

# The Location-less Library: Examining the Value of the Library Building

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## Introduction

As a result of a major renovation, Millersville University's library building is closed to the public for two years. While temporary library locations exist, they only offer a fraction of the original space for studying, computing, and housing collections (the majority of which are in storage and inaccessible). Despite continued access to most library resources and services, the librarians at Millersville feel that the loss of the library building will have a demonstrable impact on student learning. This unique situation presents the opportunity to examine the value of the library building in serving users' needs and meeting the library's mission. Additionally, this research will provide valuable information as the newly renovated building opens in Fall 2013.

In order to examine these topics, Millersville University librarians designed a multi-method study to examine user perceptions and behaviors pre-renovation, during renovation, and post-renovation. This study incorporates floor count and perception survey data, student-conducted ethnographic interviews, and longitudinal data from a panel of student informants. Additional methods such as focus groups and other ethnographic techniques may be incorporated later. The ACRL *Standards for Libraries in Higher Education* (the *Standards*)<sup>1</sup> were used in the development of many of the survey instruments and will be used at the conclusion of the study to assess the impact of the closure of Millersville University's library building. This paper only represents a small portion of the re-

search conducted for the renovation study, including preliminary results from floor counts and use surveys. These methods were intended to determine why users were choosing library spaces and how they were using them before the renovation began and during the renovation itself.

## Context

### *User Activities in the Library*

The changing nature of the academic library has been a popular topic in the literature for many years. It is generally agreed upon that many library spaces are moving toward a more learner-centered model<sup>2</sup> with the library facilitating learning<sup>3</sup> and knowledge creation.<sup>4</sup> For an in-depth examination of this change, see Scott Bennet's discussion of three paradigms for designing library spaces and how librarians might engage in learner-centered design as these paradigms shift.<sup>5</sup> This change has been largely due to advances in technology that freed library spaces from housing collections, while allowing users access to materials from anywhere. Thus, users are *choosing* to come to the library to engage in a myriad of activities allowable due to more flexible spaces. Sam Demas highlights this expansion of activities taking place in the library by dividing them into those traditionally related to the library (e.g. reading, studying, and writing) and those that are more recent (e.g. eating, socializing, and utilizing non-library support services).<sup>6</sup> An observational study by Joanna Bryant, Graham Matthews, and Graham Walton noted students engaging in a similar

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range of activities, from collaborative to individual study as well as purely social activities.<sup>7</sup> Interviews with students also highlight the prevalence of social activities in a library.<sup>8</sup> However, while social activities occurring in libraries may be on the rise, there remains a strong demand by users for quiet space.<sup>9</sup>

### **Communal Quiet vs. Social Noise**

The conflict between louder social spaces in libraries and quieter communal study spaces is examined by Jeffrey T. Gayton.<sup>10</sup> Gayton argues that though there has been an increase in social spaces (e.g. cafes) in libraries purportedly to increase gate counts, there is no evidence that this actually occurs.<sup>11</sup> Harold B. Shill and Shawn Tonner's study of over 100 renovation projects<sup>12</sup> supports Gayton's premise. Further, Gayton feels that these (often loud) spaces can infringe on the quiet study spaces found predominantly in libraries.<sup>13</sup> However, while this may be true, users are increasingly engaging in social activities within the library as shown in the previous section. In contrast to Gayton, others believe that by allowing for a variety of activities in library spaces, users will remain in the library longer because they can get other tasks accomplished (including socializing)<sup>14</sup> while also allowing for sustained academic work.<sup>15</sup> Ultimately, Gayton contends that social spaces can be integrated into a library building in ways that do not harm the quiet, communal environment also in-demand, but warns that planning of such spaces should be considered carefully.<sup>16</sup>

### **Why Choose the Library?**

Shill and Tonner surveyed approximately 106 academic institutions that underwent library renovations from 1995 to 2002 to determine the impact that various improvements had on usage.<sup>17</sup> Overall, they found that "a high-quality building does make a difference" with quality computers and networking; natural lighting; quality HVAC, work spaces, layout, and overall facility ambience being among the important factors that increase usage.<sup>18</sup> Bailin interviewed students to determine the success of refurbishment and found that overall students were pleased with welcoming, flexible spaces with abundant technology.<sup>19</sup> Kathleen M. Webb, Molly A. Schaller, and Sawyer A. Hunley used a multi-method approach to evaluate student choices with regard to library spaces.<sup>20</sup> Since they found that students were not using the library for

group study, they decided to encourage this behavior by creating more inviting spaces with soft furniture, moveable tables, white boards, background noise, and that allowed food.<sup>21</sup> Those using the library for quiet study sought out well-lit, comfortable, and pleasing spaces free from distractions.<sup>22</sup> Graham Walton found from survey data that people use the Loughborough University library for three main reasons: to access resources, to use the learning space, and to benefit from the environment.<sup>23</sup> Walton also found that physical environment ranked as one of the most important factors to users in selecting a library space, with 69% of survey respondents ranking it as very important.<sup>24</sup>

Given all of these requirements and demands on library space, Millersville University's library renovation was an optimal time to study how the library spaces are used to meet the library's mission as well as the *Standards*. This information will assist in developing the library spaces post-renovation for Millersville University's users, while also contributing to the literature on the importance and use of library spaces in general.

### **Methods**

In order to describe how students are affected by the loss of the library building, the researchers will employ multiple methods over a four-year time span to collect data before, during, and after the renovation. However, this paper only presents the results from the early phases of the study, as the renovation is ongoing. These results will form a baseline description of users' activities and preferences within library spaces that can be compared with data collected after the renovation is complete.

### **Floor Counts**

Depending on specific methodology, floor counts can provide an idea of where users are, what they are doing, and approximately how many there are at any given time within the library. Since floor counts had not been used before at Millersville University's Ganser Library, the researchers conducted floor counts over a period of 12 weeks from the fourth week of the semester (February 6, 2011) to the fifteenth week (April 28, 2011) before the renovation began. No data was collected during spring break and finals week. Counts were taken twice daily starting at 1pm in the afternoon and at 7pm in the evening, except on Fridays and Sundays when the library was open limited

hours. Student workers counted the number of users on each of the 10 floors of the library and placed them into categories based on location and type of furniture being used.

Counts were also taken during the renovation in the temporary library in Gerhart Hall as well as the library-sponsored study spaces. Student workers counted the number of users at computers, tables, and other locations in Gerhart. In order to examine a similar time-period, only counts from February 5, 2012 to April 27, 2012 are highlighted in the results.

**Use Surveys**

The researchers developed two surveys to determine what users were doing in library spaces and why they chose these spaces as opposed to other locations. The first survey was distributed over eight weeks from February 21, 2011 to April 25, 2011 in Ganser Library before the renovation. Student workers handed out surveys once a week on a rotating schedule to users in various locations on each floor.

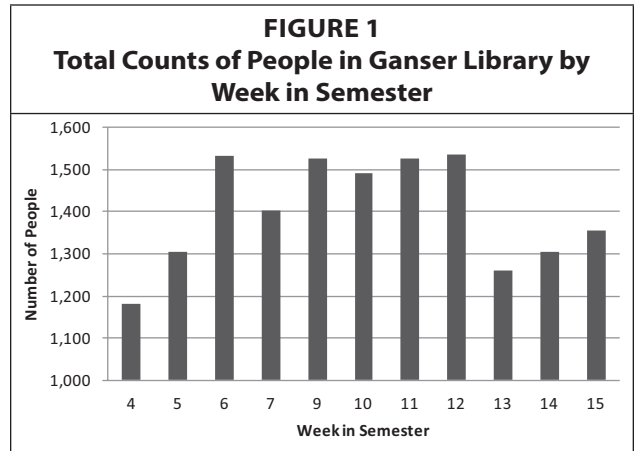
The second survey was passed out during the renovation to users of the temporary library location in Gerhart Hall and the five library-sponsored study spaces (lss spaces) spread around campus. Since the temporary spaces are much smaller and have fewer users, student workers passed out surveys regularly to any interested user from October 20, 2011 to March 30, 2012.

**RESULTS**

**Floor Counts**

Floor counts were taken in Ganser Library pre-renovation and in Gerhart Hall as well as the library-sponsored study spaces during the renovation. Over 15,000 people were counted within Ganser Library as compared to fewer than 1,300 in Gerhart Hall and 200 in the lss spaces. Obviously, the size differences between the spaces make these numbers hard to compare, though the trends may be clearer. Appendix A presents the Ganser floor count data by week of the semester.

Over the entire period of the floor count, Ganser Library showed slightly more use in the evening hours with a total of 8,209 people counted as opposed to only 7,222 counted in the afternoon. Figure 1 shows that use of the building was highest during weeks six through twelve, with the highest use weeks differing by less than ten people.



By floor, the first floor showed the most use with a total count more than double that for any of the other floors. The second floor and third floor were the next most used and share similar counts at 2,708 and 2,550 people. The balconies were less used by far with total counts under 620 people, and the basement had the least use with only 40 people (see Table 1). In general each floor had its peak use during weeks 4 through 7, before spring break. The first floor was the anomaly to this finding, with its peak use in week 14 and overall trending toward the second half of the semester.

Floor	Total Count
1st floor	6,742
2nd floor	2,708
3rd floor	2,550
Ground floor	831
4th floor	725
2nd balcony	618
3rd balcony	470
1st balcony	416
4th balcony	211
Special Collections Reading Room	120
Basement	40
Grand Total	15,431

The floor counts in Ganser Library showed a distinct difference in location preference between the afternoon count and the evening count (see Table 2). The afternoon counts showed a higher percentage of

individuals sitting on lounge furniture, working at the library provided computers (desktops), as well as being present in other locations not categorized (e.g. walking around the floor). Lounge furniture was utilized more than twice as much in the afternoon as compared to evening hours. The evening counts presented a preference for use of tables and study rooms. Study carrel, elevator, stacks, and lobby use were similar between time periods.

(96) within Gerhart Hall. However, computer seats made up around 64% of the available seating. The lss spaces counts showed 87 people using the three rooms in Stayer Hall, 80 people using the two classrooms in McComsey Hall, and only 5 people using the classroom in Roddy Hall. Even accounting for the number of rooms available, this shows a distinct preference against Roddy Hall.

**TABLE 2**  
**Percentage of People at Each Location in Ganser Library by Time of Day**

Time of Day	Tables	Study Carrels	Study Rooms	Lounge Furniture	Computers (not Laptops)	Elevator	In Stacks	Lobby	Other
1PM-3PM	36%	14%	3%	5%	26%	1%	1%	6%	7%
7PM-9PM	49%	13%	5%	2%	19%	1%	1%	5%	5%

In order to more fully analyze user preference toward furniture type, Table 3 compares the average number of people found at each location to the number of seats available and calculates an average occupancy percentage. Even though tables had the most people sitting at them, computer seats were the most occupied. On average, over half of the computer seats were filled at each count. Table and study carrel seats were occupied at about 20% of capacity on average, with lounge and study room seats closer to 13%. The floor counts showed that the type of furniture on each floor varied. Lounge furniture and computer seats were limited to a few floors, whereas tables were available on nearly every floor—though the quantity ranged from two tables to more than 14. The basement had no seating, just book stacks.

Floor counts were taken sporadically in Gerhart Hall and the library-sponsored study spaces. Over the select (February 5 to April 27, 2012) period of the counts, many more individuals were counted at computers (928) than at tables (258), or in other locations

**Use Surveys**

The Ganser Library survey was distributed during the Spring 2011 semester before the library renovation began. This survey contained five questions and 175 surveys were completed. The lss spaces survey was distributed from Fall 2011 to Spring 2012 in Gerhart Hall and the lss spaces with 305 surveys completed. This survey also contained five questions, though only one question was directly replicated from the earlier survey. When data from the two surveys are comparable, results are presented side by side. Demographic information can be found in Appendix B and complete surveys can be found in Appendix C.

First, both surveys asked what types of activities users were doing within library spaces. The question was identical for both surveys, with the addition of one choice in the later survey. A higher percentage of respondents named studying as their primary activity within Ganser Library (62%) than within the lss spaces (41%); however, both had studying as the top-ranked activity. On the other hand, 35% of respon-

**TABLE 3**  
**Average Number of People, Number of Seats Available, and Average Occupancy by Location within Ganser Library**

	Tables	Study Carrels	Study Rooms	Lounge	Computers	Elevator	In Stacks	Lobby	Other
Average number of people	60.1	20.4	5.8	5.3	31.1	2.1	2.6	7.3	8.8
Number of seats available	275	107	42	40	56	NA	NA	NA	NA
Average Occupancy	21.9%	19.1%	13.9%	13.2%	55.6%	NA	NA	NA	NA

dents in the lss spaces stated that their primary activity involved doing research for an assignment/paper versus only 20% in the Ganser Library survey. Additionally, a large percentage of those in the lss spaces chose the “other” response as their primary activity. Over 50% of those that chose “other” wrote in that they were using the computers, printers, or internet, while another 17% mentioned working on homework. Very small percentages in both surveys selected meeting friends or working with a group as their primary activity. Complete results can be seen in Table 4.

What is the primary activity you are doing in the library/library-sponsored study space today?	Ganser Library Survey (n=149)	Library-sponsored Study Spaces Survey (n=264)
Studying	62%	41%
Doing research for an assignment/paper	20%	35%
Meeting friends	5%	1%
Working with a group	3%	2%
Required to be here	1%	0%
Sleeping	NA	0%
Other:	9%	21%

\*Percentages may not add up to 100% due to rounding.

Second, both surveys asked respondents why they chose the library space or a particular area within the library for their primary activity. The questions and answer choices varied slightly between the surveys, due to the drastically different spaces available for students in Ganser Library versus Gerhart Hall/lss spaces. The most notable distinction between the two sets of results is that 70% of Gerhart Hall/lss space respondents chose the space because of the computers versus only 11% of those from the Ganser survey. However, a higher percentage of respondents chose spaces within Ganser Library because they were quiet (74%), comfortable (35%), and had enough space for group work (20%) than those in the second survey. Additionally, 27% of respondents at Ganser indicated that they needed to use library resources, whereas only 17% of Gerhart Hall/lss spaces respondents chose this

option. A large percentage (48%) of respondents in the Ganser Library survey chose “other” as the reason they chose the library for their activity. The majority of these responses commented on the quiet or studious environment of the library, including ideas such as “better place to concentrate”, “less distraction”, “peaceful”, and “it’s just where I work best”. Table 5 and Table 6 show the results, with answer choices that were shared between the two surveys side by side.

Why did you choose the library/a library-sponsored study space for this activity? (select all that apply)	Ganser Library Survey (n=175)	Library-sponsored Study Spaces Survey (n=305)
The dorms are too noisy	31%	NA
It was nearby	27%	35%
I need to use library resources	27%	17%
The SMC is closed	5%	NA
Other	48%	17%

Why did you choose this particular area of the library/a library-sponsored study space for this activity (select all that apply)	Ganser Library Survey (n=174)	Library-sponsored Study Spaces Survey (n=305)
It is quiet	74%	61%
It has computers	11%	70%
It is comfortable	35%	27%
It is near an electrical outlet	28%	NA
It has enough space for group work	20%	13%
It is near the materials I need	9%	NA
Other	18%	NA

\*Percentages do not add up to 100% since respondents were allowed to select more than one response.

The last questions on the Gerhart Hall/lss spaces survey addressed users' satisfaction with the spaces. The majority (67%) of respondents stated that the spaces were sufficiently meeting their needs. Of those who felt their needs were not being met, all but one provided feedback as to how the spaces could be improved. Results are summarized in Table 7.

How do you feel your needs could be better met?	Frequency
More space	47
More computers	19
Need library back	14
Keep spaces quiet	13
Keep spaces open later; Better computers	9
Working Printers; More (print) materials	8
Need individual study space	5
Fix the door & lights; Bigger desks	4
Daytime study spaces	2
Study rooms; Prohibit eating; More comfortable; Limit computers to research only; Buy textbooks for all classes; Advertise the spaces	1

## Discussion

### *Why are Millersville Students Choosing Library Spaces?*

A large proportion of students used the Ganser Library and temporary library spaces (Gerhart Hall and lss spaces) because they were quiet. Though only 31% said that the dorms are too noisy as a reason for choosing Ganser Library, many wrote in that the quiet was an important factor and 74% said that they chose their specific space within Ganser for the quiet. Floor count data may also support this demand for quiet with results showing a preference for tables and study carrels over potentially noisier lounge furniture and study rooms. Additionally, 61% of respondents chose Gerhart Hall or lss spaces because of the quiet. However, the popularity of the often noisy first floor of Ganser Library as shown by the floor counts would seem to contradict this preference. This may demonstrate a disconnect between what users say they want and what they actually choose, or a bias in the survey data toward individuals selecting quiet areas. Regard-

less, the data demonstrate that there is still a strong demand for quiet spaces within the library even while noisier spaces thrive, which is consistent with previous studies.<sup>25</sup>

The second most popular reason that users chose a particular space in Ganser Library was because it was comfortable. Yet this reason was only chosen by 35% of users, thus allowing for much improvement during the renovation. User preference for lounge furniture in the afternoon may also indicate a desire for comfort. The percentage did fall to 27% for the second survey, and the majority (61) of suggestions on how to better meet respondents' needs dealt with the need for more space. All of which indicate the less comfortable and inviting nature of the inadequately sized temporary spaces.

Computer access is another important draw for Millersville University library spaces. While only 11% of respondents mentioned choosing a location in Ganser due to computers, floor counts demonstrate that computer terminals were occupied much more than other types of furniture. This discrepancy may be due to survey bias, since computers in Ganser were concentrated on the first floor and student workers were instructed to pass out surveys among all of the 10 floors. Alternately, students may not have come to Ganser Library specifically for the computers, but they certainly used them once they were there. For Gerhart Hall/lss spaces, 70% of respondents chose the location due to computers. The difference in results for the two surveys is likely due to the size difference and relative concentration of computers available between the spaces. Gerhart Hall offers only a few rooms with the majority of the space filled with computers and only 36% of the seats available are not at computers. So, it is likely that the majority of Gerhart respondents were, at the very least, seated at a computer. Though users may have been forced into sitting at a computer due to lack of other seating, the survey data seem to indicate that users chose Gerhart Hall so that they could perform specific computing tasks.

### *What are Millersville Students Doing in Library Spaces?*

Before the renovation, survey respondents reported using the Ganser Library for a variety of activities similar to those mentioned in previous studies.<sup>26</sup> A very large percentage (62%) reported studying as their primary activity, while the percentages for "meeting friends" or "working with a group" were

much smaller. However, the floor count data seem to suggest other activities. In the afternoons users may be more involved in transient activities between classes, shown by their preference for lounge furniture and computers that are both in close proximity to the library entrance. Additionally, users were found in higher numbers walking around different parts of the library, rather than settled in a specific location. In the evening, floor count data shifted toward higher counts of individuals using tables and study rooms, which typically are used by groups. Informal observation supports this preference for group work (or at least hanging out with a group, but working individually) during evening hours as compared to daytime. It is important to note that though floor count data seem to suggest other popular activities based on location and furniture preferences, those do not necessarily preclude the studying found through the surveys.

Though similar results favoring quiet, solitary study space exist,<sup>27</sup> the authors believe based on their experience with Millersville University library users that the more social activities (group work, meeting friends) may have been underrepresented in these data. This could be due to the fact that respondents had a limited set of responses from which to choose on the surveys, or perhaps respondents chose the response that they thought would please the researchers: studying. Moreover, the survey only asked about users' *primary* activity. So, although users may have been engaged in multitasking that involved social activities, they may not have chosen the social activity as their primary reason for being in the library. This is supported by the fact that 20% of Ganser Library respondents and 13% of Gerhart Hall/lss spaces respondents said that they chose their location because it had enough space for group work, despite only 3% and 2% of them respectively saying that group work was their primary activity. Possibly this reflects an implicit user attitude about what activities are associated with the library.

Interestingly, only 41% of students reported using the temporary library at Gerhart Hall and the lss spaces for studying. However, more students (35%) reported using the spaces for research, and homework was mentioned more often in the "other" comments. These results further support the idea that due to the weaknesses of the temporary spaces, users were more likely coming to accomplish specific tasks. The environment was less conducive to studying than the pre-renovation Ganser Library.

### Future Study Plans

- Examine use survey data with regard to specific locations within Ganser Library and user demographics
- Observe and document actual user activities occurring in the library
- Analyze student ethnographic interview data about the library from Spring 2012 anthropology class
- Determine use and satisfaction related to other study locations not associated with the library
- Compare data pre/during renovation to that post-renovation from the Library Student Survey Panel
- Assess the success of the temporary library spaces in meeting the *Standards* and compare to the success of the newly renovated building

### Conclusion

The two year renovation of the Millersville University library building represented a unique opportunity to study the effect of the building's closure on user activities and preferences. Before the renovation, it is clear that a mix of activities took place in Ganser Library. Many students preferred the library due to its quiet nature conducive to studying. However, the noise and preferences toward large tables and study rooms in the evenings suggest that many come and engage in some form of social activity or group work. Additional study is needed to determine what activities users are actually engaging in and if they choose a space more for the atmosphere (volume, openness, and comfort) or for the suitability for their activity (space/surfaces available and proximity to resources and technology).

During the renovation there were distinct changes in how and why library spaces were used. Respondents chose Gerhart Hall and library-sponsored study spaces less because they were quiet, comfortable, provided access to library resources, or provided space for group work than those for Ganser Library. The fact that the overall use of the temporary library spaces was only a fraction of that of Ganser Library and that many of the survey questions showed a decline for these spaces may be an early indication that it is difficult to meet the mission of a university library without a building. The remaining research in-progress will hopefully add more data to answer this question.

Though these preliminary results cannot be used to generalize to other user populations, they serve as a

great baseline for future comparisons and as valuable information to carry into a newly renovated building. As the librarians prepare the new building, it is important to remember the results of this study in order

to facilitate learning in all of its forms. It is likely that more could be done to support group work in a manner that would not infringe on the quiet that is still desired by many.

<b>Appendix A</b>										
Week of Semester and Time of Day	Tables	Study Carrels	Study Rooms	Lounge Furniture	Computers (not Laptops)	Elevator	In Stacks	Lobby	Other	Totals
<b>4</b>	459	183	26	61	258	29	32	62	72	1,182
<b>1PM-3PM</b>	217	109	13	45	160	13	20	34	42	653
<b>7PM-9PM</b>	242	74	13	16	98	16	12	28	30	529
<b>5</b>	563	177	45	48	286	12	16	67	91	1,305
<b>1PM-3PM</b>	250	104	12	36	173	8	11	42	49	685
<b>7PM-9PM</b>	313	73	33	12	113	4	5	25	42	620
<b>6</b>	693	230	77	55	268	17	20	60	113	1,533
<b>1PM-3PM</b>	282	121	25	43	153	7	12	18	54	715
<b>7PM-9PM</b>	411	109	52	12	115	10	8	42	59	818
<b>7</b>	611	192	78	55	283	16	14	69	86	1,404
<b>1PM-3PM</b>	170	67	22	28	120	5	11	28	41	492
<b>7PM-9PM</b>	441	125	56	27	163	11	3	41	45	912
<b>9</b>	631	220	57	45	315	38	14	102	106	1,528
<b>1PM-3PM</b>	222	95	20	30	164	13	6	55	66	671
<b>7PM-9PM</b>	409	125	37	15	151	25	8	47	40	857
<b>10</b>	623	214	78	46	357	12	12	77	74	1,493
<b>1PM-3PM</b>	246	100	25	28	189	8	7	42	49	694
<b>7PM-9PM</b>	377	114	53	18	168	4	5	35	25	799
<b>11</b>	657	211	72	54	338	11	10	70	105	1,528
<b>1PM-3PM</b>	233	97	21	32	199	7	2	35	53	679
<b>7PM-9PM</b>	422	114	51	22	139	4	8	35	52	847
<b>12</b>	668	242	59	59	339	13	17	76	64	1,537
<b>1PM-3PM</b>	237	114	17	39	189	6	9	42	39	692
<b>7PM-9PM</b>	431	128	42	20	150	7	8	34	25	845
<b>13</b>	552	165	49	49	301	18	12	45	70	1,261
<b>1PM-3PM</b>	236	55	11	31	156	8	2	25	55	579
<b>7PM-9PM</b>	316	110	38	18	145	10	10	20	15	682
<b>14</b>	566	154	52	58	322	15	8	68	61	1,304
<b>1PM-3PM</b>	252	87	26	41	177	5	3	39	41	671
<b>7PM-9PM</b>	314	67	26	17	145	10	5	29	20	633
<b>15</b>	591	148	50	50	315	11	18	103	70	1,356
<b>1PM-3PM</b>	260	83	17	33	180	4	12	51	49	689
<b>7PM-9PM</b>	331	65	33	17	135	7	6	52	21	667
<b>Totals</b>	<b>6,614</b>	<b>2,136</b>	<b>643</b>	<b>580</b>	<b>3,382</b>	<b>192</b>	<b>173</b>	<b>799</b>	<b>912</b>	
<b>Grand Total</b>	<b>15,431</b>									



<b>Appendix B</b>		
<b>Demographic Characteristics by Percentage for the Ganser Library Survey and the Library-Sponsored Study Spaces Survey</b>		
Demographic Characteristics	Ganser Library Survey (n=175)	Library-sponsored Study Spaces Survey (n=305)
<b>Gender</b>		
Male	43	38
Female	54	56
Unspecified	1	0
No answer	3	5
<b>Commuter Status</b>		
Commuter	42	61
Non	55	34
No answer	3	5
<b>Academic Rank</b>		
Freshman	23	13
Sophomore	21	20
Junior	25	28
Senior	23	32
Graduate	2	2
Visitor	3	2
No answer	2	3

## Appendix C

### Ganser Library Use Survey

Gender: Male / Female / Unspecified

Commuter? YES / NO

Major: \_\_\_\_\_

Date: \_\_\_\_\_

Time: \_\_\_\_\_

Floor: \_\_\_\_\_

I am a: Freshman / Sophomore / Junior / Senior / Graduate / Faculty / Staff / Visitor

#### 1. What is the primary activity you are doing in the library today? (circle one)

- a. Studying
- b. Doing research for an assignment/paper
- c. Sleeping
- d. Meeting friends
- e. Working with a group
- f. Required to be here (for a fraternity/sorority/athletic team, etc)
- g. Other: \_\_\_\_\_

#### 2. Why did you choose the library for this activity as opposed to another space? (select all that apply)

- The dorms are too noisy
- The SMC is closed
- It was nearby

- I need to use library resources
- Other: \_\_\_\_\_

**3. Why did you choose this particular area of the library? (select all that apply)**

- It is quiet
- It has computers
- It has enough space for group work
- It is near an electrical outlet
- It is comfortable
- It is near the materials I need (kits, books, etc)
- Other: \_\_\_\_\_

**4.a. Did you know that during the summer of 2011 this building will close for a 2-year renovation and the library will be relocated to temporary space? YES / NO**

**4.b. During that time, where/how do you anticipate conducting your activity from question 1? (circle one)**

- a. Find another location on campus (please list): \_\_\_\_\_
- b. Find another location off campus (please list): \_\_\_\_\_
- c. Stay home
- d. Change my study habits
- e. Other: \_\_\_\_\_

**Library-sponsored Study Spaces Use Survey**

Gender: Male / Female / Unspecified

Date: \_\_\_\_\_

Commuter? YES / NO

Time: \_\_\_\_\_

Major: \_\_\_\_\_

Location: \_\_\_\_\_

I am a: Freshman / Sophomore / Junior / Senior / Graduate / Faculty / Staff / Visitor

**1. How often do you visit a library-sponsored space (e.g. Gerhart Hall or library-sponsored study spaces in Roddy, McComsey, or Stayer)? (circle one)**

- a. Always (daily)
- b. Very Frequently (multiple times per week)
- c. Occasionally (multiple times per month)
- d. Rarely (monthly)
- e. Very Rarely (less than once per month)
- f. Never

**2. What is the primary activity you are doing in this library-sponsored space today? (circle one)**

- a. Studying
- b. Doing research for an assignment/paper
- c. Sleeping
- d. Meeting friends
- e. Working with a group
- f. Required to be here (for a fraternity/sorority/athletic team/job, etc)
- g. Other: \_\_\_\_\_

**3. Why did you choose a library-sponsored space for this activity? (select all that apply)**

- It is quiet
- It has computers

- It has enough space for group work
- It is comfortable
- It was nearby
- It has the materials I need (kits, books, etc.)
- Other: \_\_\_\_\_

**4.a. Does this library-sponsored space sufficiently meet your needs for conducting your activity from question 1? (circle one) YES / NO**

**4.b. If no, how do you feel your needs could be better met?**



### Notes

1. *Standards for Libraries in Higher Education* (Chicago: The Association of College and Research Libraries, a division of the American Library Association, 2011).
2. Scott Bennett, "Libraries and Learning: A History of Paradigm Change," *portal: Libraries and the Academy* 9, no. 2 (April 2009): 181-197.
3. Sam Demas, "From the Ashes of Alexandria: What's Happening in the College Library?," in *The Library as Place: Rethinking Roles, Rethinking Space*, (Washington DC: Council on Library and Information Resources, 2005), 25-40.
4. Danuta A. Nitecki, "Space Assessment as a Venue for Defining the Academic Library," *Library Quarterly* 81, no. 1 (January 2011): 27-59.
5. Bennett, "Libraries and Learning," 181-197.
6. Demas, "From the Ashes," 25-40.
7. Joanna Bryant, Graham Matthews, and Graham Walton, "Academic libraries and social and learning space: A case study of Loughborough University Library, UK," *Journal of Librarianship and Information Science* 41, no. 1 (January 2009): 7-18.
8. Kylie Bailin, "Changes in Academic Library Space: A Case study at the University of New South Wales," *Australian Academic & Research Libraries* 42, no. 4 (December 2011): 342-359.
9. Kathleen M. Webb, Molly A. Schaller, and Sawyer A. Hunley, "Measuring Library Space Use and Preferences: Charting a Path toward Increased Engagement," *portal: Libraries and the Academy* 8, no. 4 (October 2008): 407-422; Graham Walton, "Learners' Demands and Expectations for Space in a University Library: Outcomes from a Survey at Loughborough University," *New Review of Academic Librarianship* 12, no. 2 (November 2006): 133-149; and Bailin, "Changes in Library Space," 342-359.
10. Jeffrey T. Gayton, "Academic Libraries: "Social" or "Communal?" The Nature and Future of Academic Libraries," *Journal of Academic Librarianship* 34, no. 1 (January 2008): 60-66.
11. Ibid.
12. Harold B. Shill and Shawn Tonner, "Does the Building Still Matter? Usage Patterns in New, Expanded, and Renovated Libraries, 1995-2002," *College and Research Libraries* 65, (2004): 123-151.
13. Gayton, "Social or Communal," 60-66.
14. Bryant, Matthews, and Walton, "Academic libraries," 7-18.
15. Demas, "From the Ashes," 25-40.
16. Gayton, "Social or Communal," 60-66.
17. Shill and Tonner, "Usage Patterns," 123-151.
18. Ibid., 148-9.
19. Bailin, "Academic Library Space," 342-359.
20. Webb, Schaller, and Hunley, "Measuring Library Space Use," 407-422.
21. Ibid.
22. Ibid.
23. Walton, "Learners' Demands," 133-149.
24. Ibid., 141.
25. See: Webb, Schaller, and Hunley, "Measuring Library Space Use," 407-422; Walton, "Learners' Demands," 133-149; and Bailin, "Changes in Library Space," 342-359 for support indicating continued demand for quiet study space.
26. Demas, "From the Ashes," 25-40 and Bryant, Matthews, and Walton, "Academic libraries," 7-18 discuss the range of activities occurring in their libraries.
27. Webb, Schaller, and Hunley, "Measuring Library Space Use," 407-422.