

Summary of Qualitative Comments Made by Survey Respondents

Comments are recorded under the survey question to which respondents attached them. This summary attempts to capture responses that are not well represented in the quantitative data or that express particularly well an idea often expressed in the comments. Where appropriate and possible, a summary analysis is offered of subjects that figure frequently in the comments.

QUESTION 1o: **Factors motivating new and renovated library space**

- Several respondents identified the wish to provide better space and services for special collections and archives as a strong motivator. 11 institutions made this comment, of which 4 were doctoral/research universities, 3 were master's colleges and universities, 3 were baccalaureate colleges, and 1 was a special institution.
- Several respondents indicated that accreditation requirements were a strong motivator of renovation and construction projects. 11 institutions made this comment, of which 5 were doctoral/research universities, 2 were master's college and universities, 1 was a baccalaureate college, 1 was an associate's college, and 2 were special institutions.
- Master's College and University I comment: Create impressive new library as centerpiece of campus master plan.
- Master's College and University I comment: A tremendous need to transform a 1960/70's facility into a 21st century academic library. The library renovation and expansion project was as much about preparing for new technologies as it was about our need for additional space. This gets a #5!
- Baccalaureate College—Liberal Arts comment: Also an intermediate motivator was the general age and shabbiness of furnishings and finishes; desire to make the library a "showcase" for prospective students.

QUESTION 3f: **Systematic assessments performed.** Not itemized among these comments are numerous responses that indicated (1) consultation, usually with faculty, and (2) the employment of consultants except where a specific assessment activity is mentioned.

- Doctoral/Research University—Extensive comment: Assessment of growth patterns for collections and academic departments.
- Doctoral/Research University—Extensive comment: Included needs of other [state name] System libraries for storage space with some political gain (and prospective funding successes) a major influence. Also, information sharing on a systemwide basis has been a factor that we have been considering from several points of view.
- Doctoral/Research University—Extensive comment: The assessment activities went on for many years while we struggled to get permission to build—they were not "formal" but they were thorough.
- Doctoral/Research University—Extensive comment: Environmental assessment for preservation of the collections. An outside consultant was commissioned to do a report addressing the safety and environment for the collections.
- Doctoral/Research University—Extensive comment: Needs assessment was an examination of interconnections between: condition of library collections . . . ; effect of damaged/deteriorated library resources on user access to information; collection growth rate; and increasing library usage. Long-term growth, use, and maintenance of the print collection even in a period of increased acquisition and utilization of nonprint and electronic resources was a central planning assumption.
- Doctoral/Research University—Extensive comment: The idea of an undergraduate library originated with the president. To the best of my knowledge, no assessments were undertaken to support the determination to undertake this project.
- Doctoral/Research University—Extensive comment: Assessment of the entire library system was done and this was one outcome.

- Doctoral/Research University—Extensive comment: We began with a master space plan done by [name].
- Doctoral/Research University—Extensive comment: We surveyed faculty and students through our survey research center; results were building was too small for collections, had lost any integrity in terms of where to expect to find services.
- Doctoral/Research University—Extensive comment: An academic plan was prepared for the space in consultation with administration and faculty committees of the School of [name] and with Libraries Administration.
- Doctoral/Research University—Extensive comment: Campus-specific students' needs were assessed and the findings were taken into consideration for the overall plan, e.g., no dormitories on [name] campus had a study space. Student Center did not allocate late evening study space, either.
- Doctoral/Research University—Extensive comment: User survey and space utilization study conducted by [name].
- Doctoral/Research University—Extensive comment: Formal building study (1986).
- Doctoral/Research University—Extensive comment: Assessments of student and faculty needs for computing, media production, distance education, etc.
- Doctoral/Research University—Intensive comment: Several studies were done before the library was designed. The primary focus was to create a facility that would most effectively use technology to further library services. The campus made a conscious decision to use technology based library services as a path to excellence. The studies, one by [name] and one managed by [name], framed the ways in which technology could be used to further the use of library resources in support of the campus mission. The . . . [second] study also designed prototypes of the library information system, which at the time (the pre-Web era of the early 1990s) was truly unique in libraries. The studies did involve faculty input, but were really focused on pushing the envelope.
- Doctoral/Research University—Intensive comment: All of the above were assessed by some means, with varying degrees of formal treatment.
- Doctoral/Research University—Intensive comment: While we could not claim to having done "formal" assessments, we certainly spent time analyzing not only the present but the future trends in student learning, teaching, and interacting learning spaces and learning technologies—our goal was to be ahead of the curve and proactive—not just a responder.
- Doctoral/Research University—Intensive comment: Comparisons with peer institutions in terms of amount of space available.
- Doctoral/Research University—Intensive comment: The assessments carried out were not strictly formal, but they went beyond the casual. We thoroughly reviewed our operations, student and faculty needs, space considerations, and even a little of our own thinking about the future (e.g., wireless networking).
- Doctoral/Research University—Intensive comment: Very little time given to assessment, due to the press of work and the small number of staff members.
- Master's College and University I comment: Space needs of every library unit [assessed], and desired adjacencies for these units.
- Master's College and University I comment: Comparison with ACRL standards.
- Master's College and University I comment: We are just about to launch into the design process. We have conducted or been a part of various faculty surveys and student surveys in the past few years with questions related to their 'use' of the library building/services. We have several faculty 'brainstorming/listening' sessions scheduled . . . and plan to do sessions for university staff and students. Assessing modes of student learning and faculty teaching has been less formal, based primarily on direct observation, comments by students and faculty via surveys and written and verbal opportunities for their input (meetings, suggestion box, etc.).
- Master's College and University I comment: Growth of book collection and providing enough computers for online information.

- Master's College and University I comment: Comparisons of existing library facility with libraries in peer institutions.
- Master's College and University I comment: Librarians, faculty, students, and staff participated in site visits of other similar libraries and constructed a checklist of ideas for the project.
- Baccalaureate College—Liberal Arts comment: We made these changes because I had worked in the building for ten years, and very few people came to the Reference Desk for assistance. The students loved the new atmosphere, and use of the Reference services went up dramatically. Basically, I assessed how students did not use our services, and requested the architectural changes that were made.
- Baccalaureate College—Liberal Arts comment: Some attempts were made to predict collection growth, student and faculty population growths, needs for specialized space and purposes (i.e., growth of electronic and information technology needs).
- Baccalaureate College—Liberal Arts comment: There was an owner's committee that did some planning, but I don't think they did a very good job. But then I was just a lowly department head at the time, so I don't know what went on behind the scenes.
- Baccalaureate College—Liberal Arts comment: These other areas were considered, but I would not say they were assessed in any "formal and systematic" way. We did engage a consultant who assisted with both needs assessment and program development; he also researched and wrote a brief history of the existing library building (constructed in 1936).
- Baccalaureate College—General comment: 'No formal assessment taken . . . conversation regarding space and needs with the architect but overall architect vision dominated final plans . . . also space limitations determined actual use of space.
- Baccalaureate College—General comment: Demographic and geographic considerations, of the main campus community and remote campuses . . . and broader regional community.
- Baccalaureate College—General comment: We had done the above activities as a matter of course.
- Associate's College comment: Environmental scan of external service community, library uses, and perceived research needs.
- Associate's College comment: What could be built was based on . . . state guidelines, so that the size of the building was specified by those guidelines. We then determined what we could include.
- Associate's College comment: Assessment of emerging technologies. Assessment of best practices.
- Specialized Institution comment: Assessment of the growth patterns of other law library collections and buildings

QUESTION 4c: Constituencies involved in planning

Several respondents not extracted below commented that members of the institution's governing board were involved in library planning. Several respondents also commented that institutional administrators and the facilities staff at their institutions were involved in library planning. Comments on this question suggest that faculty and student consultation was often done through established library committee and institutional governance structures, though sometimes consulting structures were created specifically for library planning or the specific library project. Some comments indicate that faculty and student views had little impact on the planning process; no comments identified faculty or students as having a major impact.

Responses indicating that architects, engineers, and library consultants were consulted are not tabulated here.

- Doctoral/Research University—Extensive comment: Staff in Computing Services and in Facilities Planning
- Doctoral/Research University—Extensive comment: Involvement for students included some survey work, work with students on some class projects, and some meetings with student groups.
- Doctoral/Research University—Extensive comment: Donor

- Doctoral/Research University—Extensive comment: Alumni
- Doctoral/Research University—Extensive comment: Donor
- Doctoral/Research University—Extensive comment: Donor
- Doctoral/Research University—Extensive comment: Donors and library ‘friends’
- Doctoral/Research University—Extensive comment: Donors
- Doctoral/Research University—Extensive comment: IT and research staff
- Doctoral/Research University—Intensive comment: Academic Support Services; University Services including food service, etc.
- Doctoral/Research University—Intensive comment: Alumni
- Master’s College and University I comment: Librarians from other institutions
- Master’s College and University I comment: Members of the library visiting committee
- Master’s College and University I comment: Community
- Master’s College and University I comment: Office of Instructional and Information Technologies (i.e., Computer Center and Audiovisual Services) . . . University Office of Telecommunications
- Master’s College and University I comment: A few interested area residents
- Master’s College and University II comment: Division of Information Technology
- Master’s College and University II comment: Alumni and Friends of the Library
- Master’s College and University II comment: Two community members
- Baccalaureate College—Liberal Arts comment: Other: includes certain prominent alumnae (We consider alumnae a reader constituency.)
- Baccalaureate College—Liberal Arts comment: Community borrowers, alumni
- Baccalaureate College—Liberal Arts comment: Special Collections librarians and staff at neighboring institutions
- Baccalaureate College—Liberal Arts comment: Development office
- Baccalaureate College—Liberal Arts comment: IT staff
- Baccalaureate College—Liberal Arts comment: Computer staff
- Baccalaureate College—Liberal Arts comment: Faculty emeriti/emertitae
- Associate’s College comment: Community representatives
- Associate’s College comment: Community users
- Specialized Institution comment: Alumni
- Specialized Institution comment: Alumni
- Specialized Institution comment: Local library professionals

QUESTION 5: Changes in the concept of library work affecting planning

Respondents described the reconception of scores of public service activities, technical services workflows, and other matters operative at the unit level (e.g., reference, circulation, interlibrary loan, cataloging, special collections, shelving access) as having major impact on planning activities. Automation of library functions was often mentioned as having prompted these reconceptions.

More generally, but with equal frequency, respondents described their intention to strengthen instructional programs, support information technology, and provide learning space for students as major planning concerns.

Other, less frequently mentioned concerns included the need to collaborate with other academic support units and provide adequate work and office space for library staff (whose duties have been changing).

The following selections give some flavor of respondents’ comments on question 5:

- Doctoral/Research University—Extensive comment: Desire to consolidate access services functions to reduce service points and to better utilize both space and staff. For example, we felt that reserve processing and ILL services should be adjacent to one another to maximize the use of equipment and

staff. We envisioned using reserve staff to assist ILL staff in ILL during the summer and during other slow times in course reserve processing. We also envisioned using ILL staff for copying and scanning course reserve materials during Reserves' peak times. We have been able to make these staffing changes work because of the reconfigured spaces.

- Doctoral/Research University—Extensive comment: The library spent a great deal of effort and time trying to reconceive itself as a teaching library in the broadest sense. One of the outcomes of this process was trying to make the design of space and services have a teaching function.
- Doctoral/Research University—Intensive comment: On a day-to-day basis technical services operations did not change significantly, but public services did. Importantly the library went from being a small under funded library at a second tier university to one of the most technologically sophisticated academic libraries in the country. Over several years the library's conception of itself changed to view itself as a leader. The new building and the technology that came with it in many ways transformed the whole library's view of itself.
- Master's College and University I comment: We wanted to have a library that would be very easy to use from the students' and faculty's point of view. This meant to us as few service points as possible (we only have two); an environment that would encourage collaboration at all levels; a flexible, open environment that could be reconfigured as needs change. We wanted a building that would encompass non-library but related functions (for example, we have a literacy research center in the library building). We wanted to be able to integrate library, information, and instructional technology within the building as seamlessly as possible.
- Baccalaureate College—Liberal Arts comment: Nothing too radical, but we were clearly influenced by the growing importance of instructional activities (previously we had no teaching space); the rapid movement toward electronic resources; the desire for easier private consultation in librarians' offices, and the need for greater collaboration between the library and other instructional support areas like the Center for Writing and Speaking, Media Services, and Instructional Technology. (None of those functions reports to the Library, but they are now all housed in our building.)

QUESTION 6e. Other instructional space provided

Respondents commented primarily on the number, size, technical capabilities, and use policies for the kinds of instructional space identified in question 6a–d. Beyond electronic classrooms, only a few other kinds of instructional space were identified: multimedia and teleconferencing facilities, large lecture halls, exhibit space.

- Doctoral/Research University—Extensive comment: Lecture/performance hall exhibit space
- Doctoral/Research University—Extensive comment: Much of the space in the building, including instructional space, is shared. The [name of facility] is a shared use academic building—library, computing center and production facility.
- Doctoral/Research University—Extensive comment: Several display areas for exhibits of library collections as well as collections from other campus entities.
- Doctoral/Research University—Intensive comment: Teleconferencing centers for off-campus learners and administrative functions.
- Master's College and University I comment: A training room for faculty and staff in new technologies. A Center for Instructional Technology for faculty to learn, develop, and test online instructional materials using multimedia technologies and WebCT.
- Master's College and University I comment: We have a center for academic support services (tutoring of all kinds, including writing instruction and math instruction; career planning; one-on-one student technology support; library research assistance). We are in the process of constructing a classroom for music, video, and graphics applications using Macintosh computers.
- Master's College and University II comment: Staff training; vendor demonstrations of new digital products.
- Baccalaureate College—Liberal Arts comment: Seminar rooms, group studies, 3 computer classrooms,

a very nice writing center with a computer lab. We had over 500 class sessions in the main library last academic year including over 120 library instruction sessions. Faculty love to use the new seminar room and other campus programs try to get in here as well.

- Baccalaureate College—General comment: Media viewing room that can also be used for instruction.
- Associate's College comment: Academic services to students with handicaps and tutoring services.
- Specialized Institution comment: Online testing center for students.
- Comment from institution with no Carnegie Classification: Television studio also used for instruction.

QUESTION 7d. **Student learning space provided**

Respondents identified few kinds of student learning spaces not covered in question 7a–c. Several described special accommodations provided for students with disabilities. Study carrels and general purpose or specialized reading rooms (e.g., music listening and media viewing areas) occurred frequently in question 7d responses but are not registered in the following excerpts.

- Doctoral/Research University—Extensive comment: Video production studio and theater, audio production studio, two electronic music studios, virtual reality lab, gallery, computer classrooms, visualization lab, teleconferencing suites.
- Doctoral/Research University—Extensive comment: Space for elementary school students and those working with them.
- Doctoral/Research University—Extensive comment: Disabled students have special high tech. area.
- Doctoral/Research University—Intensive comment: A “special room” was designed for the visually impaired complete with a personal computer with a 21-inch monitor, close captioned TV, Aladdin Genie Pro with foot pedal and stand, Power Braille 40, versapoint duo with speech, the Duxberry Braille translator version 10. Software includes JAWS 3.7, magic version 6 and open book version 5.
- Doctoral/Research University—Intensive comment: Space and facilities for students with disabilities.
- Doctoral/Research University—Intensive comment: Distance education classrooms.
- Master's College and University I comment: Scholar rooms for doctoral students working on dissertations.
- Master's College and University I comment: We pride ourselves on creating as many different study environments as there are “study styles.” Large and open, small and intimate, lots of sunlight, low light, etc.
- Master's College and University I comment: Language laboratory.
- Master's College and University I comment: This library operates a very large academic assistance service impacting over 50% of the student body every year. In addition to one-on-one peer tutoring in math and writing, content studies and supplemental instruction programs target all high-risk 1–200 level courses.
- Baccalaureate College—Liberal Arts comment: Study space for students with disabilities: one of the main floor group studies is being designated for this purpose, where students with disabilities will have priority, for use with their own personal assistants or for specialized software and hardware.
- Baccalaureate College—Liberal Arts comment: Provided 28 individual study carrels for science students engaged in senior independent study.
- Associate's College comment: Student learning was the primary driver for the design of most of the space—reference, study areas, classroom, computer area, etc.
- Associate's College comment: Room for the disabilities resource center to provide tutoring for the students they serve.

QUESTION 8. **Project provided for print/electronic interface**

Many responses describe pervasive networking capabilities, network connections in reading rooms and carrels, and the presence of workstations (variously configured and often with printers) in book stack and reference areas.

- Doctoral/Research University—Extensive comment: Reference consultation carrels for extended exploration of print and electronic sources with librarian.
- Doctoral/Research University—Extensive comment: Rethinking of periodicals room to incorporate print and electronic resources.
- Doctoral/Research University—Extensive comment: Computers added to space for journals, so both paper and online titles could be consulted in same place.
- Doctoral/Research University—Extensive comment: In the follow up project, we completed a new section called Scholarly Communication Center consisting of teleconference lecture hall with 100 seating capacity, lobby for a sizable function, data center, project rooms, and two information handling labs. The center provides service to link resources in multi-formats, helping students to find target items in a hybrid environment.
- Doctoral/Research University—Extensive comment: Just beginning to develop an information commons.
- Doctoral/Research University—Intensive comment: As noted above there were computer clusters located in ten stack areas. There were also OPACs in stack areas and in other locations in the building. The idea was that users would want to use books and computers together. I would not do this if we were to design the building now. It makes consulting and printing hard to manage and most students do not use materials in the way we imagined they would.
- Master's College and University I comment: Our library information network center was designed to provide a 21st century integrated work environment. Students had network access from 132 public computers and over 100 applications, including desktop productivity software, library databases, and Internet access. At the time, most libraries were employing standalone workstations.
- Baccalaureate College—Liberal Arts comment: The print reference collection is now in closer proximity to a main cluster of computers used heavily for reference activities. All of our classroom spaces include document cameras, so instructors can include examples of (gasp!) books and printed documents.
- Associate's College comment: Information concourse; a reference bridge between traditional and technological library.
- Associate's College comment: (My answer is no, but I wanted you to read this.) We have found no interface between print and electronic resources. Humans must make the connection. The formats are as incompatible as an ink pen and movable type.

QUESTION 9c. **Other food services provided for in the project**

Responses mentioning library kitchens or pantries for public events and food service in staff lounges, etc. are not registered here. Respondents expressed the usual range of views about food in the library (i.e., it should be banned or welcomed; use can or cannot be monitored successfully; damage can or cannot be managed). Several respondents described food service as being available in space or buildings immediately adjacent to the library.

- Doctoral/Research University—Extensive comment: [Library name] café will return with the completion of the renovation and will include full "sandwich & coffee" service in a dedicated space which will also provide Internet connections.
- Doctoral/Research University—Extensive comment: Three years ago in [Name] Library (connected to the Main Stacks), the Library built a donor-funded café serving beverages, espresso, sandwiches, pastries, and grilled sandwiches. The café is open 90 hrs./week and 24 hrs. during finals. An outside vendor is operating the Café [Name]. The café is proving to be the most successful on-campus food operation.
- Master's College and University I comment: We provide coffee service during exams and have tea for students, complete with a string quartet, on the last class day of each semester. We also allow coffee in the library in approved cups.

QUESTION 10. Project provided social space for students

Respondents frequently described entrance lobbies and atria, group study rooms and other study areas, computer laboratories, and lounges as social space. Other responses indicate that a wide variety of spaces (from elevator lobbies to rooftop “gardens”) are used as social space. Several respondents mentioned spaces immediately outside the library and associated with it as having been built and landscaped explicitly as social spaces. It is clear that students will create social spaces for themselves whether or not they are designed for this purpose and in spite of the intentions of librarians.

- Doctoral/Research University—Extensive comment: The original [Name] Library included a multipurpose lobby space used for informal social activities and other student activities including student group fund raisers such as flower sales and bake sales. This space will return to this multifunctional use following the completion of the renovation.
- Doctoral/Research University—Extensive comment: Pavilion will be new student social space—enclosed garden space between two existing buildings.
- Doctoral/Research University—Extensive comment: Large entry atrium soundproofed from the rest of the building.
- Doctoral/Research University—Extensive comment: Enclosed elevator vestibule for students to gather in small groups, socialize, use telephones, etc.
- Doctoral/Research University—Extensive comment: The library is located in the basement of a 1970s building. Portions of the wall were removed to construct two light wells. These are too small for stacks, but provide cozy reading and relaxation spaces, not to mention natural light. Both patrons and staff love these light wells.
- Doctoral/Research University—Extensive comment: Fortunately or un[fortunately], the entire library has become a huge social space. Our usage is soaring, it is hard to find a seat at many times, and we are a most popular destination for our students.
- Doctoral/Research University—Extensive comment: Outside courtyard with fountain and umbrella tables.
- Doctoral/Research University—Intensive comment: In fact in the old library social groups making noise were disruptive so this activity was designed out of the new building. The students of course found their own way to socialize and noise is an issue.
- Doctoral/Research University—Intensive comment: Design included generous space for exhibits, informal social-study sites, and hospitality events, such as receptions and luncheons.
- Master’s College and University I comment: Reading areas with lounge furniture; large south-facing porch for outdoor social interaction.
- Master’s College and University I comment: Landscape around the library provides a reflective pool with fountain, grass areas, and patio areas with seating. Also, rotunda provides large meeting area and Information Commons provides 150 seats for social interaction and study.
- Master’s College and University I comment: The plaza area will include a variety of seating and garden spaces.
- Master’s College and University I comment: The project includes landscaping that incorporates a gathering space for students in front of the building. It is at the center of the academic ‘horseshoe’ on our hillside. We see this as the campus ‘living room’ . . . with the food service physically separated from the library proper, but spilling outside into a special area for tables and chairs. (Clearly we live in a temperate climate.)
- Master’s College and University I comment: Benches inside the atrium for socializing, and benches outside the library and on the library plaza for sunning, leisurely reading, conversation, etc.
- Master’s College and University I comment: There’s a popular common area in front of the building, which is now the focus of student activity on the college quad.
- Master’s College and University I comment: Our library provides a lot of “cubby hole” spaces that student groups tend to claim. We allow coffee in approved cups in the library and on the first floor allow appropriate noise (“active learning area”), so the library is very much a social center. The

building is physically at the center of campus and is between the student center and the residence halls and the classroom buildings. Three microcomputer labs are open on a 24-hour basis. The entire library stays open 24 hours during exams.

- Master's College and University I comment: Glass-enclosed porches which encourage group work are not really group study spaces
- Master's College and University I comment: I consider the entire facility a social space for students.
- Master's College and University II comment: Our facade portico and landscaping provided spaces for students to visit, rest, and study out of doors.
- Baccalaureate College—Liberal Arts comment: Well, yes and no. We did not explicitly designate a social space, but there is an outdoor reading terrace in the center of the building that sometimes serves that function. The most social area in the building, though, is probably the reference computer cluster on the main floor. I'm not sure you can preordain where social activity will or will not occur. In the campus center next door, they built a very attractive "cyber café," but it's not used much as a social space.
- Baccalaureate College—Liberal Arts comment: The tree room on the upper level has some very informal study spaces in an area where trees grow.
- Baccalaureate College—Liberal Arts comment: Library is a social space on this campus. This is an important part of learning and was taken into account when designing the spaces.
- Associate's College comment: There are tiered steps outside the library that provide a natural amphitheatre or teaching area.
- Associate's College comment: A semicircular 'living room' forms the southern end of the building. This is a space that has comfortable lounge furniture as well as a curving 50-foot cushioned window seat. The space is also used for a monthly speaker series in which all furniture is rearranged into a small theatre. A floor-standing dictionary stand doubles as a lectern. An open lobby has a curving wall covered in fabric. This was designed as and is used for rotating art exhibits.
- Specialized Institution comment: Student lounge in the library.

QUESTION 11. **Project provided for future changes in space use**

As strategies for meeting future changes, respondents frequently mentioned open, modular floor plans, floor loading capability for both conventional and moveable shelving, pervasive conduit for electrical power and telecommunications, and flexibility in providing networking technology. Several respondents described the benefits already realized of having planned for flexibility.

- Doctoral/Research University—Extensive comment: By providing a more open floor plan: 1. The studio is developing as a public digital and video lab for student and faculty usage. 2. We are designing a center for teaching and learning. 3. We have added an additional teaching computer lab. 4. We have moved from the departmental reference design to a centralized reference service point. 5. We have added information stations. 6. We have a collaborative AV study area staffed by mentors and tutors from 3 to midnight daily. 7. We have merged serials into the cataloging and acquisitions departments. 8. We have tripled the systems department space. 9. We have added over 100 additional computers.
- Doctoral/Research University—Extensive comment: Flexibility was a big issue, thus, big open floors not filled with stacks have been a big boon. We have moved services, technology, and collections multiple times since completion.
- Doctoral/Research University—Extensive comment: Having a depository for less-used materials allows space in the new . . . campus library to be more flexible. The depository also was a good experience with electronic document delivery for many faculty, giving them confidence in a mixed print and electronic library world.
- Doctoral/Research University—Intensive comment: Adjacencies that will allow future reorganization and merging of similar functions.
- Master's College and University I comment: Design flexibility in HVAC system to allow for movement of walls.

-
- Master's College and University I comment: To the south side of the library, a plot of land is left open, without anything underneath (e.g., water lines, power lines, sewer, etc.), and the structure of the library was planned so that once another library building is needed, a 50,000 to 70,000 sq. feet building can be constructed, and then the south side of the existing building can be opened to connect to the new building with a multilevel tramway without any structural worries.
 - Master's College and University I comment: We tried to keep new areas as multifunctional as possible, e.g., all stack areas have lighting on the diagonal to allow for reorientation (or removal) of stacks.
 - Master's College and University I comment: Most of our collections will be housed in an automated retrieval system with 400,000+ volumes in open stacks—this will provide more flexibility in designing and changing use of floor space.
 - Master's College and University I comment: Budget realities forced us cut back somewhat on flexibility.
 - Associate's College comment: We demanded a robust infrastructure that provided the potential conduit and service connections for five times the current electrical service, made sure the building was properly grounded from all areas, and made provisions in the wiring closets and conduit to supply three times the planned capacity of local area network (including voice, data, and multimedia) wiring. Other than that, we did not have a clue.