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Abstract:

Payson Library, the largest library at Pepperdine, primarily serves undergraduate students. It underwent a renovation between spring 2016 and fall 2017. Payson Library was closed during this renovation, and a Library Hub was established as a temporary service point and library information and teaching center on campus. Maintaining market share led to rolling out new services such as RAPID-ILL, repurposing a graduate campus library for increased study spaces, and reliance on a strong library liaison program. Predictably, there was a sharp reduction in patron visits, but there was success in providing reference, instruction, and access to the collections.

Keywords: Academic libraries; library renovations; library buildings; building projects; access services, reference services; collections

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A Pop-up Service Point and Repurposed Study Spaces: Maintaining Market Share during a Renovation.

During the 2016-17 academic year, Payson Library at Pepperdine University in Malibu, California, underwent an extensive renovation to upgrade a 1973 Mediterranean Revival style building designed by William L. Pereria and Associates architects. The purpose of the renovation was to create an exciting 21st-century learning space featuring collaborative work zones; upgraded study rooms; a multiplicity of new seating and study options; a new special-collections and archives research center; a state-of-the-art, climate-controlled storage for collections; a maker space; exhibition galleries; and a Starbucks coffee shop.

The renovation also replaced aging mechanical and structural systems, including electrical, plumbing, roofing, heating, ventilating/ air conditioning, lighting, and network wiring. Careful collaborative planning between the libraries, the campus planning and construction department, and AC Martin, a well-known Los Angeles based architectural firm, engaged to assist with the renovation, preceded the project. In addition to developing a vision for the new space and collaborating with stakeholders to create an operational program for the new building, the libraries spent considerable time developing a business continuity plan. Typically, business continuity plans are developed by businesses to be deployed in the event of a catastrophic event (e.g., fire, flood, earthquake, power outage, etc.) that affects business as usual. In Pepperdine's context, librarians viewed the renovation and the expected disruption to library services as a sufficient rationale for developing a business-continuity plan.

The chief goal of the business continuity plan in which all library staff and librarians took part was to create a series of interconnected strategies that would enable the library to continue to offer core services throughout the 15-month renovation period. The plan included several key elements that were developed in coordination with campus units (e.g., communications, facilities, design and construction departments, etc.). Plan elements included, for example, a communication strategy that provided the university community with regular updates about alternate library services and renovation progress; the creation of a series of temporary locations for students to study; the establishment of several Library Hub locations where librarians were available, where reserve materials could be accessed, and study rooms and computers accessed; and the enhancement of a graduate library on campus to serve both undergraduate and graduate students. The plan also called for the deployment of librarians and staff into new, temporary locations to offer core services such as reference and library instruction. The library hypothesized that, through the deployment of these services, core user expectations would be met during the disruptiveness typically associated with a building renovation.

Background

Pepperdine University, a medium-sized, Christian private university, has five campuses in Southern California, one campus in Washington, D.C., and six international campuses. Pepperdine University Libraries have satellite branches in all of the Pepperdine University campuses. In total, the university libraries own over one million books, journals, periodicals, and rare books (313,625 physical books and 377,955 volumes). Pepperdine University Libraries have a staff of approximately 35 full-time staff, including librarians. Between 70 and 80% of undergraduate students attend one of the university's overseas programs during their time at Pepperdine.

Literature Review

The literature on library renovations overwhelmingly focuses on the planning and design of library facilities to meet the needs of important stakeholders. Relatively few authors have written about providing services during a large-scale library renovation. One of the earliest works to address the difficulties of operating a library during a renovation was from Metz (1986), who discussed the alternatives of either providing services in the renovated building, or locating a temporary facility. Metz concludes that most libraries will be unable to locate a suitable temporary space, and discusses strategies for providing services in the building that is being renovated. Head's (1987) early article on providing services during a library remodel at a law library focused on the importance of communication and patience, but it is short on specific recommendations.

The majority of articles on operating libraries during renovations concentrate on providing access to the library collections and discuss procedures for relocating and storing materials. Nelson, Stanley, Eyman, and Seiden (1996) wrote a case study on the experiences of two libraries that relocated to temporary quarters during renovations. Both libraries obtained gymnasiums that were relatively large temporary spaces. However, each library had to relocate about 20% of their collections (items with low circulation) to closed stacks. Lance and Dorfman (1999) describe a situation similar to Nelson's case study that discusses the process of relocating all of Regis University's collection to a large off-campus facility that also housed their public services desk. Library staff decided that relocating all services off-campus was preferable to retrieving materials from an off-site storage facility and making students wait 24 to 48 hours to obtain items.

Many researchers discussed the process of paging and retrieving materials from off-site collections, which is similar to the approach of the authors' current study. Deutch (2001) described Brooklyn College Library's paging system for accessing materials from both on-campus closed stacks and off-site storage. Librarians at Brooklyn College analyzed previous shelving and circulation statistics to estimate the number of paging requests they would likely receive in order to plan for adequate staffing. Norton et al. (2006) write about the renovation at the Health Sciences Library at North Carolina at Chapel Hill, which required that the vast majority of the collection be located in an off-site storage facility. Patrons could request items from that facility and have them delivered to the on-campus temporary facility within 2 to 3 hours. In a similar vein, Sewell (2013) described a program at the University of Denver for delivering materials from an off-site storage facility to a temporary service point within 2 hours. Likewise, Fontane (2016) shared how McNeese State University housed about 10,000 high-use core items in a temporary facility and relied on twice-daily trips to retrieve materials from off-site storage.

Tolppanen and Slough (2004) described a hybrid approach for accessing the collection at Eastern Illinois University that combined housing the majority of materials in three different on-campus temporary facilities, with the remaining 48.8% of the collection stored at an off-campus location. Patrons could either visit the off-site location in-person to obtain materials or request that items be sent to one of the on-campus facilities. Items were sent to the off-campus location according to call-number range rather than by circulation counts.

Great Basin College placed its entire circulating collection in storage for the duration of the renovation and made no attempt to retrieve items for students and faculty. Instead, the librarians decided the best approach was to request books from the nearby University of Nevada at Reno via interlibrary loan. To help meet patrons' needs during a renovation with less

immediate access to print items, the library greatly expanded its collection of online databases (Karr, 2000).

Despite valiant efforts to retrieve materials for patrons, researchers have reported large declines in circulation during renovations. Regis University (Lance & Dorfman, 1999) had a 49% decline in circulation, Eastern Illinois University (Tolppanen & Slough, 2004) experienced a 42.9% reduction, Skidmore College (Nelson, et al., 1996) reported a 40% decline, and McNeese State University (Fontane, 2016) reported 59.4% fewer transactions. Fontane (2016) explained that in addition to the renovation, the decline could be attributed to budget cutbacks that resulted in an outdated print collection. Deutch (2001) reported a decline in demand for books, and a survey revealed that some faculty and students stopped using the library because of the closed stacks. Other patrons were able to find information they needed on the Internet.

Most libraries experienced declines in interlibrary loan (ILL) lending during renovations, but the reductions were less severe than for circulation. Skidmore College (Nelson, et al., 1996) had 40% fewer requests, Regis University (Lance & Dorfman, 1999) reported a 15% decline, and McNeese University experienced a 22% reduction. Bucking the trend, Tolppanen and Slough (2004) at Eastern Illinois University reported a 16.6% increase in ILL transactions during the renovation. However, the authors explained that patrons were permitted to request items by interlibrary loan in lieu of visiting the off-campus facility.

While their approach might not be applicable to all libraries during a renovation, Santa Clara University used an automated retrieval system (ARS) to house items during a renovation (Kim & Popma, 2007). After patrons make an online request, cranes move through the storage area, retrieve the item and place it in a bin. Library staff take the requested items from the bins and bring them to the circulation desk. Because off-site storage wasn't an option, the librarians housed the entire collection in the ARS during the renovation. Upon completion of the renovation, materials with lower circulation counts remained in the ARS.

While most articles focus on logistical issues such as retrieving items from off-site storage and providing adequate shelving, Trolio, Nelson, and Ochoa (2004) discussed the importance of boosting staff morale while providing services during a renovation. During the renovation at the University of Florida, staff were under stress while retrieving 2,000 items a day from remote storage. Librarians used the FISH philosophy, a model of teamwork that emphasizes having fun and being kind to both customers and co-workers, created by employees at the Pike Place Fish Market in Seattle to improve teamwork and increase staff happiness.

Compared to the literature on accessing collections during a renovation, less attention has been given to providing reference services. Nelson et al. (1996) explained that both Skidmore and Lyndon State College libraries used bibliographic instruction sessions to educate students about services available during the renovation and methods for accessing information remotely. Because the temporary space didn't have an instructional space, librarians at Lyndon State College provided instruction in students' classrooms. While statistics weren't provided, anecdotal reports from Skidmore College suggested an actual increase in reference transactions during the renovation because the reference desk was located closer to computer workstations.

Librarians at Regis collected reference statistics during the renovation and reported a 64% decrease in reference questions during the renovation. A possible explanation for this dramatic drop was Regis' decision to locate public services at an off-campus location (Lance & Dorfman, 1999). The off-campus location also presented challenges for library instruction. A portion of class time was needed for students to travel to the library instruction lab, and in some cases library staff used their own cars to help the class reach the facility. Librarians also provided

library instruction in course classrooms. Despite these challenges, Regis experienced only an 18% reduction in library instruction.

McNeese State University experienced a decline in reference statistics (57%), which was similar to that of Regis (Fontane, 2016). While McNeese State University didn't have a classroom in the temporary facility, there wasn't a decline in library instruction. Many librarians visited students' classrooms, and several video tutorials were created to offset declines in face-to-face instruction.

Like reference and instruction services during renovations, there has been less discussion about providing study spaces during renovations. However, some articles (Nelson et al., 1996; Fontane, 2016; Sewell, 2013) have discussed the number of the seats for study spaces that were available in temporary facilities during renovations. Librarians at Eastern Illinois University explicitly stated that providing access to the collection was a higher priority than study spaces (Tolppanen & Slough, 2003).

The lack of emphasis on study spaces in the library renovation literature is puzzling given the importance that students place on library study spaces in surveys. Gardner and Eng's (2005) survey of student usage of USC's Levey library reported that the top reason for visiting the library was to study alone (80.6%), followed by using computers for class work (61.3%). Fewer students (35.5%) reported visiting the library to check out books. Similar usage patterns were reported at Concordia University (2015) with 84% of respondents visiting the library to use quiet study space, while 35% of students visited the library to borrow books.

Unsurprisingly, given the reduced space in temporary facilities, libraries reported sharp declines in gate counts, Tolppanen and Slough (2004) reported a 19.2% reduction in the gate count during the renovation, while Fontane (2016) described a 77.45% drop in library visitors. However, Eastern Illinois University had three on-campus temporary facilities, while McNeese State University had a space that was substantially smaller than the regular library.

Many articles discussed the importance of public relations during library renovations. Some of the literature on library services during renovations discussed patrons who were unhappy about closed stacks during renovations (Tolppanen & Slough, 2004; Norton et al., 2006; Kim & Popma, 2007). Regis University received complaints that were tied to their decision to relocate all of their services off-campus. Some patrons were unhappy that they had to visit the off-campus facility to pick up ILL items. Other students were upset when the library discontinued a shuttle service that transported students from the main campus to the temporary library facility (Lance & Dorfman, 1999). Finally, students at Skidmore College voiced complaints over the lack of seating during the renovation (Nelson, et al. 1996).

Access to the Collection

Careful planning went into determining how Pepperdine patrons would access library collections during the renovation. Beginning 6 to 8 months ahead of the move-out date, there were meetings with many stakeholders on campus multiple times, especially with the university's mail department. It was crucial to have a fast and accurate mail delivery system for the transport of Pepperdine materials, consortial borrowing system (Camino) books, and interlibrary loan (ILL) materials. After careful consultation with the mailroom, a unique courier route was set up that covered the temporary locations and let patrons have access to Pepperdine collections within 24 hours of ordering materials during the business week. Most of the collections were in a Pepperdine-owned storage facility in Calabasas, 20 minutes away from campus.

The collections were moved to the Calabasas location after Payson Library's closure in May 2016, which coincided with the end of the spring 2016 semester and the beginning of the first summer session. Despite all of the planning involved, there was an assumption that the collection could not be accessed for approximately a month. Luckily, however, the library moving company packed and moved all items in proper call number order, which minimized the time collections were not accessible. In tandem, the holds/Camino/ILL items were relocated in one morning to one of the temporary locations. All patrons were notified where to pick up holds. There was also a special notification placed on all holds and Camino and ILL items, and patrons received automatically generated emails regarding exactly where to pick up items.

The Associate University Librarian for Client Services and Public Programming and the Business Librarian carefully picked out reference books that would be easily accessible in the main temporary space, the Library Hub, which was located on the central campus on the first floor of an administrative building. The librarian subject liaisons had discussions regarding the composition of the 4,000 reference and evaluating titles that would make up the bulk of the Library Hub's collection. The highest use core items, reserves, the newest DVD selections and the *New York Times* best sellers were also housed in the Library Hub. Additionally, music scores were housed in the Hub because access to these materials during the year in which the music program was going through accreditation was viewed as important.

Technical Services library staff were stationed in the Pepperdine-owned storage facility in Calabasas for the duration of the move. Technical services staff pulled books for Pepperdine campus holds and for ILL and Camino lending during the morning in preparation for a courier mail run to the Library Hub in the afternoon. The increased volume of requests necessitated moving items in plastic blue bins specifically purchased for the renovation. Once the blue bins arrived at the Library Hub, all materials were quickly processed for rapid book delivery and patrons were notified that their materials were available for pick up. Items that could not be located were quickly ordered for patrons.

Pepperdine University Libraries had a total commitment to satisfy every request. All librarians and staff made sure no one went without a request being filled. Library staff went to Calabasas to fulfill requests, and many of the library staff who lived near the Calabasas facility stopped to pick up hold requests on their way to and from work. The library collection in Calabasas was also opened up for faculty and staff access. Items were checked out during the day by library staff and at night by library temporary workers. Faculty members with very detailed research requests could schedule appointments in Calabasas with their specific librarian liaisons during the renovation. All of this diligence paid off, and there were no patron complaints during the 15 months' time in temporary locations.

In addition, RAPID-ILL interlibrary loan service was specifically started in anticipation of the renovation. This is an article delivery service guaranteeing delivery within 24 hours during the business week. All of Pepperdine's bound journals were in the Calabasas facility and there was no ability to access them quickly, so it was necessary to move to RAPID-ILL to meet patron needs. In the previous year of fiscal 2016 there were 4,710 interlibrary loan requests received, and Pepperdine lent 1,543 items. With the addition of RAPID-ILL in fiscal year 2017, Pepperdine borrowed 6,244 items and lent 7,323 items. This 32.57% increase in ILL borrowing and 374.59% increase in ILL lending during the renovation helped expand services considerably and positively affected customer service. This type of increase is not consistent with the literature and is a bright spot in Pepperdine's statistics.

ILL lending was turned off for all of May 2016 and also August 2017 because of moving out of the old library and then back into the newly renovated library. Patrons borrowed books on interlibrary loan and Camino to make up for lack of access to Pepperdine's collection. Interlibrary loan and Camino use a rapid-delivery courier service for select members of the SCEL (Statewide California Electronic Library Consortium, Inc.) consortium. Additionally, complex coordination was needed regarding various location changes with rapid delivery-courier service, which did not influence services.

Besides ILL, lending for Camino was turned off during May 2016 and August 2017 by notifying fellow consortia members regarding Pepperdine's move. In fiscal year 2016, Pepperdine borrowed 2,844 items from the consortial borrowing network Camino and during the renovation in fiscal year 2017, Pepperdine borrowed 2,546 items. The slight decrease of 10.48% is surprising, but it is consistent with the drop off in traffic in visits to Pepperdine's temporary locations.

The drop-in visits to Pepperdine's temporary locations also affected the circulation of physical items. In fiscal year 2016, circulation of physical items was 28,211, and in fiscal year 2017 it dipped to 17,613. This decrease of 37.57% is consistent with the literature and not as high as most. In fiscal year 2016, DVD circulation was 7,520, and in fiscal year 2017 DVD circulation was 3,304. This drop of 56.05% is consistent with the literature and may be attributed to the growing patron demand for streaming video rather than DVD format. The inability to physically browse the DVD collection may also be a factor. Usage of electronic books held fairly steady in fiscal year 2016 at 58,952. There was a slight increase to 60,750 in fiscal year 2017. The increase of 3.05% is positive news and is not consistent with the literature.

The move back to the newly renovated library in August 2017 involved additional planning regarding access to the collection. Approximately 40% of the collection was moved back to the newly renovated library; this work took place a month before the semester began. There were no classes in August, but students, faculty and staff were getting ready for the fall semester, and there was a significant demand for library materials. Before the move date, the patrons with holds, Caminos, and ILL materials were notified by email that they would need to pick up their items in the Drescher graduate campus library until the new library opened.

Instruction

Payson Library offers a robust library instruction program for undergraduate students at Seaver College. Most students receive library instruction in their first-year seminar and English 101 classes. In addition, library instruction is provided to many upper division classes.

Before the renovation, Payson Library had a state-of-the-art digital instruction lab with Steelcase media:scape technology that enables any participant in the room to share his or her screen with the rest of the class. The instruction lab had four media:scape tables and seating for 24 students. The instruction lab was relocated to the Library Hub during the renovation.

During fall 2016 and spring 2017 semesters of the renovation, Payson actually experienced a 5% increase in library instruction sessions compared to the fall and spring semesters of the previous academic year. Despite the availability of the library instruction lab, only 30% of the library instruction sessions were taught in the library instruction lab during the renovation. The remainder were scheduled in classrooms. During the year prior to the renovation, 72% of library instruction classes took place in the instruction lab. The high percentage of instruction sessions that were taught in campus classrooms during the renovation suggests that the availability of the library instruction lab did not play a significant role in the 5%

increase in library instruction sessions during the library remodel. One possible explanation for the low usage of the library instruction lab during the renovation were technical problems with the media:scape tables during the first few weeks of the fall 2016 semester. Faculty might have been reluctant to schedule classes in the library instruction lab because of concerns over technical issues. Also, campus classrooms at Pepperdine University are well-equipped for library instruction. Another factor was the temporary space for the digital lab was only large enough to accommodate the furniture, and librarians observed that the sessions were cramped.

Librarians adapted to these circumstances by offering library instruction at those venues that best suited the needs of the faculty and students. In essence, librarians were bringing the library to the students' classrooms.

While providing instruction, librarians used these sessions to highlight services and changes in the library during the remodel. For example, librarians informed students about the location of the Library Hub and explained procedures for requesting books from the off-campus Calabasas facility.

Payson Library's 5% increase in library instruction is consistent with literature indicating that libraries are less likely to experience declines in instruction statistics compared to other services during renovations (Fontane, 2016; Lance & Dorfman, 1999).

Reference Services

Prior to the library renovation, Payson Library had a public services desk known as the iPoint that merged circulation and reference services. Librarians staffed the desk in the afternoons and on weekdays, as well as evenings and weekends. In the mornings, librarians were available on an on-call basis. During the renovation, the Library Hub had a service desk staffed by librarians on evenings and weekends. On weekdays during the remodel, librarians were available on an on-call basis for students who dropped in, and students could also schedule appointments with librarians. As well as serving as a central service point for undergraduate students, graduate students attending the campus libraries also called the Library Hub for assistance. In addition to in-person and phone assistance, librarians used Springshare's LibAnswers to assist patrons with chat or ask-a-librarian (email) questions. Librarians also provided their contact information on all of the library's LibGuides.

During the renovation, Payson Library experienced a 27% decline in reference questions in the fall 2016 and spring 2017 semesters compared to the previous fall and spring semesters. Most significantly, there was a 58% reduction in patrons being assisted in-person while the library was being renovated. However, the decline of in-person questions was partially offset by a 30% increase in email and chat reference assistance. Prior to the library remodel, Payson librarians answered almost twice as many in-person questions compared to email and chat transactions. The preference for virtual assistance during the renovation suggests that patrons chose the services that were most readily available to them. In this case, students chose chat and email as the most convenient method of receiving reference assistance during the renovation. Moreover, the overall decline in reference questions might indicate that some Pepperdine students prefer in-person assistance to email or chat and choose to forgo reference help entirely during the renovation.

The limited literature on reference transactions during renovations indicates that with a relatively modest 27% decline, Pepperdine fared better than other libraries. Regis University had 64% fewer reference questions (Lance & Dorfman, 1999) while McNeese State University (Fontane, 2016) experienced a 57% reduction.

Without a robust library-instruction program, Pepperdine librarians might have experienced a more drastic decline in reference questions. During library-instruction sessions, librarians encouraged students to ask them for help if they needed assistance and provided their contact information. Moreover, strong ties with faculty are essential for motivating students to ask for reference help. Research indicates that library instruction and faculty referrals are leading motivators for students to ask librarians for research help (Sobel, 2009; Pellegrino, 2012; Magi & Mardeusz, 2013; Vinyard, Mullally & Colvin, 2017).

Study Spaces and Library Visitors

Payson librarians were concerned about the availability of adequate study spaces for students during the renovation. The Library Hub had 36 seats, two study rooms that could accommodate five students each, and a library instruction lab with 24 chairs that served as study space when classes weren't being taught. In addition, there were 12 computer workstations (including three Bloomberg business terminals) in the Library Hub, and laptops were available for check-out. To ensure that the library continued to be a one-stop destination for students' academic needs, the Library Hub hosted the writing center, a speech lab for student presentations, chemistry tutoring, psychology study sessions, and the Student Success Center. Moreover, the Library Hub maintained the same hours as Payson Library (until 3am Sunday to Thursday) and continued the tradition of being open 24 hours a days for the last 2 weeks of the semester. To supplement the Library Hub, the library worked with Seaver College and dining services to make select course classrooms and the cafeteria available as study spaces (see Appendix D).

The Library's Director of Library Advancement and Public Relations worked closely with Pepperdine's Public Relations department (see Appendix A) to inform the Pepperdine community about the Library Hub and its location. At the beginning of the fall 2016 semester, a series of briefings about the university were held, and liaison librarians presented information about library services during the renovation to faculty at their division meetings. Large, colorful signs announcing the location of the Library HUB were placed along the entrance for the Thornton Administrative Center (see Appendix B). The library also uploaded a video of a staff member walking across campus to the Library Hub on its website to direct students to the new temporary facility.

The library also expanded study spaces at the Drescher Graduate Library, located on the Malibu campus, which primarily serves graduate students. The Drescher library has scenic views of the ocean, and librarians assumed that more undergraduate students would visit the Drescher Library during the renovation. In preparation for the increased visits from undergraduate students, the library was modified to provide more study spaces by relocating some books to an off-site storage facility in order to make room for additional tables, chairs, and computer workstations. The Office of the Dean of Libraries and Special Collections and Archives personnel were also relocated to the Drescher campus for the duration of the renovation.

Visibility and awareness of the Drescher library increased during the renovation. The Dean of Libraries convened a faculty committee at the Drescher Library, which invited faculty to visit the library, some for the first time. A faculty symposium on pedagogy in the performing arts that was hosted at the Drescher library was another example of the library taking a leadership role in reaching out to the professors during the renovation.

During the renovation, the library stored its book collections in a facility located in Calabasas, which is located about 10 miles from the Malibu campus in close proximity to many

off-campus student apartments. Because of concerns about the limited number study spaces for students in the Library Hub, the library sent a survey to students to gauge their interest in utilizing the Calabasas facility as a study space (see Appendix C). Based on feedback from students, the library opened its Calabasas facility, branded as the Library Hub at Calabasas, as a study space for students beginning fall semester 2016 from 5pm to midnight, Sunday through Thursday. Because most undergraduates reside in Malibu residence halls and were unlikely to make a 20-mile, round-trip drive, the majority of the students visiting the Library Hub at Calabasas were either junior or senior undergraduates who lived off-campus or graduate students. The Hub at Calabasas was staffed by temporary employees who were trained by Pepperdine librarians.

Unsurprisingly, there was a substantial reduction in traffic to the Library Hub compared to Payson. During fall 2016 and spring 2017 semesters, there was an 87% decline in visitors to the library temporary spaces compared to the fall 2015 and spring 2016 semesters at Payson Library. Statistics on library visitors to Payson library come from gate counts, while data during the renovation is from patron counts because the library gates were unavailable during the remodel. This 87% decline includes patron counts for both the Library Hub and Calabasas. Unfortunately, statistics on patron counts at satellite study spaces such as the cafeteria and classrooms are not available, but direct observation and anecdotal information confirms these auxiliary spaces were fully used by students for study.

Because Payson Library had more than 10 study rooms and the Library Hub only had two rooms, calculating the average number of hours that study rooms were occupied each month is the most effective method for measuring study-room usage during the renovation. The year prior to the renovation, each study room in Payson Library was occupied an average of 226 hours per month compared to an average of 190 hours for the Library Hub, which resulted in a 15% decline in usage per room during the renovation. This decline in study-room usage is surprising because students have always indicated preferences for additional study rooms, and the newly remodeled Payson Library will have almost twice as many study rooms.

Librarians noted some unavoidable shortcomings with the temporary spaces. While Payson Library was outdated, students enjoyed panoramic views of the Pacific Ocean. There were also 638 seats total. In contrast, the Library Hub was located in a windowless space on the first floor of the administrative building and there were 70 seats total. Moreover, as the Hub reached full occupancy, it was difficult to walk around the crowded sea of chairs and backpacks.

Decline in patron visits during the renovation could be attributed to the limited study rooms rather than dissatisfaction with facilities or lack of awareness of the temporary offerings. Hypothetically, even if all 70 of the seats that were available in the Library Hub and the library instruction lab were occupied at full capacity for every hour the library was open, there would have been a 39% reduction in library visitors compared to the previous year in Payson Library.

On the other hand, the Drescher Graduate Library experienced a 5% increase in patron visits during the renovation. An increase in visits from undergraduate students might have been responsible for this growth.

A circulation supervisor from the Pepperdine Law School Library reported increased visits from undergraduate students during the renovation. Unfortunately, statistics on visits from undergraduate students are not available.

Comparing statistics on gate counts during renovations with other libraries is of limited value because of variations in the size, location, and quality of temporary facilities. Worth noting, however, Eastern Illinois University, with three on-campus temporary facilities,

experienced only a 19% decline in patron visits during the renovation (Tolppanen & Slough, 2003). McNeese State University, on the other hand, (Fontane, 2016) had a 77% decline in library visitors.

Implications

During the 15-month renovation several implications emerged. There will be likely declines in public services transactions because of reduced patron visits. Based on the limited statistics available, Pepperdine succeeded in maintaining services during the renovation. Months before the renovation began, meetings were held with various stakeholders on campus that were crucial to the success of the move. As a result of these meetings, librarians conducted scenario planning to identify possible solutions to the inconveniences that stakeholders could face during the renovation. It was hypothesized that patrons could be frustrated with the lack of browsable book stacks. A solution to alleviating this potential inconvenience was to offer new services like RAPID-ILL to create goodwill among stakeholders. In addition, librarians made arrangements to have rapid delivery (usually within 24 hours) of items to the Hub from the Calabasas facility. Libraries should consider the addition of new services to offset the inevitable inconveniences. Another related source of turmoil during renovations arises from collections being constantly shifted to different locations. In this environment, communication is key and patrons should always know where to pick up their items.

In an environment with uncertainty about the availability and location of services and collections, flexible staffing is essential. To provide outstanding service, librarians and library staff were called upon to visit the Calabasas facility to locate items for users. New locations and services might require the use of temporary workers as needed. During a renovation there can be confusion about services, and having a strong liaison model makes it easier for users to identify someone who can assist them. A strong liaison program will also help maintain market share in reference and instruction. Providing library instruction in classrooms can also alleviate faculty concerns about instructional facilities in temporary spaces.

No matter how minimal, a temporary service point is crucial. The Library Hub was the focal point of public services during the 15-month remodel. Drescher Campus Library offered a second full service-point which complemented the Library Hub with important services such as Special Collections. A crucial concern of students is locating places to study when the library in its current form is not available. This key need was identified and the library took a leadership role in locating and advertising new off-campus study space which the Library Hub at Calabasas alleviated, along with increased hours in the cafeteria and also classroom study use. All advertising and branding initiatives can be centered on promoting the temporary service points to users. Advertising should take several forms, such as email blasts, signage, LibGuides, videos, website updates and meetings.

Clear communication with users' needs to be supplemented by a precise timeline of how the remodel is progressing and an accurate assessment of construction progress. Luckily, the Pepperdine University Libraries renovation was completed in 15 months, as was planned. The library was open to students on the first day of the fall 2017 semester as advertised, so there were very few complaints. The new library has 799 total seats, 25 study rooms, and 2 fireplaces. In addition, 56 extra temporary seats were added for Fall 2017 finals. Librarians discovered that despite the importance of electronic resources, physical spaces are still vital for community and student satisfaction. There has been a very positive reaction to the new space; which includes a Starbucks, expanded views of the ocean, a new Special Collections and Archives wing, and more seats and study spaces. Balancing study space and collection space was necessary to create a

dynamic, student-centric library. The experience of going through the Payson remodel was educational for the library and gave an opportunity to create new avenues for delivering services and collections while enhancing community life on campus.

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APPENDIX A

Public Relations email to the Pepperdine community announcing library services during the renovation.

Dear Students,

As you may know, Payson Library is currently undergoing a 15-month renovation project that will be completed in fall of 2017. The project will add study rooms and seating, a new special collections area, a Starbucks, and a variety of collaborative learning and teaching spaces. As we begin a new school year, we want to share with you information about accessing library services during the renovation.

- Library services will be available in two locations on the Malibu campus: The Library Hub (on the first floor of TAC) and the Drescher Campus Library.
- The Library Hub will feature circulation and pickup for book and media requests and interlibrary loans; 1,000 linear feet of shelving for reference materials, course reserves, and a limited number of highly-requested materials; reference librarians and information literacy instruction; and public computers and printing. Space is also designated for the Digital Learning Lab (or Sky Lounge), the Academic Center for Excellence (ACE), the Speech Lab, the Writing Center, and study rooms. The hours for the Library Hub will be the same as Payson Library hours: M-Th 7:30 am-3 am, Friday 7:30 am-6 pm, Saturday 9 am-5 pm, and Sunday 12 pm-3 am.
- The Drescher Campus Library will continue to offer study space, study rooms, computers, and a location to pick up books and other media as requested through our catalogue (<http://library.pepperdine.edu/>). This location will also be the temporary home for Special Collections and University Archives throughout the renovation. In addition to being located near the Graziadio shuttle stop, the Drescher Campus Library features plenty of available parking. It will be open M-Th 8 am-12 am, Friday 8 am-9 pm, Saturday 10 am-6 pm, and Sunday 1 pm-12 am.
- Materials requested from our offsite facility in Calabasas, as well as interlibrary loans, can be picked up at either The Library Hub or the Drescher Campus Library. Books and media may be returned to these locations, and at the book drop located by the main parking lot near Payson. For project updates and more information, please visit: infoguides.pepperdine.edu/paysonrenovation.

We look forward to serving you in the coming year.

Sincerely,

Mark S. Roosa, Dean of Libraries

APPENDIX B

Signage for the entrance to the Library Hub



APPENDIX C

Calabasas Library Space Interest Survey

Pepperdine is committed to providing excellent service during the Payson Library renovation. We are evaluating student interest in additional study spaces while the library is under construction. Please answer the following questions, so we may better understand your study habits and preferences.

Email address *

Your answer

1. Where do you live?
 - On campus
 - Off campus in Malibu
 - Off campus through the Canyon (Calabasas, Agoura, Woodland Hills, etc.)
 - Off campus on the Westside (Santa Monica, West LA, etc.)
 - Other:
2. Where do you currently study?

Your answer:
3. What days of the week do you typically use Pepperdine facilities to study? (Select all that apply.)
 - Monday
 - Tuesday
 - Wednesday
 - Thursday
 - Friday
 - Saturday
 - Sunday

4. What times during the week do you typically study at a Pepperdine facility?
 - 5pm-7pm
 - 7pm-10pm
 - 10pm-midnight
 - midnight-3am
5. What times on the weekend do you typically study in a Pepperdine facility?
 - 8 am - 12 pm
 - 12pm - 4 pm
 - 4 pm - 8 pm
 - 8 pm - 12 am
 - 12 am - 3 am
6. How often would you visit Pepperdine study facilities open in the evenings and located in Calabasas? *
 - Multiple times a week
 - Once a week
 - Multiple times a month
 - Once a month
 - Only during midterms and finals
 - Never
7. If you used the Pepperdine facilities in Calabasas to study in the evening, would you be most interested in studying:
 - In a study room, with a group
 - Individually at a study carrel
 - Individually at a table in common area study spaces
 - I would not use this location

APPENDIX D

Space	December 4 - December 15	
	Fall 2016 Finals Hours	
Hub	Sunday - Saturday	24 hours a day*
	Sunday, Dec. 11	6:00am - 12:00pm closed
	Thursday, Dec. 15	open until 10:00pm
Drescher Hub	Thursday	8:00am - 1:00am
	Friday	8:00am - 10:00pm
	Saturday	10:00am - 7:00pm
	Sunday	1:00pm - 1:00am
	Thursday, Dec. 15	8:00am - 6:00pm
Hub at Calabasas	Sunday	12:00pm - 12:00am
	Monday - Saturday	9:00am - 12:00am
	Thursday, Dec. 15	9:00am - 6:00pm

Classrooms (Group Study Space) CCB 3rd Floor Cmn Area RAC 178	Monday - Friday EXCEPT December 12-15	6:00pm - 12:00am closed on these days due to finals
(Quiet Study Space) CCB 309 SAC 150 CAC 125 KSC 110 TAC 180/181		
Waves Cafeteria	Sunday-Saturday	Evening until 3am
Fireside Room (Quiet Study Space)	Dec 12-15	6:00 pm-12:00am