Making the Case for Your Library Building Project

The Library Development Guide #5

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The Library Development Guide Series
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1. INTRODUCTION

This Library Development Guide - Making the Case for Your Building Project – is based on three assumptions:

1. A public or First Nation library building is intended to house the staff, collections and technology required to deliver a set of services and programs designed to meet identified community needs now and into the future.
2. Your library has completed a strategic planning process within the last year, which engaged the library stakeholders (users and non-users), staff and trustees in a dialogue about a vision for the future of the community and the library’s place within that vision.
3. You have identified that in some manner the existing library building is unable to serve your strategic objectives.

The underlying premise of this Guide is that the person best suited to be the project leader for the library building project is the CEO or another library professional familiar with the day to day operations of the library and the community served by the library. It is in the best interest of the library to have a project leader shepherding the process and coordinating the enthusiasm, passion, knowledge and expertise of elected officials, volunteer committees, financial donors and anyone else involved in the library building project. This Guide is intended to provide you, the project leader, with an understanding of what is required to gather, document and make sense of data about your library building and to support your effort to make the case for your library building project.

In some communities, the municipality may want to play a more significant role in the library building project or the library board may want to take a more active role; it is still essential that the librarian play a leadership role. Furthermore, this publication focuses on making the case for the building project, that is, the work of convincing the municipal decision-makers and the public that a new or expanded library facility is necessary. The active involvement of other players will most likely occur at the stage where the library has already made the case and is moving forward on the planning of the building and the subsequent construction phase. Regardless of the local community approach to leadership for a library building project, the librarian must be an integral part of the leadership team.

Your library’s building requirements are determined by the library’s strategic plan. The planning process will guide the preparation of a document that outlines the strategic vision for the library. This vision defines the services and programs your library will offer, which in turn shapes your building requirements. These requirements, coupled with the data gathering and analysis outlined in this Guide, will provide you with the necessary information to make the case for your building project.

There are different models for strategic planning. Two that have been developed specifically for public libraries are the SOLS publication, Creating the Future You’ve Imagined: a Guide to Essential Planning and the Public Library Association’s (PLA) Strategic Planning for Results.

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1 This publication uses the terms project leader, librarian, CEO and library professional interchangeably.
2 While this Guide uses the language of the library board and municipality, the principles and information contained herein are as applicable to library service in First Nations communities.
3 For more information about the SOLS publication, including the Table of Contents, and how to order a copy, see the SOLS website: [http://www.sols.org/librarydev/advice/planning.htm](http://www.sols.org/librarydev/advice/planning.htm)
Making the Case for Your Library Building Project

Making the case and garnering support for your building project requires that you be prepared. Not only must you actually undertake the work described here, but you must also be seen to have done your research and to have the data to support every aspect of the project and every decision that you have made.

You need to “think globally and act locally,” anticipate and understand future trends that may impact libraries, know your community and have detailed knowledge of your library. You must apply your knowledge of librarianship to all of the information that you collect from data and extensive research to ensure that your new library building project will meet the demands of your community for the next 20 years and beyond. You play an important role by always tying the building project back to the community and its needs for library service. You are the expert responsible for shepherding the planning process and creating the team that will work together to build the library facility the community requires and deserves. Your confidence and commitment to this role will ensure that you are, indeed, recognised by your board, your staff and the community as the right person to take the lead and keep it throughout the building project.

This Guide outlines the steps required to gather and analyze data, determine your building needs, identify your best course of action and assume leadership of the project. There is no presumption of the outcome. Whether or not a building project is necessary (including a reconfiguration of the existing space, a combination of reconfiguration and an addition to the existing space, or a new building) the outcome will be the result of a decision-making process based on the analysis of the data gathered in the context of the library’s strategic plan. It is essential that you understand and convey to others that the outcome, whatever it may be, is focused on meeting future needs.

“Using data for decision making eliminates the danger of relying on fleeting personal impressions that may or may not be accurate. Basing your facility resource decisions on data also makes it easier to explain the reasons for your decisions to others. The data often provide convincing justification for your decisions, even to those who aren’t happy with the results.”

Your board will want to know what you are basing your decisions and recommendations on. You will be asked to distill the data analysis and interpretations in presentations to your board, municipal council and the public. This Guide can help you establish credibility and maintain leadership to gain the support of all library stakeholders.

Making the case to community leaders for a renovation, expansion or a new building project will have to be supported by sound reasoning grounded in accurate facts. The case will be much stronger if the library management team, staff and board have demonstrated a serious, concentrated and visible effort to fully use the existing building. Exhausting all possibilities within the current configuration of the building coupled with objective data, a clear vision for the future, and a strategic plan will help you make the case for the library building project.

If the outcome of your decision-making process is to pursue a building project, whatever the scope, the data collected will serve as the basis of the library building program and form the groundwork leading to the engagement of an architect or design professional. The library building program is a comprehensive document that clearly summarizes the facility needs on

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5The terms architect and design professional are used interchangeably.
several levels, starting with a general overview of facility needs as they relate to the library’s mission and vision, and including the specific facility requirements for each library function. It also covers the project budget, a statement of the library’s service philosophy, and other pertinent information. It is the official document with which you will gain approval for your project and which your designer will use as the touchstone for all design decisions.

Every discipline has its own special language and point of view. Effective leadership of a library building project requires that you are able to communicate the library’s needs to architects and design consultants. You need to understand some of the vocabulary used by architects and design consultants and use the data collected to produce a preliminary library building program. You will also need to share with the design professionals the intangible aspects of library service which address the philosophy underlying the services and programs offered to your community.

Regardless of how many libraries an architect has designed, he/she cannot design the building your community needs without your clear and factual input in the form of the library building program. If you fail to provide the architect with this information, you will not get the building that your community needs, but rather, the building the architect thinks your community needs.

The work involved in making a case that will withstand public scrutiny and professional review is detailed and extensive. There is no easy way to plan a renovation or construction project. About the only rule that applies is a universal ‘law’ common to all projects: if you skip steps, take shortcuts and ignore details, the project will not be a success.

From time to time federal and/or provincial governments make grant programs available for capital projects. Invariably these programs come with short notice and are based on “shovel ready” projects that can be started and completed quickly. Although there is a temptation to take advantage of these grant opportunities, you should do so only if you have the data to justify your project and jump-start the design process. Another way to look at this funding trend is as a strong imperative to be prepared for the possibility of special funding, even if there is reason to believe that local funds may not be available in the short term to realize a building project. By proactively doing the work required to make the case for your library building project, you will be ready to take advantage of the grant opportunities presented.
2. FOUR RESOURCES COMMON TO ALL PUBLIC LIBRARIES

Every public library is a reflection of the community it serves. Each library shares a common set of resources which enables it to meet the needs and expectations of its community through a basket of services and programs. These programs and services are made possible by the allocation of four resources - staff, collections, technology and facility.

The Public Library Association (PLA) developed a resource-based model for its Results series of library management publications. The most recent title in the series, Strategic Planning for Results by Sandra Nelson (2008), is the fifth planning guide produced by PLA since 1980. Each of the planning guides has three assumptions in common:

1. **Excellence must be defined locally.** It results when library services match community needs, interests and priorities.
2. **Excellence is possible for both small and large libraries.** It rests more on commitment than on unlimited resources.
3. **Excellence is a moving target.** Even when achieved, excellence must be continually maintained.

These assumptions are at the core of this Guide as well. The first of these statements acknowledges the principle that all communities are unique and as such you must examine local needs to determine how best to respond. This is not to say that you cannot look at what other libraries have done and learn from them, but that the ultimate gauge of success and excellence can only be defined within the local context. The second assumption unequivocally states that it is not the size of the library that determines its ability to achieve success, but rather the commitment of the library’s board, managers and staff. The last assumption emphasizes the importance of continually assessing the library’s progress towards meeting its strategic objectives. The recognition that community needs change over time underscores the idea that library services and programs need to adapt and evolve over time as well, to reflect changes in the community.

Effective delivery of services and programs requires the appropriate allocation of resources. The four resources available to a library manager are staff, collections, technology and facility. An outline and examination of each of these and their space implications follow. Remember that each of these four resources is finite, interrelated, and fully allocated for the delivery of the current services and programs. Managers are routinely required to assess, evaluate and prioritize, sometimes reallocating existing resources to achieve the most effective delivery of priority programs and services.

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6 There are currently ten (10) titles in the PLA Results series. See Appendix 1 for a complete list.
7 For those of you who are using Strategic Planning for Results please note that Sandra Nelson uses the term “service response” and defines it as “what a library does for, or offers to, the public in an effort to meet a set of well defined community needs.” In this Guide we use the phrase ‘services and programs’ to represent the same intent.
2.1 Staff

The library’s offerings of services and programs are entirely dependent on library staff as a crucial resource. Their tasks and responsibilities demand that they occupy spaces within and move freely throughout the building. The space they occupy and the interactions between staff, and with users, affect space allocation and planning. For the purpose of this document, we include volunteers within the discussion about staff. They too occupy space within and move freely throughout the building, and must be factored into your investigations about space needs and workflow. If your library has an active Friends of the Library group, or is planning to establish one, any space needs that relate to their anticipated activities and events must be included as well.

The building layout will improve or reduce staff efficiency and effectiveness. Identifying and documenting procedures and workflow will help you better understand your space requirements. Do not assume that current procedures and/or workflows are necessarily efficient or effective; it is essential to review all of them. This may be one of the most challenging parts of the process because some staff may feel threatened. It is important to keep a sharp focus on improving the process, and reassure everyone that it is the tasks, not the individuals doing them, that are being reviewed. When communicated properly, staff will welcome the opportunity to share their observations and opinions about how workplace efficiencies can be improved. Any procedure is inefficient if it requires a staff member to waste time and steps by going around an obstruction or travelling more than necessary to complete a task.

High quality customer service, public and staff safety, and effective management of the building all require unobstructed views of public spaces from all public service areas. Sightlines (unobstructed lines of sight between staff and public areas) make it possible for staff to see public spaces either from where they are situated or by quickly repositioning themselves.

Gathering data about the existing sightlines in the building, as it is currently configured, will help you convey to the architect important considerations regarding workstation placement and pedestrian traffic. You can inform the design process by noticing what works well, and what problems exist in the current configuration.

Another aspect of staff space requirements that is often overlooked, or given too little emphasis, but has a substantial impact on building design, is the placement of staff work areas. In any library, there are key focal points of public contact – the circulation area, the reference desk, computer terminals, the children’s services desk, etc. Strategic placement of staff work areas in relation to these key focal points can improve public service, reduce wasted staff time and mitigate the need for increased staffing. On the other hand, some staff work areas are best positioned away from public access and visibility to allow critical functions to be done without interruptions.
2.1.1 Emerging Trends

Self-checkout and mobile or roving library staff are two emerging trends in public service that will have an impact on the design of your library building. In some libraries, staffed circulation desks are complemented by self-checkout stations, with mobile staff to assist users who need help. Similarly, some libraries are eliminating reference desks in favour of staff who circulate through the library with wireless devices (laptops or handheld) and approach users rather than waiting for the users to ask for help at a service desk. It is important to consider space implications of such service decisions.

2.2 Collections

The formats, organization and size of a library’s collections, and the manner in which the materials are displayed, have an enormous impact on library space requirements and design.

2.2.1 Formats

Newspapers, magazines, hardcover, trade and paperback books, DVDs, audiobooks and games, by their very nature have different storage requirements. In addition, new formats will provide space allocation challenges, for example, many libraries have begun to make Zines (electronic magazines) available. It is essential that you keep current with upcoming developments regarding new formats, continue to read journals, browse the Internet and keep abreast of international developments in media products.

Digital and electronic materials broaden a library’s resources in unprecedented ways. Although these materials take up no space within the building, space is required for computers and related hardware to store and provide access to these materials for use within the library, as well as remotely. We will discuss the space implications of technology in the next section.

If your library makes non-traditional items such as laptops, e-book devices, pedometers, fishing rods, etc., available to your users, the unique storage requirements of these items will affect your space needs.

2.2.2 Organization

The organization of collections will further influence space requirements. Additional shelving, and the need for different types of furniture, will be influenced by such factors as:

- the number of genres identified and shelved as discreet collections (i.e.) mysteries shelved separately from science fiction and fantasy, etc.;
- a separate biography section rather than interfiling these items with other non-fiction materials (labelled with either the letter B or call number 921);
- a separate local history collection, particularly one that requires special security or environmental conditions;
• the use of security cases for AV materials and games;
• the manner and location in which current and back issues of newspapers and magazines are stored;
• any number of other collection arrangements used in your library, or those that you want to incorporate after seeing them used elsewhere.

Other ways of organizing materials and some new trends in public service which affect space allocation are:

• housing AV and game collections in designated room(s) with their own security and staffing;
• establishing separate teen rooms which house materials and staff dedicated to serving this target population;
• designating areas for new materials by different formats;
• creating an area available to users, where newly returned materials are temporarily stored;
• setting up an area to display “staff picks,” where staff can highlight their current favourite library materials;
• prominent display space throughout the library, making the collection more visible through merchandizing practices;
• tilted bottom shelves that require more space, but increase visibility;
• gondola-style shelving on wheels that typically takes up more space than regular shelving, but increases flexibility of space.

2.2.3 Size

Notwithstanding the tremendous rise in digital resources available to libraries, print and other formats will continue to be in demand for the foreseeable future. As the ratio of physical materials compared to digital resources declines, space may be reallocated for additional computers and workspaces required to access the digital resources. In the meantime, you will need to provide to the architect accurate data about the current and anticipated size of the library’s designated collections. See section 3.4 Gathering, Documenting and Making Sense of Data about the Collections.

2.2.4 Display

The manner in which a library chooses to display its materials is based on decisions you have made about how you want to serve your public. One of the growing trends is for libraries to use a marketing strategy similar to bookstores in which some of the materials are displayed face out. This helps draw attention to these materials, enhances the browsing experience and tends to result in high circulation of these items. This type of display has a dramatic impact on the type of shelving and the space required for the collections.

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8 Library users have always been interested in what others read. A “just returned” section provides users with this service while easing staff workload by reducing the amount of materials needing to be reshelved. The manner in which this area is set up will have space implications. For example, some libraries set up shelving for these items. In other libraries, staff simply park book trucks loaded with newly returned materials in a designated area. These materials are kept in this area for a specific period of time each day before they are reshelved.
2.3 Technology

Today it is inconceivable to imagine a library without computers, both to assist in managing the library, and for use by the public. The technology requirements of staff must be thoroughly reviewed by considering current usage and anticipating future needs. Computers, scanners, RFID readers, and printers are required at public service desks, in staff work rooms and for mobile library staff. What other equipment might your staff require (docking stations, disc cleaners, laminator, etc.)? The development of the Internet and the advent of wireless (WiFi) technology provide libraries unprecedented opportunities to enhance public service. The Internet has dramatically broadened the resources that libraries make available to their users and WiFi makes it possible for people to use their own laptops and handheld devices in the library. These technologies increase the need for electrical outlets and workstations designed to accommodate both individual users working alone, and groups of users and their equipment.

In spite of the increasing use of wireless technology, data and electrical wiring will continue to be required throughout library buildings for many years. At this time and for some years to come, wireless networks are and will be considerably slower than wired networks; as a result, data lines cannot be eliminated from library buildings. Electrical wiring to power electronic equipment will always be required even if data transmission in a library becomes totally wireless in the future.

The availability of WiFi services, which allow library users to access the Web, e-mail and online library resources using their own laptops, netbooks or other devices, has several implications. (Will the access be secure or open? Will staff be involved in supporting problems experienced by users? If access is password protected, will staff be required to hand out the password? Will the password change daily, weekly, monthly?) Network security and staffing issues related to providing WiFi access are beyond the scope of this Guide. The impact of WiFi services on the building will be addressed in the next section.

Computer hardware will continue to get smaller. For example, LCD screens take up less space than the older CRT monitors and CPUs are also shrinking. In the last five years, thin client hardware (the evolved version of “dumb terminals” from the late 1980s and early 1990s) has seen a significant resurgence and is replacing some staff workstations, as well as public access computers. Although computer hardware is becoming more compact and takes up less space on the desk surface or under the desk, the total amount of space for a workstation is not significantly reduced. On the other hand the central computer room, which houses the library’s servers, switches, routers, firewalls and related equipment will need to be larger to accommodate the additional servers necessary to support thin client and other technologies. This will also affect the computer room’s heating, ventilation and air conditioning (HVAC) requirements.

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9 A thin client is a network computer without a hard drive which depends on a server to handle most of the data processing required to run application software. It is possible to attach portable storage devices (e.g., USB flash drives) to thin clients allowing users to save copies of their files, such as word processing documents or search results.
Some libraries offer a computer training centre/lab that allows for hands-on instruction in the use of computers, application software and Internet-based resources. These facilities typically include desktop or laptop computers, printer/scanners and a trainer’s station with computer, LCD projector and a large screen. The number of workstations will influence the size and design of the room.

2.3.1 Emerging Trends

Recently, digital download kiosks, needing power and a connection to the library’s network, became available allowing users in the library to download e-books, audiobooks, videos, music and games directly to their MP3 players, handheld devices or laptops. This new trend, and others following fast on its heels, will have an impact on the library’s technology needs, which in turn, affect space requirements and library design.

2.4 Facility

Library buildings are much more than offices for staff, warehouses for collections and space for housing technology. They embody the spirit of the library’s mission. They can be iconic representations of community service and a reflection of the community in which they reside. They can foster civic pride. They can be the centre or hub of the community, providing a milieu for people to meet, to educate themselves and their children. They can offer a refuge, be a place of contemplation and exploration, inspire creativity and advance community action. They are an important means of serving individuals and the community as a whole.

Each distinct space, and the activities, tasks, services and programs within the building, have an impact on users’ experiences, staff effectiveness, and the interaction between the public and staff. Library buildings that are built using design practices that respect practical reality, while anticipating the future, have the potential of actualizing your vision of a library that meets and exceeds the community’s expressed needs for library service.

The library building must be able to accommodate the staff, collections, and technology required to deliver the services and programs identified in the strategic plan. These resources interact with one another in dynamic ways that affect the building design. Spatial relationships and interconnectedness are addressed in the section 3.6.5 Functional Relationships.

Spaces required to facilitate programs are different from those that accommodate a board room or house the mechanical or electrical rooms. This distinction may seem obvious at first, but less apparent are the indirect influences that one space or function in the building may have on other spaces and functions. For example, if users are required to walk through the teen area to access AV materials, the teens will be disturbed by the traffic flow; if the quiet study area is located adjacent to the circulation counter, conversations that take place there will likely be disruptive to those who are concentrating on their work.

Providing WiFi services requires the availability of furniture and access to adequate electrical outlets to accommodate users with their laptops, netbooks or other electronic devices.
2.4.1 Emerging Trends

A growing trend is for libraries to be seen as a “commons” or a “meeting place.” This trend is a response to the disappearance of the “town square” or other gathering places in communities, coupled with the increasing isolation of the individual working or playing alone in front of his or her computer. It is also a recognition that the library is uniquely positioned to provide stable, safe and pleasant spaces for people to gather.

Cynthia Nikitin and Josh Jackson in a short article titled Libraries That Matter address the issue of the library as a destination.

“...many cities and towns now recognize the importance of re-positioning libraries as destinations… There are plenty of unsung libraries that embody a very different and more compelling vision of what it means to be a public place. They may fly under the radar as architectural landmarks, but they still garner respect, praise and even adoration on account of their innovative management and programming--as well as design that supports a multitude of different uses… the old model of the library was the inward-focused community "reading room," the new one is more like a community "front porch."”

Some libraries offering WiFi services have begun to accommodate users outside the building by offering access to electrical outlets. Some libraries even provide WiFi access when the library is closed. Both of these emerging trends have implications for building design.

There are a growing number of individuals who are promoting joint use facilities (such as libraries combined with recreation centres, art galleries, museums, literacy providers, etc.) as a means of reducing capital costs. Although it is possible that joint use facilities can result in capital cost savings by sharing portions of the building, such as a lobby, washrooms, mechanical or electrical rooms, elevators and so on, there are some critical issues that need to be resolved before the planning begins, in order for this model to work. Responsibilities for maintenance, issues about limited and controlled access, security, independent control of the HVAC are just a few of the issues that must be resolved and codified in order to assure that the library portion of the building meets the needs of the community.

Combined school/public libraries are occasionally proposed as a logical partnership and a solution to diminished resources. Although there may be isolated examples of working school/public libraries, the success of this type of facility has not been clearly demonstrated. The differences in the missions of the two organizations are very difficult to reconcile. School libraries are focussed on meeting the curriculum needs of the students, while public libraries are focussed on meeting the information, recreation, cultural and self-education needs of the

10 The complete article can be found on the Project for Public Spaces web site at: http://www.pps.org/info/newsletter/april2007/libraries_that_matter
entire community at every age and stage of life. One of the most vexing problems in this partnership is the issue of security within the school which is posed by the presence of adults during school hours. Another common source of conflict is competing needs for meeting room space, which limits the public library’s capacity to offer a full range of programming, especially during daytime hours. Any potential savings and benefits must be weighed against the lack of evidence that this type of facility will successfully support the public library’s mission. If there is a decision to proceed with a combined school/public library, measures must be taken to ensure that both missions are well represented during the planning and design of the facility, and operational issues worked out in a partnership agreement.
3. GATHERING, DOCUMENTING AND MAKING SENSE OF THE DATA

There is no simple formula or square foot per capita standard that will allow you to accurately determine the square footage required for your library building.

There is no easy way to determine your space needs. As onerous as the process of data gathering and analysis may seem to you and your staff, it cannot be avoided. The data you gather will guide you to make decisions about how your library building can be designed to meet goals described in your strategic plan. It will help you to shift from an anecdotal case to a factual justification for the recommendations that you will make to the library board, band council or municipal decision-makers.

There is no magic formula that allows you to plug in a formula and plan a library building project. However, there are rules of thumb that will help you to roughly estimate how many square feet your building should be. These rules only serve as a guide at a very early stage in the process. They can provide you with a ballpark cost estimate if you know the prevailing per square foot construction cost and the prevailing per square foot cost to furnish and equip your building. In Appendix 4 you will find a per capita square footage standards table.11

Please be aware of the serious limitations of these and any standards and the danger of solely relying on them to determine the correct size for your building project. If you base your numbers solely on some square foot per capita standard, such as the ones in the Standards Table (Appendix 4) or the components approach outlined in section 5.3 The Components Approach to Estimating Space Requirements, you will quite possibly end up with a library building that does not meet the complex space requirements for your library to adequately meet community needs. If you should hand over the responsibility of determining your space needs to someone else, a design professional or not, who does not have your depth of understanding and knowledge about your community and library, you will end up with the building that person thinks you need, not necessarily the building that successfully addresses your community’s needs.

3.1 Data Gathering

Data gathering is an organised and systematic retrieval of numbers, statistics, and information. Data can be quantitative or qualitative. Quantitative data defines whereas qualitative data describes. Either type of data can be obtained through research, measurement, observation, focus groups and surveys. In a library building project, quantitative data will provide information about such things as the size of your collection, the number of chairs and tables or workstations, the number of staff, the number of users entering the building, demographic information about your community, etc. Qualitative data will provide you with information about user satisfaction with available resources and the subjective, intangible perceptions and experiences of library users.

The most common types of data available to you are found below (keep in mind that this list is not exhaustive). During the normal course of doing business, data is gathered

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11 Metric conversions are provided in the minimum square footage and square feet/metres per capita Standards Table in Appendix 4.
about all aspects of library activities. You will be surprised how much you and your staff already know.

**Research** - includes retrieving data from the library’s automation system, also known as an integrated library system (ILS). Statistical reports from the ILS will provide detailed information about the number of library materials by type, number of circulations, number of registered borrowers, and so on. In addition, the ILS can produce reports on the items that are not circulating or circulate infrequently.

Research also includes reviewing census data for information about the demographic breakdown and projections for your community.

Reviewing expenditures for heating and electricity will help to give an indication of cost trends.

**Measurement** - involves actually counting or measuring, for example, counting the number of people who enter the library each day; measuring the linear feet for each collection; counting the number of people on the waiting list for computers.

**Observation** - involves observing activities to record patterns of use or workflow; watching how people interact in different spaces; recording the number and types of seats that are occupied at different hours of the day; observing the use of study tables to record how often all of the available seats are used.

**Focus groups and surveys** (using paper forms, online, face-to-face, telephone interviews) - used to collect information from library users and/or staff about their perceptions of the library building; satisfaction with different services; adequacy of the collections; satisfaction with programs. Staff can be an invaluable source of user feedback as they frequently hear user complaints about experiences of barriers, as well as positive user experiences.

**Informal interviews with library users and staff** - these conversations can help to further refine the areas of interest and concern about the library building and flag issues that you may not have considered. Also, make time to interview people who provide services within your community, particularly those who are working with organizations that support the library’s mission such as English as a Second Language or literacy organizations.

Remain open and inquisitive throughout the time you are gathering data. Do not make any assumptions about what the data will reveal. Rather, allow the data you collect to speak for itself. You may discover that some services or programs are underused, while demand for others is greater than your current capacity. The data may point you in directions that you may not have considered, expand your options or help you to find solutions to problems or issues that you have grappled with before. Remember that the data gathering process allows you to see and document what exists now, as if your eyes, and the hand that records the data, are a camera taking a snap shot of your library today. It is important to remember that you are planning for tomorrow and possibly 50 years into the future.
3.2 Making Sense of the Data

The data gathering activities outlined in this Guide have four purposes. They are:

1. to familiarise you with and help you “make sense” of elements that will affect the library’s space requirements;
2. to assist you in assessing whether the current facility, and the furniture and equipment within it, are appropriate and adequate to support the attainment of the goals and objectives in the library’s strategic plan;
3. to help you determine the best course of action, whether to reconfigure an existing space, renovate existing space, construct an addition to existing space, some combination of these options, or to build a new building;
4. to provide the data required to complete the area/room data sheets which are part of the library building program and an essential component of any renovation or construction project. See section 6. Library Building Program, Appendix 2 - Sample Room Data Sheet and Appendix 3 – Sample Completed Room Data Sheet. (Appendix 2 is also available online as a worksheet on the Facilities page of the joint SOLS/OLS-North clearinghouse on professional information at: http://www.sols.org/links/clearinghouse/facilities/index.htm).

In the following pages we will discuss these topics by addressing them in respect to the four resources common to all public libraries and available to you in your library.

3.3 Gathering, Documenting and Making Sense of Data about the Staff

You will need to collect data about your staff, the furniture and equipment they need to complete their activities and tasks and the interrelationships between staff who work in different departments and who are engaged in different functions. You will need to ask questions such as: do these people interact daily and to what extent; how dependent upon one another are they in the execution of their tasks?

Determining and analysing the workflows in each department will help you better understand how each department operates. It will also permit you to assess whether or not the workflows are efficient and effective. Improving workflows will have an impact on space requirements by eliminating unnecessary steps or streamlining them, which often frees up space. Once you are satisfied that the workflows within a department or functional space are efficient and effective you can gather information about the number of required workstations, the layout of each and the interrelationship between staff involved in various functions. This process will bolster your confidence that the work areas are the right size for the functions.

An invaluable resource to help you through this process is the book Staffing for Results: A Guide to Working Smarter by Diane Mayo and Jeanne Goodrich.¹²

¹² The workforms from Staffing for Results and instructions for using them are available free online at: http://www.elearnlibraries.com/workforms/staffing_for_results.html
Documenting the equipment and furniture used at each staff workstation and taking into consideration whether additional equipment may be required is an essential component of preparing the library building plan. It is critical to record this information separately for each functional area (circulation, technical services, children’s area, teen space, etc.).

Another title in the Results series, Managing Facilities for Results: Optimizing Space for Services by Cheryl Bryan is an excellent resource to help you record, evaluate and optimize space. This book addresses the space allocation within the entire building. It includes a number of workforms to assist you in this process, including two that focus on furniture and equipment: “Workform 8, Need – Furniture and Equipment” and “Workform 9, Have – Furniture and Equipment.” These forms will assist you in documenting your current inventory and identifying any additional needs you may have.\(^\text{13}\)

Documenting data about staffing allocations and scheduling in each department or functional area will help you determine the number of workstations required. Although each staff member may not require a workstation, the total number of staff working at the library, including all part-timers, is relevant if you plan to have staff lockers and a staff lounge or kitchen. You will need to keep in mind any changes in staffing resulting from projected future growth in your community and/or changes in services and programs outlined in your strategic plan. How many staff will be in any functional area or department at any one time? If they work in shifts or at different hours, how many will actually be in the building at one time? Will there be an overlap in shifts? How does the aggregated data from all departments, service areas and functional areas affect the library building as a whole?

3.4 Gathering, Documenting and Making Sense of Data about the Collections

The space required to accommodate a library’s collections will account for 40% to 60% of the total area in a public library building. Accurately representing the size of the collection is critical in determining the appropriate size of the building. But it is unwise to simply assume that what you have now is what you will need to accommodate. **Before gathering any data about the size of the collections, the collection must be rigorously weeded.** Housing materials that have remained unused for years, are outdated or in poor condition, will waste space which could be used for other purposes.

3.4.1 Weeding the Library’s Collections

Your library’s weeding policy\(^\text{14}\) should include criteria for removing materials based on use, age and condition. The use criteria will define a standard for removing items which are underused. Reports generated by the ILS will provide information about use, particularly about materials that are most heavily used and those that are underused. Serious consideration should be given to removing an item that has not been used in the last two or three years.

\(^{13}\) All of the workforms and instructions from Managing Facilities for Results are available at: http://www.elearnlibraries.com/workforms/managing_facilities_for_results.html

\(^{14}\) For a sample, here are links to the Hamilton Public Library’s policies on de-selection http://www.myhamilton.ca/articles/material-de-selection-policy, retention and removal http://www.myhamilton.ca/NR/rdonlyres/837B67DB-7E08-4486-98C2-FED81BAFC7CA/0/WeedingGuidelinesForHamiltonPublicLibrary.pdf, and weeding http://www.myhamilton.ca/NR/rdonlyres/4B4E2FC0-140C-49EA-9268-12CF693C571/0/WeedingChartForHamiltonPublicLibrary.pdf.
Age criteria should be based on established standards for materials by subject. For example, 000 (computer science) should be no older than three years; 389 (Folklore) may be kept as long as condition permits; 540s (Chemistry) should not be older than three to five years; and 590s (Zoology) should have nothing prior to 1986. You can also prepare reports from your ILS that list items older than the defined publications date for each subject category in your weeding policy.

Condition criteria are somewhat subjective, but books with missing pages, CDs or DVDs which are scratched and cannot be repaired, and materials which are water-damaged, smelly or mouldy should be removed. Gathering data about the condition of the collection requires the actual physical examination of materials to determine if they are damaged and, therefore, candidates to be withdrawn or replaced.

Information about use, age and condition of materials will help you make decisions about retention, which can reduce the size of the collections and hence reduce space needs. Although collection development is beyond the scope of this document, it is important to note that the data on heavily used materials can help you find patterns that will support decisions about the acquisition of library materials. Such patterns, in turn, can affect space planning. For example, data may show that fiction materials are used more heavily than non-fiction, but that currently, the latter occupies proportionately more space than the former. Such a scenario could indicate a need to increase the space allocated for fiction and possibly reduce the space for non-fiction.

Overall, the data you collect will help you make strategic decisions about your collections and assure that the appropriate amount of space is allocated.

3.4.2 Collection Size Calculations

The next step is to gather information about the quantity of items in your library’s collections which can then be translated into space requirements. Your ILS can generate reports that identify the number of volumes/items held by the library in each collection type. It is important to divide data by collection type if collections are shelved separately. For example, non-fiction materials are usually shelved as a single collection, however, some libraries maintain a biography collection separately; fiction is usually shelved as a single collection, but some libraries shelve at least some genres separately. Although the collections are shelved in a continuous run, separate collections start in a new bay, thus affecting the total space requirements. Keep in mind that different types of AV materials are also shelved separately.

Formulae that have been commonly available for years can only provide you with an approximation of the space required to house collections and will be useful to you during the very preliminary stages of your library building project. These formulae use data about your library’s holdings and a multiplier to calculate the space required, for example, 8 books per square foot. However, these calculations do not take into consideration the differences in size of materials by collection type, nor the fact that some collections are shelved separately. For example, picture books occupy much less space per volume than do adult books and even among adult books there are wide differences in the size of items;
collections such as genre, large print, picture books, etc. are shelved separately occupying more space than they would if shelved as a single collection. See the section 5.3.1 List of Components Included In a Library Building and the corresponding workform in Appendix 5. The Components List also provides multipliers for face out display of books, reference books, periodicals, face out periodicals, paperbacks and other collection-related items.

Each year new items are added to your collections, items are lost and, if you weed regularly, items are removed. You can generate reports from the ILS to determine the number of items within each of these categories. Use this data to determine the net number of items added annually (the total number added minus the number lost and weeded).

The library’s strategic plan will affect the nature of the collections. For example, your strategic plan may call for the library to develop a comprehensive business collection and may point to gaps in the collection that need to be filled. You will need to determine the number of items that will be added and factor this into the calculation of the size of your collections. The method for assessing whether the collections reflect the goals of the strategic plan is outside the scope of this Guide. For an approach to evaluating your collection, see the SOLS publication, *A Guide to Developing a Collection Plan (2009).*

Anticipating changes in the size and nature of the collections over time will help to assure that future needs can be accommodated. It cannot be emphasized enough that any changes in the nature and size of the collections or the approach to how items are displayed will have an impact on the space required for the collections and the adjacent areas.

Your final calculation of the shelving needed to accommodate your collections should include a percentage of unoccupied shelf space. Unoccupied shelf space makes reshelving and adding new items easier, facilitates collection management, and improves user access. The recommended percentage for unoccupied shelf space ranges from 10% to 25% per shelf.

There are two methods for gathering data about collections. The first, already mentioned above, is to generate reports from the library’s ILS (if a library is not automated it will be necessary to actually count the physical items in the collection). The second method is to measure the linear feet of materials as they are arranged on the shelves, ensuring that each collection type is measured separately. Be sure to measure the materials only and not the shelving. Keep in mind that you should do this only after the weeding has been completed.

Although measuring the collections is time-consuming, it provides invaluable information which cannot be gleaned by simply knowing the quantity of the items in the library’s collections. An architect or design professional will use the linear feet figure for each collection to accurately determine the space required for shelving.

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Once you have determined your current collection size, remember to add the 10-25% for unoccupied shelf space and sufficient space to accommodate the anticipated growth of the collection for at least ten years.

**EXAMPLE OF COLLECTION SIZE CALCULATIONS USING BOTH METHODS**

**Number of Items Method**

- 50,000 items in the collection
- 10% unoccupied shelf space
- 500 items added per year
- 150 items lost or weeded each year

Unoccupied shelf space for current collection: $50,000 \times 0.10 = 5,000$

Net items added per year: $500 - 150 = 350$

Items added over 10 years: $350 \times 10 = 3,500$

Unoccupied shelf space for items added over 10 years: $3,500 \times 0.10 = 350$

Total items over 10 years: $50,000 + 5,000 + 3,500 + 350 = 58,500$

Note: You can use the total collection size to get an estimate of the square footage required by using the workform in Appendix 5; the workform also allows you to break the collection down by format (books, face out displays, reference books, periodicals, non-print materials) for a more accurate estimate.

**Linear Measurement Method**

- 50,000 items in the collection
- 4,300 feet required to house current collections (measuring materials only, not the total amount of shelf space)
- 10% unoccupied shelf space
- 500 items added per year
- 150 items lost or weeded each year

Unoccupied shelf space for current collection: $4,300 \times 0.10 = 430$

Net items added per year: $500 - 150 = 350$

Items added over 10 years: $350 \times 10 = 3,500$

Percent increase in collections over 10 years: $3,500 \div 50,000 = 0.07$

Additional feet required for growth: $4,300 \times 0.07 = 301$

Additional feet required for unoccupied shelf space to accommodate growth over 10 years: $301 \times 0.10 = 30$

Total feet required: $4,300 + 430 + 301 + 30 = 5,061$

Note: The linear feet required to house the collection derived by this method will be used by your design professional to calculate the square footage required to house your collection.

Keep in mind that if you choose to display some of your materials with the covers facing out, you will need to adjust your shelving requirements: a six shelf bay with
one shelf allocated for face out display will reduce your available shelf space by 17% per bay (for a 5 shelf bay it is 20%; for a 4 shelf bay it is 25%).

Space allocation for shelving is also affected by the height of the shelving units. For example, a seven foot high shelf with six shelves 12 inches apart provides approximately one third more linear feet than a five foot high unit with four shelves. The higher the shelving units the less floor space required to accommodate the collections. However, the need to accommodate the broadest range of user accessibility points to the need to use shelving that is no higher than five feet.16 In addition, the Ontario Public Library Guidelines requires that the majority of adult materials be shelved no higher than 60 inches (5 feet), and the majority of children’s materials be shelved no higher than 48 inches (4 feet).17

As a result of the increasing availability of electronic resources many libraries have reduced their print reference collections. In addition, some libraries have seen fit to integrate their reference collection into the non-fiction, except for a small ready reference collection. You may want to review your reference collection to determine if there is an overlap with the electronic resources made available to your users, and consider the question of integration. Any reduction in the size of the reference collection will free space for other purposes (keeping in mind that integrating with the non-fiction collection shifts, rather than reduces, the space required).

Electronic and digital resources are an important part of a library’s collections. These resources do not occupy physical space. However, the hardware required to store and/or provide access to the electronic databases and catalogues at public access computer workstations resides in the central computer room. This issue is addressed in the next section 3.5 Gathering, Documenting and Making Sense of Data about Technology.

### 3.5 Gathering, Documenting and Making Sense of Data about Technology

The use of technology in libraries will continue to expand. As resources in electronic or digital formats continue to increase and the children of the Internet age mature and recognise the need to socialise face-to-face, there will be a surge in demand for more and better technology at the library. This situation is complicated by the fact that as high speed Internet access becomes more readily available in homes, schools and the workplace, more people will be accessing library resources from outside the library building.

These opposing, yet interdependent, trends have implications for the future of library buildings. In the short term, the next ten to possibly twenty years, demand for access to computers in the library will continue to increase. Beyond this timeframe it is easy to imagine a shift away from in-library use toward ever increasing offsite access to library resources. This will change the way library staff will interact with users, transforming

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16 See the Accessibility Resources page of the joint SOLS/OLS-North clearinghouse for a number of links regarding the Accessibility for Ontarians with Disabilities Act (AODA) Standards. It is available at [http://www.sols.org/links/clearinghouse/accessibility/index.htm](http://www.sols.org/links/clearinghouse/accessibility/index.htm)

17 The Ontario Public Library Guidelines can be found online at: [http://www.olsn.ca/Guidelines/OPLG.aspx](http://www.olsn.ca/Guidelines/OPLG.aspx)
face-to-face interactions into electronically mediated communications using live-chat, webcam and video conferencing. The implication of this trend for library buildings could be a decreasing need for public access computers with an increasing need for computers and related equipment for staff. This trend would also require a different configuration of staff space to allow several staff to interact simultaneously with different users online.

Three elements of data collection are required to effectively understand the implication of technology on the building:

- a count of the number of computers and other public access hardware currently in use by department or functional area (e.g., in the children’s area, reference area, teen space);

- a count of the number of computers and other public access hardware in use at different times of the day, days of the week, different seasons and for each area, where computers are located. The data must also record if the network was down or if individual computers were unavailable during the period of observation. (Line-ups or waiting lists for computer access do not necessarily mean that there are not enough computers available. If the line-ups are caused by downtime you may have a computer or network maintenance issue or a problem with your telecommunication provider);

- recording the age of the current hardware. Older hardware may need to be replaced, although this will not affect the space requirements, it will have an impact on the capital budget.

Another important consideration is that technology requires access to both electrical power and data networks. Although these items do not affect the space requirements for computers and related equipment, they will have an impact on where these will be located and will influence the design of the building.

If your library currently offers WiFi services, you need to gather data about the number of people using this service simultaneously. You will also have to document whether people are sitting on the floor near an electrical outlet, or moving furniture closer to an outlet, or connecting to an outlet by stretching their electrical wires across the floor, creating a safety hazard. This data, along with your assessment of the growth in demand for this service, will help determine how much additional space to factor in for furniture to accommodate these users and the number and location of electrical outlets they will need. If you plan to offer WiFi services in future, you need to estimate the number of users you anticipate and factor this into the space requirements.

It is not realistic for most libraries to provide sufficient computers to accommodate brief daily or intermittent peak demand periods. You will need to determine what percentage of the time there are line-ups in each area of the library and how often people on waiting lists do not get access to computers. Perhaps the children’s or teen’s areas have a surge of use after school. Does this happen every day or at exam time? It is easier to justify the decision to increase the number of public access computers based on data that shows a regular and consistent demand which exceeds availability. On the other hand, making the case for increasing the number of computers in the children’s area to
accommodate peak use at exam time may be a harder case to make. The more accurate and complete data you work with, the stronger your case will be.

Diane Mayo’s *Technology for Results: Developing Service-Based Plans* is an excellent resource to help you better understand and evaluate the technology needs of your library.18

### 3.6 Gathering, Documenting and Making Sense of Data about the Facility

A critical part of determining the need for reconfiguring, expanding or constructing a new library building is a thorough understanding of the current building layout and the ways in which it is used. It is also essential to understand how the existing library building hinders or facilitates the provision of services and programs included in the library’s strategic plan. Much of the data gathering related to public and staff use of the building can only be done through direct observation. For this data to be useful, the observations must be carried out at different times of the day, different days of the week, and at different times of the year to capture the ebb and flow of library use. Although this is time consuming, there is no better way to understand how your current facility is being used.

Facilitating and documenting discussions with the entire library staff and the library board to examine the strengths and weaknesses of the building is a good starting point. A sampling of the types of questions that can help to focus these discussions are (in no particular order):

- Is there sufficient space for books and other library materials?
- Are there sufficient parking spaces?
- Does the children’s area provide sufficient space for staff to carry out their programs?
- Is there a children’s washroom? Does it have child-size friendly fixtures? Is the space large enough for an accompanying adult? Is the door to the washroom visible to the staff?
- Is there sufficient seating and a variety of seating to accommodate users’ needs?
- Are teens attracted to the building?
- Can you hold a program for adults that will accommodate those who want to attend?
- Are there sufficient computers available for public access?
- Is there enough storage space?
- Are there sufficient staff workspaces?
- Is there sufficient space to store book trucks loaded with materials waiting to be reshelved?
- Is the library a destination? Why? Why not?
- Does the building have adequate ventilation?
- Are there areas in the building that are too hot in the afternoon?
- Does noise carry through the building?
- Are there physical barriers that make the building inaccessible, or difficult to access, for people with disabilities, or the elderly?
- Can the building accommodate the anticipated growth or changing demographics in your community’s population?

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18 The workforms from *Technology for Results* are available at:  
You will need to add other questions based on your own experience of working within the facility, from your conversations with library users and from experiences you have had in other library buildings.

It is equally important to document the elements or features of the existing building that work well. There may also be intangible qualities of the building that the staff and public appreciate and value; you need to document these for use during the preliminary design phase of the project. For example, people may like the coziness of the spaces or the way the natural light fills a particular room in late afternoon.

Throughout these discussions it is important to focus on the goals and objectives of the strategic plan, which reflects the community’s needs and has implications for the building requirements. This is not an abstract discussion about a library building, but rather a directed investigation into how your building supports the services and programs outlined in your library’s strategic plan.

If your strategic plan calls for the inclusion of spaces that do not exist in the current building, for example, a café, a Friend’s shop, or a teen space, you will need to visit libraries that have those spaces and talk to the library staff about what works and lessons learned. In addition, you may want to engage members of the community who have experience with similar types of spaces, for example, someone who runs a small coffee shop or a boutique. In the case of a teen room, for it to be at all successful, you must engage local teens in a conversation about their expectations and interests so that there is enough space and the right kind of space and furniture to accommodate the anticipated uses. (*Teen Spaces: the Step-by-Step Library Makeover*, second edition by Kimberly Bolan is a useful resource; see Appendix 7). You may even want to involve teens in some of the purchasing decisions.

As you capture pertinent data about the existing library building consider the following:

**Capacity** - a measure of the amount of furniture, equipment or people that can be accommodated within a space or area (Can the story hour room accommodate fifteen children and the staff person(s)?); a measure of the capability of furniture and equipment to support the intended purposes (Can the study carrels accommodate individuals with laptops?).

**Use** - the number of times or the manner in which a particular space or thing is used.

**Access** - the ability to approach, enter, or use the building or a space within the building.¹⁹

**Condition** - the physical characteristics of the building or a space within the building.

**Functional relationships** - the manner in which different spaces/functions within and surrounding the library building interrelate (Are closely related functional areas, such as the circulation workroom and the book return, near each other? Are the accessible parking spots close to the library entrance?).

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¹⁹ It is important to consider access from the perspective of library users within the building as well as for anyone approaching the building, including pedestrians, drivers who need parking, service/ emergency vehicles and the delivery of goods to the library.
3.6.1 Capacity

The capacity of a building or a specific space is limited by the square feet available and the building codes that define the number of people permitted to occupy a given space, the required width of doorways, number of doors, etc. You need to determine whether each area in the building is used to full capacity. Can you add furniture, equipment or shelving? Is there space to accommodate more people at programs?

The second definition of capacity refers to the capability of the existing furniture and equipment to accommodate the users’ needs or total demand. You will need to gather this data through observation. For example, do users seem to spread their belongings beyond the allocated space at tables and carrels? Is a table that was intended for use by several people never used to capacity, while it is evident that other users need a workspace? Do users work in small groups at a workstation intended for one user? At computer workstations, do users have sufficient space for their belongings or for taking notes? Are there sufficient chairs and tables, carrels and computer workstations etc.?

This data will help you determine if you have the appropriate furniture or if the furniture is the right size. For instance, if data indicates that small groups, working with computers, is a common activity and you find that there is no furniture to accommodate this need, you will need to consider different types of furniture or the reconfiguration of existing furniture. In some cases, data will point you in the direction of investigating the design of custom furniture to meet specific needs. This approach should not be automatically ruled out, as experience shows that it is not always the more expensive option.

Your goal is to meet the space requirements that can accommodate the services and programs outlined in the strategic plan. It is much easier to determine the space requirements for existing services and programs for which you have data. If the data clearly shows that demand exceeds availability and that there is a trend of continuing or growing demand, it will be easier to justify expanding a particular space. Conversely, you will not be able to justify a building design in which spaces are sized to accommodate maximum capacity that is rarely, if ever, reached. For example, if six times a year you have turned people away from a program in your multipurpose room, it will be difficult to argue for a larger space; likewise if two or three times a year the demand for parking exceeds the space available it will be hard to justify a larger parking lot.

On the other hand, you will need to provide other forms of justification for adding a space to provide services or programs not currently offered. These may be found in regional, provincial or national trends indicating that these services or programs are becoming common in other communities. Data about your community’s demographic trends will also be useful in supporting the case for these services. (See the next section 3.7 Gathering, Documenting and Making Sense of Data about the Community.)
3.6.2 Use

Capturing data about the number of people occupying the various spaces within the building and using the furniture and equipment will allow you to determine user demand. This data can help you assess whether user needs are being adequately accommodated. Data about use will vary based on factors such as season, day of the week, time of day and the interests of library users.

If your library has a “people counter” device, saves usage data from computer signup sheets and attendance lists for events or programs, and has an ILS, you already have data about the number of people entering the building, using computers, attending programs and the number of items borrowed and returned daily. You may need to refine this data collection to provide more detailed information about usage during different days of the week and at different hours during the day and whether people were placed on waiting lists or turned away.

If your library does not track use by the means listed above, you will have to manually count the number of items circulated and returned, and observe and record the number of people entering the building, attending programs and using computers.

Documenting data about the number of people occupying different parts of the building, using various furniture and equipment and lining up at service counters will have to be done through observation.

You should also survey users about their satisfaction with library services. You might ask about ease of finding materials, wait times to check out materials or to speak with a reference librarian, whether the furniture and equipment meets their needs or provides sufficient space for their belongings, the availability of parking, etc. You will also want to ask staff for their opinions about the furniture and work areas, how well they function and how they can be improved.

Data demonstrating that certain areas of the building are underused may indicate various possibilities: that the services or programs associated with those spaces may no longer be in demand; that the area is difficult to access (see next section) or is unattractive and poorly furnished, or that the service associated with the space is poorly promoted. Your observations and conversations with users and staff will help you to determine what action is required.

3.6.3 Access

Data about the ability to approach, enter or use the library facility, or a particular space, furniture or equipment within the facility, will help determine if your library complies with the Accessibility for Ontarians with Disabilities Act (AODA) standards. While the AODA became law in 2005, the standards are being rolled out gradually. As of the printing of this publication, the Government of Ontario has released the draft Accessible Built Environment (ABE) Standard. 20

20 As of the printing of this publication, the draft Accessible Built Environment Standards are no longer available online. When they do become available, there will be a link from the Accessibility Resources page of the joint SOLS/OLS-North clearinghouse: http://www.sols.org/links/clearinghouse/accessibility/index.htm
the landscape is changing quickly in the area of accessibility, the best way to keep abreast of the latest developments is by visiting the Accessibility Resources page of the joint SOLS/OLS-North Clearinghouse on professional information at: http://www.sols.org/links/clearinghouse/accessibility/index.htm.

Observing how people of all ages and abilities access your library building will also help you determine if the unique needs of all library users in your community are accommodated. For instance, are the stacks, service counter and furniture in the children's area appropriately sized for all ages of children? Frontline staff are well placed to see barriers that affect library users’ access and they hear about these from the users.

Inviting input from representatives of organizations in your community that serve people with disabilities, seniors, children, teens and parent groups, can be very helpful in identifying access issues that may not have been considered.

Data gathering about access issues will include measuring such things as the distance between stacks; the height of shelving; the wheelchair turning radius in aisles and washrooms; height of service desks, tables and carrels; the approach to service desks, and ramp lengths.

Observing people as they enter the building and move from one area to another will provide information about how well the building layout accommodates their needs. For example, is it easy to find the reference desk or circulation counter? Can they find the photocopier, washrooms or the children’s department? Are directional signs visible and readable? Do signs meet AODA standards? Are the stacks clearly identified? Do computer users have easy access to data ports and electrical outlets? Is it possible to navigate and park strollers without obstructing traffic?

This data will provide valuable information about traffic patterns within the building and help to identify bottlenecks, difficult to access areas, areas that are difficult to monitor, and areas which require secure and/or limited access.

Collecting data about access issues within staff areas is equally important and sometimes overlooked. Not only does this data help you to plan for suitable ergonomic workstations for staff, it will also help to identify staff traffic flows throughout the building. This information will aid in improving staff efficiency and effectiveness.

3.6.4 Condition

The physical characteristics of the building or space within the building to be assessed include the obvious elements – walls, ceilings, floors, windows, doors, finishes and coverings. They also include the building systems, (HVAC, electric and data wiring and lighting) furniture, signage and equipment. The condition of these elements is determined through direct observation. Recording this data for each room or area in your library will be helpful on a number of levels.
Should the outcome of the building review lead to a renovation and/or addition, you will have the information required to determine such issues as: which surfaces need repainting; whether the floor coverings need to be replaced; whether the furniture and equipment can be retained; which rooms or areas have adequate lighting; where the HVAC works well or poorly.

If the data points to the need for a new building, you will know what finishes performed successfully and should be considered for the new building, as well as the finishes which should be avoided. In addition, you will have an inventory of the furniture and equipment that can be retained and moved to the new building.

In section 3.3 Gathering, Documenting and Making Sense of the Data about the Staff, we provided a link to the workforms included in Managing Facilities for Results: Optimizing Space for Services by Cheryl Bryan. Workform 9: Have - Furniture and Equipment will be useful to you. Also see Appendix 2 - Sample Room Data Sheet.

### 3.6.5 Functional Relationships

The interactions between different functions or services influence the building design. These are translated by design professionals into descriptions and diagrams that represent spatial relationships (often called functional relationships) that define the degrees of proximity between functions or services. Areas can be said to be:

- **ADJOINING** – physically next to each other
- **CLOSE** – near one another
- **WITHIN SIGHT** – at some distance but visible from one another
- **SEPARATED** – physically kept apart by other areas or walls

While the activities that take place within an area, department or space define its function, the interrelationships between functions are determined by staff workflow, user traffic patterns and types of activities. Most of this data is gathered by observation. Other factors which influence functional relationships include personal security, sound isolation, natural lighting, theft prevention and user convenience.
For example, the circulation area is usually near the building entrance and placed close to the membership sign-up desk because we want users to find it immediately upon entering the building. This makes it easy for users to get a card or return materials. Likewise it is easy for users to check materials out as they leave. On the other hand, the technical services unit does not need to be close to the public entrance or circulation area because the public does not need access to it; indeed, it is preferable that it be secure and limited to staff access. When you are thinking about the functional relationships between different areas and departments, consider the user experience. It is difficult to see your building as the user sees it, as you spend so much time there, and are all too familiar with where things are. Though challenging, it will be enlightening to make the effort to see through the eyes of your users. You may want to employ a user survey to gather information from users about their experience using the facility.

Traffic flow in public areas should provide users with smooth transitions from area to area as they move through the building. If users regularly need to get directions for a particular area this may indicate that it is not located appropriately or the signage is poor (keep in mind that good signage does not compensate for poor design). Your observations should help you identify the areas and the relationship between the areas in the building that appear to work well from the user’s point of view and those that inhibit easy traffic flow.

Section 3.3 Gathering, Documenting and Making Sense of Data about the Staff discusses reviewing workflows to ensure efficiency and effectiveness within staff areas. When examining functional relationships, you will need to look at the interactions between staff areas and how they function in relation to public areas. For example, the reference collection should be close to the reference desk to make it easy for reference staff to help users. By contrast, staff in the children’s department do not have to be near the adult reference collection.

Although functional relationships tend to be the same in most libraries, there may be unique circumstances based on your strategic plan and service policies that will dictate different interactive situations. For example, if the reference desk is eliminated in favour of roving reference librarians with laptops, this will affect the relationship between the reference collection and these librarians. Will these librarians stay within the reference area or will they circulate through other collections?

Functional relationships can be graphically represented by bubble diagrams. Bubble diagrams are included in the library building program. These graphical representations of the relationships between the various functions (departments) in the library building are used by the design professional to better understand the workflows and traffic patterns within your library building. See the sample bubble diagram in Appendix 6 – Sample Bubble Diagram.

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Traffic flow horizontally and vertically through a space or a building is referred to by design professionals as **circulation**. The terms *circulation space* or *circulation path* are used in reference to the space around furniture or equipment that is kept open to allow people unimpeded movement. Recognizing this as a potential cause for confusion given the library profession’s definition of the word “circulation,” it is nonetheless, very important for library planners to understand and use the language of the design professional. In this publication, whenever the words *circulation*, *circulation space* or *circulation path* are used in this way they appear in italics.
3.6.6 Green Buildings

The design and construction of “green” or “sustainable” library buildings is a growing trend. Johanna Sands, AIA, wrote *Sustainable Library Design*. In a section titled *Why Should Libraries Be Sustainable Buildings?* Sands writes:

“As Winston Churchill once said, "we shape our buildings and thereafter they shape us." Libraries serve as symbols of the attitudes and values of their creators and can serve to extend those attitudes and values to future generations of occupants and visitors. Communities with the opportunity to build a new library or update an existing library should prioritize sustainable design measures. Sustainably designed libraries would be built to last, to flexibly respond to changing functional demands, to provide an environment that is inspiring and safe, as well as to perform efficiently, providing great financial value to the community that supported its creation.

As we come to learn more about the psycho-physiological effects that buildings can have upon us, the importance of the health of libraries becomes ever clearer. Numerous studies have shown that strategies we use to reduce a building’s environmental impact have ancillary benefits for improved occupant health and energy efficiency.”

Using green design principles may help garner financial and community support for your library building project. Here are two links to Canadian web sites dedicated to green design:


You may be interested in this short case study about the Canmore Public Library going green: [http://www.biosphereinstitute.org/docs/EA-Case-Study-Library.pdf](http://www.biosphereinstitute.org/docs/EA-Case-Study-Library.pdf)

3.7 Gathering, Documenting and Making Sense of Data about the Community

Documenting demographic data for your community will provide you with valuable information about population trends, which will have an impact on library design. For example, knowing that your service area has an increasing number of teen users will support your decision to add or expand the teen space; a growing immigrant population may justify expanding the library’s collections to include materials in languages spoken by these groups.

Statistics Canada carries out a census every five years. The last one completed, as of the publication of this Guide, was May 16, 2006. Statistics Canada’s home page for Census data is [http://www12.statcan.ca/census-recensement/index-eng.cfm](http://www12.statcan.ca/census-recensement/index-eng.cfm). From this page you can easily access data for the 2006, 2001 and 1996 Censuses. Data about earlier censuses and some demographic characteristics are not available online,
however you can purchase this data in print or CD-ROM formats from Statistics Canada or find the nearest depository library which retains the information you need. A direct link to Statistics Canada’s 2006 Community Profiles web page is: http://www12.statcan.ca/census-recensement/2006/dp-pd/prof/92-591/index.cfm?Lang=E.

The census data available online provides access to a limited list of population characteristics for most communities or regions in Ontario. Your report should include at least the following census categories:

- **total population**
  Is the community growing or shrinking?

- **age and gender**
  Is the number of young children increasing or decreasing? Is there or will there be a substantial teen population? Is the number of seniors increasing or decreasing?

- **number of lone-parent families**
  Is there a large number of lone-parent families? Is this group growing or shrinking?

- **mother tongue and language spoken most often at home**
  Is there a significant number of people where the language most often spoken at home is other than English or French?

- **education**
  Is there a growing population of people dropping out of school? Are there increasing numbers of people with post secondary education?

- **mode of transportation to work**
  What portion of the population uses public transit?

- **visible minority population characteristics**
  How diverse is your community? Are there significant numbers of people from any minority groups?

The report generated from the census characteristics listed above for each of the last three censuses will show population trends in your community that will affect the library. Data showing a growing population can help you make the case for expanding the building. A growing teen population can help justify adding a teen space. The data may also point towards a need for new services and programs that will in turn have an impact on space requirements.

To complement the census data, you should check with your municipality or band council and the board of education to get their population projections for your community. You might also find that other agencies in the community, such as the regional office of the Ontario Trillium Foundation, or the United Way have produced reports that describe and analyze your community’s demographic characteristics.
4. DETERMINING THE LIBRARY BUILDING NEEDS

Any library building project is the culmination of years of work. This may seem disheartening if you had hopes that this Guide would provide you with a fast track to a new building. Bear in mind that a library building project, even a small one, will require a substantial monetary investment from your community as well as considerable time and effort from the library board and staff, and any number of volunteers involved in the effort. You need to understand that it may well be a decade or two before another such a project will be seriously considered in your community.

Spending years talking about the library’s need for more space will not move the building project forward. You need to demonstrate that your current building cannot meet or sustain the demand for services and programs. This Guide emphasizes the importance of the data gathering and analysis that is required to determine the appropriate course of action and necessary to support your case for the library building project.

The analysis of the data will point to four possible actions: do nothing, repurpose and/or renovate, build an addition, or build a new building.

4.1 Do Nothing

The current building meets all the requirements of the strategic plan and has the capacity to meet service and program demands currently and for the next five to ten years. It may be necessary to undertake some building maintenance and/or reconfiguration of existing space.

Indicators that the best course of action is to do nothing:

✔ The library is offering all the services and programs outlined in the strategic plan.
✔ The capacity of all of the following is adequate to deliver the services and programs:
  ▪ Staff
  ▪ Collections
  ▪ Shelving
  ▪ Technology
✔ The library building capacity meets the demand from both staff and public.
✔ The population of the library service area is stable and there are no indicators this will change.

If the walls and ceilings, carpets and other floor finishes or furniture and equipment (including computers) are in poor condition, there may be justification to paint or replace floor finishes or furniture and equipment. If the HVAC system is old or inadequate, and the electrical and data lines are insufficient to meet your needs, they may need to be replaced or upgraded. These items fall under building maintenance and are not considered a library building project. However, you will still need to make the case for the additional funds to undertake the appropriate maintenance.
You may want to revisit the need for a library building project after the next strategic plan is approved. Save the data you have gathered, it will provide a baseline against which any future data can be compared.

4.2 Repurpose / Renovate

The current building meets most of the requirements of the strategic plan and has the capacity to meet many of the service and program demands currently and for the next five to ten years.

Indicators that the best course of action is to repurpose and/or renovate:

- The library is offering most of the services and programs outlined in the strategic plan.
- The capacity of one or more of the following is inadequate to deliver the current services and programs and those that are required in the strategic plan but not currently offered:
  - Staff
  - Collections
  - Shelving
  - Technology
- The library building capacity meets the demand from both staff and public.
- The population of the library service area is stable and there are no indicators this will change.

4.3 Build an Addition

The current building does not meet several of the critical requirements of the strategic plan and does not have the capacity to meet many of the critical service and program demands currently and for the next five to ten years.

Indicators that the best course of action is to build an addition:

- The library does not offer several of the key services and programs outlined in the strategic plan.
- The capacity of two or more of the following is inadequate to deliver the current services and programs and those that are required but not currently offered:
  - Staff
  - Collections
  - Shelving
  - Technology
- The library building capacity does not meet the demand from staff or public or both.
- The population of the library service area is stable or the population and/or diversity in the community has increased modestly and there are indicators of a continued modest increase in population and/or diversity.

The assumption underlying this action is that the current site will accommodate an addition and/or the building can support an additional floor. A design professional or engineer will be required to make this determination.
4.4 Build a New Building

The current building does not meet many of the critical requirements of the strategic plan and does not have the capacity to meet many of the critical service and program demands currently and for the next five to ten years. The building site will not permit the construction of an addition. The existing building is dilapidated and a retrofit is not feasible.

Indicators that the best course of action is to build a new building:

- The library does not offer many of the key services and programs outlined in the strategic plan.
- The capacity of two or more of the following is inadequate to deliver the current services and programs and those that are required but not currently offered:
  - Staff
  - Collections
  - Shelving
  - Technology
- The library building capacity does not meet the demand of either staff or public.
- The population of the library service area is growing and/or there is increased diversity and there are indicators that this growth and/or diversity will continue to increase.
- The indicators suggest the need for an addition, however the current site cannot accommodate the addition and/or the building will not support added floors. A design professional or engineer will be required to make this determination.

If the data indicates that a building project is the appropriate course of action to take, you will need to be in a position to begin to determine the space requirements for your library building. The next section discusses how you can prepare an estimate of the space requirements.
5. **ESTIMATING SPACE REQUIREMENTS**

There are two methods for estimating space requirements for your library building:

**Standards approach** - employs a standard square footage based on service area population.

**Components approach** - is based on identifying all of the components that will be included within the library building and calculating the space required for each by using accepted architectural criteria.

It cannot be stressed strongly enough that these estimates provide an approximation of the size of the library building and are not to be interpreted as the definitive determination of the building size.

Space estimates will, however, help you to prepare the preliminary report required to make the case for the building project. Keep in mind that the final space requirements will be adjusted at later stages of the project as you and the design professionals refine the building design.

The net size of the building includes all of the **assignable space**. Assignable space is available for use by the public and/or the staff. **Non-assignable space** is not available for use by the public and/or staff, but is essential for the general operation of the building and includes such things as mechanical rooms, elevator shafts, stairwells, corridors and wall thicknesses. A more detailed list of the items included in non-assignable space is provided in section 5.3.1 List of Components Included in a Library Building, line 79 Non-Assignable Space.

**Gross building size (building footprint)**, is the total area of a building as measured from the outside face of the exterior walls. **This area includes both the assignable and non-assignable space**. The cost of your building will be determined by the gross building size. The two approaches for estimating building size offered in this document will provide you with an approximation of the **gross square feet (metres) required** for the building. It is important to state clearly, at all times and with everyone involved, whether the space use measurements being discussed are gross or net.

The design professionals will take the information you provide and translate that into a design for your building. The better you communicate the requirements of your building the more accurately the design professionals can translate that information into a building design that will meet the needs of your community. As mentioned in the introduction and throughout this Guide, a library building program is the most effective means of sharing this information with design professionals. The data gathering and your analysis of that data will provide you with much of the information required to prepare a preliminary building program.

This Guide does not include library service standards for collections, staff or public service. Typical service standards include such measures as:

- number of volumes or periodicals per capita
- size of reference collection
- number of total and professional staff per capita
- number of computers or seats per capita
- number of hours of service.
These standards are beyond the scope of this Guide but can be important prerequisites in determining space required.23

5.1 Occupant Load – Ontario Building Code OBC 2006

While this topic is beyond the scope of this document, it is important for you to have a basic understanding of this essential part of building design. Occupant load means the number of persons for which a room, space or building is designed and it is defined in the Building Code.

The design professionals must calculate the occupant load for all rooms, spaces, and the building as a whole because this will affect the building design. The number and placement of exits, the width of corridors, the number of washrooms and other elements of design will be affected by the occupant load. All of this will have an impact on the final building size. This is one of the reasons that your preliminary building size estimate cannot be taken as the definitive determination of the final building size.

Your building program will include details about the furniture and equipment within every room and space within the building. This information will guide the design professionals in determining the number of people that will occupy each area and the building as a whole. In describing areas that do not contain furniture, you will need to provide an approximate number. For example, in the space adjacent to service desks where library users line up to wait, you will need to indicate how many people might be expected to be in line. When describing a multi-purpose room or meeting room, besides identifying the furniture and equipment, make sure that the building program clearly states the maximum number of people you expect the room to accommodate.

5.2 The Standards Approach to Estimating Space Requirements

Space requirement standards are a double-edged sword. They can help you to think in broad brush strokes about your building needs and may be useful to you if your library building does not match up to the standard. On the other hand, standards are not necessarily geared toward the achievement of excellence, nor do they take into consideration the unique qualities and needs of your community.

Standards may be useful at a very early stage in your project to help you get a sense of what your library’s space requirements may be. They are a good place to start. They should not be used as the definitive space requirements for your building without supplying the supporting data that clearly demonstrates the need.

The Standards Table (Minimum Square Footage and Square Feet/Metre Per Capita) in Appendix 4 was developed for Ontario public libraries, using as background information the standards outlined in the 1986 Ministry of Citizenship and Culture document – Building Libraries: Guidelines for Planning and Design of Public Library Buildings, the 2005 ARUPLo Guidelines for Rural/Urban Library Systems, Maureen Cubberley and Stan Skrzeszewski, and other standards and models (see Bibliography for Appendix 4).

The fact that your building does not meet the square feet standard identified in the Standards Table does not imply that you need additional space. This determination must be based on data that shows that your library building does not have the capacity to support the services and programs identified in the library’s strategic plan. If the data indicates that your building does not have sufficient capacity, the Standards Table in this Guide will strengthen your justification for expansion.

The Standards Table is formulated to take into consideration five types of library buildings and seven service area population tiers. It can be used for a library with a single building (stand-alone) which serves the entire population or a library building in a multi-branch system (central or main branch). To use the Standards Table for a building within a multi-branch library you will need to identify the type of building and the service area population tier for that particular building.

The Standards Table in Appendix 4 is preceded by an explanation of the library building types that are at its core. You will also find a list of the population tiers and definitions of the service levels that are incorporated into the Table.

### 5.3 The Components Approach to Estimating Space Requirements

A second method for determining space requirements is based on identifying the various components that will be included in the library building and calculating the space required for each by using accepted architectural standards in square feet. This method may prove to be somewhat more accurate than the standards approach, because it will take into consideration the actual components included in the library building rather than relying on a standard based on an average building configuration. It must be emphasised that this method will only provide an estimate of your space requirements. It is not the final calculation of your library building requirements.

Section 5.3.1 List of Components Included in a Library Building provides the basis for the Workform For Estimating Space Requirements Using The Components Approach found in Appendix 5. The List of Components provides you with square foot multipliers that can be used to estimate the total space required to accommodate the collections, furniture, equipment and specialized spaces required in your library. The List also includes some notes about issues to consider for specific components. The Workform is designed so that you can enter the quantities for each component and calculate the square feet required for that component. By adding all the calculated square feet numbers together the user will be able to estimate the space required for the library building.

There is also a ‘current square feet’ column in the workform, which is entirely optional, but which may provide useful information. In some cases, you may be able to make a compelling argument for the need for expansion by comparing your current space to what is needed. In other cases, you may feel the current space is quite functional and the library would be well served by it being replicated in the new configuration.

The Workform does not include all possible items of furniture or equipment that you may have or will have in your building. Blank lines allow you to add these items. To calculate the approximate area required to accommodate these items, measure the length and width of the item. Remember to measure such items at their widest point. You may
compare the dimensions of this item to one of the items included in the table and use the square feet assigned to that item. If, for example, the item of furniture you want to include has approximately the same dimensions as an atlas stand (line 28 in the Workform), you could use the space allocation in square feet provided for the atlas stand. Remember to record the actual dimensions of the item so that you can add that information to the preliminary building program.

The blank lines also permit you to describe and record the measurements in square feet for specific spaces or rooms that you find have the adequate capacity to accommodate the collections, furniture, equipment, library users and/or staff for the intended purpose. Keep in mind that the information about particular spaces or rooms will only be meaningful if you are reasonably certain that usage of that space or room will not increase or the capacity of that space is greater than currently required.

In the List of Components, the notes for lines 45 to 59 contain a list of additional components which can be found in some library buildings. Although this list is not comprehensive, it will provide you with some ideas about trends that may affect your planning. If these or other such components are included in your library’s strategic plan, use the corresponding lines in the Workform to record the description and space required for these components.

5.3.1 List of Components Included in a Library Building

(See Workform in Appendix 5; the Workform is also available as an Excel spreadsheet with the formulae embedded. Calculations are in square feet initially and then multiplied by 0.0929 to get square metres. See the Facilities page of the joint SOLS/OLS-North Clearinghouse on professional information at: http://www.sols.org/links/clearinghouse/facilities/index.htm).

The multipliers in the List include the circulation space immediately surrounding the areas, furniture and equipment described.

<table>
<thead>
<tr>
<th>Components</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COLLECTIONS</strong></td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>This multiplier is based on five (5) shelves per bay and includes the space required to accommodate AODA accessibility standards. Although the multiplier includes a small percentage of empty shelf space, once you have calculated the space required to accommodate your collections you should add 10% to 20% to assure that there is sufficient empty shelf space to meet your needs. It is important to note that any multiplier cannot accommodate all space configurations, placement of columns, doors or entries and windows. These factors will affect the layout of shelving and can reduce the total number of volumes that can be housed.</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>This multiplier is based on using 20% of the shelving in a 5 shelf bay for face out display. There is no recommended standard for the percentage of materials which should be displayed face out. Keep in mind that a standard shelf (3 feet wide) will support only 4 or 5 face out items, whereas the same shelf with spine out display will support 15 to 20 items (with 20% of the shelf empty). The multiplier includes the space required to accommodate AODA accessibility standards.</td>
</tr>
</tbody>
</table>
## Components

### COLLECTIONS Continued

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Reference books @ 4 volumes per sq. ft.</td>
</tr>
<tr>
<td>4</td>
<td>Periodicals face out display @ 1 title per sq. ft.</td>
</tr>
<tr>
<td>5</td>
<td>Periodicals back issues @ 3 periodical boxes per sq. ft.</td>
</tr>
<tr>
<td></td>
<td>The total space required will depend on the number of issues per year, the</td>
</tr>
<tr>
<td></td>
<td>average thickness of each issue and number of years of back issues you</td>
</tr>
<tr>
<td></td>
<td>are storing. The square feet number provided in the table is based on</td>
</tr>
<tr>
<td></td>
<td>using periodical boxes containing between 7 and 32 issues each, depending</td>
</tr>
<tr>
<td></td>
<td>on the thickness of the individual issues of each title. If you currently</td>
</tr>
<tr>
<td></td>
<td>store back issues of magazines in this manner you can count the number of</td>
</tr>
<tr>
<td></td>
<td>boxes currently in use for each title and divide by three. The emerging</td>
</tr>
<tr>
<td></td>
<td>trend is to eliminate back issue storage in favour of full text electronic</td>
</tr>
<tr>
<td></td>
<td>databases.</td>
</tr>
<tr>
<td>6</td>
<td>Non-print materials (videotape, CD, DVD, audiotape, games etc.) @ 12 per sq.</td>
</tr>
<tr>
<td>7</td>
<td>Non-print materials face out display (videotapes, CD, DVD, audiotapes,</td>
</tr>
<tr>
<td></td>
<td>games, etc.) @ 2 per sq.</td>
</tr>
<tr>
<td>8</td>
<td>Virtual and digital resources (public access computer workstations) @ 1</td>
</tr>
<tr>
<td></td>
<td>workstation per 45 sq. ft.</td>
</tr>
<tr>
<td>9</td>
<td>Public Access Catalogue (PAC) standing station @ 1 PAC per 25 sq. ft.</td>
</tr>
<tr>
<td>10</td>
<td>PAC sit-down station @ 1 PAC per 35 sq. ft.</td>
</tr>
<tr>
<td>11</td>
<td>Microfilm Reader/Printer @ 1 per 35 sq. ft.</td>
</tr>
<tr>
<td>12</td>
<td>Microfilm cabinet (six drawers) @ 1 cabinet per 10 sq. ft. (Note: one</td>
</tr>
<tr>
<td></td>
<td>drawer holds up to 64 rolls of 35mm film)</td>
</tr>
<tr>
<td>13</td>
<td>Microfiche Cabinet @ 1 cabinet per 10 sq. ft. (Note: one drawer holds up</td>
</tr>
<tr>
<td></td>
<td>to 12,880 fiche)</td>
</tr>
<tr>
<td>14</td>
<td>Newspapers display/storage rack @ 1 unit (10 - 20 newspapers) per 35 sq.</td>
</tr>
<tr>
<td></td>
<td>ft. (3.252 sq. m.)</td>
</tr>
<tr>
<td>15</td>
<td>Newspapers back issues @ 160 issues per 12 sq. ft.</td>
</tr>
<tr>
<td></td>
<td>The total space required will depend on the number of issues per year, the</td>
</tr>
<tr>
<td></td>
<td>average thickness of each issue and the number of years of back issues you</td>
</tr>
<tr>
<td></td>
<td>are storing. The square feet number provided in the table is based on the</td>
</tr>
<tr>
<td></td>
<td>space required to accommodate a standard (3 feet wide) 12 inch deep shelving</td>
</tr>
<tr>
<td></td>
<td>unit with a shelf height of 12 inches and 4 shelves, holding up to 40</td>
</tr>
<tr>
<td></td>
<td>newspapers stacked on top of each other in two piles of 20 per shelf. If</td>
</tr>
<tr>
<td></td>
<td>you currently store back issues of newspapers in this manner you can</td>
</tr>
<tr>
<td></td>
<td>determine the average number of issues per shelf and multiple by the</td>
</tr>
<tr>
<td></td>
<td>number of shelves you use to determine the average number of issues you can</td>
</tr>
<tr>
<td></td>
<td>store on a standard shelving unit. The emerging trend is to eliminate back</td>
</tr>
<tr>
<td></td>
<td>issue storage in favour of full text electronic databases, though some</td>
</tr>
<tr>
<td></td>
<td>storage of print copies may be appropriate, especially of local papers.</td>
</tr>
<tr>
<td>16</td>
<td>Paperbacks @ 1 spinner per 35 sq. ft. (Note: holds 210 to 420 items</td>
</tr>
<tr>
<td></td>
<td>depending on number of pockets and thickness of the paperbacks)</td>
</tr>
<tr>
<td>17</td>
<td>Maps @ 1 map cabinet per 35 sq. ft. (Note: a five drawer cabinet holds</td>
</tr>
<tr>
<td></td>
<td>about 100 maps)</td>
</tr>
<tr>
<td>18</td>
<td>Lines 18 to 22 are provided to add items unique to your library or items</td>
</tr>
<tr>
<td></td>
<td>not listed. They can also be used for specific spaces or rooms in your</td>
</tr>
<tr>
<td></td>
<td>current building that you find have the adequate capacity to accommodate</td>
</tr>
<tr>
<td></td>
<td>the collections for their intended purpose.</td>
</tr>
<tr>
<td>23</td>
<td><strong>Collections Subtotal</strong> - Total of lines 1 to 22</td>
</tr>
<tr>
<td>Components</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td></td>
</tr>
<tr>
<td><strong>PUBLIC SERVICE AREAS</strong></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>User seating @ 1 user space per 30 sq. ft.</td>
</tr>
<tr>
<td>25</td>
<td>Study carrels @ 1 carrel per 35 sq. ft.</td>
</tr>
<tr>
<td>26</td>
<td>Lounge/informal seating @ 1 seat per 40 sq. ft.</td>
</tr>
<tr>
<td>27</td>
<td>AV listening viewing station @ 1 per 35 sq. ft.</td>
</tr>
<tr>
<td>28</td>
<td>Atlas/dictionary stand @ 1 stand per 35 sq. ft.</td>
</tr>
<tr>
<td>29</td>
<td>Self Checkout Station @ 1 unit per 45 sq. ft.</td>
</tr>
<tr>
<td>30</td>
<td>Children’s story area @ 1 child per 10 sq. ft.</td>
</tr>
<tr>
<td>31</td>
<td>Children’s craft room w/ craft storage and sink @ 1 child per 20 sq. ft.</td>
</tr>
<tr>
<td>32</td>
<td>Teen space (in addition to collections housed in this area) @ 1 teen per 30 sq. ft.</td>
</tr>
<tr>
<td>To calculate the space requirements, estimate the anticipated maximum number of teens using the space at any one time.</td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>Board or conference room @ 1 user per 25 sq. ft.</td>
</tr>
<tr>
<td>The configuration of this type of room is fixed, with a single board table surrounded by chairs and some space at one end of the room for a presenter. It is not intended as a multi-purpose room. Keep in mind that the space allocation must be adjusted if you plan on using a custom designed table and upholstered chairs that are larger than normally found in a standard board or conference room.</td>
<td></td>
</tr>
<tr>
<td>34</td>
<td>Multi-purpose room (with storage for tables and chairs, a kitchenette and space for a presenter) @ 1 user per 15 sq. ft.</td>
</tr>
<tr>
<td>1.</td>
<td>20% of the space allocation is for storage of chairs, tables and miscellaneous items plus a kitchenette and space for a presenter.</td>
</tr>
<tr>
<td>2.</td>
<td>This standard will accommodate X number of users in theatre style seating and approximately half of this number sitting at tables, conference style, e.g., a room for 50 users sitting theatre style will require 750 sq. ft. which will accommodate 25 people sitting at tables conference style.</td>
</tr>
<tr>
<td>3.</td>
<td>If the multi-purpose room is intended for use when the library is closed, a separate entrance with access to the outside is required and this will have space implications to accommodate a vestibule or lobby. In addition there are security issues that need to be addressed.</td>
</tr>
<tr>
<td>35</td>
<td>Computer lab (dedicated) including space for trainer @ 1 user per 35 sq. ft.</td>
</tr>
<tr>
<td>36</td>
<td>Group study room @ 1 room per 165 sq. ft. (Note: will accommodate up to six users)</td>
</tr>
<tr>
<td>This room is sized to hold a free standing table and 6 chairs.</td>
<td></td>
</tr>
<tr>
<td>37</td>
<td>Tutorial @ 1 room per 50 sq. ft. (Note: will accommodate tutor and one student)</td>
</tr>
<tr>
<td>This room is sized to hold a fixed work surface and 2 chairs.</td>
<td></td>
</tr>
<tr>
<td>38</td>
<td>Photocopiers @ 1 copier per 50 sq. ft.</td>
</tr>
<tr>
<td>39</td>
<td>Bulletin boards @ 1 board per 9 sq. ft.</td>
</tr>
<tr>
<td>40</td>
<td>Pamphlet display unit, free standing @ 20 sq. ft.</td>
</tr>
<tr>
<td>41</td>
<td>Display case @ 1 case per 50 sq. ft.</td>
</tr>
<tr>
<td>42</td>
<td>Local History Room:</td>
</tr>
<tr>
<td>1.</td>
<td>Book collection @ 8 volumes per sq. ft.</td>
</tr>
<tr>
<td>2.</td>
<td>Cabinet for photographs, documents, etc. @ 1 lateral cabinet per 12 sq. ft.</td>
</tr>
<tr>
<td>3.</td>
<td>Study space @ 1 table with six chairs per 150 sq. ft.</td>
</tr>
<tr>
<td>4.</td>
<td>Staff workspace @ 1 staff workstation per 125 sq. ft.</td>
</tr>
</tbody>
</table>
### Components

#### PUBLIC SERVICE AREAS Continued

<table>
<thead>
<tr>
<th>Line</th>
<th>Description</th>
</tr>
</thead>
</table>
| 43   | Library Café @ 1 user per 15 sq. ft.  
      | – This standard includes space for a preparation/service area with storage and seating at café tables for 4 people each. The minimum size for a library café as described is 350 square feet. |
| 44   | Friends’ Shop:  
      | 1. Book collection @ 8 volumes per sq. ft.  
      | 2. Volunteer workspace @ 1 volunteer per 65 sq. ft.  
      | 3. Lockable closet @ 8 sq. ft. |
| 45 to 59 | Lines 45 to 59 are provided to add items unique to your library or not listed. These lines can also be used to document specific spaces or rooms in your current building which you determine have the adequate capacity to accommodate the furniture, equipment and library users for their intended purpose(s). If you intend to replicate these spaces or rooms in the new building exactly as they are currently configured, rather than using the multipliers for the components within these spaces, you can measure these rooms and add a description and the calculated square feet in these lines.  
      | In addition, you can use these lines to add service and program spaces, identified in the library’s strategic plan, that are not included in the Workform. These may include such spaces as:  
      | – Art gallery  
      | – Literacy centre  
      | – ESL centre  
      | – Video creation and editing facility  
      | – Theatre or performance space  
      | – Small business centre  
      | – Job and career centre |

#### STAFF SERVICE AREAS

<table>
<thead>
<tr>
<th>Line</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>60</td>
<td>Public Service Areas Subtotal - Total of lines 24 to 59</td>
</tr>
<tr>
<td>61</td>
<td>Public service counters (e.g., circulation, reference, etc.) @ 1 staff per 175 sq. ft.</td>
</tr>
</tbody>
</table>
| 62   | Staff workrooms @ 1 staff per 150 sq. ft.  
      | – This standard accommodates space for staff and the materials related to their work, especially with regards to technical service, e.g., book trucks, boxes of new books, materials waiting to be rotated to another location, materials waiting to be repaired or removed from the collection, story time puppets and other supplies, etc. When entering the number of staff, allow for the maximum number that would be working in the workroom at any one time. |
| 63   | Staff offices @ 1 staff per 150 sq. ft. to 250 sq. ft.  
      | – The upper end of the range assumes a table and chairs to accommodate meetings. |
| 64   | Computer room:  
      | 1. Server rack @ 1 rack per 75 sq. ft.  
      | 2. Network and telecom rack @ 1 rack per 75 sq. ft.  
      | 3. Staff work area @ 1 per 150 sq. ft.  
      | 4. System printer @ 1 printer per 16 sq. ft.  
      | – This standard does not include space for a dedicated A/C and humidity control unit housed within the room. If such a dedicated unit cannot be accommodated within the building’s mechanical room, then provisions will have to be made to put it in this room. This can add 12 to 16 square feet to the room’s overall size. |
### Components

**STAFF SERVICE AREAS continued**

<table>
<thead>
<tr>
<th>Line</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>65</td>
<td>Staff lounge/break room @ 1 staff per 35 sq. ft. Add 80 sq. ft. for kitchenette. To calculate the space requirements, estimate the anticipated maximum number of staff using the space at any one time. It is important to include volunteers in this calculation if they also spend time in the library and will make use of the staff lounge. The square feet figure provided accommodates staff seating at a table and in lounge chairs.</td>
</tr>
<tr>
<td>66</td>
<td>Staff lockers @ 1 staff per 4 sq. ft.</td>
</tr>
<tr>
<td>67</td>
<td>Book drop return room. The minimum size of this room is 4 feet by 6 feet. Book drops which are open to the outside of a building can pose a fire hazard. A vandal can drop in items which could pose a nuisance to the library, such as a &quot;stink bomb&quot; or a fire hazard such as lighted paper. One way to mitigate this problem is to require the inclusion of a fire proof book drop or ensure that the book drop opens into a room that is designed with firewall protection and equipped with smoke and fire alarm. The size of this room will vary depending on the quantity of items anticipated to be returned overnight or over a long weekend when the library is closed. The minimum size of this room would be 4 feet by 6 feet.</td>
</tr>
</tbody>
</table>
| 68   | Lines 68 to 74 are provided to add items unique to your library or not listed. These lines can also be used to document specific spaces or rooms in your current building, which you determine have the adequate capacity to accommodate the furniture, equipment and staff for their intended purpose(s). Examples of items you may want to add are:  
  - Additional volunteer space, such as workstations, lockers, bulletin boards, etc.  
  - Mail work area or room  
  - RFID automated returns processing area  
  - Space to accommodate book trucks |
| 75   | **Staff Service Areas Subtotal** - Total of lines 61 to 74 |
| 76   | **Collections Subtotal** - Line 23 |
| 77   | **Public Service Areas Subtotal** - Line 60 |
| 78   | **Assignable Space (for use by public and/or staff)** - Total of lines 75 to 77 |
| 79   | **Non-assignable space @ 25% of line 78**  
The term "non-assignable space" encompasses those spaces necessary to support the operation of the library building but that cannot be directly used for library services. In the early stages of the concept design, it is a rule of thumb that 25% of the building will be devoted to non-assignable space. This includes space allocations for:  
  - Wall thicknesses  
  - All horizontal and vertical *circulation paths* in the building, such as elevator shafts, stairwells, corridors, HVAC, plumbing, wiring, etc.  
  - Building foyer and interior vestibules (e.g., at the entrance to a meeting room)  
  - User waiting areas adjacent to service desks (Circulation, Reference, children and teen desks)  
  - Washrooms, water fountains, vending machines, and public telephones  
  - Loading dock, receiving area, garbage, recycling  
  - Furnace/mechanical room and associated duct work  
  - Electrical/telecommunications room and associated conduits and cabling  
  - Fire and security systems (cameras, alarm panels, etc.)  
  - Fire hose closets and extinguishers  
  - Custodian’s closet(s)/workshop, storage rooms, coat rooms and closets |
| 80   | **TOTAL GROSS SQUARE FEET (SQUARE METRES)** - Total of lines 78 and 79 |
6. LIBRARY BUILDING PROGRAM

The library building program is a written document, which includes information about the spaces required in the building and the functional relationships between those spaces. It provides detailed information about furniture and equipment, electrical, data, telecommunication, lighting, acoustics and all the other requirements for each space in the building. It supplies the design professional with a clear and detailed understanding of your library building needs. The preliminary library building program is a very useful means of sharing information with your board, municipal council or band council and staff. It is also an important component of the request for proposal (RFP) that you will need to solicit bids from design professionals. Including the preliminary building program in your RFP will provide the architects with specific details about your library building requirements that will help them in preparing their proposals. The library building program gets refined and finalized in collaboration with the architect. Once finalized, it will be invaluable during the design phase of the project as a means of gauging the degree to which the design is addressing the library building requirements.

Although details about preparing a library building program are outside the scope of this Guide it is useful for you to know its basic components and to understand that the data gathering described in section 3 of this Guide will become part of it. (Each section of the library building program in **bold** below comes from the data gathering process.)

Sample of components included in a library building program:

- **Introduction**
  - Building Committee
  - Community Description and Demographics
  - Summary of any needs analysis studies/reports previously done
  - History of the Library
  - Building Project Budget

- **Library Mission and Goals**

- **Statement of Objectives for the Building**

- **Guidelines for Site Selection (if required)**

- **Space Requirements (in general terms based on strategic plan)**

- **Description of Library Areas**

- **Library Functions and Relationships - Bubble Diagrams** (See Appendix 6)

- **Specific Space Requirements - Room Data Sheets** (See Appendices 2 and 3)

- **Appendices (as deemed appropriate)**
  - user surveys
  - transcripts of focus groups
7. TAKING THE LEAD AND KEEPING IT

*Management is doing things right; leadership is doing the right things.*

Peter Drucker

This Guide began by stating that its underlying premise is that the person best suited to make the case for the library building project is the CEO or another library professional familiar with the day to day operation of the library. The Guide is intended to support your effort to make the case to your board, your council, the residents of your community and the media.

The tasks outlined in this Guide will take considerable time and effort to complete, but are all necessary to determine the right course of action for your library building project. Engaging all members of your staff - management, frontline, and library board members - in the process, will not only help get the considerable amount of work done, but will ensure broad participation and improve the data collection.

You can build and maintain your leadership role by effectively shepherding the process. This requires that you have a full understanding of the information required and the means for gathering it, making sense of it and shaping it into a case for the building project. Managing this process and keeping everyone well informed will reduce the confusion and misinformation that leads to misunderstandings and the ensuing distrust and lack of confidence that will undermine a successful project.

Once the data is gathered and you have made sense of it, you will be faced with deciding the right course of action. The data may or may not support your initial assumptions. It may point to reallocating and repurposing space within the existing building, suggest that an addition and renovation is appropriate or it may provide justification for a new building. You will need to prepare a written report (Summary of Findings and Recommendations) that succinctly outlines the relevant data, offers a clear statement of the appropriate actions to be taken and provides a detailed outline of the library’s space requirements. This information will form part of the library building program.

As a library professional, your credibility is strengthened by your mastery of the data gathered, along with your knowledge of the issues and trends facing your library, and the documentation kept throughout the process. Your leadership, along with the detailed and demanding work it entails, and your close involvement throughout this process, will reinforce your confidence to deal with any questions about the project. Your direct involvement in the data analysis and conclusions will help to focus your energies on linking the library’s building requirements to its strategic plan when questions and alternate opinions are offered later in the process.

Ultimately, your responsibility as project leader is to explain your recommendations to your board in order to provide assurance that when the project is completed the building will meet the community needs reflected in the library’s strategic plan. The Summary of Findings and Recommendations will be an invaluable resource to help you in this process. With your board’s support, you will be in a position to confidently meet with your council to make the case for your building project. The Summary of Findings and Recommendations can form the core of any communication strategy you develop to engage the community and support your interaction with the media.
The time span between project planning and actual project start, no matter what the complexity or scale, can be long and busy. As the project leader you will be called upon to explain, justify and champion the project. It cannot be stressed enough that the project leader must be responsible for shepherding the entire process from data gathering through data analysis, decision-making and project documentation. There are three key reasons for maintaining this level of project control:

1. You will need to garner the support of the staff. This will be best achieved if the staff feels a part of the planning process. To engage the staff in the planning process you need to be well prepared and be seen to be in charge. The staff will also need your support throughout this process so they are adequately prepared to respond to questions from the public.

2. You will need to be well prepared to deal with the inevitable challenge to the project. Your detailed knowledge and understanding of the project will provide you the information and confidence to deal with this type of situation.

3. You will be responsible for conveying to the design professional, in language that he/she can understand, all of the library’s requirements. Throughout the building project you will need to hold your own, ask the right questions and guide the process to assure that the proposed design meets the library program requirements. You need to remember that you are the client and it is the design professional's responsibility to satisfy your requirements as specified in the library building program.

In all cases, you are the library professional – the expert – and it is incumbent upon you to lead the project with confidence and preparedness. You have ultimate responsibility for the future of library service in your community.
8. NEXT STEPS: AN OUTLINE

You have made the case for your library building project and your board has approved the building program. You are ready to proceed!

This part of the journey is actually beyond the scope of this Guide. However, it is important to provide you with a sense of what comes next. In this section you will find an overview of the roles and responsibilities of the key players in the library building project and the steps that will take you from the library building program to the completed project.

The outline of the next steps provided in this section is not intended as the sole approach to a library building project or a map to be followed. Consider it a snapshot of the landscape that must be travelled. In some communities the municipality or band council and/or the board itself may take on different responsibilities from those outlined and the responsibilities for approvals as suggested below may be somewhat different. Each library has a set of policies in place to guide its operations and the roles described below are not intended to supplant these policies. The intention is to provide an outline of the steps and decisions that will be required throughout the design, construction and commissioning of a building. Regardless of the local context it is essential that there be clear communication and formal clarification of roles and responsibilities. In addition, it is essential that the CEO or her/his designate remain a principal player throughout this process.

The key players and their roles in the library building project are:

**The library board** - is the decision-making and legal authority of the organization. It is accountable to the municipality and the public; it has the responsibility to express a vision for library service and ensure that the community’s library needs are identified and met; it holds legal responsibility and financial accountability for the library; it has the responsibility to acquire the funding for the building project; purchase the land (if required), and give final approval of all contracts.

**The building project leader (librarian/ CEO or designate)** - acts as advisor and co-ordinator of all aspects of the building project from inception to occupancy.

**The design professional (architect)** - is the interpreter of the library’s requirements, translating the library building program into an economical, efficient and aesthetically pleasing building.

A successful library building project is dependent upon these key players working together as a team where everyone fully understands and respects each others’ roles and responsibilities in the process.
8.1 Responsibilities of the Board and/or Building Committee

The board is responsible to the community for the success of the building project with regards to scope, quality, schedule and budget.

The board is not the project leader, but rather supports the librarian in that role. One means of ensuring the board’s responsiveness throughout the building project is to establish a building committee, typically of not more than three or four board members; there may also be community members and/or municipal staff on the building committee. The building committee will work closely with the librarian and report to the board on a regular basis. The committee will hold progress meetings with the librarian and architect as desired. In addition, the building committee and librarian will bring recommendations to the board for approval at various decision-making points throughout the building project. In the list below, it is understood that the building committee, with the librarian, provides a recommendation to the board and it is the board that approves as necessary.

It is crucial that the library board establish terms of reference for the building committee that define the committee’s decision-making authority and the limits to that authority, ensuring that ultimate authority resides with the board.

The library board24:

- Appoints a building committee to work with the librarian.
- Approves the library building program.
- Adopts the building project budget and submits it to council.
- Elicits public and official support for the building project.
- Retains legal counsel as required.
- Approves the Request for Proposal (RFP) for architects.
- Approves a list of questions for interviewing the architects on the short list.
- Approves the short list of architects to be interviewed.
- Participates in the interviews with those architects on the short list.
- Approves and authorizes the signing of a contract with the architect.
- Approves release of payment to the architect throughout design and working document stages.
- Approves the site selection criteria (if applicable).
- Approves the site recommendation (or placement of an addition).
- Approves the start of negotiations to acquire land by legal counsel.
- Approves the acquisition of land.
- Attends presentations by the architect of the concept design proposal.
- Approves the concept design proposal.
- Attends the presentation by the architect of the preliminary design.
- Approves the preliminary design.
- Attends presentations by the architect of the design development drawings at the 33%, 66% and 99% stages of the design development stage.
- Approves the final design drawings.
- Approves bidding procedures for contractors with input from legal counsel.

24 Some of the approvals in this list will reside with the board and others with the building committee. This will vary from situation to situation. The terms of reference for the building committee need to specify the kinds of decisions the building committee can make, as well as when a recommendation to the board is required.
Approves contracting procedures with input from legal counsel.
Approves the awarding of contracts to contractors with input from the architect.
Approves the deficiencies list.

8.2. Responsibilities of the Building Project Leader

The library professional is the project leader responsible to the board for all decisions with respect to the scope, schedule, cost and quality of the library building project.

The librarian works closely with the building committee and is the sole individual authorized to deal directly with the architect. Only the architect speaks directly to the contractors. Copies of all correspondence must be kept and shared with the building committee.

The project leader (librarian)\textsuperscript{25}:

- Authors and adjusts the library’s preliminary building program as required; works with the architect to refine the program.
- Produces the final building program; subsequently submitted to the board.
- Prepares a preliminary draft budget; works with the building committee to refine it, and presents it to the board for approval and subsequent presentation to council.
- Compiles a draft set of questions for interviews with prospective architects; works with the building committee to refine these questions and submits the final list to the board for approval.
- Calls the meetings and chairs/participates in the interviews with those architects on the short list.
- Makes a recommendation to the building committee to award the project to an architect; the recommendation is subsequently submitted to board for approval.
- Recommends to the building committee the release of payments to the architect throughout the phases of the project; subsequently submitted to board for approval.
- Compiles a draft set of site selection criteria (if applicable); works with the architect to refine these and recommends the criteria to the building committee; subsequently submitted to the board for approval.
- With the architect, recommends approval of the selected site (or placement of addition) to the building committee; subsequently submitted to the board for approval.
- Receives the concept design proposal from the architect and reviews it for compliance with the final library building program requirements; consults staff throughout this process; reports to the building committee about progress.
- Works with the architect to modify or refine the concept design, as required; when satisfied that requirements are met, presents the concept design to the building committee with the architect; subsequently submits revised concept design to the board for approval.
- Receives the preliminary design from the architect and reviews it; consults staff throughout this process; reports to the building committee on the progress of the preliminary design.

\textsuperscript{25} The board’s policies should outline the delineation of decision-making between the CEO and the board, specifying the kinds of decisions that need to come before the board.
Works with the architect to refine the preliminary design as required; recommends acceptance of preliminary design.

Receives design development drawings and associated budget estimates at the 33%, 66% and 99% design development stages; reports to the building committee about progress of design development.

Reviews and checks copies of drawings before each meeting with the architect to ensure that they comply with the library building program requirements; consults staff throughout this process.

Holds regular progress meetings with the building committee and together they brief the board.

Meets with the architect regularly to assure that the design development process and estimates remain on target and in accordance with the building program.

Receives final design drawings and the associated budget estimate; ensures that the drawings and design stage specifications comply with the library building program requirements; reports to the building committee; subsequently submitted to the board for approval.

Meets with the architect at the 33%, 66% and 99% stages of the working drawing (construction documents) stage of the project; reports to the building committee and together they brief the board.

Reviews and checks copies of the working drawings and draft specifications before each working drawing review meeting with the architect to ensure that drawings comply with the library program requirements.

Monitors, with the building committee, that construction cost estimates are within the approved library building project budget; reports to board regularly.

Recommends to the building committee the approval of the final drawings, specifications and construction costs; subsequently submitted to the board for approval.

Prepares, with the building committee, in consultation with the architect, a list of potential contractors and posts the request for bids as outlined in the bidding procedures approved by the board.

Reviews the bids, with the building committee and in consultation with the architect to select the contractor as outlined in the bidding procedures approved by the board.

Recommends to the board, with the building committee, the contractor(s) to be used for the project.

Signs contract(s) using the contracting procedures approved by the board.

Meets with the architect and contractor regularly throughout the construction process; reports to the building committee; together they brief the board.

Works with the architect to review required changes to the construction drawings and associated costs to assure that the project remains on target, and makes recommendations to the building committee on these changes; subsequently submits to the board for approval; signs off on the changes once approved.

Makes inspection tours with the architect and contractor throughout construction.

Attends final inspection of the building with the building committee, architect and contractor; compiles deficiencies list with these parties.

Plans and manages the move from the old library or part of the library to the new.

Plans and manages the opening of the new addition, renovation or building.

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26 The term ‘construction documents’ includes drawings and specifications. In the case of a dispute over a detail in the construction, the specifications overrule the drawings.
Note: Throughout the building project, the librarian will be required to mediate conflicts and negotiate changes as they arise. **It is essential that at all times compliance with the library building program remains the focus.** Clear concise communication is the key to managing this role. Maintaining open communications with your staff, the building committee and the board is essential. Remember to provide regular briefings on the progress of the project to your council and the community at large. These briefings are your tool for sustaining community support.

### 8.3 Responsibilities of the Design Professional (Architect)

The architect is responsible to the project leader and library board for all issues presented to her/him in the library building program and their implementation in a timely, cost conscious manner.

The design professional:

- Studies the library building program and works with the project leader to refine it.
- Engages members of staff, the board and the community in dialogues/conversations to help better understand the community and refine the building program; makes recommendations about consultants that are required (interior designers, lighting, mechanical structural engineers, etc.).
- Helps to refine site selection criteria; obtains the site surveys for possible sites based on site selection criteria.
- Begins site analysis.
- Recommends to the project leader the most appropriate site; prepares concept design based on the final building program and works with the librarian and building committee to refine this design.
- Presents refined concept design(s) and design concept estimates to the project leader, building committee and board for approval.
- Presents approved concept design(s) to the board, council and at public meetings as required.
- Develops preliminary design drawings based on the approved concept design.
- Chairs meetings with consultants and the librarian.
- Presents the design development drawings and related specifications and budget estimates to the librarian and building committee; modifies these as required.
- Begins preparing construction documents based on the approved design development drawings, related specifications and budget.
- Presents the librarian and building committee with construction documents at the 33%, 66% and 99% stages; refines as required and presents each stage to the board for approvals.
- Prepares the bidding documents and construction schedules based on the final approval of working drawings and specifications of final cost estimates.
- Advises the librarian and building committee on the evaluation of the bids received.
- Supervises the construction; makes progress reports and recommends release of payments to the contractor; interprets drawings as required.
- Recommends changes to construction documents; advises on related costs.
- Supervises final inspection of the completed building and prepares deficiencies list.
- Oversees the correction of deficiencies and recommends release of final payment to the contractor.
Leading a library building project seems more daunting than it needs to be. It can, in fact, be exciting and rewarding. However, it requires commitment, a concerted effort and the dedication to undertake the step-by-step approach outlined in this Guide. There are no shortcuts! Most library building projects take years to complete.

A library building project is a very complex endeavour involving the library board and staff, your municipality or band council, various design professionals and the construction trades. Any building project will cost your community considerable funds and you will not typically get another chance for a significant number of years. Getting it right is imperative.

The good news is that you have the skills and knowledge to shepherd this project. Your knowledge of the library and your community coupled with a systematic approach to data collection will help you make the case for a successful library building project.
APPENDICES

Appendix 1: List of Publications in Public Library Association (PLA) Results Series
Appendix 2: Sample Room Data Sheet
Appendix 3: Sample Completed Room Data Sheet
Appendix 4: Standards Table
Appendix 5: Workform for Estimating Space Requirements using the Components Approach
Appendix 6: Sample Bubble Diagram
Appendix 7: Additional Resources
APPENDIX 1 - List of Publications in Public Library Association (PLA) Results Series


APPENDIX 2 - Sample Room Data Sheet

Use this worksheet (or design your own) to describe your space needs for each library area/function. If you don’t know what you need, leave the section blank. The experts will help you fill in the blanks. Not all headings apply to all functional areas.

FUNCTIONAL AREA: __________________

NET SQ. FT.
If you are happy with the size of your current space for this area, or know the size that you want, enter it here. If not, leave this section blank.

FUNCTION (description of activities)
Describe the primary function and other activities that take place, and how the space is used by both staff and the public.

RELATIONSHIPS (to other areas and functions)
How is this area/function connected to other areas and functions in the library? Note: It is helpful to include a bubble diagram or specifically reference a part of a larger bubble diagram (see Appendix 6 for a sample bubble diagram).

SPECIAL REQUIREMENTS
Identify needs such as accommodating line-ups at the circulation desk, or wanting natural light/windows in the reading area, etc.

SEATING
Identify seating needs for staff and the public.

COLLECTIONS
You will need to be specific in the size of the collection and the manner in which it is housed and/or displayed.

STAFF
Specify the type of staff space required and how many staff need to be accommodated at the busiest times.

FURNITURE AND EQUIPMENT
Describe and quantify the furniture and equipment needed for this particular library function.

---

27 This form is available online on the Facilities page of the joint SOLS/OLS-North Clearinghouse at http://www.sols.org/links/clearinghouse/facilities/index.htm
CASEWORK
Describe built-in custom-made components, such as cabinets and desks.

LIGHTING
Describe the types of lighting you need, e.g., task lighting, bright overhead, natural lighting. Leave it to the experts to put it into technical terms.

POWER (ELECTRICAL)
Identify the number of receptacles needed. Be sure to look towards the future in planning electrical needs.

AUTOMATION (Computers and peripherals)
Specify the number of computers and related equipment.

TELECOMMUNICATIONS (telephone, data)
Indicate the type and number of telephone, internet and other connections needed in the functional area.

HVAC
Most functional areas will not have special requirements for heating, ventilation or air conditioning. An exception would be preservation requirements for a local history collection.

ACOUSTICS
Identify issues related to acoustics, including the expectation of noise and, possibly, the need for noise barriers.

FINISHES
This is where you would indicate appropriate floor coverings and any other finishes.

PLUMBING
Identify whether any plumbing is related to the functional area.

STORAGE
Often over-looked, it is important to think about permanent and temporary storage requirements. A place for coats and boots is an example of temporary storage.

SIGNAGE
Specify the type and number of signs required.
APPENDIX 3 - Sample Completed Room Data Sheet

Functional Area: CIRCULATION DESK

NET SQ FT

FUNCTION (Description of activities)
Library materials check-out and check-in (primary function); maintenance of all collections except those designated as non-circulating; handles all membership and overdues; maintains public bulletin boards and pamphlet displays; handles general inquiries.

RELATIONSHIPS (to other areas and functions)
Direct functional relationship with the Lobby, Children's and Information Services and all circulating stacks. Note: It is helpful to include a bubble diagram or specifically reference a part of a larger bubble diagram to assist the designer.

SPECIAL REQUIREMENTS
The circulation desk must be close to the entrance/exit. Ideally the lobby (with washrooms, telephones and drinking fountain for the public; community bulletin board/pamphlet area) is in view of the desk. The circulation workroom must be close to the Circulation Desk. The security system must be properly accommodated at the entrance/exit. There should be a drive-by book drop located near the entrance/exit (possibly adjacent to the workroom). There must be adequate space around the desk to accommodate line-ups (e.g., class visits, Friday night video lending, etc.)

SEATING
The only seating at the Circulation Desk should be at the General Inquiry section, where memberships and overdues are handled. Two seats should be provided. The lobby would be a good choice for additional seating, avoiding overcrowding at the Circulation Desk.

COLLECTIONS
None
STAFF

A total of 12 to 14 staff, including, supervisor, 4 full-time clerks, 1 part-time clerk and 6 to 8 student pages. Staff workstations are as follows:

Circulation Desk:

General Inquiry - workspace and chair for 1 staff

Returns - workspace and chair for 1 staff

Checkout - workspaces and chairs for 2 staff working simultaneously

Workroom:

Returns processing - workspaces and chairs for 3 staff working simultaneously

Office - workspace for Supervisor and seats for two guests.

FURNITURE & EQUIPMENT

Circulation Desk: semi-circle or u-shaped counter, proper height, good stools/chairs (for busy times), some section of lower height for the disabled or children must accommodate 3 separate areas:

1. general inquiry

   should be highly visible when entering the library; 1 terminal and printer

2. returns

   returns area structured so that returned items cannot be taken by patrons before they are checked-in; space for book bins or a conveyor belt to transfer returns to workroom for sorting and reshelving.

3. checkout

   built-in shelving for ILL, reserves, and "likely to walk" items; 2 terminals with wands; possibly a self checkout terminal; close to entrance/exit of workroom, with AV holdings nearby; telephone with intercom and answering machine for off hours; cash register for fees and fines.
FURNITURE & EQUIPMENT - continued

Workroom: office area for Circulation Supervisor, returns processing area, shelving for returns; videos and CDs holdings area, storage

1. office for Circulation Supervisor

   L-shaped workstation, computer and printer; telephone; 1 two-drawer file cabinet; bulletin board; 2 office guest chairs

2. returns processing area

   near Circulation Desk Returns; space for three staff working simultaneously; 2 terminals with check-in wands and 1 printer; 1 security activator/deactivator; holding area for book boxes and/or trucks

3. shelving for sorting

   shelving to hold returns during processing; interbranch items; talking books

4. videos and CDs holdings area

   close to Circulation Desk Checkout; shelving to hold video and CD collections; sorting and repairs workstation for two staff; viewing station;

5. storage

   small storage area for supplies

CASEWORK

Circulation desk (including General Inquiry, Returns and Checkout).

LIGHTING

POWER (ELECTRICAL)

Flexibility should be a high priority when installing power - the minimum number of duplex receptacles required in each area:

- service desk: 6
- office: 2
- returns processing area: 4
- video and CDs holding area: 2

AUTOMATION (Computers and peripherals)

- 1 computer
- 6 staff terminals
- 3 printers

TELECOMMUNICATIONS (telephone, data)

- 3 telephones (1 Circulation Desk with public address, 1 Workroom, 1 office)
- 10 data lines

HVAC

ACOUSTICS

This can be a noisy section of the library, so it should be at a distance from any quiet reading area; there may be the need for noise buffers so that noise doesn’t echo or carry.

FINISHES

Carpeting in public area, vinyl tile in workroom and office.

PLUMBING

None

STORAGE

Sufficient space in the workroom to store 20 book trucks and some office supplies.

SIGNAGE

Shouldn't overwhelm patron at the entrance door, yet make him/her aware of distinct areas, such as General Inquiry, Returns, Checkout, as well as lead them to other areas of the library.
APPENDIX 4 - Standards Table
(Minimum Square Footage and Square Feet/Metres Per Capita)

The Standards Table below is intended to help you estimate the gross square footage for individual buildings. They are not to be used for the combined space in all the branches of a multi-branch library. The Table is designed to address the space requirements of five different library building types, serving seven population tiers, providing three distinct levels of service. The Table provides both a minimum square footage and square feet per capita standard for each population tier and specific level of service offered in a single building.

At each population tier there is a threshold of population at which using the per capita standard will result in a higher square footage than using the minimum square footage standard. For example, in the population tier 2,501 to 5,000, regardless of the level of service, the square footage obtained by using the per capita standard will be greater than the minimum square footage for any library building serving a population of 3,925 or more. In each case you should use the standard that provides the greater total square footage.

The following descriptions will assist you in determining the building type and level of service offered in the building under consideration for the building project.

Library Building Types

Stand-Alone Library

A stand-alone library building must meet all of the community needs in a single location. In addition to the common spaces required to accommodate collections, public service, staff, amenities and any optional services, it must house the technical services department and the library administration. The population tier for this type of building is the population of the entire library service area.

Central (Main) Branch

A central (main) branch building is similar to the stand-alone library building in most ways. However, depending on the branch structure, it may not require as much space for collections, public service and staff areas. The library’s general collections may be distributed among the branches so that the central library building collections are targeted to serve the population of a specific geographic area rather than the community as a whole. The library’s service delivery model and/or strategic plan will need to address the way special collections (e.g., extensive business collection, government documents, etc.) are handled, whether all of these are housed in the central branch, or if specific collections are housed in different branches. The service delivery model will also address the manner in which certain services (e.g., local history room, computer training room, multipurpose room, etc.) are distributed among the branches. The population tier for a central branch building may be the population of the entire community or a specifically designated service area, depending on the mix of collections and services.
Regional (District) Branch

A regional branch building must meet all of the community needs within its designated service area. Libraries that use this approach will have two or more regional branches each of which are very similar to a central branch except that only one of these will house the technical services department and administration unit. This type of branch will include a broad range of services, as defined in the strategic plan. The population tier for a regional branch building is the population of its designated service area.

Neighbourhood (Community) Branch

A neighbourhood or community branch building serves the designated service area surrounding it. It will not offer the same level of service as a regional branch, but it may provide some programs and services in addition to circulating materials and a modest reference collection, and may include one or more public access computers. The population tier for a neighbourhood branch building is the population of its designated service area.

Deposit Branch

A deposit branch building is intended to provide the population in a designated service area with access to a circulating collection of popular materials and may include a small reference collection for homework support and a small public service area and/or a public access computer. The population tier for a deposit branch building is the population of its designated service area.

Service Area Population Tiers

Effective evaluation and assessment of a library’s facility needs is best achieved if each building is treated separately. These tiers are related to the service population for the library building under review.

- Serving less than 1,000
- Serving 1,001 - 2,500
- Serving 2,501 - 5,000
- Serving 5,001 - 15,000
- Serving 15,001 - 35,000
- Serving 35,001 - 75,000
- Serving over 75,000
Service Levels

The per capita standard provides an average square foot (square meter) per capita for a library building based on three levels of service – basic, enhanced and comprehensive.

**Basic Service**

A library building that houses the minimum staff, collections and technology to meet the basic library needs of its service population. Note: This service level applies to any deposit branch and some neighbourhood branches of a multi-branch system.

**Enhanced Service**

A library building that meets the basic standard and includes administrative or technical services plus a modest range of additional public services and programs for the people in its designated service area. Note: This service level applies to neighbourhood and regional branches and may apply to stand-alone buildings.

**Comprehensive Service**

A library building that meets the enhanced standard and includes space for a broad range of public services and programs for people in its designated service area. Note: This service level applies to neighbourhood and regional branches and stand-alone buildings.
<table>
<thead>
<tr>
<th>Service population of library building under review</th>
<th>Basic</th>
<th>Level of Service</th>
<th>Comprehensive</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Buildings serving 1,001 – 2,500 people</strong>&lt;br&gt;use minimum square footage&lt;br&gt;OR&lt;br&gt;square feet per capita&lt;br&gt;whichever is greater</td>
<td>2,500 sq. ft. (232 sq. m.) minimum</td>
<td>3,125 sq. ft. (290 sq. m.) minimum</td>
<td>3,900 sq. ft. (362 sq. m.) minimum</td>
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<tr>
<td></td>
<td>2.50 sq. ft. (0.232 sq. m.) per capita</td>
<td>3.25 sq. ft. (0.302 sq. m.) per capita</td>
<td>4.00 sq. ft. (0.372 sq. m.) per capita</td>
</tr>
<tr>
<td><strong>Buildings serving 2,501 – 5,000 people</strong>&lt;br&gt;use minimum square footage&lt;br&gt;OR&lt;br&gt;square feet per capita&lt;br&gt;whichever is greater</td>
<td>3,280 sq. ft. (305 sq. m.) minimum</td>
<td>4,100 sq. ft. (381 sq. m.) minimum</td>
<td>5,125 sq. ft. (476 sq. m.) minimum</td>
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<td></td>
<td>1.60 sq. ft. (0.149 sq. m.) per capita</td>
<td>2.00 sq. ft. (0.186 sq. m.) per capita</td>
<td>2.50 sq. ft. (0.232 sq. m.) per capita</td>
</tr>
<tr>
<td><strong>Buildings serving 5,001 – 15,000 people</strong>&lt;br&gt;use minimum square footage&lt;br&gt;OR&lt;br&gt;square feet per capita&lt;br&gt;whichever is greater</td>
<td>5,000 sq. ft. (465 sq. m.) minimum</td>
<td>6,350 sq. ft. (590 sq. m.) minimum</td>
<td>7,815 sq. ft. (726 sq. m.) minimum</td>
</tr>
<tr>
<td></td>
<td>1.30 sq. ft. (0.121 sq. m.) per capita</td>
<td>1.62 sq. ft. (0.151 sq. m.) per capita</td>
<td>2.00 sq. ft. (0.186 sq. m.) per capita</td>
</tr>
<tr>
<td><strong>Buildings serving 15,001 – 35,000 people</strong>&lt;br&gt;use minimum square footage&lt;br&gt;OR&lt;br&gt;square feet per capita&lt;br&gt;whichever is greater</td>
<td>19,650 sq. ft. (1,826 sq. m.) minimum</td>
<td>24,550 sq. ft. (2,281 sq. m.) minimum</td>
<td>30,675 sq. ft. (2,850 sq. m.) minimum</td>
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<tr>
<td></td>
<td>0.96 sq. ft. (0.089 sq. m.) per capita</td>
<td>1.20 sq. ft. (0.111 sq. m.) per capita</td>
<td>1.50 sq. ft. (0.139 sq. m.) per capita</td>
</tr>
<tr>
<td><strong>Buildings serving 35,001 – 75,000 people</strong>&lt;br&gt;use minimum square footage&lt;br&gt;OR&lt;br&gt;square feet per capita&lt;br&gt;whichever is greater</td>
<td>42,000 sq. ft. (3,902 sq. m.) minimum</td>
<td>52,500 sq. ft. (4,877 sq. m.) minimum</td>
<td>65,625 sq. ft. (6,097 sq. m.) minimum</td>
</tr>
<tr>
<td></td>
<td>0.83 sq. ft. (0.077 sq. m.) per capita</td>
<td>1.04 sq. ft. (0.097 sq. m.) per capita</td>
<td>1.30 sq. ft. (0.121 sq. m.) per capita</td>
</tr>
<tr>
<td><strong>Buildings serving 75,001 or more people</strong>&lt;br&gt;use minimum square footage&lt;br&gt;OR&lt;br&gt;square feet per capita&lt;br&gt;whichever is greater</td>
<td>78,000 sq. ft. (7,246 sq. m.) minimum</td>
<td>97,500 sq. ft. (9,058 sq. m.) minimum</td>
<td>121,875 sq. ft. (11,323 sq. m.) minimum</td>
</tr>
<tr>
<td></td>
<td>0.80 sq. ft. (0.074 sq. m.) per capita</td>
<td>1.00 sq. ft. (0.093 sq. m.) per capita</td>
<td>1.25 sq. ft. (0.116 sq. m.) per capita</td>
</tr>
</tbody>
</table>
BIBLIOGRAPHY FOR APPENDIX 4


### APPENDIX 5 - Workform for Estimating Space Requirements using the Components Approach

<table>
<thead>
<tr>
<th>Component</th>
<th>Current Square Feet</th>
<th>Quantity</th>
<th>Square Feet Required</th>
<th>Square Metres Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collections</td>
<td></td>
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<tr>
<td>1 Books @ 8 volumes per sq. ft.</td>
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<tr>
<td>2 Books with 1 shelf face out display for every 5 shelves spine out display @ 6.5 volumes per sq. ft.</td>
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<tr>
<td>3 Reference books @ 4 volumes per sq. ft.</td>
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<tr>
<td>4 Periodicals face out display @ 1 title per sq. ft.</td>
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<tr>
<td>5 Periodicals back issues @ 3 periodical boxes per sq. ft.</td>
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<tr>
<td>6 Non-print materials (videotape, CD, DVD, audiotape, games etc.) @ 12 per sq. ft.</td>
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<tr>
<td>7 Non-print materials face out display (videotapes, CD, DVD, audiotapes, games, etc.) @ 2 per sq. ft.</td>
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<tr>
<td>8 Virtual and digital resources (public access computer workstations) @ 1 workstation per 45 sq. ft.</td>
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<tr>
<td>9 Public Access Catalogue (PAC) standing station @ 1 PAC per 25 sq. ft.</td>
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<td>10 PAC sit-down station @ 1 PAC per 35 sq. ft.</td>
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<tr>
<td>11 Microfilm Reader/Printer @ 1 per 35 sq. ft.</td>
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<tr>
<td>12 Microfilm cabinet (six drawers) @ 1 cabinet per 10 sq. ft. (Note: one drawer holds up to 64 rolls of 35mm film)</td>
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<tr>
<td>13 Microfiche Cabinet @ 1 cabinet per 10 sq. ft. (Note: one drawer holds up to 12,880 fiche)</td>
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<tr>
<td>14 Newspapers display/storage rack @ 1 unit (10 - 20 newspapers) per 35 sq. ft.</td>
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<tr>
<td>15 Newspapers back issues @ 160 issues per 12 sq. ft.</td>
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<tr>
<td>16 Paperbacks @ 1 spinner per 35 sq. ft. (Note: 210 to 420 items per spinner depending on number of pockets &amp; thickness of paperbacks)</td>
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<tr>
<td>17 Maps @ 1 map cabinet per 35 sq. ft. (Note: a five drawer unit holds about 100 maps)</td>
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<td>22</td>
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<tr>
<td>23 Collections Subtotal (Lines 1 to 22)</td>
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</tbody>
</table>

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This form is available online on the Facilities page of the joint SOLS/OLS-North Clearinghouse at [http://www.sols.org/links/clearinghouse/facilities/index.htm](http://www.sols.org/links/clearinghouse/facilities/index.htm). The online form includes formulae under Square Feet Required and Square Metres Required to automatically transpose your quantities into space requirements.
<table>
<thead>
<tr>
<th>Component</th>
<th>Current Square Feet</th>
<th>Quantity</th>
<th>Square Feet Required</th>
<th>Square Metres Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td>User seating @ 1 user space per 30 sq. ft.</td>
<td></td>
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<tr>
<td>25</td>
<td>Study carrels @ 1 carrel per 35 sq. ft.</td>
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<tr>
<td>26</td>
<td>Lounge/informal seating @ 1 seat per 40 sq. ft.</td>
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<tr>
<td>27</td>
<td>AV listening/viewing station @ 1 per 35 sq. ft.</td>
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<tr>
<td>28</td>
<td>Atlas/dictionary stand @ 1 stand per 35 sq. ft.</td>
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<tr>
<td>29</td>
<td>Self Checkout Station @ 1 unit per 45 sq. ft.</td>
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<tr>
<td>30</td>
<td>Children’s story area @ 1 child per 10 sq. ft.</td>
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<tr>
<td>31</td>
<td>Children’s craft room w/ craft storage and sink @ 1 child per 20 sq. ft.</td>
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<tr>
<td>32</td>
<td>Teen space (in addition to collections housed in this area) @ 1 teen per 30 sq. ft.</td>
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<tr>
<td>33</td>
<td>Board or conference room @ 1 user per 25 sq. ft.</td>
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<tr>
<td>34</td>
<td>Multi-purpose room (with storage for tables and chairs, kitchenette and space for a presenter) @ 1 user per 15 sq. ft.</td>
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<tr>
<td>35</td>
<td>Computer lab (dedicated) including space for trainer @ 1 user per 35 sq. ft.</td>
<td></td>
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<tr>
<td>36</td>
<td>Group study room @ 1 room per 165 sq. ft. (Note: will accommodate up to six users)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>37</td>
<td>Tutorial room @ 1 room per 50 sq. ft. (Note: will accommodate tutor and one student)</td>
<td></td>
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<tr>
<td>38</td>
<td>Photocopiers @ 1 copier per 50 sq. ft.</td>
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<tr>
<td>39</td>
<td>Bulletin boards @ 1 board per 9 sq. ft.</td>
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<tr>
<td>40</td>
<td>Pamphlet display unit, free standing @ 20 sq. ft.</td>
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<tr>
<td>41</td>
<td>Display case @ 1 case per 50 sq. ft.</td>
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<tr>
<td>42</td>
<td>Local History Room: Book collection @ 8 volumes per sq. ft.</td>
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<tr>
<td></td>
<td>Cabinet for photographs, documents, etc. @ 1 lateral cabinet per 12 sq. ft.</td>
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<tr>
<td></td>
<td>Study space @ 1 table with six chairs per 150 sq. ft.</td>
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<tr>
<td></td>
<td>Staff workspace @ 1 staff workstation per 125 sq. ft.</td>
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<tr>
<td>43</td>
<td>Library Café @ 1 user per 15 sq. ft.</td>
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<tr>
<td>44</td>
<td>Friends’ Shop: Book collection @ 8 volumes per sq. ft.</td>
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<tr>
<td></td>
<td>Volunteer workspace @ 1 volunteer per 65 sq. ft.</td>
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<tr>
<td></td>
<td>Lockable closet @ 8 sq. ft.</td>
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<td>51</td>
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</tr>
</tbody>
</table>
### Component | Current Square Feet | Quantity | Square Feet Required | Square Metres Required
--- | --- | --- | --- | ---
52 |
53 |
54 |
55 |
56 |
57 |
58 |
59 |
60 **Public Service Areas Subtotal** (Lines 24 to 59)

### STAFF SERVICE AREAS

<table>
<thead>
<tr>
<th>Component</th>
<th>Current Square Feet</th>
<th>Quantity</th>
<th>Square Feet Required</th>
<th>Square Metres Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>61</td>
<td>Public service counters (e.g., circulation, reference, etc.) @ 1 staff per 175 sq. ft.</td>
<td></td>
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<tr>
<td>62</td>
<td>Staff workrooms @ 1 staff per 150 sq. ft.</td>
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<tr>
<td>63</td>
<td>Staff offices @ 1 staff per 150 sq. ft. (13.935 sq. m.) to 250 sq. ft.</td>
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<tr>
<td>64</td>
<td>Computer room: Server rack @ 1 rack per 75 sq. ft.</td>
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<td></td>
<td>Network and telecom rack @ 1 rack per 75 sq. ft.</td>
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<tr>
<td></td>
<td>Staff work area @ 1 per 150 sq. ft.</td>
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<td></td>
<td>System printer @ 1 printer per 16 sq. ft.</td>
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<tr>
<td>65</td>
<td>Staff lounge/break room @ 1 staff per 35 sq. ft.</td>
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<td></td>
<td>Kitchenette @ 1 per 80 sq. ft.</td>
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<tr>
<td>66</td>
<td>Staff lockers @ 1 staff per 4 sq. ft.</td>
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<tr>
<td>67</td>
<td>Book drop return room - minimum size 4 feet by 6 feet</td>
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<td>68</td>
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<td>74</td>
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<tr>
<td>75 <strong>Staff Service Areas Subtotal</strong> (Lines 61 to 74)</td>
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<tr>
<td>76</td>
<td><strong>Collections Subtotal</strong> (Line 23)</td>
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<tr>
<td>77</td>
<td><strong>Public Service Areas Subtotal</strong> (Line 60)</td>
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<tr>
<td>78</td>
<td>Assignable Space (for use by public and/or staff) (Lines 75 to 77)</td>
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<tr>
<td>79</td>
<td>Non-assignable space (25% of line 78)</td>
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<tr>
<td>80</td>
<td><strong>TOTAL GROSS</strong> (Lines 78 and 79)</td>
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</tr>
</tbody>
</table>
SAMPLE Functional Relationship Diagram OR ‘Bubble Diagram’
Showing relative sizes and associations

- Friends' Shop
- Maintenance
- Public Restrooms
- Meeting/Multi-Purpose
- Children
- Young Adults & Teens
- Local History Room/Archives
- Reference/Public use Computers
- New Books
- Audio Visual-Videos, DVDs, CDs, Audiobooks
- Adult Fiction
- Adult Non-fiction
- Periodicals
- Public Entry Lobby
- Technical Services
- Administration & Staff
- Secondary Entrance
  - ILL
  - Deliveries
  - Book drop
  - Staff W/C
- Circulation Information 2

See associated data sheets for functions within this area
APPENDIX 7 - Additional Resources


