

1-29-2015

# Report of the Library Study Committee on the Mack Library: Lighting the Way for the Next Generation

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## Recommended Citation

Pearson, Andrew L. and Kristy K. Rhea, eds. Report of the Library Study Committee on the Mack Library, 2014-2015: Lighting the Way for the Next Generation. Bridgewater, VA: Bridgewater College, 2015.

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# Report of the Library Study Committee On the Mack Library 2014-2015



## Lighting the Way for the Next Generation

Prepared for    President David W. Bushman, Ph.D  
By                Andrew Pearson, Director of the Library  
                      Kristy K. Rhea, Director of IT

## Executive Summary

The 2014 Library Study Committee presents the following report that outlines the vision for what a library should be at Bridgewater College that can serve its core mission acting as a centerpiece for the academic community for the next 50 years.

The committee envisions and its research supports a new library design that builds on the library's intrinsic nature of academic neutrality to amplify Bridgewater College's value of community. From academic library visits, a student survey, interviews with programs across campus, and understanding current best practices among academic libraries, we determined that for a library to act as a centerpiece for its academic community, it must use its space to arrange as many different varieties of study areas needed to support the different modes of learning on campus and provide students a convergence of services for out-of-class learning. When students enter they encounter several options for engaging in deep learning, simulating the professional work environments they will face after graduation.

The committee concludes that the library's interior should be open, flexible, and inviting with scenic views of the campus mall. Its seating encompasses the full spectrum of student learning, from learning alone to learning in groups working on similar activities. The library's visual presence on campus during the day is magnified at night by its illumination of the campus mall, lighting the way for the next generation.

The organizational arrangement of its main floor provides professional and peer expert areas for out-of-class learning in writing, research and information literacy, IT Help, media production, and peer coaching and tutoring. Since the library's limited space does not currently allow for these services to be present together in the library, the quantity of square footage to accommodate learning spaces and staff offices will determine the level of quality in this model. As in your charge to the committee, we are mindful that this one opportunity to develop the library shapes the next 50 years.

The following report offers the committee's work and conclusion. The first part outlines the existing library building and how the community uses the library. The second part places the size of Bridgewater College's library in the context of academic libraries in general and in comparison to the College's peer institutions. The committee shares its experience from visiting other academic libraries. This is followed by the results of its survey of the student body and its interviews with campus programs. The report finishes with the committee's conclusion. An Exhibits section accompanies the report.

Throughout the process, the committee focused on your charge without yielding to distractions. We share Bridgewater's vision for students to encounter a transformative educational experience that will shape their future success. We look forward to your leadership and dedication to see Bridgewater College's Library meet the next 50 years.

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## Library Study Committee Report

### Introduction

“Bridgewater needs a modern, functional library building. [...] The Library is a functional unit rather than a collection of books or a storehouse for books. It is an instrument for furthering the total instructional program of the College. [...] There is no simple and accurate test for measuring the use of a college library; it does not tell the whole story of library use. [...] To secure flexibility within the building, principles of modular design have been followed in planning it.”<sup>1</sup> Bridgewater College’s current need for a modern library parallels an earlier generation who built the Mack Library rising from this 1960s vision dreamed by Clarence E. May<sup>1</sup> ’24.<sup>2</sup> His vision for the modern library attracted the support of 1,231 donors in a capital campaign entitled “*Crusade for Excellence.*”

In the spring of 1964, the Alexander Mack Memorial Library was finished and dedicated as the only campus building ever constructed explicitly for use as a library at a cost of \$525,000. The Mack Library boasted 32,689 sq. ft., an increase of 28,589 sq. ft. from 4,100 sq. ft. in its previous Cole Hall location. The design included the special achievement to create 1,200 square feet of space to house the College’s special collections.<sup>3</sup> The move from Cole Hall to the Mack Library drastically expanded the square feet per student ratio from 6.8 sq. ft. per student to 54 sq. ft. per student. The new library included seating for 278 students in the anticipation for college enrollment to grow to 1,000. This goal was reached in 1990, 27 years after it was built. When the College reached its goal of 1,000 FTE enrollments, the square feet per student ratio shrank from 54 sq. ft. per student to 32 sq. ft. per student. With college enrollment now hovering around 1,800, the ratio shrinks to 18 sq. ft. per student.

The current Board of Trustees resumes C.E. May’s and his supporters’ vision for the modern library and its importance to the educational program at Bridgewater. They recognized the Alexander Mack Library as a priority for renovation in BC 2020, the College’s strategic plan. In 2014, President Bushman created a Library Study Committee charged “To establish a library that can serve the core mission of the College acting as a centerpiece for the academic community.” The make-up of the committee purposely represented stakeholders across the whole campus with representation from the Library, IT, Student

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<sup>1</sup> C. E. “Tiny” May (1903 -1997) was a member of Bridgewater College’s graduating class of 1924. While at Bridgewater he was a successful catcher and third baseman on the baseball team and was inducted into the Bridgewater College Athletic Hall of Fame in 1995. May worked as a high school teacher, director of athletics and principal. He then served Bridgewater College as an English professor, English department chair, director of public information and director of sports information from the years 1946-1988. May published two works of history, *Life under Four Flags in the North River Basin of Virginia* and *My Augusta: A Spot of Earth, not a Woman*. He also worked with Isaac J. Sanger to create Bridgewater College’s coat of arms and suggested the name “Eagles” for Bridgewater College athletics teams. He also proposed the name of Bridgewater College’s Alexander Mack Memorial Library. In addition to his other achievements, May served as the mayor of Bridgewater from 1958 – 1968. He was awarded an honorary doctorate of letters degree from Bridgewater College in 1990.

<sup>2</sup> *Bulletin of Bridgewater College*, April 1960: 12-15.

<sup>3</sup> Special Collections is the one library service that crosses into each segment of the library’s constituencies: administration, faculty, staff, students, alumni, and the community.

Life, Admissions, the Office of Institutional Advancement, the Office of Finance, Academic Affairs, the Writing Center, the faculty, the student body, as well as the College's architectural consultant.<sup>4</sup>

In preparation for the committee's work, three members<sup>5</sup> first attended the *Academic Library Planning and Revitalization Institute* in Denver, Colorado, in March 2014. They were introduced to current best practices and experiences of academic libraries that have completed the building and renovation process including Grand Valley State University and Oxford College, Emory University. This conference also showcased the University of Denver's newly renovated library now called the *Anderson Academic Commons*. The conference demonstrated repeatedly how collaborative efforts within an institution can create a focal point for student learning within the library. A successful facility uses its space to arrange as many different varieties of study areas needed to support different modes of learning necessitated by the rigor of the educational program. The new and renovated library showed how light and clear lines of visibility can invigorate a facility with levels of energy to inspire different forms of study, research, and social engagement to form a learning community representative of an institution's educational priorities.

The Library Study Committee first met on May 2 and formally received their charge from President Bushman to establish a library that can serve the core mission of Bridgewater College acting as a centerpiece for the academic community. Committee leaders presented the committee members with a "Go Nuts Bibliography"<sup>6</sup> on learning spaces and library design as summer preparation for its fall committee work. The bibliography included access points to the best articles, ebooks, presentations, and websites to inform them on the current trends relevant to the committee's upcoming study.

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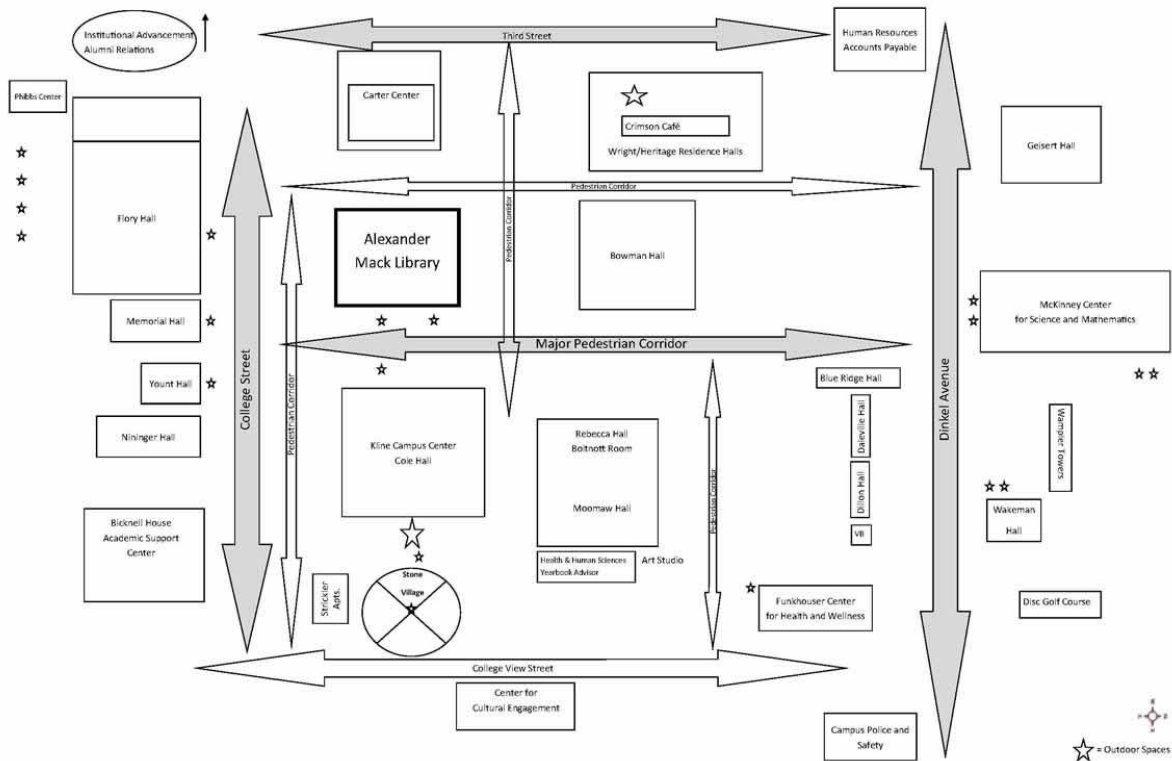
<sup>4</sup> Library Study Committee Members: Andrew Pearson, chair, Library; Kristy Rhea, co-chair, IT; Scott Suter, Department of English; Tracy Deem, Department of Biology; Brandon Marsh, Department of History and Political Science; Alice Trupe, Writing Center; Nan Covert, Department of Art; Aaron D. Klein, IT; Crystal Lynn, Student Life; Jarret Smith, Admissions; Dave Richard, Office of Institutional Advancement; David Vandevander, Facilities; Christian Lynn, Senior; Kate Babcock, Senior; Emily Helms, Junior; Carol Scheppard, Vice President and Dean of Academic Affairs; Anne Keeler, Vice President of Finance; Maureen Silva, Vice President of Institutional Advancement; Raymond Hunt, architectural consultant.

<sup>5</sup> Andrew Pearson, director of the library; Kristy Rhea, director of IT; Raymond Hunt, architectural consultant.

<sup>6</sup> See Exhibits, Section 3, "Go Nuts" Learning Spaces Bibliography: 20.

### A. Existing Building

The existing Alexander Mack Library is at the crossroads of campus, central to administrative offices, academic departments, Kline Campus Student Center, the main residential entrances to campus, and to both major and minor pedestrian walkways.<sup>7</sup> This location combined with the intrinsic qualities of the library’s academic environment makes it the most desirable location to amplify and symbolize Bridgewater College's highest educational priorities to educate the whole person. The library’s visibility, access, convenience serve its mission to supports all programs and serve its extended community as intended.



Future changes in land use around the library are being designed, but were unavailable to the committee for this report.

<sup>7</sup> Exhibits, Section 4, Concept Map: 26.

## B. Summary of Library Operations

The Alexander Mack Memorial Library serves Bridgewater College by supporting all programs and providing access to information resources, tools, and support staff to create a learning community accessible by all students. The library is open to students, faculty, staff and the general public longer than any other staffed facility on campus at 107 hours/week during a regular semester. The annual gate count that measures library activity exceeded 100,000 visits during 2013-14. During the fall semester 2015, the gate statistics are trending 1,000 visits ahead of 2013-14.

The library's current operation is subdivided into six areas of operations: Instructional Services, Research Support, Circulation Services, Collection Development and Acquisitions, Cataloging, Special Collections and Museum, and Administration. (Special Collections includes off-site operation of the Reuel B. Pritchett Museum, a 2,646 sq. ft. area, across from the library and adjacent to the Kline Campus Center beneath Cole Hall.) The library employs six FTE librarians, three FTE paraprofessionals, and 38 student assistants.

### *Current Building Users*

Built in 1963 and named for the founder of the Church of the Brethren, the Mack Library houses its collections and services in 32,689 sq. ft. Visitors and the entire campus community find in the library a welcoming location offering its resources, services, and seating to all users.

- Students comprise the majority of users. Students use the library for studying individually and together in groups, conducting research and completing group work. Students socialize and nap. Students check out books, DVDs, and use computers. They enjoy pleasure reading and read journals, magazines, and newspapers for classes and personal interest. They watch TV shows, watch movies, use the photocopier, print out papers and articles, send faxes, get coffee and tea, and use Special Collections for research, especially *Veritas* reporters and public history students. Students serve in library internships learning about the entire operation of an academic library in preparation for library school or specializing in Museum and Special Collections. Students use library services to ask questions for research assistance, .e.g., research assistance logged 1,135 reference questions in person and 312 questions online. Students order and pick up interlibrary loan items. Commuter students hangout in the library between classes or do classwork before returning home. Some student groups meet in the library as a gathering place. During an inclement weather event that cancels classes, students rely on the library as an alternative location to escape residence halls.
- The library hosts other support services for students, e.g., a representative of the IT HelpDesk and a representative of the Writing Center set up special locations in the library several evenings a week.
- Faculty check out books, use computers, place items on reserve, consult librarians, socialize, get coffee and tea, read for research roundtable, use Special Collections for departmental projects, request materials on interlibrary loan or for purchase, use meeting spaces and classroom spaces. Faculty pick-up interlibrary loan items and attend *Knowledge Nook*, a



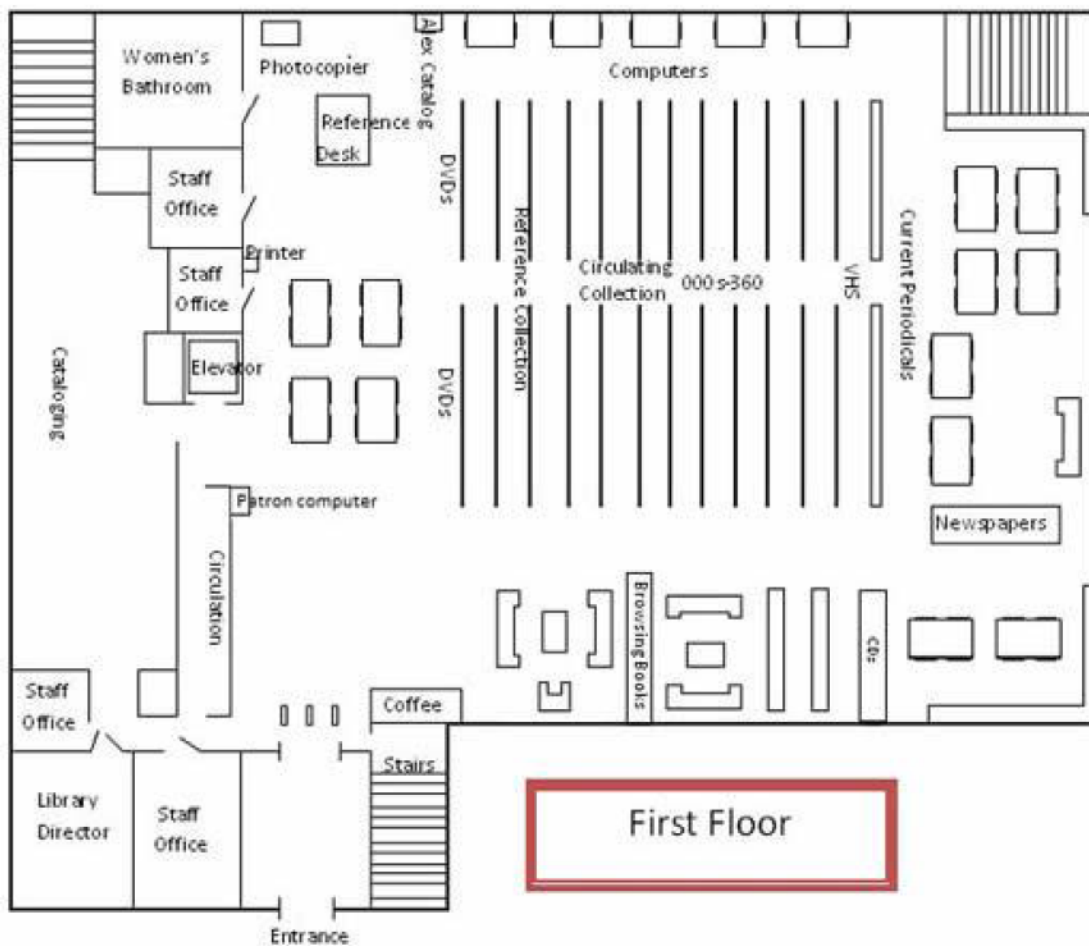
- weekly 10-minute information forum on software tools and useful websites. Faculty read journals, magazines, and newspapers.
- Staff check out books, CDs, and DVDs. They use computers and send faxes. Staff conduct research in Special Collections on behalf of their department, locating pertinent college history such as on alumni and former professors that can be used for public relations or the development of current programs.
  - The library *borrowed* 915 books and 339 articles during 2013-2014 to supplement student and faculty research.
  - The library *loaned* 892 books and 323 articles to other libraries during 2013-2014 to supplement other colleges and universities' research needs and library requests.
  - Community users check out DVDs, use the public computer and photocopier. They conduct community history and genealogical research that ranges from their heritage in the Church of the Brethren, Bridgewater College or the Shenandoah Valley in Special Collections. They visit Special Collections' exhibits.
  - Campus visitors, guest speakers and/or their spouses come to the library to wait, read, or use a college computer.
  - The Cleo Driver Miller Art Gallery's exhibits attract all constituencies.
  - Library holds receptions for alumni with a special focus on former student assistants during Homecoming.
  - The library offers several exhibits per year featuring popular themes displaying items from Special Collections and the Museum.
  - For classes, the information literacy librarian heads the information literacy program. She taught research instruction to 1,259 students representing 12 departments during 2013-2014.
  - Classes use meeting rooms as a viewing room for videos.
  - Admissions tours for prospective students and parents often stop in to view the front area of the library.
  - Staff and student assistants use *Emma* time clock to log hours. For example, *Emma* was used 2,117 times during 2013-2014. Of these, 41 student coaches registered their use 1,661 times for 1,970 hours of coaching.
  - During campus mall events or other college activities, the library is a central restroom resource and acts as a shelter during inclement weather events.

- The library is one of the campus locations students go to after other labs have been closed on campus.
- Campus promotional photos are taken in the library.
- Athletic coaches send student athletes for study hall hours that are logged at the front desk.

## C. Current Library Space Use and Floor Plan

### First Floor

- The first floor of the library includes staff offices comprising of 1,392 sq. ft. (\*all square feet numbers are estimates based on rough calculations and drawings.)
- The public services desk area of approximately 160 sq. ft. is located on the southwest corner of the floor.
- Stack spaces for the Main stack area, Newspapers, CDs, New Book Shelves are estimated to be a combined space of 3,233 sq. ft.
- Seating consumes approximately 2,149 sq. ft. with 91 seats.
- This floor includes a public women’s restroom, two staff bathrooms, and one housekeeping closet.



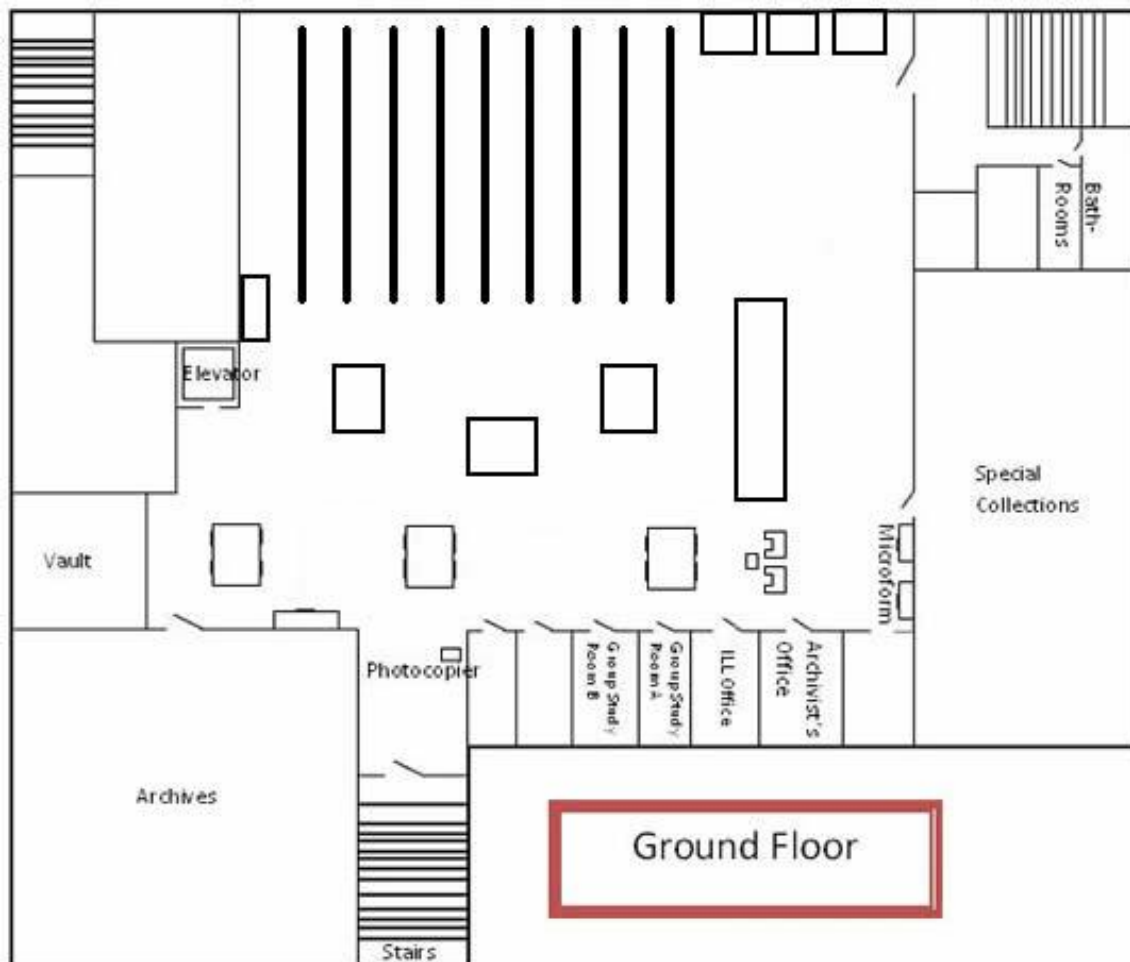
## Second Floor

- The second floor of the library includes stack areas of 4,527 sq. ft., including the main stack area and the Instructional Materials Collection.
- Seating area is 1,942 sq. ft. with 60 seats.
- Two rooms serve as group study rooms, Room 201 for 220 sq. ft. with 8 seats and Room 207 for 58.7 sq. ft. with 2 seats.
- Room 202, a special collections research room, doubles as a conference room at 560 sq. ft. and has 24 seats. Room 205 is estimated at 344.45 sq. ft. and 30 seats. [Rooms 203-204 are storage rooms.]
- The Miller Art Gallery, funded by the Cleo Driver Miller Family, is 1,300 sq. ft. located on the east side of the floor.
- Rooms 203 and 204 located in and adjacent to the Room 202, the Brethren Room, serve as storage rooms at a combined total area of 56.25 sq. ft. Room 208 serves as a storage room and Room 209 serves as an office for an adjunct faculty office at 60 sq. ft. each. The staff lounge is also located on this floor with an area of 330 sq. ft.
- This floor includes a public men's restroom, one staff bathroom, and one housekeeping closet.



Ground Floor

- The print journal and index area is located here in 1,094 sq. ft.
- Public seating needs to be reviewed, but is estimated at 1,092 sq. ft. for 29 seats. Four rooms belong to staff offices, special collections processing, and interlibrary loan operations. The Baugher Room is used for Special Collections and measures 1,770 sq. ft.; the Kyger Room is used for archival storage and measures 1,280 sq. ft. The Bindery room is used for storage and measures 270 sq. ft. Two additional storage rooms are located in the northwest corner of the floor for 70 sq. ft.
- The ground floor includes the only public men and women’s restroom on the same floor.



**Space Summary**

	<b><u>Total Space</u></b>	<b>32,689</b>
The overall seating capacity in public areas of library is 189.		
○ Group Seating	113 seats	3,094
○ Seating with computers	14 seats	167
○ Single Seating	49 seats	1,952
○ Group Study Rooms	13 seats	331
	<b>189 total seats</b>	<b>5,544 sq. ft.</b>
The general stack space		
○ General Collection Stacks		<b>8,853 sq. ft.</b>
Staff space		
○ Staff Space		2,145.85
○ Instruction Room, Room 205		335
		<b>2,480.85 sq. ft.</b>
Special Collections		
○ Kyger Room		1,305
○ Vault		322
○ Baugher Room		1,222
○ Brethren Room		561
		<b>3,410 sq. ft.</b>
Cleo Miller Driver Art Gallery		
		<b>1,300 sq. ft.</b>
Housekeeping		
Public Restrooms		3 closets
Private restrooms		2 men, 2 women
		1 men, 1 women, 1 unisex

## D. Committee Work

During the summer, the committee leaders devised a three-part strategy to find out what a library for the next 50 years for Bridgewater College should be.

1. To visit and study how other institutions are developing their library
2. To conduct a special student survey to learn student perceptions and library needs
3. To conduct a community analysis by interviewing leaders of college programs

Over the course of four meetings,<sup>8</sup> the committee studied the College's academic dimensions with a view to defining and centering the library as a place where students would prefer to study, research, socialize, and hold conversations. The committee envisioned an environment with the elements that would extend a student's desire to remain longer for academic engagement to encourage deep learning. To that end, the environment would include the support services and resources essential to help students achieve greater academic success and to be readily available at the greatest point of need.

### Bridgewater College Among Private Academic Libraries and its Peer Institutions

While the committee focused more on vision than identifying size considerations for the library, members noted that expansion in terms of square footage is an important aspect for the vision of the library to act as a centerpiece for the academic community. No specific size or formula is available to calculate what size library matches the functional success for a college, but a library does have a context in relation to other academic libraries and its peer institutions.

Christopher Stewart surveyed new library construction between 2003 and 2009 in "Academic Library Building in the Digital Age: A Study of Construction, Planning, and Design of New Library Space."<sup>9</sup> The average square footage for private institutions was 60,757 with a standard deviation of 44,833. Library square footage per student at private institutions was 50 square feet per student with a standard deviation of 128.

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<sup>8</sup> The committee met August 28, September 23, October 21, November 18, and December 7 of 2014.

<sup>9</sup> Christopher Richardson, *Academic Library Building in the Digital Age: A Study of Construction, Planning, and Design of New Library Space* (ALA, 2010): 32-33.

In contrast, the average size library among Bridgewater College's peers is 46,160 square feet, ranging from 10,200 –76,000 sq. ft. From smallest to largest overall square footage, Bridgewater places fifth. The average square footage per student among peer institutions is 23 square feet per student, ranging from 5 to 41 square feet per student. Ranked from smallest to largest, Bridgewater ranks ninth with its own square footage measuring 18 square feet per student.

	Library Name	FTE Enrollment	Gross sq. ft.	Seating**	Sq.Ft./Student
1	Waynesburg University, PA	1,958	10,200	165	5
2	University of the Cumberlands, KY	2,653	25,883	175	10
3	Juniata College, PA	1,565	28,000	400	18
4	Lynchburg College, VA	2,538	30,000	187	12
5	<b>Bridgewater College</b>	<b>1,800</b>	<b>32,689</b>	<b>189</b>	<b>18</b>
6	Simpson College, IA	1,581	33,792	290	21
7	Queens University of Charlotte, NC	1,981	34,758	325	18
8	Mount St Mary's University, MD	2,072	39,366	456	19
9	Shenandoah University, VA	3,123	40,000	250	13
10	Wingate University, NC	2,258	40,000	315	18
11	Lebanon Valley College, PA	1,848	40,000	200	22
12	Ferrum College, VA	1,502	40,000	500	27
13	Susquehanna University, PA	2,220	47,000	600	21
14	Buena Vista University, IA	2,285	49,000	375	21
15	King's College, PA	2,282	51,431	55	23
16	Carson-Newman College, TN	1,826	52,116	200	29
17	Arcadia University, PA	3,114	52,200	300	17
18	Guilford College, NC	2,455	53,000	150	22
19	Elizabethtown College, PA	2,079	54,230	150	26
20	University of Dubuque, IA	1,820	60,110	300	33
21	Meredith College, NC	1,784	72,000	240	40
22	Wartburg College, IA	1,762	72,180	620	41
23	McDaniel College, MD	2,253	73,895	507	33
24	Roanoke College, VA	2,005	76,000	400	38
	<i>Average</i>	<i>2,115</i>	<i>46,160</i>	<i>306</i>	<i>23</i>

*\*National Center for Education Statistics, Fiscal Year 2012*

*\*\*Estimated Seating*



## Library Visits - How Other Institutions Are Developing Their Libraries<sup>10</sup>

### University of Denver: Anderson Academic Commons

The Anderson Academic Commons at the University of Denver was a renovation and construction project completed in March of 2013. The former Penrose Library was renamed as an academic commons after a collaborative study found the library needed to be a place where academic support services merged seamlessly with traditional library services to create a heavily used student hub.



The original Penrose building was wrapped with additions to allow for natural light to shine throughout the building while allowing visitors to view the outdoors. Being in Colorado it was important to the University of Denver community to “bring the outdoors in.” The building is comprised of three floors; main, upper and lower levels. No visible trace divides the old building from its new additions.

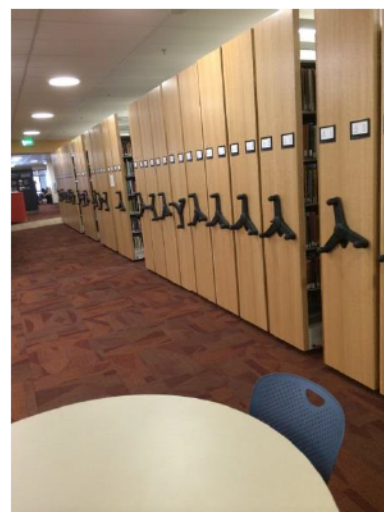
When entering the facility, one is immediately shown the exact vision of what Denver was planning.



From front to back, side to side as well as views to the upper floor, the entire first floor is visible with signage inviting one to areas such as the circulation desk, IT help desk, research assistance, writing center, tutoring, café, digital media center, as well as mixed private and group study spaces and large special events room. The main floor showcases a portion of print materials in short 3-foot stacks, clearing the visitors view to their destination as well as allowing patrons to browse and access print material in a relaxed setting. This inviting

entrance and flow of curved walls incorporates contemporary, modern design and pulls the visitor deeper into the commons.

The bulk of the Penrose [Book] Collection is located on the lower level in compact shelving with easily maneuverable manual cranks to allow students to browse while significantly reducing the overall footprint of the collection. The lower level also houses Special Collections with climate controlled secured storage along with an exhibit preparation room. Displays are showcased throughout the building in glass walled cases allowing the collection to be enjoyed while providing visibility into an out of private rooms. A deep quiet space with large windows to the outdoors occupies the lower level. This space is deadening



<sup>10</sup> The committee learned late about Lafayette College’s expansion and renovation of the Skillman Library in 2004. Its features are described as “spacious and light-filled” and filled with concepts which would be worthy to review.

when entering and later we were informed students did not use the space as much as first intended even though deep quiet space was a theme in their overall study.

The upper level showcases a suspended classroom referred to as “The Loft” which seems to float over the main floor. This is an attractive feature and allows visitors to see active learning taking place. This is another structural element which showcases the many activities going on at once in this learning facility.

While the space at Anderson Academic Commons is much larger than needed at Bridgewater College, its feel, flow, and service model what the Library Study Committee believes is needed for our campus community.



#### *Positive Aspects*

- The open inviting flow of the first floor allows users to see all services at one time.
- Natural light brings the outdoors in.
- A variety of comfortable relaxed seating in open areas and a plethora of small meeting rooms are abundantly available.
- The validation of the idea of a collaborative student service focused building will work.
- Flexibility of the large meeting area meets the needs of any function.
- Availability of food and drink allows students to remain in the building while continuing their studies.
- Creative use of display cases as internal walls showcase Special Collection and the University's history while separating spaces.

#### *Negative Aspects*

- The deep quiet space is underused. It is also hidden from much of the facility making it a possible security risk.
- Open porch space on the first floor is not accessible from inside of the building without going through alarmed doors.

## James Madison University: Rose Library



Upon entering the Rose Library, its design offers clean lines and attractive, contemporary design, but with an almost sterile environment which feels less personal with its high ceilings and little visible art. The entrance area is busiest with noise from the café and student activity spread among seven or more seating arrangements around the first floor. The building concept designed the front entrance area with curvatures present a modern feel. The latter part of the library is shaped in a box format

presenting the feel of the traditional library. The organizational concept focuses on student study areas and does not include services beyond traditional library circulation. The overall design of the facility includes 45 group study rooms, individual, collaborative and casual study spaces, a 24-hour study space, and an open computer lab. The facility includes two classrooms, as well as hosts the Center for Instructional Technology (CIT) and the Center for Faculty Innovation (CFI).

The library's five floors feel and perform more like a traditional library. Its components include:

- Stacks
- References
- Two classrooms and a seminar room
- CIT and CFI
- Variety of study areas
  - group study rooms and open areas
  - individual spaces- large tables with chairs
- Designated quiet and noisy floors
  - Quiet spaces had the air conditioning routed to avoid adding distractions to users.

### *Positive Aspects*

- Food and Drink Availability
- Open access to computer resources
- Prolific access to electrical outlets
- 24 hour study area
- Browsing book collection
- Individual study carrels
- Flexible and fixed Group study areas
  - Flexible, moveable furniture and whiteboards
  - Large stationary tables with chairs
- Plush comfortable seating
  - Chairs and couches placed around coffee tables.



- Floor to ceiling windows offer natural light.

*Negative Aspects*

- Its interior lacks exhibits, has limited art, and, to some committee members, feel sterile and impersonal.
- Limited academic support services are offered.
- Faculty oriented services were separated from the remainder of the building.
- Some rooms were neither open nor closed without clear purpose and function.

### Goucher College: Athenaeum and Library

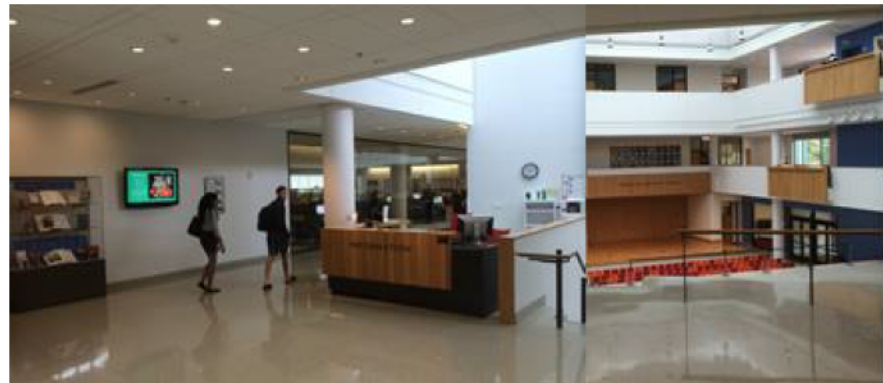


Goucher College's Athenaeum is a three story structure grouped around an auditorium space that essentially works like an internal courtyard. The first story houses a café, with ample seating that leads onto an outside patio with more seating, information desk, several classrooms, and a commuter student lounge. The second story houses a large art gallery, radio station, and generous study space. The third story has additional study space and the College's special collections. This multi-story building is divided into two separate and distinct spaces.

A library which, while fulfilling the traditional role of a library (stacks, reference desk, study areas), also houses a number of student services, such as an IT center, a student services area (Athenaeum) that houses the campus art gallery, an information desk, an auditorium space, café, radio station, classrooms, and a commuter lounge.

Entering the Athenaeum offers different experiences depending on which of the three entrances used. One entrance comes off a main pedestrian walkway through campus entering on to the second floor where the library is located. A walkway which winds through campus from the main campus parking lot leads to a lower entrance

entering into an open auditorium with a stage and A/V system that extends up two floors. Yet another entrance on a lower floor opens into the ground floor café that is in close proximity to a commuter lounge and a classroom. When entering into either of the two



lower entrances, one is well-aware of the café with its accompanying activities and delectable smells of food being prepared. The building is open 24 hours a day, 7 days a week. Some areas can be closed such as the café, radio station, art gallery, and special collections. The library is open and secure by using a single entrance.

The library stands three stories. The entrance is on the second floor. On the left side of the entrance is a reference and circulation desk and beyond that, in an open plan, is the IT help desk. Adjacent to the IT center are classrooms for IT instruction. To the right of the entrance is semi-enclosed with study and sitting space, and hosts rotation exhibitions. Beyond the entrance area are the stacks, which are open to the rest of the library. The aisles of the stacks are wide and the stacks were installed with a growing collection in mind. Seating and study areas are located throughout the stacks with areas of privacy for quiet conversation. A feeling of openness flows from the use of glass walls (both internal and external). The first floor, which houses a number of offices, is designated a quiet area and has more glass walls towards this end. The third floor has more stacks and includes a reading area with journals and work spaces. It also includes a multi-use conference room with a balcony that can host groups of 20-80.

### *Positive Aspects*

- The IT center is included within the library.
- The design includes ample use of both internal and external glass walls and windows.
- Stacks are well integrated with plenty of seating and study space with wide aisles – student representative noted how inviting the stacks were for browsing
- The inclusion of a number of flexible spaces (such as the conference room on 3<sup>rd</sup> floor)
- The library acts as a type of academic student center
- The indoor/outdoor seating space adjacent to the café is appealing.

### *Negative Aspects*

- Open cubicles for library staff are not appealing.
- There was perhaps too much separation between the “student services,” Athenaeum section, and the library
- The large auditorium space in the Athenaeum seemed like wasted space
- The IT area could have been more open and inviting.

Overall the Committee members were very impressed with the Goucher Library/Athenaeum. Goucher has done an excellent job of integrating a library with student services. The use of glass is a particularly strong facet, since it allows both openness and discreet areas for different services and purposes. The committee was further impressed with the way Goucher was able to create flexible spaces without sacrificing the centrality of the academic experience in the library.



### Sweet Briar College: Mary Helen Cochran Library

It is apparent that this was an older structure with a new addition which appeared to be wrapped around the existing structure.

In a similar fashion to the description of the Rose Library (the wrapped box), the Mary Helen Cochran Library appears to have the more traditional library functions (stacks, etc.) housed in the original part of the facility, with additional common use spaces in the new addition. The new addition features many windows which provide abundant natural light.



The entrance does not project an open concept. An information desk is clearly appointed; however, the entrance lacks the flexible feel that the library study committee has continually discussed during meetings. The new outside spaces for working and hanging out are welcoming and appealing with umbrella tables similar to the Eagles Nest and a space with a fountain and seating. The library features a



traditional academic reading room with 20 foot ceilings and 10 foot windows which produces an abundance of natural lighting. Its interior design complements the older style architecture and the College's history.

The newer spaces feature many different types of seating, some of which seem to be moveable with bar type seating, small group seating for 2-3 in comfortable chairs, and larger group areas with moveable tables with

nearby technology, i.e. flat screens on walls.

One room appears to be dedicated to archives and museum type displays. There are one or two classrooms with many different options for technology, and several private study rooms. There is an extensive vending area and refillable water fountain stations.

Since the construction was incomplete, directional signage and maps were missing; but the experience underscored the importance of having signage and directional information available at some level once the building is open even if not totally complete.

#### *Positive Aspects*

- The diversity of available seating is attractive.
- Natural light floods spaces created from many floor to ceiling windows in the addition.
- Vending area and refillable water stations are available.
- Outside areas are developed.
- Technology appears to be cutting edge in classrooms



*Negative Aspects*

- The building feels a bit chopped up; it is clear what is new and what is original to the facility.
- It does not appear to have integrated services.
- The areas appear lightly used at the time of the visit.



### University of Mary Washington: Information Technology Convergence Center



The University of Mary Washington's (UMW) Information Technology Convergence Center (ITCC) incorporates many central concepts that the Library Study Committee is studying for Bridgewater College. The underlying philosophy behind its design is for convergence of co-curricular with curricular activities. Students have a "whole" life and the designed spaces recognize this. While they used concepts similar to those discussed by the Library Study Committee, their facility design is completely different by compartmentalizing its services in different locations. In contrast, the library study committee envisions services at Bridgewater College in a community arrangement sharing a main floor to create synergy and concentrate energy from collaborative creativity among its services.

When entering the ITCC, its entrance seems more like a basement entrance than a main entrance to a major university center. A customer service desk is immediately accessible from that entrance. A secondary entrance from the library on an upper floor has an unstaffed service desk. A café

is in its own enclosed space separate from the ITCC, but it is tied to it architecturally. The ITCC includes a media center, digital auditorium with seating for 100, a digital knowledge center, a multimedia editing lab and vocal booth, a production studio, three twenty-person meeting rooms and three sixteen-person meeting rooms, classrooms, a writing center, a speech/presentation lab, and an IT helpdesk. It also includes the office for their Qualitative Enhancement Plan. The design includes as many different types of seating areas to match types of work and study that occurs at UMW. The design embraces transparency, so much of the building is viewable from outside. This also presents special housekeeping considerations. The facility cost was \$40 Million for 79,000 sq. ft. The cost included a high-end data center for IT.

#### *Positive Aspects*

- The facility centralizes several academic support services to support learning
- Natural light floods the facility.
- Media and technology are clearly visible.
- The Media Wall is stunning. This 43-screen media wall (\$400,000) keeps each screen individually addressable. This is strictly used for display of student and faculty projects.
- Multiple size meeting rooms are clearly visible from the outside and from the inside.

*Negative Aspects*

- Academic support services are spread out throughout the building and are designed to be compartmentalized in their operation.
- The digital auditorium and nearby classrooms lack sound isolation.
- Some areas are not designed for safety in the context of operating as a twenty-four hour facility.

## Liberty University: Jerry Falwell Library



A library staff member visited Liberty University for a professional meeting and returned with the following slides.

Upon entering the new Liberty University Library, its size and its use of glass are overwhelming. Its Customer Service model operates with a main concierge desk.

Smaller desks staffed with student and full-time employees are placed around the building. The building design has an open concept with some book stacks in the center of the facility, but the main stacks are stored in a special area with access by an automatic book retrieval system. The building includes three floors and a terrace.



### *Positive Aspects*

- Floors are arranged with varying levels of quiet.
- As one moves to upper floors a more comfortable feeling presents itself with lower ceilings combined with books stacks to offer the feeling of a traditional library.
- A wide variety of furniture and space design to support many different modes of learning and study are available.
- Staffing throughout the building is easily identifiable.
- There is a large number of group study rooms available.

### *Negative Aspects*

- The entry with its high ceilings has a cold impersonal feeling with sound bouncing and echoing off of hard surfaces.
- Finding one's way is difficult.
- Not all books are available in the same way. Some are available in open stacks and others requiring retrieval with an automatic book retrieval system.

In summary, the committee recognized several favorable aspects from its visits worthy to consider for Bridgewater College's future vision of its library.

- Incorporate light filled, open spaces with views linking interior space with the world outside.
- Design attractive and functional spaces, inviting students and other community members to use the space.
- Include a cooperative array of student support services integrated with traditional library services.
- Use effective signage that efficiently orients and directs users.

- Develop well-designed and appointed meeting and teaching spaces of various sizes which are flexible and efficient.
- Create different kinds of spaces and seating arrangements for study and conversation.
- Design flexibility to accommodate technology now available to remain innovative and also be able to shift as needs shift.
- Make special collections into a genuine asset, accessible and serving Bridgewater College and act as an outreach to alumni and community.
- Create professional level art gallery space to support college programs in visual art, communications, cultural studies, and public history and to act as an outreach to alumni and community.

## Committee Data Collection

The committee conducted campus program interviews across campus and a student survey. The report of the committee with their recommendations follows.

### Library Study Committee Student Success Survey

The committee designed a visual survey using *Qualtrics*, an online survey software, to elicit student feedback on how they might want to see the development of the library. The survey asked questions on furniture and seating, the environment, amenities, and services. The survey ran for 7 days from October 20-27, 2014. Students learned of the survey from MyBC and a flyer placed in every student mail box announcing the committee's survey and where to locate it online. Each survey also had a small chocolate bar attached as an incentive to read the flyer. An additional incentive advertised entering a drawing upon completion of the survey for an iPad-mini, a Kindle Fire, and 4 college sweatshirts. The survey received 328 responses, with 318 completing the survey, from a population of approximately 1,775 or 17% of the student population. The average time to take the survey was 7-8 minutes. The responses were well-balanced among class levels and majors, as well as between residential (84%) and commuter students (16%).

The Library Study Committee Student Success Survey received 328 responses at the beginning of the survey, decreasing to 318 responses at its end. Respondents wrote over 800 comments throughout the entire survey. From a textual analysis, the top adjectives used in comments were: comfortable (59), convenient (39), and open (32). ("Open" may refer to library hours or open space.)

The library study committee learned the following from its survey.

- Survey respondents ranked their needs among six areas when coming to the library. The respondents' choice appears below by rank with an accompanying percentage for that rank.
  - 1) Areas to focus on reading and studying (61.3%)
  - 2) Areas to work in groups for brainstorming discussions and meetings (30.8%)
  - 3) Areas to work with peer coaches or tutors (25.6%)
  - 4) Areas with access to different academic services (35%)
  - 5) Areas to socialize, eat, drink, and meet friends (64%)<sup>11</sup>
- The majority of respondents prefer a table or a group study room to single chairs and carrels. For group study rooms, respondents prefer the traditional walled group study room to the open, but enclosed study area. Booth seating is preferred to open seating.
- For food and drink in the library, "Café Style" is preferred to "Food/Drink Vending" 85% to 10%.

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<sup>11</sup> The sixth area was "Areas to be creative, to write, and design projects." It received its highest rating for the 2<sup>nd</sup> rank with 89 of 328 (27%) respondents, surpassed by "Areas to work in groups for brainstorming discussions and meetings. (30%)" "Areas to work in groups for brainstorming discussions and meetings. (30%)" also held the third rank at the same rate of 101 (30%) of respondents.

- For quiet areas, “deep quiet” is least preferred with only 12% support. An area relatively quiet to the first floor is preferred by 57% and “Whisper quiet, i.e., conversation at a whisper received (32%).
- For services students would use these more if they were located in the library: Writing Center (68%), IT HelpDesk (46%), Academic Advising (43%), and Academic Support (43%).
- Academic services students would use these new services to improve academic performance if they were located in the library: Media Center (56%), Speech Presentation Center (56%), Math/Quantitative Center (36%), and Multimedia Recording Studio (32%).

### Library Study Committee Academic Program Interviews

Members of the Library Study Committee interviewed faculty, staff and students representing 40 programs across campus and their relation to the library.<sup>12</sup> Members were given a general template to guide the interview process. They were asked to let people dream big and to explore collaborative opportunities between the library and their program(s).

During the course of the committee’s research, several recurring themes appeared from interviewees such as:

- Community
- Open, Flexible space adaptable to change
- Meeting Space
- Information Hub
- Cross-discipline study
- Student service and support

From the interviews, the committee learned that programs interested in the use of library space seek the library’s location to aid in developing successful programming while others had no interest in moving to the library to boost their programs. Still, the large majority of those interviewed saw how the library’s academic environment with areas for peer and professional assistance combined with other areas to be social would cultivate a setting that is responsive to student needs and capable of immersing them more deeply in their studies.

The number one recurring need throughout the committee’s interviews was the need for meeting space ranging from small groups of 10 to large spaces to host conferences and seminars seating 50-150. While meeting spaces are repeatedly referenced, interviewees also voiced needs for an open, flexible space that can be manipulated to meet the ongoing requirements of a growing student body, its programs, and overall growth of the institution. Several responding groups see a need for a dedicated safe space for faculty to engage in curricular discussions and pedagogical development without the worry of being overheard by others. Yet one academic department cautioned- or more accurately stated a demand- that all spaces in the library be open to all students and faculty with no off-limit areas for a single constituency.

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<sup>12</sup> Exhibits, Section 8, Academic Programs Review Reports: 98.

Interviewers noted a recurring need for staffed media production space and services by both faculty and students. The absence of access to media production tools by the community prevents use of media for projects inside and outside the classroom. A staffed media production area in the library will aid all campus members with media creation for academic and non-academic purposes. Another recurring theme includes the use of the library as a central information hub where students can create, participate in workshops and be engaged in campus programming. One department envisions this new learning hub as a mall where student services and academic services are housed under one roof with the traditional library as just one aspect of a “one stop shopping” experience for the student.

Food, drink, and café space were mentioned in a variety of settings. Many interviewees stressed a need for catering availability and a food preparation area for workshops mentioned above. Others spoke of the need for “quick” food options for meetings and gatherings and student study but specifically not a *Starbucks*. Much discussion centered on food and vending to indicate the importance of its availability within the library to community stakeholders, but the type or model was not part of the parameters of this study.

The Library Study Committee’s research identified twenty-four types of spaces for consideration within a renovation and/or addition to the library.

- |                          |                        |                          |
|--------------------------|------------------------|--------------------------|
| 1. Writing Center        | 10. Conversational     | 18. Meeting Spaces (-60) |
| 2. Peer Tutoring         | Gathering Spaces /     | 19. Presentation Lab     |
| 3. Peer Coaching         | Lounging               | 20. Special              |
| 4. Research Center       | 11. Group Public Quiet | Collections/Museum       |
| 5. Media Center          | 12. Stacks             | 21. Art Gallery          |
| 6. Private Study Carrels | 13. Meeting Spaces –   | 22. Meeting Spaces       |
| 7. Group Private Study   | Seminar Style (10-25)  | Extra-Large (150)        |
| 8. Meeting Spaces        | 14. IT Help Center     | 23. <i>Veritas</i>       |
| (small 3-5)              | 15. Quantitative Lab   | 24. Spark Radio          |
| 9. Group Public Study /  | 16. Food & Drink       |                          |
| Not Quiet                | 17. Group Semi-private |                          |

The committee ranks the first five as the top five services to be considered in the vision of a future library. The committee envisions these services as separate entities working together with a synergy visible from entering the library. The overall area arranged in a circle or semi-circle acts as a “learning commons” or a “knowledge commons” where each service is as important to student success as the other.

## Conclusion

In response to the committee's charge, the committee offers the following vision to establish a library that can serve the core mission of Bridgewater College acting as a centerpiece for the academic community from its research, interviews, and library visits.

The library study committee concludes that our future library should meet the rhythm of our students and the educational program by encompassing the full spectrum of student learning, from learning alone to learning in groups working on similar activities. The library's presence during the day is magnified at night by its illumination of the campus mall. It radiates the energy and activity of a learning community that educates the whole person.

When students enter they encounter several options for engaging in deep learning, simulating the professional work environments they will face after graduation. The services and seating inspires, energizes, and engages them to manage their learning. They may choose to interact with expert help, sit casually with friends, or meet with faculty over coffee in the food/vending area with scenic views of the campus mall.

Experts are available at the Writing Center, Information Literacy and Research area, IT Help area, Media Production area, or Peer Coaching/Tutoring Area. At the Writing Center students may receive peer and professional assistance in writing. Experts can meet with students in one-to-one meeting spaces or gather in an area for small-group work and instruction, equipped with side by side screens or larger display screens. The Writing Center's central location in the library positions it to best aid undergraduate writing across the curriculum as well as to support future graduate programs if those were to materialize.

In the Information Literacy and Research area research librarians are available to educate and train students in how information is created and organized and show them how to find and use information ethically and legally.

In the IT Help area, technicians are available to troubleshoot issues and support the students' ability to keep personal devices in functioning condition. Instructional technologists and support staff assist students with graphing data sets and inserting those into research papers. Students find support as they design their online Personal Development Portfolio which showcases work from their college career.

In the media production area students have the tools they need to create, edit and produce a variety of media including video clips for engaged learning, full-length productions as multimedia projects, documentary films, and digital signage highlighting their activities in programs around campus. The production area serves both the general education program and specific academic programs such as centers for community engagement or for teaching and pedagogy. Its resources support the College's education program which trains students to use technology in the classroom. A nearby digital media wall displays finished digital projects by faculty and students to those entering the library.

In the Peer Coaching/Tutoring area students have access to coordinated academic support from experts who can guide their academic development. A presentation lab is available to facilitate public speaking



workshops and individual practice. A quantitative area focuses on supporting students' work on mathematics and statistics.

A concierge desk operated by peers or by staff guides users to the expert areas arranged around the first floor. The first floor arrangement embraces Bridgewater College's philosophy of community whereby learning is infinite and community support of learning is not hierarchical or compartmentalized.

The patron finds a number of multiple-size meeting rooms as she walks around the library. The books stacks are open and readily accessible.<sup>13</sup> Rooms may accommodate a variety of small groups, host faculty workshops, small symposia or receptions. For special occasions where food complements the program, a catering kitchen is attached to the multiple-purpose event room. The library floors are arranged to move from loud areas to quiet areas where individual and group quiet study is available.

Wall displays and floor exhibits boast of the Art program and Bridgewater College's special collections and museum holdings. When tour members reach the special collections room, they enter an instruction/exhibit room that is enclosed from the rest of the floor by glass walls. Within the room, one can view holdings for local Virginia history and genealogy. Visitors are greeted by a public history intern, a student assistant, or special collections assistant ready to assist users and answer questions about the College's heritage, its historical and genealogical resources, or its collection of material culture. The large reading room contains exhibits and digital displays. This area also serves as group instruction/presentation space and can be used to hold special "white-glove" receptions.

Within this space a smaller glass enclosed area serves as an individual reading and research space. The larger area also includes the special collections librarian's office. Behind this public area, the college archives, its manuscript collection, rare books, and museum collection are secured from public view. This secured area includes a processing area with an isolation chamber for new donations and a digital scanning center.

While art is displayed around the library, the new art gallery showcases to the academic and regional communities Bridgewater College's dedication to the visual arts. It has a professional feel devoted to serious art display that extends art into interactive digital media and screen-based display art. The art gallery serves as cross-disciplinary teaching space for students to experience works by professional artists, and offers senior art majors a venue for exhibiting their creativity encouraged by the imagination from a stellar art program and faculty.

When touring the campus, students, prospective students, and parents can see Bridgewater College's mission to educate the whole person through its library that is a centerpiece to the academic community. Alumni can recapture their memories of their time at Bridgewater and the importance this formative time played in their education. The spectrum of environments demonstrates an active learning community where study, research, service, and conversation is central to the building's design.

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<sup>13</sup> The committee showed division on the issue of how to define "open stacks." The committee discussion supported the continuation of open stacks as is currently. Other members see economic fiscal and space conservation by concentrating space from using compact shelving as seen at the University of Denver. Both carry opportunity costs.

Students can come to the library to create, to imagine, to learn, and to produce meaningful research and projects in a professional environment. Here they encounter a transformative educational experience that will shape their future success and where a whole learning experience *was made* to meet the whole person.

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