



THE HEART OF LEARNING

A new Library and Learning Centre for Mount Royal

A PROPOSAL FOR THE GOVERNMENT OF ALBERTA

November 13, 2007





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CREATING EXCEPTIONAL LEARNING OPPORTUNITIES

For a world of possibilities. To respond to community need

Over almost 100 years, Mount Royal has built an outstanding reputation for responsiveness, commitment to student success, teaching excellence and the contributions graduates make to the Alberta workforce. Mount Royal continues to respond to today's societal pressures:

- **rising student demand** for post-secondary education — especially for undergraduate degrees — driven by the global knowledge economy;
- **growing employer need** for higher levels of education for career entry and advancement; and
- **the necessity of higher academic qualifications** to enter professional and graduate schools.

Mount Royal is evolving to meet changing student, employer and community needs

... to meet rising demand for undergraduate degree programs

... to increase access for more students

Mount Royal is building on what it does best to become a unique, undergraduate, degree-level institution:

- teaching-focused, student-centred, response-driven — an exceptional, personalized learning environment;
- hiring faculty with extensive academic credentials, engaged in scholarly activity to advance knowledge;
- offering high-demand and rigorous degree programs, diplomas and certificates; and
- meeting high institutional standards for membership in the Association of Universities and Colleges of Canada (AUCC) to add value to a Mount Royal credential.

An efficient, effective Library and Learning Centre that meets the diverse learning needs of students is a critical component of Mount Royal's vision to offer high-quality degree programs and to increase student access.





A FUNDING PROPOSAL FOR THE PROVINCE OF ALBERTA *Investing in a new Library and Learning Centre at Mount Royal*

Mount Royal proposes to build a new Library and Learning Centre that will bring together the technology, resources and services necessary in a university-level environment. Making this plan a reality will require a partnership among the Province of Alberta, the community and Mount Royal.

The Province of Alberta is asked to take the lead in this project by providing the capital and annual operating funds to bring the new Mount Royal Library and Learning Centre to life.

An investment of \$99.5 million is required to construct the facility. An annual commitment of \$1.23 million is needed to ensure its operation.

A community fundraising campaign will be launched in 2008. It is anticipated the campaign will generate funding for approximately 15–20% of the project.

With building costs appreciating at roughly 2% per month, it is imperative that funding is secured quickly to enable construction to begin as soon as possible.

Provincial investment will create an urgently-needed Library and Learning Centre that will:

- **triple the number of spaces** available to students, offering the varied independent and group learning environments essential to academic success;
- **triple the resource collection** to support students in degree programs and faculty engaged in scholarly activity;
- **free up existing campus space that can be re-purposed to accommodate additional students**, such as expansion of the Bachelor of Nursing program and science labs;
- **enable Mount Royal to become a member of the AUCC** and ensure that degree programs are valid and recognized by post-secondary institutions across Canada and beyond.





TIMING: A KEY FACTOR

Mount Royal is at a critical juncture in its evolution

Action is needed now to construct a new Library and Learning Centre that can support students in degree programs as soon as possible.

It will also mitigate rising construction costs, currently running at 2% per month.

A convergence of opportunities and activities makes it imperative that this project move forward quickly:

- **Mount Royal has the campus capacity to accommodate additional students** and has requested additional funds to help alleviate access pressures. The current Library cannot support an enrolment increase;
- the Bachelor of Nursing program was launched in September 2007. The Bachelor of Arts and Bachelor of Arts in Criminal Justice programs have the Minister's approval and await funding — **these programs could begin as early as September 2008 and require access to additional Library resources;**
- **degree programs in Science and Communication Studies are being reviewed now** by the Campus Alberta Quality Council and their approval is expected shortly, also requiring only ministerial approval before they can be launched. The Bachelor of Business Administration is expected to be reviewed by the Council before the end of December 2007;
- a unique and innovative General Education program will become an integral component of all degree programs starting in 2008 — **development and delivery of this program relies extensively on Library resources;**
- Mount Royal will launch a **\$100-million fundraising campaign** in 2008, with its conclusion timed to coincide with the institution's 100th anniversary in 2010; and
- Mount Royal wishes to **apply for membership in AUCC** to ensure degrees are recognized by Canada's universities.

The fundraising campaign will raise private support to help build the Library and Learning Centre. Campaign success will hinge, in large part, on demonstrated provincial support for Mount Royal's university-level initiatives, including funding for the new Library and Learning Centre, and approval and funding of degree programs.





AN ESSENTIAL FACET OF POST-SECONDARY EDUCATION *The Library has changed. Its necessity has not*

The Library and Learning Centre is a vital part of post-secondary learning and teaching. Over the years, post-secondary learners and institutions have changed — and so have Libraries.

Today's most effective Libraries and Learning Centres support both individual and collaborative learning. They are central academic spaces where students and faculty come together to engage in intellectual exchange and growth — busy, welcoming, safe places where people learn together.

'... library design should not be dominated primarily by a concern for information resources and their delivery ... [but] should incorporate a deeper understanding of the independent, active learning behaviors of students and the teaching strategies of faculty meant to support those behaviors.'

Scott Bennett, Yale University Librarian Emeritus

Across North America, the most successful post-secondary institutions and communities recognize that investing in a Library and Learning Centre is an investment in student success.

'Given the need to develop a library that fully supports the needs of the undergraduate programs and faculty research/scholarly activity, [the Review Team recommends] that the council support funding to create a university-level library....'

Campus Alberta Quality Council Review Team Report, June 2006





MOUNT ROYAL'S OVER-EXTENDED, OVER-CAPACITY LIBRARY

It cannot keep up with rising demand for new resources and different work spaces

Essentially operating from the space it occupied when the Lincoln Park Campus opened in 1972, Mount Royal's current Library is literally bursting at the seams. It is too small to meet the needs of today's student population — and cannot serve tomorrow's. Line-ups for study spaces and computers are chronic. Groups of students working together huddle around outdated carrels meant for solitary study. Tables and chairs are typically busy from early morning to late night.

'... in order to move to university-level degree-granting status, [Mount Royal] will have to address the issues of a woefully inadequate library....'

Campus Alberta Quality Council Review Team Report, June 2006

The technical infrastructure required for appropriate access to electronic resources is stretched to capacity. Physical collections in all formats (digital, physical, media) are inadequate to support university-level programs, to keep existing programs current and relevant, and to support scholarly activity.

In the 2007 *Globe and Mail* University Report Card survey, Mount Royal ranks highly in most respects — its Library, however, ranks 12th of 14 small universities.

Scores are particularly low in facility-related areas:

- availability of journals/articles/periodicals;
- availability of quiet study space;
- total number of Library holdings;
- overall study space; and
- meeting rooms.

See Appendix 1 for additional survey highlights







MOUNT ROYAL'S LIBRARY 35 YEARS AGO

MOUNT ROYAL'S LIBRARY TODAY

- | | |
|---|---|
| <ul style="list-style-type: none"> the Library is the place where books and other materials are housed to allow for students' silent individual study | <ul style="list-style-type: none"> the Library is a multi-faceted place to learn, with guidance from expert staff, in a technology- and resource-rich environment |
| <ul style="list-style-type: none"> the Library is built to serve 3,500 FLE students at the new Lincoln Park Campus | <ul style="list-style-type: none"> the Library serves 7,800 credit FLE students, as well as supporting an extensive array of Continuing Education and Extension courses and community needs |
| <ul style="list-style-type: none"> collections and services support two-year diploma or university transfer programs, with a minimal research requirement | <ul style="list-style-type: none"> collections and services support students in senior-level undergraduate courses — including those in the Bachelor of Nursing and four-year collaborative and applied degree programs — which entail greater research requirements and faculty engaged in scholarly activity |
| <ul style="list-style-type: none"> open-area design emphasizes quiet, individual study, reflecting the way students learn in 1972 | <ul style="list-style-type: none"> the emphasis is on participatory, group learning and intellectual exchange, reflecting the way students learn today |
| <ul style="list-style-type: none"> computers aren't part of the post-secondary landscape | <ul style="list-style-type: none"> computers are mandatory in order to access digital resources, and students need flexible spaces to work on laptops |
| <ul style="list-style-type: none"> the entire collection is in physical form (print, journals, media) — is primarily composed of books | <ul style="list-style-type: none"> there is an ongoing shift in the balance between digital and print resources — and exponentially increasing publishing output in both print and digital format |
| <ul style="list-style-type: none"> the Library serves a largely homogenous student population, with essentially the same background, experience and expectations | <ul style="list-style-type: none"> Mount Royal serves a diverse student population, with varied cultural and learning backgrounds and expectations |
| <ul style="list-style-type: none"> students who use Library services are on-campus students | <ul style="list-style-type: none"> the Library serves both campus-based and online learners, as well as those who are studying at a distance |

A comparative analysis of Library spaces among post-secondary institutions shows that Mount Royal's 0.5 net square metres (nsm) per student is well below the average of 1.0 nsm per student — and below the standard starting point of 0.8 nsm per student.

See Appendix 4 for additional survey highlights





CREATING A VIBRANT HUB OF LEARNING

A new Library and Learning Centre: student-centred, flexible, innovative

Constructing a new Library and Learning Centre has been Mount Royal's No. 1 funding priority since 2005. The institution wishes to create a university-level facility that will:

- **provide essential resources** for a larger student population and degree programs;
- **respond to diverse learning needs** and offer a variety of services that support learning;
- **augment Mount Royal's already-exceptional learning environment** to deliver recognized and valid degrees;
- enable Mount Royal to continue to **compliment and collaborate** with the Lois Hole Campus Alberta Digital Library and the University of Calgary Taylor Family Digital Library, and enable participation in partnerships forged among a new institutional peers;
- continue to build on the institution's strength in **providing leadership in information literacy and research skills instruction** to students; and
- enable Mount Royal to meet Campus Alberta Quality Council expectations and join the AUCC.

Mount Royal's Library and Learning Centre will be the cornerstone of academic excellence — and an important addition to post-secondary infrastructure in Alberta.

The Library and Learning Centre will promote intellectual exchange and encourage students to apply and expand on what they have learned in the classroom — to practice the critical thinking and essential research skills necessary for academic success.

At its heart the new Library and Learning Centre will be a flexible, student-centred facility that recognizes and emphasizes teaching and learning and embraces innovation — a place for experimentation and the creation of new knowledge for both students and faculty.





THE HEART OF THE CAMPUS

A bold, dramatic facility – that works

Mount Royal's commitment to student learning is demonstrated in the design of this new four-storey, visually striking, technologically rich Library and Learning Centre. To be located on the east side of the campus next to the Centre for Continuous Learning, this 15,950 gross square metre facility will be built to LEED silver certification standards, while employing extensive use of glass and light to create an open, attractive environment.

The facility will be built with flexibility in mind. The space will respond to evolving needs and changing resources, and will be located in a prime campus area where future expansion will be possible.

The new Library and Learning Centre will triple the number of spaces available to students and triple the resource collection to support students and faculty.

It will:

- **increase the number of student spaces to 1660 from today's 348;**
- **increase the number of computer stations to 143 from today's 90;**
- **serve a future enrolment of almost 11,000 FLE students;**
- **increase overall space for students to .73 net square metres (nsm) per student from today's .5 nsm; and**
- **provide seating for 12% of the student population, a 50% increase over today's 8%.**

Additional details on this exciting new facility are found in Appendices 2, 3 and 4.





A DYNAMIC STUDENT ENVIRONMENT

Bringing together four essential functions

Mount Royal's new Library and Learning Centre will be a lively active, energizing place. Tailored to meet student needs, every level of the cantilevered facility will offer a distinct learning environment, from the vibrant main-floor space promoting interaction among students to the independent and group study areas to the administrative headquarters of Mount Royal's innovative new Faculty of Teaching and Learning.

A program/functional plan, guided by an external consultant with extensive experience in developing library/learning spaces for post-secondary institutions, brings together four key functions (described more fully in the *Program Brief Summary* in the Appendix 4):

learning resources	the Library concourse, entrance, Learning Commons, Learning Skills Centre, Library Instruction, Library café
collection resources	main collections, periodicals, seating and study stations, Archives
Faculty of Teaching and Learning	the Department of Education and Schooling, the Department of General Education, the Institute for Research in Teaching and Learning, and the Academic Development Centre
Library support	Library administration, technical, physical, systems and administrative areas, and shipping and receiving

Maintaining balanced collections, both print and electronic, is imperative. Many educational and scholarly publications are still produced solely in print format.

The Mount Royal Library and Learning Centre will grow to reach an appropriate level of resources and services to support student success in university-level programs.

A university-level collection necessitates the purchase of more and different resources, as well as retaining important titles for longer periods.





REFLECTING COMMITMENT TO TEACHING EXCELLENCE

The innovative Faculty of Teaching and Learning

Unique in Canada, the Faculty of Teaching and Learning provides institutional leadership, inspiration and resources to ensure that teaching excellence remains the hallmark of a Mount Royal education. It brings together four academic units with a shared passion for teaching and learning:

1. Department of Education and Schooling;
2. Department of General Education;
3. Academic Development Centre; and
4. Institute for Research in Teaching and Learning.

Locating the Faculty of Teaching and Learning within the Library and Learning Centre is tangible affirmation of Mount Royal's commitment to keep teaching and learning at the heart of the institution.

A home base in the Library and Learning Centre offers advantages to both students and faculty:

- immersing **the next generation of teachers--B.Ed. students--**in an environment to which the entire campus is drawn, and providing easy access to a curriculum materials development lab (required for senior years of the proposed B.Ed. program, which Mount Royal will submit to Alberta Advanced Education and Technology in coming months);
- recognizing and **capitalizing on the involvement of Librarians** in developing and delivering the General Education courses that are being integrated into all Mount Royal degree programs;
- supporting **information literacy**, which will constitute a core skill in General Education requirements that are integral to all Mount Royal degree programs;
- supporting **collaboration among Librarians and Academic Development Centre** staff in the development and delivery of online programs through eCampusAlberta;
- providing **ready access to specialized resources** needed for scholarly activity undertaken by the Institute for Research in Teaching and Learning; and
- additional value-added **benefits to be developed** as the space matures.





Providing students with access to information experts — and information resources

As members of the Mount Royal faculty, Librarians play an important role in learning and give students access to another kind of teacher. They help students develop the lifelong learning, information literacy and research skills necessary for success in a knowledge society.

Because of its student base, Mount Royal is ideally positioned and has a particular responsibility to help first-generation post-secondary students and students from underserved communities develop key skills for academic success.

Mount Royal can help students make the most of learning resources and, as result, to make the most of their post-secondary experience. The institution:

- **serves as a prime point of access for first-generation post-secondary students** and those with less academic background, who are more likely to turn to Librarians for assistance in finding and using Library resources;
- **focuses on undergraduate programs** and therefore invests and specializes in undergraduate resources that other institutions may not; and
- **serves students from diverse cultural and regional backgrounds** who may be less familiar with accessing resources and who may require additional support.

In addition, a larger Library and Learning Centre will provide more opportunities for community users to access digital resources available through Lois Hole Campus Alberta Digital Library and to other library resources.

Enhancing faculty teaching skills through the Academic Development Centre

The Academic Development Centre (ADC) plays an important role in helping faculty enhance their teaching by promoting the use of leading-edge educational technology, offering professional development opportunities and encouraging strong networks among faculty to develop and adopt best practices.

The ADC is widely used by faculty from across the institution and past projects have garnered national honours. Its current location adjacent to the Library already signals a strong connection — one that will be taken to a new level when the ADC physically moves to the new Library and Learning Centre. Further, co-location of the ADC with other elements of the Faculty of Teaching and Learning in the Library and Learning Centre will enable synergies that can strengthen teaching, encourage innovation and foster reflective practice.





STRENGTHENING ALBERTA'S POST-SECONDARY LIBRARIES

Mount Royal will continue to share resources, expertise

The Mount Royal Library is a leader and contributing participant on many current collaborative initiatives, including the Lois Hole Campus Alberta Digital Library (LHCADL) and the University of Calgary Taylor Family Digital Library.

The new, larger Library and Learning Centre will enable Mount Royal to develop unique collections and services relating specifically to priority programs and to the institution's emphasis on teaching and learning, and in areas such as English as a Second Language and Aboriginal students.

As a result, Mount Royal will add depth and breadth to Alberta's post-secondary Library resources.

Strengthening learning resources across the province

The Mount Royal Library and Learning Centre will continue and increase provincial Library collaboration:

- **working on existing collaborative initiatives and developing new ones** with sister institutions in the city, province and region, including capitalizing on opportunities for collection storage and preservation, and sharing of services for increased access;
- **participating more fully in existing relationships** (including with the LHCADL, The Alberta Library, Campus Calgary Library initiatives, the University of Calgary, Athabasca University and the Council of Prairie and Pacific University Libraries);
- **capitalizing on Mount Royal's expertise in teaching and learning** to promote and support research in this widely-recognized area of strength;
- **contributing more to reciprocal borrowing and interlibrary loan agreements**, bringing new items to Mount Royal students and faculty and sharing resources with outside students; and
- **providing resources that support the unique teaching and learning expectations** of all partner institutions.





Lois Hole Campus Alberta Digital Library (LHCADL)

The Mount Royal Library is a key member of the LHCADL, participating in resource selection and evaluation and serving as a node in providing access to these resources. Mount Royal is widely recognized for teaching information literacy and research skills and for leadership on the Information Literacy and Awareness committee.

The LHCADL does not, nor was it intended to, eliminate the ongoing and expanding need for reinvented, vibrant Library spaces and collections (of any format) with access to the informational resources and expert faculty and staff assistance.

LHCADL is an important facet of the Mount Royal Library collection and has a meaningful impact on students and faculty. It provides access to an important portion of the information resources (print and electronic) required to support undergraduate degree students and scholarly activity.

For larger institutions like Mount Royal, participation in the LHCADL means an increase in available titles. It also affords cost savings and makes it possible to redirect resources as LHCADL titles replace existing subscriptions.

Continuation of this benefit assumes that funding for the LHCADL continues beyond the current 2010 Government commitment.

University of Calgary Taylor Family Digital Library

With the pending opening of the U of C's Taylor Family Digital Library, Mount Royal and the University will build on a strong history of collaboration. Working together will provide enhanced service to students, enabling them to access unique materials from each institution.



A FACILITY TO STAND THE TEST OF TIME

Constructing a new building creates the space that's needed

Mount Royal has carefully and strategically planned a space that will offer superior service to students, promote synergies and meet needs for the long term.

Constructing a new Library and Learning Centre will enable the current Library, Academic Development Centre and Learning Skills spaces to be re-purposed to accommodate more students — such as an expansion of the Bachelor of Nursing program and science labs.

Constructing a new facility will:

- **enhance service to students** by offering increased access to an expanded collection of resources;
- **boost operating efficiency** by consolidating functions;
- ensure flexibility to **adapt to future needs**, with minimal cost, as the nature of post-secondary students and their learning needs evolve; and
- have **no negative impact on students or faculty** or disrupt service because existing services will operate as usual during construction.





WIN-WIN-WIN

A positive impact on students, Mount Royal, the Province of Alberta

STUDENT BENEFIT	MOUNT ROYAL BENEFIT	PROVINCIAL BENEFIT
<ul style="list-style-type: none"> ▪ a positive contribution to academic success ▪ enhance the learning experience through the Faculty of Teaching and Learning ▪ a place to apply what's learned in class and develop critical thinking skills ▪ spaces that work for different learning needs (student centred) ▪ access to print and electronic resources necessary for programs ▪ access to educational technology (computers, networks, resources, etc.) ▪ access to and support from Librarians who are information resource experts ▪ access to learning services, such as the Learning Skills Centre and the Student Technicians and Resource Tutors (START) program ▪ safe study/work space for after-hours use (especially important for students with jobs and/or those who are single parents) ▪ an inter-disciplinary gathering place to "get connected" with peers from all programs 	<ul style="list-style-type: none"> ▪ ensure quality of university-level degree programs ▪ enhance an already-strong learning and teaching environment ▪ affirm reputation for student focus by accommodating diverse learning needs ▪ free up existing space that can be redeveloped to accommodate more students ▪ contribute to student and faculty recruitment and retention ▪ achieve synergies that enhance teaching and learning through co-location of the Faculty of Teaching and Learning ▪ expand the role of Librarians in teaching and curriculum development ▪ support faculty scholarly activities ▪ access to the Mount Royal Archives, an important part of Alberta history 	<ul style="list-style-type: none"> ▪ long-term investment in developing the educated workforce needed by Alberta employers ▪ affirm commitment to and leadership of post-secondary education by augmenting provincial resources — helping position Alberta as a leader in post-secondary education ▪ support the vision of the Roles and Mandates Policy Framework: <i>Alberta's social, cultural, and economic well-being is enhanced through a globally recognized advanced education system that provides high-quality and efficient programs, is resilient and responsive to learner and economic needs, and unleashes innovation through world-class research and knowledge transfer</i> ▪ promote continued collaborative opportunities among post-secondary and other educational institutions ▪ strengthen the provincial Library and information network ▪ build informed and engaged citizens ▪ increases access to high-demand degree programs by approving Mount Royal degree programs, supported by new Library and Learning Centre — yielding excellent return on investment





PROJECT BUDGET

To build and operate the new Library and Learning Centre

The following costs assume construction of a 15,950 gross square metre building to LEED Silver standard. Estimates are in November 2007 dollars; cost escalation is not included.

Total capital budget \$99.5 million

Construction.....	\$67.2 million
Soft costs	\$5.8 million
Fixtures, furnishings and equipment	\$12.1 million
Contingency and GST	\$14.4 million

Operating budget

Annual operation	\$1.2 million
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Funding

Construction

Province of Alberta	75-80%
Mount Royal College capital campaign	15-20%

Operation

Province of Alberta	100%
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Redevelopment of existing spaces

Preliminary plans indicate that approximately \$65 million will be required to redevelop the existing Library, Academic Development Centre and Learning Skills Centre spaces to enable expansion of programs such as the Bachelor of Nursing, and the science labs.



APPENDICES

- APPENDIX 1** *Globe and Mail University Report Card 2007 highlights*
- APPENDIX 2** **Library and Learning Centre at a glance**
- APPENDIX 3** **Site plans and images**
- APPENDIX 4** **Program Brief Summary**
(detailed space requirements by function; institutional comparisons)

APPENDIX 1

GLOBE AND MAIL UNIVERSITY REPORT CARD 2007 HIGHLIGHTS

The following results from the recently completed 2007 *Globe and Mail University Report Card* show that, compared to 14 small universities (with enrolment of 4,000-12,000), Mount Royal clearly excels in many key areas — but its Library receives poor grades.

2007 University Report Card: Where Mount Royal gets an A grade from its students

<i>Question</i>	<i>Mean Score</i>	<i>Letter Grade</i>	<i>Rank*</i>
Class sizes	4.81	A+	1
Physical fitness, sports and recreational facilities	4.67	A+	1
Sense of personal safety/security	4.59	A	2
Faculty members' knowledge of subjects	4.58	A	5
Recreational and athletic programs and services	4.56	A	1
How satisfied are you overall with your institution?	4.46	A	TIE-1
Overall Quality of education received	4.51	A	2
Level of interaction between faculty members and students	4.50	A	2
Availability of online course registration	4.40	A	4
Quality of teaching	4.37	A-	TIE-4
On-campus network for internet/email	4.35	A-	TIE-4
Overall quality of student services	4.35	A-	1
Access to course/teaching materials online	4.35	A-	2
Availability of faculty to students outside of classroom hours	4.33	A-	7
On-campus wireless network (e.g., Wi-Fi)	4.32	A-	2
Overall quality and availability of technology on campus	4.29	A-	3
Degree to which you feel your academic experience will prepare you for employment	4.25	A-	2
Overall quality of on-campus buildings and facilities	4.24	A-	2
Ease of course registration process	4.24	A-	5
Availability of up-to-date computer equipment on campus	4.21	A-	TIE-4

Students' perceptions of the Mount Royal Library

Compared to 14 small universities (with enrolment of 4,000-12,000), Mount Royal's Library fares poorly on the 2007 *Globe and Mail University Report Card*. Particularly low grades are circled below:

Scores for the Mount Royal LIBRARY

<i>Mount Royal</i>	<i>Mean Score</i>	<i>Letter Grade</i>	<i>Rank*</i>
Availability of journals/articles/periodicals	4.03	B+	10
Availability of quiet study space	3.14	C-	15
Service provided by library staff	4.19	B+	4
Library hours of operation	4.14	B+	5
Total number of library holdings	3.55	C+	12
Online library resources	4.14	B+	8
Study space	3.32	C	T-13
Meeting rooms	3.29	C	T-13
Library overall	3.75	B-	12

The 14 universities against which Mount Royal was compared are: University College of the Fraser Valley, University of New Brunswick at Fredericton, Lakehead University, Laurentian University, University of Lethbridge, University of Ontario Institute of Technology, University of Regina, University of Winnipeg, Saint Mary's University, Nipissing University, Trent University and Thompson Rivers University.

LIBRARY AND LEARNING CENTRE AT A GLANCE

SIZE

- size 15,950 gross square metres
(171,622 gross square feet)
- total student spaces
 - new Library and Learning Centre 1,447
 - current Library 348
- total student population to be served 11,000 FLE
 - % served, new Library and Learning Centre 12%
 - % served, current Library 8%
- net square metres(nsm) per student
 - new Library and Learning Centre 0.73 nsm
 - current Library 0.5 nsm
- total staff spaces (FTE) 152

CONSTRUCTION COST (LEED SILVER; NOVEMBER 2007 \$)*

- total **\$99,499,738**
 - construction \$67,200,000
 - soft costs (professional and LEED-related fees) \$5,804,336
 - fixtures, furniture and equipment \$12,096,000
 - contingency (15%) \$12,765,050
 - GST (1.67%) \$1,634,352

OPERATING COST (LEED SILVER; NOVEMBER 2007 \$)

- annual budget \$1,228,150

PROPOSED TIMELINE

- construction start early summer 2008
- building opening summer 2010

**cost escalation not included in cost estimates*

STUDENT ACCOMMODATION

- individual study carrels and tables 172
- group tables 398
- group tech 122
- group meetings 493
- reading room 150
- computer stations 143
- special devices 47
- informal seating spaces 172

HOLDINGS

- main collections 389,500
- periodicals 80,800
- Mount Royal Archives 3,000
- additional learning resources 33,080

EXISTING SPACE AVAILABLE FOR REDEVELOPMENT

- current Library, Academic Development Centre and Learning Skills Centre spaces 50,000 sq. ft.

APPENDIX 3

SITE PLANS AND IMAGES



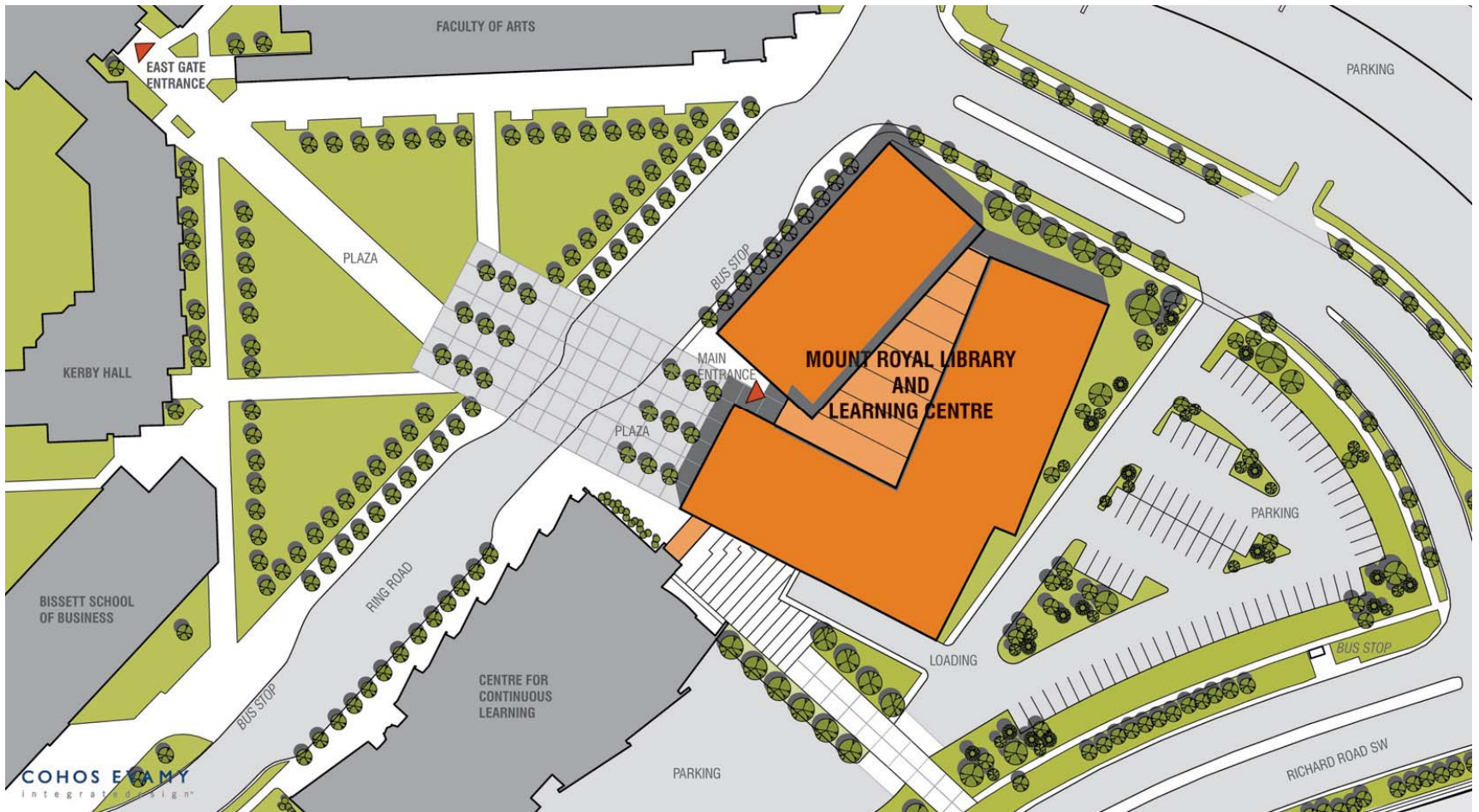
DAYLIGHT



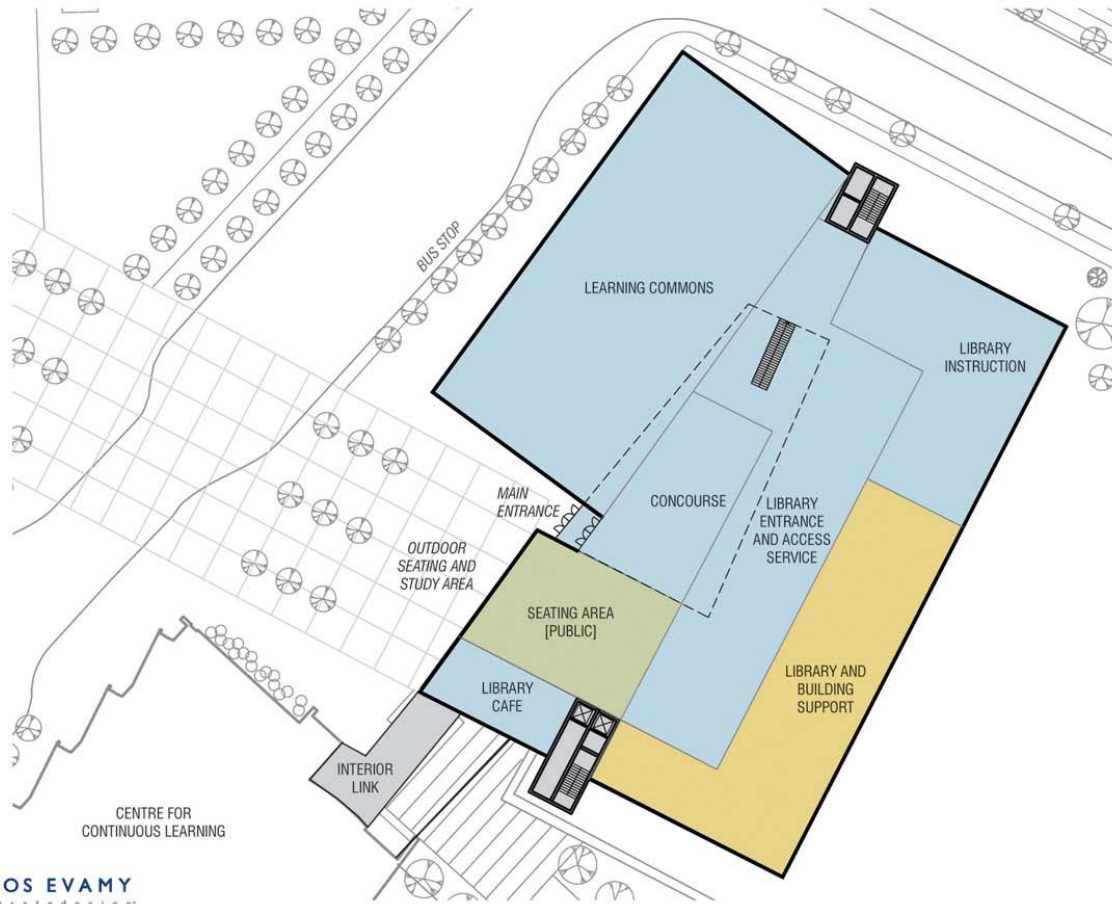
DUSK



INTERIOR

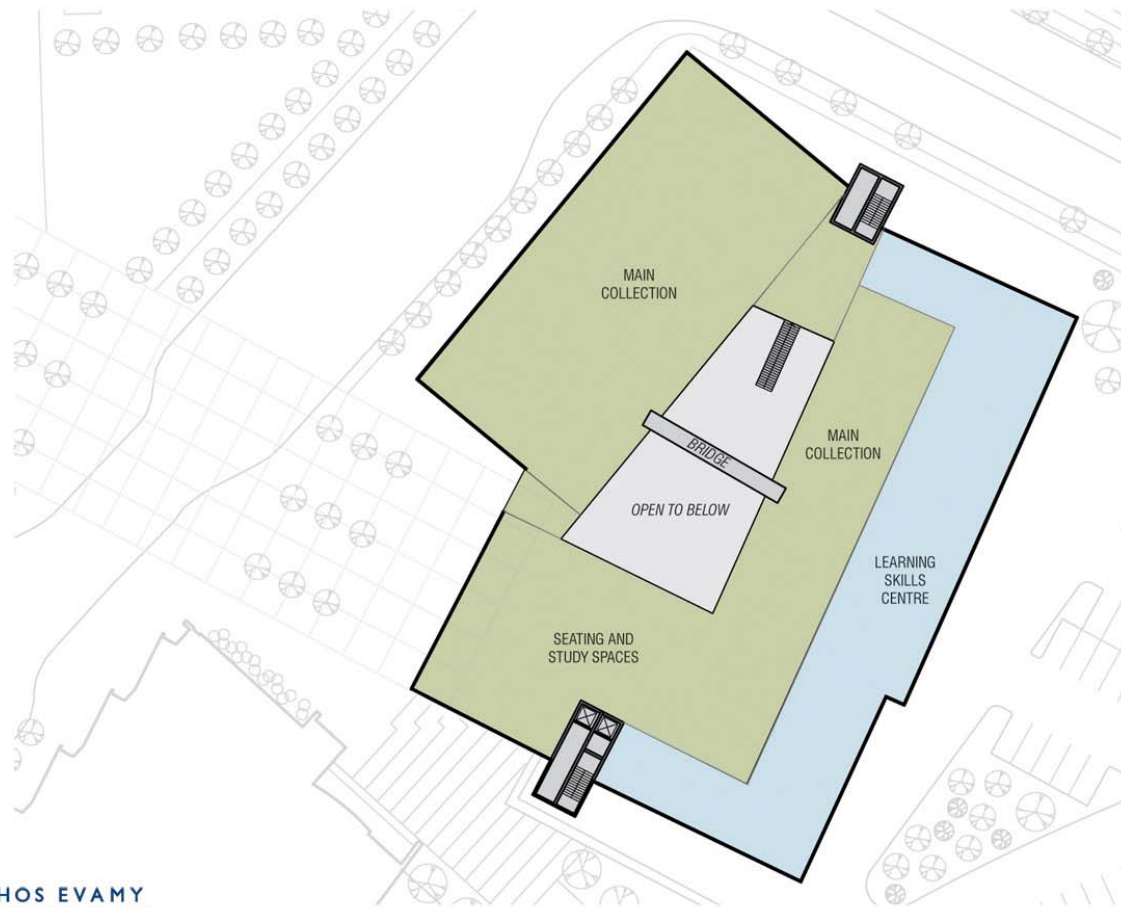


SITE PLAN



- LEARNING RESOURCES
- LIBRARY COLLECTION RESOURCES
- LIBRARY AND BUILDING SUPPORT
- FACULTY OF TEACHING AND LEARNING

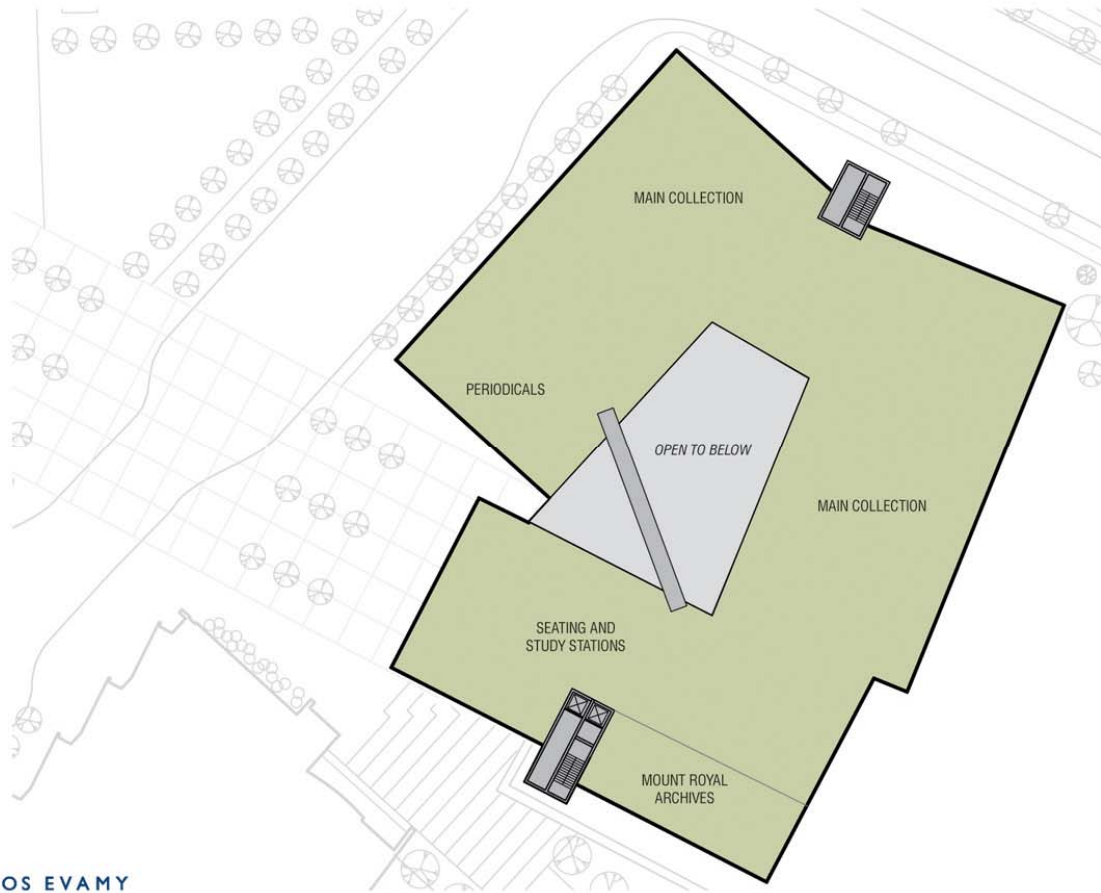
MAIN FLOOR



- LEARNING RESOURCES
- LIBRARY COLLECTION RESOURCES
- LIBRARY AND BUILDING SUPPORT
- FACULTY OF TEACHING AND LEARNING

COHOS EVAMY
integratedesign™

SECOND FLOOR



- LEARNING RESOURCES
- LIBRARY COLLECTION RESOURCES
- LIBRARY AND BUILDING SUPPORT
- FACULTY OF TEACHING AND LEARNING

COHOS EVAMY
integratedesign™

THIRD FLOOR



COHOS EVAMY
integrated design

FOURTH FLOOR

PROGRAM BRIEF SUMMARY

PREPARED BY *RESOURCE PLANNING GROUP INC.*, OCTOBER 5, 2007

COMPONENT STRUCTURE

The basic “building block” for physically organizing facility projects and project information is the FUNCTIONAL COMPONENT. A functional component can be defined as a grouping of activities and assigned spaces, which are physically related by their common mission to satisfy a specific group of functions or operations. A functional component may or may not be synonymous with a department or division, since the terms “department” and “division” usually refer to an organization’s administrative organization and not to its physical or functional organization.

The project is organized into the 14 functional components described below.

A. Learning Resources

A1 Concourse and Library Café

This component accommodates the public entrance to the building, collecting students and faculty from various campus circulation routes and providing access to both the Library and other functions. It also includes a library café and informal meeting, study, display and gathering spaces to create a lively campus concourse.

A2 Library Entrance and Access Services

This component accommodates the single point of public access to the library as well as the services required for the in-person borrowing of library materials, the borrowing of items from Media Services, as well as the Library’s reserves collections.

A3 Learning Commons, Learning Skills Centre, and Library Instruction

This component accommodates and consolidates the resources necessary to successfully complete assignments and that augment the classroom learning experience at Mount Royal. It includes expertise and resources on information technology, computer applications, research and academic content, learning strategies, as well as group instruction on how to navigate and utilize the available resources.

B. Library Collection Resources

B1 Main Collections

This component accommodates the main collections of the Mount Royal Library and the stations required to access and use collection materials. It includes the main Library of Congress collection as well as curriculum collections and miscellaneous other materials, including oversized books, kits and pamphlets.

*COMPONENT STRUCTURE
CONTINUED*

B2 Periodicals

This component accommodates the periodicals print collections and the associated collection study as well as access stations required to assist users in accessing and using the collection materials.

B3 Seating and Study Stations

This component accommodates the general student and user seating and study requirements for the Library. The patron seating and study stations described in this component are intended to be distributed throughout the various Library Collection Resources components identified in this document, yet are categorized within this single component.

B4 Mount Royal Archives

This component accommodates the archives for both Mount Royal and Mount Royal's Library. Its purpose is to archive, collect, conserve, and make available for patron use those materials which have enduring value for research, to maintain and provide access to the permanent archival record of Mount Royal, and to ensure the long-term preservation of these materials through conservation and collections maintenance activities.

C. Library and Building Support

C1 Library Administration and Staff Office Area

This component accommodates the centralized office and support requirements for Library administration, Information Services and Access Services. This component also includes staff amenity space, including a lounge and first aid room.

C2 Technical Services

This component accommodates the office, workstation and support space for Technical Services, including acquisitions, cataloguing, and processing.

C3 Library Systems

This component accommodates the staff offices and workstations required for the ongoing development and support of the Library's computer system. Library Systems coordinates the acquisition, installation, operation, and maintenance of the Library's computer equipment and software. Library Systems also liaises with MRC's computer services and vendors of equipment and systems.

*COMPONENT STRUCTURE
CONTINUED*

C4 Shipping & Receiving, Maintenance and Building Services

This component accommodates shipping and receiving functions, including the mailroom and small central stores. Spaces should be utilitarian, yet agreeable to staff who may spend periods of time in this component.

D. Faculty of Teaching and Learning

D1 Academic Development Centre

This component accommodates the Academic Development Centre (ADC) which serves as a pedagogical training and assistance centre for faculty and, through the START Program, for students of Mount Royal.

D2 Department of Education and Schooling

This component accommodates the office and support space for the Department of Education and Schooling. It includes space for the Education Students Society, Program Advisors, Field Experience Coordinators, as well as multimedia and demonstration classrooms.

D3 Dean's Office, General Education and Institute of Research in Teaching and Learning

This component accommodates the office and support space for the Dean of the Faculty of Teaching and Learning, the General Education program, and for the Institute of Research in Teaching and Learning.

**COLLECTION REQUIREMENTS
AND DISTRIBUTION**

Components	Future Holdings
<u>Learning Resources</u>	
A1 Concourse and Library Café	-
A2 Library Entrance and Access Services	10,000
A3 Learning Commons, Learning Skills Centre and Library Instruction	23,080
<u>Library Collection Resources</u>	
B1 Main Collections	389,500
B2 Periodicals	80,800
B3 Seating and Study Stations	-
B4 Mount Royal Archives	3,000
<u>Library and Building Support</u>	
C1 Library Administration and Staff Office Area	-
C2 Technical Services	-
C3 Library Systems	-
C4 Shipping & Receiving, Maintenance and Building Services	-
<u>Faculty of Teaching and Learning</u>	
D1 Academic Development Centre	-
D2 Department of Education and Schooling	-
D3 Dean's Office, General Education and Institute of Research in Teaching and Learning	-
Total Library Collection	506,380

**STUDENT ACCOMMODATION
SUMMARY**

Components	Comp. Station	Spec. Device	Photo-copier	Group Tech	Group Meeting	Read. Room	Group Table	Study Carrel/Table	Informal Seating	Total
<u>Learning Resources</u>										
A1 Concourse and Library Café	-	-	-	-	-	-	30	-	40	70
A2 Library Entrance and Access Services	5	2	3	-	8	-	50	-	5	73
A3 Learning Commons, Learning Skills Centre and Library Instruction - Library	80	20	-	72	126	-	36	-	30	364
A3 Learning Commons, Learning Skills Centre and Library Instruction – Learning Skills Centre	20	12	-	-	65	-	122	18	-	237
<u>Library Collection Resources</u>										
B1 Main Collections	24	10	2	-	60	-	24	-	-	120
B2 Periodicals	4	3	2	-	-	-	-	4	12	25
B3 Seating and Study Stations	-	-	-	-	60	150	120	150	60	540
B4 Mount Royal Archives	2	-	-	-	-	-	16	-	-	18
<u>Library and Building Support</u>										
C1 Library Administration and Staff Office Area	-	-	-	-	-	-	-	-	-	-
C2 Technical Services	-	-	-	-	-	-	-	-	-	-
C3 Library Systems	-	-	-	-	-	-	-	-	-	-
C4 Shipping & Receiving, Maintenance and Building Services	-	-	-	-	-	-	-	-	-	-
<u>Faculty of Teaching and Learning</u>										
D1 Academic Development Centre	8	-	1	50	20	-	-	-	25	109
D2 Department of Education and Schooling	-	-	-	-	154	-	-	-	-	154
D3 Dean's Office, General Education and Institute of Research in Teaching and Learning	-	-	-	-	-	-	-	-	-	-
Total Patron Accommodation	143	47	8	122	493	150	398	172	172	1,660

STAFFING FTE SUMMARY

Components	Future FTE
<u>Learning Resources</u>	
A1 Concourse and Library Café	1.5
A2 Library Entrance and Access Services	7.0
A3 Learning Commons, Learning Skills Centre and Library Instruction	-
<u>Library Collection Resources</u>	
B1 Main Collections	-
B2 Periodicals	-
B3 Seating and Study Stations	-
B4 Mount Royal Archives	1.5
<u>Library and Building Support</u>	
C1 Library Administration and Staff Office Area	53.0
C2 Technical Services	13.0
C3 Library Systems	6.0
C4 Shipping & Receiving, Maintenance and Building Services	-
<u>Faculty of Teaching and Learning</u>	
D1 Academic Development Centre	21.0
D2 Department of Education and Schooling	32.0
D3 Dean's Office, General Education and Institute of Research in Teaching and Learning	17.0
Total Staff FTE	152.0

**SPACE REQUIREMENTS
SUMMARY**

Components	Net Area (Square Metres)	Estimated Grossing Factor ¹	Component Gross Area (Square Metres)
<u>Learning Resources</u>			
A1 Concourse and Library Café	300.0	1.20	360
A2 Library Entrance and Access Services	711.2	1.15	818
A3 Learning Commons, Learning Skills Centre and Library Instruction	2,110.7	1.15	2,427
<u>Library Collection Resources</u>			
B1 Main Collections	3,041.0	1.10	3,345
B2 Periodicals	267.7	1.15	308
B3 Seating and Study Stations	1,550.0	1.15	1,785
B4 Mount Royal Archives	152.0	1.20	183
<u>Library and Building Support</u>			
C1 Library Administration and Staff Office Area	784.3	1.30	1,020
C2 Technical Services	281.7	1.35	380
C3 Library Systems	73.1	1.30	95
C4 Shipping & Receiving, Maintenance and Building Services	85.3	1.15	100
<u>Faculty of Teaching and Learning</u>			
D1 Academic Development Centre	583.7	1.25	730
D2 Department of Education and Learning	1,011.4	1.25	1,265
D3 Dean's Office, General Education, and Institute for Research in Teaching and Learning	242.3	1.35	327
TOTAL	11,194.4		13,143
BUILDING AREA (BGSM) ²			
Assumes 1.4 building gross up ratio for Library and 1.55 ratio for non-library space			15,950

Note: Library area is approximately 7,947 NSM and 11,125 BGSM, excluding Concourse, Learning Skills Centre, Curriculum Development Lab, Shipping & Receiving, Maintenance and Building Services, and Faculty of Teaching and Learning

¹ Includes allowance for component circulation and interior partitions.

² Includes allowance for general circulation, mechanical systems, exterior walls

**COMPARISON OF PROGRAM
WITH LIBRARY STANDARDS
AND BENCHMARK
LIBRARIES**

This section compares the programmed library area with various post secondary library standards as well as with comparator libraries.

Within the comparison, we have tried to ensure that we are comparing the same elements as much as possible. However, in many cases we were given different metrics to begin with, such as building gross area, and from which we calculated the net area based on assumptions around typical grossing factors. For the Mount Royal College Library Program, we have excluded the concourse and library café, the Learning Skills Centre, and the Faculty of Teaching and Learning from the net area, as these are not typically components of a library.

Benchmarks

Existing

Institution	Student FTEs	Print Collection	Items/ FTE	Stations	Stations/ FTE	Net Area (nsm)	Area/ FTE	Source:
Brandon University	2,600	413,810	159.2	242	0.09	4,552	1.75	Telephone interview; area is 70,000 BGSF
Grant MacEwan College	10,285	267,268	26.0	780	0.08	8,944	0.87	AACL 2005/06
Mount Royal College	7,805	191,170	24.5	625	0.08	4,050	0.52	AACL 2005/06
Thompson Rivers University	7,120	231,802	32.6	185	0.03	2,285	0.32	RPG Program Document except Stations, which is from CPSLDDBC
University of Lethbridge	7,800	560,427	71.8	1,096	0.14	13,400	1.72	Collection and Stations 2005/06 from Website; Area calculated from Gross Area, supplied by Hirano Heaton Architects
University of Northern BC	3,100	198,122	63.9	441	0.14	2,805	0.90	RPG Program document
Average			56.1		0.10		0.98	
<u>Planned</u>								
Mount Royal College (Program)	10,935	474,380	43.4	1,110	0.10	7,947	0.73	
Thompson Rivers University Program	10,000	526,884	52.7	1,008	0.10	5,840	0.58	
University of Northern BC	3,100	215,280	69.4	681	0.22	4,544	1.47	
			55.2		0.14		0.93	

Standards

BC Universities Space Standards Manual	10,935					8,965	0.82	
BC Standards for Colleges, University Colleges and Institutes	10,935					8,837	0.81	
Ontario Council of Universities	10,935					10,960	1.00	

CPSLDDBC = Council of Post Secondary Library Directors of BC

The table indicates that the average existing area per student FTE is approximately 1 net square metre, with Brandon University and the University of Lethbridge at 1.7 net square metres per student balancing the conditions at Thompson Rivers University and at Mount Royal College.

The standards indicate a starting point of approximately 0.8 net square metres per student FTE, growing to 1.0 nsm per student FTE in Ontario.