Summary Analysis of Qualitative Comments from LibQual Survey, Spring 2007

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Executive Summary

This report provides a summary analysis of the qualitative comments from the LibQual survey conducted in the spring of 2007 by the W.E.B. Du Bois library. Contents include:

Discussion of Key Issues Discussed by All User Groups
- High praise for the library staff and services
- The biggest complaint – by far – was about the online catalog
- Users like the Learning Commons, but suggest changes

User Group Analysis

-Undergraduates
- Love the Learning Commons, but want the following changes:
  - Less noise
  - Install "print-only" or "express lane" computers
  - More group study rooms

-Graduate Students
- More support for research:
  - Increase quiet study areas
  - Expand wireless internet throughout Du Bois tower
  - More ejournals, ebooks, and online databases
  - Photocopiers and catalog terminals on upper floors of Du Bois tower

-Faculty
- More support for research, but in different ways from graduate students' requests:
  - Increase print collections
  - Easier way to request book and journal acquisitions
  - More ejournals and online databases
  - Praise reference librarians and subject specialists as partners in research

-Library Staff
- Improve resources for library employees.

Branch Libraries
- Music Reserve Lab
  - Improve access to collections: put everything in one place
- ISEL
  - Unhappy with extent of collections, reliance on ILL
  - Put entire collection of science related holdings in one place

User Suggestions
- More workshops, services, and outreach to educate users on what the library offers
- Improve physical environment
- More quiet study space
- Strong support for "research commons" or some area dedicated to support research

Introduction

In the spring of 2007 the library conducted a survey of its users. In addition to collecting quantitative data, the survey provided a space for respondents to submit an open-ended comment about their experiences with the library. Almost 600 comments were collected. This report provides a summary and analysis of those comments. All comments were coded by Jason Rodriquez, a doctoral candidate in the Department of Sociology at UMass-Amherst, using NVivo7. This report proceeds as follows: first I summarize comments about three key issues that were frequently discussed: the staff and services, the catalog, and the Learning Commons. Next, I discuss the comments made by four different user groups: undergraduates, graduate students, faculty and library staff. Then I summarize the comments made by those who primarily use the Music Reserve Lab and Integrated Science and Engineering Library, and finally I discuss actionable suggestions made by users.

General Comments, Staff and Services

Of the 600 qualitative comments coded and analyzed, approximately 70 were general statements about the library, the overwhelming majority of which were positive. Though concentrated amongst the faculty, these comments were made by all three major user groups. For example, a faculty member in the humanities wrote, "The Du Bois library is one of the chief attractions UMass has for me. Many great staff and truly excellent specialists. Improvements? Nothing specific, just keep doing what you're doing. I love the library, love it" (1729940). A long time faculty member in natural resources acknowledged budgetary constraints, and added the "library does a great job for the limited resources available. Thank you for the excellent service" (1730972). One graduate student wrote, "The Dubois library is one of the reasons why I love this university so much. I feel strongly backed-up by it in my intellectual endeavors."(1756509). Though undergraduates comments of happiness with the library tended to be more specifically about the Learning Commons, one in the natural sciences said "I find the library to be a valuable tool in aiding my studies here at UMass" (1724596). These comments accurately reflect the sentiments of many users.

These comments are reinforced by the high regard held for the library staff and services. A faculty member, exemplifying the sentiments of many others, wrote "I believe the library staff have performed heroically in the face of diminishing resources." Another said, "This library has excellent staff -- absolutely first rate - who are helpful and candid and all-around good colleagues in the research enterprise" (1729866). These comments spanned the disciplines, and many users, particularly amongst the faculty, wrote and praised their subject specialist, especially those who hold regular office hours outside the library. Of the services, while the comments were frequently positive, the interlibrary loan got exceptionally high praise. One student wrote, "The interlibrary loan department is outstanding! It is one of the most efficiently run organs of the UMASS library" (1747737), while a faculty member added, "The interlibrary loan service is fantastic, I've used it probably 100's of times and it is very quick" (1741664). There were dozens of comments about the ILL, and almost every one of them was positive.

The Catalog

Almost 70 users wrote to complain about the catalog. "The new library catalog is horrible" one faculty member wrote, and added: "Every task and function was easier, clearer, more logical, and

took less time under the old system. Renewing four college books takes much longer. Requesting a book takes longer. Checking availability takes longer. It is common to search for a book I know the library has and not be able to find it in the new system. Not all journals can be found using the journal search option. We would be much better off going back to the old system. UMass shouldn't have to pay a dime for a system that is clearly NOT AN IMPROVEMENT. I don't know of a single user who is satisfied with the new system. The most fundamental aspect of the library catalog - that I should be able to search for a book or journal and see if the library has it - regularly fails. In some cases, I know the library has the book, so I keep looking or ask staff. But what about the cases when I don't know for sure if the library has what I'm looking for? This is ridiculous" (1725090). Another faculty member wrote: "The chief problem with the library is the impossible on-line catalog. I think all library effort should be directed at improving this fundamental resource." (1800206). As these comments illustrate, the complaints about the new catalog system were not just overwhelmingly negative, they were emphatically so.

The Learning Commons
Many users, mostly undergraduates, wrote in to comment on the Learning Commons. One student wrote, "I love the library. The learning commons is a great environment of productivity as well as community and individual learning. There are also enough quieter spaces and computer labs than the learning commons in the rest of the library which I frequently use" (1750197). While many wrote to say they love the Learning Commons, others gave more qualified support, put succinctly by one undergraduate: "I absolutely LOVE the learning commons. The only problem is that everyone else loves it too" (1729891).

That is, students like the facilities in the Learning Commons, but they are frustrated in several ways that are related to the high traffic it gets. They tend to see the Learning Commons as a great start, in need of expansion and improvement. They are frustrated that they have to wait for computers, particularly when they come to the library to print or quickly check their email prior to class. Many students use the computers for leisure, and students report that it is very frustrating when they need to print something and their peers are killing time on non-academically oriented websites. Furthermore, students are frustrated because there are not enough group work rooms to accommodate everyone who wants to use them. Finally, many students are annoyed at the noise level and the inconsiderateness of students using their cell phones for extended conversations, particularly in the Lower Level of Du Bois.

User Groups

Undergraduates
There were about 100 comments submitted by undergraduates. While some of their comments dealt with the catalog and staff, their comments were the most narrowly focused of all user groups, dealing primarily with their experiences using the Learning Commons.

Most undergraduates are quite happy with the Learning Commons, and more generally the improved access to technology in recent years. But on the other hand, they also noted some specific areas of frustration and had suggestions for improvement. The main area of concern was the high traffic and noise, which has a set of consequences that have users asking to make the Learning Commons bigger in several ways.

- High Traffic and Noise: The following comments represent the sentiment of dozens: "The learning commons are awesome. They are so nice, but people are so loud down there, especially at night. It is sometime impossible to do work with people yelling and on cell phones" (1747137). Another wrote, "The library is a nice place to study, mostly because of the new computers and study spaces available. On the other hand, it is very crowded, often you have to wait in line during the day for a computer. Also, it can be REALLY noisy at times, esp. on the basement floor. It would be nice to create more quiet and comfortable study areas, as well as have more computers available" (1728964). Noise was by far the number one complaint about the Learning Commons. Some students suggested a public relations campaign to make students more aware of the need to be quiet. Others noted that the staff makes no attempt to control the noise. Cell phones are particularly annoying to users, and some noted that while the cell phone pods are useful in theory, they are practically useless.

- Resources: The high traffic and noise, one student pointed out, is in some sense a compliment to the success of the Learning Commons. But many others note that the resources available, while much appreciated, are inadequate for a university this size. For instance, one humanities undergraduate praised the library for its vast improvements since she started school here, but added: "However, despite all of this, I feel that the library, and all of its resources, has a hard time keeping up with the demand of the students when they need computers simply to print out their papers. Because many students spend as much time as they please on computers, having as few as 400 or something computers for the staggering amount of students we have is rather laughable" (1726611). Another commented, "I love the learning commons, I just wish it was bigger" (1728844).

  While some of the comments had to do with increasing the amount of resources in the Learning Commons, others suggested reorganizing what currently exists. For instance, many comments from undergraduates suggested creating "print only" stations in the Learning Commons. One student underscores this need, writing:

  > "This is what the library needs above all: Countless times I've torn through the learning commons searching for a computer just to print something that will take 5 minutes. I come across a multitude of people looking at facebook.com or pitchfork.com, but no free computers. So why not corral off a section of 10 or 15 computers, possibly half of those at the front of the commons, and say they're for 10 minutes only. Sort of like the Express Lane at the supermarket. Then people could get their quick-printing-before-class done, or quickly check their emails or whatever. This strikes me as the best thing that the library could offer at this time, and would greatly increase my (and a lot of people's) satisfaction" (1724623).

  A number of students expressed their frustration at having to wait to print something out while others were killing time on the computers. In addition, several users suggested investing in double sided printers and copiers to cut down on the use of paper. Another requested putting staplers near the printers. Still others asked for more electrical outlets to be installed to accommodate laptop users.

A third area of the Learning Commons dealing with resources is the group rooms. Again, a similar theme emerged: users enjoy what is available and want more. Many undergraduates praised the group study rooms, but lament that they always seem to be filled. One nursing undergraduate pleaded, "please add more space for group study!!!!!" (1724565). Another student wrote, "library commons is good, but even more individual or group study space would be amazing" (1737238), and a third noted that "the booths that are reserved for group study do nothing to keep the sound contained within them & people are always on their cell phones" (1728712).

Graduate Students
There were 319 comments submitted by graduate students. Their comments touched on many issues previously discussed, in particular the complaints about the new catalog system, the Learning Commons, and services.   Since these topics have already been covered in other sections of this report, this section will deal with support for graduate research, which includes a cluster of issues.

- Quiet Research and Study Areas: Graduate students desperately want somewhere quiet to do research and study. One wrote, in a lengthy comment, that "THE LIBRARY IS HOSTILE TO GRADUATE STUDY", and makes the point that the noise makes the library "completely unusable for anyone who needs to do some actual WRITING or RESEARCH" (1738356). The noise problem is not only confined to the Learning Commons, several noted that the doors to the elevators are very noisy, while others discussed inappropriate cell phone use. For instance, one grad student in the social sciences said that she is excited by some of the recent changes in the library; however, it "has become less conducive as a work space for individuals who may be reading, writing or doing research at various floors of the library. Many patrons speak on their cell phones or to friends while in the stacks, at individual carrels or on the 9th floor where there are large tables. For many who may need a quiet place to work, it is no longer possible to count on the library for that space" (1745958). There is high demand among graduate students for more quiet areas to study and conduct research.

- Electronic Resources: Graduate students want to see the electronic facilities in the library improved to create a more efficient environment for research. Specifically, three needs were repeatedly addressed: expanding wireless internet connection throughout the library and study carrels, increasing the amount of ejournals and ebooks, and third, installing some photocopiers on the upper floors of the library.

  On the issue of internet access, One student wrote, "I think over all the library is great. I would love to have internet access on the higher floors of Du Bois since that is the quieter area and where I like to get away to get work done" (1726089). Another wrote, "Wireless internet needs to be expanded through the library. I do not use my study carrel as much as I would if I could get internet reception on my laptop in the room. Instead, I take up space in the study areas so I can use the internet when in reality I could be working in my carrel" (1726881). Indeed, many literally begged for internet access in their study carrels. A computer science graduate student wrote that the library is great, and the services are excellent, but that there needs to be "INTERNET access on upper

floors! I love the quiet and peace of the upper levels of library and find them very productive to work in - but I cannot work on my laptop or use the internet for research or for checking email as there is no wireless signal there. This is important for me, particularly as my discipline requires a lot research on the internet" (1725291). These are several of dozens of comments about the necessity of expanding internet access throughout the library.

With regard to ejournals and to a much lesser extent ebooks, many graduate students love having these materials online, but they also want more. As much as possible, in fact. Some students noted that they are distance learners and are entirely dependent on e-materials for their work. One natural sciences graduate student wrote, "It would be more helpful to have better (longer) coverage on electronic journals (i.e. prior to 1998). Additionally, it would be more helpful to streamline accessing e-journals so that it is unnecessary for multiple windows to open/pop-up" (1773660). Several users commented that the multiple windows that pop-up when doing electronic searches are obtrusive and unnecessary. Most who commented on ejournals said something along the lines of: "I am generally quite happy with the library, but it'd be nice to have more e-journals available" (1725213). Though others simply said, "e-journals are too limited" (1746383).

The third area where electronic resources for research were discussed had to do with the availability of photocopiers and catalog computers on the upper floors of the library. For many this is a matter of convenience. One student wrote, "Another issue that really bothers me is the lack of copiers in the stacks. When I need to copy an article I usually have to change elevators in order to get to the closest copier or if I'm in the sciences library, I have to haul books upstairs with my bad back in order to get to a working copier", while adding for good measure, "I also find that electronic access to journals is much more limited than at other institutions I have attended. (1726053). A natural sciences graduate student asked, "Could we get a photocopier on the 23rd floor that does double sided copies? I routinely spend hours going up and down the elevator between the main level and the 23rd floor with as many bound journals as I can carry to make my copies. Why are there only copy machines on floors below 10?" (1730023). Several also asked for catalog terminals on each floor of the library.

Faculty
There were 132 comments submitted by faculty. Like the undergraduates and graduate students, many faculty wrote to complain about the catalog and noise. However, the distinctiveness of the faculty comments was in their emphasis on library holdings, acquiring new books and journals, and their experiences with reference librarians and subject specialists. This is because, as one wrote, "As a faculty member, perhaps the single most important service is access to journals and scholarly literature. Keep it up!" (1731994). While there were some general statements of praise, most comments dealing with the books and journals available from the library noted gaps in the collections that were highly specific to their discipline.

- Library Collections: A number of comments from faculty suggest that there is considerable frustration with gaps in the library's collections. For instance, one faculty in engineering wrote, "We need to pay more attention to acquiring books. Recently I

requested two books on signal processing that the Amherst College Lib. had and we did not. That seems a bit odd and alarming, given that we have a graduate program in engineering and they do not" (1784737). Another in natural resources wrote, "Those of us in the sciences need access to more journals. Our electronic resources are not sufficient to meet our needs and we are hindered in our ability to conduct competitive research because of this lack of resources" (1767466). A third in the sciences wrote that he has always been very satisfied with the library staff, "However, I am not satisfied with some of the higher administrative decisions. In particular, the library should be more aware of new journals and changes in the field" (1724140). Demonstrating the highly discipline specific nature of the comments, a faculty in the humanities wrote, "The library has not met my needs for primary research in XXXX costume through the use of woman's periodicals even through I had at one point identified a free source of materials. I tend to use my own library" (1725942). A faculty in art history, in a lengthy comment lamenting the shift in resources from the humanities to the sciences, wrote, "This library has excellent staff -- absolutely first rate - who are helpful and candid and all-around good colleagues in the research enterprise. BUT the library's resources in my field are mediocre -- there is far far too little money available for buying books, and as a consequence I regularly spend year in and year out an average of 10-15 per cent of my salary before taxes every year simply acquiring the books and photographs and other materials I need for my research" (1729866).

- Acquiring Books and Journals: Some faculty members commented on the unclear process of acquiring books and journals. For example, one faculty member in the humanities wrote, "The single most significant criticism I have is that the acquisitions process is totally opaque. I have no idea why certain books are ordered in my small field (when no one I know has requested them) and others that are sorely needed are not ordered at all. I've sent tons of emails and there seems to be no tendency whatsoever towards positive change" (1731389). A natural sciences faculty wrote, "I would like a more transparent way of requesting subscriptions to journals that UMass does not subscribe to or has delayed subscriptions to" (1730979).

- Online Access to Journals: In addition to the desire amongst faculty for expanding the collections in their field, they also want as much as possible to be online. Some faculty depend almost entirely on electronic availability of journals for their research, and one faculty neatly summed up the general sentiment: "Anything you can do to facilitate on-line access to journals is appreciated" (1752631). Several were pleased overall, but annoyed that articles published in the last year are often unavailable online. For example, one faculty member wrote, "As a whole I think the library environment is great and a good resource for students. My main problem with the library is the lack of online journal access (especially for the latest year). I have found that I have to use the University of Colorado or the University of Minnesota library sites (my previous locations) to get many journal articles published within the last year (even papers I have published!). I think the library should focus on add resources to get as many online journals as possible and to especially increase access to articles published in the last year" (1727261).

Depending on the discipline, an even in some cases the specific area of expertise, some faculty members are happy with what's already available online, and others are not. But the more material that is available online, the better. For instance, one faculty member in education wrote, "The online resources available through the library are excellent. I have gotten almost everything I need there. ILL works well, too. RefWorks is a great program. Overall, I have had a very positive experience with the library in my two years as a faculty member" (1736251). Yet another in the social sciences is unhappy with what is available: "I'm in legal studies and I wish there were more journals, on line and in print, available for use, beyond lexis nexis and legaltrac. I wish heinonline were available" (1793029). A third gives a mixed opinion, "I have been extremely satisfied with the level of service you provide in the area I rely on the most heavily, which is e-journals & databases. Library staff reply promptly & considerably. My only complaint is that we don't have e-subscriptions to as many journals as I would like to see. On the other hand, ILL does a great job of getting articles we don't have. Thank you!" (1783594).

- Library Staff: Faculty member are very pleased with the knowledge, expertise and helpfulness of library staff. One natural resources faculty sums up the thoughts of many. "The staff at the library are the most critical and vital part. Without the staff keeping up with the electronic journals and other resources would be really difficult to navigate. Without caring, trained professional library staff the process of conducting research would seem truly overwhelming. Despite my own training, I always appreciate the efficiency and depth the library staff offers. They work small miracles on a daily basis. I would feel lost without the support of the staff. Their help is invaluable"(1793474). Another succinctly states, "Reference librarians exceptionally competent and helpful" (1783272).

Library Staff
There were 24 comments submitted by library staff. In some cases, their comments reinforce what has already been stated by non-staff, particularly in terms of the problems with the new catalog system. For example, one staff member said, "I think the library staff does pretty well, overall, considering there aren't enough of us" and noted a sentiment expressed by others, "Aleph was and is a problem, bad mis-step. Roll-out was terrible; embarrassing, time-consuming - made us look bumbling rather than savvy and competent, which we usually are" (1749735). Another wrote, "Do not release products to the public unless you have worked the kinks out as in the case of the Library Catalog. Use the "Toyota" model instead of the "GMC" model" and warns, "Once you burn the users a couple of times, they will not return" (1725749). Other staff made generally positive statements, such as one who feels – like others – that "the Library has made vast improvements over the past year and, in general, has become a true center of the University" (1785520), while another wrote, "I think the environment in the Library is more vibrant, exciting, attractive, and welcoming now" (1766310).

Several staff members wrote about their experiences as library employees. One said, "I think the library's personnel system fails to encourage advancement of classified staff, which influences general morale and subsequently impacts both the desire and ability to provide the best possible service to users" (1725593). Another wrote, "Physical and environmental conditions staff have to work in are unacceptable. Spend some money on their space too!" (1726656). A third wrote,

"Library needs to offer training for staff to have knowledge to assist users and training for staff to learn services offered in other units" (1732351).

Branch Libraries

Music Reserve Lab

13 respondents said their main library of use was the Music Reserve Lab. The theme of their comments was to make the music collection more accessible. Specifically, put the entire collection in one place. Several respondents said that they find the collection so unworkable or inadequate that they do research at (and send their students to) Amherst College or Smith. One graduate student wrote, "The music scores that are locked up behind a cage on the third floor (Du Bois) are useless if they are not at arms reach. I am preparing for my comprehensive exams and I can't use the UMass special music books... I go to Amherst College and Smith College with other doctoral students to study - even though UMass has the same books- we do this because we can't access the books locked behind the grill" (1735874). A faculty member echoed a similar sentiment: "The Music collection needs to be available to students and faculty in a browsable fashion, not spread out throughout the building and behind cages. Often our work relies on looking at collections and being able to find information that cannot be searched on a computer. Pam Yeungling does heroic work trying to help us and should be commended." (1795545).

Integrated Science and Engineering Library (ISEL)

Approximately 110 users report that their main library of use is the ISEL. Some users were surprised and unhappy about how early it closes in the evenings, but ISEL users did not make negative comments about the physical environment. Yet the standout comments, both in terms of quantity and depth of feeling, were about the holdings, online access to journals, and the interlibrary loan. Taken as a whole, they reflect unhappiness with the extent of ISEL library holdings, and hence people tend to rely on ILL for readings they expect the library to have on hand. Furthermore, there were some very strong complaints about having the science related holdings split between Du Bois and ISEL. The following quote by a faculty member summarizes the problems users experience:

> "The library contains very little print content relevant to my field (molecular genetics) and there does not seem to be a clear way to request that specific books or types of books be purchased. Moreover, because the library has only a single copy of highly desirable materials (like the Methods in Enzymology series) it is nearly impossible to check these items out, and I am forced to purchase them off my research grants. In addition, access to journals is extremely poor--many of the journals I use all the time, I cannot access, and certainly can never access from home. What makes matters MUCH MUCH worse, is that biology content is split between the WEB Dubois and the Science library, in what is possibly the stupidest system ever invented. No--there is something stupider, come to think of it--you archive print journals that are NOT available on line, but have the most current issues (which are available online) on the shelves--that is also monumentally useless" (1725933).

Others echoed the same sentiment: it is inefficient and prohibitive to intellectual exploration to have the science related holdings in two different buildings. For example, one graduate student wrote, "I am constantly annoyed by the fact that some science related journals are in the science library, while others -- especially those in medicine and nutrition are often in the main library" (1726053). Compounding this problem, users are unhappy with not being able to access the

most recent electronic issues for many popular journals. Many seem to rely on ILL for their research, and they generally praise ILL while lamenting that "the library lacks subscriptions to major scientific journals" (1736128). Another writes, "Not being able to access the most recent (usually one year) electronic issues for so many journals is a major problem that I have not encountered before at other large state universities. This makes it very inconvenient to stay abreast of new developments in the field" (1744845).

User Suggestions

There were 122 user comments coded as an "actionable suggestion." There was a wide range of comments submitted, including calls for better security, book drop-boxes on the Haigis Mall, increasing hours of operation, and better parking. . A frequency distribution of the various suggestions made are provided as an appendix at the end of this report. Despite the wide ranging suggestions, there were several that were repeatedly made, including requests for more workshops, improving the physical environment, more quiet study space, and a dedicated space for research.

More Workshops, Services and Outreach
Comments from all user groups – particularly graduate student – suggested increasing the number of workshops available, and increasing the visibility of lesser known services provided by the library. For example, a graduate student in the humanities echoed the prevailing sentiment, "I think that many problems with the service aspects of the library are not that the staff is unable or unwilling to help; rather, I think that many users don't know WHAT to ask in the first place" and added, "more discipline-centered group workshops with the research librarian assigned to our field would be a good way to open up communication between students and librarians that are more relationship-oriented instead of troubleshooting" (1745441). Another wrote, "I would like to see more help with research for graduate students, especially those working at the doctoral level on dissertations. Given the lack of structure that many graduate students have at this stage in their work, the library could provide workshops that help guide research practices and teach technological approaches to help students gain professional and academic experience" (1726162).

A number of comments specifically asked for workshops to help users conduct research; in particular, users would like some help in utilizing online resources. One graduate student in the social sciences wrote "I would appreciate having workshops on using electronic resources" (1734503), while an interdisciplinary faculty member said, "Need classes designed for faculty on using databases and focus on particular research needs" (1790388). Still others asked for more workshops to be provided by subject specialists.

Some of this seems to be a matter of outreach. Several users made comments along the line of one social science undergraduate, who wrote, "Many students don't know about all the services our library really provides (e.g- laptop rentals, offices, etc). Perhaps this information can be found on your website, but there could be posters in the library" (1738934). A library staff member commented, "I think the library should do a better job with outreach and marketing to let the UMass community know more about its resources and services" (1724031).

More Comfortable Physical Environment
Another issue repeatedly suggested in the comments was to improve the physical environment. Comments ranged from improving cleanliness, to washing the window, to having more art were made. But the most common and emphatic suggestion was to improve the seating on the upper floors of the Du Bois tower. One graduate student wrote that she would like to see "new furniture on the upper levels so people can read/study and not feel like they're sitting amidst bacteria and viruses from the Eisenhower administration" (1736871). Another wrote, "The chairs throughout the library's higher floors need to be replaced. The 1970s plastic bucket chairs are very uncomfortable" (1733120). An undergraduate added, "It sure would be nice if there were more comfortable chairs in the stacks, so that you could always find a quiet place to study that's also comfortable" (1788673). A commonwealth college undergraduate suggested, "Love the garden...how about some tables and chairs out there? What a nice place to study in the summer....." (1790892).

More Quiet Study Space
Judging by the comments made by users, there is a high demand for more quiet study areas. A number of respondents said they go to the Amherst College Library or the Smith Library to study because it is too noisy or uncomfortable in Du Bois. Others said that they love the addition of the quiet study areas, but some gave qualified support, suggesting that the quiet areas are not as quiet as they should be. Users noted the study areas are too big or too busy to truly be quiet. A graduate student in communications noted that although the learning commons is great for groups and undergraduates, "The carrels for researchers are in terrible shape. In general, there is little support for quiet individual study space for graduate students and researchers" (1758691). A nursing graduate student said the 3rd floor "quiet area most of time is not a really quiet place!!" (1728380). Further, one graduate student wrote, "Dream request: a dedicated study space for graduate students only. Most of the carrels don't have windows, and the quiet study areas are often not-so-quietly dominated by undergrads. It's hard to find a serious study space for grad students" (1730725).
The request for more quiet study spaces interact with the noise complaints. That is, if something could be done about the noisy work environment users experience, it is likely that requests for more quiet areas would go down. In users complaints about the noise there were a variety of suggestions, such as a public relations campaign to keep the noise down, doing something to reduce the noise from the elevator doors, and having library staff make an effort to maintain an appropriate noise level.

Research Commons
A number of comments – by faculty and graduate students – feel that the needs of undergraduates have been addressed at the expense of those who use the library primarily for research purposes. One faculty member in the humanities wrote, "I think that the way faculty are not given adequate research space of their own in the library is disgraceful. You spent a fortune to provide state-of-the art facilities online for students. When are going to do something for faculty?" (1725161). Another commented that recent changes in Du Bois "gives absolute preference to undergraduates at the expense of researchers" (1739924). A graduate student in the social sciences noted, "The library has become less conducive as a work space for individuals who may be reading, writing or doing research at various floors of the library" (1745958), while

a natural sciences grad student said, "I often find the study spaces and computer access spaces to be too loud to use for meaningful research." (1725984).

It is clear in the comments that users would welcome a dedicated space in the library to support and encourage research. The frustration expressed in the above comments could be resolved by a "research commons." For example, one engineering faculty wrote, "Similar to the learning commons (which is targeted to undergraduate education), I would like to see a nice space that is aimed at intellectual discourse among faculty. A comfortable, quiet coffee shop / lounge with access to electronic resources would be great" (1725513). Similarly, the problems graduate students have with not getting internet connections in library carrels could be mitigated by having a dedicated space for research. For instance, one graduate student in education commented, "I would like to see internet connection in the study carrels. The reason I got a study carrel is because it is a clean, quiet space to study. However, without internet connection it is difficult to do research and type papers on my laptop at the same time. That means that when I need to use the internet to do research, I have to leave my space and go to one of the computer labs. This breaks my concentration and it takes me some time to concentrate again on my papers" (1789085). Another in the humanities wrote, "There's a major void in general at UMass and elsewhere in terms of support for doctoral work, and the library could step up and make a name for itself for taking action in that arena to help advanced graduate students feel connected and valuable. It's in everyone's best interest that we do our work well and efficiently. We at least need a comfortable, secure work space with nearby copy machines and perhaps even a place to sit with other students and touch base. We don't have the same needs as undergrads" (1726162). Yet another wrote, "My ONE complaint is that there are too many "rowdy" students in the library and it is getting too crowded... the library has done such an awesome job that too many people want to come... I think campus needs to open another computer lab/ study space/ learning resource center to help relieve some of the pressure on the library resources..." (1728266).

Appendix[2]

More services, outreach and workshops	26
More quiet study spaces, too noisy	19
More computers and better access	13
More comfortable and ergonomic seating	11
Photocopiers (upper floors and double-sided)	7
Internet connections in carrels	6
Miscellaneous	6
Easier to request books and journals	5
Increase hours	5
More group study rooms	5
Increase Borrowing privileges	4
Improve music collection availability	4
Keep microforms where they are	4
Better printer access	4
Too dirty	4
Better support for grad student research	3
More electrical outlets on main floor	3
Better parking	2
Drop box to return books	2
More catalog computers on upper floors	2
Better disabled access	1
Better security	1
Five college delivery needed	1
Integrate science library holdings	1

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[2] This frequency distribution underestimates the level of support for some recommended changes. For example, "better support for graduate student research" was only coded 3 times as an "actionable suggestion", but far more comments made by users imply that more support would be welcomed. Suggestions were often embedded in critiques. Therefore, this list is included primarily to give the reader a sense of the *range* of suggestions, and only secondarily as a measure of *frequency* or *depth of feeling*.