

SPACE PRIORITIES IN ACADEMIC LAW LIBRARIES

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This study examines a number of issues that relate to space priorities when planning a new library building, addition or major renovation. The study specifically explores the issue of whether there is continued need for the library as a physical facility in the electronic information age. With a focus on academic law libraries, a group of academic law library directors were surveyed on their views about space priorities including stack space, individual study space, spaces for group study, and office staff space. The survey also allowed directors to respond to questions about designing buildings around user preferences and to indicate their views on the primary role of the library as a physical facility.

Headings:

Law libraries -- Space utilization.

Law libraries -- Design and construction.

Library architecture -- United States.

Library Planning.

Library buildings.

*TABLE OF CONTENTS*

*Introduction*..... 1

*Literature Review*..... 4

*Methodology*..... 15

*Survey Results*..... 17

*Recent Renovations or Renovations in Process*..... 17

*Space Priorities*..... 18

*Accessing Electronic Information*..... 23

*Designing Around User Preferences*.....26

*Future of Academic Law Library Buildings*.....28

*Conclusion*.....30

*Appendix A*..... 32

*Appendix B*.....34

## INTRODUCTION

"People who want to understand democracy should spend less time in the library with Aristotle and more time on the buses and in the subway."<sup>1</sup>

--Simeon Strunsky

This quotation is indicative of a general perception of many in the current information age who question the usefulness of a library's "physical facility." In essence, the quotation seems to insinuate that first, the information housed inside the physical facility is of no use to the researcher, and, second, that the information being sought is accessible beyond the walls of the library. Today, some people are making even stronger arguments against the need for a physical facility and about the alleged uselessness of what they would characterize as the historical information stored on the library shelves. In fact, many would probably argue that the information age has made the need for a library as a physical facility unnecessary. The theme of their argument is that information that was once only available in the library can now be accessed electronically from anywhere the information seeker is. With the information being accessible outside the physical facility of a library, why would the information seeker venture to a dungeon-like library to flip through pages, when he could stay at home and create waves on the net?

The expanding role that electronic information is playing in today's academic setting provides a number of challenges to the academic law library director. Those issues include

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<sup>1</sup> SIMEON STRUNSKY, *NO MEAN CITY* Ch. 2 (1944). Strunsky, a former editorial writer on the editorial staff of the New York Times and editor of the New York Evening Post, authored, *No Mean City* as "an affectionate appreciation of New York City as an embodiment of American Values." JOHN A. GARRATY and MARK C. CARNES, 21 *AMERICAN NATIONAL BIOGRAPHY* 57 (1999).

whether to collect electronic or print information, how to provide access to the information collected, and discovering means to house the information collected. The law library director must, of course, additionally meet the challenge of ensuring that the library is providing useful services to make sure the physical facility remains a central part of the law school building. As a part of continuing to provide access to information and fulfilling the general purposes of the library, directors are faced with an additional challenge, and that is one of justifying space needs to the current administration, particularly during a renovation or rebuilding process. This is because many law school administrators either consciously or subconsciously believe that print is disappearing and that everything is available online. In justifying space needs in this sometimes-hostile electronic environment, academic law library directors must consider the purpose of the library before planning begins.

History suggests that the library has consistently served a number of purposes in supporting the curricula and other objectives of an academic institution. Those purposes generally encompass protecting books, housing books, housing catalog and related bibliographic tools used to assure access in an organized fashion to information, providing space for study, research and writing activity for a variety of individuals, providing room for staff that assist patrons in finding information and organizing information, housing administrative offices, and providing space for, among other things, exhibits and lectures.<sup>2</sup> The electronic information age appears to be presenting challenges to a number of these general purposes. For instance, one might ask whether it is necessary, in planning a renovation, to plan for additional storage space

for books such as a sub-basement for compact shelving. On the other hand, however, one might ask whether the focus should be on providing additional wired carrels in preparing for access to electronic information, leaving only moderate, if any space, for expanded book storage.

Although there is substantial literature on space planning for academic libraries in general, missing from the literature are articles that focus on assessing space priorities in the planning process. The essential question is what does the future hold for the physical facility known as the library? Will it be a place for primarily social interaction, will it continue to provide reference services or will the library even have walls? Will the physical facility continue to offer benefits to the information seeker or serve a purpose other than a book museum? How should the physical facility, if it remains, be designed to meet the needs of the information seeker and the community in general? These are all questions that present problems for contemporary law library directors in their pursuit to ensure that the law libraries of the future will be able to provide adequate access to both printed and electronic materials. The objective of this paper is to explore and perhaps provide some of the answers.

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<sup>2</sup>*PLANNING ACADEMIC AND RESEARCH LIBRARY BUILDINGS* 2, 2-3 (Phillip D. Leighton and David C. Weber eds., 3d

## Literature Review

Although the literature review encompasses a number of articles on space planning issues during the building process, in general the focus has been on those articles that deal with points or problems that will affect the role of the library's physical facility.

Because accreditation is generally one of the leading goals of an academic legal institution<sup>3</sup> the planning process should always include a review of the American Bar Association's accrediting standards. In *Standards for Approval of Law Schools*,<sup>4</sup> the ABA outlines the minimum requirements necessary to meet accrediting standards. The standards relating to the library state that it is necessary to provide seating space for "at least 50 percent of [the law school's] largest division enrollment" and "group study rooms ... [must be] available

<sup>5</sup> That such seating requirements and study rooms are still set forth as being necessary for accreditation in the most recent edition of the ABA Standards bodes well for the continued existence of the physical facility. However, the source's broad statements in other areas that have not been subject to interpretation, such as "a law library shall provide within the law school's facilities, through ownership or reliable access, a core collection or

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ed. 1999).

<sup>3</sup> Thomas D. Morgan, *Admission of George Mason to Membership in the Association of American Law Schools*, 50 CASE W. RES. L. REV. 445 (1999) (stating that "two important milestones in the development of any law school are its accreditation by the American Bar Association ... ABA accreditation is recognition that the school has a program that meets at least the minimum standards to permit its graduates to sit for the bar examination anywhere in the United State.").

<sup>4</sup> AMERICAN BAR ASSOCIATION, *STANDARDS FOR APPROVAL OF LAW SCHOOLS* (1999).

<sup>5</sup> *Id.* at 66.

essential materials,”<sup>6</sup> provide little, if any, guidance as to what type of information should be collected or how many printed sources should be maintained.

The volume, *Space Planning and Technology for Academic Law Libraries*, is composed of a number of articles and presentations from a space planning conference held at the Duke University School of Law in March 1999.<sup>7</sup> Among the issues discussed in this source are methods of designing to create an appropriate mix of user space to support student and faculty research, allocating the appropriate amount of space for collections, educating the dean and administrators on renovation issues, and designing work spaces to facilitate normal workflow patterns.

In “Planning and Constructing Law School Buildings: Ten Basic Guidelines”<sup>8</sup>, John Edwards explores and explains general concepts that are necessary in the building process. Edwards recommends, among other things, placing an emphasis on incorporating functional concerns with architectural goals, developing a focus on constituent needs through surveys or otherwise, and re-evaluating as the building project progresses by conducting walk-throughs to see if problems or other unforeseen issues have developed. Although the guidelines in this article are characterized as basic, Edwards provides a wealth of insights on the issues discussed as well as extensive footnotes and a sample survey that was used to determine the needs of students in the law library. Although the article is based on the events that took place as

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<sup>6</sup> *Id.* at 62.

<sup>7</sup> AMERICAN ASSOCIATION OF LAW LIBRARIES, *SPACE PLANNING AND TECHNOLOGY FOR ACADEMIC LAW LIBRARIES* (1999).

<sup>8</sup> John D. Edwards, *Planning and Constructing Law School Buildings: Ten Basic Guidelines*, 90 L. LIBR. J. 423 (1998).

Edwards went through a building process at the Drake University Law Library, it also examines errors made in other renovation projects. Because of its wide scope, it is well worth reading.

“Concept through Construction: Mastering the Art of Law Library Design,”<sup>9</sup> contains a symposium of articles generated from materials from a previous American Association of Law Libraries’ Institute on library design. The articles include George S. Grossman’s “Programming<sup>10</sup> and “Housing Books”<sup>11</sup>. The symposium also includes articles from Kenneth Rohlfing, “An Architect’s Perspective,”<sup>12</sup> and Anita K. Head, “Remodeling and Expanding Space: Library Services During the Construction Period.”<sup>13</sup>

In the third edition of *Planning Academic and Research Library Buildings*<sup>14</sup>, Phillip Leighton and David Weber updated the second edition to address, among other things, building libraries in an electronic information age, and thus reestablish this source as the standard reference for academic library planning. The book remains extremely useful for enduring issues, including the planning process, discussing issues with the architect, the necessity to create additional shelf space and accommodations for readers and the collection. The authors successfully break down complex issues in the building process into a readable, but more

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<sup>9</sup> Stephen G. Margeton, *Concept Through Construction: Mastering the Art of Law Library Design*, 79 L. LIBR. J. 485 (1987).

<sup>10</sup> George S. Grossman, *Programming for the New Library: An Overview*, 79 L. LIBR. J. 489 (1987) (advocating staff involvement in the building process, but primary decision control in one individual and designing with a contingency plan in place for future expansion, along with addressing space needs for books, readers and staff).

<sup>11</sup> George S. Grossman, *Housing Books*, 79 L. LIBR. J. 520 (1987) (explaining how much library space should be occupied by books, setting out American Bar Association Standards for accreditation, and discussing the cost of book storage).

<sup>12</sup> Kenneth Rohlfing, *An Architect’s Perspective*, 79 L. LIBR. J. 499 (1987).

<sup>13</sup> Anita K. Head, *Remodeling and Expanding Space: Library Services During the Construction Period*, 79 L. LIBR. J. 535 (1987).

<sup>14</sup> Leighton, *supra* note 2.

importantly, useful format with a focus on designing today's building to meet present needs, with the flexibility to change in order to meet the needs of the future. "One condition of overriding importance in the planning of academic library buildings deserves emphasis. Libraries have particular pressures for continuing growth and change."<sup>15</sup> *Planning Academic and Research Library Buildings* is the A to Z of library planning guides, covering topics from "Alternatives to a New Library Building," in cases where financial conditions will not allow a substantial renovation, to "Environmental Guidelines for Collection Preservation." As the preface states: "In 16 chapters it presents the planning, programming, design, construction, and occupation

<sup>16</sup> This source is enhanced by the authors' inclusion of an annotated bibliography, which covers a variety of issues, and a number of informative illustrations. In the second edition, Leighton and Weber made the affirmative statement that the electronic transfer of information would do little to reduce the growth rate of the library collection; in this latest edition the authors have not wavered from that statement.

In *University Library Building Planning*<sup>17</sup>, Heather Edwards provides some timeless insights for desirable qualities, space standards, centralization versus decentralization, and space management. Although this source should not be used as a substitute for *Planning Academic and Research Libraries*, Edwards does add value to her material by structuring the book around case studies of library buildings from the United States, the United Kingdom and South Africa, providing commentary on the benefits and detriments of the design of certain completed projects.

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<sup>15</sup> *Id.* at xxviii.

<sup>16</sup> *Id.* at xxv.

<sup>17</sup> HEATHER EDWARDS, *UNIVERSITY LIBRARY BUILDING PLANNING* (1990).

Although there have been a number of changes, particularly in the electronic information arena, since the publication of this source in 1990, the source remains viable because of Edwards' focus on supplying the fundamental information necessary to build "an attractive, functional, popular library instead of a white elephant."<sup>18</sup>

In *The Evolution of the American Academic Library*<sup>19</sup>, David Kaser traces the history of library buildings from the first library building at the University of South Carolina in 1840 to the modern day buildings. Kaser breaks the process down into four phases: single-function book halls (1840-75), multipartitioned structures (1875-1919), fixed-function buildings with multi-tier stacks (1910-45), and modular integration of book and reader spaces (1945-present). Although Kaser hints that a fifth stage might be necessary because of the trends in electronic information, he advises that if the modular design is truly flexible, it should "be able to serve as effectively in the age of electronic images as it has in the time of print codices."<sup>20</sup> Because it is generally necessary to examine the past while preparing for the future, Kaser's overview of the history of the academic library building which also include points for future building makes *The Evolution of the American Academic Library Building* a useful source.

In "Planning Academic Library Facilities: The Library Will Have Walls,"<sup>21</sup> Sarah Michalak provides a full discussion of how revolutionary changes in scholarly communication affect the way library facilities are structured. In touching on issues and changes in almost every

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<sup>18</sup> *Id.* at vii.

<sup>19</sup> DAVID KASER, *THE EVOLUTION OF THE AMERICAN ACADEMIC LIBRARY* (1997).

<sup>20</sup> *Id.* at 164.

<sup>21</sup> Sarah Michalak, *Planning Academic Library Facilities: The Library Will Have Walls*, 20 J. LIBR. ADMIN. 93 (1994).

area of service in the library, Michalak challenges the theory that there will no longer be the need for a physical facility.

Before librarians and the governing bodies that control their libraries rush to decide that no further construction or obtaining of shelving space will be necessary, it is essential to remember that, for all the text conversion activities now underway, the vast majority of paper format materials remain unlikely to be converted in the near future. Conversion costs ... are substantial. Librarians must plan for the future, and the physical place their libraries will occupy.<sup>22</sup>

Michalak appropriately indicates that as long as printing presses are in operation, libraries will be expected to house the output. In addition, because one of the primary functions of the library is preservation, the library must be prepared to expand its duties to include organizing virtual information not to reduce its duties by throwing out the books. Michalak subdivides her article into three areas: Part I surveys the changing library focusing on programmatic issues; Part II covers the environment for library facilities; and Part III the process of facilities transformation. The critical part of Michalak's analysis is that despite her refusal to advocate a library without walls, she does recognize that eventually book storage space in some ways must yield to other functions that are evolving as primary for the library.

Gradually the hundreds of thousands of square feet dedicated to book collections and other traditional roles will become classrooms, offices, media centers, laboratories, or auditoria. The programs which will take over these spaces will reflect entirely new kinds of needs to be realized as higher education transforms its methods and structure. Just as librarians are leading the way in their colleges and universities in adapting technology and incorporating it as a central component of the library mission, they

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<sup>22</sup> *Id.* at 96.

will lead the way in creating people-oriented, knowledge-oriented places....<sup>23</sup>

In “Library Buildings: Their Current State and Future Development,”<sup>24</sup> Jay Lucker provides an overview of libraries “Twentieth Century Achievements.” This volume covers trends in library building designs, shortcomings of previous library buildings, and addresses the role as well as the appearance of academic research libraries in the future. Lucker’s article stands out because he not only outlines concepts or areas of concern but also provides pertinent examples. For instance, to demonstrate the “trends in research library building design,” Lucker points to the fact that

there has been a move from closed to open stacks and an increased intermingling of readers and books ... [and that] “library areas devoted to public services have been designed so as to promote interaction between patrons and staff. The location of information and reference desks and the relationship between these activities and collections of reference materials and catalogs is a key element in space planning.”<sup>25</sup>

Like most, Lucker does not see an end to the physical facility. “I find it impossible to conceive of a time when there will not be a physical, tangible, usable entity with real books, and people inside.”<sup>26</sup>

In *Facilities Planning for Technology*,<sup>27</sup> Richard Boss provides, in four chapters and an appendix, a concise but thorough review of many of the most important topics related to facilities

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<sup>23</sup> *Id.* at 111.

<sup>24</sup> Jay Lucker, *Library Buildings: Their Current State and Future Development*, 13 SCI. & TECH. LIBR. 3 (Fall 1992).

<sup>25</sup> *Id.* at 7.

<sup>26</sup> *Id.* at 3.

<sup>27</sup> Richard Boss, *Facilities Planning for Technology*, LIBR. TECH. REP. July/Aug. 1995 at 389.

planning in the electronic age. In the first chapter Boss discusses “Space Conserving Technologies” with a focus on examining “technologies which libraries select primarily to conserve the amount of space devoted to the storage of traditional print materials.”<sup>28</sup> Included in this section are overviews on “Technologies for Storing Print Materials” such as conventional open stack shelving and movable aisle compact shelving, and “Issues in Selecting Storage for Print Materials” such as the impact storage options will have on the end user (call number sequence, fullness of shelves, user acceptance and reliability of retrieval). There are also discussions about construction and staffing implications (reshelving, direct access eliminates staff retrieval costs).<sup>29</sup> Boss also provides project cost analysis for storage options.

In the second chapter “Electronic Information Technologies,” Boss discusses the impact automated library systems, remote service bureaus, electronic publishing and imaging will have on space planning. Again in this section, Boss addresses the functionality of the various systems and provides an overview of pricing issues as well as a cost benefit analysis of the various options. An important part of this chapter is Boss’s detailed outline of the space requirements for electronic information.

In the third chapter, Boss shifts his focus to “Cabling, LANS, and NETW providing the benefits and detriments of each approach. Finally, the fourth chapter brings the entire building process together in “Planning for Technology and Space.” In doing so, Boss explores contextual issues (base planning on a realistic view of the future), making more effective use of existing space (utilize movable aisle compact shelving), planning new facilities

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<sup>28</sup> *Id.* at 396.

(plan to accommodate emerging technologies) and developing and expanding the potential of resource sharing (“develop networking capabilities to facilitate access to library resources”).<sup>30</sup>

In “Planning Reference Service Points: A Decision-Making Model,”<sup>31</sup> Jeannie Miller, Julia Rhodes and Karen Wielhorski use the renovation project in the reference area at the Sterling C. Evans Library at Texas A & M University as a model to create specific questions to ask in preparation for designing reference service points in light of changes in information technology. The authors encourage builders to strive to develop individual library solutions, rather than a one size fits all approach. The article provides techniques for designing a library with the focus on meeting the reference needs of patrons, posing six questions that should be asked in the planning and design process: 1) whom are we serving? 2) what services will be offered? 3) should there be a desk or not? 4) what staffing levels will be required? 5) where will the desk be physically located within the service area? and 6) have ergonomic considerations been included?

In “Academic Library Design: Building a Teaching Instrument,”<sup>32</sup> Richard Bazillion, using the example of the Brandon University, Manitoba, Canada, shows how information technology has been implemented in the library as part of the natural environment, and how it has been integrated into the university’s teaching activity. The article’s focus is on the importance of flexible technology and interior design.

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<sup>29</sup> *Id.* at 404.

<sup>30</sup> *Id.* at 458.

<sup>31</sup> Jeannie Miller et. al, *Planning Reference Service Points: A Decision-Making Model*, 39 REF. LIBR. 53 (1993).

<sup>32</sup> Richard Bazillion, *Academic Library Design: Building a Teaching Instrument*, COMPUTERS IN LIBR., Feb. 1994, at 12.

In “Library Design and Analysis Using Post-Occupancy Evaluation Methods,”<sup>33</sup> Dennis James and Sharon Stewart present a case study of user-focused procedures for evaluating, among other things, the use of study rooms, online catalogs, and design based problems such as noise and location of equipment. The authors created a database that provides suggestions of how to improve the current structure and avoid the problems in new buildings. One benefit of this article is that it provides “evaluations by library patrons and staff of technical, functional, and

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In “Rewiring a Working Library or Teaching an Old Dog New Tricks,”<sup>35</sup> Robert White and David Jaffe provide tips and instructions, including planning and project schedules, on how to rewire a library that was designed prior to the information revolution. This article guides the reader through every phase of the renovation or rewiring process outlining the benefits of rewiring as well as addressing when the rewiring should be done. Although this article is brief, it should provide help in assisting libraries that cannot afford a major renovation project but have to create or add additional wiring to remain functional in the electronic information age.

In *Academic Libraries As High-Tech Gateways: A Guide to Design and Space Decisions*,<sup>36</sup> Richard Bazillion and Connie Braun examine a number of critical issues involved in planning new or renovated library facilities with an emphasis on general technology and with a

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<sup>33</sup> Dennis James and Sharon Stewart, *Library Design and Analysis Using Post-Occupancy Evaluation Methods* 15 SCI. TECH. LIBR. 3 (1995).

<sup>34</sup> *Id.* at 3.

<sup>35</sup> Robert White and David Jaffe, *Rewiring a Working Library or Teaching an Old Dog New Tricks*, ONLINE, Jan./Feb. 1995 at 62.

<sup>36</sup> RICHARD BAZILLION AND CONNIE BRAUN, *ACADEMIC LIBRARIES AS HIGH-TECH GATEWAYS: A GUIDE TO DESIGN AND SPACE DECISIONS* (1995).

view that electronic and traditional information can and should co-exist if the library is to meet the needs of its patrons. Although Bazillion and Braun have not created a comprehensive source, what they have provided is a nice introduction to library design for electronic technology. In a somewhat concise fashion, the authors address the impact of the Internet and electronic information upon the general functions or roles of the library and discuss ways to effectively design and use space in the building to ensure each of those roles or functions are carried out.

Of particular importance to the academic law library is Chapter 5. Therein, Bazillion and Braun discuss the library as a “teaching instrument.” Teaching is one of the established principles of academic law librarians, in that “the law librarian is the natural teacher of legal bibliography and the methods of legal research.”<sup>37</sup> The authors not only discuss how to create a teaching library but also provide models from recent building projects that were designed to incorporate electronic and print information.

As previously indicated, the literature adequately provides the information necessary related to topics such as the necessary storage methods for the collection, the issue of making space decisions around future possibilities, building for functional rather than aesthetic purposes, and using space saving technology. However, missing from the literature are articles dealing with the priorities that are given to various issues surrounding space planning. To address the deficiencies in the literature, a survey of academic law library directors was appropriate.

## Methodology

A survey administered to academic law library directors served as the instrument for data collection. The survey was delivered to the participants via email, by posting it to the Law Library Director's Listserv (LAWLIBDIR-L).<sup>38</sup> Because of the stated purpose of the listserv, it was appropriate to post a survey exploring space planning priorities in academic law libraries, since directors play a very influential and perhaps dominant role in the decision-making process for library building planning.

Because the LAWLIBDIR-L listserv is a closed subscription list limited to academic directors, it was necessary to receive assistance in posting the survey to the list. To this end, I sought the assistance of Richard Danner, Director of the Law Library of the Duke University School of Law, who kindly agreed to assist me in drafting the questions and posting them to the list. Although the questions could have been posted to each individual director through email, without the need of assistance, the decision was made to post to the director's listserv with the aid of a director for two primary reasons: The first reason was to add credibility to the survey, because I believed that directors would more likely respond to a survey their colleague believed warranted their attention than a survey submitted without notice from an individual student enrolled in a library science program. The second reason to submit to the listserv rather than to individuals was to encourage discussion and debate among the participants of the listserv and thus create additional data for collection.

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<sup>37</sup> Morris L. Cohen, *Toward a Philosophy of Law Librarianship* 64 L. LIBR. J. 1 (1971).

The survey was posted to the listserv on Monday, April 3, 2000, with a requested response date of no later than Friday April 7th. A reminder was posted to the listserv on Thursday April 6th to encourage additional responses that had not been received prior to that time. Because one purpose of the survey was to generate discussion about space priorities and delivering information to the end users, the participants were given the option of posting their response to the list for other directors to see and question or to respond privately through email to Richard Danner. Mr. Danner forwarded the responses to the list and private emails to me for review.

The survey, which is contained in Appendix A, was composed of six questions, four of which were structured and two of which were unstructured. Three of the questions were dichotomous in nature, requiring a yes or no response. Two questions were designed to create qualitative data, allowing the respondents to provide an open ended answer. The sixth question was essentially a mix between a question based on level of measurement (level of importance) and the Likert Scale,<sup>39</sup> requiring respondents to give a priority rating of one to five, with five being the highest priority to certain planning objectives.

To insure accuracy, the data sets were first calculated by hand for basic comparative data, followed by the use of the electronic software SPSS. In addition to Appendix A, which contains the survey, Appendix B contains the individual responses to questions 4 and 6, with some

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<sup>38</sup> “The objectives of LAWLIBDIR-L are to: 1) Serve as an information dissemination vehicle for those who have legitimate need to communicate information to law school library directors, and 2) Provide a forum for the discussion of issues of mutual concern or interest.”

responses slightly modified so as to insure the anonymity of respondents.

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<sup>39</sup> See Jo Anne Durako, et al., *From Product to Process: Evolution of a Legal Writing Program*, 58 U. PITT. L. REV. 719 (1997) (“a Likert scale is a simple, commonly used method for surveying attitudes which asks participants to rate a statement on a numerical scale.”)

## Survey Results

On April 3, 2000 there were 177 active members or subscribers on the law library director's listserv. Of those 177 members, 87 responded to the Law Library Space Planning Survey, resulting in a response rate of roughly 49.1%

### Recent Renovations or Renovations in Process

The first question asked whether respondents had completed a library building, addition or major renovation project within the past five years. The second question, which is closely related to the first, asked whether the respondents were in the process of planning a new library building, addition or major renovation that would be completed within the next five years.

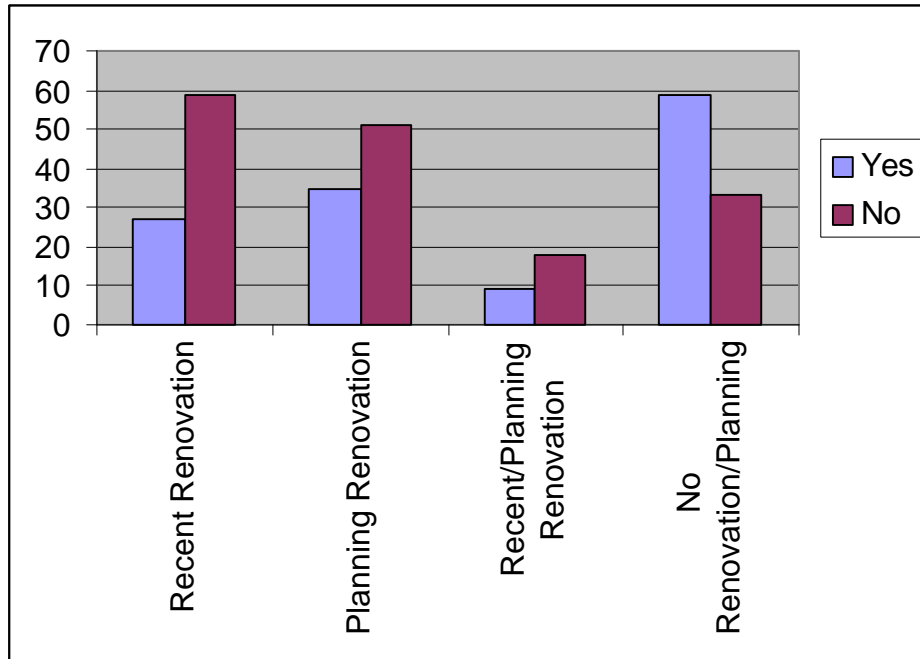
That changes in technology require changes in library design is without question.<sup>40</sup> Thus, it is not surprising, as demonstrated in Figure 1, that nearly 60% or 51 out of the 86 respondents participating in this portion of the survey indicated that their library had recently completed or was now in the process of planning for a new library building, addition, or major renovation. Figure 1 also demonstrates planning processes are underway for nine of those libraries that have recently been renovated and that 26 of the 59 that have not experienced renovation are planning a renovation. What is surprising is that 33 of the 86 respondents participating in the survey indicated that even though their library had not undergone a recent renovation, no renovation was planned within the next five years. With the recent advances in technology, it is hard to conceive of an institution capable of continuing to meet the needs of the patrons, without some

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<sup>40</sup> See Logan T. Ludwig, *Tomorrow's Library: Will It All Be Infrastructure?*, 83 BULL. MED. LIBR. ASS'N 307, 308 ("the form in which knowledge is described and encapsulated has a major impact on the design of libraries and many of the functions performed within them").

form or renovation over a 10 year period.<sup>41</sup>

**Figure 1**



*Twenty-seven of the 86 respondents indicated that their libraries had completed a recent renovation. Thirty-five of the eighty-six respondents indicated that their libraries are planning for a renovation. Nine of the respondents who indicated a recent renovation are also currently planning a renovation. Thirty-three of the respondents who have not completed a recent renovation are not planning for a renovation.*

### **Space Priorities**

In this area of the survey, respondents were asked to think about space planning for a new library building. The respondents were then asked to indicate the priority they would give to planning objectives on a scale of 1 to 5 (1 being the lowest priority; 5 being the highest) relating to stack space, individual study spaces, spaces for group study, and staff office space.

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<sup>41</sup> *Id.* (“many existing building ... have proven to be somewhat inflexible for new technologies and networks of the

The challenges to the library as a physical facility were expected to come to the fore with the results from this portion of the survey. However, if the survey were being carried out on Wall Street and books were investments, at the end of the day when the trading ended, we would see that the strength of the investment remained strong. Of the eighty-seven participants in the survey, only ten individuals indicated that stack space would have a low or very low priority in the current building process, with 68.9% or sixty individuals giving stack space high or very high priority. See Figure 2. These responses are reflective of most of the current literature. Although the literature, in general, advocates a shift or trend towards collecting electronic information, there is a hesitancy to suggest tossing out the books.<sup>42</sup>

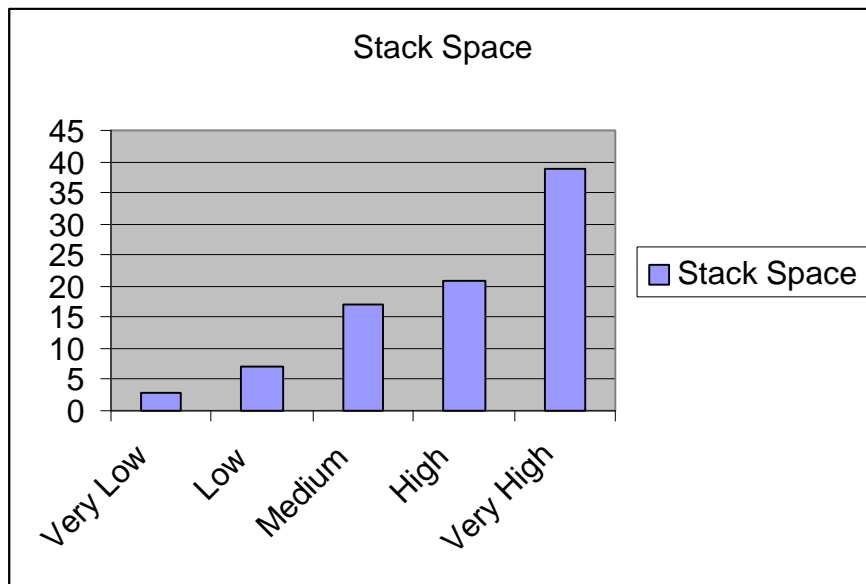
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nineties”).

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(In the past ten years, law libraries have continued to build their collection of traditional research sources as a consistent rate ... Given the additive nature of the legal research information environment that has evolved during that time, there is no reasonable grounds for making the assumption that law libraries will not continue to require additional space for growth in their collection of traditional sources. The impact of technology means that there are not two major forces, the growth in traditional sources and the new force of technological growth ... A plan that envisions the replacement of traditional collections or growth in those collections can best be described as simplistic, unsophisticated and doomed to fail).

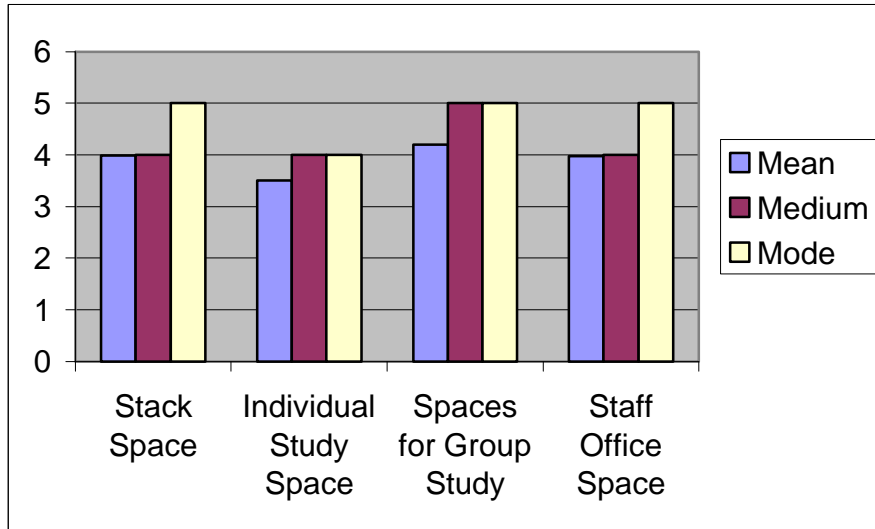
**Figure 2**



*Eighty-seven respondents assessed stack space priority, with the following results: Thirty-nine respondents indicated that stack space would have very high priority, while twenty-one indicated a high priority, seventeen a medium priority, seven a low priority and three a very low priority.*

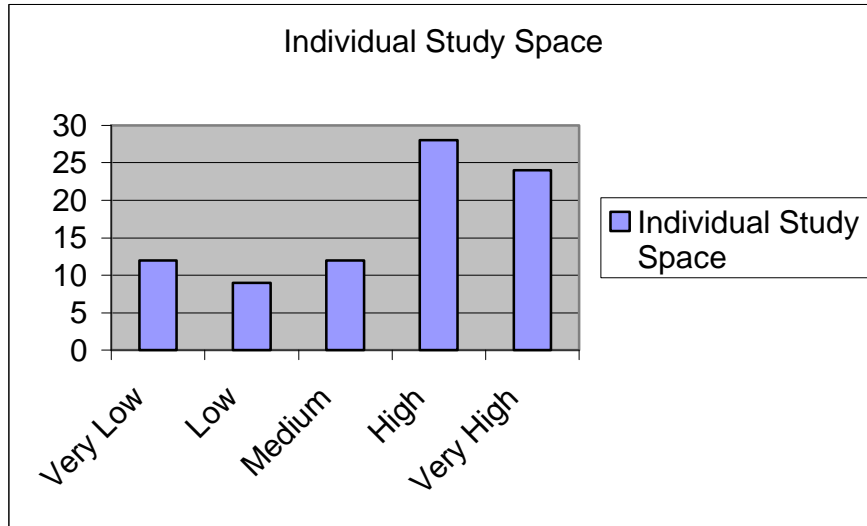
In general, the respondents gave consistently high priority to space, thus ensuring that the library would be maintained as physical facility. As Figure 3 demonstrates, when respondents were given the opportunity to rate spacing priorities, they consistently chose the very high rate of five. In fact, the very high rate occurred most frequently in each of the categories, resulting in a mode of 5, except individual study space, which has a mode of 4. These frequently high ratings leave little room for comparative data. The results for individual study space are set forth in Figure 4, with spaces for group study and staff office space being set forth in Figures 5 and 6 respectively.

**Figure 3**



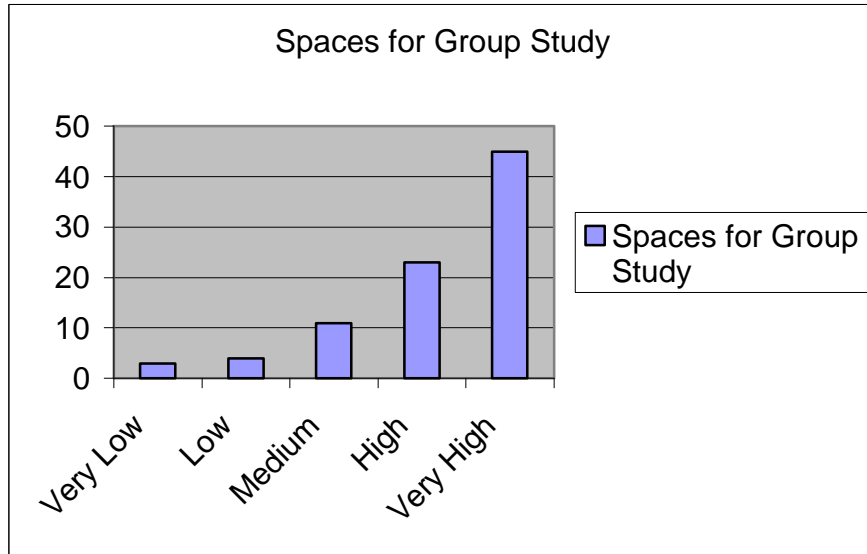
*A majority of the respondents gave a priority rating of 5 (very high priority) to each individual category resulting in a mode of 5, except individual study space where only twenty-four individuals rated individual study space as having very high priority and twenty-eight rated it as having only high priority, resulting in a mode of 4.*

**Figure 4**



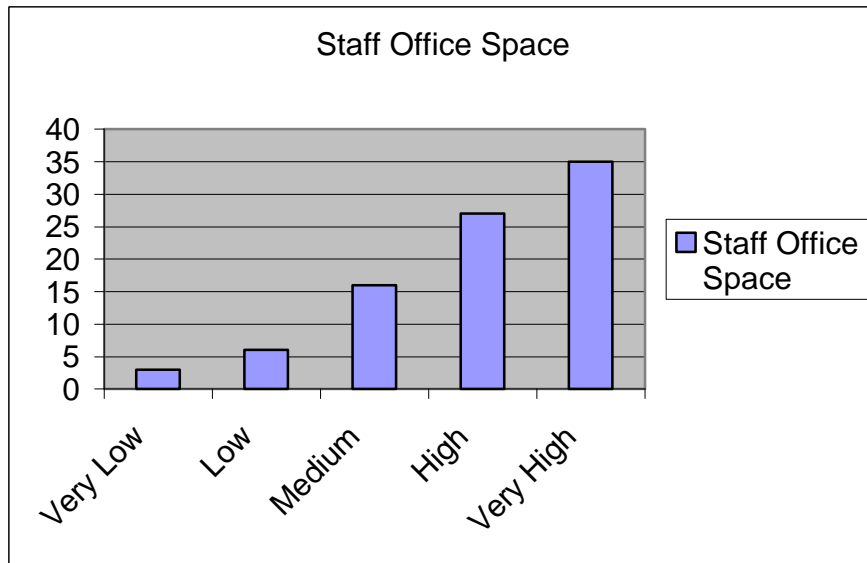
*Eighty-five respondents assessed individual study space priority, with the following results: Twenty-four respondents indicated that individual study space would have very high priority, while twenty-eight indicated a high priority, twelve a medium priority, nine a low priority and twelve a very low priority.*

**Figure 5**



*Eighty-six respondents assessed space for group study priority, with the following results: Forty-five respondents indicated that space for group study would have very high priority, while twenty-three indicated a high priority, eleven a medium priority, four a low priority and three a very low priority.*

**Figure 6**



*Eighty-seven respondents assessed staff office space priority, with the following results: Thirty-five respondents indicated that staff office space would have very high priority, while twenty-seven indicated a high priority, sixteen a medium priority, six a low priority and three a very low priority.*

The directors were given the opportunity to list other space planning objectives, in addition to the structured choices, and rate them as well. Of those listed, the following priorities received a ranking of four or higher (listed next to objective is the number of responses listing that objective): P.C. Lab 18, Technology 13, Classrooms, 9, Off-site Storage 3, Lounge/Café/Social Space 3, LAN and Microform Room 1.

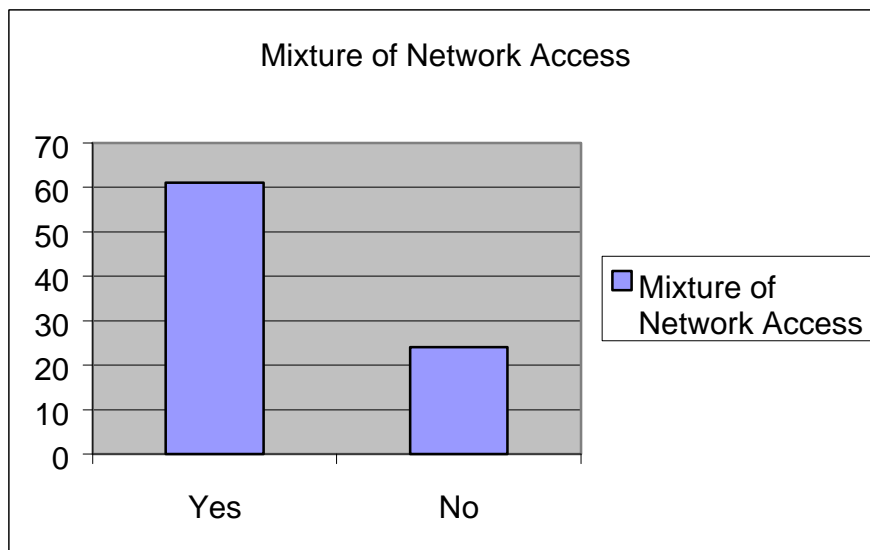
### **Accessing Electronic Information**

In this area of the survey, respondents were asked which approach or approaches they would use to supply network access to electronic sources for student users. The respondents were given the choices of: computer labs, wired carrels and other seating, wireless networks, or a

mixture of the approaches.

In general, the respondents were more inclined to provide a mixture of access to electronic resources. As Figure 7 demonstrates sixty-one of the respondents would choose to supply a mixture.

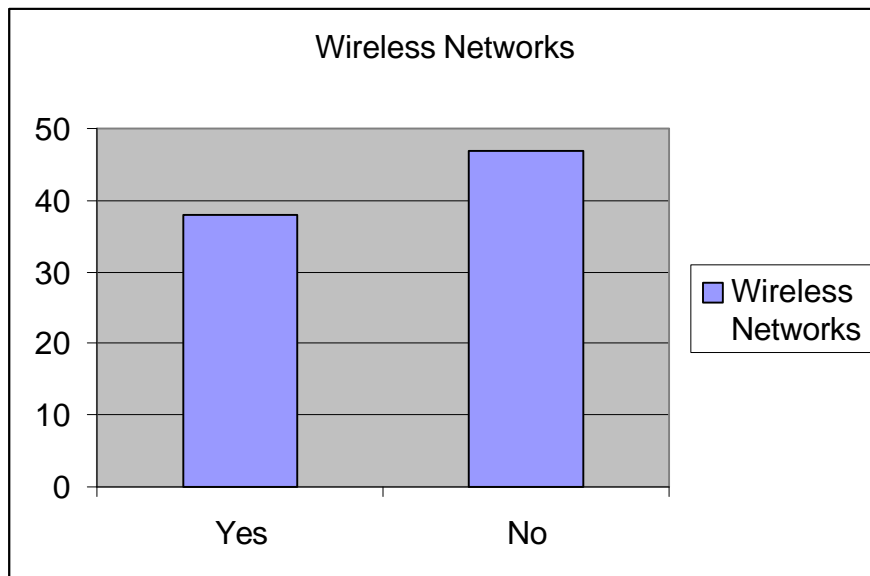
**Figure 7**



*Sixty-one out of eighty-five respondents indicated that they would use a mixture of approaches to supply network access to electronic resources for student use.*

For the most part, however, respondents rejected the use of wireless networks. As Figure 8 demonstrates, only 43% of the participants indicated that they would incorporate wireless technology inside the library. Wireless networks would, of course, decrease the needs for the physical facility.

**Figure 8**



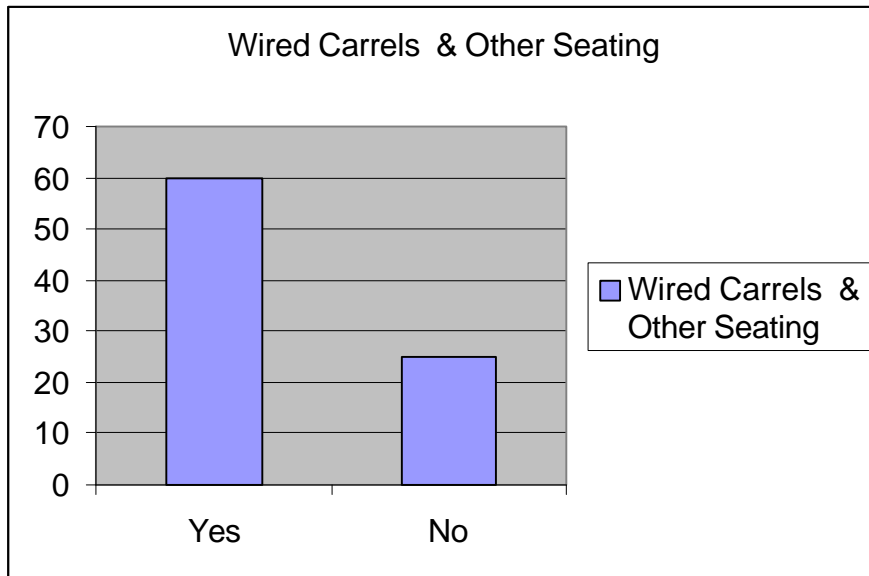
*Thirty-eight out of eighty-five respondents indicated that they would use wireless networks to supply network access to electronic resources for student use.*

The respondents also embraced wired carrels and other seating with over 69% supporting them.

In addition, there was strong support for computer labs with over 62% of the respondents

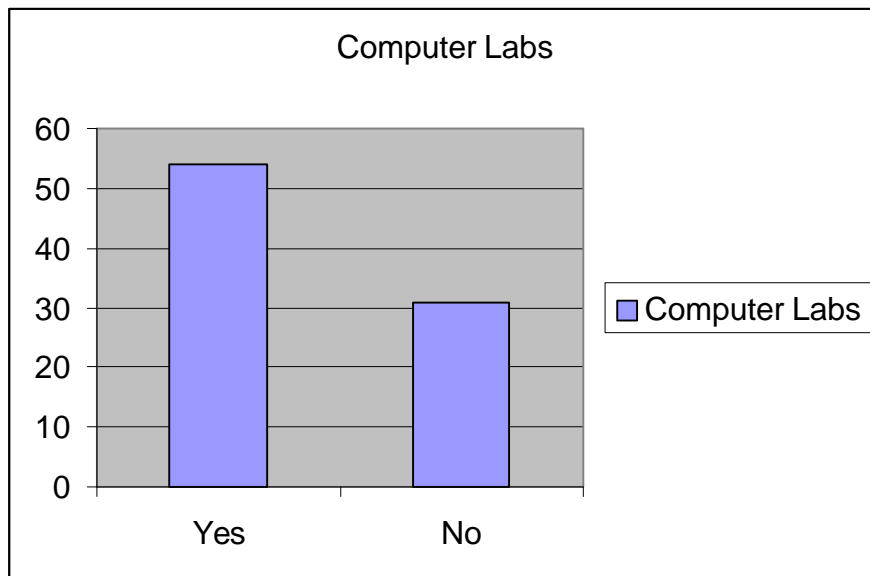
favoring them. These responses can be seen in Figures 9 and 10. These results bode well for the continuing existence of the library as part of a physical facility.

**Figure 9**



*Sixty out of eighty-five respondents indicated that they would use wired carrels and other seating to supply network access to electronic resources for student use.*

**Figure 10**



*Fifty-four out of eighty-five respondents indicated that they would use computer labs to supply network access to electronic resources for student use.*

### **Designing Around User Preferences**

In this area of the survey, respondents were asked, in an unstructured question, what they would do to determine student and faculty preferences about use priorities in a new or renovated library space.

If the library as a physical facility is to remain as a central part of the academic law school community, the law library director faces another challenge beyond that related to space planning. That challenge is designing the physical facility around the primary needs of the users. The physical facility serves no purpose if the end users are not satisfied with the final product. Thus, the director in planning the design of the library must place a certain amount of emphasis

on the prospective patron because a library without patrons is not a library.

The obvious and easy way to understand the needs of end users is to ask them. Thus, a majority of the law library directors, forty-nine out of eighty-two respondents, specifically indicated they supported the use of a survey. Additionally, more than twenty respondents indicated that they would involve end users such as students and faculty in the planning process via the use of focus groups, individual and group conversation and the use of some type of committee.<sup>43</sup> The reason this question was left unstructured, however, was to attempt to collect additional data or develop new ideas on understanding the needs of patrons.

Surprisingly, only four respondents indicated that they would depend on the experience of themselves or other librarians in determining the desires of the end user. In one of these instances the director appears to indicate that his/her own experience might be the only thing that matters. In response to the question, the director indicated a desire to seek input from the ultimate users of the facility but also indicated the need to “filter the results through my own experience.” Other methods mentioned that stood out from the general were observing the current use patterns of patrons in the library and completing an “analysis of how users cope with current space ... to identify deficiencies.” Of course, some directors recognized the need to be on guard while receiving suggestions from patrons, assuring that individual desires did not override the creation of a functional facility. “User[s] often have only their immediate needs in mind and it is the responsibility of the librarian to keep the long-term needs and goals in mind

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<sup>43</sup> Edwards, *supra* note 8. (indicating that one of the 10 basic guidelines in planning and constructing law library buildings is to first understand the needs of the users and that one way to approach this task is through surveys or questionnaires).

when planning the facility.”

Although the directors participating in the survey overwhelmingly embraced the idea of patron input, two directors unequivocally rejected the idea. One stated “I know the faculty and I assume the students agree with our priorities,” and the other questioned the knowledge and

--students and faculty do not have a balanced picture of how libraries are used. That’s why you need librarians to make sure that all the needs are met.” That these two statements are contrary to the literature and the view of the other participants is without question. I am inclined to agree with the view of another participant who simply stated that he/she would not, for the lack of a better or more appropriate phrase, continue to allow ignorance of the law to be an excuse for not seeking the input of the patron. Instead, the librarian is required to carry out his/her role as a dispenser of information to assure that the end user is satisfied with the final product. “[The librarian has to] educate them (students and faculty) about the issues and problems, get input, and then do our best to meet their perceived needs.” It is statements like these that will make the library as a physical facility a success.

### **Future of Academic Law Library Buildings**

This area of the survey allowed respondents to provide in an unstructured manner their thoughts about what they see now and in the future as the primary role of the library physical facility.

Although most of the literature tends to support the need for the library as a physical facility, there is also recognition in the literature that the physical facility must undergo an evolution. It must be a place that not only stores historic information, but also supplies or

provides access to modern information in a historic setting.<sup>44</sup> The consensus of the law library directors responding to the survey supported this view, insisting that the physical facility would continue to be a place where a mixture of access to information is provided, via print, microfiche, electronic and other formats. At least thirty or more of the respondents indicated that the physical facility's primary role would continue to be one of supporting individual study space, group study space or collaborative learning efforts, a place to do various types of research, and a place for classrooms and training. One respondent summarized the future in this fashion:

Technology may change the way we collect (in fact, it already has to some extent), but certainly hasn't allowed us to build much smaller facilities (despite the often uninformed fantasies of some deans and university administrators who are sure that technology will soon mean very few books, smaller staffs, etc.). In fact, libraries will continue to collect print materials at about the same rate as always while at the same time being expected to offer a full menu of computer-accessible materials. If anything, this dual responsibility will require us to have larger physical plants than ever before, at least for the coming decade.

The previous paragraph does not mean that law library directors are rejecting new trends, but it does indicate that most of the survey respondents have refused to embrace the notion that the book will disappear. The views of the directors were far from rejecting new trends, with substantial support for the library serving as a social gathering place, providing remote access wherever the users are, and one respondent going even as far as saying "finally, if anyone has any authority, vision, and guts, include a coffee shop in the library." Of the respondents, very few, however, were bold enough to project the declining need for the collection of print materials

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<sup>44</sup> See generally, Lucretia W. McClure, *From Brick Face to Cyberspace*, 83 BULL. MED. LIBR. ASS'N 311 (1995) (noting that the purpose of the library is to preserve knowledge, but that in the future libraries and library buildings

and the expanding role of a virtual library.

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must be prepared to “reflect the changing needs of our work and the demands of the electronic environment”).

## **Conclusion**

In “From Brick Face to Cyberspace,” McClure begins the article with the Oxford English Dictionary definition of library: “[a] place set apart to contain books for reading, study or

<sup>45</sup> Throughout the article McClure advocated for a new definition of library, but noted that the new library definition would still include a physical facility. “Whatever it is called--library, learning center ... the institution we know as a library will continue to be a

<sup>46</sup> If McClure’s argument is to remain true and the library is to maintain its viability, change is certainly inevitable.

The question then is what type of change is ahead for the library? Though there are those who wish to abandon book purchasing and ride the electronic information bandwagon, such changes are not necessary or appropriate. A primary reason for this (as recognized by most responding to the survey) is that some information is not yet and perhaps will never be available electronically. As one respondent put it, “although I feel some pressure from administrators and fortune-tellers of culture to embrace a future with shrinking physical space for libraries, I don’t see suitable alternatives to print being offered by publishers at the present time.”

So what, in fact, does the future hold? Without question, the library must be redefined, but that's not to say that the physical facility’s purposes will become more limited or narrow. Instead, the definition must expand, and the space for the physical facility should not be condensed, but redesigned so that the library can continue to fulfill its designated purposes. That designated purpose, at this stage, should be providing access to a mixture of different

information resources. As the information sources change, so too must the library and its design change. Even in the midst of the information explosion, the library will maintain its viability.

The information super-highway does not pose a threat to the existence of the library, but it does require additional training for those in charge of the library. That training should involve being prepared to direct individuals onto the entrance and exit ramps of the information super- highway and to provide road maps for navigation.<sup>47</sup>

As answers to problems surrounding the library's physical facility are discovered, new problems are created. Thus, the answer to the library's continued problems is one of continued evolution. That evolution must be in designs that "reflect the needs of scholarship, the teaching program, the relative emphasis on different subjects, and the special character and style of the institution."<sup>48</sup> As one survey participant espoused, it is beyond comprehension that meeting such needs would not include, particularly in the academic legal setting where everything is based on precedent, historic information. "An academic law library's growth is the product of accretion ... [thus], ... historical [information] has value as does the current."

Thus, the information seeker should spend ample time on the buses and subways in order to understand democracy. Those buses and subways should be headed in the direction of a

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<sup>45</sup> *Id.* at 311.

<sup>46</sup> *Id.* at 314.

<sup>47</sup>

(The dictionary definition of the library as a structure in which literary and artistic materials are kept for reading, reference, and lending will not soon disappear nor should it. However, a definition that implies the library is primarily a passive receptacle for information or at best an intermediary for the dissemination of second-hand knowledge must evolve and expand to an active definition encompassing the full spectrum of the information).

Ludwig, *supra* note 40 at 309.

<sup>48</sup> Leighton, *supra* note 2 at xxv.

library, because in order for one to understand democracy one must first realize that a democracy exists.

**Appendix A**

Colleagues:

A number of you met William Smith, who is completing his second year as a law library intern at Duke, when you attended the Academic Law Libraries Space Planning Conference last spring. William will receive his MLS from the University of North Carolina-Chapel Hill in May. To complete the requirements for his degree, William is writing his master's thesis on academic library space planning. William has asked me to help circulate a survey on this subject. The survey is short and I think that the questions are interesting enough to warrant our attention.

Please send your responses to me, or, of course, to the group if you wish by Friday, April 7. We will compile and post the results.

Thanks for your time and consideration,

Dick Danner

+++++

Law Library Space Planning Survey

1) Has your school completed a library building, addition, or major renovation project within the past 5 years? (yes or no)

2) Are you now planning for a new library building, addition, or major renovation that will be completed within the next 5 years? (yes or no)

Please continue, even if you answered no to both 1) and 2)

3) As you think about space planning for your library, please indicate the priority you would give to each of the following planning objectives on a scale of 1 - 5 (1 being the lowest priority; 5 being the highest priority). You may use each number more than once.

stack space \_\_\_\_

individual study spaces \_\_\_\_

spaces for group study \_\_\_\_

staff office space \_\_\_\_

other \_\_\_\_\_ (list and rank priorities for any other planning objectives)

4) What would you do to determine student and faculty preferences about use priorities in the new or renovated space ?

5) Which of the following approaches would you use to supply network access to electronic resources for student users?

computer labs\_\_\_\_

wired carrels and other seating\_\_\_\_

wireless networks\_\_\_\_

other\_\_\_\_\_ (list other approaches)

a mixture of these approaches\_\_\_\_

6) What do you see, now and in the future, as the primary role of the library physical facility in your law school?

Thank you again for your time and assistance. Please reply by e-mail by April 7.

## **Appendix B**

### **LISTED BELOW ARE THE INDIVIDUAL RESPONSES RELATED TO DESIGNING THE LIBRARY BUILDING AROUND USER PREFERENCES.**

1. Survey and individual conversations.
2. Surveys and focus groups--include faculty and student representatives in building and planning committees.
3. We have a faculty committee on space allocation and a strategic planning committee. Both would have substantial input and would likely do some focus groups with faculty and students.
4. Survey
5. Surveys--focus groups
6. Prepare, as we have, proposed allocations of space and seek their comment. They seem to either have no ideas, or, more likely, we are so prescient that we have more than anticipated their every need.
7. User surveys  
Visit and assess other new and renovated library projects  
Consultation with colleagues
8. Survey; Representatives on building committee
9. Nothing--Students and faculty do not have a balance picture of how libraries are used. That's why you need librarians, to make sure all the needs are met. Once the professionals have determined the proper balance between user space, collection space and service space, however, I would invite input on the fine-tuning.
10. Get advice from library committee.
11. A combination of user surveys and meetings to discuss priorities
12. Building committee with faculty and student reps.
13. While we did some user surveys ... in the early 1990's, we did not adequately prepare for the

planning of the new Library. To our credit, we were not given the opportunity. The College was on a \*very\* aggressive building schedule. The ... affiliation was formalized in February of 1995, we broke ground in October of 1995 and moved in 1997. We met the architect once during the process. The rest of our time was spent working with our consultant trying to adapt the architect's floor plans.

14. We have a building committee that would get involved in such determinations for the law school as a whole. I would expect that the library committee would also get involved with specific library space.

15. Survey our students and faculty, then compare their interests to what has been developed at other newer facilities to see if requests are in line.

16. Consultation

17. Seek input before even talking to the architects; Just listen on a day to day basis to get some sense of the areas that really need attention; Perhaps a formal or informal needs survey.

18. Survey, focus groups

19. Use an informal approach - we would ask for input as we work through the different stages

20. Surveys and focus groups

21. Talk with them, survey them about how they are using space, and trying to observe more carefully the changing patterns of use of the building.

22. Surveys; individual interviews

23. We will plan based on input we are receiving from the students and faculty--our renovation will be very targeted to meet perceived needs and not be so grand as to create rivalry for the space.

24. We would work through the Faculty Library Committee and the Student Bar Association, which has a Library Focus Group. I think the Library Director needs to guide the process.

25. Meet with law journals, affected faculty and student groups

26. Survey - look at some of the successful bookstore models. (We need to re-engineer the library)

27. Group consultation/discussion. Would not do survey or raise issue without opportunity for dialogue with faculty & students.
28. We collect feedback through our annual surveys of both faculty and students -- needs and preferences are often reflected in those responses. In the past, we've also conducted focus groups and involved the Faculty Library Committee and the Faculty Technology and Facilities Committee -- both of which have student members as well as faculty.
29. More noisy space, more quiet space, and more training space.
30. Surveys, committee, informal discussions  
Meet with them and survey their preferences by email.
31. Meet directly with specific groups and discuss their particular needs.
32. Propose some alternatives and ask for specific suggestions
33. I would see that the law school hires a design team
34. Questionnaires
35. Surveys of students, faculty and staff  
Suggestion box in the library  
Librarian liaisons asking questions  
Records of requests for such things as classroom space in the library, overheads, and facilities for PowerPoint presentations, etc.
36. Survey/focus groups/real and virtual field trips to renovated libraries
37. A survey of some sort
38. Faculty Library & Building Committee; Consultation w/ Dean & Library Staff;  
Faculty Surveys
39. The building committee and program statement need to have faculty, staff, student representatives... furthermore a few "open" update and "charette" sessions help.
40. Faculty members and student leaders will be involved throughout the planning/design process to ensure that their needs are being considered and factored into our building design.
41. Ask them, take all their input, nod wisely and make all feel that you listened, which you

would actually do

42. Have created committee. Begun to create focus groups to determine needs
43. Conduct a survey
44. Survey or focus groups
45. Committee(s) of representatives of each constituency. Educate them about the issues and problems, get input, and then do our best to meet their perceived needs.
46. Ask them (questionnaires, focus groups), then filter the results through my own experience
47. Observation of current space use, survey of users, surveys of other institutions
48. Small group meetings of interested groups to go over needs, possibilities and alternatives.
49. I would do what we did - interviews, surveys, focus groups, that being open-ended and prevent alternatives for response as planning continues. A complete analysis of how users cope with current space is a great way to identify deficiencies.
50. Input from Library Committee (with faculty & student members). However, user often have only their immediate needs in mind and it is the responsibility of the librarian to keep the long-term needs and goals in mind when planning the facility. He/She must not lose control of the project.
51. Distribute surveys to them; hold open meeting with them; display and ask for opinions about renovation plans; ask for opinions via computer network and notice boards; establish place where individuals could leave comments anonymously.
52. Survey them or design focus groups
53. Surveys, meetings
54. Use committees, surveys, and focus groups.
55. Suggestion box, Law Library Committee, Surveys
56. Use survey questionnaires, open meetings and also impromptu interviews.
57. Survey and focus groups.

58. Individual group focus groups

59. Faculty and students make their opinions readily known to me through conversation, online suggestion box or through the Dean. If there were to be money for an addition or a new building, a committee would be appointed. Librarians, administrators, and perhaps one or two faculty would participate but it is unlikely we would have student representation much beyond the initial discussion phase.

60. Surveys

61. a) open-ended survey conducted in person with each faculty member  
b) written survey of students and open sessions with students

62. Survey/focus groups

63. Observe current use patterns and comments about current space; "We need more study rooms."

64. Surveys, town hall meetings, sba presentations and exchanges

65. We have been consulting with these groups and we are incorporating their responses in a building program. Right now they would accept any kind of space- new or renovated.

66. I know the faculty and I assume the students agree with our priorities.

67. Faculty Building Committee; Answers to Faculty and Student Surveys; Feedback from students via the law library's (anonymous) Suggestion Book, complaints, their comments to Associate Dean of Students, and brown bag lunches with students; Experience of librarians;

68. Committee discussion

69. Currently do not have students or faculty. I expect that initial groups will have input in a manner not yet determined.

70. Use observational surveys  
Inquire of groups, such as faculty library committee, SBA, etc.

71. Surveys and personally ask questions

72. Surveys/advisory committees

73. I would use a survey

74. Library committee and focus groups organized by the architects as we did in our recently completed master planning process.

75. Poll students; faculty might try to nab space in free standing library (for offices, etc.)--so must be judicious in requests so that there is not question that we have too much space.

76. Surveys, meetings

77. Survey the faculty and students.

78. Probably survey through the library committee.

79. Student-faculty committee; questionnaires

80. Could use a survey. Could get the architect to do a survey before he/she started. Could pay attention to student and faculty complaints about facilities.

81. This is what we did:

- discussion with Faculty & Student groups to obtain views
- survey of students in relation to computer usage
- in the very early stages - ask for views from mail lists of other law librarians,

and law faculty from around the world who had been in a new law building, present those views to Faculty

82. We conduct surveys and ask focus groups about their needs and priorities.

**LISTED BELOW ARE THE INDIVIDUAL RESPONSES TO THE PRIMARY ROLE THE LIBRARY PHYSICAL FACILITY.**

1. Similar to what we have now, study space, group discussion space, technology use, book access, service points.
2. Study space
  - Space for use of technology by students
  - Training space (CALR, Legal Bib, Other online resources)
  - Housing book collections
3. Place to teach students to do research, place for patrons to seek help with research, place to store print based materials, place to access restricted license electronic materials, and place to house the infrastructure and staff to make it all work.
4. House core collection, staff, computer facilities, etc. and provide environment conducive for legal research.
5. Currently the library facility provides study space, computer resources and serves as a research center. I expect this will continue in the future with more emphasis on off-campus access of computer resources & research facilities, i.e. the virtual reference librarian
6. For the foreseeable future, be a place to read and study books as well use well designed workstations for Internet or other electronic study and research. The library will also be the location to foster collaborative study. Additionally the library will remain one of the places that all those social actions that mark a legal community will occur. I hope that in 2020 another Bill will be meeting another Hillary in the law library.
7. Efficient storage of traditional book materials in a service oriented architecturally significant environment, while providing optimum access to electronic sources of information
8. A place of community and gathering; a place for quiet study and a place for collaborative learning.
9. In the medium-term future, the library will continue its traditional role of providing access to printed information and add on its developing role of providing access to electronic information. In the long-term future, it will probably become a place where legal scholars come to learn how to do legal research or to meet with research and study partners to work together. We're going to keep buying significant numbers of books, I believe, at least up to the mid-point of this century.

10. Combinations of community center, access point to technology, & research facility
11. The library still serves an important role as study or workspace, particularly for students. It still is the place students use to work [either document production, research] or study during the day [the evening/weekend situation may differ from institution to institution; factors include urban/college town environment; proximity to home residence; use by other patrons, etc.]. For faculty, the physical facility may not matter as much---so long as they receive the information they need in a timely fashion.
12. Study space with information access combining paper & online
13. Meet the community's need
14. This is an excellent question and I am surprised over the changes I have seen in the last 15 years. With the growth of off-site electronic access I have seen a concomitant growth in the need for group study space. It seems that the more students are able to do individual research from home, the more they need to come together in real space and real time for group study. We had one group study room in ... (hugely inadequate) but thought we would be "fine" with five group study rooms in ... Given the chance, I would triple that.

While many students want to sit together to talk, a large number also want to sit together to be silent. We have been asked repeatedly for a "Reading Room." A library room without books will never, ever be disrupted by a shelver or worse yet, by a librarian helping a student answer a reference question.

Finally, there is a question of individual study space within the Library. When we moved from ... we refinished our four-person tables. Big mistake. Students never want to sit four to a table, and our seating statistics look low when compared to our official "total capacity." Were I to do this again, I would either buy single, individual tables, or purchase six-person stations similar to the stations we purchased for our Reference Department computers. These tables have a three inch "back splash" panel running the length of the station (dividing the people who may sit and face each other), and trim which divides the space between those who are sitting elbow-to-elbow. We still have not filled all of these units with computers, and they have been hugely popular in the meantime with students who are studying. Americans like their personal space to be clearly delineated. Some people genuinely prefer tables to carrels, but the space must be defined or students will turn away.

The other big change we've seen is the increasing need for Bibliographic Instruction. Our Computer Lab was set up primarily as a lab, and can be used (awkwardly) as a classroom. In 1995 the need for Internet and Web-based subscription training was not fully appreciated. If I could do it again I would build both a Computer Lab for document production, and a

Bibliographic Instruction Room for training purposes. Performing both functions out of the same room has not always worked.

Other space suggestions:

Enclose the Circulation and Reference Desk from the quiet study areas. It's impossible to work desk without talking, but the students are always complaining about the noise in the Library.

Take the square footage allocated for the server room and \*triple\* it. I kept telling them our server room wasn't large enough. They said it was. I would be happy to be wrong on this one, but after 2.5 years we are getting pretty full.

Finally, if anyone has any authority, vision and guts, include a coffee shop in the Library. ... Main Library renovated and included a cafe, and it is highly popular. Surprisingly, the issue of food and drink migrating into the library has not been a problem.

15. I think that the "physical" library will be with us for years to come, however, the mix toward more electronic products will continue, but at a slower conversion rate from paper than many anticipate. I expect to see close to a 50% rate of library purchases in electronic format within the next 25 years.

16. More and more will be electronic. I am not a "Death of the Book" type, but for the more practice nature of our law school, an awful lot of practice materials are being developed for web access.

17. Still as the gathering place for the students outside of class

18. Central place for information in the law school. The place for intellectual and social interaction.

19. The heart of the law school; the place for students to congregate for informal group study and individual study. Faculty offices are located in the law library, which encourages the sense of place and/or meeting to learn and study.

20. Information gathering and organization; training/teaching; user work space

21. The role of the library physical facility will be to provide a comfortable and usable space for students to study and to research using both print and online sources.

22. The library is and will be a place for teaching students the tools of the lawyer's trade: How to find information in whatever form it may exist. It will serve as a storehouse, perhaps a museum,

of books that are not in electronic form.

23. Same role as now--research, study hall, instruction--perhaps using different resources.

24. To continue to provide access and space for multiple formats of material and information.

25. Students still come to the library to do work--research, meet with others, and just write. Almost all of our students have home computers; nonetheless, they are still here in droves. This may, in part, be due to our location and size. I think this is less true of urban schools.

26. Our faculty continues to make tremendous use of our book and microform collection and the hardcopy collection continues to grow. The law library continues to be a repository of information, as well as the center for training and access for remote electronic information. Reserve services, both hardcopy and electronic continue to be very important to teachers and learners.

27. For the near term, the library will continue to be a space for individual and group study, as well as a place that provides access to information in a variety of formats. In the longer term, the library's instructional role will become more formalized, as librarians train students and faculty in the use of electronic and other materials.

28. Center for research and group study

29. The physical facility needs to serve the group study needs the access to Internet and gathering community of the law school.

30. Primary role in provision of information services; instructional facility for research training; group and individual study space; staff work space; collection access

31. Declining importance for storage of print materials as we depend more on off-site storage for older materials and electronic access for current materials.

32. More importance as study and teaching (esp. computer and database training) space, and as socialization space (esp. group study and project work).

33. The Law Library should be a place for collaborative learning and a place for contemplative learning adjacent to the materials that are used most frequently and those that are used less frequently in legal research. An academic law library supports the curriculum, faculty scholarship and other school programs. An academic law library's growth is the product of accretion, and like other research libraries, finds that the historical has value as does the current. Access to information is paramount to ownership and access should be provided to the user

wherever the user is, licensing and copyright allowing.

34. Collect information, organize information, and disseminate information (in all formats)

35. 1) To provide a high quality student space as part of the "sense of place" 2) to provide a variety of comfortable, highly electronic study environments, 3) to provide service points, especially knowledgeable staff, for library users, 4) to provide space where students will encounter other faculty and students, 5) to house the parts of the collection that are designed to be browsed 6) to provide visual links, by way of exhibits and photographs, to the School's historic past

36. Provide access to resources in variety of formats; facilitate group study; provide legal research instruction (group and one-on-one).

37. There are still more materials not on line. The library now and in the future will serve the traditional role as the research center of the law school, with the improved technology, we do not need more multi volume sets. We can use the stacks more efficiently with more in-depth collection for research.

38. There will always be need for book storage and places for students/faculty to do research and to study.

39. I think for the foreseeable future the physical facility of the law school brings together the law school community for all its communal activities: teaching, research, writing, student activities and publications, special programs: lectures and other discussions.

40. Now it is primarily a study hall and research facility. I would like to see more research assistance available so that the library maintains its viability and does not become a book museum

41. Training users, providing assistance and equipment for electronic resources. Training users in the use of books and microforms. Collection of current and historical collections of hard copy. Providing as much as possible for remote access by students and faculty (from home, work, or anywhere they have a computer and a need for information. The highest and most primary role is to provide helpful and knowledgeable reference librarians to help students and faculty

42. Information center, study and meeting place, and general gathering place. I see it ideally as the hub of the law school's life.

43. "The primary"? I can't say. I believe it will remain about an even split between information

storage and providing a space for faculty and student study and research.

44. It's a place for in-depth research & quiet or collaborative study. Through a variety of media formats, we provide a comfortable place to access to all types of information--legal or otherwise. Of course, patrons additionally want to use our facility for the professional reference assistance they need and receive. We also have two classrooms and several computer-training rooms for teaching purposes. Since we just opened our doors... I hope our facility will meet our patrons' needs for at least several years into the future. We have built some flexibility into the design to permit changes in the way certain spaces are used-- IF future needs warrant such changes

45. Information center & legal information use & instruction center; group and individual study space; staff work space

46. The traditional library reading room and seating areas reserved as a quiet place for deep thought and reflection is being replaced by a very active, highly collaborative working "office" where users will research, study, and communicate using traditional and technological resources. Students, who are using our traditional libraries less and less have proven (at least in my experience) that they will use a facility where they have a regular, comfortable place to work that that they can call their own office during their years in law school and that is equipped to allow them to use print and computer resources in concert.

For the foreseeable future, libraries will still require large physical facilities with ample growth space. Technology may change the way we collect (in fact, it already has to some extent), but certainly hasn't allowed us to build much smaller facilities (despite the often uninformed fantasies of some deans and university administrators who are sure that technology will soon mean very few books, smaller staffs, etc). In fact, libraries will continue to collect print materials at about the same rate as always while at the same time being expected to offer a full menu of computer-accessible materials. If anything, this dual responsibility will require us to have larger physical plants than ever before, at least for the coming decade.

47. I think the role of the library is storage of information in various formats, instruction in the use of the information and format, sharing scarce resources, providing research assistance, identifying sources of information and securing those sources both within and without the library, providing access for patrons to information through various study spaces and equipment, and supporting the educational functions of the law school by identifying school needs and providing or preparing for them before they become apparent to the students, faculty and administration.

48. A learning center where training, group projects, classes, individual study and research, etc. all take place. An "intellectual commons" which creates community, not just within the law

school and university, but also with the greater legal community.

49. Library will be the center of activity for the law school - functions, group meetings, teaching legal research and how to locate information resources of all sorts, law school classes, student lounge.

50. A place for students and faculty to use the library resources.... hard copy or electronic resources with guidance of the librarians; a place for the community to meet, to learn from each other and to work.

51. Access to information in all formats. Library provides the resources and provides guidance in using them. Space for instruction and training functions therefore remains important. The Library has different objectives to meet the needs of different categories of users. Students: individual study, group study, PC use, and as a social meeting place. Faculty: reference and research, in person and via phone and e-mail. Outsiders including attorneys, students from other area schools, and members of the public with a variety of information needs.

52. It should be primarily a research space; study needs and social needs should be planned for outside the library--but in real life these functions tend to move into the library no matter what you do, so you should plan for them

53. Primary contact with library staff, primary source for information and resources (all types), place for student quiet work and study.

54. The site where the faculty and students know they can come for the education/advice/raw data they need to meet their information needs. The balance among shelf space, study space, office space, etc, will be shifting in the medium and long term future, but I think we will always need some of each.

55. The library is the key instructional and reference location. Patrons need on site places to study. Book storage will not be replaced in the foreseeable future.

56. Teaching students to conduct effective research and to identify and access library resources, and service to faculty.

57. As we move to greater availability of information in automated format, the need for the library as a storage area will be limited to older materials or materials used for teaching. I see it as serving multiple purposes, but mostly as a teaching area (in the broadest sense--librarians teaching students, students teaching each other in group discussions, etc.).

58. Research space; study space; group discussion and work space
59. Still necessary to supply and expand space for collections and services, with services (primarily projects) taking a priority over collections into 2020.
60. Repository of materials, instructional center, study center
61. Providing space to house legal information and equipment to access legal information in whatever format it is available, along with providing the expertise to organize and train users in locating the legal information they need.
62. Place for research either on-line or traditional, group consultation, stack space for treatise materials, teaching space
63. For the next decade, the library will probably house a core print collection, a historic collection (of non-digitized materials) and provide infrastructure for expanding electronic collections. The library will become a base for extensive remote reference and document delivery services - but will still provide research and learning space for individuals and groups.
64. Mixture of traditional and modern mediums, including space for instructional technology training.
65. To bring together all components of access for the ease of user; e.g. where to get reference help; where to find computers and electronic subscriptions available; where to find quiet study space; where to find group study space.
66. Although I feel some pressure from administrators and fortune-tellers of culture to embrace a future with shrinking physical space for libraries, I don't see suitable alternatives to print being offered by publishers at the present time. I will be out of space in four years and while I have a "vision" for the future of libraries that makes for interesting conversations and definitely excites University administrators, it may, in the end, be more hallucinatory than insightful or prescient. There is considerable pressure to "get with it" and drop all talk of new construction. I sense that those above don't want to hear solutions to library space problems if they involve talk of new buildings.
67. Offering a mix of information in print and electronic format to support research, teaching, and learning; improving means of access to print and electronic information; providing instructional support in use of print and electronic information.
68. Reference center  
Instructional center for legal research and computing

Computer-assisted research stations for access to licensed materials on Internet or other electronic access

Repository for legal research and instructional materials regardless of format: hard copy, videos, microformats, CDs,

69. To provide a comfortable, well lighted place in which researchers can access the necessary electronic and print information.

70. (As my predecessor puts it, I see the library as "Grand Central Station"--a hub of communication where people can come and get direction about what resources are available on-site and off-site through technology. It will be a place of training and a place of socialization.)

71. Since the library is in the center of the law school, students and faculty go through it to go from office to class, etc. The reading room is a great place for students to study and meet with others. The library is a good physical facility to be used for community building, group study in conference rooms, study and research with computers in proximity to books (through laptop connections throughout library at carrels, etc.)

72. Knowledge base center, area for exchange and collaboration of ideas

73. 1). access to information in both traditional - especially those resources that will not be soon available in electronic format (i.e. rare books and some esoteric international materials.) and to electronic resources (especially in regard to utilizing the library staff to help patrons navigate the new information resources.)

2). I believe that the library will remain a study facility and a place for students to bond/socialize with their classmates.

74. Information Center: Continue print collection of information not available on-line or used so often that it should be physically here, and center for electronic access to information; Center for student study space, both individual and groups; Center for instruction of students in all forms - individual help, formal classes, Lexis/Westlaw training, and workshops held for special purposes (Int'l law, refresher training of students headed out for summer jobs, Internet legal research, etc.)

75. I see an increasing emphasis on supplying access to on-line sources and a decreasing emphasis on the use of hard copy materials and for individual study purposes. I see a greater use of the facility for group study.

76. The primary role will continue to be providing access to information. The current thinking is to create a facility that will reflect a different type of legal education that will be more collaborative. This will probably produce a much noisier library with less quiet areas. A primary

focus will be on on-line delivery of information. However, traditional uses will still be strong. Still very much in the early stages.

77. Library = Educational role in learning about legal research processes and law. Library physical facility = place to receive personal assistance and training with research issues; community study area; housing of books

78. To organize and provide access to legal resources for students, faculty, alumni, members of the bar

79. Research learning center

Student study center - each student with a study carrel

Information access center

Student to lawyer professional growth “incubator” - through the medium of an extended shared study/learning experience.

80. Housing for the collection, study space for students, access point for the network, location of the network printers, workplace of the staff (computer services and library services), student classroom (the PC lab)

81. During the current year we have had a 70% increase in the number of students studying in the library. We attribute to 2 factors: 1) For the first time this year students were required to own laptops. 2) Study tables that have always been assigned for a quarter or the academic year were removed for the assigned carrel category and made available for general use as a gathering place where student, faculty and other can conduct research alone or in collaboration with staff.

82. Research & teaching (both print and electronic) and study space

83. Library physical facility in your law school? teaching facility, meeting & production facility

84. The Law Library will continue to be the living room of the Law

School, no matter what a particular school does to stifle it. It will also provide the reference librarians contact place for a long time.

85. A resource center providing easy access to legal information sources in whatever format is relevant to the researcher, balancing the paper collection with growing and changing technological solutions to paper storage

86. I see it primarily as a study and research environment not as a storage facility for relatively little used books.

