) (*M* = 3.32, *SD* = 1.29).
- Lockers available in the library for temporary storage (*M* = 2.99, *SD* = 1.24).
- A café or area to eat food in the library (*M* = 2.88, *SD* = 1.48).
- A space in the library to hold campus events (*M* = 2.83, *SD* = 1.48).

Note: every feature was rated statistically "important" or higher except for the features in the "least important" box, which were rated as statistically lower than "important" (see "Statistical Analyses").

Library Renovations Task Force – Qualitative Results

The open-ended qualitative results of the survey generally supported the *most important* items identified by quantitative analysis. Common themes included expressing the need for more computers, printers (the most frequent response from students), quiet study spaces, group study spaces, outlets, 24/7 access, easy access to books and journals (primarily from faculty/staff, though students also endorsed this), and a larger collection of books and journals.

At the end of the survey, one open-ended question asked, "*Do you have any other suggestions as to what you'd like to see in a library?*" The following sections seek to 1) *identify new suggestions that the quantitative questions did not ask*, as well as 2) *provide deeper insight into the quantitative results.*

Keep the Library a Library

The quantitative results suggested that faculty, staff, and students alike want the library to remain a primarily academic space; the highest levels of importance were placed on having access to books and journal articles and other academic aspects. The following quotes demonstrate this:

- *Keep the library a library. Do everything you can for students to ensure excellent working space. No campus events. It's a library. (Student)*
- *I'd like to see a library! We don't need "extras" for fanciness. We need books and hard copies.*
- *A place people can go to study and learn and think. Food and dancing can happen anywhere else on campus. (Faculty/Staff Member)*
- *I want the library to remain a library - a peaceful place for reading and not a place for events and food! ! (Faculty/Staff Member)*
- *Books and archive space, not a ballroom. It's a college, not a reception hall. (Student)*
- *I suggest that it continue to be a library, and not another place for students to relax and socialize.*
- *The library, as a library, is the only place on campus designed for and dedicated to the solitary work of textual study. (Faculty/Staff Member)*

Consider (and Fix) the Physical Issues

A consistent theme in the qualitative data was to attend to aspects of the physical space. For instance, respondents suggested making the library

- Visually appealing
- Healthy
- Comfortable
- Incorporating natural light
- Include outdoor seating
- Include views of the outside
- New carpet

The general physical feel of the library was an important issue.

- *Make it more inviting. I never go to the library because it's crowded and uninviting (Student)*
- *The first floor looks like prison. Cinderblock walls and fluorescent lighting are not conducive to a positive study environment. (Student)*
- *Open more entrances to the library, ex: entrance on second floor of A-Wing & Entrance on back side of laurel/village this will make the library more welcoming and easier to access for commuters and students especially during bad weather because walking up that hill can be dangerous with ice and snow. (Student)*

- *Books should all be placed in one floor instead of all 4, they take up a lot of space and it can be very frustrating going through floors looking for books. (Student)*

Also, the temperature of the current library was highlighted in particular:

- *A more temperature controlled environment since the library is too hot now (Student)*

In addition to making a renovated library physically appealing, many respondents discussed the need to address the current environmental problems with the library.

- *There is water damage in parts of the ceilings. (Student)*
- *I would like the school to pay some attention to the condition of the library like the clear amount mold in the ceilings. We can see it, we're not stupid. Get rid of the bugs. (Student)*

<div align="center">The Importance of Technology</div>

Another consistent theme in the qualitative responses was the importance of having technology in the library. For instance, respondents suggested included scanners, 3D printers, a Mac lab with editing capabilities, a film screening room, a music listening room, computerized classrooms, and more security cameras. However, in addition to these more specialized suggestions, students consistently argued for more basic needs, such as more computers and printers:

- *During the library's busiest hours, there is never enough space for students to access a computer and print their work. The line to use the printer becomes excessively long. I think there should be another printer or students should be able to use the lab downstairs to print their work. (Student)*
- *The lines to use the printer in the computer lab can be long as well as the wait time just to use a computer (Student)*
- *Renovate the whole library and have accessible computer labs in multiple floor not just one. (Student)*
- Another simple technology that was consistently suggested was the need for more power outlets:
- *All tables should come equipped with outlets for students to charge their laptops, etc. (Student)*
- *Also, students do not study in here because it is EXTREMELY difficult to find outlets most of the time. (Student)*

<div align="center">Café and Campus/Community Center?</div>

As seen in the quantitative results, a space for campus and community events was rated as *less important* than most other features of the library. However, many suggested it should be a prominent feature of Ramapo to attract future students.

- *The importance of an updated library can not be expressed enough - not only for current students, but for all visitors to the school. Ramapo College must present itself as a leader and without an outstanding library it cannot happen. (Faculty/Staff Member)*

Therefore, although the data suggests space for campus or community events is not as necessary, the overall design of the library should be welcoming and inviting to the campus and community.

Similarly, the quantitative responses found that a space for a café was seen as less important than other features of the library. However, food figured into several student responses – suggesting that they would not be unhappy with food. For instance, one respondent said:

- *A cafe would be AMAZING seeing that the Bradley* (sic) *Center one is extremely far away from the academic building and is always crammed. (Student. Note: Although the student said "Bradley Center," it is assumed he or she meant "Berrie Center" as the Bradley Center does not have a café.)*

Therefore, a café could be considered if other factors (such as financial) supported it.

Other Suggestions and Factors to Consider

Finally, there were other suggestions respondents brought up that could be considered:

- Water bottle fill stations
- Bathrooms on each floor
- Display case to store Ramapo artifacts from archeological digs
- Artifacts from Ramapo's history
- Art work throughout the library

Summary: Input from Units and SGA

The task force members met with their units and with SGA to gather information regarding the wishes and dreams of a new or renovated library. What follows is a summary of their feedback and should not be mistaken as recommendations from the LRTF. Much of this feedback is mirrored in the LRTF Needs and Interests survey. Please refer to the LRTF survey results, and tweets from students for more information.[13]

Library Maintenance / Infrastructure

- More and convenient access to power outlets throughout the library
- Improved lighting on all library floors
- Closing the open spaces between floors to reduce noise and increase book stack space
- More white boards and markers/chalk
- Fix and improve heating and cooling

Enhanced Learning Spaces

Faculty and students requested soundproof study rooms and multimedia rooms

- Individual (Small) Study Space:
  - Students could listen to recorded class lectures in a small study room. (TAS)
  - Students could watch films, documentaries, lectures or performances and listen to music, interviews or oral histories in a small study room. (CA)
  - Students could listen to records from the Music Program's record collection at a mini-listening lab or station. The music program would like the library to host this collection on reserve. --See photos below for examples of listening stations at colleges. (CA)

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[13] See appendix 7 for Library related tweets.

- Group Study Space:
  - Multimedia Study and Screening Rooms
    - The addition of a second Information Literacy classroom. (Library)
    - Multimedia study rooms (mini classrooms with computers, scanners and digital media software) would allow students to work on team projects without distraction. (CA/SGA)
    - Group study rooms are needed for TAS students struggling to find space to complete team projects and assignments. (TAS)
    - Viewing rooms for group screenings and discussions would give students the opportunity to screen films, documentaries or performances. Rooms could also double as listening station areas or music practice rooms.(CA)
    - Large, soundproof 20x20 room could also accommodate group study, guest speakers or Music/Theater classes. (CA)

  - Collaborative Learning Space

    - A café just outside the library would create a sense of place and encourage collaboration. (Library/ASB)
    - More comfortable study spaces for students with updated, modern furniture, including modular units that can be used separately or coupled together for group study situation. (SGA)
    - A large meeting room could be used for guest presentations, performances and talks by speakers from campus and community. (ASB/CA)
    - An interdisciplinary exhibition space, perhaps mixed in with quiet sitting areas and designed to show work on a rotating basis, would enhance the cultural life of the college, foster intellectual inquiry and allow the possibility for curated exhibitions of outside community work to be housed at the library. Space could include exhibition-style lighting and walls that could accommodate mounting. Exhibition materials would be vetted for quality and relevance. A common, interdisciplinary space currently does not exist at the college. (CA)

Technology

- Expand the library computer lab. This is the most used lab on campus. (Lib)
- Additional printers needed in the lab. There is only one printer and it is frequently out of service due to overuse. (Library)
- A printing lab open 24 hours (and managed by a student worker) would also enable students to work flexible hours and avoid print overload. (SGA)
- Color printing services (SGA), scanners and computers equipped with digital media editing software. (CA)

Library/Reference Services

Library faculty and staff requested that the main floor (third floor) remain strictly for library-related services and resources.

- Preserve Library Faculty and Staff offices behind the Circulation Desk, as well as the two offices on the second floor.
- Keep a reference desk on the main floor (third floor) in a visible location.
- Provide 24-hour access to secured areas for students, which must be designed so the locations can be easily monitored.

Collections

- Expand Library Collection Space: Add more space for open books and for an expanding collection and continued need for printed books. This could also include space for Music's Record Collection. Also provide compact/collapsible shelving for additional library materials.
- Archives and Rare Book Collections: Provide archives approved environment
- Gross Center for Holocaust and Genocide Studies: increasing the visibility of the center because of its importance in academic programming and to maintain and attract support from generous donors.
- Art Galleries – Rodman and Bukstein Collections: The library currently houses in a poor storage area some of the Rodman and Bukstein collections from CA, as well as other high-value objects. These collections, which are unique to Ramapo and potentially strong fundraising tools, are invaluable as instructional and research tools for students and the community. A new space must provide safe, dry, climate-controlled, and specialized art storage.

Summary of Deans' visits

In addition to the information obtained from the surveys the task force also considered it important to hear the opinions of the Deans of the various schools, and met with Deans Ed Saiff (TAS), Aaron Lorenz (SSHS), Elizabeth Siecke (Library), Lew Chakrin (ASB), Steven Perry (CA) and Stephen Rice (SSHGS). The Deans were unanimous in their view that the library should foremost be a space for students to learn, and that books are indispensable in this process. The Deans expressed concern at the possibility of the number of books and books space being reduced, and the library being used for outside events. The Deans also expressed their desire for better amenities to enhance student learning like additional study spaces, more books, better technology, conference rooms etc.

Dean Siecke considered repairs to the existing library and the clearing of mold to be the top priority especially if the funding is limited. Dean Lorenz reiterated his Unit's support to the library's teaching mission and the importance to maintain focus on the students. He also pointed out that existing journal counts may need to be maintained for continuing accreditation of the MSW program. Dean Perry suggested the inclusion of listening stations for music students, especially in light of the growth of the music program. Given the increasing interest in Haitian art, Ramapo's impressive collection of Haitian art, the Selden Rodman gallery, must be moved from the B wing to a place of prominence in the library. Dean Rice expressed concern at the possible cutting down in space for books, and wanted to see additional space set aside for the American History Textbook Collection, Jane Addams digital history/editing project, Special collections and the Gross Center.

Feedback of Center Directors and Special Collections

Potter Library is home to several significant research and academic centers, archives, and art collections, including the Gross Center, the Center for Reading and Writing, the Selden Rodman Collection, and the American History Textbook Collection (AHTP). For example, AHTP is a special collection housed in the George T. Potter Library. The purpose of the collection is to allow students to see change in historical thought and focus over time. The original collection spanned mid-nineteenth century (ca. 1824) to mid-twentieth century (ca. 1950s). Over the past few years, the collection has grown from about 25 books to 156, and covers books published from 1826-2011.

The HMB plan has created space for expansion of the galleries, and the inclusion of the Faculty Resource Center (FRC), The Instructional Design Center (IDC), and the Jane Addams digital history/editing project. Several center directors (Dr. Michael Riff, Dr. Cathy Hajo, Sydney Jenkins, Tom Kitchen), provided LRTF with letters describing their priorities for the new Learning Commons, and Christina Connor wrote a detailed description of AHTP and its use.[14]

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[14] See appendix 8 for letters from Center Directors and Special Collections.

Peer-reviewed Research and Best Practices

Beyond researching needs of the campus community, it was important for the Task Force to research best practices at other academic libraries. This includes researching the concept of a Learning Commons, investigating competitor and model libraries, and understanding how students learn.

Research on College Libraries and Learning Commons

President' Mercer's announcement of adding a Learning Commons to the library inspired the LRTF to review literature on the role of the library in 21st century learning, and the concept of the Learning Commons. All over the country, the library is transforming into "an integrated hub of content, tools, and services in support of the College's curriculum," changing not only the way libraries look, but the way that students and faculty interact with them. The Learning Commons is service-focused, offering expanded hours, increased access to computers and printers, specialist assistance, and support for new ways of teaching and learning. It is reflected in space design by the creation of diverse spaces for students and faculty to teach, learn, collaborate, listen, perform, and relax, and envisions the library as a central hub that becomes the student's home base.[15]

Library spaces need to be flexible to react to the changing needs of its users. The older form of library, a "mausoleum" dedicated to quiet individual study has given way to a more lively space, with food, relaxation, and collaborative and non-quiet spaces that appeal to students today. The newer learning commons integrates the traditional library resources with technology, space for group work, digital media and online collections, and access to librarians and technological experts. Its service philosophy centers on four "C's": *Connectivity* (the desire to be connected to the outside world via the Internet, have easy access to information), *Collaboration* (the ability to work on group class projects, have informal study groups, team projects, and space for instructional computing), *Creation of Knowledge* (facilitated by access to print, online and audiovisual resources, software, digital media services, and assistance from information professionals), and *Community* (a sense that the library become a second student center, with formal and informal meeting spaces, including cafes, lounges, study rooms, and comfortable furnishings). Learning Commons are always reenvisioning their services, taking advantage of new technologies and improving the experience by continuing user studies.[16]

Library design has changed in response to these new needs. Among the trends are including stakeholders early and at all stages of the process (librarians, faculty, students

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[15] See, for example: "Hampshire Earns Mellon Foundation grant of $1.2 million for college library," *MassLive.com*, February 10, 2016 (quote), "Learning Commons: W. E. B. DuBois Library," 2015 fact sheet by UMass Amherst (http://library.umass.edu/learningcommons), "Things You Should Know About the Modern Leaning Commons," Educause, 2011, and Sam Demas, "From the Ashes of Alexandria: What's Happening in the College Library?" Council on Library and Information Resources, Pub 129.

[16] Robert A. Seal, "Library spaces in the 21st century--meeting the challenge of user needs for information, technology, and expertise," 7th Shanghai International Library Forum, July 2014.

and IT professionals), including informal learning spaces and makerspaces, integrating technology (wireless internet and printing, visualization spaces), planning that includes the flexibility to rearrange spaces and expand collection areas in response to user needs, and consolidating student-focused academic services (distance learning, art galleries, technological instruction, presentation rooms) in the learning commons.[17] These elements of a learning commons should be considered while planning any library renovations.

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[17] See Association for College and Research Libraries, "Academic Library Building Design: Resources for Planning;" American Library Association, "Center for the Future of Libraries," 2016; Miguel Figueroa, "Forecasting the Future of Libraries 2015," *American Libraries*, February 26, 2015; and Greg Landgraf, "Making Room for Informal Learning," *American Libraries*, February 26, 2014, and Whole Building Design Guide for "Academic Libraries," 2011, among others.

How Students Learn: Paper or Screen

The LRTF considered what it meant to design a library *qua* library from a student learning centered perspective. In its deliberations, the LRTF considered the difference between a library designed primarily to house a collection of traditional "paper" resources, including artwork and other formats, compared to one creating a collection of "screen" resources that could exist in a virtual space relying primarily on digital resources and complementary media formats. The prioritizing of paper or screen format has implications for Potter Library including shelf space and design.

A student learning centered perspective focuses on how students learn and what they need to move forward as life-long learners. Authentic cognitive concerns are addressed in scholarly literature concerned with reading fluency. The emerging insight is that, similar to language fluency, reading fluency requires the student to acquire reading and comprehension skills that contribute to learning from either paper or screen sources. Each of these provides distinctive learning opportunities. The student must learn to distinguish the best use of each kind of resource. This paper addresses the cognitive concerns as relevant to Ramapo students.

Interestingly, cognitive studies demonstrate that the slower pace of paper reading is necessary for the novice reader in development of her cognitive skills in deep reading. Once developed, the distinction between the immediacy of screen reading and the more complex experience of paper reading is ameliorated by the ability of the reader to make decisions about how to approach the text in order to maximize her learning. Potter Library needs a balance of both paper and screen resources, while recognizing that students who are in the process of becoming expert readers will likely convert screen to paper, and add their own marginalia in order to further their own cognitive development. What is at stake in this library renovation is a design for housing resources that will maximize the possibilities for this transformational process, from simple reading to deep reading for each student.[18]

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[18] See appendix 9 for full version of "How Students Learn."

The Libraries of Ramapo College's Competitors

Many of Ramapo's top competitors have recently renovated libraries. Ramapo's Potter Library is very outdated, and will be a disappointment to students and their parents after they have seen the updated libraries of competitors such as The College of New Jersey (TCNJ), Seton Hall University, Rutgers University, Monmouth University, and Caldwell University.

Ranked the fourth-best college library in the country by Princeton Review, TCNJ has the best example of a library among RCNJ's top competitors. Opened in 2005, this completely new building was very well-planned and is completely focused on meeting student and faculty needs. With the exception of a heavily used library café, the entire building is dedicated to library services.[19]

The task force was interested in the evolution of the new library at TCNJ and how it was funded. We contacted them for some information regarding the development of their project. Their library was a bond funded project with a total budget of $25.5 million whereby the State of NJ and TCNJ would share the interest and principal costs. They began by assessing what would be needed in the renovation. In our conversation with a librarian, we were told, "once the needs assessment was done and the costs projected, the College reconsidered and concluded it would be wiser to spend a bit more and construct a completely new building." In the end, the new building cost $30 million and the TCNJ made up the difference.

The College of New Jersey Library ranked as one of the best college libraries in the USA by *Princeton Review's* survey.

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[19] See appendix 10 for more details on competitor library renovations, and appendix 11 for chart comparing features of competitor libraries.

APPENDICES

Appendix 1: Current Estimated Costs of Renovation/Expansion in Potter Library

EXHIBIT I

COST/BUDGET INFORMATION

Ramapo College of New Jersey
Library Renovation & Expansion

Project Component Name	Estimated Project Cost ($)	Funding Sources					Estimated Useful Life (Years)
		GO Funds Requested ($)	25% GO Match ($)	CIF Funds Requested ($)	Institutional Funds ($)	Total Institutional Funds ($)	
HARD COSTS							
Construction:							
Addition, 45,000 sf	24,750,000			24,750,000			25
Renovation, 55,000 sf	13,750,000			13,750,000			25
SOFT COSTS							
Furniture, fixtures, equipment	1,630,000			1,630,000			12
Technology	1,400,000			1,400,000			7
Department of Community Affairs	770,000			770,000			25
Professional Service Fees (architect, engineer, construction manager)	5,390,000	2,785,638	923,546	1,680,816		923,546	25
Consultants	385,000			385,000			25
Project Contingency	1,925,000			1,925,000			25
Total Project Cost	50,000,000						
Total Institutional funds						923,546	

Ramapo College of New Jersey

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Library Renovation/Expansion

Appendix 1: Current Estimated Costs of Renovation/Expansion in Potter Library

EXHIBIT II

Anticipated Construction Schedule

Project Name: Ramapo College of New Jersey, Renovation of Potter Library/Learning Center Addition

Anticipated Start Date (Design): Dec-16
Anticipated Start Date (Construction): Jan-17
Anticipated Completion Date: Jan-19

Date	Anticipated GO Funds	GO Match	Anticipated CIF Funds	Other Institutional Funds	% Complete	Monthly Total	Cumulative Total
January-16		348,125			0.70%	348,125	348,125
February-16		348,125			1.39%	348,125	696,250
March-16	45,829	227,296			1.94%	273,125	969,375
April-16	273,125				2.49%	273,125	1,242,500
May-16	223,125				2.93%	223,125	1,465,625
June-16	223,125				3.38%	223,125	1,688,750
July-16	223,125				3.82%	223,125	1,911,875
August-16	223,125				4.27%	223,125	2,135,000
September-16	454,125				5.18%	454,125	2,589,125
October-16	223,125				5.62%	223,125	2,812,250
November-16	762,125				7.15%	762,125	3,574,375
December-16	134,809		88,316		7.60%	223,125	3,797,500
January-17			938,125		9.47%	938,125	4,735,625
February-17			938,125		11.35%	938,125	5,673,750
March-17			1,130,625		13.61%	1,130,625	6,804,375
April-17			1,323,125		16.26%	1,323,125	8,127,500
May-17			1,323,125		18.90%	1,323,125	9,450,625
June-17			1,515,625		21.93%	1,515,625	10,966,250
July-17			1,708,125		25.35%	1,708,125	12,674,375
August-17			2,093,125		29.54%	2,093,125	14,767,500
September-17			2,863,125		35.26%	2,863,125	17,630,625
October-17			3,248,125		41.76%	3,248,125	20,878,750
November-17			2,478,125		46.71%	2,478,125	23,356,875
December-17			2,478,125		51.67%	2,478,125	25,835,000
January-18			2,093,125		55.86%	2,093,125	27,928,125
February-18			1,943,125		59.74%	1,943,125	29,871,250
March-18			1,558,125		62.86%	1,558,125	31,429,375
April-18			1,208,125		65.28%	1,208,125	32,637,500
May-18			953,125		67.18%	953,125	33,590,625
June-18			1,353,125		69.89%	1,353,125	34,943,750
July-18			1,438,125		72.76%	1,438,125	36,381,875
August-18			2,630,625		78.03%	2,630,625	39,012,500
September-18			3,323,125		84.67%	3,323,125	42,335,625
October-18			2,615,625		89.90%	2,615,625	44,951,250
November-18			2,108,125		94.12%	2,108,125	47,059,375
December-18			1,988,125		98.10%	1,988,125	49,047,500
January-19			952,500		100.00%	952,500	50,000,000
Total	2,785,638	923,546	46,290,816				

Appendix 2: 1998 Capital Improvements Memo

TO: Dr. Pauline Rothstein, Dean

FROM: George Heise, Associate Director of Library Services

DATE: June 10, 1998

RE: Capital Improvements

    For your consideration here are improvements to incorporate in the renovations we might expect from the forthcoming capital bond issue.

I. Water Related Items:

    A. Second Floor Patios -- enclose the areas with glass or create Florida Rooms. This would provide us with more space and would solve the first and second floor water leak problem.
    B. 1. New doors are needed between first and second floor stairwell. The water leaks around the door whenever it rains.
    2. The enclosed drainpipe continues to leak and this needs to be remedied if we are to have a dry first floor.
    C. Repair the fourth floor patio. Water leaks into the fourth floor area.

    All of these items will ensure a dry first floor and are needed before the first floor is renovated. Attention to these items will ensure that the funds spent on first floor water seepage was well spent and is necessary to protect the $200,000 in new books that will be housed on the first floor.

II. First Floor Stacks

    To secure and make the first floor presentable, we need to do the following:

    A. Install a new ceiling and floor covering
    B. Build study rooms for faculty and student study
    C. Install security cameras
    D. Purchase new tables, carrels and chairs
    E. Install electrical outlets and datelines for use by students with laptop computers.

III.. Second Floor Periodicals

    To give students full access to the periodicals collection, we need to do the following:

    A. Remove inside walls in the current periodicals area.

Appendix 2: 1998 Capital Improvements Memo

B. Build study/listening/viewing rooms
C. Install a new ceiling and floor covering
D. Install security cameras
E. Purchase new tables, carrels and chairs
F. Install electrical outlets and datelines for use by students with laptop computers
G. Build an electronic state of the art classroom in one of the Art Gallery rooms for the teaching of Information Literacy

IV. Third Floor

Renovations need to completed on this floor.

A. Complete the installation of a new ceiling and floor covering
B. Purchase new tables, carrels and chairs
C. Install electrical outlets and datelines for use by students with laptop Computers.

V. Fourth Floor

The fourth floor should remain a stack floor with tables and carrels for student use.

A. A new floor covering and ceiling needs to be installed
B. New carrels, tables and chairs need to be purchased
C. Electrical outlets and datelines need to be installed.

Appendix 3: Library Response to the BOT/grant architectural drawings

The Librarians and Library Staff have expressed many concerns about the architectural plans which were presented to the Board of Trustees for approval on January 12, 2016. This list of concerns is laid out floor-by-floor.

First Floor

One of the biggest concerns about the new Library and Learning Commons is that the architectural plans include a Banquet Hall and Performing Arts space on the first floor. The Banquet Hall encourages food and drink in the library, which could lead to spilling on materials and attract pests. There could also be issues with noise pollution originating from large crowds in the banquet hall and infiltrating library areas that students rely on for quiet study. The Banquet Hall does not contribute to student learning, but has the potential to hinder it.

Another issue stemming from the Banquet Hall is that the Catering Kitchen is not anywhere near the Banquet Hall, rather it is located on the third floor. The fact that the Kitchen and the Hall are so spread out will cause problems for both the library and the banquets. This affects banquets because servers will need to wait for the elevator each time they are ready to serve food, causing lengthy waits and cold food. This will become even more of an issue if the elevator breaks, a common occurrence in the current library. The kitchen being on the third floor can have a negative effect on the library because the food prep will lead to pests in staff work areas, student study areas and areas that house the collection. The noise, food, smell and waiters running in and out during banquets will be disruptive to staff and students as they work. Also, if a Banquet Hall event is held when the library is closed, e.g. Friday night, there will be extra staff hired to make sure the library third floor is secured, in addition to the first floor banquet space.

The current plans call for the café to be on the first floor; however, it would be better suited in the Library atrium. This space operates as a casual cafe already. It gives students a space to eat before they enter the library, and it will draw in more students to use the building.

Based on the architectural plan drawing, it is unclear if the first floor compact shelving is ADA Compliant with elevator access for the handicapped.

Second Floor

There are some concerns on this floor regarding the proposed plans but with a few changes, some of the wishes of students can happen. By moving the microfilm (a very small collection) to compact shelving, floor space is opened up for table and study carrels to be added. In addition, by moving the information literacy classroom to a larger new space on the third floor, the old classroom space can be converted into 3 larger

study rooms. The existing periodicals room can be a welcoming space for students to work on the American History Textbook Project or the Jane Addams collection.

It is recommended that the Center for Reading and Writing remain in its existing space. This space is newly renovated and is not big enough for an Information Literacy classroom (which occupies this space in existing plans). It would be a waste of money to renovate the space again. The plan puts CRWT at the main library entrance (third floor), which could confuse students who are looking for research and circulation assistance. And, in an effort to be the sustainable campus we strive to be, it makes sense to leave the Center for Reading and Writing in the current location. This area was just renovated less than 5 years ago and cost the college a lot of money. To move this area would be a waste both financially and environmentally.

All spaces on the plans which say "open to below" should be floored over, including the space on the second floor in southwest corner. "Open to below" areas may look nice, but are not practical in libraries as they create a lot of noise pollution. The library currently receives a lot of complaints from students studying on the fourth floor because an opening in the floor allows noise to filter up from the busy third floor below. Closing off this open space creates more functional square footage, and gives students more study space. Comfortable seating or tables for study could be added here.

The approved plans place the Archives on the second floor. There is a brand-new Archives room on the fourth floor of the library, and a lot of money was spent to outfit this room with separate controls for humidity, temperature (air conditioning), and the lights. It was also outfitted with some glass in the wall which makes it more attractive for students, faculty, staff, and visitors. (See current Archives area on the fourth floor.) If the Archives is moved from this new room to the second floor, the climate controlled fourth floor room should be used appropriately by a space such as a the American History Textbook Project (AHTP) collection or the Jane Addams collection.

Third Floor

This floor serves as the entrance to the library. In the current plans, the Faculty Resource Center and Instructional Design Center are located on the third floor near the library entrance. In his article, Thomas Sens writes, "the first floor is prime real estate. Reserve this space for more public functions such as the commons, group study areas, collaboration zones, and library help and circulation areas."[20] With this in mind, it makes sense to keep the library services for students on the third floor and move the proposed Instructional Design Center and Faculty Resource Center to the fourth floor. In the proposed IDC space, a new and larger information literacy (IL) classroom is needed. The librarians work with nearly 4,000 students in IL classes each year. The current classroom size, design layout, and HVAC problems hinder our ability to teach. A larger space that is easier to find and can accommodate all class sizes will benefit all students in these classes.

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[20]Sens, T. (2009) 12 Major Trends in Library Design. *Building Design + Construction, 2009,* 1-17.

Keeping the third floor dedicated to library functions also means leaving existing and adding new offices for librarians and staff. Many key functions of our job are performed from our offices. In the current plan, the librarians have lost individual office space to a large open area. Many studies show that open floor plans directly relate to decreased job satisfaction, reduced motivation, and lowered perceived privacy.[21] For librarians, who often meet with students to discuss their research, noise and privacy would be serious issue. It makes sense to leave many of the well-functioning, and relatively new (since the late 1990s) offices intact as well as create more. Additional offices would include the tech services staff area and the circulation staff.

A major concern with the existing plans is that the Reference Desk is behind the stairwell, completely out-of-sight for students, faculty or staff who may need research help. This is a service that students use constantly for research assistance, hence it should be clearly visible as soon as patrons enter the library. Keeping this desk out in the open and highly visible is very important. If the desk is not visible, students will not know where to go to get help. Instead, they may wander into the Center for Reading and Writing, which is located right at the entrance (in the current plans), and ask them for research help. We want to encourage students to seek research help, and seeing a Reference Desk that is conspicuous from a distance would greatly help in this regard.

Having the Interlibrary Loan office visible on the third floor is also important. This service is vital to the needs of the college for both course and professional research. Keeping this office in the area where it will be seen and used is very important.

The proposed plan has the Center for Reading and Writing moving into the current computer lab. In the many surveys that have been done, more computers and printers top the list of the things students need. A huge concern with the current plan is moving the computer lab. The current lab is PACKED all year long. Its location (both in the library where they can receive needed help and near the entrance, where they can quickly print and then go to class) are the main reasons. The location of labs on the current plans presents big security and staffing issues. During extended hours, three floors (3, 4, and 5) will be opened (as opposed to the current set-up with one open floor). More students will need to be hired to staff these hours since three floors will need to be monitored, and people will need assistance on these floors. Also, opening the additional computer lab floors exposes our circulating collection to theft because these student workers are not trained to provide circulation services. It is an inconvenience for students going to class in a rush to print to run up 1-2 floors to use a computer lab. If the computer lab remains on the third floor it might be feasible to put a gate around it so that at times, the lab can be kept open while the rest of the third floor is closed off to the students. Enlarging the lab in the current location and creating an area for multiple printers would be a prudent move.

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[21] Smith-Jackson, T.L. and Klein, K. W. (2009). Open-plan offices: Task performance and mental workload. Journal of Environmental Psychology, 29(2009), 279-289.

Finally, the proposed plans have a catering kitchen on the third floor for use only for the banquet hall located on the first floor. In his research, Thomas Sens also notes, "keeping floor plans open and spacious with a logical workflow is critical to the successful functioning library."[22] Preparing food on the floor where students are studying, receiving help, and doing research makes no sense. The catering kitchen should be on the first floor near the banquet hall where food, smells, and caterers are away from library-centered areas and library materials. In addition, security should be considered. The banquet hall and catering kitchen should be in an area that can be easily cordoned off for after hour events. Having access to other floors in the library while the library is closed is ill-advised.

Fourth Floor

As was previously mentioned, all spaces on the plans which say "open to below" should be floored over, including the space on the fourth floor. Covering the opening creates valuable floor space for much needed stack, and student study space.

As was previously mentioned, the proposed Faculty Resource Center and Instructional Design Center should be moved to the fourth floor. According to Building Design + Construction, "Uses for academic programs often work better on upper floors of the building, away from public zones and prime areas."[23]

It is suggested that the AHTP collection and the Jane Addams collection swap places since the AHTP collection contains more physical volumes. Private offices could be placed either in each of these rooms or just outside.

Fifth Floor

The computer lab should be kept on the third floor because it will not function well otherwise. A fifth floor lab is too hard to monitor during extended hours and is not easily accessible for the IT people stationed at the third floor circulation desk. The lab's location is a security hazard because students will tamper with computer equipment themselves rather than going down two floors to retrieve help from the circulation desk. This issue exists even while the lab and help are on the same floor, resulting in broken printers. It will only worsen when more distance is put between two spaces.

After moving the computer lab, this space could be repurposed with librarian offices and/or private study rooms. It frees up much needed space for books. The majority of the book collection is currently located on the first floor. Since current plans take most of the first floor away from the library, many of those books will need to be moved to the fifth floor. Copy machines could be places on this floor so that they are near the books.

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[22] Sens, T. (2009) 12 Major Trends in Library Design. Building Design + Construction, 2009, 1-17.
[23] Sens, T. (2009) 12 Major Trends in Library Design. Building Design + Construction, 2009, 1-17.

Appendix 4: Tour of the Present Condition of George T. Potter Library

First Floor

The first floor of the library is where 75% of the books are presently stored. In many respects it is the most damaged area in the library. There are water stains on the ceiling, carrels, furniture, and floor from previous leaks. Library faculty documented mushrooms growing in the carpet. The carpet was replaced, but the source of the damage was not contained, so the new carpet is also damaged. When workers pulled the moulding from the walls, there were insects and other pests teeming underneath. It is likely that one of the reasons for so much damage on this floor is that it is below grade. The Task Force has expressed concern that the costs to completely remediate the damage, and, more importantly, the source of the damage, would be prohibitively expensive. The Task Force recommends that a study be carried out to determine the potential costs before any other renovation proceeds.

Otherwise, the first floor lacks other basic needs. The furniture is worn out, stained, and uncomfortable. There are no bathrooms on this floor, which means that students must pack up their belongings when they need to use the restroom. There are not enough electric outlets.

Second Floor

The second floor has also experienced extensive water damage. Water leaks caused mold to grow in the women's bathroom. The tiles were replaced, and the head of facilities did a "forensic study" to find the cause of the leaks, but the leaks persist. When it rains, water comes into the building along the windows. Garbage cans are used to catch the water during storms. The wood ceiling is ruined, and the radiators are rusting. This floor currently houses bound journals, the microfilm collection, a computer classroom, and the Center for Reading and Writing. Some of the microfilm materials are rare. For example, we have a very early microfilm of the Bergen Record that is often used by students and the outside community. Archival materials such as these should be stored under conditions that meet Library of Congress standards. Moreover, computer equipment, were it exposed to leaks, could present a fire hazard.

The computer classroom on the second floor is a model of what should not appear in the renovated library. The students' chairs face away from the instructor. The chairs do not swivel, so it is difficult for students to see the instructor or the whiteboard and powerpoint presentations. The room has extremely poor climate control, with reported temperatures as high as 90 degrees Fahrenheit when classes were being conducted. The evening sunset heats the room and blinds the students looking toward the instructor. The installed shades do not work.

The Center for Reading and Writing has a newly renovated quiet space, but there are no computers. The periodicals are disjointed, located in three separate areas, including one that is behind a closed door that looks like a staff exit. Inside this room is an office

with a leaking roof. The air-flow and lighting in this area is very poor. The audio visual equipment on this floor is very old.

Third Floor

The third floor is the one most used by students. It has experienced its share of leaks, which have not been remediated. Like the other floors already mentioned, the ceilings have water damage and mold. The computer lab, the most frequently used on campus, experiences what faculty have described as "waterfalls" during heavy rains. Library faculty have noted the fire risk because of the adjacent outlets and electronic equipment. Water, of undetermined origin, has poured through to the center of the study area, damaging the furniture and carpet underneath. The bathrooms also have leaking water problems and overflows. They are frequently out of order. Most worrisome is the mold encrusted ventilation system, which blows directly on the reference desk. The source of the mold has not been eliminated, and the damage to the metal and concrete vent is so bad that it cannot be removed (indeed, instead of removing it, maintenance workers simply paint over the mold). Faculty and students have expressed concern that the mold is a serious health hazard.

Despite the popularity of the computer lab, which is managed by ITS, with in-house support by Tibor (library IT) and student aides,there is only one printer available. It is an old unit, and when it breaks down, it is replaced by another old unit. According to faculty, it has never been replaced with a new printer. Outside of the lab, the lack of electrical outlets led to the use of electrical strips, which create a tripping hazard. The electrical strips bought by the library are also frequently stolen. In terms of study space, there are three small rooms. While there is a reservation system in place, they cannot meet the high demand by students. Faculty offices are on this level. There was an open-office plan in the past, but it did not work well, due to noise, theft, and other concerns. Library faculty have made it clear that the renovated library must keep the individual offices.

Finally, one major design problem of the current library is that the open-floor design acoustically links the third and fourth floors. As a result, noise from above disturbs students studying below. Moreover, the open design robs the fourth floor of valuable floor space, while adding nothing of aesthetic merit. The Task Force strongly urges that any redesign eliminate the open floor design completely. If one is adopted, then soundproofing and acoustic treatment must be factored into the overall costs.

The Fourth floor was ambitious in design, with outdoor space and the open floor design (see above). In the recent past there was access to the outdoor patio. However, due to leaks and water damage the doors are now permanently locked. Indeed, a section of carpet, saturated with black mold, was recently replaced. As noted above, the open floor design causes noise from the reference area to disturbs students studying above. On March 7, 2013 water poured over the stacks, damaging a number of expensive oversized and Art books. The floor space is crowded with obsolete shelving and equipment that has been dumped there. The section reserved for the American History Textbook Project (AHTP) is unfinished, even though the Faculty have a dividing wall available to secure the space. Meanwhile, the AHTP takes up space in the library conference room which makes it difficult for students to access, intrusive when meetings are conducted, and hard to monitor in terms of use and handling of rare materials.

Pictures of Water Leaking on Expensive Art Books

Stairwells and Patios

There is another patio that on the second floor. The stairwells and patios have all suffered leaks during rainstorms. None of the patio doors can be used because of water infiltration. Indeed, during storms, the doors have flown open, with rain and even snow pouring into the facility.

Fire Codes

On March 8, 2016, the state fire inspector cited several code violations requiring immediate remediation and attention. The largest and most severe violations were on the first, second, and fourth floors and pertained to the distance between the books/journals on the top shelves and the ceiling. The library has 30 days to remedy this situation before incurring a hefty fine. This has resulted in the librarians and library staff having to move over 200,000 books and several thousand journals in a short period of time while students are trying to finish out the semester. Part of this move also requires new shelving to be purchased as the library stacks are at capacity. Please see *Fire Marshall Report* on the following pages for more details.

Tour of the Present Condition of George T. Potter Library (Fire Marshall Report)

LIBRARY

State of New Jersey
Department of Community Affairs
P. O. Box 809
Trenton, NJ 08625-0809
609-633-6144

NOTICE OF VIOLATION AND ORDERS OF THE COMMISSIONER

Business Name:	RAMAPO COLLEGE OF NJ	Registration #:	0233059272.1	Billing Customer #:	O214436
Inspection Date:	03/08/2016	Inspection Type:	Partial	Inspector:	ANTHONY MASSARO
Notice #:	9073946			Issuance Date:	March 09, 2016

Business	Primary Business Owner	Building Owner	Business Agent
RAMAPO COLLEGE OF NJ	RAMAPO COLLEGE OF NJ c/o Dr. PETER MERCER Customer ID: 214436	N/A Customer ID: N/A ***	N/A Customer ID: N/A N/A
505 RAMAPO VALLEY Road Mahwah Twp, Bergen County	505 RAMAPO VALLEY RD Mahwah, NJ 07430		
Registration #: 0233059272.1	Contact Number: 2016847500	Contact Number: N/A	Contact Number: N/A

Use Group	LHU Codes
Assembly, Eating/Drinking, High Rise/Covered Mall/Atrium, Lodging, Motor Repair, Non Life-Hazard Use, Recreational	AC04, AD06, AF01, AF04, AF05, AH03, BB02, BC01, BE03, BG01, BG05, BG08, BJ21, CD01, CG03, NL02, NL09, NL10

YOU ARE HEREBY NOTIFIED THAT an inspection at the above referenced property by the New Jersey Division of Fire Safety disclosed violations of the Uniform Fire Code (N.J.A.C. 5:70-1 et seq.), promulgated pursuant to the New Jersey Uniform Fire Safety Act (N.J.S.A. 52:27D-192 et seq.). The violations are specified on the accompanying "fire code violations" page(s).

YOU ARE HEREBY ORDERED by the COMMISSIONER to correct the violations listed on the accompanying "violations" page(s) within the timeframe, or by the date specified. If a reinspection discloses that violations have not been corrected, you will be subject to penalties of up to $5,000.00 per violation per day or as otherwise authorized by the Act and Department Regulations. IN ADDITION, the ACT imposes liability on the owner for the actual costs of fire suppression where a violation directly or indirectly results in a fire.

Charles A. Richman, Commissioner, Department of Community Affairs

By: Louis B. Kilmer, Chief, Bureau of Fire Code Enforcement
Division of Fire Safety

I hereby acknowledge receipt of a copy of this NOTICE OF VIOLATION and ORDER TO CORRECT.

Dennis Harrington   Fire Marshal   3/6/16
Printed Name   Title   Date

Dennis Harrington
Signature

Tour of the Present Condition of George T. Potter Library (Fire Marshall Report)

State of New Jersey

State of New Jersey
Department of Community Affairs
P. O. Box 809
Trenton, NJ 08625-0809
609-633-6144

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NOTICE OF VIOLATION AND ORDERS OF THE COMMISSIONER

Business Name:	RAMAPO COLLEGE OF NJ	Registration #:	0233059272.1	Billing Customer #:	0214436
Inspection Date:	03/08/2016	Inspection Type:	Partial	Inspector:	ANTHONY MASSARO
Notice #:	9073946			Issuance Date:	March 09, 2016

ID	Bldg #	Item Description	Violation Location	Code Requirement	Corrective Action	Abate By	Status
			INSPECTION OVERDUE	Portable fire extinguishers shall be selected, installed and maintained in accordance with this section and NFPA 10. Exceptions: 1. The travel distance to reach an extinguisher shall not apply to the spectator seating portions of Group A-5 occupancies. 2. Thirty-day inspections shall not be required and maintenance shall be allowed to be once every three years for dry-chemical or halogenated agent portable fire extinguishers that are supervised by a listed and approved electronic monitoring device, provided that all of the following conditions are met: 2.1. Electronic monitoring shall confirm that extinguishers are properly positioned, properly charged and unobstructed. 2.2. Loss of power or circuit continuity to the electronic monitoring device shall initiate a trouble signal. 2.3. The extinguishers shall be installed inside of a building or cabinet in a noncorrosive environment. 2.4. Electronic monitoring devices and supervisory circuits shall be tested every three years when extinguisher maintenance is performed. 2.5. A written log	in accordance with this section and NFPA 10. Service shall be conducted by a New Jersey Division of Fire Safety permitted contractor [N.J.A.C. 5:70-3.906(2)]		
2822927	20-LIBRARY	Floor 3	Flr 3RD - L305:EXTINGUISHER	sprinkled areas of buildings. [N.J.A.C. 5:70-3.906.2] General requirements.	Install and maintain portable fire extinguishers	4/8/2016	Unabated

Tour of the Present Condition of George T. Potter Library (Fire Marshall Report)

State of New Jersey
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609-633-6144

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NOTICE OF VIOLATION AND ORDERS OF THE COMMISSIONER

Business Name:	RAMAPO COLLEGE OF NJ	Registration #:	0233059272.1	Billing Customer #:	O214436
Inspection Date:	03/08/2016	Inspection Type:	Partial	Inspector:	ANTHONY MASSARO
Notice #:	9073946			Issuance Date:	March 09, 2016

ID	Bldg #	Item Description	Violation Location	Code Requirement	Corrective Action	Abate By	Status
2822931	20-LIBRARY	Floor 2	Flr 2ND - L210:MAINTAIN MIN. 24 CLEARANCE TO CEILING	sprinklerhead deflectors in sprinklered areas of buildings. [N.J.A.C. 5:70-3, 315.2.1] Ceiling clearance. Storage shall be maintained 2feet (610 mm) or more below the ceiling in nonsprinklered areas of buildings or in accordance with NFPA 25 with at least a minimum of 18 inches (457 mm) below sprinklerhead deflectors in sprinklered areas of buildings.	Responsible party must comply with the violated provision(s) of the Code. [N.J.A.C. 5:70-3.315(2)1]	4/8/2016	Unabated
2822932	20-LIBRARY	Floor 2	Flr 2ND - PERIODICALS:MAINTAIN MIN.24 CLEARANCE TO CEILING	[N.J.A.C. 5:70-3, 315.2.1] Ceiling clearance. Storage shall be maintained 2feet (610 mm) or more below the ceiling in nonsprinklered areas of buildings or in accordance with NFPA 25 with at least a minimum of 18 inches (457 mm) below sprinklerhead deflectors in sprinklered areas of buildings.	Responsible party must comply with the violated provision(s) of the Code. [N.J.A.C. 5:70-3.315(2)1]	4/8/2016	Unabated
2822933	20-LIBRARY	Floor 1	Flr 1ST - BY RACK#1:GLASS IN HOSE CABINET NOT SECURED	[N.J.A.C. 5:70-3, 104.1] Maintenance of safeguards. Whenever or wherever any device, equipment, system, condition, arrangement, level of protection, or any other feature is required for compliance with the provisions of this code, or otherwise installed, such device, equipment, system, condition, arrangement, level of protection, or other feature shall thereafter be	Responsible party must comply with the violated provision(s) of the Code. [N.J.A.C. 5:70-3.104(1)]	4/8/2016	Unabated

18 inches (457 mm) below

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Department of Community Affairs
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NOTICE OF VIOLATION AND ORDERS OF THE COMMISSIONER

Business Name:	RAMAPO COLLEGE OF NJ	Registration #:	0233059272.1	Billing Customer #:	O214436
Inspection Date:	03/08/2016	Inspection Type:	Partial	Inspector:	ANTHONY MASSARO
Notice #:	9073946			Issuance Date:	March 09, 2016

ID	Bldg #	Item Description	Violation Location	Code Requirement	Corrective Action	Abate By	Status
				continuously maintained in accordance with this code and applicable referenced standards.			
2822934	20-LIBRARY	Floor 1	Flr 1ST - SOUTH EXIT:DOOR DOES NOT LATCH CLOSED	[N.J.A.C. 5:70-3, 703.2.2] Hold-open devices and closers. Approved self-closing hold-open devices and automatic door closers, where provided, shall be maintained. During the period that such device is out of service for repairs, the door it operates shall remain in the closed position. Where it is desired to keep the doors open, an automatic-closing device actuated by automatic fire detectors shall be provided in accordance with the building sub code of the Uniform Construction Code.	Responsible party must comply with the violated provision(s) of the Code. [N.J.A.C. 5:70-3.703(2)2]	4/8/2016	Unabated
2822935	20-LIBRARY	Floor 1	Flr 1ST - RM BY ELEVATOR:MAINTAIN STORAGE IN ORDERLY MANNER	[N.J.A.C. 5:70-3, 315.2] Storage in buildings. Storage of combustible materials in buildings shall be orderly. Storage shall be separated from heaters or heating devices by distance or shielding so that ignition cannot occur.	Responsible party must comply with the violated provision(s) of the Code. [N.J.A.C. 5:70-3.315(2)]	4/8/2016	Unabated

LIFE HAZARD USES WITH NO VIOLATIONS

LHU Code	LHU ID
***	

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Tour of the Present Condition of George T. Potter Library (Fire Marshall Report)

State of New Jersey
Department of Community Affairs
P. O. Box 809
Trenton, NJ 08625-0809
609-633-6144

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NOTICE OF VIOLATION AND ORDERS OF THE COMMISSIONER

Business Name:	RAMAPO COLLEGE OF NJ	Registration #:	0230592272.1	Billing Customer #:	O214436
Inspection Date:	03/08/2016	Inspection Type:	Partial	Inspector:	ANTHONY MASSARO
Notice #:	9073946			Issuance Date:	March 09, 2016

PENALTIES

Pursuant to N.J.A.C. 5:70-2.12, a violation of the Code is punishable by monetary penalties of not more than $5,000 per day for each violation. Each day a violation continues is an additional, separate violation except while an appeal is pending.

ALSO TAKE NOTICE THAT, pursuant to N.J.A.C. 5:70-2.12A, when an owner has been given notice of the existence of a violation and has not abated the violation, that owner shall, in addition to being liable to the penalty provided for by N.J.A.C. 5:70-2.12, be liable to a dedicated penalty in the like amount.

Pursuant to N.J.A.C. 5:70-2.12(e), a violation that is recurring justifies imposition of an immediate penalty without the necessity for an interval in which corrections can be made. A violation shall be deemed to be a recurring violation if a notice has been served within two years from the date that a previous notice was served and the violation, premises and responsible party are substantially the same.

Claims arising out of penalty assessments can be compromised or settled if it shall be likely to result in compliance. Moreover, no such disposition can be finalized while the violation continues to exist.

Any penalties assessed are in addition to others previously assessed. Penalties must be paid in full within 30 days after an order to pay. If full payment is not made within 30 days, the matter will be referred to the Office of the Attorney General for summary collection pursuant to "The Penalty Enforcement Law of 1999," P.L.1999, C. 274 (C. 2A: 58-1 et seq.).

NOTICE

If you require guidance or advice concerning your legal rights, obligations or the course of action you should follow, consult your own advisor.

Appendix 5: LRFT Library Needs and Interest Survey

LIBRARY NEEDS AND INTERESTS SURVEY

The questions in this survey ask about the importance of possible features of a renovated library. The focus is on the *physical space* of the library, not library services. Although many of these may be important, please consider how important each statement is compared to the others.

LIBRARY RESOURCES: Please indicate how important each of the following statements is to you.

	Not Important	Somewhat Unimportant	Neutral	Somewhat Important	Very Important
It is important to me to be able to immediately access / recommend and use books.					
It is important to me to be able to immediately access/recommend and use journal articles.					

SPACE IN THE LIBRARY: Please indicate how important each of the following is to you.

	Not Important	Somewhat Unimportant	Neutral	Somewhat Important	Very Important
Computer labs that are open 24/7 and can be used by anyone for work (not as part of a class).					
Quiet study areas that are open for people to work in but are kept quiet and used for studying.					
Soundproof rooms that have multimedia such as cameras and televisions to be used for academic purposes.					
Spaces for scheduled, formal classes that have quick access to the library resources and have computers in the room.					
Soundproof group-study rooms with large worktables, seating for 3-6 students, white boards, and internet connections.					
Individual study desks with high sides meant to visually isolate the person from the surroundings.					
Spaces that include comfortable lounge seating and couches for relaxing, meeting, or socializing.					
Spaces dedicated to art (both traditional art galleries as well as space for contemporary art projects).					
Individual study rooms that people can reserve and use to study, listen to recorded materials, or anything else.					
Space to store and work with rare books and documents such as the *American History Textbook Project* and the *Jane Addams Papers*.					

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Appendix 5: LRFT Library Needs and Interest Survey

OTHER LIBRARY FEATURES: Please indicate how important each of the following statements is to you.

	Not Important	Somewhat Unimportant	Neutral	Somewhat Important	Very Important
I would like multiple computers available for use by everyone.					
I would like multiple printers available for use by everyone.					
I would like outlets available throughout the library.					
I would like lockers available in the library for temporary storage.					
I would like a café or area to eat food in the library.					
I would like a space in the library to hold campus events.					

Please check off one of the following:

___ I am a student

___ I am a faculty member

___ I am a staff member

What school are you in?

___ ASB   ___ SSHS

___ CA   ___ TAS

___ SSHGS   ___ Undeclared

___ Library   ___ Other

For students only:

___ I live on campus

___ I am a commuter

___ Undergraduate

___ Graduate

Do you have any other suggestions as to what you'd like to see in a library?

Thank you for helping with this survey! If you have any questions or suggestions, please contact Nick Salter nsalter@ramapo.edu

Appendix 6: LRTF Survey Statistical Analyses

As stated, most of the possible features of a renovated library were rated as important. However, it is helpful to understand which were rated as more important than others. Because this survey did not ask respondents to rank the importance of each feature, the mean ratings of importance can be compared (to understand the relative importance of each feature).

Rather than subjectively determine what mean rating would be considered "most important" or "least important," statistical analyses were conducted. Specifically, the mean importance rating (across all 18 statements) was calculated for the student sample (the mean was 3.95). Next, one-sample *t*-tests were calculated to determine if the mean rating for each feature was significantly different from 3.95. If the mean rating for a particular feature was found to be *significantly higher* than 3.95, then it was determined that this feature was viewed as *significantly more important* than the overall average rating of importance. Therefore, nine statements were listed in the "most important" box (on page 4) because they were rated as significantly higher than 3.95. If the mean rating of importance of a feature was *significantly lower* than 3.95 (as determined by a one-sample *t*-test), then it was considered to be *significantly less important* than the overall average rating of importance. For this reason, 7 statements were placed in the "least important" box (on page 4). Finally, two statements had mean ratings of importance that were not significantly different than 3.95 (see the two statements in the "medium important" box on page 4). No significant difference in this context signifies that they were not seen as significantly different than 3.95; in other words, they were seen as "average" with regards to importance.

For the faculty and staff sample, this process was repeated. However, instead of conducting one-sample *t*-tests against the value 3.95, the value 3.92 was used (as this was the overall mean importance rating across all 18 statements for this group). These findings were supported with a second set of analyses. Specifically, one-sample *t*-tests were conducted to see if the mean rating for each feature was significantly different from 4.00. The reason this number was chosen was because this represented "Important" on the survey's rating scale. If the mean rating for a feature was *significantly higher* than 4.00, then we can say that the feature was considered *significantly very important*. If the mean rating for a feature was *significantly lower* than 4.00, then we can say that the feature was considered *significantly not very important*. If the mean rating for a feature was *not significantly different* from 4.00, then we can say that the feature was considered *significantly important*. These secondary one-sample *t*-test analyses supported the original analyses; the features listed in the "high important" boxes were significantly higher than 4.00, the features listed in the "medium important" boxes were not significantly different from 4.00, and the features listed in the "low important" boxes were significantly lower than 4.00.

Appendix 7: Tweets That Mention Potter Library

<u>Tweets Regarding Temperature:</u>

- "It's warm in here. I wish they had nap stations. (at George T. Potter Library :: Ramapo College) —"
- "Pls ramapo, it's way too freaking cold in the library"
- "yes make the library 102 degrees so I fail my finals and sweat in the process. thank you ramapo"
- "Why is this library so damn cold? #Ramapo"
- "Why does the Ramapo library have to be so hot"
- "Ramapo please keep the library sweltering hot so students can be even more miserable"
- "The Ramapo Library is like a fuckin sauna #dying 🔥🔥"
- "Does Ramapo believe in heat omg Im freezing in the library wtf 🙅"
- "Hey Ramapo, wanna turn the heat up in the library? #fuckingfreezing"
- "Ramapo why is the library so cold? How can I procrastinate when the temperature is so low?"
- "The Ramapo library doesn't believe in AC"
- "Hey Ramapo how about you turn the AC on in the library? Sweating my tits off in this bitch."
- "but I don't get why Ramapo's library wants you to freeze to death."
- "Can Ramapo not afford to heat the library during after hours? Does my 12,000$ a year not cover heat?
- "It would b nice if the library wasn't so hot. Just saying ramapo."
- "Hour number 5 in the Ramapo College sauna.../library."
- "can't tell if I'm in the Ramapo College Library or in a giant sauna #IMSWEATY&IKNOWIT"

<u>Tweets Regarding Smell:</u>

- "The third floor of the Ramapo library smells like a nursing home."
- "The Ramapo library smells like old people and Brussels sprouts rn #iCantFocus"
-

<u>Tweets Regarding Noise:</u>

- "wow the library at ramapo is actually ~quiet~"
- "Don't you love when Ramapo has construction going on next to the library while peeps are trying to study for finals"
- "Why Ramapo decides to do construction in the library during finals week is beyond me.."
- "Welcome to ramapo, where we do construction in the library the week of finals.. Why... 😒😪🤧"

Tweets Regarding Technology (not including printing because there are too many):

- "The Ramapo Library's wifi connection is literally THAT BAD."
- "In ramapo's library next to a sign that says "wireless hotspot" with only one bar of wifi."

Tweets Regarding Decor, Atmosphere, Etc.:

- "Wow.... Ramapo's library is prehistoric."
- "Ramapo library creeps me out.... Makes me want to shower for 3 days"
- "I love ramapo but I wish we had TCNJ's library. #beautiful"
- "Ramapo's library is not as nice as new paltz's .."
- "Ramapo's library is so counter intuitive. Like why."
- "if a meteor fell from the sky and hit the Ramapo library I would be so excited my clothes would come right off"
-

Tweet Claiming the Person Will Transfer Because of Potter Library:

- "obviously i have issues with the george t. potter library of ramapo college of new jersey, i'm gonna have to just transfer."

Other tweets included complaints about hours, noise, and printing.

Appendix 8: Letters from Center Directors and Special Collections

RAMAPO COLLEGE OF NEW JERSEY

SALAMENO SCHOOL OF
HUMANITIES AND GLOBAL STUDIES

505 Ramapo Valley Road, Mahwah, NJ 07430-1623
Phone 201.684.7406   Fax 201.684.7973
www.ramapo.edu

March 30, 2016

To: Roark Atkinson, Chair, Library Renovation Task Force

From: Cathy Moran Hajo, Editor and Director, Jane Addams Papers Project

Re: Library renovation plans

The Jane Addams Papers Project is a historical editing project that is producing a digital edition of the papers of social worker, peace activist, and Progressive philosopher Jane Addams (1860-1935) covering the years 1901-1935. It will also produce a three-volume book edition of selected documents, transcribed and annotated. The Project came to Ramapo College in September 2015, and receives funding from the College and from the National Historical Publications and Records Commission (National Archives) and other sources. The Project has been included in the preliminary plans for the renovated library space and we would very much like to be relocated there

The Addams Papers is currently housed in my office (B-125) which is inadequate for its current staff, student workers, and researchers who work with the Addams materials. We currently have six student workers (part-time) and an assistant editor (part-time), but in order to complete our work in a timely fashion, our plan is to hire one more staff member. I also want to encourage broader student participation in the project, and want to have it serve as a laboratory for research and work in digital humanities and primary sources..

The Project needs an office and workspace and space for student workers and students interested in interning, volunteering, or conducting research using our materials. We also are building a library of physical and on-line resources on Jane Addams, the Progressive Era, and the peace movement that we would like to share with the rest of the Ramapo community. Our space needs are: a small private office space for meeting with students, faculty or outside researchers, and a communal research space that has capacity for some book shelving, file cabinets, desks or a built in counter for staff members, and a worktable that students and researchers can use for data entry, research, and scanning historical materials. A whiteboard would be helpful, as would a screen for projecting images of documents on the walls for close study.

I would like to be able to bring students from other classes, like Historiography, Public History, and Digital History in for tours of the project offices where we can show some of what we are doing. I have had interest from professors in social work about creating Addams-based projects for their classes and want to encourage having students pursue their own research using our materials.

If you would like further information about the Project, don't hesitate to ask.

New Jersey's Public Liberal Arts College

Art Gallery Spaces and Archive

To: Library Renovations Task Force
From: Sydney O. Jenkins, Director of the Art Galleries

As requested, below I am informally provide a few thoughts about how (a reduced) version of what is noted in the Master Plan as a "consolidated art gallery" might fit into the new Learning Commons.

Ramapo has one of the foremost collections of popular arts, including the largest and most important academic collection of Haitian art, in the United States. The core collection is the Selden Rodman Collection. If funds permit, we request consideration of two components of the "original layout"* which featured collection storage, and a collection gallery move from B Wing to the Learning Commons.

Storage: An additional storage room next to or near existing art storage in the library would be terrific. For several years, we have been renting off-site storage to deal with our vexing storage crisis.

Rodman Gallery, location move: The current Rodman Gallery location in B Wing is awkward and truly hard to find. Visitors and donors have been complaining since it opened. If the Rodman Gallery in B Wing moved to the new Learning Commons -- with a more logical entrance and basic signage -- this would be a great improvement. And the expansion of the gallery footprint (appx. 30%) drawn in the original layout would allow for more of the collections to be on view, in a location closer to the other Berrie Center galleries.

Unlike the Berrie Center (contemporary) galleries -- which were also part of a the original layout -- Rodman Gallery exhibitions do not have a lot of turnover, and do not present typical contemporary art challenges which are especially problematic for a library space. These challenges include sound art/noise, lengthy installation periods with construction, frequent colored wall painting, etc.

The Rodman Gallery is quiet.

Important: The new gallery space and storage must have museum-standard climate control.

About the Rodman Gallery

Rodman was a noted collector, poet, and critic, and is widely considered to be the figure most responsible for spreading the legacy of Haitian art in the 20th century. For more than sixty years Rodman, who died in 2002, immersed himself in Haitian art and culture. His passion, along with that of his wife Carole, was the doorway for many to discover the powerful visual expressions there, resulting in an explosion of interest in Haitian art in Haiti, the United States, and around the world. Rodman was co-director, along with DeWitt Peters, of the renowned Centre d'Art in Haiti, and also directed the famous murals of Cathedral St. Trinite (destroyed by the 2010 earthquake). Rodman's influential writing established a hierarchy of value and provided a flavorful and accessible record of Haitian art.

The Selden Rodman Collection consists primarily of Haitian art, but its range extends to include "self-taught" artists from North America, Brazil, Mexico, and elsewhere. In addition to rotating exhibitions from the collection, pieces from several related collections intermittently go on view in the gallery, including the Morris/Svehla Collection and the Thompson Collection. The Rodman Gallery also features special exhibitions and loans from prestigious private collections, as well as exhibitions showcasing individual artists. Additionally, collection works are occasionally incorporated into exhibitions in the Berrie Center Kresge and Pascal Galleries, introducing more perspectives on self-taught and outsider art, while attracting new audiences. In recent years, the historical significance of the collections and Rodman's contributions has increased greatly, especially following the tragic 2010 earthquake which destroyed many masterpieces by the same artists. Requests by scholars and others to utilize the collections have grown, collection pieces are being included in doctoral dissertations, and many new books and publications include works from Ramapo College. Selections from the collection have also been featured in numerous important museum exhibitions. In 2014, film director Jonathan Demme, who is a long-time supporter of the Rodman legacy at Ramapo, donated a significant group of paintings from the Cap-Haitien area of Haiti to the Rodman Collection. Another major donor to the collection is New York Times editorial writer Tyler Cowen, who has a special interest in the Mexican artists in two collections. We now literally have an international "waiting list" of collectors who want to donate masterpieces and support research at Ramapo, so that the art can live on in a supportive environment.   Ideally, a niche area could provide a small study center for the rich variety of arts and humanities topics which link to the collections, from history to literature to Afro-Caribbean religions like Vodou.

The donor Selden Rodman and the circle of artists, writers, and political figures he was involved with are ripe for more extensive study. As an example of this, I am aiding the National Gallery of Art in Washington D.C. with a major exhibition which uses Rodman's writing on self-taught African American art as a kind of base for thinking about exhibition history. Yale University houses the fascinating Rodman papers, as well as a small Rodman Collection of art from various regions. We recently developed a loose
8. Letters from Center Directors and Special Collections

collaborative relationship with Yale that would be strengthened by the opportunities presented by this library move. Our collection was incorporated into graduate art history classes there a few years ago…

Finally, situating the Rodman Gallery in the new Learning Commons aligns perfectly with the Strategic Plan goals for diversity, and offering activities for the campus and external communities.

Sincerely,
 Sydney O. Jenkins
Director of the Art Galleries Ramapo College of New Jersey
PH 201-684-7147

*by "original layout" I mean the diagrams which were on the site around the time of the campus survey

The Center for Reading and Writing
Tom Kitchen, Director, Center for Reading and Writing

The Center for Reading and Writing moved to its current home in the library, on the second floor, in 2012. Here it occupies a space designed specifically to facilitate the services it provides, including a large work area with a reception desk and tables for students to work at, and a suite of offices for professional staff. The space is new and works well, and there is no obvious need for renovation or relocation in this area.

The Center's Presence in the Library

Ramapo College is hardly the first to house its writing center in its library. Many colleges and universities that do not have stand-alone facilities for their writing centers have chosen to locate them inside their libraries or learning commons. In 2006 a book was published specifically to examine the special relationship of writing centers and libraries: *Centers for Learning: Writing Centers and Libraries in Collaboration*, by James K. Elborg and Sheril Hook. The authors find that the functions of libraries and writing centers complement one another in a variety of ways, and that, circumstances permitting, it is beneficial to students to make the connection between their services clearly visible.

Consultants working in the Center frequently find that students come to them with projects for which further research is necessary, and in such cases it is greatly to the students' advantage that the services of a reference librarian are available within the same building, and that books and other materials necessary for the completion of their projects may be located and used immediately following their sessions in the Center. Also, it is convenient for students that the library's computer lab, with printing station, is available immediately before and after their sessions in the Center (while the Center does have several computers that students are welcome to use, its budget does not support printing for students).

The Center's presence benefits the library by reinforcing the concept that it is primarily a place to work. The wall that separates the Center from the library reading room is glass, and the door is always kept open during the Center's operating hours, so that anyone within sight of the Center can see students inside actively engaged in academic work. Studying, done properly, is, of course, work; but, to the untrained eye, it can seem a largely passive experience. Anyone watching students at work in the Center can see that active engagement is required at all times, which may be a helpful reminder to those working within view of the Center.

The Center supports renovation and redesign of the library, and hopes to continue to serve students as part of any planned changes.

The Gross Center for Holocaust and Genocide Studies
Dr. Michael Riff, Director

The Gross Center for Holocaust and Genocide Studies would like to voice the following concerns about the draft plan for the Learning Commons. Moving the Gross Center with to a space of reduced size on the building's fourth floor would send a damaging message that will affect the Center's fundraising situation and future viability.

Present donors, especially the Gross family who have repeatedly voiced their concern about visibility, might be inclined to pull funding. Future contributors will be disinclined to make donations in the first place. Overall, our recent strides in fundraising capacity would likely be reversed. Instead, it would make more sense to look at relocation to a better and more visible space as opportunity to enhance our ability to attract new donors, possibly through a further naming opportunity.

In terms of location, the proposal submitted to Trenton also stands in stark contrast to location of equivalent centers at other public institutions in the state. The centers at Stockton and Kean Universities are highly visible being on the second floors of their libraries (ground or first floors function more as entrance halls). At Brookdale Community College, the center is in a relatively new, purpose-built new space on the ground floor of the library, adjacent to the main entrances.

Moreover, reduced visibility and accessibility will lead to a reduction in its use by campus and off-campus users. Until now, regular library patrons (students, faculty and staff) as well as visitors (frequently k-19 educators) have found us relatively easy to find. As importantly, reducing the Gross Center's size would only exacerbate already existing space issues. The core fields for which the Center is responsible—Holocaust, Genocide Studies and Human Rights—are expanding rapidly.

Widening interest and archive accessibility has led to new and valuable publications, films and other materials. Especially given recent developments, they increasingly cannot be housed in the Potter Library's general collection and need to be shelved in the Center, which also has an equivalent lack of space.

American History Textbook Project
Christina Connor

Background: The AHTP collection was given to the library in the summer of 2009 by Dr. Stephen P. Rice, Dean of the Salameno School of Humanities and Global Studies (then professor of History at the college), and was a student-created collection initiated by Dr. Rice's Historiography class in the spring of 2009. The purpose of the collection was to allow students to see change in historical thought and focus over time. Over the past few years, the collection has grown from about 25 books to 156, and covers books published from 1826-2011.

Subject coverage includes: general History textbooks (primary and secondary levels, as well as books used in public and parochial schools), civic and government studies, supplemental materials created by school districts, and well-known and well-cited historical texts in the field.

The maintenance, care, and expansion of the collection is possible largely through grant supported initiatives and generous donations. In 2012, librarian Christina Connor and professor Stephen Rice were contributors to the Association of College and Research Libraries' book, "Past or Portal? : Enhancing Undergraduate Learning through Special Collections and Archives" with their chapter, "The American History Textbook Project: The Making of a Student-Centered Special Collection at a Public Liberal Arts College." The collection is a welcomed addition to the library.

Statistics: While the collection has been in use since its arrival in 2009, no formal statistics were kept until Fall 2012.

	FY 12-13	FY 13-14	FY 14-15	Fall 2015	Spring 2016
In-Class Requested Sessions	4 Over 100 Students	8 Over 200 Students	13 Over 300 Students	5 Over 125 Students	4 Over 100 Students
Special Events Open to Campus	---	2	2	---	---
Independent Study	13	36 Undergraduate students; 1 Masters Level (Ramapo)	34 Undergraduate students	32 Undergraduate Students	6 Undergraduate students; 1 Masters Level (Ramapo) –*as of April 2016*
Books Identified for Special Care	---	22 Total	48 Total	3 Total	---
Outside Use	---	---	1 Undergraduate (UVM) 1 Doctoral (Drew U) 1 Undergraduate (Bryn Mawr) 1 Graduate (Kansas State)	1 Doctoral (Drew U)	1 Doctoral (Drew U)

Education and Use: The AHTP collection gets a high volume of traffic for a special collection. The increase of sessions was attributed to the library liaison creating customized lectures and activities for new classes, and faculty encouraging their colleagues to utilize the collection in their classes.

- Faculty continue to request special information literacy sessions that focus on the AHTP collection for importance and relevance to specific subject areas. Faculty in the Teacher Education and History programs are most interested in exposing students to this collection.
- A specialized library session is presented within the following courses each semester: Social Context of Education (multiple sections), Historiography (multiple sections), US History I and II (multiple sections), World Civilization I, and Public History (Spring semester only).
- Additional courses that have utilized the AHTP collection are: Digital Literacy, and Technology and Culture in America.
- Students are not only educated about the collection, but also are given an in-class, hands-on activity to encourage class discussion and reaction to content within the books. Activities are customized to the disciplinary focus of the class.
- In addition to class sessions, many students have used the collection for special projects or research papers and typically are not connected to the faculty-requested class sessions. Many students have used the textbooks for Senior Seminar papers/projects.
- In order to increase awareness of the collection, a discussion series is being developed. The series is titled "They Taught What?" It involves students and faculty with specific research interests discussing the treatment (or exclusion) of subject matter from history textbooks in the United States.
- In Spring 2016, Christina Connor (Ramapo) and Jordan Reed (Drew) were invited to present at the National Council for History Education Conference (April 2016) on their use of the AHTP collection in the classroom.

Space Concerns: Since the collection came to the library, we have not been able to provide a safe, permanent space for these materials. As a result, the number of books flagged for special care doubled in the span of a year.

Current storage method: Book Trucks
The current system involves storing the collection on movable book carts in any room available. If we would like collection to grow, this will no longer be a practical or sustainable system. As it stands, we have been unable to purchase new books in two years.

Concerns:
- First, the two book trucks are heavy and involve multiple staff members to transfer the books to and from the storage and work spaces.
- Second, as books are moved, they are jostled and many are becoming damaged.

Concerns (Continued):
- Lastly, organization of the collection is becoming difficult since books are showed wherever space is available on the cart.

Locations Considered: First, Third, Fourth Floors
　　Over the years, various spots have been suggested to house the AHTP collection.

Concerns:
- First Floor L101: While this room has no windows and is a practical size, there are consistent leaks that contribute to the dampness and musty smell. This is neither a welcoming environment for rare, fragile books nor students.
- Third Floor Left Study Room: This space has multiple problems. Two walls in the room are floor to ceiling windows. The sun could bleach book covers and pages. The room can also reach temperatures to 80 degrees and over. This heat can make the books more brittle, and creates a difficult work environment for students. This room is also very small with little maneuverability, making it difficult working with the collection in its entirety, as intended. **The books are currently shelved in this location.**
- Fourth Floor Back Corner: A small space, which accommodates small shelving and a work station, was identified on the library's fourth floor in January 2014. While this space meets the collections current needs, it would not allow for growth. In addition, for security purposes, the space would need to be walled off. It has been explained this would be very costly and problematic with code laws.

A permanent, safe space needs to be established for both storage and preservation of this fragile and unique collection.

Appendix 9: How Students Learn: Paper or Screen?

Dr. Marta Vides Saade, SSHS

Introduction: According to the Oxford English Dictionary (OED) the primary definition of library is: "A place set apart to contain books for reading, study, or reference (Not applied, e.g. to the shop or warehouse of a bookseller.) In various applications more or less specific." The secondary definition applies to a room in a house. The tertiary definition, specific to a setting like Potter Library is: "A building, room, or set of rooms, containing a collection of books for the use of the public or of some particular portion of it, or to the members of some society or the like; a public institution or establishment, charged with the care of a collection of books, and the duty of rendering the books accessible to those who require to use them." And yet, the OED, the "definitive record of the English Language," has not updated this definition since 1902, and Potter Library has no physical OED among its holdings. Similar to most contemporary libraries, this dictionary and others are online subscription resources.

Still, Oxford University Press maintains a publicly available resource, which publishes an OED "word of the day." Its definition of library is more inclusive and somewhat reflects the contemporary opportunities. The primary definition: "A building or room containing collections of books, periodicals, and sometimes films and recorded music for people to read, borrow or refer to: 'a school library.'" The ubiquitous source, Wikipedia, provides a characteristically thinly footnoted definition: "A library is a collection of sources of information and similar resources, made accessible to a defined community for reference or borrowing. It provides physical or digital access to material and may be a physical building or a virtual space, or both. A library's collection can include books, periodicals, newspapers, manuscripts, films, maps, prints, documents, microform, CDs, cassettes, videotapes, DVDs Blu-ray Discs, e-books, audiobooks, databases, and other formats."

Here I consider what it means to design a library *qua* library from a student learning centered perspective. In its deliberations, the Library Renovation Task Force considered the difference between a library designed primarily to house a collection of traditional "paper" resources, including artwork and other formats, compared to one creating a collection of "screen" resources that could exist in a virtual space relying primarily digital resources and complementary media formats. The prioritizing of paper or screen format has implications for Potter Library including shelf space and design.

A student learning centered perspective is focused on how students learn and what students need to move forward as life-long learners. Authentic cognitive concerns are addressed in scholarly literature concerned with reading fluency. The emerging insight is that, similar to language fluency, reading fluency requires the student to acquire reading and comprehension skills that contribute to learning from either paper or screen sources. Each of these provides distinctive learning opportunities. The student must learn to distinguish the best use of each kind of resource. This paper addresses the cognitive concerns as relevant to Ramapo students.

Certain important, yet collateral issues beyond the scope of this essay, include issues such as: Information Literacy Sessions and the extent to which these address reading fluency; cost of library collection acquisition - paper one-time cost vs. screen recurring subscription costs; availability of material and limited options in paper, screen, or both formats; printing costs generated by students whose need for deep reading necessitates they print the available digital resources for use in thinking through the material; disciplinary needs of particular collections; working environment in the library as individual or group related to study habits; and environmental concerns - the comparison between cost of producing & recycling paper books and recycling electronic devices needed for screen resources.

Ramapo Students: As of the Fall 2015, Ramapo College had an undergraduate population of 5661, with a median age of 21 years-old. Its graduate population was 365 students with a median age of 30 years-old. The overall median age of students at Ramapo was 21 years-old.[24] The demographic for Spring 2016 had shifted slightly with an undergraduate population of 5324, median age of 23.1 years-old, and a graduate population of 404, median age 34 years-old. The overall median age of students at Ramapo is currently, reported, as of this writing, as 23.9 years of age.[25]

For the Academic Year (AY) 2015-2016, the first-time degree seeking undergraduate freshmen constituted 70% of all first-time degree seeking undergraduate students.[26] Important to note for discussions about the cognitive skill acquisition necessary for reading fluency is the characteristic of the majority of Ramapo undergraduates as that of a novice learner. Deep reading is a new experience into which most typical Ramapo undergraduate students will transition if the necessary resources are available to them.

Cognitive Issues Raised by Paper & Screen: Learning to access information through reading "involves the acquisition of an entire symbolic code, which is both visual and verbal."[27] In the elegant description by Dr. Maryanne Wolf:

> Pascal said there is nothing new under this earth but there is rearrangement. . . . Reading . . . . begins by connecting vision and language processes, it goes on to connect concepts, background knowledge, all aspects of language like syntax, semantics, and morphology. Over time it adds inference, analogy, perspective taking. It adds so many cognitive skills that, by the end, the reading circuit involves a panoply of some of the most basic processes connected to some of the most sophisticated cognitive and linguistic processes that human beings have ever achieved. The outcome is an extraordinary range of processes that all come together to propel thought. This same plasticity,

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[24] Office of Institutional Research , Ramapo College, Fast Facts - Fall 2015, http://www.ramapo.edu/ir/files/2015/10/Fast- Facts-F15.pdf

[25] Office of Institutional Research, Ramapo College, Fast Facts – Spring 2016, http://www.ramapo.edu/ir/files/2016/03/Fast- Facts_Spring-2016.pdf

[26] Office of Institutional Research, Ramapo College, Common Data Set 2-15-2016, http://www.ramapo.edu/ir/files/2016/02/CDS_2015-2016_020116.pdf

[27] Joan Richardson. "Maryanne Wolf: Balance technology and deep reading to create biliterate children," *Phi Delta Kappan*, Vol. 96, No. 3, pp. 14-19 (Nov 2014): p.14 quoting interview with Dr. Maryanne Wolf.

however, also means that developmentally it can begin very simply and remain simple, or it can steadily elaborate over time.[28]

To design the housing of library resources that will make it possible for this transformational process, from simple reading to deep reading,[29] in such a way as to create a possibility to elaborate these remarkable opportunities fully for each student, is what is at stake in the renovation of the structure of the library physical plant, and its design priorities.

What Makes Reading from these Resources Different? In its simplest form of reading, the human brain interprets written text as symbolic representation of the physical world. Some of the earliest forms of writing, such as Sumerian cuneiform, resembled the objects they represented.[30] In addition, the human brain perceives a text as physical landscape that places information from the text in a location, often located based on where it appeared.[31] The physicality involved in reading affects how screen and paper resources contribute to learning.

Learning from Screen Resources: The emphases of digital media are on efficient, massive information processing; flexible multitasking; quick and interactive modes of communication; and seemingly endless forms of digitally based entertainment" – some of which is educational.[32] 9 For the novice learner, seeking basic factual information, such screen resources provide an efficient starting point.

The technology of screen resources and features such as the "find" word make it possible for the reader to find information using keywords on a subject about which she might not be familiar. Reliance on such technology has limitations. In a study of 72 tenth grade students in Norway, students were pre- tested to confirm their similar reading ability, then provided two 1500 word texts to read. These were of different rhetorical genre: one narrative and one expository. Half of the students read the text on paper, and the other half in PDF format on screen. Reading time was not tracked. In reading comprehension tests administered afterward, the students reading the paper text did slightly better in their reading comprehension. Mangen and her associates posited several possible explanations. First, was the issue of navigation within the document. On the screen, this was accomplished by scrolling, although the PDF format was intended to avoid this distraction. In addition, the location of any particular text, e.g., "top right hand corner" was not available to the students reading the screen because the text

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[28] Ibid.

[29] Maryanne Wolf, and Mirit Barzillai, "The Importance of Deep Reading: What will it take for the next generation to read thoughtfully— both in print and online, *Educational Leadership*, Vol. 66, No. 6 (March 2009): para. 4.

[30] Ferris Jabr."The Reading Brain in the Digital Age: The Science of Paper versus Screens," *Scientific American* (April 11, 2013): para. 9.

[31] Ernst Z. Rothkopf, "Incidental memory for location of information in text," *Journal of Verbal Learning and Verbal Behavior*, Vol 10, Issue 6 (December 1971). Study in which subjects read a 3000 word text with no instruction to remember the location of information, and when subsequently asked to recall substantive information about a passage and the location of the passage, the incidental memory for locations within any page was more accurate than chance.

[32] Maryanne Wolf, and Mirit Barzillai, "The Importance of Deep Reading," supra, para. 3.

traveled on the screen. On paper, the students had access to the text in its entirety without distraction. Also, in responding the students who completed the reading on screen had to switch between windows to complete their responses, whereas the students reading the paper text switched between the questions on screen and their paper text. Second, was the issue that reliance on the screen text could create overconfidence in predicted performance. These assertions were based on previous studies showing that because the common perception is that screen presentation is intended for shallow messages, when done independently and not in a timed test, such reading results in less disciplined self-regulation. The fatigue effect of screen devices was also not discounted.[33] 10 Interestingly the effect that any writing in the margins of the paper text might have had was not tracked. And yet, marginalia as a learning device has a long history.[34]

Learning from Paper Resources: Because paper books have "more obvious topography" than a screen, paper resources are more easily navigated in a way that provides a slower, deliberative reading allowing for the critical and contemplative thinking that is the at the heart of deep reading.[35] The reader can go back and forth within the text while also taking in the whole text oriented by an eight-cornered text which she can use to map from beginning to end as she feels the thickness of the pages.[36]

Interestingly, the slower pace of paper reading is necessary for the novice reader in development of her cognitive skills in deep reading. Once developed, the distinction between the immediacy of screen reading and the more complex experience of paper reading is ameliorated by the ability of the reader to make decisions about how to approach the text in order to maximize her learning. The reason for this is what Wolf and Mirit refer to as a "Gordian knot of cognitive advantages and challenges for the present and upcoming generations"[37] They note:

> By deep reading, we mean the array of sophisticated processes that propel comprehension and that include inferential and deductive reasoning, analogical skills, critical analysis, reflection, and insight. The expert reader needs milliseconds to execute these processes; the young brain needs years to develop them. Both of these pivotal dimensions of time are potentially endangered by the digital culture's pervasive emphases on immediacy, information loading, and a media-driven cognitive set that embraces speed and can discourage deliberation in both our reading and our thinking.[38]

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[33] Anne Mangen, Bente R. Walgermo, and Kolbjorn Bronnick, "Reading linear texts on paper versus computer screen: Effects on reading comprehension," *International Journal of Education Research*, Vol. 58 (January 2013): pp. 65-66.

[34] Naomi S. Baron. *Words Onscreen: The Fate of Reading in a Digital World*, Oxford University Press (2015): pp. 27-30. 12 Ibid, para. 3.

[35] Ibid, para. 3.

[36] Ferris Jabr. "The Reading Brain in the Digital Age," para. 12.

[37] Ibid. para 5.

[38] Ibid. 4.

Conclusion: When headlines declare "92 Percent of College Students Prefer Reading Print Books to E-Readers,"[39] the reason is not a nostalgic longing for "old school" approaches, or a frustration with the technological glitches of screen devices, but instead is an intuitive insight into what the most curious and wise students know to be what they need to move from simple reading to deep reading with the transformational possibilities of thinking it brings. Local school districts are responding to budget constraints with e- books, and our current President is mobilizing a well-intentioned initiative to provide ebooks to low- come as a way to make learning opportunities available.[40] Meanwhile, college students who have the capacity to develop deep reading skills are finding the opportunity to continue their skill development toward deep reading and its corresponding complex reasoning abilities, using print resources available to them in college. Potter Library needs a balance of both paper and screen resources, while recognizing that students who are in the process of becoming expert readers will likely convert screen to paper, and add their own marginalia in order to further their own cognitive development.

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[39] Alice Robb, "92 Percent of College Students Prefer Reading Print Books to E-Readers," *The New Republic*, January 14, 2015.
[40] Roberta Rampton. "Obama to announce free ebooks for low income kids," *Reuters*, April 30, 2015.

Appendix 10: The Libraries of Ramapo College's Competitors

In 2014, Seton Hall University's Walsh Library underwent a renovation that included new furniture, new computers and new ergonomic equipment added to the Library's Information Commons, silent study rooms and other locations. The library also got a cosmetic facelift with new carpet, paint and freshly painted façade. Several Rutgers Libraries have been recently renovated, including the Paul Robeson Library at Camden (2014), the James B. Carey Library at the School of Management and Labor Relations (SMLR) of Rutgers University (2015). Monmouth University Library underwent major renovations in 2005 when a new wing was added onto the existing building, and older areas were updated. Other New Jersey College Libraries have also been keeping up with the times. Hudson County Community College built a new library building in 2014, and Caldwell University added a learning commons in 2015.

The College of New Jersey Library: A Model Example

Upon entering the library, patrons enter a large lobby which allows them to immediately see and access the circulation desk, the reference desk, reference book collection, large tables, computers, comfortable seating, conference room, elevators, stairs and the café. This hub lets patrons easily find what they are looking for, or ask library staff/faculty for assistance. This area draws people who want to print, use a computer, ask librarians for help, check out materials, work together at tables, relax in a comfy chair, or study, socialize and eat in the café. The floor also houses group study rooms.

The second floor houses part of the book collection, current periodicals, the document collection, group study rooms, offices and more tables and furniture for studying. The third floor consists of more of the book collection, group study rooms, offices, technical services, and large open spaces for students to study. The fourth floor holds media services, microform, the music collection, archives, and more group study rooms and comfortable furniture. The basement of the library houses the periodicals collection in compact shelving, two library instruction labs, the office for instructional technology services and a small auditorium that is used for academic purposes.

The aesthetics of TCNJ Library fit beautifully with the rest of the campus. The Georgian style building looks brand new, yet appears to have been there since the campus was first built. New furniture is comfortable and practical. Table lamps and large windows give patrons ample light for studying. This library is an example to be studied as plans are drawn for a new Potter Library.

The rest of the library offers the following:

Second Floor
- book collection
- current periodicals
- document collection
- group study rooms
- offices

Second Floor (Continued):
- tables
- comfortable furniture

Third floor
- book collection (continued)
- group study rooms
- offices
- technical services
- large open spaces for students to study

Fourth floor
- media services
- microform
- music collection
- archives
- group study rooms
- comfortable furniture

Basement
- periodicals collection in compact shelving
- two library instruction labs
- office for instructional technology services
- small auditorium used for academic purposes

The aesthetics of TCNJ Library fit beautifully with the rest of the campus. The Georgian style building looks brand new, yet appears to have been there since the campus was first built. New furniture is comfortable and practical. Table lamps and large windows give patrons ample light for studying. This library is an example to be studied as plans are drawn for a new Potter Library.

Appendix 11: Table of Competitor Library Resources

	Multipurpose space? (Uses if yes)	# of Computer labs	# of Group study room	# of Computers	# of Printers	Charge for printing?	Compact shelfing?	# of Print books
Rutgers (Alexander)	Yes (presentation center)	2	8	48	Yes (# not found)	First $30 free every 6 months, then $0.04/ bw page or $0.25/color page		
William Paterson (Cheng)	Auditorium	3	12	Yes (# not found)	Yes (# not found)	$15.00 free per semester. $0.05/bw page; $0.15/color page, $0.02/bw duplex; $0.06/color duplex		
Montclair State (Sprague)	Café,	1	4	Yes (# not found)	Yes (# not found)	$40.00 (800 pages) free per semester, after that $0.05 per single-sided, $0.07 per duplex.		>500000
Rowan (Campbell)		1	18		2 (wire)			
TCNJ	Yes. 2,250 sq. ft., with a sloped floor audience area to seat 105 people.	2 labs which double as IL classrooms, with more computers throughout the library	26	100	Yes (# not found)	0.05/page	Yes, for periodicals	608,500 (general and special collections)
Seton Hall (Walsh)	1 multipurpose room which can be divided into 3 rooms; Gallery; Dunkin Donuts attached to library.	2	31	55	7 (6 B&W and 1 color)	First 400 b&w pages free. After that, $0.05/ page. Color printing= $0.65/page.		525,767
Monmouth	Seminar Room (meetings, classes, etc)., Café	1	3	>100	Yes (# not found)			
Kean		1		47	3			
Rider (Moore)	Yes (presentation center)	2 (one is 24hrs)	Yes (# not found)		3	Free (EasyPrint)		
Stockton	Auditorium (meetings, lectures, media viewing)	1	5	>100	2	30 pages per doc, one copy		
FDU-Florham	2 Rooms for small group meetings	1	Yes (# not found)					>151,000
FDU-Teaneck			1					>154,000
Univ. of Delaware (Morris)		2	19 regular + 6 studio	>80	4	$5 free (allocated in Jan & July), $0.04 b/w double-sided, $0.05 b/w single-sided, $1 color		
Quinnipiac		1	13	>60				
Caldwell			3	Yes (# not found)	Yes (# not found)	Free, except color is $0.25/page		