

» “My real education, the superstructure, the details, the true architecture, I got out of the public library.”

- ISAAC ASIMOV

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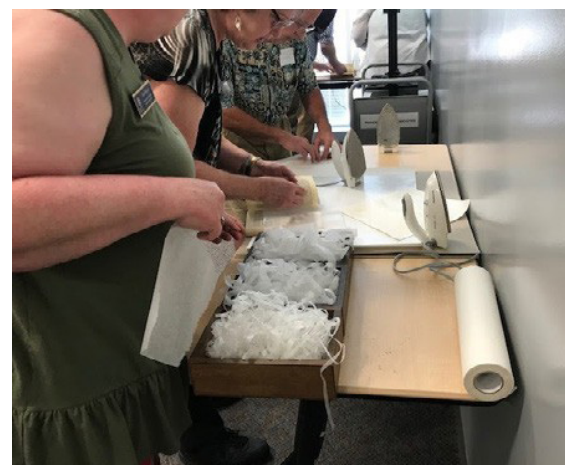
Book Repair Workshops in North Carolina

» This is How We Do it

BY CRAIG FANSLER

Often, as preservation or conservation professionals, we tend to fixate on the high-end work of book conservation. This makes sense because this work is often amazing and wonderful to see. It is gratifying to know about the expert work being done by conservators across North Carolina. However, the most basic work in book conservation, the simple repairs, I believe, are just as important. These simple repairs: tipping-in a loose page, repairing a loose or broken hinge with Japanese tissue, using heat-set tissue to repair torn or damaged pages, replacing an end sheet and spine replacement are worthwhile for any library collection. Basic conservation work also is widely needed across libraries and archives; in North Carolina, basic book repair is the State Library of North Carolina's most requested training.

For approximately 20 years, I have



Applying heat-set tissue at East Carolina University, Greenville, NC

taught a variety of book repair workshops across North Carolina. Primarily, these workshops have been conducted in public libraries from Asheville to Manteo, and many cities in between. This has been rewarding in so many ways, as the individuals who

GEORGIA LIBRARIANS RETURNING TO WORK IN-PERSON DURING THE COVID-19 PANDEMIC

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Workshop at Shepard-Pruden Library, Edenton, NC



Book repair workshop set up at the Pack Library, Asheville, NC

attendees are thirsty for tips, clues, suppliers, and techniques. In many public libraries, there is no conservation person and repair work is often assigned to an employee who expresses an interest. Even then, local libraries have few resources or money for supplies to make these repairs. These small organizations with collections need basic knowledge but are often not able to obtain it. Enter the book repair workshop. Affordability is vital for smaller institutions. Knowing that they can both afford repair supplies and actually do the repairs opens the door to maintaining their collections. I must emphasize, just as I do in these workshops, that these repairs are for circulating materials, not Special Collections.

The basic workshop has been my most commonly taught and useful workshop and is offered once or twice a year. This workshop covers a variety of repairs, all of which can be learned easily. The State Library of North Carolina through the Department of Natural and Cultural Resources sponsors these workshops and the response from the

attendees has been very positive, based on post-workshop surveys. The North Carolina Preservation Consortium (ncpreservation.org) has also long supported workshops to teach library personnel how to make basic repairs to their collections. Yes, we live in the digital age, but collections contain a lot of print materials!

Let's start with some rules: do no harm and make your repair reversible. Every repair a person performs should be minimal and hopefully do nothing harmful to the item. Also, the use of acid-free materials is a necessity as this protects the item from future damage caused by acidic paper or adhesives. The materials you use in the repair - cloth, paper and adhesives - should have neutral pH.

Workshop tools include a bone folder made of bone or Teflon, a knife (like those made by Olfa or Xacto), a glue brush, scissors, a metal ruler, a micro-spatula, and at least one pencil. I also provide a piece of binder's board, also called Davey board, as a cutting surface for the workshops, though

long-term a cutting mat is best.

I begin the instruction process with a simple technique: tipping-in a loose page. This involves placing a thin bead of polyvinyl acetate adhesive (PVA) in the joint where a loose page once resided. PVA can be purchased in a variety of sizes from many library supply companies, such as University Products, Talas, or Gaylord Archival. PVA is a synthetic adhesive which is very flexible, has a pH neutral formulation, and dries quickly. For this technique, a Sally's Beauty Supply Color Applicator bottle or a Micromark Bellows Glue Applicator are great because they have a thin tip that applies only a small amount of PVA, which is all that is needed. PVA can be applied to the edge or edges of pages many ways. Once the page has PVA applied to it, and is inserted into the joint of the book, place a weight on top of the closed book. For weights, I normally use a brick covered with book cloth or felt: easy to find or make. However, almost anything heavy and not too bulky can become a weight: small containers filled with ball



Workshop at Wake County Public Library, Raleigh, NC



Workshop at ZSR Library, Wake Forest University

bearings, small and heavy pieces of clean metal, or baggies filled with sand, for example. After drying for an hour under a weight, the repaired book is ready.

After tipping-in loose pages, workshop attendees move to another simple technique: repairing a broken interior book hinge. Often, a crack develops between the cover and text block of a book, and repairing this break calls for more than a little PVA. I use Sekishu Japanese paper, a hand-made, medium weight paper made of kozo fiber, for this repair. The paper should be torn into strips, which you then glue and place centrally over the break. Once in place, use your fingers and a bone folder to press the strips into place and leave the book open to dry. This process creates a strong repair, which makes the book usable again immediately. This repair can be used to strengthen broken joints inside a book, as well as where the cover is separated.

Another simple repair that I teach is using a material called “heat-set tissue.” This describes a thin archival tissue with heat-activated adhesive on one side. Heat-set tissue can be used to mend a paper tear very easily or act as backing for fragile items printed on one side such as posters, printed items, or dust jackets. A thin piece of heat-set tissue is torn or cut to extend beyond the tear, covering it fully. After heating up the tissue with a conventional iron or tack iron, it adheres to the page and, because it is translucent, the text can still be read easily.

One of the most useful repairs undertaken in the workshop is spine replacement. When the spine of a book is damaged severely, you can remove the old spine and create a new one that is glued into the book. Of course, this repair is not appropriate for special collections materials or other rare items. However, for circulating materials, spine replacement is ideal for cloth-bound books and, done well, will last a long time. This technique can also be adapted for books with paper or board covers. The replacement process involves removing



Workshop at Historic Yates Mill Park, Raleigh, NC, June 2016

the damaged spine from the book by cutting through the book cloth and lifting the book cloth from the cover boards enough to insert a new spine piece. This new spine piece is constructed from buckram or book cloth and is glued onto the book board, underneath the lifted book cloth. The repaired book is then placed into a press or dried under a weight. If the old spine piece is still legible, it can be glued onto the new spine piece which preserves the book’s original appearance. When the book isn’t covered by cloth, the new spine piece can be glued around the book’s spine area, covered with wax paper, and then put in a press or under a weight to dry.

Workshops also cover a few other simple repairs that can keep books “on the road,” such as tightening loose hinges and repairing damaged corners. To tighten a loose hinge, where the text block is pulling away from the cover boards, place a small amount of PVA along the boards where the end sheet, the paper that holds the text block to the cover, has pulled away. I often use a small brush to paint PVA inside this loose hinge, but many other methods exist, such

as using knitting needles, acrylic rods, or dowels painted with PVA, or the gravity-drip technique. No matter the method, once the PVA is inside both loose hinges, the book is placed to dry under a weight, with wax paper slipped inside the cover if needed.

Corner repair can be tackled several ways. For very damaged corners, the rough edge can sometimes be consolidated by brushing a little PVA into the layers of the board and then pressing it along with wax paper, for protection. To press the corner, use small squares of wax paper and 2-inch squares of binder’s board, sandwiched around the damaged book corner; hold it all together with a bullnose clamp. In the case of missing corner pieces, trace out the missing area onto binder’s board, cut that out, and then attach to the damaged corner using PVA. When dried, cover it all with book cloth to strengthen the repair. To make that covering process easier, I made a template that I use to trace out the corner repair shape onto book cloth. This template is designed to cover both the exterior and interior of the book corner. After I trace the template shape, I cut it out and glue the cloth onto the repaired corner with PVA. Another corner

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» If you can find one that suits your constraints, book repair workshops are helpful for library staff with limited budgets who want to extend the life and use of their materials for their users.

repair technique is to shave hemp twine into a small ball, add PVA, and use this mix to fill missing corner areas, then press between wax paper and board pieces with a bullnose clamp. It's twine-mache!

End sheets, since they must hold the book's text block to two cover boards, are usually a heavier weight paper than the text. They are glued just slightly onto the edge of the text block, about an eighth of an inch. The portion of the end sheet that is glued onto the cover is called the pastedown. There is then the eighth of an inch portion that is glued onto the edge of the text block. The remainder of the end sheet is loose and is called the flyleaf. Specialty end sheet papers may be purchased from most library suppliers. You need to measure and cut the sheet to fit the open book: with the front cover open, measure from the outer left edge of the cover to the outer right edge of the text block to get the length. The height of the sheet will be the text block's height. The end sheet is then glued to the inside of the front cover, and one eighth of an inch is glued onto the left edge of the text block. The book is then placed into a press, with wax paper inside to complete the repair. This repair is a good and simple method to repair broken joints.

A number of preservation and conservation professionals teach book repair workshops across the country. However, many workshops are not affordable, geographically convenient, or offered often enough. In North Carolina, book repair workshops are offered in a variety of locations across the state at different times of the year. For

those interested in these opportunities but with no good local option, national organizations such as The Association for Library Collections and Technical Services (ALCTS), Lyrisis, and a variety of private organizations offer training.

If you can find one that suits your constraints, book repair workshops are helpful for library staff with limited budgets who want to extend the life and use of their materials for their users. Attendees who I meet are always excited to learn these techniques and tricks to take home to their institution. The following are my favorite workshop resources. ■

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ABOUT THE AUTHOR: Craig Fansler is a Preservation Librarian at Wake Forest University.

PRINT RESOURCES FOR BOOK REPAIR

Kamph, Jamie. *Tricks of the Trade: Confessions of a Bookbinder*. New Castle, DE: Oak Knoll, 2015.
Lavender, Kenneth. *Book Repair: A How-To Manual*. New York: Neil-Schuman, 2001.
McQueen, Sharon and James Twomey. *In-House Bookbinding and Repair*. New York: Rowman and Littlefield, 2015.
Young, Laura S. *Bookbinding & Conservation by Hand: a working guide*. Oak Knoll, 1995.

ONLINE BOOK REPAIR MANUALS

Universities with a robust Preservation staff often publish book repair manuals. These are a few excellent examples:

Indiana University Preservation [Manual - https://libpres.siteshost.iu.edu/manual/](https://libpres.siteshost.iu.edu/manual/)

Dartmouth University Simple Book Repair Manual - <https://www.dartmouth.edu/~library/preservation/repair/index.html>

Alaska State Library Conservation Book Repair - <https://library.alaska.gov/documents/hist/conservation-manual.pdf>

LISTSERVS

Book_Arts-L - https://www.philibl.com/book_arts-l.shtml Founded June 23, 1994, Book_Arts-L is a mailing list based at Syracuse University, and managed by Peter Verheyen. It currently claims almost 3000 subscribers worldwide, among them practicing bookbinders, book-artists, marblers, papermakers, printers, collectors, curators in libraries.

CoOL (Conservation Online) <https://cool.cultural-heritage.org/> Conservation OnLine (CoOL) is a freely accessible platform to generate and disseminate vital resources for those working to preserve cultural heritage worldwide.

Library of Congress Preservation <https://www.loc.gov/preservation/>

Northeast Document Conservation Center - <https://www.nedcc.org/>

PADG (ALCTS Preservation Administrators Interest Group) - <https://lists.ala.org/sympa/arc/padg>

SUPPLIERS

Archival Products <https://archival.com/products.html>

Gaylord Archival <https://www.gaylord.com/>

Talas talasonline.com

University Products <https://www.universityproducts.com/>

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Georgia Librarians Returning to Work In-Person during the COVID-19 Pandemic

BY KRISTEN BAILEY, BENJAMIN BRYSON, JESSICA C. GARNER, ADAM GRIGGS, REBECCA HUNNICUTT, JENNIFER IVEY, TOMIKA JACKSON, GAIL MORTON, LEE OLSON, JASMINE RIZER, JANICE WILLIAMS, KELLY WILLIAMS, AND ASHLEY WILSON; COMPILED BY VIRGINIA FEHER

As libraries across the United States began reopening in the midst of the ongoing COVID-19 Pandemic, library employees prepared and implemented in-person services with safety in mind. To document this period in time, Georgia library employees contributed short essays on their experiences with returning to work in-person, including how they adapted spaces and services for their users.

BENJAMIN BRYSON

Assistant Director Marshes of Glynn Libraries

Excitement, mixed with a little anxiety, was the predominant mood as our library management team quickly developed procedures to offer curbside services safely at our library branches in early May. Our patrons, as we found out, were equally excited about the ability to check out books, audiobooks, and movies once these services officially began on May 4, 2020. This was also the day I returned to the library after six weeks of working from home.

In early May, the rate of community spread for COVID-19 in Glynn County was less than two new cases per day. In accordance with our management team's plan for minimizing the risk to our staff and the public, we decided to move to the next phase and re-open our library facilities to the public beginning May 20, 2020.

May 20th arrived, and circulation staff sat behind plexiglass barriers and wore facemasks in anticipation of serving our patrons. Slowly but surely, the public trickled back into our libraries. The familiar faces from before the library closures came back to use the public computers, read the newspaper, and pick up their holds. The typical crowds of summer, however, were absent due to the suspension of in-person

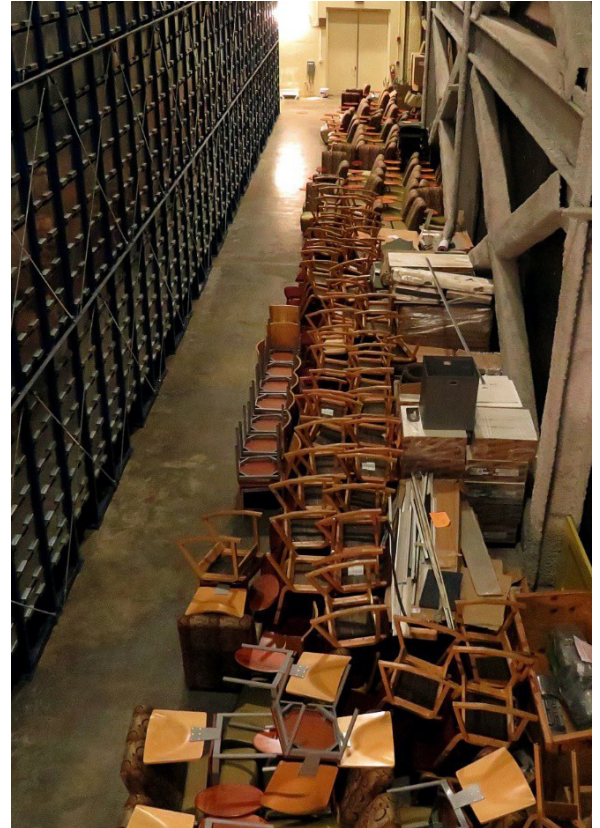
library programs and meeting room rentals. We settled into a new, slower pace of summer activity once we caught up with the backlog of courier shipments and returned materials.

By mid-June, however, the relative sense of safety in our community was beginning to collapse as COVID-19 case numbers began to rise. The second half of June saw more than 1,000 new cases of coronavirus in Glynn County. Many restaurants were temporarily shutting down due to staff illness and exposures. As a tourist destination, our community was bracing for the Fourth of July holiday and its aftermath.

Fortunately, our county commissioners responded to the local rise of cases and enacted a policy for county buildings that required employees and visitors alike to wear facemasks in common indoor areas. Our libraries are also county facilities, so beginning July 6, 2020, we were also able to require—not just ask—our patrons to wear facemasks inside the libraries. Two months later, this policy is still going strong as our patrons and staff continue to mask up.

Inevitably, our libraries have experienced a few staff absences due to temporary day-care closures, but none of these absences have been directly related to exposures at the libraries or to library staff themselves. So far, community spread of the coronavirus in the fall is down to about 25 new cases per day from a peak of more than 70 per day at the end of June, although, as of this writing, we have yet to see the full impact of the new school year.

The keys to our success in safely reopening and sustainably operating our libraries, we feel, have been implementation of the mask requirement policy, the application of social distancing guidelines, and the limitation of group gatherings to minimize



potential airborne exposures to the coronavirus and prevent person-to-person contact.

After four months, we have settled in for the long haul of library life during the pandemic. In addition to welcoming our patrons, our libraries are now hosting census worker training, county election board training for our region, mandatory public hearings for our county commissioners, and a livestreamed Coast Guard hearing for the *Golden Ray* incident.

JESSICA C. GARNER

Access Services Department Head Georgia Southern University, Henderson Library, Statesboro Campus

As of mid-September 2020, Georgia Southern University has had four weeks of classes combining virtual, asynchronous learning, and face-to-face.

Before classes began, Access Services diligently prepared the library for the return of students during a pandemic. We removed



over 200 chairs from the building to encourage social distancing. We posted signs, placed sneeze guards at the checkout desk, socially distanced over 300 computers, and all students, faculty, and staff are required to wear a mask. We did everything that we could to prepare for students to return to campus. Like every business or public institution, we were asked to invent policy incredibly quickly given the scope of the task. We want our students to be successful and to have the college experience that they have always dreamed about while also being mindful of COVID-19.

On the first day of classes, it felt like all of Access Services was collectively holding their breath. As I walked into the library on Monday, August 17, 2020, I scanned the checkout desk and looked across the learning commons and was pleasantly surprised

to see all students in the library wearing a mask. Most were socially distancing. I released a sigh of relief and felt a little hope grow that this would all go well.

In a normal semester, Henderson Library is almost always one of the busiest buildings on campus. For the first week of Fall 2019, 87,188 students visited the library. It always felt like there was a steady stream of students flowing around the checkout desk. The first day of Fall 2020 felt different than any other semester before. Students were in the library, but it was a quiet hum. Not the vibrating excitement from previous semesters. Our gate count reflected this noticed difference with only 14,721 students visiting the library the entire first week of classes.

At first, students gathered on the main floor, our second floor. In the past, this floor housed most of the computers in the library.



To socially distance, all 300 computers were spread over four floors. It took about one day for students to learn where the new computers were located. Four weeks later we are seeing students utilize every area of the library.

While students have learned to navigate the new seating in the library, they have also become lax regarding masks. Access Services began receiving complaints that students were not wearing their masks while studying. Access Services is now making regular announcements via the library PA system reminding students to wear their masks at all times. We are also handing out free masks.

To continue to encourage social distancing, Access Services makes every effort to keep the furniture socially distanced. However, with rolling chairs and moveable furniture, this is a never-ending challenge.

Going forward, Access Services continues to be adaptable and understanding. We know that students are tired. We are also tired. We know that “pandemic fatigue” is real. Our goal is to continue to gently remind our students to stay the course to “Do Right” for the good of us all.

REBECCA HUNNICUTT

Collections Management Librarian Georgia Southern University

As many will agree, this has been an unusual year, to say the least. After months of teleworking and making many necessary adjustments due to





living, and working through, a global pandemic, I have come back to my library and

have been working in my office again for several weeks. There has been some anxiety about doing so, in regards to mine and others' health and safety, but the Georgia Southern University administration, and my library dean, have done a lot to implement practices to help ensure our physical health and safety. Because of this, and my limited interaction with students, I feel relatively safe being back in the office. I have been provided with five university purchased masks, multiple bottles of hand sanitizer, and the promise of more when needed. Flex schedules have been implemented, so workers are only in the office approximately 50% of the time, reducing the number of people with whom I come into contact. Another new safety feature is that we are now allowed to enter the building through a back door with a key, instead of the main entrance, which is cluttered with people now that the students have returned.

Also, signs! Signs are everywhere in my library. They are on the walls and floors, giving patrons and employees visible reminders of safe practices. Furniture and technology have been completely rearranged to help maintain distance but allow access. It is a very different environment in many ways, but still provides the same level of support as our pre-COVID-19 practices.

The biggest concern of being in the office again during this pandemic has nothing to do with guidelines or implemented safety practices, but with the understanding, knowledge, and compassion that has come with the young college students that have

returned to campus.

In a small rural town in South Georgia, that had a relatively low instance of case numbers, it is the knowledge that tens of thousands of people have flooded the city at one time, bringing with them a surge in

the number of cases. During the shut-down and with quarantining practices in place the last few months, I have been able to control the level of exposure to myself and family, which has helped with the mental stress caused by this pandemic. But now that schools are opening again, and life is trying to move forward, in a new way, the level of control is reduced. At the time of this writing, my city had become a top 10 hot spot in the nation. There is only so much that I and others are able to do in order to protect ourselves, and we are at the mercy of those who are not willing to abide by the safety measures that are needed in order to keep everyone safe and healthy, so that we can eventually move out of this time in history. I now can only look forward to the next lockdown.

JENNIFER IVEY

Branch Manager, Madison County Library Athens Regional Library System

Returning to in-person library work was something that I looked forward to—I missed interacting with staff and patrons, I missed circulation and shelving, and I missed handling books! I knew that working during a pandemic would stretch staff in new ways and cause us to grow as individuals and as a team. We and our patrons would adapt to a new way of service that might expand and contract with waves of COVID-19 infection.

While I harbored concerns about what services might look like, I was also excited about the prospect of expanding my skills in these unprecedented times. I strove to project that to my staff as well, as I knew that many were worried about so many things in addition to providing library services—I wanted to provide a bit of positivity about the situation and really hoped that we could all look at it as a time of growth as opposed to a time of scarcity.

Instead of the influx of patrons and returned books that I expected, services began slowly and built to a crescendo as our community caught on to what we were doing. Some days we emptied our book drops three to four times as opposed to our usual once a day! We accustomed ourselves to waving and shouting “thank you!” as patrons

walked up to get their items from a safe distance. We eventually extended curbside hours to accommodate more of our patrons, and we provided space for a few blood drives in partnership with the Red Cross.

One of my favorite experiences during this time has been meeting patrons who previously had browsed on their own and used our self-checkout machine. Now they must interact with staff a little bit to get their items brought outside—and they get to see that we are friendly and enthusiastic about continuing to have library materials available for them. Many of our regulars have stated that they appreciate the curbside service and hope that it continues post-COVID-19. A large number of our circulation patrons prefer having items brought out rather than having to make a trek inside, and curbside serves our patrons with limited mobility well.

We most recently began providing computer access by appointment, and patrons are happy to be in the building again. Staff have truly enjoyed seeing our regular visitors again. It has been so good to see them healthy and to know that they missed us as much as we missed them! We are tentatively planning limited browsing of our stacks in the future, and compliance with new protocols during computer sessions are a good test of what we can expect, I think. Overall, I believe that this experience has made us stronger as a community and as a team of staff, and better at our jobs going forward. May we all move forward with good health, and with empathy for each other.

TOMEKA JACKSON

Catalog and Metadata Assistant Kennesaw State University

When I found out in March 2020 that we would be teleworking from home because of COVID-19, I was shocked but thought this is temporary, and we will be back. Seven months later, returning to work feels even more like a shock to my system. Although I was working one day in the office in May and the rest at home, going back is still an adjustment. In late August, my work schedule changed to being in the office two days a week in the afternoon while continuing teleworking at home. While at the office, I copy catalog print book materials, physically processing them. This process includes placing security bar code strips, applying book cover jackets, and stamping the library's name in the books. Most of my office work consists of cataloging print books for the



library's teen, general, teacher's resource, professional development, and textbook collections. Usually, a student assistant helps me physically process books, and until we receive one, I will be pulling double duty, which I do not mind. I will also have an opportunity to perform chat reference this fall for the students at Kennesaw State University (KSU), which I have never done before. Still, I am excited to see how it goes.

While I do not mind the work, the silence is different. I am used to talking to my co-workers and visiting their offices for questions as well as having general conversations during our 15-minute breaks. Now I work alone, wear a mask in the office, follow CDC cleaning regulations using a micro cloth with disinfecting products, wear gloves to handle print books, and avoid the break room or any common areas. The adjustment to the new COVID-19 regulations feels like I am in Will Smith's film *I Am Legend* or Dr. Manhattan sitting on Mars from the comic series *Watchmen*. Although the changes are odd, and I miss seeing my co-workers, I know everything will be fine and go with the current flow.

Going back to work during a pandemic and finishing my last semester in the MLIS program online at the University of South Carolina will be quite challenging. On the one hand, I will have more time to study, which is needed, especially for my last semester. Still, on the other hand, I am anxious about the uncertainty of this virus. I

take comfort in knowing that KSU has been working hard in implementing safety measures, which includes proper cleaning regulations and providing gloves and

facemasks. However, no one can be ready for anything like this except by trial and error. Still, it is better to "be prepared!" as Scar from the *Lion King* says!

GAIL MORTON,
Research Services Librarian

ADAM GRIGGS,
Research Services Librarian

KRISTEN BAILEY,
Research Services Librarian

LEE OLSON,
Head of Research Services Mercer University,
Jack Tarver Library

When Georgia's stay-at-home order lifted, after almost two months of telework, it was time to return to the library. Wide-eyed and cautious, with our face coverings and hand sanitizer, our department reunited in person in May. We prepared for summer session, with the next academic year just around the corner. At home, we professionally developed through self-directed research, online workshops, and webinars—and we were now ready to apply our new knowledge. This included learning how to provide research services to our Mercer community, what software works best, and how to provide a safe environment for Mercerians. Before opening our doors to patrons on June 1, 2020, we established safe consultation protocols, created distance learning spaces, implemented extra cleaning, put hand sanitizer everywhere possible, and always wore facemasks in shared spaces. We believed that exceptional precautions would protect us.

Fast forward two months to August. Classes were about to begin, and our first group orientation for the 2020–2021 aca-

ademic year was for Mercer's Opportunity Scholars and Minority Mentors program. This program is designed to support underrepresented and underserved students, and the library has always been invited to be a part of their large orientation. Before the pandemic, the orientation was done in a large hall with the ability to accommodate over 200 participants. But to follow CDC guidelines, the orientation was offered as two Zoom sessions. We had planned our presentation in advance and applied safety protocols. We were going to use our classroom to project our presentation on the projector with each one of us taking turns to say hello, and to present our assigned slide. Since the orientation was on Zoom, we were able to be more inclusive and invite circulation, who are normally building bound, to join us. Then, two days before the orientation, we found ourselves in quarantine. One of us tested positive for COVID-19, which meant we all had to be tested, and we all had to self-isolate. As a result, we each had to Zoom in to the orientation while quarantined at home. The orientation went relatively well; yet, as it happens in the pandemic, we had some new experiences: someone's toddler started crying, someone's internet was a little shaky, and someone who was a little nervous in Zoom seemed to steal the show! We were thankful for a PowerPoint to share with the attendees because no one could see us unless we turned our cameras on.

While all the planning and preparing is important, it is not the cornerstone. Best practices have changed often during the pandemic, and we have refashioned the library to suit safety protocols. When we learn something new about the illness, we adapt. This applies to our situation as well. We are very lucky to have learned this valuable lesson and, like a developmental workshop, have applied it to our lives. We have become a lot less rigid, a lot more collaborative, and, most importantly, much more adaptable.

JASMINE RIZER
Head, Serials Cataloging Section University of Georgia

Earlier this year, when numerous shelter-in-place orders were in force, there was a lot of discussion about the quarantine's effects on mental health. I don't want to discount how hard it must have been for a lot of people, being cooped up for so long. For me, though, the real mental health horror show started

after lockdown was over and the phased return-to-work plan at my institution started to ramp up.

I have literal obsessive-compulsive disorder (OCD). You're probably making a hand-washing joke in your head, and you're not wrong. There have been times at work lately when I've lingered at the sink for a second hand-washing session because I wasn't happy with the first one.

Obviously, I am not in any way involved with making the big decisions about re-opening my institution. A lot of this is out of my control. In these situations, you're often advised to focus on what you can control.

OCD is devious, though. It can find a way to wriggle past any safety protocol that might help set a typical mind at ease. Give me a pair of gloves to wear when handling library materials, and I will quickly find myself lost in a tangled skein of contamination scenarios that might be better explained in the accompanying illustration than in words. This may look like a silly little drawing, but I can assure you that the bombardment of worry is quite serious. In the afternoon, it's hard for me to get away from work because of the temptation to stay and wipe down just one more surface.

In spite of all this, my actual library work keeps getting done. In fact, my brain seems willing to let go of some of the tendencies that, during normal times, can make work more excruciating than satisfying. Maybe my mind only has the capacity to grind its gears over a limited number of things at once, or maybe a crisis simply forces things into perspective. To be clear, I would certainly rather have a hard time at work than have bad things happening outside of work—to myself or to other people. Still, I'm grateful that my brain has not decided to pile questions like, "are you sure you don't want to look at that publisher's address one more time?" on top of my worry about my own safety and that of students and my fellow employees.

I wish I could wrap these observations up with a short and handy list of tips for other folks with similar issues. The only advice I feel qualified to offer is: mental health care can be expensive, and I know everyone can't afford to see a therapist as often as they'd like, but if there's room on your calendar and in your budget, there is no shame in needing to check in with a mental health professional a little more often than usual. Returning to work right now is scary.

Stay as safe as you can and remember that you're not alone, folks.

KELLY WILLIAMS
*Supervisory Librarian,
Suwanee Branch Gwinnett
County Public Library*

When the United States erupted into chaos in March 2020, I was just getting back to work from a weeklong staycation. My extrovert batteries were critically low, and serotonin was sorely lacking. I needed to pour my energy into a new project, but like many, I was working from home and unable to do much except binge webinars and Netflix. During the work from home period, I received a sudden bright light: an interview for a supervisory position that I've been working towards for the past two years.

Miracle of miracles, they chose me for my dream job! I was going to start as soon as the library reopened. I found out in March, and by the time we announced a reopening plan in May, I was champing at the bit to spill my secret. I was so excited to share my big news with my coworkers, but it was a bittersweet moment; sharing excitement in a Google Meet just isn't the same. The dichotomy of excitement and dismay was difficult to balance.

I started the new job in May, not knowing what to expect. Not only was I beginning a new job, with a new role and new people, I was also doing this in a time when uncertainty reigned supreme. How would I be able to learn this new position, while simultaneously helping both myself and my new staff live through the most tumultuous time period in recent history? At the time of this writing, I'm three months in, and some days I still don't know what to expect. Will we ever get back to normal? What does normal even mean?

In the past few months, I've learned so much about this position, this system, these people. I've also learned more about myself in the last six months than I have in years of introspection. I've learned that I struggle when I don't have a network of support, that I need meaningful work in order to feel



fulfilled, and that there's so much still to learn. I'm working on how to help myself and my staff cope with change, and how to move forward when it feels time is standing still. I hope to learn to use the lens of this strange time period to discover more about myself and others.

The time I've spent getting to know my new team is rife with memories that I'll look back on with mixed emotions for the rest of my life.

What would have been different if I had started when the world was normal? What would I have learned differently, coped with differently, done differently? I'll never know the answers to those questions. Still, I treasure the chance to have this new experience and go down this path. We're all going through this time trying to survive; I'm beyond honored that I've been given this opportunity to thrive.

ASHLEY WILSON, Information Services Librarian, Douglas Campus
JANICE WILLIAMS, Library Coordinator, Waycross Campus South Georgia State College

Returning to work in a library during a pandemic naturally brought concerns and questions. Our concerns were for our community



and ourselves. How do we keep everyone safe? How do we promote library services and keep our students and faculty safe? Should we continue to serve community patrons? On both our Waycross and Douglas campuses, we had to rethink how we allow our patrons to use the space.

Pre-COVID-19, we encouraged students to collaborate in the library. However, group study rooms can no longer accommodate up to nine persons. Due to COVID-19, study rooms are limited to two or three persons. We previously featured available resources and promoted browsing and borrowing through displays, but now browsing is discouraged.

Re-opening means we need to sanitize everything frequently. We quarantine books before re-shelving.

Students are discouraged from retrieving books they want to borrow from the shelves. While supplies last, we do not loan but give out pencils and pens to whomever needs them.

Increased signage reminds patrons to sanitize their hands and study space with supplies provided at the various sanitizing stations located throughout the library. Additional signage advises students to avoid moving strategically placed seating to maintain physical distance. Face coverings are required for all, unless alone in an office or study room.

In a pandemic of this nature, where the virus moves from person to person, we had to rethink how we perform routine tasks,



loan items, and share space. In Waycross, we share the office space among three staff members, plus a work-study student. Aside from books, we normally touch many things in common, including the computer mouse and keyboard, the date-due stamp, mailing supplies (mailing bags, address labels, tape, scissors), and more. We also lend calculators, pencils, pens, and markers. Opening and closing routines involve touching door handles and light switches. That is not to mention the proximity required for helping patrons with computer issues. We often see someone cough or sneeze on their hand, then touch the computer mouse or keyboard before asking us for help.

While we can sanitize our work areas and equipment, we are finding it difficult to maintain the six-foot distance from patrons when helping with computers.

On the Douglas campus, we have several homeless community patrons who use our facilities for computers, internet, and restrooms. We want them to be able to use our resources, but we have concerns about how to continue safely. We removed some of our computers for the sake of social distancing, but some questions remain. How do we enforce mandatory face coverings with our community patrons who may not be able to afford them? How do they keep up with the news when the only access they have is through our computers and newspapers? While serving our student patrons continues to be our priority, there has always been a place in the library for our community patrons. Although COVID-19 has caused us to restrict resources available to all, those for community patrons have become far more limited. ■

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Emotional Intelligence for Librarians

BY DEBRA LUCAS

ABSTRACT

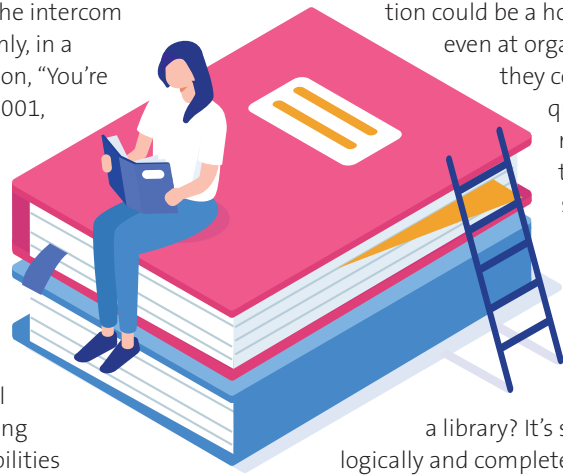
Emotional intelligence (EI) is the capacity to be aware of, control, and express one's emotions, and to handle interpersonal relationships effectively within your library. Theories about developing emotionally intelligent staff through training, mentoring, and succession planning are discussed specifically in relation to librarianship. The theories and discussed philosophies and practices of EI will encompass and blend new concepts into existing and widely valued library literature with theorists from within the business sector. This article discusses how EI is used in the employment selection process and how it defines the core competencies we see in our employees. This article will delve into training, benefits, challenges, and how it is used in the change management process. In healthy libraries, EI is for leaders, managers, and employees at all levels.

INTRODUCTION

Psychologist and emotional intelligence (EI) expert Daniel Goleman told a story of an airline flight attendant who used emotional intelligence to calm a plane full of weary and agitated travelers (2001). In chapter two of *Emotional Intelligence: Issues in paradigm building*, Goleman described a situation that arose after a long and difficult flight. The passengers were late in their arrival and overly anxious to depart the plane because the Super Bowl football game was about to begin. They rose from their seats before reaching the gate because they were anxious almost to the point of having their hearts reach despair. This was an emotional reaction despite the fact that they were cognitively aware that they must stay seated until the plane reaches the gate, and comes to a complete stop. Goleman says there is a great divide between the mind and the heart, i.e., cognition and emotion. "Other abilities integrate thought and feeling and fall within the domain of emotional intelligence, a term that highlights the crucial role of emotional performance" (2001, p. 14). How did the flight attendant accomplish this great task? Instead of chastising them,

she picked up the intercom and stated calmly, in a sing-song fashion, "You're staaanding!" (2001, p. 13). In fact, Goleman explains further that the flight attendant was able to "hit exactly the right emotional note—something cognitive capabilities alone are insufficient for, because by definition they lack the human flair for feeling" (2001, p. 14). Her humor defused the situation, calming the weary and anxious passengers.

Emotional intelligence, Goleman says, is the ability to "recognize and regulate emotions in ourselves and in others" (2011, p. 14). He also suggests four major domains within EI: self-awareness, self-management, social awareness and relationship management. "The model of EI as a variety of intelligence has a wide range of implications...particularly in predicting and developing the hallmarks of outstanding performers in jobs of every kind and at every level" (2001 p. 20). If Goleman's theory applies to performers in jobs of every kind and at every level, then it follows that he believes also that library managers, staff, senior administrators and strategic leaders have the potential to be emotionally intelligent or already have the innate ability to behave and to manage or lead in such a manner. The business literature, such as what Goleman dedicated his professional life to, which is written outside of the library profession, should instill a sense of intrigue among librarians. As a profession, librarians need to think out of the box with ingenuity and intellectual curiosity. So to speak, librarians must stop relying solely on library literature, lest we continue thinking inside the box. This limitation that we put on ourselves simply recreates what other librarians have researched and enacted in the institutions where they have an affiliation. This affilia-



tion could be a home library or perhaps even at organizations where they conducted qualitative, quantitative, or mixed method research. It's the famed situation: same old same old... So exactly how do we apply the flight attendant's experience with an angry plane full of passengers to a library? It's simple really. Think logically and complete the following analogy: a flight attendant is to a passenger as a librarian is to a (fill in the blank). Librarians face unhappy patrons on a daily basis. College students, for example, are tired, worried, or falling behind in their studies. Perhaps they just left the registrar's office where they were told they could not register for the next semester because they owe library fines. Yes, they are probably irate. And how would a librarian handle the situation? Hopefully with a healthy dose of emotional intelligence. The librarian would have to put themselves in the patron's shoes. Be empathetic. Be mindful of your own emotions as well as the emotions of the patrons. If you feel their anger is directed towards you, and in some cases it is, diffuse the situation. How? Humor in this case is not your best option. Perhaps being empathetic, using your best listening skills, and doing what is called "talking them down." When students break down into tears, your emotional intelligence must ignite.

Library literature will provide us with immediate examples of how other librarians work. This is helpful for people who feel they are pressed for time. However, this flies in the face of reason. When we expand our horizons and delve into literature outside of library science, in particular the business expert literature, we forge our own future. Librarians must keep abreast of the changing business climates, trends, and opportunities. If we disregard business trends in light of conducting our research in a faster and easier manner, we continue to operate status quo. Transformational leaders cannot

operate in status quo mode. They must create the vision. The vision should not be based solely on the expertise of a few librarians. If librarians delve deeply into the library literature, which is a finite number of articles, then they can become a transformational leader, but one must read the expert business literature, too. “While there is wide acknowledgement in the general management literature emanating from the business world that EI competencies are valuable, most literature in the library realm is limited in scope and has been focused on positions at the higher levels of leadership... with little research performed on non-leadership or entry-level positions within academic libraries” (Klare, et al., 2014, p. 22).

As mentioned, the four main components of EI are self-awareness, self-management, social awareness and relationship management. All can come into play, just as Goleman points out. To improve self-awareness is to improve objectivity, self-motivation and intuition. To improve self-management, curb any tendencies to react quickly to incidents and risk outbursts that might arise in the heat of the moment. Basically, maintain your composure.

Communication and self-management help us deal with conflict and change management. If librarians can develop their EI skills in social awareness and relationship management, they will become better equipped to settle disputes, effectively communicate, and develop successful and lasting relationships.

I liken EI to a process I call TIPR (pronounced tipper). This process involves four steps. First when facing conflict, (t)hink. Before you act you must clear your head. The next step is to (i)nvestigate. Find facts. Find data. Interview the staff. Ask questions. Next, after educating yourself on the true issues or problems, (p)lan your course of action, in preparation for you to (r)eat.

The librarian’s skill and comfort level with EI depends solely on two aspects of EI that mirror the leadership/management conundrum: is an emotionally intelligent person born or made? We can hire for EI and we can provide training for EI. In this chapter, we discuss theories about developing emotionally intelligent staff through training, mentoring and succession planning. Discussions regarding the effects of change management and its correlation to EI are in-



corporated. The theories and recommended philosophies and practices of EI will encompass and blend new concepts into existing and widely valued literature and theories from leading experts from both the business sector and within the library science field. The following sections on competencies, development and training, EI benefits and opportunities, change management, and EI for leaders and managers will guide you through some of the most attainable EI soft skills for leaders and managers alike. From this chapter, one can take away the overarching possibilities to instill EI skills and appreciation to all staff, no matter they fall in the organizational chart.

EI AND THE EMPLOYEE – SELECTION PROCESS

Selection is more than picking your hire. It involves the entire search process. It starts with the job description. To say you want leadership skills may not be enough. It will not yield the data you seek from your applications. The selection process enables you to weigh the candidates, weeding out transactional managers from transformational leaders. Screening for soft skills is a difficult endeavor. Oftentimes we merely select those applicants who have the harder job specific skills, such as computer programming or cataloging. We select reference or interlibrary loan applicants because they show progressive increases in managerial responsibilities. The key to a successful selection process lies in the job description and in the interview questions, topics discussed thoroughly in this section.

“Organizations today need emotionally intelligent leaders. More and more research shows leaders need more than cognitive intelligence; they need the types of soft skills associated with emotional intelligence, like the ability to honestly express their emotions and perceive the emotions of

those around them” (Martin, 2016, p. 346). Soft skills are those traits or characteristics that effectively create harmony between people, and in this case, we are referring specifically to our colleagues. Soft skills are much different than hard skills, which relate to one’s skills in the technicalities and operability of one’s position. For example, a systems librarian must know computer coding languages to be hired. Coding is a hard skill. Soft skills in a systems librarian include being an effective communicator, being flexible, maintaining composure, and displaying talent in conflict resolution. These soft skills also include being an effective team leader and teammate. Effective team leaders and teammates with EI skills are trustworthy, adaptable, and take initiative. These are characteristics that are also qualities of being emotionally intelligent. They may be innate for some, but certainly ascertainable for others.

Key terms that should be included in a job posting will vary from position to position. Writing a thorough and informatively detailed posting will help the search committee screen for both hard and soft skills. For example, list such position requirements as:

- Hard skills: Five years of professional reference desk experience in an academic health sciences library.
- Soft skills: Demonstrable project management success.

Search committees need to quickly spot candidates that have the requisite experience and hard skills of the posted position as exemplified above. However, they need proof on the application that the candidates being called into an interview can lead teams, for example. Team leading involves managing conflict, delegating, making decisions, and maintaining poise when project activities are challenged.

“Better recruitment practices that consciously include EI language in job postings would partially address the issue of deliberately seeking emotional intelligent individuals in today’s libraries, but there are additional ways to ascertain a candidate’s ability to reflect and manage relationships” (Klare, Behney, Kenney, 2014, p. 23). “During the interview phase, search team members can create scenarios for candidates that would require emotionally intelligent responses or ask them to reflect on a situation that

» **In another example, when hiring a head systems librarian, the candidates will need both hard and soft skills. The search committee screens candidate's applications for the core competencies (hard skills) of the specific position.**

did not go well and what they learned from the experience, (Klare, 2014, p. 23). After all, "if smart people miss emotional cues, they can come across as clueless and uncaring, which undermines their ability to build the connections necessary for successful leadership" (Klare, 2014, p. 21). Klare continues to say "When emotions are dismissed, we forfeit the opportunity to build a cohesive and resonant work environment and tap into the motivation of individuals" (Klare, et al. 2014, p. 21).

In another example, when hiring a head systems librarian, the candidates will need both hard and soft skills. The search committee screens candidate's applications for the core competencies (hard skills) of the specific position. Committees need to uncover both when reviewing applications. Then the committees need to uncover in the interview process who might best show innate abilities related to EI, or the potential for learning emotionally intelligence skills, otherwise known as soft skills. Let's talk more about this process.

Softer skills are so desired amongst candidates being considered for hire that displaying soft skill talents in a job interview may be enough to set one apart from all other applicants. Let's pose a case scenario to our interviewees and weigh their responses in the realms of emotional intelligence:

The Systems Department implemented a new Integrated Library Service, and when the project rolled out, it rendered communications between the circulation and interlibrary loan departments incoherent. Neither could read their own departmental files, much less cross-departmentally, a function imperative to both parties. Tempers flared. Because the problem was cross-departmental, and it involved the daily mission, the head of the department must become involved in a transactional yet emotionally intelligent manner.

What answers from each candidate can lead us to uncover their expertise and/or potential? We look for responses that involve communication skills and the ability to investigate situation from all angles. For example, the candidate says, "I would speak to all those affected to gather information and data first." The candidate's answers can demonstrate that they understand the importance of showing restraint and patience. They seek buy in, and show empathy for those affected by the system's issue. Perhaps the candidate you select is the one who best verbalizes the need to bring the circulation and interlibrary loan managers into the same room so that everyone can discuss the best solutions to the problem. The systems librarian can express such skills as conflict resolution, composure, and the ability to listen and concentrate to the emotions of the librarians involved. If one candidate expresses a need to diffuse a potential conflict at a higher cognitive level, they might just be your first choice.

EI is considered a soft skill, less attuned to the cognitive intelligence skill. It can be also considered a social skill (Promis, 2008). The research Promis covers discusses the key elements of job descriptions when seeking candidates who possess existing EI traits. "Leadership competency is cited most often in the categories of dean, assistant/associate dean, and departmental head" (Promis, 2008, p. 28). The job ads usually mention leadership skills, she says, but without further descriptions or details. Similarly many job ads simply say the applicant needs to provide future vision for the library (Promis, 2008).

EI CORE COMPETENCIES

EI consists of a core set of competencies. Interviewees are selected because their resumes or curriculum vitae show the technical skills required for the position. Some new hires will need leadership skills, and

as discussed EI must be questioned in the interview process. EI talent may have been inherent in a natural skillset in some librarians, while others may have been trained via workshops, institutes or by more personal interactions with mentors and coaches. Through training, being mentored, and with practice and reflection, they can become more self-aware and aware of the emotions of those they supervise and/or lead both within their departments or cross departmentally.

"Managers can learn and improve EI if there is a willingness to do so. Mentoring relationships, conferences, and literature provide supplements to traditional library management courses in this skill area. Moreover, practicing emotional awareness and empathy in interpersonal communications with staff is a good way to improve EI. Analyzing good and bad staff interactions provides opportunities to assess one's EI levels" (Porter, 2010, p. 209).

Being warm and outgoing, Goleman says, is not demonstrable EI. Being warm and outgoing is part of one's personality. It's a characteristic. However, "it may also be a reflection of a specific set of EI competencies, chiefly those involving the ability to relate positively to others" (2001 p. 20). Understanding yourself and looking objectively at your strengths and areas for improvement is the first step to take in developing and improving EI. We are librarians: read books and articles on the topic and attend seminars or workshops that are focused on EI soft skills such as effective communication, motivation, and time management. "EI can be developed and improved...simply understanding the essential elements of EI can help people to improve their EI. The more you learn about EI and consider how it applies to you the better your EI skills will become" (Sweetman, 2016, p. 43). In addition to being warm and outgoing, try to be social too. Knowing a little about your staff's

personal lives is acceptable within organizational culture and its limitations. The old policy of keeping your distance from your staff contradicts EI.

According to Promis, not only do librarians need to hire people with the right competencies, they need to implement professional development plans for existing staff to enhance their existing EI skill-set. She asks, “If cognitive intelligence and academic credentials are no longer enough to succeed, what does it take to be successful in the twenty-first century academic library?” (Promis, 2008, p.24). She continues to explain that “By contrast, EI comprises a variety of individual skills and behaviors also referred to ... as ‘soft skills.’ Many but not all the soft skills are cognitive skills: that is, higher order thinking skills such as creative thinking, critical and analytical thinking, data manipulation and synthesis, and decision-making” (Promis, 2008, p. 24). In addition to being an effective communicator an emotionally intelligent employee, whether staff, administrator or librarian, they should also be flexible with conflict resolution skills (Promis, 2008).

EI skills are most often valued in upper management, which may leave middle manager job ads lacking the details. Potential middle and upper management need to understand what the employer seeks and what to expect on-the-job, if hired. In actuality, these soft skills are essential at “all levels of the professional workforce” (Promis, 2008, p. 28). She continues to say that more and more modern libraries are creating teams to drive the organization forward. These project based teams can use the TIPR method, for example, as they plan for new resources and services. In the interview process, it would be completely natural to ask candidates to describe any project teams they worked on and what role they played. Ask what challenges they faced and what lessons they learned.

“Teamwork brings all members to the same level; hence any behavioral gap becomes apparent and hinders the work of the team. Emotionally intelligent individuals are necessary ...where work relies on collaboration, development of partnerships, incorporating changes in the work place, and leveraging a diverse workforce” (Promis, 2008, p. 28). Additionally, all teams need managers, and all managers need leaders.



All team and project managers will report to a senior manager, and hopefully that senior manager is a library leader. In any event, cross- departmental teams create that special ambiance where the team manager is not the formal manager of all members. Many managers feel distressed by assigning work to those outside of their domain, hence the necessity of a leader who can set the parameters straight so that the project or team manager is given due authority.

Hernon and Rossiter identified “...the traits that comprise emotional intelligence. And suggests which ones might be most important for library directors to possess” (2006, p. 260). However, it is not a skillset reserved only for senior management and/or leadership. “Leadership focuses on social influence— influencing others to attain group, organizational, and societal goals. However, it is not a function confined solely to library directors in the senior management team; leadership should be evident at all levels of the organization” (Hernon and Rossiter, 2006, p. 260). This statement mirrors the sentiments of many other EI experts who say that EI must be present throughout the organization. Additionally, individuals might not be leaders in the library’s general operations but they may instead be “leaders on specific issues and problems such as intellectual

property rights, entrepreneurship, access to government information, scholarly communication...collaboration, political skills and group processes” (Hernon and Rossiter, 2006, p. 286). Individual front line librarians and staff, who show leadership potential and who also exhibit emotionally intelligent skills, may also be selected to be team or committee leaders. One director in Hernon and Rossiter’s studies said that one chooses the traits to showcase depending on the situation. “Changing times and circumstances might require different (traits)” (Hernon and Rossiter, 2006, p. 270). These changing circumstances could be the differences between moving the tutoring center into the library or moving a marketing team forward. For example, when the library space planning begins for moving the tutoring center, the project manager needs the skills necessary to reduce stress among not only the team members, but the overall library staff in general. That situation might require a different set of EI skills than what the chair of the marketing committee possesses.

That team leader may have to present negative student comments to the team during the data collection phase. This situational leader may instead need to use EI to deflect a sense of being criticized. In both of these instances, EI among situational leaders may require different personalities and skillsets.

EI DEVELOPMENT

EI is inherent in some individuals, while for others (managers and leaders) it can be developed. EI can also be helpful as a way to improve existing leadership skills. How do we hire librarians into organizations, no matter what management or leadership position? How do we screen for applicants who already have EI skills or those who might be able to learn new skills? Is EI born or made? Existing leaders can encourage EI among new staff and librarians. They can provide formal training or help with mentoring.

Existing leaders can mentor and coach new employees who are interviewed and selected because of their EI potential. They can also mentor and train existing employees who they have either been singled out or who show potential to excel at EI. Perhaps in some instances, the acts of singling out potentials can be considered succession planning, something covered in detail in the Developing Leadership chapter. Similarly, candidates can attend training in the form

of one-off classes, or multiple on-or-off site institutes. Yes EI, much like leadership, is not strictly a born skill. It can be introduced, developed, learned and then employed in real-life situations.

What does this mean for library managers? Pure managers, those who are considered transactional, might not be considered formal leaders. They still can be promoted into leadership positions after learning and demonstrating EI principles. Those in positions of authority who are not perceived as leaders can learn to become more skilled in the practices of EI. Their senior administrative position can shift in the eyes of the people within the organization. That is to say, once they display an understanding of EI principles they can grow into a true leadership position. The common denominator for both managers and leaders is that each can be promoted to a more senior leadership position. Goleman says that “EI emerges as a more powerful predictor of who succeeds and who does not—for instance, who is promoted to the upper echelons of management and who is passed over,” (2011, p. 24). However, this is dependent on each person’s ability to improve EI skills. EI, management and leadership can all be learned and improved to the benefit of the organization at large and to the individual’s personal job satisfaction and career mobility. “Moreover, practicing emotional awareness and empathy in interpersonal communications with staff is a good way to improve EI. Analyzing good and bad staff interactions provides opportunities to assess one’s EI levels” (Porter, 2010, p. 209).

EI BENEFITS AND CHALLENGES

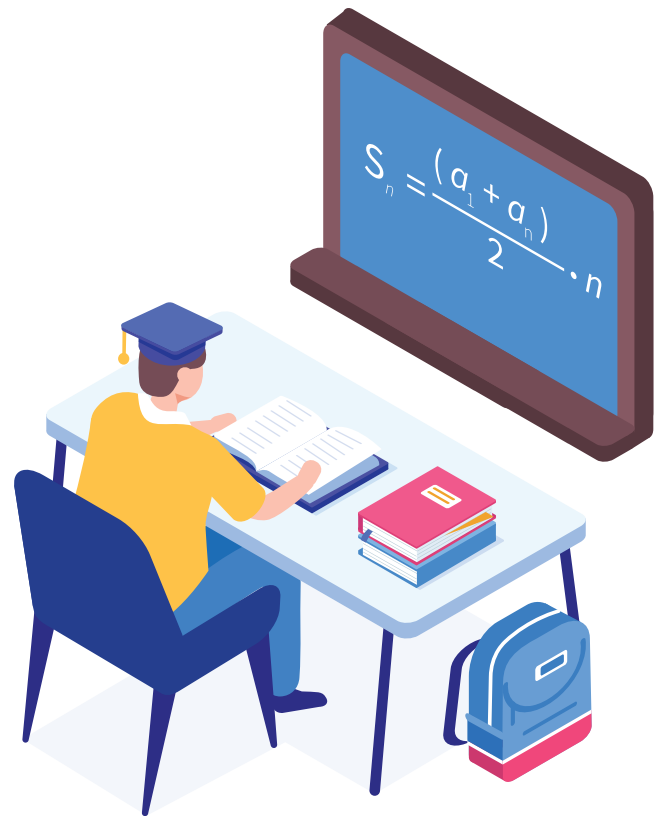
EI does not belong only to the senior leaders and or managers. It can and should be developed among all staff. “If possessing a number of EI traits is valuable for the leader of an organization, perhaps it is equally valuable for the senior management team members” (Kreitz, 2009, p. 532). Concomitantly, when front line staff are emotionally intelligent, and when they work for managers and leaders who are also emotionally intelligent, it creates an emotionally intelligent organization that is equipped to successfully achieve their internal goal.

“Without the skills necessary for managing relationships and demonstrating caring, we lose the ability to persuade and build connections. Empathy is a particularly important component of EI because it enables individuals, particularly those in

leadership positions, to understand the viewpoints of others and foster group cohesiveness” (Klare, et al., 2014, p. 21.) It would seem that EI would be most effective in a consultative style of management and leadership, but alas, it could also work with assertive styles, democratic styles, and persuasive styles. EI, in fact, can take unhealthy organizations to another level, ultimately ensuring a “clean bill of health.” “This is a very personal process that requires motivation and commitment to change habitual emotional responses and patterns of interaction and incorporate new patterns of thinking and behaviors” (Klare, p. 23).

The success and benefits of EI lies in trusting relationships, communication, shared service values, and an ability to influence others to enact the organization’s daily mission and all the work that it entails. Let’s not forget about vision, the overarching goal of all organizations. Trust, communication, shared values, and influence are just as applicable to the success of a library. EI and organizational success are also in part dependent on understanding the importance of desired performance improvement, not in an elimination of employees but understanding the feelings of others. Is EI most useful when addressing performance issues? Or are there other methods of getting poor performers on a performance improvement plan?

Leaders also have a keen ability, perhaps more so than managers, to smooth over relationships between the staff they supervise and lead. When conflicts arise either inter-departmentally or cross-departmentally, leadership EI can effectively enhance esprit de corps both in daily activities and in long term planning or improvement initiatives. Think back to earlier in this chapter, where we discussed the systems librarian’s interactions with the circulation and interlibrary loan departments. The systems librarian’s direct reports, under managerial guidance, may have overlooked critical data that led to the breakdown between circulation and



ILL. Using EI skills and the TIPR method will help guide the systems librarian to understand the issue, understand the underlying emotions, fix the system’s problem and then finally, that leader can begin to improve the relations between the two affected departments. EI can help improve and even repair relationships, a primary benefit of emotional intelligence and a proven method to heal unhealthy library cultures.

In some libraries, EI skill development extends past managers and leaders. As such, employees can also be trained and mentored. In doing this, the organization achieves a synergy of healthy relationships that grow in a mature manner. “When conflicts arise, supervisors appreciate employees who can effectively manage their relationships with colleagues. Therefore, it is in a leader’s best interest to find a way to manage disagreements while preserving collegial relationships” (Porter, p. 209). Additionally, leaders who are skilled in EI benefit greatly from effectively managing conflict resolution and that it increases both morale and efficiencies. When people get along in a positive collegial manner, work activities are more productive, and people are genuinely happier in their daily and professional work life.

As mentioned before, most leaders have a boss, just as managers do. Each exists as the middle man: a manager to your leader

» In some libraries, EI skill development extends past managers and leaders. As such, employees can also be trained and mentored.

— a leader to your staff. “Leadership studies in academic libraries tend to focus on the library director. However, in university libraries, leadership is typically distributed between a director and those members of the senior management team who are in decision making positions” (Kreitz 2009, p. 532). In particular, university library directors report to a higher up, just as do those higher ups. It’s easy to understand this when we consider that even the college president has a boss: the board of directors. In certain circumstances, leaders and managers are one in the same. When directors work in small libraries, they may need to exhibit vision and mission, steering the organization forward while directing everyday activities.

“An increased EI awareness will also enable library directors to build strengths in areas where the entire team’s collective skills are lacking...in addition, understanding which EI traits are seen as most important for which leadership levels might have organizational implications for recruitment, retention, and succession planning and educational value in helping graduate schools and leadership institutes focus their training” (Kreitz, 2009, p. 532). Most research, Kreitz says, focuses on the top leader. Kreitz also found that “the top leader’s primary role is to create change while the director’s management team focuses on running the organization and implementing change” (2009, p. 544). Each of us has the potential to be a manager to your leader and a leader to your staff.

Leaders have vision, while managers have staff and resources to enact daily mission organizational changes to fulfill their leader’s vision. Kreitz continues, “Integrity, good judgment, an ability to listen, people skills, effectiveness in leading change, and self-understanding were ranked as the top competencies that any leader should possess and that individuals — no matter where they are in an organization — would like any leader to possess” (2009, p. 546).

EI AND CHANGE MANAGEMENT

The course of academic libraries is changing at a pace that is difficult at best to foresee and even more difficult to navigate.

Strong leaders focus on the future and have to be not only insightful but well versed in the literature and their individual philosophies. “Today’s workforce is expected to understand change” (Sweetman, 2016, p 40). This change can take the form of revising job descriptions so that the cataloger also begins to manage the shelving process. This leads to changes among the circulation staff. Perhaps the clerical workers who shelved the books now report to a different manager, one who enacts further change. “People react to change in different ways, but when the reaction is negative, frequently it is fear based. Many kinds of fear can surround a change, fear of the unknown, fear of making the wrong decision, fear of success, fear of failure, fear of loneliness, fear of losing one’s job” (Sweetman, 2016, 40). Other authors and researchers agree. According to Hendrix (2013) change will inevitably create emotional responses amongst staff and librarians.

Fear is an emotion. Understanding these emotions and being able to respond in a way that calms your staff is a primary goal of EI. For example, let’s imagine that senior campus administrators decide to move the learning and tutoring centers into the library building that had just five years ago absorbed the entire computer help desk staff and its 90 computers.

Librarians and staff may still remember the fear they felt before that change occurred. Also, the library staff remembers the issues that arose as the staff were smashed together into one big happy (or not-so-happy) family. These past experiences trigger an automatic fear reaction: Will I have to share my office? Will we have to share the lunchroom with the computer help desk staff and now the learning center staff also? Will we be expected to assume more daily work (like sorting mail for another department)? More importantly, will my work be displaced, and will I lose my job? What about our futures? Will other departments displace us further? Fear is a true and real feeling; it is a natural reaction when facing the unknown.

The changes that occur within an organization will create emotional responses

in all library staff and librarians. These responses do not have to be the demise of that change: a project to change how and/or who provides library instruction, the change from ILLiad to Tipasa, or a major building renovation that will move a learning and tutoring center into the library building (to create a true learning commons). Emotions are not destructive, and Hendrix says they are a vital part of change (2013). The old paradigm of fight vs. flight cannot hold true in today’s libraries and cannot serve the evolving library of today and of the future. “Improved management of workplace emotion can help create successful change by enhancing optimism and agility and enabling people to make sense of change efforts” (Hendrix, 2013, p 172).

Without EI, it is difficult if not impossible to achieve and maintain buy in and support when facing change. A leader may experience initial positive reactions, but as the change process unfolds, and as staff begin to feel that their jobs, professional status, office spaces, and/or professional relationships are threatened by the unknown, they will undoubtedly begin to have mixed emotions. Some initial change reactions may be positive, especially for those who handle change easily or even enthusiastically. However, many staff may feel exposed and display emotional reactions negatively, leading to stalled projects that have the potential to falter. Concomitantly, these initial reactions may flip-flop. Those initially onboard may receive conflicting information, causing their initial buy-in to wane. Take, for example, the staff who think that having tutors in the building is a great addition to the services provided by the reference librarians. The initial supporters learn further down the line that the tutors will be stationed alongside the librarians at the reference desk. This may lead to anxiety as the librarians fear the unknown and express concerns that their desk will be too small and they don’t want to share what limited real estate the librarians actually have. EI must be incorporated into the interactions that managers and leaders have with these initial supporters. These initial supporters will demon-

strate enthusiasm for and encouragement regarding change management, and if they have EI skills, they can effectively communicate their support of change to other staff members—EI that functions laterally instead of vertically. Conversely, some staff, at first leery of such change, will warm to the prospect of change if their feelings and emotions are addressed.

“The emotional impact of the changes in academic libraries is partly due to a sense of loss” (Hendrix, 2013, 175). Change may be greeted by resistance, and then staff will go through a process of grieving, exploring, accepting and then changing. “Mixed or clear messages that one’s work is not valued or is no longer relevant leads to strong, sometimes disabling, emotion” (Hendrix, 2013, p. 175). Hendrix says that:

“Library leaders—who may be in positions of leadership or in entry-level jobs, where they lead by example—can and should work to develop their own EI, since low EI can derail a change process by creating alienation and disengagement. Mixed messages that ones’ work is not valued is no longer relevant may lead to resentment, and eventual resignation when retraining and adaptation assistance might have been possible” (2013, p. 178).

EI can diffuse this type of situation when managers, leaders, and staff all show empathy, are emotionally supportive, stay positive, welcome suggestions, and answer questions as honestly and as fully as possible.

Although emotional intelligence is not a new concept to leadership, research in regards to EI in academic libraries is limited. “Research in the role of emotion in the workplace is relatively recent, but the emotional part of the human brains is ancient and emotions actually appear to have evolved” Hendrix writes (2013, p. 173). And no matter where you fall in the scheme of an organizational chart, you will have emotions related to organizational change.

Even in the best of times, employees still experience negative emotions. Most commonly, when employees feel their jobs are being evaluated and/or redesigned, or changes in process and performance are under the microscope, as the change process requires, staff experience anxiety, self-doubt, suspicion and perhaps even grieve the loss of the work for which they dedicated years of their life.

“The resistance stage is where the strongest emotions are manifested and is where



many people get stuck. They quit thinking and move to a state of emotional reacting” (VanDuinkerken & Mosley, 2011, p.18). This situation (VanDuinkerken & Mosley, 2011, p.18) is hard to change, as individual are hearing comments with filters of anger, hurt, loss, doubt and distrust (VanDuinkerken & Mosley, 2011). “Most employees will eventually move past the resistance stage and into the exploration phase. This is where they have accepted the need to engage on the change at one level but there is still a period of personal development, adjustment, and questioning...finally, employees will enter the state of commitment...where the employee has reengaged and bought into the change ...directing one’s focus and energies to make it successful” (VanDuinkerken & Mosley, 2011, p.18). VanDuinkerken & Mosley continue to say that “the worst thing for a change leader to do is to dismiss the emotions as not having validity or importance... Recognizing the emotions and being willing to address their impact goes a long way to making the change a more positive, less negative event” (2011, p. 25).

Change for the sake of change, when perceived as such, will ultimately create the apprehension and distrust discussed prior. Leaders and managers are challenged therefore to present change as necessary to better patron service and perceptions. Keeping up the industry may be a driving force, but leaders can use EI to calmly and rationally explain to staff and librarians a detailed plan of action that is complete with an analysis of the intended results of such change.

EI FOR LEADERS AND EI FOR MANAGERS

Leadership and management skills are not static; once you have EI skills developed

you should continually ride the tide. When organizational change presents itself, leaders and managers must react in different ways. Although some scenarios may use certain skills over and over, as project team compositions change, personalities and characters change, and different initiatives are launched, flexibility is eminent if success is sought. Styles of influence must be fluid, reflecting time, space, presence, and direction. “The need for particular traits can shift over time and from situation to situation” (Heron and Rossiter, 2006, p. 261).

The difference between EI for managers and leaders is simple. Managers will use their EI skills to calm the daily fears that arise regarding sorting the mail or having to be trained on when or how to direct a student away from the reference desk and send them to the writing tutors. Leaders deal with long term fears, such as cross-departmental concerns. How will everyone get along? How will we all share our lunchroom with so many more staff? Why do we have to weed so many print books from the collection and replace them with electronic books? If we eliminate print, what will our circulation manager or cataloger do within the organization?

Even scarier is the concern that they might not be needed or they could have their positions redesigned. The differences again deal with daily versus visionary issues. Managers control the daily work issues while leaders project into the future of the organization and larger scale work issues, especially one such as managerial authority, divisions of labor between departments, etc.

Using EI and being in tune with one’s own emotions and the potential emotional reactions of others can help managers and leaders remain calm even in the most uncertain of times; they can successfully calm others with a caring approach when times are tough. As such, better decisions can be made by all. Consider the planning process involved in absorbing a new department or service into the existing library building. Those in charge, the managers and the leaders, need to plan calmly as they conduct focus groups, create surveys, and of course, take directives from those in the highest levels of authority on campus. The library leaders and the managers need to collaborate with, for example, the learning and tutoring center and then create project teams and assign rational and less fearful staff to continue with the planning process. Consider how a staff member would feel

if their work was redesigned without their individual input. They may be fearful and reasonably so, if the change is edict.

The staff members and librarians who actually perform the work on a daily basis will be less fearful if they are part of the planning process. Organizing these work analysis teams would be a managerial task, considering we are analyzing and reorganizing daily activities. Leadership works in conjunction with architects to analyze space constraints and opportunities, for example. However, at critical stages in the planning process, higher level updates must become an acceptable practice; one that will decrease the fear and stress that emerges naturally amongst the front line staff. Managers lead daily work; leaders deal with higher level concerns. With a rational approach, managers and leaders can calmly explain the plans in action in a more confident, less fearful manner.

Managers and leaders will also have to deal with their own fear. Will the staff “revolt?” Will the leader and manager make mistakes that would be detrimental to their staff or the library operations? Will they be displaced and replaced? Their fears must also be acknowledged within as well as from above.

According to Caruso and Salovey, “the skills of emotional intelligence do not guarantee health, wealth, or happiness. In fact, the emotionally intelligent manager may often feel sad and anxious” (2004, p. 172). They say that the emotionally intelligent manager’s rewards lie in the desire and ability to do well for oneself and for others.

Unlike Caruso and Salovey, who say that EI managers set the course in a sea of change, EI managers in fact only serve to ensure the sailors are doing things right; they are going in the appropriate direction. That is to say EI managers deal with the daily work that is affected by the sea of change. Leaders, on the other hand, use their vision to set the course, to map out the future direction and anticipate waves in that direction. According to Warren Bennis, managers do things right while leaders do the right things. Front line staff also need to recognize and acknowledge the emotions that arise within their colleagues when faced with organizational changes. Frontline staff can support each other on a peer-to-peer level.

However, Caruso and Salovey do say that they emphasize interactions between “emotion and cognition, feeling and thinking,

passion and reason” (2004, p. 195). Rational thinking, they say, is tied to emotional reasoning, and the two cannot be easily separated. “We say it can get you a long way toward becoming a leader rather than simply a manager” (Caruso and Salovey, 2004, p. 195). Caruso and Salovey continue to say that it is impossible to exhibit the five keys to leadership success as outlined by the famed leadership experts, Kouzes and Posner: a leader’s ability to model the way, inspire a shared vision, enable others to act, and encourage the heart, Caruso and Salovey believe, depends on the ability to be emotionally intelligent. “But we think if you learn and apply it, you’ll have a chance to become something even better: a leader of teams and organizations that show lasting, positive qualities that can give them an edge in terms of loyalty and commitment, as well as in striving to do the right thing” (Caruso and Salovey, 2004, p. 196).

CONCLUSION

Emotionally intelligent leaders and managers are tasked with providing staff with sound and rational emotional support. As leading business experts provide us with their philosophies, librarians must realize that these experts base their work on years of hard-lined research. They did not just read literature in their field that is concomitantly written by those in their field.

Librarians who only read library specific literature will see the same results time after time, reflecting a pattern of thinking inside the box. Breaking out of this habit will enhance creativity in designing forward thinking librarians who lead, manage, and perform the daily operational duties in their libraries. If Goleman’s theory applies to workers in jobs of every kind and at every level, then we should also believe that library leaders, managers, and front-line staff have the potential to be emotionally intelligent. They may already have the innate ability to behave and to manage or lead in emotionally intelligent manners. The business literature, such as what Goleman dedicated his professional life to, which is written outside of the library profession, should instill a sense of intrigue among librarians.

In the beginning of this article, we discussed the flight attendant who calmed an entire plane full of weary passengers. Librarians can relate this to their library operations, both with library patrons and library staff. Both need doses of emotional healing

so that they are happy. Yes, happy. A flight attendant is to a passenger as a librarian is to a (fill in the blank). ■

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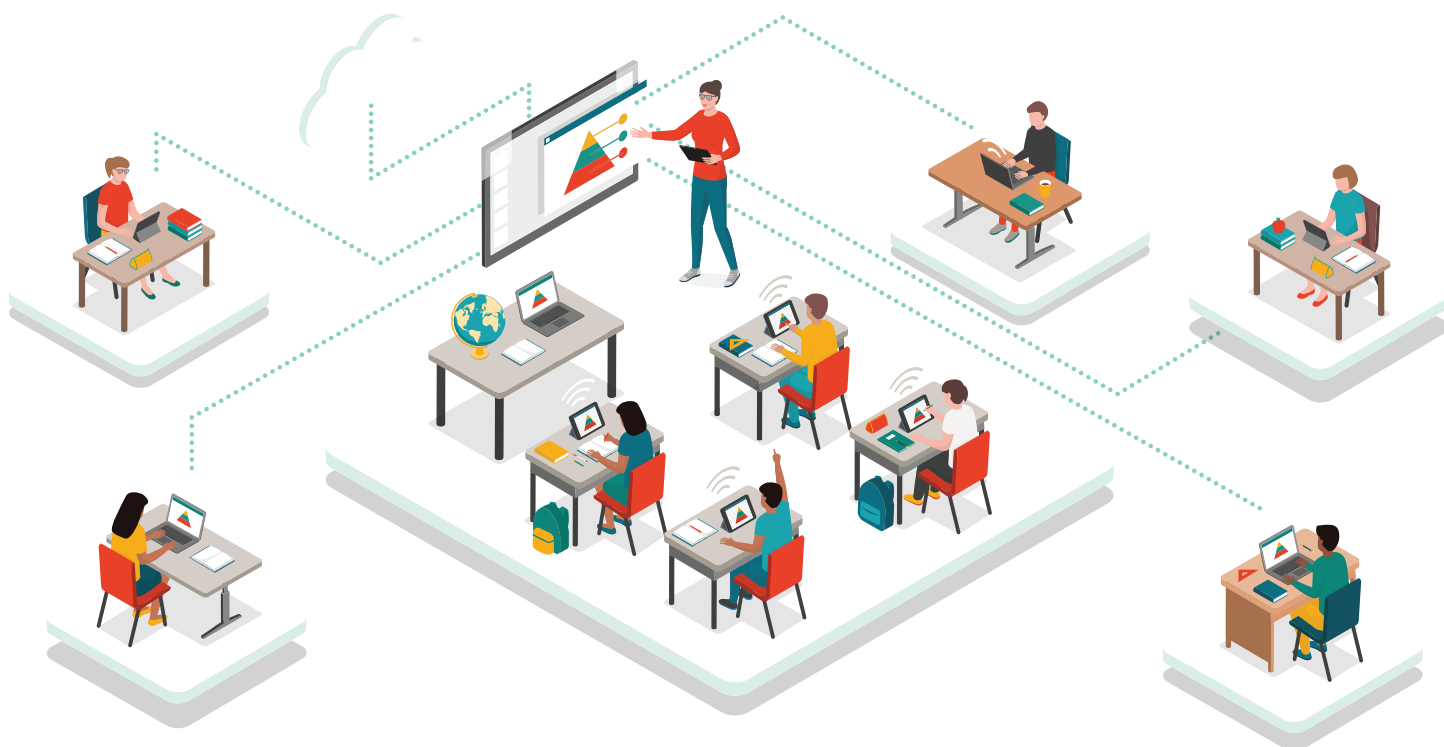
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Activating Library Classrooms

» Evaluating Formal Learning Spaces for Active Learning and Student Engagement



BY JULIE M. PORTERFIELD, STEPHANIE DIAZ,
AND REBECCA MILLER WALTZ

Funded by the Association of College & Research Libraries through a 2018 Academic Library Impact Research Grant, the Activating Library Classrooms: Evaluating Formal Learning Spaces for Active Learning and Student Engagement project endeavored to evaluate the design and use of formal learning spaces situated within Penn State University Libraries. Researchers evaluated seven library classrooms and interviewed seven faculty collaborators at six Penn State University campuses in order to identify areas of strength and growth for formal learning spaces. The results affirm the significance of formal learning spaces in libraries and how they can demonstrate academic libraries' abilities to partner in university curricula and student success.

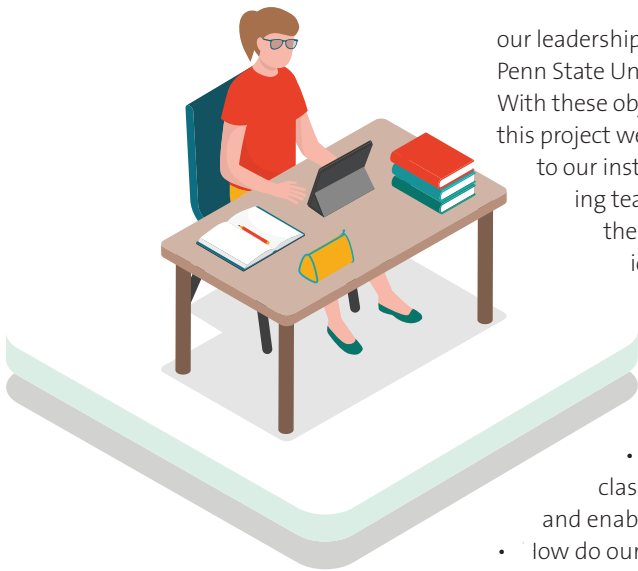
EXECUTIVE SUMMARY

Funded by the Association of College & Research Libraries through a 2018 Academic Library Impact Research Grant, the Activating Library Classrooms: Evaluating Formal Learning Spaces for Active Learning and Student Engagement project endeavored to intentionally evaluate the design and use of formal learning spaces, or classrooms, situated within Penn State University Libraries. The goal of this evaluation was to create a plan for adapting existing formal learning spaces and creating new learning spaces within University Libraries that truly facilitate active learning. The fiscal constraints and increasing calls for accountability in higher education. Universities and colleges are being urged to adopt standards and measures to enable them to assess and improve the effectiveness of their teaching and learning practices.

Researchers evaluated seven library

classrooms and interviewed seven faculty collaborators at six Penn State University campuses in order to identify areas of strength and growth for formal learning space design at Penn State University Libraries. The small size of the learning spaces, the rigidity of the furniture in these spaces, and the lack of natural light within the learning spaces were identified as major areas for growth. The major strength discovered within this study is how valued these learning spaces as well as the campus collaborations they inspire are; this study affirms the significance of formal learning spaces in libraries and how they can demonstrate academic libraries' aspirations and abilities to partner in university curricula and student success.

This report details the goals, methods, findings, and conclusions of this project, and is intended for anyone thinking critically about formal learning space design, particu-



larly in libraries. While this study was exploratory and ultimately identified additional questions and areas for research, it provides a realistic starting point and replicable process for librarians, educators, administrators, and other colleagues interested in exploring and enhancing their own learning spaces by using a lens of active learning, collaboration, and student engagement.

PROJECT OVERVIEW

In 2017, the Association of College & Research Libraries (ACRL) published *Academic Library Impact: Improving Practice and Essential Areas to Research*, a report describing ACRL's "action-oriented research agenda" developed to help libraries better support student learning and success and to also communicate this work and libraries' value to higher education stakeholders (Connaway, Harvey, Kitzie, & Mikitsh, p. 1). Directly after the publication of this report, in 2018, ACRL offered small grants to support librarians doing research in the areas identified by the research agenda in the report. These Academic Library Impact Research Grants were intended to support projects that would demonstrate the impact of a library's work and also enhance daily practices related to student learning and success.

The *Activating Library Classrooms: Evaluating Formal Learning Spaces for Active Learning and Student Engagement* project was awarded funding through a 2018 Academic Library Impact Research Grant to evaluate the design and use of formal learning spaces (classrooms) throughout Penn State University Libraries (PSUL) in order to adapt existing, to develop new learning spaces that facilitate active learning and to demonstrate

our leadership, expertise, and impact to the Penn State University (PSUL) community. With these objectives, researchers leading this project were matching our assessment to our institution's mission, and enhancing teaching and learning, two of the six priority areas for research identified by the 2017 *Academic Library Impact: Improving Practice and Essential Areas to Research* report.

Our research questions driving this project were:

- How well are our library classrooms designed to support and enable active learning?
- How do our library classrooms affect and facilitate student engagement?
- What role do our library classrooms play in our faculty collaborators' perceptions of our impact on student learning?

Our objective was situated within current strategic efforts at PSU. PSU is engaged in a University-level initiative to increase the number of active learning spaces on each campus and decrease the number of large, lecture-style classroom spaces. In order to do this, a subgroup of the PSU Learning Spaces Leadership Committee, on which this project's primary investigator serves, has been charged with evaluating learning spaces in order to gauge their ability to facilitate active learning. Further, the PSUL Instruction Steering Committee recently released a new program document that emphasizes the use of active learning in information literacy sessions. The Activating Library Classrooms project directly supports these University and library-level strategic efforts, leverages PSU's multi-campus organization, enables the investigators to examine learning spaces within the context of the diverse, unique student populations at each campus selected for the project, and empowers PSUL to enhance student engagement through library space design and through leadership in the area of active learning classrooms.

BACKGROUND & LITERATURE REVIEW

An academic library, which can be described as a "thriving and open-ended learning hub that brings together information, engagement, and technology," often plays a leadership role in learning space conversations on its campus (Head, 2016). Many academic libraries are full of intentionally designed informal learning spaces where students

can study alone, collaborate with peers, and even engage in new methods of information creation in spaces like the Penn State University Media and Maker Commons, which are located in Pattee Library on the University Park campus (Bennett, 2015; Head, 2016; Nitecki & Simpson, 2016; Turner, Welch, & Reynolds, 2013). However, many academic libraries also include formal learning spaces, or classrooms, where course-integrated information literacy instruction, among other types of teaching and learning, happens.

Librarian teaching practices have evolved from direct instruction and simple database demonstrations to active learning methods that support critical thinking, but, in many cases, library classrooms have not kept pace with this evolution. Currently, many classrooms at Penn State University Libraries resemble traditional computer labs with little room for students to move around, collaborate with each other, or engage with library instructors. While we know that this computer lab design does not support the type of teaching and learning we value and want to practice, we have not devoted the time or space to exploring better designs for our classrooms. Further, while many Penn State librarians are using innovative and engaging new teaching strategies, we have also failed to devote time and space to really learning how to use our formal learning environments well.

All of this is unfortunate, because libraries present the perfect opportunity for experimental learning space design use (Karasic, 2016; McKinstry, Hornby, & Richards, 2014). Libraries stand outside of official curricular structures, so constraints such as student evaluations (SRTes) do not impact the design of our space or the pedagogies we use in that space; this means we have freedom to experiment and fail forward without serious repercussions. Libraries stand at the intersection of many disciplines, which means any innovations we employ in the design of our space and pedagogy, and in our approach to teaching and learning, have the potential to reach and influence instructors and students across the University. In other words, academic libraries are the perfect incubators, catalysts, and platforms for radical ideas about learning spaces, teaching, learning, and student success. For these reasons, academic libraries and those who play any role in designing them have a responsibility to pay special attention to the formal learning spaces situated within them.

RESEARCH METHODS

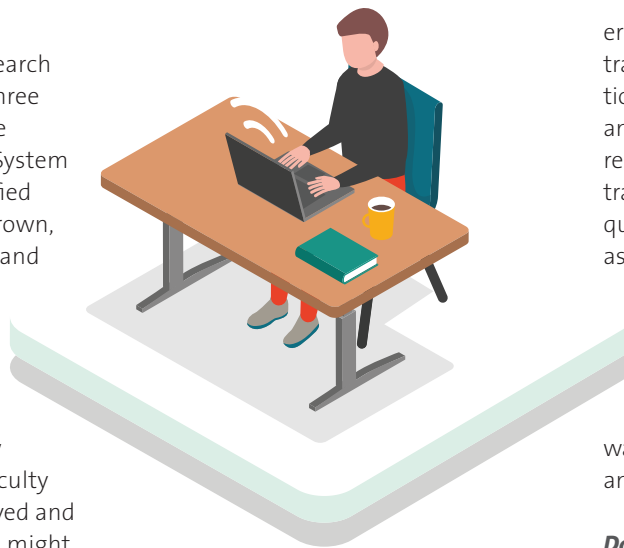
In order to investigate our three research questions, we originally identified three research methods. First, we used the EDUCAUSE Learning Spaces Rating System (LSRS) to evaluate the spaces identified for inclusion in this study (Felix & Brown, 2011). Next, we planned to develop and use a formal classroom observation protocol to observe information literacy sessions and other learning events in each of the spaces identified for this study. Finally, we created and used a formal interview protocol in order to interview the faculty instructors of the courses we observed and to gain insight into what our spaces might communicate to the faculty about our priorities, our expertise, and our ability to impact student learning.

Classroom Evaluations

In total, seven library classrooms at six Penn State campuses were observed and measured using the LSRS version 2, Part B. The LSRS includes a list of measurable criteria that is used to study how well a classroom accommodates active learning and teaching methods. Only “Part B: Environment, Furnishings, Layout, and Technology” of the LSRS was used to evaluate classrooms (see [Appendix A](#)). Because the classrooms were located at different Penn State campuses, each with their own unique histories, contexts, and various stakeholders, it was not helpful or feasible to collect the data for “Part A: Campus Context, Planning, and Support Considerations” of the LSRS version 2. Though, when possible, we recommend that Part A be completed to facilitate comprehensive discussions about the motivations for and design of library classrooms. The authors measured and documented the space with yardsticks or tape measures, took photographs, and rated each classroom at the time the site was measured. This often involved adjusting lighting, testing audio/visual equipment, and measuring desk space. Scores were recorded during the site visits in electronic LSRS worksheets.

Faculty Interviews

The researchers conducted seven interviews with non-library faculty for whom a librarian had recently taught one of their classes. The faculty represented each of the following Penn State campuses, **Abington, Altoona, Behrend, Harrisburg, Scranton, and University Park**. The authors sent emails to



librarians at the 6 campuses and asked the librarians to suggest the name of a faculty member who might be willing to participate in an interview about the library classroom. Interviews were conducted in-person, and when possible, in the library classroom to encourage detailed feedback. All of the faculty interviewed were familiar with the library classroom space. The interviews were recorded using digital voice recorders. Faculty were asked 8 questions that were focused on the subject’s perceptions of the library classroom, their perceptions of classroom space on campus, and how well they felt the library classroom supported student learning. The interview questions are listed in [Appendix A](#).

Instruction Observations

Initially, the researchers planned to observe library instruction sessions in each of the classrooms being studied. However, following the first-class observation, the researchers decided that due to the complex nature and confounding variables involved in library instruction and student learning, they would pursue additional instruction observations. Active learning in a class session is dependent upon the personality of the students in class, the pedagogical choices of the librarian and faculty member, and a number of other factors. Although class observations would likely produce a wealth of data on student learning from library instruction, the researchers felt that they would not meaningfully contribute to the discussion on classroom design for the purposes of this study.

Data Analysis

As stated earlier, the faculty interviews were recorded using digital voice record-

ers. The interview audio files were initially transcribed using the automated transcription software, Nuance Dragon Professional, and later manually corrected by one of the researchers. The research team utilized the transcribed interview data to complete a qualitative analysis. Using grounded theory as a foundation, the team implemented a constant comparisons data analysis method to identify thematic codes in the interview data (Glaser & Strauss, 1967; Corbin & Strauss, 2014). As a tool for this work, NVivo analysis software was used to facilitate the coding process and store the coded data.

Data Storage

The collected data (audio files, transcripts, and LSRS scoresheets) were uploaded and shared among the authors in Box, a secure, subscription and cloud-based storage service made available by Penn State.

Ethical Considerations

Our research protocol met the criteria for exempt research and was approved by the Institutional Review Board at the Pennsylvania State University. Information about the study was provided to faculty and verbal consent was obtained in person before interviews began. To protect the privacy of interview subjects, personally identifiable information, such as names, were removed during the transcription process. During two faculty interviews, a librarian from the corresponding campus was present. When possible, faculty interviews were conducted without a librarian from their campus present, to limit any response bias that might occur.

RESULTS

Learning Space Rating System

The authors revised the Learning Space Rating System (LSRS) scoresheet to include only scoring for Part B (see [Appendix A](#) for customized LSRS). The weighting was readjusted accordingly to 33.33% (formerly 20%) for each of the following sections, environmental quality, layout and furnishings, and technology and tools. The library classrooms (n=7) were assessed using only the criteria listed in these three sections. Overall, the library classrooms earned a weighted average score of 45 out of 100, and a median of 41. The highest scoring library classroom earned a score of 65 and also scored highest in each of the three sections. The lowest scoring classroom earned a score of 26 and

was the only classroom to score lowest in all three sections.

Environmental Quality of Library Classrooms at Penn State

The “Environmental Quality” section of Part B of the LSRS is used to assess the following learning space features: access to daylight; views to the outdoors; interior visibility; lighting control; heating and cooling control; acoustic quality; environmental and cultural inclusiveness; and accessibility and universal design. Overall, the library classrooms scored an average of 3.4 out of 9 possible points in the environmental quality section of the LSRS v.2. The median points scored was 4. The highest scoring library classroom earned 5, while the lowest scoring library classrooms (n=2) earned 2 points.

The lowest scoring library classrooms scored low due to lack of direct access to daylight (no windows); lack of visibility within the space; inability to control heating and cooling systems; and fixed-height tables that were not wheelchair accessible. However, one of the smallest classrooms that had limited lighting control and lacked windows, scored the maximum number of points related to environmental and cultural inclusiveness. Despite low scores in other areas, the classroom featured artwork, student work on the walls, a collection of useful course reserve items and citation manuals, and other items demonstrating source evaluation concepts for library instruction.

The most common two features of classrooms (n=4) that earned average and median scores in the “Environmental Quality” section were lighting and acoustic controls. There were three features found in the highest scoring library classroom that contributed to its high score in the environmental quality section — lighting; tools and technology; and accessibility and universal design.

Specifically, the lighting was able to be adjusted off/on and was dimmable in several areas of the classroom. The room also featured two height-adjustable desks for wheelchair access. Also, the student desks featured easy-access electrical outlets next to each computer.

Layout & Furnishings in Library Classrooms at Penn State

The “Layout and Furnishings” section of Part B of the LSRS is used to assess the following learning space features: seat proximity; the ability to move through the space; seat-

ing density; flexibility of the furniture; size, quality, and flexibility of the furniture; seating comfort; movable partitions; visibility in and out of the classroom; access to adjacent informal learning areas; and the number and quality of writable surfaces, such as chalkboards or whiteboards.

The library classrooms that were observed for this study scored an average of 7.6 out of 15 possible points in the “Layout & Furnishings” section, and the median points scored was 9. The highest scoring library classroom earned 11 points; the lowest scoring library classroom earned 4.

The lowest scoring library classroom lacked space in general and scored zero points in the following categories: proximity within space, movement through space, and storage space for students. The room also lacked movable partitions, windows, and unobstructed writable surfaces. The most common features of classrooms (n=4) that earned average and median scores in the “Layout & Furnishings” section of the LSRS were proximity within space (or the ability to interact with users in the space); furniture configuration and flexibility (or the presence of flexible furniture options); the ability to view inside the classroom from outside; access to adjacent informal learning spaces; and presence of writable surfaces.

The highest scoring library classroom scored higher than the others primarily due to its large size. Because of its size (1,440 ft²), the high scoring classroom was able to accommodate larger chairs, more space between desk rows, and additional equipment and furniture in general. The classroom featured chairs with student storage underneath, several whiteboards across the front of the room, and small windows leading to adjacent informal learning areas in the library. In fact, all of the library classrooms scored well on the criterion, “Access to Adjacent Informal Learning Areas,” because they were located within the library itself.

Technology & Tools in Library Classrooms at Penn State

The “Technology & Tools” section of Part B of the LSRS is used to assess the following learning space features:

availability of electrical power throughout the space; network connectivity; visual



displays such as projectors and projection screens; sound amplification; audio/visual interface and control; distributed interactivity (or the users’ ability to work collaboratively); and session capture and access. The library classrooms scored an average of 4.9 points out of 10, and a median score of 4 points. The highest scoring library classroom earned 8 points and the lowest scoring classrooms (n=2) earned 3 points.

The lowest scoring library classroom scored low in the following criteria: sound amplification, audio/visual control, distributed interactivity, and session capture and access. It also featured a single visual display that was difficult to view in all areas of the classroom. The most common features of classrooms (n=3) that earned median and average scores in the “Technology & Tools” section were network connectivity; visual displays (projector and projection screen); sound amplification; and the ability to control audio and visual content. The highest scoring classroom featured electrical power throughout, desktop computers for each student, a projection screen highly visible in most areas of the room, appropriate sound amplification, easy access to audio/visual controls, and a microphone for the instructor.

INTERVIEWS

As previously mentioned, the research team completed a qualitative analysis of the transcribed faculty interview data, using NVivo software. The constant com-

» Also significantly present among the transcription data are discussions related to specific elements, either present or not present, in teaching and learning spaces.

parisons method of analysis revealed five primary codes: Collaboration with Librarians, Learning Space Components, Space Benefits, Space Challenges, and Space Messaging. Data points coded with each of these designations revealed important information for addressing the team's initial research questions, which, like the codes, also include the themes of space, engagement, and perception.

Collaboration with Librarians

The code Collaboration with Librarians was used to code data that addresses the working relationship between librarians and the faculty using the University Libraries teaching and learning spaces. Unlike many of the other codes, there was no need to break this code down further into statements with positive and negative connotations. Each time a librarian's work and their collaborations with faculty were mentioned during the interviews, the interviewee had only positive things to say about their experiences. While the project's research questions do not necessarily address faculty opinions of librarians' work, it does aim to uncover the relationship between library teaching and learning spaces and faculty perceptions of the impact of librarian's work on student learning. Although interviewees identified elements of library teaching and learning spaces that might signify a negative perception of impact on student learning, all participants praised the work of their librarian colleagues. This indicates that they value collaborations with librarians, despite challenges found in library teaching and learning spaces. In particular, respondents identified value in both librarian expertise and being in a library space, even if/when it is not ideal. For example:

"Well I think it's crucial that we have, we use the library, and that we have such a good relationship with librarians on campus to come into the classroom. So, from like a content and what they're able to deliver, it's fabulous."

"Well, I feel like to them, as second semester or first semester freshman which is my primary body, they have like little

experience with the libraries and I want them to realize that it's a place, a space, a real place, and the databases are tangible, everything is accessible, and that their knowledge of the world isn't just on the surface of their screen, right? I feel like the library resources, of course to us, definitely valuable. But for these students I try to instill it. You can still go see the research librarians and ask questions, and they can give you specific articles to your, your topic without you floundering around..."

Learning Space Components

Also significantly present among the transcription data are discussions related to specific elements, either present or not present, in teaching and learning spaces. The research team coded this data under the heading Learning Space Components with sub-codes of Pedagogy, Furniture Arrangement, Lighting, and Technology. Interview responses indicated that there is strong correlation between pedagogical preferences and the desired components of a teaching and learning space. However, for those faculty collaborators who indicated an interest in the research project's primary pedagogical themes of active learning and student engagement, furniture arrangement and flexibility were frequently cited as considerations for an ideal teaching and learning space. Data includes the following highlights:

"My ideal room to teach in would be in a room with tables that you could set up in a square or U-shape, but that could also be moved for interactive stuff. Because I teach a lot of drama, so I'll have students like get up and do scene stuff together so there needs, we need to be able to clear that stuff away. Also, a room that has a basic audio/visual set up, because I show a lot of clips of performances and I use visuals in my teaching a lot. So, the rooms that have more seminar set ups don't have good audio/visual stuff, and then the other rooms are just like totally like blocks of desks that are packed in too close together to move easily. So, I'm always like moving us into a circle and then we have to like wrestle with

all the chairs to move back."

"I think that having moving pieces I guess is really helpful. Because when you have those fixed long tables or the small chairs. First of all, small chairs are really difficult sometimes they're too small and they're really difficult to maneuver. If you have students with special needs or students with disabilities, you have to hope that there is like a desk in there that's available to them, which is really not always an easy task. So and then when you have those long tables that even if they move they're still sort of hard to move and you can only move them into certain shapes and so you only have rows or you can have little squares or something. So I think that having those moving pieces like the roundtables or the tables that can move around, having chairs that are open so that students, you know, regardless of their, their mobility issues or whatever can get into those chairs. There's space for students in wheelchairs, you know."

Additionally, for participants with interest in active learning and student engagement the availability of natural light and technology were priorities for an ideal teaching and learning space:

"For the availability, I use these, this classroom for the availability of the computers."

"I really value, though, having technology like a podium computer and the ability to project material, if only for, you know, saving paper and handouts. It also just makes things logistical so that, you know, if in the middle of a lecture about MLA citation, they have a question about a particular kind of source, I can pull up the source and actually show them how to generate an MLA citation. So, it's helpful to sort of have that visual to support my instruction."

"th—well, I love natural light. I just think that's hugely helpful, and I teach a lot of early morning classes and one of things that I do first when I arrive at a classroom early is open up all the blinds, as long as they're not going to shine sun directly in the

faces of my students, which I find is detrimental. But so, I think that's really, really important, just for turning on cognition and it has all these associations with metabolism and the functions of your brain, and so natural lighting's huge for me."

Space Benefits & Space Challenges

During the interviews, participants discussed some of the positive and negative attributes that they have found in teaching and learning spaces at Penn State. The research team coded this data with the terms Space Benefits and Space Challenges and indicated through sub codes whether the referenced space was found in the University Libraries, or Campus-wide. One of the dominant sentiments found in this data is a preference for or neutral opinion of University Libraries classrooms, despite Space Challenges, because the teaching and learning spaces Campus-wide are equally challenging, or very limited in availability. For example:

"Oh, we have a huge space problem.

We don't have enough space. I taught a discussion-driven small literature class my first semester in a computer lab because it was the only thing they could put me in."

"I would say, Space, to be honest, on campus in general is not really set up well for collaborative work especially in English."

"It's very difficult to find lab resources here on campus because they're always booked with classrooms. So that's why we migrate here, especially when I need [librarian's name] or a librarian to do a workshop."

"Choose to go to the library because the classrooms I have, first of all they don't have computer access, like individual computer access, and they're not set up for collaborative like research work either."

This indicates an opportunity for the University Libraries to play a leading role in shaping the design of teaching and learning spaces University-wide.

In Space Challenges, responses associated with University Libraries classrooms, participants most often noted issues to related space arrangement and flexibility, particularly as these qualities might facilitate active learning. Criticisms of library teaching and learning spaces include:

"The space itself is, is long and narrow.

So, there are, you know, the rows not as wide and there are more rows in order to have the number of computers that are

needed. And so, I do find that I try really hard to encourage students to sit in like the first four or five rows. They can't all fit up there, but I try and at least fill those rows first. Because it is, it's quite a distance from the podium to the back few rows, and I find that they tend to be a little bit less engaged back there."

"Yeah well, it's really difficult to get in and out. Like it's in these really narrow rows, you know, it's like a brick and mortar room. So, there's not a lot of flexibility. If students have to get up to go do something, they can't like get out. It kind of is disruptive I notice."

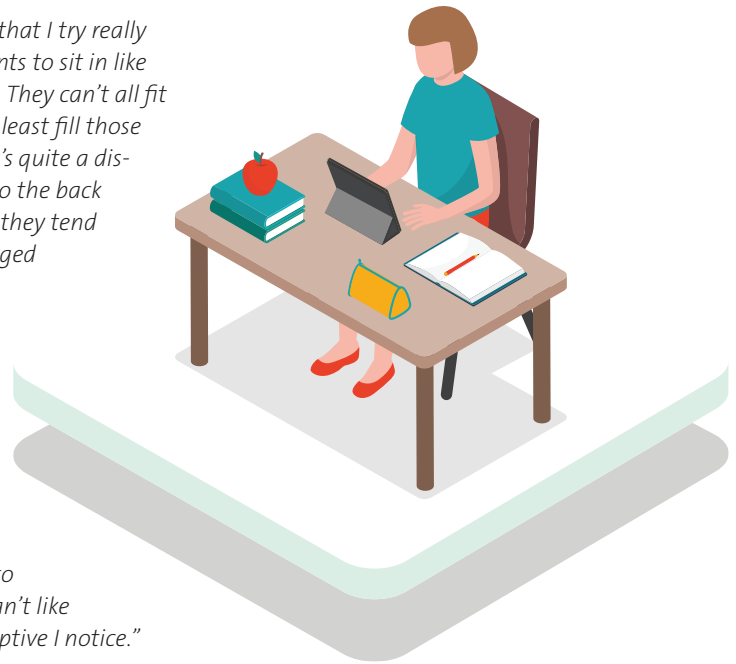
Finally, the Space Benefits found in University Libraries teaching and learning spaces were often associated with the relationship between library space and the expertise and resources found within it. In other words, a major perceived benefit to teaching in a library space is physical proximity to the expertise of librarians and physical information resources found within the building, including access to technology. Examples of these associations include:

"I like bringing my students into the library to show like show them where the library is and to help them navigate like the space of the library itself because once they've come into the library, they're more likely to come back to the library. And I want them to be using resources, both human and material that are physically here in the library."

"Uh, the other reason is that my um, students at the "X" campus have really irregular access to technology, um and really inconsistent access to technology. A lot of students, their phone is their primary computing device. So when there are lessons that involve searching using our library resources or our library databases or digital resources doing various kinds of notetaking and citation gathering. If I'm not in the library, I cannot provide them with computing technology that they'll need as easily, so the laptop cart of Google Chromebooks here is incredible."

Space Messaging

One of the project's research questions, specifically aims to investigate what kinds



of message or signal the University Libraries' teaching and learning spaces send to faculty collaborators about librarians' abilities to impact student learning and engagement. In order to analyze the collected data for this information, the research team coded responses related to perceptions of teaching and learning spaces as Space Messaging and used the sub-codes Positive and Negative to indicate the orientation of the perceptions discussed. Additional sub-codes were also used to signify whether the discussed space is a Library space or a Campus-wide classroom. Similar to data coded as Space Challenges, Negative Space Messaging data associated with both Library and Campus-wide classrooms indicate that arrangement and flexibility signify an absence of active and participatory learning to students. Faculty collaborators noted this as a specific challenge in several of the University Libraries' spaces. For instance:

"Well, because it is these horizontal tables, facing a screen, it really does seem oriented for listening a little bit more than engaging in conversation."

"I think it says it's restrictive. I think it says, you know, like, that you sit here, you do this, you're by your-, it's very singular, you shouldn't ask for help, it's not like a give and take back and forth kind of dynamic. I think, I think it reinforces kind of the idea that this is a scary place. I should be intimidated by it. It's not open and friendly and inviting."

» **While interview participants indicated negative perceptions associated with library classrooms, they were also able to highlight positive associations with the spaces. However, the survey data did not include any Positive Space Messaging data for campus-wide spaces, only library classrooms.**

While interview participants indicated negative perceptions associated with library classrooms, they were also able to highlight positive associations with the spaces. However, the survey data did not include any Positive Space Messaging data for campus-wide spaces, only library classrooms. Similar to positive library related data found throughout the analysis, positive perceptions of University Libraries' classrooms are associated with the expertise and resources found within the physical space. Respondents indicated the library itself signifies a certain level of reverence. As summarized by one faculty collaborator:

"I think it also sets the tone, that research is important, and that the libraries are important by taking them outside of the classroom, into the library as well."

Limitations

During two faculty interviews a librarian colleague was present, which might have influenced how the faculty member responded to some questions, in particular question #7, "How do you see library workshops, resources, services, and spaces contributing to your teaching and your students' learning?" ([Appendix A](#)). However, the interviewers made an effort to encourage interview subjects to express honest feedback, even if it might be perceived as negative. Additionally, perceptions and other feedback were generally not collected from librarians who teach in the library classrooms we observed.

Conclusion

The faculty collaborator interview data analysis was instrumental in addressing the themes of space, engagement, and perception found in the research team's initial research questions. More specifically, the data indicates that, although University Libraries' classroom may not be ideal, neither are the teaching and learning spaces that faculty collaborators utilize across the University. In-

stead, library teaching and learning space is valued for the expertise and resources found in the University Libraries. Most importantly, this value highlights an opportunity for the University Libraries to be a leader and true collaborator in matters of teaching and learning space University-wide.

CONCLUSIONS & RECOMMENDATIONS

From our research, it is clear that Penn State faculty view librarians as partners and have positive impressions of how library instructors, spaces, and services contribute to and enhance the student experience. In addition to continuing to focus on building and maintaining these relationships and curricular integrations, we identified short-term and longer-term recommendations and solutions for librarians engaged in or leading the learning space conversation at Penn State and other universities.

Short-term Recommendations

In order to start the conversation or begin an exploration of formal learning spaces use the Learning Space Rating System to develop a baseline understanding of the components that comprise a high-quality active learning space. The Learning Space Rating System is available as a free download on the EDUCAUSE website: <https://www.educause.edu/eli/initiatives/learning-space-rating-system>. For more information on what it is and how to use it, we recommend reading the article "7 Things You Should Know About...The Learning Space Rating System" (EDUCAUSE, 2015).

Once you use the LSRS, you will likely identify a number of things, big and small, that you will want to change. These changes may range from free or very cheap to very expensive. Our work on this project has identified a spectrum of changes, depending on the size of your budget, that you may want to consider making to your library classrooms in order to improve them for active learning.

Small or Non-existent Budgets

- On the low-investment end, we recommend the following:
- Adding a bookshelf with books, handouts, and school supplies that students would find useful
- Adding artwork, campus photos, and/or student projects to the walls
- Adding a lockable storage cabinet
- Adding at least one height-adjustable desk for accessibility
- Adding quiet fans or a portable air conditioner for airflow and environment quality
- Arranging furniture so that student visibility barriers are minimized, and student collaboration and mobility are maximized
- Adding a whiteboard

Medium-sized Budgets

- If you have slightly more funding to invest in learning spaces, we recommend the following:
- Making sure you have a projector and projection screen, fixed or mobile, in the spaces
- Adding a door with at least a small window, in order for students to be able to see in and out of the space, and in order to possibly increase natural light in the space
- Considering a fresh paint scheme that includes energizing or relaxing colors other than white

Larger Budgets

If you have even more funding to invest in learning spaces, we recommend the following:

- Investing in a cart of lightweight laptops (e.g., Chromebooks) for students to use instead of fixed desktop computers
- Consider collapsible and flexible furniture for different classroom arrangements

Long-term Recommendations

If you have both the time and the funding, and are interested in serious long-term planning related to formal learning spaces, we recommend the following:

- Evaluating and improving wi-fi accessibility
- Ensuring that rooms are designed with at least 25 square feet designated per student to allow for comfort, flexibility, accessibility, and collaboration
- Installing adjustable and dimmable lighting in various areas of the room
- Ensuring that there are electrical outlets in various areas of the room in order for every student to be have access from their seat
- Installing windows or skylights if possible to enhance natural light in the space

In addition to identifying specific architectural and design features that can support active learning, our research makes it clear that the intent and use of these spaces needs to be considered and communicated in a variety of spaces. First, as the LSRS discusses, classroom spaces need to be integrated into campus planning so that they are supported, maintained, and managed. For library classrooms, we must consider the additional element of the learning outcomes and pedagogy emphasized in these spaces; in other words, formal learning spaces in libraries need to be designed with information literacy and information literacy pedagogies in mind.

Similarly, our research indicates that knowing how to use a space is just as important or more important than knowing how to design a space. Just because a space has been designed for active learning does not mean that an instructor will know how to leverage that space or even use the best pedagogical approaches in any space. As Ramsay and Dick write in their 2019 article, “designing our faculty development opportunities to be as flexible as the spaces themselves is an important step”. While our research mainly focused on the learning spaces themselves, throughout the project, we increasingly discussed and questioned the uses of these spaces. Ramsay and Dick ask, “what if faculty...were savvy, agile, and confident in a way that, regardless of [the space], they are equipped with the knowledge and skills to create just the right configurations and to deploy the best pedagogical approaches?” (2019). We wonder this, as well. The next step in our research will be to investigate this question and perhaps

develop professional development plans for those teaching in our classrooms, regardless of their LSRS score or design. ■

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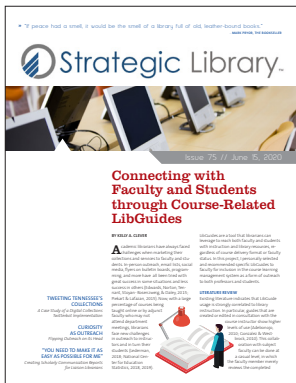
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APPENDICES

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