

Library/Learning Commons

Schematic Design Review Comments

February/March 2010

Collections

- Adequate space for current books and future collections--prefer that not all of the shelves in the library are mobile shelves but see a place for these in little used locations for storage (for example).
- Whatever is added to the library, space should not be taken from the shelves. We already have a woefully inadequate collection that must be built up. Projections for shelf space must not be made based upon the current collection's size but upon what a good, mid-level college (that hopes to be a university) needs to have.
- Stacks. Ugh. Necessary burden and a museum to print media. Interestingly, faculty seem to think expanding the collection means more stacks. It does not. By the time our budget rebounds to expand, books will be digital and expansion will not need more stacks. Google is 71% through scanning Library of Congress collection. University presses will have subscription services for journals and monographs. I vote for more space and high density movable shelving. I used them when I worked at Orwig Music Library at Brown U. I think faculty should look at some and see how advanced and easy to use they are (faster finding books).
- What is the relative size (in sq. ft.) of shelving areas in the new library for a) bound periodicals on level 0, b) reference collection on level 1, and c) general collections on levels 2 & 3 compared with the same spaces in the old library?

Attached is a spreadsheet that attempts to capture the space comparison you requested. The sheet also provides details of the planning figures used to determine space in the new building. The task of comparing is difficult because the various parts of the overall collection are grouped differently in the old building as compared to the plans for the new. However, some comparisons are possible. Overall, the space devoted to collections in the new building is 25,339 s.f. compared to 31,106 in the old building. A quick look at the details shows this difference is largely the result of the plan to accommodate some of the general collection on compact shelving. The plan calls for reducing the 23,143 s.f. for the general collection in the old building to 17,836 s.f. in the new building. Even with this reduced number of square feet, the building will accommodate a doubling of the general collection from its current size.

I know you have asked questions about the current collection size and have mentioned that you've found different numbers in different sources. Of course, part of the problem is that different reports may call for the collection to be measured in different ways. I looked at NCES data, which report collection size from 2000 through 2008 on a biennial basis. All books, serial backfiles and other paper materials are lumped into one number, which fluctuates from 311,326 in 2000 to a high of 329,918 in 2004 and a low of 301,576 in 2008. I'm not able to suggest why there is such a wide fluctuation, but it does not appear to be unique to Salem State. Over the same period, Bridgewater State's collection varied between 291,049 (2004) and 335,480 (2008), with 326,662 in 2002; UMass Lowell varied between 382,599 (2008) and 441,663 (2000). While Lowell has declined steadily over the 8-year period, Bridgewater hit its low point in 2004, with its highest years in 2002 and 2008. These are only two other examples, but they do suggest that some fluctuation in count is not out of the ordinary. Salem State started at 311,326 in 2000, peaked at 326,918 in 2004 and dropped to 301,576 by 2008. Note, however, that the 2004 peak was flanked by 318,126 in 2002 and 318,711 in 2006, which makes the 2004 number somewhat anomalous. I won't venture a guess as to why the numbers changed since they reflect operational rather than facilities factors. Certainly the closure of the old library building may have contributed to the change in 2008 – because of the difficulty of assessing the total collection at that time, if for no other reason. However, as the attached spreadsheet shows, the base planning

level of 288,000 volumes (which tries to approximate the types of materials included in the NCES numbers) is not far from the NCES number of 301,576.

The second attachment shows a comparison between Salem State, several other Massachusetts institutions, and state and national averages and medians. These suggest that, while we certainly have work to do, Salem State's numbers are at least competitive with other public institutions in the Commonwealth, taking enrollment and program level into consideration.

I hope this information will help address the questions you've asked over past months. While I wish I could explain the variance between the 2008 NCES number and the planning level, the difference represents the equivalent of not more than 1-2 years of acquisitions and should be considered in the context of the building's being designed to accommodate 30 or more years of acquisitions at a comparable annual rate of growth. Further flexibility is being designed in by making the structure capable of supporting shelving in more areas of the building, if we decide that shelving is the priority over reader spaces. None of this takes into consideration how technology may change our acquisition pattern in some disciplines over the next 30 years.

- Does the different way the shelving is drawn in the schematic design for the archives and bound periodicals vs. the reference collection and general collections indicate that compact shelving is only planned for archives and bound periodicals?

The different way the shelving is drawn does indicate compact shelving in the bound periodical and archive areas. These parts of the collection will be on compact shelving right away. So, it is correct to say that compact shelving is only planned for these two areas initially. The plan will provide sufficient structure to support compact shelving for the general collection, as well. However, as has been discussed, a 40% increase in collection size can be accommodated on conventional shelving. At current acquisition rates, that can be expected to take 12 years or more. As the library approaches that collection size, judgments will have to be made regarding the rate of collection expansion, the format of materials being acquired, the student and faculty usage patterns of both the collection and the building in general, etc. At that point, a decision can be made to reduce reader seating and install more conventional shelving; or, alternatively, reader seating could be maintained, and parts of the collection could be moved to compact shelving. Total general collection growth of 100% from current levels can be accommodated with a move of part of the collection to compact shelving. Even at the full 200% of current size, less than two-thirds of the collection would have to be on such shelving, and about 36% would remain on conventional shelving. The 36% of the collection at that time (200% of current) represents the equivalent of 72% of the current collection. So, even at full expansion, which is projected to take 30 years or more at current acquisition rates, books equivalent to 72% of our current collection could be on conventional shelving. The structure will be designed to give us options as to where to place compact shelving. Therefore, we can determine which parts of the collection would be least affected from being on compact shelving and which would benefit the most from being more traditionally "browseable."

- Deb Mizia indicated when the ad hoc Library Advisory committee met in December in the MLK room that she had access to the number of volumes that was moved out of the old library. Has she been able to retrieve that number and what is it?

We have researched this and determined that the approximate number of bound items moved from the old library was 297,000. This is slightly more than our planning figure of 288,000. However, in the planning process we did not count volumes for Archives; we only counted linear feet of shelving required. Volumes were counted, however, for the move from the old library. Although I don't have a count of the books in Archives, I expect that they account for most, if not all, of the difference between 297,000 and 288,000.

- A place, on the first level, should be designated for the "New Books" shelves and library displays (display cases and bulletin boards).

- A place to display new additions to the collection
- Places to show recent faculty publications, student writing and art work, recent campus awards, announcements etc. It should feel like a communal meeting place.
- Would like to see archive access clear and straightforward.
- Mixed feelings about the space on the 4th floor. Want the shelves, but it seems wasteful to use up seating space with empty shelves. However, wonder if students will seek out a study area so far from the main traffic. Maybe the space should be offices of low-traffic library services, giving more space to the first and second floor.

Reader Seating

- There is a lot of multi-person seating, such as tables for group work, but there doesn't seem to be much individual "I-have-to-hole-up-in-the-library-and-really-study" space. Perhaps some carrels could be added to provide for that type of need?
- Some single carrel seating - I have had several colleagues ask if there was going to be any single carrel desks available for people who do not want to study in a group but rather study alone? I think we should have some of this seating areas available
- More space reserved for quiet study. This is especially important for me as one of the many faculty members who does not have a private office and desperately needs a very quiet space for study. I am concerned that the current configuration of seating does not allow for sufficient quiet space for either students or faculty, and most isolated spaces seem to be designated for group study.
- Clearly designated "quiet study" areas.
- Group study areas should be on the opposite side of the library from "quiet" areas.
- Comfy chairs with ottomans. The kids fall asleep. Let them. Again. Quiet space.
- More group study areas - I only see five group study areas and these all look like very specified sizes. I think we should have more of these areas and they should be of variable sizes. The space freed up from the "Deans Suite" could be used for maybe two more group study areas. In addition, could we extend the group study areas on the east wall of the north wing of level 3 so that whole wall is group study areas that are flexible in size. Couldn't we have a space that could be broken up into multiple small spaces for 3-4 students or larger spaces for 5-7 students or a few spaces for 10-12 students. That way the space could be used for groups of a few students all the way to relatively large groups.
- Wireless- Stationary CPUs with monitors are dinosaurs. Thin client (screens and networked) stations and good wireless. Students and faculty will be using wireless laptops and handheld devices to access most material. Do not build computer labs. Small group workrooms (see Harvard Graduate Center with glass walls you can write on), flexible rooms for groups of 4-10 students/faculty using wireless.)
- Adjustable study spaces—It would be great to take over a space for a day or two to teach a class, but if all the group study areas are small, that would be impossible. On the other hand, a large room might sit vacant.

- I know from experience—since my office used to be in the library, that groups studying together are loud—whether they are in a separate room or not. All the group areas—including group study rooms-- need to be physically away from designated quiet areas.
- Adequate study space for faculty and graduate students to do their work and to gather
- Study space set aside expressly for graduate students? Ideally, the space would be both for research and serve as a lounge.
- Carrels that can be assigned to individual faculty members. There are a number of open "carrels" which consist of large desks placed in quiet locations at the edge of the stacks. Each of these desks has 3 large shelves above/in front of the desk, and three lockers upright behind the desk. Qualified people can apply for a carrel space. When you are assigned a carrel you are given a locker combination and you are assigned a shelf. You can check out library books to your carrel and leave them on your shelf. You can store a laptop and any other material in the locker for any time period. Up to three people share the carrel and seating at the carrel operates along a first-come-first-served basis. You can apply to change carrels if it turns out that you and one of your carrel-mates have very similar hours of use.
- Some temporarily assigned single carrels for faculty and graduate students for special research projects. If these are shared, then a *convenient* system for storing personal books, computers, etc.
- Tables and seating readily accessible to stacks and bound periodicals. Some on the “quiet” side, some on the “group” side.
- Seating in Bound Periodicals area - When I use bound periodicals I need a place to put the book down to read it. It seems that there is limited seating in the bound periodicals area on level 0. Couldn't we move the microforms area on the east wall of the south wing of level 0 to the general seating area on the west wall of the south wing of level 0 and move the general seating to where the microforms used to be? That way the noisy microform readers would be in a room and there could be more general seating in the stacks region.
- Wondering if we have considered the possibility of a limited access part of the library, that could be open for 24 hour study?

Instructional Spaces (Classrooms/Labs)

- I do not even like the term library since book is in the root. We need to reconceptualize this space as a campus. As I said, the role of this generation of faculty/staff is to meet the students where they and the culture are and work together using new digital media. There is so much we can do and need to do to deepen and strengthen our students' relationship with digital knowledge. The new library should be that site. Information literacy is the calling of our generation of educators.
- A classroom that can hold freshman classes (the “101s”). These are the students who really are the target audience for an introduction to the library, and many professors want to bring such classes to the library at least once so they can get introduced to it and its resources. While ENG 101-102 is usually under 20, other freshman classes (such as HIS 101-102, PSY 101 and lab science courses) are more likely to have 30-40 students in a section. So, it would seem to be very important to have at least one classroom in the new library set aside for bibliographic instruction that can hold 40 students. I really think this classroom needs to be on the main floor of the library, near reference. I see that the plans do show such a room (Instructional Lab #3). It is in the right spot – but only has seats for 24 students. If it would be possible to increase the size of a room in that vicinity of the library to 40 seats, I think that would be perfect.

- Some kind of teaching space beyond the model for the three “Instructional Areas.” Four rows of computers with a smart board at the front only works for lectures. Most of us don’t teach that way. Again, something more modular—the ability to have students in a discussion—or several small groups—would be ideal. Some time at the computers (maybe ringing the room, maybe *good* wireless or direct internet access) followed by time talking face-to-face. The current set up doesn’t allow for any student interaction.
- Large group instruction-flat space with moving partitions is most flexible. Should fit 30-40 students with librarians and faculty. Movable desks, podium and LCD. This room will be the most popular on campus with all our schools.
- Learning Commons rooms on level 0 - Are the multi-use room and the computer and testing rooms for general use? Also, what is the room between the multi-use room and the Office for Students with Disabilities designed for?
- We are pleased to note that the floor plan for the new Library/Learning Commons includes a computer lab/testing center on the main floor. This high visibility location would be suitable, not only for our vision of elective Computer Literacy/Remediation activities, but also as a place where a Computer Education facility (ala Writing Center) could be available for student use. While we do not presume to speak for IT, this would also be a convenient space for an IT/Laptop help desk satellite center. Although we are aware that this space is intended for multiple uses, we hope that some time will be allocated for computer/IT education activities.
- I would like to see a smart classroom that is reserved for instructional purposes for non-librarians (for faculty members wishing to lead their own library research classes).
- A screening room for videos and other media

Research Space

- Space for research. I understand that dedicated carrels are not the most efficient use of space, but we do need some way for grad students and professors to stow away/safeguard materials they are working with. Proper security for laptops is a big concern too. Dean Cirillo mentioned the idea of rolling carts that could be locked away. Something like that seems to be a great idea to me.
- Faculty Reading Room - In talking with my colleagues we do not see a need for this room. It might be nice but not critical for our work. I would defer to my colleagues in the humanities if they see a need.
- Research space for faculty. Colleagues have noted that some colleges have open study carrels that can be used by several faculty but each gets his or her own lockable shelf to hold safely books and research materials.
- Ways to securely lock down laptops. Library work spaces (tables/cubes, whatever) need to have hooks, or bars or some feature that allows you to bring a laptop security cable with you, and to safely secure your laptop.

Maps

- Maps area - In talking with Steve Young of Geography, he mentioned that it would be very useful to have some digital computer access near where the maps are so that the maps could be compared with digital images of the same geographical area. I also talked with Keith Ratner who mentioned that Salem State College was given a map collection of the North Shore area that was worth around a \$100,000 and he was wondering if there were any area to display these or have a general access area for them.

- The Map area is problematic due to the narrowness of the space (the map cases are deep, so that when the drawers are open, they extend out quite a distance) which is also a hallway into the General Seating area. This also means that tables cannot be placed in front of the cases, for examination of the maps. If the map cases were moved into the General Seating area to the left of the Acquisitions/Cataloging Office, these problems would be solved. Additionally, the many maps are now available digitally. It would make sense to have computer stations with the requisite software to view these in the same room with the print collection of maps. The General Seating area, could then serve a dual function as the access point for print and digital maps, as well as a general study area. The currently designated Map area could house comfortable seating for study purposes.

Restrooms

- I am assuming there are bathrooms on each floor but can't find any other than the private dean's toilet. Where might they be?
- Bathrooms -It is not clear where the bathrooms are on the plans that I have. Are they the rooms just south of the microforms space on level 0 and the rooms just east of the conf./group study room in the north wing of level 0? I have several general concerns regarding bathrooms:
 - a) I assume all bathrooms are handicap accessible.
 - b) Do both male and female bathrooms have baby changing tables that fold down from the walls? As a father, I can't tell you how wonderful it was to go into a bathroom with those tables. It is so much better than changing a baby on the floor.
 - c) Could the architects put shelving or some place for putting reading/writing materials in the bathrooms near the urinals and in all of the toilet stalls? This is because you usually have "stuff" with you when you are in a Library and it would be better to put it up rather than on the floor.
- Restrooms in the middle of the building so that they were easily accessible would be nice. Also, PLEASE include shelves and multiple hooks in the stalls so there is some place to put one's belongings besides the floor.
- For safety reasons, I like to have at least two tutors on duty together in the evening. If a tutor needed to use a restroom and had to walk through the full length of the library to access the library's facilities, the other tutor would be left alone in the Center for a longer time than s/he should be. The potential time delay also poses problems in terms of the tutors' ability to juggle the competing demands of conducting sessions, answering the phone, and responding to questions raised by writers who use the Center's computers but have not formally booked appointments. In other words, it's disruptive when all of the tutors scheduled for our evening or weekend hours cannot be present. There will be times when tutors need to use restroom facilities, and those facilities need to be close to the Center so that tutors can quickly return and resume their responsibilities.

Nursing Room

- As we move forward and develop spaces could we look for a space that could be dedicated nursing space? I have had a couple of questions about this brought up over the years and we've been able to accommodate people in the summer by using space in Counseling & Health Services, but this is limited to summer.
- The possibility of including a space for nursing moms in this new facility
- Women on campus need a space for nursing moms.

- Place for Nursing Mothers - I think that it would be fabulous for Salem State College to have at least one place on campus where nursing mothers could have a space to nurse their children in private. This could also be equipped with electricity and a sink so that mothers could pump breast milk if their children were not on campus. My wife was able to use a colleague's office, but she was very lucky to find such a space. Students and many other faculty and staff do not have such an opportunity. There are multiple medical reasons to encourage breast feeding of children and I think it would be great to use the small toilet from the "Dean's Suite". That room could be moved to next door to the bathrooms near the staff lounge on level 3. This change in position should be cheaper since pipes would be right there and would not have to go especially to the middle of the building. The file storage could be put between the two administrative assistant's offices. This toilet could be labeled as a "family rest room" and could be used by other people who might have need of a private restroom.

Windows/Natural Lighting

- Though the natural light that will come into the building through the atrium is most appealing, there is some concern that it will allow noise from Level 1 to rise to the upper two levels. This is of particular concern given that many of the study areas are clustered around the atrium. Is there a way to ameliorate the noise? Perhaps the atrium could be enclosed in glass?
- Windows that open to the outside - I think we should have as many windows as possible that will open so that people can get fresh air. I understand that there are arguments about heating/cooling costs, but I think we want this building to be people friendly and I think having windows that open make it a much more appealing space.
- The two offices on the lower level (technical services area) do not have windows. Would it be possible for these offices to be shifted so they may have windows too?
- Windows in offices - There are three offices on level 0 with outside walls that do not have windows. I think that if at all possible offices should have windows. The office in the Archive reading room can not have a window since it is be low ground. However, the two offices off the Cataloging area in the south wall of the South wing near Shipping and Receiving should have windows.
- Some of the staff got the impression from your presentation that their offices in the Learning Commons would have windows that were actually "window wells" or looked out on to a very close retaining wall. As the design moves forward, I thought it would be good to raise this early concern.

General

- The faculty and staff of the BSB have expressed no concerns about the library design at this point.
- Love the design and use of campus space. I will be able to see it from SB...at night students and faculty will be drawn to it like moths to light. Glass is very efficient now. Has to be inviting.
- We are designing and building a knowledge center amidst a paradigm change in the transmission of knowledge. It is a unique challenge. We have to account for the old world of print media while looking forward to digital media. There are no trend lines for the expansion of print media, just the opposite. Newspapers, periodicals, textbooks, monographs are migrating to digital form. This has happened in every other cultural/knowledge site but education. The library part of the project should reflect that. Open spaces, good natural light, comfortable seating, check out for digital media readers, small group rooms with shared wireless communication to LCD panels that can capture project collaboration.

- Wireless digital technology is the paradigm shift of our age
- Having electrical outlets handy for work areas goes without saying as well, so we can re-charge batteries when necessary.
- Should include internet access and sufficient electric outlets for multiple devices.
- Computer/electronics use - Can all or most of the tables have access to electricity so that students could plug in computers, etc while studying at the Library? I assume that the whole building will be wireless accessible.
- Will there be electrical hookups at “general seating” for students to plug in their computers?

Yes – we will pay particular attention to the need for electrical access for laptops.

- There should be computer stations on [the street] level, preferably both in the Bound Periodicals area and the General Seating area to the left of the Acquisitions/Cataloging Office. These would often be used to search databases, which often yield articles found in our bound periodicals collection. The proximity of the databases to the bound periodicals is important, not only for extensive searching, but also for quick look-ups when it is necessary to double check a citation for a print article.
- A cafe where students can gather
- Ideally the library should be inviting to students. I’m a bit surprised extra space has not been included for a small café or the like.
- The Microforms area needs microfilm reader/printers – it is unclear whether the tables diagram are these or just tables.
- The Bound Periodicals area needs two photocopy machines so that people can reproduce articles from the journals.
- Sidewalks - I assume that there are sidewalks all along College Drive all the way to the lower entrance to the Library on level 0. Also, could there be a sidewalk from the faculty parking lot to Meier Hall?
- Safe outside access for pedestrians—especially along both sides of College Drive.
- I’m also concerned that spaces are assigned throughout the building to locate various electronic devices, be they vending machines, copiers, etc.
- Need some space for vending machines. We took quite a few 5 - 6 out of the old library.
- A location for any vending machines
- Water fountains
- Given all the trouble we've had with protrusions on the old library, the protrusion on the East-North-East corner of the schematic design might be reconsidered.
- Office for Students with Disabilities needs to be changed to Disability Services.

- The plan suggests that the building is shorter in the wing that serves Disabilities, SASS, etc., than at the other end of the building, but there is no floor plan for another floor. Is that just HVAC fixtures and the like?

The Learning Commons, which houses SASS, Advising, Disability Services, Honors, etc. occupies the first two floors of that wing, and the library occupies the top two floors.

- Get the Academic Advising reception desk in a bit more prominent location
- It also seems as if the former "Charlotte Forten Hall" was a venue that has not been replicated on campus. Is a similar room for lectures/academic functions in the works?

Writing Center

- What is the size (in sq. ft.) in the new plan devoted to the writing center (with offices) as compared to the current writing center and offices in Meier Hall?

The design study completed last spring called for a Writing Center of about 823 square feet, compared to approximately 600 s.f. now. During the fall, there was some significant reworking of the plans for the Learning Commons departments, and I have not received the final space tabulation for that part of the building. It's possible there has been some small change in the area for the Writing Center from the earlier plan of 823 s.f., and I've asked the architect to confirm what's in the plan now. Jan and Bill were involved in the planning effort for the Learning Commons this past fall and should be able to speak to the process and how effectively the plan meets their needs. [A subsequent update to this response confirmed that the latest plan provides 1,030 s.f. for the Writing Center.]

Library Staff/Operations

- Dean's Suite???? - I am very perplexed by the Dean's Suite on the west wall of level 3. This looks like a substantial amount of space in addition to the Dean's office and two administrative assistant's offices. Is this larger than the President's suite? Why is there a separate toilet? I think that this space should be used for group study spaces for students and the toilet should be moved next to the bathrooms near the Staff lounge.
- Daily deliveries (on a long flat-bed cart carrying 4 or so large book bins) for Interlibrary Loan will come through the Shipping & Receiving room, move down the aisle at the end of the stacks, through the General Seating area to the elevator, up to level one, around the Information/Circulation desk and back to the ILL office. The current design might accommodate this, but could be improved with a re-arrangement of furniture in the General Seating area and a pass through in the Information/Circulation desk on Level 1.
- The Acquisitions/Cataloging Office needs shelving for new books and a sink.
- It is desirable to have a break in the Information/Circulation desk near the elevator, to allow for easy delivery of the bins of books for Interlibrary Loan, as well as a quick way for staff at the desk to the elevators/entrance area.
- There needs to be a place in the Circulation area for student worker lockers, and a place for the student workers to sign-in. There should also be a work table in the area.
- Questions about the Systems office:
 - should there be a second door into this area for safety purposes;

- could the offices be configured so that systems staff would not need to walk through the ILL area to get to their office;
- Would it make more sense to have the server in a room off of the Systems office, rather than in a room off of ILL?
- The Reference Offices were originally designed to be L shaped, accommodating a window in most of the offices. The current design has only three offices with windows. We propose that these offices be shifted to the west wall, filling in the space behind the elevators. See attached drawings. The General Seating area that is currently there (which we feel could become somewhat of a problem area, hidden as it is behind the elevators) could be moved to the space freed up from the Reference offices in the current plan. This creates a study area between the Reference offices and the Faculty Reading Room that could be used for both faculty and librarians to meet with students working on projects. It also makes the entrance to the Reference offices more inviting than it is in the current design, where it opens directly into the stacks. Students would have a place to sit and work while waiting for appointments with librarians, or faculty. In short, we see this as a casual space for student/ librarian/faculty interactions and collaborations.
- The current placement of the library staff lounge, though probably in a very pleasant part of the building, is not practical for the needs of the staff. Staff work in the library most nights until midnight, and have only short breaks for dinner and lunch. It is a long way to go up two floors and down to the far end of the “L” wing to eat, particularly for staff who work nights, when the library may be thinly populated. We would like to move the staff lounge down at least one floor and closer to the staircase/elevator, if possible. One possibility would be to move it to the current location of Instructional Lab #2 (to be close to plumbing in the adjacent bathroom) and moving the two Instructional Labs further down the wall, perhaps backing on to the re-configured Reference Office.
- The space currently devoted to the Staff Lounge could become the Conference Room, and the Conference Room could be designated as additional Group Study rooms. The Conference Room area is better as Group Study rooms since it is easily visible from the rest Level 3.
- Will it be a problem for the reference department to be located on a different floor from the reference collection or does modern technology make that irrelevant?

The reference librarians actually need to have offices that are located away from the service desk – their role is evolving to focus on teaching, research appointments with students and faculty, collection development, and developing finding tools. We’re moving to paraprofessionals serving at the reference/information desk as the first point of contact, with referrals to librarians when more in-depth research assistance is needed. And modern technology does make that much easier.

- What does quarantine mean in a library? I note a quarantine area beside the receiving dock.

We frequently receive large gifts of materials that may have been stored in damp basements, garages, etc. Those materials may be infected with mold or insects, so we can’t just bring them into the library until they are inspected, and discarded if necessary.

- The movement of materials in and out of the building. In the old building there is a niche to back into which at best was difficult to maneuver with the steady flow of traffic on College Dr. My recommendation for the new building would be a slip to pull into and ultimately to pull out of, keeping with the flow of the traffic.