

**Survey of the UIS Community
regarding
Selected Brookens Library-Related
Opinions and Behaviors**

Conducted for
Brookens Library
University of Illinois at Springfield
(in conjunction with a survey of the Springfield community)

Conducted by
Survey Research Office
Center for State Policy and Leadership
University of Illinois at Springfield

Summary of Results
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Summarized by
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Methodology. The survey of the UIS community of faculty, staff and students was conducted through a website questionnaire. All UIS faculty and staff were sent email notices on June 2, 2005 and a reminder notice on June 8, 2005. The notices requested faculty and staff to participate and gave them the website address at which the survey could be found. In mid-June, letters were also sent to nearly 900 randomly-selected students (actual number was 893) who had not graduated in May 2005. Much like the email notices sent to faculty and staff, the letters requested students to participate and gave them the website link where the questionnaire could be found.

As a result of these efforts, nearly 200 (n=193) UIS community members completed the questionnaire. Respondents consisted of 45 faculty, 88 staff and 60 students. The response rates are approximately: 25 percent for faculty (based on the full population); 17 percent for staff (based on the full population); and 7 percent for students (based on the randomly-selected sample sent letters).¹

It should be noted that the response rates for faculty and staff are relatively low, and the response rate for students is particularly low. Earlier surveying, more reliance on mail-out questionnaires than a website questionnaire, and reminder notice to students would have increased response rates.² But resource constraints for the full survey project (which included a telephone survey of

¹ It is possible that that several respondents entered a survey more than once, probably inadvertently, since a few open-ended responses have the same wording. It is also possible that several respondents coordinated to make the same point.

² This survey of the UIS community is not unique in having relatively low response rates through a website survey. Thus far, website-based surveys continue to have lower response rates than mail-out surveys for a variety of populations. In fact, this was one reason the students were sent letters through U.S. mail.

the general Springfield public as well as a survey of a targeted area of Springfield) precluded the full range of these activities.³

Because it is actually non-bias in the kinds of sample members who respond and not the response rate which is ultimately important, it is worth noting that the original email/letter requesting participation did not include a description of the public library-type materials and services that were being considered. Such inclusion would have had the potential of attracting only those with the most intensely-held opinions. It is therefore worth looking at the sampling errors for the respective sample groups, under the assumption that each is an unbiased random sample of its respective population. Given the number of respondents in each group, the sampling errors at the 95 percent confidence level are: +/- 12.7% for faculty, +/- 9.5% for staff, and +/- 12.6% for students. At the 90 percent confidence level, the sampling errors are: +/- 10.7% for faculty, +/- 8.0% for staff, and +/- 10.5% for students. Thus, the results are useful, particularly if viewed as suggestive and if general trends and general comparisons across groups are focused upon.

Selected description of respondent groups. Both the faculty and student respondents are fairly equally divided between females and males (49% and 47%, respectively, for faculty; 55% and 43%, respectively, for students). For staff respondents, females heavily outnumber males (74% vs. 20%).

Nearly eight (78%) of ten faculty respondents are over the age of 45 and almost one in five (18%) are 31 to 45 years old. As a whole, staff respondents are somewhat younger, with somewhat more than half (57%) being over the age of 45, about one-quarter (27%) being between 31 and 45 years of age, and almost one in ten (8%) being 23 to 30 years old. Student respondents are fairly equally split across the four age groups: up to 22 years old (22%); 23 to 30 years old (25%); 31 to 45 years old (25%); and over 45 years old (27%).

Just over 90 percent (92%) of the student respondents indicated they were planning on attending Fall 2005 classes.

Current usage of Brookens Library. *Through personal visits.* One-third (33%) of the faculty respondents reported being frequent regular users of Brookens Library *through personal visits* (once or twice a week *or* more). More than four in ten (44%) of the faculty respondents reported regular usage of once to several times a month while one in five (20%) reported once or several times a year. Very few faculty (2%) reported “never” visiting Brookens Library.

Student respondents as a whole reported much less frequent usage of Brookens Library through personal visits than did faculty respondents. Only one in ten (10%) reported frequent regular usage (1-2 times/wk or more) while about one-third (35%) reported regular usage of once to several times a week and three in ten (30%) reported usage of once to several times a year. Nearly one-quarter (23%) of the student respondents reported “never” visiting Brookens Library.

Almost one in five (19%) staff respondents reported being frequent regular users of Brookens Library through personal visits while one-quarter (25%) reported using the Library once to

³ In addition, it would have been useful to segment some of these populations as well, particularly the student population (for instance, into on-campus vs. off-campus students). But this would have been even more costly.

several times a month and almost half (48%) reported using it once to several times a year. Less than one in ten (8%) reported “never” visiting Brookens Library.

Through website visits. More usage of Brookens Library through website visits than personal visits is found for both faculty respondents and student respondents, with reported faculty usage far more frequent than student usage. For staff respondents, the website usage results are more similar to that for personal visits.

Over two-thirds (69%) of faculty respondents reported using Brookens Library through website visits *at least* once or twice a week while nearly one in five (18%) reported once to several times a month and nearly one in ten (9%) reporting once to several times a year. Few (4%) reported “never” using Brookens Library through website visits.

Over one in five (22%) student respondents reported using Brookens Library through website visits *at least* once or twice a week while nearly twice this number (42%) reported once to several times a month and about the same number (23%) reported once to several times a year. Fifteen percent (15%) reported “never” using Brookens Library through website visits.

For staff respondents, nearly one-quarter (24%) reported using Brookens Library through website visits *at least* once or twice a week while almost as many (20%) reported once to several times a month and nearly double this latter proportion (38%) reported once to several times a year. Just less than one in five (18%) of the staff respondents reported “never” using Brookens Library through website visits.

How respondents use Brookens Library. Respondents were asked how frequently they do nine selected activities at/through Brookens Library. The results are presented below, with separate tables for each respondent group. Activities are sorted by the percentage who indicated “often.”

How frequently do selected activities at/through Brookens Library?

Faculty responses

<i>Activity</i>	<i>Often</i>	<i>Sometimes</i>	<i>Rarely</i>	<i>Never or no answer</i>
As a gateway to library databases	73%	16%	2%	9%
To get books and/or journals	47%	51%	2%	0%
To get films/video	20%	38%	31%	11%
To use reserve services	7%	47%	29%	18%
To ask questions at Information Desk	4%	53%	31%	11%
To ask questions at Help Desk/Lab(s)	4%	36%	40%	20%
To produce multimedia	2%	18%	40%	40%
As a place to study	2%	7%	27%	64%
To check email	0%	4%	13%	82%

(see next page for staff and student responses)

How frequently do selected activities at/through Brookens Library?

Staff responses

<i>Activity</i>	<i>Often</i>	<i>Sometimes</i>	<i>Rarely</i>	<i>Never or no answer</i>
To get books and/or journals	19%	44%	22%	15%
As a gateway to library databases	19%	23%	24%	34%
To check email	10%	4%	12%	73%
To ask questions at Information Desk	4%	30%	34%	32%
To ask questions at Help Desk/Lab(s)	4%	28%	28%	39%
To produce multimedia	2%	17%	26%	55%
As a place to study	2%	14%	16%	68%
To use reserve services	1%	14%	24%	61%
To get films/video	0%	15%	26%	59%

How frequently do selected activities at/through Brookens Library?

Student responses

<i>Activity</i>	<i>Often</i>	<i>Sometimes</i>	<i>Rarely</i>	<i>Never or no answer</i>
To get books and/or journals	32%	37%	12%	20%
As a gateway to library databases	32%	28%	12%	28%
To check email	20%	12%	20%	48%
As a place to study	18%	28%	13%	40%
To use reserve services	10%	17%	22%	52%
To ask questions at Information Desk	3%	25%	32%	40%
To produce multimedia	2%	13%	13%	72%
To get films/video	2%	7%	13%	78%
To ask questions at Help Desk/Lab(s)	2%	22%	25%	52%

Satisfaction with Brookens Library

Overall satisfaction. In a section on “Satisfaction with Brookens Library,” respondents were first asked, “*Overall, how satisfied are you with Brookens Library?*” Response categories were: *very satisfied; satisfied; neutral/no opinion; dissatisfied; and very dissatisfied.*

Just over four in ten faculty respondents (42%) indicated they are “very satisfied” overall with Brookens Library, slightly higher than the approximate one in three for student (33%) and staff (30%) respondents. Eight in ten (80%) faculty respondents indicated satisfaction (either “very satisfied” or “satisfied”) while about three-quarters of staff (75%) and student (73%) respondents also did so. Well under one in ten expressed any degree of dissatisfaction (7% for faculty and student respondents, 3% for staff respondents).

Respondents were then asked to identify the two or three things they like best about Brookens Library, and the two or three things they dislike most about Brookens Library. These are listed in Appendix A and Appendix B, respectively. For each respondent group, more respondents identified things they like about Brookens Library than things they dislike (91% vs. 67% for

faculty respondents; 67% vs. 52% for staff respondents; and 75% vs. 58% for student respondents).

The last question asked respondents how satisfied they are with five aspects of Brookens Library. The results are presented below, along with the overall satisfaction results commented upon above. Separate tables are presented for each of the three kinds of respondent groups. Note that “total satisfied” and “total dissatisfied” are combinations of those who checked “very satisfied” or (“very dissatisfied”) and those who checked “satisfied” (or “dissatisfied”). Results are ordered by the total satisfied percent.

Satisfaction with Aspects of Brookens Library
Faculty ratings (n = 45)

Aspect rated	<i>Very satisfied</i>	<i>Total satisfied</i>	<i>Neutral / no opinion / na</i>	<i>Total dissatisfied</i>
Overall	42%	80%	13%	7%
Brookens Media Lab	13%	60%	36%	4%
Library second level	16%	60%	22%	16%
Overall physical facility	20%	58%	16%	27%
Lounges	13%	44%	47%	9%
Library study space	7%	33%	47%	20%

Satisfaction with Aspects of Brookens Library
Staff ratings (n = 88)

Aspect rated	<i>Very satisfied</i>	<i>Total satisfied</i>	<i>Neutral / no opinion / na</i>	<i>Total dissatisfied</i>
Overall	30%	75%	22%	3%
Lounges	20%	58%	41%	1%
Library second level	9%	56%	39%	6%
Overall physical facility	10%	53%	35%	11%
Brookens Media Lab	17%	52%	45%	2%
Library study space	7%	36%	57%	7%

Satisfaction with Aspects of Brookens Library
Student ratings (n = 60)

Aspect rated	<i>Very satisfied</i>	<i>Total satisfied</i>	<i>Neutral / no opinion / na</i>	<i>Total dissatisfied</i>
Overall	33%	73%	20%	7%
Overall physical facility	25%	72%	27%	2%
Library second level	20%	58%	38%	3%
Library study space	23%	53%	40%	7%
Lounges	12%	48%	50%	2%
Brookens Media Lab	20%	43%	55%	2%

Awareness and usage of Springfield’s public library services. A majority of both faculty (62%) and staff (56%) are not aware that UIS and Lincoln Library, Springfield’s public library, have a reciprocal agreement that allows the UIS community to use their UIS identification card at Lincoln Library. This non-awareness is even higher among the student respondents (85%).

Less than one in ten (9%) of the faculty respondents reported ever having used their UIS identification card at Springfield’s Lincoln Library, and this percentage is even lower among staff (4%) and student (3%) respondents. Those who had not *but* who were aware they could number nearly three in ten (29%) for faculty, over three in ten (36%) for staff, and about one in ten (12%) for students. But larger are the percentages who had not *and* who were not aware they could: about six in ten for both faculty (62%) and staff (59%) and 85 percent for students.

Those who had not used their UIS card at Lincoln Library were asked whether selected applicable reasons applied to them. The results, presented in the table below, show that the number one reason selected within each respondent group is lack of awareness.

Why haven’t you used your UIS card at Lincoln Library?

<i>Reason</i>	<i>Faculty</i>	<i>Staff</i>	<i>Students</i>
Not aware could use UIS card	54%	50%	59%
Used Springfield library card	24%	27%	12%
Have not needed services there	15%	27%	26%
Too much trouble; not convenient	12%	11%	7%
Don’t like; not comfortable there	5%	1%	3%
Other reason	2%	11%	19%
Not applicable (have used UIS card)	2%	1%	0%
<i>n responding</i>	41	84	58

Children and public library usage. Nearly four in ten (38%) of the faculty respondents have children while about one in three staff (32%) and student (30%) do so. Among those who do, about nine of ten faculty (94%) and staff (90%) respondents reported their children use a public library compared to two-thirds (67%) of the student respondents.

Questions about Brookens Library inclusion of public library-type materials and services

Respondents were asked two questions about their likelihood of future use of public library-type materials and services. These are presented below.

Some have suggested that Brookens Library could offer more public library-type materials, such as: books and magazines that are of more general interest to adults; children’s books; and movies that are of interest to the general public. If Brookens Library were to include these types of materials, how likely are you to use them? What about other adults in your household? What about your children?

Another thought is that some public library-type services could be provided at Brookens Library, such as: story hours for children and library programs for adults. If Brookens

Library were to include these types of services, how likely are you to use them? What about other adults in your household? What about your children?

The response alternatives for both questions were: *very likely; somewhat likely; not likely; don't know; and does not apply.*

The results for these questions are presented below, with separate tables for faculty responses, staff responses, and student responses. (Results for “other adults” and “children” exclude those who indicated the particular question “does not apply” to them.)

How likely use public-library type materials and services?

Faculty responses

Person asked about	Topic of question	Very likely	Very or somewhat likely	Not likely	Don't know	<i>n</i>
Self	Materials	29%	45%	53%	2%	45
Self	Services	2%	13%	78%	9%	45
Other adults	Materials	16%	32%	65%	3%	37
Other adults	Services	0%	6%	94%	0%	33
Children	Materials	20%	40%	50%	10%	20
Children	Services	0%	20%	80%	0%	20

How likely use public-library type materials and services?

Staff responses

Person asked about	Topic of question	Very likely	Very or somewhat likely	Not likely	Don't know	<i>n</i>
Self	Materials	42%	75%	19%	6%	88
Self	Services	12%	48%	40%	12%	88
Other adults	Materials	24%	47%	49%	3%	61
Other adults	Services	10%	38%	57%	5%	60
Children	Materials	33%	70%	27%	3%	33
Children	Services	16%	54%	44%	3%	32

How likely use public-library type materials and services?

Student responses

Person asked about	Topic of question	Very likely	Very or somewhat likely	Not likely	Don't know	<i>n</i>
Self	Materials	17%	42%	48%	10%	60
Self	Services	0%	18%	67%	15%	60
Other adults	Materials	7%	31%	60%	10%	42
Other adults	Services	0%	10%	76%	15%	41
Children	Materials	6%	28%	72%	0%	18
Children	Services	5%	29%	67%	5%	21

The above tables generally show that staff respondents are more likely than the other respondents to report that they and their household members will use public library-type materials and services in Brookens Library.

More specifically, staff members are the only respondents whose combined “very / somewhat likely” percentage exceeds 50 percent in these tables. At least seven of ten staff respondents say it is either “very” or “somewhat” likely that they personally (75%) and their children (70% among applicable respondents) will use public library-type *materials*. And, just over half (54%) say it is either “very” or “somewhat” likely that their children will use public library-type *services* (vs. 44% who said “not likely”). Further, the proportion approaches 50 percent for likelihood of personal use of public library-type *services* (48% “very/somewhat likely” vs. 40% “not likely”).

For both faculty and student respondents, the proportion who said “not likely” is only slightly higher than the combined proportion who said “very/somewhat likely” in assessing likelihood of personal use of public library-type materials (53% vs. 45% for faculty; and 48% vs. 42% for students). This is also the case for faculty in assessments of their children’s likely use of these materials (50% vs. 40%).

Identified problems. When asked whether they saw any problems with Brookens Library offering public library-type materials and services, a majority (58%) of the faculty respondents identified problems while nearly four in ten (38%) staff respondents did so and one-third (33%) of the student respondents. The full list of problems identified can be found in Appendix C.

By far, the type of problem most frequently identified was that of resources. There is certainly a concern that resources, particularly that of funding in a time of scarcity and when needed for other aspects of the library’s resources and facilities, would be diverted to this activity.

Staff resources also are commented upon. Comments here included a concern that staff resources would be diverted because of this initiative and/or that additional staff would be needed, either because of increased workload or because of the different skills that would be needed.

Another concerns identified quite frequently is that the library would be diverted from its main mission of assisting faculty and students in scholarship and academics.

Other common concerns included: the academic atmosphere of the library would be lessened, particularly with the presence of children; and services would duplicate those of local public libraries (sometimes expressed in a concern about “competition with” Lincoln Library).

Opinions about outreach to Springfield community

Importance of UIS outreach to Springfield community. When asked “how important do you think outreach by UIS to the Springfield area community is,” one-third of both faculty (33%) and staff (33%) respondents indicated “very important,” as did one-quarter (25%) of the student respondents. The proportion who indicated either “very important” or “important” is over 70 percent for staff respondents (72%), over 60 percent for faculty respondents (62%) and is a clear

majority for student respondents (57%). One in ten or fewer indicated outreach was “not important” (10% for staff, 8% for students, 7% for faculty).

Assessment of UIS outreach. Respondents were then asked whether they “think UIS is doing enough outreach to the Springfield area community.” Opinion *among faculty* is quite divided – with 36 percent saying “no,” 27 percent saying “yes,” and 38 percent saying “don’t know.” Almost four in ten *staff respondents* (39%) said “no,” substantially more than the 16 percent who said “yes.” But 46 percent of staff respondents said they “don’t know.” And, nearly three-quarters (73%) of *student respondents* said they “don’t know,” with the remaining number equally split between “no” and “yes” (13% for each).

Appendix A
What Respondents Like about Brookens Library

Q4OPEN	Type Resp
Comments from 41 faculty (91%)	Faculty
1. excellent staff; 2. very good environment to study/write	Faculty
1. I like the way in which the librarians work individually with people to show them various different ways to find information. 2. I also like the way in which the librarians may follow up with additional information for people who work on campus. 3. I like the wide range of research materials available, both in the library (journals, books, reference materials) and online.	Faculty
1. The ACM Digital Library being available to all of UIS. 2. The librarians and technicians at Brookens - they are unfailingly polite and helpful. 3. The Media lab equipment that I can check out.	Faculty
1. the layout and ease of access on the website 2. the helpful staff	Faculty
Ability to get books from various libraries An adequate selection of journals	Faculty
Ability to get interlibrary loan materials quickly. Good book and video collection	Faculty
Academic Technology.	Faculty
Access to online databases is great.	Faculty
Accessibility Reference Librarians	Faculty
availability on online journals and resources	Faculty
central to campus; lounges; windows	Faculty
convenience	Faculty
Databases, Illinet, ease of interlibrary loan,	Faculty
Ease of use Hours Proximity	Faculty
Enthusiastic staff. Access to Illinet and similar services.	Faculty
First, the two "Reserves" people are kind, helpful and prompt. Second, using web resources is relatively easy compared to other libraries I've tried. Third, I love the older books -- I know some people like only newer books, but having the older books there is helpful, too.	Faculty
Folks who work for reserve and upload articles to the Blackboard; and the interlibrary loan service.	Faculty
Friendly staff and helpful library faculty. Availability of library faculty for course speakers.	Faculty
Help desks	Faculty
Helpful staff. Good video collection.	Faculty
Helpfulness of professional staff	Faculty
Helpfulness of professional staff	Faculty
how helpful the library staff is the availability of journals online	Faculty
I can find what I want quickly	Faculty
I use the video collection extensively and I have significant class usage for legal research	Faculty
Knowledgeable staff	Faculty
Library data bases are good Staff are helpful	Faculty
Library data bases are good Staff are helpful	Faculty
Library data bases are good Staff are helpful	Faculty
library faculty online databases	Faculty
Location, new books & journals, databases	Faculty
Online access to library resources	Faculty
Paper and electronic reserves. Great staff at reference desk.	Faculty
quality staff	Faculty
range of available journals and books in my field	Faculty

the friendly attitude of librarians willingness of librarians to go the extra mile to help find resources	Faculty
The library faculty are outstanding. They are very knowledgeable, highly approachable, and go above and beyond, not to mention having great senses of humor. I work most with Denise Green and can't even count the times when she has enriched my research considerably with her suggestions and willingness to track unusually difficult material down across the country and globe. I have appreciated the work that goes into putting material on reserve. I think it is working well, even though the intellectual property laws are major obstructions to educational use. Any time I have had a question or goofed in not getting material in quite as quickly as I should have, they have worked with me. They are responsive and conscientious. I depend on what I call the interlibrary loan folks, but it is really ILSCO. Thank you for bringing so many, many books so quickly for me. I couldn't keep up with the literature without you. Bob in media services is worth his weight in gold. Responsive, friendly, explains so well, and just does such a good job.	Faculty
The quality and comprehensiveness of collections, particularly business and management related	Faculty
Very helpful and competent personnel.	Faculty
Very helpful library staff.	Faculty
Web pages and databases	Faculty
Comments from 59 staff (67%)	Staff
1) Staff 2) Collection	Staff
1.) Knowledge and helpfulness of staff at what used to be called the "Get Help Here Desk." 2.) The electronic databases of full-text, downloadable journals, especially in the political science and public administration fields. 3.) As a doctoral student, being able to check out books for the length of the semester. 4.)The availability of a photocopier that takes my UIS department's copy card so I can copy materials for research I am doing for work projects. 5.) The interlibrary loan service. I receive books or articles I request very rapidly. The wonderful service of mailing to my home address a photocopy of an article in a journal that Brookens does not shelve is very valuable to me. I hope it continues.	Staff
Access to scholarly journals online and onsite, interlibrary loan, media services	Staff
Accessibility from my office	Staff
Assistance in Media Center. Availability of computers. Availability of multimedia software.	Staff
At the help desk, personnel is pleasant and helpful. It really is pretty quiet in the library...which isn't always so at various other libraries.	Staff
Broad access to resources of many types. Friendly, approachable staff. Comfortable environment.	Staff
close to my work online ordering	Staff
Convenient, know that resources are there when needed	Staff
Cool air conditioning Quiet study areas	Staff
database access accessible stacks everson study area	Staff
Databases are amazing. Reference help is very good.	Staff
ease of finding books help desk personnel very helpful	Staff
easy access	Staff
enjoy reading newspapers and magazines, journals on my lunch time break; also check out fiction books, too	Staff
Everyone is always very helpful. Especially with the electronic reserves. They are always cheerful and ready to help in any way they can.	Staff
Excellent collections Good selection of databases Pleasant reading lounges	Staff
Friendly	Staff
Friendly	Staff

Friendly staff, helpful lounge areas for quiet space with comfort connection to ILLINET handiness of stacks media services, check out cameras, etc. new entrance through basement	Staff
Good people... always ready to help	Staff
Good, quiet, but not "dead" atmosphere for reading and locating materials. Helpful staff.	Staff
Great staff, who are very helpful and friendly, as well as being very knowledgeable, and the quiet.	Staff
Has books that other libraries in town do not.	Staff
Helpful and friendly staff. Openness of the main floor	Staff
Helpful employees Quiet Reference materials	Staff
Helpful staff, nice lounge areas, good computers	Staff
How helpful is the staff	Staff
I am always treated with the utmost respect.	Staff
I am not currently a student, but when I was, the staff were always very helpful. I utilize interlibrary loan a lot now.	Staff
I like that you can call and there is always someone at the desk	Staff
I like the quiet areas in the stacks, that are very conducive to studying. Although the temperature needs more regulation	Staff
Interlibrary Loan program, microfilm and fiche machines	Staff
it is a symbol of the light of reason and knowledge; when a lamp is lit, the lamp is not put under a basket, rather the lamp is put high on a shelf so as to give light to everyone	Staff
It is accessible for looking up information, for finding a journal or book and being able to sit and read. Also computers are available. The upper floor has a home like setting for comfort.	Staff
It's fairly spacious and has been around long enough to have collected a desent collection of materials.	Staff
Knowledgeable librarians Ability to order books we don't own	Staff
LCS & Interlibrary Loan services	Staff
librarians are very helpful good selection of journal/periodicals	Staff
Lounges seem nice	Staff
media lab	Staff
Netlibrary!!! cooperative staff (esp. Kathy and Joanne) web resources	Staff
Quiet, pleasant atmosphere. Easy to find information.	Staff
Resource Center. Help desk staff is wonderful.	Staff
Staff are helpful nad will take the time to assist and answer questions.	Staff
Staff is very helpful. Usually what I need is available. The lounges are great places to relax.	Staff
the beautiful study spaces, the media support, and the helpfulness of the staff	Staff
The databases for journal articles and the e-book feature.	Staff
The friendly staff Resources	Staff
The hours are outstanding. The service is fantastic.	Staff
The media lab and having access to info. when needed.	Staff
The staff is very helpful.	Staff
The technology and support of Brookens Media Lab and Educational Technolog/ability to check out videos/movies and a variety of materials.	Staff
The technology and support of Brookens Media Lab and Educational Technolog/ability to check out videos/movies and a variety of materials.	Staff
The technology and support of Brookens Media Lab and Educational Technolog/ability to check out videos/movies and a variety of materials.	Staff
variety of items knowledge of staff at information desk	Staff

Very impressed with the evening programs I've attended that have been sponsored by Friends of Brookens Library	Staff
well-skilled staff	Staff
Wide access / availability of materials through ILL Friendly, knowledgeable staff at Information Desk	Staff
Comments from 45 students (75%)	Student
1. The friendly employees 2. The knowledge of those same employees 3. Being able to find the information I am looking for	Student
1-assistance 2-availability of resources 3-availability of study places	Student
A lot of computers The layout of the library...there are designated areas for everything	Student
a lot of computers to use	Student
Attending school at the Peoria Center, my association or use of the Library has been very limited, therefore not that there isn't anything I like best, my access has been very limited.	Student
Brookens library has knowledgeable librarians for accessing information Brookens library has an abundance of computers rarely never having to wait for access	Student
convenience, grace period, helpfulness of staff	Student
Convenient	Student
Different places in all the floors that provide excellent ambience for uninterrupted study. Interlibrary loans is another best part of Brookens. Computer terminals are provided in every floor which saves hell lot of time.	Student
easy access to computers	Student
Easy on-line access to databases. Hours of operation are user-friendly.	Student
friendly librarians knowledgeable support service personnel	Student
Full Text Articles available online for the online student.	Student
good place to study, easy access to databases and email,	Student
I am most pleased with the staff at the information desk who have always come through for me.	Student
I like the books being available and the website to help you search for books. I also enjoy the media labs for computer usage.	Student
I like the large number of places to study and the easy access to search for sources on the website.	Student
I like the study floor area. There are plenty of places to go for quiet study areas and there is a good selection of books.	Student
i like the way i can search and find documents or journals or texts pertinent to my studies.	Student
I never have to wait to use a computer. The hours are convenient. The workers at the desk are helpful.	Student
ILL is the primary department I use. The research librarians are very helpful and patient.	Student
In past semesters, I used it as a place to study before class, but I live off-campus and study at home mostly.	Student
It has computers that can be used to check email and browse the web.	Student
It's open often helpful employees computers are always available with few,if any problems.	Student
It's open often helpful employees computers are always available with few,if any problems.	Student
its Quiet..!	Student
i've never been there	Student
Layout of resources Easy accessibility of resources Internet access	Student
Location.	Student

Quiet study areas	Student
Quiet study spaces Access to journals online	Student
Quiet, and organized	Student
quiet, friendly, convenient	Student
Quite, good resources, helpful workers	Student
relaxed environment access to information	Student
Remote access to the library databases. ILCSO requests for interlibrary loans (simple and very accessible). Helpfulness/Friendliness of staff	Student
Several study areas with soda and candy machines. The reference desk has always been quick and efficient when I needed help	Student
Spaciousness and quantity of information	Student
Staff seems helpful	Student
The library is usually empty; the books that I look for are almost always available.	Student
The study are that has couches and chairs	Student
Unlimited material (books, journals, etc) On-line card catalog	Student
User Friendly staff	Student
variety of books available variety of journals available ease of use	Student
I like the Brookens Library collection of Public and Private sector Labor Relations Materials. It is comprehensive and up to date. I like the newspaper setup. When on campus I always stop to read the papers.	None

Appendix B
What Respondents Dislike about Brookens Library

Q5OPEN	Type Resp
Comments from 30 faculty (67%)	Faculty
1. I know this is special pleading, but the fact that UIS supports both PCs and MACs seems odd to me given our limited budgets. I would think it would be easier and cheaper if you went one way or the other.	Faculty
1. It seems like the book collection has gotten dated in some areas. 2. I don't like that the media lab is almost all Macs, when many people work in Windows. Just a few instructions to tell us how to find the program we want and get it to start would help (since double-clicking and clicking on the "X" box don't seem to apply consistently to Macs).	Faculty
1. limited journals for research	Faculty
Building shape and clutter, too cold	Faculty
Building too cold, dark and crowded	Faculty
Cancellation of journals that are important to me (I realize budgetary considerations, but there are journals there that nobody uses and many have been eliminated that are important)	Faculty
changing formats	Faculty
Compared to my previous institutions, the journal holdings in my discipline are limited. Drab decor.	Faculty
facilities are not very inviting	Faculty
facilities are not very inviting	Faculty
facilities are not very inviting	Faculty
First, I don't know how to set up a class period in Brookens for you to teach students how to use the library resources effectively. Second, when periodicals are out for binding, they're sometimes gone a lot longer than advertised.	Faculty
I never feel like I have an entirely successful lit search. I miss access to Current Contents. When will this be on-line?	Faculty
lack of current books relevant to programs offered at UIS.	Faculty
Lack of fiction	Faculty
Limited material in my area of expertise After 5:00 pm access to daytime staff limited (tough for adjunct faculty teaching at night)	Faculty
Limited number of journals Limited number of books	Faculty
No really, REALLY comfy chairs	Faculty
Not always clean Not especially attractive - would like to see more plants! Need programs/services that aren't completely academic such as author book signings, readers' group, etc. AUDIO BOOKS!	Faculty
Nothing comes to mind, except maybe limited selection of new books on stacks.	Faculty
Online catalogues where you need to re-type your ID every time you request a book. And the lack of cross-search engine to look for articles in different data-bases.	Faculty
Outdated book collections and limited access to journals.	Faculty
red tape in setting up reserves lack of comfortable, relatively secluded reading space limited copier availability	Faculty
Small printed books collection. Small printed journals collection, apparent shrinking of journals subscriptions. Lack of a bibliography specialist and its impact on collection building.	Faculty

Sometimes the students behind the circulation desk are undertrained to deal with reserves or interlibrary loan holdings. They can be slow and not understand what you're asking them to do. It is frustrating when you don't much time and need to get to class. The library is underfunded. We need more space and more books. If we are a premier liberal arts university, then let's see a collection that rivals a small, private liberal arts college. I can see expanding piece meal into the 4th floor offices that were vacated, rather than just pushing for a large expansion. But, we do need more funding to build the collection. The selections made are excellent, but you need more money to build for an honors program and for all of our students.	Faculty
Still learning about the library, so don't know what I don't like yet as I don't know enough to dislike things yet.	Faculty
Student workers at the check-out desk can sometimes be user "unfriendly".	Faculty
the website keeps changing, making it so you have to relearn. Also so much required to do online, time consuming...for example interlibrary loan, I don't do it enough to be proficient, if I have to use that interface, I seldom interlibrary loan, unless I can get librarian to do it for me.	Faculty
website is not good - it is difficult to navigate; the pop-down boxes are difficult to use (and inaccessible); it does not convey the visual image of a world-class academic library.	Faculty
Your data base to access journal articles is not user friendly I think security in the upper levels needs to be addressed	Faculty
Comments from 46 staff (52%)	Staff
1.) I cannot understand why you do not shelve back issues of the Public Administration Review past just recent years when I see back issues going back decades for obscure journals. PAR is the official journal in Public Administration, a field in which UIS offers a doctorate! 2.) Brookens Library is not conducive to quiet study. Students do not respect the quiet signs. They talk on cell phones, visit with each other, giggling and horsing around and Libray staff appear not to enforce the quiet rule. I know they're just kids -- but can't we do a better job teaching them what a library is for? 3.) There are too few study carrols. The carrols upstairs are crowded together and fewer than there used to be. 4.) The study areas on levels 3 and 4 have old, worn carpet and furniture. The lighting is dim. Often the areas are not clean, especially near the windows. I wish there were a quiet, comfortable place on this campus for adults to study! 5.) Missing microfiche issues.	Staff
Access to the building and stairwells are confusing and inconvenient Sometimes to cold or to hot or humid	Staff
are those purple paisley chairs from my undergrad days (1972 to 1974) still in use?	Staff
Books on Research that are restricted to check out. It would be nice to have at least one day to have them available for check out.	Staff
Collection doesn't contain more books and DVDs for recreational reading. It's so academic.	Staff
Copiers are never working.	Staff
copiers don't always work books often misshelved	Staff
Cut-up floor plan (caused by sharing of building with other offices and classrooms)	Staff
Difficulty in receiving notice of receipt of interlibrary loan materials	Staff
Difficulty navigating the stacks	Staff
DISike people talking out loud and disturbing others. DISlike people at the front desk who aren't interested in helping patrons if it isn't convenient for them	Staff
dk it's availability to staff and AP's and/or general public. Do you have a fiction area?	Staff
Floor plan is terribly confusing	Staff
HIDDEN Fiction section... Please put in a browsing section... even students sometimes read for "fun" and staff/faculty often do... I've tried to find a book for casual reading and can't.... "somewhere on the 4th floor" isn't very helpful! I am an intense library user... 25+ books at a time and am always looking for more "sources" of books.	Staff
hours too long.	Staff

I am concerned about building safety.	Staff
I wish you carried literature/books on tape.	Staff
I work off campus, so it is somewhat inconvenient to use, but that's not the library's fault	Staff
In my experience, and for the most part, the people (I believe they may be students, as they look younger) at the checkout desk really do not seem too interested to be there. Even though it is a library and I don't expect too much chit-chat, it would be nice to hear a "hello" or "thank you" at least. This hasn't happened every time, but it's not uncommon that they don't strike up a conversation, which would promote a pleasant and friendly environment (By this I do mean a pleasant greeting). That's the point of having people do these services instead of scanning them yourself with some sort of machine (like they now do at the grocery stores.) Being polite and outgoing can be a great way to get people to keep using a facility. Just a thought.	Staff
Inaccessible stairwells Always too cold and too drafty Confusing physical layout of the building	Staff
Is there a tutorial online about how to use online resources?	Staff
It was always hard to find the right section on 4th floor, to find a book. I'd walk up and down rows and rows trying to find the right row.	Staff
layout	Staff
lighting chilly	Staff
lighting chilly	Staff
Lighting sometimes is not the best -- appears dark at times.	Staff
Lines of people asking questions so I have to wait or give up because I cannot spend a long time waiting for someone to be available.	Staff
No current easy reading - bestsellers.	Staff
no fiction	Staff
not enough new fiction!	Staff
not much of what I want to checkout is at brookens -have to use inter-library loan hardly any books on tape	Staff
Number of work stations in the main level of the Library, more would be nice. It is an area that people are accustomed to visit and is a nice gathering place. The center round located systems are nicer than the longated single line type.	Staff
Only faculty can check out videotapes	Staff
Parking is far away.	Staff
Parking is too far	Staff
sometimes confusing stacks	Staff
Staff is not always interested in helping.	Staff
Temperature is hot in some places while cold in others.	Staff
The atmosphere. In truth, I find the interior spaces of Brookens to be very outdated and depressing. This has nothing to do with the staff and everything to do with the interior design.	Staff
The website is very hard to navigate even when you are experienced with it. There is not a huge selection of fiction books for personal pleasure. Several times when I have called the help desk with a library website navigation or search problem they have not been able to help me.	Staff
There is an entrance that still says SSU!	Staff
Too cold	Staff
Trying to find volumes in the stacks - it's very confusing how it's organized sometimes.	Staff
We don't have the MUSE database.	Staff
When doing research, the books I found tended to be old and the information out-of-date.	Staff
Would like to see some fiction for relaxation reading.	Staff
Comments from 35 students (58%)	Student
1-hours of operation are sometimes inconvenient	Student

Attending school at the Peoria Center, my association or use of the Library has been very limited, therefore not that there isn't anything I dislike, my access has been very limited.	Student
Can be noisy, computers are full at peak times	Student
can not request textbook for classes	Student
cost for printing, can not check out journals	Student
Dark, most resources that I need I have to get from another library.	Student
Hours of Operation are limited Availability of current/recent books is somewhat limited.	Student
I don't like the lack of recent/modern books. The majority of the books are too old to be of use to me.	Student
I don't like the weekend hours. I really think that the library should stay open later.	Student
I have a very difficult time locating articles on-line. The copy machines often do not work.	Student
I think that it could use more computers	Student
I was offended by the email sent about textbooks. I have never made such a request of the library, but after dealing with the UIS bookstore, I can understand why people would. Proof once again that UIS is not about students.	Student
I would like access to more journals on line. It would be extremely helpful to have access to the journals at the UIUC library website.	Student
i would like to be able to read the items i am able to find. text search them and all of that online. check out questia.com i do not use your library, even though i am sure i am paying for it, because i dont even know how to get an item from you.	Student
I would like to see additional journals available online.	Student
I would like to see the staff of the circulation desk be better trained - they often seem to be lacking knowledge about how to handle something or offer assistance.	Student
it can get noisy with people talking loudly in the computer lab downstairs	Student
i've never been there	Student
I've tried to find journals online, however, I'm unable to access the actual articles. I'm unclear as to how to do this and I'm not too sure where to go to find the answers. I find it's easier to use other online databases instead.	Student
Lack of access to print journals, especially in the field of Educational Leadership Databases sometimes difficult to access/search	Student
Latest books are not available, Clean water is not available(Water fountains are too dirty)	Student
many journals that I needed the library did not have	Student
Many of the books are quite outdated. The layout of the library makes finding outdated books quite difficult.	Student
no coffee or treats available, which I think should be during finals at the very least and would encourage visitation whether they're sold or free of charge; no music in study areas (I like to study in a Starbucks/Panera like atmosphere); no book clubs	Student
Not too many "quiet places" for individuals studying or reading. Furniture on 3,4 floors is very outdated and uncomfortable to sit in for extended periods of time. Media center (viewing tapes) isn't set up conveniently for viewing or taking notes. TV's and other devices take up all the space in the cube so you have no room to write. Also TV's are in such a tight space that it feels like you are sitting with you face pressed up against the television.	Student
Nothing. To this point in my academic career I have had nothing but good results from the staff. [NOT COUNTED IN NUMBER OF DISLIKES]	Student
one hour and 15 minutes from my home	Student
Setup, Hard to find some things	Student
Should provide more number of movies(DVDs and CDs)to students. May be the timings during weekends.	Student
So far I haven't come across anything I truly do not like about the library. [NOT COUNTED IN NUMBER OF DISLIKES]	Student
some of the information on shelves is a bit dated some particular subjects either has an over abundance of information or little information	Student

the air conditioning is too cold sometimes	Student
the air conditioning is too cold sometimes	Student
The chairs at the study tables (worn out).	Student
The website is very hard to follow for finding journals. It needs to be more user friendly. You need a fiction section. Sometimes students do read for fun.	Student
Would like longer hours of operation	Student
The copy machines are cumbersome and inefficient. Computer scan stations should be made available for scanning articles directly to disc and disc to print machines should be made available.	None

Appendix C
Problems Respondents Identify with Brookens Library
Offering Public Library-Type Materials and Services

Q11AOPEN	TypeResp
<p>1. These types of materials would take away resources for the core purpose of the UIS library, which is to provide research and class support for academic/class enterprises. The public library provides those materials, and UIS should not duplicate those services -- especially since we have a reciprocal agreement. 2. Although there is certainly overlap, the skills that are needed in university librarians are different from those emphasized for community librarians. If we hire someone who emphasizes story-telling, that's someone who can't devote time to becoming an expert on government documents or collection development. 3. Resources, resources, resources. I have always supported the library being at the forefront of our resource allocations, even over academic programs in some cases, because they support all academic programs. If instead they divide their energy and resources between academic needs and general community needs, they are unlikely to be excellent at either. This would apply even to a natural area for expansion, such as Lincoln materials. The emphasis should be on academic and research materials, while the Springfield public libraries (and others in the area) would emphasize more general information.</p>	Fac
cost of this	Fac
distracts from primary purposes of an academic library	Fac
Do you have the funds? Is this the best use of funds?	Fac
Don't see the need to expend resources to compete w/ Lincoln Library when need for further student programing and campus activities unfilled	Fac
Don't think UIS should use limited resources to duplicate what the community already provides. Can the UIS library card also be used at other community libraries such as Rochester and Chatham--those part of the Rolling Prairies system? If so, many general library services available. What about use of LLCC library-is there an agreement for use if have UIS ID? Does the Springfield library use include interlibrary loan so items are delivered to UIS?	Fac
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<p>I am a strong supporter of public libraries and do not believe BL should be in the business of competing with them. Some general interest periodicals which cannot be found downtown would be a welcome addition to BL, but nothing more. Further, trying to duplicate public library services could all too easily distract BL from what should by its primary, or even sole, mission: becoming the very best academic resource for UIS's faculty, staff and students that it possibly can. This can't be accomplished on the cheap. It can't be done soley via adopting new technologies. And it can't be done if BL and its staff take their collective eye off the ball by getting involved in projects which are not essential to its central mission. (Although better lit and arranged study areas would, I think, be as central as building the collection.) Please think carefully before concluding that an academic library can ever be more than a secondary means of community outreach.</p>	Fac

If so, I would like them to be in line with liberal studies approach of the university. E.g., global awareness of women's or environmental health even if it is fiction, etc. I do not think the library should include children's materials and services. Focus on adult age student population and faculty and staff, but give more general literature (fiction and nonfiction).	Fac
In a time of limited budgets, I don't think these services should be a priority. In my experience, the public libraries do a fine job with this kind of activity. However, if there were a student-centered reason for this (UIS students wanted their children to do that here, or the Education Dept. wanted this as a lab experience for their majors) then I'd see the need for UIS to expand in this area.	Fac
It is not a part of the UIS mission. We cannot afford it when we are cutting back on academic publications and other university services. Lincoln Library & the public school system already have this as their mission.	Fac
Kids don't belong on campus without an adult escort. Bad idea to lose space, \$\$ and staff to public library.	Fac
may infringe on students. That's what the library is for	Fac
My biggest concern has to do with using limited resources on these programs. These strike me as dubious endeavors given the library's overall mission - to provide "the information, resources, and technology services required to support the current and future teaching, learning, and research of the University of Illinois at Springfield community."	Fac
Our collection for a college is very limited as it is. Stretching our resources further to provide what is already available at the public library worries me. If we were flush with funds, I would support it. But the collection has been chronically underfunded. It is anemic compared with many strong liberal arts colleges I have been to. I like the idea of book groups for adults, using the already existing resources, however.	Fac
The function of a university library is to support research and scholarly activities. It is not to serve the general public in a popular sense. My students and I are frustrated with the limited amount of resources (books, journals, etc.) we can get from Brookings without interlibrary loan. If we have funds for those popular culture types of stuff, why don't we spend it to get serious books, journals, and updated videos/films? We don't need to turn Brookings into yet another public library in order to reach out to the Springfield area community.	Fac
the idea of educating and including as many people as we can on campus is a great idea; distribution of resources becomes the question	Fac
There might be budget problems--enough money to cover these new services. But it is a good form of outreach	Fac
This is a university library for academics. Money should be spent expanding the collection of up-to-date books, online journals, and media for university purposes. The public library already exists in various parts of the city to accommodate other purposes and there is no need to spend precious resources to duplicate what others offer.	Fac
This is an academic library and should not lose its focus. I would strongly object to this kind of initiatives.	Fac
Too many (any) children running around would reduce study environment.	Fac
UIS is not safe for children because of the internet and open door policy. Kids get in way of academics.	Fac
use of limited space and resources will compromise student and faculty access at critical times; general public and university communities do not always share similar values, so there's the possibility of negative impression of UIS	Fac
We don't have the budget to support what the university curriculum demands..we should not be expanding into other areas	Fac
who funds the operation?	Fac
who funds the operation?	Fac
Would take time and money away from primary mission.	Fac

1. Space is dear and should be utilized for university needs. 2. Potential exists for increased traffic from those with no other university business except to access materials that are available elsewhere. 3. Staff increases would be necessary to provide the additional services at no benefit to University stakeholders.	Staff
1. We are not a public library. 2. I think we would do better to inform the campus community of the types of services you currently offer. 3. We should focus on programs that support scholarship and research.	Staff
1.) Brookens Library's budget already seems stretched too thin to provide services (e.g. longer hours) for the campus let alone the general public. 2.) Brookens Library as a facility seems very worn and in need of updating and cleaning. Wouldn't the additional use by the general public just add to the wear and tear? Do you have the custodial services to keep up with the extra use and maintain the facility for your primary patrons - the UIS community? 3.) Is the University or the City going to invest resources in Brookens Library so that providing public library services does not reduce services to the UIS community? The University hardly seems to have the budget for this. 4.) Brookens Library is already too noisy, especially during evening hours and peak use times during the semester. Adding the public and children to the building is going to make that worse.	Staff
Allowing children access to the library may increase the noise level and reduce the suitability for more serious studies. However, I believe these issues could easily be addressed by segregating those areas most likely to be used by children and the general populace similar to Springfield's Lincoln Library. The second problem would be the further limitation of space available for the current/future collections. This situation may be resolved by moving more information to electronic format. However, I am not aware of the specific space requirements of the current/future collection. While I view these problems as issues to overcome, I think the expansion of the library to include these services would be helpful to the University and the community as a whole.	Staff
Brookens Library's first service priority is as a resource for students, faculty, and other supporters and administration in providing an excellent education. Potential competition with these first-line priorities could be a challenge.	Staff
Children's story hour at an academic library? This means noisy children in a library where adults are trying to study. Not a good mix. However, library programs for adults could be interesting and helpful to not only the students but also the community.	Staff
concentrate on academics	Staff
Disruption in the study area This is an upper level institution---not for children!!!	Staff
Disruptive to the main mission of a university library Contradiction of the main mission of a university library	Staff
finding staff to provide these services budget concerns - what services will be lost or reduced in order to provide these services?	Staff
finding staff to provide these services budget concerns - what services will be lost or reduced in order to provide these services?	Staff
I feel that the library is central to the University. It is or should be the University and therefore should be dedicated to research. I also realize that the University has a public service mission and if the additional services could be structured in a way that did not impact the students, I would be agreeable to them.	Staff
I feel that the public can use the public library and UIS should focus on serving the UIS students. Focus on having materials that students need for their classes and research. That is what they are paying for and expect. They are not here to get movies or attend story hours etc. I do not feel this is in line with the purpose of the UIS library.	Staff
I'm sure there will be some procedures and policies to be ironed out, but I think that can be done without too many problems.	Staff
Increase in general public utilizing library will increase work for staff in a time when funding for extra staff is limited by state money appropriated.	Staff

It will take away the studious atmosphere. May be a distraction.	Staff
It would be terrific. I sometimes go to LLCC where I have a card to get current popular books to read.	Staff
Just funding; there isn't enough money to do what we need to now, let alone adding programs covered by the public library.	Staff
Lots of children in the library for a story hour/reading program when UIS students are trying to research/study	Staff
Might place in jeopardy a quiet study space for students.	Staff
mixing children and students studying would cause problems and complaints - perhaps over break	Staff
Need to focus funds on essential items Need to focus manpower on academic issues for sake of university	Staff
no problems! I've been hoping for this for a LONG time	Staff
perhaps expense, additional upkeep?	Staff
Really don't see the need for this. Might disrupt the current atmosphere of the library. The campus is located somewhat away from most residential areas - would people just as soon use these services at Lincoln Library instead?	Staff
Services might be in day time when I am unavailable. Services might be at times when transportation is unavailable.	Staff
Space	Staff
space priorities; what's wrong with the way it is, especially now that we can use both libraries reciprocally	Staff
space problems	Staff
Springfield already has a public library providing those services; I would rather see Brookens use its resources to increase its holdings than catering to people who don't want to use the public library.	Staff
The extra help or students workers are not helpful in answering questions. There needs to be a greater selection of fiction and enjoyment reading material.	Staff
The fact that it is the primary library for tuition paying students and not necessarily for the general public.	Staff
The library will become a babysitting facility for children while their students attend class. University libraries and their collections are designed for the use of faculty and students, and for community adults. Children have considerably different needs, and can easily disrupt the operation of the library for its primary functions and clientele. All libraries do not need to appeal to all audiences. Specialization is often desirable.	Staff
the public does not support the UIS library and not sure if enough students have children who would use the service.	Staff
this is a college library & children could be distracting to our students. Our patrons needs are different from those of the public library.	Staff
was Brookens Library created to serve the needs of a university or was it created to serve the needs of the non-university community? Lincoln Library might have a copy of Carl Sandburg's biography of Lincoln but Brookens ought to have the Sandburg biography as well as recollections of Lincoln by U.S. Grant, Robert E. Lee and similar contemporary figures	Staff
While I think that having other "public library-type" services available might be a good idea, the problem would be coming up with enough staff and money in order to make such services viable.	Staff
Yes, I would like the library to include more items of public interest as opposed to just academic - Like the books on tape.	Staff

Brookens library is a helpful tool to students who attend UIS and should not be used for the general public. If the general public needs to use a library that is why there is the lincoln library. I think that having two separate libraries doing the same thing defeats the purpose of brookens being a university students priveledge and lincoln library being open to the public.	Student
Concern over the availability of quiet study places. Potential for losing creditability as an academic resource facility.	Student
cost that could be more valuable spent elsewhere	Student
Cost, which would likely be reflected in tuition	Student
Having children and non-students running around the library and making noise would disturb the students that are trying to study. I think the UIS students would use the library less and find other places to study.	Student
I guess that when I use the library, I am in an academic frame of mind and want an academic setting. I don't want to be distracted by a family that has come in to rent a movie...or read magazines or whatever. Those services are provided elsewhere in Springfield.	Student
I have no problem with Brookens providing these services as long as children are not running rampany, disturbing individuals who need peace and quiet.	Student
I see a problem if this would divert monies away from research materials that could assist the student.	Student
I think the reciprocal agreement between Lincoln Library and UIS Brookens makes a whole lot of sense for a much lower cost. To focus more on "public library-type services" is unnecessary duplication of existing services offered through Lincoln Library. It's not that the ideas behind this are unworthy, it's just that money is tight everywhere and it doesn't seem (at least on the surface) to be that cost-effective. If the partnership between UIS and Lincoln Library could be made stronger, perhaps UIS could survey the Lincoln Library users to see how to strengthen the academic focus of Brookens. Consider a reciprocal relationship with Lincolnland and Benedictine that might offer better benefits to the community as a whole. When there are insufficient funds to truly do everything that is needed as an academic library, it seems difficult to justify expanding into things already offered by existing community programs. UIS should focus on building an academic library (in partnership with community support) and Lincoln Library should focus on building a more traditional public library-type.	Student
I think the resources would be better used providing additional academic resources.	Student
If there are several children around, would it be a problem for those Univ. students who need complete quite to concentrate? Just curious.	Student
I'm not sure what you mean by "library programs for adults" in Q10 above. If you mean bringing Brookens into the 21st century by (like many book stores and some libraries) offering an area where beverages/snacks are allowed, then I'm all for it! I heard on NPR progressive libraries are doing this. I urge UIS to break the mold of a dead quiet, stuffy, "who'd what to go there" library to a place where people would love to hang out. Check this link ("Libraries See Renovated Reading Rooms and Coffee Bars") for more info: http://www.npr.org/templates/story/story.php?storyId=4061542	Student
It seems like the focus should be on academics, since it is a university library. I think that Springfield and the surrounding communities have libraries that have a nice variety of materials and programs that are suited to the general public.	Student
It will take away from the academic atmosphere, although it would be nice for those families on campus. If it can be accomplished without disrupting academic atmosphere, it's okay.	Student
may create more security issues	Student
May make less room for school related material	Student
not necessary, redundant with city libraries, divert funding from academic use	Student

The Library is a perfect place for students to study and find information. Having story hours for children would be a disaster. Many parents from around the community would drop their children off and let the library be the babysitter. It would stop me from using the library because the staff should not have to use their time to take care of children.	Student
The library is already filled with books I will never use. If the Library were to offer more public library-type materials, the few books currently available might disappear. The library might become more crowded and more difficult to navigate.	Student
The library was made for students, this might take away from their learning experience	Student
The University is a tax funded institution as is the public libraries. The public libraries already provide (or should) general reading and children's programs. The University should expend its budget on scholarly books, periodicals and journals and not duplicate on of the public libraries functions.	Student
Tuition will continue to rise.	Student
Who would bear the cost?	Student
With the current budget constraints, it would be unwise to start a new program for a limited number of people. If you have money to spend, update the book collection.	Student
UIS Brookens Library is funded to support UIS Mission and its programs --- all the way through a Doctorate Study in Public Administration. If it wants to add children's books it needs to coordinate with the Academic curriculum committee to arrange for support for a childrens study / education programs. Then support it accordingly.	"None"