



Adrift, or Setting a New Course? The Future of the Library Building in the Post-Print Era

Presentation for the Midwest Collaborative for Library Services eBooks & Libraries Series, Part 2

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The road with print has been a long one

- “I think even the most committed librarian will admit that this specific relationship is winding down. It was a great relationship, but it ran its natural course and the advent of more efficient methods has brought about a more attractive partner.”*

*Barker, D. (n.d.). Librarians and the Book: A Marriage of Convenience. Retrieved from <http://gadgetopia.com/post/8148>

Alexandria: the original pre-print server



And then there was print: the gilded library

- Printing expands, becomes less expensive
- Bookcases become the “wallpaper of the library,” (Edwards & Fisher) surrounding grand reading rooms
- Libraries as signs of wealth
- Knowledge as social ornamentation



The ascent of the library building

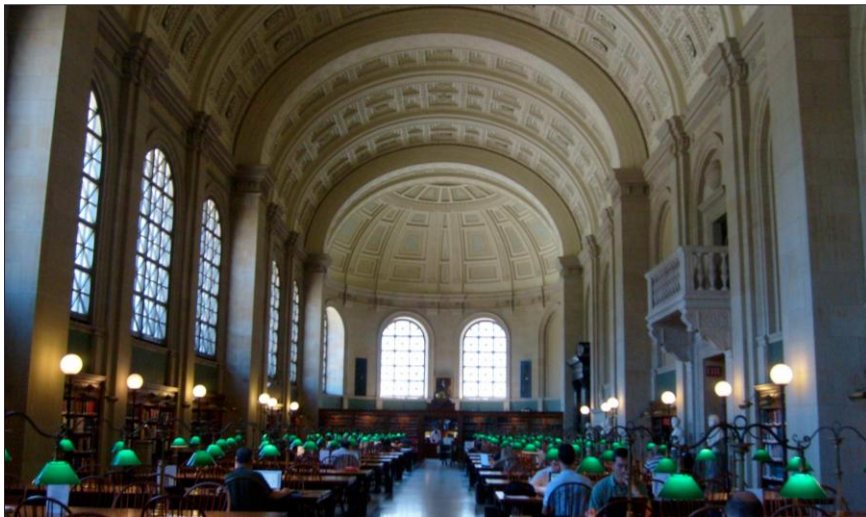
- 17th Century Enlightenment
- Origins of the synthesis of function and design
- Metaphor changes to cathedral of knowledge
- Knowledge becomes democratized, society not so much

Dome and the cube





The reading room



Books and the reading room*

- 17th/18th Century: book on periphery (in the cube)
- 19th Century: spoke shelving and the “gentrification” of the dome with shelves (new bookcase technology aided in this)
- 20th Century: reading rooms become foyers, grand entryways, and other spaces, often retrofitted

*Edwards, B., & Fisher, B. (2002). Libraries and Learning Resource Centers. Oxford: Architectural Press.

The warehouse era



And the buildings we've inherited

- “Within the academy, by contrast, libraries became dry, technical, and isolated shadows of their legendary progenitor.”*

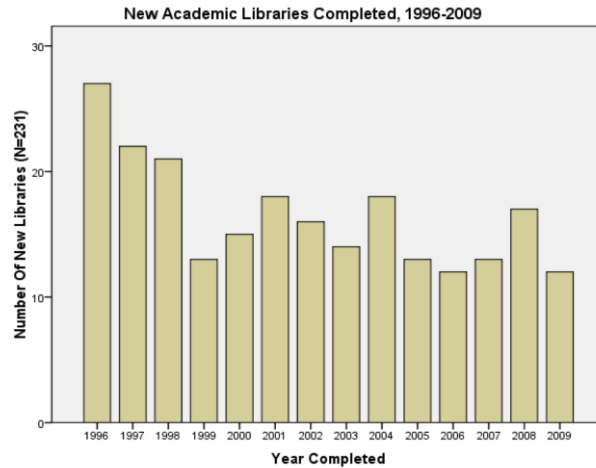


*Demas, S. (25-40). From the Ashes of Alexandria: What's Happening in the College Library? *Library as place: Rethinking roles, rethinking space*. Washington, D.C: Council on Library and Information Resources. Retrieved from <http://www.clir.org/pubs/reports/pub129/pub129.pdf>

Which were not in service for long

Age of Building Replaced by New Academic Library (n=58), 2003-2009					
		Frequency	Percent	Valid Percent	Cumulative Percent
Old Building Not Replaced		4	6.9	7.5	7.5
Less than 25 Years		7	12.1	13.2	20.8
25-49 Years		31	53.4	58.5	79.2
50-74 Years		5	8.6	9.4	88.7
75-99 Years		3	5.2	5.7	94.3
More than 100 Years		3	5.2	5.7	100.0
Total		53	92.5	100.0	
Missing		5	8.6		
Total		58	100.0		

Declining Construction



Stewart, C. (2010). *The Academic Library Building in the Digital Age: A Study of Construction, Planning, and Design of New Library Space*. Chicago, IL: Association of College & Research Libraries, p. 38.

The new normal: closure and consolidation

Independent and Branch Libraries at CIC Institutions 2000-2010		
Institution (Flagship Campus)	2000	2010
Indiana University	23	21
Michigan State University	14	6
Northwestern University	5	7
Ohio State University	15	12
Purdue University	15	13
University of Chicago	7	4
University of Illinois	21	11
University of Iowa	11	7
University of Michigan	21	4
University of Minnesota	15	15
University of Nebraska	9	7
Pennsylvania State University		
University of Wisconsin	19	21

Public library closures: 1999-2003*

Reasons for closure	Number of Libraries
Remodeled	20
Another library was opened in its place, in the same neighborhood	57
Another library was opened within the system funding area but not the proximate neighborhood	19
Merger with another library facility	14
Lack of use	53
Sudden reduction in funding	37
Reduction in hours	0
Reduction in staff	15
Too expensive to renovate/bring building up to today's building codes	15
Political	4
Other	60

*Koontz, C. M., Jue, D. K., & Bishop, B. W. (2009). Public library facility closure: An investigation of reasons for closure and effects on geographic market areas. *Library & Information Science Research* (07408188), 31(2), 87.

Collections, space, and academic library closure and consolidation

- Cornell
- Stanford (proposed)
- Princeton

Cornell*

Engineering Library to Relocate Text Volumes and Expand Digitally

SEPTEMBER 1, 2010
BY PATRICIO MARTINEZ

In response to budget strain and the rising use of electronic resources, by June 2011 the Engineering library will have all of its print collections relocated into other University libraries. Its electronic collections, which represent 99 percent of the library's materials used by students, will be enhanced to maximize their use for learning and research.

During and after the process of relocation, students will still have access to the study space and computer labs of the library, according to a report released by the University Library system in late June.

When the relocation of the library's print materials is finished, its librarians will remain in Carpenter Hall, home of the Engineering Library and the college's administrative offices. The librarians will provide students with reference expertise in using the library's online collections.

*Martinez, P. (2010, September 1). Engineering Library to Relocate Text Volumes and Expand Digitally. *Cornell Daily Sun*. Retrieved from <http://cornellsun.com/node/43136>

PRINT

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Cornell makes the case for consolidation

- Only 14% of books had circulated in past five years
- 500 reserve books moved to Uris (main library)
- 192,000 volumes before move
- 28,000 to Uris
- 158,000 to offsite storage
- See broader Cornell print use study

Stanford University Combined Science Library Proposal*

- Combined libraries to include: Biology, Chemistry/Chemical Engineering, Math/Statistics
- Traditional function of branches was to house collections specific to and physically close to academic departments
- Small branch libraries no longer an effective service model (mainly due to changing collection formats)
- Function has shifted to “found” study space
- Clear preference for digital resources in the disciplines served by many small branch libraries (Humanities and Arts disagree!)

*Schwarzwalder, B., & Calter, M. (2012). *Proposal for a Combined Science Library*. Stanford University, Libraries and Academic Information Resources.

The final equation at Stanford

- Use will be affected (driven) by co-location of library in Old Chem Building
- Physical collections reduced by 75%
- 8,400 square feet for combined science library
- 64% reduction from combined square footage of three libraries previously

Princeton: Lewis Library



Lewis

- Designed by Frank Gehry
- Approved 2001
- Opened 2008
- Gold standard in academic library consolidation
- 87,000 square feet

Lewis: libraries consolidated

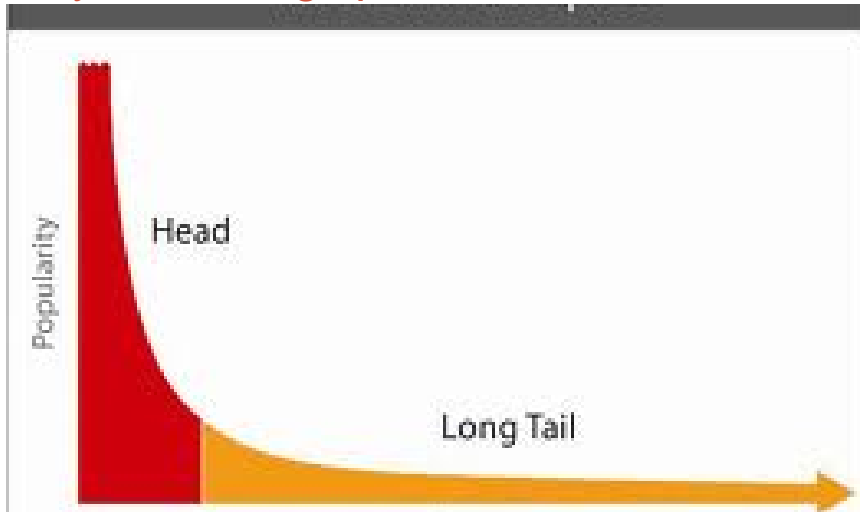
- Astrophysics
- Chemistry
- Biology
- Geosciences
- Mathematics
- Neuroscience
- Physics
- Psychology
- Maps
- GIS
- Statistics

Interdisciplinary role

- *The library reflects the interdisciplinary nature of science. It contains outstanding collections and knowledgeable staff supporting the disciplines of Astrophysics, Biology, Chemistry, Geosciences, Mathematics, Neuroscience, Physics and Psychology. The library also holds the Map Collection, and the Digital Map and Geospatial Information (GIS) Center.**

[*http://scilib.princeton.edu/about/](http://scilib.princeton.edu/about/)

Not the end of print, but the end of the way we manage print



Print Acquisition Levels for New Academic Libraries

Rate of Annual Growth of Print Collections for New Libraries (n=58)				
	Frequency	Percent	Valid Percent	Cumulative Percent
Number of Volumes Added is Increasing	23	39.7	41.1	41.1
Number of Volumes Added Remains Static	22	37.9	39.3	80.4
Number of Volumes Added is Declining	11	19.0	19.6	100.0
Total	56	96.6	100.0	
Missing	2	3.4		
Total	58	100.0		

Stewart, C. (2010). *The Academic Library Building in the Digital Age: A Study of Construction, Planning, and Design of New Library Space*. Chicago, IL: Association of College & Research Libraries, p. 50.

Print growth and enrollment

Annual Rate of Print Collection Growth and Enrollment		
Annual Rate of Growth of Print Collection	Number of Institutions	Average Enrollment
Rate of Added Volumes is Increasing	23	5,820
Rate of Added Volumes Remains Static	22	9,416
Rate of Added Volumes is Decreasing	11	14,748

Stewart, C. (2010). *The Academic Library Building in the Digital Age: A Study of Construction, Planning, and Design of New Library Space*. Chicago, IL: Association of College & Research Libraries, p. 51.

The high cost of maintaining print collections

- Cornell Study (2010)*
- Dillon (ARL)**

*Cornell University Library. (2010). *Report of the Collection Development Executive Committee Task Force on Print Collection Usage Cornell University Library*. Retrieved from staffweb.library.cornell.edu/.../CollectionUsageTF_ReportFinal11-22-10.pdf

**Dillon, D. (2009, May 19). *The economy...and the collection*. Presented at the Committee on Institutional Cooperation Center for Library Initiatives Conference, Bloomington, IN. Retrieved from www.cic.net/downloads/conferences/library2009/DennisDillon2009.pptx

The Cornell Study (2010)

- 55% of monographs purchased by CUL since 1991 have *never* circulated
- Undergrads borrowed only 10% (circulations)
- On average, only a third of the books published since 2001 have circulated

The Impact of HathiTrust

- By 2014, 60% of print volumes held in ARL libraries will be duplicated in HathiTrust repository
- Full text will likely not be available, but TOC and indices are *already available*
- Managing print inventory can be streamlined, especially for long-tail content

Programming the building: aspirations for new and renovated library space

- Multi-modal/multiuse
- Third spaces (social/cultural)
- Learning spaces
- Flexible
- Traditional
- Contemplative
- Dynamic
- Green

Multimodal/multiuse, Minneapolis Central Library



“Non-Library” Space in Academic Library Buildings

Non-Library Facility	Old Facility	New Facility	Response Count
General computer lab(s)	57.7% (26)	95.5% (43)	45
Snack bar or cafe	15.2% (7)	97.8% (45)	46
General use classrooms	37.8% (14)	97.2% (36)	37
Conference/meeting rooms	44.0% (22)	100.0% (50)	50
Auditorium	23.0% (3)	100.0% (13)	13
Tutoring center	21.0% (4)	89.4% (17)	19
Writing center	18.1% (4)	95.4% (21)	22
Archives	68.1% (30)	88.6% (39)	44
Bookstore	40.0% (2)	100.0% (5)	5
Copy center	73.7% (14)	94.7% (18)	19
Academic department(s)	90.0% (9)	60.0% (6)	10
Art gallery or museum space	27.6% (8)	89.7% (26)	29
Other (please describe)			22
Answered question			56
Skipped question			2

Stewart, C. (2010). *The Academic Library Building in the Digital Age: A Study of Construction, Planning, and Design of New Library Space*. Chicago, IL: Association of College & Research Libraries, p. 57.

Multimodal/multiuse: Goucher College Athenaeum



The third space: are we or aren't we?

- “We are longing for the opportunity to stroll in public. By designing your physical space so that the library is part of a larger public space, you don't take away *from* the library, you make it more than *just* a library.”*

*F. Kent, & Myrick, P. How to become a great public space. *American Libraries*, 34(4), 75.

Being alone, together



Learning space

- Since the end of the last decade, scholars and leading practitioners (e.g., Freeman, Bennett, Latimer) have argued for the academic library's transformation into a learning space. Much of the conversation has been informed by changing collection formats and the end of the hegemony of print.

Learning space is about connections*

- Between users
- Between users and librarians
- Between users and information



Latimer, K. (2011). Collections to Connections: Changing Spaces and New Challenges in Academic Library Buildings. *Library Trends*, 60(1), 112–133.

Kent's characteristics of desirability and the library and learning space*

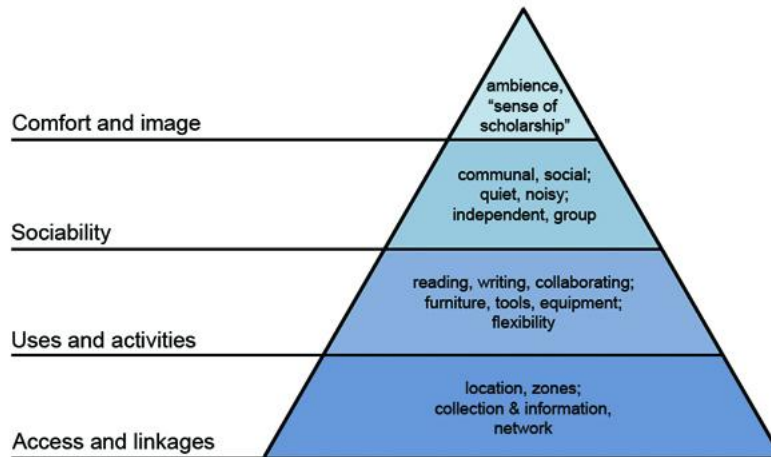


Figure 1. Hierarchy of learning space attributes

*Heather Cunningham, & Tabor, S. (2012). Learning space attributes: reflections on academic library design and its use. *Journal of Learning Spaces*, 1(2). Retrieved from <http://libjournal.uncg.edu/ojs/index.php/jls/article/view/392/283>

How do public libraries perceive learning space?

- Technology training and other transliteracies?
- User content making (e.g., publishing)
- Peer training areas?
- Software training?

Learning space is more than an information commons, it's a building program

- There are numerous examples of re-invented libraries designed around elements of learning space, de-centered space, and third space, but what about programming the profession for all of the new roles we envision we will play in these types of libraries? Has *our* program changed?

Alternate views of current library design

- Jackson and Hahn* research on user preference for traditional library iconography as measured in user desirability and likelihood of using the space*
- Time on task learning
- Library as sacred space
- Gate count has limited use in measuring success of building
- The “physical sensation of knowledge”**

*Jackson, H. L., & Hahn, T. B. (2011). Serving Higher Education's Highest Goals: Assessment of the Academic Library as Place. *College & Research Libraries*, 72(5), 528–422.

**Antell, K. (2007). Stimulating Space, Serendipitous Space: Library as Place in the Life of the Scholar. In D. Engel, John E. Busschman, & Gloria J. Leckie (Eds.), *The Library as Place: History, Community, and Culture* (pp. 163–176). Westport, CT: Libraries Unlimited.

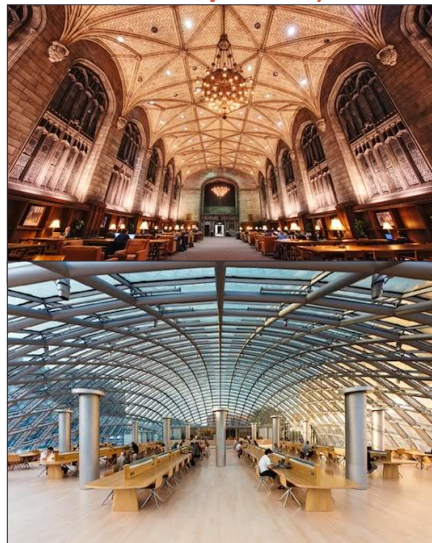
The modern library, unplugged

- Recent research in neuroscience shows affect of distracted, hyper-connectivity (very little learning taking place)
- Library has emerging role in providing and promoting spaces that immerse users in non-distracted, time on task learning
- Recent OITP report, “Restoring Contemplation”*

Mannisto, J. L. (2012). *Restoring Contemplation How Disconnecting Bolsters the Knowledge Economy* (p. 12). Washington, D.C.: American Library Association Office for Information Technology Policy. Retrieved from <http://www.ala.org/offices/oitp/publications/oitpperspectives>

Major design elements related to library traditional role (and value users place)

- Acoustical privacy
- Quiet study (research and case studies show users want more, not less)
- Aspirational spaces (these can be modern, but must contain traditional elements)
- Evidence of legacy
- Natural light



Questions for our new course

- What is the context for these new libraries?
- What does the building express and inspire? What needs are met? Can these be expressed by other buildings as easily? Will it?
- Are we prepared for the new roles the building requires of us?
- Are we linked to learning through our roles, or are we building spaces where we assume learning takes place?
- How do we perceive *ourselves* in these new buildings?

Images

- Slide 1: Dominican University
- Slide 3: <http://thesithlibrary.wordpress.com>
- Slide 6: University of Virginia (left image), San Francisco Public Library (right image)
- Slide 7: <http://loc.gov>
- Slide 8: <http://winterstreetreview.files.wordpress.com/2010/04/boston-public-library.jpg>
- Slide 10: http://www.bc.edu/bc_org/avp/cas/fnart/fa267/19th/bplnew.jpg
- Slide 21: <http://homasmayerarchive.de>
- Slide 25: <http://firstmonday.org>
- Slide 32: <http://hennepintheatretrust.org>
- Slide 34: <http://goucher.edu>
- Slide 36: Georgia Gwinnett College
- Slide 39: <http://iacrl.net>
- Slide 44: University of Chicago