

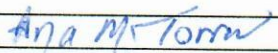
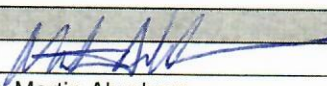


Template for Strategic Investment Funding Proposals, FY 2018
Proposals must be submitted to the YSU Budget Office, no later than February 1, 2018

Section I: Proposal name and contact information

| | |
|--------------------------------|--|
| Title / name of proposal: | Student Study Areas Furniture - Maag Library |
| Contact person name and title: | Ana Torres (Interim Direct); Christine Adams (Interim Head Info Svc) |
| E-mail address: | amtorres02@ysu.edu; cmadams02@ysu.edu |
| Phone number: | (330) 941-1717 |

Section II: Approvals of the appropriate College Dean and/or Division Officer

| | |
|--|--|
| To certify that the proposal is aligned with the strategic objectives of the department, college or division, signature approvals are required by the appropriate Department Chair or Director, College Dean, and/or area division officer, i.e., Provost, Vice President, Associate VP. | |
| Signature of Dept. Chair or Director |  |
| Name (printed/typed): | Ana M. Torres |
| Title: | Interim Director |
| Date: | 2/1/2017 |
| | |
| Signature of Dean (if applicable): | |
| Name (printed/typed): | |
| Title: | |
| Date: | |
| | |
| Signature of Division Officer: |  |
| Name (printed/typed): | Dr. Martin Abraham |
| Title: | Provost and Vice-President for Academic Affairs |
| Date: | 2-1-18 |



Template for Strategic Investment Funding Proposals, FY 2018

Proposals must be submitted to the YSU Budget Office, no later than February 1, 2018

Section II: Description of the proposal and its alignment with the YSU 2020 Strategic Plan

Please summarize the proposal and specify how it aligns with the YSU 2020 Strategic Plan.

The Maag Library study spaces, in general, have not been updated since the 1980's. Furniture designed for individual study would go far in serving the current needs of our YSU students. The current furniture is worn out, uncomfortable, and not suitable for today's study spaces characterized by mobility and comfort. We have data that shows that our students want to study at the library (see below), but because conditions might not be ideal, they are likely to head elsewhere or simply not find the space they need on campus. As our campus increases residential housing, we also need to provide the adequate study spaces for them, the same spaces that commuter students seek to be able to study without interruptions or distractions available most days of the week and at different hours.

Appealing, attractive, and most importantly adequate study spaces, will keep students engaged in their studies, improve their academic success, and consequently contribute to higher retention and graduating numbers.

Section III: Shared governance and stakeholder engagement

Was the proposal developed collaboratively and with input from all stakeholders? Please describe the process used to develop your proposal.

In 2016, the Provost appointed a Library Planning Committee composed of various campus stakeholders representing students, faculty, and library staff. A campus survey was conducted (http://maag.guides.ysu.edu/ld.php?content_id=31517690) to assess the satisfaction of library services and spaces. The survey results showed that Maag Library is used on campus by students to study and gather. 36% of almost 800 survey responses indicated that they use the library daily/weekly to study individually and 29% use it monthly. When asked for reasons why they come to the library, some of the responses were: "To study, to go to the writing center, and to have a quiet space away from my house," "Sense of quietness;" "I would like to see more desks/tables in the 6/6a stack area;" "I wish there were more tables to sit at and study. It is often hard to find a table to study at and use. You can also never find a table with an outlet which is really annoying since now and days mostly everything is done on a computer;" "It has helped me study at times but also there are times that I wish it was more comfortable place to study and do homework;" "There aren't many places to study alone with enough table space. I feel an upgrade to the stacks, and study areas would be very helpful."

The survey data and student responses correlate with findings from other studies such as the Gensler Report "Changing Course: Connecting Campus Design To a New Kind of Student" <https://www.gensler.com/research-insight/gensler-research-institute/education-environments-index-student-survey>. According to the study "Students prefer studying alone, with quiet a prerequisite for effective studying; but space that meets that need is currently hard to come by. Time spent alone represents almost half the time students spend on campus, so consider providing individual on-campus spaces."



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Section IV: Return on Investment

If applicable, describe how the proposal may generate new revenue to support related expenses or other strategic initiatives. If there are benefits other than revenue-generation, whether tangible or otherwise, you may also describe those.

Although this proposed project is not revenue-generating, there are intangible important benefits that will impact directly the academic success of our students, and ultimately retention. A survey of students at the University of Notre Dame revealed that the majority of students use academic libraries as a place for study, using mostly their own materials and devices. It is imperative that academic hubs like Maag Library, open most days and times of the week, provide quiet, comfortable, and adequate spaces for study, starting with adequate seating. Ohio Desk assisted the library with furniture options and quotes for the 6th floor to increase individual study seating and the diversity of furnishings for different study needs, including seating replacements in all other study spaces (all worn out). The quotes enclosed are: (1) \$77,755 (page 7) for 3 seating areas, numerous tables, 90 chairs, power towers with outlets and ports as well as desk and rolling white boards. (2) \$37,918 (pages 9-10) for 356 chairs to replace the worn out seating on all the other study floors (except floor 6, included in quote 1).

Section V: Proposed funding amount requested (NOTE: Available strategic investment funds are one-time dollars left over from the prior fiscal year. Consequently, proposals requiring multi-year funding will require additional consideration.)

| | | | |
|---|---------------|---------------|--|
| Single year funding request: | \$ 115,673.00 | | |
| Multi-year funding request (if applicable): | \$ | No. of years: | |

Section VI: Space utilization and/or modification

If applicable, describe any special and/or additional building or space requirements that would be needed to pursue your proposal.

This project does not require any additional space or expenses. The library staff has been diligently working for the past year in assessing the collections on all floors, especially the study floor and the 6th floor that seems the most solicited for silent studying. The staff has recycled/discarded materials that are no longer relevant to our users. As of the of FY17, almost 11,000 items were removed from the 6th floor collection and over 2,000 from the Reference collection in addition to thousands more from other collections. This plus ongoing weeding efforts will allow the ability to increase and improve study spaces, meeting the needs of our students expressed in the survey and direct requests to the library.



YOUNGSTOWN
STATE
UNIVERSITY

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Section VII: Personnel costs / additions

If applicable, explain any additional costs associated with the need to add staffing and/or faculty resources required to pursue your proposal.

Not applicable.

Section VIII: Enterprise risk management

If applicable, describe the risk mitigated by your proposal, or the risk elevated if your proposal is not funded.

Not applicable.

William F. Maag, Jr. Library Planning Committee Report to the Provost

May 2016

**YOUNGSTOWN STATE UNIVERSITY
WILLIAM F. MAAG, JR. LIBRARY
PLANNING COMMITTEE**

REPORT TO THE PROVOST

Committee Members:

Faculty: Dr. Michael Crist (chair), Christopher Barzak, Susan Clutter, Dr. Kendra Fowler, Dr. Holly Martin

Library Staff: Christine Adams, Alyssa Annico, Brian Brennan, Becky Moore, Cassie Nespor, Scott Pfitzinger, Charmaine Walker

Student Government: Jordan Edgell, Gabriella Gessler

The following report was developed during spring 2016 to clarify the current status and future of the William F. Maag, Jr. Library (hereafter, the Library). Information and feedback were gathered from a variety of sources including: current Library statistics, a campus-wide Library survey, and data from comparable institutions identified by the Provost's office.

Current Services:

The Library currently provides extensive services to the Youngstown State University campus community. The Library:

- Provides access to and circulates Maag Library, OhioLINK, and Interlibrary Loan materials in a variety of formats (87,500 items checked-out in FY15)
- Provides general and subject-specific information literacy instruction (284 classes in FY15)
- Provides general and subject-specific reference and research assistance (4,400 reference questions answered in FY15)
- Maintains YSU institutional archives, including a digital archives (added 7 paper collections and 1,265 digital files uploaded in FY15)
- Provides records retention guidelines and training (processed 56 Certificates of Destruction and transferred 10 collections in FY15)
- Functions as a congressionally designated government document depository (added 1,507 print materials and 2,672 electronic titles in FY15)
- Maintains special collections including the Melnick Medical Museum
- Manages a branch location, the Wilcox Curriculum Resource Center, in Beeghly Hall
- Offers circulation privileges to alumni and the public through the Friends of Maag Library organization

For a full list of services, please see **Appendix 1**.

The Future of the William F. Maag, Jr. Library

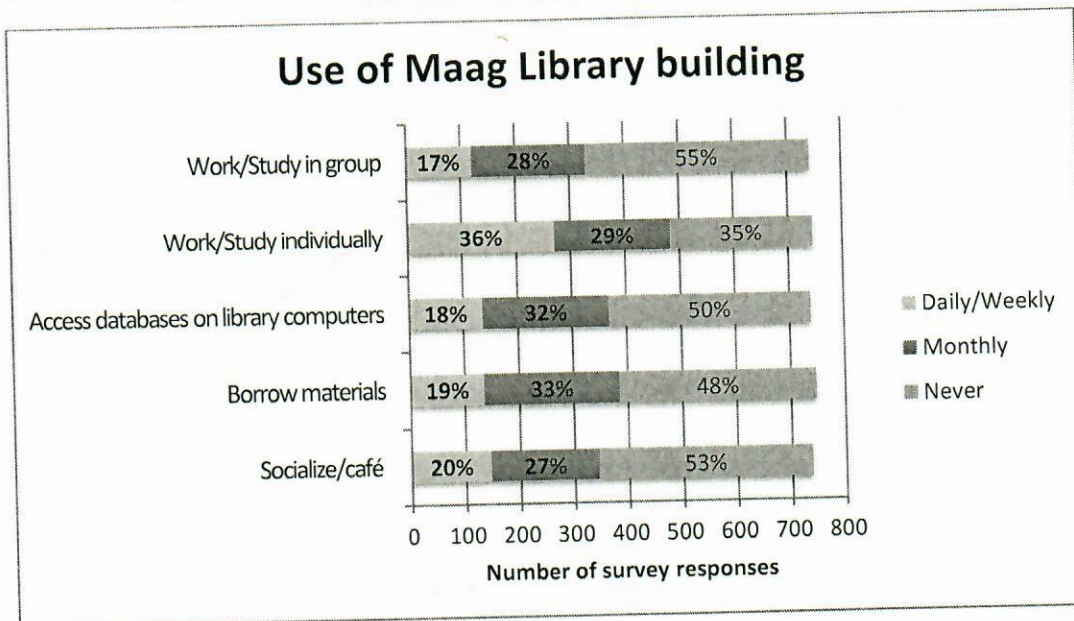
The Committee offers the following recommendations:

1. Create an Information Hub on the Main Floor

- Design a more open and inviting space on the main floor with a central service point
- Include more group gathering spaces, a public rest room, an expanded café, and a staff meeting room
- Showcase University history through displays and murals
- Engage an outside consultant to evaluate space usage and to recommend improvements

Rationale: The nature of college and university libraries is changing. Where once students entered the library solely to seek information, today they see it as a gathering place as well. It is now typical to concentrate service points (e.g., circulation, tech desk, and reference counter) in one general area. A meeting room would permit staff to host gatherings, encouraging professional development, and facilitate interaction with faculty and the community. As one of the main student gathering places on campus, it is an ideal location to foster a distinct sense of community through the presentation of university history. A public restroom on the first floor would increase accessibility for all patrons.

Figure 1. The survey showed that Maag Library was often used as a place to study and socialize.

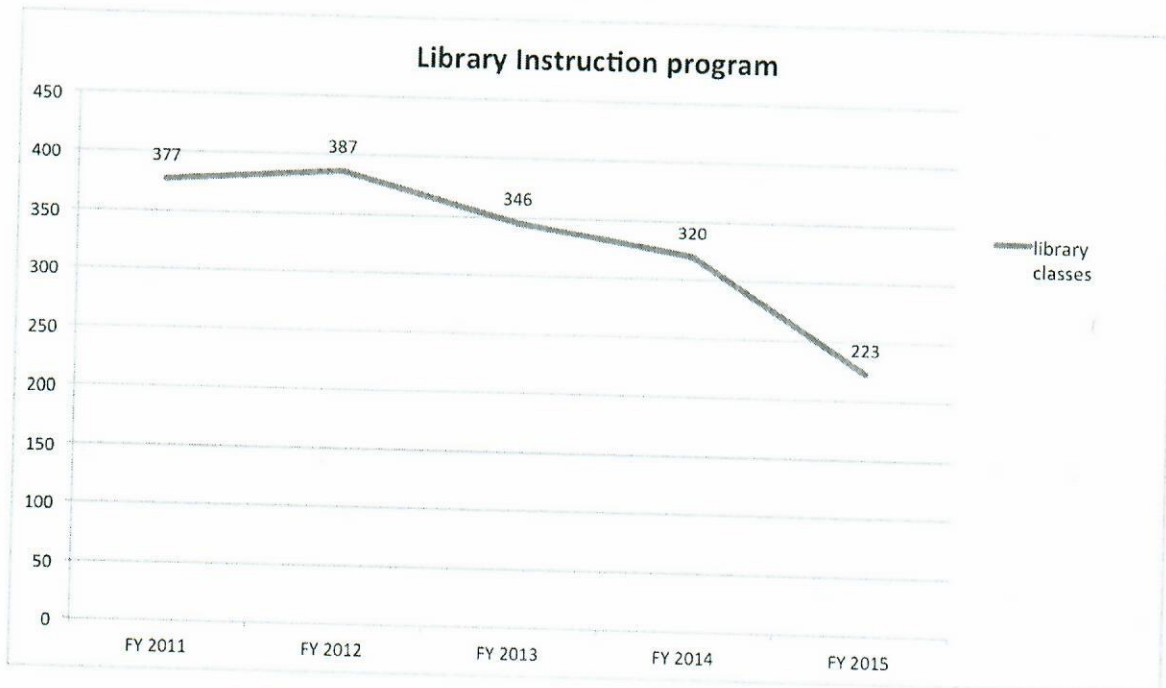


2. Expand Information Literacy

- Upgrade Library Instruction Room including distance learning capability
- Provide a variety of delivery formats to fit course needs
- Integrate instruction into courses
- Ensure adequate staffing to fulfill teaching responsibilities
- Place the leadership of the Library at the Dean level

Rationale: Library instruction is a core function of a university library. The Instruction Room needs to be upgraded and reconfigured to encourage collaborative learning. The survey results indicated that more instruction is needed, since about 45% of respondents said they had never received any library instruction. Figure 2 shows the total number of library classes taught over the past five years. Placing the leadership of the library at the Dean level would allow Information Literacy to be more integrated into the curriculum across campus. Of the four comparable institutions used in this report, only one (Wright State) did not have a Dean of Libraries. Offering instruction in multiple formats (e.g., video, Blackboard modules, etc.) would enable librarians to reach more students and cover more topics. Staff reductions and current vacancies have diminished the Library's capacity to offer this instruction. Figure 5 shows how the Library staff size compares to other peer institutions.

Figure 2. The number of library classes has declined due to fewer library resources (particularly in STEM) and fewer teaching librarians (see figure 5).



3. Improve Technology

- Upgrade offerings for use within the Library and for circulation
- Increase use of the Faculty/Student online publication repository
- Expand media production services and support

Rationale: The Library has resources that are available to the entire campus, which makes it a good place to use or borrow technological equipment. When Media and Academic Computing ceased video production, this created an unmet need for media production support for academic departments. The Multimedia Center has two podcasting booths that are heavily used. This area could expand its media production services to meet the needs of academic departments and students. The Archives manages the University's digital repository called DSpace. Several YSU colleges and academic programs already use this repository. It could be an efficient electronic asset for many programs on campus.

4. Update Collection and Acquisitions Process

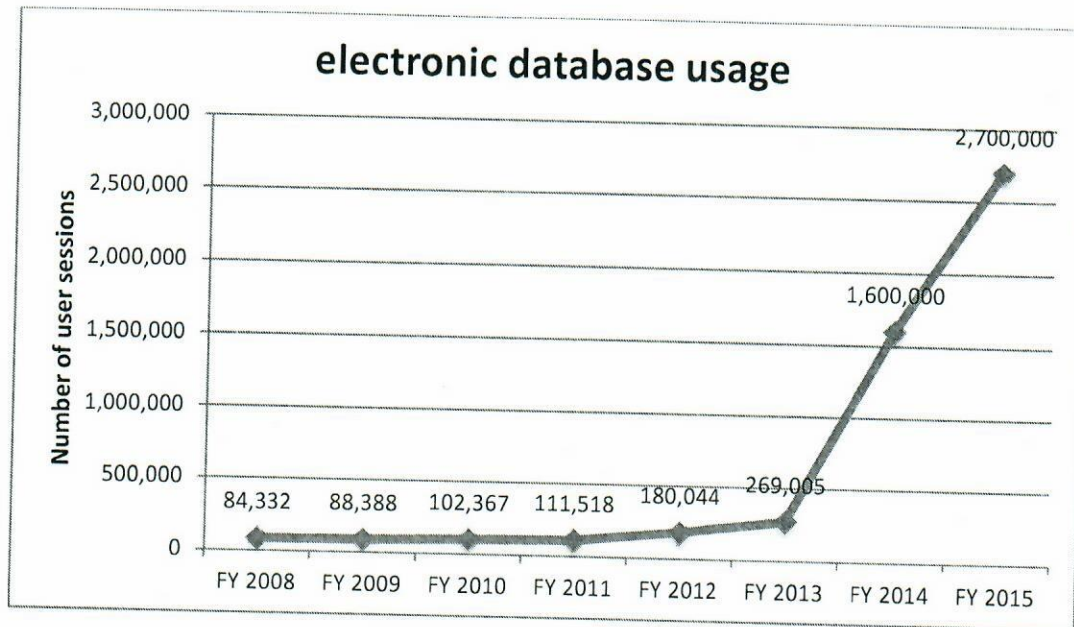
- Increase database subscriptions
- Review the acquisition process

Rationale: As Figure 3 indicates, the use of electronic database subscriptions has skyrocketed during the period 2008 – 2015. With students expecting access to the databases they need, investment in databases is essential to student success. In a peer group comparison, the Library is lacking in these major electronic sources:

- Ebook databases, such as Ebrary
- Statistical/demographic databases, such as Statistical Insight, Data-Planet, dataZoa
- Industry report databases, such as IBIS World, FirstResearch, Datamonitor
- Evidence-based health research, such as Cochrane Library
- STEM-related databases, particularly IEEE journal access and Compendex

In addition, the acquisitions process should be revised to be more collaborative across campus and with the librarian liaisons. A more collective approach will allow for the purchase of multi-subject resources and be a more effective use of funds.

Figure 3. Students' use of electronic database has grown exponentially in the past two years, and is expected to keep increasing at the same rate.

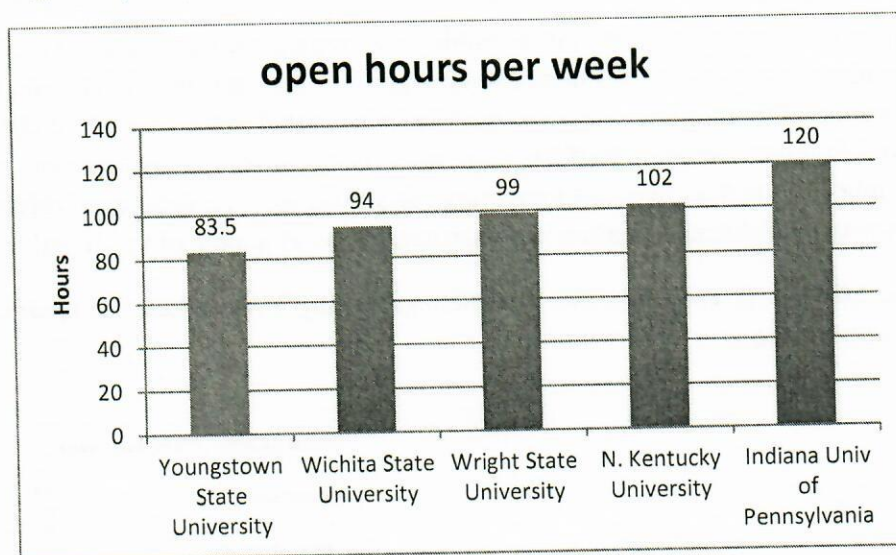


5. Enhance Physical Space

- Provide more group spaces and study rooms with equipment
- Provide electrical outlets and improved WiFi
- Add chairs, tables, and desks
- Update the overall décor
- Improve the HVAC system
- Evaluate hours of operation

Rationale: Much of the Committee's discussion on this topic was generated by the library survey results. It was found that students use the Library for study and gathering space. Library study space, in general, has not been updated since the 1980s. More outlets and improved WiFi access, as well as furniture designed for individual study (especially on quiet floors), would go far in serving current student needs. At present, the Library has two group study rooms with computer display screens and mobile white boards. With the demand for more group study space, additional study rooms of this nature will be required. An online reservation system would facilitate use of the rooms. The need for longer hours is predicated by the University's transition from a chiefly commuter school to a more residential institution (this was also evident in the survey). According to data compiled by the Committee, Maag Library is open 83.5 hours per week, compared to 94 to 120 hours for other institutions examined. It is possible that these expanded hours could be limited to certain parts of the building.

Figure 4. Maag Library is open 10 ½ - 36 ½ hours less than other comparable universities.



6. Staff Vacancies

Multiple vacancies of critical library staff positions have reduced the Library's services and contributions to campus and the community.

- Library Director/Dean

Rationale: A Library Director or Dean with considerable professional experience is necessary to guide the Library's future endeavors, execute innovative projects, and encourage collaborations on campus, with local organizations, and other professional library consortia. The Library has been operating with interim directors since June of 2011.

- Systems Librarian

Rationale: This position is necessary to maintain and update the Library's online catalog, management system, and digital archives software. This position insures that library patrons have access to all the library's resources in print and online. During the fall of 2015, the position was posted but the result was a failed search.

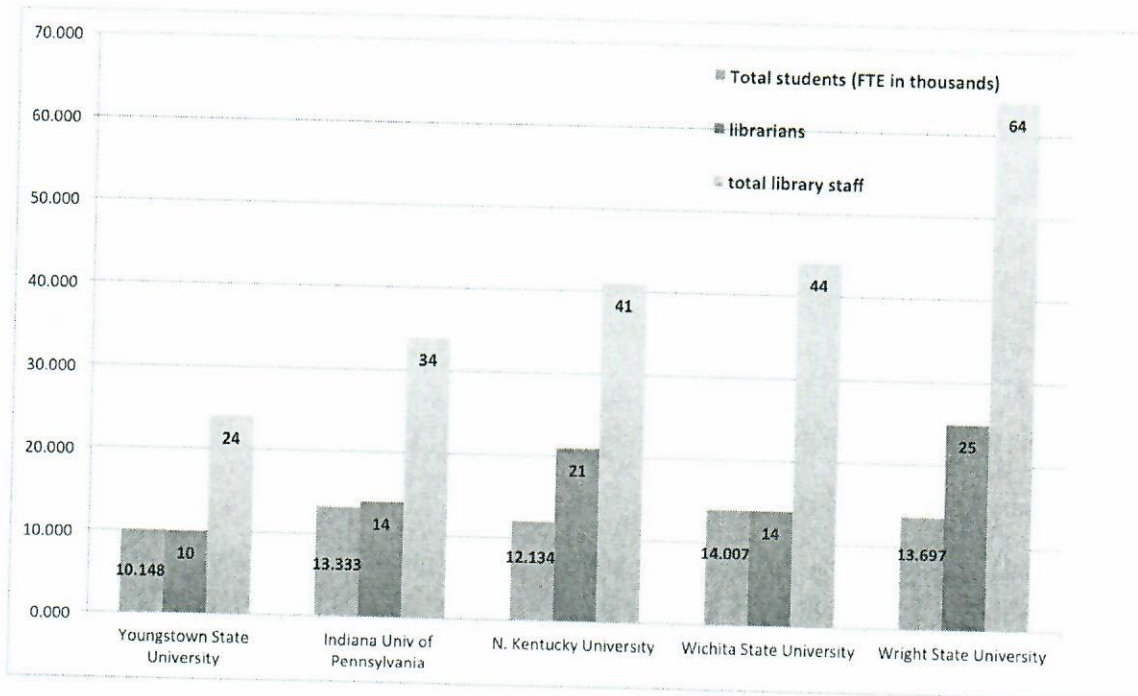
- Health & Human Services Librarian

Rationale: Faculty and students require support when using subject-specific research resources. Unfortunately, the Bitonte College of Health & Human Services has been without guidance since the previous librarian left in the spring of 2015. In the past, this College scheduled many Information Literacy instruction sessions. However, the remaining librarians have not been able to provide the coverage for these health-related courses. A failed searched was conducted during the fall of 2015.

- University Archivist

Rationale: The University Archivist is responsible for acquiring records related to the history of YSU and for managing its physical and electronic archives. The University Archivist also directs the records management program. Since the position was vacated in the summer of 2012, a member of the Archives classified staff has been supervising the records management program. The staff member was reclassified on a temporary basis to do so. The vacancy of this position in combination with the Systems Librarian has stagnated the development of the digital archives.

Figure 5. The Library currently operates with the smallest staff per student FTE among comparable universities.



Summary:

The Library Planning Committee would like to thank the Provost for the opportunity to highlight the important contributions made by Maag Library. It is our opinion, and the opinion of the greater YSU community as evidenced by the positive response to our campus wide survey, that the library provides much needed resources for YSU students, faculty, and staff. In order to continue to provide these resources and evolve to meet the future needs of the YSU community, this committee submits these six recommendations:

1. Engage the YSU and greater Youngstown community with a more welcoming ground floor to the library.
2. Provide more support for Information Literacy instruction throughout campus and distance learning courses.
3. Upgrade technology and expand media support services to keep pace with student, faculty, and staff needs.
4. Increase attention to the acquisition processes and database subscriptions to continue to provide the resources needed for 21st century learners.
5. Update the main library facility (HVAC, décor, group spaces) to enhance its appeal as a community space to gather and/or study.
6. Correct library staffing shortages with a particular need to recruit a professionally qualified Library Dean.

These improvements are needed to ensure that the library is able to continue to fulfill its role as the research and information hub for the YSU community.

Appendix I: Maag Library Departments & Services

(23 Total Current Staff / Open 83.5 Hours per Week)

Access to links available at maag.guides.ysu.edu/strategicplanning

Administrative Office – Main floor:

Staff (Two): Manager of Library Operations & Head of Access Services; Secretary

Access Services/Circulation - Main floor:

- Staff (Six): Administrative Assistant 2 (One); Library Media Technical Assistant 2 (Five)
- Borrowing Privileges & Loan Periods
- MaagNET: Materials owned by Maag
- OhioLINK Library Catalog: Statewide consortium offering access to nearly 50 million library items from other Ohio universities & colleges.
- SearchOhio: OhioLINK collaborates with 19 Ohio public library systems to provide access to 9.5 million additional popular books, DVDs & CDs.
- Course Reserves: Print & online materials reserved by course instructors
- InterLibrary Loan: Online Request Forms for materials to which Maag does not have full text access.
- 8GB flash drives for purchase \$7
- iPad & Kindle Checkout
- Shelving/reshelving of majority of books and physical materials
- Stack maintenance
- Patron assistance in finding materials in stacks
- Processing and cataloging of physical materials
- Sending materials to the bindery for binding and repair

Reference/Information Services - Main floor:

- Staff (Five): Electronic Services Librarian; Government Documents Librarian; Science & Engineering Librarian; Manager of Information Literacy & Assessment; Library Assistant 2
- Reference Services:
 - ◊ In-person research help and individual student appointments
 - ◊ Telephone reference service
 - ◊ Ask-A-Librarian Email Service
 - ◊ Subject-specific librarians: Contact a Subject Specialist
- Information Literacy Instruction: Library Instruction Classroom - 4th Floor
 - ◊ Subject-specific research classes taught by librarians
 - ◊ Faculty can Schedule A Class specific to their class assignments
- Research Resources:
 - ◊ Research Databases: Online research on and off campus
 - ◊ Electronic Books
 - ◊ Maag Journal Finder: Access to specific publications
 - ◊ OneSearch: Search for books, articles, reports, etc. in one search
 - ◊ LibGuides: Subject/class specific research guides
 - ◊ Self-directed iPod tours and Online Research Tutorials
- Mobile device charging station
- MAC computers for research and one public computer for non-YSU patrons - Internet Access Policy

Microforms Center - 3rd floor:

- **Staff (One):** Serials & Microforms Librarian
- Part of Information Services department
- Microforms represent printed material that has been photographed and reduced in size to save storage space.
They require a reader to read the print information.
- Microform types: microfilm (on a reel); microfiche (on a flat sheet); micro opaque or microcard.
- The collections include over 300 newspapers, 1,600 periodicals, 144 special collections, rare books and personal papers in a variety of fields.
- Microforms readers & printers/scanners available

Multimedia Center - 3rd floor:

- **Staff (Two):** Multimedia Librarian; Library Media Technical Assistant 2
- Part of Information Services department
- Maag Library's primary collection of audio recordings and video recordings along with equipment for creating and editing multimedia.
- Multimedia/Music/Theater/Communications reference help
- CDs, DVDs, LPs...
- Music scores
- 2 listening areas equipped with CD players, turntables & cassette decks
- 3 viewing areas for academic class viewing of video materials
- 5 Macintosh computer stations
- Mobile device charging station
- 2 Podcasting (Mac) workstations (3-hour checkout)
- 2 Kodak HD video cameras (3-day checkout)
- 3 FlipCams (3-day checkout)
- 13 Pairs of Headphones (3-hour checkout, don't leave the building)
- 2 iPod Cables (3-hour checkout, don't leave the building)
- Available software: iLife (iTunes, iPhoto, iMovie, iDVD, iWeb, Garage Band, Photo Booth...); Finale 2011; Garritan ARIA Player; Microsoft Office Suite 2008; Freehand Player; QuickTime Player; RealPlayer; Safari; Firefox

Archives & Special Collections - 5th floor:

- **Staff (Three):** Librarian 2 Technical Services (Two); Melnick Museum Curator (One)
- Documents the history of the University
- Collects and provides access to University documents, papers of faculty members, staff, and alumni
- Provides access and care for Special Collections, which includes rare books and faculty publications that must be used in the library.
- **Melnick Medical Museum:** Permanent and changing exhibits on the history of medicine and lectures on various historical medical topics.
- **Digital.Maag** - digital archives for the University, including faculty publications, theses, photographs, the Jambar student newspaper, and oral histories.
- **YSU Records Management Program:** Assisting faculty and staff with the legal requirements of records retention and records transfer of selected University documents.

Government Documents & Information – 6th floor

- Part of Information Services department
- Maag is a Congressionally-designated selective depository library for federal government documents.
- Public access to tangible and online government documents & information
- Online government information available through MaagNET, OhioLINK Library Catalog & LibGuides

Curriculum Resource Center – Beeghly Hall, main floor:

- Staff (One): Curriculum Resource Librarian
- Part of Information Services department
- Approximately 24,000 items
- Collections of various formats in the fields of education, school psychology, and counseling
- Education reference & research help
- Children's & young adult literature
- Puppets
- Games & kits
- K-12 textbooks
- Video viewing room
- Group study room

Collections Services:

- Staff (Three): Head of Collections Services; Acquisitions Librarian; Catalog Librarian
- Provides collection services, catalog services, system services and electronic services.
- Library acquisitions
- Cataloging
- Website design & maintenance

Student Study & Services:

- Library Hours
- 2 Group Study Spaces - 4th Floor: Group monitors, laptop hookup, white boards
- Group Study Floors - 3rd & 4th Floors
- Silent Study Floors - 5th & 6th Floors
- Mobile white boards throughout library (markers & erasers for checkout at Circulation)
- Copiers on Main, 3rd & 6th Floors: Copy cards for sale & change machine
- Extended hours during finals week
- Refreshments provided by SGA during finals week
- Water filter station by Maag Cafe
- Circulating materials - Floors 3-6A
- Bound periodicals - 6th Floor
- Research Carrells
- Patron Conduct Policy
- Food & Drink Policy

Other Department Services Available in the Library:

- Communications Classrooms - Lower Level
- Computer Lab - 4th Floor
- English Language Institute - Lower Level
- Maag Cafe - 3rd Floor
- Reading & Study Skills Center - Lower Level
- Tech Desk - 4th Floor: Technical support to YSU students, faculty & staff
- Vending Machines - Lower Level
- Writing Center - Lower Level

Community Outreach:

- Friends of Maag Library: \$30/year Maag & OhioLINK borrowing privileges
- Public computer for non-YSU patrons - Internet Access Policy
- Public access to government documents & information
- Waste Free Maag

Other Library Staff Activities:

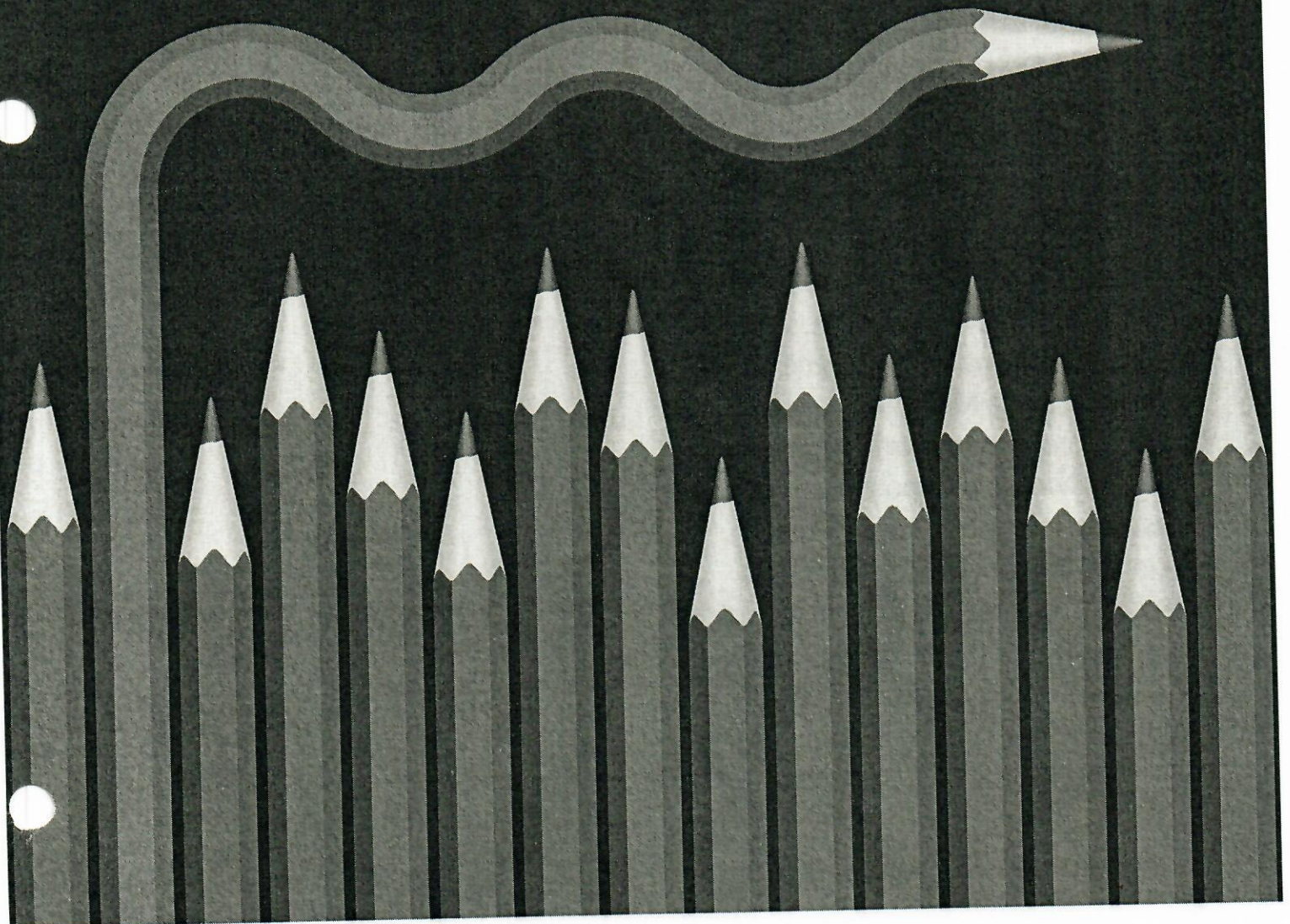
- University committees and professional organizations
- OhioLINK committees
- Conferences & presentations
- Publications in reference books & library literature
- Professional development

Gensler

Design + Performance Report

Changing Course.

CONNECTING CAMPUS DESIGN
TO A NEW KIND OF STUDENT





We've all heard
about the new
student arriving on
college campuses.

These millennials, postmillennials and digital natives grew up with the social technologies to which older generations are still adapting. Many walk to class wearing headphones, surfing the web on a smart phone and responding to text messages. Interaction occurs as much via email, social networks and instant messaging as it does in person. According to Gensler's new research, despite all of this connectivity, independence and study-alone time are the factors that define today's student experience.

New models of education are arriving as well.

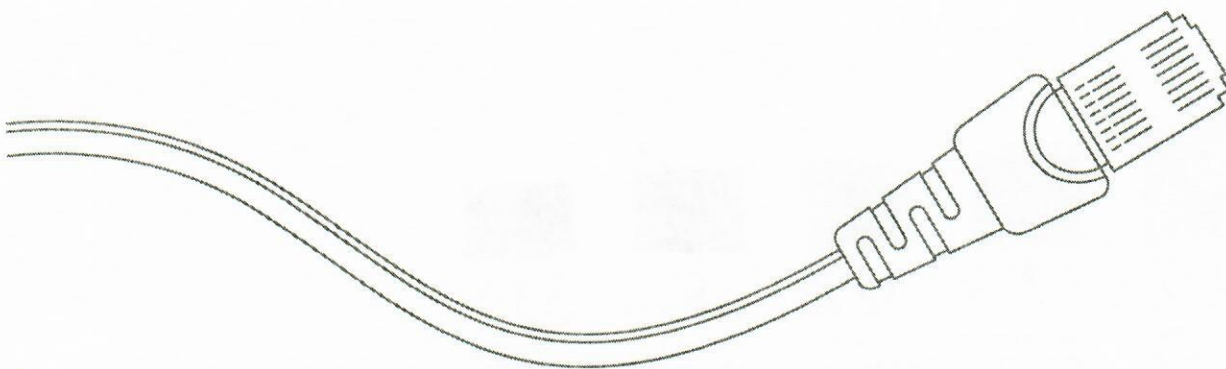
Top-tier universities are putting class materials online using free, open-source platforms. Libraries are also in flux, as reading and research move from the physical to the virtual catalogue. Teachers and administrators are acknowledging the need for new teaching and learning models that match these evolving realities. Yet campus design has not kept up with these pedagogical aspirations.

The integration of the virtual seems to pair with a renewed interest in the physical. Inside the classroom, the student wants to de-plug and interact with fellow classmates. They can watch lectures at home and would rather engage in collaborative learning on campus. And while students may not be going to the library for books, they still see it as a prime space for studying and performing individual work—space that seems to be in increasingly high demand and short supply.

The realities of on-campus spaces haven't caught up with the demands and aspirations of either educators or students.

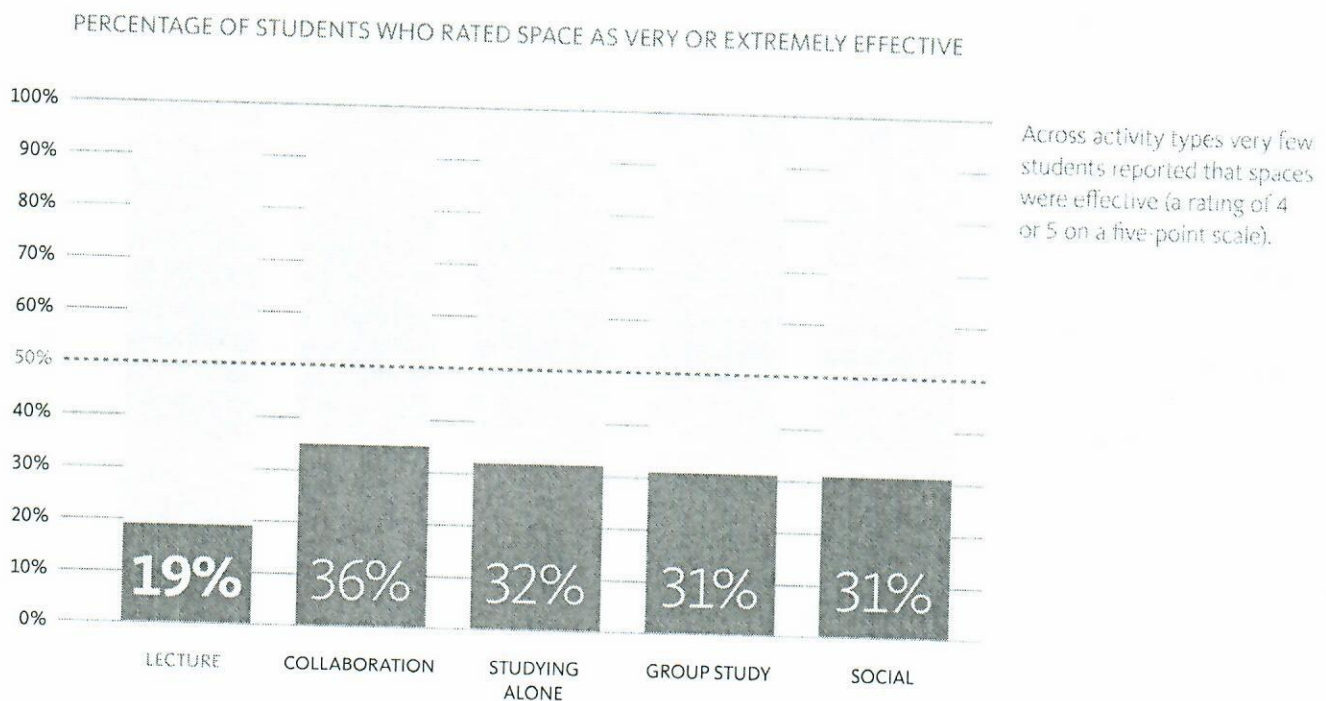
The current generation of students is reporting low levels of out-of-classroom collaboration—they would rather spend that time studying alone in a quiet space. Spaces designed to prioritize collaboration are interfering with students' desire for quiet spaces where they can focus on individual studies. Learning spaces designed for one-way communication, like lecture halls, cannot give students the interactive classroom environments they crave.

For the past two years, Gensler has conducted research about student preferences for learning and how campus design does and does not support them. Colleges and universities need to challenge conventional wisdom around campus design. Students see the classroom, not the quad, as the ideal place for collaboration and facilitated discussion and view lounges and libraries as spaces for heads-down focus work. Students are letting us know what works and what doesn't. **It's time to reinvent outdated models so that we can realign spaces with new educational realities and student needs.**

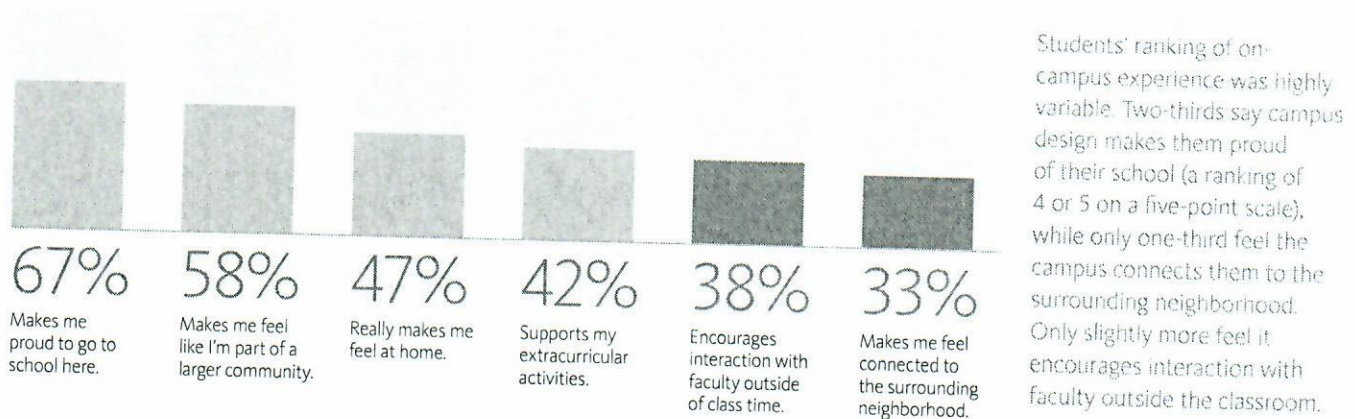


Today's campus spaces aren't working for students.

STUDENTS DON'T FIND CAMPUS SPACES EFFECTIVE

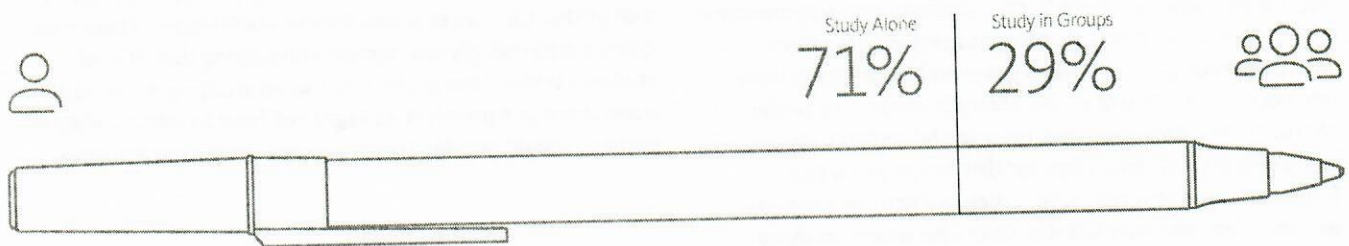


CAMPUS DESIGN ISN'T ENHANCING THE STUDENT EXPERIENCE



Independence is the foundation of the student experience.

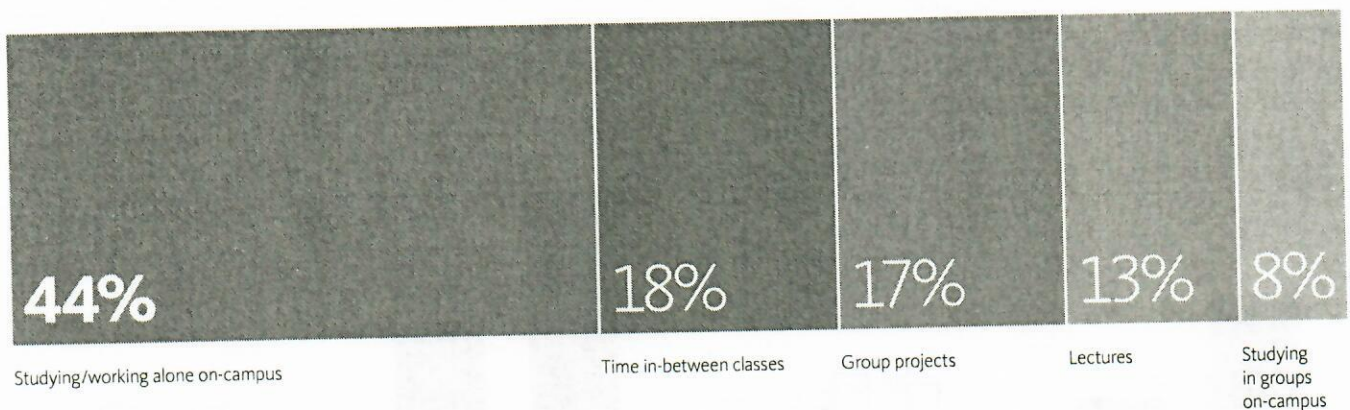
STUDENTS PREFER STUDYING ALONE ALMOST 3 TO 1



When asked about their study habits, students report an interest in studying alone versus in groups.

"I get more accomplished when I'm alone than when I'm with others. I can focus more easily on the task at hand."

MOST ON-CAMPUS TIME IS SPENT WORKING ALONE



44% of on-campus time is spent studying or working alone, reinforcing the need for good focus spaces.

Great study spaces are hard to find.

LIBRARIES ARE IN HIGH DEMAND AND SHORT SUPPLY

If independent, study-alone time is fundamental to the student experience, campuses need to give students ample appropriate environments. For many, that means quiet environments where they can put their heads down and focus. Forty-three percent of students told us the library is where they prefer to study/work alone, and 26% reported lab/project/studio space was their favorite place for that heads-down time. But when asked to report where they had actually studied/worked alone, the numbers flip. Only 22% report studying in the library and 38% in lab/project/studio space. Students want to study at the library, but they are more likely to head elsewhere or simply not find the space they need.

This may be explained by the noise: only 39% of respondents told us that the spaces where they worked/studied alone were quiet, a distressingly low number considering that 66% of students told us they prefer quiet when studying alone. With quiet space at a premium, colleges will have to rethink whether libraries should provide access to noise-producing activities.

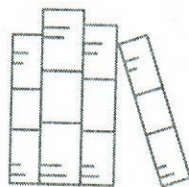
PREFERRED PLACE TO
STUDY/WORK ALONE

-vs-

REPORTED PLACE WHERE
STUDIED/WORKED ALONE



Respondents were asked to provide both the best place to study/work alone and the place in which they performed the activity. The library ranked first as the best place, but far less respondents report actually studying there than report it as ideal.

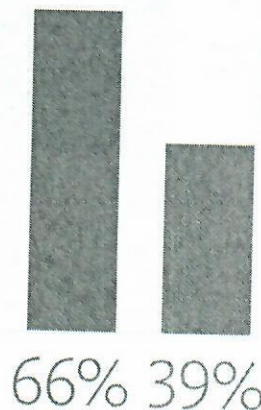


LIBRARY

PREFERRED QUIET
STUDY TIME

-vs-

REPORTED QUIET
STUDY TIME



When asked about the spaces in which they studied alone, 66% of students reported a preference for quiet space, while only 39% reported that the place in which they studied recently was quiet.



QUIET TIME

Technology isn't the key to great spaces.

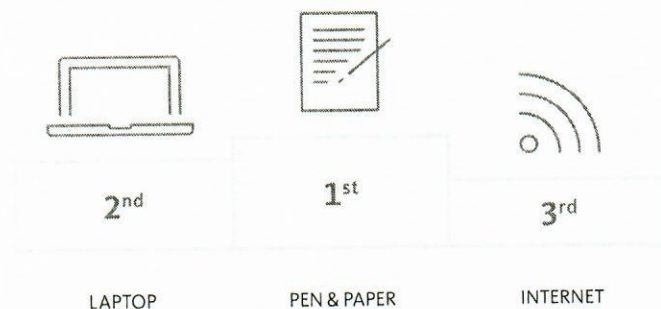
CLASSROOMS ARE WIRED BUT NOT INSPIRED

Over the past decade colleges and universities have made concerted efforts to increase on-campus technology access. High-speed Wi-Fi is nearly ubiquitous. High-definition televisions are situated in many buildings. These tech-rich environments certainly serve tech-savvy student bodies. When asked about the current functionality of campus spaces, students and educators placed support for technology at the top of the list—78% of lecture spaces support professors' technology—while experiential measures ranked significantly lower—only 48% were "comfortable," 29% were "inspirational," and 27% were "attractive."

One explanation for these responses may be that technology by itself does not address student needs. When asked what tools they used while on-campus, "pen and paper" slightly out-ranks laptops and the internet across a variety of activities, illustrating that colleges and universities need to reconsider the emphasis on investing in new technologies for their buildings. Laptops and wireless connectivity are undoubtedly important in combination with less-technology-infused ways of working, but can't deliver on their own.

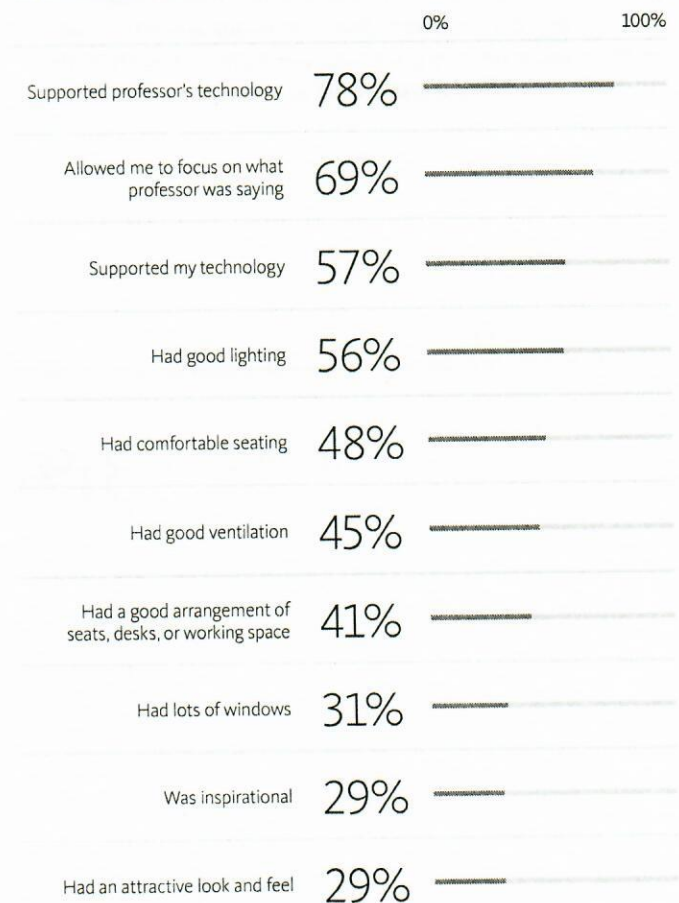
STUDY TOOLS

When asked what tools they use most, pen and paper ranked highest across all settings. Laptops and the internet were a close second and third.



Many institutions of higher learning may have reached a tech saturation point. Adding more computers, flat screen televisions and other systems will cease to have a greater return on investment. As many students come to campus with their own tech devices—from smart phones to tablets and laptops—this trend is poised to increase. Provide those students with easy access to wi-fi and they're set. What they don't, and can't, bring with them are dynamic, inspirational experiences.

FUNCTIONALITY OF LECTURE SPACE



Students to teachers: stop lecturing us.

STUDENTS WANT COLLABORATION IN THE CLASSROOM

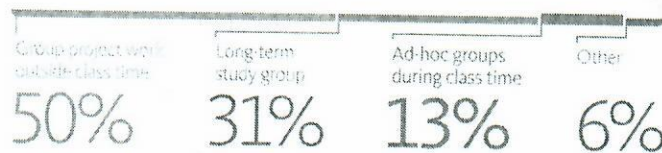
In a 2011 research study conducted by Gensler's Education + Culture practice area, students reported that effective teachers act as facilitators and that this multi-modal teaching style is the most effective pedagogy. The fact that students view lecture spaces as particularly ineffective underscores this point: for many, the lecture format is not just ideal, it's not working.

Current classroom experiences clearly aren't delivering the experience students want. 23% of students report no time collaborating on campus at all, and of those that did collaborate only 13% report breaking into groups to collaborate during class time. If collaboration is an important part of the learning process, its place is in the classroom where teachers can facilitate and direct conversation—expecting students to do it on their own is unlikely given their preferences, and students often view out-of-class group work as less than productive.

Traditional thinking about campus design is based on the idea that non-classroom spaces should be collaborative in purpose and promote interaction and collegiality among the student body. But that thinking is based on an education model in which lectures reign and interactions happen outside the classroom. A new model in which the classroom is the primary site for collaboration is necessary.

TYPES OF GROUP WORK ON CAMPUS

When asked to elaborate on the types of group work they performed on-campus, only 13% of respondents reported that collaboration happened during class time.



Dynamic learning environments are the competitive edge.

EXPERIENCE DIFFERENTIATES THE ON-CAMPUS EXPERIENCE

The growth of online learning opportunities and the question of what value-add a physical institution delivers are put in new light by these findings. Lectures aren't where universities compete—dynamic experiences are where physical institutions still have a leg up on the virtual.

Growth in online platforms offers a renewed challenge to the lecture—as Thomas L. Friedman notes in his *New York Times* op-ed “Come the Revolution,” published May 15, 2012: “Finally a generation that has grown up on these technologies is increasingly comfortable learning and interacting with professors through online platforms.”

Students are becoming comfortable using online venues for one-way learning models like lectures and top-tier universities are increasingly supplying the content. Schools from Stanford to Harvard and MIT are offering free online access to lectures and assignments, revolutionizing higher-education in the process.

These moves represent an unprecedented nod to expanding educational access around the world. But they also reveal an understanding of a shift in the university business model—it's not the information that makes these institutions great; it's the experience and environments for learning that will remain their competitive edge. On-campus learning should take place within interactive environments that complement the non-interactive online learning experience.

“My most memorable learning experiences are when the professor doesn't dominate the whole conversation. It's a discussion among the entire class and everyone gets to have their voice heard.”



How campus design can respond to changing realities.

Current thinking about campus design is falling short of addressing the needs and wants of students and educators. Here's what we think needs to happen in order to change this predicament.

PUT COLLABORATION IN THE CLASSROOM

This will require changing how teaching happens, and the right spaces can lead the way. It takes a remarkable teacher to make a lecture hall a participatory environment. Classrooms that provide flexible settings and support multi-modal, facilitated learning can assist in the change.

REMEMBER INDIVIDUAL SPACES

Students prefer studying alone to group study by a factor of almost 3:1, and quiet is as much a prerequisite for effective studying as it is hard to come by. This time alone represents almost half of the time students spend on campus. Consider the provision of individual on-campus space in light of student preferences and needs.

DELIVER EXPERIENCES, NOT JUST TECHNOLOGY

Balance investments in technology with investments in experiential qualities that make your campus shine. While wifi connections are important, environments that are inspirational and that also support different modes of learning and teaching are what will keep the physical campus relevant.



Methodology

Over the course of the 2011 fall semester, Gensler conducted a series of surveys of 250+ college students with the goal of identifying the factors and spaces that contribute to successful higher-education environments. The survey sample included 32% graduate students and 68% undergraduate students representing various disciplines and more than 116 colleges and universities throughout the United States.

The first was a profile survey, followed by five learning modes surveys—lectures, collaboration, studying or working alone, group studying, and time between classes. Conducted through a series of six short surveys on smart phones, each survey did three things: ask about the time spent in each study mode that week; ask specific questions about the space where students performed particular activities that week, with each week focusing on a different mode; and ask questions to understand students' on-campus experiences and preferences. This allowed the team to capture in-the-moment data, and by using a series of short surveys we achieved an unusually high participation rate over the course of the three months.

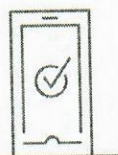
Further Questions

This research paints a provocative picture of on-campus life that challenges the effectiveness of current campus spaces and approaches. While many of the insights are actionable, some of which are described above, we also see vast opportunities for further investigation to continue to develop an understanding of how on-campus spaces can best support students.

The evolving role of the library, the traditional place for heads down study time, is of primary concern. For our part, we've embarked on a 2012/13 research initiative to better understand this problem. We will be going on-campus to benchmark usage and to see and hear what's working and what's not. As a container of information, the library seems the ideal study spot. Now that students seek more information online than in print, what's the library's main draw?

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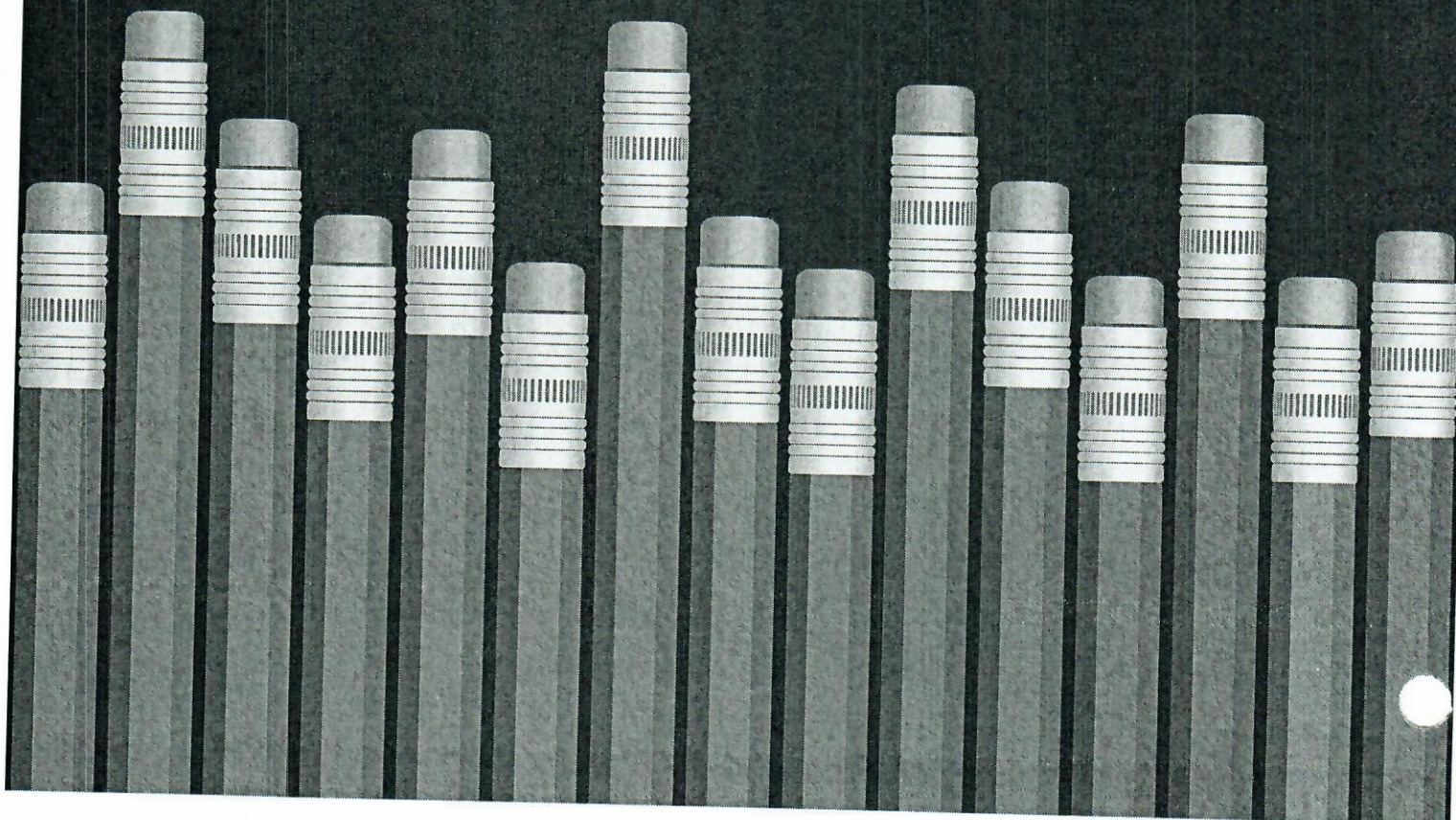


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Gensler





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Quotation 215455

Quote Date 9/8/2017

Customer Order

Project 186698

Customer YOUTA

Terms NET 10 DAYS

Account Representative
Christopher Plichta/Pam Barth

Quote To Accounts Payable
Youngstown State University
One University Plaza
Purchasing Office
Youngstown, OH 44555

Ship To Accounts Payable
Youngstown State University
One University Plaza
Purchasing Office
Youngstown, OH 44555

Phone 1.330.941.3114
Fax 1.330.941.3499
acctspay@ysu.edu

Phone 330.941.3114

Tax 50-21379

| Description | | Quantity | Unit Price | Extended Price |
|--------------------|---|----------|------------------------------|----------------|
| Soft Seating Areas | | | | |
| 1 | N92M1M - FRINGE,MID BACK,ONE SEAT,ARMLESS UPHOLSTERY GRADE: ARCD: ARCCOM GRADE D DELP_61325: DELPHI FIRE FRONT SEAT GROMMET: X: NO FRONT SEAT GROMMET LEG MATERIAL/FINISH: 501: METAL LEG,PLATINUM METALLIC GLIDE: STD: STANDARD GLIDE NATIONAL Tag For N92M1MX Soft Seating Areas | 8 | 831.15 1,847.00 55.00% | 6,649.20 |
| 2 | TS4TWP - Campfire; Table-Personal TOP OPT: *OPT:TOP SELECTION HPL TOP: STD:HPL TOP TOP-SURF: TOP SURFACE LAMINATE: *TOP-SURF:LAMINATE FINISHES 2730: ARCTIC WHITE STEELCAS Tag For 14/26 Soft Seating Areas | 14 | 204.69 439.00 53.37% | 2,865.66 |

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Page 2 / 8 (cont'd)

| Description | | Quantity | Unit Price | Extended Price |
|-------------|--|----------|--------------------------------|----------------|
| 3 | HS4FS88 - Regard; Base-Frame assembly, Single sided, 27 1/2D x 88W BASIC: 4799 PLATINUM METALLIC STEELCAS Tag For 28/88 Soft Seating Areas | 2 | 686.05 1,244.00 44.85% | 1,372.10 |
| 4 | HS4FD88 - Regard; Base-Frame assembly, Double sided, 55D x 88W BASIC: 4799 PLATINUM METALLIC STEELCAS Tag For 55/88 Soft Seating Areas | 2 | 874.10 1,585.00 44.85% | 1,748.20 |
| 5 | HS4H22 - Regard; Cushion-Seat, 20D x 22W SEAT: 5743 PUTTY STEELCAS Tag For SC20/22 Soft Seating Areas | 6 | 160.48 291.00 44.85% | 962.88 |
| 6 | HS4H33 - Regard; Cushion-Seat, 20D x 33W SEAT: 5743 PUTTY STEELCAS Tag For SC20/33 Soft Seating Areas | 8 | 193.57 351.00 44.85% | 1,548.56 |
| 7 | HS4BS88 - Regard; Back-Single sided, 7 1/2D x 88W INNER: 5999 MISC FABRIC ARC COM FABRICS, INC PURCHASER: VENDOR PATTERN: THE PLAID COLOR: FLAME -61612 DIRECTION: HORIZONTAL OUTER: 5999 MISC FABRIC ARC COM FABRICS, INC PURCHASER: VENDOR PATTERN: THE PLAID COLOR: FLAME -61612 DIRECTION: HORIZONTAL ATTCHOPT: *OPT:ATTACHMENT OPTION FOR SCREEN ATTACH: FOR SCREEN ATTACHMENT STEELCAS Tag For BSS88 Soft Seating Areas | 2 | 1,238.21 1,351.00 8.35% | 2,476.42 |
| 8 | HS4BD88 - Regard; Back-Double sided, 15D x 88W INNER: 5999 MISC FABRIC ARC COM FABRICS, INC PURCHASER: VENDOR PATTERN: THE PLAID | 2 | 1,486.41 1,744.00 14.77% | 2,972.82 |

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Page 3 / 8 (cont'd)

| Description | Quantity | Unit Price | Extended Price |
|---|----------|---------------------------|----------------|
| 8 COLOR: FLAME -61612 DIRECTION: HORIZONTAL OUTER: 5999 MISC FABRIC ARC COM FABRICS, INC PURCHASER: VENDOR PATTERN: THE PLAID COLOR: FLAME -61612 DIRECTION: HORIZONTAL ATTCHOPT: *OPT:ATTACHMENT OPTION FOR SCREEN ATTACH: FOR SCREEN ATTACHMENT STEELCAS Tag For BDS88 Soft Seating Areas | | | |
| 9 HS4AS6 - Regard; Arm-Single sided, 20D x 5 1/2W INNER: 5999 MISC FABRIC ARC COM FABRICS, INC PURCHASER: VENDOR PATTERN: THE PLAID COLOR: FLAME -61612 DIRECTION: HORIZONTAL OUTER: 5999 MISC FABRIC ARC COM FABRICS, INC PURCHASER: VENDOR PATTERN: THE PLAID COLOR: FLAME -61612 DIRECTION: HORIZONTAL STEELCAS Tag For AS Soft Seating Areas | 12 | 225.88 232.00 2.64% | 2,710.56 |
| 10 HS4AD6 - Regard; Arm-Double sided, 20D x 5 1/2W INNER: 5999 MISC FABRIC ARC COM FABRICS, INC PURCHASER: VENDOR PATTERN: THE PLAID COLOR: FLAME -61612 DIRECTION: HORIZONTAL OUTER: 5999 MISC FABRIC ARC COM FABRICS, INC PURCHASER: VENDOR PATTERN: THE PLAID COLOR: FLAME -61612 DIRECTION: HORIZONTAL STEELCAS Tag For AD Soft Seating Areas | 4 | 239.76 254.00 5.61% | 959.04 |

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Page 4 / 8 (cont'd)

| Description | | Quantity | Unit Price | Extended Price |
|-------------------|--|----------|------------------------------|----------------|
| 11 | HS4AU11 - Regard; Arm-Contoured, 20D x 11W OUTER: 5999 MISC FABRIC ARC COM FABRICS, INC PURCHASER: VENDOR PATTERN: THE PLAID COLOR: FLAME -61612 DIRECTION: HORIZONTAL PLASTIC: 6249 PLATINUM SOLID CUTOUT: *OPT:POWER CUTOUT OPTIONS NO PW CU: STD:NO POWER CUTOUT STEELCAS Tag For AC Soft Seating Areas | 4 | 330.18 456.00 27.59% | 1,320.72 |
| 12 | HS4S88G - Regard; Screen-Glass, 88W x 14H BRACKET: 4799 PLATINUM METALLIC STEELCAS Tag For SG/88 Soft Seating Areas | 4 | 558.10 1,012.00 44.85% | 2,232.40 |
| Sub Total | | | | 27,818.56 |
| Ohio Non Taxable | | | | 0.00 |
| Total | | | | 27,818.56 |
| Tables and Chairs | | | | |
| 15 | N45AP - CINCH,PLASTIC BACK,PLASTIC SEAT,PKG OF 4 BACK PLASTIC COLOR: P06: PEBBLE SEAT PLASTIC COLOR: P06: PEBBLE PAINT: 501: PLATINUM METALLIC GLIDE: STD: STANDARD GLIDE NATIONAL Tag For N45HU Tables and Chairs | 22 | 348.30 774.00 55.00% | 7,662.60 |
| 16 | N45APR - CINCH,PLASTIC BACK,PLASTIC SEAT,PKG 1 BACK PLASTIC COLOR: P06: PEBBLE SEAT PLASTIC COLOR: P06: PEBBLE | 2 | 110.70 246.00 55.00% | 221.40 |

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Page 5 / 8 (cont'd)

| Description | | Quantity | Unit Price | Extended Price |
|-------------|--|----------|----------------------------|----------------|
| 16 | PAINT: 501: PLATINUM METALLIC GLIDE: STD: STANDARD GLIDE NATIONAL | | | |
| 17 | TS4THDR36 - Top-Table, Round, 36 dia, 1 1/8 thick, High pressure laminate EDGE: 6041 NATURAL WALNUT TOP-SURF: 2714 NATURAL WALNUT STEELCAS | 28 | 154.79 325.00 52.37% | 4,334.12 |
| 18 | TS4TBASE285 - Base, 28 dia base x 5 dia col BASE: 4799 PLATINUM METALLIC STEELCAS | 28 | 334.35 702.00 52.37% | 9,361.80 |
| 19 | VTZ3062 - Verb; Table-Trapezoid, 30D x 62W EDGE: 6041 NATURAL WALNUT LEGS: 4799 PLATINUM METALLIC TOP-SURF: 2714 NATURAL WALNUT LEG OPT: *OPT:LEG OPTIONS LKCASTER: ACCESS LEG W/LOCKING CASTERS DOCK OPT: *OPT:DOCK STORAGE OPTIONS NO DOCK: STD:NO DOCK CHANOPTS: *OPT:REINFORCING CHANNEL OPTIONS NO CHAN: STD:NO REINFORCING CHANNEL STEELCAS Tag For 30/62-AL Tables and Chairs | 18 | 408.48 851.00 52.00% | 7,352.64 |
| 20 | VTR2460 - Verb; Table-Rectangle, 24D x 60W EDGE: 6041 NATURAL WALNUT LEGS: 4799 PLATINUM METALLIC TOP-SURF: 2714 NATURAL WALNUT LEG OPT: *OPT:LEG OPTIONS LKCASTER: ACCESS LEG W/LOCKING CASTERS MOD OPT: *OPT:MODESTY PANEL OPTIONS NO MOD: STD:NO MODESTY PANEL CHANOPTS: *OPT:REINFORCING CHANNEL OPTIONS CHANNEL: REINFORCING CHANNEL STEELCAS | 16 | 387.84 808.00 52.00% | 6,205.44 |

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Page 6 / 8 (cont'd)

| Description | | Quantity | Unit Price | Extended Price |
|---------------------|---|----------|------------|------------------|
| 20 | Tag For 24/72-AL Tables and Chairs | | | |
| 21 | VWB2 - Verb; Whiteboard, 2 sides | 12 | 84.00 | 1,008.00 |
| | STEELCAS | | | |
| | Tag For MB/2S Tables and Chairs | | 167.00 | |
| | | | 49.70% | |
| Sub Total | | | | 36,146.00 |
| Ohio Non Taxable | | | | 0.00 |
| Total | | | | 36,146.00 |
| Mobile WBs | | | | |
| 22 | TS4S3654 - Screen, 36W x 54H | 6 | 378.17 | 2,269.02 |
| | FRAME: 4799 PLATINUM METALLIC | | 794.00 | |
| | SURF-1: 7655 E3 ENVIRONMENTAL CERAMICSTEEL | | 52.37% | |
| | SURF-2: 7655 E3 ENVIRONMENTAL CERAMICSTEEL | | | |
| | CAST OPT: *OPT:LEVELERS OPTION | | | |
| | CASTERS: STD:CASTERS | | | |
| | BASE OPT: *OPT:BASE OPTIONS | | | |
| | FOURLEG: STD:FOUR LEG BASE | | | |
| | STEELCAS | | | |
| 23 | TS4SR36 - Groupwork; Tray-Marker, 36W | 6 | 34.29 | 205.74 |
| | BASIC: 4799 PLATINUM METALLIC | | 72.00 | |
| | STEELCAS | | 52.38% | |
| Sub Total | | | | 2,474.76 |
| Ohio Non Taxable | | | | 0.00 |
| Total | | | | 2,474.76 |
| Power towers | | | | |
| 24 | NAC25ELPTS - ACCESSORIES,25H,POWER TOWER,SILVER | 4 | 900.00 | 3,600.00 |
| | NATIONAL | | 2,000.00 | |
| | | | 55.00% | |
| Sub Total | | | | 3,600.00 |
| Ohio Non Taxable | | | | 0.00 |
| Total | | | | 3,600.00 |
| 25 | INSTALL - Provide labor and project management services to receive, off-load, inspect, and install 73 workstation(s), 3 collaboration / misc area(s), and related furniture product according to the final drawing from Ohio Desk. Job site will be clean and clear of all obstructions and other trades prior to installation. Buyer will provide adequate facilities and space for unloading, staging, moving, handling and storing without charge to Seller. The Buyer | 1 | 7,715.00 | 7,715.00 |
| | | | 0.00 | |
| | | | 0.00% | |

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Page 7 / 8 (cont'd)

| Description | Quantity | Unit Price | Extended Price |
|-------------|----------|------------|----------------|
|-------------|----------|------------|----------------|

- 25 will pay for excessive handling, storage and transportation incurred because of site conditions, activity of other trades, or other reasons not specifically identified in the price quotation. Buyer will furnish electrical current, heating, lighting and elevator service at job site. Any electrical / data / communication cabling or connections required as a result of this project are not included and are the responsibility of the customer. Any requests made of OhioDesk installers not on this scope could be subject to additional charges.

Please note the following Scope details that the labor pricing is based on:

- Product will be shipping direct to customer's site
- Delivery will take place during normal business hours (7:00am - 3:30pm)
- A dock is available for unloading the furniture
- Freight Elevator is available to move furniture
- Passenger Elevator is available to move furniture
- Installation will take place during normal business hours (7:00am - 3:30pm)
- Installation will take place over 1 phase(s)

OHIO DESK

Quotation Totals

| | |
|--------------------|------------------|
| Sub Total | 77,754.32 |
| STEELCAS Fabric | 0.00 |
| STEELCAS Fabric | 0.00 |
| STEELCAS Fabric | 0.00 |
| STEELCAS Fabric | 0.00 |
| STEELCAS Fabric | 0.00 |
| Ohio Non Taxable | 0.00 |
| Grand Total | 77,754.32 |

End of Quotation

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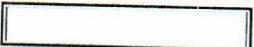








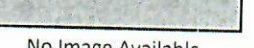

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Quotation 215455
Page 8 / 8 (cont'd)

Finish Summary

| Product Type | Finish Group Description | Finish Description | Finish |
|-------------------|--------------------------|-------------------------------|---|
| Tile or Screen | LEG MATERIAL/FINISH | METAL LEG, PLATINUM METALLIC | No Image Available |
| | PAINT | PLATINUM METALLIC | No Image Available |
| | UPHOLSTERY GRADE | DELPHI FIRE | No Image Available |
| | SEAT PLASTIC COLOR | PEBBLE | No Image Available |
| | BACK PLASTIC COLOR | PEBBLE | No Image Available |
| | GLIDE | STANDARD GLIDE | No Image Available |
| | FRONT SEAT GROMMET | NO FRONT SEAT GROMMET | No Image Available |
| | BRACKET | PLATINUM METALLIC |  |
| | FRAME | PLATINUM METALLIC |  |
| | SURFACE 1 | E3 ENVIRONMENTAL CERAMICSTEEL |  |
| Storage Accessory | SURFACE 2 | E3 ENVIRONMENTAL CERAMICSTEEL |  |
| | BASIC (PRIMARY FINISH) | PLATINUM METALLIC |  |
| Table | TOP SURFACE | NATURAL WALNUT |  |
| | TOP SURFACE | NATURAL WALNUT |  |
| | LEG FINISH | PLATINUM METALLIC |  |
| | BASE | PLATINUM METALLIC |  |
| | EDGE | NATURAL WALNUT |  |
| | EDGE FINISH | NATURAL WALNUT |  |
| | TOP SURFACE | ARCTIC WHITE |  |
| | BASIC (PRIMARY FINISH) | PLATINUM METALLIC |  |
| Seating | SEAT | PUTTY | No Image Available |
| | OUTER | MISC FABRIC: THE PLAID/61612 | No Image Available |
| | INNER | MISC FABRIC: THE PLAID/61612 | No Image Available |
| | PLASTIC | PLATINUM SOLID |  |

Select Images are provided as a preliminary color and type representation and should not be used for final color and product selection. Due to individual computer/monitor/printer settings: color, texture, pattern, size and feature rendering may vary from the actual sample. For accuracy, order and view an actual sample.

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Quotation 215460

Quote Date 9/8/2017

Customer Order

Project

Customer YOUTSA

Terms NET 10 DAYS

Account Representative

Christopher Plichta/Pam Barth

Quote To Accounts Payable
Youngstown State University
One University Plaza
Purchasing Office
Youngstown, OH 44555

Ship To Ana Torres
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Youngstown, OH 44555

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Fax 1.330.941.3499
acctspay@ysu.edu

Phone 1.330.941.1717

amtorres02@ysu.edu
Tax 50-21379

| Description | Quantity | Unit Price | Extended Price |
|--|----------|----------------------------|----------------|
| 1 N45AP - CINCH, PLASTIC BACK, PLASTIC SEAT, PKG OF 4 BACK PLASTIC COLOR: P06: PEBBLE SEAT PLASTIC COLOR: P06: PEBBLE PAINT: 501: PLATINUM METALLIC GLIDE: STD: STANDARD GLIDE NATIONAL Tag For N45HU Tables and Chairs | 89 | 348.30 774.00 55.00% | 30,998.70 |
| 3 INSTALL - Labor to install 356 new chairs in Maag Library. Installation during Monday - Friday hours of 7:30am - 3:30pm, excluding holidays. Area to be free and clear of all debris prior to Ohio Desk arrival. OHIO DESK | 1 | 4,920.00 0.00 0.00% | 4,920.00 |
| 4 LABOR TO MOVE - Relocate old chairs to the first floor OHIO DESK | 1 | 2,000.00 0.00 0.00% | 2,000.00 |

Quotation Totals

Sub Total

37,918.70

Ohio Non Taxable

0.00

Grand Total

37,918.70

End of Quotation

Acceptance is subject to terms and conditions. Final drawing, if applicable, is incorporated herein.

ACCEPTED BY _____ TITLE _____ DATE _____



5100 Market St.
Youngstown, OH 44512
(330) 782-3331 Voice
(330) 782-0951 Fax

Quotation 215460
Page 2 / 2 (cont'd)

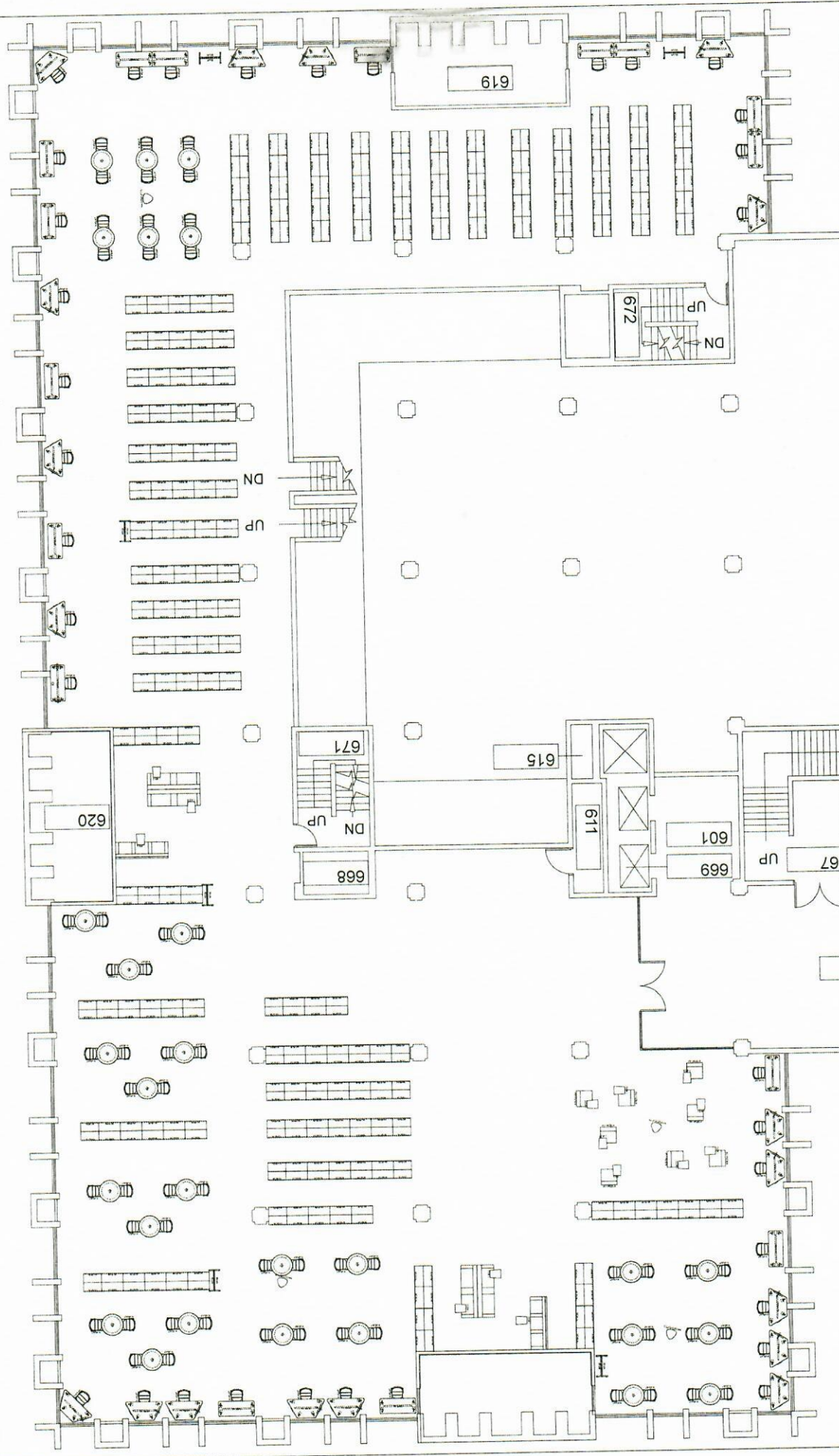
Finish Summary

| Product Type | Finish Group Description | Finish Description | Finish |
|--------------|--------------------------|--------------------|--------------------|
| | PAINT | PLATINUM METALLIC | No Image Available |
| | SEAT PLASTIC COLOR | PEBBLE | No Image Available |
| | BACK PLASTIC COLOR | PEBBLE | No Image Available |
| | GLIDE | STANDARD GLIDE | No Image Available |

Select Images are provided as a preliminary color and type representation and should not be used for final color and product selection. Due to individual computer/monitor/printer settings: color, texture, pattern, size and feature rendering may vary from the actual sample. For accuracy, order and view an actual sample.

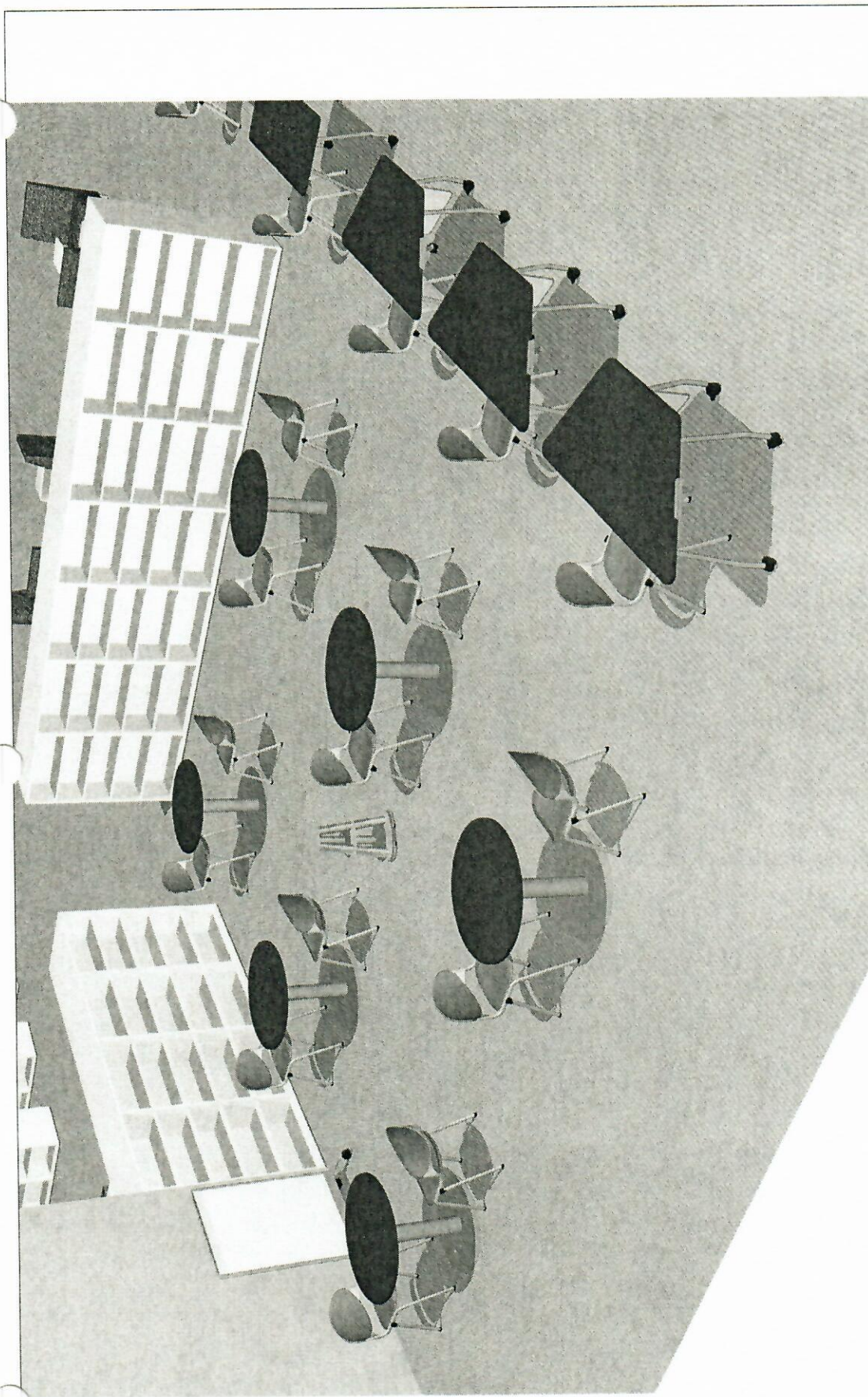
Acceptance is subject to terms and conditions. Final drawing, if applicable, is incorporated herein.

ACCEPTED BY _____ TITLE _____ DATE _____



| | |
|--|---|
| 186698 | DRAWING NUMBER: |
| PROPOSED FURNITURE PLAN | YSU MAAG LIBRARY 6TH FL |
| 3/7/2017 | NTS |
| 186698 YSU Maag andrew | DRAWN BY: JLV |
| The Ohio State University 1325 The Wood Avenue Columbus, Ohio 43210-1292 | <div data-bbox="1347 1806 1429 1890" data-label="Image"> </div> <div data-bbox="1347 1617 1429 1806" data-label="Text"> <p>OHIO DESK We make it easy.</p> </div> |

NOTE: PROPOSED FURNITURE DRAWING ONLY NOT FOR CONSTRUCTION. CUSTOMER OR HIS AGENT SHALL BE RESPONSIBLE FOR OBTAINING ALL NECESSARY PERMITS AND APPROVALS FROM ALL APPLICABLE AGENCIES AND AGENCIES. CONTRACTOR SHALL BE RESPONSIBLE FOR OBTAINING ALL NECESSARY PERMITS AND APPROVALS FROM ALL APPLICABLE AGENCIES AND AGENCIES. DRAWING IS PREPARED BY THE OHIO STATE UNIVERSITY AND IS NOT TO BE USED FOR ANY OTHER PURPOSE. THE OHIO STATE UNIVERSITY ASSUMES NO LIABILITY ARISING FROM THE USE OF THIS DRAWING IN ANY MANNER.



The Ohio Desk Company
1122 Prospect Avenue
Cleveland, Ohio 44115-1292

RENDERING

YSU
MAAG LIBRARY 6TH FL

9/7/2017

NTS

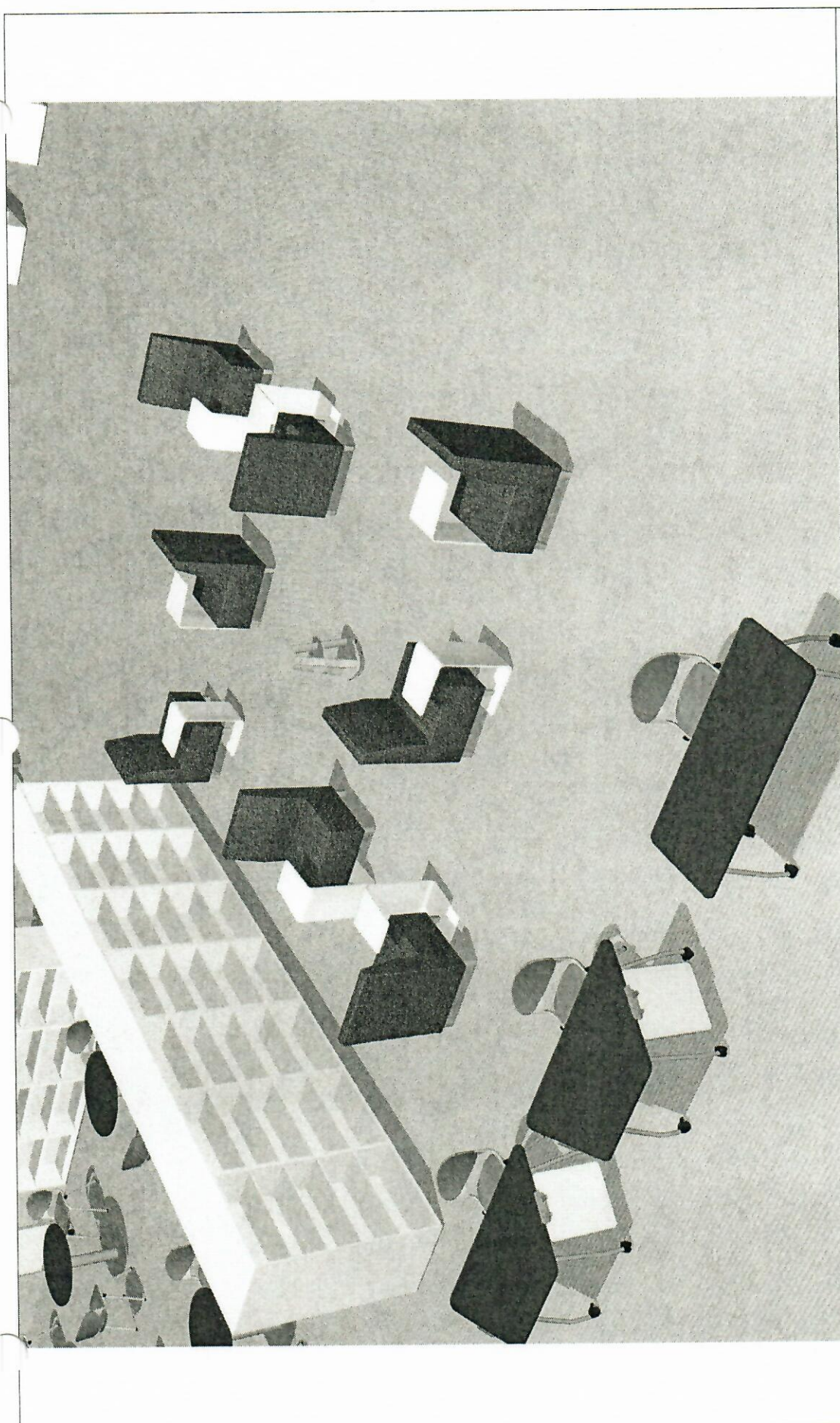
DRAWN BY: JLV


186698

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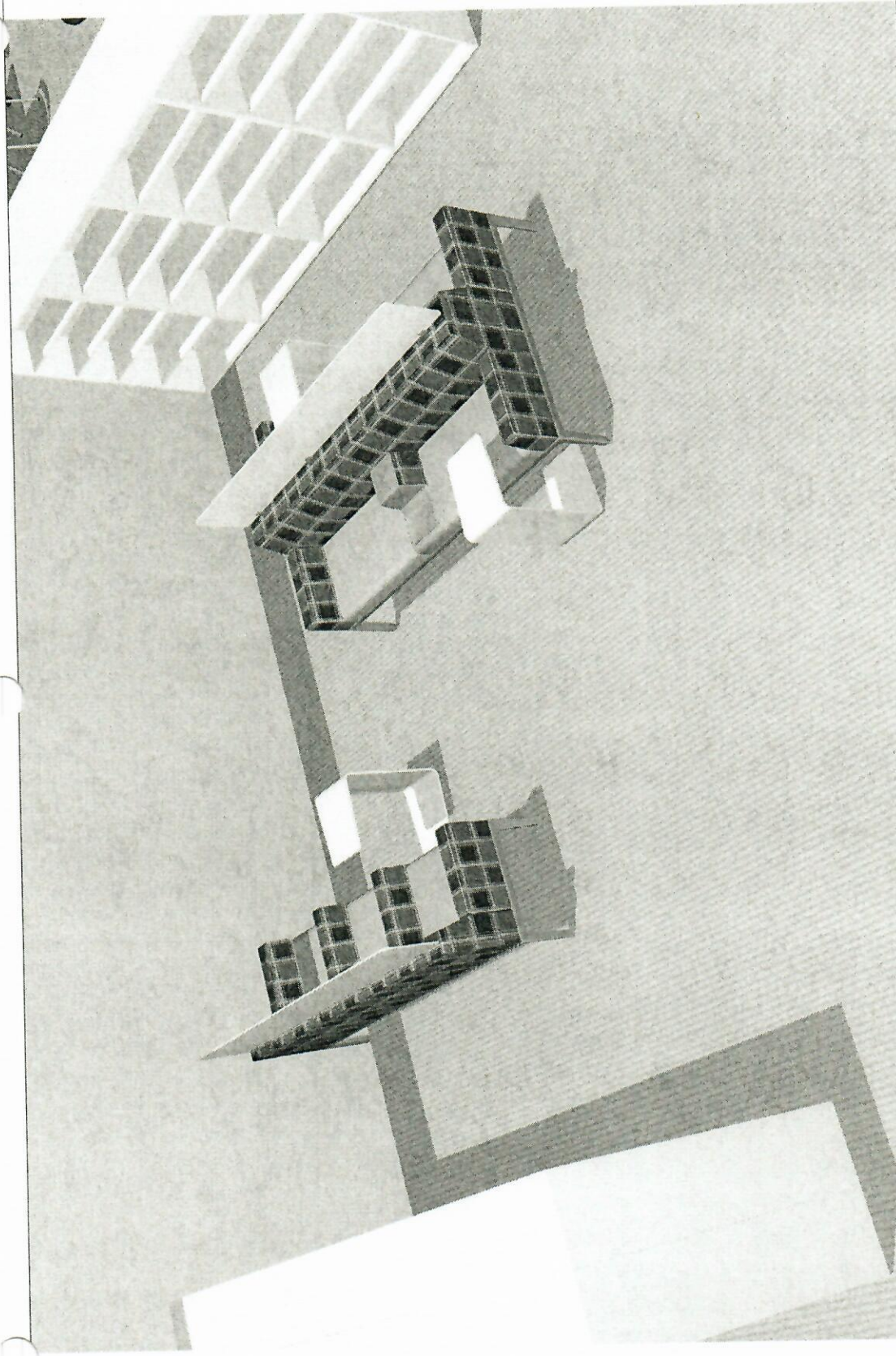
2

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|--|----------------------------|---------------|-----------------|
|  The Ohio Desk Company 1122 Prospect Avenue Cleveland, Ohio 44115-1292 | RENDERING | 9/7/2017 | 186698 |
| | YSU MAAG LIBRARY 6TH FL | NTS | DRAWING NUMBER: |
| | | DRAWN BY: JLV | 3 |

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RENDERING

9/7/2017

186698

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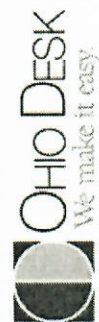
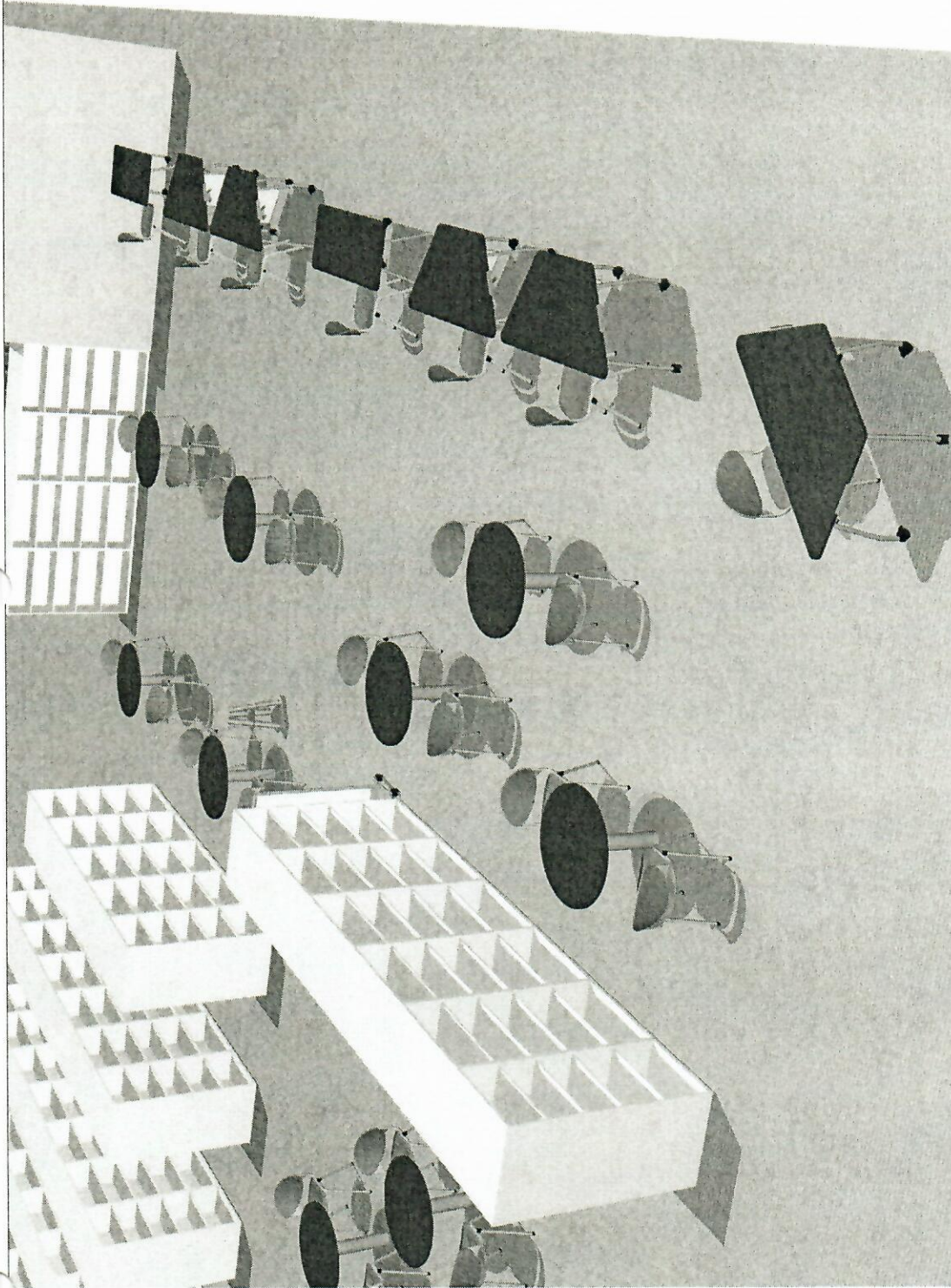
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