Supporting Student Retention and Success: Including Family Areas in an Academic Library

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abstract: Many universities and colleges focus on student retention and completion as a measure of their success. Publications such as the Chronicle of Higher Education carry an increasing number of articles dealing with student retention, success, and completion. Academic libraries support this goal through a wide variety of services, teaching, resources, and spaces. Often, attention centers on the students who have been typical at universities for generations: 18- to 22-year-olds who are single and live on campus. As campuses change in demographics, libraries are adjusting services, teaching, resources, and spaces to accommodate a wider range of students. The J. Willard Marriott Library at the University of Utah in Salt Lake City created a unique space for students with children as one way to contribute to the goals of student retention, success, and completion.

Introduction

As universities and colleges justify their value to their legislatures and communities, an increased focus on such goals as student retention, success, and completion has become commonplace. Academic libraries support these goals by creating services, instruction, resources, and spaces. By demonstrating how academic libraries contribute to student success, we support the university and demonstrate to our administrators how we can help improve the future of our institutions.

Space is a service we provide as academic libraries, and our attitude toward space in our libraries has changed over time. Twenty years ago, we had conversations about library space as if it were all about library employees and making our work lives easier. Now we have conversations about how we want library space to serve as the workspace.
of our students. We design our spaces to fit what students need to do while they are in the library. We consider the furniture required to do that work and the different kinds of spaces needed. These design features and unique spaces contribute significantly to student retention, success, and completion and allow an advocacy for potentially underserved and underrepresented students.

Unless direct efforts are made, universities and colleges may overlook nontraditional students, particularly students with children (students who are also parents) as a demographic who have additional needs. Traditionally, students attending colleges and universities were between 18 and 22 years old, single, and lived on campus. Even as higher education enrollment has grown more diverse, most services still focus on these typical college students simply because they remain the largest group on campus. Many academic libraries have recognized the changes in student populations and are evaluating how their institutions can design services and programs with the goals of student retention, success, and completion in mind.

Studies have highlighted ways that libraries already contribute to student retention and success. In the past eight years, higher education literature has seen a dramatic growth in articles and reports on how universities are refocusing their efforts to improve student success. George Kuh’s 2008 report titled *High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter* started a national discussion about student success and retention that was echoed in the work of Megan Oakleaf and the current work of the Association of College and Research Libraries.1 Several quantitative studies have shown a positive correlation between grade point average (GPA) and the number of items checked out from the library or accessed via EZproxy, the library’s proxy server through which authenticated users can access online library resources from off campus.2

Other studies have sought to use additional methods such as student self-reports to assess the impact of libraries on student success and retention. Melissa Bowles-Terry conducted focus groups with seniors graduating from the University of Wyoming in Laramie to discover what they learned from participating in library instruction and then compared their GPAs with their participation in specific kinds of library instruction. She found that students who participated in upper-division information literacy courses had higher GPAs. In addition to this quantitative measure of library impact on students, she also conducted focus groups with graduating seniors and found that they “all discussed specific skills or tools learned in library instruction sessions that they were able to use in research projects assigned for various classes, which points to the importance of library instruction in academic success.”3 A similar survey assessing students’ perceptions of how well they understood facets of information literacy at the Jack Tarver Library of Mercer University in Macon, Georgia, found that students who had information literacy instruction felt more competent at such skills as differentiating scholarly from popular
sources, understanding primary and secondary sources, citing sources properly, and choosing appropriate sources.4

However, providing excellent resources and information literacy instruction is not the only way libraries can demonstrate their impact on retention of students. Another is to show how the library can offer services and resources for diverse student populations, such as student parents, who may struggle to meet their educational goals. Higher education data show that student parents make up 15 percent of the student body at four-year public and private institutions of higher education and 26 percent of the student body at all higher education institutions.5 Scholars suggest that the rise of traditional college-aged (18 to 25) student parents enrolling in higher education is the result of more young people having children, increased desire to attain higher education, and factors that allow students with children to finish high school and go on to attend college.6 Older student parents have extrinsic motivations similar to those of traditional college-aged student parents, such as better job prospects. They also have stronger intrinsic motivations, such as a desire for personal enrichment, that influence their entry into or return to higher education.7 Historically, scholars noted, “Many nontraditional students come back to school to complete educational pursuits they began years before as traditional-age students.”8 In a 2008 article, Carlette Haycin Jackson provides some reasons that people might return to college including “a long-delayed dream of a first or an advanced degree,” gaining new knowledge, or to “change careers or strengthen their work skills.”9 However, despite these motivations, only 33 percent of students with children manage to graduate in six years or less.10

Retention in Higher Education [A head]

Encouraging the retention of nontraditional students has long been a priority for universities. Throughout Utah, conversations about retention of students have become especially important. In 2015, the Utah System of Higher Education (USHE), which coordinates the efforts of Utah’s eight public institutions of higher education, focused on three main objectives in its strategic plan: (1) encouraging innovation, (2) making education affordable, and (3) encouraging student retention.11 Encouraging student retention is also part of a larger goal in Utah to have 66 percent of the Utah population with a higher education degree or certificate by 2020. Currently, about 49 percent of students graduate with a four-year degree within six years; at the University of Utah, about 39 percent graduate within this period.12

Between 2010 and 2020, Utah institutions of higher education will have awarded approximately 300,000 postsecondary degrees. However, “for the 66 by 2020 goal to be reached, USHE will need to award an additional 36,950 degrees and certificates between 2010 and 2020, bringing the total to 336,950 degrees and certificates.”13 To meet this goal, enrollment must expand rapidly:

The number of students enrolling at Utah’s public colleges and universities is projected to increase by an estimated 50,000 by 2025—the equivalent of the 2014–15 student bodies at the University of Utah [in Salt Lake City], Southern Utah University [in Cedar City], and Dixie State University [in St. George] combined.14
The benefits of increasing the number of Utah citizens with higher education degrees include economic growth and stability. For these new degrees to be awarded, students must be retained.

As a part of USHE’s recommendations, the University of Utah adopted the Plan to Finish Initiative, a program designed to encourage students to finish promptly by taking 15 credits in a semester instead of 12, giving the students support during their first year, and maximizing financial aid benefits. The University of Utah student population totals 32,000. Almost one-third of the population is over the age of 25, a number that has held steady for more than a decade. The library found that we could support this push toward retention by focusing on an underserved community in the library—student parents.

**Student Parents Face Barriers**

Many student parents face numerous barriers in pursuing higher education, including poverty and higher rates of debt after graduating than their nonparent peers. At the same time, many of those parents cite their children as a reason that they want to go back school. Student parents also need access to ample child care to complete their education. Although many campuses offer on-campus child care support or have other initiatives to help student parents, many such students are unaware of the campus initiatives designed to help them. For student parents to have the opportunity to focus on coursework, collaborate with classmates, and work with librarians, a new kind of library space designed to welcome children in study areas is required.

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Given these challenges, libraries can play an important role in providing student parents with resources that can help reduce the barriers they face. Creating spaces that are more welcoming to families is an effective way to do this and allows student parents an opportunity to spend time with their children while still completing their coursework. These reworked spaces can also make the campus a more comfortable place for student parents by giving them an informal learning space that fits their needs, encouraging them to spend more time on campus overall. Portland State University in Oregon created a Family Study Room in 2010, finding that the room not only helps student parents succeed but also “generates a large amount of goodwill, even amongst students who do not have young children.” In response to the University of Utah’s efforts to improve retention, graduation, and student success, the J. Willard Marriott Library considered how it could create public services, resources, and spaces that met the needs of student parents more effectively. For the past 15 years, the Marriott Library has developed spaces in conjunction with campus partners ranging from the university’s Center for Disability Services, the Graduate School, the University Writing Center, and New Student Orientation.
Library Family-Friendly Task Force

Responding to the president’s strategic plan,23 the Marriott Library began thinking about how to supplement its existing Juvenile Collection with family-friendly furniture and toys to make the library more welcoming to student parents. The historical Juvenile Collection included a strong representation of 46,000 children’s and young adult materials covering the twentieth and twenty-first centuries. However, plans stalled after safety concerns arose regarding the location of the collection and its lack of proximity to restrooms and community guest pass computers. Because the browsing of print collections was declining, the area lacked the security benefits of a high-occupancy space. The need for family-friendly programming that met the university’s goals surrounding retention and increasing graduation rates remained.

A new dean of the library was briefed on potential ideas, was energized by the family-friendly concept, and felt that it was a service currently missing at the library. A diverse task force with membership from across the library and the campus was charged with considering how to make the library more family friendly and was given the latitude to consider the library as a whole rather than focusing on how to supplement any one existing area. The task force began looking directly at data generated at the university and the library. In 2015, 19 percent of graduating students surveyed said they had children.24 The group began compiling ideas that could expand the services and resources that were currently offered and well used. Electronic resources and improved remote access were marketed to users not able to come to the library. For families visiting the recently renovated library, large walkways, good lines of sight, natural lighting, and ample seating in designated silent, quiet, and group areas helped families identify spaces that were suitable, if not ideal, for children. Additionally, gender-neutral family restrooms and sanitation stations were provided throughout the building for the use of student parents. The task force considered location, services, furnishings, equipment, costs, policy implications, and how the ideas might be implemented.

A representative from Library Security joined the task force to address potential safety concerns in the existing Juvenile Collection location. More than 290 security incidents took place at the library between 2011 and 2014 despite hourly building patrols and roving security personnel. These 290 incidents, which included library policy infractions, lewd or disruptive behavior, patrons viewing pornography, and drug and alcohol paraphernalia in restrooms, required security officer responses and often the intervention of campus police. Annual security statistics suggested that these incidents happened more often in the areas that were farthest from public entrances, stationed security staff, and high-traffic student areas. This review raised the question of whether the Juvenile Collection area would be safe and suitable for children.

Based on this information, the task force focused on programmatic facility changes that would enhance the library for students with children and extended families, including adding diaper changing tables to gender-neutral restrooms and updating door signs and library maps to highlight child-friendly spaces. While discussing our current services, the success of specialized reading spaces in the library for graduate students, veterans, people with disabilities, and Special Collections patrons led the group to consider building an enclosed family reading room. Our Graduate Student Reading Room...
provides a dedicated quiet study environment, semester-long storage, and a Graduate Writing Center. Our accessibility space, created in partnership with the university Center for Disability Services, provides accessible hardware, software, and other tools. For these rooms to function for the groups they serve, card access and cameras were added.

Based on our experiences creating these places, the task force determined that the best way to respond to safety concerns was to create a dedicated, card access-controlled reading room for at least 25 people with areas to meet in groups, study, or play. For students and their children to feel comfortable in the room, the task force felt that the space should include all services available elsewhere in the building. These services included Macs, PCs, laptop docking stations, printers, scanners, adjustable-height desks, group study rooms, and librarian consultation spaces. Other important considerations were the location of the Juvenile Collection and the room’s proximity to a library entrance, security staff, and accessible restrooms.

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As we began planning for the specific furniture for the Family Reading Room, we contacted the director of the Utah Valley University Library (UVU) in Orem and asked for a tour of their family study area. The UVU space did not require identification to enter the space, and it was comprised primarily of two workstations and a printer. Toys and beanbags were provided for children. During the day, the space was occupied at all times. The task force learned about some issues the UVU librarians had encountered and their answers to those challenges. For example, they warned us that very young children would destroy any books placed in the Family Reading Room. As a result, we provided only donated books that were not part of our permanent collection in this space. UVU employees cautioned that library staff would want to control what happens in the room, but that outside of library and university policies, the parents and guardians needed to be in charge. Electronics in the space had repeatedly been damaged and required replacement, so we abandoned the idea of providing DVD players and substituted a TV with cable access limited to children’s channels. We asked UVU users how the room worked for them, and they all indicated that they could not get their coursework accomplished if they could not bring their children with them while visiting the library.

The task force identified a need for a public lactation room and expressed a desire for it to be added to the vision following our site visit. The library had previously established a mother’s room for library employees, as required by law, but did not have a similar space for patrons to breastfeed or pump. Occasionally, nursing mothers would take a lounge chair into a restroom or find refuge in the stacks with relative privacy. Additionally, there were no comfortable furniture or convenient electrical outlets in our staff lactation room. Based on feedback from an informal survey of library employees and the task force, it was recommended that private lactation spaces, as well as comfortable spaces where mothers could sit with one another, be incorporated into the planning.

After considering these recommendations, the task force concluded that the library needed a larger, multifunctional space to meet the needs of student parents and their
families. Only Level 3 had a public entrance, accessible restrooms, and an enclosed office suite with shelving space large enough to accommodate the Juvenile Collection. This level also contains one of the most popular student spaces in the library, the Student Living Room, and has high traffic that provides additional security benefits. The task force proposed that the Family Reading Room occupy an enclosed office suite on Level 3 and that the Juvenile Collection be relocated next to it. The task force submitted its report and findings to the dean and the library’s Executive Committee.

After several discussions with library employees who would be impacted by the new service, the dean asked the director of library facilities to implement the proposal and establish a new reading room dedicated to student parents and their families. We shifted the Juvenile Collection from Level 1 to Level 3 and prepared the office suite to become the new Family Reading Room. Potential campus partners—the Child Care Coordinating Office, the Associated Students of the University of Utah, Custodial Services, Occupational and Environmental Health and Safety, and the Office of Admissions—provided feedback and shared their ideas. The library began submitting grant proposals and was awarded $15,000 from a foundation that had previously not worked with the library. We reconfigured existing office workstations and reused PC, Mac, and laptop workstations to maximize our funds. We furnished group study rooms with existing tables and chairs and purchased new equipment for the lactation space and the children’s area. We also painted, recarpeted, and childproofed the suite. The first phase of implementation was done with little expense. With safety concerns still in mind, the dean funded a video surveillance camera inside the room and a card reader that could limit access to students.

For the Family Reading Room to succeed, we needed explicit patron policies and user expectations. The existing Marriott Library Patron Policies and Responsibilities and University Regulations require that children under the age of 12 be supervised at all times while using the library and the Family Reading Room.26 It was important to stress to users that the Family Reading Room was not a day care facility where parents could drop off their kids and go to class. For students to use the room, they must have a child under the age of 12 accompanying them or be using the lactation room. To support all caregivers on campus, we expanded access to include all university students, faculty, and staff. The library’s Executive Committee and the university’s Office of General Counsel approved the policy for the room. Signage was installed on the entrance doors and online. The sign states:

The Family Reading Room is reserved for University of Utah students, faculty, staff and their families. Parents/guardians must have their children present in the Family Reading Room or be actively using the Lactation Room to use the space. Parent/guardians are responsible for their children’s safety and behavior. Children under 12 should be supervised at all times. Children may not be left alone in the room for any reason at any time. Library staff cannot oversee unescorted or unsupervised children, nor be responsible for their safety. If an unsupervised child comes to the attention of library
personnel, University of Utah Police will be contacted. Access is limited to University students, faculty, and staff with a valid UCard.

We hosted a Family Reading Room grand opening on September 30, 2014. Approximately 125 people attended this event, including student parents, children, staff, faculty, university administrators, and the media. The dean of the library read a short children’s book, our campus mascot posed for pictures and greeted children, and a library faculty member made balloon animals. We had several arts and craft tables sponsored by our Book Arts Studio, the Utah Museum of Fine Arts, and the Natural History Museum of Utah. This event enabled the library to host a campus gathering, garner local media attention, and promote the library to both the campus and the community.

Campus Connections

During the planning and opening of the Family Reading Room, the library developed and strengthened many campus partnerships. The dean attended meetings where she described the library’s new efforts, which led to members of the campus community asking to learn more. The library’s associate dean for research and learning services followed up with the dean of students, the special assistant to the vice president of student affairs, the director of the Center for Child Care and Family Resources, the director of the Women’s Resource Center, and the assistant vice president for human resources. Soon after, the associate dean was invited to participate as a member of the Child Care Advisory Board, a group of representatives from all over campus charged with creating policies, services, and spaces that support student, faculty, and staff parents.

Once the dean of students knew of our plans, she introduced us to several national student groups whose philanthropic efforts focus on encouraging literacy, such as the Mortar Board Honor Society and Pi Beta Phi and Kappa Kappa Gamma sororities. These student groups met with one of the education services librarians, who was also the librarian liaison to the College of Education and the coordinator of events and activities in the Family Reading Room. They advertised the Family Reading Room through their meetings and activities on campus. Additionally, the education services librarian met with two associate professors from the Department of Educational Psychology to develop programming for the Family Reading Room, which provided both literacy activities for the children and opportunities for College of Education students to observe parent-child interactions (with appropriate permissions). There is now a regularly established story hour for both fall and spring semesters. Interest in the Family Reading Room began to spread from the campus into the community as campus entities began sharing the work of the library. All of this outreach resulted in campus relationships that continue to shape the family friendliness of the library and the perceptions of families at the university.

Family Reading Room Feedback and Data

Following the opening, feedback from initial users of the Family Reading Room came in through the library’s Ask-A-Librarian service as well as through face-to-face interactions with staff and faculty. Anecdotal information about the Family Reading Room indicated that it was a popular library space for patrons. When we talked to student parents who
used the space, they spoke enthusiastically about how the new space affected their library experience. Fathers requested a glider in the open area similar to those in the lactation room to feed and care for children. We learned that so much focus had been placed on the mother’s lactation room that we overlooked male caregivers’ needs. As a result of this feedback, we decided that a more formal assessment was required to gain specific details about the demographics and additional needs of the space.

As a mechanism of assessment, the library created a survey to obtain feedback and recommendations from Family Reading Room users about how they used the space and how we could improve the services we offered. First, we determined the type of survey, what information and answers should be gathered, and a plan for data collection.

Our data collection included three phases, Phase 1, Phase 2, and Phase 3.

**Phase 1**

Patron use statistics indicated that this new space had been used consistently. Patrons accessed the room in two ways: they either used a proximity chip built into their University ID or were granted access by Library Security. A patron’s University ID provided limited information because the users would only swipe their card to enter, but no swipe was required when exiting the room. The data that could be collected from the ID swipe included date, time of entrance, patron’s name, University ID number, and university building space identification information (building code, level, and room number). Library Security gathered this limited quantitative data on a monthly and semester basis to review trends, high-traffic periods, and unique users. However, we could not collect data when groups of users went into the Family Reading Room. Student parents with more than one child, guardians or caregivers, and affiliated campus groups that provided child care could bring in two or more children and not be counted. Campus day care centers consistently use the room as a place to visit with children. It is not uncommon for four or more children to arrive with several child care providers. We could not determine from the data how long patrons stayed in the space, if they brought in other student parents or guardians using their ID, or how long student parents remained in the space.
Phase 2

Our survey was designed by a small subset of members from the task force. The group determined to focus on four key themes:

1. What do our patrons think of the Family Reading Room?
2. How are our patrons using the space?
3. Has the Family Reading Room changed the ways patrons use our services?
4. What are we doing well and what else should we do?

We first tested the survey internally, targeting library employees who had children. After getting feedback from this group, adjustments were made, and the survey was finalized. The questions included qualitative data that was not included in the existing quantitative monthly card swipe reports, such as questions on duration of visit and number of children brought in during each visit. Questions also gathered information about the ages of the children and the toys provided and used. We had questions that collected opinions about services ranging from what was liked or what could be improved, to what kinds of activities could be added.

The survey did not meet the definition of human subjects research, and the library received an Institutional Review Board (IRB) exemption in late November 2014 to conduct the survey. We used Campus Labs Baseline (https://baselinesupport.campuslabs.com), a survey system specifically geared toward academic settings, to develop the survey. We used the data from the monthly card swipe reports to gather a list of users to contact who were familiar with the new space or who had at least visited the room once. The survey was e-mailed to the users from the dean to ask for their participation. The Campus Labs system provided potential respondents with a unique, one-time-use link enabling them to complete the survey during March 2015, six months after the opening of the space. The survey was sent out to the initial 73 unique patrons who used the room during the first five months, and 30 completed the survey, a 41 percent response rate.

We hoped that this number of unique users would grow over time as campus awareness increased. We were surprised that some of these initial users came from the Health Sciences Campus and were happy that the Marriott Library was a convenient location. Another surprise was that spouses traded off watching their children so the other parent could attend classes. Finally, campus child care groups were a surprising user of the Family Reading Room, making quadruple strollers and little red wagons full of children a common sight.

Phase 3

After we had received the survey results, we conducted open coding to identify common themes in the responses, as well as any unique or notable responses. Our top request was for an adjoining restroom with an area where parents could wash their lactation...
supplies. Currently, parents and children must leave the room and go across the floor to reach the restroom. Patrons confirmed that access to a sink with hot and cold water and a family restroom was a necessity. Without them, diaper changes, toilet training, and lactation room cleanup were limited.

Focusing on the use of the space, nearly every participant said their children used the train set, and half of the respondents’ children played with the stuffed animals and the bead roller coaster toy that let them move wooden beads on a track. We also received requests for more decorations, including additional furniture such as a mirror and chalkboard. Suggestions also included a puppet theater, age-appropriate science equipment, and craft supplies.

We have created partnerships internally and externally including the university’s College of Education and the Salt Lake City Public Library to offer additional story time and activities. We have added more construction paper of varying colors and sizes provided by the library’s Preservation Department and the Book Arts Studio to encourage children to do arts and crafts while using the space. We have also developed some program planning within the library, including monthly parent and child events hosted in spaces outside the Family Reading Room.

**Recommendations and Suggestions for Implementation**

As a result of our experiences, we have several suggestions for librarians seeking to include specialized spaces such as a family reading room into their academic libraries. Our first suggestion is to find data supporting the need for such a room. In our case, we could draw from larger institutional data to demonstrate a need. Once these data are available, aligning with a broader institutional mission to support retention will enable libraries to gather support from campus and community administrators who may support such an initiative. Partnerships with child care services on campus might be especially helpful because these groups may be ready advocates of the room once it is complete.

We also recommend finding campus and regional partnerships that can help support a family reading room. For instance, we connected with members of the Family Friendly Task Force on campus, as well as other campus entities, such as the Women’s Resource Center. Even when these connections did not result in immediate partnerships for the Family Reading Room, they still gave us a reason to engage multiple groups across campus and share what had been done. The Family Reading Room also gave us a way to encourage donations and sponsorships that brought money into the library. Our grants administrator began looking for donors interested in developing the Family Reading Room by supplementing the furniture to better support all user needs and installing a gender-neutral family restroom with sinks and toilets at the right height for children. Immediately, we were approved to submit a preliminary proposal to a local philanthropic organization that had previously not accepted proposals from the library. It eventually awarded $3,800 to the library for the express purpose of supplementing the furnishings with equipment that would better support fathers in the space as well as providing more interactive toys for children. Fund-raising continues for the family restroom.

Libraries interested in family reading rooms should consider using the space as an opportunity to pursue outside funding. New conversations with partners on campus...
have started based on the establishment of the Family Reading Room. These include the Veterans Support Center, Athletics, New Student and Family Programs, Student Affairs, the Office of Undergraduate Studies, and Community Engagement. A recent university accreditation from the Northwest Commission on Colleges and Universities commended “the University of Utah and its library staff for the development of an innovative, functional, and accommodating library that proactively provides faculty, students and the community access to high-quality knowledge and support.”

Conclusion

There is still significant work to be done to position library space to better support diverse populations of students. Libraries can begin this process by assessing the needs of all students and seeking alignment with campus goals. The University of Utah is primarily a commuter campus and has seen an increase in nontraditional students, including adults returning to complete a degree, students in the typical age range of 18 to 22 who have children, students from typically underrepresented groups, and transfer students from the local community college. When considering the diverse needs of students, it only makes sense to consider library spaces and services that will support the retention, success, and completion of degrees for all.

Graduate student populations have also become increasingly diverse and should factor in how universities might address the needs of all students. Moreover, the faculty and staff who have children may need access to similar services, particularly those who might spend their time in older buildings that have not been renovated or have not adopted new codes and standards that make access and use of facilities easier. For example, baby changing tables, gender-neutral restrooms, a lactation room, and a place to interact with children during their meals will likely benefit a larger number of users than originally identified.

Introducing the graduating class of 2016, President David W. Pershing remarked that our diverse population of students ranged in age from 17 to 73, came from every county in the state, and represented 92 countries.27 One graduating senior highlighted during the ceremony was a full-time mother, full-time student, and platoon sergeant in the United States Army Reserves. The student, Leslie Felder, had returned after a 15-month tour in Iraq. She said she underestimated the time she would need as a full-time student but called the Family Reading Room her campus base. It provided a place she could use for working on group projects and spending time with her child, and a lactation room, which she described as a "lifesaver."28

While the University of Utah and Salt Lake City have a unique makeup of individuals, most academic libraries have their own set of cultures, nontraditional students, and faculty, staff, and students from traditionally underrepresented groups. Our willingness and ability to serve all our constituents is imperative as we support our institutions’ goals of student retention, success, and completion.
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Notes


7. Gault, Reichlin, Reynolds, and Froehner, “4.8 Million College Students Are Raising Children.”
10. Gault, Reichlin, Reynolds, and Froehner, “4.8 Million College Students Are Raising Children.”
17. Ibid.