

Culture War in the Collaborative Learning Center

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The transformation of the first floor of Joyner Library into the Collaborative Learning Center produced significant changes to collection and user spaces. Collaboration, in this context, refers to students engaged in teamwork with technology and support services. A Culture War emerged when some faculty, displeased with the loss of the traditional library ethos, voiced their concerns about the future of the library at East Carolina University. This study is an analysis of the implementation of a collaborative commons in an academic research library with a focus on faculty criticism and lessons learned from the experience.

Introduction

Joyner Library

Located in the eastern coastal plain of North Carolina, in the city of Greenville, the J.Y. Joyner Library is the main library for East Carolina University (ECU), part of the multi-campus public University of North Carolina system. ECU has a student population of more than 27,000 and is among the fastest-growing institutions of higher education in the United States (Points East, 2012). Pirates are a prominent feature of eastern North Carolina history and lore. ECU students, alumni, faculty, and staff express their school spirit by proudly proclaiming themselves members of the *Pirate Nation*.

Joyner Library serves the colleges of Business, Education, Fine Arts and Communication, Health and Human Performance, Human Ecology, Technology and Computer Science, the Graduate School, Honors College, School of Social Work, and the Thomas Harriot College of Arts and Sciences. Joyner has one branch library, the Music Library in the A. J. Fletcher Music Center. The William E. Laupus Health Sciences Library is separately administered and serves the Brody School of Medicine, College of Allied Health Sciences, College of Nursing, and School of Dental Medicine.

As the largest research library in the state's eastern region, Joyner Library holds over two million books, journals, and documents in print format; 700,000 e-books; two million pieces of microform; 200,000 audiovisual items; 73,000 serial subscriptions; and 3,000 electronic resources (Joyner Library Report, 2011). Primary sources in Special Collections include the East Carolina Manuscript Collection, Rare Book Collection, the Hoover Collection on International Communism, and the James H. and Virginia Schlobin Literature of the Fantastic Collection. The North

Carolina Collection is one of the premier resources of the state's history and culture with a focus on eastern communities. The documentary history of ECU is preserved in the University Archives. Engaging Digital Collections provide Internet access to unique library holdings and the heritage of eastern North Carolinians. In addition to supporting the educational and research mission of the university, Joyner Library is also a venue for life-long learning and cultural enrichment. Joyner librarians declare that the library is the intellectual heart of the campus (Mission Statement, 2012).

Library Commons

Librarians have used the terms information commons, knowledge commons, and learning commons, among others, to name the spaces that integrate library collections and services with computer technology (Daniels et al, 2010, p. 117). There are nuances to these terms, yet arguably, they all apply to an acknowledged trend in the transformation of library spaces. It is a move away from quiet reading rooms to places for open discussions, the displacement of book stacks by computer workstations for access to digital collections, educational technology, and production software, and a redefining of services offered in the library. Some of these services, such as tutoring and writing centers, have moved from external campus buildings into the library.

There is a full body of literature on the emergence of commons in academic libraries. Sheila Bonnard and Tim Donahue (2010) identified several early adopters of the commons design including Matricopa Community College, University of Iowa, University of Southern California, University of Michigan, Emory University, Champlain University, University of Connecticut, University of Calgary, and the University of Guelph. Heidi M. Steiner and Robert P. Holley (2009, p. 315) observed that library

commons are an outgrowth of the “library as place” movement which sought to brand the library as “a destination and space that students actually want to use and ‘be’ in.” In their annotated bibliography of commons scholarship Maria T. Accardi, Memo Cordova, and Kim Leeder (2010, p. 328) wrote that “while libraries are at their core service-oriented institutions, their ability to adapt and change to best serve their user population is their greatest strength.”

Adaptation and change that would reassert the library as a key element of the university’s core educational assets motivated the leadership of Joyner Library to name its commons the Collaborative Learning Center (CLC). The CLC refers to the entire first floor of Joyner Library. This new name signaled not just a migration to the commons concept, but also the library’s embrace of the new collaborative pedagogy in higher education. Kenneth A. Bruffee asserted the benefits of collaboration for college and university students:

Collaborative learning marshals the power of interdependence among peers. Scholars, researchers, businessmen, lawyers, physicians, and countless other professionals all learn collaboratively when they work together on focused problems with no certain resolution. In formal education, similarly, students undertake open-ended tasks in small consensus groups, plan and carry out term-long projects in research teams, tutor one another, analyze and work out problems together, puzzle over difficult lab instructions together, read aloud to one another what they have written, and help one another edit and revise research reports and term papers. (Bruffee, 1999, p. xii)

Collaborative pedagogy was central to the argument for developing the CLC in Joyner Library. Some faculty at ECU, many long time advocates of the library, questioned the extent to which the library was being used, or should be used, in a collaborative manner. They argued for the value of spaces that foster solitary research with library collections. This debate escalated into a *Culture War*.

Culture War

Roger Chapman (2010) asserted that a *Culture War* is a conflict of ideology waged with words and political action rather than military weapons of physical destruction. He traced the history of the term to Germany in the 1870s in the rhetorical combat between Chancellor Otto von Bismarck and the Pope of the Roman Catholic Church. The phrase *Culture War* became popular in the United States during the late 20th century as a way to describe the struggle between conservatives and liberals to control the narrative of history, memory, and American identity.

One of the most significant battles of the Culture War in America took place in the 1990s over an exhibition about World War II at the Smithsonian Institute’s National Air and Space Museum (NASM). The exhibit was to include part of the *Enola Gay* B-29 airplane that dropped a nuclear bomb on Hiroshima, Japan. Photographs and oral histories from Japanese survivors threatened to destabilize the American claim of being a righteous nation. Roger D. Launius observed that those who championed a patriotic public history over truth telling won the battle:

The controversy over the exhibit became so desperate that it led to a public humiliation of the Smithsonian Institution, an emasculation of the more involved exhibit into a threadbare presentation of the aircraft, a legacy of fear and resultant self-censorship at NASM, and the resignation of the museum director. (Launius, 2007, p.19)

Why should librarians concern themselves with Culture Wars? Academic libraries have become a flash point in campus debates about space and place. Many academic leaders have questioned the future of academic libraries in the digital age. Elizabeth Yakel presented this advice:

There are many lessons and warnings embedded in the *Enola Gay* controversy for archival repositories and libraries. First and foremost, the *Enola Gay* exhibition demonstrates what can happen when organizations ignore social, political, and cultural factors in the environment. (Yakel, 2000, p. 299)

Marlene Manoff wrote about the Culture Wars inherent in collection development and the potential for librarians to use or abuse power. She observed that “The control of knowledge and information and the capacity to produce or legitimate various cultural representations are forms of political power (Manoff, 1993, p. 16).” Her primary concern was the librarian’s role in the transmission of a cultural legacy via library collections in a democratic society.

Edward Shreeves also addressed the issues of Culture Wars in libraries with a focus on the transformation of collections from print to digital. His study foreshadowed the battle cries from faculty at ECU. He identified Nicholson Baker as one of the catalysts of a national Culture War. Baker blamed librarians for destroying access to the human record preserved in libraries. He condemned librarians for discarding card catalogs and paper books in favor of digital search engines and electronic print. Shreeves wrote:

Baker’s irresistible tirades reflect a not uncommon view on many campuses that librarians, with their ever-increasing focus on the emerging world of digital information, have lost touch with their mission and turned their backs on the book and book culture characteristic of Western scholarship since before Gutenberg. This view is far from universal and may in fact be held by a relatively

small number of individuals, mostly in the humanistic disciplines with a strong focus on reading texts of the past. Like Baker, however, they tend to be intelligent, articulate, and tenacious. Their opinions often carry weight on campus, and librarians ignore them at their peril (Shreeves, 2000, p. 880)

At ECU, there are two opposing armies engaged in the Culture War for the future of Joyner Library. One army seeks to transform the library into a place for innovative technology and spaces that foster student collaborative team work. The other army longs for a return to traditional library spaces with quiet reading rooms that enable faculty and students to concentrate on solitary scholarship. This Culture War encompasses battles over print collections, technology, and the pedagogy of teaching and learning.

Library Space Planning

The last significant expansion of Joyner Library was completed in 1999 at a cost of \$30 million (Ferrell, 2006, p. 169). Enrollment growth since then has out-paced the library's capacity to serve the student body. The leadership of Joyner Library began planning for another major renovation in 2008. ECU Facilities contracted with the architectural firm Hanbury Evans Wright Vlattas +. The renovation Steering Committee consisted of the dean of academic library and learning resources, associate director of the library, assistant director for special collections, assistant director for user services, head of building operations, head of reference services, innovation and technology officer, and a representative from campus facilities engineering and architectural services. Designs touched every floor of the facility. Decisions were informed with a review of the literature on library trends in higher education, visits to other university libraries with recent renovations, and focus groups of ECU students and faculty. A presentation and report was given to the provost in 2009. However, significant reductions in state funding, due to the national and state economic crisis of the Great Recession, placed the project on indefinite hold. Yet all was not lost.

A leadership tour of the library resulted in support for a smaller scale renovation of the first floor. The dean of academic library and learning resources invited the provost and chancellor for a personal library tour and presented his vision for the CLC. The provost and chancellor agreed that the library facility was not currently meeting the needs of ECU students for 21st century research. \$600,000 from the Academic Affairs budget was allocated for the project.

A new task force was established to design the CLC on the first floor. The task force included representatives from Building Operations, Circulation, Digital Collections,

Interlibrary Loan, Library Technology, North Carolina Collection, Reference, and the Teaching Resources Center. The scope of the project encompassed public spaces adjacent to service points for Circulation, Interlibrary Loan, and Reference. The team reviewed the work of the earlier space planning Steering Committee, studied the commons literature, visited ten academic libraries with a commons, held more student focus group sessions, and produced a report. Site visits included library commons at Appalachian State University, Duke University, Elon University, Emory University, Georgia State University, Georgia Institute of Technology, New Brunswick University, North Carolina State University, University of Colorado, University of North Carolina at Chapel Hill, and the University of North Carolina at Greensboro. More group study rooms were the most frequent request from students in the focus groups (CLC Task Force Report, 2009).

In addition to new furniture and technology, the CLC would also offer students one location for student tutoring, writing assistance, and reference services. A key factor in the decision to bring Pirate Tutoring and the University Writing Center into the CLC from other campus locations was the hope that students using one service would be inclined to use others. Librarians at Pelletier Library of Allegheny College had success with deepening student engagement with multiple services in their learning commons by designing outreach strategies for students they grouped into common profiles (Holmgren, 2010).

The dean of academic library and learning resources wanted art to be a prominent feature of the CLC to provide students with an inspirational atmosphere that fostered creativity. Although the library has a permanent art collection, most of the walls of the first floor were barren. The assistant director of user services collaborated with a professor in the printmaking program of the ECU School of Art and Design (SOAD) to hang framed art throughout the CLC. Students in the printmaking program learn the art of intaglio, lithography, relief, silkscreen, photo mechanical techniques, and book arts media. These art prints in the CLC showcase the talent of SOAD faculty and graduate students.

Marketing and Grand Opening

Publicity for the CLC grand opening was coordinated by Joyner Library's Marketing and Public Relations Manager. Emails with a graphic digital flyer were posted to campus electronic mailing lists for students, faculty, and staff. These digital flyers were also loaded onto the library's large plasma screens and in the *News & Events* section of the library's Web page. A feature ran in the library's eNewsletter and articles appeared in the student

newspaper *The East Carolinian*, the campus publication *Pieces of Eight*, and Greenville's local newspaper *The Daily Reflector*. Publicity was also posted on the library's Facebook and Twitter sites. A video was produced to promote the CLC featuring a welcome from the library's dean and comments from students praising the renovation (CLC at Joyner Library, 2010).

In the fall of 2010 librarians in Joyner Library opened the Collaborative Learning Center with celebratory activities. Refreshments were served and visitors posed for pictures with ECU cheerleaders and PeeDee, the university's mascot. There were self-guided tours, welcome stations at service desks, and demonstrations of the new technology. Visitors received a free Joyner Library Collaborative Commons t-shirt.



Figure 1. The CLC at Joyner Library.

The seating capacity increased from 345 to 525 with comfortable new lounge chairs and café style booths. New ergonomic chairs were also purchased for all the computer workstations and group study rooms. An assortment of colors and styles gave the entire first floor a dramatic makeover.

The CLC featured a new presentation practice room where students can improve their public speaking and presentation skills. The room has a smart podium, audience seating, and technology to project images and text, and record the session. Students can play back their presentation or save the file onto a flash drive to review later. The equipment in the room was funded by ECU Information Technology and Computing Services.

New furniture and technology designed to facilitate group projects was the most prominent change. Additional user space was made possible by relocating the Reference Collection and transferring many titles to the open stacks and compact shelving. Current print periodicals that were available electronically were weeded to further increase user space. Pirate Tutoring and the University Writing Center moved into the area vacated by Reference, which moved to the far end of the floor adjacent to a large cluster of computer workstations, an area previously called the Digital Learning Center. Offices for personnel in Reference became available when faculty in the Department of Library Science (within the College of Education) moved from Joyner Library to another building on campus.

Reference librarians provided service in their new CLC location in person, as well as via telephone, email, instant messaging, and phone text.

Culture War in Joyner Library

It is fair to say that leadership in Joyner Library did not anticipate the fierce faculty criticism of the CLC. Some professors did not like the changes in the library and they were vocal about it. There were emails from angry faculty, negative comments on the library's faculty survey, and criticism of the CLC was the topic of discussion during a meeting of the ECU Faculty Senate Library Committee (Libraries Committee Meeting Minutes, 2010). The strongest charges came from faculty in the humanities who were displeased by the loss of the traditional library environment. There was also internal criticism from some Joyner librarians and staff.

The CLC was built on the premise that collaborative pedagogy in the higher education classroom spills into collaborative student work in the academic library. Is it true that pedagogy in the classroom and laboratory is now predominantly collaborative? For all disciplines? If it is true, do faculty and students want this pedagogy to spill into the library? Articles in library journals and discussions with colleagues at library conferences compelled Joyner Library leadership to the conclusion that collaborative pedagogy was prevalent in higher education. Several academic libraries in the United States have transitioned to collaborative spaces. Joyner Library leadership did not want ECU students to be left behind. After all, the ECU slogan is *Tomorrow Starts Here*. This mantra can be found on the chancellor's Web site, highway billboards, and campus buses. Did Joyner librarians proceed with due diligence? In hindsight one may argue that assumptions were not truly evidence-based in the context of the ECU campus. An assessment of pedagogy in regard to collaborative student assignments across disciplines, and more discussions with the Faculty Senate Library Committee, deans and directors, and faculty library liaisons may have provided Joyner Library leadership with vital feedback. Better communication of renovation designs prior to implementation may have averted this Culture War. On the other hand, the war may have started sooner.

Relocating the Reference Collection books and stacks to increase seating in the CLC was a significant element of faculty displeasure. Some ECU faculty have not moved into digital collection research as fast as many of their peers. They still prefer to work with print resources, even when the title is available electronically. For some faculty the authenticity of print is vital to their scholarship. Some digitization of print lacks important context and

information of the print artifact. Even when authentic text is born digital some faculty prefer the reading experience of print. Although Joyner Library has quiet spaces on upper floors some faculty want to work in the CLC since it encompasses the Reference Collection. They desire quiet space in the CLC.

Noise on the first floor increased with the renovation changes brought by the CLC. The new configuration of computer workstations and seating promotes collaborative work. Voices of teamwork disturb faculty and students who come to the library for an atmosphere of silence among others engaged in reading, writing, and study. Pirate Tutoring also contributed to increased noise on the first floor.

Another complaint regarding Pirate Tutoring was the demand the service placed on group study rooms, conference rooms, and open seating in the CLC. This was collateral damage from the success of the Pirate Tutoring program which has received praise from students and parents for improving academic performance. Despite the value of this program many Joyner librarians sided with faculty and students who wanted spaces reserved for engagement with library collections and resources. Pirate Tutoring moved out of Joyner Library in the summer of 2012 into a larger space on campus.

Students using the University Writing Center do not disturb others using library spaces in traditional ways. They also work within the parameters of their office. With the departure of Pirate Tutoring, the University Writing Center in Joyner Library is expanding with a new writing lab. This lab will support a writing across the curriculum quality enhancement program that ECU has adopted for its accreditation review by the Southern Association of Colleges and Schools.

Sacred Library Ethos

Much has been written about the library as place. A search in the Library Literature and Information Science database will produce over 3,000 citations. Library as place has also been the subject of many library conferences and symposia.

As librarians debate the future of the library as place some campus administrators have invaded library spaces for other purposes: offices, labs, studios. There is a battle for space on American college campuses. Occupying prime real estate, many libraries (including Joyner), have lost valuable space to non-library units. Looking at the big picture it is understandable. We are in an era of economic austerity and funds for new facilities are limited. Programs entering the library have a valid mission that support faculty excellence and student success. However, librarians

have a responsibility to advocate for students and faculty who need library spaces for intellectual engagement with library collections and resources and the production of new scholarship.

Libraries are a valuable third place. Ray Oldenburg (1999, p. 14) defined third places, with the home being the first place and the work site being the second, as "inclusively sociable, offering the basis of community and the celebration of it." Academic libraries serve as a third place on campus for the community of scholars.

For some, libraries are also a sacred place. Nancy Kalikow Maxwell (2006, p. 129) wrote that "Being in the presence of books ... evokes a powerful emotional response, bordering on a religious feeling." Libraries are more than an Internet portal to information. The term "information" does not do justice to the institution that collects and preserves the great books of global civilizations, including their sacred texts.

Adapting the vignette research methodology used by scholars in the discipline of the psychology of religion to a study of library space, Heather Lee Jackson and Trudi Bellardo Hahn (2011) found that traditional library architecture and design evokes an affect of engagement with scholarship, spirituality, and other positive states of mind that increased student desire to be in the library for academic pursuits. Subjects in the study were shown images of traditional libraries that resembled houses of worship and images of post-modern library design. The majority of subjects preferred a sacred library ethos.

Many students and faculty want the quiet, contemplative atmosphere of a library temple for reading, research, and writing while others want social, conversational spaces for collaborative teamwork with technology. Susan E. Montgomery and Jonathan Miller (2011, p. 236) wrote that librarians can balance these demands with a "variety of spaces" in the library. Joyner Library provides quiet spaces in the basement level and on the second, third, and fourth floors. However, some students and faculty are persistent in their desire for quiet space on the first floor, in the CLC.

Research

A research study was conducted to investigate the cause of the Culture War in Joyner Library. Was the CLC being used primarily as a space for collaborative teamwork? The pioneering work in library ethnography done under the direction of anthropologist Nancy Fried Foster and librarian Susan Gibbons (2007) at the River Campus Libraries at the University of Rochester was explored for this Joyner Library study. Foster and Gibbons found that ethnographic research gave them a deeper understanding

of how students used their library and advanced the library’s mission to be a student-centered library.

An ECU anthropology professor was recruited to design an ethnographic observation tool and a plan to pilot a user behavior study in Joyner Library. The library’s principle investigator obtained the required certificate of exemption for research involving human subjects from the university’s Institutional Review Board. Since the library is a public space and subjects would not be identified in the research or suffer any adverse effects from the study, an assistant director in the ECU Office for Human Research Integrity informed the principle investigator that there was no need to obtain informed consent from the subjects. The anthropology consultant trained a team of librarians to use an ethnographic tool to document observations throughout the CLC. Data from the pilot study was very insightful. However, the time involved to complete a full ethnographic study in this manner led to a decision to move from emic to etic methodology. Emic categories of behavior emerge from observations of the subjects while etic categories are selected by the researcher prior to observations. Since the focus of this research involved known behaviors, working alone or collaboratively in an academic library, etic methodology was an acceptable choice. The categories of observable library user behavior employed by Tord Høivik (2008) for a study of two Norwegian public libraries were selected and modified for this research. Høivik refers to his methodology as “transversal traffic counting” and notes that it is called “seating sweeps” in English speaking nations.

During the spring semester of 2011, security guards in Joyner Library collected data during their building patrols. There were four zones of observation in the CLC: the reading room adjacent to the Circulation Service Desk, computer workstations in the lobby, the collaborative study center, and the Reference research room. Observations were recorded every day of the week during mornings, afternoons, and evenings for six weeks.

Findings

A total of 6,846 subjects were observed for this study. Data collectors noted when people were alone or in a group, and if in a group, whether they were working independently or collaboratively. Collaboration was noted when group conversation was observed and when groups were working together with whiteboards and/or technology. Tangential data regarding print books and journals, tablets or e-readers, laptops, and writing was also recorded. Some subjects were observed demonstrating no physical activity. These subjects were documented as “in thought.”

This study clearly demonstrated that more people were observed working independently, not in teamwork. Seventy-eight percent were not collaborating in the Collaborative Learning Center. The argument made by faculty who opposed the CLC was justified. Most people were observed doing what people have been doing in libraries for centuries: reading, writing, and thinking in communal non-interactive solitude. We have learned that there is still a need to provide students and faculty with quiet reading spaces for independent research, learning, and scholarship. If people continue to work predominately alone on the first floor of Joyner Library then perhaps we should consider changing the name of the CLC. A change in name could accurately reflect the way this library space is used and may help heal the wounds of this Culture War.

In both the emic trial and etic study it was apparent that the observers were also being observed. People often noticed librarians and security guards taking notes. One must question if such awareness alters a subject’s behavior. The term “Hawthorne Effect” (Chiappone, 2008) refers to research conducted by Elton Mayo in the 1920s that revealed improved work performance from subjects who knew they were being studied. In recent years it has been argued that the term “adds nothing to our understanding of the problems with empirical research with human participants (Chiesa and Hobbs, 2008, p. 73).”

However, Hawthorne Studies are still widely cited (Olson et al, 2004) by social scientists in industrial and organizational psychology and organizational behavior

Observation Totals, N=6,846	
Sitting alone at library computer	58%
Sitting alone with laptop computer	10%
Sitting alone reading a print book or journal	2%
Sitting alone reading an iPad or ebook	4%
Sitting alone writing with pen or pencil	2%
Sitting alone, in thought (no physical activity)	1%
Group in silence with no collaboration	1%
Total non-collaborating 78%	
Collaborative group work (with computer)	21%
Collaborative group work (with white board)	1%
Collaborative group work (no computer/board)	3%
Total collaborating 25%	

Figure 2. Observation totals. Note: the behaviors do not equal 100% due to some subjects engaged in more than one activity.

disciplines. Lisa M. Given and Gloria J. Leckie (2003) addressed the issue in their publication of findings from a seating sweeps study of large public libraries in Toronto and Vancouver. To limit “counterobservations” by research subjects they adopted covert strategies to elude detection.

Those planning library user studies should consider the benefits of adopting this covert methodology. Selecting data collectors in the same age demographic and dress of the research subjects and instructing them to mimic typical library behaviors may produce more reliable data.

Peace in the Library

Should librarians draw a line in the sand and tell those who lament the loss of the traditional library of solitude that their time is yore? Can we continue to say that most students today desire vibrant, social library spaces for collaboration? Is this an evidence based leadership decision? This study demonstrated that students in Joyner Library are engaged in collaborative work, but more often, they work independently. Alone or in groups they are often in quiet intellectual pursuits. Still, we cannot completely return the entire library to the temple of silence. Technology is an essential element of cutting edge library research and the collaborative pedagogy of team assignments is effective for many disciplines. We can and should consider a third choice for the third place, a choice of balance and harmony. Michael Gorman observed that “the practice of librarianship demands equilibrium between tradition and innovation, the old and the new, the needs of the many and the needs of the minorities or individuals.” (Gorman, 2003, p. 141)

Before decisions are made regarding the future of the library we should strive for a planning process of inclusion with both of the academic library’s primary stakeholders: students and faculty. Megan Stark and Sue Samson wrote about the evolving learning commons at the Maureen and Mike Mansfield Library at the University of Montana – Missoula. Librarians there also encountered internal and external criticism based on pedagogical philosophy of what an academic library ought to be. To reach a middle ground between those who desire the energy of a commons with those who seek a quiet haven of solitude, they recommend a process of “transparency” during the planning stages of change with a focus on inviting “multiple perspectives into the dialogue (Stark and Samson, 2010, p. 270)” .

Amitai Etzioni argued that moral dialogues with rules of engagement are the best way to settle a Culture War. He contends that moral dialogs enhance civil deliberations when people’s values are in conflict. One strategy he offers as effective is to “bring a *third value into play when two diverge or clash.*(Etzioni, 1997, p. 36)” Perhaps we can unite

librarians and faculty with the shared value of preserving collections of scholarship.

A moral dialogue with faculty in decisions regarding all aspects of collection management will also improve harmony. There are valid arguments for collecting both print and electronic texts. Dialogues on selection, storage, preservation, and weeding of collections and the impact on faculty research will help us serve them better. Yvonne Carignan declared that “Scholars can help identify the best future for the book and the research libraries that preserve them.” (Carignan, 2007, p. 83)

We must build an organizational culture in academic libraries that values dialogue between librarians and faculty in designing new and renovated spaces with a balance of silence and discourse, traditional library ethos and innovative technology. Faculty and students should have opportunities for using libraries in a variety of ways. If we seek balance in spaces through dialogue with all members of the campus community there can be peace in the academic library, and an end to this Culture War.

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