

WILLIAM W. SANNWALD



CHECKLIST OF
LIBRARY
BUILDING
DESIGN
CONSIDERATIONS

FIFTH EDITION

Checklist of Library Building Design Considerations

Fifth Edition

William W. Sannwald

ALA American
Library
Association

American Library Association
Chicago 2009

William W. Sannwald was assistant to the city manager and manager of library design and development from 1997 to 2004, and was city librarian of the San Diego Public Library from 1979 to 1997. He is now a full-time faculty member in the business school at San Diego State University and works as a library building and administrative consultant. He is the author of numerous books and articles on library architecture and management and has presented papers at national and international conferences. Past president of the Library Administration and Management Association (LAMA), Sannwald was a jury member of the joint ALA/AIA awards. He is the recipient of the San Diego AIA chapter's highest honor, the Irving Gill Award, for his contributions to library architecture.

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Library of Congress Cataloging-in-Publication Data
Sannwald, William W.

Checklist of library building design considerations / William W. Sannwald. —
5th ed.

p. cm.

Includes bibliographical references.

ISBN 978-0-8389-0978-2 (alk. paper)

1. Library architecture—United States. I. Title.

Z679.2.U54S36 2009

727'.8—dc22

2008030265

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ISBN-13: 978-0-8389-0978-2

Printed in the United States of America

13 12 11 10 09 5 4 3 2 1

Contents

Preface vii

1. Building Planning and Architecture			
A. Indicators of Dissatisfaction with Existing Facilities	1	E. Bicycle Racks	42
B. Institutional Planning Team	2	F. Flagpole	42
C. Determining Space Needs	3	G. Exterior Signage	43
D. Joint Use Considerations	6	H. Loading Docks and Delivery	44
E. Alternatives to New Construction	8	I. Outdoor Trash Enclosures	47
F. Selecting a Library Building Consultant	9	J. Outdoor Book and Media Returns	48
G. Choosing an Architect	10		
H. Choosing a Contractor	14	5. Interior Organization of Library Buildings	
I. Architectural Design	15	A. Entrance	50
2. Library Site Selection		B. Circulation Desk Facilities	53
A. General Conditions	19	C. Reference Facilities	56
B. Location	21	D. Information Commons	60
C. Accessibility	22	E. Multimedia Facilities	62
D. Size	23	F. Media Production and Presentation Labs	63
E. Environmental Issues	24	G. Special Collections/Rare Books/Archives	64
3. Sustainable Design		H. Reserve Book Room	67
A. Sustainable Sites	26	I. Faculty/Graduate Carrels and Study Rooms	68
B. Water Efficiency	29	J. Literacy Center	68
C. Energy and Atmosphere	30	K. Young Adult Facilities	69
D. Materials	31	L. Children's Facilities	71
E. Indoor Environmental Air Quality	32	M. Meeting and Seminar Rooms	74
F. Lighting and Day Lighting	34	N. Convenience Facilities	77
G. Roofs	35	O. Displays	80
4. General Exterior Considerations		P. Public Art	81
A. Landscaping	36	Q. Interior Signage	83
B. Parking	38	R. Workrooms/Offices	85
C. Building Exterior	40	S. Staff Lounge	87
D. Roof	41	T. Friends of the Library	88
		U. Library Store	90
		V. Interior Storage	92

6. Compliance with ADA Accessibility Guidelines		8. Interior Design and Finishes	
A. Transportation, Parking Lots, Parking Signage, and Accessible Routes	93	A. Service Desks	133
B. Ground and Floor Surfaces	95	B. Seating	135
C. Curb Cuts	96	C. Tables	138
D. Ramps	97	D. Lighting	139
E. Stairs	98	E. Windows	140
F. Lifts and Elevators	99	F. Flooring	141
G. Doors	101	G. Walls	142
H. Entrances	102	H. Color	143
I. Accessible Routes within the Building	104	I. Equipment List	144
J. Drinking Fountains	105	J. Behavioral Aspects of Space	150
K. Water Closets	106	9. Materials Handling and Storage: Book Stacks and Shelving	
L. Toilet Rooms	107	A. Conventional Stationary Stacks and Shelving	155
M. Toilet Stalls	107	B. Movable-Aisle Compact Shelving	158
N. Urinals	108	C. Automated Storage and Retrieval System (ASRS)	160
O. Lavatories	109	D. Materials Handling Systems	161
P. Handrails and Grab Bars	110	E. Remote Storage	162
Q. Controls and Operating Mechanisms	111	10. Building Systems	
R. Alarms	112	A. Acoustics	165
S. Signage	113	B. Heating, Ventilating, Air-Conditioning, and Refrigerating (HVAC&R) Systems	168
T. Telephones	115	C. Electrical Systems	170
U. Fixed or Built-in Seating and Tables	116	D. Lighting	172
V. Assembly Areas	117	E. Plumbing and Restrooms	175
W. Building Assistance Facilities	118	F. Elevators and Escalators	177
7. Telecommunications, Electrical, and Miscellaneous Equipment		11. Safety and Security	
A. General Considerations	120	A. General	178
B. Telecommunications Entrances and Closets	121	B. External Security	178
C. Horizontal Pathways	122	C. Internal Security	179
D. Cabling and Outlets	124	D. Fire Safety	181
E. Wireless Technology	125	E. Disaster Planning	181
F. Workstation Connections	127		
G. Workstation Equipment	128		
H. Telephone System	128		
I. Miscellaneous Electrical Equipment	130		
J. Electrical Power	131		

12. Maintenance of Library Buildings and Property		13. Building Occupancy and Post-occupancy Evaluation	
A. Routine Maintenance	184	A. Building Acceptance	191
B. Graffiti	186	B. Getting Ready for Occupancy	193
C. Building Materials	187	C. Moving	194
D. Custodial Facilities	188	D. Post-occupancy Evaluation	195
E. Groundskeeper Facilities	189		
F. Trash Enclosures	189	14. Groundbreaking and Dedication Ceremonies	
G. Betterments and Improvements	190	A. Planning	198
		B. Event Checklist	200

Bibliography	205
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ALA American Library Association

Preface

This fifth edition of *Checklist of Library Building Design Considerations* is published to accomplish a number of goals:

- to assist librarians, architects, administrators, and other members of a building design team in programming library spaces
- to serve as a guide during the various stages of the design process in order to make sure that all needed spaces and functions are included in the library design
- to enable the evaluation of existing library spaces as part of a library's needs assessment process
- to provide data and support to the library in its presentations to governing authorities and stakeholder groups

The checklist includes questions concerning almost every aspect of space and function in a library building. The purpose of these questions is to make sure that the building design team in the evaluation and programming of spaces overlooks no element of the building. Although the list is probably not exhaustive, answering the questions in this document should ensure that no major design elements have been overlooked.

The checklist is a valuable tool for programming and planning existing and potential library buildings. Most of the basic areas listed apply to college and university, public, school, and special libraries. It should be relatively easy to adapt the checklist to meet the requirements of almost any type of library.

The first edition was adapted from a checklist produced by doctoral students in the School of Library and Information Studies at Texas Woman's University in Denton and was a product of the Library Building and Equipment Section's Architecture for Public Libraries Committee.

All sections in the fifth edition have been reviewed, revised, and updated. In addition some new chapters and sections are included:

- chapter 3, "Sustainable Design," a new chapter dealing with sustainable design, including site selection, water efficiency, energy and atmosphere, materials, and indoor environmental air quality
- in chapter 4, "General Exterior Considerations," new sections dealing with exterior conditions including loading docks and delivery, trash enclosures, and outdoor book and media returns
- in chapter 5, "Interior Organization of Library Buildings," new sections on information commons, media production and presentation labs, special collections, faculty/graduate carrels and study rooms, and public art
- chapter 6, "Compliance with ADA Accessibility Guidelines," reorganized to follow the same organizational scheme found in the federal law
- in chapter 7, "Telecommunications, Electrical, and Miscellaneous Equipment," a new section on wireless technology

- in chapter 8, “Interior Design and Finishes,” a new section dealing with the behavioral aspects of space
- in chapter 9, “Materials Handling and Storage,” a new section dealing with materials handling systems
- in chapter 11, “Safety and Security,” a new section on disaster planning
- in chapter 12, “Maintenance of Library Buildings and Property,” new sections on routine maintenance and betterments and improvements
- in chapter 13, “Building Occupancy and Post-occupancy Evaluation,” a new section dealing with building acceptance

In 2004, I took early retirement from the City of San Diego, where I had served for twenty-four years as library director and assistant to the city manager. I was asked to teach full-time in the management department of the business school at San Diego State University, where I had taught part-time for over twenty years. I now teach upper-division undergraduate and MBA students in a variety of courses including organizational behavior, strategic management, internships, and ethics. It is a great experience, but I continue to stay involved in libraries through consulting, speaking, and writing.

I dedicate this fifth edition to my children: Sara A. Sannwald, William H. Sannwald, and Suzanne A. Sannwald. I am pleased and proud that my son, Bill, works in a library and is in library school; his wife, Suzanne, works with technology in a library-related job.

This publication should be viewed as a living document, and all comments and suggestions for future editions are welcome. Please send them to

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Library
Association



Building Planning and Architecture

A. Indicators of Dissatisfaction with Existing Facilities

	YES	NO	N/A
1. Has the mission of the library changed? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Has the population served by the library increased or decreased? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Have the demographics of the population served by the library changed? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Has the library formed a partnership or alliance with another institution that requires a change in the physical building? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Are there problems with the physical condition of the building (outdated systems, inflexible floor plans, Americans with Disabilities Act [ADA] problems, difficulty in installing technology)? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Does the existing building hinder the delivery of good service? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- | | YES | NO | N/A |
|---|--------------------------|--------------------------|--------------------------|
| 7. Is there enough room for the products and services the library offers?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. In order to accommodate collection growth, have seats been exchanged for stacks?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Is the atmosphere of the library pleasing to customers and staff?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Has the mix of products and services offered by the library changed?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

B. Institutional Planning Team

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 1. Has an institutional library planning team been formed?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Who are the members of the library planning team | | | |
| a) A representative of the legal owner (university, school, city, etc.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Library representatives | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Users (faculty, students, citizens, etc.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Other representatives with technical skills such as engineering, legal, financial, architectural, building | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) Others (Friends of the Library, library committee members, etc.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Comments:</i> _____ | | | |
| 3. What roles will members of the library planning team play | | | |
| a) Advising (gathering and disseminating information about the project) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Innovating (suggesting new ideas or new ways of tackling old problems) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Promoting (“selling” the project to interested stakeholders) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Developing (assessing and developing ideas for practical implementation) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) Maintaining (ensuring that the infrastructure is in place so that the team can work with maximum efficiency) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f) Linking (coordinating all work roles to ensure maximum cooperation and interchange of ideas, expertise, and experience) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Comments:</i> _____ | | | |

YES NO N/A

4. Who will be the spokesperson and chief contact for the institution on the project? It is *vital* that only one person speak for the institution during all the stages of the building process. _____

Comments: _____

5. How will conflict be resolved on the project? _____

Comments: _____

6. Who will make the final decision on design, space allocations, costs, and change orders? _____

Comments: _____

C. Determining Space Needs

1. Has the library staff and administration met to decide the mission and long-term vision of the library? Space allocations and needs should be based on the vision and mission of the library.

Comments: _____

2. What is the useful life of the new building? If it is an interim solution, how will this impact future needs? _____

Comments: _____

3. What existing programs will be discontinued in the new building? _____

Comments: _____

4. What new programs will be added in the new building? _____

Comments: _____

5. What will be the growth of staff over the next twenty years? _____

Comments: _____

YES NO N/A

6. What changes will take place in the service population over the next twenty years? _____

Comments: _____

7. What will be the growth of the collection over the next twenty years? _____

Comments: _____

8. What technology will be required to support library programs over the next twenty years? _____

Comments: _____

9. In estimating the size of the new building, have all of the following four factors been considered?

a) "Building up" library spaces based on the programs and activities that the library wants to undertake in the new building. The total of all spaces equals the ideal size of the new building or expansion. YES NO N/A

b) The size of library buildings in similar institutions. It is valuable to have a database of ten similar libraries that may be consulted not only for facility size but also for other measurable aspects of library space. If you can't measure it, you can't manage it. YES NO N/A

c) Recommendations for space based on library association, regional, state, and other guidelines and standards YES NO N/A

d) Budget. This sometimes is the deciding factor. YES NO N/A

Comments: _____

10. Has a library building consultant been hired to help the library with planning? YES NO N/A

Comments: _____

11. Has a building program been prepared detailing space needs, adjacencies, and unique functions and features of the proposed building? YES NO N/A

Comments: _____

12. Has the library building consultant prepared the program or advised staff on preparing the program? YES NO N/A

Comments: _____

13. What will be the growth of seating requirements over the next twenty years? _____

Comments: _____

YES NO N/A

14. Have the Association of College and Research Libraries Standards for Libraries in Higher Education (www.ala.org/ala/mgrps/divs/acrl/standards/standardslibraries.cfm) been consulted? The ACRL document asks these questions about facilities:

- a) Does the library provide well-planned, secure, and sufficient space to meet the perceived needs of staff and users? YES NO N/A
- b) Are building mechanical systems properly designed and maintained to control temperature and humidity at recommended levels? YES NO N/A
- c) What are the perceptions of users regarding the provision of conducive study spaces, including a sufficient number of seats and varied types of seating? _____

- d) Is there enough space for current library collections and future growth of print resources? YES NO N/A
- e) Does the staff have sufficient work space, and is it configured to promote efficient operations for current and future needs? YES NO N/A
- f) Does the library's signage facilitate use and navigation of the facilities? YES NO N/A
- g) Does the library provide ergonomic workstations for its users and staff? YES NO N/A
- h) Are electrical and network wiring sufficient to meet the needs associated with electronic access? YES NO N/A
- i) Does the library meet the requirements of the Americans with Disabilities Act (ADA)? YES NO N/A
- j) Are facilities provided to distance learners considered in the context of ACRL's Standards for Distance Learning Library Services (www.ala.org/ala/mgrps/divs/acrl/standards/guidelinesdistancelearning.cfm)? YES NO N/A

Comments: _____

15. Has the ACRL/LAMA Guide for Architects, Guide for Planning Higher Education Library Spaces (http://wikis.ala.org/acrl/index.php/ACRL/LAMA_Guide_for_Architects), been consulted? YES NO N/A

Comments: _____

16. Have Public Library Association planning documents been consulted? In particular:

- a) *Public Library Service Responses, 2007*: These eighteen service responses update the original thirteen that appeared in the 1998 *Planning for Results: A Public Library Transformation Process*. Each service response contains eight sections: the title, the description, suggested target audiences, typical services and programs in libraries that select this as a priority, potential partners, policy implications, critical resources, and possible measures. Each of the service responses also suggests physical needs required to provide the response. YES NO N/A
- b) The 196 *Interim Standards for Small Public Libraries*: These standards have never been rescinded and are the only standards that recommend quantitative measures for public library size: 0.07 sq. ft./capita. YES NO N/A

	YES	NO	N/A
--	-----	----	-----

- c) *Managing Facilities for Results: Optimizing Space for Services* by Cheryl Bryan: This book dovetails with the basics outlined in *The New Planning for Results: A Streamlined Approach* to help public libraries plan physical spaces.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------

Comments: _____

17. Have the following sources for school library media centers been consulted?

- a) The American Association of School Librarians has many excellent facilities planning suggestions on its website: www.ala.org/ala/mgrps/divs/aasl/index.cfm.
- b) Rolf Erikson and Carolyn Markuson, *Designing a School Library Media Center for the Future*. This book will help school librarians anticipate needs and participate in the planning process with the architect, consultant(s), building committee, and administrators.
- c) Thomas L. Hart, *The School Library Media Facilities Planner*. This book is full of suggestions for all stages of the facility planning process, whether new construction or remodeling. The book shows exemplary facilities along with success stories and problems encountered. It includes a glossary and appendixes with model policies and planning documents. A companion DVD takes the viewer on tours of several new or remodeled school libraries.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------

Comments: _____

18. Has LAMA's *Building Blocks for Library Space* been consulted? This is a great source for specifying spaces required for library furniture and equipment.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------

Comments: _____

19. Has the California State Library's Libris Design Planning Documentation website been consulted (www.librisdesign.org/docs/index.html)? Libris Design is a library facility-planning database that assists local library officials with the planning of public library buildings. It includes a website with recent information on facility planning topics, a database of recently constructed California public libraries, an area for users to communicate with one another, user help documentation, and a trial version of the Libris Design database.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------

Comments: _____

D. Joint Use Considerations

1. Is there another organization on the campus or in the community that may offer synergy to the library by sharing facilities?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------

Comments: _____

	YES	NO	N/A
2. Is there another library or other organization that may offer potential synergy for a joint use facility? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Do the missions of the libraries considering a joint facility have enough in common to enhance the chances of success? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Are there possible efficiency and cost savings from having a joint facility? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Can the quality and quantity of service be improved for both libraries through a joint facility? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. If a joint facility is selected, has a joint interagency agreement been negotiated? Some factors to be considered in the agreement are the following:			
a) <i>Governance.</i> A written agreement is strongly recommended, and it should list the parties entering into the agreement. The agreement should provide a clear demarcation of responsibility.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) <i>Funding.</i> It is important to determine and put into an agreement the financial responsibilities of each party. This includes both capital and operational costs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) <i>Ownership of assets.</i> The agreement should clarify the ownership of assets brought into the shared library (such as equipment, collection, etc.) and how ownership will be determined in the event of termination of the combined library agreement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) <i>Hours of operation.</i> The agreement should list the hours of operation of both libraries and whether either partner has restrictions on use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) <i>Staffing.</i> Because a combined library is two libraries sharing one facility, it is recommended that local staffing requirements for both types of libraries be met. The two staffs may have different certification or licensing requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) <i>Volunteers.</i> Some libraries rely on youth and parent volunteers, and the other library may not use as many volunteers, if any.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) <i>Collections.</i> Care must be taken to develop collections that are responsive to the needs of both sets of users.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) <i>Changes.</i> How will changes in any of the above policies be determined? The agreement must be flexible enough to allow modifications as conditions change.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) <i>Termination of the agreement.</i> If for some reason a termination is desired in the future, the agreement should state the conditions related to such termination.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			

YES NO N/A

E. Alternatives to New Construction

1. Has the collection been weeded to eliminate unneeded books and media that take up space in the library?

Comments: _____

2. Has the library's programming been reviewed, and programs eliminated that are no longer required and that take up space in the library?

Comments: _____

3. Is it possible to renovate and refurbish existing spaces (improving the quality of the spaces and the ability of their occupants to work within them productively) in order to update spaces for electronics, better customer service, and atmosphere?

Comments: _____

4. Is it possible to install high-density stacks to provide more book storage within the same book stack floor space area?

Comments: _____

5. Has the library investigated a storage facility for low-use books and journals, and other little-used media and archival materials?

Comments: _____

6. Has the library investigated leased space for public and nonpublic sections and activities that could function effectively outside the library in another location?

Comments: _____

7. Has the library investigated adjacent buildings that might be acquired in order to add square footage to the existing library?

Comments: _____

8. Has the library investigated modular buildings and/or kiosks that might be acquired instead of new construction?

Comments: _____

YES NO N/A

F. Selecting a Library Building Consultant

1. Is there someone on staff who has the necessary planning knowledge and experience regarding the functional needs and requirements of library buildings? If not, a library building consultant should be retained. YES NO N/A

Comments: _____

2. Has the consultant been retained at the very start of the building planning process so that he or she can take part in every step of the project? YES NO N/A

Comments: _____

3. Is the consultant listed in the Library Consultants Directory Online (www.rburgin.com/libraryconsultants/)? YES NO N/A

Comments: _____

4. Does the consultant have broad and diversified technical experience in planning new buildings, renovations and additions, and conversion of other buildings into library buildings? YES NO N/A

Comments: _____

5. Does the consultant have the organizational and record-keeping skills needed to document and respond to key events and activities during the project? YES NO N/A

Comments: _____

6. Does the consultant have the personal characteristics, experience, and skills necessary to assist a library in its unique planning and building needs? YES NO N/A

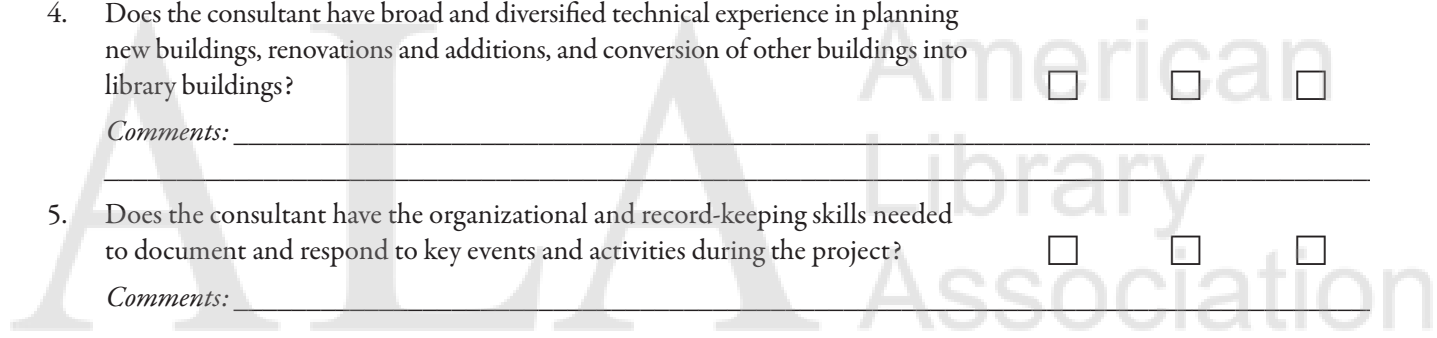
Comments: _____

7. Does the consultant have the written and verbal communication skills required to interact with all stakeholders? YES NO N/A

Comments: _____

8. Does the consultant have the political skills necessary to listen and respond to the concerns of all who may have a stake in the building project? YES NO N/A

Comments: _____



- | | YES | NO | N/A |
|---|--------------------------|--------------------------|--------------------------|
| 9. Does the building consultant have the ability to explain a point of view and to persuade others of the importance of carrying out the consultant's recommendations? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Comments:</i> _____ | | | |
| 10. Will the consultant provide advice on the selection of the architect and other members of the building's technical planning team? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Comments:</i> _____ | | | |
| 11. Is the consultant's schedule flexible enough for him or her to be available for meetings with the library's planning committee when required? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Comments:</i> _____ | | | |
| 12. Is the consultant available by telephone, mail, or electronic communication to answer questions and provide guidance when his or her physical presence is not required? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Comments:</i> _____ | | | |

G. Choosing an Architect

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 1. Does the library staff play a major role in selecting the architect? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Comments:</i> _____ | | | |
| 2. Has the group responsible for selection of the architect developed selection criteria? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Comments:</i> _____ | | | |
| 3. Does the architect selection process include the following? | | | |
| a) Announcement of the proposed project in an official publication used by the client organization or in the general press | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Requests for proposals and/or information | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Submittals by interested firms | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Provision of standardized forms so that a uniform evaluation of firms may take place | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) Evaluation based on the selection criteria developed by the group responsible for selection of the architect | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f) Interviews with the "short list" of firms that the selection group has decided best meet the selection criteria | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g) Ranking of the top firms to identify the best-qualified firms | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

YES NO N/A

h) Selection of the top-ranked firm based on the interview discussions and the selection criteria

i) Notification of unsuccessful firms, and a debriefing as to why they were not selected

Comments: _____

4. Although not necessarily recommended, does the selection process involve

a) Limited or open architectural competitions?

b) Design/build competitions?

c) Bidding among various competitors?

Comments: _____

5. Is the architectural firm an individual, a partnership, a corporation, or a joint venture? _____

Comments: _____

6. Will the person who presents for the architectural team be involved in the project?

Comments: _____

7. Who will be in charge of designing the project? _____

Comments: _____

8. Who will supervise the project from design to completion? _____

Comments: _____

9. Is the architect or architectural firm registered to practice in the state?

Comments: _____

10. Is the architect of record registered to practice in the state?

Comments: _____

11. Are all key personnel and subconsultants involved in the project from the architect's office identified?

Comments: _____

YES NO N/A

12. Are the architect's support team members identified (the landscape architect, civil engineer, structural engineer, acoustic engineer, mechanical engineer, electrical engineer, ADA compliance officer, and any other key specialists involved in the project)?

Comments: _____

13. Are all members of the architect's support team part of the firm, or does the architect retain them as subconsultants?

Comments: _____

14. Does the architect's organization provide enough resources for the project?

Comments: _____

15. Does the architect have experience working with public agencies?

Comments: _____

16. Does the architect have prior experience in designing libraries? In some cases, it may be advantageous to have an architect who has not worked on a library building.

Comments: _____

17. If the architect has not worked with libraries, does he or she have a plan to become knowledgeable about library needs? This may require a library building consultant, preferably retained by the client.

Comments: _____

18. Is the architect an empathetic listener, willing to understand library needs?

Comments: _____

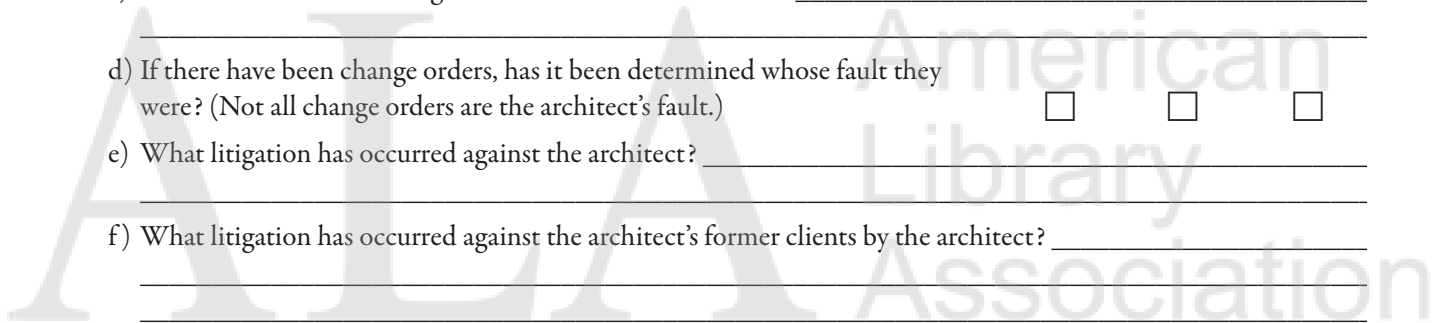
19. How will the architect gather information about library operations, the project site, and so forth? _____

Comments: _____

20. What is the architect's design philosophy? _____

Comments: _____

	YES	NO	N/A
21. Will the architect place library needs before design considerations? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Does the architect's workload allow the firm to devote adequate time and energy to the project? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Does the architect have solid reference reports from past clients? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. In projects completed by the architect:			
a) Did the projects come in at or under budget?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Did the projects come in on time?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) What is the extent of change orders in number and dollars? _____			
d) If there have been change orders, has it been determined whose fault they were? (Not all change orders are the architect's fault.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) What litigation has occurred against the architect? _____			
f) What litigation has occurred against the architect's former clients by the architect? _____			
<i>Comments:</i> _____			
25. Does the architect have written and verbal communication skills required for interacting with all stakeholders? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Does the architect have the political skills necessary to listen and respond to the concerns of all external and internal building-project stakeholders? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Does the architect have the ability to explain the reasons for a point of view and to persuade others of the importance of carrying out his or her recommendations? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Does the architect's proposed fee fit into the fee guidelines of the American Institute of Architects? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



- | | YES | NO | N/A |
|--|--------------------------|--------------------------|--------------------------|
| 29. Is the architect's proposed fee within the library's budget? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Comments:</i> _____ | | | |
| _____ | | | |

H. Choosing a Contractor

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 1. Will the award of the construction contract be made by a competitive bidding process? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Comments:</i> _____ | | | |
| _____ | | | |
| 2. Is a call or invitation to bid advertised in an official publication used by the client organization or in the general press? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Comments:</i> _____ | | | |
| _____ | | | |
| 3. For purposes of soliciting bids and awarding a contract, has the library declared who the "owner" is? (Usually the owner has legal and financial jurisdiction over the operations of the library.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Comments:</i> _____ | | | |
| _____ | | | |
| 4. Does the bidding period extend for four to six weeks so that potential bidders may prepare their bids? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Comments:</i> _____ | | | |
| _____ | | | |
| 5. Are standardized bid forms provided so that a uniform evaluation of contractors may take place? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Comments:</i> _____ | | | |
| _____ | | | |
| 6. Are the architect and a library representative available to answer technical questions from potential bidders during the bid period? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Comments:</i> _____ | | | |
| _____ | | | |
| 7. Have a time and place been specified for opening bids? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Comments:</i> _____ | | | |
| _____ | | | |
| 8. During the bid opening, are all bids made public? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Comments:</i> _____ | | | |
| _____ | | | |

YES NO N/A

9. After bids are received, are they “taken under advisement” by the owner so that the bids may be analyzed? YES NO N/A

Comments: _____

10. During the bid analysis period, and before the contract is awarded, consider the following.

- a) Has the lowest bidder been checked for responsibility? YES NO N/A
- b) Is the submitted bid complete, accurate, and in compliance with the requirements, drawings, and specifications provided by the owner? YES NO N/A
- c) Does the contractor have sufficient staff to execute the scope of the project? YES NO N/A
- d) Has the contractor been in business long enough to establish a track record? YES NO N/A
- e) What references does the contractor provide? _____

- f) What is the contractor’s record in successfully completing other projects? _____

- g) Does the contractor usually complete projects in the period specified? YES NO N/A

- h) Has any litigation occurred against the contractor? YES NO N/A

- i) What litigation has the contractor brought against previous clients and/or architects? _____

- j) What is the reputation of the subcontractors that the contractor has specified? _____

- k) Does the contractor have the necessary insurance and bonds to protect the owner as called for in the legal and financial specifications? YES NO N/A

- l) Does the contractor have the appropriate licenses to do the job? YES NO N/A

Comments: _____

11. Is the bid awarded to the lowest responsible bidder? YES NO N/A

Comments: _____

I. Architectural Design

1. Does the library design proposed by the architect meet the building program requirements? YES NO N/A

Comments: _____

2. Does the design have the character and power to make the library building a focus for its community or campus? YES NO N/A

Comments: _____

	YES	NO	N/A
3. Does the design take full advantage of all positive features of the site? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Does the design compensate to the best degree possible for the negative aspects of the site? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Is the architectural character distinctive in appearance, yet in harmony with its surroundings? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Does the design welcome users and encourage nonusers to enter and investigate the library? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Does the design create a building that is unmistakably public in character and function, yet very comfortable and nonintimidating for the user? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Is the interior design in harmony with the exterior of the library? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Do interior finishes create a space that is inviting to users, yet able to withstand the wear and tear of heavy public use? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Does the design provide flexibility to take advantage of changes in library products and services, and roles and activities as well as technology? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Does the design consider light, books, people, and the surrounding space as integral to one another? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Does the design express symbolically the important values of knowledge and learning? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

YES NO N/A

13. Does the design “sell” the products and services of the library by incorporating design features used successfully in retail merchandising?

Comments: _____

14. Does the design solve the paradoxical needs within a library for spatial openness and seclusion by creating the following?

a) The ability to orient oneself within the visible total enclosure yet feel anchored to a particular part of it

b) The possibility of easy supervision by staff without the sense of being left exposed in a large impersonal space

c) A gradation of different spaces within the library, ranging from open areas of public activity to alcoves of semiprivate activity

d) Areas that have a sense of intimacy within the overall public setting

e) A wide variety of reading areas so that users have many choices to fit their mood or reading environment needs

f) A clear understanding upon entry to the library (and while moving within the library) of the general purpose of each library area

g) Clearly visible staff areas as a means for bringing information, services, and people together

Comments: _____

15. Does the library design plan encourage efficient traffic patterns from outside the structure into the building?

Comments: _____

16. Does the library design plan encourage efficient traffic patterns within the building?

Comments: _____

17. Does the library design provide for the maximum use of self-service by the library’s customers?

Comments: _____

18. Does the design reflect the unique natural climate of the region where the library is located?

Comments: _____

19. Are windows treated or shaded to prevent the hot and damaging rays of the sun from penetrating the interiors?

Comments: _____

	YES	NO	N/A
20. Does the design provide flexibility in the placement of lighting fixtures, air ducts and registers, electrical power, and communication linkages to provide long-term flexibility?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			
21. Does the spacing of columns, shafts, and other architectural elements provide flexibility and the effective use of space?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			
22. Does the modular system employed meet the unique space needs of the library?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			

Library Site Selection

YES NO N/A

A. General Conditions

- | | | | | |
|----|--|--------------------------|--------------------------|--------------------------|
| 1. | Is the site conveniently located to the population served by the library? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <i>Comments:</i> _____ | | | |
| 2. | Does the site provide high visibility and identification to the population served? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <i>Comments:</i> _____ | | | |
| 3. | Is the site affordable? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <i>Comments:</i> _____ | | | |
| 4. | Will the site provide visibility of the building and its function from the street? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <i>Comments:</i> _____ | | | |
| 5. | Is a library an appropriate use of the land parcel in question? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <i>Comments:</i> _____ | | | |
| 6. | Will the site retain or enhance the natural contours of the land? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <i>Comments:</i> _____ | | | |

	YES	NO	N/A
7. Is the site zoned for a library? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. If not, is future library zoning possible? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Are there existing structures on the site that must be demolished? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. If an existing structure must be demolished, does it present asbestos, lead paint, or unusual environmental problems? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. If the library is to be a branch of a public library system, are there overlapping service areas from other branches in the system? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. If the library is to be a branch of a college or university system, does the site provide ease of access for communication, transportation, and supply to the branch from other library service points? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Will the use of the site for a library add aesthetic value or other amenities to the neighborhood? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Are there liabilities or nuisance factors from adjacent properties and their activities? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Will the use of the site for a library have any negative impact on the surrounding areas? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Will the library fit in with the architectural style of neighboring buildings? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Will the building work with the traffic flow of adjacent areas? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

YES NO N/A

B. Location

- | | YES | NO | N/A |
|--|--------------------------|--------------------------|--------------------------|
| 1. Does the population being served consider the location of the site satisfactory and acceptable?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Is the site accessible to all segments of the community being served?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Is the site relatively close to the part of the community that is understood to be the most active and that will generate the most use?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Is the site appropriate for the library given its function and clientele?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Would library usage | | | |
| a) Increase if another site were selected? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Decrease if another site were selected? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Stay the same if another site were selected? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Comments:</i> _____ | | | |
| 6. Will this location best meet the library objective of providing materials and services to the greatest number of people at the lowest cost?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Is the location in an area that is frequently visited by members of the community for daily activities such as going to class, shopping, working, and seeking out other services?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Is the site located near commercial, retail, cultural, and other activities within the community?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Does the proposed site present a safety issue for patrons and library staff?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

YES NO N/A

10. For public libraries, is the choice of location driven by the same factors that influence retail site selection? (A good rule of thumb is to get the site on the opposite corner from a McDonald's.)

Comments: _____

C. Accessibility

1. Is the site easily accessible to those living in the area served?

Comments: _____

2. For academic libraries, is the library located to best serve the interests and unique needs of the college or university?

A number of factors should be considered:

- For many institutions, the library is located in the center of the campus in order to link parts of the campus together. Most academic libraries are considered the heart of the campus, and the preferred location might be in the center of the campus.
- Libraries that serve primarily a commuter population might want to locate the library building near the transportation hub.
- Because the library needs to serve the entire population of the campus, it might be located at a site convenient to most classrooms.
- If departmental or special subject libraries exist, the library site's relationship to the other libraries might need to be considered.

Comments: _____

3. For school libraries, the following accessibility factors should be considered. Is the library close to

a) The study hall, to permit easy entry and return of students?

b) The theater or auditorium, to provide good access to projection and taping equipment and to other graphic and audiovisual support services?

c) A computer laboratory, to permit access to additional computers and peripheral equipment?

d) The teacher workroom, to encourage teachers to use the center and to put equipment and resources within reach?

e) The outside, to permit easy delivery of materials and after-hours access?

Comments: _____

4. Can the greatest number of potential customers easily reach the site?

Comments: _____

	YES	NO	N/A
5. Are travel times from target population areas to the library acceptable? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Have automobile traffic patterns near the library been considered? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Is the site located on a busy highway that will require a separate street-type entrance or driveway? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Is the site accessible to public transportation? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Is bicycle access encouraged and facilitated? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Are there sidewalks for pedestrian access? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Is the site conveniently accessible to private vehicle transportation? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Does the entrance to the library provide adequate space and ease of accessibility to accommodate all arriving individuals and groups at all times? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D. Size

1. Does the site provide adequate space for current needs? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Will the site provide room for future expansion and/or remodeling? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the site include enough space for appropriate amenities such as green space and landscaping? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- | | YES | NO | N/A |
|--|--------------------------|--------------------------|--------------------------|
| 4. Is the site large enough to accommodate on-site parking?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Does the property contain possible easements that may influence the type of construction that may take place on the site?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Does the property accommodate adequate setbacks to meet zoning and aesthetic considerations?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Is the property configuration adequate for successful completion of the building project?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Is there enough space on the property and/or adjacent to it for staging during construction?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

E. Environmental Issues

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 1. Has an environmental impact report been made for the proposed site?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Is the site oriented so that it is possible to take advantage of solar energy and/or photovoltaic (PV) systems?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Are complications likely to arise from the nature of the ground beneath the building?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Does the site have adequate drainage?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

	YES	NO	N/A
5. Is the site above the level of a 100-year flood plain? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Has a subsurface probe been done to examine soil conditions, utilities, and other factors? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Has the site been improved—that is, are curbs, gutters, water, sewers, and electricity available? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Are there any natural or artificial barriers that limit either access to or usability of the site? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Are there any hidden problems of geology, topography, archaeology, buried objects, or toxic waste? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Does the site present issues with indigenous peoples or endangered species? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Do neighboring facilities pose possible environmental/nuisance problems? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Has the condition of the soil been tested to determine the stability of the site or any underground site problems? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. If the site is sloped, are there possible advantages or disadvantages to the slope? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3

Sustainable Design

YES NO N/A

Many of the following checklist items are adapted from the U.S. Green Building Council recommendations.

A. Sustainable Sites

1. Is the new building or renovation designed and constructed in ways that preserve the natural outdoor environment and promote a healthful indoor habitat?

Comments: _____

2. Is the building project designed to avoid an adverse impact on the natural state of the air, land, and water by using resources and methods that minimize pollution and waste and that do not cause permanent damage to the earth, including erosion?

Comments: _____

3. Is the building designed to take the maximum advantage of passive and natural sources of heat, cooling, ventilation, and light?

Comments: _____

4. Are innovative strategies and technologies, such as porous paving to conserve water and reduce effluent and runoff, employed?

Comments: _____

YES NO N/A

5. Is the project planned to reduce the need for individual automobiles, to use alternative fuels, and to encourage public and alternative modes of transportation such as bicycles?

Comments: _____

6. Is it possible to locate the library within one-half mile of an existing (or planned and funded) commuter rail, light rail, or subway station?

Comments: _____

7. Does the building provide secure bicycle racks and/or storage within 200 yards of a building entrance?

Comments: _____

8. Are there shower and changing facilities in the building, or within 200 yards of a building entrance? (Such facilities will be appreciated by bicycle commuters and will gain points in the LEED rating.)

Comments: _____

9. Does the library provide preferred parking for low-emitting and hybrid fuel-efficient vehicles equal to 5 percent of the total vehicle parking capacity of the site, and at least one designated carpool drop-off area?

Comments: _____

10. Is the library building planned for a sustainable site?

Some inappropriate sites include the following:

- Prime farmland as defined by the U.S. Department of Agriculture
- Previously undeveloped land whose elevation is lower than 5 feet above the elevation of the 100-year flood plain as defined by FEMA (Federal Emergency Management Agency)
- Land that is specifically identified as habitat for any species on federal or state threatened or endangered lists
- Land within 100 feet of any wetlands as defined by the U.S. Code of Federal Regulations
- Previously undeveloped land that is within 50 feet of a water body, defined as seas, lakes, rivers, streams, and tributaries that support or could support fish, recreation, or industrial use, consistent with the terminology of the Clean Water Act
- Land that prior to acquisition for the project was public parkland, unless land of equal or greater value as parkland is accepted in trade by the public landowner

Comments: _____

	YES	NO	N/A
11. Is it possible for the library site to rehabilitate damaged sites where development is complicated by environmental contamination, thereby reducing pressure on undeveloped land?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			
12. Do greenfield sites limit all site disturbances to the least possible area beyond the building perimeter? (Greenfield sites are areas of land that have not previously been built on and that might well be put to agricultural or amenity use. Sites that have been previously built on and that have been or can be cleared for redevelopment are referred to as brownfield sites.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			
13. On previously developed or graded brownfield sites, is it possible to restore the site with native or adapted vegetation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			
14. Is it possible to reduce the development footprint (defined as the total area of the building footprint, hardscape, access roads, and parking) and/or provide vegetated open space within the project boundary to exceed the local zoning code's open space requirement for the site?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			
15. Is it possible to implement a stormwater management plan that reduces impervious cover, promotes infiltration, and captures and treats the stormwater runoff from 90 percent of the average annual rainfall using acceptable best management practices (BMPs)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			
16. To lessen the impact on microclimates and on human and wildlife habitats, can heat islands (thermal gradient differences between developed and undeveloped areas) be minimized through shade, paving materials, and an open-grid pavement system?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			
17. Can roofing materials and/or a vegetated roof be used to reduce thermal heat islands?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			
18. Can the light trespass from the building and site be minimized to reduce sky glow to increase night sky access, improve nighttime visibility through glare reduction, and reduce development impact on nocturnal environments?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			

- | | YES | NO | N/A |
|---|--------------------------|--------------------------|--------------------------|
| 19. Is it possible to make the library a more integrated part of the community by enabling the building and its grounds to be used for nonlibrary events and functions? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments: _____

B. Water Efficiency

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 1. Is only captured rainwater, recycled wastewater, recycled gray water, or water treated and conveyed by a public agency specifically for nonpotable uses employed for irrigation? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|---|--------------------------|--------------------------|--------------------------|

Comments: _____

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 2. Has landscaping (native plants) been installed that does not require permanent irrigation systems? Temporary irrigation systems used for plant establishment should be removed within one year of installation. Native plants in a particular area are those that were growing naturally in the area before humans introduced plants from distant places. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--|--------------------------|--------------------------|--------------------------|

Comments: _____

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 3. Has potable water use for building sewage conveyance been reduced by installing water-conserving fixtures (water closets, urinals) or using nonpotable water (captured rainwater, recycled gray water, and on-site or municipally treated wastewater)? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|---|--------------------------|--------------------------|--------------------------|

Comments: _____

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 4. Are high-efficiency fixtures and dry fixtures such as composting toilet systems and non-water-using urinals used to reduce wastewater? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|---|--------------------------|--------------------------|--------------------------|

Comments: _____

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 5. Has reuse of stormwater and gray water for nonpotable applications such as toilet and urinal flushing, mechanical systems, and custodial uses been considered? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|---|--------------------------|--------------------------|--------------------------|

Comments: _____

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 6. Has refrigeration equipment using once-through cooling with potable water not been used? Not using this type of system increases water efficiency and reduces the burden on the municipal water supply and wastewater systems. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|---|--------------------------|--------------------------|--------------------------|

Comments: _____

YES NO N/A

C. Energy and Atmosphere

- | | | | | |
|-------|---|--------------------------|--------------------------|--------------------------|
| 1. | Are the building envelope and systems designed to maximize energy performance? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <i>Comments:</i> _____ | | | |
| <hr/> | | | | |
| 2. | Has a computer simulation model been used to assess the energy performance and to identify the most cost-effective energy efficiency measures? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <i>Comments:</i> _____ | | | |
| <hr/> | | | | |
| 3. | Have on-site renewable energy systems been employed to offset building energy costs? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <i>Comments:</i> _____ | | | |
| <hr/> | | | | |
| 4. | Can all or part of the energy needs of the building be met by green power? Green power is derived from solar, wind, geothermal, biomass, or low-impact hydro sources. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <i>Comments:</i> _____ | | | |
| <hr/> | | | | |
| 5. | Are the building's energy-related systems regularly inspected, calibrated, and verified to determine that they perform according to the installed requirements, basis of design, and construction documents? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <i>Comments:</i> _____ | | | |
| <hr/> | | | | |
| 6. | Have refrigerants and HVAC&R (Heating, Ventilating, Air-Conditioning, and Refrigerating) systems been selected that minimize or eliminate the emission of compounds that contribute to ozone depletion and global warming? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <i>Comments:</i> _____ | | | |
| <hr/> | | | | |
| 7. | Is there zero use of CFC-based refrigerants in the building's HVAC&R systems? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <i>Comments:</i> _____ | | | |
| <hr/> | | | | |
| 8. | Are there fire suppression systems that contain ozone-depleting substances (CFCs, HCFCs, or halons)? Substitutes might be a fire detection system and a zoned sprinkler system. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <i>Comments:</i> _____ | | | |
| <hr/> | | | | |
| 9. | Have photovoltaic cells been planned to help generate electricity? Photovoltaic cells convert light into electricity at the atomic level. A cost-benefit analysis should be done to determine the economic benefits of photovoltaics. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <i>Comments:</i> _____ | | | |
| <hr/> | | | | |

YES NO N/A

D. Materials

1. In planning for a new library building, has the reuse of existing buildings, including structure, envelope, and interior nonstructural elements, been considered? YES NO N/A

Comments: _____

2. Has construction, demolition, and land-clearing debris been diverted from disposal in landfills and incinerators to recycling? (Redirect recyclable recovered resources back to the manufacturing process. Redirect reusable materials to appropriate sites.) YES NO N/A

Comments: _____

3. Have opportunities to incorporate salvaged materials into building design been considered and potential material suppliers been researched? (Salvaged materials such as beams and posts, flooring, paneling, doors and frames, cabinetry and furniture, brick, and decorative items should be considered.) YES NO N/A

Comments: _____

4. Have materials with recycled content been considered for use in new construction? YES NO N/A

Comments: _____

5. Is the building constructed and operated using materials, methods, and mechanical and electrical systems that ensure a healthful indoor air quality, while avoiding contamination by carcinogens, volatile organic compounds, fungi, molds, bacteria, and other known toxins? YES NO N/A

Comments: _____

6. Are copy rooms and similar spaces that emit possibly toxic substances equipped with their own dedicated air exhaust systems? YES NO N/A

Comments: _____

7. Are particleboards that emit formaldehyde prohibited in the building? YES NO N/A

Comments: _____

8. Are only solvent-free paints specified for the project? YES NO N/A

Comments: _____

9. Are low-emitting, solvent-free adhesives specified for the project? YES NO N/A

Comments: _____

	YES	NO	N/A
10. Is furniture constructed without particleboards that emit formaldehyde? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. In evaluating the environmental performance of materials used in the building, have the following been considered?			
a) Energy efficient and with low embodied energy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Made of renewable materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Made of postconsumer recycled materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Made of postindustrial recycled materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Made of certified wood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Healthy for indoor air—low VOC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Healthy for the atmosphere—no CFCs or HCFCs used in manufacturing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Nontoxic in use, production, or at end of useful life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Made of salvaged materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Recyclable at end of useful life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Simple to install without dangerous adhesives, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) Made near the building site—low transportation impacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) Efficient/resourceful/reusable packaging <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Is there a project goal for locally sourced materials, and have those materials and material suppliers that can achieve this goal been identified? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Have rapidly renewable building materials and products (made from plants that are typically harvested within a ten-year cycle or shorter) been specified? Consider materials such as bamboo, wool, cotton insulation, agrifiber, linoleum, wheatboard, strawboard, and cork. <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Is there an easily accessible area that serves the entire building and is dedicated to the collection and storage of nonhazardous materials for recycling, including (at a minimum) paper, corrugated cardboard, glass, plastics, and metals? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

E. Indoor Environmental Air Quality

1. Is smoking prohibited in the building? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
---	--------------------------	--------------------------	--------------------------

	YES	NO	N/A
2. Are any exterior designated smoking areas at least 25 feet away from entries, outdoor-air intakes, and operable windows? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Is there a permanent monitoring system that provides feedback on ventilation system performance to ensure that ventilation systems maintain design minimum ventilation requirements? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Is there a building "flushout" after construction ends and prior to occupancy and after all interior finishes are installed? A building flushout is performed by supplying a total air volume of 14,000 cubic feet of outdoor air per square foot of floor area while maintaining an internal temperature of at least 60 degrees Fahrenheit and relative humidity no higher than 60 percent. <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Are carbon dioxide concentrations within all densely occupied spaces (those with a design occupant density greater than or equal to twenty-five people per 1,000 square feet) monitored? CO ₂ monitoring locations should be between 3 feet and 6 feet above the floor. <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Are any sources of chemicals that could be hazardous to occupants isolated? This may include separating copiers into spaces that can be properly ventilated so that the ozone from the copiers does not affect the entire library. This will also include keeping the pollutants from the streets, sidewalks, and parking lots out of the library by having effective walk-off mats at all main entryways. <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Are the HVAC&R system's outdoor-air intakes located as high as possible above the ground and far enough away from the exhaust ducts to reduce the intake of ground-level air pollution (exhaust from traffic)? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Are air filters designed to be easy to access and to clean and/or replace? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Are stainless-steel-strip bird guards installed over the horizontal rooftop outdoor-air intakes to prevent birds from settling on the grating and polluting the shafts below? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- | | YES | NO | N/A |
|---|--------------------------|--------------------------|--------------------------|
| 10. Has the exposed fiberglass (porous insulation) within the HVAC&R system been encapsulated to eliminate amplification sites for fungal and bacterial microorganisms? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Comments:</i> _____ | | | |
| _____ | | | |
| 11. Is the rate of ventilation with outdoor air at the rate of 25 cubic feet per minute? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Comments:</i> _____ | | | |
| _____ | | | |

F. Lighting and Day Lighting

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 1. Is lighting used for | | | |
| a) Aesthetics to illuminate the exterior of the library and landscape? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Security to illuminate the grounds near the library, driveways, and parking areas? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Utility to illuminate the building, driveways, and parking areas to help people navigate safely to and from the library? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Comments:</i> _____ | | | |
| _____ | | | |
| 2. Is day lighting used as a passive strategy to improve the indoor environmental quality of the library? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Comments:</i> _____ | | | |
| _____ | | | |
| 3. If day lighting is used, is there a daylight sensor to control the lights in day-lit spaces? Using photosensors in day-lit spaces to control dimmable ballasts will allow a system to work without being actively operated by occupants. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Comments:</i> _____ | | | |
| _____ | | | |
| 4. Is there a system to reduce the amount of time that lights are on? This can be accomplished by using dimmers and other lighting controls that turn off unneeded lights when a space is not occupied. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Comments:</i> _____ | | | |
| _____ | | | |
| 5. Is wattage reduced by replacing bulbs or entire fixtures with bulbs and fixtures that provide the same amount or greater amounts of light but with reduced electricity usage? Today, this can be accomplished most easily by replacing inefficient incandescent bulbs with incandescent/halogen bulbs or compact fluorescent bulbs. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Comments:</i> _____ | | | |
| _____ | | | |

YES NO N/A

G. Roofs

1. Has a green roof been considered? A green roof system is an extension of the existing roof and includes a high-quality waterproofing and root-repellant system, a drainage system, filter cloth, and lightweight, growing plants and vegetation. Green roof development involves the creation of “contained” green space on top of a human-made structure. This green space could be below, at, or above grade, but in all cases the plants are not planted in the ground. Green roofs can provide a wide range of public and private benefits.

Comments: _____

2. If a green roof is not used, has a cool roof been considered? Cool roofs use materials that reflect the sun’s energy and help keep the indoor temperature down, reducing the heat load and requirements on the cooling system in the warmer months. Reflective or light-colored roofing materials are particularly recommended in hot and humid environments.

Comments: _____

3. Has a roof with a photovoltaic (PV) energy system been considered? Photovoltaic systems convert sunlight directly into electricity.

Comments: _____

ALA American Library Association

4

General Exterior Considerations

YES NO N/A

A. Landscaping

- | | | | | |
|----|---|--------------------------|--------------------------|--------------------------|
| 1. | Has the landscape design been considered early in the planning and design stage? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <i>Comments:</i> _____ | | | |
| 2. | Has a landscape architect been retained as one of the architect's subconsultants? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <i>Comments:</i> _____ | | | |
| 3. | Does the landscape design enhance the overall design of the building? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <i>Comments:</i> _____ | | | |
| 4. | Does the landscaping complement and enhance the site and adjoining neighborhood? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <i>Comments:</i> _____ | | | |
| 5. | Is the landscaping visually satisfying and inviting? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <i>Comments:</i> _____ | | | |
| 6. | Is the landscaping design in harmony with the climatic zone of the library site? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <i>Comments:</i> _____ | | | |

YES NO N/A

7. Has xeriscape been considered?

Xeriscape is a combination of commonsense landscaping principles that save water while creating a lush and colorful landscape. It includes the following steps:

- Plan and design the landscape project.
- Create practical turf areas of manageable sizes, shapes, and appropriate grasses. Turf is used to enhance the landscaping and is used judiciously.
- Select and group plants appropriately. Different plants have different light, soil, and water requirements.
- Use soil amendments like compost or manure as needed by the site and the types of plants used.
- Use mulches such as woodchips to reduce evaporation and to keep the soil cool.
- Irrigate efficiently with properly designed systems (including hose-end equipment) and by applying the right amount of water at the right time.
- Maintain the landscaping by mowing, weeding, pruning, and fertilizing properly.

Comments: _____

8. Do the plants selected provide pleasing colors and textures throughout all seasons of the year?

Comments: _____

9. Is the landscaping designed from both an interior and exterior perspective to enhance the experience when one looks toward the library and looks out from the library?

Comments: _____

10. Is there an adequate amount of good soil?

Comments: _____

11. Is there adequate drainage?

Comments: _____

12. Are the plants selected appropriate to the amount of sun and/or shade they will receive?

Comments: _____

13. Do trees and shrubs enhance the building's energy and water conservation efforts?

Comments: _____

14. Are the plants and shrubs selected not subject to damaging attacks by insects or disease?

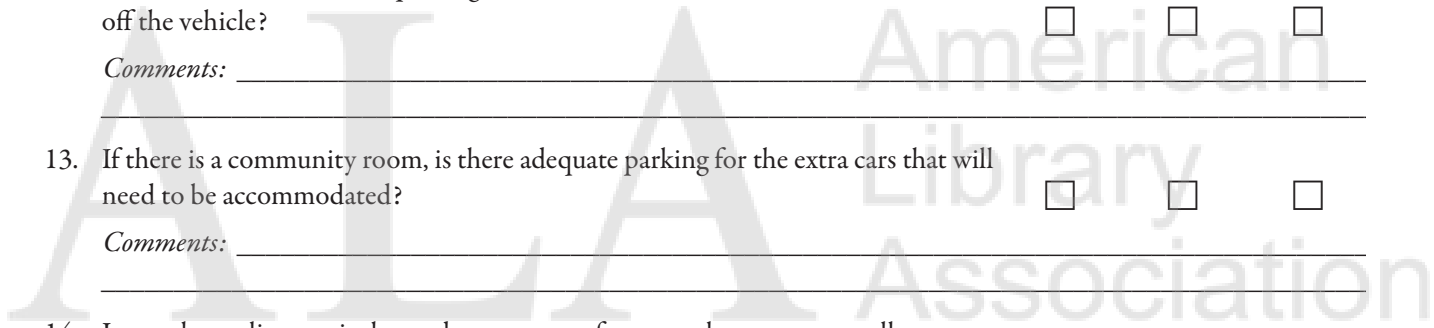
Comments: _____

- | | YES | NO | N/A |
|--|--------------------------|--------------------------|--------------------------|
| 15. Can the landscaping be easily and inexpensively maintained?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. Is there an automatic irrigation system in place?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. Is the parking area landscaped in conformance with local codes and regulations?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. Is a local garden club or community organization willing to provide volunteer gardening as a public service?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

B. Parking

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 1. Are there sufficient parking spaces for staff as well as customers during all service hours?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Does the site provide adequate parking spaces to meet institutional and local parking codes?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Do handicapped parking spaces meet or exceed ADA regulations in both number and specifications?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Is parking convenient to the library's entrances?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Is the parking area well lit at night?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Is there adequate parking for large cars and trucks?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. If there is a parking garage, is it close to the library's main entrance?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

	YES	NO	N/A
8. Is the parking garage well identified from the street? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Is the parking garage secure and well lit at all times? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Can cars easily get in and out of parking lots and/or structures? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. If the library has an employee recognition program, is there a designated parking space for “staffer of the month” very near the staff or receiving entrance? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. If there is a bookmobile, is parking convenient for staff to move materials on and off the vehicle? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. If there is a community room, is there adequate parking for the extra cars that will need to be accommodated? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. In northern climates, is there adequate room for snowplow access as well as snow stacking space? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Does the library subsidize parking if free parking is not available? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. If the library parking is metered, does the library provide convenient coin-changing machines? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. If the library does not provide parking, is public parking available nearby? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



YES NO N/A

C. Building Exterior

1. Is the building aesthetically pleasing during the day and night?

Comments: _____

2. Is the fenestration arranged to take maximum advantage of natural light and the best views, while allowing use of floor and wall space inside the building?

Comments: _____

3. Will sunlight, glare, and excessive ultraviolet rays be controlled architecturally?

Comments: _____

4. Are all exterior architectural features and surfaces constructed of easily maintained materials?

Comments: _____

5. Do walls have a hard texture that is not easily scratched?

Comments: _____

6. Do walls have a graffiti-repellent coating?

Comments: _____

7. Do all exterior access walks and surfaces meet ADA requirements?

Comments: _____

8. Are all walkways and ramps leading into the building well lit?

Comments: _____

9. In northern areas, do sidewalk lamps give off heat to help melt snow and ice?

Comments: _____

10. Are walkway surfaces stable and firm?

Comments: _____

11. Are walkway surfaces slip-resistant?

Comments: _____

- | | YES | NO | N/A |
|--|--------------------------|--------------------------|--------------------------|
| 12. Are stair steps uniform in height and width?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Is there a separate staff entrance?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. Are public telephones available outside?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. Is there provision for storage of lawn mowers, snowblowers, and other outside equipment?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. Is there provision outside for vandal-proof faucets and electrical outlets?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

D. Roof

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 1. In northern areas, is the roof peaked to facilitate drainage?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Are drainage systems on the roof adequate to carry off water from heavy downpours or melted snow?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Are the roof and eaves areas well insulated to allow for maximum energy efficiency?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Is it possible to walk on the roof safely and without damaging it?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Is the building's roof easily maintained?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Are entrances and walkways protected from avalanches of water, snow, or ice accumulated on the roof?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- | | YES | NO | N/A |
|--|--------------------------|--------------------------|--------------------------|
| 7. Do downspouts carry the water away from the building and sidewalks into storm drains? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments: _____

E. Bicycle Racks

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 1. Are bicycle racks clearly visible from the street and/or interior? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|---|--------------------------|--------------------------|--------------------------|

Comments: _____

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 2. Are bicycle racks convenient to the building entrances without being an obstacle for people entering the library? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--|--------------------------|--------------------------|--------------------------|

Comments: _____

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 3. Are bicycle racks equipped with locks? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|---|--------------------------|--------------------------|--------------------------|

Comments: _____

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 4. Are the bicycle racks in a well-lit area? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--|--------------------------|--------------------------|--------------------------|

Comments: _____

F. Flagpole

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 1. Is there a flagpole outside the building? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--|--------------------------|--------------------------|--------------------------|

Comments: _____

- | | | | |
|--|--|--|--|
| 2. Is it a ground-set, wall-mounted, or roof-mounted pole? _____ | | | |
|--|--|--|--|

Comments: _____

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 3. Is there a self-storing flagpole shaft? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--|--------------------------|--------------------------|--------------------------|

Comments: _____

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 4. Can the flag be raised, lowered, and drawn into the pole either manually or electrically? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--|--------------------------|--------------------------|--------------------------|

Comments: _____

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 5. Is the flagpole safe from vandalism? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|---|--------------------------|--------------------------|--------------------------|

Comments: _____

	YES	NO	N/A
6. If the flag is to be flown at night, is it adequately lit?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			

G. Exterior Signage

1. Is signage incorporated into the preliminary design of the site, parking areas, and building?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			

2. Does signage comply with the Americans with Disabilities Act (ADA)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			

3. Is the standard international symbol for libraries displayed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			

4. Is there a large, exterior, well-lit sign identifying the library?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			

5. Is the exterior sign clearly visible from passing cars during the day and night?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			

6. Does the sign have space for advertising of library events, holiday hours, etc.?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			

7. Are the library's hours of service prominently displayed on a large, well-lit sign at the entrance along with an OPEN/CLOSED sign?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			

8. Do the colors of the letters contrast with the color of the sign and complement the outside of the building?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			

9. Are signs attached to the wall adjacent to the latch side of the door?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			

10. Would a map, directory, or graphic be more appropriate than a sign?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			

	YES	NO	N/A
11. Do pictorial signs have verbal descriptions placed below the picture? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Are the letters in a sans serif or a simple serif type? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Do signs have a nonglare finish? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. When selecting sign size, have background and distance been considered? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Is sign size 1 inch for every 50 feet of visibility and a minimum of 3 inches? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Has negative phrasing been avoided in signage? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Are the signs durable and can they be easily and cost-effectively replaced? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Are signs read horizontally and not vertically? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. If there is an arrow to indicate direction, is it separate from the lettered sign so that it can be changed if necessary? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

H. Loading Docks and Delivery

Many of these checklist items are from the Whole Building Design Guide website (www.wbdg.org/index.php).

1. Is the loading dock and/or delivery area clearly marked and easily accessible from the street? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Is there generous space for easy truck turnaround? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		YES	NO	N/A
3.	Is there a buzzer and/or internal telephone at or near the delivery entrance? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	If there is no loading dock, is parking for delivery vehicles located close to the exit nearest the delivery area or workroom? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Is the loading dock located away from the primary work and public areas so that noise and fumes do not disturb staff or users? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Is a ramp provided from the loading dock down to the truck parking area to facilitate deliveries from small trucks and vans? This ramp should have a maximum slope of 1:12 and comply with UFAS (Uniform Federal Accessibility Standards)/ADA Accessibility Guidelines ensuring that it may be easily traversed by carts and dollies. <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Are the loading docks located for easy access by service vehicles and separated from public entrances to the building and from public spaces? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Are loading docks convenient to freight elevators so that service is segregated from the main passenger elevator lobbies and public corridors? The service route from the elevator should accommodate the transport of large items. <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	Are loading docks designed to accommodate vehicles used to deliver or pick up materials from the library? If the bed height of vans and trucks varies more than 18 inches, at least one loading berth should be equipped with a dock leveler. Typical docks are built 55 inches above grade level to accommodate most trucks. <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	Does the loading dock have a minimum overhead clearance of 14 feet? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	Is each truck position equipped with adjustable lighting fixtures for the illumination of the interior of trailers? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	YES	NO	N/A
12. Are loading docks protected with edge guards and dock bumpers? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Are easy-access, overhead coiling doors used for the loading docks? These doors should be able to close completely and lock after the loading docks are closed. At least one well-lit personnel door should be provided in addition to the overhead doors. <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Are noise mitigation strategies used? Noise reduction in the dock and noise transmission out of the dock are different design considerations. Mass and limpness/flexibility are two desirable attributes for a sound transmission barrier. Unpainted heavy masonry walls provide mass. Absorptive acoustical surfacing will reduce the noise level in the dock but will have little effect on the transmission outside it. Noise levels in the dock should be moderated to promote communication among users. <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Is resilient flooring used in offices adjacent to the loading docks? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Is the truck's approach to the dock at grade or sloped away from the loading dock to prevent the collection of stormwater near the dock? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Are loading docks covered at least 4 feet beyond the edge of the platform over the loading berth to protect users and goods being unloaded? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Is a staging area inside the building provided adjacent to the loading dock? It must be protected from the weather. <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Is a dock manager's room or booth located so the manager can keep the entire dock area in view and control entrance to and exit from the building? The flow of circulation into the dock should pass this control point, and access should be restricted to authorized personnel. Security cameras may serve as a backup. <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	YES	NO	N/A
20. Are loading docks designed not to interfere with emergency egress routes from the building? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Can examination of deliveries take place in the staging area and be monitored by the truck driver and a shipping/receiving clerk? Shipping and receiving logs should be kept. <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Is the delivery area a separate room? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Are there two separate counters/tables in the delivery area so that delivery staff can distinguish between outgoing and incoming packages? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Do the counters/tables have enough length and breadth to provide sufficient space for peak loading times? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Are the counters/tables at a comfortable height so as to avoid physical injury from lifting? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I. Outdoor Trash Enclosures

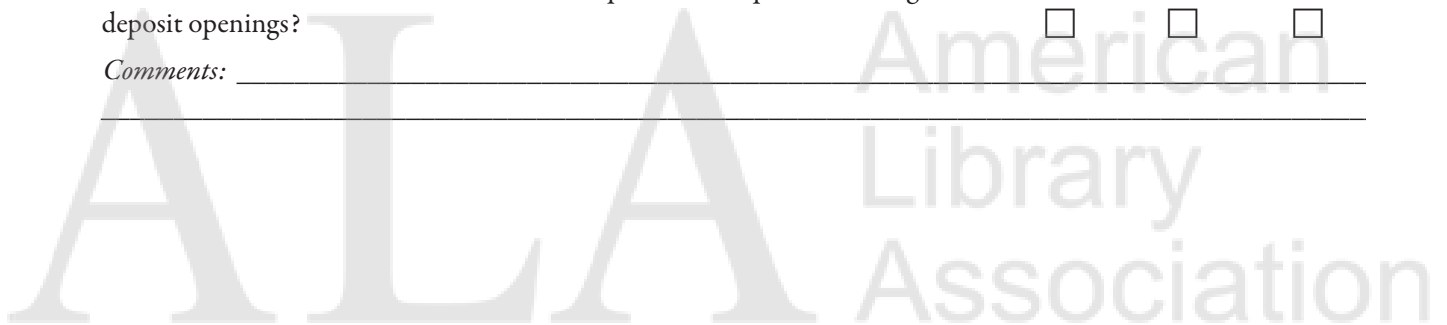
1. Is there provision for the temporary storage and pickup of trash? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Is there a system in place to recycle paper, plastics, etc.? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Are there separate containers for recyclables? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Is the trash area secure from “dumpster divers”? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- | | YES | NO | N/A |
|--|--------------------------|--------------------------|--------------------------|
| 5. Is the trash area isolated from contact with stormwater flows originating outside the storage area? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Comments:</i> _____ | | | |
| 6. Are trash areas surrounded with a barrier sufficient to prevent all trash from being transported out of the storage area, except during collection? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Comments:</i> _____ | | | |

J. Outdoor Book and Media Returns

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 1. Is there an after-hours book and media return? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Comments:</i> _____ | | | |
| 2. Does the return have separate slots for books and media? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Comments:</i> _____ | | | |
| 3. Does the return meet ADA requirements? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Comments:</i> _____ | | | |
| 4. Is the return area well lit and secure? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Comments:</i> _____ | | | |
| 5. Is the return sheltered from the weather and small creatures? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Comments:</i> _____ | | | |
| 6. Is the return a part of the building and accessible from the inside rather than separate from the building? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Comments:</i> _____ | | | |
| 7. Is the return fire-retardant? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Comments:</i> _____ | | | |
| 8. Does the return area have a smoke detector? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Comments:</i> _____ | | | |
| 9. Is the return visible to patrons in automobiles? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Comments:</i> _____ | | | |

	YES	NO	N/A
10. Is the return accessible from an automobile? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Is the return designed so that it will not damage library materials as it is used? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Does the door on the return lock when the cart is full to prevent the cart from overflowing? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Is there a locking device on outside returns? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Do outside returns accommodate both walk-up and drive-up access through two deposit openings? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



5

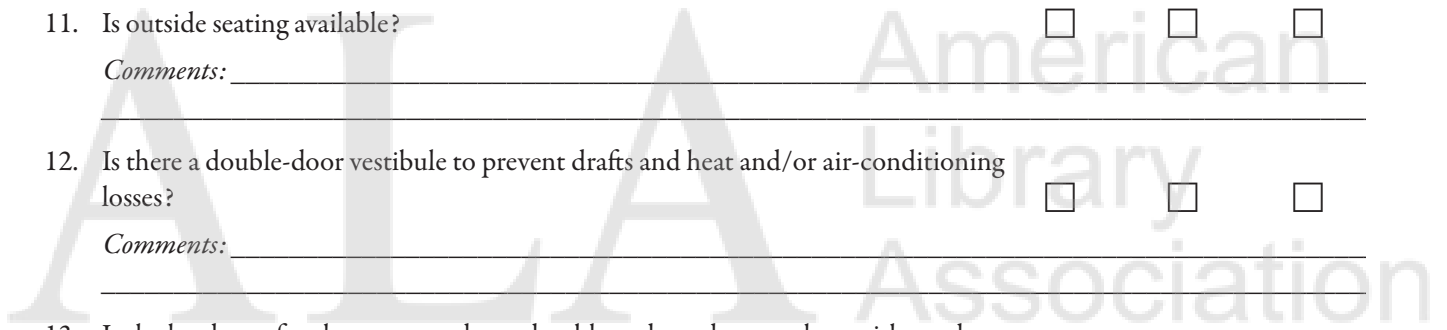
Interior Organization of Library Buildings

YES NO N/A

A. Entrance

- | | | | | |
|----|--|--------------------------|--------------------------|--------------------------|
| 1. | For security purposes, is there only one public entrance/exit? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <i>Comments:</i> _____ | | | |
| 2. | Is the staff entrance secured from unauthorized use and well lit? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <i>Comments:</i> _____ | | | |
| 3. | Is the building's entrance easily identifiable to pedestrians as well as people in cars? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <i>Comments:</i> _____ | | | |
| 4. | Is the route from the public transportation stop to the entrance easily accessible? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <i>Comments:</i> _____ | | | |
| 5. | Are all building entrances sheltered from the weather and well lit? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <i>Comments:</i> _____ | | | |
| 6. | Is a floor covering or system provided near the entrance that allows for removal of debris from users' shoes as they walk into the building? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <i>Comments:</i> _____ | | | |

	YES	NO	N/A
7. Is a floor drain provided for exterior rain and snow removal at the entrance to the building? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Are there trash and cigarette receptacles near each entrance? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Are the outside telephones well lit at night and easily visible? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. If the library is at an intersection, is there a main entrance at or near a corner that will serve both streets? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Is outside seating available? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Is there a double-door vestibule to prevent drafts and heat and/or air-conditioning losses? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Is the hardware for the entrance doors durable and sturdy enough to withstand heavy use? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Are entrance doors easy to open and close? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Are entrance doors relatively quiet? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. If glass is used near the entry, is it safety glass? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Are all public-service elements of the building easily located from the entrance? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



	YES	NO	N/A
18. Can the book security system be installed without surface-mounted wiring or carpet runners?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			

19. If a metal studding system is used in framing the building, are wood studs used adjacent to the area where the book security system is installed to prevent interference?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			

20. Do signs, lighting, color, and furnishings identify the various areas within the interior?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			

21. Do the areas listed below stand out when one enters the building?			
a) Circulation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Reference/information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Catalog	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Books/audiovisual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Children/adults/young adults	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			

22. Are furniture and equipment used to promote, merchandise, and display some parts of the book and media collections of the library?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			

23. Is there space near the entrance for the following?			
a) Public bulletin boards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Display cases	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Pamphlet racks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Announcements of library events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Public/community announcements bulletin boards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Public telephones	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Vending machines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) A book donation drop	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Lobby seating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			

24. Does there appear to be good traffic flow throughout the interior?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			

YES NO N/A

B. Circulation Desk Facilities

1. Is the circulation area located near the library's entrance? YES NO N/A
Comments: _____

2. Is the circulation area clearly visible and identifiable from the library's entrance? YES NO N/A
Comments: _____

3. Is there enough space between the circulation area and security equipment to prevent one system from interfering with the electrical and physical operation of the other? YES NO N/A
Comments: _____

4. Are the following functions easily identified and located by library users?

a) Checkout	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Self- or express checkout (if available)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Returns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Issuance of new library cards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Information/inquiry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Reserve/holds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Interlibrary loan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Other functions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

5. Are queuing provisions made to ensure a smooth traffic flow when entering and leaving the building without obstacles created by checkout lines during peak periods? YES NO N/A
Comments: _____

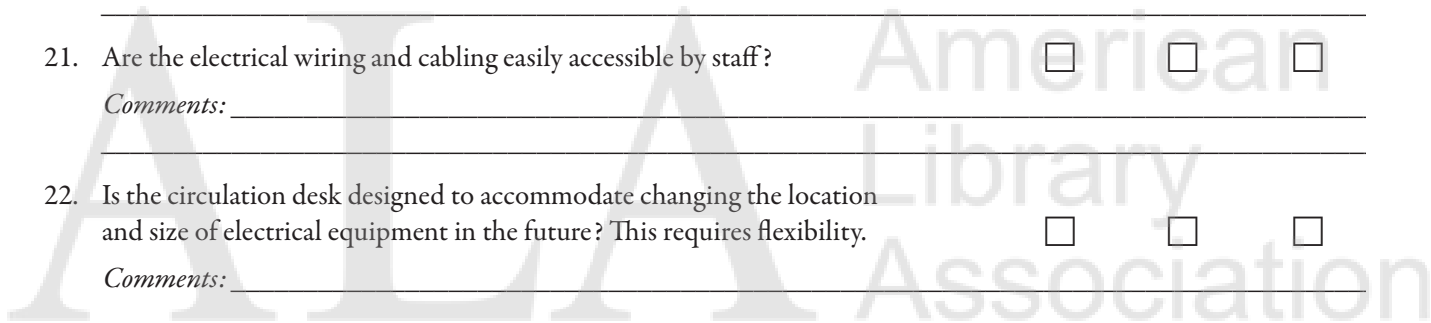
6. Will checkout lines be long enough to require stanchions and roping? YES NO N/A
Comments: _____

7. Does the circulation desk accommodate the following?

a) Computer checkout terminals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Self-checkout terminals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Terminal screens that are visible to customers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Telephones	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Answering machines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	YES	NO	N/A
f) Cash registers and/or cash drawers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Lost and found items	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			
8. Are there sufficient sorting shelves and trucks for holding returned materials?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			
9. Are the shelves and trucks easily accessible and clearly arranged?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			
10. Can the sorting shelves accommodate all sizes of returned materials?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			
11. Is there an interior book drop, and can it be easily cleared?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			
12. Is there adequate work space for staff?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			
13. Are toe space and knee space incorporated into the circulation counter for staff comfort and convenience?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			
14. Is the circulation desk the appropriate height for adults, children, and customers with disabilities? Different heights for sections of the desk will probably be required in order to make the desk accessible and easy to use for all. Staff members may also have preferences for standing or sitting at workstations. Desks to accommodate people with disabilities also have unique requirements for knee space for people in chairs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			
15. Is the desk designed for a logical workflow based on the circulation system employed by the library?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			
16. If there is a materials security system, is there space for the sensitizing and desensitizing equipment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			

	YES	NO	N/A
17. Is there adequate space for book trucks to move about and through the circulation area? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Are sorting shelves and trucks easily accessible from the return portions of the desk? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Are the electrical wiring and cabling required to support equipment in the desk out of public view? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Are there back panels on the computers to screen them from the public and protect against vandalism? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Are the electrical wiring and cabling easily accessible by staff? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Is the circulation desk designed to accommodate changing the location and size of electrical equipment in the future? This requires flexibility. <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Are keyboards ergonomically designed? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Is the monitor screen visible to the customers? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Is the top of the desk covered with a material that will not be damaged when heavy materials and equipment are dragged across or dropped on it? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Is the surface of the desk smooth enough for writing? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Can the desk surface be cleaned easily on a daily basis? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

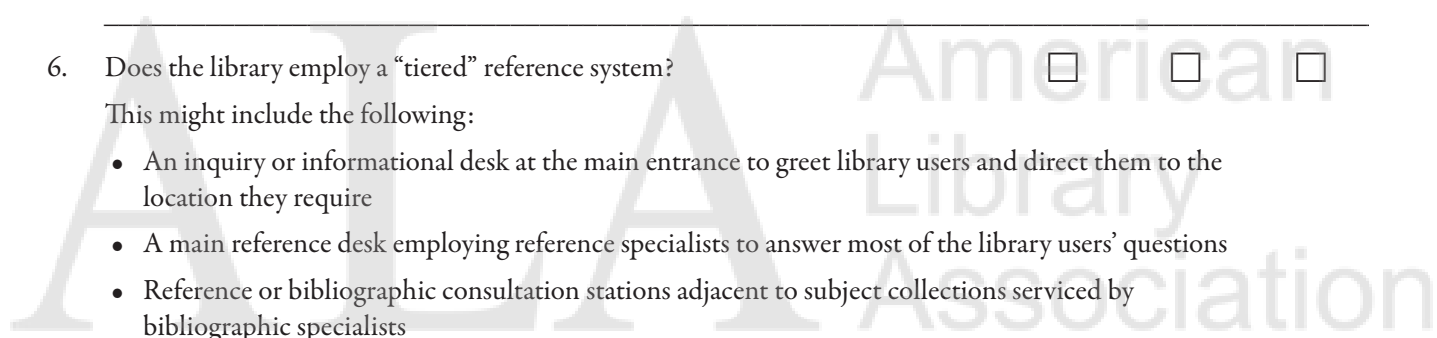


- | | YES | NO | N/A |
|---|--------------------------|--------------------------|--------------------------|
| 28. Are the height and width of the circulation desk appropriate for the various work functions taking place? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Comments:</i> _____ | | | |
| 29. Is the flooring material adjacent to the circulation counter of a type that will minimize noise of book trucks? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Comments:</i> _____ | | | |
| 30. Is the circulation desk modular in design so that modules may be interchanged as need arises? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Comments:</i> _____ | | | |
| 31. Is the desk designed to handle the necessary equipment with hidden, yet easily accessible, wiring and cable? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Comments:</i> _____ | | | |
| 32. Is there room to expand the desk as circulation of materials increases? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Comments:</i> _____ | | | |
| 33. Is there shock-absorbent flooring next to the staff side of the circulation desk? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Comments:</i> _____ | | | |
| 34. Is the floor adjacent to the circulation counter easily maintained and safe during wet weather? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Comments:</i> _____ | | | |
| 35. Are circulation staff offices located near the circulation area and easily accessible by the public? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Comments:</i> _____ | | | |

C. Reference Facilities

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 1. Is the reference desk clearly identified and conveniently located? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Comments:</i> _____ | | | |

	YES	NO	N/A
2. Is the reference desk the appropriate height for adults, children, and patrons with disabilities? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Is the reference area arranged in such a manner that librarians are visibly approachable? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Is the reference desk located where staff can identify by sight those customers having difficulty finding reference materials? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Is there seating for customer/staff consultation? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Does the library employ a “tiered” reference system? This might include the following: <ul style="list-style-type: none"> • An inquiry or informational desk at the main entrance to greet library users and direct them to the location they require • A main reference desk employing reference specialists to answer most of the library users’ questions • Reference or bibliographic consultation stations adjacent to subject collections serviced by bibliographic specialists <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Can reference librarians easily get out from behind the desk to help customers? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Are reference collections, including ready reference materials, conveniently located and identified? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Are photocopiers close to the reference materials? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Are materials and equipment requiring staff assistance grouped close to the reference service desk? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



	YES	NO	N/A
11. Is there a terminal on the reference desk that can perform circulation functions as well as database searching functions? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Is the public access catalog accessible from all parts of the reference collection? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Are catalog terminals well distributed in the reference area? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Do reference staff members have adequate work space at their public service desk? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Does the reference desk have a cordless phone in order to allow more efficient interviews with telephoning customers while performing shelf checks? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Does the telephone system have a multiline capacity? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Are adequate space, appropriate lighting, and acoustics allowed for the following equipment and their use? a) Electronic workstations b) Audiovisual equipment c) Photocopiers d) Microform equipment e) Other _____ <i>Comments:</i> _____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
18. Is adequate space allowed for customer use of reference materials? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Does the reference area provide separate or acoustically isolated spaces for the following services? a) Interlibrary loan b) Database searches c) General information d) Customer interviews e) Telephone and/or electronic reference service <i>Comments:</i> _____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

YES NO N/A

20. If the following materials are included in the reference collection, is adequate space allowed for their use, including the staff, equipment, shelving, and furniture they require?

- a) General reference materials YES NO N/A
- b) Electronic databases YES NO N/A
- c) Newspapers YES NO N/A
- d) Newspaper clippings YES NO N/A
- e) Periodicals YES NO N/A
- f) Indexes and abstracts YES NO N/A
- g) Annual reports YES NO N/A
- h) Microforms YES NO N/A
- i) Rare books YES NO N/A
- j) Bibliographies YES NO N/A
- k) Unabridged dictionaries YES NO N/A
- l) Government publications YES NO N/A
- m) Vertical files YES NO N/A
- n) College catalogs and career information YES NO N/A
- o) Ready reference YES NO N/A
- p) Reserves YES NO N/A
- q) City directories YES NO N/A
- r) Archives YES NO N/A
- s) Telephone directories YES NO N/A
- t) Genealogy resources YES NO N/A
- u) Maps and atlases YES NO N/A
- v) Audiovisual materials YES NO N/A
- w) Tax forms YES NO N/A
- x) General information flyers YES NO N/A
- y) Miscellaneous library and public information YES NO N/A
- z) Other _____ YES NO N/A

Comments: _____

21. Are reference staff offices located near the reference area? YES NO N/A

Comments: _____

22. If areas of limited or closed access exist, is adequate space allocated for

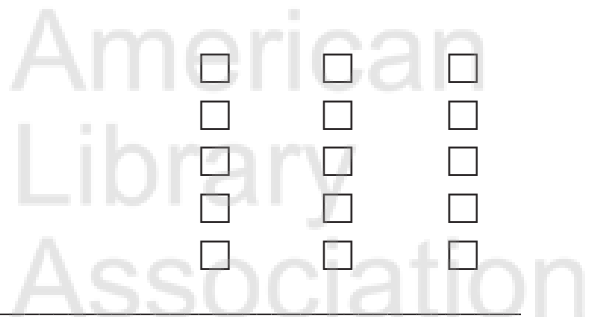
- a) Staffing? YES NO N/A
- b) Expansion? YES NO N/A

	YES	NO	N/A
c) Security?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			
23. Can the reference area be expanded for additional staff, equipment, shelving, and furniture?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			

D. Information Commons

1. Does the library have an information commons? The information commons supports and enhances student learning and research by providing state-of-the-art technology and resources in an academic environment. It is a place for students, staff, and faculty to interact, get technology support and research assistance, attend technology and research workshops or classes, and work in groups or individually on course assignments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			
2. Are there information and technology specialists who work side by side to serve students, faculty, and staff?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			
3. Is there a reference and/or service desk in the information commons?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			
4. Does the information commons offer reference services such as the following?			
a) Research for course assignments and personal interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Identifying and locating library materials in all formats, including print and electronic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Identifying primary and secondary information sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Database searching (e.g., using Boolean operators, controlled vocabulary, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Effective use of the Internet, including how to evaluate websites	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			
5. Are information technology courses offered by library and/or IT staff?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			

	YES	NO	N/A
6. Does the information commons offer a variety of workstations including computers (Mac and PC), printers, scanners, and faxes? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Is there a mix of individual and group workstations? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Is there a replacement cycle for the hardware? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Does the information commons provide access to the library's collection, the Internet, and commercial databases? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Are there multimedia workstations that allow users to			
a) Digitize video from VHS, mini-DV, or camcorder?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Digitize analog audio from cassette tape?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Edit video and analog media?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Export digital audio and video to tape?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Scan images and text?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			
11. Is there an adaptive technology center designed to assist people with disabilities? If so, does the center include the following?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a) High-speed scanning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Alternate media: braille, tactile, graphics, MP3 audiobooks, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Hardware and software loaner programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Web accessibility consulting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			
12. Are there policies for use of the information commons, including			
a) Curtailing disruptive behavior by making people exhibiting that behavior leave?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Restarting computers after a specified period if a workstation is unattended and customers are waiting to use the workstation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Prohibiting sleeping, offensive bodily hygiene, behavior that results in complaints or threatens to damage library property, disruptive behavior, food/beverage distribution, soliciting, roughhousing, pets, rollerblades/skates, bicycles, etc.?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



	YES	NO	N/A
d) Requesting that cell phones be turned off or set to “vibrate” and asking people to use phones only in areas that will not disturb other users?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

13. Does the information commons have group study rooms with computers, plasma display screens, and videotaping systems?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Comments: _____

E. Multimedia Facilities

1. Does the multimedia area provide an opportunity to market multimedia materials and services to users through visual and sound displays?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Comments: _____

2. Does the media room have a separate, independent heating/cooling system that can be regulated to control the temperature and humidity?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Comments: _____

3. Is there special humidifying/dehumidifying equipment to maintain a 60 percent relative humidity?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Comments: _____

4. Do air-conditioning units have electrostatic filters?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Comments: _____

5. Are supply and return air vents located high on the walls or in the ceiling with air velocities low enough to prevent draft problems with paper, hair, or clothing?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Comments: _____

6. Can windows be opened to provide ventilation in case the HVAC&R system breaks down?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Comments: _____

7. Is there sufficient acoustical treatment to prevent external noise sources from interfering with listening to media?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Comments: _____

	YES	NO	N/A
8. Has the following equipment been considered for placement in multimedia areas?			
a) Electronic carrels with built-in playback equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Secured and locked storage cabinets for equipment such as videotape recorders, cassette players, and overhead movie and slide projectors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Electronic workstations and printers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) OPAC workstations and printers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Microform reader/printers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Podiums	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Public-address systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Tables	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Chairs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Lounge furniture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Shelving for books and media	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) Video monitors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) Video recorders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n) Video players	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o) Projection television	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p) Screen (wall or rearview)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q) Equipment that may be obsolete, but might be required to play media of interest to the library and/or its customers (such equipment might include audiocassette players, VHS machines, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

9. Does the facility employ an in-the-floor grid system to accommodate and easily change connections for electrical service, television, and communications distribution throughout the multimedia area?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Comments: _____

F. Media Production and Presentation Labs

1. Does the library have a media production lab? Labs may provide computers, software, and staff to assist users in the creation of multimedia-enhanced educational projects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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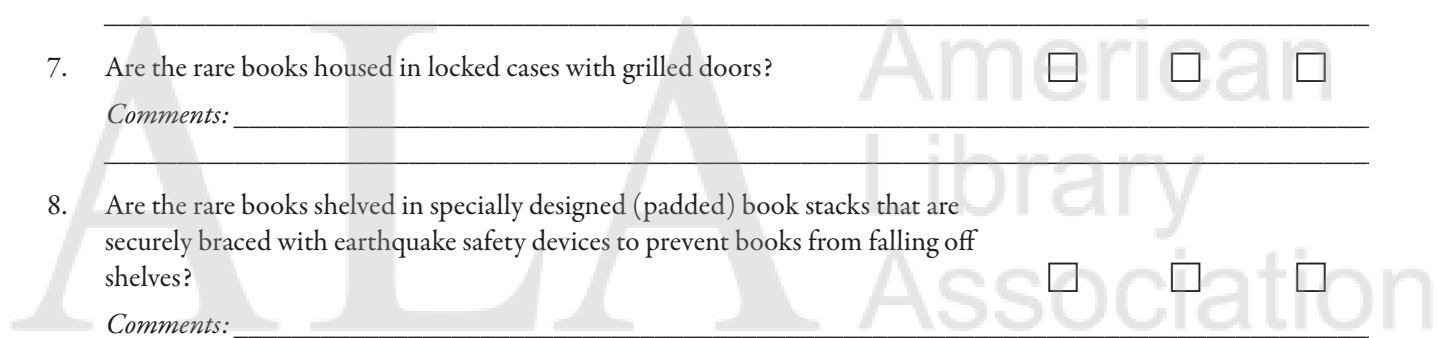
Comments: _____

	YES	NO	N/A
2. Does the media center have a variety of equipment available to check out to certified users? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. In order to check out the equipment, do users have to demonstrate competencies with the equipment and complete an equipment certification process? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Does the lab staff provide training to library users? If so, does the facility have a training lab? <i>Comments:</i> _____	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
5. Does the lab provide trained staff to assist customers with equipment, software, project planning, and feedback to ensure that all projects turn out as planned? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Does the lab give library users access to high-end digital imaging workstations, slide and flatbed scanners, and a host of software to help digitize images and text for the Web, archiving, or any other digital presentation format? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Does the lab offer a variety of tools to help assemble documents for print or digital output? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Does the media lab facilitate desktop publishing by offering a variety of tools to help assemble documents for print or digital output? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

G. Special Collections/Rare Books/Archives

1. Do the building program and/or institutional guidelines spell out the security necessary in the room? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Is there a desk strategically located to allow an attendant a clear view of the readers? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	YES	NO	N/A
3. Is the reading room arranged to ensure staff observance of those who are exiting the room? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Are reading tables arranged in open positions, allowing maximum supervision from staff areas? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Are the reading tables generously sized individual tables with task lighting, power for typewriters and/or laptop computers, and table lecterns for holding large books? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Are a few larger tables provided for use of large folios? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Are the rare books housed in locked cases with grilled doors? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Are the rare books shelved in specially designed (padded) book stacks that are securely braced with earthquake safety devices to prevent books from falling off shelves? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Are manuscripts and archives housed in acid-free boxes? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Are microfilm reading machines and other equipment provided to "read" all the types of media and materials located in the room? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Are reading and exhibit areas separated? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Can an even temperature of 70 degrees Fahrenheit and humidity of about 50 percent be maintained to prolong the life of the books and materials? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



	YES	NO	N/A
13. Is there an electrostatic filter for the removal of dust and dirt? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Is there a backup mechanical filter should the electrostatic filter break down? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Is the location of the air intake high enough on the exterior wall or roof to avoid chemical and exhaust pollution, especially for libraries sited in urban areas? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Is care taken to control the levels of damaging (especially ultraviolet) light? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Is the area monitored for insects, rodents, and other biological pests that may attack the collection? (Mechanical and/or chemical control techniques can be used.) <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Is the area monitored and protected to provide security with the following? a) A vault or strong room b) Special restricted keying and access c) Intrusion alarms d) Door contacts and other forms of perimeter protection e) Smoke and fire alarms f) Monitoring controls and alarms to indicate changes from desired temperature and/or humidity g) Water alarms h) Special alarms in display cases i) Panic alarms for staff j) Security video cameras to monitor the collection and reading areas <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Has the library instituted a policy for responding to alarms and specifying where their signals should be seen or heard? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Is adequate work space provided for conservation work? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

YES NO N/A

21. Is a disaster preparedness plan in effect?

Comments: _____

H. Reserve Book Room

1. Does the library have a reserve book room? The reserve book room provides access to course-related books that faculty members have placed in the library for their students to borrow for short periods.

Comments: _____

2. What is kept in the reserve book room?

- a) Items selected by instructors that are needed by students for class assignments
- b) High-demand items selected by the university library to allocate use

Comments: _____

3. Can the materials in the reserve book room be checked out?

a) If yes, for how long may the materials be checked out? _____

b) Are there multiple loan periods?

Comments: _____

4. Are electronic reserves available on workstations in the room? An electronic reserve system is a web-based system for articles, course notes, and other supplemental materials. The library usually takes care of scanning, document management, and copyright permissions.

Comments: _____

5. Are the paper reserves kept in closed stacks accessible only by the staff?
 If not, are they on open shelves in the reserve book area?

Comments: _____

6. Is the reserve book room open for different periods than the main library?

If so, how is access obtained to the rare book room when the main library is closed? _____

Comments: _____

7. Is there duplication equipment in the reserve book room for copying documents and books?

Comments: _____

YES NO N/A

I. Faculty/Graduate Carrels and Study Rooms

1. Are there library carrels and small study rooms that may be reserved for extended periods by faculty and graduate students?

Comments: _____

2. Has a means of allocating study rooms and carrels been established?

Comments: _____

3. How long may the study rooms and carrels be reserved, and how may they be renewed? _____

Comments: _____

4. Are there key locks on the assigned carrels and study rooms?

Comments: _____

5. If there are key locks, who controls the issuance of the keys? _____

Comments: _____

6. Do books used in the carrels and study rooms have to be checked out if they are kept in the carrels and study rooms?

Comments: _____

J. Literacy Center

1. Does the library provide literacy or reading center service?

Comments: _____

2. Is the literacy center a separate room or area in the library?

Comments: _____

3. Is there office space and equipment for the literacy program manager?

Comments: _____

4. Is space provided for a public bulletin/display board and brochure rack?

Comments: _____

	YES	NO	N/A
5. Is there space for a literacy book collection? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Are there two-position tutoring study carrels for learner and tutor interaction? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Is there space for computer learning stations? (Each station should have seating for two [learner and tutor], a computer with appropriate software, and storage for software and supplies.) <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Is the lab acoustically controlled so that noise will not impact learners using the lab or other areas of the learning center? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Is there a small conference room that might serve as a functional office as well as a place for informal discussion? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Are there workstations or work areas for staff? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Are there workstations or work areas for volunteers? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

K. Young Adult Facilities

1. Did a teen advisory panel work with the design team in developing the young adult space? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Is the location of the young adult area easily determined when one enters the library? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Is the young adult section separate from other areas in the library? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	YES	NO	N/A
4. Is the space closer to the adult section than to the children's section? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Does the space encourage young adult use by allowing them to "control" it as they control personal space in their homes? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Is the space slightly secluded, giving the appearance of privacy, while still allowing some supervision? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Does the space include glassed-in and acoustically separate seminar rooms that allow group study? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Does the space include a glassed-in and acoustically separate area with a large-screen television and audio equipment? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Do the materials housed in the young adult area appeal to the intended audience? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Are materials such as paperbacks in multiple copies arranged as in bookstores, the shelves uncluttered, and collections grouped by genre such as science fiction, romance, and mystery? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Are the shelving and fixtures used to store young adult materials similar to those found in music, video, and book stores? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Does the space include computers for word processing and spreadsheets, access to the Internet, and games? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Is there secure and adequate space to store teen gear such as skateboards and backpacks? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

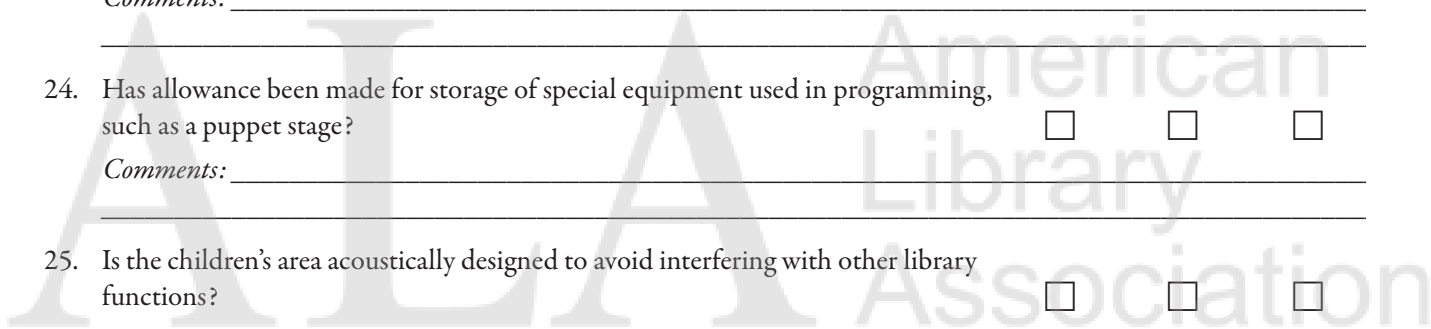
- | | YES | NO | N/A |
|--|--------------------------|--------------------------|--------------------------|
| 14. Does the space allow a variety of comfortable seating options including traditional seating, chairs designed to tilt back without tipping, couches, and floor seating? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Comments:</i> _____ | | | |
| 15. Is there space allocated to reflect young adult pride and activities including bulletin boards listing teen accomplishments and activities? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Comments:</i> _____ | | | |

L. Children’s Facilities

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 1. Is the physical and psychological environment pleasant and inviting to children? If you were a child, would this area appeal to you? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Comments:</i> _____ | | | |
| 2. Is the children’s area arranged in such a manner that adults are not reluctant to use it? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Comments:</i> _____ | | | |
| 3. If there is a children’s staff office, is it of adequate size? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Comments:</i> _____ | | | |
| 4. Is there a separate children’s card catalog or an online public access terminal? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Comments:</i> _____ | | | |
| 5. Are shelving and furniture scaled for children? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Comments:</i> _____ | | | |
| 6. Are there small alcoves, surrounded by low shelves, controllable by the staff but accessible to children, where the children may pick out a book or game and settle individually or in small groups to enjoy it? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Comments:</i> _____ | | | |
| 7. Are the drinking fountains scaled for children? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Comments:</i> _____ | | | |
| 8. Are there restrooms scaled for children in the children’s area? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Comments:</i> _____ | | | |

	YES	NO	N/A
9. Does one or more of the children's restrooms include a diaper-changing table? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. If restroom facilities are not located in the children's area, are they located adjacent to or near the children's area? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Are there some imaginative pieces of furniture for visual surprise? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Are cheerful colors, interesting geometric shapes, and graphic sketches used in the children's area? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Have sharp corners and edges been eliminated from furniture and equipment? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Are the tabletops, chairs, and floors easily cleaned? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Is there comfortable adult seating for use while adults are sharing books with children? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Does the staff have visual control of the area? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Is realia conveniently and attractively housed? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Is there sufficient space for use and secure storage (locked, if needed) of audiovisual materials and equipment? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Is there sufficient space for crafts activities and storage of crafts materials? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	YES	NO	N/A
20. Is the floor a single height to allow for flexibility in programming and accessibility, as well as to avoid injuries? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Is there a separate programming area adjacent to the children's area but out of the traffic flow? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Is the programming area designed to be multipurpose when not used for special functions, that is, quiet study, computer resource center, etc.? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Is the programming area designed to handle the full age range of children who use the library? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Has allowance been made for storage of special equipment used in programming, such as a puppet stage? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Is the children's area acoustically designed to avoid interfering with other library functions? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Do interior finishes and materials enhance the acoustics? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Are play areas designed to avoid interfering with other library functions? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Has allowance been made for specific displays and materials geared to children? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. If children's and adult circulation counters are not separated, is there lower counter space set aside for children, visibly marked by large graphics? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



- | | YES | NO | N/A |
|--|--------------------------|--------------------------|--------------------------|
| 30. Has sufficient space been allowed for easy access by children if materials are checked out or returned at the children's desk? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments: _____

M. Meeting and Seminar Rooms

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 1. Is the meeting-room entry close to the main entrance? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--|--------------------------|--------------------------|--------------------------|

Comments: _____

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 2. Is there an assembly area adequate in size for handling the arrival and departure of large groups that may be attending meetings? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--|--------------------------|--------------------------|--------------------------|

Comments: _____

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 3. Can the meeting-room area be closed off from the remainder of the library? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|---|--------------------------|--------------------------|--------------------------|

Comments: _____

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 4. When the meeting room is closed off from the rest of the library, do users have access to public restrooms? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--|--------------------------|--------------------------|--------------------------|

Comments: _____

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 5. Are floor coverings easy to clean and replace? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|---|--------------------------|--------------------------|--------------------------|

Comments: _____

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 6. Is a portable or built-in stage required? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--|--------------------------|--------------------------|--------------------------|

Comments: _____

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 7. Will a lectern or podium be required? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--|--------------------------|--------------------------|--------------------------|

Comments: _____

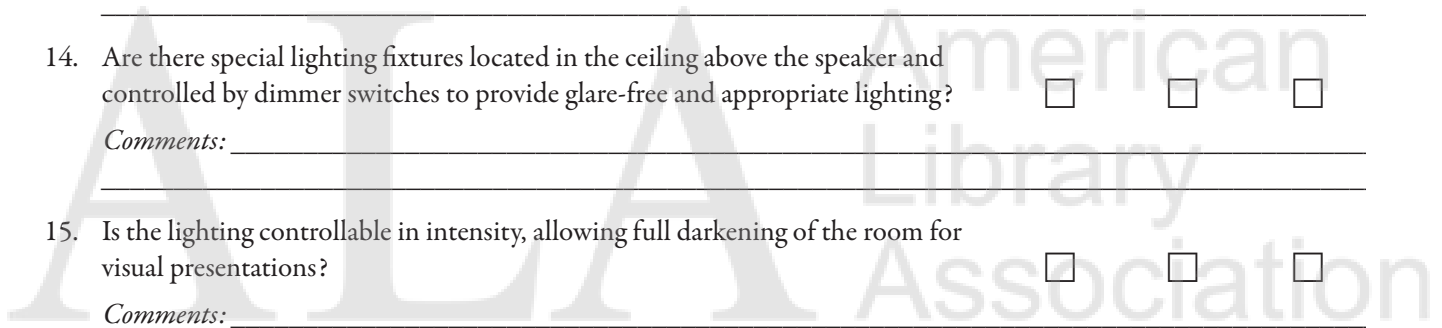
- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 8. Is there a public telephone that may be used when the library is closed? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|---|--------------------------|--------------------------|--------------------------|

Comments: _____

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 9. Is there a drinking fountain that may be used when the library is closed? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--|--------------------------|--------------------------|--------------------------|

Comments: _____

	YES	NO	N/A
10. If the meeting room is large, is it equipped with folding doors that can be used as dividers to split the room into two or more parts? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. If folding partitions are used, can users get to and from each meeting room without disturbing those in adjacent rooms? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Are there provisions for hanging coats and other personal gear? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Does the room provide flexibility to accommodate a variety of programming activities, from children's story hours to film showings to art exhibitions? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Are there special lighting fixtures located in the ceiling above the speaker and controlled by dimmer switches to provide glare-free and appropriate lighting? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Is the lighting controllable in intensity, allowing full darkening of the room for visual presentations? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Are window coverings provided to darken the room and block out light for visual presentations? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Is there a kitchenette for the preparation of food and for serving light refreshments? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Are there provisions for a lockable pass-through from the kitchen to the meeting room for food and beverage service? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Is the kitchen equipped with a sink, garbage disposal, microwave oven, stove, refrigerator, icemaker, and cabinets for storage of dishes and equipment? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



	YES	NO	N/A
20. Is the room appropriately wired for phone, cable, teleconferencing, etc.? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Are there electrical and telecommunications outlets on all walls and at needed locations on the floor? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Are adequate space, data lines, and power provided for the following equipment?			
a) Overhead projectors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Projection from portable and built-in computers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) 35 mm slide projectors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Ceiling- or wall-mounted screens	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Large-screen or projection televisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Video recorders and players	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Teleconferencing equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Audio sound system using radio, MP3 players, and compact discs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Public-address system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Wireless microphones	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Podium with links to the various sound systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) Cable and/or satellite-dish equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			
23. Is there lockable storage for equipment? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Are there blackboards and/or white marker boards? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Are there electronic boards? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Are there art rails for exhibitions? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Are caddies available to move and store the chairs? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

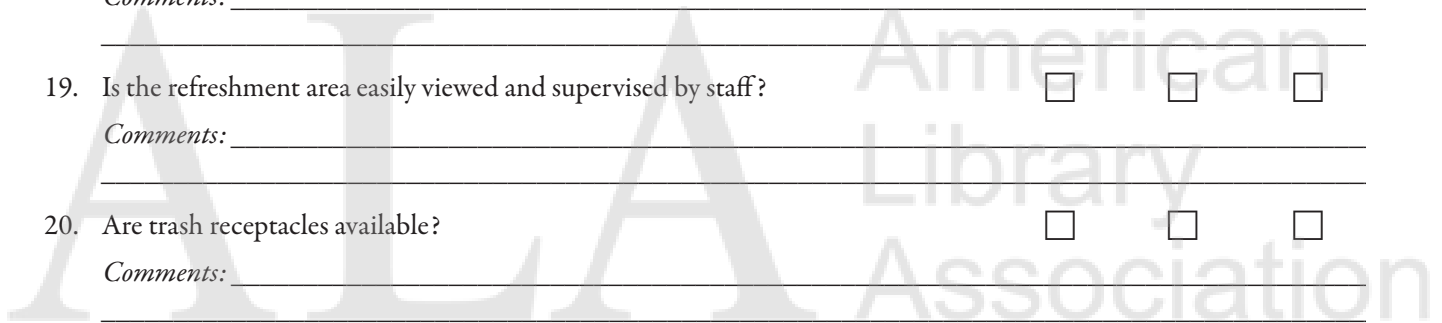
	YES	NO	N/A
28. Are the tables folding? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Does the folding mechanism of the tables operate easily? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Do the tables have			
a) Fixed-height bases?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Adjustable-height bases? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. Are caddies available to store and move the tables? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. Are the chairs and tables light enough to be moved and maneuvered by library staff? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. Are there lockable storage areas near meeting rooms for audiovisual equipment and/or furniture such as lecterns or stackable chairs? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. Have provisions been made to prevent noisy programs from interfering with library operations? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

N. Convenience Facilities

1. Are restrooms located close to the lobby or building entrance? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Does every floor have restrooms for both men and women? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Are restrooms easily identified? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	YES	NO	N/A
4. Are there special restrooms for children, located in or near the children's area? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Do all restrooms contain an area for changing children's diapers? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Does every floor have a drinking fountain? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Are there drinking fountains for children? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Are public telephones available? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Are telephones strategically located to encourage convenient use while preventing disturbance to other customers? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Are telephone directories provided? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Is space allocated for public access to the following?			
a) Photocopiers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Telefacsimile (fax) machines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Personal computers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Computer printers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Audiovisual equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			
12. Are signs available identifying these machines? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Are coin-changing machines located near these machines? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	YES	NO	N/A
14. Are provisions made for noise abatement in noisy areas of the library? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Are provisions made for trash and recycling? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Is there a refreshment area available for the public? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Are vending machines available for public use? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Is the refreshment area located away from public service areas? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Is the refreshment area easily viewed and supervised by staff? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Are trash receptacles available? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Are clocks strategically located and visible in every major public area? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Are the clocks controlled electronically to centrally adjust if needed? If not, are they easily accessible for resetting the time? <i>Comments:</i> _____	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
23. If smoking is permitted, are smoking areas clearly identified? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Is there a separate elevator for staff? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Is there a separate elevator for freight? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



YES NO N/A

O. Displays

1. Are the display furnishings and shelving appropriate for merchandising the library's products and services?

Comments: _____

2. Can library materials be arranged in an attractive, appealing way to promote library products?

Comments: _____

3. Does the display shelving have built-in signs, boards, and lights to draw the attention of the library user?

Comments: _____

4. Are the racks for displaying audiovisual materials stable when filled?

Comments: _____

5. Are there bulletin boards for community notices and activities?

Comments: _____

6. Are there secure and locked exhibit cases, both freestanding and built-in?

Comments: _____

7. Do the cases have nonglare lighting to highlight the exhibits?

Comments: _____

8. Do the cases have surfaces that make posting easy?

Comments: _____

9. Are the cases ventilated to avoid overheating and damaging the exhibits?

Comments: _____

10. Are display cases located in high-traffic areas to make these areas more visually interesting?

Comments: _____

11. Is there space for the distribution of community information, tax forms, flyers, and other handouts?

Comments: _____

	YES	NO	N/A
12. Is there a clear modular system of racks and displays for distribution of community notices and/or giveaway items to prevent clutter?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			

13. Are the racks and displays for distributing materials flexible enough to handle a variety of sizes and shapes of literature in a neat, attractive manner?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			

14. Are the racks displayed in highly visible locations in order to attract customers and merchandise materials?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			

P. Public Art

1. Will public art be integrated into the new library or library expansion/renovation? Public art refers to works of art in any media that have been planned and executed with the specific intention of being sited or staged in or around the library. It is usually permanent or long-term art, and not a temporary exhibit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			

2. Does the library have a policy covering gifts of art from a donor?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			

3. In a building construction project, is a percentage of the construction budget set aside for artwork?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			

4. In a construction project, how are artists selected?			
a) By direct election, whereby the artist is selected directly by the library or a committee from the university, political jurisdiction, board, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) By limited competition, whereby the artist is invited by the library, university, political jurisdiction, board, etc. to submit proposals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) By open competition, whereby any artist or design team applies in response to a request for proposal/qualification and is selected by the library, university, political jurisdiction, board, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) By the architect, for whom the artist is a subconsultant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			

- | | YES | NO | N/A |
|---|--------------------------|--------------------------|--------------------------|
| 5. If the library issues a request for proposal (RFP) from artists: | | | |
| a) Is the RFP advertised in local newspapers, in newsletters, by direct mail, or by other approved methods? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Is a committee in place to screen responses to the RFP? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Who is responsible for the ultimate selection of the artist? _____ | | | |

Comments: _____

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 6. In choosing the artist and the artist's work, consider the following factors in the selection process. | | | |
| a) <i>Completeness of response to the RFP.</i> Does the artist address each issue as set forth in the RFP? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) <i>Quality.</i> Is the highest priority given to the artist with the best quality artwork? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) <i>Medium.</i> Are all types of media considered for public art? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) <i>Style.</i> Are all styles of art considered? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) <i>Nature.</i> Is the art appropriate in scale, material, form, and content for the physical space being considered for the art? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f) <i>Permanence.</i> In addition to the quality of the art, will the art be relatively permanent, protected against theft and vandalism, and easy to maintain, and will it stand up well to ambient conditions? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g) <i>Ability to add to the architectural project.</i> Will the art enhance the architecture of the new library or the library expansion? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h) <i>Construction.</i> Is the art engineered for safety and technical feasibility? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i) <i>Standards.</i> Does the art meet the standards and policies of the library? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments: _____

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 7. Does the artist's involvement in the construction project include the following? | | | |
| a) Being involved at the inception of the project so that the art is integral to the design | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Having his or her concepts included when the overall design of the project is first presented to the client and the community | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Having his or her ideas incorporated into the construction documents and bid as an integral part of the construction project | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Subcontracting directly with the lead architect or engineer | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) Receiving a fee for design and negotiating fees for oversight of fabrication and installation on an as needed basis | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments: _____

YES NO N/A

8. Is there a policy in place to govern the decommissioning and disposal of the art?
Comments: _____

Q. Interior Signage

1. Do signs meet ADA requirements (see chapter 6 of this book)?
Comments: _____

2. Has the sign system been integrated into the building design and furniture selection process (architecture, color, etc.)?
Comments: _____

3. Is there consistency in signage throughout the building? Signs that serve the same function throughout the building should have the same shape, size, layout, type size, and placement.
Comments: _____

4. Are the signs of good design? Typeface, size, spacing of letters, contrast, use of symbols, and color should all be considered.
Comments: _____

5. Are the sizes of signs proportional to distance from users?
Comments: _____

6. Are signs sequentially positioned to facilitate self-service?
Comments: _____

7. Are the signs well lit, easy to read, and positioned for a clear view?
Comments: _____

8. Do signs use terminology consistently? Only one term should be applied to any one area, service, etc.
Comments: _____

9. Is the text of the sign clearly and accurately written in order to communicate the intended message effectively and positively?
Comments: _____

	YES	NO	N/A
10. Is the signage system flexible enough that, as conditions change, signs can be changed or moved easily? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Is redundancy avoided? Too many signs, all providing the same message, can be as bad as no sign at all. <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Are signs positioned and designed to avoid injuries (no sharp corners, sufficient height, etc.)? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Are signs reasonably vandal proof? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Is the exterior monument sign(s) identifying the library positioned so that it is easy to read when approaching the library? A sign perpendicular to the road is easier to read than a sign parallel to the road. <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Is there a directory identifying major library services and their locations? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Are directional signs available leading customers to different departments and placed at logical decision points? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Are there signs on doors and at the entrances to departments to identify the function or service within that room or area? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Are there signs to highlight temporary collections and services or to announce events taking place in the library? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Are there signs that can be easily changed on the end panels of stacks to identify which books are shelved in that range? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

YES NO N/A

20. Are there signs to provide critical information about regulations, warnings, procedures, instructions, and hours?

Comments: _____

21. Are instructional signs available for use at electronic workstations?

Comments: _____

R. Workrooms/Offices

1. Are there individual workstations for all staff?

Comments: _____

2. Are there adequate workstations for library volunteers?

Comments: _____

3. Are workstations free from distractions?

Comments: _____

4. When required for team activities, are some workstations designed to foster communication among staff?

Comments: _____

5. Are there lockers and/or coat closets where personal items can be stored and secured for staff and volunteers?

Comments: _____

6. Is there adequate at-hand storage space?

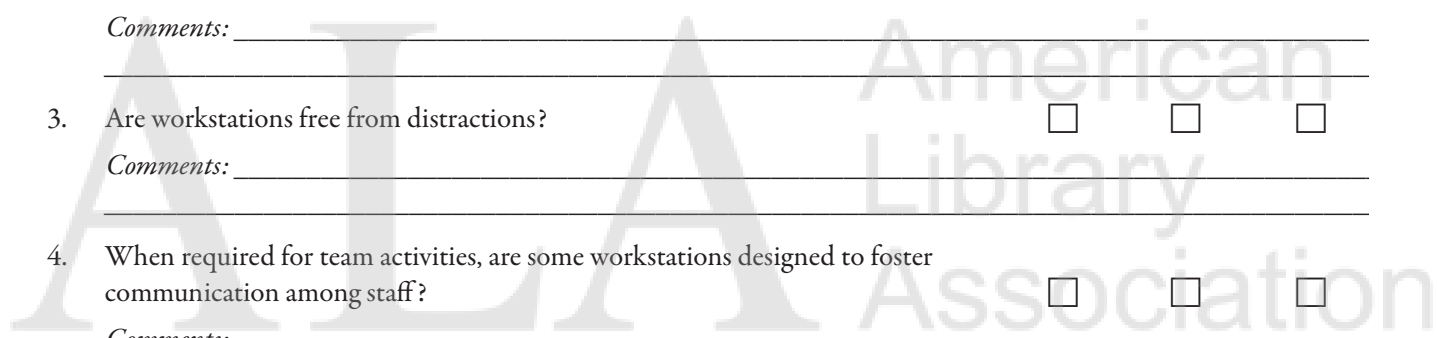
Comments: _____

7. Is there a sickbay area or a place where ill staff members may rest?

Comments: _____

8. Is there adequate space for equipment such as electronic workstations and television/DVD units?

Comments: _____



	YES	NO	N/A
9. Is there adequate space for a variety of types of library storage? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Is there a locking storage unit or area to secure valuable equipment such as CD and DVD players, video projectors, and cameras? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Is there a locking storage unit to secure media and other expensive items during processing and prior to delivery to the public shelves? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Is there adequate space for technical services operations? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Are there adequate sorting shelves for the storage of returned library items? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Is there an electronic workstation(s) with a printer(s) in the workroom to check in library items and look up records? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Is there a typewriter in addition to the electronic workstation? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Are there telephones? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Are there enough electrical outlets for all required equipment? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Are there enough data lines? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Is there adequate space for book trucks at workstations and for their storage when not in use? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- | | YES | NO | N/A |
|--|--------------------------|--------------------------|--------------------------|
| 20. Are the workflow pattern and room arrangement effective and conducive to staff productivity?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. Are environmental conditions such as lighting, HVAC&R, and acoustics adequate and comfortable?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. Are managers' offices separate, in enclosed rooms, to ensure privacy?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23. Are there electronic workstations in the managers' offices for typing evaluations and other confidential types of materials?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 24. Does the public have convenient access to the offices of those managers who interact with the public?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 25. Does the manager have convenient access to the workroom from his or her office?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 26. Are there provisions for U.S. mail and newspaper delivery when the library is closed?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

S. Staff Lounge

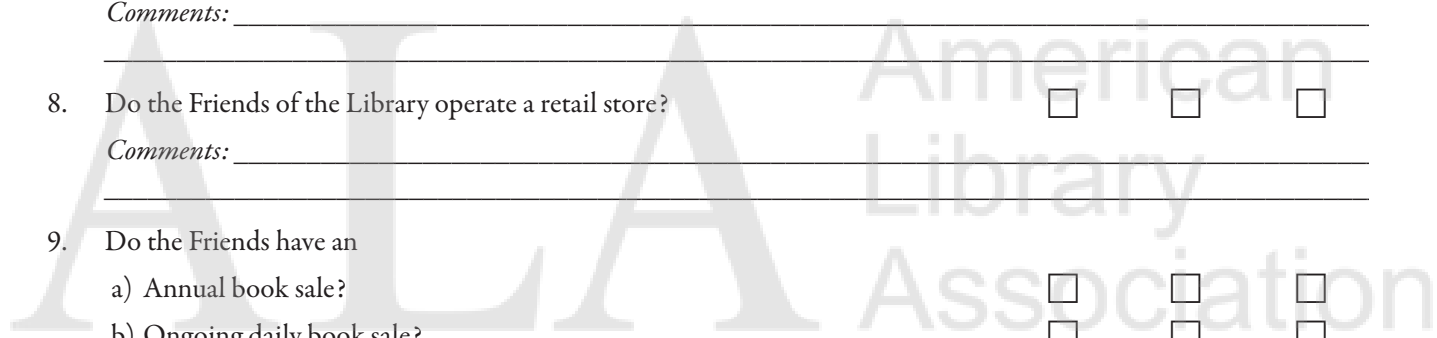
- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 1. Are there lockers and/or coat closets where personal items can be stored and secured for staff and volunteers?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Is there a kitchen for the preparation of food and for serving light refreshments?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Is the kitchen equipped with a sink, garbage disposal, microwave oven, stove, refrigerator, icemaker, coffee maker, and cabinets for storage of dishes and equipment?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

	YES	NO	N/A
4. Is there provision for a ventilating system to eliminate strong food odors? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Are there vending machines for food and soft drinks? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Are there adequate numbers of tables and chairs to accommodate all staff that may be using the lounge at the same time? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Is there a cot/sofa that can be used by the staff or customers in case of an emergency? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Is there a window to look out on a quiet, pleasant scene? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Does the staff have restrooms separate from those for the public? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Is the staff lounge acoustically treated to eliminate the transfer of sound to and from adjacent public and staff areas? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

T. Friends of the Library

1. Does the library have a Friends of the Library group? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Do the Friends of the Library accept donations such as books (used/new) and other items (puzzles, magazines, audiovisual)? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Do the Friends of the Library have their own counter or worktable to sort donated items? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	YES	NO	N/A
4. Do the Friends of the Library have equipment such as carts and dollies available to handle large donations of books and media? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Do the Friends of the Library have convenient storage for the above equipment and cardboard boxes for packing the donated items? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Are the donations placed on shelves on the premises so the staff can view and select whatever they want to add to their collection, send to the branch book exchange, or sell? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Is there storage space either on or off the premises for the donated items? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Do the Friends of the Library operate a retail store? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Do the Friends have an a) Annual book sale? b) Ongoing daily book sale? <i>Comments:</i> _____	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
10. If the Friends have an ongoing daily sale, do they sell their items from a) A store? b) Some shelves in the library? c) A book cart? d) An area adjacent to their room? <i>Comments:</i> _____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
11. Is the book sale area clearly marked by signs? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Is the cash from the Friends' sales kept in a separate place so as not to get confused with the daily cash from library transactions? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

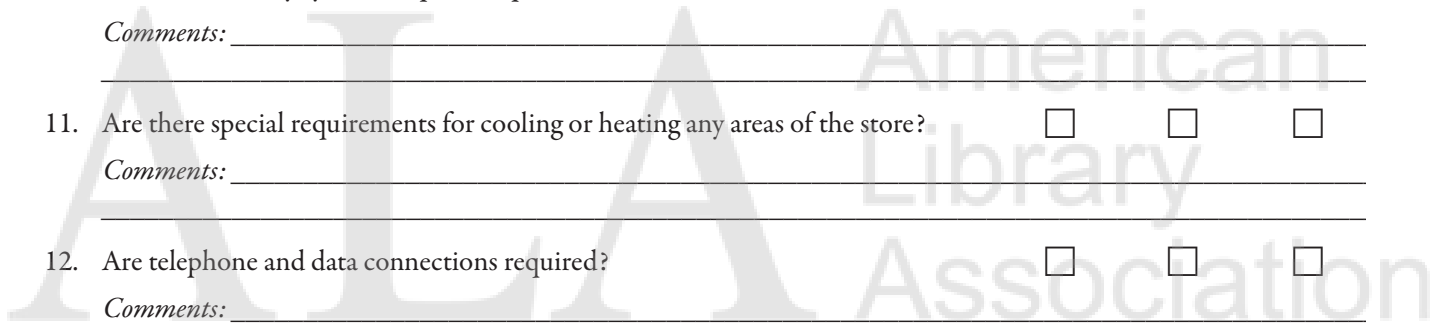


- | | YES | NO | N/A |
|--|--------------------------|--------------------------|--------------------------|
| 13. Is there space in a prominent area allotted to the Friends for their newsletter and membership applications? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Comments:</i> _____ | | | |
| 14. Do the Friends have a mail slot to receive their membership applications, dues, donations, etc.? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Comments:</i> _____ | | | |
| 15. Do the Friends have a bulletin board for messages? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Comments:</i> _____ | | | |
| 16. Do the Friends have some space in the staff lounge to hang their coats, and lockers or some other safe place to store their valuables? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Comments:</i> _____ | | | |

U. Library Store

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 1. If a library store is provided, is the store in a prominent location to attract the attention of customers as they walk by? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Comments:</i> _____ | | | |
| 2. Are there adequate signage, window displays, and other visual cues to market the library store to potential customers? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Comments:</i> _____ | | | |
| 3. Are the circulation paths simple and logical? Customers should be able to concentrate on the merchandise and not be worried about bumping into things. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Comments:</i> _____ | | | |
| 4. Is the cash/wrapping counter designed and located for maximum efficiency, accessibility, and optimal equipment placement? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Comments:</i> _____ | | | |
| 5. Is there a cash register? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Comments:</i> _____ | | | |

	YES	NO	N/A
6. Is there an office/storage room located in the store? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Is the design of the display fixtures flexible to permit new products to be added periodically? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Will some products require special displays or display techniques? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Is a specific lighting source (incandescent, fluorescent, or halogen) preferred? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Are there security systems in place to protect staff, merchandise, and cash? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Are there special requirements for cooling or heating any areas of the store? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Are telephone and data connections required? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Are there enough electrical outlets? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Will the store have a sound system? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Are there preferred materials for the walls? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Are there preferred materials for the floors? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Are there preferred materials for the ceiling? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



YES NO N/A

V. Interior Storage

1. Has storage been considered in planning the library?

Comments: _____

2. Is there a room to store pieces of furniture, equipment, displays, and other miscellaneous items?

Comments: _____

3. Is there storage space for less frequently used library materials such as old newspapers, periodicals, and donated books awaiting review for possible addition to the collections?

Comments: _____

4. Is there adequate storage for office and library supplies?

Comments: _____

5. Is there another building or library property where infrequently used materials can be stored to make room for rapidly growing collections?

Comments: _____

6. Is there a policy in place to keep the storage area from becoming the library's "attic"?

Comments: _____



Compliance with ADA Accessibility Guidelines

YES NO N/A

The best source for the latest information about ADA requirements is the U.S. Department of Justice website, ADA Standards for Accessible Design: www.usdoj.gov/crt/ada/adastd94.pdf. This site also provides figures that illustrate many of the following requirements.

A. Transportation, Parking Lots, Parking Signage, and Accessible Routes

1. Is there at least one accessible route within the boundary of the site from a public transportation stop? An accessible route is a continuous, unobstructed path connecting all accessible elements and spaces of a building. Interior accessible routes may include corridors, floors, ramps, elevators, lifts, and clear floor space at fixtures. Exterior accessible routes may include parking access aisles, curb ramps, crosswalks at vehicular ways, walks, ramps, and lifts.

Comments: _____

2. Are there safe and accessible parking spaces located on the shortest accessible route of travel to an accessible entrance?

Comments: _____

3. If the building has multiple accessible entrances with adjacent parking, are accessible parking spaces dispersed and located closest to the accessible entrances?

Comments: _____

YES NO N/A

4. Do the accessible routes have floors, walks, ramps, stairs, and curb ramps that are stable, firm, and slip resistant?

Comments: _____

5. Do accessible parking spaces have a designated sign showing the symbol of accessibility?

Comments: _____

6. Is the minimum clear width of an accessible route at least 36 inches?

Comments: _____

7. Are the accessible parking spaces at least 8 feet wide and 20 feet long?

Comments: _____

8. Are the accessible parking lot spaces and aisles level so that wheelchairs will not roll if left unattended while transferring persons to their vehicle?

Comments: _____

9. Is one in every eight accessible parking spaces, but not less than one overall, served by an access aisle 96 inches in width, with signage that indicates "Van Accessible" under the accessibility symbol?

Comments: _____

10. Does the facility observe the following requirements for parking spaces?

Number of Spaces	Minimum Accessible Spaces
1 to 25	1
26 to 50	2
51 to 75	3
76 to 100	4
101 to 150	5
151 to 200	6
201 to 300	7
301 to 400	8
401 to 500	9
501 to 1,000	2 percent of total
1,001 and over	20, plus 1 for each 100 over 1,000

Comments: _____

YES NO N/A

11. Are access aisles between van parking spaces 5 feet in width, striped, and part of an accessible route? (Two accessible parking spaces can share a common access aisle.)

Comments: _____

12. Does the van-accessible parking space clear vertically to at least 9 feet 6 inches high?

Comments: _____

13. If the library has a passenger-loading zone, does the zone have an access aisle 5 feet wide and 20 feet long, adjacent and parallel to vehicle pull-up space?

Comments: _____

B. Ground and Floor Surfaces

1. Are slip-resistant floors used throughout the building, and are floor surfaces stable and firm?

Comments: _____

2. Are changes in vertical level less than ¼ inch? If so, no edge treatment is required.

Comments: _____

3. Are changes in floor level between ¼ and ½ inch? If so, the change in the level must be beveled with a slope no greater than 1:2.

Comments: _____

4. Are changes in level greater than ½ inch? If so, they require a ramp.

Comments: _____

5. If carpet or carpet tile is used, is it securely attached to the floor, and does it have a firm cushion pad, a level loop, and a maximum pile thickness of less than ½ inch?

Comments: _____

6. Do gratings located in walking surfaces have spaces no greater than ½ inch in one direction?

Comments: _____

7. Do gratings have elongated openings? If so, they must be placed so that the long dimension is perpendicular to the dominant direction of travel.

Comments: _____

- | | YES | NO | N/A |
|---|--------------------------|--------------------------|--------------------------|
| 8. Can an individual with visual disabilities who is using a cane detect objects protruding from the wall or floor?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Is there clear and distinct contrast between the floors and walls to assist the visually impaired?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

C. Curb Cuts

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 1. Are there curb cuts or curb ramps at all curbs and walks on accessible routes to accessible entrances?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Are there any curbs between the access aisle and the vehicle pull-up space?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. If so, are there cuts or curb ramps?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. If there are curb ramps, are they built so they do not extend into vehicle traffic lanes?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Is the least possible slope used for every ramp?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. If a curb ramp is located where pedestrians must walk across the ramp, is it protected by handrails or guardrails?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. If the curb ramp does not have guardrails, does it have flared sides?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Does the curb ramp have a detectable warning extending the full width and depth of the ramp?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

	YES	NO	N/A
9. Do curb cuts or curb ramps have a slope of 1:12 or less and flared sides with a slope of 1:10, which is the minimum requirement? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. If the pavement is not level, is the slope no more than 2 percent in all directions? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Do the curb cuts or curb ramps provide drainage so that water will not be trapped after a storm? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Are curb cuts or ramps 36 inches wide, excluding the flared sides? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Are curb ramps at marked crossings wholly contained within the markings, excluding any flared sides? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. If diagonal (or corner-type) curb ramps have returned curbs or other well-defined edges, are they parallel to the direction of pedestrian flow? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Are any raised islands in crossings cut through level with the street, or do they have curb ramps at both sides and a level area at least 38 inches long between the curb ramps in the part of the island intersected by the crossings? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D. Ramps

1. Is the least possible slope used for any ramp? Any part of an accessible route with a slope greater than 1:20 is considered a ramp. <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Is the maximum rise for any ramp less than 30 inches? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the ramp have a minimum clear width of 36 inches? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	YES	NO	N/A
4. Does each ramp have the following?			
a) Level landings at the bottom and top of the ramp and the ramp run	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) A landing at least as wide as the ramp run leading to it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Landings at least 60 inches in length	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			
5. Does the ramp change direction at landings? If so, the minimum landing size should be 60 inches by 60 inches.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			
6. Is there a doorway located at a landing? If so, the area in front of the doorway (not automatic or power-assisted) requires a minimum maneuvering clearance of 48 inches.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			
7. Does the ramp run have a rise greater than 6 inches or a horizontal projection greater than 72 inches? If so, then it requires handrails on both sides.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			
8. Are the cross slopes of ramp surfaces no greater than 1:50?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			
9. Are outdoor ramps and their approaches designed so that water will not accumulate on walking surfaces?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			

E. Stairs

1. On any given flight of stairs, do all steps have uniform riser heights and uniform tread levels?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			
2. Are the stair treads no less than 11 inches measured from riser to riser? (Open risers are not permitted.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			
3. Is the underside of nosings (the usually rounded edge of a stair) not abrupt?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			

- | | YES | NO | N/A |
|---|--------------------------|--------------------------|--------------------------|
| 4. Is the radius of the curvature at the leading edge of the tread no greater than ½ inch?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Are the risers sloped at, or do the undersides of the nosings have, an angle not less than 60 degrees from the horizontal?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Do the stairways have handrails at both sides of the stairs? If so, the handrails should comply with E.5 above.
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

F. Lifts and Elevators

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 1. If the building has more than one floor, does the wheelchair user have access to an elevator?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Are accessible elevators on an accessible route?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Is the elevator operation automatic?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Do the elevators have an automatic self-leveling feature that will bring the car to floor landings within a tolerance of ½ inch under rated loading to zero loading conditions? This self-leveling feature should be automatic and independent of the operating devices and should correct the over- or under-travel.
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Are call buttons in elevator lobbies and hallways centered at 42 inches above the floor?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Do the call buttons have a minimum of ¾ inch in the smallest dimension, and is the button designating the up direction placed on top?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

	YES	NO	N/A
7. Do the call buttons have visual signals to indicate when each call is registered and when each call is answered?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			
8. Is there a visible and audible signal provided at each hoistway entrance to indicate which car is answering a call? Audible signals should sound once for the up direction and twice for the down direction, or have verbal annunciators that say "up" or "down."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			
9. Are hall lantern fixtures mounted so that their centerline is at least 72 inches above the lobby floor?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			
10. Are the signals visible from the vicinity of the hall call button?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			
11. Do all elevator hoistway entrances have raised and braille floor designations provided on both jambs? The centerline of the characters should be 60 inches above the finished floor, and the characters should be at least 2 inches high.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			
12. Do elevator doors open and close automatically, and are they provided with a reopening device that will stop automatically if the door becomes obstructed by an object or a person?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			
13. Are elevator doors open fully in response to a car call for a minimum of three seconds?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			
14. Does the floor area of elevator cars provide space for a wheelchair user to enter the car, maneuver within reach of the controls, and exit from the car?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			
15. Is the level of illumination at the car controls, platform, and car threshold and landing sill at least five foot-candles?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			

	YES	NO	N/A
16. Do elevator car controls consider the following?			
a) Are all control buttons at least 3/4 inch in their smallest dimension, and are they raised or flush?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Are all control buttons designated by braille and raised standard alphabet characters for letters, arabic characters for numerals, or standard symbols?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Are all floor buttons no higher than 54 inches above the finished floor for side approach and 48 inches for front approach?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Are emergency controls grouped at the bottom of the panel with their centerlines no less than 35 inches above the finished floor?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

17. Is a visual car position indicator provided above the car control panel or over the door to show the position of the elevator in the hoistway? As the car passes or stops at a floor served by the elevators, the corresponding numerals should illuminate, and an audible signal should sound.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
---	--------------------------	--------------------------	--------------------------

Comments: _____

18. Is there an emergency two-way communication system between the elevator and a point outside the hoistway?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
---	--------------------------	--------------------------	--------------------------

Comments: _____

G. Doors

1. Do doorways have a minimum clear opening of 32 inches with the door open 90 degrees, measured between the face of the door and the opposite stop?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--	--------------------------	--------------------------	--------------------------

Comments: _____

2. Are thresholds raised less than 1/2 inch from the floor?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
---	--------------------------	--------------------------	--------------------------

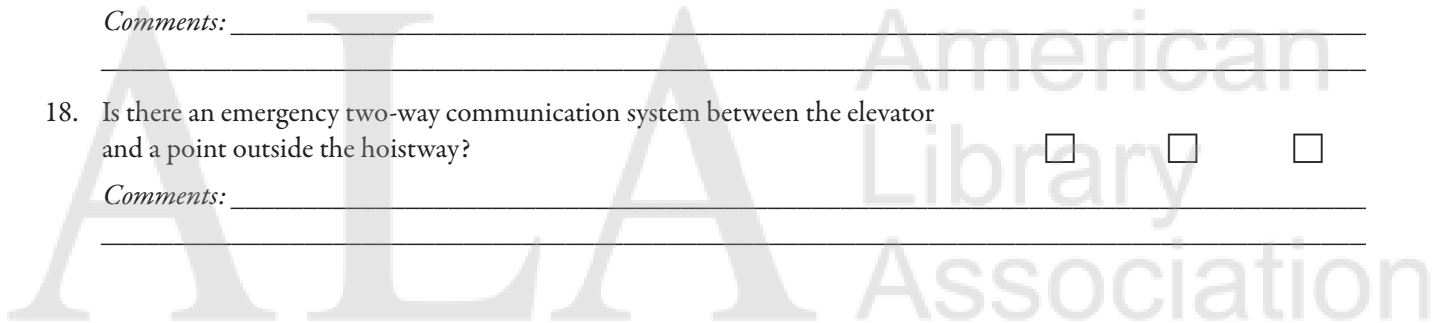
Comments: _____

3. Does the door allow maneuvering clearance for a person in a wheelchair? Maneuvering room will vary based on type of door.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--	--------------------------	--------------------------	--------------------------

Comments: _____

4. Do handles, pulls, latches, locks, and other operating devices on accessible doors have a shape that is easy to grasp with one hand and does not require tight grasping, tight pinching, or twisting of the wrist to operate?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--	--------------------------	--------------------------	--------------------------

Comments: _____

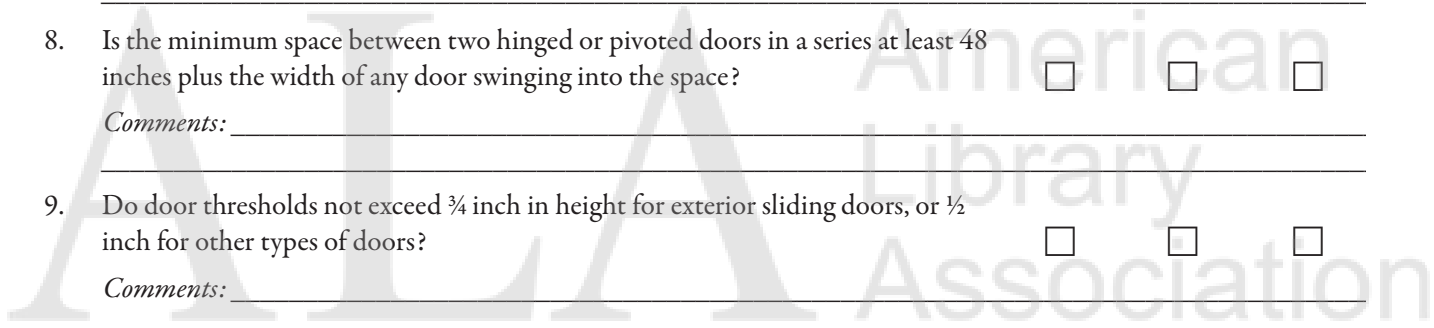


- | | YES | NO | N/A |
|--|--|--|--|
| 5. Are there easy-to-grip door handles using push-type, lever-operated, or U-type handles?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Is hardware required for accessible doors mounted no higher than 48 inches above the finished floor?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Do accessible doors allow delay-closing action of at least three seconds to move from an open position of 70 degrees to a point 3 inches from the latch measured to the leading edge of the door?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Does the maximum force for pushing or pulling open a door meet the following standards?
a) <i>Interior hinged doors:</i> 5 lbf (A foot-pound [lbf] is a unit measure of torque equal to a pound of force acting perpendicularly to an axis of rotation at a distance of one foot. Also called pound-foot, it is a measure of torque, or the turning power required to open a door.)
b) <i>Sliding or folding doors:</i> 5 lbf
<i>Comments:</i> _____ | <input type="checkbox"/>
<input type="checkbox"/> | <input type="checkbox"/>
<input type="checkbox"/> | <input type="checkbox"/>
<input type="checkbox"/> |

H. Entrances

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 1. Is a book drop available near the entrance? If so, the handle should be at least 54 inches above the floor for wheelchair approaches from the side. For a forward approach to the book drop, the maximum is 48 inches above the floor to allow reaching from the wheelchair.
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Are all building entrances accessible to the disabled? Revolving doors or turnstiles should not be the only means of passage at an accessible entrance or along an accessible route.
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Do all accessible entrance doors display a sign or sticker with the international symbol for accessibility?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

	YES	NO	N/A
4. If some entrances are not accessible, are signs displayed directing people to accessible entrances? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Do library security gates have a clear minimum opening of 32 inches? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Is there an accessible gate or door provided adjacent to the turnstile or revolving door and is it designed to facilitate the same use pattern? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Do doorways have a minimum clear opening of 32 inches with the door open 90 degrees? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Is the minimum space between two hinged or pivoted doors in a series at least 48 inches plus the width of any door swinging into the space? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Do door thresholds not exceed ¾ inch in height for exterior sliding doors, or ½ inch for other types of doors? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Do handles, pulls, latches, locks, and other operating devices on accessible doors have a shape that is easy to grasp with one hand and does not require tight grasping, tight pinching, or twisting of the wrist to operate? <ul style="list-style-type: none"> • Lever-operated mechanisms, push-type mechanisms, and U-shaped handles are acceptable designs. • Hardware required for accessible door opening should be mounted no higher than 48 inches. <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. If a door has a closer, is it adjusted so that from an open position of 70 degrees, the door will take at least three seconds to move to a point 3 inches from the latch, measured to the leading edge of the door? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Is the maximum force for pushing or pulling open a door as follows? a) <i>Fire doors:</i> the minimum opening force allowable by the appropriate administrative authority b) <i>Interior hinged doors and sliding or folding doors:</i> a maximum force of 5 lbf <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



YES NO N/A

I. Accessible Routes within the Building

1. Is there at least one accessible route connecting accessible buildings, facilities, elements, and spaces? An accessible route is a continuous, unobstructed path connecting all accessible elements and spaces of a building. Interior accessible routes may include corridors, floors, ramps, elevators, lifts, and clear floor space at fixtures.

Comments: _____

2. Is the minimum clear width of an accessible route 36 inches except at doorways? If a person in a wheelchair must make a turn around an obstruction, does the minimum clear width allow this to take place? Usually this is 60 inches by 60 inches.

Comments: _____

3. If the accessible route is less than 5 feet in width, are there passing spaces of 5 feet at intervals of not more than 200 feet?

Comments: _____

4. Is there headroom clearance of at least 80 inches above the floor along accessible routes?

Comments: _____

5. Are there protruding objects (e.g., telephones, drinking fountains, and/or furniture) along these travel routes?

Comments: _____

6. If there are any protruding objects with their leading edges at or below 27 inches above the floor, do they leave a clear minimum path of 36 inches?

Comments: _____

7. Are ground and floor surfaces stable, firm, and slip-resistant?

Comments: _____

8. Does any accessible route serving any accessible space or element serve as a means of egress for emergencies or connect to an accessible area of rescue assistance?

Comments: _____

YES NO N/A

J. Drinking Fountains

1. Are the spouts on all drinking fountains no higher than 36 inches measured from the floor to the spout outlet? YES NO N/A
Comments: _____

2. Are the spouts of drinking fountains and water coolers at the front of the unit, and do they direct the flow in a trajectory that is parallel or nearly parallel to the front of the unit? YES NO N/A
Comments: _____

3. Does the water flow at least 4 inches high above the spout so a cup or glass can be placed under the water flow? YES NO N/A
Comments: _____

4. If the drinking fountain is a round or an oval bowl, is the spout positioned so the edge of the water is within 3 inches of the front of the fountain? YES NO N/A
Comments: _____

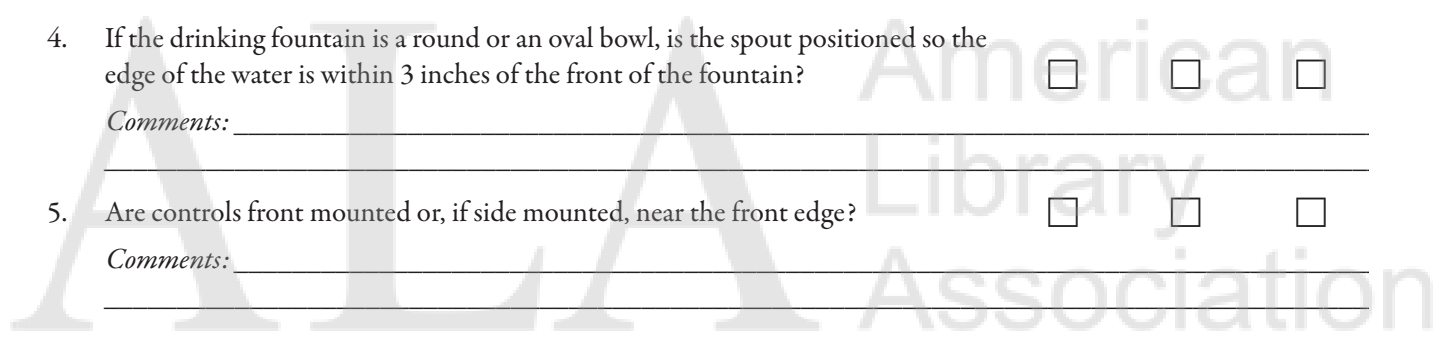
5. Are controls front mounted or, if side mounted, near the front edge? YES NO N/A
Comments: _____

6. Are controls and operating mechanisms operable with one hand without tight grasping, tight pinching, or twisting of the wrist? YES NO N/A
Comments: _____

7. If the accessible water fountain is wall or post mounted and has knee space, is the space at least 27 inches high, 30 inches wide, and 17 to 19 inches deep? YES NO N/A
Comments: _____

8. Does the above water fountain have a minimum clear floor space of 30 inches by 48 inches to allow a person in a wheelchair to approach the unit facing forward? YES NO N/A
Comments: _____

9. Do freestanding or built-in drinking fountains have a clear floor space of at least 30 inches by 48 inches that allows a person in a wheelchair to make parallel approaches to the unit? YES NO N/A
Comments: _____



YES NO N/A

K. Water Closets

1. Do water closets (WCs) not located in stalls and centered on the wall with direct access have a 48-inch minimum entrance, a 66-inch clear floor space in front of the water closet, and a 36-inch minimum space on the wall behind the water closet? YES NO N/A

Comments: _____

2. Do WCs not located in stalls and located on one side of the rear wall with direct access have a 60-inch minimum entrance, a 56-inch clear floor space in front of the WC, and a 60-inch minimum space on the wall behind the WC? YES NO N/A

Comments: _____

3. For WCs not located in stalls, are there grab bars 33 to 36 inches on center above the floor and a minimum of 42 inches in length? YES NO N/A

Comments: _____

4. Is the height of the WC between 17 and 19 inches measured at the top of the toilet seat? Seats should not be spring-loaded to return to a lifted position. YES NO N/A

Comments: _____

5. Are flush controls operated by hand or automatically? _____

Comments: _____

6. Are controls for flush valves mounted on the wide side of toilet areas no more than 44 inches above the floor? YES NO N/A

Comments: _____

7. Are toilet paper dispensers installed within reach and located 19 inches above the floor? YES NO N/A

Comments: _____

8. Are other fixtures in the restroom (soap dispensers, towels, auto-dryers, sanitary-napkin dispensers, wastepaper receptacles, etc.) located so the controls or dispensers are at a maximum of 48 inches from the floor? YES NO N/A

Comments: _____

9. Are coat and purse hooks at a height of approximately 48 inches to make them convenient to wheelchair users? YES NO N/A

Comments: _____

YES NO N/A

L. Toilet Rooms

- 1. Are there signs indicating the nearest accessible toilet room available for persons with disabilities? YES NO N/A
Comments: _____

- 2. Is there at least one toilet room accessible for persons with disabilities? YES NO N/A
Comments: _____

- 3. Is the toilet room marked with braille signage? YES NO N/A
Comments: _____

- 4. Is the door into the toilet room easily opened by the disabled? See section G (doors) in this chapter for requirements. YES NO N/A
Comments: _____

M. Toilet Stalls

- 1. Is at least one stall accessible to a wheelchair, and does it display the international symbol of accessibility? YES NO N/A
Comments: _____

- 2. Is the accessible toilet stall on an accessible route? YES NO N/A
Comments: _____

- 3. Are there 60 inches of clear floor space in the restroom for a wheelchair to make a 180-degree turn? YES NO N/A
Comments: _____

- 4. Does the immediate area allow 48 inches of clear space to approach the stall door? YES NO N/A
Comments: _____

- 5. Is there a minimum clearance of 36 inches between all fixtures to an accessible stall? YES NO N/A
Comments: _____

- 6. Do WCs in accessible stalls meet the requirements listed above for water closets? YES NO N/A
Comments: _____

	YES	NO	N/A
7. Are stall doors at least 36 inches wide? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Does the door of the stall open out? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Do standard toilet stalls have a minimum depth of 56 inches for a wall-mounted WC and 59 inches for a floor-mounted WC? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Is there a toe clearance of at least 9 inches above the floor for standard stalls? If the depth of the stall is greater than 60 inches, toe clearance is not required. <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Is the toilet-paper holder located within easy reach from the toilet and at least 19 inches from the floor, with continuous paper flow? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Are coat and purse hooks at a height of approximately 48 inches to make them convenient to wheelchair users? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Are there grab bars located in the stall, and do they meet the requirements listed for grab bars below (see section P of this chapter)? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

N. Urinals

1. Is the rim of the accessible urinal no more than 17 inches above the floor? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Is there a clear space of at least 30 by 48 inches in front of the urinals? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Are flush controls either hand operated or automatic, and mounted no more than 44 inches off the floor? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

YES NO N/A

4. Are the controls and operating mechanisms capable of being operated with one hand and without requiring tight grasping, tight pinching, or twisting of the wrist? YES NO N/A
Comments: _____

5. Is the force required to activate the controls no greater than 5 lbf? YES NO N/A
Comments: _____

0. Lavatories

1. Is there a clear floor space 30 by 48 inches in front of a lavatory to allow a forward approach? YES NO N/A
Comments: _____

2. Does the clear floor space adjoin or overlap an accessible route and extend a maximum of 19 inches underneath the lavatory? YES NO N/A
Comments: _____

3. Are lavatories mounted with the rim or counter surface no more than 34 inches above the finished floor? YES NO N/A
Comments: _____

4. Is there a clearance space under the lavatory 29 inches above the finished floor to the bottom of the lavatory apron? YES NO N/A
Comments: _____

5. Is the knee clearance under the lavatory a minimum of 8 inches and the toe clearance 6 inches? The total distance from the front lip of the lavatory to the wall should be a minimum of 17 inches. YES NO N/A
Comments: _____

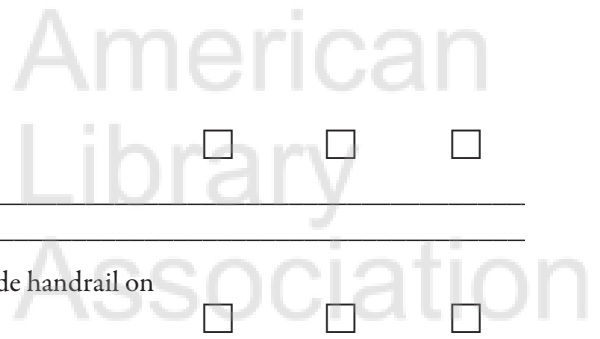
6. Is the depth of the sink a maximum of 6½ inches? YES NO N/A
Comments: _____

7. Are hot water and drain pipes either insulated or enclosed to protect against contact? YES NO N/A
Comments: _____

- | | YES | NO | N/A |
|---|--------------------------|--------------------------|--------------------------|
| 8. Are faucets operable with one hand? Lever-operated, push-type, and electronically controlled mechanisms are examples of acceptable design. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Comments:</i> _____ | | | |
| 9. If self-closing valves are used in faucets, do they remain open for at least ten seconds? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Comments:</i> _____ | | | |
| 10. Can faucets be operated with no more than 5 lbf? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Comments:</i> _____ | | | |
| 11. Are mirrors mounted with the bottom edge of the reflective surface no more than 40 inches above the floor? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Comments:</i> _____ | | | |

P. Handrails and Grab Bars

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 1. Are all handrails and grab bars accessible? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Comments:</i> _____ | | | |
| 2. Are handrails installed along both sides of ramp segments? The inside handrail on switchback or dogleg ramps should always be continuous. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Comments:</i> _____ | | | |
| 3. If handrails are not continuous, do they extend at least 12 inches beyond the top and bottom of the ramp segment parallel with the floor or ground surface? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Comments:</i> _____ | | | |
| 4. Are the handrail gripping surfaces mounted between 35 and 38 inches above ramp surfaces? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Comments:</i> _____ | | | |
| 5. Is the clear space between the handrail and the wall 1 to 1½ inches? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Comments:</i> _____ | | | |
| 6. Are handrails and grab bars between 1¼ and 1½ inches in diameter? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Comments:</i> _____ | | | |



	YES	NO	N/A
7. Are gripping surfaces continuous? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Are the ends of handrails either rounded or returned smoothly to floor, wall, or post? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Are handrails and grab bars secure in their fittings? They should not rotate within their fittings. <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Are grab bars placed appropriately and where required, adjacent to WCs, toilet stalls, and urinals? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Is there a grab bar on the wall closest to the WC, 40 inches in length, 33 to 36 inches from the floor, and 12 inches from the back wall? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Are there at least 1½ inches of space between the grab bar and the wall? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Are grab bars capable of resisting a force of 250 lbf? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Are grab bars free of sharp, abrasive, or protruding elements? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

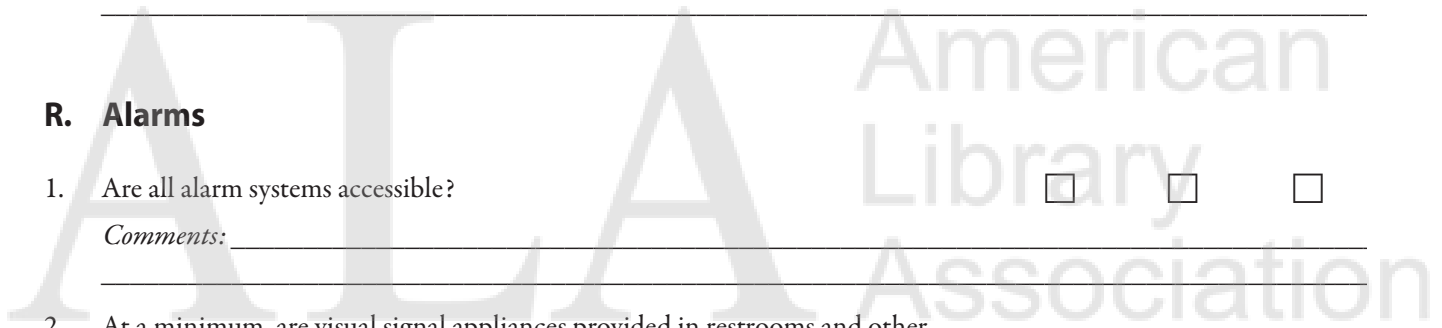
Q. Controls and Operating Mechanisms

1. Are all controls and operating mechanisms accessible? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Is there clear floor space at least 30 by 48 inches provided in front of the controls, dispensers, receptacles, and other operable equipment mechanisms to allow a forward approach by a person in a wheelchair, and is the clear space on an accessible route? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	YES	NO	N/A
3. Is the highest operable part of the controls, dispensers, receptacles, and other operable equipment placed within a maximum of 48 inches? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Are electrical and communications system receptacles on walls mounted no less than 15 inches above the floor? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Are controls and operating mechanisms operable with one hand without requiring tight grasping, tight pinching, or twisting of the wrist? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Is the force required to activate controls no greater than 5 lbf? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

R. Alarms

1. Are all alarm systems accessible? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. At a minimum, are visual signal appliances provided in restrooms and other general-use areas (meeting rooms, hallways, lobbies, and any other area for common use)? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. If provided, do audible emergency alarms produce a sound that exceeds the prevailing ambient sound in the room or space by at least 15 dBA, or exceeds any maximum sound level with a duration of 60 seconds by 5 dBA? The decibel (dB) is used to measure sound level; the A scale is the most frequently used sound level filter. Measurements made on this scale are expressed as dBA. <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Is the sound level of the emergency alarm below 120 dBA? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Is the visual alarm system integrated into the building or facility alarm system? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



	YES	NO	N/A
6. Do the visual alarm signals have the following minimum photometric and location features?			
a) A xenon strobe-type lamp or equivalent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) A color that is clear or nominal white (i.e., unfiltered or clear filtered white light)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) A maximum pulse duration of $\frac{2}{10}$ of one second (0.2 sec) with a maximum duty cycle of 40 percent. The pulse duration is defined as the time interval between initial and final points of 10 percent of maximum signal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) A flash rate of a minimum of 1 Hz and a maximum of 3 Hz	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Placement 80 inches above the highest floor level within the space of 6 inches below the ceiling, whichever is lower	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Location such that no place in any room or space is more than 50 feet from the signal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

S. Signage

1. Do all signs designating permanent rooms and spaces in the building comply with the ADA Accessibility Guidelines for Buildings and Facilities (ADAAG)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Comments: _____

2. Is large, clearly printed signage provided to identify all areas and functions in the library for the hearing and visually impaired?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Comments: _____

3. Does directional and informational signage about functional spaces in the building comply with ADAAG?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Comments: _____

4. Do all accessible elements (i.e., entrance doors, restrooms, water fountains, and parking spaces) display the international symbol of accessibility?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
---	--------------------------	--------------------------	--------------------------

Comments: _____

5. Are the signs placed perpendicular to the route of travel?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Comments: _____

6. Can permanent signs be approached without encountering a protruding object or standing within the swing of a door?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Comments: _____

	YES	NO	N/A
7. Do letters and numbers on signs have a width-to-height ratio between 3:5 and 1:1 and a stroke-width-to-height ratio between 1:5 and 1:10?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			
8. Are characters and numbers on signs sized according to the viewing distance from which they are to be read? The minimum heights are measured using an uppercase X. Lowercase characters are permitted.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			
9. Are letters and numbers raised 1/2 inch in uppercase sans serif and accompanied with Grade 2 braille? Raised characters should be at least 3/8 inch high, but no higher than 2 inches.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			
10. Are pictograms accompanied by the equivalent verbal description placed directly below the pictogram?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			
11. Is the border dimension of the pictogram 6 inches minimum in height?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			
12. Are the characters and backgrounds of permanent signs constructed with a matte, nonglare, eggshell-colored, or some other nonglare finish?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			
13. Do characters and symbols contrast with their background—either light characters on a dark background or dark characters on a light background?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			
14. Are permanent signs for rooms and spaces installed on the wall adjacent to the latch side of the door and mounted at 60 inches above the finished floor to the centerline of the sign?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			
15. Is the mounting location for the signage above such that a person may approach within 3 inches of the signage without encountering protruding objects or standing within the swing of a door?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			

YES NO N/A

16. Are the following international symbols of accessibility displayed (the website ADA Standards for Accessible Design has illustrations of the signs)?

- a) Volume-control telephones have a volume control identified by a sign depicting a telephone handset with radiating sound waves. YES NO N/A
- b) Text telephones are identified by directional signage indicating the location of the nearest text telephone placed adjacent to all banks of telephones that do not contain a text telephone. The sign must display the international TDD symbol. YES NO N/A
- c) The availability of assistive listening systems is identified by a sign that includes the international symbol of access for hearing loss. YES NO N/A

Comments: _____

T. Telephones

1. Are public telephones identified by the international symbol of accessibility? YES NO N/A

Comments: _____

2. Are public telephones accessible by providing a clear floor or ground space at least 30 by 48 inches that allows either a forward or parallel approach by a person using a wheelchair? YES NO N/A

Comments: _____

3. Do bases, enclosures, and fixed seats allow unimpeded approaches to telephones by people who use wheelchairs? YES NO N/A

Comments: _____

4. Is the highest operable part of the telephone placed at an accessible height (48 inches) for wheelchair users? YES NO N/A

Comments: _____

5. Do hearing-aid-compatible and volume-control telephones
 a) Have volume controls capable of a minimum of 12 dBA above normal? YES NO N/A

b) Have push-button controls? YES NO N/A

Comments: _____

6. Is the cord length from the telephone to the handset a minimum of 29 inches? YES NO N/A

Comments: _____

- | | YES | NO | N/A |
|---|--------------------------|--------------------------|--------------------------|
| 7. If telephone books are provided, are they located within the 48-inch accessible height?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. If text telephones are used with a pay telephone, are they permanently affixed within or adjacent to the telephone enclosure?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Are pay telephones designed to accommodate a portable text telephone equipped with a shelf and an electrical outlet within or adjacent to the telephone enclosure?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Is the telephone handset capable of being placed flush on the surface of the shelf?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. If pay telephones are not provided with the above accessible features, is an equivalent facilitation system provided at a service desk when the library is open?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

U. Fixed or Built-in Seating and Tables

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 1. Do at least 5 percent, or a minimum of one of each element, of fixed seats, tables, or study carrels have access for people with disabilities?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Is there clear space of at least 30 by 48 inches for people in wheelchairs in front of fixed tables and study carrels? This allows either a forward or parallel approach by a person using a wheelchair.
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Is there a knee clearance of 27 inches high, 30 inches wide, and 19 inches deep for people in wheelchairs in front of fixed tables and study carrels?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Are the tops of tables and study carrel counters between 28 and 34 inches above the finished floor or ground?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

YES NO N/A

5. Do circulation, reference, and other service desks meet code requirements designated for built-in tables and counters?

a) Is the height of the countertop between 28 and 34 inches above the finished floor? For the circulation desk, the 34-inch dimension is preferred.

b) Is knee clearance at least 27 inches high? For the staff side of the desk, there should be a 19-inch-deep knee clearance space.

c) Is the minimum clear area for a person in a wheelchair approaching the desk 36 inches wide?

Comments: _____

6. Does at least one lane at each checkout area meet the requirements for an accessible route?

Comments: _____

7. Is the minimum clear aisle space at card catalogs, OPAC desks, and magazine displays 36 inches, with a maximum reach height of 48 inches?

Comments: _____

8. Are aisles for book stacks (storage of library materials) a minimum of 36 inches wide (42 inches preferred)?

Comments: _____

9. Are aisles for bookshelves (storage of commonly used publications such as current periodicals and frequently used reference materials) 44 inches minimum?

Comments: _____

10. Is assistance available to retrieve books off shelves? If so, there is no height limit.

Comments: _____

11. If assistance is not available, is topmost-shelf height limited to 54 inches?

Comments: _____

V. Assembly Areas

1. Are wheelchair locations an integral part of any library fixed-seating plan in meeting and assembly rooms so as to provide people with physical disabilities a line of sight comparable to those members of the general public using the facility?

Comments: _____

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| | YES | NO | N/A |
| 2. Is the meeting room or assembly area served by an accessible route? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments: _____

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 3. Does the facility observe the following capacity for wheelchair locations? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|---|--------------------------|--------------------------|--------------------------|

Room Capacity	Minimum Accessible Spaces
4 to 25	1
26 to 50	2
51 to 300	4
301 to 500	6
Over 500	6, plus 1 additional space for each seating capacity increase of 100.

When the seating capacity exceeds 300, wheelchair spaces should be provided in more than one location.

Comments: _____

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 4. Does each wheelchair location provide minimum clear ground or floor space 36 inches wide by 48 inches for forward or rear access and 66 inches minimum for side access? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--|--------------------------|--------------------------|--------------------------|

Comments: _____

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 5. Is the floor surface in the meeting room or assembly room stable, firm, and slip-resistant? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--|--------------------------|--------------------------|--------------------------|

Comments: _____

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 6. Does the meeting room provide an assistive listening system to augment standard public address and audio systems? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--|--------------------------|--------------------------|--------------------------|

Comments: _____

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 7. If the meeting room has fixed seating, is the assistive listening system located within a 50-foot viewing distance of the stage or front area? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|---|--------------------------|--------------------------|--------------------------|

Comments: _____

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 8. Does the signage include the international symbol of accessibility for the hearing impaired to notify patrons of the availability of a listening system? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|---|--------------------------|--------------------------|--------------------------|

Comments: _____

W. Building Assistance Facilities

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 1. Is there a designated rescue assistance area in the facility? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--|--------------------------|--------------------------|--------------------------|

Comments: _____

	YES	NO	N/A
2. Are there designated emergency routes in the facility? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Are these routes easily identified? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Are there signs to guide users in case of emergency? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Are the signs illuminated? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Do these signs point the way to the rescue assistance area? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Is the rescue assistance area enclosed, smoke-proof, and vented to the outside? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Is the rescue assistance area separated from the building interior by at least one fire-resistant door? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Does the rescue assistance area provide at least two accessible 30-by-48-inch wheelchair spaces that do not encroach on the width of any required exit route? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Is there a two-way communication system between the primary entrance and the rescue assistance area? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7

Telecommunications, Electrical, and Miscellaneous Equipment

YES NO N/A

Some of the material in this chapter is based on the ANSI/TIA/EIA-568-B and ANSI/TIA/EIA-569-B Standards.

A. General Considerations

1. Are electrical power outlets and data outlets planned for all areas where electronic workstations will be located?

Comments: _____

2. Is a wireless system planned with wireless access points? Wireless access points (AP or WAP) are specially configured nodes on wireless local area networks (WLAN). Access points act as central transmitters and receivers of WLAN radio signals.

Comments: _____

3. Are workstations located and grouped to enhance noise control and privacy?

Comments: _____

4. Has equipment been selected with quiet operation in mind?

Comments: _____

YES NO N/A

B. Telecommunications Entrances and Closets

1. Is the building entrance facility (the point at which outside cabling interfaces with the interior building backbone cabling) a locked, dedicated, and enclosed room with a plywood termination field provided on two walls? (The plywood should be $\frac{3}{4}$ inch, with dimensions 8 feet high by 39 inches wide.) YES NO N/A

Comments: _____

2. Is there an equipment room (essentially a large telecommunications closet) that houses the main distribution frame, PBXs, secondary voltage protection, etc.? The equipment room is often appended to the entrance facilities or a computer room to allow shared air-conditioning, security, fire control, lighting, and limited access. YES NO N/A

Comments: _____

3. Does the room have at least 150 square feet of floor space? The rule of thumb is to provide 0.75 square feet of equipment room floor space for every 100 square feet of user workstation area. YES NO N/A

Comments: _____

4. Is the room located away from sources of electromagnetic interference (transformers, motors, induction heaters, theft detection systems, etc.) until interference is less than 3 V/m (volt per meter-unit of electrical strength) across the frequency spectrum? YES NO N/A

Comments: _____

5. Is the room in an area that is not subject to floods? YES NO N/A

Comments: _____

6. Are all surfaces treated to reduce dust, and walls and ceilings painted white or pastel to improve visibility? YES NO N/A

Comments: _____

7. Are there single or double (36-by-80-inch) lockable doors in order to limit access to the room? YES NO N/A

Comments: _____

8. Has piping, ductwork, mechanical equipment, power cabling, and unrelated storage been kept out of the equipment room? YES NO N/A

Comments: _____

	YES	NO	N/A
9. Is the room maintained 24 hours per day, 365 days per year, at a temperature of 64 to 75 degrees Fahrenheit, 30 to 55 percent humidity, with positive pressure?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			
10. Is there a minimum of two dedicated 15 A/100 VAC (amps per volts of alternating current) duplex outlets on separate circuits?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			
11. Are there convenience duplex outlets placed at 6-foot intervals around the perimeter of the room?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			
12. Has an emergency power system been considered?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			
13. If the equipment room is more than 300 feet from a service point, have additional telecommunications closets been included? (The recommended size is 10 by 11 feet for each 10,000-square-foot area served.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			
14. Is there a 24-hour security system installed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			
15. Is there a separate fire suppression system?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			

C. Horizontal Pathways

Horizontal pathways extend between the telecommunications closet and the work area. A variety of generic pathway options are available. Have the following horizontal pathways been considered? (Options depend on the design of the building.)

1. Plenum ceiling. (Cable bundles run from the telecom closet along J-hooks suspended above a plenum ceiling, fan out when a work zone is reached, drop through interior walls or support columns or raceways, and terminate at an information outlet, or I/O.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			

	YES	NO	N/A
2. Under-floor duct. (Single- or dual-level rectangular ducts are embedded in greater than 2.5-inch-thick concrete flooring.) <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Flush duct. (A single-level rectangular duct is embedded flush in greater than 1-inch-thick concrete flooring.) <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Multichannel raceway. (Cellular raceway ducts capable of routing telecom and power cabling separately are embedded in greater than 3-inch-thick reinforced concrete.) <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Cellular floor. (Preformed hollows, or steel-lined cells, are provided in concrete, with header ducts from the telecom closet arranged at right angles to the cells.) <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Trench duct. (A wide, solid tray, sometimes divided into compartments and fitted with a flat top with gaskets along its entire length, is embedded flush with the concrete finish.) <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Access floor. (Modular floor panels, supported by pedestals, are used in computer rooms and equipment rooms.) <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Conduit. (This option is used only when outlet locations are permanent, device density is low, and flexibility for future changes is not required.) <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Perimeter pathways. (This option includes surface, recessed, molding, and multichannel raceways.) <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

YES NO N/A

D. Cabling and Outlets

1. Is a star topology structured cabling system used. In a star topology, each work-area telecommunications outlet is connected to a cross-connect in a telecommunications closet. All cables from a floor or an area in the building therefore run back to one central point for administration. Each telecommunications closet must be star wired back to the equipment room for the building.
-

Comments: _____

2. Is the structured cabling system compatible with the type of media to be used?
-

Comments: _____

3. Based on the media to be transmitted, what cable alternatives have been selected?

a) *Category 5 cable.* The minimum requirement should be unshielded twisted pair (UTP) N4-pair, 24-gauge, 100 ohm copper cable. (Unshielded twisted pair cables closely resemble telephone cables but are enhanced for data communications to allow higher-frequency transmissions. Category 5 cables and connection hardware are the minimum usually required. They are rated up to 100 MHz and are designed to handle any current copper-based application for voice, video, or data.)

b) *Category 6 cable.* Category 6 is now the suggested standard. It is similar to Category 5E, except that it is made to a higher standard and provides performance of up to 250 MHz, more than double Category 5 and 5E.

c) *Single-mode and multi-mode optical fiber cables.* The highest-performing structured cabling systems use fiber optics and will be the choice of most libraries in the long run as fiber costs decline.

Comments: _____

4. Does each workstation have a minimum of two information outlet ports?
-

Comments: _____

5. Is every seat in the library considered a workstation and equipped with telecommunications outlets? (A minimum requirement is one outlet port for voice and one for data.)
-

Comments: _____

YES NO N/A

E. Wireless Technology

1. Will the library provide customers with a wireless network for access to the Internet and library databases? A wireless network uses radio waves to provide communication and may be used by library customers to access the Internet and library materials through library wireless workstations, and/or through their own personal computers if they are equipped to receive wireless signals.
- Wireless access uses the Wi-Fi standard (also known as IEEE 802.11b, g, or n). Most users can simply bring their wireless-enabled laptop computer or other wireless device to the library and turn it on. The computer will automatically recognize the wireless network.
 - Wireless access points (WAP or AP) located throughout the library communicate with customers' wireless devices almost anywhere in the building. When a customer's wireless network card senses a signal, a message appears on his or her screen indicating a wireless network is available. Before connection is allowed, customers should be asked if they abide by the library's Internet Public Use Policy and Guidelines. Usually if they click that they agree, they may use the service immediately.
 - Library wireless electronic workstations are usually connected at all times.
 - Wireless connectivity is usually slower than wired connections and there may be instances when the need for higher bandwidth makes using a wired connection preferable. However, for many applications, such as web browsing and e-mail, wireless connectivity should be sufficient.
 - Some researchers have found that current wireless protocols can be compromised using certain available hacking tools. An intruder can "listen in" on wireless traffic, and library users should be made aware of this potential issue.

Comments: _____

2. Has care been taken in locating wireless access points or nodes in the library? Wireless telecommunications networks require significant effort in placing nodes or access points within the library to ensure proper wireless coverage for users in the library. Placement is both an art and a science. The access points will tie back to switches via Ethernet. Each access point requires a minimum of 10 Mbps (Mbps stands for millions of bits per second or megabits per second and is a measure of bandwidth, the total information flow over a given time on a telecommunications medium). An 802.11g WLAN offers theoretical bandwidth up to 54 Mbps. (In contrast, typical wired Ethernets run at 100 Mbps.)

Comments: _____

3. In placing WAP for users, consider the following issues:
- a) Have access points been designed to give the best signal to the most users or coverage area?
- b) If not, has a minimum number of access points been determined that will ensure that every user or area gets a minimum signal or better? Signals are shared, so the more users per WAP, the smaller each user's share of the bandwidth will be.
- c) Has distance been minimized based on the design objective above? Distance is key, because data rates go down as distance increases.

- | | YES | NO | N/A |
|---|--------------------------|--------------------------|--------------------------|
| d) Does each potential AP have access to power and Ethernet cables? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) Have the maximum cable length limitations (100 meters) for the cable running from the Ethernet switch to the access point been taken into account? If a 100-meter cable won't reach your preferred access point location, think about moving the access point or possibly using a WLAN bridge or optical fiber to make the connection. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f) Is the physical access point or node as far out of reach as possible—preferably on or above the ceiling (depending on construction)? Some users want a physical indication of nodes so that they may locate near one. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments: _____

4. Has a radio frequency (RF) site survey been done before installing the access points? The site survey will spot potential sources of RF interference and provide a basis for determining the most effective installation locations for access points.
- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--|--------------------------|--------------------------|--------------------------|
- The ultimate goal of an RF site survey is to supply enough information to determine the number and placement of access points that provides adequate coverage throughout the building.
 - An RF site survey also detects the presence of interference coming from other sources that could degrade the performance of the wireless LAN.

Comments: _____

5. Have the following steps been taken in conducting the RF site survey?
- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| a) Have potential locations for AP been plotted from a building floor plan and tentatively laid out on the plan? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Has a visual inspection been done by walking through the facility before performing any tests to verify the accuracy of the facility diagram? This is a good time to note any potential barriers that may impact RF signals. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Have user areas been identified and plotted on the facility diagram? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Have preliminary access point locations been determined? By considering the location of wireless users and range estimations of the wireless LAN products you're using, approximate the locations of access points that will provide adequate coverage throughout the user areas and plan on some overlap. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) Have mounting locations been considered that will provide the best signal for the AP? These might be vertical posts or supports above ceiling tiles. Be sure to recognize suitable locations for installing the access points, antennas, data cables, and power lines. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f) Have the sites been tested for data rate, signal strength, and signal quality using commercially available software? Install an access point at each preliminary location, and monitor the site survey software readings by walking varying distances away from the access point. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g) If the site meets the data rate, signal strength, and signal quality requirements, has the AP been installed? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

	YES	NO	N/A
h) Have the final locations been documented on the building plan? This is vital for future remodeling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			
6. Have access points been kept away from metal pillars, filing cabinets, ductwork or concrete walls, or other sources of interference (such as machinery) where possible?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			
7. Have the appropriate access point antennae for the area been selected?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			
8. Have the access points been placed to minimize cable distance from the telecommunications closets if possible?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			
9. Is there an overlap of coverage between nodes? A 20 percent overlap in coverage for seamless roaming is a good rule of thumb.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			
10. Is it possible to adjust node power to reduce or increase the signal to optimize the overlap instead of moving wireless access points physically closer or farther apart?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			

F. Workstation Connections

1. What types of connections will be used in connecting the workstation equipment with the wired and/or wireless network? The work area components extend from the telecommunications outlet to each workstation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			
2. Is the work area wiring designed to be relatively simple to interconnect so that moves, new equipment, and changes are easily managed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			
3. Are there patch cables, modular cords, PC adapter cables, fiber jumpers, etc.?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			

- | | YES | NO | N/A |
|---|--------------------------|--------------------------|--------------------------|
| 4. Are adapters and baluns, etc., external to the telecommunications outlets? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Comments:</i> _____ | | | |
| _____ | | | |

G. Workstation Equipment

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 1. Do the workstations have | | | |
| a) Hidden wiring? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) All necessary connection outlets to link to the library's network? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Adequate work space? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Space for printers, paper, and supplies? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) Back panels to hide connections and wires from customers? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Comments:</i> _____ | | | |
| _____ | | | |
| 2. Will printers be available at every workstation, or will some or all workstations print to a network printer? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Comments:</i> _____ | | | |
| _____ | | | |
| 3. Are impact printers controlled? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Comments:</i> _____ | | | |
| _____ | | | |
| 4. Do electronic workstations provide applications for word processing, spreadsheets, media, communications, and other applications? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Comments:</i> _____ | | | |
| _____ | | | |
| 5. If there are not enough electronic workstations to meet peak demand, is there a system in place to allocate use? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Comments:</i> _____ | | | |
| _____ | | | |

H. Telephone System

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 1. Is there a central telephone system? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Comments:</i> _____ | | | |
| _____ | | | |
| 2. Does the telephone system provide for the following? | | | |
| a) An auto-attendant, the recorded message that answers your phones and instructs callers how to reach the person or department they are looking for | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Music-on-hold | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

	YES	NO	N/A
c) Voice mail	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Call forwarding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Teleconferencing (audio or audio/video)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Automatic redial	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Remote access	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Direct inward dialing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Night service that puts the system into night mode	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Toll restriction on outgoing calls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Paging	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) Maintenance contract	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) Future expansion capabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

3. Is a switchboard operator required? YES NO N/A

Comments: _____

4. If so, is there adequate space for operators to do other work when not answering the phone? YES NO N/A

Comments: _____

5. Are alternative long-distance vendors used? YES NO N/A

Comments: _____

6. Are telephones hard-wired? YES NO N/A

Comments: _____

7. Are incoming lines sufficient in number and quality? YES NO N/A

Comments: _____

8. Are public telephones located to allow for convenient use while preventing disturbance to other customers? YES NO N/A

Comments: _____

9. Are the public telephones set up for outgoing calls only? YES NO N/A

Comments: _____

- | | YES | NO | N/A |
|--|--------------------------|--------------------------|--------------------------|
| 10. Are telephone directories provided?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Are coin-changing machines available near the telephones?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Is the library involved in a network with branches, campus locations, and/or other libraries via telecommunications and data transfer?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Will Voice-over-Internet Protocol (VoIP) be used? VoIP is a technology that allows users to make voice calls using a broadband Internet connection instead of a regular (or analog) phone line. Some VoIP services may allow calls only to other people using the same service, but others may allow calls to anyone who has a telephone number—including local, long distance, mobile, and international numbers.
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

I. Miscellaneous Electrical Equipment

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 1. Are video monitors and television sets available for public use?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Are audio players (DVD, MP3, etc.) available for use by the library's customers?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Are the video sets controlled by staff?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Is there provision for large-screen television viewing in meeting or conference rooms?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Is there access to cable TV?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Is there access to campus, private, government, or local broadcasts?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

	YES	NO	N/A
7. Are there teleconferencing and distance-learning facilities? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Is microwave transmission/reception used? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Is there a public-address system? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Is there a video surveillance system? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

J. Electrical Power

1. Is there sufficient power distribution throughout the entire facility? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Is it "clean power," with high quality, and reliable? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Is there a backup power system in place? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Does the system provide for future needs? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Is all wiring easily accessible (raised floors, flat wire, grids under carpet, conduits above dropped ceilings or in columns)? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Is surge protection available where needed? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Is voltage regulated at the building feed? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	YES	NO	N/A
8. Is voltage regulated at each floor box? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Are dedicated lines available for equipment that requires them (terminals, photocopiers, etc.)? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Are cords and cables protected and out of sight? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Does each staff workstation have three to five duplex outlets? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Are there convenience outlets at frequent intervals throughout the building? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Do outlets have electrical and data/telephone capabilities? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Are there specialized wiring arrangements (e.g., wall-mounted power strips or ceiling outlets) for areas such as teleconference, automated demonstration, and computing rooms? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Are public workstations/carrels provided with power and data ports? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Is there a user fee for using the library's power? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Interior Design and Finishes

YES NO N/A

A. Service Desks

1. Whom does the service desk serve (faculty, students, adults, children)? _____

Comments: _____

2. What types of service desks are required?

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| a) Control or security desk | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Directional or information desk | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Circulation or charge desk | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Children's desk | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) Young adult desk | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f) Media center desk | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g) Call, reserve, or delivery desk | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h) Reference desk | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i) Reference or bibliographic consultation center | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments: _____

3. Is the design of the desk area flexible, allowing possible future relocation, new technology, or even elimination of the desk?

Comments: _____

YES NO N/A

4. What kinds of way-finding system and signs lead people to the service desks? _____

Comments: _____

5. Is the desk located in a visible location so that it is obvious to people who need the services provided at the desk?

Comments: _____

6. Is the desk sized to accommodate all staff working at the desk, as well as their storage requirements?

Comments: _____

7. Is the desk and surrounding work space designed to be ergonomically correct for staff and customers?

Comments: _____

8. Have customer self-service features been factored into the desk, such as self-checkout, electronic registration, etc.?

Comments: _____

9. Can conversations at the desk be conducted with a sense of privacy?

Comments: _____

10. How has noise from the service desk from conversations, equipment, phones, etc., been addressed so that nearby spaces are not disrupted? _____

Comments: _____

11. Have openness and accessibility been maintained while protecting staff from potentially aggressive customers?

Comments: _____

12. Are grommets, wire channels, and equipment shielding provided and designed to present a clean appearance?

Comments: _____

13. Have sufficient electrical outlets and data and telephone ports been provided for current use as well as anticipated use?

Comments: _____

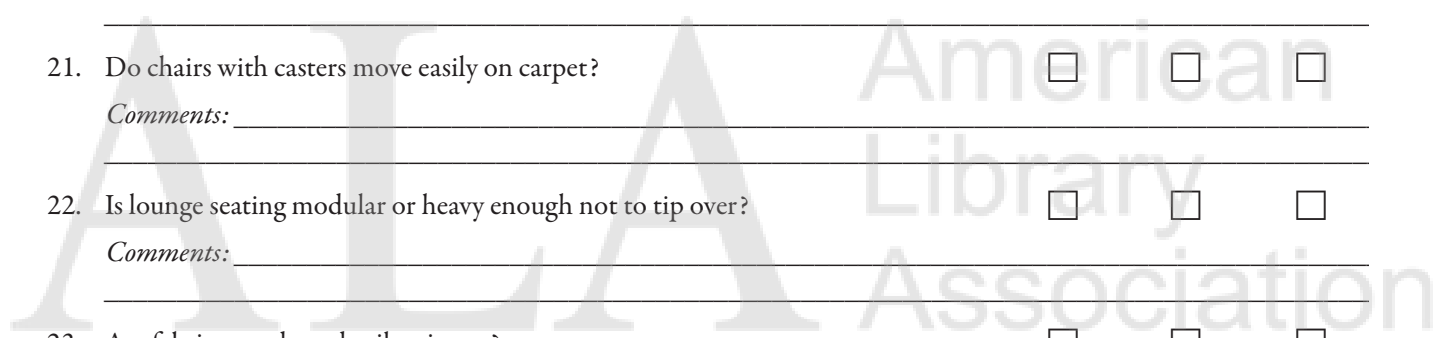
	YES	NO	N/A
14. Is the desk protected from direct sunlight, drafts, or other adverse environmental conditions? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Are the desk finishes and materials highly durable and relatively vandal proof? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Can the desk surfaces and edges be easily cleaned? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B. Seating

1. Is there variety in the types of seating? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Is lounge seating modular or heavy enough to discourage casual rearrangement by customers, unless the library desires rearrangement? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Is adequate and appropriate seating provided for the following tasks and areas?			
a) Staff work areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Public seating at tables and carrels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Faculty and graduate carrels and rooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Information commons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Reference areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Lounge areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Meeting rooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			
4. Is seating appropriate for different ages? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Are people (especially senior citizens) able to get in and out of chairs easily? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	YES	NO	N/A
6. Is seating comfortable for those areas where the library wants users to relax and read for an extended period? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Is seating comfortable but conducive to quick turnover for those areas where you want users to leave after their work task is completed? (The two types of seating can be exemplified by the seating available in a fast-food restaurant versus that found in a fine-dining restaurant.) <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Are chairs ergonomically correct? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Is seating attractive and inviting? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Is furniture free of projections that could snag clothing? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Is furniture relatively free from sharp corners? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Does seating take personal space into consideration to avoid psychological feelings of crowding? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. If the chair has arms, will the arms fit comfortably under work surfaces? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Are footstools or ottomans provided? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Is furniture designed for easy repair or replacement of parts? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Is furniture constructed for user safety? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	YES	NO	N/A
17. Has the furniture been used successfully in similar library or other public situations for several years? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Are performance data available to attest to the durability of the seating? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Has the seating been stress tested? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Have chairs been tested for at least one day by a variety of users? This test of “1,000 bottoms” should allow a variety (sex, height, weight) of people to sit in and use the furniture for at least one day. <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Do chairs with casters move easily on carpet? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Is lounge seating modular or heavy enough not to tip over? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Are fabrics sturdy and soil resistant? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Do the chair design and the kind of upholstery or finish used allow for easy cleaning? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Can the chair be easily reupholstered or refinished? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Is the fabric porous enough to “breathe” and able to absorb and evaporate moisture easily? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Do lounge chairs with upholstered arms have arm covers to preserve appearance? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



- | | YES | NO | N/A |
|---|--------------------------|--------------------------|--------------------------|
| 28. Are chairs designed so that the area under the chair can be easily reached by a vacuum cleaner?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 29. Does the supplier warranty the design and construction of the seats?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

C. Tables

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 1. Are the tables appropriate for the task intended?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Are the tables durable and strong?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Is the work surface material appropriate for the use anticipated?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Can the work surface be easily maintained?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Can the work surface be easily refinished?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Does the table have any needed accessories, such as task lighting, electrical outlets, etc.?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Is there a mixture of circular tables (for socializing) and rectangular tables (better for work and concentration) on the floor?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Are there enough carrels for individual studying?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Does the supplier warranty the design and construction of the table?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

YES NO N/A

10. What is the length of the warranty? _____

Comments: _____

D. Lighting

Please also see chapter 10 (“Building Systems”), section D, Lighting.

1. Is the intensity of the general lighting sufficient for reading? YES NO N/A

Comments: _____

2. Is the “task lighting” adequate for carrels, workstations, separate desks, lounge furniture, and shelving areas? YES NO N/A

Comments: _____

3. In addition to general and task lighting, do certain areas of the library have special lighting? For example, do wall display areas have track lighting? YES NO N/A

Comments: _____

4. Are the lights used to highlight display cases and exhibits nonglaring? YES NO N/A

Comments: _____

5. Is lighting adequate at the lower shelf areas in book stacks? (Lighting levels drop dramatically from the top to the bottom of book stacks.) YES NO N/A

Comments: _____

6. Are light switches conveniently located? YES NO N/A

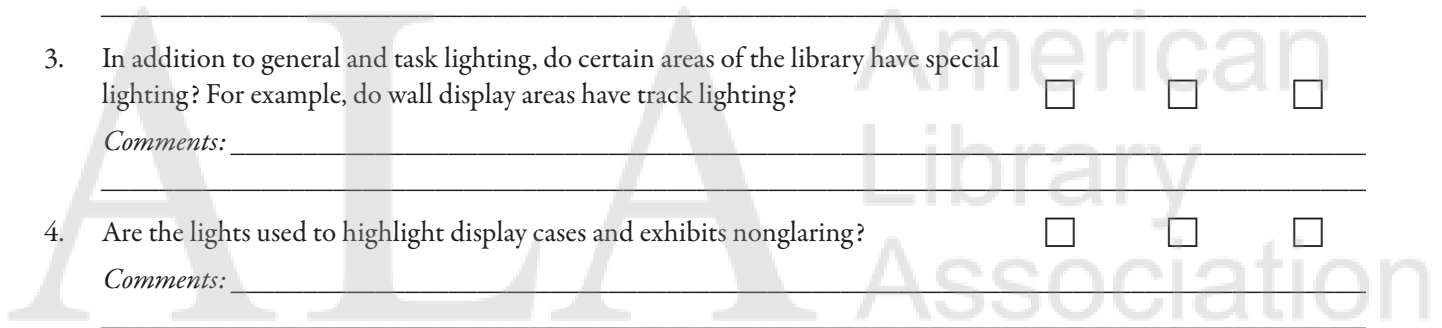
Comments: _____

7. Can library staff control the switching of lights from a central control point or points? YES NO N/A

Comments: _____

8. Is the lighting control system designed so that customers can’t switch lights on and off in those areas where public control is not desirable? YES NO N/A

Comments: _____



YES NO N/A

E. Windows

- | | | | | |
|------------------------|---|--------------------------|--------------------------|--------------------------|
| 1. | Has the library considered the trade-off between the positive aspects of operable windows (natural light, fresh air, and pleasant vistas) and the negative factors (the possible waste of energy, the loss of outside walls as book-stack areas, and the impact of uncontrolled sunlight on materials and readers)? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Comments:</i> _____ | | | | |
| <hr/> | | | | |
| 2. | If the regional climate allows it, are windows operable to allow for natural cooling and ventilation? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Comments:</i> _____ | | | | |
| <hr/> | | | | |
| 3. | If operable windows are used, how will staff control their use? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Comments:</i> _____ | | | | |
| <hr/> | | | | |
| 4. | If windows can be opened, are they securable by the staff from the inside? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Comments:</i> _____ | | | | |
| <hr/> | | | | |
| 5. | In those libraries where operable windows are not employed, are a limited number of windows operable to allow for maintenance and emergency situations? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Comments:</i> _____ | | | | |
| <hr/> | | | | |
| 6. | Are some of the windows placed close to the ceiling to allow a higher intensity of light? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Comments:</i> _____ | | | | |
| <hr/> | | | | |
| 7. | Are some of the windows placed at eye level, especially in reading areas and in areas occupied by the staff, for positive psychological effect? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Comments:</i> _____ | | | | |
| <hr/> | | | | |
| 8. | Can windows be shaded on demand to prevent light from interfering with reading and other activities? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Comments:</i> _____ | | | | |
| <hr/> | | | | |
| 9. | Are books stored away from direct sunlight to protect the bindings from fading and to prevent paper deterioration? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Comments:</i> _____ | | | | |
| <hr/> | | | | |

	YES	NO	N/A
10. If the regional climate suggests it, are windows double-glazed for enhanced energy efficiency? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Are windows accessible for cleaning and maintenance? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Will special equipment be required to maintain and clean windows? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

F. Flooring

1. Has the trade-off between types of floor coverings been considered by examining the following?			
a) Original construction costs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Total useful life of the floor covering	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Appropriateness of the floor covering for the area to be covered (soiling potential, spills, noise, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Ease of maintenance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Cost of maintenance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Ease of replacement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Cost of replacement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			
2. Are special floor-covering materials or systems used at the entry and places of heavy traffic to prevent dirt, mud, slush, and water from being tracked onto the carpet? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Have carpet tiles or squares been considered for easy access to under-floor power systems as well as ease of replacement when damaged or soiled? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Is the carpet of first-class quality to ensure durability? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Does the carpet color conceal soiling and resist fading? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- | | YES | NO | N/A |
|---|--------------------------|--------------------------|--------------------------|
| 6. Does the flooring minimize noise and enhance building acoustics?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Can book trucks be moved easily across the flooring?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Is ceramic tile or a similar material used on the restroom floors for its sanitary appearance and ease of maintenance?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. If pavement tiles (stone, marble, or granite) are used in entryways and lobbies, are provisions made for safety since these have the potential to become very slippery when wet?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Has concrete flooring, if left uncovered, been treated with filler and then painted to prevent dust from becoming troublesome?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. If wood floors are used, does the library's operating budget allow for the care needed to keep them in good condition?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

G. Walls

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 1. Have "wet" interior walls been avoided as much as possible? (Wet walls are those that cannot be removed without demolishing them.)
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Are the wall finishes, coverings, and surfaces appropriate for the room's function?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Will the care and selection of wall coverings result in years of added wear and minimum upkeep?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Are areas subject to soiling covered with a washable paint with a glossy finish?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

	YES	NO	N/A
5. Is matte, or dull, finish used where reflectivity is a concern? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. To add interest, are there special wall treatments such as stenciling, textured materials such as a woven fabric, or wood paneling? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Have other materials such as brick and stone been used for wall coverings? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Is ceramic tile used for the walls in the restrooms for ease of maintenance? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. If ceramic tile has been used to create decorative wall murals, has care been taken to minimize the acoustical impact of the hard surface? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Have vinyl wall coverings been considered for areas of heavy use, including hallways and staircases? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Have vinyl wall coverings with special sound-absorbing properties been considered for offices, workrooms, and conference rooms? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Do the walls have tackboard or other such surfaces so that they may be used for occasional displays? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

H. Color

1. Have colors that may quickly become outdated been avoided? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Has particular attention been given to the psychological effects of color on both users and staff? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

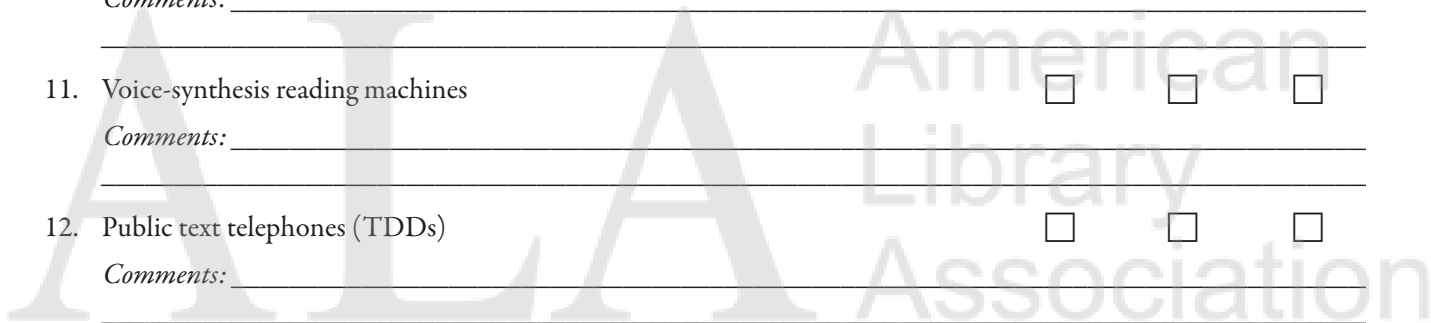
- | | YES | NO | N/A |
|---|--------------------------|--------------------------|--------------------------|
| 3. Has color been considered with respect to the function of the area?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Has color been used to avoid an institutional (drab) aspect with respect to walls, book stacks, floors, and furniture?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Do book stacks on different floors or areas utilize different colors for easy identification?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Have standard paint colors (not mixed) been supplied by the manufacturer for easy, cost-effective maintenance and touch-ups?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Will the upholstery colors selected disguise heavy and sometimes abusive use?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

I. Equipment List

Is the following equipment planned for use in the library? If so, are adequate space, wiring, furniture, and staff available to support the equipment?

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 1. Online public access terminals
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Public electronic workstations
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Public printers
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Staff telephones with hold and transfer capabilities
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Public telephones
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

	YES	NO	N/A
6. Mobile two-way communication system <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Answering machines or voice mail <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Staff paging communication devices <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Public-address system <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Telefacsimile (fax) machines <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Voice-synthesis reading machines <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Public text telephones (TDDs) <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Electric typewriters <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Large-print typewriters <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Word processor workstations <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Audio recorders/players <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Video recorders/players <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



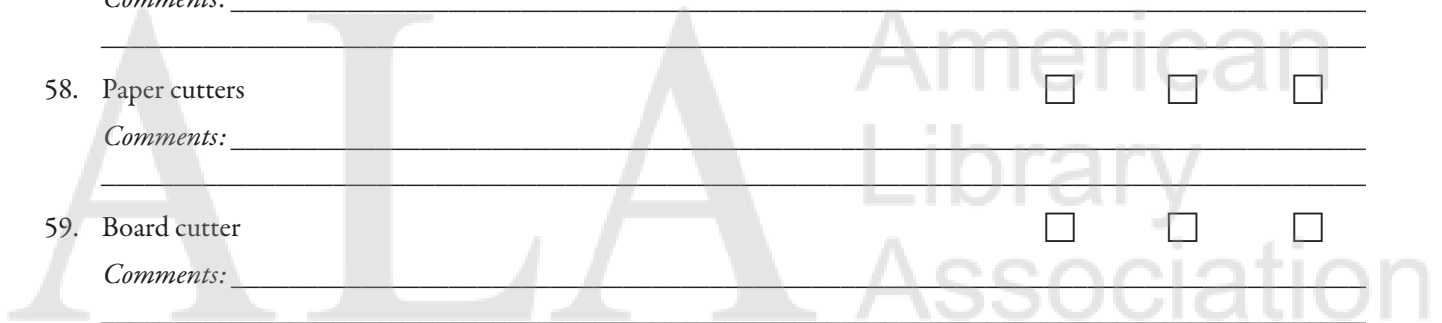
	YES	NO	N/A
18. Tape duplicators <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. MP3 players <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Video disc players <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Compact disc players <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Record players <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Audiocassette players <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Headphones <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Film projectors and screens <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Video projectors <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Slide projectors <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Light table (for viewing slides and/or tracing maps) <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Overhead projectors <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	YES	NO	N/A
30. Microform readers <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. Microform readers/printers <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. Photocopiers <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. Card-operated photocopiers <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. Clocks, strategically located and visible in all public places as well as easily accessible or centrally controlled <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. Time clocks <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. Fire hoses <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. Fire extinguishers <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. Emergency lights <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. Emergency power (generators) <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. Closed-circuit TV systems <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41. Security mirrors <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



	YES	NO	N/A
42. Emergency call system directly to police or security company <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43. Emergency call buttons located at service desks and in workrooms <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44. Book trucks:			
a) Are they top quality with solid joints and pivoting wheels?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Do they roll smoothly and quietly on all floor surfaces?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Are they equipped with shelf height, depth, and slant to accommodate materials of various sizes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Are there sufficient quantities of trucks in various sizes and configurations? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45. Chalkboards/white boards <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46. Bulletin boards <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47. Easels <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48. Lecterns <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49. Display racks <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50. Marketing fixtures <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
51. Bookends in appropriate sizes and shapes <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52. Pencil sharpeners <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	YES	NO	N/A
53. Pencil dispensers <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
54. Customer vending machines for supplies <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
55. Filing cabinets <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
56. Electric staplers <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
57. Hole punches <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
58. Paper cutters <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
59. Board cutter <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
60. Wire stitching machine <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
61. Label-pasting machine <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
62. Standing press <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
63. Laminating machine <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
64. Sign and label makers <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



	YES	NO	N/A
65. Vacuum cleaners <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
66. Cleaning supplies and supply carts <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
67. Mops, buckets, brooms, and dustpans <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
68. Trash compactor <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
69. Wastebaskets <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
70. Recycling containers <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
71. Short and tall ladders and scaffolds <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
72. Step stools <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
73. Moving equipment (dollies, carts) <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
74. Storage crates? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

J. Behavioral Aspects of Space

1. Has the library's desired atmosphere been considered in planning the building?
Atmosphere is the conscious designing of space to create certain effects in users.
It represents the interface between the user or customer and the organization.
It is a relationship of feelings; it is a rapport with the user.

Comments: _____

YES NO N/A

2. Have the following external atmospheric elements been considered?

- a) Architecture YES NO N/A
- b) Visibility YES NO N/A
- c) Entrances YES NO N/A
- d) Display windows YES NO N/A
- e) Surrounding area YES NO N/A
- f) Congestion around the building YES NO N/A

Comments: _____

3. Have the following internal atmospheric elements been considered?

- a) Colors YES NO N/A
- b) Lighting YES NO N/A
- c) Scents and sounds YES NO N/A
- d) Furniture and fixtures YES NO N/A
- e) Flooring YES NO N/A
- f) Temperature and humidity YES NO N/A
- g) Graphics YES NO N/A
- h) Aisle width YES NO N/A
- i) Vertical transportation YES NO N/A
- j) Service desk placement YES NO N/A
- k) Interior displays YES NO N/A
- l) Wall textures YES NO N/A

Comments: _____

4. Does arriving at the library create a favorable impression in the minds of customers? This impression, or atmospherics, is created through elements such as store lighting, temperature, noise level, scents, wall coverings, architecture, and display fixtures that can be manipulated by retailers to produce an effect on consumers' buying habits. Atmospherics are thought to influence the customer's shopping moods and time spent in the store and are used to create or reinforce the customer's desire to buy a product. Think about how an Apple or Nike retail store creates excitement by its design and try to match that in the library building.

YES NO N/A

Comments: _____

5. Is there change in the library that will attract users? Window spaces and outdoor displays may encourage use of the library.

YES NO N/A

Comments: _____

YES NO N/A

6. Has the library space been designed to optimize customer service? Customer service is the experience that library users have in interacting with library staff, collections, and facilities (electronically as well as in a physical building).

Comments: _____

7. In designing the library, have the following factors been considered in establishing how library customer service will be delivered:

a) Have all the physical and electronic points where customers experience service in the library been charted? These are customer “encounter points” or service points, and they help create an opinion of the library by its customers.

b) Have standards been set for all service points (for example, time from initial request for materials in an Automated Storage and Retrieval System, or ASRS, to delivery at the circulation desk is less than ten minutes)?

c) Have standards been communicated to library customers?

d) Has staff been trained on building and maintaining a good relationship with customers?

e) Is ongoing service monitored to ensure that standards are met? If you can't measure it, you can't manage it.

Comments: _____

8. Has space been designed to meet the unique needs of different segments of customers? Some examples are faculty, students, children, seniors, and young adults. Each segment may have different design needs.

Comments: _____

9. When designing library spaces, consider the following (based partially on Joseph Pine and James Gilmore's *The Experience Economy*).

a) What can be done to improve the aesthetics of the experience for customers? This is the quality that makes your customers want to come in to the library and spend time in the library, and it is achieved by making the environment more inviting, interesting, and comfortable. _____

b) What experiences do you want your customers to have in the library, and how will the space be designed to enhance their ability to have these experiences? Do you want customers to take out books, study, attend programs, use the information commons, and more? You probably envision a combination of activities, and spaces should be designed to accommodate each activity. _____

c) What do you want your customers to learn from experiencing the library space? How will you encourage them to explore and gain knowledge and experience? _____

YES NO N/A

d) How can you make the library experience enjoyable for customers and encourage them to be repeat customers? What can be done to make the library an entertaining experience? _____

Comments: _____

10. Has the following design thinking been used in designing the library space (based partially on “Design Thinking” by Steven J. Bell):

- a) Do you understand the physical library needs of your target customer population? YES NO N/A
- b) Do you understand how your customers view your library’s products, services, and facilities? YES NO N/A
- c) Have you used marketing research to define what your customers want from their library services? YES NO N/A
- d) Have you undertaken “anthropological research” by observing what your customer base does in the library? YES NO N/A
- e) Have you used all the information you gathered to help define the physical library needs of your building? YES NO N/A

Comments: _____

11. Have the following feng shui principles been considered in designing the library:

- a) Does the space meet the three C’s of feng shui: clean, clear, and comfortable? YES NO N/A
- b) Have the basic principles of the five natural elements (earth, water, fire, metal, and wood) been placed around the library and balanced to increase the flow of chi, or energy? Elements can be balanced internally using interior design and externally with landscape design. An object’s element is determined by its color, shape, and material (e.g., the reflective nature of glass windows makes them a water element). Color, texture, and shape often determine the element. YES NO N/A
- c) Is the library site square or rectangular? _____
- d) Does it have a water view? YES NO N/A
- e) Is the main entrance unblocked and easily visible when approaching the building? YES NO N/A
- f) Does the building have only one main entrance? (This is a good feature no matter what design principles are used.) YES NO N/A
- g) Has a straight-run stairway been avoided close to the main entry? A U-shaped or split stairway at right angles to the front entry is preferable. YES NO N/A
- h) Have both yin and yang spaces been used? A space that is considered yang has high ceilings, expansive views, bright colors, or intense lighting. A space that is considered yin would have low ceilings, minimal openings, dark colors, or low lighting. Most libraries are yang in their public spaces. YES NO N/A

YES NO N/A

- i) Has a feng shui consultant been retained? A consultant can help the architect and interior designer make the library space more attractive and improve staff and customer well-being.

Comments: _____

12. With access to electronic resources available to customers from their homes, what is the library doing to encourage traveling to the library? How can a trip to the library be an experience? _____

Comments: _____

ALA American
Library
Association

9

Materials Handling and Storage: Book Stacks and Shelving

YES NO N/A

A. Conventional Stationary Stacks and Shelving

1. Has sufficient shelving been planned to meet the current and future needs of the library? (Consider the size of the current collection, the growth of the collection for at least twenty years, and the percentage of the collection that will be out on loan. A rule of thumb for roughly calculating shelving requirements is to assume 150 volumes per 3-foot single-faced section, seven shelves high.)

Comments: _____

2. Is the shelving selection based on the American National Standard for Single-Tier Steel Bracket Library Shelving, ANSI/NISO Z39.73-1994? This is the standard for shelving.

Comments: _____

3. Are book stacks arranged sequentially in parallel ranges so that users can easily locate materials?

Comments: _____

4. If book stacks are not arranged sequentially in parallel ranges, are variations clearly indicated?

Comments: _____

	YES	NO	N/A
5. Are there labels on both ends of ranges? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Is display shelving included to merchandise the collection? For example, are there a) Display units with sloping shelves? b) Point-of-purchase displays as seen in bookstores and department stores? c) Spinners or towers? d) Slatwall end panels or wall units? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Are all stacks and shelves clearly labeled as to content on both end panels and shelf lips? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Are there attempts to break the monotony of shelving by creative arrangement of seating or height and/or type of shelving? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Are there no more than eight 36-inch shelving sections without a break? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Have length of shelving and width of aisles been determined on the basis of traffic patterns and user accessibility? (See the ADA guidelines throughout chapter 6.) <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Are the shelving height and depth adequate for users? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Do single-faced sections of bracket shelving have bases 20 inches deep? Do double-faced sections of bracket shelving have bases 40 inches deep? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Is freestanding shelving, ranging from 78 inches and higher, anchored to the floor, braced with top tie struts, or both? <i>Comments:</i> _____			
14. Are the shelving units a) Sturdy and well built? b) Able to bear prescribed loads without sagging, bending, leaning, swaying, or collapsing?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	YES	NO	N/A
c) Equipped with a finish that will endure normal use and cleaning for at least thirty years without signs of wear?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Smoothly finished with no burrs or sharp edges?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Standardized in design and color?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Designed to have interchangeable parts?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Equipped with adjustable shelves?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Equipped with shelves that are relatively easy to move when they are nloaded?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Equipped with shelves that are relatively easy to move when they are loaded?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Braced and/or anchored to comply with local regulations?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Equipped with end panels?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) Equipped with canopies?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

15. Are there special features such as the following?

a) Pullout shelves	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Built-in lighting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Electrical access	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Shelf dividers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Movable book supports of adequate size	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Range-label holders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Shelf-label holders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Current periodical shelves	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Wide-lip newspaper shelves	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Atlas and dictionary stands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

16. Are there accessories to display and house the following?

a) CDs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) DVDs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Audiocassettes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Videocassettes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Picture books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Paperback books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Oversized and miniature materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Archival materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Films, filmstrips, slides, microforms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Realia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Other odd-shaped items	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

	YES	NO	N/A
17. Does periodical shelving have a maximum reach height of 48 inches? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Does periodical shelving have sloping shelves that tilt and allow for storage on a flat shelf beneath? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Is the edge or lip on newspaper shelves wide enough to hold a large Sunday edition? (Use the <i>New York Times</i> for the Sunday after Thanksgiving as a test.) <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Is there a need for enclosed shelving with lockable doors? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Are there shelf/table units for reference and index materials? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Have nonpublic work and storage areas been provided with appropriate shelving? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Have the following aisle allowances been made:			
a) Are cross aisles that run parallel to the stack aisles and that are intended to break up the stack aisles into increments (also known as range aisles) a minimum of 36 inches wide to meet accessibility requirements? (Some libraries prefer 42 to 48 inches.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Are end aisles that run perpendicular to stack aisles and may have books on one side a minimum of 36 inches wide? (In some cases, 44 inches is required.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Are main aisles a minimum of 44 inches wide? These aisles serve as the principal accessible routes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			

B. Movable-Aisle Compact Shelving

1. Is there a need for movable-aisle compact shelving? These are shelving systems that ride on movable carriages over floor-installed rails. This shelving maximizes use of floor space by having only one access aisle, which is located by moving the carriage-mounted shelving to the desired location for the aisle opening. <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--	--------------------------	--------------------------	--------------------------

	YES	NO	N/A
2. If the rails cannot be recessed, will there be some kind of deck for the system? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Is the building capable of holding the substantial weight of a compact installation? (Generally, floor load capacity for compact shelving is 300 pounds live load per square foot, or double the amount required for conventional shelving.) <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Does the cost of the space saved justify the cost of the system? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Are all ADA and safety codes met? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. What type of system is being considered? _____ <ul style="list-style-type: none"> • A manual system operates with a push or pull of the handle to move the shelving units stored on carriages that move from side to side. Shelving systems can range from two to four sections of shelving deep. Sections of shelving are easily moved to the side, exposing another section of shelving behind the original layer. Human power is strained after the number of sections exceeds four. • A mechanical assistance system moves the stacks with a turn of a handle attached to a pulley or a lever at the end of the stack range that is connected to a gear system that drives the range. Mechanical Assistance Mobile Shelving systems require only the turn of a handle to access shelves. Usually 1 pound of pressure can move thousands of pounds of steel and media. • An electrical system moves the stacks by pushing a button on a control panel activating one or more electrical motors. Some systems may be configured with multiple aisles without compromising safety. There usually is a system indicator light that alerts users of the unit's operational status. The control panel may be located to meet ADA requirements. <i>Comments:</i> _____			
7. If an electrical system is used, does it have a manual override? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Does the electrical system have <ul style="list-style-type: none"> a) An emergency stop button? b) An automatic lock after displacement? c) Protection against radio frequency interferences? d) A toe-level infrared beam to detect people in the stacks? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	YES	NO	N/A
9. Is there a “fail-safe system” that stops the movement of the units if an obstacle (especially a person) is encountered?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			
10. Have the specialized cleaning and maintenance needs of compact shelving been considered?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			
11. Under the purchase agreement, how long will the vendor maintain the system? _____			
<i>Comments:</i> _____			
12. Will movable stacks be accessible to the public with or without staff assistance? _____			
<i>Comments:</i> _____			
13. If the movable stacks are not accessible to the public without staff assistance, what sorts of devices will be employed to keep the movable stacks from operating? _____			
<i>Comments:</i> _____			
14. Can the system be expanded?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			
15. Can the system be moved easily to another location?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			

C. Automated Storage and Retrieval System (ASRS)

1. Is a mechanized book-retrieval system (ASRS) needed? To determine if an ASRS is justified, a cost-benefit analysis should be done measuring the floor space that will be gained (or not built) against the cost of the system and the potential inconvenience to users. An ASRS typically works as follows:
-
- Books and media are stored in bins on a rack structure. The bins are arranged by aisles, each of which has a “mini-load crane” guided by rails at top and bottom.
 - Books and media are stored in bins in the ASRS by bar code or RFID tag.
 - Requests for retrieval of ASRS items are submitted via the library catalog and are transmitted electronically to a designated circulation desk.
 - The request triggers the ASRS automatic crane in the appropriate aisle to deliver the bin to a designated pickup station.
- Comments:* _____

	YES	NO	N/A
2. Have the following been considered before deciding upon a mechanized book-retrieval system?			
a) Size of the collection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Space available for the collection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Annual growth of the collection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Policy as to what will be stored in the ASRS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Policy on how long customers will have to wait for a book after it is requested from the ASRS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Cost of staffing the ASRS and the circulation desk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Cost of installation and maintenance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Load-bearing capabilities of the building	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Contingency plans if the ASRS fails	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

3. Will installation of the system require any organizational changes that may impact the physical library building?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--	--------------------------	--------------------------	--------------------------

Comments: _____

D. Materials Handling Systems

1. Has a materials handling system been considered? This is a self-service return and sorting system that automates material handling tasks such as sorting and returning materials to the shelves. These systems employ RFID tags for material handling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
---	--------------------------	--------------------------	--------------------------

Comments: _____

2. Does the system provide the following services?			
a) <i>Automated check-in and sorting.</i> When a book, CD, or other item is returned to the library, it drops onto an automated conveyor system that carries materials to a sorting area. The book is actually checked back in to the library's circulation system by radio frequency identification (RFID) technology—an RFID antenna detects an RFID chip on the returned book.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) <i>Automated routing and sorting within the library.</i> If the materials will stay at the library where they are returned, they are routed to sorting machines that place items on book carts for re-shelving.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) <i>Automated routing and sorting to another library.</i> If the materials are directed to another library, they are routed to a series of motorized bins for delivery to another location. These bins have movable floors that raise or lower as items are added or removed. This feature prevents staff from having to bend and reach deep into the bin to remove items from the bottom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

	YES	NO	N/A
3. Do the elements of the system consist of the following?			
a) Automated check-in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Automated checkout	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Reserve pickup	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Circulation materials sorting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Patron reserve retrieval and storage systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Conveyor lift units	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) RFID tracking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Circulation materials conveying systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

4. Does the system provide the following benefits?			
a) Reduces the time it takes to get books and other materials back in circulation after they've been returned	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Reduces the risk of personal injury to library staff caused by the repetitive motion and physical strain involved in sorting and moving books on a regular basis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Allows self-checkout. This is usually faster than interacting with staff, especially if a number of materials are being checked out at the same time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Provides greater security and inventory control through RFID. This technology usually enhances materials security, reducing theft and associated costs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

E. Remote Storage

1. Has an off-site storage facility been considered as a place to house secondary or little-used materials?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
---	--------------------------	--------------------------	--------------------------

Comments: _____

2. Has a policy been established determining what will be placed in remote storage and what will remain in the library?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
---	--------------------------	--------------------------	--------------------------

Comments: _____

3. Will the remote storage facility serve one library or will it store books cooperatively from a number of libraries?			
--	--	--	--

Comments: _____

	YES	NO	N/A
4. If the facility will serve as a cooperative storage facility, have policies been negotiated to meet the needs of all members of the cooperative? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Is the facility a cold-storage warehouse that maximizes the use of space through high-density shelving? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Has a policy decision been made to store materials by size or by subject classifications? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Does the remote storage facility have a high degree of book storage density, narrow aisles, long ranges of shelving, and shelving by size divisions in order to approach maximum density? Size versus subject is usually the standard policy. <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Will compact shelving units be used? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Is the off-site storage facility designed to environmentally protect materials? a) Is the facility insulated and does it have a high degree of air tightness and vapor barriers compared to standard construction? Usually this means twice the insulation value and six times the air tightness, and a vapor barrier that is fifteen times that of standard construction. b) Does the HVAC&R system provide an environment of approximately 55 to 65 degrees Fahrenheit and 40 to 55 percent relative humidity regardless of seasonal changes? c) Is the HVAC&R system designed to quickly react to changes in the exterior climate? <i>Comments:</i> _____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
10. Is low lighting (sodium vapor or fluorescent light fixtures with UV shields) used in order to reduce the damage that light does to books? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Is the amount of time that lights are left on kept to a minimum? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Is public access available at the site for faculty, students, library users, etc? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

YES NO N/A

13. If access is available, may customers browse the facility or only read? _____

Comments: _____

14. Is there space for processing in the facility? YES NO N/A

Comments: _____

15. Is there a high-security area for special collections? YES NO N/A

Comments: _____

16. Is the location of stored materials linked through barcodes, RFID tags, or inventory control numbers to the library's catalog? YES NO N/A

Comments: _____

17. If stored materials are not linked to the library's catalog, is there an inventory control system used at the storage facility to easily locate and retrieve materials? YES NO N/A

Comments: _____

18. Has a delivery system been established for quick access to the stored collections for library customers? YES NO N/A

Comments: _____

19. Have customer service standards been established for time to retrieve materials from remote storage back to the library? YES NO N/A

Comments: _____

20. Has an electronic document system been established to enhance on-site access of remote collections and reduce the number of materials that will need to be stored off-site? YES NO N/A

Comments: _____

Building Systems

A. Acoustics

	YES	NO	N/A
1. Is an acoustic engineer part of the architect's design team?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			
2. Has the ambient noise level been considered in siting the library building?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			
3. If the selected site is noisy, has the building been positioned to mitigate ambient noise as much as possible?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			
4. How does the library deal with noise?			
a) Does the library want noise control? With noise control, the library typically seeks to block noise through barriers masking the noise from equipment, facilities, and the surroundings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Does the library want soundproofing? With soundproofing, the library is typically seeking to absorb sound or deal with echo and reverberation problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			

	YES	NO	N/A
5. Is the library too quiet? If it is too quiet, the slightest sounds may distract users. <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Are circulation, information, and reference service points located and designed so noise will not disrupt other areas? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Have restrooms, conference rooms, lounges, photocopiers, and public telephones been located where the noise will be the least distracting? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Have the following elements been chosen to contribute to noise reduction? a) Carpeting b) Other floor surfaces that do not generate and/or transfer noise c) Wall coverings d) Window coverings e) Ceiling surfaces f) Furniture g) Shelving h) Equipment <i>Comments:</i> _____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
9. Have quiet-opening doors and windows been selected? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Has equipment in public areas (computer printers, photocopiers, etc.) been chosen for quiet operation? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Has a sound masking system been considered? A sound masking system renders noise and conversation more difficult—or impossible—to comprehend. It also reduces dynamic range (the variation in sound over time), making a space feel quieter. <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Is there background sound, such as the ventilating system or other “white noise” sources, to mask minor distracting sounds? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

YES NO N/A

13. What sound levels are desired for the library? _____

Sound levels are measured in units of decibels (dB). Suggested sound levels are as follows:

- Quiet reading rooms: 30 dB
- Open reading areas: 45 dB
- Areas where normal conversation takes place: 60–70 dB
- Circulation desks, workrooms: 60–75 dB

Comments: _____

14. If the exterior environment of the library has a high noise level, has location and type of window been considered in planning fenestration?

Comments: _____

15. Are traffic patterns throughout the building designed to keep noise and confusion away from readers?

Comments: _____

16. Are there acoustically controlled quiet areas, and are they accessible from widely distributed entrance points?

Comments: _____

17. Are soundproof rooms available?

Comments: _____

18. Are there areas where furniture is arranged so as to discourage conversation?

Comments: _____

19. In order to control noise levels in public rooms, have
a) Walls been extended from floor to structural deck above?

b) Ceiling tiles been selected that have a good sound insulation quality?

c) Air ducts been balanced to reduce air noise?

d) Mechanical equipment rooms not been located close to public or staff areas?

Comments: _____

20. Is there acoustical separation between public and staff areas?

Comments: _____

- | | YES | NO | N/A |
|--|--------------------------|--------------------------|--------------------------|
| 21. Have suspended ceilings with noise absorbing materials been considered?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. Have HVAC&R systems been specified to have an ambient sound level compatible with the occupancy? If the HVAC&R system is too noisy, conversation may be difficult. If the HVAC&R system is too quiet, unwanted conversations and other distracting noises will be heard. Usually quieter systems cost more but in the long run are worth it.
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23. Are mechanical systems (elevators, heating and air-conditioning equipment) located away from quiet areas and/or acoustically shielded?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 24. Have noisy equipment and activities been located where the sound may be dampened or have they been located in remote areas?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

B. Heating, Ventilating, Air-Conditioning, and Refrigerating (HVAC&R) Systems

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 1. Have all the following main functions of an HVAC&R system been considered? | | | |
| a) Heating that maintains adequate room temperature especially during colder weather conditions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Ventilation, which is associated with air movement. Adequate ventilation allows carbon dioxide to go out and oxygen to get in, allowing library users to inhale fresh air. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Air-conditioning system that controls temperature as well as ventilation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Humidity control. This is especially important in libraries because of the paper and other media housed in the building. This includes both humidification (adding moisture to the building) and dehumidification (reducing moisture in the building). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Comments:</i> _____ | | | |
| 2. Is the HVAC&R system | | | |
| a) Simple to operate? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Easy to maintain? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Efficient to run? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <i>Comments:</i> _____ | | | |

	YES	NO	N/A
3. Does the system, including ductwork, make efficient use of space?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

4. Can temperature and humidity be zone-controlled room by room, either centrally or from lockable thermostats?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
---	--------------------------	--------------------------	--------------------------

Comments: _____

5. Is there a remote system of control such as BACnet?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--	--------------------------	--------------------------	--------------------------

- BACnet is a data communication protocol for building automation and control networks. It was developed under the auspices of the American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE). BACnet is an American national standard, a European standard, and a national standard in more than thirty countries, as well as an ISO global standard.

- A BACnet system can control
 - HVAC&R systems
 - Fire detection and alarm
 - Lighting
 - Security
 - Smart elevators
 - Utility company interface

- The system allows monitoring of building systems as well as adjustments of the systems from remote locations.

Comments: _____

6. Is the building properly insulated to help maintain temperature efficiently?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
---	--------------------------	--------------------------	--------------------------

Comments: _____

7. If the building has large windows or skylights, is there provision for maintaining temperature through window coverings or special glazing?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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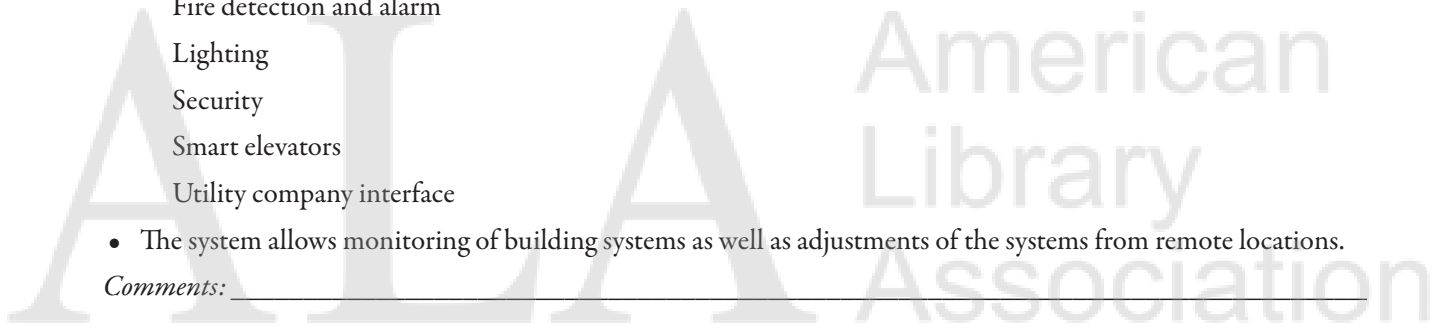
Comments: _____

8. Is there adequate ventilation using			
a) A mechanical air-exchange system?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Natural ventilation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

9. Is there provision for ventilation if the climate control fails?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
---	--------------------------	--------------------------	--------------------------

Comments: _____



- | | YES | NO | N/A |
|-------------------------------------|--------------------------|--------------------------|--------------------------|
| 10. Do the windows open? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| If so, is this controlled by staff? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments: _____

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 11. Can environmental pollution be filtered out of the air? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|---|--------------------------|--------------------------|--------------------------|

Comments: _____

12. Can relative humidity (RH) be controlled for various types of media within a 5 percent variance?

a) *Books and paper:* 40 to 55 percent RH

b) *Books, papers, and photos:* 50 percent RH

c) *Magnetic media:* 30 percent RH

Comments: _____

13. Are temperature/humidity conditions appropriate for the following?

a) Rare materials

b) Special collections

c) Archives

d) Electronic workstations, information commons, and telecommunications rooms

e) Public areas

f) Staff work areas

g) Closed stacks

Comments: _____

14. Are there emergency backup generators that can be used if the electricity goes off and the air-conditioning shuts down?

Comments: _____

C. Electrical Systems

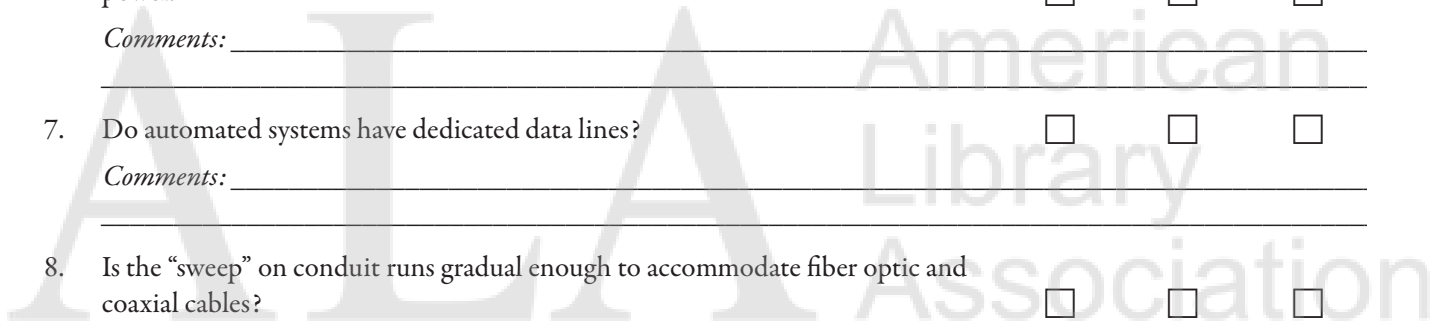
1. Has the electrical system been planned for flexibility using floor duct trays and cable trays in ceilings in addition to or in place of conventional conduit in the floor and walls?

Comments: _____

2. Are convenience outlets provided for standard electrical equipment: floor vacuums, scrubbers, polishers, clocks, computer terminals, and audiovisual equipment?

Comments: _____

	YES	NO	N/A
3. Are outlets away from walls and pillars, and are they flush-floor mounted and capped? Floor monuments are not recommended. <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Instead of fixed floor outlets, has a raised floor system been considered in all areas that may need electrical or communications relocation over the life of the project? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Is additional empty conduit run to areas in the library that may require electrical power or communications equipment in the future? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Is there at minimum a 1-inch dedicated conduit with a home run from every data outlet to the telecommunications room? Another 3/4-inch conduit is required for power. <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Do automated systems have dedicated data lines? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Is the "sweep" on conduit runs gradual enough to accommodate fiber optic and coaxial cables? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Does every public seat in the library have access to a duplex receptacle for power and to data communications and/or telephone outlets? All outlets should provide duplex power receptacles, and space for at least four data ports (coaxial, fiber, and twisted pair wires, with a box large enough to accommodate all four types of wire). <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Does every staff workstation have three to five duplex outlets and data communications/telephone outlets? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Are all cords and cables protected and out of sight? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Are dedicated lines provided for equipment requiring them? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

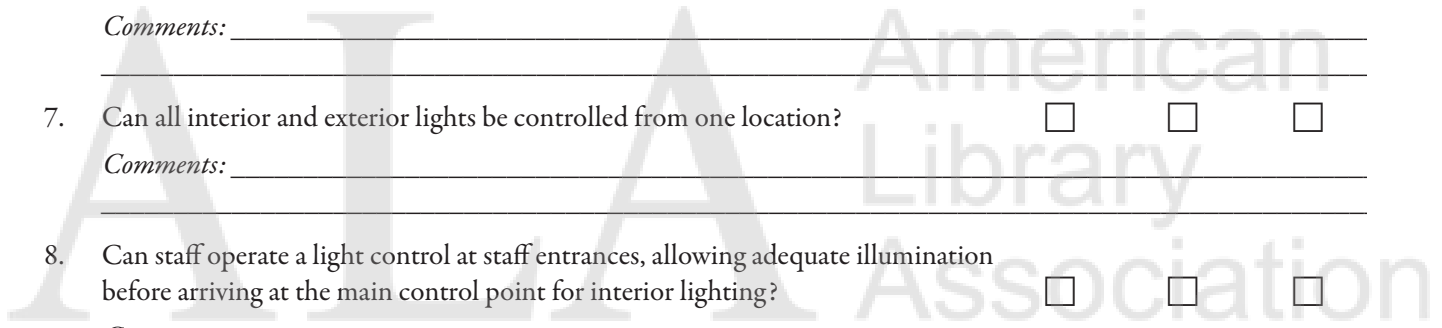


	YES	NO	N/A
13. Before floors are poured or conduit is enclosed in walls, will the architect, contractor, and library staff “walk” the site to make sure that outlets are properly placed? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Has a backup power source been considered for when the power is out? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D. Lighting

1. Have the following lighting guidelines been followed?			
a) Maximize use of day lighting and integrate into electric lighting schemes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Provide light-colored surfaces. Light-colored stack areas are critical.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Use task lighting at tables.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Use occupancy sensors for switching fixtures whenever possible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Use dimming systems that are coupled to the amount of daylight within the space.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Increase the reflectance of walls (within contrast ratios).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Reduce glare by correctly choosing and placing fixtures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Have a minimum number of different lamp types at the building and site.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Reduce the number of decorative and display lights.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Provide a combination of lighting types. Include both general diffuse (indirect) and direct lighting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) Avoid large brightness ratios. Because brightness is a function of reflectance and illumination, the brightness level is controllable through good design.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) Provide fixture locations that allow easy lamp replacement. Staff should not have to move furniture and equipment and bring in a scaffold in order to re-lamp light fixtures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			
2. Is lighting energy- and cost-efficient? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Will the building be designed to take advantage of natural light? Care must be taken to not cause glare or inconsistent light for users as well as to not damage books and furniture. <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	YES	NO	N/A
4. Have the advantages of natural light been considered?			
a) Enhanced visual quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Connection to nature	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Reduced energy cost	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Reduced HVAC&R	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Less use of energy resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			
5. If day lighting is used, can it be controlled by window coverings, tinted glass, or other special glazing?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			
6. When natural lighting is used, is it designed to eliminate glare and “hot spots” of intense light and/or heat?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			
7. Can all interior and exterior lights be controlled from one location?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			
8. Can staff operate a light control at staff entrances, allowing adequate illumination before arriving at the main control point for interior lighting?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			
9. Are light switches located where they can be easily and logically accessed, not behind door swings or large pieces of equipment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			
10. Is the building’s night lighting adequate to allow observation of the library’s interior through outside windows?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			
11. Are rheostat (dimmer) controls available at individual workstations to permit local adjustment to user need?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			
12. Are the following lighting levels maintained?			
a) <i>Reading areas:</i> 50 foot-candles average, measured horizontally at desktop and augmented with task lighting at carrels and tables where appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



YES NO N/A

- b) *Stacks*: 20 foot-candles minimum sustained uniformly at floor level
- c) *Conference or study rooms*: 30 to 40 foot-candles average measured horizontally at desktop
- d) *Staff areas*: 50 foot-candles average on desks or worktables measured horizontally at desktop
- e) *Large meeting or community rooms*: 40 foot-candles average with all lights on and with separately controlled lighting for the podium or front of the room
- f) *Parking lot*: 0.6 foot-candles minimum measured horizontally on pavement to achieve a 4:1 average to minimum ratio, and with no spill light on adjacent properties. Lighting must be sensitive to neighbors, have a higher illumination level adjacent to the building and paths, and have a flexible control system that can be adjusted by staff.

Comments: _____

- 13. Are ambient and task lights on timers or motion detectors in closed stacks, offices, and/or public areas?

Comments: _____

- 14. Can ambient lighting be dimmed or brightened according to need?

Comments: _____

- 15. Is lighting zoned so various areas can be dimmed or brightened independently?

Comments: _____

- 16. Is flexible, timed programming available for each lighting zone?

Comments: _____

- 17. Do switch labels identify light zones?

Comments: _____

- 18. Can daylight be used as a source of lighting?

Comments: _____

- 19. Are computer monitors and other video screens shielded from direct sunlight or glare?

Comments: _____

- 20. Can lighting be easily moved if furniture, shelving, or equipment is moved?

Comments: _____

	YES	NO	N/A
21. Are components of the lighting system easily replaced and maintained? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Are exterior lighting fixtures of vandal-resistant construction? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Do exterior lighting fixtures have durable finishes to protect them from weather? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Has the number of different lamp types been minimized to simplify maintenance and lamp stocking? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Are replacement lamps a) Easily accessible? <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> b) Reasonably priced? <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <i>Comments:</i> _____			
26. Is there an emergency lighting system? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

E. Plumbing and Restrooms

1. Do all plumbing and restroom facilities meet the ADA guidelines described throughout chapter 6? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Are restrooms constructed according to local building codes? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Are restrooms and drinking fountains located near stairs, elevators, and other permanent installations? This is desirable because these areas will not move, keeping them all together in a core. <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Are restrooms built above the level of the sewer system? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

YES NO N/A

5. Does the number of sinks, toilets, and urinals meet local codes?

Comments: _____

6. Does the design of the restrooms accommodate one-third more toilets for women than men?

Comments: _____

7. Are the toilets wall-hung to facilitate cleaning?

Comments: _____

8. Are the toilets low-flow to conserve water?

Comments: _____

9. Have waterless urinals been considered?

Comments: _____

10. Have the best quality fixtures and accessories been selected? The best quality fixtures should be selected because there usually is a limited budget, if any, for replacing equipment, and because of the heavy use the fixtures will receive.

Comments: _____

11. Are the restrooms

a) Well ventilated (including fans)?

b) Well lit?

c) Soundproof?

d) Vandal-resistant, especially the wall and stall surfaces?

Comments: _____

12. Are there provisions for the following?

a) Toilet paper

b) Soap

c) Trash receptacles

d) Towel dispensers or hand dryers

e) Sanitary napkin dispensers

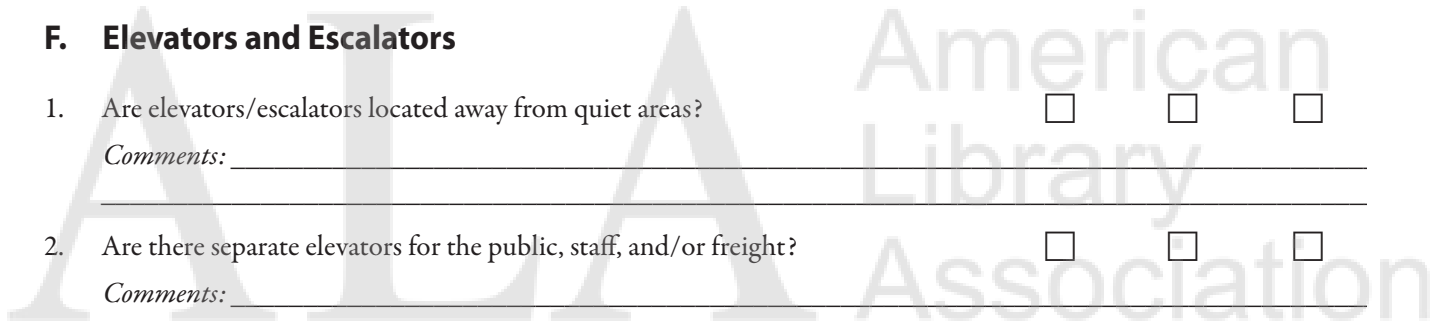
f) Other _____

Comments: _____

	YES	NO	N/A
13. Are dispensers planned and mounted to accommodate a change of vendors without damaging wall surfaces? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Are there shelves for holding books and papers? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Is there lockable closet/room storage for supplies? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Are diaper-changing facilities available in all restrooms? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

F. Elevators and Escalators

1. Are elevators/escalators located away from quiet areas? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Are there separate elevators for the public, staff, and/or freight? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Do elevators/escalators meet ADA guidelines? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Do elevators/escalators meet all local codes? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Will the elevator/escalator system be designed so that routine maintenance will have minimal impact on library operations? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



11

Safety and Security

YES NO N/A

A. General

1. Have all local codes regarding the safety of the occupants, building, and contents been met?

Comments: _____

2. Do the security measures provide a benefit of increased customer and staff safety without projecting a negative “police state” image?

Comments: _____

3. Do all alarm systems meet local codes when furnishings and decorations are in place?

Comments: _____

4. If the building is located in an earthquake zone, are all seismic protection measures in place?

Comments: _____

B. External Security

1. Does the building require fencing to control access to the property?

Comments: _____

	YES	NO	N/A
2. Is there sufficient, tamper-proof security lighting? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Can a person climbing trees, fences, the building structure, and so on gain access to roofs, upper windows, and ledges? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. If HVAC&R and electrical systems are in sheds or buildings outside the main building, are security screens provided to keep people from entering? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Does the landscaping contribute to security by providing barriers to unauthorized entry? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Are all vulnerable access points (doors, windows, air vents, etc.) protected against illegal entry with the following? a) High-security locks and hinges b) Security glazing c) Barriers (fences, grilles) d) Alarm systems e) Lighting systems <i>Comments:</i> _____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
7. Does the intrusion alarm a) Transmit to the police or a security company? b) Immediately notify library personnel? c) Have automatic reset? d) Have manual override? <i>Comments:</i> _____	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
8. Are exterior book drops theft- and tamper-proof? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C. Internal Security

1. Is there a materials theft-detection system with alarm? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--	--------------------------	--------------------------	--------------------------

	YES	NO	N/A
2. Does the alarm transmit to a control or circulation desk? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Are windows and emergency exits wired to prevent illegal use? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Is there an emergency lighting system? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Are all emergency exits clearly marked with lighted signs? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Are exhibits, rare-book collections, and other valuable materials provided with secure rooms and/or cases? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Is valuable equipment attached to fixtures with security hardware? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Can patrons gain undetected access to nonpublic areas? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Are there secluded areas that require convex mirrors or closed-circuit TV? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Are there areas where patrons can be undetected at closing? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Is there an after-hours motion-detector system in place? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. If the building has a security staff, is their desk/office in a prominent location in order to act as a deterrent? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

YES NO N/A

D. Fire Safety

- | | | | | |
|-------|--|--------------------------|--------------------------|--------------------------|
| 1. | Is the building protected by a fire-detection system, including smoke detectors? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <i>Comments:</i> _____ | | | |
| <hr/> | | | | |
| 2. | Are smoke detectors adequately distributed? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <i>Comments:</i> _____ | | | |
| <hr/> | | | | |
| 3. | Does the alarm transmit to a fire station or central alarm station? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <i>Comments:</i> _____ | | | |
| <hr/> | | | | |
| 4. | Are fire hoses and extinguishers adequately distributed and highly portable? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <i>Comments:</i> _____ | | | |
| <hr/> | | | | |
| 5. | Is the building located close to a fire hydrant? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <i>Comments:</i> _____ | | | |
| <hr/> | | | | |
| 6. | Is there a sprinkler system? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <i>Comments:</i> _____ | | | |
| <hr/> | | | | |
| 7. | Is shelving equipped with top panels to protect contents from water damage? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <i>Comments:</i> _____ | | | |
| <hr/> | | | | |
| 8. | Are there areas that require special fire suppression systems? | | | |
| | a) Multiple-level, open stacks | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | b) Rare-book collections | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | c) Information labs and computer commons | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <i>Comments:</i> _____ | | | |
| <hr/> | | | | |

E. Disaster Planning

The American Library Association website has a section providing a variety of resources to deal with disasters. It contains almost everything that a library needs to plan for or to handle a disaster: www.ala.org/ala/aboutala/offices/wo/woissues/disasterpreparedness/distrprep.cfm.

- | | | | | |
|----|---|--------------------------|--------------------------|--------------------------|
| 1. | Has the library prepared plans to manage natural and human-made disasters? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | <ul style="list-style-type: none"> • Natural disasters and hazards include floods, hurricanes, thunderstorms, tornadoes, extreme heat or cold, earthquakes, landslides, and fires. | | | |

YES NO N/A

- Human-made threats include: shootings, biological threats, chemical threats, nuclear blasts, and radiation.

Comments: _____

2. Does the plan have the following components?

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| a) Introduction—stating the lines of authority and the possible events covered by the plan. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Actions to be taken if advance warning is available. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) First-response procedures, including who should be contacted first in each type of emergency, what immediate steps should be taken, and how staff or teams will be notified. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Emergency procedures with sections devoted to each emergency event covered by the plan. This will include what is to be done during the event, and the appropriate salvage procedures to be followed once the first excitement is over. Floor plans should be included to illustrate what might be taking place in different parts of the library. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) A rehabilitation plan for getting the library back to normal after the event. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f) Appendixes, which may include evacuation/floor plans; listing of emergency services; listing of emergency response team members and responsibilities; telephone tree; location of keys; fire/intrusion alarm procedures; listing of collection priorities; arrangements for relocation of the collections; listing of in-house supplies; listing of outside suppliers and services; insurance information; listing of volunteers; prevention checklist; record-keeping forms for objects moved in salvage efforts; detailed salvage procedures. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments: _____

3. Are the plans integrated into a larger campus or community plan? YES NO N/A

Comments: _____

4. Does the library have building escape plans? YES NO N/A

Comments: _____

5. If so, how will they be communicated to customers and staff? _____

Comments: _____

6. Do staff members know how to shut off gas, electricity, and other utilities? YES NO N/A

Comments: _____

7. Does the library have a first-aid kit? YES NO N/A

Comments: _____

YES NO N/A

8. Does the library have an area to accommodate a person who needs aid for medical or other reasons? This usually requires a cot or at least a recliner chair.

Comments: _____

9. Will the library be used as a shelter during a campus or community disaster?

Comments: _____

10. Does the library have a backup plan for critical documents and records?

Comments: _____

11. Does the library have a plan to mitigate damages to wet books and documents?

Comments: _____

12. Does the library have a plan to mitigate the damages from fire including reducing odor and cleaning soot-damaged materials?

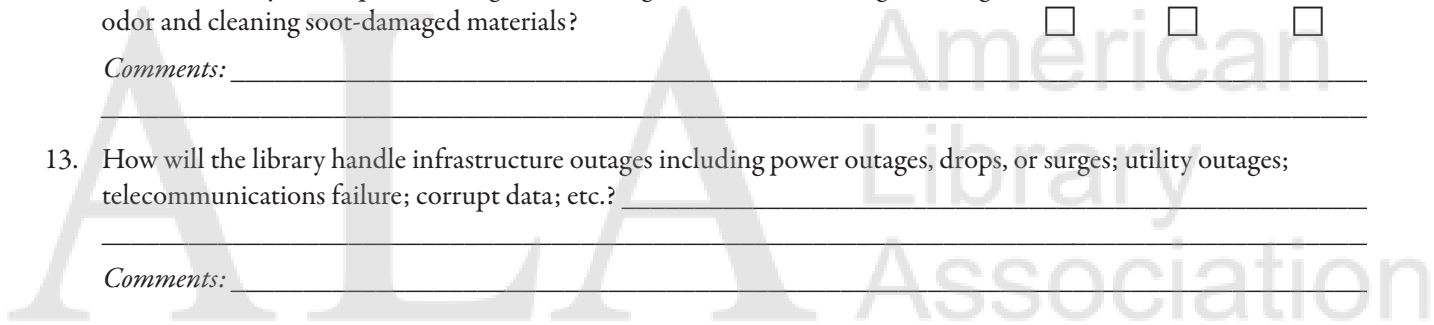
Comments: _____

13. How will the library handle infrastructure outages including power outages, drops, or surges; utility outages; telecommunications failure; corrupt data; etc.?

Comments: _____

14. Is a plan in place to deal with sabotage to library systems by customers or staff?

Comments: _____



12

Maintenance of Library Buildings and Property

YES NO N/A

A. Routine Maintenance

1. Has a maintenance checklist been prepared for the custodial crew as well as for library staff who are responsible for checking that the work has been accomplished?

Comments: _____

2. Are maintenance supplies selected that will not emit air contaminants during use and storage?

Comments: _____

3. Are supplies stored in sealed, clearly labeled containers?

Comments: _____

4. Are chemicals, chemical-containing wastes, and containers disposed of according to manufacturers' instructions?

Comments: _____

5. Have dust-control procedures been established?
- a) Are there barrier mats at the entrances?
- b) Are high-efficiency vacuum bags used?

YES NO N/A

- c) Are feather dusters wrapped with a dust cloth? YES NO N/A
- d) Are air return grilles and air supply vents cleaned? YES NO N/A

Comments: _____

6. In cleaning floors,

- a) Has a schedule been established for vacuuming and mopping floors? YES NO N/A
- b) Are spills on floors cleaned as soon as possible after they occur? YES NO N/A
- c) Is restorative maintenance done as needed as well as on a general schedule?
For example, heavily traveled carpets are cleaned twice a year, and carpeting is replaced every ten years. YES NO N/A

Comments: _____

7. For plumbing fixtures and traps,

- a) Are drains checked for proper drainage at least once a week? YES NO N/A
- b) Are floor drains checked for proper drainage at least once a week? YES NO N/A
- c) Are toilets checked for proper flushing once a week? YES NO N/A

Comments: _____

8. To control moisture, leaks, and spills,

- a) Is the building checked for moldy odors at least once a week? YES NO N/A
- b) Are ceiling tiles, floors, and walls checked for leaks and discolorations at least once a week? YES NO N/A
- c) Are bathrooms and sinks checked for leaks on a daily basis? YES NO N/A
- d) Are windows, windowsills, and window frames free of condensate? YES NO N/A

Comments: _____

9. Are appliances checked for odors and/or leaks?

YES NO N/A

Comments: _____

10. To control pests,

- a) Are the building and grounds checked for pest evidence, entry points, food, water, and harborage sites? YES NO N/A
- b) Are all potential pest habitats in buildings and on the grounds inspected and monitored? YES NO N/A
- c) Have alternative methods for treating pests been identified before pesticides are used? YES NO N/A

	YES	NO	N/A
d) Is a spot-treatment (or bait, crack, and crevice applications) used whenever pests are seen? This will reduce the amount of pesticide that will need to be used.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Are records kept of pesticide use, and do the records meet all the local and state requirements?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			

B. Graffiti

1. If graffiti occurs, is there a program in place to remove it as soon as possible?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			

2. Does the landscaping create a barrier to help protect against vandalism?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			

3. Is vegetation such as clinging vines used to cover walls to discourage graffiti?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			

4. Are planter boxes used to protect walls?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			

5. Will landscaping develop a dense mass against a wall so there is no room for graffiti?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			

6. Is the building protected with a special coating or type of paint that allows for easy graffiti removal?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			

7. Does the concrete used have a color or pigmentation to discourage graffiti?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			

8. Is there security lighting to discourage graffiti?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			

9. Are fixtures high enough on walls to protect them from vandalism?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			

- | | YES | NO | N/A |
|---|--------------------------|--------------------------|--------------------------|
| 10. Are fixtures sturdy enough to protect them from vandalism?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Are signs high enough off the ground to protect them from vandalism?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Is masonry or stone being used to protect areas that are particularly vulnerable to graffiti?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Is the entrance secure from theft, vandalism, and graffiti?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. Is the building well lit, with light directed toward vulnerable areas and walkways?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

C. Building Materials

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 1. Are exterior walls constructed of durable and easily maintained materials?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Are windows built to help protect against direct sunlight and glare?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Can locally abundant building materials be used in the construction?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Are the materials used energy efficient?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Is the building constructed of fire-resistant materials?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Are the materials used durable and of good quality?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- | | YES | NO | N/A |
|--|--------------------------|--------------------------|--------------------------|
| 7. Have natural colors and finishes been used?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Have colors that would quickly become outdated been avoided?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Do the colors and finishes complement the character of the surrounding community?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

D. Custodial Facilities

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 1. Is there adequate locking storage space allocated for janitorial supplies, tools, maintenance equipment, etc., on each floor?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Is a sink or running water available in the custodial room?
Is the floor sloped with a floor drain?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Is the custodial room located as centrally as possible?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Is there a custodial clothes closet or locker?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. If so, does the door have a louver or vent?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Is there a mop, broom, and brush rack?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Is there a desk or worktable and tool storage area for minor repairs?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Is the door wide enough for ease of moving equipment in and out of the space?
<i>Comments:</i> _____ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

YES NO N/A

9. Is the wall area around the sink of a durable material to prevent water damage?

Comments: _____

E. Groundskeeper Facilities

1. Is there provision for secure storage of lawn mowers, snowblowers, and other equipment?

Comments: _____

2. Is there provision for adequate outside faucets and electrical outlets?

Comments: _____

3. Are faucets, irrigation equipment, and electrical outlets vandal proof?

Comments: _____

F. Trash Enclosures

1. Is there adequate exterior space allocated for the storing of trash?

Comments: _____

2. Is the trash area easily accessible from the building and from the street for pickup?

Comments: _____

3. Is adequate space allowed for garbage truck maneuvering and/or turnaround?

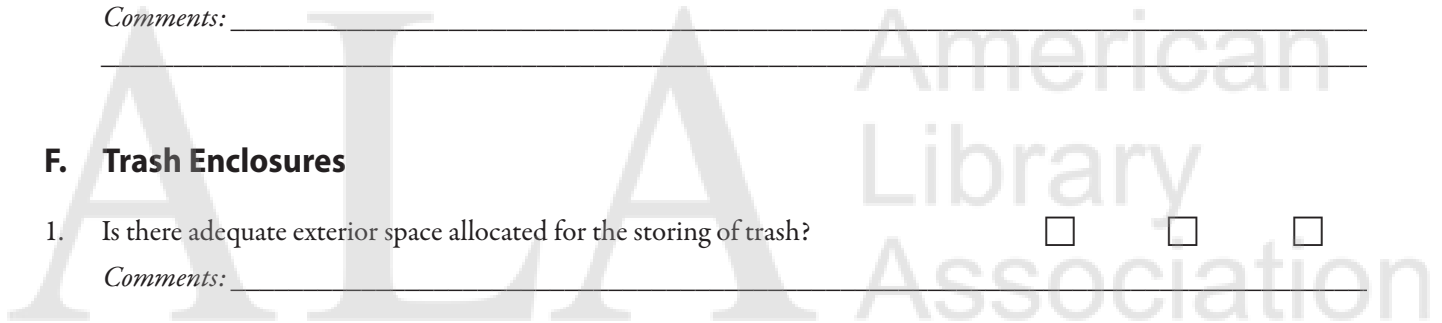
Comments: _____

4. Is the garbage bin hidden/camouflaged from public view with shrubs or a decorative wall?

Comments: _____

5. Is the area secure from scavenging?

Comments: _____



YES NO N/A

G. Betterments and Improvements

1. Does the library have a policy for betterments and improvements? Betterments and improvements are minor capital improvement projects with a spending threshold set by the university/community, school district, etc. Betterments and improvements extend the life, increase the productivity, or significantly improve the safety (for example, asbestos removal) of the building as opposed to repairs and maintenance that either restore the asset to, or maintain it at, its normal or expected service life.

YES NO N/A

Comments: _____

2. In order to qualify as a betterment and improvement, do the benefits from the project need to extend for a stated number of years?

YES NO N/A

Comments: _____

3. Does the library have a procedure for requesting betterments and improvements?

YES NO N/A

Comments: _____

4. Does the parent institution or board have a policy in place for approving requests?

YES NO N/A

Comments: _____

5. Are projects to correct safety issues given first priority?

YES NO N/A

Comments: _____

6. Are there minor capital improvement projects that are ineligible? For example, some institutions prohibit projects dealing with maintenance or repairs.

YES NO N/A

Comments: _____

Building Occupancy and Post-occupancy Evaluation

YES NO N/A

A. Building Acceptance

1. Have a library representative, the contractor, the architect, and other interested parties conducted a building inspection to develop a punch list? A punch list is developed during a walk through the building at the end of construction to determine what is not finished. A contractor may develop a preliminary punch list and the walk-through refines and usually increases the list of items to be completed.

Comments: _____

2. Is there one person who documents problems or suggestions during the punch list walk-through?
3. After the punch list walk-through is completed, is there
- a) A list of what needs to be fixed?
 - b) A list of what is missing, or what needs to be ordered?
 - c) A procedure for communicating the information to all the staff?
 - d) A plan and procedure to clear items on the punch list?

Comments: _____

4. Has the building received a certificate of occupancy from the local building official? A certificate of occupancy is a document issued by a building official certifying that all or a designated portion of a building complies with the provisions of the building code and permitting occupancy for the building's designated use. It is issued when the completed work complies with the submitted plans and applicable laws, all paperwork is completed, all necessary approvals

YES NO N/A

have been obtained from other appropriate governmental agencies, all fees owed to the governmental building department are paid, and all relevant violations are resolved. A library cannot legally occupy the space without a certificate of occupancy.

Comments: _____

5. If a certificate of occupancy has not yet been received, can the library obtain a temporary certificate to allow movement of equipment and books into the building?

Comments: _____

6. When the building is accepted by the owner (library), will the architect and contractor provide

a) As-built drawings that document what was really built? Often during construction, what is built may vary from the original drawings and corrections are made in the "as built" drawings. It is vital that the library have these drawings for future work in the building.

b) Shop drawings from the contractor to the architect documenting what was built? These drawings provide detail that is not in the original set of drawings from the architect. Shop drawings are drawings, diagrams, schedules, and other data specially prepared for the building project by the contractor or a subcontractor, manufacturer, supplier, or distributor to illustrate some portion of the work. The shop drawing normally shows more detail than the construction documents. It is drawn to explain the fabrication and/or installation of the items to the manufacturer's production crew or contractor's installation crews. The contractor is obligated by the contract documents to submit shop drawings, product data, and samples for certain parts of the work to the architect.

Comments: _____

7. Has a keying and access system been decided?

Comments: _____

8. Will the contractor provide a set of keys to the library after building acceptance? The library should have consulted with the architect and contractor early in construction to determine what keys will be required.

Comments: _____

9. Has a room numbering system been decided?

Comments: _____

YES NO N/A

B. Getting Ready for Occupancy

1. Will there be any organizational changes in the new building, and if so, have they been explained to staff? YES NO N/A

Comments: _____

2. Has the library's budget been adjusted to accommodate the new building (additional staff, utilities, etc.)? YES NO N/A

Comments: _____

3. Will the library be required to change regulations as a result of the new building? YES NO N/A

Comments: _____

4. Have VIP and staff tours been scheduled throughout the building process to get people involved and energized? YES NO N/A

Comments: _____

5. Have virtual tours been scheduled for the staff so that they can envision where they will be working? YES NO N/A

Comments: _____

6. To help staff "psychologically prepare" for the new working conditions,
- a) Have they been involved in the initial planning? YES NO N/A
 - b) Have they reviewed plans and models in order to make suggestions? YES NO N/A
 - c) Have they been given an opportunity to "personalize" their workstations and work areas? YES NO N/A
 - d) Have they had the opportunity to tour the building under construction? YES NO N/A

Comments: _____

7. Has the anticipated increased use of the facility been planned for? YES NO N/A

Comments: _____

8. Has all the furniture and equipment been ordered so that it will arrive at the time it is needed? YES NO N/A

Comments: _____

YES NO N/A

C. Moving

1. Will the library employ a library-moving specialist, or will the library move with internal resources?

YES NO N/A

Comments: _____

2. Can the move to the new space be scheduled during the time when demand for library services is at its lowest level?

YES NO N/A

Comments: _____

3. Has the library allowed adequate time from the ending of services in the old building to establishment of services in the new building? Libraries often underestimate the time required, especially in larger building projects.

YES NO N/A

Comments: _____

4. Will the library need to be closed in order to move to the new space?

YES NO N/A

Comments: _____

5. If the library needs to close, how long can it remain open before it needs to be closed to move into the new space? _____

Comments: _____

6. If the building project is an expansion, will the library be able to operate during construction of the addition? This sometimes is not determined until the contractor starts construction.

YES NO N/A

Comments: _____

7. What approval from the university, college, school district, library board, or city council is required to approve the date of closing and the duration? _____

Comments: _____

8. How will library customers be notified about the closing, and what new procedures will be required for interim service? _____

Comments: _____

YES NO N/A

9. How much of the existing collection, stacks, furniture, and equipment will be moved to the new building? _____

Comments: _____

10. Has the amount to be moved been calculated and measured so that it will fit into the new space? This includes books and media, furniture, and anything that will be part of the new building.

Comments: _____

11. Will the items being moved be cleaned before the move?

Comments: _____

12. Have timetables and schedules been made to plan all stages of the move?

Comments: _____

D. Post-occupancy Evaluation

1. Will a post-occupancy evaluation be conducted? This is the process of diagnosing the technical, functional, and behavioral aspects of a completed building in order to accumulate information for future programming and design activities.

Comments: _____

2. When will the post-occupancy evaluation be conducted? Usually it takes place one year from the date when the certificate of occupancy is issued. One year allows four seasons of use. _____

Comments: _____

3. Was the building completed on time?

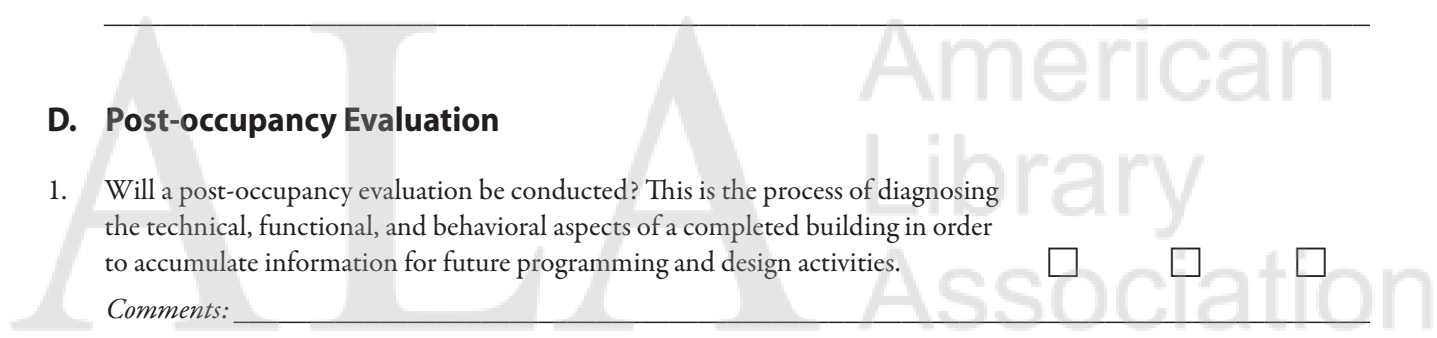
Comments: _____

4. Was the building completed within budget?

Comments: _____

5. Did the building meet the library's building program?

Comments: _____



YES NO N/A

6. If not, what caused variance from the building program? _____

Comments: _____

7. Does the staff like the building? YES NO N/A

Comments: _____

8. If not, what can be changed to solve the problem? _____

Comments: _____

9. Has the library had problems in maintaining the building? YES NO N/A

Comments: _____

10. If so, what can be done to mitigate maintenance problems? _____

Comments: _____

11. Did the architect provide all the services specified in his or her contract? YES NO N/A

Comments: _____

12. Was the architect responsive to the needs of the client? YES NO N/A

Comments: _____

13. Did the architect adequately represent the client in negotiations with all concerned parties? YES NO N/A

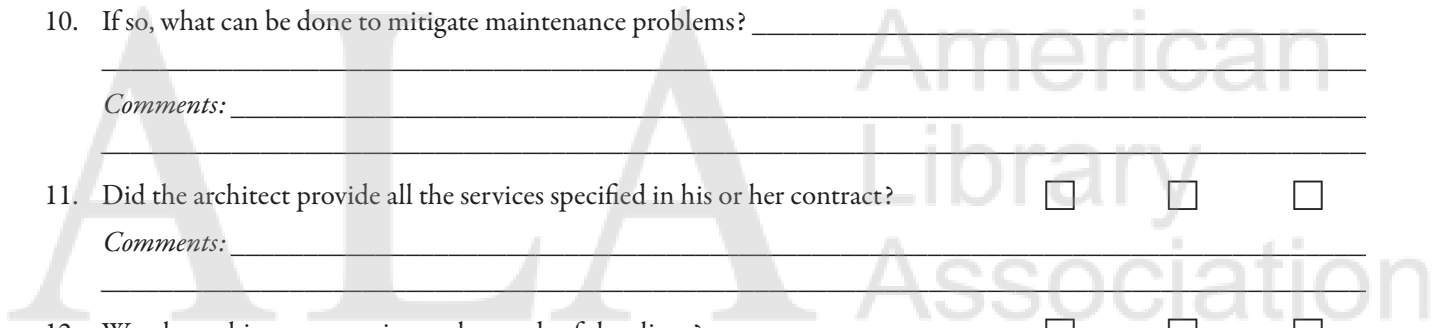
Comments: _____

14. Did the contractor maintain a clean and safe job site? YES NO N/A

Comments: _____

15. Did the contractor identify problems in the drawings and/or specifications during the project? YES NO N/A

Comments: _____



YES NO N/A

16. During the shakedown period (usually the one-year warranty period after the building is accepted by the owner), were errors and/or omissions in the new building brought to the attention of the architect and contractor?

Comments: _____

17. Were all errors and/or omissions resolved to the owner's satisfaction during the shakedown period?

Comments: _____

18. If errors and omissions occurred, was it possible to determine who was responsible?

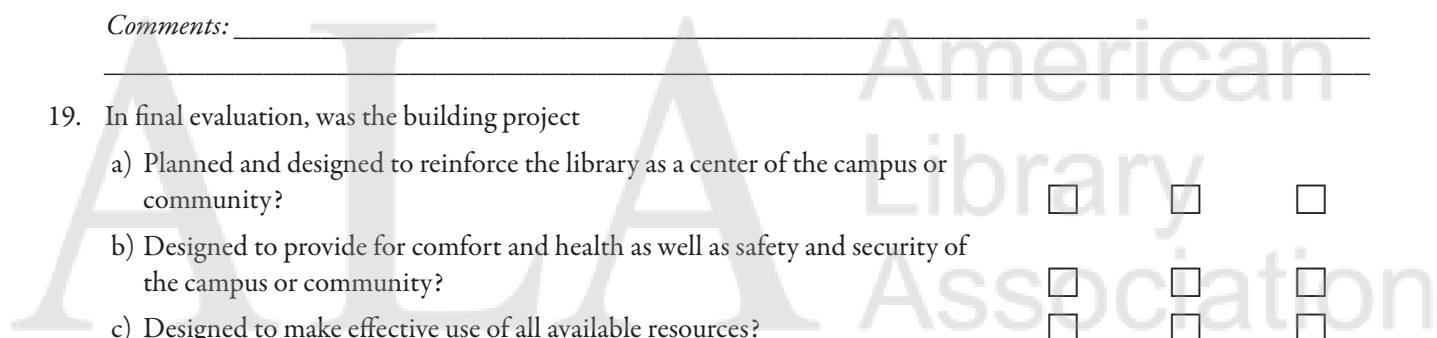
- a) Owner
- b) Architect
- c) Contractor
- d) Undetermined or out of the control of any of the players

Comments: _____

19. In final evaluation, was the building project

- a) Planned and designed to reinforce the library as a center of the campus or community?
- b) Designed to provide for comfort and health as well as safety and security of the campus or community?
- c) Designed to make effective use of all available resources?
- d) Designed to address changing library needs over time by permitting flexibility and adaptability?

Comments: _____



14

Groundbreaking and Dedication Ceremonies

YES NO N/A

A. Planning

1. Does the parent institution (university, city, etc.) have procedures and protocols in place that must be followed? YES NO N/A

Comments: _____

2. Has planning begun at least three months before the scheduled event? YES NO N/A

Comments: _____

3. Is timing of the event tied to one or a few people? For example, schedules of the provost, mayor, key donor, and so on may determine the date and time. YES NO N/A

Comments: _____

4. Have the key participants been informed of and agreed to the date and time of the event? YES NO N/A

Comments: _____

5. Are the date and time convenient for all the people who may be interested in the event? YES NO N/A

Comments: _____

	YES	NO	N/A
6. Are there other events occurring on campus or in the community that may conflict with the event? For example, don't schedule the dedication ceremony for the new life sciences library at the University of Michigan on the date of the Michigan/Ohio State football game.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			
7. Have invitations to the event been sent out in a timely manner? (Allow at least one month before the event.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			
8. Has one person been designated as the coordinator for the event?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			
9. Has it been determined who will speak at the event?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			
10. Do speakers know their time limits, and is there a way to keep them within the limits?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			
11. Are devoted, talented people assigned to handle the various jobs required to make the event successful?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			
12. Do all the people working on the event know their roles and responsibilities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			
13. Has publicity been prepared and scheduled?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			
14. Have press releases and informational packets been sent to the local media?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			
15. Have the media been contacted and urged to cover the event?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			
16. Has a media contact person been identified and listed in all publicity along with an address and telephone number?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i> _____			

	YES	NO	N/A
17. Is someone responsible for making an audio and video history of the event? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Is someone responsible for gathering and keeping memorabilia from the event such as a guest book, gifts, and the like? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Will the event be short, interesting, and focused? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B. Event Checklist

1. Have street closures, parking, and traffic control been coordinated with the local law authorities? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Will the site be inspected and cleaned up before the event? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Will there be adequate signage indicating where attendees are to go? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. For groundbreakings, will “ceremonial shovels” and hard hats be available? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. For dedications, will “ceremonial scissors” be available? <i>Comments:</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Has a source been found to provide the following?			
a) Tables	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Chairs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Podium	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Barricades	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Public-address system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Stage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Flags	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Institutional seals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

YES NO N/A

- i) Refreshments
- j) Tablecloths, napkins, plates, silverware, and cups
- k) Trash cans/bags
- l) Plants or decorations
- m) Bathrooms and toilet supplies

Comments: _____

7. Have invitations been sent to the following?

- a) University or college administration
- b) Mayor
- c) City council
- d) Architect
- e) Contractor
- f) Project manager
- g) Friends of the Library
- h) Community groups
- i) Library VIPs

Comments: _____

8. Will name tags be available?

Comments: _____

9. Will souvenirs or commemorative items be given to attendees?

Comments: _____

10. Will VIPs receive special items?

Comments: _____

11. Will a guest book be available, allowing event attendees to sign in?

Comments: _____

12. Have invitations been

- a) Designed?
- b) Printed?
- c) Checked and checked again for accuracy?
- d) Mailed at least one month before the event?
- e) Saved for the library's archives?

YES NO N/A

Comments: _____

13. Has the program been

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| a) Designed? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Printed? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Checked and checked again for accuracy? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Saved for the library's archives? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments: _____

14. Is there a master of ceremonies for the event?

Comments: _____

15. If so, how is that person selected? _____

Comments: _____

16. Will speakers

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| a) Know and adhere to their time limit? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) Provide the master of ceremonies with biographical information for introductions? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) Provide copies of their remarks for the library's archives? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) Know when to arrive and where to sit? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) Know the proper attire? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments: _____

17. Will individuals be recognized for their contributions to the building project?

This might include the architect, contractor, and so on.

Comments: _____

18. Has music been arranged for the event?

Comments: _____

19. Will there be a color guard for a national anthem/color ceremony?

Comments: _____

20. If bad weather has the potential to affect the event, is an alternative plan in place?

Comments: _____

	YES	NO	N/A
21. Will thank-you letters be sent to the following?			
a) Dignitaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Speakers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Donors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Volunteers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Architects and construction crew	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Others _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

22. Will the site be cleaned after the event? YES NO N/A

Comments: _____



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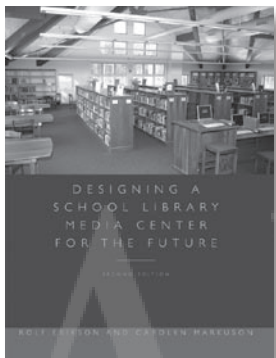
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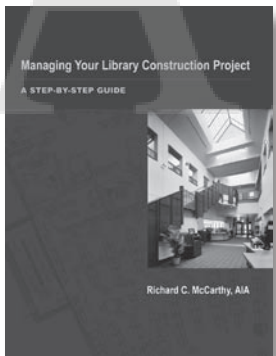
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