FIRST-GENERATION UNDERGRADUATE LIBRARY USERS:

EXPERIENCES AND PERCEPTIONS OF THE LIBRARY AS PLACE

By

KAREN A. NEUROHR

Master of Library Science
University of North Texas
Denton, Texas
1995

Bachelor of Arts in Education
Northeastern State University
Tahlequah, Oklahoma
1988

Submitted to the Faculty of the
Graduate College of the
Oklahoma State University
in partial fulfillment of
the requirements for
the Degree of
DOCTOR OF EDUCATION
May 2017

FIRST-GENERATION UNDERGRADUATE LIBRARY USERS:

EXPERIENCES AND PERCEPTIONS OF THE LIBRARY AS PLACE

Dissertation

Lucy E. Bailey, Ph.D.

_____

Dissertation Advisor

Kerri S. Kearney, Ed.D.

_____

Committee Chair

Bernita L. Krumm, Ph.D.

_____

Joshua L. Wiener, Ph.D.

_____

ACKNOWLEDGEMENTS

Completing this doctoral degree fulfills a dream and goal I first had many years ago. This would not have been possible without the support of many people. First, I wish to thank my loving husband George for his patience and support, and our sons and their families- Chris, Libby, Grant and Evan; and Ryan, Emily, Cate, Charlie and Callie for understanding the time I needed to commit to this project. I look forward to spending more time with all of you! The support of my siblings Connie and Rob, and all of my extended family is also deeply appreciated. Their words of encouragement always helped! I wish my mom and dad were here to celebrate this significant accomplishment with me.

I am grateful to my committee chair, Dr. Bailey for her guidance, and insight throughout this research. She taught me everything I needed to know about methodology, and she and my committee chair Dr. Kearney challenged me to think more deeply in the search for meaning within certain contexts. I appreciate my committee members Dr. Krumm for her excellent edits and suggestions and Dr. Wiener for his assistance and service on my committee. I also thank all of the OSU faculty members whose classes deepened my knowledge of higher education, research, and marketing.

I appreciate Dean of Libraries Sheila Grant Johnson and my former supervisors Dr. Jennifer Paustenbaugh and Rich Paustenbaugh for their support of this endeavor. I also appreciate the friendships and support of my library colleagues, especially Tanya F., Janet A., Susan B., Helen C., Suzanne R., and Cristina C., my Higher Education Classmates, and the support of my friend Lynda R., and OSU colleagues Tammy M., Linda S., and Robert R.. Finally, I deeply appreciate the first-generation undergraduate library users who shared their library experiences and perceptions with me for this study. I am so proud of them, and I wish them all the best as they pursue their dreams and goals.

Name: KAREN A. NEUROHR

Date of Degree: MAY, 2017

Title of Study: FIRST-GENERATION UNDERGRADUATE LIBRARY USERS: EXPERIENCES AND PERCEPTIONS OF THE LIBRARY AS PLACE

Major Field: HIGHER EDUCATION

Abstract: Research focused on first-generation college students has developed considerably in recent years, yet an area that remains relatively unexplored is students' perceptions of the academic library as place. Exploring such perceptions is important for deepening understanding of how the library, as a central academic resource on campus, can best serve this population.

Purpose and Questions: The purpose of my study was to explore Oklahoma State University first-generation undergraduate library users' experiences and perceptions of the Edmon Low Library (hereafter referred to as Library) as place. The four questions and two sub-questions for this study were as follows:

1. How do first-generation undergraduate library users experience the Library?
2. How do they perceive the Library?
3. What aspects of the Library do they identify as meaningful?
    a. What are those meanings?
4. How do they relate to the Library as place?
    a. How do those relationships develop?

Methods and Theory: My primary method for this case study was a series of three progressive interviews informed by participant-produced photographs, a diamond-ranking activity, and a time-diary. Analyzing my data inductively, I produced a case representation of each participant. Through cross-case analysis, eight empirical assertions emerged. Place attachment theory emerged as a significant way to draw out nuances in participants' meanings and their sense of the Library as place.

Findings: Participants became attached to the Library as place through their multi-dimensional experiences with library spaces and resources over time. They perceived that the Library "cares" about them because it offers spaces, environmental conditions, and physical resources that support their academic goals. Their use of the Library fostered their self-identity as college students, and they often feel a sense of comfort, community, and belonging in the Library. The Library's striking historic architecture and design is welcoming to participants and improves their attitudes and signifies academic accomplishment. Their interactions with peers and library employees, as well as their past library experiences fostered their relationships to the Library. These important findings have implications for place attachment and student development theory, and for research, and practice in libraries and institutions of higher education.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER 1

Introduction to the Study

Symbolic of its importance to the university, the Edmon Low Library is located at the heart of Oklahoma State University, a land-grant, Research I institution in Stillwater, OK. A campus icon, the Edmon Low Library (hereafter referred to as Library) is a Neo-Georgian style, six-floor brick building that opened in 1953 (Leider, 2016). The Library is fronted by a huge brick and concrete terrace upon which sits a tiered-reflecting pool with a "three-ton black granite fountain bowl," overlooking a sweeping, landscaped expanse, the Library Lawn, and the Formal Gardens (Sanderson, McGlamery, & Peters, 1990, p. 230). This landscape architecture is reminiscent of the design of Thomas Jefferson's academic village which intentionally featured the library as a main campus building (Gaines, 1991; Sherwood & Lasala, 1993). Topping the Library is a beautiful, illuminated white bell tower that ascends to 182 feet (Rouse, 1992). When the Library opened in 1953, it was fifth largest in size nationally (Leider, 2016; Sanderson et al., 1990). Campus sidewalks were arranged to situate the focus on the Library (Leider, 2016; Sanderson et al., 1990).

The Library's main entrance consists of three sets of bronze double doors defined by ornate archways with windows. The doors open to a marble lobby and grand staircase delineated by neoclassical style brass banisters and two Italian marble-encased columns. Within the Library are a variety of spaces that students occupy for academic and social purposes. At the time of this study, the first floor included service and checkout desks, the largest computer cluster on

campus, printers and scanners, group study rooms, study bars, and Café Libro, a food and beverage shop operated by Campus Dining Services. The other five floors house varied resources that include the following: books; group tables and individual study carrels; gallery space; soft and hard furniture; a computer training room; and the Math Learning Success Center. The Library currently has public seats to accommodate 1934 people. Together, the spaces and resources of this place, the Library, exist to support the mission of the University.

Figure 1: Edmon Low Library, a "campus icon" Photograph by Karen A. Neurohr

Among the many students who use the Edmon Low Library are first-generation students, an important population that, for varied reasons, has become a focus in higher education over the last twenty years. Studies indicate that first-generation students have lower retention and persistence rates than students who are not first-generation (Chen & Carroll, 2005; Davis, 2010; Ishitani, 2006; Martinez, Sher, Krull, & Wood, 2009; and Warburton, Bugarin, Nunez, & Carroll, 2001). At Oklahoma State University (hereafter referred to as OSU), this pattern holds true as well. Across the past five years, for those students who self-identify as first-generation, the first-year retention rate averages 71%, whereas the retention rate for non-first-generation students averages 82% (Oklahoma State University, 2016c). The lower retention rate is a

problem because college completion is a state and national priority with an array of implications for individuals, communities, society, and democracy. First-generation students are an important population to understand for providing support and resources, and because understanding helps contribute to broader initiatives of serving underrepresented students in higher education.

For Oklahoma and the United States to serve individuals with diverse needs and create an educated citizenry aligned with democratic ideals and national and global needs, attention to first-generation students is imperative. Libraries have a moral obligation to help all students. However, very little research has been conducted with first-generation students in regard to libraries. Furthermore, researchers know very little about how these students experience and perceive the library as place, as this study does. This chapter presents the background to the problem under study and provides a brief introduction to the theoretical grounding and methodology of the study.

Overview of Context

Case study methodologist Robert Stake (1995) emphasized the importance and inter-connectedness of contexts to research problems. The background for this study includes historical, political, educational, and cultural contexts of the library. Historically, libraries have served a vital role in the development of a democratic society by protecting citizens' rights to read, view, speak, and participate in accessing the free circulation of information (American Library, 2015). In addition to their social role, academic libraries serve the teaching, research, and learning that are central to higher education. As higher education institutions developed in the United States of America, and as publishing grew, libraries were created for the practical purpose of storing printed objects, a fundamental method of producing and preserving knowledge (Weiner, 2005). During the first half of the twentieth century, the importance of

libraries was supported by the Carnegie Corporation which provided grant funding for a number of public library collections and buildings (Radford, 1984 as cited in Weiner, 2005). During the second half of the twentieth century, federal funding for research resulted in increased funding for academic research libraries (Weiner, 2005). More recently, recognizing the importance of libraries for citizens, the Bill and Linda Gates Foundation has funded public libraries around the world.

During the twentieth century, as colleges and universities grew, administrators often constructed academic libraries as places with spiritual and intellectual meaning (Freeman, 2005; Leckie & Buschman, 2007). OSU's Edmon Low Library, constructed in the early 1950s, is one example of this vision. According to a 1938 newspaper article, campus planners noted that the future Library was to be "the focal point of the A. and M. campus" with its building eighty to ninety feet high, towering over other campus buildings, emblematic of the 'cultural spire,' to which the remaining campus buildings are secondary, physically" (in Rouse, 1992, p. 152).

Rapid changes occurred in libraries during the latter part of the twentieth-century. With the advent and growth of technology beginning in the 1970s, and the Internet during the 1990s and 2000s, changes occurred in how entities stored and accessed information. People seeking information often used printed resources less frequently than online information. Traditional measures of library activity such as circulation of library printed materials, gate counts of people who enter the library, and the number of questions people asked of librarians began declining, causing some in academic administration (Lombardi, 2000), faculty (Lincoln, 2010), and even a senior reporter in higher education (Carlson, 2001) to consider the continuing value and role of academic libraries within their institutions. Librarians responded to such questions and critiques in various ways including considering how to repurpose library spaces to serve active learning

(Bennett, 2003), exploring students' research practices through ethnographic methods (Foster, 2013; Foster & Gibbons, 2007) or proposing a research agenda focused on the value of the library to the institution (Oakleaf, 2010). Such studies influenced library research in various areas, including a strand of research focused on the library as a physical "place."

In the field of library science, conceptualizing and investigating the library as place and understanding its spaces have become influential constructs, particularly within the last fifteen years. A number of authors have articulated the concept of library as place, but tracing this concept to a single source is elusive. One of the early sources may be Cook (2001), who determined that the concept of "library as place" was necessary for LibQUAL+™, a library service quality survey that she was instrumental in developing. LibQUAL+™ is based on SERVQUAL, a protocol developed in 1985 by Parasuraman, Zeithaml, and Berry which measures service quality, an important concept of services marketing (Kyrillidou and Heath, 2001). In the traditional "marketing mix," "place" is one of the four "Ps," along with "product, promotion, and price" (Berry, & Parasuraman, 1991; Zeithaml, Bitner, & Gremler, 2009). In marketing, place refers to the distribution channel; for libraries, this primarily refers to the physical facility, or, in some cases, the library's webpage. The 4 Ps are "interrelated" and contain important components of marketing plans or messages (Zeithaml, Bitner, & Gremler, 2009, p. 23).

To test her concept, Cook (2001) used qualitative methods with library users and survey questions and explored the meaning of library as place as "the library as a refuge, sanctuary or symbol in the life of the mind" (p. 65). She noted that the library's physical space was especially important for undergraduate students, and the library was symbolic of the "world of the mind and as a place conducive to higher order thinking" (p. 264). She also acknowledged that the physical

facilities of libraries were both “utilitarian” and “symbolic” (p. 260). Other authors who explored the meaning of the physical library found that the library as place was important (Albanese, 2003; Demas & Scherer, 2002; Ranseen, 2002; Shill & Tonner, 2003, 2004).

The literature that conceptualized libraries as place seems to be part of the effort to reconsider their symbolic meaning and value. Several studies demonstrated the decline of physical use of the library collections and services since the 1990s (Association of Research, 2012; Davis, 2011; Martell, 2008). The Online Computer Library Center (2006), hereafter referred to by its common name of OCLC, reported that fewer than 40% of respondents use the library to borrow books; consequently, libraries are focusing on utilizing space to serve users in new ways. For example, as pedagogy changed toward a model of collaborative learning, library space changed to support this model by providing space for group work. These changes include establishing small rooms designed for group study, providing large computer screens on which students can work together, and offering moveable chairs and whiteboards so students can configure space to meet their needs. My study echoes these types of changing spaces. Libraries are also providing a variety of technologies such as desktop and laptop computers, printers, wireless connections, and electronic resources for the academic and social needs of their users. Furthermore, some libraries are sharing space with learning support services where students can receive assistance with math, writing, or technology.

Most notably, the concept of library as place was further developed by Wiegand (2005), a library professor and social historian. He positioned the library as a public place where information is furnished and accessible, and where library users come to interact not only with information, but also with each other. Explaining that libraries have always had multi-dimensional functions, Wiegand also emphasized that the idea of library as place should be

centered on libraries as physical spaces "in the life of the user" (p. 80). In other words, the library's physical spaces matter, not in and of themselves, but in terms of those who use the spaces. Furthermore, he suggested that the best ways to determine what people value about library as place are by recognizing the social nature of libraries, observing the entirety of uses and experiences that transpire in the place called library, and letting users tell their stories (p. 80), which is in the spirit of how I conducted this study.

The development of the construct of library as place offered a new way of thinking about libraries, their space, and their multidimensional value. In the past, common measures of library value focused on numerical inputs such as the size of the library collection, the number of library staff, the library's budget, the number of instruction sessions, and the number of visitors to the library. Although libraries still report such quantitative information to their governing bodies and other stakeholders, studying users has become an important library activity (Munde & Marks, 2009; Sanville, 2004; Wright & White, 2007). As funding for higher education and libraries decreases, academic library staff and faculty seek meaningful ways to understand how the library serves their students, and to demonstrate the library's value to their stakeholders including students, faculty, university administration and governing board, accrediting agencies, and the broader public. Although the library offers an increasing array of online resources that students can access without coming to the building, thousands of students, some of whom are first-generation students, still use the library as a physical place.

First-generation Students

This study explored the experiences and perceptions of the Library by first-generation undergraduate library users. Just as library as place is a fairly recent construct, first-generation is a fairly "new" category of students. Although students have long entered institutions as first

members of their families to attend schools, the concept of "first generation" emerged in 1960s with President Lyndon B. Johnson's Union address in which he outlined federal strategies for addressing the nation's high rate of poverty. Specifically, the Upward Bound program developed in 1964 by the Office of Economic Opportunity aids first-generation and low-income students in achieving a college education (Council, 2014). Early national reports about first-generation students included one report of obstacles they may face and ways that community colleges could assist (Hsiao, 1992), and another described students' experiences and outcomes (Nunez, Cuccaro-Alamin, & Carroll, 1998). The academic library was not a variable in either report. Since then, reports and research have increased as institutions began counting first-generation students, and realizing that, on average, retention and persistence rates were lower for these students.

Since institutions of higher education made the category available, the number of first-generation students choosing that category seems to have increased (Ward, Siegel, & Davenport, 2012). There are a number of possible explanations for this growth. For example, students might more readily recognize and identify with the category, or universities might be more prudent about collecting the data.

Institutional reports define first-generation students in different ways. The category can refer to students whose parents did not pursue any postsecondary education, or it can refer to students whose parents may have attended, but never completed a postsecondary degree. At OSU, the application for admission is the university's method for capturing students' generational status. When students apply, they can choose to self-identify their race, ethnicity, and whether they are first-generation students. The OSU application asks, "Are you a first

generation college student? Answer yes if your parents did not attend a college or university." Thus, OSU defines the category, and students self-report this characteristic.

OSU added the category of "first-generation student" to the university's application for admission in 2008. It allows the university to see patterns in enrollment and retention and consider targeted resources for support. During the time of this research, the number of undergraduates at OSU consisted of 16,807 students. Of this total, 4,196 students self-identified as first-generation (Oklahoma State University, 2016c). Over the past five years, approximately one-fifth of the undergraduate student body identified as first-generation (Oklahoma State University, 2016c). As previously noted, at OSU, first-generation students are of special interest because the departure rate for them is significantly higher than it is for continuing-generation students.

Problem Statement

For over two decades, studies have explored various institutional factors related to first-generation students, such as financial, academic and social support (Tinto, 2005); differences for students in starting college at two-year versus four-year colleges (Engle & Tinto, 2008); developing a personal relationship with faculty and staff (Smart & Umback, 2007); and participating in summer bridge programs (Pascarella & Terenzini, 2005). The library may be another factor that makes a difference for this population of students.

Although library places have proven to be meaningful for some students (e. g., Cox & Jantti, 2012; Haddow & Joseph, 2010; Kramer & Kramer, 1968; Mallinckrodt & Sedlacek, 1987; Silver, 2007), the problem is a dearth of research focusing on first-generation students and their experiences and perceptions of the college library as a place in their education. In one survey of

students' perceptions of library services, programs, and resources in relation to their academic success, some library factors mattered more to first-generation students than to continuing-generation students; those factors in rank order are facilities, quiet areas, library seating, off-campus electronic access, library hours, library computer workstations, and reference personnel friendliness (Zhong & Alexander, 2007). Exploring the experiences and perceptions of first-generation undergraduate library users is important for deepening understanding of how the library, as a central academic resource on campus, can best serve this population.

Statement of Purpose and Research Questions

The purpose of this case study research is to explore the experiences and perceptions of the library as place by first-generation undergraduate library users. With this purpose in mind, I developed four research questions and two sub-questions:

- How do first-generation undergraduate library users experience the Library?
- How do they perceive the Library?
- What aspects of the Library do they identify as meaningful?
    - What are those meanings?
- How do they relate to the Library as place?
    - How do these relationships develop?

Research Approach

Epistemology and Theoretical Perspective

This section provides an overview of the research setting and research design for this study. I briefly describe the elements here to lay the groundwork for the study and discuss each more fully in Chapter Three. This research took an interpretivist approach which "looks for

culturally derived and historically situated interpretations of the social life-world" (Crotty, 1988, p. 67). I strove to discover how participants understand and experience the Library and what they regard as meaningful (Emerson, Fretz, & Shaw, 2011).

Constructionism is embedded in my theoretical perspective of symbolic interactionism with its three underlying beliefs: human action toward things is based on the meaning various objects, people, spaces, and entities have in their worlds; the meanings are informed by social interactions with other people; and people go through an interpretive process to arrive at the meanings of objects, people, and places (Blumer, 1969, p. 2). Using this perspective, I accepted that culture and meaning are intertwined and that meanings are developed through interaction and symbol systems. Essentially, my approach of interpretivism with its epistemology of constructionism and my theoretical perspective of symbolic interactionism undergirded the methodology and methods for this study.

My interest for this research was Library as place, but place attachment theory (Lewicka, 2011; Scannell & Gifford, 2010), emerged as a theoretical framework and salient lens with which to analyze my data sources because my participants articulated attachment to the Library as place as well as particular parts of it. I also deductively applied capital theory to my participants and their data. The Library was more than a physical place to them; it was an enduring symbol of knowledge and learning that they experienced in many ways.

Pilot Study

My first step in the research process was to conduct a pilot study in 2014 with a co-researcher to help inform this research. Our pilot study explored five Native American students' perceptions of the Library (Neurohr & Bailey, 2015, 2016) by conducting interviews informed

by participant-produced photographs. The pilot study provided a sense of the effectiveness of the research methods and methodology in answering the research questions and helped me reflect on the meaning of my findings. The study's emergent findings revealed students' uncertainty about how to utilize the library's books, the valuable role of functional library tools for facilitating students' work, the photo-taking activity as library discovery, and the varied salience of Native American resources and exhibits in the Library (Neurohr & Bailey, 2015, 2016). The pilot study underscored the value of focusing on groups of library users to understand their experiences and perceptions of the Library in their lives.

Methodology, Methods, and Data Analysis

This research is a case study, defined as "the study of the particularity and complexity of a single case, coming to understand its activity within important circumstances" (Stake, 1995, p. xi). For this exploratory study, I defined the case as OSU first-generation undergraduate students that were frequent library users who had completed at least three semesters at OSU. To illustrate my overall research design, I adapted and included Stake's (2006) case study model, which depicts the boundaries of time and the nature and size of my sample, the contexts, the research setting, the methods, issues, and research questions (see Appendix A).

Case study methodology relies on a variety of data sources productive for exploring a given case. This case study's primary data source consisted of three progressive individual interviews with each participant. Each interview was informed by one of the following: participant-produced photographs, a diamond-ranking activity for each participant's photographs, and a library time-diary. Interview One utilized participant-produced photographs, a valuable method of exploring participants' meanings because they can provide tangible sources

for uncovering tacit knowledge, can generate deeper information, and can, ideally, minimize power and knowledge differences between participants and the researcher (Collier & Collier, 1986; Harper, 2012; Lapenta, 2011; Packard, 2008; Van Auken, Frisvoll, Stewart, 2010). Interview Two utilized a diamond-ranking activity (Rockett & Percival, 2002) in which participants ranked their photographs in order of most meaning. Interview Three utilized participant-produced time-diaries (Harvey & Pentland, 1999; Robinson, 1999), an activity in which students recorded their library use. Additional data sources included a demographic form/questionnaire, library and university documents, and naturalistic observation. Together this variety of evidence helped me explore my research questions.

Data analysis unfolded inductively as I gathered data and as the philosophy of emergent design flexibility requires (Patton, 2002). I transcribed all interviews verbatim, analyzed them systematically over time, and attended to participants' descriptions and stories, the terms they used, the contrasts they invoked, and their explanations (Emerson et al., 2011) to understand their experiences and perceptions of the Library as place. Furthermore, I analyzed my data using table displays to help me see patterns and make meaning. Finally, I analyzed the data through the lens of place attachment theory.

The constructionist paradigm has three quality criteria assumptions for qualitative research: trustworthiness, credibility, and confirmability (Denzin & Lincoln, 2005). My activities of careful transcription, deep evidence, thoughtful understanding, and member checking helped meet these assumptions. I consulted with my advisor who provided oversight and peer analysis for these analytic activities. Inclusion of participants' words, photographs and data displays that I created helped illustrate the study findings. Additional details about the methodology, methods, and data analysis are included in Chapter Three.

Research Setting

For centuries, libraries have been places that embody "cultural, symbolic, and intellectual meaning" (Leckie & Buschman, 2007, p. 3). The research setting is the main campus library, at OSU, a land-grant, Carnegie-classified as a "Doctoral University: Higher Research Activity" (Center, 2014). The Library's distinctive architectural style matches the campus, and the Library is a campus icon frequently featured in campus publications. Further evidence suggesting the importance of the Library and its appearance to the campus can be found in two symbols associated with graduation. First, the official OSU diploma display, "The Premier," features "our exclusive, beautiful image from Oklahoma State University: a pen and ink print of the Edmon Low Library" (Our Campus Market, 2017). This display option is the costliest of the three choices. Second, the official OSU class ring features four symbols: wheat, which symbolizes OSU's land-grant designation; the university seal; the university mascot; and the Edmon Low Library, which is defined as the "heart of our campus" (Josten's, 2016).

Founded in 1892 as Oklahoma Agricultural and Mechanical College, the name changed to Oklahoma State University in 1957. The Library was one element of President Henry G. Bennett's Twenty-Five Year Plan, drafted between 1928 and 1931; however, the Great Depression (1930s) and World War II deterred library construction (Rulon, 1975). Prior to construction of the Library, its resources were scattered in 23 campus locations because the main library building was insufficient to accommodate both collections and space for students and staff (Rouse, 1992). Architects designed the Library to be an important visual structure and to serve library users with convenient access to library resources and assistance, and comfortable space for study and learning. In a 1947 document, Head Librarian Edmon Low wrote to President Bennett a "Memorandum Concerning Library Building Plans," in which he discussed

building materials, construction recommendations, and “modes of use that students make of academic libraries” (in Rouse, 1992, p. 154). In an undated report, likely written between 1945 and 1948, Low listed twenty essential assumptions for the library building plan (in Rouse, 1992, p. 155). His assumptions make it clear that this Library place and its spaces were designed to focus on and serve library users, with undergraduate students being the primary customer, and students being the reason for the institution (see Appendix I).

In 1950, campus planners broke ground for the new Library. When it opened in 1953, Low (1953) wrote, “As in the days of Christ ‘all roads led to Rome,’ so now on the A & M campus, almost all paths lead to the new library” (p. 7). In 1968, based on the need for more user space, an addition enlarged the overall size by 40% (Rouse, 1992, p. 175). The original space and addition were designed to hold 1.5 million physical volumes of library materials, but as the collection size grew, public seating was removed and the space for library users declined (S.G. Johnson, personal communication, December 20, 2016).

Over time, the Library space could not accommodate the growing physical resources of books, technology, and special collections. In 2004 the Library moved thousands of printed materials and special collections to an off-campus site known as the Library Annex. In 2015, with the completion of the new Library Auxiliary Building on the edge of the campus, the Library space began undergoing historic change to move duplicated and seldom-used print resources to the Auxiliary Building, freeing up main campus library space for users and new purposes.

The Library’s archival record indicates that placing the Library in the literal heart of the campus was symbolic of the Library’s importance to the college. Designers considered library

users in their original vision, planning and the subsequent addition. Now, 64 years later, the building still stands at the heart of the campus.

Researcher Positionality

Researcher positionality is integral to how a research study is designed and shaped. As Patton (2002) noted, "Qualitative inquiry depends on, uses, and enhances the researcher's direct experiences in the world and insights about those experiences" (p. 51). I have been employed at the Library since 2006. An important aspect for understanding how I designed this study is my commitment to serving underrepresented students, including first-generation students. As an academic librarian for nineteen years, and prior to that a secondary-school educator for nine years, I witnessed how underrepresented students often have more challenges than majority students in achieving their educational goals. My position as an outsider to the group under study is inevitably shaped now by my greater institutional and research knowledge that informs my perspective, and my broad sense of higher education.

However, I am also an insider in that every day at work, I pass through library space, and I see students engaging with spaces, objects, and with each other. My job duties have included library surveys as well as informal interactions with students to learn about their library experiences for the purpose of identifying library improvements. I value students' sense of the Library because they provided suggestions for library improvements that can benefit all students. My experience in higher education also includes six years as a volunteer mentor for underrepresented and first-generation students, which I undertook because of my appreciation for their unique academic journeys, and my personal philosophy of service. Being a mentor has increased my understanding of some first-generation students' overall experiences at OSU.

Rationale and Significance

The rationale for this study emerged from my desire to understand the perceptions of the context specific Library for an underrepresented population of students who comprise a substantial percentage of the overall undergraduate student body at OSU. Research case studies often arise from pressing questions in particular and specific times, spaces and contexts. Given the paucity of existing research on first-generation library users, this case study offers insight into the Library as a place with its spaces, furnishing, and objects that participants found meaningful and that contributed to fostering a sense of place. As students experienced the library spaces over time, they developed attachment to the library as a place. By understanding their library experiences and perceptions, my knowledge of what is meaningful about the Library has grown, and I have used this knowledge with colleagues to advocate for changes in the Library that may benefit all students.

This study is significant for research in a variety of ways. First, there is very little research about first-generation students and academic libraries; therefore, this study advances knowledge about how a group of first-generation students understood and experienced the Library, what meanings they have about the Library, and how their relationships to the Library as place are fostered. Underlying these meanings might be how the Library fits into their sense of the university as a whole.

This study offers significance for place attachment theory as a promising lens for a study of students who claimed to be frequent library users. As I discuss in Chapter Two, the library as place is conceived in several different ways; however, place attachment to the library offers a new direction for inquiry. This study also yields useful methodological findings in the sense that

photo-elicitation has not been widely used for either academic or university settings, and even less so with first-generation students. Furthermore, photo-elicitation is commensurate with the study of the physical library because it is a visual method, and the visual is a strong way that people experience place.

Finally, this study informs policy and practice for librarians who seek to understand how different groups of students might experience the library, and thus, to serve all students better. As shown by this study and its pilot study (Neurohr & Bailey, 2015, 2016), participants questioned certain library practices, suggested library improvements, and they also discovered library resources and services that were previously unknown to them. By understanding participants' experiences and perceptions, librarians can evaluate practices, revise policies, and devise strategies for increasing student knowledge and use of the library.

Definitions of Key Terminology

Several key terms are relevant for this research:

- *Continuing-generation* refers to students whose parent(s) or guardian(s) have attended a college or university.
- *Diamond-ranking* refers to a visual activity in which participants arrange photographs hierarchically in a diamond-shaped order with the most meaningful photographs on top (Clark, 2012; Rockett & Percival, 2002; Woolner, Thomas, Todd, & Cummings, 2009).
- *Experience* is used as a verb in this study to refer to what participants say about their encounters with the library, its spaces, furnishings, people, and objects

- *First-generation students* as defined by the OSU Admissions Office and this study are students whose parent(s) or guardian(s) have not attended a college or university. Participants in this study self-reported as first generation.
- *Frequent users* were how participants defined and identified themselves when they volunteered for the study
- *Perception* refers to "both the response of the senses to external stimuli and purposeful activity in which certain phenomena are clearly registered while others recede in the shade or are blocked out" (Tuan, 1974, p. 4)
- *Photo-elicitation*, a visual ethnographic method, is a way to generate knowledge through photographs and participants' words about the photographs (Collier, 1957; Harper, 2012; Lapenta, 2011; Prosser, 1998).
- *Place attachment* refers to "the bonding that occurs between individuals and their meaningful environments" (Scannell & Gifford, 2010, p. 1)
- *Sense of place* refers to

  > An interactional concept: a person comes into contact with a setting, which produces reactions. These include feelings, perceptions, behaviors, and outcomes associated with one's being in that location. Sense of place is not limited to just the experiences of which the person is consciously aware; it includes unnoticed influences, such as consistent avoidance of doing certain things in that particular place (Agnew, 1987, p. 12).

- *Time-diary*, a time use method that shows how people use their time, and can include their purpose, what they do, when they do it, where they are, who they are with, and how they feel (Harvey & Pentland, 1999; Robinson, 1999)

- *Underrepresented students,* refers to student characteristics such as ethnicity, race, or generational status that differentiate groups of students from the predominant student population on the campus.

Summary

This chapter provided an overview for this study of first-generation students' experiences and perceptions of the Library. I offered historical, political, educational and cultural contexts for my research and explained why first-generation students are a population of interest. I discussed the concept of library as place and provided historical information about the original design and intent of the Library. I described the epistemological foundations and theoretical perspective of symbolic interactionism for my study, place attachment theory as a theoretical framework for my study, and my primary data sources of interviews informed by participant-produced photographs, a diamond-ranking activity, and a library time-diary.

In Chapter Two I provide the literature review that provides the basis for this study. . Chapter Three describes the methodology and methods for this study. In Chapter Four, I present ten representations, one for each participant, that highlight what they indicated was most meaningful about the Library. With Chapter Five, I offer eight empirical assertions and supporting evidence derived inductively from cross-case analysis. In Chapter Six, I discuss the key findings in relation to the research questions and theory, the significance of the study for theory, research, and practice, and suggest areas for future research.

Chapter Two

Literature Review

The purpose of this case study is to explore first-generation undergraduate student library users' experiences and perceptions of the academic library as place. In designing this study, I conducted a literature search that encompassed higher education literature, library literature, place literature, and research methodologies. In Chapter One, I described the research setting of the Edmon Low Library based on my review of historical records and special collections.

Chapter Two focuses on four areas of literature related to my study: higher education, college students, libraries, and place. In the higher education literature, I sought contextual information surrounding students in higher education including access, benefits, inequities, policy initiatives, and capital theory. In the library literature, I searched for studies of first-generation and libraries. Finding scant literature on that, I expanded my search to include studies of underrepresented students and libraries. My third area of review began with conceptions of place and place attachment theory, then expanded to a body of scholarship productive for considering concepts of the place and spaces related to physical libraries.

I utilized the library catalog and databases to search numerous resources for conceptual and research scholarship related to my topic. I focused my database searches on specific databases including ProQuest Digital Dissertations, Academic Search Premier, ERIC, and the Library, Information Science and Technology Abstracts (LISTA) database. My searches also uncovered a citation and discourse analysis that included the most frequently cited journals for

higher education (Budd & Magnuson, 2010). After cross-checking the top journals with the library's databases, I added Project Muse to my database searches. I also uncovered an article that listed the top journals for library science (Nisonger & Davis, 2005), cross-checked those top journals with the library's databases, and found that my database searches were sufficient. Finally, I searched Google and Google Scholar to uncover open access research materials such as technical and research reports and conference proceedings that might prove valuable. Using Boolean operators, the primary key words I searched were "first-generation," "student," library," "academic library," "capital," "place," and "place attachment."

This chapter synthesizes relevant literature spread across the areas of higher education, academic libraries, and capital and place theory to provide context and understanding for investigating first-generation undergraduate library users' experiences and perceptions of the library as place. In Section One, I focus on the context of first-generation students in higher education. Starting from a broad level, I provide a general historical overview of student access to higher education, the mission of land-grant colleges, and the importance of student persistence. Next, I review the scholarship on first-generation students that has developed since 2000, and the concept of capital (Bourdieu, 1986) with its attendant theories that researchers have commonly used to understand college access, attrition, and persistence related to this group of students. I then cover federal, state, and institutional initiatives that developed beginning in the 1960s and are designed to assist first-generation students.

In Section Two, I review literature that focuses on students and libraries. This section includes scholarship focusing on intersections between first-generation and underrepresented students and libraries, and students' perceptions of libraries. In Section Three, I focus on place theory, place attachment, and the construct of library as place. Place theory is salient for my

study that focuses on the meaning of the Library during this time of prevalent technology and scholarship available electronically through computers and mobile devices. This third section includes the foundations of the construct of place, place attachment, concepts of library as place and space that has emerged in scholarship, select stakeholder perspectives of the importance of the physical library, and three ways that library scholars conceive the library as place or space. All together, these three sections establish the background of this research study and position it within the published literature.

Section One- Higher Education, First-generation students, Capital theories

The first section of this literature review focuses on higher education and underrepresented students. It encompasses three areas of interest, beginning with an historical overview of higher education's role in society, historical inequities within higher education, and the development and mission of land-grant colleges. Next, the review addresses first-generation students and their college persistence patterns, followed by policy initiatives that support underrepresented students including first-generation and students with racial or ethnic diversity. Finally, this section discusses the concept of capital as one lens with which to view first-generation students and the academic library.

Historic Overview of Higher Education Access

Historically, higher education in the United States developed as institutions to serve the elite who were predominantly White males (Solomon, 1986). Its constitutive exclusions and inequities based on sex, race, class, nationality, language, and other factors have shaped the contours and practices in education for two centuries. Scholars in a range of fields argue that access and equity are still profound problems in higher education; some focus on these issues particularly in flagship universities (Bowen, Chingos, & McPherson, 2009).

For land-grant universities such as OSU, increasing student access and providing opportunities for underrepresented students is a primary mission. Federal land-grants available for college development date back to the late 1700s through the mid-1800s (Thelin, 2011). In particular, the Morrill Acts of 1862 and of 1890 increased the federal government's support of higher education by extending educational opportunities for groups of students who were underrepresented in higher education such as the working class, women, and African-American students (Association of Public, 2012; Thelin, 2011). Land-grant colleges' mission focused on carrying out the objectives of a democratic society, along with increasing the agricultural, mechanical, and military sciences (Ramaley, 2005).

During the twentieth century, opportunities for students to access higher education increased again, particularly after World War Two when the federal government increased college funding for war veterans through the Servicemen's Readjustment Act of 1944 (commonly known as the GI Bill). In the 1960s and 1970s, the Civil Rights Movement and the Women's Movement spurred widespread legal and educational action to fight discrimination against people of color and women to increase their access to a range of roles and institutions from which they had long been excluded. For example, President Lyndon B. Johnson's War on Poverty led to creating the Upward Bound program in 1964, a program designed to help students from "disadvantaged backgrounds" access and pursue a college education (Council, 2014). Beginning in the 1970s, government support in the form of financial aid helped increase college access for students from modest socio-economic backgrounds. More recently, in 1994, Congress recognized the need to support minority/indigenous education and passed an Act that granted 29 tribal colleges land-grant status (American Indian, 2015; Association of Public, 2012).

Benefits of Higher Education

Many consider higher education a significant force in economics, social benefits, and civic engagement of the nation's inhabitants (Aguirre & Martinez, 2006; Bowen et al., 2009; Kezar, Chambers, & Burkhardt, 2005; McMahon, 2009). Completing higher education has direct and indirect benefits. In a democracy, education is a core avenue to cultivate historical, cultural, and political knowledge about the nation and the world, and to understand the roles of citizenship thus enabling people to participate fully in the democratic process. In addition, institutions of higher education play a role, whether indirectly or directly, in preparing people to earn a livelihood to support their goals and aspirations, as well as to contribute to a healthy economy for the nation.

Higher education also has more indirect, but significant benefits as well. For example, college can have intergenerational effects for families: as first-generation students persist through college, in the future their children are also more likely to persist. For more than two decades, research has shown that students with parents who attended college were about two times more likely than were first-generation students to attain a bachelor's degree. Furthermore, students with parents who attained at least a bachelor's degree were almost five times more likely to also attain a bachelor's degree than were first-generation students (Pascarella & Terenzini, 2005, p. 590).

Higher Education Completion Inequities

Graduating from college, thus, has significant personal and social implications. Yet, studies have found that those least likely to persist in four-year institutions are students of color (Bui, 2002; Choy, 2001; DeAngelo, Franke, Hurtado, Pryor, & Tran, 2011; Saenz, Hurtado, Barrera, Wolf & Yeung, 2007), students of modest socio-economic status (Bowen et al., 2009; Bui, 2002; Terenzini, Springer, Yaeger, Pascarella, & Nora, 1996), and first-generation students

(Chen, & Carroll, 2005; DeAngelo et al., 2011; Engle & Tinto, 2008; Ishitani, 2006; Warburton et al., 2001). Furthermore, student characteristics represented more highly in the category of "first-generation students" include minority students (Bui, 2002; Choy, 2001; Saenz et al., 2007), and students from modest socioeconomic households (Bui, 2002; Oldfield, 2007).

First-generation Students in Higher Education

The definition of first-generation students is based on the level of higher education their parents attained. Yet, definitions differ. Some define first-generation students as those of whom neither parent/guardian has attained a baccalaureate degree (Pike & Kuh, 2005), or those students whose parents have no post-secondary education (Choy, 2001; DeAngelo et al., 2011; Pascarella, Pierson, Wolniak, & Terenzini, 2004; Ward et al., 2012). Such varied "first generation" definitions shape how institutions identify and report information about this population. For example, an institution that defines students as first-generation if their parents attended college, but did not graduate, may have higher rates of first generation students than those institutions who define first-generation as students whose parents have never attended college. Definitions based on parents' schooling background also do not consider other family members such as grandparents, aunts and uncles, or siblings who may have college experience or degree attainment that, depending on family relationships and particulars, could shape the student's college experience.

The number of first-generation students is also uncertain, because like other categories such as race, it is self-disclosed by students. Some students may not identify with this term even if it reflects their parents' educational backgrounds. Depending on family disclosure and dynamics, some students may not know whether one or both parents attended college. Unlike documenting income levels which rest on mandated tax records, there are no mechanisms in

place to verify first-generation status (Davis, 2010, p. 6) or how a student interprets and responds to the question. The definition of first-generation in this study is based on OSU's institutional definition: neither parent (nor guardian) has attended a college.

In 2010, the United States Department of Education (USDE) reported that half of the students attending college were first-generation, and that first-generation students represent greater ethnic diversity than continuing-generation students. When examining ethnicity, the USDE reported that 48.5% of Latino and Hispanic students are first-generation; 45% of Black and African-American students are first-generation; 35% of Native American students are first-generation; 32% of Asian students are first-generation; and 28% of Caucasian students are first-generation (2010). However, the ethnicity of OSU first-generation students differs from the national picture, in that over half of OSU students who self-identified as first-generation students identified as White (Oklahoma State University, 2015). In Fall 2015 at OSU, out of 21,003 undergraduate students, 4196 self-identified as first-generation students. Of that number, 2394 identified as White; 540 identified as Hispanic/Latino; 405 identified as Multiracial; 290 identified as Black/African American; 270 identified as Alaskan Native/American Indian; 146 identified as Asian; 133 identified nonresident alien; 44 declined to identify race; 6 identified as Native Hawaiian/Pacific Islander; and 4 listed unknown (Oklahoma State University, 2016c).

Studies have shown that first-generation students face more challenges in college than continuing-generation students whose parent or parents graduated with a baccalaureate degree (DeAngelo et al., 2011; Saenz et al., 2007; Ward et al., 2012). Research indicates that first-generation students are less likely to be ready for college and less likely to persist in college (Chen & Carroll, 2005; Warburton et al., 2001). Differences for first-generation students also include lower GPA throughout their undergraduate enrollment and a greater need for remedial

courses than their non-first generation peers (Chen & Carroll, 2005). Furthermore, some researchers identify characteristics of first-generation students as needing to learn how to study (Davis, 2010, needing help overcoming the "imposter phenomenon" (Davis, 2010), needing informal, unstructured and unsupervised public spaces (Davis, 2010), and needing a sense of belonging (Ward et. al., 2012).

Several factors shape first-generation student success. Terenzini et al. (1996) categorized the factors as before college distinctions, transition to college, and the college experience, with sub-areas that include academic preparation, choice of college, and financial constraints. Controlling for such factors as gender, high school grade point average, race, and family income, Ishitani (2006) found that first-generation students had 71% higher risk for attrition in their first year of college than did students whose parents both had college educations.

Policy Initiatives for Supporting Underrepresented Students

Because of the importance of education to society, varied federal, state, and institutional initiatives emphasize increasing the number of college graduates. Federal level actions to assist first-generation students began in 1964 with the Economic Opportunity Act, then the Higher Education Act of 1965 which mandated federal funding to support special TRIO programs for disadvantaged students (U.S. (n.d.b.). TRIO programs include Upward Bound, Talent Search, Student Support Services, and Ronald E. McNair Post-Baccalaureate Achievement Program. In 2009, Former President of the United States Barack Obama advanced a college completion initiative. His goal by 2020 was for the United States to rise from ninth to the top in the world for the number of citizens holding college degrees or credentials (The White House, 2009). In this spirit, the United States Department of Education published A *College Completion Toolkit* in

2010 to assist university administrators, state leaders and policy makers with strategies for student success.

In Oklahoma, state-level initiatives to increase the number of college graduates include Oklahoma College Access Network (OK-CAN) which centralizes information for college access initiatives across Oklahoma, and UCanGo2 which offers information on resources on planning, preparing, and paying for college. Another program, Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) is providing funding for Oklahoma and a select number of other states to assist low income high school students with college readiness and other services (U.S., (n.d.a.). Two-thirds of students in these programs must be low-income and first-generation students (Council, 2014).

At the institutional level, OSU offers numerous programs and initiatives designed to support student success. Several programs specifically serve first-generation or underrepresented students. For example, within the Division of Institutional Diversity, the Diversity Academic Support/TRIO unit oversees Student Support Services and Retention Initiative for Student Excellence. These programs provide support and opportunities for underrepresented students, many of whom are first-generation.

Another institutional initiative is First2Go, a program offered through University College Advising, an Academic Affairs unit. First2Go is a mentorship program that pairs incoming first-generation students with volunteer faculty, staff, or graduate students. The stated mission is “to create a sense of belonging to the OSU community by providing support and guidance to first generation students through intentional programming and mentoring” (Oklahoma State University, 2014a, p. 2). Formal mentoring programs such as this are developed to provide

support, encouragement, and information about how the system works (Padgett, Johnson, & Pascarella, 2012; Smith, 2007). Furthermore, mentoring fosters interpersonal relationships that may help students gain cultural and social capital. Beginning in Fall 2013, 57 new students were paired with mentors (Oklahoma State University, 2013); 46 students were paired with mentors in Fall 2014 (Oklahoma State University, 2014b); 25 students were paired with mentors Fall 2015 (Oklahoma State University, 2015). In Fall 2016, 65 students had mentors (J. Robinson, personal communication, November 1, 2016). Thus far, the program is serving a relatively small percentage of the many first-generation students at OSU.

Though not available at the time of my study, the most recent institutional initiative is OKState F1RST, a living learning community offered by Residential Life. Launched in Fall 2016, the program resides on two floors with a total of 62 rooms of one residential hall. For this designated community, the initiative aims to "strengthen skills for academic success and build relationships with other students, faculty and staff," and offer "programming aimed at helping students succeed in their studies and make a successful transition to the college environment" (Oklahoma State University, 2016b).

Attaining the federal, state, and institutional goals for college completion will require attention to first-generation students, the population for this study. These examples of federal, state, and local initiatives designed to help increase the success of first-generation students are noteworthy. However, the library as place for first-generation library users remains relatively unexplored.

Capital Theories Common to the Study of First-Generation Students

For some scholars, the concept of capital (Bourdieu, 1986) has been a useful lens for explaining why first-generation students may have higher attrition rates than continuing-generation students (Coleman, 1988; St. John, Hu, & Fisher, 2011). Sociologist Pierre Bourdieu (1986) viewed forms of capital as a condition of the social world that shapes success (p. 242). Numerous scholars have drawn from Bourdieu's analytic concepts to argue that first-generation students have less cultural and/or social capital than students whose parents have at least some college education. Research suggests this lack of capital intrudes on college student success (Davis, 2010; Nagoaka, Roderick, & Coca, 2008; Saenz et al., 2007).

Three forms of capital are useful for understanding my population of first-generation students: cultural capital, social capital, and academic capital. Cultural capital refers to the cultural goods that family provides and conveys goods that are profoundly influenced by the social class of the family (Bourdieu & Passeron, 1977). Two forms of cultural capital are "embodied" or "objectified" (Bourdieu, 1986, p. 243). The term embodied, in this context, refers to inclinations of a person's intellect and physical state, whereas objectified refers to cultural objects such as books and machinery (Bourdieu, 1986, p. 243). The library, with its print and electronic information resources, technology, and cultural objects, might be considered objectified cultural capital. The library exists for all users, but a person might need embodied cultural capital to understand or to actualize the value of these resources in the library. Some scholars view cultural capital as a key element of the higher education experience of first-generation students (Padgett et al., 2012; Ward et al., 2012).

Social capital refers to a belonging in group membership or networks that have collective benefits available for members through relationships and connections, i.e. exchanges, with others in the group (Bourdieu, 1986; Gupton, Castelo-Rodruguez, Martinez, & Quintanar, 2009). Two

theorists who have written about social capital are Bourdieu (1986) and Coleman (1988). For Bourdieu (1986), social capital refers to resources obtainable through relationships, particularly family or group membership. Coleman (1988) posited that if parents have limited access to social capital, other agents such as peers and advisors may facilitate it. Both Bourdieu and Coleman explained that maintaining and reproducing social capital requires networks or cooperating members.

Academic capital, a third form of capital sometimes applied to understanding first-generation students is defined by Bourdieu (1984) as "a guaranteed product of the combined effects of cultural transmission by the family and cultural transmission by the school" (p. 23). This means that both family and schools are necessary for students to attain academic capital. More recently, academic capital theory was developed, tested, and refined by researchers who defined academic capital as "the social processes that underlie family knowledge of educational options, strategies to pursue them, and career goals that require a college education" (St. John et al., 2011, p. xiii). In developing academic capital theory, the authors explored underrepresented low-income students, many with first generation status, and the processes that help these students overcome the access barrier, or entering and integrating into college. As with many of the studies exploring capital theory and first-generation students, the authors did not explore libraries as a lever.

Although most authors have not questioned the prevailing idea of the importance of capital to student success, several authors view capital as more complex in expression and understanding than the literature sometimes reflects. For example, in their explication of differences between Bourdieu and Coleman's views of social and cultural capital, Musoba and Baez (2009) suggested that Bourdieu's theories, which originated in France, do not smoothly

transfer to United States' culture because "class" in the United States is not only socioeconomic, but can be layered by sex, linguistics, race, and ethnicity (p. 177). They call for educational researchers to attend to such nuances more carefully when using such theories to increase social equity (Musoba & Baez, 2009, p. 179).

Other researchers suggest that generational status is merely a moderator with contributing factors. They report that identity, psychological and personal factors such as self-esteem, college adjustment, and locus of control matter more than generational status alone for predicting college outcomes and student success (Aspelmeier, Love, McGill, Elliott, & Pierce, 2012). Behavioral factors, including academic and social engagement in college (Pascarella et al., 2004), a strong determination to succeed (Davis, 2010, p. 175), and personal traits of resilience and persistence (Munoz, 2012, p. 117) also have been shown to shape outcomes for first-generation students.

Libraries and Capital Theory

Within the field of library science, researchers have explored capital theory as one of several pertinent theories for understanding public libraries as sites that can contribute to social capital and community (Goulding, 2008; Hussey, 2010; Putnam, Feldstein, & Cohen, 2003). Studies of capital theory in public libraries vary from the need to better provide social capital (Varheim, 2009), to increasing social capital (Johnson, 2010, 2012), or to understanding the extent of the library's distribution of cultural capital for various social groups (Hussey, 2010). Perhaps college students with previous public library experiences gained social or cultural capital that relates to their academic library experiences. Capital theory offers useful, albeit incomplete, information for understanding first-generation students; however, it is one area I explored with my participants and briefly address in my relevant findings.

Summary– Section One

In Section One, I provided foundational information related to the population for this study. I offered an historical overview of higher education access, benefits, inequities, supporting initiatives, and capital theory. The next section focuses on students and libraries.

Section Two– Select Scholarship, Students and Academic Libraries

This second major section of the literature review covers first-generation students' interactions within libraries, students' perceptions of libraries, and correlations of library use with student success. These areas of research provide related insights to the purpose of my research and my research questions.

Academic libraries serve as resources in many ways for students. They offer objects such as computers and technologies, make electronic and print materials accessible, and provide space for students to study and work alone, or in groups. Librarians interact with students by introducing them to the library through library tours, teaching information literacy and offering academic support. Within the OSU Library, and many academic libraries, there is a distinction between library faculty and staff. Library faculty hold specialized degrees, have faculty rank, and possess particular skills such as information literacy training, cataloging materials, or administration, for the work they do. The following section will begin with discussing existing studies of first-generation students and libraries.

Studies of First-generation Students and Libraries

A new direction for library research seems to be studying first-generation students and libraries. This is probably due to the fact that when universities began tracking first-generation

students, they became aware of the attrition differences of this population as compared to continuing-generation students. I found five studies of first-generation students and libraries published within the past four years, and one older study. These studies varied in terms of intent and methods; however, most focused on research or information processes. For example, Logan and Pickard (2012) sought to determine research processes of freshmen first-generation students. Analyzing data from 18 interviews of first-generation students who were included in The ERIAL Project, an ethnographic research study, the researchers' analysis suggests that although these students all had prior high-school level research experience, there were differences in how they understood the process of college-level research. Among other findings, the authors indicated that students had difficulties with navigating the physical library and with locating enough relevant sources. Furthermore, they perceived the library was too large. Some students returned to libraries they used before they went to college for assistance because those libraries seemed less daunting and more familiar (Logan & Pickard, 2012).

Following their study of freshmen, Pickard and Logan (2013) interviewed 18 first-generation senior-level students to compare the research processes of the two groups. Using the same questions from their prior study, they found, among other things, that seniors seemed to have deeper research knowledge and skills than freshmen, more comfort and familiarity with research and with the library than freshmen, and they also had more understanding of librarians' proficiencies. Seniors who sought help used librarians more frequently than the freshmen did. The researchers suggested that students' library knowledge and experience increased as they persisted (Pickard & Logan, 2013).

Brinkman, Gibson, and Presnell (2013) utilized focus groups to explore everyday life information-seeking behaviors of 17 first-generation students who ranged from freshmen to

seniors. They framed their study using Savolainen's theory of everyday life information seeking strategies. The researchers stated that this theory provided a broader context of information seeking in college, not just the library, and they suggested this broader view is important with this population. Of the four emerging domains they identified, the information seeking domain is most specific to the library. Students held traditional views of the library as a place with books or a place to study. Although students' previous experiences in using public and school libraries were favorable, some perceived academic libraries as intimidating, difficult, confusing, noisy, and difficult (Brinkman et al., 2013, p. 647).

Two studies explored library perceptions of first-generation students. Long (2011) studied Latino students' experiences and perceptions and found, among other things, that peers influenced library use, students found the role of librarians unclear, and students perceived the library as both an academic space for studying and a social destination (p. 509). A more recent study sought to determine if students perceived that the DePaul University Library played a role in first-generation students' learning success (Jagman et al., 2014). Students wrote reflective essays after completing an independent library learning activity. The researchers suggested that the combination of the independent learning activity with the reflective writing helped orient the students to academic life and the library. Some specific findings of interest: 80.41% of the students expressed previous library experience, usually with a school or public library; 65.98% of students expressed difficulty in finding a library item; and just over half of the students interacted with library staff to complete the assignment (Jagman et al., 2014, n. p.). Overall, these five studies provide glimpses into various aspects of first-generation students' library experiences and perceptions.

Three studies that did not focus specifically on first-generation students included a demographic variable of first-generation status. By correlating library use with institutional data, Soria, Fransen, and Nackerud (2013, 2014) suggested that, overall, various forms of library use correlate with student retention and academic achievement. Interestingly, library use had a negative but insignificant correlation for first-generation freshmen students' GPAs and retention to their second semesters (Soria et al., 2013, p. 158). Soria, Nackerud, and Peterson (2015) compared an assortment of socioeconomic indicators with library use for freshmen college students. One of their demographic variables was first-generation. Among other things, they found that first-generation students "were significantly less likely than non-first-generation college students to utilize libraries in nearly all areas except for online reference services" (p. 639). Specifically, they were "significantly less likely to borrow books…utilize workstations…and review the content found in academic journals," but they were more likely to "use online reference or peer research consultants" than were non-first-generation students (p. 639).

Zhong and Alexander (2007) surveyed students to obtain their perspectives on the library and compared this to their academic success as self-reported by their GPA. Sixty-one percent of respondents in this study were first-generation students (Zhong & Alexander, p. 2). In rank order, first-generation students selected the following ten library factors they perceived assisted them with completing their academic work: "facilities, electronic periodicals and databases, web site, quiet area, library seating, off-campus electronic access, group study rooms, library hours, library computer workstations, and reference personnel friendliness" (Zhong & Alexander, p. 16). Continuing-generation students chose similar factors to first-generation students. The only difference was that first-generation students chose "reference personnel friendliness" and did not

choose “renewing books online” (Zhong & Alexander, 2007, p. 16). One important difference between these two studies is that Soria et al. (2013) did not include library place or spaces in their study as did Zhong and Alexander (2007).

The literature addressing first-generation students and libraries is limited. Furthermore, studies vary from experiences and perceptions, to behaviors, and correlations of library use with academic success. My in-depth research of OSU first-generation library users expanded the knowledge about this population and their intersections with the academic library.

Underrepresented Students’ Perceptions of Libraries

Because literature of first-generation students and libraries is scarce, and nationally many first-generation students are students of color or members of ethnic minority groups, I expanded my literature search to review research of underrepresented students and academic libraries. Only a few studies address such intersections; some focused on one particular group, and others explored multiple groups. The authors of most of these studies described them as perception studies. The word “perception” has some subtle shades of difference in meaning. Arguably, many library studies framed as exploring attitudes, awareness, preferences, perspectives, and the affective elements of satisfaction or value are described or could be considered as perception studies. Research of students’ perceptions of libraries may focus on very distinct library elements such as Web 2.0, online catalog, librarians or staff, information literacy, distance learning courses, learning outcomes, service quality, subject guides, and web pages. My in-depth research study focused on exploring first-generation undergraduate library users and their experiences and perceptions of the library as place.

In addition to the previously mentioned study by Long (2011), two studies focused specifically on Latino students' perceptions and use of the academic library, and explored students' past experiences with public and school libraries. Adkins and Hussey (2006) researched student perceptions and found, among other things, that students perceived the academic library as a physical location for information, books, computers and studying. They also reported that students with no library training felt disconnected from the library, while those with some library training felt more comfortable. Students' discomfort was more common for larger and more complex libraries (Adkins & Hussey, p. 472). These studies of Latino students' perceptions (Adkins & Hussey, 2006; Long, 2011) both found that cultural reinforcement is important to students; however, students perceived public libraries as providing this benefit more than academic libraries.

Similarly, another study examined underrepresented students' perceptions of libraries. Using mixed methods, Haras, Lopez, and Ferry (2008) studied freshmen students at California State University, Los Angeles, a Hispanic-Serving Institution, to determine students' perceptions of the library and their past, current, and expected future library use. The authors reported that students under-utilized public and school libraries prior to entering college, and students lacked research skills when entering college (Haras et al., p. 431). In college, students used the library for academic purposes of researching, studying, using databases and checking out books, and for social purposes of surfing the internet, checking email, and getting together with friends (Haras et al., p. 429). The authors recommended that academic libraries increase their awareness of students' prior library and research experiences, which I explored in my study.

Neurohr and Bailey (2015, 2016) studied underrepresented Native American OSU students' perceptions of the academic library. Using the method of interviews informed by

photo-elicitation, the authors explored which aspects of the OSU Library students found meaningful. Findings from this study included feelings of uncertainty about how to best acquire and use the library's books, the importance of functional tools for facilitating student work, the appeal of Native American resources and exhibits, and the method of photo-elicitation as a form of library discovery.

Several studies of underrepresented students focused on the library experiences of students of color. Three researchers utilized secondary data from the College Student Experiences Questionnaire (hereafter called CSEQ) for this purpose. Kuh and Gonyea (2003) evaluated results from the 1984–2002 College Student Experiences Questionnaire (CSEQ) and found, among other things, that students of color use the library more than do White students (p. 267), and the library seems to provide a positive learning environment for all students, but particularly for historically underrepresented students (p. 270). Flowers' research (2004) evaluated the ten library experiences from CSEQ as related to educational gains among African American students. Almost all of the library experiences correlated to educational gains. For example, those who used the library for reading and studying had gains in four scales: personal and social development, understanding science and technology, thinking and writing, and vocational preparation (Flowers, 2004, p. 638). Whitmire (1999, 2003) found that African American students used the library more than did White students (1999), and students of color used the library resources and services more frequently White students (2003).

Whitmire's 2004 study utilized the "2000 University of Wisconsin-Madison Undergraduate Student Satisfaction Survey" to investigate how students of color and White students' perceptions of the library related to facets of the campus racial climate. She found that, overall, unlike the White students, the perceptions of the library held by students of color aligned

with their perceptions of the campus racial climate (p. 373). If they perceived the campus racial climate to be positive, they felt more positive about the library, too. This student perception aligns with Adkins and Hussey's (2006) research findings that students of color do not view the library as unwelcoming and discriminatory. A slightly divergent view was reported by Elteto, Jackson, and Lim (2008) in their study of an urban academic library. Students of color seemed to use the library more frequently for group projects and socializing than did White students, but the students of color felt the library was less welcoming and safe for them (Elteto et al., p. 334). Together, most of these studies examining library perceptions by students of color seem to suggest the potential positive benefits of using the library, and underscore the need for the library to recognize cultural differences in designing displays or exhibits (Neurohr & Bailey, 2015, 2016). They also show the value of, not only the library resources and services, but also the library as place, which is the focus of my study.

Two studies of international students' perceptions are salient. In terms of methodology, Shao-Chen (2006) utilized photo-elicitation and interviews for exploring how past library experiences influenced current library perceptions of first-year Taiwanese graduate students. Her methods included both participant and researcher-created photographs, along with interview questions based on LibQUAL+ dimensions. She framed her coding analysis on LibQUAL categories. Her use of photo-elicitation demonstrates the potential of this methodological approach for understanding participants' perceptions, and her findings included the notion that past library experiences impact students' current perceptions. In terms of the importance of the physical library, Datig (2014) explored students' library perceptions at New York University, Abu Dhabi, and reported that although students had a narrow view of librarians' role, many of the students saw the library as "an aspirational place, for both individuals and society as a

whole" (p. 355). Students associated libraries with books and believed that libraries had an obligation to "preserve knowledge for future generations" (Datig, p. 355).

Nationally, two quantitative studies explored college students' perceptions of libraries. OCLC a nonprofit worldwide library cooperative, conducted two national online surveys focused on students' perceptions of the library. Both studies included five population groups, one of whom was college students. In 2006, a total of 396 current college students participated (OCLC, p. viii), and in 2010 a total of 256 current college students responded (OCLC, 2010, p. 103). Survey questions included use of library and information resources, help-seeking behaviors, and perceptions of the library brand. The survey also asked students about the following library activities: homework and study, using reference books for research, obtaining copies of articles, getting help with research, using databases, borrowing books, and reading for pleasure. The studies reported that library activities decreased in 2010 from what they were in 2006. In both surveys, students overwhelmingly indicated that they started their information searches through search engines, but they still conceptualized the library brand as books. OCLC's 2010 study reported that students value and use libraries and hope they will "add or update services, increase customer service, and improve the facility and environment" (p. 62).

Summary– Section Two

In Section Two, I reviewed literature over students and libraries. This section included scholarship focusing on two key areas of research: first-generation students and libraries, and underrepresented students and library experiences and perceptions. The literature in this section demonstrated gaps in the literature in understanding first-generation students' library experiences and perceptions. Section Three will focus on the construct of place.

Section 3- Place Theory and Constructs of Library as Place

This third major section of the literature review covers scholarship of place. I begin with conceptual and chronological information about the human geographical construct of place and its related construct of place attachment. Then I turn to scholarship of library as place, including key areas in which libraries have investigated the concept of place in libraries, the newer concept of libraries as learning spaces, and libraries and place attachment. These areas of research provided related insights helpful for considering first-generation undergraduate library users' experiences and perceptions of the library as place.

Place Theory

This research study is situated in one place, the Edmon Low Library at OSU. Of course, in my study, students associated even the fountain in front of the Library as part of the "place." Thus, this study is based on emic understandings, i.e., their sense of place. Students decided for themselves what was associated with the Library as a place. Another example of their fluid thinking about the Library as place occurred when several students indicated they could not photograph the bell tower because it looked different due to construction. These types of emic understandings reflect what is important in a constructionist study.

In Chapter One, I provided some historical background about the physical structure of the Library. A comprehensive review of place theory and its permutations is beyond the scope of this literature review; therefore, I chose to focus on several key authors to provide general understanding of place and how the construct has evolved in use to include place attachment, a theoretical framework I mobilized in my research questions and analysis. Place is a broad construct with various perspectives and multiple dimensions which researchers have studied in

diverse fields including architecture, business, geography, and psychology. In the 1970s, interest in place and "the ways in which the world was made meaningful" led to the development of humanistic geography (Cresswell, 2004). Since that time, place has continued to evolve as a salient construct in a variety of fields, including library science.

Place can be a difficult concept to define, but its most fundamental characteristic is the idea that space holds meaning (Cresswell, 2004; Manzo, 1994, 2014; Relph, 1976; Tuan, 1974, 1977). Influential scientists who have contributed to the concept of place include geographers Yi-Fu Tuan, Edward Relph, and Tim Cresswell; environmental psychologists Lynne Manzo, Leila Scannell and Robert Gifford; and social and community psychologist Maria Lewicka. Their conceptualizations have many facets; I now turn to some of the foundational concepts in terms of their chronological development that are relevant for my research.

A particularly useful early concept, *topophilia*, is defined as the "affective bond between people and place or setting" (Tuan, 1974, p. 4). Affective bonds can vary in intensity and may be influenced by several things including the human senses, culture, and education. The affective bonds may be mostly aesthetic, short-lived or long-lasting, tactile, may feel like home, be a "locus of memories" or even a "means to an end, such as gaining a livelihood" (Tuan, 1974, p. 93). Tuan (1977) further developed place as an interrelation of space and place, but conceived that space is more abstract and can be defined by objects, signs, and symbols. When people spend time in spaces, those spaces become familiar; when those familiar spaces become meaningful, the spaces become place (Tuan, 1977, p. 6). Attachment to place may arise from familiarity and ease, security, sensory memories, communal activities, and simple pleasures that accrue over time (Tuan, 1977, p. 159). Time is an important element of place attachment.

Experiences are another aspect of place. Relph (1976) proposed that place is a "directly experienced phenomena of the lived-world…full of meanings with real objects and with ongoing activities" and "defined by the focusing of experiences and intentions onto particular settings" (p. 141). The concept of *insideness* relates to the essence of place and is tied to belonging and identity (Relph, p. 49). Insideness may be conveyed through rituals and recurring activities (Relph, p. 141).

The concept of place as a means of understanding the world was emphasized by Cresswell (2004) who noted that place is a means for seeing and knowing (p. 11). Place has contested meanings for different academic disciplines, but meaning and experience comprise the majority of writing about place (Cresswell, p. 12). Researchers should study places through "individual biographies of people negotiating a place and the way in which a sense of place developed through the interaction of structure or agency" (Cresswell, p. 37). Qualitative research methods such as interviewing, visual analysis, and observation, are the major ways that place is studied because of "the centrality of subjectivity and experience to the concept of place" (Cresswell, p. 140).

Together, these three authors provide some understanding of the concept of place. Fundamentally, place has meaning for people. Various interactions or experiences, and feelings can contribute to this meaning. In this study, I use place to refer to the broader notion of the sense of the library in terms of its meaning. I now turn to information about the construct of place attachment.

Place Attachment

The concept of place, which includes place attachment, is multifaceted. Seamon (1980) theorized the importance of behavioral aspects of people and place. Body-ballet is "a set of integrated behaviors which sustain a particular task or aim" (p. 157), and "time-space routine is a set of habitual bodily behaviors which extends through a considerable portion of time" (p. 158). He explained that body-ballet and many time-space routines form "place-ballet," an important concept because the regular human activity in particular contexts and places produces a "strong sense of place" (p. 159). Furthermore, he emphasized, "place is a dynamic entity with an identity as distinct as the individual people and environmental elements comprising that place" (Seamon, 1980, p. 163). Place attachment was conceived as "the bonding of people to places" (Low & Altman, 1992, p. 2). As I listed in Chapter One, Scannell and Gifford (2010) expanded the definition to "the bonding that occurs between individuals and their meaningful environments" (p. 1). Place attachment developed through studying people's relationships with and attachments to place.

Scannell and Gifford (2010) comprehensively studied the many dimensions of place attachment and proposed a "tripartite framework" (see Appendix K) with three primary dimensions of "person, place, and process" (p. 2). The person dimension involves two levels: the "individual" and "cultural/group" (Scannell & Gifford, p. 2). Individual encompasses "experience, realizations, or milestones," and cultural/group encompasses "religious or historical" (Scannell & Gifford p. 3). The place dimension also involves two levels: "social," meaning "social arena and social symbol," and "physical," meaning "natural or built" (p. 3). The psychological process dimension contains three levels: "affect," which covers "happiness, love and pride"; "cognition," which includes "memory, knowledge, schemas, and meaning"; and "behavior," which involves "proximity-maintaining" and "reconstruction of place" (p. 2).

Together, these three primary dimensions of place attachment with their multiple levels comprise a way to illuminate the definition, organize the views, and encourage the body of place attachment research (Scannell & Gifford, 2010).

In her review of forty years of place attachment, including Scannell and Gifford's framework, Lewicka (2011) noted that in several decades of literature, the person dimension received much more consideration than the place and process dimensions. She suggested that this hampered the development of place attachment theory. She proposed several theoretical sources to expand place attachment theory including "social capital," "environmental aesthetics," and "meaning-making processes that stem from movements and time-space routines" (Lewicka, p. 3). Place attachment is still evolving and has aspects that remain relatively unexplored (Lewicka, 2011; Manzo & Devine-Wright, 2014). With my use of place attachment for first-generation students and the academic library, I have applied the theory in a new way.

Much place attachment theory is tied to residences. Although Manzo's (1994) research of place attachment also focused on home, through in-depth interviews she found that people can have attachment to many non-residential places including parks, bars, and libraries (p. v). Interestingly, some of Manzo's participants named libraries as necessary places for privacy and solace to read (p. 84), a fond place for reading and learning (p. 150), or a place to be alone or with community (p. 204). Manzo also found that place attachment can be negative or "complicated by feelings and experiences" (p 178). For instance, home can be a place of detachment for some people based on their past experiences and feelings.

Place Attachment and College Students

I searched for studies of place attachment and libraries, but did not find anything. This signifies an important contribution of my study to the literature. I expanded my search to place attachment theory and college students and found several studies that used the theory in various ways such as college choice, student satisfaction, student engagement, and identity. For example, Longhurst (2014) found that rural students' place attachment to home was a significant influence on their college choice decisions. Strait (2012) found, among other things, positive correlations of college student satisfaction to place attachment, but low levels of place attachment and student satisfaction for first-generation students. Okoli (2013) found, among other things, significant correlations between student engagement, as determined through a modified version of the National Survey of Student Engagement, to a sense of place including place attachment of the campus. His measures of place attachment related to feelings of happiness or relaxation, missing the campus when away from it, and identifying it as a "favorite place to be" (Okoli, 2013, p. 95).

Several studies explored place attachment and place or student identity Chow and Healey (2008) researched place attachment and place identity of first-year students and their transition to the university and suggested the importance of understanding the changing nature of place attachment and place identity and accepting that disruptions are common. Xu, Bakker, Strijker, and Wu (2015) found that the distance from home to the campus mattered for place attachment to campus in first-year university students in China. Qingjiu and Maliki (2013) found, among other things, that students had strong attachment and identity to the campus with juniors and seniors having higher place attachment and place identity than did sophomores and freshmen.

A few more studies also utilized place attachment. Nielsen (2011) studied the role of intentional campus messages such as campus symbols, traditions, and legends for generating place attachment in students. She found evidence that such elements encourage place attachment

by generating another layer of involvement for students. Hernandez (2013) integrated place attachment theory with Tinto and Astin's student development theories in her study of first-generation Latino students' perceptions of the campus climate and found, among many things, ways that students negotiate their campus. Interestingly, two students in her study described the library as a place of comfort and belonging, which can be signifiers of place attachment. Finally, in their study over space appropriation, place attachment, and university students, Rioux, Scrima, and Werner (2017) found "appropriation is a mechanism by which attachment develops" (p. 60). These studies of college students and place attachment are important because they shed light on place attachment as an important theoretical construct for college students. My study fills a theoretical gap about college students and place attachment to the academic library.

In Chapter Six, I elucidate place attachment in conjunction with applying the theory to my data. With some of the foundational concepts of place and its related concept of place attachment established, I now turn to the literature of library as place.

Library as Place

This library as place section includes the following related topics: a general overview, administrative views, and research studies; it then concludes with three ways that researchers have conceptualized the library as place: sacred place, third place, and learning space. Historically, libraries were often created with spiritual and intellectual meanings (Campbell, & Price, 2013; Freeman, 2005; Leckie & Buschman, 2007). Furthermore, academic libraries as places are often described as unique campus facilities that signify academic learning (Edwards, 2000; Freeman, 2005; Jamieson, 2009). However, the involvement of libraries in many technology initiatives such as open access, digitization, and providing virtual assistance caused

some people to question the continuing value of the physical library in students' and citizens' lives. In an era of online education, research, and communication, students' use of physical libraries is changing; however, these facilities can still matter greatly for students. In a physical facility, much interaction occurs. Bodies interact with each other and with objects within the space. These interactions can create and nourish meanings of place.

Other perspectives on the construct of library as place emerged in 2005, furthering knowledge of the importance of the physical academic library. Freeman (2005), a library architect, described why the physical library still matters:

> The library is the only centralized location where new and emerging information technologies can be combined with traditional knowledge resources in a user-focused, service-rich environment that supports today's social and educational patterns of learning, teaching, and research. (p. 3)

Freeman (2005) also described the library as place as a physical and symbolic representation of the institution's academic heart (p. 9). Additional emphases in these 2005 essays included the library's shifting paradigm to a focus on learning (Bennett, 2005), and the library's multifaceted role in the lives of students (Demas, 2005).

Importance of the Physical Library– Administrative Views

University administrators have a vested interest in the physical library, yet some differ in their opinions of the how it should function. Grimes (1993) explored chief academic and executive officers' views of the common metaphor of the library as the heart of the university and proposed that the metaphor is no longer aligned with the mission of the library, but that library's central traditions of service and access are related to student success. Provosts and chief

academic officers still value the physical library, believe using the facility and user satisfaction matter, and support diversifying academic support services within new libraries (Estabrook, 2007).

Presidents' and provosts' views were somewhat different as Lynch et al. (2007) found. Although they still see the library in a symbolic way as the heart of the university, these administrators viewed the primary mission of the library to "provide access to scholarly materials" (Lynch et al., p. 226). However, the physical library was viewed as an essential study and gathering space, with some administrators noting that pleasant and beautiful buildings encourage student use (Lynch et al., p. 226).

Surveying academic library directors, Long and Schonfeld (2010) found that if the directors had unexpected budget increases, their top priorities would be to increase their funding for digital resources and tools, for staffing, and for remodeling or increasing their physical structures. They noted that interest in facilities remodeling or increasing size was greater for master's and doctoral-granting institutions than for baccalaureate institutions (p. 18). In a follow-up study, for all three types of institutions, baccalaureate, master's and doctoral, the authors found that the second highest priority of six different library functions was "providing a physical space for student collaboration" (Long & Schonfeld, 2013, p. 33). Stuart's (2015) study of library deans/directors found, among other things, their efforts toward library change included renovating the physical facilities for "a reimagined sense of place and purpose as the symbolic heart of the campus" (p. xiii). Overall, based on these studies of university and library administrators, the library as a physical facility remains important.

Library as Place in LibQUAL+

As described in Chapter One, Cook's (2001) development of LibQUAL+, an instrument that measures student satisfaction, included five core questions for library as place, a dimension of LibQUAL+ that emerged from interviews and encompasses both the symbolic intellectuality of libraries and the usefulness aspect (Cook, p. 162). The place dimension addresses both tangible and intangible aspects of libraries. Gatten (2004) noted that three of the five questions addressing library as place focus on study and learning, and two relate to noise, comfort, and inviting (p. 24). Although the LibQUAL+ survey has a few demographic questions about respondents' academic discipline, age, and gender, thus far it has not included questions about generational status, or racial or ethnic diversity of respondents.

Library Space or Place, Research Studies

Several researchers explored various aspects of library space or place in their studies. Farouk (1979) focused on the resources and services of the Edmon Low Library at OSU by modifying an existing survey instrument administered to a random sample of OSU undergraduate and graduate students to determine their library awareness, level of use, and opinions regarding library services and resources. This study garnered a 33.2% response rate (Farouk, p. 13). Although the results are thirty-eight years old, and the Library has undergone various interior renovations and added new services and resources, two findings stand out in terms of library as place: frequency of physical library use and motivation for use. First, almost 20% of respondents reported using the Library four or more times per week, and 44.3% participants reported using the Library one or two times per week (Farouk, p. 18). Together, 64% of respondents were using the library one or more times per week. Second, students' primary motivation for library use was for class or course related needs (Farouk, p. 19). These findings provide an historic perspective of students' perceptions of the Edmon Low Library.

Proceeding chronologically through other library and place research studies, Ginsburg (1997) explored place making related to a library facilities extension in her case study and found evidence that aesthetics that preserved the library's symbolic presence were a key force in that design process. Hayden (2003) studied lived experiences of students searching for information, and one theme that emerged was a sense of place about the library. However, similar to one of Manzo's (1994) findings, Hayden (2003) reported that although feelings of familiarity and rootedness led to feelings of insideness, place meaning was not always positive.

Several researchers published studies over library space use in 2007. Silver (2007) focused on library space use for collaborative work at three academic libraries, and his results suggested that undergraduate students value and use library space to support their "curriculum-initiated and student-driven collaborative learning" with students' time expended in the building and frequency of library visits as two indicators of evidence of the library's value (p. v). Simpson (2007) focused on how people use library space and what they prefer, and she found that students prefer a variety of library spaces and that some library space needed renovation to better meet students' needs (p. 97). Lovato-Gassman (2007) utilized the LibQUAL+ service quality survey to explore user satisfaction and library use for a community college library and found that students' use of the library's physical space and their satisfaction with library service quality were significantly correlated (p. 51).

My searches also uncovered studies about library spaces and place published since 2009. Closet-Crane (2009) presented a critical discourse analysis of academic library planning and design and found a growing focus on library as a place for learning. She suggested that although library place and space is a growing research trend, in space planning, the environmental aspect of libraries in relation to students' behavior and learning is lacking (Closet-Crane, p. 162).

Milewicz (2009) explored how library users' beliefs about the library differed from librarians' promotions of library spaces and activities and found evidence of the changing role of the library, particularly with its soundscape. Peterson's research (2013) focused on use and perceptions of library interiors at a Midwestern university and, among other findings, reported that students prefer quiet study space in libraries.

More recently, Kim (2016) sought users' perceptions of the library to conceptualize three dimensions of the library as place. Kim identified three necessary dimensions: "information and services," "reading and study," and "relaxation" (p. 512). Kim suggested that libraries consider these dimensions as important for space planning and design because "Users' sense of place in a library can affect their behaviors of utilizing the library" (p. 513).

Three Ways Library as Place is Conceived and Studied

As I searched the literature over library place, I found that library as place is conceived and studied by researchers in several ways. Some researchers explored whether students viewed the physical library as sacred or special. Based on Oldenburg's theory of "third places" (1999), a number of researchers explored the library as a "third place." More recent studies explored the library as a place with space for learning. I now turn to examples of these three ways library place is envisioned.

Libraries as Sacred or Spiritual Places

Several researchers explored the concept of library place or space as sacred or spiritual. Jackson and Hahn (2011) utilized a psychology of religion framework in their study to determine if students thought that traditional library appearance and objects within it made it feel "sanctified" or special and whether they saw an association with the library's scholarly mission,

and secondly, if feelings of specialness could be measured (p. 429). The authors used images of library exteriors, interiors, and objects to elicit survey responses from 54 respondents at three different institutions. The researchers reported that, overall, the traditional libraries evoked more affective and spiritual responses and desire to use the library space (Jackson & Hahn, 2011). More broadly, the importance of sacred spaces is echoed by Broussard (2009, 2010) in terms of the power of place on university campuses and how sacred spaces should be fostered and maintained not only as meaningful ways to connect students with the institution, but also for their meaning to alumni and potential donors.

A related study by Fox and Kiesling (2013) explored the library as spiritual or secular. They also used images and questions for an online survey at two institutions. Their findings validated Jackson and Hahn's (2011) study in which students identified traditional architecture as spiritual, but did not validate the finding that students preferred traditional/spiritual space over modern/secular space (Fox & Kiesling, 2013).

Libraries as Third Places

Some library studies invoke the concept of libraries as third places. The construct of "third place" is from sociologist Ray Oldenburg (1999) who called home a first place, work a second place, and places such as pubs, beer gardens, coffee shops, and cafés as third places. According to Oldenburg (1999) third places have eight characteristics: neutral ground; leveler or inclusivity; conversation as the primary activity; accessibility and accommodation; regular customers; low profile or plain appearance of the establishment; a persistent or playful mood; and a home away from home (pp. 22–38).

Even though Oldenburg did not suggest that libraries are third places, some researchers have suggested that academic libraries are third places (Montgomery & Miller, 2011; Whitmire, 2004), or could be developed into third places (Waxman, Clemons, Banning, & McKelfresh, 2008); others have suggested that public libraries are third places (Coppola, 2010; Harris, 2007). However, other researchers disagreed or expanded the definition (Most, 2009; Fischer & Johnson, 2010; Fisher, Saxton, Edwards, & Mai, 2007). Fisher et. al. (2007) proposed the concept of "informational places" as applying to public libraries (2007). Most (2009) agreed, and her study of three rural public library branches found support for libraries as informational places and familiarized locales (p. 231). She also suggested that libraries are places that help generate social capital for library users (Most, p. 233).

Libraries as Learning Places or Spaces

Some researchers have noted that higher education is undergoing a paradigm shift to a place for learning more than a place for instruction (Barr & Tagg, 1995; Oblinger, 2006). This paradigm shift shapes libraries as well (Bennett, 2009; Boone, 2003; Bryant, Matthews, & Walton, 2009; Stuart, 2009). The focus on learning means a focus on the user. Some researchers used the concept of third space to describe this emphasis on learning spaces and the social needs of users (Elmborg, 2011; Powis, 2010). Others examined learning spaces, including library space, from the lens of academic and social engagement theory (Boys, Melhuish, & Wilson, 2014; Gayton, 2008; Gibson & Dixon, 2011; Murray, 2014; Webb, Schaller, & Hunley, 2008). Still others approached the concept from the perspective of how library learning spaces are being designed (Boone, 2003; Brown, Bennett, Henson, & Valk, 2014; Stuart, 2009; University Leadership Council, 2011).

Attempts to label this changing paradigm for libraries generally share a historical and chronological perspective of the library's role or purpose. Nitecki (2011) labeled the library's role as "accumulator, service provider, collaborative partner in learning and knowledge creation" (p. 27). Bennett (2009) framed the role as centeredness: "reader-centered, book-centered, learning-centered" (p. 181). Ray (2001) described the role as "resources or holdings, access, use (students) and learning transformation" (p. 253). Of note, all of these changing perspectives end with some aspect of learning.

This emphasis on the library as a place and space for learning is manifested by researchers studying users' library experiences. An increasing number of library studies focused on ethnographic approaches to understanding users' interactions with the library and behaviors within the library (e. g., Applegate, 2009; Cowan, 2012; Duke & Asher, 2012; Foster, 2013; Hobbs & Klare, 2010; Suarez, 2007). Most of these studies were influenced by Foster and Gibbons' (2007) seminal study, "Studying students: The undergraduate research project at the University of Rochester," which described a variety of ethnographic methods employed to understand students and their research behavior. Just five years later, Khoo, Rozaklis, and Hall (2012) conducted a research review of library ethnographic studies and found 81 studies, with very few published prior to 2000 and over half published since 2006 (p. 84), thus supporting the impact of Foster and Gibbons' study. In their research review, Khoo et al. reported that observations and interviews were the two most used methods, followed by, in order, field site descriptions, focus groups, and cultural probes in which participants collect the data.

These ethnographic studies provide useful information about students and libraries, but they typically do not explore specific demographic groups as does my research study. This trend in library research to learn about users is often intertwined with understanding the library place

and space (Fox & Doshi, 2011); furthermore, these studies often result in improvements to libraries. Researchers reported that as space changes for users, the numbers of users increase (Shill & Tonner, 2004; Stuart, 2009). My study is unique in that it explored facets of these different concepts of library place and space from the perspectives of first-generation students who are frequent library users.

Chapter Two Summary

This literature review has three sections. In the first section, I provided contextual information about higher education and included an emphasis on first-generation and underrepresented students, policy initiatives supporting those students, and capital theories. In the second section, I covered select scholarship over students and academic libraries with a focus on intersections of first-generation and underrepresented students and libraries, and students' perceptions of libraries. In the third section, I reviewed place theory with its attendant theory of place attachment, library as place, and three ways that library place and space is conceived and studied. With seemingly higher numbers of first-generation students enrolling in college, the differences in college completion rates of first-generation students versus continuing-generation students and institutional investments in physical facilities, understanding these students and their interactions with the physical library is important. There is a scarcity of research over first-generation students and libraries. The next chapter will describe my methodology for this research study.

Chapter Three

Methodology

The purpose of this case study research was to explore OSU first-generation undergraduate library users' experiences and perceptions of the library as place. The four questions and two sub-questions for this study's population were as follow:

- How do first-generation undergraduate library users experience the Library?
- How do they perceive the Library?
- What aspects of the Library do they identify as meaningful?
    - What are those meanings?
- How do they relate to the Library as place?
    - How do these relationships develop?

With this chapter, I describe the research methodology for this qualitative study. I include my research paradigm and theoretical perspective, methodology, setting, population and sample, methods and procedures, data analysis, quality criteria/validity, ethical considerations, and limitations.

Research Paradigm and Theoretical Perspective

Research is based on conceptual paradigms which reflect how people see the world and its complexities (Patton, 2002). I conducted this research with an epistemological paradigm of constructionism. As Crotty (1998) noted, constructionism is "the view that all knowledge, and

therefore [*sic*] all meaningful reality as such, is contingent upon human practices, being constructed in and out of interaction between human beings and their world, and developed and transmitted within an essentially social context" (p. 42). Furthermore, this paradigm holds that a person's culture (Crotty, 1998, p. 55), and unique experiences (Crotty, p. 58) influence meaning.

Within this paradigm of constructionism, is interpretivism, a philosophical stance (Crotty, 1998, p. 66). Interpretivism "looks for culturally derived and historically situated interpretations of the social life-world" (Crotty, p. 67). In other words, it reflects several different ways of looking at the world. With interpretivism, the researcher must "thoroughly capture and describe how people experience some phenomenon–how they perceive it, describe it, feel about it, judge it, remember it, make sense of it, and talk about it with others" (Patton, 2002, p. 104).

Symbolic interactionism, a form of interpretivism, is the theoretical perspective that grounded the methodological elements of this study because it holds that meanings are produced through interactions (Blumer, 1969). Blumer's articulation of symbolic interactionism grew out of his association with George Herbert Mead, who was known for merging the philosophy of pragmatism with sociology (Blumer, 1969; Blumer & Morrione, 2004). Blumer (1969) conceptualized the three underlying beliefs of symbolic interactionism: "human beings act toward things on the basis of the meanings that the things have for them"; "meaning of such things is derived from, or arises out of, the social interaction" with others; and "meanings are handled in, and modified through, an interpretive process" (p. 2). He clarified, "The actor selects, checks, suspends, regroups, and transforms the meanings in the light of the situation in which he is placed and the direction of his action" (Blumer, 1969, p. 5).

The six fundamental components of symbolic interactionism are as follow: "human groups or societies, social interaction, objects, the human being as an actor, human action, and

the interconnection of the lines of action" (Blumer, 1969, p. 6). Although these entities are interconnected, objects are particularly salient for this study given its focus on the physical library. Blumer explained that objects can be tangible items, people, or abstract ideas (p. 10), and objects can have different meanings for different people. Through person-to-person interaction, these meanings begin to take shape by how other people define the objects, and how people identify the objects of their environment can help explain their actions (Blumer). Furthermore, objects accrue and shift meaning socially through stages of creation, affirmation, transformation, and abandonment (Blumer). In other words, this interconnectedness of objects, meaning, and action is not static. Meaning can emerge, simply change, cease, or persist (Blumer & Morrione, 2004, p. 46).

The theoretical perspective of symbolic interactionism underlies the assumptions regarding my methodological approach of case study as it proceeds from the stance that knowledge is constructed and is relational. Furthermore, library objects such as the library fountain, the staircase, and even chairs do not have inherent meaning but are formed in context and relation. Symbolic interactionism is a broad umbrella for the array of meanings of my overall theoretical framework of place attachment to the library. Symbolic interactionism supports a methodology seeking utterly emic meanings and for learning how students talk about objects and what those objects mean. For instance, my participants suggested that some objects such as express printers and quiet spaces attracted them to use the library, while other objects such as hard wooden chairs and old restroom facilities repelled them. Yet, these meanings are always fluid and never inherent to an object. Symbolic interactionism influenced my study from design through analysis of meanings as constructed by my participants.

Symbolic interactionism emphasizes three underlying beliefs. The first belief is "that human beings act toward things on the basis of the meaning that the things have for them" (Blumer, 1969, p. 2). Blumer characterized "things" broadly as physical objects, people, institutions, ideals, activities, and circumstances of daily life. For this study, participants described meaningful elements of the Library, a place where they choose to spend time. The Library is a symbolic place abounding with physical objects, people, and activities. Students in my study photographed and discussed objects and the meaning of those objects. Objects functioned in many different ways for students. Participants negotiated their action of using the Library based on meaning. They considered when to go, how much time they had to spend, what spaces and objects would help them accomplish the work they needed to do, and who they hoped to encounter there.

The second premise is that "the meaning of such things is derived from, or arises out of, the social interaction that one has with one's fellows" (Blumer, 1969, p. 2). Blumer explained that meanings are "social products" or "creations that are formed in and through the defining activities of people as they interact" (p. 5). In other words, the library's objects can function to foster relationships through these ways: intentional meanings of objects by designers, architects, or librarians, coupled with the movement of people into library spaces and their interactions with other people and objects in those spaces, and, having interacted with the objects, new meanings that people ascribe to them. However, objects can carry a variety of dynamic meanings such as providing familiarity and contributing to relationships that exceed that space but are part of the space. Objects also can repel people from the space, or even carry very little meaning at all.

The third belief is that "these meanings are handled in and modified through, an interpretative process used by the person in dealing with the things he encounters" (Blumer,

1969, p. 2). Students have freedom to choose spaces and objects to use and how they spend their time. In their efforts to succeed academically, they may exercise resourcefulness and strategy for certain accomplishments, or they may choose to waste their time. They react to objects with a variety of feelings including joy, frustration, dislike, and inspiration. Some objects, such as books, signify the library as a place of knowledge and for learning. Objects facilitate and function according to what the students want the object to do for them. For example, students in this study perceived and disliked the slow login with the desktop computers. They expressed more joy with the express printers for their speed and efficiency. Some library spaces and objects such as study rooms and printers denoted privilege to some participants as they thought about "our library" in comparison to other college libraries. For instance, Olivia perceived that the printers and group study rooms are a sign of privilege because other colleges do not have them.

To summarize, interpreted through symbolic interactionism, the Library with all of its spaces and objects does not inherently have meaning. In this view, human interaction and interpretations create and modify meaning. My study sought and uncovered participants' multidimensional meanings about the Library.

Methodology

Using the theoretical perspective of symbolic interactionism, I accepted that culture and meaning are intertwined and that meanings are developed through interaction and symbol systems. Because very little is known about first-generation students and physical libraries, this research study is exploratory (Patton, 2002, p. 193). The methodology is an intrinsic, exploratory case study, which means that the case is pre-selected and intrinsically worth exploring as a phenomenon of interest (Stake, 1995, p. 4). The case for this study is the group of first-generation undergraduate library users who have completed at least three semesters at OSU and

who volunteered to participate. Although Stake (2006) uses the term "quintain" to describe a collection of cases (p. 6), I chose to simply call my collection of cases a group.

Stake (1995) noted, "Case study is the study of the particularity and complexity of a single case, coming to understand its activity within important circumstances" (p. xi). Case study is sometimes positioned as a method (Crotty, 1998), or as a methodology (Creswell, 2007; Denzin & Lincoln, 2005). For my research, case study is a methodology. Yin (2009) explained that case study is an appropriate method for "how" or "why" questions; events outside of the researcher's control; and "contemporary phenomenon within a real-life context" (p. 2). Because an aim for case study is to thoroughly explore the case and context, the researcher relies on multiple data sources (Stake, 1995; Yin, 2009).

Case study methodology requires clear boundaries (Merriam, 2009; Stake, 1995; Yin, 2009), and this study's two boundaries, time and the nature and size of the sample, are considered not only part of the case, but also the parameters of the scope of the study. First, in terms of time, I conducted the research during three semesters: late spring, summer, and early fall of 2015. Second, this study is bounded by the nature and size of the sample. Participants self-reported as first-generation students, as frequent users of the physical Edmon Low Library, and as having completed at least three semesters at OSU. Thus, they had several semesters to experience the Library as they took different courses, moved through entire semesters of study, and experienced college and academic life.

Participants' interactions both in and with the physical place of the Library helped inform their perceptions of the Library. I intentionally sought students who had experience with the Library, and, therefore, would have perceptions to share. Unlike quantitative research in which researchers seek generalization, qualitative research seeks understanding (Stake, 1995). In this

study, participants' experiences provided insights to their perceptions rather than serving to represent all OSU first-generation students or those at other institutions. Together these boundaries defined the case.

Setting– Edmon Low Library

The research setting of the Edmon Low Library provided the site for the study. In Chapter One, I provided much information about the Library's history, and Appendix I offers the Library's namesake, Edmon Low's "Fundamental Assumptions for the Library Building Program" that he sent to the College President Henry Bennett. Stake (2010) suggested that "a study of one's own place is characteristic of research for the professional doctorate" (p. 164). For this research, my accessibility and knowledge of the site were strengths for understanding the data sources and for providing access to conduct the research.

The Edmon Low Library is a selected member of the Association of Research Libraries (ARL), a nonprofit organization of United States and Canadian libraries with 124 institutional library members. The Association focuses on "issues of concern to the library, research, higher education, and scholarly communities" (Association of Research, *History*, n. d.). The ARL Board invites and approves members, who must meet certain qualifications and must undergo regular review to ensure that criteria are being met (Association of Research, *Becoming*, n.d.).

Population

Sampling

Sampling refers to the selection of study participants (Patton, 2002), and there are several types of sampling in qualitative research. Although qualitative research usually involves a small number of participants selected by purposeful sampling to provide in-depth and rich understanding of the phenomenon (Creswell, 2007; Patton, 2002), other researchers recognized

that sampling can evolve as fieldwork begins (Miles, Huberman, & Saldaña, 2014). My sampling strategy was criterion and self-selected sampling. Criterion sampling centers on selecting cases that meet some criterion and is a strategy for quality assurance (Patton, 2002, p. 243).

My study recruitment materials (flyers and email messages) specified participant criteria, and I checked three times whether each participant met my three-part criterion of (1) first-generation, (2) three semesters completed at OSU, and (3) frequent library user. I first checked the criterion when potential participants initially contacted me by email or telephone. I re-confirmed it verbally at our first face-to-face meeting prior to the informed consent process, and I also included it as a question on the demographic/questionnaire form that participants completed. Students who volunteered but did not, as self-reported, meet these criteria were not accepted to participate in my research.

Although my email recruitment targeted first-generation students who self-identified as first-generation students, I relied on self-report rather than checking each individual in the college registration system for verification (and such verification could not ensure accuracy of first-generation status). My sampling was self-selected in that students contacted me and chose to participate. My approach for sampling consisted of recruiting widely and keeping in mind multicultural identifiers, classification, age, gender, and major field of study. I sought and attained information-rich participants (Patton, 2002) to understand the phenomenon of interest.

With qualitative research, there is no set size of a sample. In research design, though, it is helpful to articulate a minimum sample size. Creswell (2007) suggested that four or five cases in one study should provide sufficient information for discerning themes and applying cross-case analysis (p. 128). Yin (2009) suggested at least five participants (p. 58). Others suggested four to ten participants (Huberman & Miles, 2002, p. 27; Stake, 2005, p. 22). For my study, I sought at

least five participants, and I attained a total of ten, nine of whom completed all three activities and interviews. One participant completed two of three activities and interviews.

Recruitment

When researchers are cognizant of the campus culture and population, as I was, they may have better insight into recruitment strategies. My knowledge of the Library, the nature of student life and campus services, and my graduate coursework and experience in marketing informed how I approached recruitment of participants. My goal was to provide general information about the research opportunity in multiple ways, and across time, and provide avenues for students to contact me if they were interested.

Strategizing the timing of recruitment based on the natural course of a semester, I avoided the first two weeks, pre-finals week and finals week. I recruited participants in several ways, some simultaneously, and some in stages. For my first stage of recruitment, after receiving IRB approval, I posted 25 invitational fliers (see Appendix B) in indoor areas with high traffic around campus and near the Offices of Student Support Services and Multicultural Affairs, both of which serve many first-generation students. This approach yielded two participants. I also posted the recruitment flier on the library bulletin board located in a common passageway near the south entrance doors. Although the flier remained posted in the Library for two months, it yielded no participants, so I changed tactics and tried a more visible method. For a few days, I posted a recruitment flier on an easel in both the south and north library lobbies. This method proved more effective and yielded two participants.

In addition to posting fliers near certain offices, I also sought assistance from specific campus programs such as Student Support Services and the Office of Multicultural Affairs. Twice, I forwarded an IRB-approved email message, several months apart, to program

coordinators who could choose to forward it to any students they thought might qualify for the study. This email message strategy yielded two participants. I also tried word-of-mouth recruitment three times. I announced the research opportunity at two different multicultural student social events and once with student workers in the Office of New Student Orientation. I left my contact information at all three sites. Two participants heard about the research opportunity through my word-of-mouth strategies.

For my second stage of recruitment, I requested assistance from the OSU Institutional Research and Information Management (IRIM) Office. This office collects information on students who self-identify as first-generation. IRIM drew a list of first-generation students who were enrolled in summer classes and had completed at least three semesters at OSU. I then worked with the OSU Information Technology (IT) Office who distributed via email two IRB-approved study recruitment messages I wrote for students enrolled in summer classes. The recruitment message specified the study criteria (see Appendix C). Taking care to avoid the first week of classes and finals week, I had IT distribute one email message in June, the other in July. The email was sent to 149 students who were first-generation, and had completed at least three semesters of study at OSU. One participant said she learned about the research opportunity in that way. Finally, I used snowball sampling to obtain recommendations from people who might know potential and information rich study participants (Patton, 2002). One participant said he learned about the research study in this way. These different recruitment strategies proved effective in obtaining unique participants as shown in Table 1 in the next section.

OSU has six colleges that serve undergraduate students: Agricultural Sciences and Natural Resources, Arts and Sciences, Business, Education, Engineering, Architecture, and Technology, and Human Sciences. Three-quarters of the way through my data collection, I

realized that I was missing participants from two colleges: Agricultural Sciences and Natural Resources, and Education. At this point I already had ten participants, and I had begun hearing similarities in their experiences and perceptions of the Library, but I purposefully went to the buildings where those major classes are taught and posted fliers on ten prominent bulletin boards. This extra effort did not yield any inquiries from potential participants from the two colleges I lacked.

Participants

Nine participants completed all three interviews and data sources for this study. One participant completed two interviews and data sources, but did not complete the library time-diary and third interview. The following table provides an overview of participant demographics as they self-identified on the questionnaire. Names are pseudonyms that I assigned. I purposely did not link demographics to my participants to help mask their identities. In Chapter Four, I provide case representations of each participant.

Gender and Pseudonyms	Six females – Allison, Grace, Isabelle, Jessica, Tasha, Olivia Four males – Nick, Anthony, Levi, David
Age	Youngest participant– 19 years old Oldest participant– 25 years old
Cultural self-identifiers	Three African-American Three White Two Hispanic/Latino One Asian-American One Multi-Racial
Colleges	Four Engineering Two Business Two Human Sciences Two Arts and Science
Classification upon entering the study	Four Seniors Three Juniors Three Sophomores
Frequency of Library Use	**Weekly** Four students– more than three times a week Two students– one to three times a week **Daily** Three students– one to three times a day One student more than three times a day

Table 1: Participants- Demographics and Frequency of Library Use

Reciprocity and Incentive

Patton (2002) described reciprocity as the researcher providing something of value to participants in exchange for their providing the researcher with their valuable perspectives. Providing a financial incentive along with the opportunity for students to participate in research and spend time with a faculty member who shares library knowledge and skills are all of potential value to participants. During each of my interviews with participants, I noted instances when students were unaware of particular library resources or services by jotting notes. When our interviews concluded, I referred to those notes and offered to provide library information to the participants. I showed them such things as library databases, electronic journals, searching strategies, how to read call numbers of books on the shelves, and how to find career information. I took one participant to the Library's Map Room where she received information that would be helpful for her research assignment. My participants accepted the knowledge I provided with gratitude and indicated it was helpful to them.

Offering a financial incentive conveyed to participants that I valued their participation and their time. I compensated participants for all three methods except the questionnaire, the first activity, which took only about ten minutes to complete. The incentive was based on the research activity and the time it required. I compensated with $15.00 cash for each of the first two interviews with their photo-elicitation, and diamond-ranking activities, and $20.00 cash for the third interview and diary. This amount was high enough to be an incentive, but not so high as to be coercive. I did not ask the students to share their reasons for participating in my study out of concern that they might feel embarrassed if financial compensation was the reason. The total amount of time for participating in all three interviews and activities ranged from approximately three to five hours per participant, across two semesters of time.

Research Methods and Procedures

My research design was also informed by a pilot study that a co-researcher and I conducted (Neurohr & Bailey, 2015, 2016). We explored five undergraduate Native American students' library experiences and perceptions. I tested the methods of interviews and photo-elicitation, my demographic/questionnaire form, and my wording for semi-structured questions. Overall, the pilot study informed my design, thinking, methods, and initial analytic approach for this study.

A strength of case study is that it relies on and invites the use of diverse research methods and data sources to understand the case. The importance of multiple data sources is to explore a phenomenon and its different aspects in depth. The variety of methods that I used for this case study is as follows:

- Interview Session One
    - Demographic/Questionnaire Form
    - Photo-elicitation with participant-produced photographs
    - Semi-structured and member-checking questions
- Interview Session Two
    - Diamond-ranking activity using participants' photographs
    - Semi-structured and member-checking questions
- Interview Session Three
    - Library Time-Diary
    - Semi-structured and member-checking questions
- Documents

- Informal Naturalistic Observation

Together, these methods generated multiple data sources that provided understanding for my study, helped me explore students' perceptions in depth and uncover different aspects of the phenomenon. I now address my progressive interview sessions and methods in the order I conducted them.

Demographic Form/Questionnaire

Upon completion of the Informed Consent document, each participant began my study by completing a two-page questionnaire (see Appendix E). My pilot study, literature review, and personal experience as a librarian informed how I developed this questionnaire to provide context for participants' library use and knowledge. The questions also served as a prompt for participants to begin considering their library interactions prior to the research activities and interviews. The categories on the questionnaire gave me a sense of students' interactions in and knowledge of library spaces and objects; their responses sometimes revealed what they did not know about the library as well. The questionnaire also had several choices for determining frequency of library use. Participants self-selected from a variety of options regarding their daily, weekly, monthly, or semester use. In my third interview with participants, I utilized their frequency of library use as indicated on their questionnaire to compare to their library time-diary.

I then conducted an initial interview using semi-structured questions as a guide (see Appendix F). My first questions explored participants' past library use. This provided some context about their library experiences, and also helped me build rapport with them. I recorded all interviews on two small digital recorders so that I would have a backup in case of technical issues.

PRIMARY METHOD – INDIVIDUAL INTERVIEWS

Three individual, progressive interviews comprised my primary method for this study. Interviews "capture how those being interviewed view their world, to learn *their* terminology and judgments, and to capture the complexities of *their* individual perceptions and experiences" (Patton, 2002, p. 348). Three secondary methods, photo-elicitation, library time-diary, and a diamond-ranking activity, informed these three interviews. As previously stated, nine of the ten participants completed all three interviews. One participant, Olivia, completed two interviews, the photo-elicitation and diamond-ranking activities, but did not complete the time-diary due to her busy and demanding schedule.

During our interviews, I met face-to-face with participants individually in my library office located in an isolated small room on the third floor of the Library. I addressed ethical considerations with the Informed Consent Document (see Appendix D). I now describe my study methods and procedures.

Interview One– Participant-produced/Photo-elicitation

My first interview utilized the method of photo-elicitation with participant-produced photos. Photo-elicitation is a form of image-based or visual research, and a participatory research method. Photo-elicitation, sometimes called photo-interviewing, was first tested and described by Collier in 1957 (in Harper, 2012; in Lapenta, 2011). In his comparative study, Collier (1957) found that interviews based on photographs were more definite and effective than interviews conducted without photographs. Photographs can provide the insider or emic perspective when the research participants are the photographers (Prosser, 1998). Participant-produced visual data has an advantage for researchers who are insiders because it helps "make the familiar strange" (Bolton, Pole, & Mizen, 2012; Mannay, 2010). The photographs and participants' words helped

me suspend my library experience and focus on the participants' experiences and knowledge. My participants were the agents and instruments in the process of data collection. They decided which photos to take and where to take them. Furthermore, they chose which meanings to share about their photographs.

Participants approached the photographic activity in a variety of ways. Almost all of them said after reviewing the photo-taking activity prompt (see Appendix G) they knew immediately some pictures that they wanted to take. Some participants approached the photography as an artistic endeavor by considering the angle from which they took the picture, the surrounding environment in relation to how they positioned the photograph, or by shooting multiple photos in an attempt to attain what they considered a "good" photograph. Other participants approached the photography as a perfunctory and utilitarian exercise, focusing on the actual spaces they use that carried meaning. Some participants approached the photography as an opportunity for discovery by exploring the library's spaces with which they were unfamiliar. One participant staged several of her photographs by placing objects or writing on a board in a photograph to help convey the meaning she intended (See Figures 27 and 28).

Just as case study has boundaries (Stake, 1995), photographs also have boundaries of time, place and context (Prosser, 1998). Each photograph was captured at a specific time and on a specific day. The benefits of photographs include the ability to "communicate the feeling or suggest the emotion imparted by activities, environments, and interactions" (Prosser, 1998, p. 116).

I learned from my pilot study that participants received strange looks or felt somewhat awkward taking photos when the library was crowded with users. Therefore, with this study, I strategized days and times when there would be fewer library users in the building and worked

with my participants to schedule the first meeting accordingly. I also walked around the building before the participants arrived to double check the crowdedness of the building. In one case, I re-scheduled an interview because the Library was more crowded than I had expected, and I did not want to make the participant uncomfortable, nor did I want to disrupt library users. I shared with them the preferred scheduling options and reasons, and I think my attention to this conveyed to them my consideration of their feelings. Generally, the best time for the photographic activity was between semesters, but that was not always possible. During the semester, the best days and times at this Library were Friday afternoon or evening, Saturday, and Sunday morning or early afternoon.

After participants completed the questionnaire and initial interview, I provided a written copy of the photo prompt (see Appendix G). Together we reviewed it, and I answered any questions they had. Then I provided a digital camera and showed them how to use it, emphasizing again that they should focus their photography on what is meaningful to them about the library, and avoid taking photos of anyone's face.

The photo-elicitation activity was not captured in a naturalistic way (Erlandson, Harris, Skipper, & Allen, 1993) because I created conditions of what my participants should not photograph (people's faces), and I created some limitations in the days and times they could engage in the data gathering. I recognize that this inevitably and artificially shaped the type of data they collected. For example, in Chapter Four, Isabelle talked about how she would have "gravitated towards taking pictures of people studying" because she perceived that is the "REALITY" of her library experiences "every day." However, even though participants could not photograph people's faces, in the interviews they often shared their perceptions of their interactions in the library with their peers and with library employees.

When participants left to take the pictures, I took this opportunity to review their responses on the questionnaire, jot notes for follow-up questions, and I began writing my reflections from our interaction. My notes and reflections provided another strategy for triangulation of understanding the cases. When the participants returned from taking the minimum of ten photographs, I asked them about that experience. My first participant, Allison, conveyed that the camera malfunctioned, and she lost track of what she had photographed. She believed she took multiple photos of the same objects. I uploaded her 69 photographs, and she chose which duplicates to eliminate. This decreased her total to 25 photographs, still well over the required minimum of ten. After this experience, I instructed participants that if they had any difficulty with the camera, to come back to my office for a back-up camera. The number of photos per participant ranged from 10 to 25 (see Table 2 in the next section).

Participants described a variety of experiences taking photos. Tasha shared, “It gave me a little bit of nostalgia…. some things triggered fond memories of some stuff.” Olivia said, “It was good. It made me THINK, like it made me feel, ‘Oh! All this other stuff that I DON’T use…that I could take more advantage of.” Some participants investigated library spaces they had never seen. Anthony said he “did some exploring,” and Grace said, “This was the first day I went into the basement.” These examples illustrate that my study is not just an exercise in reflection, but a creation. By exploring new spaces, and considering the library from a new perspective of behind a camera lens, participants created new meanings of the library as place.

I uploaded the photos to my computer, positioned the monitor so the participant and I could view it together, and turned on the audio recorders. I asked each participant several semi-structured questions (see Appendix F), then together we viewed the photographs one-by-one. Participants described each photo and its meaning to them, and they indicated which photograph

best represented how they felt about the Library. When participants appeared to be finished describing one photograph, I paused and invited them to share any additional thoughts. I knew from my prior experience with research interviews that this pause often leads participants to further reflect and extend their thoughts.

An interesting aspect to the photography emerged when I asked students if there were any things they wanted to photograph, but felt they could not for any reason. Several described the library's bell tower, which, partway through the study, underwent renovation and was draped with black cloth and surrounded by construction scaffolding. For example, David said, "I wanted to take a picture of THE BELL on TOP of the library, but it's under construction." He said if he could have photographed it, the tower would have best represented how he felt about the library because it symbolized the library's importance to education and how "it's a centerpiece for everything going on around it." This prominent white tower, one of the highest points of any campus building, lights up at night and contains a loudspeaker, which projects the sound of a carillon at regular intervals throughout the day. Students found meaning from the tower as a campus landmark and a provider of school spirit. In essence, the temporary construction interrupted the students' sense of the library as place.

Tasha also expressed that she could not photograph the tower because of the construction. She reminisced about her freshman year and being told "to use that steeple as a reference of campus." She said it reminded her of "how EXCITED and FRESH I was when I first got to college, because when you REALLY get into college, later you can become jaded, like, [mimicked] Oh, I'm tired of this." The bell tower, which served as practical reference when Tasha was a new student, symbolized her feelings and excitement about being new on campus, which she contrasted with how students' feelings can change over time. What students shared

about their attempts to get a perfect picture of the bell tower possibly reflects some idealization of the Library's architectural appearance and its meaning in terms of importance to them. This is aligned with the meanings the Library was intended to hold historically. In regard to photography as a method, asking participants to describe anything they could not photograph can shed light on meanings that otherwise might remain hidden.

I concluded this first interview session with participants by thanking them and providing reciprocity in the form of cash and library information. Time-wise, the photographic activity took about 25 minutes, and the interview took one hour to one and a half hours of time. As we concluded each interview, I asked if they had any questions about the Library, but very few had questions. I also provided library information they seemed to be lacking as determined by the questionnaire and during the interview.

In most cases, I transcribed the first interview prior to scheduling a second interview with participants. This process refreshed my memory of what they said and helped me identify areas in which I needed further clarification. Twice, when my responsibilities precluded completing the transcription in that time frame, I played the recording, listened carefully, and jotted notes for follow-up questions to prepare for the second interview session.

Interview Two– Diamond-ranking Activity

The second interview session consisted of a "diamond-ranking" activity (Rockett & Percival, 2002) and semi-structured questions (see Appendix F). First, to refresh their memories, I asked participants to review the prompt they followed for taking their photographs. Then I spread out printed copies of all of their photographs on a table. I asked participants if they were to eliminate one photo, which it would be and why. They chose to discard the least meaningful

and personal photograph, and we set that photo aside. Next, I explained the diamond ranking activity, a sorting technique in which participants arranged the photos into a diamond-shaped order, hierarchically in rows with the most important meaning on top and the least important meaning on bottom (Rockett & Percival). To illustrate the diamond-shaped diagram, I drew boxes with nine photos arranged in five rows (see Figure 2, next page). The number of photos taken and ranked is illustrated in Table 2.

Participant	**Photos**	**Ranked**		**Participant**	**Photos**	**Ranked**
Allison	25	9		Jessica	12	11
Grace	17	10		Nick	12	11
David	17	16		Anthony	11	10
Tasha	15	9		Isabelle	10	9
Olivia	15	10		Levi	10	9

Table 2: Participants- Number of Photographs Taken and Ranked

As shown, eight of the ten participants took more than the ten photographs that were required. Six of the participants ranked more than the nine photographs that I suggested for the diamond-ranking diagram. After participants ranked their photos, I asked them to describe one-by-one their top six photos, and explain why those photos were most meaningful to them.

Allison, my first participant, had no trouble limiting her diagram to nine photos. My second participant, Grace, asked if she could modify the diagram and place two photos together that held equal meaning for her. Not wanting to constrain her meaning, I allowed this change, and thereafter, I offered the rest of the participants the flexibility of generally using the diamond-shape, but modifying it as they saw fit. This “emergent flexibility” in the field is a strength of qualitative research (Patton, 2002).

David, a particularly creative person, was reluctant to eliminate any photographs for his diagram. When he was ranking his photographs, he took over five minutes longer than any other participant. When I interviewed him about his diagram, he explained that he grouped his photographs into categories of meaning: “There was something I was trying to make them stand for…those are the same expression, and these are the same to me.”

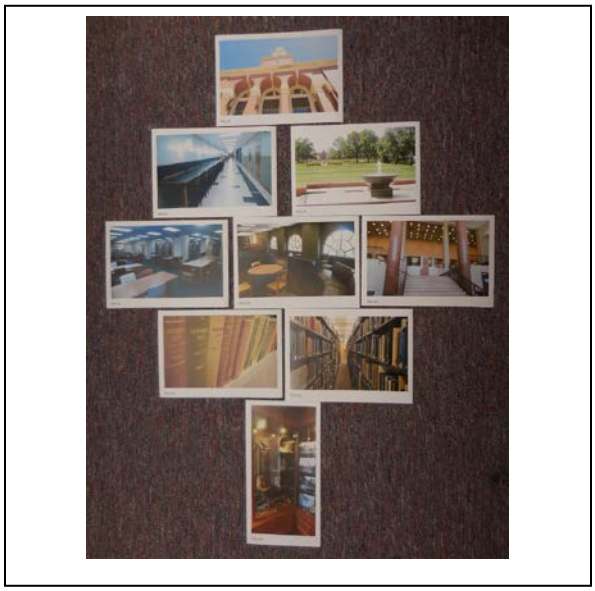


Figure 2: Allison’s diamond-ranked photographs in terms of most meaning

Figure 3: David’s diamond-ranked photographs in terms of most meaning

The diamond-ranking activity fostered my understanding of participants’ emic meanings of their photographs. It also provided an understandable, hierarchal visual display that I photographed and used for quick reference during my analysis. Furthermore, it provided another data source for triangulation. This second interview session concluded with semi-structured questions (see Appendix F). The diamond-ranking activity and interview took approximately fifty minutes to one hour of time. For this second activity and interview, I thanked participants

and provided reciprocity of $15.00 cash for each participant's time. As in the first interview, I also shared library information that they wanted or that I felt they might need.

Interview Three– Time-Diary

For my third session with participants, I employed a "time-diary" (Harvey & Pentland, 1999; Robinson, 1999) to inform the interview. Time-diaries show how people use their time and can include their purpose, what they do, when they do it, where they are, who they are with, and how they feel (Harvey & Pentland, 1999; Robinson, 1999). Time-diaries can be valuable because the participants' own words are used at the time of their activity or immediately after the time, hence they provide a different kind of data—immediate reporting instead of retrospective recall. Diary data can be more reliable than asking participants to recall their actions. Furthermore, diary entries can provide "data that are the behavioral output of decisions, preferences, attitudes, and environmental factors" (Harvey & Pentland, 1999, p. 8). For my research, diary entries provided a temporal record of participants' library interactions, the spaces they used, and how they felt. Their entries served as a prompt for discussing their experiences during our third interview.

To proceed with this activity, I contacted my participants, and we scheduled a time for them to pick up a diary folder and instructions from me. To facilitate the diary-keeping activity, I inserted diary entry forms and the prompt (see Appendix H) into a variety of colorful pocket folders that would fit easily into backpacks. I let participants choose their folder colors because I thought if they chose the colors, it might help them remember to record their visits. Indeed, two participants confirmed my belief. Tasha said, "I chose a PINK folder because I knew it'd pop out, and so I was likely to notice it more." Nick said, "Since it's big, and it's, like, BRIGHT GREEN, when I look in my backpack, I remember to fill it out."

My initial research design called for participants to track and describe their actual library use for one week of time. However, after my first participant turned in her diary, and I saw that her three library visits covered only three days with two entries occurring in one day, I modified the protocol to include a minimum number of three library visits in one or more weeks of time. I also improved the wording of the prompt and questions to be more explicit. The IRB approved these modifications which were used for subsequent participants. This type of modification is common in the emergent design of qualitative inquiry.

Students lead busy lives, so I presumed that I would need some follow-up communication with participants regarding their diary activity progress. My participants indicated that text messaging was the best way to contact them. I followed up at one-week intervals to see if they completed the activity. My participants appreciated the follow-up messages which they indicated served as reminders to complete the activity. When they had the minimum number of visits, we scheduled our third interview. I prepared by reviewing their initial questionnaire with its frequency of library use question, re-reading my transcripts of our first two interviews, and jotting down any follow-up questions I needed to ask for member checking.

During our third interview, I asked participants about their experiences keeping the diary. Most of them expressed that it was an easy activity. Several of them noted that it opened their eyes to how they use the library and its resources. Grace said, “It was great. It was a cool experience, just tracking everything, and seeing, like, how often I actually come, and how long I stay, and noticing the type of things I do.” David said it gave him “a new appreciation for the library.” However, many of them also expressed that, at first, they would forget to record their visits. For example, Anthony said, “It was a little hard to keep up with at first, just because it wasn’t automatic until probably, like, the fourth time.” After asking about their experiences, I

paused and read their entries, and then I conducted the interview using semi-structured and emergent questions (see Appendix F).

The library-time use diaries provided me with participants' words and meaning about their purposes for visiting the library, the spaces they used, the time they expended, and their feelings. These types of data were not as evident from their photographs and diamond-ranked diagrams. Time-wise, the diary interview took about twenty-five minutes. Upon concluding the interview, I thanked participants and provided each reciprocity in the form of $20.00 cash for their time. As I did in the first two interviews, I shared library information.

Secondary Methods

For this case study, I also employed two additional secondary methods: documents and informal naturalistic observation. The strength of documents is that they usually are easily available and can contain insightful information (Hodder, 2003; Merriam, 2009; Patton, 2002). I considered the document's context, including who produced the document and for what purpose, how the document was made known, and when the document was produced (Bowen, 2009; Hodder, 2003). I reviewed printed and online documents pertinent to this study, such as library archival documents that described the history of the physical building, library information available to students, and university information for student programs such as First2Go. Unobtrusively, documents provided me with insight into various aspects of the study. The documents also provided a more holistic picture that helped me contextualize the case and/or the emergent findings of the case.

Observations are also important sources of data in case study because they provide researchers opportunities to view things that might normally be elusive or unknown, and to discover things that participants might not share in an interview (Patton, 2002). I utilized

informal, naturalistic observation that occurred in the natural, public setting of the Library. This type of observation allowed me to see first-hand the context of interaction between the participants and the real-world setting, including objects, people and actions (Emerson et al., 2011; Patton, 2002). As a librarian, I move daily through various areas of the building for such things as going to and from work or campus meetings, or utilizing library objects myself. I pass through spaces filled with students. Whenever I happened to see a participant in the library building, I made mental notes of the location and activity I observed. When I returned to my office I jotted field notes, described the setting and people, and actions that I observed (Emerson et al., 2011). I saw six of my participants at various times of the day and sometimes more than once in a day. I saw them with peers and alone, utilizing spaces and objects that they described in their interviews. This information also helped with my triangulation of data sources to increase validity.

DATA ANALYSIS

My analyses proceeded inductively with the goal of understanding the case in depth and detail to generate a case report (Patton, 2002). Data analysis began in the field, through jotting down any emergent insights and impressions I had (Emerson et al., 2011; Patton, 2002). I primarily used inductive analysis for the data units; however, there were some elements of deductive analysis. With the demographic/questionnaire, I considered the participant's background, major and college experience, and the library spaces and resources each claimed to have used. For the photographs, I analyzed visually for angle and positioning, and I analyzed in concert with their words describing the photographs. The diamond-ranking diagrams provided me with a visual way to see and explore which aspects of the library carried the most meaning for my participants. I thought about how they talked about their photos and how they ranked

them. For the diaries, I considered the time of day, length of time, and the facets of their actual library use. To assist my analysis, I created tables for various data sources, a type of deductive exercise, which helped me to see and consider meanings. As early concepts emerged in my analysis, I also lightly utilized NVIVO software to search for multiple references across all of my transcripts and the diary entries.

With two of my data sources, I invited participants to help facilitate my analysis. First, they did this by the diamond-ranking activity in which they ranked the photographs in terms of most meaning to them. Without their diagrams, I would have made some erroneous assumptions as to which photographs carried the most meaning for them. Second, toward the end of interview three, I invited participants to consider their diary entries as a whole and describe for me what they saw in their entries. Their responses provided me with new emic perspectives about their library interactions and feelings.

Transcribing interviews is an analytic, theoretical process that is tied to incubation, immersion, and validity (Poindexter, 2002; Poland, 1995). I utilized Express Scribe software, free, downloadable audio player software for transcribing the digital files of my interviews. As I transcribed interviews verbatim, I carefully noted key issues and critical incidents. I typed all capital letters for words that participants emphasized as they spoke, and I left these words capitalized in the quotations I provide as "evidentiary warrants" (Erickson, 1986) in this dissertation. Occasionally, I used brackets to indicate implied meaning. As suggested by Poland (1995), I faithfully transcribed the natural language of my participants, e.g., "wanna," "gonna," and did not change the way they spoke, nor their grammatical mistakes. Although the American Psychological Association style recommends inserting "[*sic*]" for incorrect spelling or grammar,

I chose to leave the natural, spoken language in the quotations and not interrupt my participants' flows of words.

I audit checked every interview for accuracy by re-listening to the interviews as I followed my initial transcription and made corrections as needed. As I audit checked, I jotted down questions I had about participants' meanings, and I used these questions in my subsequent interviews as a form of member checking, a common strategy for increasing validity of my findings (Merriam, 2009, p. 217). I then performed within-case analysis as I read and re-read the transcripts. I immersed myself in participants' words and jotted notes throughout the transcripts.

The photo-elicitation method produced photographs that are objects with meaning conferred by the participants through their words to me. Visual images have layers of meaning including sociological (Harper, 2012; Prosser, 1998; Rose, 2012). The meanings may be physical, social, or abstract, but they all are a result of symbolic interaction (Blumer, 1969). I created documents, one per participant, for each participant's top six photos and added their words from their interviews into each of these files. This easily allowed me to view their photos and words together. I could see participants' referents of library meanings, which was useful for my within-case and cross-case analysis.

My next stage of analysis was within-case. Stake (2006) noted that usually researchers "need to find out firsthand what each individual case does — its activity, its functioning" (p. 27). Considering each participant a mini-case, I worked with all of the data units for each participant and developed ten representative case narratives, one for each participant. I inductively analyzed as I looked for members' patterns, categories, and themes (Emerson et al., 2011; Patton, 2002). I searched for convergence, things that go together and for divergence, things that differed (Guba,

1978; Patton, 2002). I revised each mini-case multiple times. The sub-titles I present in Chapter Four are emic, direct from the participants' language.

After developing my case representations, I performed cross-case analysis, which meant that I searched across my group of mini-cases for "binding concepts or ideas" (Stake, 2006, p. 8). This led to my development of "empirical assertions," a term coined by Frederick Erickson (1986). He explained that qualitative researchers search the entire set of data sources to develop these assertions, then they "establish evidentiary warrants…. by reviewing the data corpus repeatedly to test the validity of the assertions that were generated, seeking disconfirming evidence as well as confirming evidence" (Erickson, 1986, p. 146).

I created multiple files and tables of "data displays" to help me see the data as it cut across the cases (Miles et al., 2014). Data displays are an analytic tool, defined as "a visual format that presents information systematically so the user can draw conclusions and take needed action" (Miles et al., 2014, p. 108). The data I collected drove which data displays I created by organizing and grouping similar data together. For example, I developed a table with categories for all of the participants' photos which I grouped by library location. This helped me see the ranked and unranked photographs, and the categories that were significant across all of the cases. Other data displays I created included questionnaire and semi-structured question responses, and diary entries. I constantly checked members' descriptions as I analyzed, and, when warranted, I expanded or collapsed categories for the data. My data display work helped me deductively analyze and consider themes, and to what extent they did or did not cut across the different cases. I present eight empirical assertions in Chapter Five.

Data Analysis Summary

To recap my data analysis strategies: I analyzed the data in diverse ways that unfolded as I gathered data and as the philosophy of emergent design flexibility requires (Patton, 2002). I transcribed the interview data verbatim and systematically analyzed all data sources over time. I focused on what emerged inductively as most important and meaningful for the participants within the framework of my research questions. I also created data displays such as tables to support my analysis. In my study, I attended to participants' descriptions and stories, the terms they used, the contrasts they invoked, and their explanations (Emerson et. al., 2011).

Place attachment theory guided my research but primarily served as an inductive and relevant framework for my analysis. My interest was always in this Library and its meaning to students. I undertook this study with a conscious and intentional interest in the library as place as perceived by first-generation undergraduate library users. My inductive analysis led me to place attachment as a theoretical framework that I describe in Chapter Six.

Quality Criteria/Validity

The quality of the constructivist paradigm depends on quality criteria, also known as validity, (Patton, 2002) or criteria assumptions (Denzin & Lincoln, 2005). These terms are similar; I mostly use the term quality criteria. The role of the researcher is crucial to qualitative data collection and analysis (Denzin & Lincoln, 2005; Merriam, 2009; Patton, 2002). Validity hinges on the researcher's ability to establish trustworthiness for her or his own study (Lincoln & Guba, 1985). Trustworthiness refers to conscientiousness and fairness by the researcher in consideration of multiple perspectives and realities (Lincoln & Guba, 1985). Common techniques for establishing trustworthiness are credibility, dependability, and transferability (Bloomberg & Volpe, 2008; Denzin & Lincoln, 2005; Guba & Lincoln, 2005; Lincoln & Guba,

1985). I shall address each of these in turn to help demonstrate the quality criteria, and trustworthiness of my study.

Credibility

Credibility relies on ideas such as "rigorous methods" that produce high-quality data sources and the credibility of the researcher (Patton, 2002). Credibility also encompasses such ideas as the researcher's deep understanding of the topic and setting, and enough evidence and clear, logical links to support the researcher's assertions (Charmaz, 2005). I will address multiple techniques for credibility, beginning with my own experience and knowledge about the Library.

Researcher Reflexivity

Patton (2002) advocated researcher reflexivity as an important element of qualitative research. He wrote that the qualitative researcher should pay attention to "the cultural, political, social, linguistic, and ideological origins of her or his own perspective and voice as well as–and often in contrast to–the perspectives and voices of those she or he observes and talks to during fieldwork" (Patton, p. 299). As I mentioned in Chapter One, I am an experienced academic librarian. I bring my convictions about the value of the physical library and its importance of serving students to my ability to make meaning of the data. My strengths as an insider are that in my everyday work I see students interacting with library spaces, people, and objects. Furthermore, I have a commitment to serving underrepresented students, because I have seen how they strive to achieve their educational goals. I was in awe of the Library's exterior and interior architecture the first time that I saw them almost twenty years ago, and I still feel inspired when I see them.

In addition, prior to working at the Edmon Low Library for eleven years, I served as an academic librarian for over seven years at a rural community college library; therefore, I have a

broader perspective of college students and academic libraries beyond this study's setting. For this study, while I was in the field meeting with participants and collecting my data sources, I endeavored to remove my insider, librarian hat and focus on participants' experiences and perceptions. Out of the field, I utilized my librarian hat to view and analyze the data.

However, I also am an outsider. My own cultural background as a continuing-generation student indicates that I can never truly understand what it means to be a first-generation college student of today. I never had a traditional college experience, so I am an outsider in that respect as well. Nevertheless, my perspective unavoidably is shaped by my research, university position, and greater institutional knowledge than those with whom I worked in this study.

Acknowledging and Attempting to Minimize Bias

Another technique for establishing credibility is acknowledging and attempting to minimize bias. Stake (2010) noted that all researchers and reports have biases. He added that researchers should try to "recognize and constrain our biases" (Stake, p. 166). I acknowledge that I began this study with the belief that the Library as a place matters to students. My belief in the power of place underlies my research questions and led to my selection of place as a theoretical construct of interest. Throughout my research, I strove to stay cognizant of my positionality and investments in the library. I questioned my initial insights as they emerged, and continuously looked to the data sources for confirmation and discrepancies, part of Emerson et al. (2011) and Erickson's (1986) approaches for analysis.

Participant Representation

Another technique for credibility is participant representation. All of my participants identified themselves as meeting the criteria for this study, but they varied in areas such as race, major field of study, and age. They also varied in many other ways such as where they lived,

whether they held jobs, what student organizations they belonged to, how they learned about the library, and their past library experiences. I stayed cognizant of their demographic characteristics and tried to achieve even greater representation of different college majors than those I recruited. Participants took the photographs, ranked the photographs, wrote in diaries, and conveyed the meaning, thus providing rich representation for credibility.

Triangulation

Triangulation is another qualitative research strategy for increasing credibility (Merriam, 2009; Patton, 2002). Triangulation refers to using various methods to gather information from a variety of individuals and settings (Maxwell, 2010; Patton, 2002). The participants in my study had demographic variables that I could scaffold to my other data sources. I used multiple, strong secondary methods of participants' photographs, diamond-ranking diagrams, and library time-diaries that informed the primary method of interviews for this study. I also utilized documents and naturalistic observation methods. The amount of data that I have from each participant strengthens the information about the cases as does the amount of time I spent repeatedly reading and reviewing the data. All together I have a total of 29 verbatim transcripts (642 pages), 144 participant-produced photographs, 10 diamond-ranking diagrams, 47 individual diary entries recorded by participants, and 20 pages of questionnaire responses, along with my jottings and naturalistic observations. Triangulation helped deepen my thinking about all of these data sources. I thought about how they converged and diverged which led to my "empirical assertions" (Erickson, 1986) in Chapter Five.

Prolonged Engagement and Member Checks

Two additional sources of credibility related to participants were my prolonged engagement and member checks with them (Bloomberg & Volpe, 2008). I met with each student

for three separate sessions over a period of several months. These interactions facilitated conversations and helped me establish relationships with my participants. I respected their time by providing a financial incentive, listening closely, and transcribing their words verbatim. I treated them with dignity, and I remain in touch with some of them. Furthermore, I had prolonged engagement with my data by immersing myself in it. I utilized my data for member checking by asking follow-up questions in subsequent interview sessions.

Transcription Quality

As previously noted in the data analysis section, transcription quality is also an important element of validity or credibility (Poland, 1995). The time I spent transcribing and audit checking together amounted to approximately eight to twelve hours per one hour of interview time. I reviewed my transcripts again multiple times as I developed questions for member checking, case representations, and empirical assertions. I also sought and presented negative or discrepant case elements (Bloomberg & Volpe, 2008, p. 77), which are included in Chapters Four and Five. The instances of these variations caused me to think more deeply about my emerging findings.

Pilot Study and Advisor Oversight

Finally, my credibility for this study was also enhanced through a presentation and two publications of my pilot study (Neurohr & Bailey, 2015, 2016), and through my advisor's oversight. Peer questions and peer review helped inform the research design, data collection, and analysis for this study of first-generation students. My advisor provided oversight for all aspects of this research study including my research design, methodology, stages of analysis, presentation of findings, and conclusions.

Dependability

Dependability is a second technique for trustworthiness. Providing an audit trail increases dependability. Audit trail refers to careful documentation of the research processes (Lincoln & Guba, 1985; Merriam, 2009; Patton, 2002). I made notes of my research processes and recorded jottings, "brief written record of events and impressions captured in key words and phrases" (Emerson et al., 2011). My notes and jottings helped me throughout the research process as I was collecting and analyzing data by helping me make decisions for the emergent nature of my research and helping me see important, emerging themes. In this chapter and in the appendices, I provided detailed explanation of my research design and procedures for other researchers.

Transferability

Transferability, a third technique for trustworthiness, refers to the broader potential usefulness of the research to other contexts (Merriam, 2009; Patton, 2002). An intrinsic case such as this one can become instrumental in that certain findings might be transferable to other sites. Even though this study focused on the OSU Library in a certain institutional and geographic context, meanings emerged that could be relevant to other contexts. For example, participants noted the aesthetic beauty of this particular Library; however, many different meanings about the Library, its spaces, objects, and even its people emerged. With transferability, the usefulness for others comes from the insights into ways that people developed relationships to the Library as place, or unique parts of the Library, and the symbolic meaning they expressed of the Library in relation to its academic mission. Other researchers or institutions could explore some of these meanings within the context of their own libraries.

Two criteria in particular can assist other researchers who may choose to transfer aspects of this study to their own context. First, I offer details about the setting and also my participants' demographics and backgrounds, thus providing a "shared experience" with readers (Bloomberg

& Volpe, 2008, p. 78) that can help them determine similarities or differences of participants in their own unique setting. Second, in Chapters Four and Five, I provide rich and "thick description" (Geertz, 1973) which offers "detail, context, and emotion," conveys the importance of participants' experiences, and focuses on their meanings (Denzin, 1989, p. 83). Together, my details for the site and the participants, and my rich and thick description will help other researchers consider relevance and transferability for their own sites.

In summary, quality criteria are critical to establishing trustworthiness for qualitative research. Trustworthiness for my study rests on my techniques for credibility, dependability, and transferability. With this section, I described those techniques and what they achieved.

Ethical Considerations

The ethical issues involved in any research study include informing participants of potential risks, benefits, reciprocity, their rights to withdraw, confidentiality, and elements of consent. I obtained Institutional Review Board (IRB) approval for my research study and used one consent form (see Appendix D). Moreover, I submitted one request for modification of my IRB. At our first meeting, I read the IRB consent form with the participants and answered any questions about the study. Participants voluntarily chose which research activities to complete, and they understood they could withdraw from the study at any time. The participants and I signed two forms, one for them to keep and one for me to keep.

In terms of confidentiality, I used code names and pseudonyms to mask the identity of participants. As I transcribed, audit checked, read and re-read interview transcripts, I masked details and comments including hometowns, number and names of siblings, names of high schools, specific college majors, student organizations, places of employment, dorm names, and any faculty or staff names that might reveal participants' identities. I stored data with the

participants' names and contact information separately from data generated in the study. Per my IRB, I will destroy my data sources three years after completion of my study.

For the photo-elicitation method, I recognized that taking photographs posed another ethical issue in the sense that students would need permission to take someone's photograph, and this could compromise their identity as a participant in my study. I explained and emphasized to my participants why they should not photograph anyone's face, and suggested that they could photograph an object and have it stand for someone. The participants were careful; a few of them took photos of wall signs, such as the circulation desk, to represent the people that were behind their intended meaning. However, as I explain in Chapter Four, Isabelle found it "difficult" to take photographs without faces because that is her "reality." I recognize that other participants also may have felt the same way about the type of data they could collect and its representation of their feelings.

Limitations

There are several limitations of this study. The first concerns participant reactivity. I tried to address this in each of my interview sessions by stressing to participants that I was not judging them by their responses and that they should be honest with me and not worry about offending me since I am a librarian. However, I recognize that my position as a librarian may have influenced the responses I received. I know that at least one participant considered his information in terms of what he thought I wanted to hear. For his library time-diary, he estimated that he altered his plans to visit the library three times. He said he did not want to record his "ten minutes" of just sitting in the library because of what I "might think." Nevertheless, I think the fact that he admitted this to me speaks positively to his trust in me and his decision to be honest.

A second limitation is methodological. The diary captured just a very short period of time in one semester. Allison, my first participant, met my minimum requirement of three entries, but her entries occurred in just four days, a timeframe that I felt did not provide enough information for my understanding of her library use (see Appendix J). I revised the timeframe for diary entries to a minimum of one week, revised the questions for clarity, and modified my IRB. I believe these changes yielded data that are more robust; however, if I were using this method again, I would consider expanding the requirement to two or more weeks with a minimum of five visits. This might alleviate an inherent bias: students reported that although the diary was easy to keep, at first they had a problem remembering to record their entries until it became a habit for them. Although the time-diary had these minor limitations, it still enriched my study with data for understanding participants' experiences and perceptions of the Library as place.

A third limitation concerns self-reporting by participants. Self-reporting of words and memories are always constructed and interpreted over time. This was evident through responses to several of my questions. For example, one of my semi-structured questions asked participants to recall incidents such as how they learned about the library. The junior and senior students in this study had more difficulty with this question because their initial library experiences blurred together.

Another self-reporting example consisted of responses to the library use questions on the demographic/questionnaire form. Initially, participants checked spaces and resources they remembered using, but as we reviewed their responses together, nine participants changed their responses on one or more categories for various reasons including answering quickly without much thought, uncertainty about which floors contain certain resources and services, or not understanding the terminology, such as special collections, that I used. Even though the question

responses are a limitation, this also serves to illustrate a strength of qualitative research in how the researcher can review and directly ask about responses. With quantitative research that usually would not be an option. My research paradigm of constructionism accepts many perspectives and realities and recognizes the impossibility of exact recall. People always interpret selectively and reconstruct over time.

Chapter Three– Summary

This chapter covered my study's research paradigm and theoretical perspective, methodology, setting, population, methods and procedures, data analysis, quality criteria, ethical considerations, and limitations. Based on my experience as a librarian, my pilot study, and my literature review, I devised my research design to best explore my purpose and answer the research questions. My recruitment and follow-up with participants were strategic and successful. I was diligent about using my multiple data sources for each case throughout my stages of data collection and analysis. With this chapter, I described particularly effective means of gathering data for this study, detailed my decisions about my choices, and noted points for other researchers to consider in designing studies of this type. My research methods and understanding of the topic and setting produced excellent data sources for my analysis. In Chapter Four, I summarize the representative cases produced from my within-case analysis. In Chapter Five I present eight empirical assertions that emerged from conducting cross-case analysis. Finally, in Chapter Six, I provide the summary and discussion of my findings.

Chapter Four

Representations of Cases

This chapter presents my case-level analyses for each participant. I utilized multi-case study methodology (Stake, 2006) to explore the research questions. Although Stake (2006) refers to an entity of cases being studied as a "quintain," (p. 6) I simply use the more common language of a group of cases to describe the ten first-generation undergraduate library users I interviewed who completed at least three semesters of study at OSU. Thus, each participant is a case in the group. Stake (2006) recommends studying and understanding each individual case prior to examining across the group of cases for assertions.

With the exception of Olivia who chose not to complete the diary and the third interview, the data sources for each case consisted of three transcripts translated verbatim from individual interviews with each participant. As noted in Chapter Three, photographs taken by the participants, along with their diamond-ranking diagram of their photographs, their library time-diary, and a questionnaire all informed the interviews I conducted. Together, the ten cases in this chapter were culled from a wide array of data sources, which I described in Chapter Three.

As I developed a representation of each case, I referred to the data units for each participant. I analyzed the data units inductively and searched for members' patterns, categories, and themes (Emerson et al., 2011; Patton, 2002) to understand how participants' experienced and perceived the library. I also deductively grouped some data elements such as demographics

(see Table 1) and diary entries (see Appendix J) into tables for easier comparison. I put together data across all of the sources into a holistic description of salient elements across each participant's data. Then, I reduced all data elements to key characteristics and the most salient aspects of first-generation status of the cases. Throughout the rest of these chapters, I used all capital letters for the words my participants emphasized in the interviews. This preserves their spoken emphasis (Poland, 1995).

For each case, I attended to elements related to their first-generation status and highlighted what emerged inductively as most important and meaningful for the research questions. I conducted my analyses methodically and conceptually with the purpose of the study in mind. Although my participants represented gender, racial, and ethnic diversity, I purposely did not include race or ethnicity of the participants to help shield their identity. Of note, my participants did not make their race/ethnicity visible by how they spoke of their library experiences. This suggests that in terms of what matters about the library, they did not view their race/ethnicity as important for their meanings. I begin each case report by providing brief background information to introduce each participant. Then I display that participant's top photograph (the photograph ranked as having the most meaning for the participant when completing the diamond-ranking diagram activity). Finally, I focus on each participant's relationships to the library with several emphases that emerged as salient from my multiple levels of analysis and interpretation within each case.

Because participants' photographs were fundamental to two rounds of the interviews I conducted, I present analytic work that organized the cases into three small groups of participants according to their most meaningful photographs as indicated by their words and their diamond-ranking activity. While I attend to each individual case, these small groupings assisted

my analyses by helping me consider similarities and differences in meanings and increasing my understanding of the cases. I begin by highlighting particular conceptual elements, meaning, and significance of the cases. The subtitles in this chapter consist of the participants' own words, which methodologists refer to as "in vivo" (Strauss, 1987) phrasing, and which serve as signals for what follows.

Group One has three participants, Grace, Anthony, and Allison, who attributed similar meanings to the physical place of the library. Their most significant photographs had a shared context and meanings salient to the exterior of the Library. With Group Two, I present Nick, Levi, and David, whose shared meanings of objects in the Library as place were important for their goals. Group Three introduces Tasha, Olivia, Jessica, and Isabelle who shared meanings of significant interior library spaces they used and favored.

GROUP ONE– Meanings of the Library's Exterior Appearance

The library's exterior appearance and meaning were significant enough to Grace, Anthony, and Allison that they all ranked those photographs at the top of their diagrams. Grace spoke of the bronze doors and how "everyone comes" to the college library. Anthony noted the library's "beauty" and people's use of the library, emphasizing appreciation for how the library is maintained. Allison expressed a sense of community and pride in the "pretty" library.

GRACE

Grace was soft-spoken and shy, yet exuded a quiet strength. She spoke slowly and smiled easily. She was dressed in a casual t-shirt and pants and identified herself as a sophomore majoring in a business field. She grew up in a large city in Oklahoma. Public libraries were not a strong part of her memories. Her past library experiences were with school libraries; she recalled

that she felt “comfortable” there because it was “a nice place just to hang out and chill.” She said the librarian lived “around the corner from me. I would see her a lot. There was a lot of interaction between us.” Grace recalled that her high school library “was more computers than books,” and the librarians were “pretty nice and helpful.” Grace shared that she does not really like to read.

Grace has several older siblings. One of her siblings attended college but did not finish, and they “never really talked about my college experience. I mean this sibling knows I’m in college, but we haven’t really, actually went to the details.” Grace expressed that her first-generation status meant that college is “kinda hard because your parents don’t really know what you’re actually going through because they don’t have like the actual college experience,” but she expressed self-pride for her college experience. She conveyed, “I’m trying to BETTER my life…. I’m PROUD of myself ’cause, [chuckled] I decided to take the extra step and go to college.”

Grace is determined to finish college. She said she learned about OSU and college opportunities in high school, and she participates in a selective OSU student services program. While in college, she works two and three jobs at a time to help with the cost of higher education. Grace occasionally dropped by my office to chat about her classes and jobs.

“The Library is one of the MAIN important buildings on campus. Everybody comes; everybody’s been in here at least a few times a week.”

Grace ranked two exterior photographs equally as number one:

Figure 4 and 5: Grace's photographs of "one of the MAIN important buildings on campus"

She said,

> I like how the outside is, with the windows and the doors, and the tower…. You don't really see many DOORS, like, BRONZE, kind of gold anywhere else, so THAT just adds on to like how it's significant to the campus and OSU as a whole…. The library is one of the MAIN important buildings on campus. Everybody comes; everybody's been in here at least a few times a week….I GET IT…kinda like, we're studying, we're ALL on the computer trying to get these finals done…so it's very— it has a REAL college environment.

The color of the doors conveyed significance of the library, and she considers the library one of the most important campus buildings. She also noted, "It's one of the places I go to almost every single day, whether it's for five minutes or five hours." There is a strong sense of the library as a place of community for college students in her description.

"If you come, you're bound to get work done."

Grace indicated she began learning about the library by participation in an OSU program the summer before her freshman year, and through a student services program that required ten study hours weekly. Many of her study hours were in the library on the second floor mezzanine. She said if not for the required study hours, “I probably wouldn’t be able to know all the resources, so coming here helped a lot.” She also learned about the library through her Comp II class which, she said, had “library days that we would come, and then like research, and like find things.” She characterized those Comp II visits as “very” helpful.

Of her relationship to the library, Grace noted, “I would say it’s a good relationship.” Chuckling quickly, she also said, “However, sometimes when I DON’T want to study, I try to avoid the library.” She recalled that as a freshman, the library “was a good study space whenever I wanted to get out of my room ’cause a lot of times, I would say I was gonna study, but I really couldn’t, like, START, so I guess coming to the library is kind of, like, if you COME, you’re bound to get work done.” However, she also noted that when the library is busy and crowded, she studies in another campus location, “somewhere QUIET, without really many distractions.” Thus, the library environment sometimes deters her from meeting her goals.

She indicated that the library space she prefers for studying changed from her sophomore to her junior year. During the first semester of her sophomore year, she mostly used the third floor, but the next semester she began using the fourth floor because of her need for space that offers quietness and fewer distractions. As a junior, she continues to prefer the fourth floor. She said, “It’s quieter and there’s not many people up there…. It’s one of the places I LOOK for.”

“That’s one of the most [important] of the things I use in the Library.”

Half of Grace's top six ranked photographs depicted library objects that she uses and that are important to her for her academic work. She ranked the express printers as second, the library textbooks as third, and the library laptops for checkout as fifth. She said she uses the express printers, "to print out stuff real quickly or just check something as I'm passing through."

Figure 6: Grace's photograph of an express print station, "I'm glad they have it here."

Grace also noted, "A LOT of students use it a LOT, and sometimes it's full and there's a line." She appreciated the convenience and speed of printing, "I'm GLAD they have it here because I wouldn't want to sit at a computer and log in four different times just to get to this." Of the library textbooks, Grace noted how these enable her to study and do homework without having to carry her own "heavy textbooks back and forth through campus." Similarly, she perceived a physical benefit of using the library laptops instead of carrying her own heavy laptop.

Grace experiences and perceives the Library primarily in three ways: as a place where "everybody comes," a place for her academic productivity, and as a place that she can use to spend time between other activities. She described her best library experience as a solitary time when she worked on homework, "and then I started understanding it, so I just got really happy."

Grace said that her library diary entries revealed her own patterns of library use. She noted, "I usually do the SAME thing…. I ALWAYS do my [specific class name masked] homework here, 'cause they have the book…. I always check out a book and a laptop…. I always go to the SAME places." There is a ritual and consistency to Grace's library use.

ANTHONY

Anthony was relaxed, easy-going, and garrulous during all of our interviews. He laughed often and provided detailed responses. He shared that he had been born in another country and lived in two other states previously before moving to a large city in Oklahoma which he now called "home." He identified himself as a senior majoring in business. Anthony described himself as a "bookworm when I was little," and he remembered participating in the public library "reward system for checking out books frequently" in which he earned privileges such as the "VIP line" for book signings by authors. He noted that he read less in junior high and high school, and explained, "I started doing sports, and I kinda stopped reading." Later he shared, "When I started coming to Edmon Low, my fascination for books and the library kinda came back."

Anthony has two older siblings, both of whom went to work after high school. He said one received some vocational training, and one is considering attending college. Anthony's status as a first-generation student means that he is more resolute about college. He noted that he takes school "a lot more serious" than do students who are continuing-generation students. Through his on-campus job interactions with other students, he said, "You see a lot of people who kind of throw it [education] away." He also expressed:

> For ME, um, education's almost sacred, you know, because it's SUCH an opportunity you don't want to waste, and especially migrating from [another country]. Growing up, my mom would always tell me, [mimicked] "This is your ticket out; this is your way out." Education's always been so important to me…. I have some other friends who are first gen and we have these conversations as well. We're like, [mimicked] "Ok. I have a final tomorrow with someone, and they're out at the BARS. I'm [not] drinking 'cause they don't care as much." It could be a coincidence, but I definitely think that FIRST GENS, have a different perspective and take it a little more serious.

Anthony's comments reflect his perception that first-generation students often value education more highly than other students.

"One of the best things at Edmon Low is how beautiful it is."

Anthony ranked his photograph of the library exterior and library lawn as his top photo because it represents how he feels about the Library.

Figure 7: Anthony's photograph of the "beautiful" and "well-maintained" Edmon Low Library

He said, “When I think of Edmon Low, I see this. We have a really beautiful campus, and Edmon Low being right in the center of it, being one of my favorite things on campus, it just kinda sticks out to me.” He also said, “The library is really important. People actually go in to the library. The resources are great, but I think one of the best things at Edmon Low is how beautiful it is, and how well maintained it is.” He is conveying that the Library as a place is important for several reasons. He feels pride in its beauty and appreciates the building’s upkeep.

“Room 105 has just been a lifesaver for me.”

Anthony’s second top-ranked photograph represented a room in the library as a physical place with resources, library objects that represented cost savings and efficiency to him, and social spaces for collaborative study. Identifying the room, “where you check out textbooks,” he said,

> Room 105 has just been a lifesaver for me…. It’s just been so important because it saved me a lot of money; it’s increased my visits to the library a lot more, um, and I’ve met people in that room. I think it’s really important for me and my experience in the library checking out textbooks, and using ’em efficiently.

He estimated that “it saves almost a thousand dollars.” However, Anthony’s meaning is more than cost savings, it also is about making the most out of library resources and using the space for academic work to meet his goals.

“One of my favorite places…It is my go-to spot”

Anthony took photographs of library spaces on four different floors that he uses for studying. In addition to using Room 105, he uses the Anne Morris Greenwood Reading Room

and a study carrel on the third floor. Although he did not rank it as his number one photograph, he conveyed that this photograph of a chair on the fifth floor was the most meaningful to him. He said that when we read the guidelines for taking photographs that he "knew exactly" that he would "take a picture of this one."

Figure 8: Anthony's "go-to spot"

Anthony reported, "This one is kind of isolated in a corner, and so whenever I have time between classes, I'll come in here and read. And that's one of my favorite places…. It is my go-to spot." He said he and his siblings share e-books, and he reads books on his Kindle. He called reading his "guilty pleasure."

After three years at OSU, Anthony understands how the Library as a place can serve him. He conveyed how the library's symbolic appearance is meaningful to him, and how certain objects and spaces assist with his academic work. Even though he emphasized that he values the library's quiet spaces, he said that his best library experience was more about "the relationships I've built." Describing how that worked he explained, "From emailing a class, getting together

with strangers and started working with them, I've met a lot of my good friends, and that's something that probably wouldn't have happened without, you know, the Library."

ALLISON

Allison had a friendly, carefree and engaging personality, and she expressed herself easily. She showed up for our first interview dressed casually and wearing a t-shirt with a service sorority logo. She identified herself as a sophomore whose major is in human sciences. Growing up in a mid-sized city in Oklahoma, she shared that her past library experiences included visiting the public library and checking out books as a child: "I would go there a lot in the summer when my mom worked." She said she rarely used her high school library for books; however, she noted that during her senior year of high school, "I didn't have a fourth hour, so I would always spend that in the library, but just like doing other things."

Allison has one older sibling who attended a community college for one year. She was a bit tentative about what her first-generation status meant for her college experience: "Um, I've had to figure a lot of things out on my own." She elaborated with examples: "I had a really hard time… learning how to study by myself." She also said she learned self-responsibility, and she developed skills to plan her class schedule. Unlike most of the other participants, her status as a first-generation student did not seem to carry any particularly strong meaning for her college experience.

"Everyone in the Library, we're here for the same GOAL"

Allison's top ranked photograph depicted the library's bell tower.

Figure 9: Allison's photograph of the bell tower, "I feel …sense of pride when it plays [the] alma mater"

This was a meaningful image for her because it represented pride and community. She said,

> I feel very togetherness, and like sense of pride when it plays [the] alma mater and stuff like that. And I feel like everyone in the Library, we're here for the same GOAL. I think we have a very CALM alma mater, and I think it's very PEACEFUL here. I can get a lot of stuff done usually. I'm also just very proud of the architecture, like, what a nice, pretty library we have at the university.

Allison also described feeling "very privileged when I'm outside at the time that it plays the alma mater." Her photograph of the library fountain, ranked third, evoked similar feelings of "sense of community," school spirit, and an appreciation for the aesthetics of these classic architectural features of the library as place.

"I don't really use the library for books, but I APPRECIATE just the CRAZY amount that we have."

Allison took four photographs of books. Interestingly, books hold various meanings for Allison, even though she conveyed that she does not use them. One meaning was related to the sheer number of library books. She exclaimed, "I APPRECIATE just the crazy amount we have…I'm just kind of in awe of all the books we have!" One group of books "caught" her eye because of their "deep, rich colors" and gold lettering, of which, she said, "They were probably maybe FANCY books at one time being hardback, and with the gold lettering, and they all match." Allison's appreciation for the symbolic and aesthetic meanings of the books did not translate into using the books as resources for her coursework. She mentioned having checked out only one book "for a research project" during her years at OSU. She shared that during her sophomore year, "someone else went and found [the book] for me…. I didn't really know how the process worked, which was weird."

Allison's top six ranked photos are evenly split between spaces she described using for study, and symbolic or aesthetic elements of the Library that convey pride and community to her. Her second-ranked photograph depicted the study bar on the west side of the first floor which she had recently begun using.

Figure 10: Allison's photograph of the study bar, "where I get all my work done"

She said, “That’s where I get all my work done, so I feel like that’s pretty important…. I decided I really like that place. I started going there by myself when my other friend isn’t there.” Her use of the word “decided” conveys that her realization was not immediate; her affinity for the place came through time. She contrasted this photograph with that of the group study tables also on the first floor, “where I USED to study a lot…. That’s one of the places that I go when I study with my friend.” It was a favorite because she said she could “just kinda walk by and join them if I see them.” She also conveyed that “they’re always there” and she sometimes just likes “to sit with someone” when she studies.

Allison described the fourth floor silent study area as another favorite place, but said she “went there a lot more as a freshman than I do now.” Her comment describes how, over time, her use of library places has changed. She stated, “I like that the natural light just floods the room. I feel like it is very peaceful, and quiet, and relaxing, and pretty.” She also said she liked the couches and the view from the windows. The study spaces Allison photographed primarily signaled convenience, functionality for academic work, and aesthetics.

“I’ve studied here for many, many hours”

The library’s spaces propel action for Allison, although she also noted contradictory elements. “I’ve studied here for, like, many, many hours, just to have somewhere else to sit, or to sit with somebody, so I’m not sitting alone for like eight hours.” She said sometimes she “likes to sit with somebody, even if we’re both being quiet, because I feel like I can focus better.” She contrasted studying in the Library with studying at home which has distractions such as the television. The Library mostly affects her academic work in a positive way, but it can be distracting, too. She noted, “It gives me a chance to get things DONE that I would maybe not

otherwise get done by myself. Um, maybe sometimes a little negatively when I have some friends here, that I could maybe [be] more productive by myself."

Allison's best library experience had both social and academic elements. She described "group anatomy sessions in the study room." She noted, "I REALLY liked going to those. I think they helped me a lot that maybe I wouldn't probably have got done on my own."

Allison's photographs depicted a variety of spaces, objects, and feelings that focused primarily on the significance of two aspects of the Library—symbolic meaning of library space that propels her academic work, and the aesthetic importance of the Library for pride and community. She also described how she used the Library differently and more frequently as a sophomore than as a freshman, how she learned about the Library not only from a librarian, but also by observing other people, and how "I've realized that I probably work better here, so I've made more of an effort to actually come here to do things instead of just going home." For Allison, library space means getting work done, forced accountability, and taking responsibility for her work by choosing to use the Library.

GROUP TWO– Library Objects Important for Goals

For Nick, Levi, and David, certain library objects and spaces carried significant meaning related to the Library as a place in their academic lives. Nick and Levi's top photographs depicted objects that can be checked out and that save them money. David's top photograph depicted practical, everyday objects freely available on the information desk. Nick and David both described a social aspect to their frequent use of library objects. However, Levi described a more serious financial benefit of library objects.

NICK

Nick was polite and pleasant throughout our meetings, yet he seemed somewhat reserved. Although many of his responses were brief, he spoke quickly, and I had to ask him once to slow down. He identified himself as a sophomore majoring in engineering. He grew up in a large city in Oklahoma. Nick associates his past library experiences with reading. He said that he participated in the summer reading programs at the public library and shared, "I was doing that every summer. Um, I used to read like a hundred books every summer, but when I got to middle school, I just stopped reading as much. Um, I don't know why, wasn't as interested anymore." I asked if any of his school libraries stood out to him. At first he said, "No. No," but then he paused and said, "Oh, I used to work in the library in middle school, as a library aide, just put books back on the shelf."

Nick has one older sibling who attained a graduate degree, but he did not view this as influential for his college experience because he said the sibling lived at home, commuted to school, had a different major, and "probably doesn't spend as much time on [schoolwork]." For his college experience, his status as a first-generation student meant, "It's pretty MEANINGFUL…since my parents didn't get to go to college, and I get this opportunity [to go to school], and I gotta make sure I graduate." He also shared that without his scholarship from the state, it would "be pretty hard to come, 'cause it would cost a lot coming for four years. So I've gotta take advantage of that scholarship as well." His scholarship provides him with the opportunity to go to college and also signifies a sense of self-responsibility.

"Probably the most important thing I use in the Library."

Nick's top photograph represented the library laptops which students can check out for five hours at a time. He said, "This is a service I use every day. Probably the most important thing I use in the Library."

Figure 11: Nick's photograph representing the library laptops, "a service I use every day"

He explained the importance of these objects for his work as a student:

> I don't have a laptop of my own to carry around, and so this helps me do my homework every day. 'Cause most of my homework's stuff you have to do online, and if I didn't have a laptop, I'd have to make time to sit AT the desktop and do my homework there. With a laptop I can take it around, take it to class if I need to.

His best library experience was relational and tied to his frequent use of the laptops. He reported, "When I used to always check out the laptops, the people AT the desk got to know my face, so they always knew what I wanted, and then I just became friends with some of them." So his use of the laptops served as a springboard for recognition, connections, friends.

Nick ranked two more photographs of frequently used library objects in his top six and the significance to him was about saving money and time. He ranked the library textbooks as

third, and said, “It saved me some money. That’s pretty nice.” He ranked the express print stations as fifth and noted how they “save me time.”

“I JUST LIKE the way it feels.”

Nick’s second top photo depicted a large open space on the second floor.

Figure 12: Nick’s photograph of the second floor space, “one of my favorite spots to study”

Several times he expressed his dislike for crowdedness, so it was easy to see how he preferred this expansive space. He stated, “This is one of my favorite spots to study in the Library. I JUST LIKE the way it feels…I WISH most of the floors in the library were like this, without the book shelves and just open space.” He also offered positive comments about the “little historical things on the walls in the back,” and the clock, “It’s a little bit fancy, and this is a NICE library to have THAT clock on the wall…That’s one of the first things you see. It fits well with the rest of the room.” These comments conveyed the significance of “open space” for Nick, and how simple objects such as historical displays and a “fancy” clock convey the importance of aesthetics, beauty, and the timelessness of the “nice” library and its décor.

Nick's ranked photographs mainly depicted library objects and spaces he uses and likes, but also offered some nuanced ways he relates to the Library. Two of his ranked photographs showed things he dislikes. He perceived that the library restrooms were not maintained well, and he said he usually goes to an adjacent building to use the restroom. He also dislikes the old wooden chairs because they are "pretty uncomfortable" for sitting "longer than probably like 40 minutes." Overall, though, he noted that the Library is probably "the best place to study or get together with friends," and it has "a lot of resources available to help you with your work."

LEVI

Levi was a philosophical person with a slight build and serious demeanor. He was dressed casually in a t-shirt and shorts. Sometimes he seemed tired, and he occasionally expressed feelings of stress about his life during our interviews. His student status differed in several key ways from all other participants. He was in his mid-20s, and a military veteran, having entered the military specifically for the college benefit. He self-identified as a sophomore majoring in engineering, but said that he had skipped a semester due to some personal issues that he called "a big bunch of crazy mess." He shared voluntarily that during high school he lived in various places and circumstances, including living with a foster family and experiencing homelessness for a while.

Levi did not have any close role models for college. He shared, "A couple of my foster siblings have tried college, but they've decided school wasn't for them." He conveyed that his first-generation status impeded his ability to choose a major, but he saw himself as a college role model for his offspring and future generations:

It'd be nice to have had someone in my family that kind of experienced it… they'd be able to give me more advice on WHAT TO PURSUE career-wise, rather than me coming here and having to, like, you know, jump around, trying to figure out what I really want to do. But, I mean, and it'll be great, because, you know, even though I'm a first generation, at least I know that when I graduate that my kids or grandkids will have someone that HAS that experience, rather than just ME not going to school, and then my family continue to have no one that's gone to college.

"It allows me to get access to books I can't afford"

Levi's top ranked photograph represented the library's textbook service. Similar to Anthony and Nick's reports, this service has been especially important to Levi for financial reasons.

Figure 13: Levi's photograph representing library textbooks, "books I can't afford"

He stated:

To ME that room's very important, especially, you know, for people that don't HAVE a lot of money, too, they can rent books out for their classes without having to BREAK

> themselves on trying to BUY the book, and then using it once, and then being out all that money when they could have spent it on something more important like food, or clothes, or bills.

He shared that his GI benefits often arrive after the semester has begun which poses a hardship for purchasing textbooks. For two semesters, the library textbook program has helped Levi with "at least three or four [classes]," and he wishes that the library would purchase more copies. His comments about the cost of college textbooks seem to position them almost as a necessary evil that force him to make decisions about buying books or spending money on necessities.

"So, once again it just comes down to, like, the history of people."

Four of Levi's photographs evoked his appreciation and wonder for a presence of people from the past. Two photographs depicted library books with a very different meaning than textbooks. He said his best library experience was "when I first noticed all the floors full of books." At first, he mentioned the history and age of the library's books, "I just think it's AMAZING that we have physical copies of, you know, a book that's over a hundred years old." Then his thoughts turned away from the physical and lasting manifestation of knowledge in books. He said, "And I guess that, again, it's just, SOMEONE actually had to sit down and write that, someone actually had to sit down and catalog that, you know, all of those years and, uh, we still have that." Levi's thoughts turned to the idea of real people laboring to write and catalog books.

Levi expressed similar views of history in relation to two of his other photographs. In describing his photograph of a mural in the Browsing Room, he said, "It really shows kinda like a lineage not only Stillwater, but [where] the college comes from and all the lives it's touched."

In his photograph of "the doodling that people have on some of the old desks here in the library" he stated,

> It had some encouraging stuff on it, like, [mimicked] "You guys can do it," and then it had, like, some really OLD dates on it, like, '99, 2000, stuff like that, and so I was, just like, [to self] "Wow, you know, this is someone from you know, nine or ten years ago actually sat in this desk and studied just like I AM," and … it kinda just shows the generational transformation and stuff like that.

"I've spent a couple of nights there."

Levi said he prefers library spaces that are quiet, private, and not crowded. He photographed the silent study space on the fourth floor with its couches, fan-shaped windows, and outside views.

Figure 14: Levi's photograph of the "kinda relaxing" fourth floor with a "nice view"

Describing why this space is meaningful, he shared,

> There's been a couple of times where I've had to, like, end up staying overnight in the library, so that spot means a lot to me. I feel like it's kinda relaxing, as long as it's not full of people. Um, you got a nice view of the campus grounds.

Levi also conveyed that the space works best for him if there are "just me and one or two other people there, 'cause normally up there, people are loud when they're trying to study." He noted, "The library basement's a really nice, quiet spot."

For Levi, the library's textbooks have been a critical resource, and its quiet spaces hold significant meaning for his academic life. His personal struggles and complexities particularly stood out for me. The library seems to provide practical and financial relief for him in a stronger way than it does for other participants. He still appears to be adjusting to life in college. The first time he saw the Library seemed to trigger in him a sense of self-validation as a college student. Recalling his first impressions, he said it gave him a sense of the "college experience, the college feel." He explained,

> 'Cause, like, on all the movies and stuff you see growing up, you see… the LIBRARY with the big steeple, and the bell and stuff, and then you get inside …It's important because it's got a lot of resources that I use, and then [it] kinda makes actually me realize that, [to self] "Hey, I'm here." You know, I've actually worked hard enough to get here.

DAVID

David was a sturdy guy with a big smile and outgoing personality. He was polite and frequently referred to me as "ma'm." He self-identified as a junior majoring in engineering. David reported that he was from a neighboring state and moved to a large city in Oklahoma

when he was a teenager. His past library experiences included using public libraries to "check out books or just go use the Internet, 'cause we didn't have it at our house." He fondly recalled his elementary school library and trying to win the reading "competition throughout the school." In middle school, David recalled that the "assigned books…they gave us were VERY DEPRESSING, like a lot of death and stuff" and he said he didn't want to read any more, "so I got into math more."

David has two older siblings who he said had tried college, "but it didn't work out. They never got a degree or anything." However, he shared, "One of the things I LOVE about being a first-generational student is it makes it a more reachable goal for my family…. since I've been in college, one of my [siblings] just went back to college to get [a] degree." He added, "I was so HAPPY for that." Like Levi, David saw his position as potentially inspirational when he said, "And I just LOVE the fact that I can inspire my family for better things now."

As did Levi, Allison, and Grace, David conveyed that his college experience has been atypical and more difficult because his parents did not attend college:

> It's been DIFFERENT FOR ME. Students whose parents have been to college or grandparents who have all GONE to college and big universities have some insight to give them on what to expect and everything. My parents can't really help me that much. They're limited in what they know because they never experienced it. A LOT of things I've learned here, I had to figure it out myself.

He added, "Being a first-generation student is a great opportunity for me to change the history for my family in the future, as well as my family who's already grown up. I'm the first one, so I don't wanna mess this up. It's a pretty big deal."

“**Good things happen around the circulation desk.”**

David ranked his photographs of the circulation desk equally as his top photos. He described this area as having multiple meanings for him, which I label as social, practical, and convenient.

Figure 15: David’s photograph of circulation desk, “Good things happen here.”

Figure 16: David’s photograph of “tools you can use at the circulation desk”

Similar to Nick, David identified one key meaning relating to the value of the circulation desk as a relational space in which others recognize and welcome him. “I have a lot of friends that actually work at the circulation desk…I always greet them when I come in. It’s good to see a familiar face when I come into the library. It’s REALLY welcoming.”

Beyond the human interactions, the circulation desk has practical meanings for David as well. He communicated, “This is a picture of some tools you can use at the circulation desk. Um, we see the hole puncher, staplers, pencil sharpener….” He said he borrows library laptops “more than I use my own laptop…. The laptops here work better, and they’re quicker and [in] better shape.” He emphasized the convenience of the desk, and its rich resources, stating, “Um, so from the pencil sharpener, all the way to the laptops, the circulation information desk is resources are

us, so that's why I put that [photograph] at the top." His labeling of the desk as "resources are us" evoked a comparison to Toys-R-Us, a large store with many toys.

"They care about what's CONVENIENT to us."

The concept of convenience surfaced several times with David's photographs of meaningful objects and spaces, specifically the express printers, and two study spaces on the first floor. He ranked his two photos of the express printers together as third highest in importance, which, to him, convey the Library as a place of caring about students. He explained, "They care about what's CONVENIENT to us. It's just THERE when we need it, and to come in and go out as fast as possible, whenever we don't have much time." David also categorized the first floor study bars in the south hallway as convenient. However, he and his friends have an emic name for the study bars, "WE CALL IT…the strip at the Library," he said laughing. He referred to it as "a very convenient place. It has plug-ins and chairs."

Of the open study space with group tables on the first floor, he shared, "This location is perfect. You just walk through the Library…grab a table real quick. You don't have to go up ALL the way to the third or fourth floor or something." Comparing the study bar and the group tables, he relayed, "the strip and the group study area, they go hand in hand. We can just, we're going back and forth, and back and forth."

"It's very important to tend to the students who need quiet spaces."

David has used a variety of study spaces in the Library. He believes that the Library understands that students have different library space preferences, and quiet space is important. He ranked his three photographs of the Reading Room together as his fourth most important because of the room's design and its quiet atmosphere.

Figure 17: David's photograph of the Reading Room, "where I can focus"

He said, "I LOVE the fact that we still have quiet areas for us to study…. It's very important to tend to the students who need quiet spaces." Describing how he uses the room, he said,

> If I have to, like, read a LONG story or a book or something, I need to get somewhere where I can focus or, or just shut out the world, I just go in the Reading Room, and get in my homework, and drill my homework down, and so that's how I get through that.

He commented favorably on the design of the room and noted the lamps on the tables, the view from the windows, and the balcony where he likes to sit "just because it's peaceful."

As did Allison, David conveyed that he accomplishes his academic work more effectively in the Library than other places. He described one of his best library experiences as, "Those all-nighters where I end up staying in the Library 'til the sun comes up, and just getting homework done. If I was to do it in my ROOM, I would have fell asleep, WAY BEFORE that." He added, "If it weren't for the Library, I would not have finished a lot of last-minute projects." He finds many aspects of the Library meaningful for his student success, whether it's the architecture or mundane things such as staplers and hole punchers. The library's space serves as

both academic and social space for David. He uses the Library as a place to fill time in his schedule, to accomplish tasks, and to see friends.

GROUP THREE– Interior Library Spaces that Matter

With their top ranked photographs, Tasha, Olivia, Jessica, and Isabelle shared their favorite interior library spaces in terms of meaning to them. Tasha and Jessica's favorite spaces are both on the fourth floor; however, these spaces differed in terms of meaning. Tasha likes many things about the floor. Its shelves hold her favorite library books to read, and she enjoys the silent study space with its view from the windows. For Jessica, the fourth-floor silent study space means academic study and work, but also relaxation. Olivia's favorite space is the first floor study bar, which, like David, she referred to as "the strip," and which she likes for individual and group study. Isabelle's top photograph, which she staged, depicted a chair and window in the Browsing Room on the second floor that signaled to her the necessity of comfort for pursuing an academic degree. Although these four participants all favored interior library spaces in terms of meaning, those spaces and their meanings differed.

TASHA

Tasha was talkative and easily expressed herself. She smiled a lot and was curious about my research study and me. She seemed to be a happy person with a positive outlook on life. Sometimes she would hum while she was thinking of a response to a question. She identified herself as a senior majoring in science and said she was from a large city in Oklahoma. Her past library experiences included "going to the [public] library as a kid, signing up for summer reading program, getting prizes, and stuff," and often going to the public library after school. She remembered using school libraries to check out books and said that in high school she worked

there one year for one class period. Summing up her past library experiences, she conveyed, “I spent a lot of time in the library. I’m a reader.”

Tasha’s status as a first-generation student seemed to carry some pressure for her. Exhaling, she said, “I think it means that I have a lot of pressure on me, not in the sense of, like, DON’T FAIL, but more in the sense of, like, ‘I’M SO-O-O PROUD OF YOU!’” She clarified, “So then it translates to pressure for me, like, I CANNOT FAIL, you know?” Her college attendance has positively influenced some of her siblings. She has an older sibling attending college, “but I still went first,” and a younger sibling has just started college. She expressed, “It makes me so excited to hear my siblings, even some younger siblings talk about college and OSU, and it just makes me proud that I know that I played a role in that.”

“I just LOVE being on the fourth floor.”

Tasha said her top ranked photograph represents the fourth floor of the Library. “Um, I knew I couldn’t capture, like, the entire floor, or what I wanted to capture of it.”

Figure 18: Tasha’s photograph representing “my favorite floor”

She shared, “It’s my favorite FLOOR. I just LOVE being on the fourth floor. It just always makes me, like, excited when I get on the fourth floor. I know I’m gonna either READ something good, or get a good nap.” She also described several meaningful elements of the floor including the fact that it houses her “favorite subject to read… I love the lookout kinda thing. I spent a lot of time reading there, or just, you know, daydreaming, sitting on those couches.” Chuckling, she also said the fourth floor space and view from the windows fuels her imagination about potential “survival situations.” She said if she “got stuck” on campus for “a certain amount of time, I’d pick the fourth floor of the Library.”

“I think I felt the most nostalgic about this.”

Tasha ranked her photograph of Café Libro [a place that sells food and beverages and has seating spaces for students] fourth in terms of importance. The Café was closed when she took her pictures, and she expressed, “I actually WISH the tables on the inside were set up, but they were all kinda put up.”

Figure 19: Tasha’s photograph of Café Libro, “fun coffee meet-ups…fun conversations”

Wistfully, she said,

> I think I felt the most nostalgic about this 'cause it, it just reminded me of all the fun little COFFEE meet-ups I had with friends…. My FIRST year…we would go have coffee and talk, and then go to our dorms and stuff. Um, yeah, I, I just love that part. And it just reminds me of just fun conversations, and things like that.

Her best library experience held both social and academic meaning. She said she and three other girls would go to the Library "almost every day…take care of business, but have so much fun." She said, "Everything we needed was in this one building," and described activities such as getting snacks or books, printing, watching "relaxing programs" on the large computer monitors, and hanging out.

"I've tried many times to study at home— doesn't work."

As did several other participants, Tasha noted positive ways that the Library as a place matters for her academic work. She relayed, "I think it helps. Uh, I've tried many times to study at home—doesn't work." Her past library experiences surfaced when she told me why studying works better at the Library than at home: "The associations I have with the library, even just from [my childhood], like, either reading, or doing homework." Describing her dorm room, she observed, "The biggest thing in my room is my bed, so it's kinda hard to avoid it." She said she will sit on the bed and intend to do homework, "And then next thing, you know, you're like, okay, I'll just watch this video."

Although she did not take a picture of it, she reported that group study room 102L is her favorite study space in the Library. Interestingly, she said she uses it about "sixty percent" of the time for individual study, not group study. She loves this space for its lighting, the dry erase

board, and how its visibility keeps her connected with the outside world. She explained, “It gives just enough privacy, but you still feel like you’re interacting with the outside world.”

The Library has become a consistent aspect to Tasha’s college experience in her eight semesters at OSU; however, like several other participants, she indicated that she came to the Library less often as a freshman than she does as a senior. Yet, even after eight semesters, she is still learning about library resources. She indicated that she did not learn about the library textbooks until her seventh semester, but since learning about the service, she uses it a lot. She reported, “It came in handy,” and it saved her “a lot of money!”

OLIVIA

Olivia showed up for our first meeting wearing a t-shirt for a state-wide college student conference. She was very friendly and talkative. She is from a large city in a state adjacent to Oklahoma. She self-identified as a fifth-year senior majoring in engineering. Olivia often narrated her thoughts descriptively. In storyteller fashion, she described her memories of her experiences. Similar to Nick, Olivia took all of her photographs inside the building.

Olivia’s memories of past library experiences were strongest for her elementary school library. She said, “We went to the library a lot. I really liked it…we would check out books, ’cause we had to read, because we had to take tests on the books.” She also recalled enjoying the librarian reading to the class. Her middle school and high school experiences were quite different. She said, **“**I think in high school, I only went there for meetings, or for class…. Besides that, I wouldn’t be there. In middle school, it was the same thing. It was never a place I went to, ever.” Although she recalled using the public library with her family, she said, “I think once we had got our first fine, [chuckled] we stopped going.”

Olivia has an older sibling who did not go to college. Although some of her aunts and uncles either went to college or technical school, she said they did not share any information with her beyond, "Oh, you'll like it," and "It'll be good for you." Olivia's conveyed that her first-generation status meant that for her college experience, "I have to kinda figure things out on my own, because my parents aren't gonna be able to TELL me….and it also means that I need to SHARE IT, because… that way they kind of get a feel for it." She added, "Just so they can KINDA stay in the loop…so they know what's going on or how the system works." Olivia feels a responsibility for sharing college information with not only her parents, but also her sibling, her sibling's child, and younger OSU students with whom she interacts.

"That's what drew me to the Library."

Olivia's top ranked photo depicted the library study space in a hallway on the first floor. Along the wall, behind the book drop, is a bar-height countertop with a strip of electrical outlets and bar stools. She also said this represented how she felt about the Library.

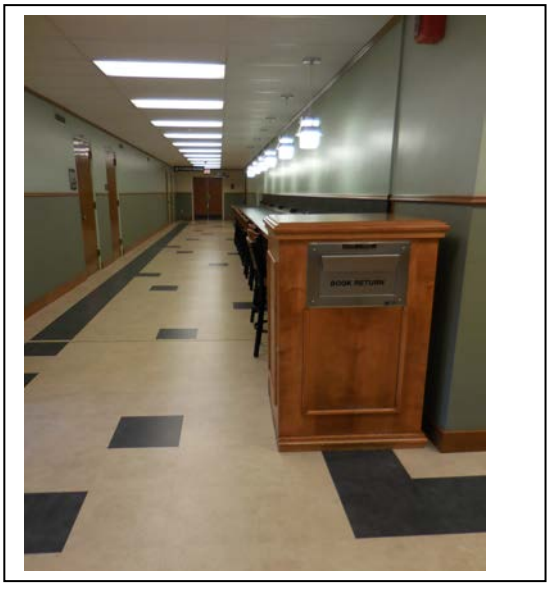


Figure 20: Olivia's photograph of "The 'Strip'…the ideal studying spot."

Librarians call this a “study bar,” but, similar to David, Olivia said, “ALL of my friends, we call it ‘The Strip’.” She stated that she did not use the Library much as a freshman, but thought that the strip was “really what drew me to the Library, like, kinda where I started out.” She explained:

> As soon as you walk in the Library, you look down THAT way, and then you look down to your left, and see who’s there, ’cause somebody’s always there, so it’s like you’re always welcome to sit down. And then when nobody’s there, you’re like, “AGH.” But then sometimes you think, [to self] “I’ll be the first one to start it, because maybe nobody SAT there because nobody saw anybody.

The meaning of the strip for Olivia seems to be how its characteristics and placement in the Library make seeing people right away quite easy and immediate. It serves as a social vehicle for finding friends. However, she described a discrepant use of the space: “It’s really for individual, but, of course, it turns into group. When we know we’re getting too loud, we’ll move somewhere else, but I think it’s more individual, ’cause everybody’s really focused on their homework there, too.” She likes the higher seats, “chest high” desk, and the electrical outlets, and she called this the “IDEAL studying spot.” There is a strong social aspect to Olivia’s library use. Overall, Olivia estimated she comes to the Library “seventy percent” of the time “to be with my friends.”

“The Dream Place of the Library for ME”

Olivia photographed and ranked three additional photos of study space. Her second top photo depicted some tables and chairs in Room 105 that to her meant quiet space for accomplishing work.

Figure 21: Olivia's photograph of Room 105, "the dream place of the library for ME."

Unlike her top photo, for which she described a strong social meaning, for this photo she said,

> I like it 'cause it's just separate from the Library. I don't have to worry about people checking out books, or people talking, or getting loud…. So, it's the Library, but it's NOT the Library. That's what it feels like in there.

She also noted that she likes the "circle tables," and she called it "her go-to study space…where I get my stuff done" and also "the dream place of the library for ME."

"I like that they're moving with technology."

Several times Olivia described positive changes with library technology that have occurred during her time at OSU. Of the availability of tablet computers and phone chargers for checkout, she said, "I like that they're moving with technology, and they're not just sticking to, like, old computers, and, like, getting leftovers…it makes you feel good about what you're paying for in tuition." New technology symbolizes value and clear results of her tuition dollars. Although she has her own laptop, she said, "sometimes it's really inconvenient to bring it on

campus." She uses the express printers for lecture notes and homework, and praised their efficiency.

Other meaningful objects she photographed include the library textbooks, scanner, water bottle dispensers at the water fountains, and recycling bins. Speaking of the high cost of textbooks, she noted how the library textbooks can benefit two types of students: those who do not have the money for textbooks, or those who just want to save their money. She perceives the water from the water bottle dispenser tastes better. Recycling is important to her. She likes the digital counter on the water fountains that show, "how many bottles are saved," and she appreciates the library's recycling bins.

Similar to several other participants, as Olivia has progressed as a student, her use of the library has progressed as well. She said her use has gone from "maybe like once every two weeks to, like, every DAY, twice a day." She mused, "Sometimes I look back, and I'm, like, [mimicked] 'How did I survive not being in the Library at all? Where did I print my stuff off? What did I do?' You know? I have no IDEA, so somehow I managed." Her best library experience "was an ALL-NIGHTER with four of my friends…. We were working REALLY HARD." Olivia's senior status and her storytelling ability provided an insightful look at how a student's library experiences can influence their library perceptions and use. She clearly associated the library with efficiency and convenience, her ability to study and do homework, and with providing things she values, but her strongest association seems to be the Library as a social place.

JESSICA

Jessica seemed mature and focused, and she had a pleasant personality. She provided thoughtful responses and remembered details. She self-identified as a junior honors student majoring in arts and sciences. She grew up in a mid-sized city in Oklahoma. Jessica described strong public library experiences, from being "upset" because she was too young to get a library card, so her parents made "little stickers of our family library" and put them on all the books, to frequently using the public library and participating in summer reading programs, and even volunteering there for two summers. She recalled experiences in her high school library: "We would eat lunch there, find books for whatever research we were doing, or just go and hang out during the break."

Jessica has one older sibling who has not attended college but is considering taking some online courses. Although she thought her father had some type of post-secondary education, she indicated that neither parent went to college. Like many other participants, she reported that her status as a first-generation student meant her parents lacked understanding of her college experience. She said, "I think the biggest impact is my parents don't really understand the, the problems that come with being a student." Then she recited a litany of examples:

> how stressful finals can be, WHAT is involved with midterms, or writing papers…WHY football games are important, or why it's important to just hang out with friends, or… get to know the CAMPUS and be involved in campus life, and not be trying to split time back and forth between home and here.

Providing additional examples, she laughed a few times, and shared, "It's all just as new to them as it was to me," so [I] "was sort of trying to teach them, explain to them what I was having to do

while I was having to do it, and that's really, the only drawback I can think of." Like Olivia, she feels a responsibility to help her family understand her college life.

"This is just my favorite place to go and study or work on anything in the library."

Jessica's top photograph in terms of meaning depicted the fourth floor silent study area with couches and windows overlooking the library lawn. Her picture was dark but very similar to Levi's. (see Figure 16). She said this photograph also represented how she felt about the Library:

> I've always just liked libraries. [They] are … usually very quiet, and they're calming…. there's something comforting about just being surrounded by books. You can look at them, and you can go and sit in one of the aisles, and whatever, but EVERYONE sort of has their own area that they like to hang out at, their own place that they like to go to be by themselves, and mine is usually the Library.

She added, "This is just my favorite place to go and study or work on anything in the Library…. I've fallen asleep here a couple of times and no one cares."

"It's important to have a lot of different types of books."

Jessica's second and third top photos both depicted books she had previously found by "wandering around." She said, "The reason this row is both pictures of the books, I think that what is the content of the library is really important, and it's important to have a lot of different types of books."

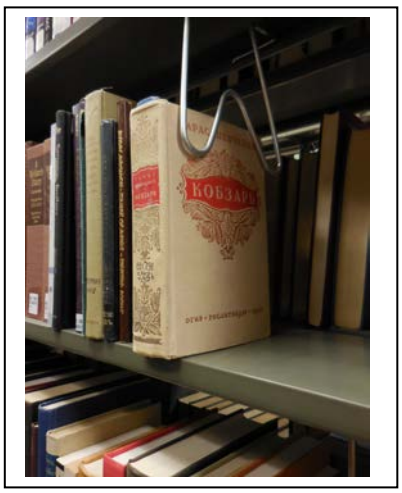


Figure 22: Jessica's photograph of books "in a variety of languages"

Figure 23: Jessica's photograph of "socially and academically valuable books"

She described the first photo as "a whole section of Russian fairy tales and plays," and said it was important for two reasons: "it's not just academic literature that's important," and "it's nice that the Library carries books in a VARIETY of languages." With her second photo, she intentionally captured the book titles noting that the "entire shelf is about race and about race relations." She recalled that she and her friend

> were both kind of shocked and kind of surprised that books like this would still BE in the Library, but at the same time it was almost a good thing…and it was NICE to see that the Library wasn't shying away from controversy of any sort by keeping books that are academically and socially valuable just because people might be OFFENDED, or they might think it's a little WEIRD.

Referring to the same books, she eloquently expressed an understanding of the purpose of higher education, "In higher education, it's important to go outside of what you would normally deal with…even if it makes you uncomfortable, angry or sad or whatever. It's important to talk about

issues…you can't just stay inside your comfort zone." She seemed to recognize that the library's provision of these books illustrates one of its roles within the academy.

"The computers are probably the most USED part of the Library."

Jessica's photograph of the library computers with the large monitors represented functionality and high use, and tied the importance of the Library as a place for "the majority of campus."

Figure 24: Jessica's photograph of library computers, "I use them a lot"

She shared,

> The computers are probably the most USED part of the Library, and all that is entailed in that computer area with the printing and the scanning and everything. It may not be immediately what you think of when you think of the Library, but they're probably used the most, and I know I use them a lot, and so functionally they're very important to this building, and to the importance this building has for the majority of campus.

Based on my interaction with Jessica, I surmised that the Library primarily serves as a functional place for her, but there are social aspects as well as personal aspects tied to her past library experiences. Similar to Tasha, academic drive motivates her to use the Library. She said she goes to the Library to get work done because "I won't work as well in my dorm room. I'll get distracted and watch TV or hang out with my roommate. It's a good place to focus on school, and not have to worry about Netflix or whatever." She also reported using the Library to meet for group projects because "This is just the easiest place. Everyone knows where it is. There are tables and computers you can use and everything." Describing her best library experience, she chuckled and said, "staying here for a really long time during finals week with friends, and eating Chick-fil-a… If anything, it was the experience when my friends happened to be in the Library…." She added that shared experience was significant because

> It was late night, early morning hours 'cause it's open 24/7, and everyone else in the Library at that time is doing the exact same thing, and they've all been there for twelve hours with their phone charger, and need to go sleep, or not drink any more energy drinks. [laughed]

ISABELLE

Isabelle was loquacious and provided thoughtful responses. She conveyed a sense of self-assurance, confidence, and maturity. She identified herself as a junior whose major was in human sciences. Isabelle grew up in a large city in Oklahoma, and recalled past experiences in a public library: "the summer reading programs as a child" and "Murder Mystery Nights every October" which were "really fun." She said, "The library definitely had a presence in my childhood, further than just books and reading." Isabelle also shared high school library

experiences. She described that library as having "a really GREAT librarian" who allowed students to use the library during lunch to read, play board games, relax, and access the computers. The librarian "was really respectful and knew that the time was important for students to be able and feel relaxed at school when constantly they are doing homework from 8 to 3 p.m."

Isabelle has a younger sibling who just started college at OSU. She conveyed a sense of responsibility tied to her first-generation status and her college experiences:

> I think it makes it that much more important, because I feel like I have to maybe even do MORE, just so that, not necessarily that my parents will be PROUD of me, but I feel like so that I can make up for all the things that maybe they couldn't do…. I just feel like I have to take every opportunity and participate in everything that I can, so that I can get the best EXPERIENCE out of this.

She later told me that she was always the one who organized group study sessions for her classes. She expressed, "Maybe that goes back to … feeling like I have a greater responsibility than some other students to do MORE while I'm here."

Isabelle came to OSU with almost thirty hours of AP class credit. She remains focused on finishing college and continuing to graduate school. Her campus job has been important: "It's been a huge blessing for my family, and it definitely helped us with some of our finances."

"They make this place their HOME."

Isabelle's top ranked photograph depicted a leather chair in the Browsing Room. She staged this photo to represent the importance of comfort and spoke of how students "make this place [the library] their HOME."

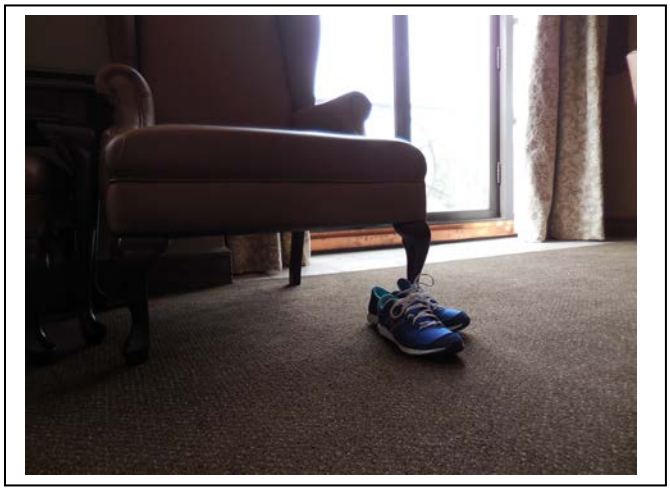


Figure 25: Isabelle's staged photograph of "the comfy" Browsing Room chair

As she described the photograph, she spoke of a study ritual she has:

> I took my shoes off [chuckles], and I set them next to one of the comfy chairs… this is something that I do regularly at the Library. You know, if I wanna be here for three, four hours, I might as well make myself comfortable. Sometimes I'll even leave my shoes…then walk to the water fountain in my socks…. It's like one of the few buildings probably on campus besides your own DORM room that you wouldn't be looked at funny for walking around in your socks. [laughed] People know that you have to be, like, comfortable and stuff.

She emphasized that students "have to be as comfortable as possible in this quest to get their DEGREE."

“Looking at the Library through MY EYES, I would just gravitate towards taking pictures of people studying and stuff.”

Community within the library was a persistent theme with Isabelle. As she described her experience taking photographs, she reported that it “was a lot more difficult than I THOUGHT it would be, because it’s post-finals week and there aren’t as many people in the Library as I’m used to.” She explained,

> Looking at the Library through MY EYES, I think that I would just gravitate towards taking pictures of people studying and stuff, because, I mean, that might sound like a boring photo, but that’s my REALITY, here at the Library. Like, what they’re doing is like what I experience here every day, so that’s what’s important to me.

Later, she noted, “If you’re in this community, then you’re like bound to find out more about the Library, even if you’re not learning it from a librarian or from the online websites.”

By community, she meant, “Um, I guess just all the kids that you see at the Library every day.” [chuckled] She added, “Once you’re here for a while, like, you SEE the same kids, and you wave at them. You ask them what they’re studying on, and they’re a good support system, especially towards the end of the semester.” Isabelle also suggested that her interest in community motivates her to come to the Library.

“Having all these tools available to me to help me succeed have definitely made my experience at OSU better.”

Isabelle's second highest ranked photograph in terms of meaning was a staged photograph of an object, "It's just a whiteboard." Its meaning, however, was of community and accomplishment:

Figure 26: Isabelle's staged photograph of whiteboard, "definitely made my experience at OSU better"

> I just scribbled that on there while I was taking photos because when I was a freshman I don't think we had very many of these whiteboards, but they've become REALLY USEFUL…. I also like the community aspect and stuff, just knowing I learned something there BECAUSE of my peers…. I was terrible at chemistry in high school…so, I guess just coming here, and, like, having all these tools available to me to help me succeed have definitely made my experience at OSU better.

Isabelle shared that “studying for biochemistry” had been her most difficult experience in the Library. In addition to the whiteboards, the express printers and scanners are also important tools for her work.

The Library has served important social and academic needs for Isabelle. These two aspects are intertwined for her. Most of the photographs she took had strong symbolic meaning with an undercurrent tied to her status as a first-generation student. Her thoughts about the library staircase, the aesthetic beauty of the building, and her sense of history are presented in subsequent chapters.

Summary

With this chapter, I presented ten mini-case reports I developed after a long analytic process based on ten lengthy, individual case reports I developed through my immersion in my sources of data. I methodically analyzed each case report carefully, then, keeping the purpose of my research study and my research questions in mind, I reduced each case report to just the few pages per participant presented in this chapter. I introduced each participant with background information and focused on key characteristics of the Library’s meaning to him or her. I organized my ten extensive case reports lightly into three groups based on elements of the Library most meaningful to each participant and represented by their top-ranked photographs and words. The three groupings acknowledge common elements across participants, and highlight similarities, but also differences, of what emerged as salient and meaningful about the library to them.

Students in this study experienced and perceived the Library in a variety of ways. The library’s exterior appearance and design signified importance, status and beauty. Interior library

spaces are used individually and with groups, and signified community as well as academic achievement. Its tools and resources represented financial savings, convenience and efficiency. For the majority of participants, their status as first-generation college students had significant meaning for their college experience. Overall, they described taking college seriously and seem determined to succeed. They perceived the Library as a vital academic and social place for their journey through college.

The purpose of this chapter's presentation of mini-cases was to provide a sense of each participant's background, what was most important about the Library to them, and acknowledge common elements about the Library for them. With this chapter, I began to integrate shared conceptual elements significant to them as first-generation undergraduate library users. In the next chapter, I present eight empirical assertions (Erickson, 1986) that emerged from my cross-case analysis.

CHAPTER FIVE

Cross-Case Analyses

This chapter presents findings in the form of eight empirical assertions (Erickson, 1986) that emerged through cross-case analysis. As Erickson noted, researchers develop evidence for empirical assertions through "reviewing the data corpus repeatedly to test the validity of the assertions that were generated, seeking disconfirming evidence as well as confirming evidence" (p. 146). All of my assertions are based on a search across the multiple data sources of all ten participants for patterns and themes in what they identified as meaningful. With Chapter Four, I presented individual case representations of my participants. I focused on their backgrounds and key characteristics of the Library's meaning as depicted by their words from the interviews and diaries, their photographs ranked with the most meaning in the diamond-ranking activity, and their responses on the questionnaire. The assertions in this chapter build on the case representations from Chapter Four.

Developing the assertions in this chapter was an iterative process. Participants referred to a number of library elements in their interviews, but the same objects and same aspects of place sometimes held different meanings for participants. However, certain characteristics of the library as a place stood out similarly. For example, a number of participants chose classic features such as the library's fountain and grand staircase that are unique elements of the place, as well as more commonplace, functional elements within the place, such as express printers

and tables. By searching across my group of mini-cases and reviewing my data sources multiple times, I began to see conceptual patterns. Over time and through inductive analysis of the patterns, I derived statements from data, checked the data against the statements, and revised the statements accordingly. I searched for corroborating evidence and disconfirming ambiguities, techniques that aid in trustworthiness of my findings (Bloomberg & Volpe, 2008).

For each assertion, I highlight particular points of meaning about the library that arose as the most salient as related to my research purpose to explore first-generation undergraduate library users' experiences and perceptions of the library as place, and my four research questions and two sub-questions. In other words, all eight assertions in this chapter respond in one or more ways to participants' experiences, perceptions, their meanings of the library, and their relationships to the library as place. Each assertion begins with discussion, offers relevant quotations from participants as evidence, and concludes with a brief summary.

Assertion One– Library Awareness

First-generation undergraduate library users in this study perceived the Library as a place with helpful resources important for their success that continuing generation students might have understood better than they initially did.

As presented in Chapter Four, participants readily conveyed the significance of their first-generational status for their college experience. Most felt strongly that that they took college more seriously than continuing-generation students, and that their parents did not understand their college experiences. However, they expressed pride in being in college and setting a good example for family members. In looking across the cases in terms of generational status to the Library, I noticed participants suggested that their status as first-generation students mattered in

the sense that continuing-generation students, at first, might have been more aware of the library's resources. Some perceived the Library as filling a gap between their own knowledge and the knowledge of continuing-generation students.

Participants organically compared their experiences, and those of other first generation students, to those they imagined continuing-generation students to have. Some pondered the relevance of their first-generation status for library use in terms of a differing level of awareness of library resources. Several suggested continuing-generation students' parents had made them aware of the library's resources, which was significant because they perceived that the Library as a place with resources is linked to academic success. For example, Isabelle said, "I think it's important in the sense that a lot of first generation students might not be as AWARE of what the Library has to offer." She thought such resources might help combat attrition: "They might be more likely to graduate once they know all the tools and resources they have." Grace noted the importance of the "library's things that can help your college experience" such as printing, checking out textbooks and laptops, and "somewhere to study." Anthony, however, suggested that while other students might be unaware, he did not see himself that way. In comparison to others, he called himself "lucky" and attributed his campus involvement to his knowledge, "I'm VERY aware of my resources on campus."

Students in this study also touched on the Library as a place that functions as an arm of democracy because it enacts a social mission to serve all people. They discussed how the library's "helpful" resources were available for everyone. David described the library as "an open resource" and "an even ground" for all. He felt that being a first-generation student was "not an excuse not to know our resources." Using the phrase "close the gap" to refer to her perceived difference in knowledge, Tasha said that the library's resources help her overcome

feelings of being “kinda behind” and “vulnerable” in comparison to continuing-generation students. She explained that she can “look up [information] and kinda EDUCATE myself, without maybe feeling like I’m being vulnerable if I just ask an adult, and I feel like, [to self] ‘Ok. I should know this by now.’”

The library’s resources played an important role in terms of financial benefits, particularly for Levi. Comparing himself to classmates with greater resources than those to which he had access, he spoke of his initial college impressions and fears:

> It definitely took some of the burden of money off of me… ’cause I saw, like, my first couple of classes, all the rich high school kids, who obviously have parents with money, coming in with all their laptops, and all their high tech gadgets and gizmos, and so, [inhaled] I was expecting to have to go [buy] a bunch of like equipment…. Just coming in to the Library I realized that THEY have computers here that I can use. They have printers that I don’t have to pay out of pocket at the time, for paper and stuff like that. They have a lot of resources and stuff at my disposal, so that way I don’t have to, once again, strain my finances and try to keep up.

Replete with his perception of social class differences between himself and other students, his voice signifies an important role of the library’s resources for lower-income students. For some first generation students in this study, the Library helped equalize access to technology and academic resources that are necessary for college. This idea that the Library provides support in ways beyond education is important. The Library is a vehicle to economic independence prior to graduation as well as after.

Participants spoke contemplatively about their first-generation status in terms of the library. Some, like, Levi, directly contrasted himself to "the rich kids" and their resources. He felt relief when he saw the resources available in the Library. Other participants suggested more hypothetical contrasts, evident by their use of terms such as "might" or "more likely." In other words, they are imagining the experiences of a group of first-generation students. Most importantly, students such as Anthony, David, and Tasha perceived "knowing" about the library's resources. Anthony believed that his campus involvement increased his library knowledge. David and Tasha seemed to suggest that students could help themselves and be their own agents by learning about the library. David clearly saw the library as a place that everyone should understand and use. Tasha's declaration that the library "closes the gap," and her example of using the library to "EDUCATE" herself hints at the library's important social mission.

Sub-Assertion – New First-generation Students Need to Know About the Library

If given the opportunity to talk to new first-generation students, participants would advise them to take charge of their education by expanding their minds about the Library as a place to spend time and use resources to benefit their academic work.

My participants' library experiences contributed to the knowledgeable position in which they now see themselves. As frequent library users, they suggested that new first-generation students should know that spending time in the Library is important. An undercurrent in the advice they might provide to other first-generation students revealed characteristics or assumptions they imagined first-generation students to face about the Library, perhaps based on their previous feelings, experiences, or observations of others. For example, they expressed that students inevitably will spend time in the Library because of its myriad available spaces and

resources. Furthermore, they thought that first-generation students might need to be open-minded and assume responsibility for their own education by asking questions. Participants also suggested that being in the place of the library, with its various spaces and dynamics of students studying and learning, and using library resources is valuable and somehow compels them to engage actively with their own academic work. For example, Isabelle clearly connected library time and use to success:

> I would tell 'em that's where they need to spend all their time. They don't have the LUXURY of not spending their time wisely. They HAFTA make an effort to come in here and get their work DONE, because if they DO, then they won't be JUST first generation students. They'll be able to, like, make something of their time in school by getting a degree and moving up and getting a good job.

She implied that first-generational status can be limiting, but through their time and efforts in college, students can rise above it by graduating and attaining employment. Furthermore, Isabelle believed that students might need to adjust their attitudes and accept that the Library is where they need to be, "Even if it might not seem like their thing, or somewhere that they want to GO to study, it actually probably is the best option for them to succeed."

Nick and Grace also suggested that first-generation students would spend a great deal of time in the Library, but with what I identify as inferred differences. Nick suggested academic and social aspects of the library as "probably the best place to study or, like, get together with friends." Grace wanted new students to recognize the importance of understanding the breadth and location of library resources given their frequency of time in the Library: "You're gonna be here a lot…so you might as well understand where everything is AT, what you can do."

Participants suggested that first-generation students might be closed-minded about the Library and not realize the extent and type of resources that are available. They overwhelmingly would advise new first-generation students to "use" the Library, its "resources," and its various spaces. In fact, Jessica perceived the OSU library as a greater resource than other college libraries, advising, "Make sure to use the library because it's an incredible resource that a LOT of campuses don't HAVE to this extent." Levi encouraged students to be "open-minded," and to "explore it" and "use more of the resources rather than just the computers on the first floor." Allison said to emphasize "how helpful the library is…how many resources there are, and maybe spots to go, like the 4th floor for example." Comparing the Library to a shopping mall, Anthony provided his advice as a simile:

> I would say it's like a MALL, without having to pay for anything. 'Cause you can go in there, and they literally have EVERYTHING. I would tell 'em if you need anything the Library has it. If you need a laptop, you need a calculator, you need a tablet, you need a quiet place to study, you need a loud place to study, you need periodicals, you're hungry, I'd just say, "It's a MALL, and you don't have to pay for it."

His comment is very similar to David's description of the Library as "resources are us."

A shared hope tied to Tasha and Olivia's vision of first-generation student success was their encouragement for new first-generation students to ask questions about the Library. Tasha emphasized the importance for students to overcome a reluctance to seek answers from librarians: "I would tell them definitely use it, nothing scary. I would tell them to ASK the people in the front desk all the questions you want, even if they sometimes they get annoyed. YOU need to know." Olivia confidently noted that librarians would answer questions, "They'll

tell you. If you can't figure it out, always ask a question." Statements such as these reveal how participants in their own minds construct new first-generation students in college and what they need.

In summary, participants suggested that as new students they might have been less aware of library resources than are continuing-generation students. This mattered because as they became library users, they learned in what ways the library spaces and its resources are important to them and their academic success. They viewed the Library as filling a gap in their personal knowledge and in their access to technology. They perceived that the Library is a place where students should take charge of their education. Due to their library experience, participants seemed to see themselves in a position of knowledge about the Library with a willingness to advise new first-generation students.

Assertion Two –Touchstones of History and Self-identity

First-generation students in this study perceived the Library as a place with touchstones of history where the past, present, and future meet, thus supporting their self-identity as college students.

Participants' impressions about some library objects signified a larger meaning of their place in the history of OSU and its former students. A long, sepia-toned wall mural in the Browsing Room depicting the Oklahoma A. & M. Class of 1910 held special meaning for several participants. Sturdy wooden study desks from 1953 displayed permanent evidence of students from the past. Old books were meaningful, not so much in and of themselves, but because people from the past had used them. Students in this study felt a sense of identity from elements such as these. They described how visual evidence of the past compelled them to think

about the present and future, and they sometimes couched this in terms of their generational status.

Several participants photographed the wall mural in the Browsing Room and described its meaning in terms of their self-identity. Isabelle's photograph depicted part of the mural as well as the study space in front of the mural. She ranked her "panoramic photo from 1910" as her fifth most important photograph, and emphasized the visible evidence of OSU's history and the passage of time.

Figure 27: Isabelle's photograph of wall mural, "One day my photo might be up there."

Imagining her place in the future history, Isabelle relayed,

> It's just really cool because when you sit down and study, you see this history behind you. You think, I'm a part of history just even BEING here a student at OSU. One day my photo might be up there…. It's weird to think that in a hundred years people might be studying across from you because you're in, like, a photo.

Levi also expressed a connection to the early days of OSU and its people. Describing the mural, he said, "I just really like the mural…it kinda brings you back to the roots of the university and Stillwater…." He linked it to "lineage" and "all the lives it touched." This simple mural, a blown

up old photograph, carries a powerful sense of place for some first-generation students who enjoy feeling an emotional bond to the people who were there before them. They gain a sense of self-identity by viewing this mural, a social symbol from the past.

Interestingly, some participants viewed graffiti in the library as a favorable connection to the past, even though graffiti typically is viewed as an act of vandalism because it involves defacing of property. The Library has hundreds of sturdy, old wooden study desks called study carrels, which are original to the building. These carrels have carvings or markings made by previous students who spent time in the Library. The markings from many who have passed through the space and used those carrels provided a positive sense of history and continuity. Allison expressed, “I actually kind of like [it] because I don’t know how long it’s BEEN THERE, or who did it. It’s just kind of history, part of the students at OSU…. I like to read them and see what everybody said.” Similarly, Levi said, “Wow, this is someone from, you know, nine or ten years ago [someone] actually sat in this desk and studied just like I AM, and it just kinda …shows the generational transformation and stuff like that.” Similar to feelings evoked by the wall mural, the desks also provide a sense of self-identity as a college student.

Some participants also felt an association with old library books because the books symbolized people from the past. Out of the nine photographs that Allison ranked, two were photographs of old library books. She shared, “I really like that we have such OLD things that look very LOVED and worn and used, even though I don’t PERSONALLY use them. I like that we have that.” She fondly associated the books with the people who used them. Comparably, Levi found social meaning from the old books. He shared, “I like a lot of the old books to actually, like, HOLD because…it’s passed through a lot of people’s hands. So, once again it just comes down to, like, the history of people.”

Assertion Two conveys that first-generation students in this study found meaning in the Library as a place with depictions from the past, and with particular, old library objects that provided them with a sense of history, identity, and belonging. However, the meaning did not lie in the depictions or the objects themselves. Those touchstones of history held meaning because they were tied to previous OSU students who were in these same places of the Library. Participants and their sense of history suggested a deeper personal meaning of identity and hope for future accomplishment as college graduates.

Assertion Three – Architectural Design and Enduring Academic Knowledge

Participants perceived the Library as a place of enduring academic knowledge that is signaled through its historic architecture and grandeur of design that can provide a sense of welcome and encouragement, improve attitudes, and signify accomplishment.

First-generation students in this study expressed strong impressions of the emotional meaning and significance of the Library's exterior architectural design. Its appeal as place and institutional landmark is evident in its central position in participants' diamond-ranking diagrams of their photographs. Eight of ten participants ranked one or more pictures of the library exterior and its surroundings, such as the black granite fountain with its tiered pool, or the large emblem embedded in the concrete plaza by the fountain, and the adjoining library lawn. Some participants described strong sensory visual or auditory elements related to the symbols in these photographs. For several participants, such visual aspects carried meaning of welcome, encouragement, or accomplishment. Others perceived the fountain's beauty and sounds as calming and affirming.

Evidence of the depth of feelings evoked by these symbolic architectural elements is found in how participants ranked and selected these photographs to represent how they felt about the Library. Anthony, Grace, and Allison ranked their exterior library photographs as number one. Four more participants, Tasha, Isabelle, Levi, and David, ranked their exterior library photographs in their top six. Moreover, four participants, Anthony, Grace, Allison, and Tasha said their exterior photographs were the ones that best represented how they feel about the Library. Similarly, as I mentioned in Chapter Three, participants' idealization of the library's bell tower became evident through their choice not to photograph it when it looked different due to a temporary obstruction.

Participants perceived that the library's exterior and interior architecture signal it as a place of welcome and encouragement.

Students in this study reported that the library's architectural design and appearance inspires and encourages them to enter the building. In particular, the library's exterior appearance and the staircase conveyed a feeling of welcome to the place. Jessica recognized the aesthetic grandeur of the design as intentional: "It's nice that the building itself was designed to be so welcoming, and so aesthetically appealing. It was designed to be a space you wanted to go to." Supporting Jessica's viewpoint, Isabelle recalled, "It's a pretty extravagant building, so you kind of WANT to be at it, and just EXPLORE."

Anthony offered several reasons that correspond to his sense of how the Library is welcoming. From a distance, he situated his photograph of the library building to show its dimension, proximity to the library lawn, the entire south façade, and the tower on top (see Figure 9). Several times, he spoke of the significance of the library's beauty, its size, and how

well it is maintained. He emphasized that his exterior photograph "DEFINITELY" represented the meaning of Edmon Low" for him. He said, "Just looking at it, you know, you WANT to go into that building. If it wasn't for that, it's just like, [mimicked] 'UGH! Do I really want to go in there?'" Contrasting this academic library to a public library, he expressed, "It doesn't FEEL like a public library, it feels like something GREATER."

Students in this study also described the grand staircase as welcoming (see Figure 34). Upon entering the Library through the main, south entrance, one encounters a marble lobby with a spacious grand staircase. The staircase has decorative brass railings flanked by Roman-style marble columns. In addition to providing a sense of welcome, this grand staircase also could stir emotions. Four participants photographed the grand staircase and ranked those photos in their top six. Isabelle emphatically connected the beauty to her attitude: "It's just so PRETTY," and indicated that the steps affect her mood, "EVERY time I'm like walking up the steps, I find myself in a better mood." Ranking their staircase photographs as the fifth or sixth most important, David, Jessica and Allison all expressed positive emotions related to the aesthetic design. Allison personified the staircase as a welcoming person and compared the design to an opulent staircase that might appear in F. Scott Fitzgerald's classic American novel:

> I just think it's SO pretty. I love the design and the marble or whatever that is… I love just coming in to the library and being greeted by a big, pretty staircase…I feel like it's very, um, I don't know, elegant, very expensive, like *Great Gatsby*.

David and Jessica organically drew somewhat different contrasts, what Emerson et al. (2011) referred to as members' contrasts, about the library's design. David specifically noted a contrast between the old and the new in the Library: "I enjoy the design of our Library. The look

that we have is kind of like ancient style mixed with modern style, with televisions and stuff everywhere. I enjoy that. It feels real but still feels elegant." Jessica contrasted the Edmon Low Library's beauty and functionality with libraries at other universities:

> I've been to libraries at other universities, visiting friends or touring other universities, and they're ALL, or most all of them that I remember they were very closed in feeling and they're very, like, low ceilings, and it's just BOOKS, and there's not really any attention to how it LOOKS or attention to the aesthetic or anything. I like how the Edmon Low has a focused attempt at looking nice while it also is very functional.

Architectural design of the Library mattered to students in this study. They noted the beauty of the exterior and interior of the place with varying types of meanings. The intentional design is welcoming to them, and they conveyed that it creates a desire to go into the building. The blending of the old and new style feels "functional" and "real," but also "pretty" and "elegant." Even though there have been many changes within the library building, in this 64th anniversary year of the Library, its symbolic architecture resonated with my participants.

Participants perceived the library fountain as a signal for shaping attitudes, affirming accomplishment, and symbolizing life.

The library fountain was another architectural aspect that mattered to students in this study. Many of them photographed the fountain and said it can shape moods, signify accomplishment, and serve as a metaphor for the Library and life. Fronting the library's main entrance, the fountain consists of a massive black granite bowl sitting on a square base, with water that sprays up, and spills over the sides into a large two-tiered reflecting pool. Participants perceived the fountain with different layers of meanings, some of which converged across

participants. For example, Isabelle positioned her photograph of the fountain, “one of my favorite spots on campus,” to show where she sits, what she sees, and how she feels about it.

Figure 28: Isabelle’s photograph of “one of my favorite spots on campus”

Sharing visual and auditory impressions that influenced her feelings, she said, “It’s somewhere where I like to sit sometimes when it’s nice outside, and just, kind of, like, take in the beauty of the school and stuff.” Isabelle was “really excited” when the water was turned back on after winter. She noted that the sound of the water is “calming.” She also reported, “I think most of my fountain memories are pretty fond, are pretty good, you know, just sitting out there. It’s a good feeling.”

Participants conveyed that hearing the sound of the fountain’s water felt relaxing and encouraging. Similar to Isabelle’s description, Levi described the sound of the water in the fountain as relaxing, but he expressed more powerful emotion and effect:

> When I’m feeling stress and stuff, I feel like walking by that, and just listening to the water, even subconsciously, it kinda like, RELEASES some of the tension that I’m

> feeling. And so, in a WAY, it puts me in a BETTER mood, and allows me to concentrate a little bit more when I do get in here to study, if I walk past it first.

However, meaning of the fountain extended much deeper for Levi than for the other participants when he philosophically mused about water, true knowledge, and student engagement with the library. Providing a metaphor of the Library and the knowledge it holds to water, he said, "You know, water is in essence the difference between life and death which I feel is the same with knowledge. If we didn't have knowledge, I highly doubt the human race would make it this far." His thoughts about knowledge then turned to the Library and how it symbolizes a purposeful space for true learning:

> I feel like in general that's kinda what the Library is for, because you can go through lectures in classes and have professors talk to you, but I feel like a lot of students that use the Library, um, A LOT know that the true learning that they get for their degrees comes from here, from their research and their time they spent here studying. In general [it's] like the GROUNDS in which that, uh, I guess we get the BEST out of college."

Levi said his photograph of the fountain best represented how he felt about the Library. He suggested its effect on his mood helps him focus on his academic work. Furthermore, he indicated that the Library symbolizes a space of true learning that students achieve through research and study.

Tasha also commented on the fountain's visual and auditory impressions; however, her meaning was ritualistic and related to her sense of accomplishment from spending time in the Library. She said her photograph of the fountain best represented how she felt about the library as a place, and she began by describing her intent upon taking the photograph: "So I wanted to

capture…walking out of the Library." Although Tasha noted the visual element, "You can see the campus which looks really nice," the primary meaning for her was signaling her preparedness for class. She said seeing the fountain corresponded to

> the SHIFT in my mentality when I go IN and OUT of the Library…when I see this, I'm walking out of the Library after I printed, ran [through] the things I need to do in my head, I just feel that, [to self] "Ok. I'm PREPARED, and I'm going out to CAMPUS, and I'm going to class…Let's go take care of business."

In other words, seeing the fountain affirms her library productivity and helps her feel ready for class. Her ritual of passing by it serves as a marker that developed over time and became part of the meaning.

However, students in this study did not view every architectural feature of the Library as positive, and these meanings shaped their sense of place as well. For example, a few participants photographed and described discrepant elements (Erickson, 1986) in terms of what they dislike about the Library. Tasha noted that the "inside" of the old elevators "looks dated." She called the elevators "sketchy" because "THEY usually make a lot of noise when they move. They kinda shake a little bit…. That's one of my fears of getting stuck in an elevator, and I'm ALWAYS on edge till I get off." Two participants disliked the scent in the "old" restrooms. One student's dislike is so strong that he said he goes to another building to use the restroom facilities.

In summary, participants conveyed appreciation for the library's architectural features as places of grandeur and beauty that matter alongside its functionality. In particular, the library building as a centerpiece of campus, the fountain fronting it, and the grand staircase are symbolic and significant. Participants conveyed that these features provided a sense of welcome,

influenced their feelings, and served to encourage and signify accomplishment. On the contrary, some participants shared elements of the library building they dislike, such as the old elevators and bathrooms.

Assertion Four- Feelings of Community and Belonging

First-generation students in this study perceived the Library as a place that fosters a sense of community and belonging which arises from interacting with certain objects and peers, and recognition of norms of behavior.

Campus places and spaces such as the student union, residential housing, and athletic stadiums are environments where students' experiences and interactions with each other can foster a sense of community and belonging. As participants experience the Library over time, it also becomes a similar place and point of connection, familiarity, and memories. However, the Library is a campus place tied to academic endeavors.

Feelings of School Pride Associated with Certain Library Objects and Customs

Participants noted feelings of school pride conveyed by the library's bell tower playing the alma mater and the change in the library fountain's appearance during Welcome Week and Homecoming, a big celebration at OSU each year. OSU likes to bill itself as having "America's Greatest Homecoming Celebration" (Carter, 2014). OSU's most prominent school color is orange, and one of many Homecoming activities involves dyeing the library fountain's water orange, a tradition that began in 2000 (Carter, 2014).

In general, feelings of pride are related to a sense of belonging to a community. For instance, Allison ranked her photograph of the bell tower as the photograph with the most

meaning. The sound that emanates from the tower is part of the object and the place. She said, “I feel very togetherness, and like sense of pride when it plays the alma mater and stuff like that. And I feel like everyone in the Library, we’re here for the same GOAL.” Allison also perceived a sense of community and school spirit from the library fountain and lawn. Emphasizing social aspects of the environment, she said, “I just LOVE the fountain and the library lawn, and that’s there so many EVENTS that go on there. People study there, and people take their DOGS there. I just really like that kind of sense of community.”

Figure 29: Allison’s photograph of fountain and lawn, a “sense of community”

Allison and David both used the word “love” to refer to the fountain’s symbolic role in their feelings of school spirit. Allison said, “I LOVE the fountain. I love that it turns ORANGE for Welcome Week and Homecoming. I just think, even though it’s kind of a simple little thing…. I just think it’s very important.” David specifically noted that the fountain “represents a lot of school spirit” and that it was “more than just a decoration or something.” He tied the Library and fountain to “heart of the campus,” to school pride, and to the campus as a whole:

> On game days when [they] put orange dye in it, it’s so much school spirit and just growth and everything that it’s around. I love it, and I just love to look at it…. It represents a lot

> at our school. Just like the Library, it has so much school pride, and it's really the heart of the CAMPUS.

Their feelings of school spirit and pride, tied to the centerpiece of the Library, link them to the major representations such a place has for the larger campus community.

Participants perceived the Library as a place that cultivates a community of peers with some bearing on their academic productivity.

One of the criteria for my study's participants was self-identification as frequent library users. Students in my study noted that sharing library as a place with a community of like-minded students influenced them in positive ways. David spoke of "pulling an all-nighter" in the Library and the positive influence of "very productive" friends. Although, his friends "were working on different classes," he noted,

> If you put me around some productive studying people, I wanna be productive, too. They FOCUS very well. They don't get distracted as easily as I do, so it's pretty good whenever I study around them. It helps me focus, as well.

Tasha, Olivia, and Isabelle also described the Library as fostering a community for academic work. Tasha described an advantage of the library spaces for forming "relationships with different people that aren't maybe from the same community that you grew up in," and how the library space is "kind of a NEUTRAL thing as opposed to…my house." She added, "It's a mutual kind of meeting place" where "you feel more comfortable." Olivia spoke of social and academic aspects of the library as a community. She described how friends invite other friends to study in the Library and how that benefits her: "I meet THEM, so I meet more people, and then I'm getting more work DONE, or, like, understanding it better because I have more people to

explain it to me." Isabelle noted that the Library has "a community of a certain demographic of students that's always here. They've definitely helped me out with things, and I know that I've helped them out, so I definitely call it like a family or friend style support system."

Participants who use the Library regularly perceived the Library as a place with a community of people who understand its nuances and recognize its norms of behavior.

One aspect of a community is shared experiences. Over time and through repeated experiences, people develop communal understandings and norms of behavior. Students in this study perceived several such understandings and norms in the library community particularly with an elevator, absence of noise in the Reading Room, etiquette of using the express printers, and their emic term for the study bars. Laughing, Jessica described an elevator that "always stops on the second floor" as a "little oddity that everyone, sort of, just generally recognizes and accepts." She elaborated that everyone "knows it's gonna happen and they don't care, and no one questions it anymore." She described it as "a funny little thing," noted how people comment about it [mimicked], "YEAH, whatever we're stopping again," then defined it as a "conversation starter that goes to the communal identity that Edmon Low has helped create."

Students in this study pointed out a norm regarding the importance of preserving silence in the library's Reading Room. For instance, Anthony described a personal experience, "Someone was talking to someone, and people were really PICKY about being loud, like [mimicked] 'SSSHHHH,' you know. It's one of the first places in the Library where I ever heard someone say, 'SSHHH,' or, like, 'Quiet down.' " He said he liked this "do not disturb kind of thing." Olivia shared Anthony's perception of this norm of quietness that had developed over time in this particular space in a larger place. She said, "Just as SOON as you walk in, it's kinda

like, [to self] ‘Oh, I can’t talk.’” She explained how this norm causes her to often choose a different place within the Library out of respect for other students, “because I KNOW I’m gonna talk, and I don’t wanna bother anybody…. I go there if that’s the last resort, or if that’s where my friends are.”

Two other norms or community understandings stood out from the data sources: etiquette about the express printers, and an emic term several participants used to refer to the study bars. The Library has twenty express printers located on the first floor. These printers, located at bar-height counters without chairs, are designed for convenience and efficiency. An important distinction regarding the express printers is that, unlike the other printers in the library, students can use them without logging-in. Furthermore, the express printers are limited to certain functions such as the library’s online catalog, Microsoft Office products, and OSU websites and email. In other words, students cannot check social media, play games, watch movies, or surf the Internet on the express printers.

Isabelle shared that she uses the express printers “sometimes three times a day” and said, “Everybody uses it.” She described norms that are understood by upper-level students such as herself. “By my age, there’s been, like, etiquette established of what you ARE supposed to do and not supposed to do… It’s kinda cool that these RULES have been created by students. That’s how important the station is to them.” She explained, “It’s kinda frowned upon to print more than 20 pages or so. People just start staring at you if your printer keeps going.” The “RULES” she described also reflect the sense of being part of a community of library users.

The library’s study bars are another place that held community understanding for students in this study. When I conducted this research, the Library had three study bars on the first floor,

and one on the fifth floor (see Figure 22). The study bars are long, bar-height countertops attached to a wall. Above the countertops, and also attached to the wall is a long electrical power strip to make it easy to plug in devices such as mobile phones, laptop or tablet computers. Bar stools are available for sitting. Three of the four engineering students in the study shared an emic name (Patton, 2002) for the study bar. They call it "The Strip," which captures a familiar relationship and a destination. From Olivia's and her friends' perspectives, this emic term is amusing because in Stillwater, "The Strip" is a nickname for three blocks of Washington Street across from campus, known mostly as a party place because of its barrooms. Referring to the library study bars, Olivia laughed as she shared, "ALL of my friends, we call it The Strip. We're always, like, [mimicked] 'Oh, I'll meet you at The Strip.' And sometimes we laugh 'cause people might think we're talking about THE STRIP [Washington Street]." Their inside joke conveys their studious approach to campus life. By spending time in the Library rather than the bars, they contrast themselves from party-goers.

In summary, first-generation students in this study considered the Library as a place of meaning that fosters a sense of belonging and community, not only to the Library, but also to the University. These feelings of community arise in various ways over time in relation to the library as place: from objects with customs that evoke school pride, or spending time productively on academic work with peers, or through recognizing, cultivating, or reinforcing mutually-created norms and unspoken rules about the Library. The Library carries particular, historic meanings that other campus buildings such as student unions, do not have. Although these historic meanings preceded their entries into college, participants responded to, stretched, and shifted meanings through their library use over time.

Assertion Five– Goal Support

Participants perceived that environmental conditions of library spaces, and furnishings within those spaces, are important for their goals, thus fostering a sense of place attachment.

The built environment of the Library is a place with many different types of spaces and furnishings that participants found meaningful. As covered in Chapter Four, participants' photographs depicted a variety of library spaces, furnishings such as chairs and tables, and objects such as computers, printers, and textbooks, that are important to them. As noted in Assertion Four, fellow students in the Library can become a community that helps reinforce the meaning of the Library as an important academic place. The furnishings within the Library make it possible for people to gather and form communities. Olivia's comment captures a key element of this assertion: "I really feel like most of the pictures I took, I really feel like it's the library trying to BE the student perspective." She and other participants perceived the Library as a living breathing entity established with sensitivity to student needs.

Participants perceived that the Library establishes certain environmental conditions important for them to relax and focus.

Students in this study perceived three environmental conditions as particularly meaningful to their goals of work and comfort: an available view of the outdoors, lighting, and quietness. They named two specific library areas that offer these conditions: the fourth floor silent study area and the Reading Room. The fourth floor space has plush wide chairs, ottomans, and couches, along with some wooden tables and chairs, all facing three fan-shaped windows with metal grids. The windows provide natural light and a sweeping and scenic view of the library fountain and lawn, and several campus buildings that border the lawn.

Figure 30: Allison's photo, fourth floor "favorite place in the silent study"

Figure 31: David's photo, "relaxing" fourth floor

Six participants photographed the fourth floor space and its seating, and five participants ranked their photograph in their top five of photographs with the most meaning to them. Five participants photographed the Reading Room [see Figure 19] that is located on the second floor. Both spaces offer views of the library lawn, comfortable furniture, nice lighting, and quietness, and they resonated as space for relaxation, comfort, and focus.

In terms of meanings that participants invest in the fourth floor space, important aspects they stressed included comfort, light, and views. They also noted that the space is conducive to relaxation. The fourth floor space served participants in ways with nuances of difference. Allison called it her "favorite place to go in the silent study," and said this photograph represented "how I feel about the library." Jessica called this area "a comfortable, calm place." She relayed a strategy given to her and other college-bound high school classmates by a high school teacher who told them:

> It's important to find your own, just quiet, relaxing space that you can go to if you're dealing with a lot of stuff, or if you're just really stressed out about an assignment, or if you just want to have some time to yourself.

She named the fourth floor space as meeting that need for her. Tasha ranked her photo of the space as her second most meaningful photograph and said when she looks out the windows, she feels relaxed. David also finds the space relaxing and said he loves to "look out that window." He enjoys seeing "the library lawn, and Student Union, and all the TREES, and the sky." In addition to feelings of relaxation from the views, some participants also noted a social aspect to the outdoor views by saying that they enjoy watching people moving through the outdoor space.

In addition to the fourth floor space providing comfort and relaxation, it also serves as a space of respite. Olivia uses the space to take a nap and explained how the convenience of the space helped her with her academic work when she has "a long day" and knows that she has "an even longer night" ahead:

> I'd just go up there and get it out of the way, take a nap, so that I can be alive for a little bit more longer… if I go home, I'm probably NOT gonna come back, and then I'm probably not gonna do my homework, so …it slowly became finding different spots of the Library that are gonna help me stay there, and get my stuff done.

She indicated that she formed this library habit her junior year and said before she found this space, "sometimes I would just sleep on the floor" [of the library]. These comments illustrate that being in the Library for a long time can be good because it increases the chances of getting work done. The library's spaces and furnishings are saturated by personal preferences, such as relaxation and respite, which are related to participants' goals of completing academic work.

Participants found similar meaning of the fourth floor area, with its quietness, and window views, to the Reading Room's quiet space and window views. However, they suggested a distinction between the places by emphasizing the Reading Room as an important place for being able to focus and study. Furthermore, they conveyed appreciation for the design and beauty of the Reading Room. Anthony identified the Reading Room as "one of my favorite places in the Library." He uses the room for both quiet study and pleasure reading. Describing the room as "refined" and "one of the most beautiful and eloquent [*sic*] rooms in the Library, he explained why he thinks that matters: "I think it's super important to make students feel like they're important enough to have a nice room where they can go and read and study." Anthony's perception is similar to Olivia's comment early in this assertion about the Library "trying to BE the student perspective." Participants perceived the Library as an entity that is sensitive to their values and needs. These quotes indicate that students in this study perceived that places with beautiful design and furnishings conveyed that they are valued and their feelings matter.

Participants sometimes expand a library space's intended purpose to suit their individual and group needs because they like the environmental conditions or convenience of the space.

Participants described using two particular library spaces, group study rooms and the study bars, in ways beyond the originally intended purposes. The group study rooms were intended to support collaborative work by multiple students in spaces where they could freely talk and not worry about disturbing others (S. G. Johnson, personal communication, December 20, 2016). Four of the five participants who photographed group study rooms ranked their photographs highly in terms of importance. Although they sometimes use the rooms for the intended purpose, they will take the space for themselves when they need quiet spaces for

individual study. Environmental factors that mattered in these rooms included lighting, separation from noise, and semi-isolation from the rest of the Library.

Grace ranked her study room photograph fourth and said, “I always like it because it IS an isolated area…. it’s kind of like a SILENT study place.” David reported, “I book rooms so I can study, whether it’s just between classes to try to focus, or close myself off between a class, or to study real quickly.” Tasha uses the rooms the same way; however, she does not desire total isolation. She is attached to one particular room because “it has just enough lighting, but it’s not too exposed…I see enough people, but not too much…”

The first floor study bars (see Figure 12), which, as previously noted in Assertion Four, some participants called “The Strip,” also emerged as a meaningful space for their ability to work both individually and collaboratively. On the questionnaire form, eight of the ten participants checked that they had used the study bars in the south hallway of the first floor. The study bars were intended to support individual students with convenient access to electrical outlets, and minimal space for books and people, thus suggesting usage for short periods of time as opposed to large tables where students can spread out materials and work for long periods of time (S. G. Johnson, personal communication, December 20, 2016). Furthermore, the appearance of the study bars suggests they were designed for individual study since the seating consists of one long row of barstools, side-by-side, facing the countertop or bar. There is little movement in the sturdy barstools; they do not swivel or roll.

The environmental conditions and convenient location led some participants to appropriate the space to suit their individual as well as group study needs. They said they particularly liked the tall chairs, the lighting, and the convenience of the electrical outlets.

Allison and Olivia ranked their photographs of the study bar in their top two for importance. Allison recorded using the study bar for seven hours and eighteen minutes in one of her diary entries. She described feeling "very accomplished" because she "got a lot done on sorting through my notes," and she printed "important papers I needed." She named the study bars, "the IDEAL, studying spot."

Similar to participants saying they adapted group study rooms to suit their individual needs, they also do this with the study bars. Several participants described social use of the space. For example, Nick noted, "I don't always study in the same place, so I like to mix it up. I started going here recently. Uh, this is usually where a lot of my friends also study here. I'll go sit with them." Interestingly, he said he would not be drawn to use the space by himself. Furthermore, he suggested that he and his friends, "Usually we get more stuff done here than we do on the other side [that has group tables] …I don't know why." His comments suggest that using the bars to study with friends exceeds the original design for individual work; furthermore, their use together impels more productivity for their goals than the group tables and chairs "on the other side."

Participants noted ways that library furnishings matter to them. Certain chairs, large group tables with chairs in visible locations, and group study rooms facilitate their academic work.

Students in this study perceived that furniture styles and arrangements throughout the building facilitate their short-term and long-term engagement with academic work and with peers. The furnishings of a space are associated with their sense of place. Several participants emphasized that for the long periods of time they spend in the Library, the library seating greatly

matters. During one long study session that lasted over seven hours, Allison described feeling "really exhausted and sore from sitting in the same hard chair for so long." Nick also expressed his dislike and his reaction to the hard library chairs: "These chairs are pretty uncomfortable, so I stopped coming here for a while and found somewhere else better to sit." However, he also mentioned that soft library chairs are not conducive for his academic work because they are "too comfortable. I fall asleep, or I just tend to relax too much in them." He said he uses those chairs for non-academic purposes such as pleasure reading or playing "on my phone." Comments such as these suggest that participants' preferences for seating can shift based on their goals.

The library's group tables and chairs on the first and second floors are the most easily accessible for students seeking social interaction along with their academic work. Several participants noted how they automatically look for their friends and classmates at the group study tables on the west side of the first floor. For example, Nick reported, "Usually when I walk through the library I always see someone I know, so I sit with them." He is describing a familiarity with the space that he has come to know over time, and a preference for community, i.e., being with people he knows.

The Library's provision of the large tables and chairs in spaces designated "Group Study" by signs hanging from the ceiling and labels on floor maps facilitated participants' connections with friends and with academic work. For example, Allison and Olivia specifically connected their use of library space with friends or classmates to their sense of accomplishment. Allison noted when she studies with a friend, "That's where I get a lot of my work done." Olivia said when she does homework with people from the same major and class, "That's where I go; that's where I know I'll find 'em 'cause they're always there." She also associated the space as a marker of memories when she attained good grades. She recalled having "a lot of nights I

remember there" when she was studying with them, and she "didn't think I was gonna get that good of a grade. So, whenever I see that, I think of my exams, and I'm like, [to self] 'Oh, I can get a good grade sitting here.'" She is describing how she now associates a study ritual that had a positive outcome of good grades, to the possibility for more positive outcomes. Habits can prompt connections to others that foster relations to place.

David emphasized the social aspects of the same space. He uses the same area "a LOT" with his friends: "We do homework together, study together, do, like one-on-one tutoring, just little stuff like that. It's a good place where you can talk and study at the same time. So that's always nice." These examples indicate that participants associated furniture accessibility and their friends' attachments to particular areas as fostering library habits and rituals, which led to their own place attachment over time.

During the data collection for this study, the Library had thirteen group study rooms available for use. David who said he "loves" the rooms, noted the accessibility of the rooms "to all students" and noted the importance of the "opportunity to get a closed off area." Similarly, Anthony shared, "I can't really think of anywhere else I would go with a group that would work as well as the study rooms in the Library." Olivia, who said she did not know about the rooms for two years, reported that "it was a HUGE thing, for me and my friends … my junior year," when they learned about them. She described feeling the "need to get a study room. So it was a GOOD thing, but then it was a bad thing, 'cause it was, like, aw if they didn't have 'em [available], we couldn't study there, you know?'" She is describing a ritual of use that became a meaning of spaces, tied to a sense of productivity.

In summary, the Library as a place has environmental conditions and contains furnishings that hold constructed meanings for participants. The chairs, the windows, and the group tables have no inherent meaning. Over time, participants' use of spaces and furnishings lead to their meanings that are in relation and context to those spaces, as well as the historic meanings that are associated with libraries. Participants perceive that these spaces and furnishings can help them relax and focus, and can propel individual and group academic work. Moreover, certain meanings become associated with memories of use with friends and with feelings of accomplishment and promise.

Assertion Six– The Importance of Time

Participants perceived that the Library cares about them by creating conditions in which they can maximize their time for their goals.

Participants' descriptions of their time in the Library and this study's data sources reveal a persistent undercurrent of time throughout this study. Students choose how they spend their time in college, and my participants choose to spend time in the Library. Their library use is intentional and, they believe, it propels them to get work done or provides a place for relaxation. They spend just minutes or eight or more hours in the library at a time. Saving time is important to them. The Library's location and its proximity to classes and the Student Union enable it to serve participants as time filler between classes or a place for relaxation.

Participants' time in the Library was captured primarily by interviews informed by two data sources: a questionnaire and the library time-diary. To help with my analysis, I compiled information from these data sources into a table, arranged in rows by the participants' estimated frequency of library visits from our first interview session (see Appendix J). The columns

represent the data sources. The first two data source columns depict participants' responses to the questionnaire. The next column depicts their responses to a semi-structured interview question. The last four columns compile the numerical data from their library time-diaries in which they recorded, and then described facets of their library use and time. I found evidence for this Sixth Assertion from the meanings participants associated with spending time in the Library and by how they perceived the Library cares about them and their time.

Participants' Library Experiences in Long and Short Periods of Time

As depicted in Appendix J, students in this study described and recorded a large range of time spent in the Library, from mere minutes to ten or more hours. I compared their estimated responses on the demographic/questionnaire to their diary entries. Based on that comparison, participants over-estimated their frequency of library visits. However, most of them admitted that at first they had trouble remembering to enter visits in the diary until it became a habit. They suggested that they probably forgot to record some visits.

During our first interviews, all participants readily cited the longest amount of time they remembered spending in the Library, which seemed to emphasize their identities as college students. Eight of the ten participants responded that they had stayed in the Library at least eight hours, and two of them reported at least twelve hours. These long periods were mainly driven by their academic work. They described being alone, with peers, or a combination of both. Isabelle said the longest amount of time she has spent in the Library is eight hours. She compared the Library to home and described the need for comfort when spending long periods of time in the Library. She talked about often removing her shoes while studying and described her observations of other students' library use:

> PEOPLE sleep here and they make this place their HOME…. I've known people who've been here for five days in a ROW without going home to shower and as crazy as that sounds. [laughed] Some of them are, like, engineering students and they might come and go from Cordell to use the computers. You might run into some people that have been wearing the same clothes for three or four days, especially closer to finals.

Anthony and Olivia also recalled long periods doing academic work in the Library. Anthony's longest time was "twelve hours" when he and a group of eight classmates were studying for finals. Their strategies for staying that length of time included "taking turns doing food runs" and circumventing the library's policy for study room reservations: "We would alternate renting the same room 'cause, you know, you can't do it more than, like, two hours at a time, so we would just keep going back and alternating by person." He also recalled, "Some of us were, like, falling asleep. It was really bad. It was for the statistics final. So, [laughed] yeah, it was brutal." Olivia spoke of such intense focus on her work in a space that is distant from windows and natural light that she lost track of time, suddenly realizing, "Oh, my gosh! It's nighttime already!"

In contrast to such long periods of time in the Library, several participants described how the Library also serves as a time filler in-between classes, which may or may not be aligned with their academic work. For example, Anthony said he makes time in his schedule for pleasure reading: "Whenever I have time between classes, I'll come in here and read." Grace explained that she uses the Library "whenever I have a gap between classes, usually like a thirty-minute gap." She said she uses the time to "see if [there's] anything I need to print out, or I go to the café to try something to eat, and I just kind of chill, you know, and try to just pick up time." These contrasting timeframes of library use suggest that, for some participants, long time periods

are tied to academics, but short periods have a variety of purposes including printing, pleasure reading, eating, or hanging out.

Participants perceived the Library "cares" about them because it provides objects that save them time.

Students in this study perceived that the library's provision of certain objects conveys caring for them because the library is attempting to make routine and necessary tasks as convenient as possible. They spoke appreciatively of particular library tools or services that save time, such as the online reservation system for group study rooms, which was implemented by the library during the semester that my study began. The new online system can conveniently be accessed through any Internet connection, i.e., an in-person library visit or phone call is not required to reserve a study room. Olivia expressed her feelings before and after the system was implemented: "That was really cool 'cause sometimes I'm, like, 'Agh! But I won't have time to stop at the Library,' but I know that I wanna book it next week, so I'm, like, 'YES!' So I'm glad it's online."

The library's express printers are another tool that participants appreciated as timesavers. Although the Library offers 263 desktop computers (OSU Library, *Basics*, 2016) with shared printers as well as other options for connecting a laptop to a printer, notably, the twenty express print stations stood out because they represent objects of speed and convenience that participants said are used by "everyone." By design, the printers are restricted for use only with certain applications and websites. Six participants photographed the express printers, and all of them ranked their photos in their top five. David called these printers handy, and he said they represent "the convenience of our library, and how they care about what's convenient to us…it's there

when we need it, and to come in and go out as fast as possible, whenever we don't have much time." Unlike the desktop computers, participants are not required to log in to use the express printers, a convenience factor that matters to them. They expressed a dislike for the "slow" login required by the desktop computers.

In summary, this study's participants experienced the Library as a place for spending varying amounts of time. Their long time periods were mainly driven by the need to study or complete academic work, but they were also comfortable with using the Library as a place to fill time. This multi-use reflected their sense of belonging in the Library as place and their comfort in creating and using the spaces in whatever ways they choose. They perceived that the Library cares about them because it offers objects that save them time. Time is an important undercurrent to their lives and library experiences.

Assertion Seven– Library Experiences and Relationships

Participants' perceptions about their relationships to libraries are drawn somewhat from their past experiences in libraries, but more significantly from their college library experiences.

Participants' relationships to the Library are shaped and fostered in several ways. Several students in this study connected their past library experiences and sense of libraries with shaping their perceptions of academic libraries. Some library experiences before college mattered for some participants' sense of comfort and security with libraries in general; however, similar to how place attachment can be negative (Manzo, 1994), other library experiences before college can sometimes lead to assumptions or dissuade use of the college library. During college, participants perceived that their interactions with library employees and with peers fostered their

library relationships. Deliberate activities organized by the Library and/or OSU can also cultivate library relationships. Ultimately, their library interactions and activities during college shaped and fostered their relationships with the Library as place.

Participants perceived that past experiences helped shape their library perceptions.

Several students in this study connected their positive past library experiences as youngsters, described in Chapter Four, as shaping their current feelings about libraries. They spoke of feelings of comfort, happiness, security, and self-sufficiency. For example, David noted that in elementary school his competitiveness in the Accelerated Reading Program led to frequent library visits, which increased his level of comfort with libraries and his library use. He said, "It got me into reading and into using the library more, so that I'm pretty comfortable with libraries because of that." He also shared, "I feel REALLY HAPPY in libraries, 'cause it has good memories behind it." Tasha suggested her past library use led to a sense of security: "I took to books and reading in the library as a child. It kinda helps bring some of that security into another phase of my life." Jessica said her feelings of independence and self-sufficiency as a library user comes from "growing up in libraries and hanging out in libraries a lot when I was younger, and being really used to the organization system."

On the other hand, some participants described past library experiences or perceptions that suggested a stereotype about libraries that initially led them to avoid the academic library. Several students in this study described how their reading and affinity for libraries decreased when they entered middle school, and continued to decline throughout high school. Olivia remembered that her middle school and high school library visits were only "for meetings or for class," and libraries were "never I place I went to— ever." She perceived that students have a

negative stereotype about libraries: “I feel, like, we all think of it, [mimicked] ‘Aw, the library is BORING. The only thing you can do is HOMEWORK.’” She believed that because of such perceptions she avoided the library while she was a freshman, but later realized its potential for social interaction where she could meet friends or people in her major that were “not in my classes.” Similarly, Levi said, “In high school, the library wasn’t even a BIG thing anymore. I honestly don’t even think I went to my high school library unless I had to.”

Participants also suggested a general stereotype about libraries, labeling library users as “nerds,” or provided an indigenous contrast between academic and school libraries. David said, “I think there’s definitely a stereotype…because growing up, no matter where you’re from, there’s ideas of what things should be based off of MOVIES, or your HIGH SCHOOL, or your public library. You think that the librarian should be this way, and you think that if you read books at the library and stuff, you’ve gotta be a nerd…” Providing an indigenous contrast (Emerson et al., 2011) between two types of libraries, Tasha illustrated how her experiences led to her surprise at how the college and high school libraries differed. She noted, “a lot more freedom you get here…. It’s not like you have to be dead quiet…. The Library doesn’t have, like, these RIGID RULES that you have to follow.”

Students enter college with their own past experiences and perceptions about libraries in general. Several participants with positive library experiences before college believed that those experiences helped them feel comfortable with libraries. Participants who seldom used their middle school or high school library were surprised at the differences in the college library. Some participants acknowledged that libraries have broader meanings as well through circulating cultural and campus stereotypes.

Participants perceived that their unique interactions with library employees fostered their library relationships.

Interactions with library employees may also foster library relationships. Some interactions occurred with librarians delivering instructional sessions about library resources in core curriculum classes such as English Composition I or II. Other interactions occurred by repeated activity at specific locations in the Library, or outside of the Library at campus events. Several participants recalled details about the instruction sessions. For example, Allison recollected learning about library databases, finding five research articles in her session, and the first name of the librarian who taught the session. Anthony recalled that his orientation, "introduced BOSS (the online search system), and it was very helpful, 'cause it seems kind of complicated." He noted that he has continued to utilize the library's online resources.

Of particular note from this study, not all participants had the opportunity to learn about the library in college composition classes for various reasons. Four students, Isabelle, Jessica, Olivia, and Nick, either received Advanced Placement English credits, transferred English Composition I and II credits from other colleges, or took College Level Examination Program tests. These participants seemed less knowledgeable about using the library's online resources.

Repeated interactions with front-line library employees at library service points can also foster library relationships. Nick and David described how frequently checking out laptops from front-line library employees served as a springboard for relationships within the Library. As noted in Chapter Four, Nick said he developed friendships with some employees at the checkout desk. David also built relationships through his repeated interactions at the desk and received knowledge from librarians. He said, "I love the librarians…. I kind of hover around the

circulation desk sometimes…they know a lot more about the library than I do, so they continuously tell me about resources and stuff." Frequent interactions such as these built a familiarity with people that turned into friendships or bridges to knowledge about library resources.

In contrast to David and Nick's experiences, Levi's experience provides a discrepant case (Erickson, 1986). He refuses to check out laptops because he fears library fines. In other words, the Library is a place of risk because its potential cost outweighs any potential benefits. Therefore, he has not built the type of relationships Nick and David described. This potentially may reduce an opportunity for acquiring library knowledge through relationships with library employees. In fact, his observation of one front-line library employee's interactions with patrons led to avoidance with her. He explained, "ONE in particular I usually try to avoid because I've heard her talk to some people with a little bit of a negative tone." Chuckling slightly, he added, "I was just kind of like, okay, I'm gonna steer clear from you." As demonstrated by Nick, David, and Levi's examples, the library's front-line employees hold important positions for helping students develop relationships to the Library as place.

Students' interactions with librarians also can occur outside of the library building, and several participants described memorable interactions that helped foster library relationships. Grace spoke of several interactions she had with a particular librarian at campus events and in the library. She said she sought help from this librarian, and noted, "when [she] worked [at the Reference Desk], I would just go and talk to her, as I passed by…. I built sort of like a nice relationship, so whenever I [have] a question, I'm sure she'll help me answer it." Another student referenced the same librarian in the same way.

Another particular library employee deliberately strives to foster relationships with students outside of the Library by attending student organization meetings and activities. Olivia described this employee who she "sees all the time. She goes to [several] multicultural student organization events…She's always saying, 'Oh, I'm at the Library,' and she tells ALL of us that ALL the time. She always wants to help…She's always kind of making that connection with students." Olivia described asking this librarian for assistance. As an agent for the Library, this librarian's actions and willingness to reach out to students outside of the library setting demonstrates ways librarians can build relationships that students will remember. In summary, participants' relationships to the Library are fostered through interactions with librarians both in and outside of classes, and through interactions at service desks.

Participants' relationships to the Library are fostered by their interactions with peers.

Peer interactions clearly fostered participants' relationships to the Library and its resources. As previously described in Assertions Three, Four, and Five, peers influence library relationships in various ways. For example, Isabelle said, "It's really great to talk to other students about [the library] because you LEARN from THEM. I didn't know [about Room 105] until I started chatting with another student." She also noted, "I had an RA, uh, when I moved in and she said it [the Library] was like a really good place to go." Anthony said he learned about the library textbooks from a peer who told him, "I don't buy books. I just go check 'em out." David, Grace and Allison also provided examples of learning about the Library from peers. These types of peer interactions in which knowledge is provided offer evidence of one way that social capital is distributed among students.

Suggesting more benefits from some library introduction activities than others, participants offered some glimmers about how library interactions through organized activities fostered their library relationships.

Prospective and new students usually have multiple opportunities to begin building library relationships through activities organized by OSU and the Library. Examples include campus tours for prospective and new students which primarily are organized by the Office of Undergraduate Admissions, Welcome Week library tours organized by the Library, and study hours required by various OSU student support programs. Most participants in my study experienced at least one of these activities; however, the required study hours in the Library seemed to carry a little more significance than other activities in terms of building library relationships.

As a prospective student, Allison described how her first visit to the Library as a high school senior during OSU's spring break shaped her initial perception about students' library use. She stated, "There wasn't really anybody here, and I think I kind of assumed people didn't really use the Library that much." She laughed as she recalled her first library visit as an enrolled student and she thought, "What are all these people doing here?" Her initial observation of the library as a high school student, led to an inaccurate perception that was shattered by her first library visit as a college student.

Nick chuckled as he recalled being motivated to participate in "four or five" library tours during Welcome Week because "I wanted the popsicle." He remembered "just walking around" and somewhat dismissively said, "They showed us some stuff like the circulation desk or the textbook room. I think we went up to the second floor. That's all I remember." Although Jessica

could not pinpoint her first library visit; her perception was quite different from Nick's. She recited a litany of library information that she remembered hearing:

> I think I learned about it on one of the tours, or during orientation. We were told that it has the interlibrary loan, and there are computers and free printing, research librarians to ask questions [of], and you can use the internet, um, the library website for research and get journal articles and get access to all sorts of different things. There are a lot of, like, individual study rooms. And we were told that you can rent, like, not rent but checkout one of the rooms, and you can checkout computers or whatever. We were told this long list of all of the things that the Library has to offer.

Even though she was uncertain when she heard it, the information she relayed is commonly provided to prospective and new students (Oklahoma State University Library, 2016a, 2016b), and it was certainly memorable to her.

As freshmen, several participants participated in a student support program that required ten study hours per week. The Library was one of only a few campus places these students could complete these hours. Those participants all conveyed the benefit of that requirement in helping foster their relationships to the Library as a place. For example, David explained that the "mandatory study hours… really allowed me to get to know more about [library] resources." He saw this as "a great advantage because…I had to come to the Library often, and use the resources, and get to know my way around here pretty well." These participants all indicated their comfort level with the Library increased, and they learned about the library's resources from their required time spent in the building. Thus, the required study hours, which likely were

designed to build good study habits, familiarized participants with the Library, thus creating a foundation for library relationships to develop.

In summary, participants' relationships to the Library as place are fostered in several different ways. As prospective or new students, they bring perceptions about libraries from their past library experiences or from early observations. Subsequently, their interactions with library employees and peers helped foster their library relationships. Participants who had mandatory study hours perceived benefits by completing those hours in the Library. Overall, it seems that repeated use of the library is the key to building relationships to the Library as place. Having described several ways in which library relationships develop, I now turn to my eighth and final assertion, which centers on the dynamic nature of participants' library relationships.

Assertion Eight– Dynamic Library Relationships

Participants perceived that their relationship to the Library as a place, their library use, and their attitudes about the Library vary while they are in college, but that overall, their sense of the Library is that it is meaningful place for academic work.

Participants described several ways that their relationships with the Library changed during their years in college. They perceived that as they progressed in college, they used the Library more frequently and more productively as they learned what resources were available, and what spaces could serve their various needs. This is tied with their realization that the Library as a place provides what they need for academic study and propels their academic work. Most students in this study reported that their library use as freshmen was nonexistent, infrequent, or more social in nature. For example, Allison noted, "I didn't use it for studying a whole lot my freshman year…now I go out of my way to come here more often." As previously

mentioned in Assertion Seven, David said his required freshman hours were an “advantage” because he learned about the “resources,” but he categorized his library relationship then as more a “social hangout” and said he “never really got any work done.” He perceived that most freshmen “struggle with that” and called it “the basic general freshman flaw.” He described his current library relationship as that of an academic friend: “Me and the Library are study buddies...because it’s the best place to focus and get some work done.” He developed a relationship to the Library from his use, and this seemed to transition into fully realizing the academic nature of the place.

Several participants recognized that their maturity influenced their changing library relationships. For example, Jessica said, “I sort of grew up a little bit and realized that sitting on my bed in my dorm room wasn’t the best place to get work done.” She also pointed to her realization of her own study needs and places that would facilitate her work, “As you progress in college you learn more of how you study…and more of WHERE to go, what is the best place to work for you.”

Isabelle felt that her relationship with the Library had “definitely gotten BETTER as I’ve become older,” She emphasized, “When I was a freshman I kinda came in thinking I was gonna have a little more fun, and definitely that’s not the case. I’ve realized how much harder I had to work.” She added, “As I got older and I KNEW that I had to work harder, the Library was just here for me.” She associated the Library with productivity and as a safety net connected to her sense of self-responsibility.

Interestingly, when Isabelle took her photographs, she said she looked out a second floor window and saw a group of prospective students on a campus tour. This made her contemplate

her perspective and theirs, and consider how her perspective of the Library as a place changed. She observed,

> What they were seeing…is like what I saw a few years ago when I toured… they've probably never been in the Library before, and they're just like AMAZED at how majestic [chuckled] it is, but, you know, they'll realize how important the Library is to them, EVEN MORE so than, like, on a visual level and stuff, once they get here.

Her observation illustrates the difference between the idea of the Library as a built structure with environmental aesthetics, versus a relationship with the Library as a place of importance that developed over time and through use.

Participants perceived that various factors in their lives had some bearing on how their relationship to the Library changes.

My data sources reflected that participants' time in the library ebbs and flows, depending on their year of college, the time of the semester, where they reside, the availability of transportation, and work schedules. For example, Nick's changing relationship to the Library was related to his realization about the places that best facilitated his schoolwork. He perceived that he studied in the Library more as a freshman, but his sophomore year he thought he "spent a little bit more time in that [academic center] study space." However, he shared that the Library had become "MORE important because since all my friends moved to the [academic center] … If I need, REALLY need to get work done, I don't go there, 'cause they just want to talk." He deemed the Library as greater in importance for accomplishing his work and meeting his academic goals.

Some participants perceived that the distance from their residence to the Library made a difference in terms of trouble, convenience, or feelings of safety. For example, between our first

and third interviews, Isabelle moved to campus housing further away from the Library. In our third interview, she described how this affected her library use:

> I HAD changed my mind about coming a few times, just because I've moved since last year, so it's a little more difficult to get to the Library and get home…. the buses stop operating at eleven, so last night was the first night that I've been here, past eleven or midnight, or even that late in the evening. I was lucky to have a classmate take me home, but last year I lived close enough to where I wouldn't feel UNSAFE walking home. NOW that's kind of a factor in, like, why I don't travel as far.

She also perceived that living in a different place has made it more difficult to schedule study time with friends who have moved off campus: "Before, you know, you could just go knock on someone's door, and just be, [mimicked] 'HEY! Do you wanna go to the Library?' And it was, like, that easy, but it's become more of an obstacle to set times."

Even though the Library is open 24 hours a day, 5 days a week during the Fall and Spring semesters, there are still times when it is closed that frustrated participants. For example, Levi perceived that lack of time was a significant factor for his inability to use the Library. Expressing frustration with the library's summer hours due to his work schedule, he relayed, "Sometimes the hours suck because I'll think they're open, then I come here and they're closed….so I won't have the opportunity to use it." Likewise, Tasha reported dissatisfaction with the hours one holiday weekend that impeded her ability to use the Library.

Levi conveyed how his schedule affects his relationship to the Library. During the fall semester, he said there were times that he thought about going to the Library, but he changed his mind because of his perception of time. He said, "Um, it happens a lot. I end up running short on

time, and I don't have enough time to get here just 'cause of work and stuff. Normally, I like to study here. I just haven't had much time lately."

Participants can develop conflicting feelings about the Library as a place of academic work.

Sometimes participants resist going to the Library because they do not want to have to think about studying, and the meanings of studying are too great in the place. As participants come to realize how library space propels their academic work, they also began to associate the Library with work, an association so strong that they sometimes dislike the Library. Several participants expressed their contrasting feelings about this. Grace described her relationship to the Library as a "good relationship," but then chuckled and said, "Sometimes when I DON'T want to study, I try to avoid the Library." Olivia expressed that the Library is "kind of like my second home, but it's like the second home you wish you didn't have to have. It's like a necessity, but you don't want it to be." Anthony described his relationship to the Library as "love-hate, more love than hate…'cause sometimes, you know, I love procrastinating, and I'm like, 'Oh I have to go to the Library and study,' and 'AGH I have to go do it!'" He explained, "It's like I DREAD being a student sometimes…I have to do work. I have to go meet with a study group." He explained the other side of his relationship: "The LOVE comes from how often I'm here. The resources are great…I love coming up here and just reading sometimes to be alone."

Participants suggested that after they graduate, their time spent in the Library and resulting accomplishments will stand out to them about their library experiences. For instance, Nick, who has a 4.0 GPA, said, "I think I'll remember it for all the time I spent here. I think it will feel pretty good, time worthwhile since I've graduated." Allison expressed similar feelings

and said she would remember, “probably just, spent a LOT of hours there [chuckled] but a lot of, um, productive hours, got a lot of stuff DONE.” However, she added a social element: “Um, and I was able to MINGLE with people.” David also focused on achievement, when he said, “I think I’ll look back at the Edmon Low Library and think of all the countless nights that I spent here, and how much I actually accomplished…. I’ve definitely done more work here than anywhere else on campus.”

To recap Assertion Eight, through my cross-case analysis, I began to see that participants’ relationships to the Library vary while they are in college. In retrospect, they suggested they did not realize the full potential of the Library as new freshmen. Various factors such as student housing, feelings of safety, and work schedules shaped their library visits. Over time and with experience, they perceived that the Library became a meaningful place of academic accomplishment. However, some participants’ association of the library with academic work is so powerful and strong that they admitted they sometimes avoided or disliked the Library. Overall, they imagined that their time in the Library and their library experiences would pay off by their graduating; therefore, it is a worthy investment for them.

Summary

The eight empirical assertions in this chapter emerged inductively from my cross-case analysis. I supported these assertions with points of meaning about the Library as a place that arose as salient as related to my research questions and sub-questions. To recap the eight assertions, first-generation undergraduate library users in this study perceived the following:

1. The Library is a place with helpful resources important for their success that continuing generation students might have understood better than they initially did.

2. The Library is a place with touchstones of history where the past, present, and future meet, thus supporting them with a sense of their self-identity as college students.
3. The Library is a place of enduring academic knowledge that is signaled through its historic architecture and grandeur of design that can provide a sense of welcome and encouragement, improve attitudes, and signify accomplishment.
4. The Library is a place that fosters a sense of community and belonging, which arises from interactions with certain objects and peers, and recognition of norms of behavior.
5. Environmental conditions of library spaces, and furnishings within those spaces, are important for their goals, thus fostering a sense of place attachment.
6. The Library cares about them by creating conditions in which they can maximize their time for their goals.
7. Their relationships to libraries are associated somewhat from their past experiences in libraries, but more significantly from their college library experiences.
8. Their relationships to the Library as a place, their library uses, and their attitudes about the Library vary while they are in college, but their sense of the Library is that it is meaningful place for academic work.

With this chapter, I discussed what I saw and understood that emerged from my research. First-generation library users in this study experienced and perceived the Library in myriad ways. The Library carried meanings related to their self-identity and their feelings. Environmental conditions, library spaces, and object within those spaces propel their academic work. Their relationships to the Library are shaped by past experiences but mostly by their interactions and activities during college. Their relationships to the Library vary while they are in college. Overall, they associate the Library with academic work and accomplishment.

In Chapter Six, the final chapter, I will begin by briefly summarizing the first five chapters. Then I will discuss my theoretical framework, place attachment. Next, I discuss my research questions as related to my eight assertions and place attachment theory. Then I explain why place attachment matters for the Library in the context of higher education. I then provide implications of my study for theory, research and practice. After that, I will suggest areas for future research. Finally, I will offer a conclusion, final reflections, and a poetic representation (Feldman, 2004; Richardson, 1992)

Chapter Six

Summary and Discussion

This case study explored OSU first-generation undergraduate library users' experiences and perceptions of the Edmon Low Library as place. With my four research questions and two sub-questions, I investigated emic understandings of how participants experienced and perceived the physical library, the meanings they ascribed to the Library, how they related to the Library as place, and how those relationships developed. As Stake (1995) noted, meanings are "intricately wired" to contexts (p. 17). In Chapter One, I identified and described four contexts for my research: historical, political, educational, and cultural. To recap, from a historical context, the role of libraries has changed from serving primarily as a storehouse of books with spaces for people, to people spaces teeming with technology and objects, including books, with a focus on student learning. From a political context, libraries serve as an arm of democracy, but as government funding for education has decreased over the years, higher education and libraries must constantly evaluate how well they meet their mission, re-evaluate their funding strategies, and seek ways to demonstrate their value to stakeholders and society. From an educational context, libraries support students' academic endeavors, which can have immediate implications for their academic progress. From a cultural perspective, library resources can help level the playing field for first-generation or other underrepresented students in college and have generational implications that ripple out to communities and society.

In Chapter One, I provided an overview of this study and included historical information

about the Library. With Chapter Two, I presented relevant literature organized into three main sections. The first section included information about higher education, first-generation students, and capital theories. The second section focused on students and libraries. In the third section, I covered my theoretical framework of place attachment theory with its foundation of place theory, and constructs of library as place. In Chapter Three, I outlined the methodology and methods I used to address the study's purpose and answer the research questions. With Chapters Four and Five, I presented the results from my inductive and deductive analysis of data sources. In Chapter Four, I provided ten representations, one for each participant, that I developed from analyzing multiple data sources of each participant, a technique Stake (2006) calls "within case analysis." Each representation highlighted members' meanings (Emerson et al., 2011), i.e. what was most meaningful for participants as determined by their photographs and their words. In Chapter Five, I presented eight empirical assertions (Erickson, 1986) with supporting evidence that I constructed through cross-case analysis (Stake, 2006) of my case representations and further analysis of my data sources.

In this final chapter, I will begin by briefly summarizing the first five chapters. Then I will discuss my research questions and findings in the context of my theoretical framework of place attachment, and the literature I reviewed. Next, I will revisit capital theory, and then provide implications of my study for theory, research and practice. After that, I will suggest areas for future research. Finally, I will offer a conclusion, my reflections and a poetic representation.

Review of Chapters One through Five

Research focused on first-generation college students has developed considerably in recent years, but we do not know enough about what works in what ways for their academic

success. Research has identified some factors such as academic preparation and choice of college (Terenzini et al., 1996), and academic advising and involvement in extracurricular activities (Davis, 2010; Ward et al., 2012) that shape the academic success of first-generation students. The problem is students' perceptions of the academic library as place remains relatively unexplored. Exploring such perceptions is important for deepening understanding of how the library, as a central academic resource on campus, can best serve this population.

Students qualified for this study if they self-identified as first-generation, had completed three or more semesters at OSU, and if they considered themselves frequent library users. Ten students, diverse by gender, age, cultural self-identifier, classification, and college major participated in this study. Over several months, I met multiple times with my participants.

The setting for this case study was the Edmon Low Library, an iconic building located at the heart of the OSU campus (see Figure 1). This Library was designed purposefully to be the focus of the campus (Leider, 2016; Sanderson et al., 1990). This study's participants included elements external to the Library such as the fountain and the plaza within their concept of the Library itself. These external elements carried strong associations and meanings for my participants. As shown by my study, the library's intentional design and site still carry a message of the library's importance to the campus. Participants appreciated its "welcoming" and "inviting" appearance. My study supports that surrounding architecture matters and investment in beautiful campus architecture and design can stand the test of time in terms of meaning for students.

In one sense, there is nothing unique about the broader cultural meanings of constructed college campuses. However, campuses each have their own cultivated cultures and traditions.

For example, at OSU the predominant school color is orange. This is manifested in many ways from the orange clothes people wear, to the dyeing of the water orange in the Library Fountain at Homecoming, and the lighting the Library with orange holiday lights. Another OSU tradition is the Library carillon ringing the alma mater daily. Students in my study expressed feelings of "togetherness" and "pride" and "community" toward these Library traditions. These cultural meanings held by participants suggested place attachment to the Library, the University, and its traditions.

I conducted this study with a constructionism epistemology and theoretical perspective of symbolic interactionism, a form of interpretivism which holds that meanings are produced through interactions (Blumer, 1969). Symbolic interactionism logically relates to my theoretical framework of place attachment theory because a sense of place and place attachment arise from interaction with an environment, and the things and people within that environment. Based on the problem of little research of first-generation students and academic libraries, I explored four primary research questions and two secondary questions. My primary method for this case study consisted of three semi-structured and progressive interviews. One or more secondary methods informed each of the three interviews:

> (a) ten or more participant-produced photographs depicting meaningful aspects of the library and a demographic/questionnaire,
>
> (b) a diamond-ranking activity (Rockett & Percival, 2002) in which participants produced a diagram that ranked their most meaningful photographs in a hierarchical order, and
> (c) a time-diary (Harvey & Pentland, 1999; Robinson, 1999) in which participants recorded actual library visits and narrated their impressions about those visits.

Through their words, photographs, diagram, and diaries, I had multiple sources of evidence from first-generation library users for understanding what the Library as place means to them. My secondary data sources, a questionnaire, multiple documents, and naturalistic observation offered additional evidence for this case study. Following the philosophy of emergent design flexibility in qualitative research, I completed several strategies of data analysis that unfolded while I collected and processed data (Patton, 2002). I primarily analyzed my data sources inductively, and I developed and presented case representations in Chapter Four. I then conducted cross-case analyses as suggested by Stake (2006). Through my triangulation of my rich data sources, development of case representations, and my in-depth cross-case analysis, eight assertions (Erickson, 1986) emerged which I presented in Chapter Five. These assertions all responded to the research questions in one or more ways.

Theoretical Lens– Place Attachment

My interest for this research was place, but place attachment emerged because I could see that participants were attached to the Library as place. Place attachment theory emerged as a significant way to draw out nuances in participants' meanings and their sense of the library as place. In Chapter Two, I introduced place attachment by first describing its derivation from place theory, with its fundamental characteristic of space that holds meaning (Cresswell, 2004; Manzo, 1994, 2014; Relph, 1976; Tuan, 1974, 1977). Researchers mainly depict place attachment, "as a multifaceted concept that characterizes the bonding between individuals and their important places" (Scannell & Gifford, 2010, p. 1). I drew from two particular sources for my theoretical framework of place attachment: primarily Scannell and Gifford's (2010) "tripartite organizing framework," and, secondarily, two of Lewicka's (2011) suggested additional directions needed to further develop place attachment theory.

The tripartite place attachment framework (see Appendix K) combines the many facets of place attachment into a model with three primary dimensions "person, process, and place" each of which has two or more levels (Scannell & Gifford, 2010, p. 2). Scannell and Gifford stressed that the dimensions can overlap, and their model illustrates how the dimensions and levels are all connected. The person dimension has two levels of attachment: individual, and/or group (Scannell & Gifford). The group level suggests that group and cultural similarities transfer to similar "symbolic meanings" of place (Low, 1992, as cited in Scannell & Gifford, p. 2). For my study, the group level refers to my case, the group of first-generation undergraduate library users who participated. The individual level suggests that place meanings arise from "experience, realizations, and milestones" (Scannell & Gifford, p. 2).

The second dimension of the tripartite framework "psychological process" has three levels: "affect, cognition, and behavior" (Scannell & Gifford, 2010, p. 3). At the affect level, there are emotional associations, usually positive but not always, with a place. My participants' verbiage such as "like" and "love" and "hate" reflected some of their emotional associations with the Library. The cognition level encompasses "memories, knowledge, schemas, and meaning" that people hold about a place (Scannell & Gifford, p. 3). In other words, this is what people think and know about a place, and what it means to them. People choose to be in a place because of their sense of place, i.e., how they feel about the place. In my study, cognition was expressed by participants visually through their photographs and verbally through their words. The third level of psychological process is "behavior," and it is related to the actions people take (Scannell & Gifford, p. 4). My participants expressed their perceptions of their library behavior through their descriptions of their library experiences, and their library time-diaries.

The third primary dimension of the tripartite framework "place" consists of two levels: "social" and "physical" (Scannell & Gifford, p. 2). The social levels "social arena" and "social symbol" are suggested by familiarity and sense of community, e.g. "people are attached to places that facilitate social relationships and identity" (Scannell & Gifford, p. 4). The physical level of place refers to the meaningfulness of physical aspects of the "natural world" or the "built environment" (Scannell & Gifford, pp. 4-5). Both the social and physical levels of the Library were present in my data sources. For example, several of my participants referred to library users as a "community" and spoke about particular spaces they often shared with friends for the purpose of academic work. The built structure itself ranked highly in terms of meaning for almost all of my participants. Several of them described the building as "significant" to the campus.

One year after Scannell and Gifford's proposed tripartite framework of place attachment, Lewicka (2011) published an extensive review of place attachment, and identified several promising directions for place attachment theory. Based on my research, two of Lewicka's suggested directions "environmental aesthetics" and "time-space routines" are especially pertinent for this study. As Lewicka (2011) explained, environmental aesthetics relate to the "physical nature of places…as structures…with theory-grounded principles" (p. 226). My participants' attachment to environmental aesthetics was evident. Most of them spoke affectively about the architecture and design of the south entrance, the fountain, and the grand staircase and why those elements were important to them. For example, Jessica described the design of the library exterior as "welcoming" and "aesthetically appealing." Levi said he walks by the fountain to see the water and "release tension."

Time is an important element of place attachment because "time-space routines" lead to meaning (Lewicka, 2011; Seamon, 1980). My participants' time-space routines were especially reflected through their library time-diaries but also in other ways. A few mentioned how their required freshmen study hours helped them get to know the library better. Many participants spoke about regularly spending time in the Library because they perceived that it was the best place for them to complete academic work. Looking back, Olivia perceived that she did not use the Library until her junior year, and she wondered, "How did I survive not being in the library at all?" Participants' descriptions of the long hours of time they sometimes spend in the Library, e.g. eight hours or more, surprised me. Furthermore, it explains the importance what is made available in the library spaces, such as furniture, food, and beverages, that enabled participants to work for long periods of time.

When I read the data sources inductively, place attachment emerged as a meaningful way to draw out nuances in my participants' meanings of the library. All of them described the library with affect and place attachment. In the next section, as I answer my research questions, I will focus on meanings from my case representations in Chapter Four, and the assertions I presented in Chapter Five. These assertions emerged from my participants' library experiences and their perceptions, what they identified as meaningful about the Library, and their sense of the Library as place. I will suggest connections that I see through the lens of place attachment theory, and I will revisit pertinent literature that I reviewed in Chapter Two, and briefly include higher education scholarship related to student development.

Research Questions

The research questions in my study are blended kinds of phenomenon. For instance, as frequent users of the Library, participants' library experiences (research question one) naturally lead to their perceptions (research question two) of the Library. The aspects of the Library they identified as meaningful and those meanings (research question three) can be considered perceptions, which, as noted, are based on experiences. Finally, their relationships to the Library (research question four) are related to their experiences, perceptions, and meanings. In the following discussion, as I integrate my research questions and salient meanings of my assertions in consideration of my theoretical framework of place attachment, I provide overarching connections because of the intertwinement I just described. I created a model (see Appendix L) to illustrate the importance of time and the interrelatedness of my research questions with my participants, their sense of place, and place attachment theory.

Research Question One

My first research question sought to understand how first-generation undergraduate library users experienced the physical library. My study revealed that these library users predominately experienced the Library as a place for academic work. This revelation is similar to findings in Farouk's (1979) study of this Library that found students' primary motivation for library use was for class or course related needs. In my study, most participants noted how they had learned over time that they worked better in the Library than in their dorm rooms with their distractions, such as television or video games. Participants expected the environment of the Library would push them to work. This matters because academic work is a requirement for students to progress to degree completion. These meanings about the Library developed over time and with use. Importantly, this points to the potential value of students' development of a sense of place and place attachment to the library as part of their sense of being a student. This

notion of the Library as a place for academic work is supported by the literature that frames 21st century libraries as learning spaces (Bennett, 2009; Nitecki, 2011; Ray, 2001).

Related to the idea of the Library as a place for academic work are participants' experiences of the library as a functional space based on the resources or tools it provides. As I noted in Assertion One, participants often spoke about the importance of the library's "helpful resources." For example, as Jessica noted about the library computers, "functionally they're very important to this building, and to the importance this building has for the majority of campus." This functionality is related to academics, and is supported by the pilot study as well (Neurohr & Bailey, 2015, 2016).

Participants also experienced the Library as more than an academic or functional place. For example, Grace and David noted that they used it to fill time between classes, while other participants such as Anthony and Tasha used it for pleasure reading, or even naps. Such additional uses suggested that participants feel comfortable being in library spaces since they chose to go and spend time there for other activities. These individual connections to how participants experienced the Library seem bound to the cognition aspect of place attachment's psychological process dimension. Students in this study arrived at their meanings about the Library through cognition or recognition. Their attachment to the Library as place is based on their library experiences, which, in turn, become their memories and associations with the Library. For example, Tasha reminisced wistfully about her freshman year and "coffee meet-ups" with friends in Café Libro.

Wiegand (2005) noted that libraries have always had multidimensional aspects. Similarly, Cook (2001) recognized this by calling the library both a "symbolic" and "utilitarian" place.

Furthermore, she noted the importance of the physical library for undergraduate students as a place conducive to "higher order thinking" and symbolic of "the world of the mind" (Cook, p. 264). Wiegand (2005) suggested that letting users tell their stories about their library experiences as one of the best ways to understand what they value about the Library. My study supported this multidimensionality, and the importance of the physical library as place through the voices of my first-generation undergraduate library users.

As they considered what was meaningful to them about the Library, my participants shared what they personally have experienced, know about the Library, and suggested what new first-generation students should learn. They expanded library use to a deeper level beyond simply the resources themselves. They believed that first-generation students should assume charge for their own education, go to the library spaces, use its resources, and ask questions. This suggests the importance of student behavior in the physical place of the library. In terms of research question one, the dimensions of the place attachment tripartite framework that seem most relevant are the individual level of the person dimension and the cognition level of the psychological process dimension. These levels are related. Although participants suggested that they, as individuals, might have been less aware of the Library at first than continuing-generation students, they described their library experiences and various personal connections that they developed to the library, and why that mattered. Thus, this fits with the individual level of the person dimension.

Research Question Two and Three

With my second and third research questions, I sought to understand how participants perceived the library, what aspects of the Library they identified as meaningful, and what those

meanings were. My second, third, fourth, and fifth assertions all provided students' perceptions about meaningful aspects of the Library. From a holistic standpoint, these aspects related to their sense of self-identity as college students, their feelings evoked by the library's historic architecture and design; their sense of community and belonging in the Library; and the important elements of the library for goal support. I will discuss each of these ideas separately.

Self-identity as college students

As I described in Assertion Two, several participants perceived connections between certain library elements and their self-identity as college students. The appearance of the library building had meaning for several participants such as Levi, who remarked that it gave him as sense of the "college experience, the college feel," based on what he saw in movies. To him, this validated his identity as a college student. Several participants identified shared symbolic and historic meanings from the wall mural that depicts the OSU graduating class of 1910, the library's old study desks with their markings from past students, or old books. These physical objects provided a sense of the past, and compelled them to think about their place in the present and their hope for future.

Participants' attachments to these objects revealed itself psychologically through the place attachment levels of affect, cognition, and behavior. They described emotional affection and meaning toward these objects. For example, Isabelle looked at the wall mural as evidence of students' achievement and saw possibility for her own achievement, "One day my photo might be up there." The desks, with their visible markings in the form of graffiti from past students, and old books provided a sense of continuity. Furthermore, with the old books, some participants, e.g. Allison and Levi, imagined those books in the hands of previous library users.

Looking through the lens of place attachment, the individual level of the person dimension is prevalent with this concept of self-identity. College is a milestone in students' lives, which is especially meaningful for first-generation students in this study. In addition, the social level is also present because all of the objects with meaning described in Assertion Two reflect social aspects of the physical library. When students are in the Library, they are in a place that has a social presence, not only of current students, but also of past generations of students who attended OSU and occupied the Library. Knowing the importance of the meaning of historic images and evidence of students who graduated, libraries and universities should continue to capitalize on providing visual cues in the décor that can affirm the self-identity of students. This may be especially important to consider with a group of students who may enter college with a sense of uncertainty, or the imposter syndrome (Davis, 2010).

Feelings evoked by the library's historic architecture and design

Historically, libraries were often designed and built to convey their symbolic or spiritual meaning (Campbell & Price, 2013) as the academic heart of the institution (Freeman, 2005; Leckie & Buschman, 2007). As I described in Chapter One, this is true for the OSU Library that opened in 1953. Symbolic design is still being used in some newer library construction decisions (Ginsburg, 1997), and some campus administrators still see the library symbolically as the heart of the university (Lynch et al., 2007). As shown by my study, participants expressed compelling impressions of the Library's architectural design in terms of its evocative meanings as an historic testament to academia, and its emotional importance for them as college students. Theoretically, the physical level of the place dimension was strong for place attachment. As I described in Assertion Three, this was evident in how favorably participants described their photographs of the library building and how highly they ranked those photographs. Participants' perceived

meanings of the Library's architectural design, supports Lewicka's (2011) suggestion that environmental aesthetics are a promising area for place attachment study.

Participants' attachment to the physical place overlaps with the process dimension as well. The levels of affect, cognition, and behavior are all present (Scannell & Gifford, 2010). My participants described the Library's iconic exterior and its interior grand staircase in terms of psychological process with positive emotion for the Library's beauty and size. For example, Allison expressed, "I love just coming in to the Library and being greeted by a big, pretty staircase." Furthermore, several participants suggested the Library's exterior appearance and the grand staircase could affect their behavior by making them "want to enter" the building and by helping them feel "welcome," feelings that were supported by Jackson and Hahn's (2011) finding about the "sanctified" library.

Some researchers found that a library's size and complexity can lead to feelings of discomfort (Adkins & Hussey, 2006). My study did not support this notion. Although Allison initially used the word "terrifying" in response to her first impressions of the library's "huge" size, in the same breath, she conveyed that overall she thought the Library was "pretty"; she was "impressed"; and she found it "really exciting 'cause it's so nice." Almost all of my participants first visited the library as part of an organized and guided campus tour, and their initial impressions of the Library's "big" size were related to feelings of "excitement" with the spaces and resources available for them to use. Although inconclusive, because it is based on recall of feelings, this difference from the literature might suggest the importance of guided library tours for shaping early library perceptions, and might be a worthy area for further research.

Participants' meanings about this Library's architectural designs were held collectively, thus indicative of the cultural/group level in the person dimension of place attachment (Scannell & Gifford, 2010). In addition to the exterior appearance and the grand staircase, the library fountain carried personal and cultural/group significance. Most students in this study identified it as a favorite area, and they described visual and auditory sensory impressions that affected them. For instance, Levi said, "listening" to the fountain "RELEASES some of the tension that I'm feeling." Those impressions also extended deeper for some participants into philosophical meanings of life, or, as in Tasha's case, served as a ritualistic signifier of her productivity in the Library. The perceived meanings of the library's historical architecture and design suggest that campus planners, such as those at OSU, should continue to be mindful of maintaining symbolic structures.

Sense of community and belonging

Another attraction participants had to library spaces is found in their sense of community and belonging that the spaces can foster, a social component of place attachment (Scannell & Gifford, 2010). As I described in Assertion Four, students in this study perceived the Library as a place with a community of students focused on academic work to achieve their goals of completing college. For example, Isabelle, Anthony, and Olivia perceived the library as a social place where they are surrounded by like-minded students, and where they make or meet friends. As many participants noted, the Library is a place where "everybody comes." Comparing it to home, Isabelle said, "PEOPLE sleep here and they make this place their HOME…. I've known people who've been here five days in a ROW without going home to shower." However, even though he was attached to the library, the concept of the library as home was not evoked by Levi whose past life experiences included foster care and homelessness. Seeing fellow students

studying or doing academic work in the library spaces matters for first-generation students who, as Davis noted (2010) may not have personal family models about how to become a student.

The public spaces of the library create possibilities for connections with peers, an important concept of 21st century libraries as places of learning (Bennett, 2009; Dugan, 2013; Nitecki, 2011; Ray, 2001). Some participants noted how these spaces are "neutral" places for collaborative work, as opposed to the personal space of where they live, thus conveying a "comfortable" feeling as suggested by Tasha. Through their repeated experiences in the Library, its spaces became familiar points of connection with peers. Allison reported, "We're here for the same goal." Being in the library community with like-minded peers can influence students in positive ways. David declared, "If you put me around some productive studying people, I wanna be productive, too." Olivia and Isabelle suggested an academic benefit of the library spaces creating possibilities for new peer relationships. As Olivia noted, "I meet more people…I'm getting more work done, or understanding it better because I have more people to explain it to me." Isabelle likened it a "family or friend style support system."

Participants' recognition of library norms, as described in Assertion Four also substantiates the sense of community and belonging that they perceived. They identified library norms such as the absence of noise in the Reading Room, "etiquette" of using the express printers, and shared knowledge of an elevator that "always stops on the second floor." Furthermore, several participants described an emic term "The Strip" for the library's study bars that distinguishes their library behavior from the social behavior of other college students.

In terms of place attachment theory, place and psychological process are evident through this sense of community and belonging. The place dimension embodies both the social and

physical levels (Scannell & Gifford, 2010). In addition to the previously mentioned examples of community, at the social level, several participants also perceived that certain library objects and customs provided them with feelings of school pride. For example, they specifically noted the traditions and meanings surrounding the library fountain during Homecoming, and of hearing the sound of alma mater emanating from the Library tower. Affectively, they used words such as "love" and "like" for objects that conveyed this school spirit and pride. These traditions offer a sense of community, tied to the social aspect of the physical spaces and also to the cognition level of the process dimension (Scannell & Gifford, 2010).

Participants' perceptions of community and belonging, just by being in the physical place of the Library, is important because being around peers who are doing academic work supports their own behavior toward academic work. Just as they feel a sense of community and belonging from traditions that evoke school pride, they also gain this sense by being in the library's community of learners.

Important elements for goal support

Research questions two and three were also answered by participants' perceptions of library elements in terms of supporting their goals. Physical and sensory aspects of the Library that mattered included comfortable chairs, natural light, and quiet spaces, as I described in Assertion Five. Views of the outdoors, lighting, and quietness all carried meaning for participants. They cognitively connected these aspects to a wide range of meanings such as feelings of comfort and relaxation from spending time in the silent space of the library's fourth floor with its arched windows, natural lighting, views of the library lawn, and its comfortable "couches." They described similar feelings for the second floor Reading Room which has beautiful furnishings, natural lighting, and comfortable seating. However, they differentiated this

room for its importance as a place to focus and study for their goals. The participants' meanings of the environmental aspects reflect all three dimensions of place attachment (Scannell & Gifford, 2010). The place dimension, with its levels of physical and social characteristics, is closely tied to the process dimension, with its levels of cognition and behavior. As suggested by Lewicka (2011), and as shown by this study, the environmental aesthetics of the physical place are important.

The library's spaces and furnishings are also saturated with individual meanings, such as respite and relaxation, which, in some cases, are related to the ability to complete academic work. For example, Olivia explained her need for a nap, "If I go home, I'm probably not gonna come back, and then I'm probably not gonna do my homework…it slowly became finding different spots of the Library that are gonna help me stay there, and get my stuff done." However, some participants perceived meanings of the library that could intrude on place attachment. For example, the old, hard, wooden library chairs created feelings for Allison of being "really exhausted and sore." Nick remarked that the "uncomfortable" chairs caused him to stop coming to the Library. This suggests the importance of comfort and quiet spaces for students which is supported by the literature (Vondracek, 2007).

Campus planners invest particular meanings in architecture and design, but the meanings students create and invest in library spaces can overlap with or transcend those that the library intends. The behavior level of the psychological process dimension (Scannell & Gifford, 2010) manifested in how individual participants sometimes appropriate a place and reconstruct its suggested purpose to suit their particular needs and goals. For instance, they use the group study rooms for individual study when they need isolation and quietness. The availability of moveable whiteboards allows students to create and modify spaces for learning. Isabelle reported that using

the whiteboards with peers helped her pass chemistry, and she said, “having all these tools available to help me succeed have definitely made my experience at OSU better.” Thus, library resources can lead to place attachment and cumulatively contribute to the perception of the library as a place of caring, productivity, and learning. As found by Rioux et al. (2017), appropriation of university spaces is a process that leads to place attachment for university students.

First-generation students in this study repeatedly referred to “resources” in terms of what mattered to them about the library. Specific resources they named included express printers, textbooks for checkout, and laptops. The express printers stood out most notably in terms of meaning for participants because they represent objects of speed and convenience that they say “everyone” uses. This supports the research that found convenience to be an important aspect of students’ lives (Vondracek, 2007). Although the resources suggest an instrumentality about the library, participants often spoke affectively of these resources and their importance to their work.

Library resources mattered to participants in other ways, too. Tasha suggested that use of library resources could help “close the gap” in terms of her knowledge. Levi similarly perceived a difference from himself and “all the rich high school kids…coming in with all their laptops and high tech gadgets and gizmos.” The library’s computers and printers helped him “keep up.” Additional meaningful library resources include the provision of textbooks and laptop computers for check-out because they “save money,” or because participants perceived a physical benefit from not having to lug their own “heavy” laptop or textbooks around campus. Several participants perceived the Library as a living, breathing entity and a place created with sensitivity to students’ needs. For example, Olivia reported, “I really feel like most of the pictures I took, I really feel like it’s the Library trying to be the student perspective.” From my research, I see how

the library's provisions of resources can increase students' library use and the potential for building library relationships and place attachment.

In terms of library meaning, Zhong and Alexander (2007) found that several factors that matter to first-generation students in relation to their academic success. The factors similar to those in my study included facilities, computer workstations, seating, and quiet areas. However, unlike their study, my study did not support the importance of off-campus electronic access to library materials. This might be explained methodologically because students in my study mostly focused on physical, tangible things which they could photograph, or, in some cases, it might be explained by participants' lack of understanding about the library's materials available electronically

Research Question Four

My fourth research question explored how first-generation undergraduate library users relate to the Library as place and how those relationships develop. This section is tied to Assertions Six, Seven, and Eight. The key areas I will discuss are past library experiences, interactions with people, and time-space routines. In Assertion Seven, I discussed ways that participants' relationships to the Library are shaped and fostered. Through the lens of place attachment theory with its three dimensions (Scannell & Gifford, 2010), I suggest that participants' relationships to the Library are individually based, contain all three levels of the process dimension, and relate to the social and physical aspects of the place itself.

Past library experiences

My participants' past individual library experiences in public and school libraries seemed to have some bearing on their perceptions of the college library. As I noted in Chapter Four,

several participants perceived that their early experiences with public libraries and reading provided a sense of comfort and security with libraries in general. However, there was also a discrepancy to past experiences in the ways that some described avoidance of libraries through middle and high school and perceived that those feelings could lead to avoidance of the college library. This is somewhat similar to Haras et al. (2008) who reported that students under-utilized public and school libraries prior to entering college, and recommended that academic libraries should increase their awareness of students' prior library and research experiences. My study expanded knowledge of participants' past library experiences, an area that could use further study.

Interactions that foster attachment to the Library as place

In my study, participants' attachments to the Library as place were fostered by their interactions with people. First, they can be fostered by their social interactions with library employees which participants described in several ways: through instructional sessions, repeated interactions at service points, and even outside of the library at campus events. Participants developed knowledge and meaning from such interactions, and those interactions are tied to the cognition level of the process dimension of place attachment. Zhong and Alexander (2007) reported that "reference personnel friendliness" was a factor that mattered to first-generation students but not continuing-generation students (p. 16). This friendliness factor was supported in my study by participants who enjoyed "seeing a familiar face" at the circulation or reference desk and developed relationships with library workers. However, as described through Levi's stated intention to avoid one library employee, students also make meaning from observations of interactions, which, in turn, can deny place attachment.

The ethnic, racial, and gender diversity of students in my study was mostly invisible in terms of their library experiences and perceptions. Participants did not emphasize aspects of their racial, cultural, or gender identity in relation to their experiences of the Library as place, unlike the pilot study (Neurohr & Bailey, 2015, 2016) in which ethnicity was salient. However, a few times, participants described identity elements in terms of their library interactions with people. In this study, two students of color specifically referenced a librarian of color whom they got to know and would look for at the circulation desk. One ethnic student connected with a librarian who frequently attended multicultural student organization meetings and activities. This suggests that visibility of librarians, whether in the library at the desk, or outside of the library can build bridges to relationships with students. Other than these connections, identity elements did not emerge inductively in participants' descriptions.

Participants' relationships to the library as place are also fostered through interactions with peers, or through attending organized activities such as tours or orientations. From their peers, they learn about library resources and spaces, and thus come to experience the library cognitively, behaviorally, and affectively. For example, some participants developed affective feelings about certain aspects of the library, such as textbooks, after learning about those resources from peers and finding those resources useful. Participants' place attachment to the library was also fostered somewhat by their interactions in organized activities such as library visits and tours. Jessica cited a litany of library resources and services that she recalled hearing in one such activity. However, some participants' perceptions of these types of activities differed; they perceived that they learned more about the library later, either on their own or from peers.

As I noted in Assertion Seven, some participants perceived that their relationships to the Library were slightly fostered by their past library experiences. Overall, however, participants'

interactions with library spaces and objects, and their interactions with people, peers and library employees, seemed more important for fostering their academic library relationships in college.

Time-space routines

As frequent library users, participants developed relationships to library spaces and resources over time, a process necessary for place attachment. These relationships developed through time-space routines (Lewicka, 2011; Seamon, 1980) that is aligned with the behavioral component of place attachment (Scannell & Gifford, 2010). Spending time in the Library is a choice students make, as I described in Assertion Six. As freshmen, several participants perceived an "advantage" in learning about the library and its resources through their experience of mandatory, weekly study hours in the Library.

From an institutional standpoint, as shown by my study, requiring time in the library for new freshmen led to feelings of familiarity with library resources and services. Participants can begin identifying themselves as library users and develop relationships to the library. For participants who did not have mandated study hours, their library interactions seemed to start more slowly, then increased in importance as they realized that the Library offered environmental conditions and spaces they needed to progress in their studies. Overall, participants' library relationships had a cyclical nature, akin to Seamon's (1980) theory of time-space routines. Students spend time in the Library, thus experience the Library, develop perceptions and relationships that lead to place attachment, thus leading them to return to the Library and spend more time in its spaces. Moreover, the Library as a place also fostered social interactions for academic purposes with peers. Through time and use, the Library, in effect, became a community for them.

As described verbally and recorded in their diaries, participants depicted spending mere minutes to long hours in the Library, which ties into the process dimension and behavior level of place attachment theory. Their library use is routine when they use it as a place to fill time between classes, or when they always look for the same favorite spot to sit. By contrast, their long time periods in the library cut across the behavior and cognition levels of process in place attachment theory. Their behavior is academically driven because they perceive the Library as a place to study or complete academic work. They perceived that they were motivated to come to the Library for various reasons such as, when they "want to BUCKLE down and study," or "need to get work done because I won't work as well in my dorm room," and be in "this environment more conducive to studying." Cognitively, they perceived that their behavior will benefit their academics.

In this study, first-generation students' individual attachments to the Library have similarities of process and place. However, two nuances about place attachment are evident. First, their attachment to the library as place is a dynamic process, an idea supported by Pickard and Logan (2013). For instance, my participants' behavior of using the library seems to increase over time as they cognitively come to understand that being in the Library serves their academic needs well. They start to choose the Library over places such as their dorm room, or an academic center. This cognition is a result from their individual experiences and realizations about the Library as a physical place for accomplishing academic work. Overall, my participants, who were sophomores, juniors, and seniors, perceived an increase in their library use from when they were freshmen.

The aspect of time was evident in a few more ways. For example, as I described in Assertion Eight, Isabelle noticed when she saw the prospective students on campus, library

perceptions can change over time. Her observation illustrated the difference between the idea of the majestic, physical library, versus a relationship with the Library as a place that developed through use over time. Other aspects of participants' lives, such as where they live, and their perception of time, or lack thereof, can also shape their library use behavior, relationship to the library, and possibly their place attachment.

Second, as participants cognitively begin to associate the Library with academic work, their affection toward the library can change. For example, Anthony described opposite feelings of love and hate in terms of his library relationship, but he couched it as "more love than hate." Grace noted that she "avoids" the library when she does not "want to study." Ultimately, however, participants perceived that their library relationship will be a worthy endeavor because they associate it with goal achievement of academic work and the promise of graduation.

In summary, time pervades participants' library interactions. Participants choose to spend varying amounts of time in the Library for a variety of reasons such as their sense that the Library propels their academic work, or serves as a place they can go to fill time between classes, or seek respite. Furthermore, participants' library interactions are dynamic in that their understanding of the library's spaces and resources grew over time. Ultimately, increased positive experiences over time can inform library perceptions and lead to place attachment.

Summary of Research Questions

All of my research questions were answered in this exploratory case study. Participants experienced and perceived the Library as a stable place with spaces and resources for learning. They habitually gravitated to some spaces, used resources to foster their academic success, and developed affect for elements of the Library. Even though students in this study admitted they

sometimes do not use the space to its fullest academic potential, this Library maintains its symbolic meaning as the heart of the university. For some participants, going to the Library signified their affinity for being in a community of learners and their efforts to harness its academic energy. By reading my data sources inductively through the lens of place attachment theory, this theory emerged as a meaningful way to draw out nuances in the data.

Summing up this section of Chapter Six, as defined by the tripartite model of place attachment, place attachment to the Library is evident in this study's first-generation undergraduate library users. This Library is a significant place, not simply a building, for which my study participants developed place attachment. They perceived that the Library has a combination of meanings. Participants have multiple relationships to the Library as a symbolic, functional, social, and academic place. It is symbolic of the university and represents their academic work in their quest for a college degree. It is functional through the furnishings, objects, and spaces available for them to use. The Library is social because the furnishings provide opportunities for the many people who occupy the spaces. The Library is academic as well. Participants spend mere minutes to lengthy time in the library to benefit from its "academic" saturated ethos: a place that insists one should and must study. Although these meanings may be similar for continuing-generation students, for first-generation students the meanings may be an under-recognized source for strengthening connections to college and a community of learners, thus signifying the importance of the Library as place.

Why Place Attachment Matters

Having established that my study participants felt place attachment to the Library leads to the question of why these bonds matter. Scannell and Gifford (2010) identified several possible

functions of why place attachment develops in people: “survival and security, goal support and self-regulation, continuity, and sense of belongingness” (p. 5-6). Several of these concepts are evident throughout my study. I believe place attachment matters most for first-generation undergraduate library users in this study because it offers goal support and self-regulation, and a sense of belongingness. The Edmon Low Library is a built, physical structure with pleasing aesthetic design, resources, and social spaces that became more meaningful over time for some first-generation undergraduate library users. Participants experienced the library as a place for accomplishing academic work and a social place. They perceived that the Library provides a sense of security, comfort, and restoration, and that the Library supports their academic goals and self-regulation.

From a broader perspective, place attachment matters through its distinct ties to higher education and student development theory (Chow & Healey, 2008; Okoli, 2013; Strait, 2012; Qingjiu & Maliki, 2013; Xu et al., 2015). Higher education scholarship on student development includes ways that various aspects of college matter for student development, retention, and persistence (e. g., Astin, 1993; Kuh et al., 2005; Tinto, 1993, 2012; Pascarella & Terenzini, 2005). However, this higher education research often overlooks the importance of place, place attachment, and the library’s role in student development.

My research offers several connections of place attachment in libraries to student development theory. For example, my participants perceived a sense of belongingness to the university through their sense of the Library as place. Most of them viewed the Library as a place where “everyone” goes. A sense of belonging matters for student retention and persistence (Astin, 1993; Tinto, 1993, 2005, 2012). Of particular note is that my participants entered my study as second-semester sophomores, juniors, or seniors. Thus, their library experiences grew

over time and led to the belongingness they felt. For higher education scholars, an awareness of student belongingness should include the important role of the library as a place of attachment for some first-generation library users.

Place attachment is also connected to student engagement, another strong thread of student development theory that matters for student retention and persistence (Harper & Quaye, 2009; Kuh et al., 2005). Researchers identify two main elements of student engagement that support student success: "the amount of time and effort that students put into their studies and other activities that lead to the experiences and outcomes that constitute student success," and "the way the institution allocates resources and organizes learning opportunities and services to induce students to participate in and benefit from such activities" (Kuh et al., 2005, p. 9). Student engagement is often measured at the institutional level through the National Survey of Student Engagement (NSSE), an instrument that focuses on students' perceptions of their experiences and activities (Kuh et al., 2005). Although the NSSE survey does not emphasize place and its underlying importance to students' experiences and activities, some researchers made that connection (Bennett, 2007; Kuh, et al., 2003; Weaver, 2013; Webb et al., 2008). My research over students' experiences and perceptions of the academic library as place, and their attachment to the Library adds to this body of knowledge about student engagement.

Finally, as shown by my study, place and place attachment are also connected to the body of higher education scholarship on learning spaces which some researchers believe is lacking in terms of importance and effectiveness of higher education institutions (Boys et al., 2014; Painter et al., 2012; Strange & Banning, 2001; Temple, 2008). As I noted in Chapter Two, libraries are conceived as learning spaces, and library scholarship on this is increasing. My study suggests

that the concept of libraries as learning spaces should be further explored in regard to higher education and student development theory.

In summary, attachment to the Library as place mattered in multiple ways including goal support, self-regulation, and a sense of belongingness for students in my study. These ways have ties to the scholarship of higher education and student development theory, including student retention and persistence, student engagement, and learning spaces. Ultimately, these various strands of scholarship are all important because they are related to student success. Scholars of place attachment, higher education, student development, and libraries could leverage their disciplinary strengths through cross-disciplinary research, thus holding promise for understanding nuances of students' experiences that might increase student success. I now turn in this chapter to implications for theory, research and practice.

Implications

Implications for Theory

This study offers several implications for theory. First, a broader range of theories is needed to make sense of students' experiences and place attachment to libraries. Although capital theory is often invoked for first-generation students, its salience as a lens for analyzing this data and explaining these particular students' experiences, perceptions, and relationships to the library is limited. First-generation status is an intersectional category, and the diversity of my participants included ethnicity and race, gender, classification, degree programs, and family dynamics. From a holistic standpoint, several of my participants perceived libraries as places of resources open to everyone in a democratic society. This suggests that generational status has little bearing on students' library experiences or perceptions, which is supported by various researchers. For example, psychological and personal factors (Aspelmeier et al., 2012; Munoz,

2012), behavioral factors (Pascarella et al., 2004) and self-determination (Davis, 2010) are all tied to a sense of capital. Personal characteristics such as determination and self-discipline matter more than types of capital for participants' library relationships. Furthermore, participants' experiences with public libraries as children might have fostered their cultural capital about libraries in general.

Cultural capital did not seem salient to these library users and their place attachment to the Library. Cultural capital did, however, seem salient in terms of their college experiences. As I described in Chapter Four, some students in this study articulated that their parents "don't really understand" what they go through in college; therefore, the student has to "figure it out myself." They perceived that college-educated parents helped their kids in ways that their own parents could not. These perceptions align with much of the literature on first-generation students' feelings about college (Davis, 2010).

Some participants identified an advantage of their first-generation status that distances them from the typical deficit aspects of generational labels. They were resolute about taking college seriously, called education "sacred," and saw themselves as a "role model" and "inspiration" to others in their family. Furthermore, some students in this study reported that their college experience has influenced some siblings to go to college, or they expect that in the future it will influence siblings, children of siblings, and someday even their own children. They perceived a responsibility to share their college experiences with family members so they "would know" and conveyed the importance of setting a new standard for their families, and a strong determination to succeed.

This sharing of cultural capital about college extended to the need to share library information with new first-generation students. As I described in Assertion One, my participants postulated that other first-generation students might need encouragement and library information, and they readily identified information they would share. This suggests that place attachment to the Library fostered a kind of cultural capital in my participants that they wanted to share with new OSU first-generation students. For example, they emphasized the importance of becoming familiar with the full range of library resources, and the variety of library spaces. They also emphasized the importance of asking questions to learn what they do not know. This is significant because it reflects key elements of their own library experiences, and their perceptions of how the Library has made a positive difference for them.

As noted by some researchers, the Library seems to provide a positive learning environment for all students, but particularly for historically underrepresented students (Kuh & Gonyea, 2003, p. 270); furthermore, library experiences were shown to correlate into some educational gains for African American students (Flowers, 2004). Intersecting capital theory with place attachment theory might suggest some important nuances in terms of the process of students developing relationships to the Library. First, as shown by my study, this particular Library on this particular campus holds symbolic meaning. Such meanings may be passed down, along with other meaningful campus places and traditions, from OSU alumni to their offspring who come to OSU. First-generation students would not have those family narratives about particular campus places because their parents did not have the empirical, embodied experiences of the library as a meaningful place. Place attachment to the library might be related to cultural capital that is passed along for continuing generations of students.

A second theoretical implication is that by viewing the library as a place through Scannell and Gifford's (2010 tripartite model of place attachment nourished the data in particularly productive ways. All three dimensions of place attachment, i.e., person, process, and place, are present at varying levels in regard to individual students' bonds to the library. This study is significant because it is the first study of which I am aware that explored first-generation students' and the dimensions and levels of place attachment to the library. As Scannell and Gifford (2010) noted:

> Many threads tie individuals to their important places. Some are stronger and more salient than others. Several are twisted together and seem inseparable, and few are apparent to outside observers. The tapestry that describes the nature of one's relationship to a place is unique for each individual (p. 5).

This case study revealed many threads in the library tapestries of first-generation undergraduate participants. Further research over various dimensions or levels of place attachment theory could add to the new area of knowledge that my study offers.

Implications for Research

This study offers several implications for research. First, it offers methodological import, because no other research studies have explored the library as place with the methods I used. Having participants produce data sources, instead of merely responding to data sources I created, helped me suspend my assumptions and beliefs about students and libraries (Bolton et al., 2012; Mannay, 2010). Participants held the knowledge that I sought; my methods and the data sources helped evoke that knowledge for me. My methods were based on my pilot research study (Neurohr & Bailey, 2015, 2016), my literature review, and by my nineteen years of experience as

an academic librarian. Furthermore, my level of detail in Chapter Three about how I conducted this study, and my rich and thick description throughout Chapters Four and Five, might help some researchers see my methodology as "transferable" to other research studies (Merriam, 2009).

Second, the act of participating in research had benefits for students in this study. Faculty-student interactions outside of the classroom are a known condition with benefits for student success (Astin, 1993; Kuh et al., 2005; Pascarella & Terenzini, 2005). My time with participants built a bridge to further interactions. Several participants were somewhat familiar with quantitative research, and they were curious about qualitative research, which they were able to experience first-hand as participants in my study. Their involvement may have been fostered somewhat by the incentives, but also their eagerness to help and be involved. They seemed to enjoy the activities and talking about their library experiences and perceptions. Several students in this study asked for copies of their photographs. At the end of each interview, participants expressed appreciation for my provision of information about not only the Library, but also campus services that I perceived they could use. I built friendly relationships with my participants after meeting with them three times. Some of them sought help from me later or dropped by my office to visit. Participants and I enjoyed our chance interactions in the Library or on campus, which gave me an opportunity to find out how they were doing and to encourage them.

Finally, the methods themselves led participants to discover new areas of the Library or provided new perspectives to them of library use and meaning. As shown by my pilot study (Neurohr & Bailey, 2015, 2016), and as I described in Chapter Three, gazing at the Library through a camera lens led to the creation of new meanings about the Library. For example,

Anthony and Grace investigated library spaces they had never seen. Levi noted that viewing the Library through a camera, "put a little bit more thought into the everyday things" that he "sees or walks by" and "how those things contribute" to his "mindset" and the way he feels when he is in the Library. These types of new library experiences over time likely will have implications for place attachment, since this is how attachment develops.

In addition, logging their library time in a diary also provided new perspectives for some students in this study. For example, Grace noted how she will "always to the SAME places…and sit in that SAME EXACT SPOT." Several participants interpreted their diary entries to mean that they use the Library less frequently at the beginning of the semester than later in the semester, or that they use the Library more for studying than pleasure, or that they needed to be more productive with their studying.

Implications for Practice

My research provides implications for practice in libraries and institutions of higher education. Although my study focused on first-generation undergraduate library users' experiences and perceptions of the library as place, what I learned from them inevitably sometimes widened to the institution. Because the Library is one of many units within the larger institution, I think it is important to include implications for both. I begin this section with implications for libraries.

Libraries

Several implications for practice in libraries are in this study. The first implication relates to marketing the library. As defined by the American Marketing Association, "Marketing is the activity, set of institutions, and processes for creating, communicating, delivering, and

exchanging offerings that have value for customers, clients, partners, and society at large" (American Marketing, 2013). I offer several examples of implications for marketing the library. First, my study illustrated meaningful aspects of the library as place as perceived by my participants. As noted by Warnaby and Medway (2013) the concept of place is "dynamic" and has "changing and competing narratives in and over time" as much as it has "tangible and material elements" (p. 358). By focusing on the perspectives of students, the approach to marketing would be "bottom-up" (Warnaby & Medway, 2013, p. 358). Marketing is a process that begins with understanding people and what matters to them. For example, in my study, some students wished they had known about the library textbook service earlier in their college journey because it would have saved them a considerable amount of money. Another marketing example is students' unfamiliarity with all of the library spaces available for them. Most students in my study were unaware of library spaces such as the basement, which might appeal to students who need quiet space for studying with few distractions. Based on the constructionist epistemology and results of my study, libraries should seek students' meanings, and use that information to market the library.

Another implication for libraries is related to place attachment. Libraries need to consider how students' meanings of library spaces, and objects and furnishings in those spaces can foster students' relationships to the library. As shown by this study, libraries can institutionally and systematically foster these relationships by creating conditions within the building that aid students and their purposes for going to the library. Students in this study perceived that the Library "cares" about them through its provision of spaces, resources, and services they need. For example, participants love the timesaving express printers, but they expressed feelings of frustration and stress when the Library was crowded and they had to wait to use one. They

perceived that the desktop computers take much longer to use because, unlike the express printers, they require a login. As shown by my study and others (e. g., Vondracek, 2007), because convenience and time-saving matters to students, libraries should consider ways their resources can save the time of users. Saving time of the users is a concept that was articulated in terms of "library readers" many years ago by Ranganathan (1931), whose "Five Laws of Library Science" are considered a philosophical foundation of the field. Implementing changes that students want and need for their academic work will help foster their place attachment to the library.

Another marketing implication also exists from the standpoint of marketing to targeted audiences. My study revealed several groups that might benefit from targeted messages about library resources. For example, several of my participants did not take the traditional English Composition classes either because they had Advanced Placement English credits from high school, or they transferred their English course credits from another institution. The English Composition classes are often the gateway courses in which students learn about library databases and other electronic resources, and searching strategies for accessing these resources. As my study showed, participants who did not have those courses at OSU lacked knowledge in these areas. Libraries should seek to learn of students' prior academic credits or experiences and their pre-existing library knowledge to provide more targeted marketing and instruction to those groups who need it.

A second target audience could be non-traditional students, in this case meaning students who are 24 or older in age. One non-traditional student in my study perceived that he was at a disadvantage in terms of academic knowledge, including the library, because he had been out of high school for a while. Another non-traditional student volunteered for my study because he

perceived that at his age, he lacked knowledge of library resources, and he thought by participating he would understand the library's resources better. I could not accept him in my study because he did not meet my criteria for first-generation, but I provided him with over one hour of library instruction over the library catalog and databases, searching strategies, and how to find books on the shelf. Based on these experiences, non-traditional students are another group that might benefit from targeting marketing of the library and its resources and services.

Institutions of Higher Education

In addition to practical implications for libraries, I also suggest practical implications for institutions of higher education. The first implication is the need for more institutional coherence among academic and student services that are involved in initiatives for first-generation students. This could begin by adopting and publicizing one standard definition for first-generation students. Although the OSU student application for admission lists the definition as "parents have not attended a college or university," other student services, such as the First2Go Mentoring Program define it as "students whose parents did not complete their bachelor's degree." For instance, one student who volunteered for my study indicated that her academic advisor told her she was a first-generation student even though her parents attained associate's degrees. This student did not qualify for my study according to the definition I used from the college admissions application. One standard definition, widely understood, matters for monitoring student progress and considering programs specifically for this population.

The second practical implication concerns institutional efforts to serve first-generation students. These efforts are not always working in tandem. Specific efforts to support first-generation students at OSU are relatively new, and more communication and collaboration might

benefit all of the programs. Three different divisions are offering programs. The First2Go program is offered through University College Advising, an Academic Affairs unit. A federally funded program, Retention Initiative for Student Excellence, and Student Support Services are offered through the Diversity Academic Support/TRIO, a unit of the Division of Institutional Diversity. In Fall 2016, Residential Life, a unit in the Division of Student Affairs launched OKState First, a living-learning program. Currently, to my knowledge, program leaders are not working together and sharing information on what works and what does not work. Through periodic communication, leaders of these various initiatives could share what they have learned thus increasing knowledge that could benefit the students served by all of the various programs.

As higher education institutions develop initiatives for serving first-generation students, librarians should be included in these discussions. As noted by Kuh et al., (2005), one avenue that institutions focused on student success should pursue is to "harness the expertise of other resources" (p. 312). The authors specifically named librarians as an example because "many librarians know a good deal about how students spend their time, what they think and talk about, and how they feel, yet they are an underused educational resource" (p. 312). Likewise, librarians that interact with students need to be aware of the different campus services that are available, so they can help disseminate that information through their interactions with students.

A third implication exists for those in higher education to recognize the historic and symbolic meaning that certain campus places may carry. Grand architectural places with elements of history can demonstrate to students the power of identification within a larger community, and help shape a student's self-identity and create a sense of legacy. Even smaller practices such as the maintenance of the facility and "moving with technology" signified to some participants that the Library cared about them. Discourse by campus architectural planners

should seize and advance those transcendent and minor meanings held by students. Particularities of this Library may not transfer to other libraries, and certainly cannot transfer to the virtual world; however, administrators in higher education or libraries might develop key markers or aesthetics to cultivate a sense of place for students. Despite changes in libraries wrought by technology, this study supported the library as the heart of learning (Lynch, et al., 2007) and as a place, it matters to students and endures (Estabrook, 2007; Grimes, 1993; Long & Schonfeld, 2013).

Future Research

Based on the findings of this study, I propose three promising possibilities for future research. One is to develop a longitudinal study across one or more years to understand more clearly the dynamic nature of first-generation students' library experiences, perceptions, and library relationships. My data collection touched three short time periods with participants across a span of approximately six months. Participants perceived changes in their relationships to the Library within semesters, with library use increasing at different times of the semester, and across years of study, with academic use increasing after the freshman year, which supports a finding by Pickard and Logan (2013). Some of my participants also perceived that as they advanced in college, the social or academic nature of their library use changed. A longitudinal study could provide further insight into how library use changes across time.

Another possibility for future research is to use my assertions, developed from an interpretivist perspective, for a different perspective, such as post-positivism with a methodology of survey research (Crotty, 1998). One possibility is to request modifying the LibQUAL+™ Survey of Service Quality, available through the Association of Research Libraries. This survey

has questions regarding the library as place, but the student categories offered in the survey are limited to gender and student classification. Library researchers might be able to work with the survey's provider to add a definition and category of first-generation students, administer the survey, and compare results of first-generation students to continuing-generation students.

Researchers might modify existing place attachment surveys (e.g. Waxman, 2004; Williams & Vaske, 2003). They could frame questions in such a survey specifically for an academic library and send it out broadly to a larger population of first-generation students for comparative analysis and degrees of convergence (Patton, 2002). Researchers then could perform analysis of variance or other statistical methods to determine significant differences between levels of attachment, differences between groups, and moderating factors. Statistical results might be generalizable.

A second possibility for future research could involve exploring incoming students' past library experiences (Haras, et al., 2008; Shao-Chen, 2006), along with their assumptions about libraries, and their expectations for the library. Halfway through my data collection, a perception emerged that some incoming freshmen enter college with a stereotype about library users, and some participants suggested that this stereotype might cause new students to avoid using the academic library. A study of this nature could compare past experiences, assumptions, and expectations of incoming freshmen or transfer students. This warrants exploration that might yield useful results for theory, research, and practice.

Another possibility for future research could attend to and analyze differences among first-generation students. Generational status is just one grouping for people. Differences within this grouping might include gender, socio-economics, students who enter college from foster

home situations, and non-residential students such as commuters or distance learners. Attending to these variances could expand understanding in new ways.

Conclusion

Much library research regards the importance of considering library spaces from students' perspectives (e.g., Applegate, 2009; Gibbons, 2012; Waxman et al., 2008). My study fills a gap in existing literature over first-generation undergraduate library users and the library as place, and, as previously noted, it expands student development theory in several new directions. Although self-report provides only partial understanding, it provides emic perspectives that offer insight into the complex ways individual students in this study discussed experiencing and making sense of the library as place. In this case study, I do not attempt to make broad claims about all first-generation students or about all academic libraries, because of the context-specific nature of case studies and inevitable nuances in my participants' experiences.

The findings of this study maintain the traditional notion of college libraries as the heart of a campus (Freeman, 2005; Leckie & Buschman, 2007) and the traditional library architecture as spiritual or sacred place (Jackson & Hahn, 2011; Fox & Kiesling, 2013), while also supporting the relatively new paradigm of the library as a learning space (Bennett, 2009; Nitecki, 2011; Ray, 2001). This study suggests that first-generation undergraduate library users became attached to the Library, and the Library symbolized an aspect of their sense of identity and belonging at the university in a community of learners seeking college degrees.

The most important conclusion from my study is the importance of fostering opportunities for students to develop relationships with the library so they can realize it as a

place that supports their academic journeys. The library's physical appearance can welcome and attract students, and its provision of spaces and resources can become meaningful for those who become attached to person, place, or process dimensions, or a combination thereof (Scannell & Gifford, 2010). Underlying students' attachment to the library as place is the element of time-space routines (Seamon, 1980; Lewicka, 2011). Meeting one's goals by spending time in the library fosters relationships to library spaces that transitions from space to place, and deepens meanings, relationships, and familiarity and enhances place attachment (Lewicka, 2011; Scannell & Gifford, 2010; Seamon, 1980). This conclusion encompasses both librarianship and higher education student development theory. Harnessing the power of the library as place and the ways its spaces mattered to my participants might support student retention and persistence efforts.

Researcher Reflections

My close analysis and insider positionality as a librarian was a strength for my research. However, it absolutely shaped the type of data that I got. Meanings are formed in relation, and my relation with the participants and their pleasure in participating in the research with a librarian likely means that sometimes the information they provided may have been overstated.

Conducting this study has increased my knowledge in several overarching ways. First, my knowledge of first-generation undergraduate library users and their library experiences and perceptions has grown. I now know that the Library as a place carried many nuanced meanings for students in this study. Participants learned about the library through various ways, such as through classes, and peers, but they developed relationships with the library and the people (employees and peers) over time and through their interactions with its spaces and resources. As one part of a larger campus network of places, the Library is saturated with academic meaning,

which is part of the traditional and historic meaning I discussed. Most participants viewed the Library as the academic heart of the campus, which echoes one of the original intentions for the library building as expressed by Edmon Low (see Appendix I).

I learned that participants' library relationships are dynamic in that they change during semesters and across years of study. The physical library itself is dynamic, too, allowing for a range of new meanings within the place. Since completing my study, the Library has added a Creative Studio that includes 3-D printers and digital sound creation, color printers, and more group study rooms, one of which has Virtual Reality.

I also better understand which library spaces, environmental conditions, and objects attracted participants and, thus, led to place attachment. Participants associated certain spaces and objects with productivity, learning and accomplishment. I found insight into the varying amounts of time participants spent in the library. The lengthy times of eight hours or more reflect the importance of comfort, convenience, seating, and availability of food and beverages. Participants depend on the library as place, and its attendant spaces and resources to meet a variety of goals in their lives as college students. Continuing connotations of the library, for some participants, included the historic staple of physical books, which signify knowledge. Furthermore, touchstones of history in the building offered a sense of belonging and place attachment to a larger academic community.

Since completing this study, I have learned from my participants about the progress of their academic journeys. Three participants have graduated. One is in graduate school; one has started a career; and one is working and exploring international career options. One participant will return to OSU to graduate after a job internship. Four participants are making progress in

their studies. Two participants have "stopped out" of their studies, meaning they stopped attending college but plan to return, and both are working. One is saving money and planning to transfer to another university for a field of study not offered at OSU. The other student applied for a specialized training program and hopes to return to college someday. These updates illustrate the diverse nature of academic journeys for first-generation undergraduate library users.

Poetic Representation, "Isabelle's Journey"

I close this exploratory study of OSU first-generation undergraduate library users' experiences and perceptions of the library as place with a "poetic representation" an alternative form of data presentation that helps illuminate understanding of experiences (Eisner, 1997; Feldman, 2004; Richardson, 1992). Isabelle's photograph and her words that I arranged in poetic form provide evocative access to the Library's meaning for her.

Figure 35: Isabelle's photograph of the "beautiful" grand staircase

Isabelle's Journey

Every time I go up the steps,
I feel like some of the steps are part of my journey at OSU.

It makes me smile. I'm almost done.
It's just a really beautiful part of the library to me.

I find myself in a better mood.
I prefer to use these steps.

As soon as I hit the second floor coming DOWN,
I move from the stairwell to these steps to exit the library.

In my eyes, every time I'm walking up the steps,
I'm like, 'Oh, here we go again,'
something else that I have to accomplish today.
But in the end it's all worth it.

It's kind of been like the step of each semester
that I've had here, in a way.
It might sound corny, but it's TRUE.
I see it…I'm gonna get to the end.
I'm three-fourths of the way there.

At this point in the steps,
I'd be able to see my friends and family.
At the other side, I see
the students studying at the tables.

At this three-fourths point,
You can see everybody,
and WAVE at everyone you know.

Walking DOWN,
it's kinda like walking at graduation ceremony,
waving at your family and saying,
'I made it!'

References

Adkins, D., & Hussey, L. (2006). The library in the lives of Latino college students. *The Library Quarterly, 76*(4), 456–480.

Agnew, J. A. (1987). *Place and politics in modern Italy*. Chicago, IL: University of Chicago Press.

Aguirre, A., Jr. and Martinez, R. O. (2006). Diversity leadership in higher education. *ASHE Higher Education Report, 32*(3), 88. San Francisco, CA: Jossey-Bass.

Albanese, A. R. (2003). Deserted no more. *Library Journal, 128*(7), 34–36.

American Indian Higher Education Consortium (2015). *About AIHEC: A timeline of the tribal college movement and AIHEC.* Retrieved from http://www.aihec.org/who-we-are/about.cfm

American Library Association (2015). *Democracy statement.* Retrieved from http://www.ala.org/aboutala/governance/officers/past/kranich/demo/statement

American Marketing Association (2013). Marketing. Retrieved from www.ama.org

Applegate, R. (2009). The library is for studying: Student preferences for study space. *The Journal of Academic Librarianship 35*(4), 341-346.

Aspelmeier, J. E., Love, M. M., McGill, L. A., Elliott, N. A., Pierce, T. W. (2012). Self-esteem, locus of control, college adjustment, and GPA among first- and continuing-generation students: A moderator model of generational status. *Research in Higher Education, 53*(7), 755–781. doi: 10.1007/s11162-011-9252-1

Association of Public and Land-Grant Universities (2012). *The Land-grant tradition.* Retrieved from http://www.aplu.org/page.aspx?pid=1565

Association of Research Libraries (2012). *ARL Statistics 2011–2012: Service trends in ARL Libraries, 1991–2012*. Washington, D. C.: Association of Research Libraries. Retrieved from http://www.arl.org

Association of Research Libraries (n. d.). *Becoming a Member.* Retrieved from http://www.arl.org

Association of Research Libraries (n. d.). *History of ARL.* Retrieved from http://www.arl.org

Astin, A. W. (1993). *What matters in college: Four critical years revisited.* San Francisco, CA: Jossey-Bass.

Barr, R. B., & Tagg, J. (1995). From teaching to learning: A new paradigm for undergraduate education. *Change, 27*(6), 13–25.

Bennett, S. (2003). *Libraries designed for learning* (Report No. 122). Washington, DC: Council on Library and Information Resources. Retrieved from http://www.clir.org

Bennett, S. (2005). Righting the balance. In *Library as Place: Rethinking roles, rethinking space* (CLIR Report No. 129, pp. 10-24). Washington, DC: Council on Library and Information Resources. Retrieved from http://www.clir.org

Bennett, S. (2007). First questions for designing higher education learning spaces. *Journal of Academic Librarianship, 33*(1), 14-26.

Bennett, S. (2009). Libraries and learning: A history of paradigm change. *Portal: Libraries and the Academy, 9*(2), 181–197. Doi: 10.1353/pla.0.0049

Berry, L. L., & Parasuraman, A. (1991). *Marketing services: Competing through quality.* New York, NY: The Free Press.

Bloomberg, L. D., & Volpe, M. (2008). *Completing your qualitative dissertation: A roadmap from beginning to end.* Los Angeles, CA: Sage.

Blumer, H. (1969). *Symbolic interactionism: Perspective and method.* Berkeley, CA: University of California Press.

Blumer, H., & Morrione, T. J. (ed.) (2004). *George Herbert Mead and Human Conduct.* Walnut Creek, CA: AltaMira Press.

Bolton, A., Pole, C., Mizen, P. (2012). Picture this: Researching child workers. In J. Hughes (Ed.), *Sage Visual Methods* (Vol. 2, pp. 69–87). Los Angeles, CA: Sage.

Boone, M. D. (2003). Monastery to marketplace: A paradigm shift. *Library Hi Tech, 21*(3), 358-366. doi:10.1108/07378830310494544

Bourdieu, P. (1986). The forms of capital. In J. G. Richardson (Ed.), *Handbook of theory and research for the sociology of education* (pp. 241–258). Westport, CT: Greenwood Press.

Bourdieu, P., & Passeron, J. (1977). *Reproduction in education, society and culture.* Translated from French by R. Nice. Beverly Hills, CA: Sage.

Bowen, G. A. (2009). Document analysis as a qualitative research method. *Qualitative Research Journal, 9*(2), 27-40. doi: 10.3316/QRJ0902027.

Bowen, W. G., Chingos, M. M., & McPherson, M. S. (2009). *Crossing the finish line: Completing college at America's public universities*. Princeton, NJ: Princeton University Press.

Boys, J., Melhuish, C., & Wilson, A. (2014). *Developing research methods for analyzing learning spaces that can inform institutional missions of learning and engagement.* Ann Arbor, MI: Society for College and University Planning. Retrieved from https://docs.google.com/document/d/1gzUhvLSnQCxx4vfj98RPp4xTNY8IQMgQP_VK_NfVYE/edit?pli=1

Brinkman, S., Gibson, K., & Presnell, J. (2013). When the helicopters are silent: The information seeking strategies of first-generation college students. In D. M. Mueller (Ed.), *Imagine, Innovate, Inspire: The proceedings of the 2013 ACRL Conference* (pp. 643– 650). Chicago,

IL: Association of College and Research Libraries. Retrieved from http://www.ala.org/acrl/sites/ala.org.acrl/files/content/conferences/confsandpreconfs/2013/papers/BrinkmanGibsonPresnell_When.pdf

Broussard, E. (2009). The power of place on campus. *The Chronicle of Higher Education, 55*(34), B12-B13.

Broussard, E. (2010, February). Sacred spaces. *University Business Magazine.* Retrieved from www.universitybusiness.com

Brown, S., Bennett, C., Henson, B., & Valk, A. (2014). *Next-gen learning spaces* (SPEC Kit 342). Washington, D. C.: Association of Research Libraries.

Bryant, J., Matthews, G., & Walton, G. (2009). Academic libraries and social space: A case study of Loughborough University Library, UK. *Journal of Librarianship & Information Science, 41*(1), 7–18.

Budd, J. M. & Magnuson, L. (2010). Higher education literature revisited: Citation patterns examined. *Research in Higher Education, 51,* 294-304. doi: 10.1007/s11162-009-9155-6.

Bui, K. V. T. (2002). First-generation college students at a four-year university: Background characteristics, reasons for pursuing higher education, and first-year experiences. *College Student Journal, 36*(1) 3-11.

Campbell, J. W. P., & Price, W. (2013). *The library: A world history*. Chicago: University of Chicago Press.

Carlson, S. (2001). The deserted library. *Chronicle of Higher Education, 48*(12), A35–38.

Carter, C. (2014). *How it became "America's greatest homecoming celebration."* Retrieved from http://newsok.com/article/5353563

Center for Postsecondary Research, Indiana University School of Education. (2014). *Carnegie*

classification of institutions of higher education: Oklahoma State University- Main Campus. Retrieved from Center for Postsecondary Institutions website: http://carnegieclassifications.iu.edu

Charmaz, K. (2005). Grounded theory in the 21st century. In N. K. Denzin & Y. S. Lincoln (Eds.). *The Sage handbook of qualitative research* (3rd ed.). Thousand Oaks, CA: Sage.

Chen, X., & Carroll, C. D., (2005). *First generation students in postsecondary education: A look at their college performance*. Washington, DC: National Center for Education Statistics, U. S. Department of Education.

Chow, K., & Healey, M. (2008). Place attachment and place identity: First-year undergraduates making the transition from home to university. *Journal of Environmental Psychology, 28,* pp. 362-372.

Choy, S. (2001). *Students whose parents did not go to college: Postsecondary access persistence, and attainment.* Washington, DC: U. S. Department of Education, National Center for Education Statistics.

Clark, J. (2012). Using diamond ranking as visual cues to engage young people in the research process. *Qualitative Research Journal 12*(2), 222-237. http://dx.doi.org/10.1108/14439881211248365

Closet-Crane, C. (2009). *(Re)Creating the academic library as place for the 21st century? A critical analysis of discourse in discussions of academic library planning and design* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses Global. (Order No. 3399158)

Coleman, J. S. (1988). Social capital in the creation of human capital. *The American Journal of Sociology, 94*[supplement], S95–S120.

Collier, J., Jr. (1957). Photography in anthropology: A report on two experiments. *American Anthropologist, New Series, 59*(5), 843–859. Retrieved from http://www.jstor.org/

stable/665849

Collier, J., Jr., & Collier, M. (1986). *Visual anthropology: Photography as a research method.* Albuquerque, NM: University of New Mexico Press.

Cook, C. (2001). *A mixed-methods approach to the identification and measurement of academic library service quality constructs: LibQUAL+™* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses Global. (Order No. 3020024)

Coppola, G. (2010, Fall). Library as the third place. *Florida Libraries,* 14–15.

Council for Opportunity in Education (2014). *TRIO, History.* Retrieved from http://www.coe.net.us

Cowan, S. M. (2012). *Assessment 360: Mapping undergraduates and the library at the University of Connecticut.* Retrieved from http://www.clir.org/pubs/resources/Assessment360.pdf

Cox, B., & Jantti, M. (2012, July). Discovering the impact of library use and student performance. *Educause Review Online.* Retrieved from http://www.educause.edu

Creswell, J. W. (2007). *Qualitative inquiry & research design: Choosing among five approaches* (2nd ed.). Thousand Oaks, CA: Sage.

Cresswell, T. (2004). *Place: A short introduction.* Malden, MA: Blackwell Publishing.

Crotty, M. (1998). *The foundations of social research: Meaning and perspective in the research process*. Thousand Oaks, CA: Sage.

Datig, I. (2014). What is a library? International college students' perceptions of libraries. *The Journal of Academic Librarianship, 40*(3-4), 350–356).

Davis, D. M. (2011). *Trends in academic libraries, 1998 to 2008*. Chicago, IL: American Library Association. Retrieved from http://www.ala.org

Davis, J. (2010). *The first-generation student experience: Implications for campus practice, and strategies for improving persistence and success*. Sterling, VA: Stylus.

DeAngelo, L., Franke, R., Hurtado, S., Pryor, J. H., & Tran, S. (2011). *Completing college: Assessing graduation rates at four-year institutions.* Los Angeles, CA: Higher Education Research Institute, UCLA.

Demas, S. (2005). From the ashes of Alexandria: What's happening in the college library? In *Library as Place: Rethinking roles, rethinking space* (CLIR Report No. 129, pp. 29-39). Washington, DC: Council on Library and Information Resources. Retrieved from http://www.clir.org

Demas, S., & Scherer, J. A. (2002). Esprit de Place: Maintaining and designing library buildings to provide transcendent spaces. *American Libraries 33*(4) 65–68.

Denzin, N. (1989). *The research act: A theoretical introduction to sociological methods* (3rd ed.). Englewood Cliffs, NJ: Prentice-Hall.

Denzin, N. K., & Lincoln, Y. S. (Eds.). (2005). *The Sage handbook of qualitative research* (3rd ed.). Thousand Oaks, CA: Sage.

Dugan, R. E. (2013). Revisiting the scenarios through space planning. In P. Hernon & J. P. Matthews (Eds.), *Reflecting on the future of academic and public libraries* (pp. 125-136). Chicago, IL: American Library Association.

Duke, L. M., & Asher, A. D. (2012). *College libraries and student culture: What we now know.* Chicago, IL: ALA Editions.

Edwards, B. (2000). *University Architecture.* London, U. K.: Spon Press.

Eisner, E. W. (1997). The promise and perils of alternative forms of data representation. *Educational Researcher, 26*(6), 4-10.

Elmborg, J. K. (2011). Libraries as the spaces between us: Recognizing and valuing the third space. *Reference & User Services Quarterly, 50*(4), 338–350.

Elteto, S., Jackson, R. M., & Lim, A. (2008). Is the library a "welcoming space"? An urban academic library and diverse student experiences. *portal: Libraries and the academy, 8*(3),

325–337).

Emerson, R. M., Fretz, R. I., & Shaw, L. L. (2011). *Writing ethnographic fieldnotes* (2nd ed.). Chicago, IL: University of Chicago Press.

Engle, J., & Tinto, V. (2008). *Moving beyond access: College success for low-income, first-generation students.* Washington, DC: Pell Institute for the Study of Opportunity in Higher Education.

Erickson, F. (1986). Qualitative methods in research on teaching. In M. Wittrock (Ed.), *Handbook of research on teaching* (3rd ed., pp. 119–161). New York, NY: Macmillan.

Erlandson, D. A., Harris, E. L., Skipper, B. L., & Allen, S. D. (1993). *Doing naturalistic inquiry: A guide to methods.* Newbury Park, CA: Sage.

Estabrook, L. S. (2007). *What chief academic officers want from their libraries: Findings from interviews with provosts and chief academic officers.* Retrieved from http://www.ala.org/acrl

Farouk, R. A. (1979). *A study of student awareness, use level, and opinions regarding resources and services of the Edmon Low Library* (Master's thesis). Oklahoma State University, Stillwater, Oklahoma.

Feldman, R. (2004). Poetic representation of data in qualitative research. *Journal of Critical Inquiry into Curriculum and Instruction 5*(2), 10-14.

Fischer, S., & Johnson, E. (2010, June 29). The great good place book discussion part 5: Oldenburg on the LAM [Web log post]. In N. Simon, *Museum 2.0.* Retrieved from http://museumtwo.blogspot.com/2010/06/great-good-place-book-discussion-part-5.html

Fisher, K. E., Saxton, M. L., Edwards, P. M., & Mai, J.-E. (2007). Seattle Public Library

as place: Reconceptualizing space, community, and information at the central library. In J. E. Buschman & G. J. Leckie, (Eds.). *The library as place: History, community, and culture* (pp. 135-160). Westport, CT: Libraries Unlimited.

Flowers, L. A. (2004). Examining the effects of student involvement on African American college student development. *Journal of College Student Development, 45*(6), 633–654.

Foster, N. F. (2013). *Studying students: A second look*. Chicago, IL: Association of Research Libraries.

Foster, N. F., & Gibbons, S. (Eds.). (2007). *Studying students: The undergraduate research project at the University of Rochester*. Chicago, IL: Association of College and Research Libraries. Retrieved from American Library Association, ACRL Publications website: http://www.ala.org/acrl/sites/ala.org.acrl/files/content/publications/booksanddigitalresources/digital/Foster-Gibbons_cmpd.pdf

Fox, R., & Doshi, A. (2011). *Library user experience (SPEC Kit 322).* Washington, DC: Association of Research Libraries.

Fox, R., & Kiesling, B. L. (2013). *Sacred or secular? How student perceptions can guide library space design and utilization.* Presentation at Southeastern Library Assessment Conference, Atlanta, GA. Retrieved from http://scholarworks.gsu.edu

Freeman, G. T. (2005). The library as place: Changes in learning patterns, collections, technology, and use. In *Library as place: Rethinking roles, rethinking space* (CLIR Report No. 129, pp. 1-9). Washington, DC: Council on Library and Information Resources. Retrieved from http://www.clir.org/ pubs/reports/pub129

Gaines, T. A. (1991). *The campus as a work of art.* Westport, CT: Praeger.

Gatten, J. (2004). The OhioLINK LibQUAL+™ 2002 Experience: A consortium looks at service quality, In F. M. Heath, M. Kyrillidou, & C. A. Askew (Eds.), *Libraries act on their LibQUAL+™ findings: From data to action.* Binghamton, NY: Haworth.

Gayton, J. (2008). Academic libraries: "Social" or "Communal?" The Nature and Future of Academic Libraries. *The Journal of Academic Librarianship 34*(1), 60–66.

Geertz, C. (1973). *The interpretation of cultures: Selected essays.* New York, NY: Basic Books.

Gibbons, S. (2012). *Techniques to understand the changing needs of library users.* Retrieved from http://conference.ifla.org/ifla78

Gibson, C., & Dixon, C. (2011). *New metrics for academic library engagement.* Paper session presented at the meeting of Association of College & Research Libraries. Philadelphia, PA. Retrieved from http://www.ala.org/acrl/sites/ala.org.acrl/files/content/conferences/confsandpreconfs/national/2011/papers/new_metrics.pdf

Ginsburg, J. R. (1997). *Placemaking: Case study of how participants understand the design, development, and function of an academic library* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses Global. (Order No. 9809527)

Goulding, A. (2008). Libraries and cultural capital. *Journal of Librarianship and Information Science 40*(4), 235-237. doi: 10.1177/0961000608096713

Grimes, D. (1993). *Centrality and the academic library* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses Global. (Order No. 9325198)

Guba, E. (1978). *Toward a methodology of naturalistic inquiry in naturalistic educational evaluation.* CSE Monograph Series in Evaluation No. 8. Los Angeles, CA: Center for the Study of Evaluation, UCLA Graduate School of Education.

Guba, E. G., & Lincoln, Y. S. (2005). Paradigmatic controversies, contradictions, and emerging

confluences. In N. K. Denzin, & Y. S. Lincoln (Eds.) *The Sage Handbook of Qualitative Research* (3rd ed, pp. 205–209). Thousand Oaks, CA: Sage.

Gupton, J. T., Castelo-Rodriguez, C., Martinez, D. A., & Quintanar, I. (2009). Creating a pipeline to engage low-income, first-generation college students. In S. R. Harper, & S. J. Quaye (Eds.), *Student engagement in higher education: Theoretical perspectives and practical approaches for diverse populations* (pp. 243–260). New York, NY: Routledge.

Haddow, G., & Joseph, J. (2010). Loans, logins, and lasting the course: Academic library use and student retention. *Australian Academic & Research Libraries, 41*(4), 233–244.

Haras, C., Lopez, E. M., & Ferry, K. (2008). (Generation 1.5) Latino students and the library: A case study. *The Journal of Academic Librarianship, 34*(5), 425–433.

Harper, D. (2012). *Visual sociology.* New York, NY: Routledge.

Harper, S., R., & Quaye, S. J. (Eds.). (2009). *Student engagement in higher education: Theoretical perspectives and practical approaches for diverse populations.* New York, NY: Routledge.

Harris, C. (2007). Libraries with lattes: The new third place. *Australasian Public Libraries, 20*(4), 145–152.

Harvey, A. S., & Pentland, W. E. (1999). Time use research. In W. E. Pentland, A. S. Harvey, M. P. Lawton, & M. A. McColl (Eds.), *Time use research in the social sciences* (pp. 3– 18). NY: Springer Science+Business Media.

Hayden, K. A. (2003). *Lived experiences of students searching for information.* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses Global. (Order No. NQ87038)

Hernandez, Y. (2013). *Latino students' perceptions of the university campus climate: Exploratory study of first generation students.* (Doctoral dissertation). Retrieved from

ProQuest Dissertations and Theses Global. (Order No. 3558345)

Hobbs, K., & Klare, D. (2010). User drive design: Using ethnographic techniques to plan student study space. *Technical Services Quarterly, 27*(4), 347–363. doi: 10.1080/07317131003766009

Hodder, I. (2003). The interpretation of documents and material culture. In N. K. Denzin, & Y. S. Lincoln (Eds.), *Collecting and Interpreting Qualitative Materials* (2nd ed.). Thousand Oaks, CA: Sage.

Hsiao, K. P. (1992). *First-generation college students.* ERIC No. ED351079. Retrieved from http://files.eric.ed.gov/fulltext/ED351079.pdf

Huberman, A. M., & Miles, M. B. (2002). *The qualitative researcher's companion.* Thousand Oaks, CA: Sage.

Hussey, L. (2010). Social capital, symbolic violence, and fields of cultural production: Pierre Bourdieu and library and information science. In G. J. Leckie, L. M. Given, & J. Buschman (Eds.). *Critical theory for library and information science: Exploring the social from across the disciplines (pp. 41-52).* Santa Barbara, CA: Libraries Unlimited.

Ishitani, T. T. (2006). Studying attrition and degree completion behavior among first-generation colleges students in the United States. *Journal of Higher Education, 77*(5), 861–885.

Jackson, H. L., & Hahn, T. B. (2011). Serving higher education's highest goals: Assessment of the academic library as place. *College and Research Libraries, 72*(5), 428–442. doi: 10.5860/crl-123

Jagman, H., Davidson, L., Dietz, L., Falk, J., Fitzpatrick, A., & Dempsey, P. (2014). *I felt like such as freshman!: Creating library insiders.* (Poster for Assessment in Action: Academic Libraries and Student Success). Retrieved from http://libguides.depaul.edu/ala2014aia

Jamieson, P. (2009). The serious matter of informal learning. *Planning for Higher Education, 27*(2), 18-25).

Johnson, C. A. (2010). Do public libraries contribute to social capital? A preliminary investigation into the relationship. *Library & Information Science Research, 32*(2), 147–155. doi:10.1016/j.lisr.2009.12.006

Johnson, C. A. (2012). How do public libraries create social capital? An analysis of interactions between library staff and patrons. *Library & Information Science Research, 34*(1), 52–62. doi: 10.1016/j.lisr.2011.07.009

Josten's. (2016). *Oklahoma State University, Official Class Ring* [Pamphlet]. Minneapolis, MN: Josten's.

Kezar, A. J., Chambers, T. C., & Burkhardt, J. C. (2005). *Higher education for the public good: Emerging voices from a national movement.* San Francisco, CA: Jossey-Bass.

Khoo, M., Rozaklis, L., & Hall, C. (2012). A survey of the use of ethnographic methods in the study of libraries and library users. *Library and Information Science Research, 34,* 82–91. doi:10.1016/j.lisr.2011.07.010

Kim, J. (2016). *Dimensions of user perception of academic library as place. The Journal of Academic Librarianship, 42,* pp. 509-514.

Kramer, L. A., & Kramer, M. B. (1968). The college library and the dropout. *College & Research Libraries, 29*(4), 310–312.

Kuh, G. D. & Gonyea, R. M. (2003). The role of the academic library in promoting student engagement in learning. *College & Research Libraries, 64*(4).

Kuh, G. D., Kinzie, J., Schuh, J. H., Whitt, E. J., & Associates. (2005). *Student success in college: Creating conditions that matter.* San Francisco, CA: Jossey-Bass.

Kyrillidou, M., Heath, F. M. (2001). Introduction. *Library Trends: Measuring Service Quality, 49*(4), pp. 541-547.

Lapenta, F. (2011). Some theoretical and methodological views on photo-elicitation. In E. Margolis & L. Pauwels (Eds.), *The Sage handbook of visual research methods.* Los Angeles, CA: Sage.

Leckie, G. J., & Buschman, J. E. (2007). Space, place, and libraries: An introduction. In J. E. Buschman, & G. J. Leckie (Eds.), *The library as place: History, community, and culture* (pp. 3–25). Westport, CT: Libraries Unlimited.

Leider, C. L. W. (2016). *Oklahoma State University: The campus history series.* Charleston, SC: Arcadia.

Lewicka, M. (2011). Place attachment: How far have we come in the last 40 years? *Journal of Environmental Psychology, 31*(3), 207–230.

Lincoln, Y. S. (2010). Research libraries in the 21st century. In J. A. Smart & W. G. Tierney (Eds.), *Higher education handbook of theory and research*, vol. 25, (pp. 425-448). New York, NY: Springer.

Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry.* Thousand Oaks, CA: Sage.

Logan, F., & Pickard, E. (2012). First-generation college students: A sketch of their research process. In L. M. Duke, & A. D. Asher (Eds.), *College libraries and student culture: What we now know.* Chicago, IL: ALA Editions.

Lombardi, J. V. (2000). Academic libraries in a digital age. *D-Lib Magazine, 6*(10). Retrieved from http://www.dlib.org/dlib/october00/lombardi/10lombardi.html

Long, D. (2011). Latino students' perceptions of the academic library. *The Journal of Academic Librarianship, 37*(6), 504–511. Retrieved from http://dx.doi.org.argo.library.okstate.edu/10.1016/j.acalib.2011.07.007

Long, M. P., & Schonfeld, R. C. (2010). *Ithaka S+R library survey 2010: Insights from*

U.S. academic library directors. Retrieved from http://bit.ly/eBdWYd

Long, M. P., & Schonfeld, R. C. (2013). *Ithaka S+R Library Survey 2013.* Retrieved from http://www.sr.ithaka.org/sites/default/files/reports/SR_LibraryReport_20140310_0.pdf

Longhurst, J. M. (2014). *"To be there is important": A pragmatist examination of place attachment in rural community college students.* (Doctoral dissertation.). Retrieved from ProQuest Dissertations and Theses Global. (Order No. 3663262)

Lovato-Gassman, B. (2007). *The physical community college library: A single institution study of the relationship between user satisfaction and library use* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses Global. (Order No.3296152)

Low, E. (1953, April). Storehouse of knowledge. *Oklahoma A. & M. College Magazine, 24*(8), 6–15.

Low, S. M., & Altman, I. (1992). Place attachment: A conceptual inquiry. In I. Altman, & S. M. Low (Eds.), *Place attachment* (pp. 1-12). New York, NY: Plenum Press.

Lynch, B. P., Murray-Rust, C., Parker, S. E., Turner, D., Walker, D. P., Wilkinson, F. C., & Zimmerman, J. (2007). Attitudes of presidents and provosts of the university library. *College & Research Libraries, 68*(3), 213–228. doi: 10.5860/crl.68.3.213

Mallinckrodt, B., & Sedlacek, W. E. (1987). Student retention and the use of campus facilities by race. *NASPA Journal, 24*(3), 28–32.

Mannay, D. (2010). Making the familiar strange: Can visual sociology research methods render the familiar setting more perceptible? *Qualitative Research 10*(1), 91–111. doi: 10.1177/1468794109348684

Manzo, L. C. (1994). *Relationships to non-residential places: Towards a reconceptualiztion of*

attachment to place (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses Global. (Order No. 9432359)

Manzo, L. C. (2014). Exploring the shadow side: Place attachment in the context of stigma, displacement, and social housing. In L. C. Manzo, & P. Devine-Wright (Eds.*), Place attachment: Advances in theory, methods, and applications.* NY: Routledge.

Manzo, L. C., & Devine-Wright, P. (Eds.) (2014). *Place attachment: Advances in theory, methods and applications*. NY: Routledge.

Martell, C. (2008). The absent user: Physical use of academic library collections and services continues to decline 1995–2006. *The Journal of Academic Librarianship, 34*(5), 400–407.

Martinez, J. A., Sher, K. J., Krull, J. L., & Wood, P. K. (2009). Blue-collar scholars?: Mediators and moderators of university attrition in first-generation college students. *Journal of College Student Development, 50*(1), 87-103. doi: 10.1353/csd.0.0053

Maxwell, J. A. (2010). Validity: How might you be wrong? In W. Luttrell (Ed.), *Qualitative educational research* (pp. 279-287). New York: NY: Routledge.

McMahon, W. W. (2009). *Higher learning, greater good: The private & social benefits of higher education.* Baltimore, MD: John Hopkins Press.

Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation*. San Francisco, CA: Jossey-Bass.

Miles, M. B., Huberman, A. M., and Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook,* (3rd ed.). Los Angeles, CA: Sage.

Milewicz, E. J. (2009). *"But is it a library?" The contested meanings and changing culture of the academic library* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses Global. (Order No. 3360006)

Montgomery, S. E., & Miller, J. (2011). The third place: The library as collaborative and community space in a time of fiscal restraint. *College & Undergraduate Libraries, 18*(2–3), 228–238. doi: 10.1080/10691316.2011.577683

Most, L. R., (2009). *The rural public library as place in North Florida: A case study* (Doctoral dissertation). Retrieved from http://diginole.lib.fsu.edu/cgi

Munde, G., & Marks, K. (2009). *Surviving the future: Academic libraries, quality, and assessment.* Oxford, UK: Chandos.

Munoz, R. M. (2012). *Low income, first generation community college students: Reflections on their success and their motivations* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses Global. (Order No.3513061)

Murray, A. L. (2014). *The academic library and high-impact practices for student retention: Perspectives of library deans* (Doctoral dissertation, Paper 57). Retrieved from http://digitalcommons.wku.edu/diss/57

Musoba, G., & Baez, B. (2009). The cultural capital of cultural and social capital: An economy of translations. In J. C. Smart, (Ed.), *Higher education: Handbook of theory and research* (pp. 151–182). United States, Springer.

Nagoaka, J., Roderick, M., & Coca, V. (2008). *Barriers to college attainment: Lessons from Chicago.* The Consortium on Chicago School Research at the University of Chicago. Retrieved from http://www.studentclearinghouse.org

Neurohr, K. A., & Bailey, L. E. (2015). Native American students: Perceptions of the academic research library. *Proceedings of the 2014 Library Assessment Conference, 74-89.* Retrieved from http://libraryassessment.org/bm~doc/proceedings-lac-2014.pdf Library Assessment Conference, Seattle, WA.

Neurohr, K. A., & Bailey, L. E. (2016). Using photo-elicitation with Native American students to

explore perceptions of the physical library. *Evidence-based Library and Information Practice,11*(2), pp. 56-73. doi: http://dx.doi.org/10.18438/B8D629

Nielsen, C. (2011). *Set in stone: Legends, traditions, and symbols influencing place attachment for Southern Utah University students.* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses Global. (Order No. 3460013)

Nisonger, T. E., & Davis, C. H. (2005). The perception of library and information science journals by LIS education deans and ARL library directors: A replication of the Kohl-Davis Study. *College & Research Libraries, 66*(4), 341-377. Available http://crl.acrl.org/content/66/4/341.full.pdf+html

Nitecki, D. (2011). Space assessment as a venue for defining the academic library. *The Library Quarterly, 81*(1), 27-59. Retrieved fromhttp://www.jstor.org/stable/10.1086/657446

Nunez, A., Cuccaro-Alamin, S., & Carroll, C. D. (1998). *First-generation students: Undergraduates whose parents never enrolled in postsecondary education* (NCES 98–082). Washington, DC: National Center for Educational Statistics, U. S. Department of Education. Retrieved from http://nces.ed.gov/pubs98/98082.pdf

Oakleaf, M. (2010). T*he Value of academic libraries: A comprehensive research review and report.* Chicago, IL: Association of College and Research Libraries. Retrieved from http://www.ala.org/acrl/sites/ala.org.acrl/files/content/issues/value/val_report.pdf

Oblinger, D. G. (Ed.) (2006). *Learning spaces.* Washington, D. C.: Educause. Retrieved from http://www.educause.edu/learningspaces

Online Computer Library Center. (2006). *College students' perceptions of libraries and information resources.* Retrieved from http://www.oclc.org/content/dam/oclc/reports/pdfs/

studentperceptions.pdf

Online Computer Library Center. (2010). *Perceptions of libraries, 2010: Context and community.* Retrieved from https://www.oclc.org/en/reports/2010perceptions.html

Oklahoma State University. (2013). *Mentor and mentee pairings, Fall 2013*. Unpublished document for Mentors, by New Student Orientation and Enrollment.

Oklahoma State University. (2014a). *First2Go! Mentor Resource Guide 2014–2015*. Stillwater, OK: New Student Orientation and Enrollment.

Oklahoma State University. (2014b). *Mentor and mentee pairings, Fall 2014–2015*. Unpublished document for Mentors, by New Student Orientation and Enrollment.

Oklahoma State University. (2015). First2Go! Mentor Resource Guide 2015-2016. Stillwater, OK: University College Advising.

Oklahoma State University. (2016a). *Edmon Low: Your one stop study spot.* Retrieved from Oklahoma State University Communications Insider Website: https://news.okstate.edu/articles/campus-master-plan-addresses-implementation

Oklahoma State University (2016b). *Living learning programs description: OKState First.* Retrieved from http://reslife/okstate.edu/Housing

Oklahoma State University. (2016c). *Retention of first generation students.* Unpublished report, Institutional Research and Information Management.

Oklahoma State University Library. (2016a). *Basics for undergraduates library guide*. Retrieved from OSU Library website: http://info.library.okstate.edu/ld.php?content_id=24370722

Oklahoma State University Library. (2016b). *Welcome week library tours and ice pops 2016.* Unpublished handout for internal library use.

Okoli, D. T. (2013). *Sense of place and student engagement among undergraduate students at a*

major public research university (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses Global. (Order No. 3608379)

Oldenburg, R. (1999). *The great good place: Cafés, coffee shops, bookstores, bars, hair salons and other hangouts at the heart of a community* (3rd ed.). Philadelphia, PA: Da Capo Press.

Oldfield, K. (2007). Humble and hopeful: Welcoming first-generation poor and working-class students to college. *About Campus, 11*(6), 2–12.

Our Campus Market. (2017). *Oklahoma State University Diploma Display.* [Pamphlet]. West Trenton, NJ: Our Campus Market, DiplomaDisplay.

Packard, J. (2008). 'I'm gonna show you what it's really like out here': The power and limitation of participatory visual methods. *Visual Studies, 23*(1), 63–77. doi: 10.1080/14725860801908544

Padgett, R. D., Johnson, M. P., & Pascarella, E. T. (2012). First-generation undergraduate students and the impacts of the first year of college: Additional evidence. *Journal of College Student Development, 53*(2), 243–266. doi: 10.1353/csd.2012.0032

Painter, S., Fournier, J., Grape, C., Grummon, P., Morelli, J., Whitmer, S., & Cevetello, J. (2013). *Research on learning space design: Present state, future directions.* Ann Arbor, MI: Society for College and University Planning. Retrieved from http://www.scup.org/page/resources/books/rolsd

Pascarella, E. T., Pierson, C. T., Wolniak, G. C., & Terenzini, P. T. (2004). First-generation college students: Additional evidence on college experiences and outcomes. *The Journal of Higher Education, 75*(3), 249-284. doi: 10.1353/jhe.2004.0016

Pascarella, E. T., & Terenzini, P. T. (2005). *How college affects students, Vol. 2. A third decade of research.* San Francisco, CA: Jossey–Bass.

Patton, M. Q. (2002). *Qualitative research and evaluation methods* (3rd ed.). Thousand Oaks, CA: Sage.

Peterson, N. K. (2013). *The developing role of the university library as a student learning center: Implications to the interior spaces within* (Master's thesis). Retrieved from ProQuest Dissertations and Theses Global. (Order No. 1540113)

Pickard, E., & Logan, F. (2013). The research process and the library: First-generation college seniors vs. freshmen. *College and Research Libraries, 74*(4), 399–415.

Pike, G. R., & Kuh, G. D. (2005). First- and second-generation college students: A comparison of their engagement and intellectual development. *The Journal of Higher Education, 76*(3), 276-300.

Poindexter, C. C. (2002). Meaning from methods: Re-presenting narratives of an HIV-affected caregiver. *Qualitative Social Work, 1*(1), 59-78.

Poland, B. D. (1995). Transcription quality as an aspect of rigor in qualitative research. *Qualitative Inquiry, 1*(3), 290-310. doi: 10.1177/107780049500100302

Powis, C. (2010). 'We always come here': Investigating the social in social learning. *Enhancing the Learner Experience in Higher Education, 2*(1). doi: http://dx.doi.org/10.14234/elehe.v2i1.12vv

Prosser, J. (1998). *Image-based research: A sourcebook for qualitative researchers.* Bristol, PA: Falmer Press.

Putnam, R. D., Feldstein, L. M., & Cohen, D. (2003). *Better together: Restoring the American Community.* New York, NY: Simon & Schuster.

Qingjiu, S., & Maliki, N. Z. (2013). Place attachment and place identity: Undergraduate students' place bonding on campus. *Procedia, Social and Behavioral Sciences, 91*, pp.

632-639. doi: 10.1016/j.sbspro.2013.08.463

Ramaley, J. (2005). Scholarship for the public good: Living in Pasteur's quadrant. In Kezar, A. J., Chambers, T. C., & Burkhardt, J. C. (2005). *Higher education for the public good: Emerging voices from a national movement.* San Francisco, CA: Jossey-Bass.

Ranganathan, S. R. (1931). *The five laws of library science.* Madras, India: The Madras Library Association. Retrieved from https:/babel.hathitrust.org

Ranseen, E. (2002). The library as place: Changing perspective. *Library Administration and Management, 16*(4), 203–207.

Ray, K. L. (2001, March). *The postmodern library in an age of assessment.* Paper presented at the meeting of the Association of College and Research Libraries, Denver, CO. Retrieved from http://www.ala.org/acrl/sites/ala.org.acrl/files/content/conferences/pdf/kray.pdf

Relph, E. (1976). *Place and placelessness.* London: Pion Limited.

Richardson, L. (1992). The consequences of poetic representation: Writing the other, rewriting the self. In C. Ellis, & M. G. Flaherty (Eds.), *Investigating subjectivity: Research on lived experience.* Newbury Park, CA: Sage.

Rioux, L., Scrima, F., & Werner, C. M. (2017). Space appropriation and place attachment: University students create places. *Journal of Environmental Psychology, 50,* pp. 60-68. doi: http://dx.doi.org/10.1016/j.jenvp.2017.02.003

Robinson, J. P. (1999). The time-diary method. In W. E. Pentland, A. S. Harvey, M. P. Lawton, & M. A. McColl (Eds.), *Time use research in the social sciences (pp. 47-89)* New York, NY: Springer Science+Business Media.

Rockett, M., & Percival, S. (2002). *Thinking for learning.* Stafford, UK: Network Educational Press.

Rose, G. (2012). *Visual methodologies: An introduction to researching with visual materials* (3rd

ed.). Los Angeles, CA: Sage.

Rouse, R. (1992). *A history of the Oklahoma State University Library*: *Centennial Histories Series.* Stillwater, OK: Oklahoma State University.

Rulon, P. R. (1975). *Oklahoma State University~Since 1890.* Stillwater, OK: Oklahoma State University Press.

Saenz, V. B., Hurtado, S., Barrera, D., Wolf, De'Sha, & Yeung, F. (2007). *First in my family: A profile of first-generation college students at four-year institutions since 1971*. Los Angeles, CA: Higher Education Research Institute, UCLA. Retrieved from http://www.heri.ucla.edu/PDFs/pubs/TFS/Special/Monographs/FirstInMyFamily.pdf

Sanderson, J. L., McGlamery, R. D., & Peters, D. C. (1990). *A history of the Oklahoma State University campus*: *Centennial Histories Series*. Stillwater, OK: Oklahoma State University Press.

Sanville, T. (2004). Defending and expanding library turf–the need for scalable consumer research. *Journal of Library Administration, 40*(3/4), 13-17.

Scannell, L., & Gifford, R. (2010). Defining place attachment: A tripartite organizing framework. *Journal of Environmental Psychology, 30*(1), 1–10.

Seamon, D. (1980). Body-subject, time-space routines, and place-ballets. In A. Butimer, & D. Seamon (Eds.), *The Human Experience of Space and Place* (pp. 148-165). London, U. K.: Croom Helm. Retrieved from http://www.academia.edu/7842824/Body-Subject_Time-Space_Routines_and_Place_Ballets_1980

Shao-Chen, L. (2006). *Perceptions of U. S. academic library services of first-year graduate students from Taiwan: A photo-elicitation study* (Doctoral dissertation).

Retrieved from ProQuest Dissertations and Theses Global. (OrderNo. 3234607)

Sherwood, P. C., & Lasala, M. (1993). *Education and architecture: The evolution of the University of Virginia's Academical Village.* In R. G. Wilson (Ed.), Thomas Jefferson's Academical Village: The creation of an architectural masterpiece. Charlottesville, VA: Bayly Art Museum of the University of Virginia.

Shill, H. B., & Tonner, S. (2003). Creating a better place: Physical improvements in academic libraries, 1995–2002. *College & Research Libraries, 64*(6), 431–466.

Shill, H. B., & Tonner, S. (2004). Does the building still matter? Usage patterns in new, expanded, and renovated libraries, 1995–2002. *College & Research Libraries, 65*(2), 123–150.

Silver, H. (2007). *Use of collaborative spaces in an academic library* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses Global. (Order No. 3270984)

Simpson, H. (2007). *Mapping users' activities and space preferences in the academic business library* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses Global. (Order No. MR29899)

Smart, J. C., & Umback, P. D. (2007). Faculty and academic environments: Using Holland's theory to explore differences in how faculty structure undergraduate courses. *Journal of College Student Development, 48*(2), 183–195.

Smith, B. (2007). Accessing social capital through the academic mentoring process. *Equity and Excellence in Education, 40,* 36–46. doi: 10.1080/10665680601088465

Solomon, B. M. (1986). *In the company of educated women: A history of women and higher*

education in America. New Haven, CT: Yale University Press.

Soria, K. M., Fransen, J., Nackerud, S. (2013). Library use and undergraduate student outcomes: New evidence for students' retention and academic success. *portal: Libraries and the Academy, 13*(2), 147-164.

Soria, K. M., Fransen, J., & Nackerud, S. (2014). Stacks, serials, search engines, and students' success: First-year undergraduate students' library use, academic achievement, and retention. *The Journal of Academic Librarianship, 40*(1), 84–91.

Soria, K. M., Nackerud, S., & Peterson, K. (2015). Socioeconomic indicators associated with first-year college students' use of academic libraries. *The Journal of Academic Librarianship, 41*(5), pp. 636-643.

St. John, E. P., Hu, Shouping, & Fisher, A. S. (2011). *Breaking through the access barrier: How academic capital formation can improve policy in higher education.* New York, NY: Routledge.

Stake, R. E. (1995). *The art of case study research.* Thousand Oaks, CA: Sage.

Stake, R. E. (2006). *Multiple Case Study Analysis*. New York, NY: Guilford Press.

Stake, R. E. (2010). *Qualitative research: Studying how things work.* New York, NY: The Guilford Press.

Strait, T. A. P. (2012). *The college experience: Is there a relationship between place attachment and student satisfaction?* (Doctoral dissertation). Retrieved from Proquest Dissertations & Theses Global. (Order No. 1517900)

Strange, C. C., & Banning, J. H. (2001). *Educating by design: Creating campus learning environments that work.* San Francisco, CA: Jossey-Bass.

Stuart, C. (2009). Learning and research spaces in ARL libraries: Snapshots of

installations and experiments. *Research library issues: A bimonthly report from ARL, CNI, and SPARC, 264*(June), 7-18. Retrieved from http://www.arl.org./resources/pubs/rli

Stuart, V. L. (2015). *Reframing the academic research library in the U. S.: Perceptions of change from library leaders* (Doctoral dissertation). Retrieved from Proquest Dissertations & Theses Global. (Order No. 3739590)

Strauss, A. L. (1987). *Qualitative analysis for social scientists.* Cambridge, U. K.: Cambridge University Press.

Suarez, D. (2007). What students do when they study in the library: Using ethnographic methods to observe student behavior. *Electronic Journal of Academic and Special Librarianship, 8*(3), Retrieved from http://southernlibrarianship.icaap.org/content/v08n03/suarez_d01.html

Temple, P. (2008). Learning spaces in higher education: An under-researched topic. *London Review of Education, 6*(3), 229-41.

Terenzini, P. T., Springer, L., Yaeger, P. M., Pascarella, E. T., & Nora, A. (1996). First-generation college students: Characteristics, experiences and cognitive development. *Research in Higher Education, 37*(1), 1-22. doi: 10.1007/BF01680039

Thelin, J. R. (2011). *A history of American higher education* (2nd ed.). Baltimore, MD: The John Hopkins University Press.

Tinto, V. (1993). *Leaving college: Rethinking the causes and cures of student attrition* (2nd ed.). Chicago, IL: The University of Chicago Press.

Tinto, V. (2005). Epilogue: Moving from theory to action. In A. Seidman (Ed.), *College student*

retention: Formula for student success (pp. 317-333). Westport, CT: American Council on Education.

Tinto, V. (2012). *Completing college: Rethinking institutional action.* Chicago, IL: The University of Chicago Press.

Tuan, Y. (1974). *Topophilia: A study of environmental perception, attitudes, and values.* NY: Columbia University Press.

Tuan, Y. (1977). *Space and place: The perspective of experience.* Minneapolis, MN: University of Minnesota Press.

U.S. Department of Education (n. d.a.) *Gaining early awareness and readiness for undergraduate programs*. Retrieved from http://www2.ed.gov/programs/gearup/index.html

U.S. Department of Education (n. d.b.) *History of the federal TRIO programs.* Retrieved from http://www2.ed.gov/about/offices/list/ope/trio/triohistory.html

U.S. Department of Education (2010). *College completion tool kit*. Washington, D. C. Retrieved from http://www.ed.gov/sites/default/files/cc-toolkit.pdf

University Leadership Council. (2011). *Redefining the academic library: Managing the migration to digital information services.* Washington, D. C.: The Advisory Board.

Van Auken, P. M., Frisvoll, S. J., & Stewart, S. I. (2010). Visualising community: Using participant-driven photo-elicitation for research and application. *Local Environment, 15*(4), 373–388. doi: 10.1080/13549831003677670

Varheim, A. (2009). Public libraries: places creating social capital? *Library Hi Tech, 27*(3), 372–381.

Vondracek, R. (2007). Comfort and convenience? Why students choose alternatives to the

library. *portal: Libraries and the Academy, 7*(3), 277-293. doi: 10.1353/pla.2007.0039

Warburton, R. B., Bugarin, R., Nunez, A., & Carroll, D. (2001). *Bridging the gap: Academic preparation and postsecondary success of first-generation students* (NCES 2001-153). Washington, DC: National Center for Education Statistics, U. S. Department of Education.

Ward, L., Siegel, M. J., Davenport, Z. (2012). *First-generation college students: Understanding and improving the experience from recruitment to commencement*. San Francisco, CA: Jossey-Bass.

Warnaby, G., & Medway, D. (2013). What about the 'place' in place marketing? *Marketing Theory, 13*(3), 345-363.

Waxman, L. (2004). *More than coffee: An examination of people, place, and community with implications for design.* (Doctoral dissertation). Retrieved from Proquest Dissertations & Theses Global. (Order No. 3137505)

Waxman, L., Clemons, S., Banning, J., & McKelfresh, D. (2008). The library as place: Providing students with opportunities for socialization, relaxation, and restoration. *New Library World, 108*(9/10), 424–434.

Weaver, M. (2013). Student journey work: A review of academic library contributions to student transition and success. *New Review of Academic Librarianship, 19*(2), 101-124. doi: 10.1080/13614533.2013.800754

Webb, K. M., Schaller, M. A., & Hunley, S. A. (2008). Measuring library space use and preferences: Charting a path toward increased engagement. *portal: Libraries and the Academy 8*(4), 407–422.

Weiner, S. G. (2005). The history of academic libraries in the United States: A review of the literature. *Library Philosophy and Practice, 7*(2). Retrieved from

http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1057&context=libphilprac

The White House, Office of the Press Secretary (2009, July 14). *Excerpts of the President's remarks in Warren, Michigan today and a fact sheet on the American Graduation Initiative* [Press Release]. Retrieved from http://www.whitehouse.gov/the_press_office/Excerpts-of-the-Presidents-remarks-in-Warren-Michigan-and-fact-sheet-on-the-American-Graduation-Initiative

Whitmire, E. (1999). Racial differences in the academic library experiences of undergraduates. *The Journal of Academic Librarianship, 25*(1), 33–37.

Whitmire, E. (2003). Cultural diversity and undergraduates' academic library use. *The Journal of Academic Librarianship, 29*(3), 148–161.

Whitmire, E. (2004). The campus racial climate and undergraduates' perceptions of the academic library. *portal: Libraries and the Academy, 4*(3), 363–378.

Wiegand, W. A. (2005, September 22). "Library as Place." In *North Carolina Libraries*, pp. 76–81. Retrieved from http://www.ncl.ecu.edu

Williams, D. R., & Vaske, J. J. (2003). The measurement of place attachment: Validity and generalizability of a psychometric approach. *Forest Science, 49*(6), 830-840. Retrieved from https://www.fs.fed.us

Woolner, P., Thomas, U., Todd, L., & Cummings, C. (2009). *How do visually mediated encounters differ from traditional interviews?* Paper presented at the 1st International Visual Methods Conference, Leeds, U.K. Retrieved from http://www.ncl.ac.uk/cflat/news/documents/Leeds2009WoolnerThomas.pdf

Wright, S., & White, L. S. (2007). *Library Assessment (SPEC Kit 303).* Washington, DC: Association of Research Libraries.

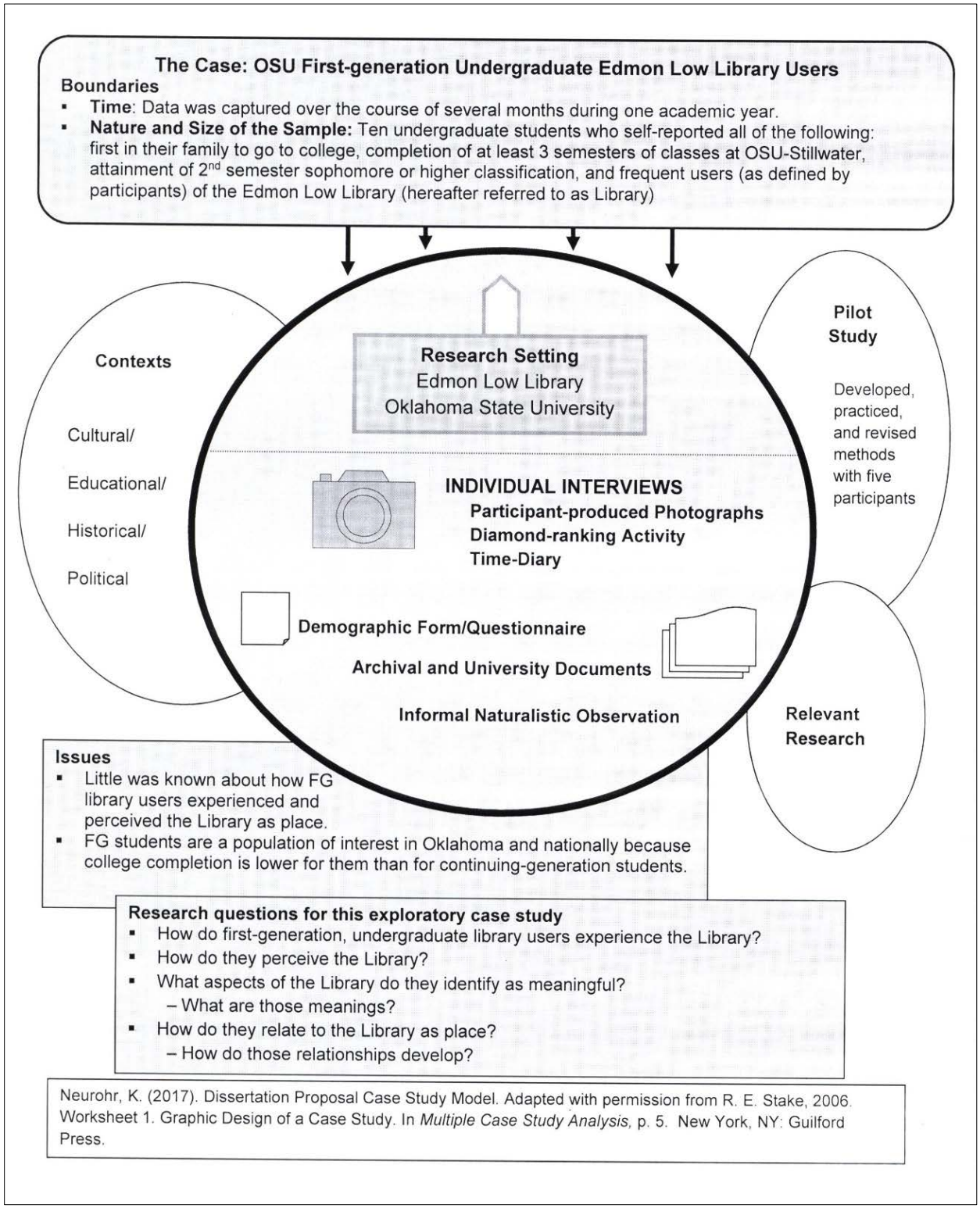
Xu, M., Bakker, M. d., Strijker, D., & Wu, H. (2015). Effects of distance from home to campus on undergraduate place attachment and university experience in China. *Journal of Environmental Psychology, 43,* pp. 95-104. doi: http://dx.doi.org/10.1016/j.jenvp.2015.05.013

Yin, R. K. (2009). *Case study research: Design and methods* (4th ed.). Los Angeles, CA: Sage.

Zeithaml, V. A., Bitner, M. J., & Gremler, D. D. (2009). *Services marketing: Integrating customer focus across the firm* (5th ed.) Boston, MA: McGraw-Hill.

Zhong, Y., & Alexander, J. (2007). Academic success: How library services make a difference. *ACRL Thirteenth National Conference Proceedings.* Chicago, IL: American Library Association.

Appendix A
Stake's Case Study Model—Adaptation



Neurohr, K. (2017). Dissertation Proposal Case Study Model. Adapted with permission from R. E. Stake, 2006. Worksheet 1. Graphic Design of a Case Study. In *Multiple Case Study Analysis,* p. 5. New York, NY: Guilford Press.

Appendix B– Recruitment Flyer

Are You the First in Your Family to Attend College?

You may qualify to participate in this research study:

"First-Generation Undergraduate Students: Perceptions and Experiences of the Edmon Low Library"

Study Description:
Undergraduate students are sought to participate in a study about the Edmon Low Library. First-generation students are defined as students for whom neither parent has completed a college degree. Your participation will help the library understand students better, may help other first-generation students, and may help you learn more about the library in the process.

Criteria:

- Students who are the first in their family to go to college
- Students should have completed at least three semesters at OSU
- Students should regularly use the Edmon Low Library
- **Compensation:**
  Students will be compensated with between $10.00 and $30.00 per research activity. Depending on the activity, the time involved could be one hour or up to three or four hours on different days.

If you are interested and meet the criteria, please contact Karen Neurohr, OSU Librarian and Graduate Student, karen.neurohr@okstate.edu or phone her at 405-744-2376.

Appendix C– Invitational Message

Subject Line, Email or Verbal Invitation: OSU First-generation Students, Information for OSU Library Research Study

Are you the first in your family to go to college? If you have completed at least 3 semesters at OSU-Stillwater, and are a 2nd semester sophomore or a junior or senior, and you frequently use the physical Edmon Low Library then you may be eligible to participate in this study.

One or more of the following research activities may be available:

- Photo-taking and two interviews (2 sessions, 2 different days, about 1½ to 2 hours each)
- Completing a library time-diary for one or more weeks of time with a minimum number of visits to be at least 3 and then participating in an individual interview (about 1 to 2 hours of time total).
- Participating in a small group interview with 1 or more other first-generation students which will take about 1 to 1½ hours of time.
- Participating in an individual interview which will take about 1 to 1½ hours of time.

Previous experience in research studies is not expected or required. Your participation may help you learn more about the library, may help other first-generation students, and may help the library understand students better.

Participants will be compensated for their time and effort between $10.00 and $30.00 per research activity.

Please know that your participation is voluntary and any information you provide will be kept confidential. Your name will not be used to identify you in any way. If you decide to participate, you are free to stop your participation at any time.

If you are interested in participating, please contact Karen Neurohr, Doctoral Student at Oklahoma State University. karen.neurohr@okstate.edu or call her at 405-744-2376.

Appendix D– Informed Consent Document

Oklahoma State University Institutional Review Board

Date:	Thursday, April 16, 2015
IRB Application No	ED1560
Proposal Title:	OSU first-generation undergraduate library users: Perceptions and experiences of the Edmon Low Library
Reviewed and Processed as:	Expedited

Status Recommended by Reviewer(s): Approved **Protocol Expires: 4/15/2016**

Principal Investigator(s):

Karen Neurohr
224A Library
Stillwater, OK 74078

Lucy Bailey
215 Willard Hall
Stillwater, OK 74078

The IRB application referenced above has been approved. It is the judgment of the reviewers that the rights and welfare of individuals who may be asked to participate in this study will be respected, and that the research will be conducted in a manner consistent with the IRB requirements as outlined in section 45 CFR 46.

☐ The final versions of any printed recruitment, consent and assent documents bearing the IRB approval stamp are attached to this letter. These are the versions that must be used during the study.

As Principal Investigator, it is your responsibility to do the following:

1.Conduct this study exactly as it has been approved. Any modifications to the research protocol must be submitted with the appropriate signatures for IRB approval. Protocol modifications requiring approval may include changes to the title, PI advisor, funding status or sponsor, subject population composition or size, recruitment, inclusion/exclusion criteria, research site, research procedures and consent/assent process or forms
2.Submit a request for continuation if the study extends beyond the approval period. This continuation must receive IRB review and approval before the research can continue.
3.Report any adverse events to the IRB Chair promptly. Adverse events are those which are unanticipated and impact the subjects during the course of the research; and
4.Notify the IRB office in writing when your research project is complete.

Please note that approved protocols are subject to monitoring by the IRB and that the IRB office has the authority to inspect research records associated with this protocol at any time. If you have questions about the IRB procedures or need any assistance from the Board, please contact Dawnett Watkins 219 Cordell North (phone: 405-744-5700, dawnett.watkins@okstate.edu).

Sincerely,

Hugh Crethar, Chair
Institutional Review Board

Appendix E– Demographic Form and Questionnaire

1. Participant: _____

2. Gender: Male _____ Female _____

3. Age: _____

4. Marital Status: Single _____ or Married _____

5. Children: No _____ or Yes _____ If yes, how many? _____

6. List your hometown and state: _____

7. Did either of your parents attend college? No ___ Yes___ Unsure ___

8. Do you have an older sibling who has attended college? No ___ Yes___ Unsure ___

9. Did any of your grandparents attend college? No ___ Yes___ Unsure ___

Education

9. List your year in School: _____

10. List your major field(s) of study: _____

11. Do you currently live on campus? No ____ Yes ____

12. Did you complete any college credits prior to coming to OSU? No _____ Yes _____

Activities

13. Have you participated in Upward Bound, Summer Bridge, RISE, McNair, or similar programs? No ____ Yes ____

14. Did you take Advanced Placement or other college preparatory classes in high school? No ____ Yes ____

15. Have you participated in the First2Go mentoring program at OSU? No _____ Yes _____

16. Are you active in any student organizations or clubs? No _____ Yes _____

17. Do you currently have a job? No _____ Yes _____

18. Besides the Edmon Low Library, describe any other libraries, either on campus or off campus that you go and use while you are an OSU student:

_____

Library Use

1. How frequently do you come to the Edmon Low Library? (choose one best estimate)

1–3 times a day	_____	More than 3 times a day	_____
1–3 times a week	_____	More than 3 times a week	_____
1–3 times a month	_____	More than 3 times a month	_____

1–3 times a semester _____ More than 3 times a semester _____
Other, please list _____

2. How long do you usually stay when you come to the Library? (choose one best estimate)
Less than 1 hour ____ 1 to 2 hours _____ 2 to 4 hours _____ More than 4 hours _____

3. How frequently do you use the library's online resources? (choose one best estimate)
1–3 times a day _____ More than 3 times a day _____
1–3 times a week _____ More than 3 times a week _____
1–3 times a month _____ More than 3 times a month _____
1–3 times a semester _____ More than 3 times a semester _____
Other, please list _____

4. Which of the following library spaces/seating at Edmon Low Library have you used?
(Check all that apply. If you aren't sure what something is, put a question mark.)

1st floor computers/printers ____
1st floor, Room 105 study area ____
1st floor study bar in hallway ____
2nd floor Browsing Room ____
2nd floor Reading Room ____
2nd floor seating by the exhibits ____
2nd floor, Computer classroom ____
3rd floor _____
4th floor _____
5th floor ____
Basement ____
Group Study Rooms ____
Group Study Tables in the open ____
Individual study desks (study carrels) ____
Soft, padded chairs ____
Math Learning Success Center ____
Writing Center Outpost in the Library ____
Café Libro ____
Other (please list): _____
_____
_____
_____

5. Which of the following services/resources in the library have you used?
(Check all that apply. If you aren't sure what something is, put a question mark.)

Library desktop computers _____
Library scanners _____
Checked out a laptop _____
Checked out a tablet computer _____
Smart Board/Projector in Group Study Rm. ___
Library Reserves _____
Checked out a book _____
Used book in library, didn't check it out ___
Library printers _____
Large computer monitors _____
Library copy machine _____
Interlibrary loan _____
Library digital signage _____
Textbooks on Reserve _____
Asked librarian for help _____
Wireless Network connection in library _____

Library databases ____ Library search box on home page _____
Library website via computer _____ Chat box on library homepage _____
Library website via mobile device _____ Library maps on walls _____
Library Government Documents on 5th Floor _____
Library Oral History Research on 2nd Floor _____
Library Map Room in Basement _____
Library Special Collections/University Archives on 2nd Floor _____
Café Libro _____
Other, please list: _____

Appendix F– Semi-Structured Questions

Upon completion of Demographic Form/Questionnaire, questions that may be asked of all participants:

Past Library Experiences

Describe your past experiences of visiting a library before you came to OSU.
(If you were to photograph something meaningful about this (or these) libraries, what would you show?)

Early Impressions of Edmon Low Library

Take me back to the first time you saw the Edmon Low Library and walked into the building.
(What were your impressions? What do you remember about your experience that first time?)

How did you learn about this library? *(What were you told about the Library?)*

Current Library Use

How do you navigate the Edmon Low Library building?

What motivates you to come to the Library?

At Edmon Low Library, describe any memorable interactions you have had with library employees.

Describe your relationship to the Library. *(What does the Library represent to you?)*

What has been your best library experience here?

What has been your hardest library experience here?

What would be your ideal library experience here?

If you were to describe the Edmon Low Library to new first-generation students at OSU, what would you say?

(Closing Question) In what ways does the Edmon Low Library make a difference for you?

PHOTO-ELICITATION QUESTIONS

SESSION ONE

Photo Activity, then questions upon completion of the activity

1. Tell me about your experience taking photos for this study.
2. Tell me about this picture. *(Ask clarifying/probing questions)*
3. Is there anything else you want to say about this photo?

SESSION TWO

Looking at printed copies of the photos you took,

1. If you were to throw out one photo which would it be? Why?
2. Rank the photos from most important to least important in a diamond shape with the top row being the photo that is most important. One by one, describe why the top 6 photos are the most important to you.
3. (Closing Question) Since participating in this study, has anything changed for you about the library?

SESSION THREE

1. Tell me about your experience keeping the diary.
2. When you recorded your entries, did you do that while you were here, or later? What worked for you?
3. Describe any times that you thought about coming here but changed your mind.
4. In what ways was this week's use typical or different for how you normally use the library?
5. How well did the library space meet your purpose for coming?
6. When you left, describe what made you decide to leave.
7. Describe anything new you discovered about the library
8. Describe what stands out to you about your library use.
9. Since you first began participating in this study, describe if anything has changed for you about the library. Is there anything you notice more or use differently?

Appendix G– Photo-taking Prompt

First-Generation Undergraduate Students: Perceptions and Experiences of the Physical Academic Library

- With the camera provided, take at least ten photographs.
- Immediately following the activity, meet with the researcher for the interview about the photos.

Photo Production

Take at least ten photographs of the Edmon Low Library. One photograph should represent how you feel about the Edmon Low Library, and at least nine other photos should represent some meaning for you. Meaning is very broad but it implies importance or significance. Examples of meaning may include things you use in the building or online, your favorite things or your least favorite things, things you dislike or like, things that are confusing or easy for you, or new things you discover. Photos can be inside or outside.

Due to privacy and ethical issues photos cannot show the faces of people. However, you may choose to photograph an inanimate object to represent a person or something that is intangible such as your feelings.

There is no right or wrong way to do this activity. It can be anything you choose about the library that is meaningful to you for any reason. You should be thoughtful and honest as you shoot your photographs. This activity may take about one hour of time. When you finish taking photos, meet with the researcher for an interview about your photos. The interview may take about one hour of time.

Appendix H– Library Time-Use Diary

Track every visit you make to the physical Edmon Low Library for one or more weeks of time with a minimum number of visits to be at least three. Use one page per library visit. If you come to the library 3 times in one day, you would have 3 pages for that day. This diary will be turned in to the researcher. Jot down your answers and feel free to draw pictures for the following:

Date: ***Time Arrived:*** ***Time Left:***

Describe your purpose(s) for this library visit.

Describe the library space(s) you used in the building and what floor(s) these spaces are on.

Describe what you did during this library visit.

Describe if you were alone or with other people during this visit, or perhaps a combination of some amount of time alone and some amount of time with others. If you were with other people, do not use names, but describe your relationship to them. Examples might be study groups from class, roommates, friends, or members of a student organization.

Describe your feelings about the library during this visit.

Appendix I– Historical Document

"Fundamental Assumptions For the Library Building Program"

[Undated report from Head Librarian Edmon Low to OAMC President Henry G. Bennett. Rouse (1992) estimated the report was written between 1945 and 1948.]

1. The program should err on the side of being over-written rather than under-written. Too much information is better than not enough. It is primarily for the architect who is a professional person charged with the responsible and expensive assignment calling for his most creative energies. He owes it to his client to be fully informed. Such a program may save money in the long run by avoiding costly misunderstandings. Secondarily, the program is a record for the use of the Library Staff (and their successors), the Faculty and the Administration to interpret the sort of library conceived and the intentions and reasons of the committee. It is also a record of the self-examination that went into that planning.
2. The planners of the library building will be only a small proportion of the actual users of it. This means that purely personal considerations must be avoided.
3. The chief client of the library will be the undergraduate student of a mean age of 20 years. His needs must be borne in mind.
4. The program committee shall be concerned only with matters that impinge on library *functions* which, in turn, should be subordinated to the best interests of the library user.
5. The building must be thought of as serving the academic community for at least twenty-five years. Hence it must be expandable. This next quarter century will undoubtedly see drastic changes in educational philosophy, instructional procedures, technological improvements and library techniques. It is expected that books *as books* may be replaced by other devices. It follows that the building should be simple and extremely flexible (with minimum fixed wall space and immovable partitions) thus allowing for additional or revised functions. Conduits must be ample for electronic equipment.
6. The building must be planned wholly and primarily as a library, with any interim or secondary functions being lowest on the list of formative principles.
7. The library should not embrace more activities than it can effectively hope to support and service in harmony with its main objectives.
8. Without sacrifice of any higher objectives, economy must be aimed at in staff size and staff time, as well as in upkeep and maintenance, if only that in the long haul, any needless expense may cause reductions in book funds or staff services, when money becomes "tight."
9. The library is a place where materials of learning (at present, usually books and periodicals) are selected, acquired, "keyed" (or arranged), housed, used, and dispensed.
10. For the sake of economy and efficiency, the centralization of all services in a central service center in the building is essential, provided easy communication of every

individual with said center is assured and provided that smooth services do not become an end in themselves, thus making a trap for the client. The library must fit around the user, not vice versa.

11. The library is considered as the academic center of a liberal arts institution, in which they student will be encouraged to read widely and spontaneously in what, ideally, should be a self-motivated program with an implicit stressing of person and freedom (emphasis throughout the University being on seminars, tutorials, honors programs and a consequent de-emphasis on lectures and textbooks).
12. It is presumed that the majority of students and faculty will use the library for purposes of *study*. Because study can be of various kinds and degrees, and because the same individual does not always prefer uniform study conditions, a variety of types and kinds of study facilities should be provided, varying in formality, privacy and comfort.
13. However, the library is thought of more as a private than social experience. For the student the library is to his *private* experience what the classroom is to his *public* experience. The private experience of the library is the necessary personal counterpart to his dialogue in society.
14. The library is an "invitation to" study, not a "condition of" study. It should provide a study climate so restful, serene and harmonious and so congenial for reading that the user will prefer it to any other place for that purpose. Such a climate or atmosphere is more than an absence of noise, being a psychological mood established by use of space, light, shadow, textures, sound contributing to a sense of privacy, albeit in community.
15. The function of the library is seen as bringing together, with the maximum ease, pleasure, and fruitfulness, books and people, with the fewest possible barriers and the fullest possible use.
16. The library building should echo the staff policy that every individual user can come into immediate communication with any one of the professional staff in the shortest possible time and with a minimum of red tape and embarrassment; for, although ideally a library should be self-servicing, in reality no one has yet replaced the personal, interested, creative assistance of a competent librarian to expedite or to further an avenue of investigation or to augment the mechanical gears and apparatus.
17. Good study conditions are basically the same for students and faculty. Insofar as possible no artificial barriers between these two should be set up.
18. While faculty research can be an asset to good teaching, it can also be a barrier. Research should be encouraged by the library to the extent that it can be done without the expense of service to the students, the *raison d' etre* of our institution.
19. Problems of book *control* must be faced. Lost books mean inconvenience to the client, expense, and duplication of work for the library.
20. For reasons compatible with the Liberal Arts concept and for simplicity and ease of use and of operation, subject areas should not be broken up. A fluid continuity is preferred.

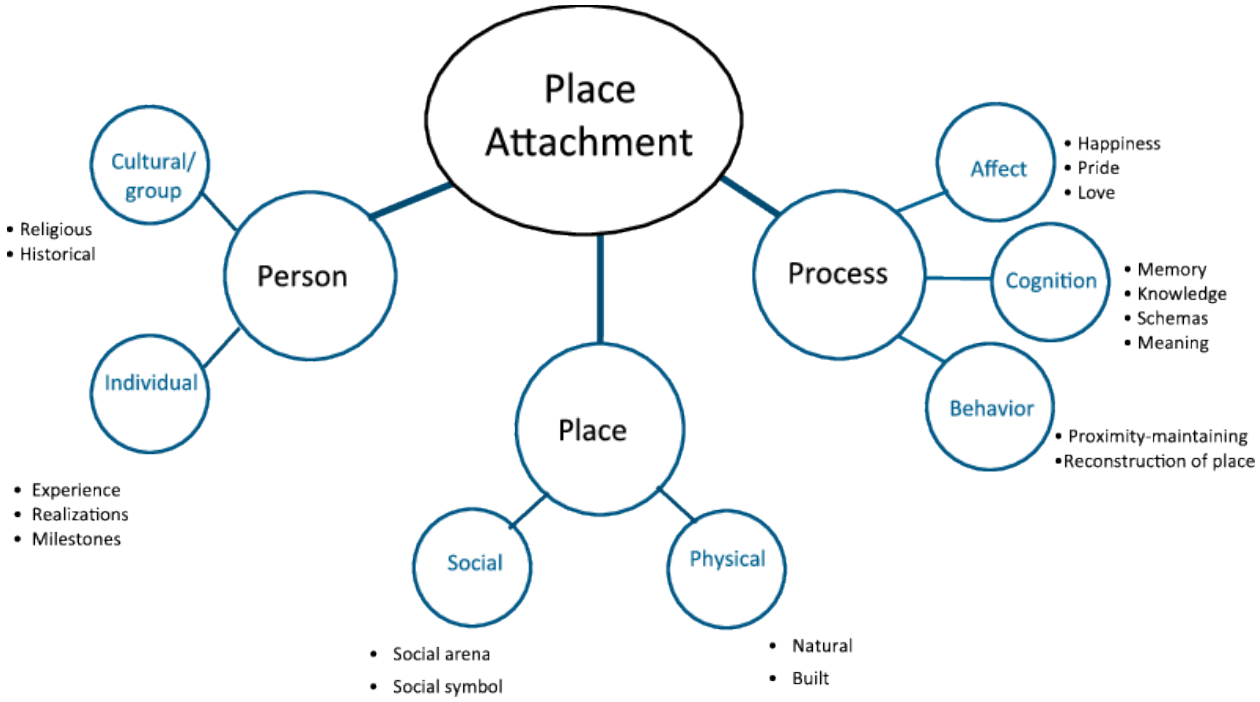
Appendix J– Researcher Constructed Table

Table of participants' time in the Library

Data Source	Questionnaire	Questionnaire	Interview	Diary	Diary	Diary	Diary
	Frequency of library visits *(response choices)*	Length of time usually stay *(response choices)*	Longest time ever stayed in library *(estimated)*	Number of days start to finish *(recorded)*	Number of entries *(recorded)*	Longest entry *(recorded)*	Shortest entry *(recorded)*
David	More than 3x day	2 to 4 hours	8 hours	7 days	5	9 h. 30 m.	2 h.
Tasha	1 to 3x day	1 to 2 hours	8 to 10 hours	7 days	5	3 h. 55 m.	43 m.
Olivia	1 to 3x day	2 to 4 hours	12 to 15 hours	n/a	n/a	n/a	n/a
Nick	1 to 3x day	1 to 2 hours	10 hours	11 days	5	4 h.	25 m.
Grace	More than 3x week	Less than 1 hour	6 hours	8 days	8	4 h. 30 min.	2 m.
Isabelle	More than 3x week	Less than 1 hour	8 hours	9 days	5	4 h. 45 m.	50 m.
Jessica	More than 3x week	1 to 2 hours	6 to 7 hours	19 days	4	7 h.	10 m.
Anthony	More than 3x week	2 to 4 hours	12 hours	29 days	9	6 h. 5 m.	5 m.
Levi	More than 3x week	1 to 2 hours	overnight	12 days	3	1 h. 30 m.	45 m.
Allison	1 to 3x week	2 to 4 hours	8 hours	4 days	3	7 h. 18m.	24 m.

Appendix K– Model by Scannell and Gifford (2010)

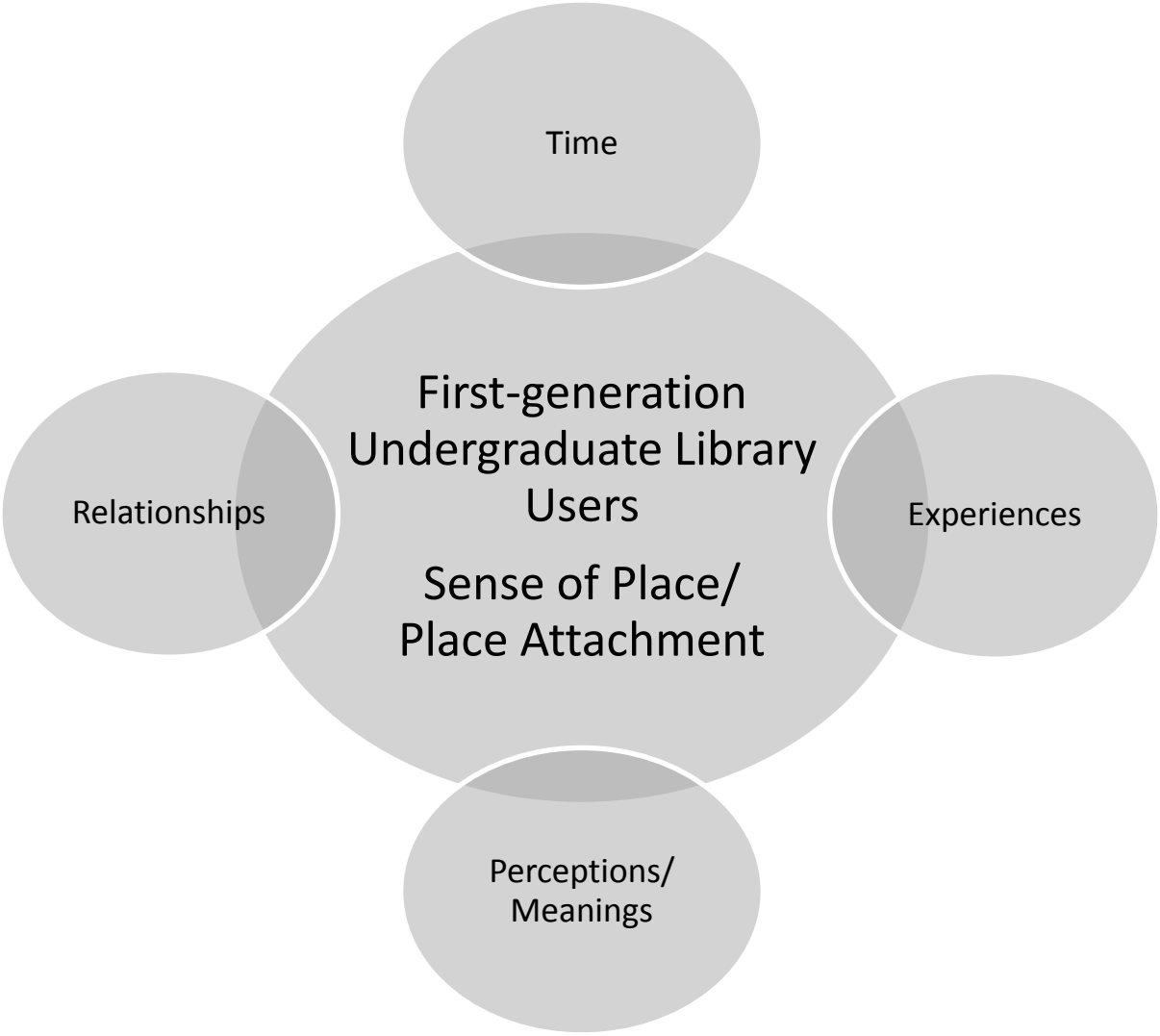
The Tripartite Model of Place Attachment



from: Scannell, L., & Gifford, R. (2010). Defining place attachment: A tripartite organizing framework. *Journal of Environmental Psychology, 30,* pp. 10-10.

Appendix L– Researcher Constructed Model

First-Generation Undergraduate Library Users: Sense of Place/Place Attachment Model



Neurohr, K. A. (2017).

VITA

Karen Annette Neurohr

Candidate for the Degree of

Doctor of Education

Dissertation: FIRST-GENERATION UNDERGRADUATE LIBRARY USERS: EXPERIENCES AND PERCEPTIONS OF THE LIBRARY AS PLACE

Major Field: Higher Education

Biographical:

Education:

Completed the requirements for the Doctor of Education in Higher Education at Oklahoma State University, Stillwater, Oklahoma in May, 2017

Completed the requirements for the Master of Science in Library Science at University of North Texas, Denton, Texas in 1995

Completed the requirements for the Bachelor of Arts in Education at Northeastern State University, Tahlequah, Oklahoma in 1989

Experience:
Tenured Full Professor– Community Outreach and Assessment Librarian, Oklahoma State University, Stillwater, Oklahoma (2006-present)

Library Director– Carl Albert State College, Poteau, Oklahoma (1998-2005)

School Library Media Specialist– Poteau High School, Poteau, Oklahoma (1995-1998)
English Teacher– Poteau High School, Poteau, Oklahoma (1990-1995); Heavener, High School, Heavener, Oklahoma (1989-1990)

Professional Memberships:
American Library Association– Association of College and Research Libraries, Library Leadership and Management, United for Libraries; Oklahoma Library Association