University Library System
The Chinese University of Hong Kong

Library Survey Report

2011

EXECUTIVE SUMMARY

- In November 2011, the CUHK Library joined with another five JULAC (Joint University Librarians Advisory Committee, Hong Kong) libraries to conduct the second LibQUAL+ survey to assess library service quality. The first LibQUAL+ survey was held in 2007.

- The Library received 2,763 valid responses and half of the respondents (1,401) provided written comments. Core questions of the survey covered three service dimensions of service quality: Affect of Service *(helpfulness and competency of library staff)*; Information Control *(access to and provision of print and electronic resources)*; and Library as Place *(the physical environment)*.

- For each question, respondents were asked to indicate their **minimum** acceptable service level, their **desired** service level, and their **perceived** service level provided by the Library on a scale from 1 (low) to 9 (high). Two gap scores were calculated: Service Adequacy *(Perceived Score – Minimum Score)* and Service Superiority *(Perceived Score – Desired Score)*. The gap scores are scaled such that higher scores are more favorable.

- **Overall Performance:** The results in 2011 showed remarkable improvement across all service dimensions in comparison to the 2007 LibQUAL+ survey. The rating is benchmarked against the survey outcomes of peer institutions, including 138 colleges and universities around the world. The Library's overall service performance rating of 1.03 *(adequacy mean scores)* is notably higher than the peer groups' average rating of 0.62. Our overall results are also above the JULAC libraries average of 0.99.

- **Affect of Service:** The Library received higher scores in Affect of Service *(adequacy mean scores of 1.25)*, which measures the quality of interactions with library staff and various attributes of the staff (courteous, knowledgeable, caring, helpfulness, etc.). This high rating is also supported by many written comments praising the Library services and staff.

- **Information Control:** The overall performance in this area showed significant improvement (0.92) compared with the results in 2007 (0.56). Over the past few years the Library has strengthened its electronic resources, in part as a response to findings in the 2007 survey. Users are now more satisfied with e-resources and their ability to access them.

- **Library as Place:** The largest gap between the minimum expectations and perceived level of service appeared in Library as Place. The result was not surprising since the University Library was midway through a new Library Extension project in the past year. The construction noise made it unpleasant to study. Conditions will improve after the Library Extension project is completed in 2012.

1. The Survey

The Library joined with another five JULAC libraries to conduct the LibQUAL+ survey in November 2011. LibQUAL+ was developed and administered by the Association of Research Libraries (ARL) in the United States to gauge users' perceptions, preferences, and expectations of library services. More than 1,000 libraries around the world have participated in the LibQUAL+ survey since it began in 2000.

The survey consisted of 22 core questions to measure the quality of library services in three dimensions:

- **Affect of Service (AS)** - helpfulness and competency of library staff
- **Information Control (IC)** - access to and provision of print and electronic resources
- **Library as Place (LP)** - physical environment

In addition to the core questions, the survey contained questions on general satisfaction with the library, information literacy outcomes, library use, and an open-ended comment box where users could submit their feedback on library service.
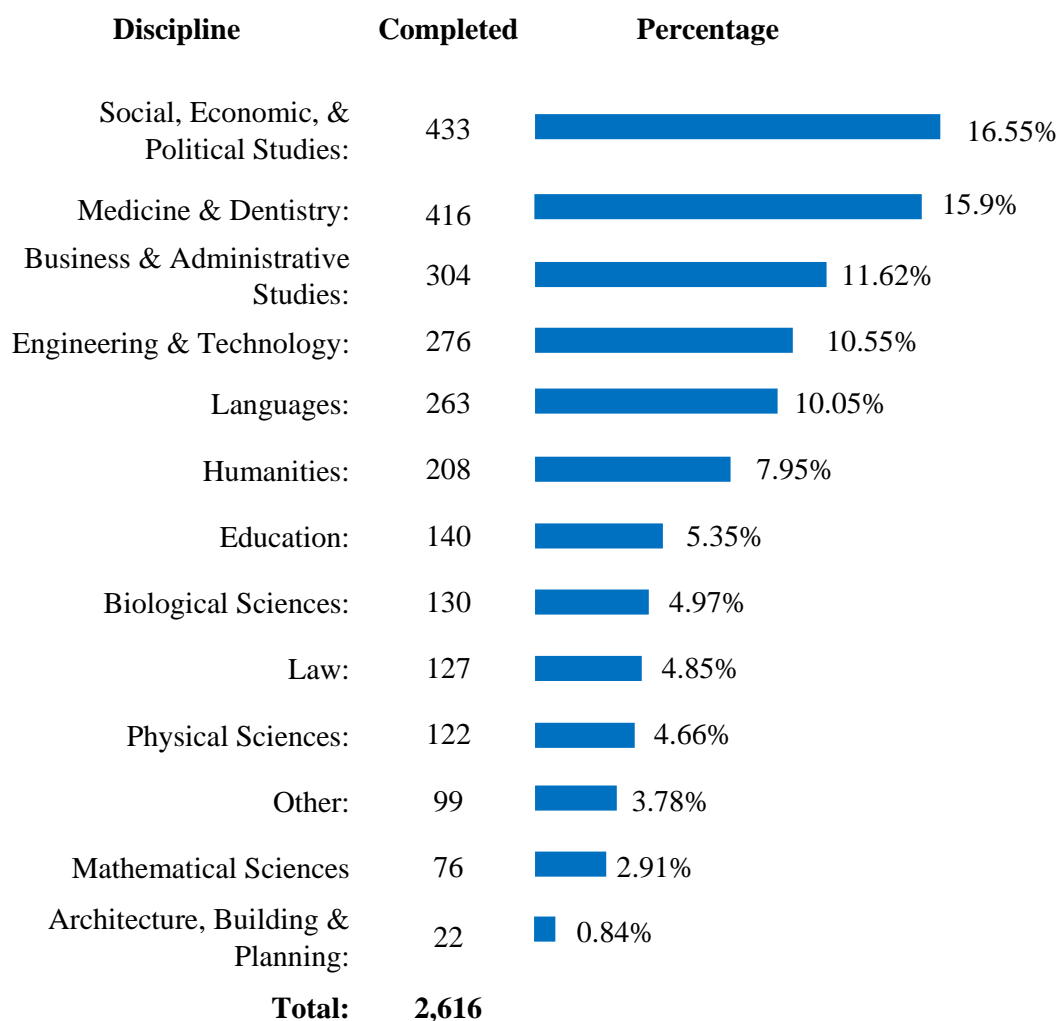
2. Response Rate

The following table shows the response rate by user group. In total, 2,763 surveys were completed.

Figure 1. Respondents by User Group

User Group	Completed	Percentage
Undergraduate:	1,574	56.97%
Postgraduate:	881	31.89%
Academic Staff:	161	5.83%
Staff:	139	5.03%
Library Staff:	8	0.29%
Total:	**2,763**	

Figure 2 shows a breakdown of students and academic staff by discipline, based on the LibQUAL+ standard discipline categories. Over 30% of respondents were from Faculty of Social Science (16.6%) and Medicine (15.9%).

Figure 2. Respondents by Standard Discipline

Discipline	Completed	Percentage
Social, Economic, & Political Studies:	433	16.55%
Medicine & Dentistry:	416	15.9%
Business & Administrative Studies:	304	11.62%
Engineering & Technology:	276	10.55%
Languages:	263	10.05%
Humanities:	208	7.95%
Education:	140	5.35%
Biological Sciences:	130	4.97%
Law:	127	4.85%
Physical Sciences:	122	4.66%
Other:	99	3.78%
Mathematical Sciences	76	2.91%
Architecture, Building & Planning:	22	0.84%
Total:	**2,616**	

3. Core Survey Questions Summary

3.1 Scoring

There were 22 core questions in the survey. Users were asked for their judgments on 3 scales for each survey question: the **desired** level of service they would like to receive, the **minimum** they are willing to accept, and the actual level of service they **perceive** to have been provided. The scoring was on a scale from 1 (low) to 9 (high). Library staff ratings are not counted in the aggregated mean scores since the focus is on the Library users only. Two gap scores were calculated:

Service Adequacy = Perceived Score – Minimum Score
Service Superiority = Perceived Score – Desired Score

Service Adequacy is an indicator of the extent to which the Library is meeting the minimum expectations of our users. A positive service adequacy score indicates that users' perceived level of service quality is above their minimum acceptable level and a negative score implies a need for improvement.

Service Superiority is an indicator of the extent to which the Library is exceeding the desired expectations of our users. A negative value of service superiority means that users' perceived level of service is below their desired level of service. The superiority gap is usually negative since it measures the difference between perceived and ideal library service. However, a negative score is a cause for concern.

In general, the higher the adequacy and service superiority scores, the better the Library's performance. The adequacy scores are usually cited by libraries participating in the LibQUAL+ survey.

3.2 Results

The following table displays mean or average scores for each core question.
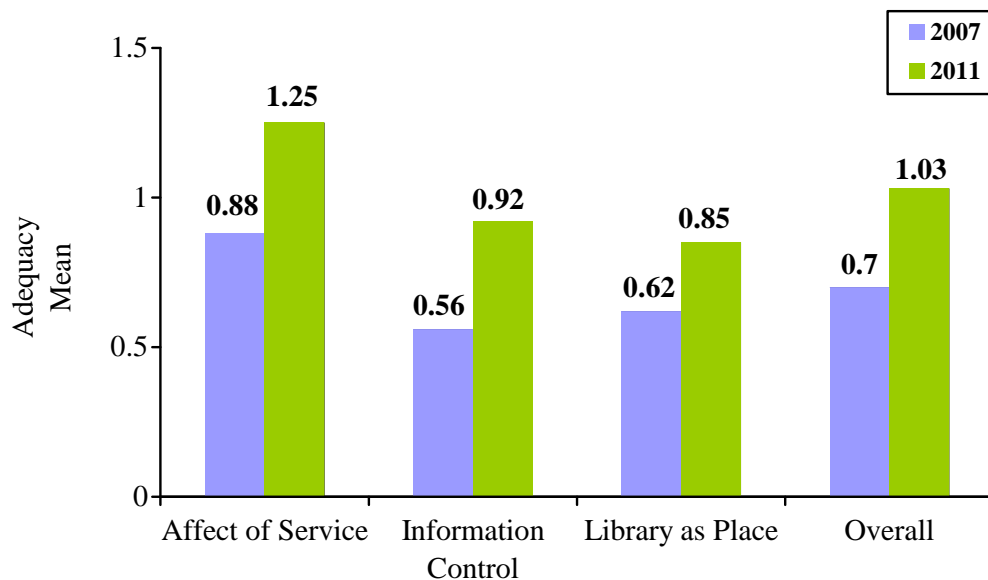
Figure 3. Core Questions Summary

ID	Question Text	Minimum (M) Mean	Desired (D) Mean	Perceived (P) Mean	Adequacy (P-M) Mean	Superiority (P-D) Mean
Affect of Service						
AS-1	Library staff who instill confidence in users	5.32	7.50	6.93	1.62	-0.56
AS-2	Giving users individual attention	4.79	6.55	5.84	1.05	-0.71
AS-3	Library staff who are consistently courteous	5.91	7.68	7.31	1.40	-0.37
AS-4	Readiness to respond to users' enquiries	5.99	7.63	7.19	1.19	-0.44
AS-5	Library staff who have the knowledge to answer user questions	5.88	7.53	7.10	1.22	-0.44
AS-6	Library staff who deal with users in a caring fashion	5.44	7.20	6.70	1.26	-0.50
AS-7	Library staff who understand the needs of their users	5.56	7.30	6.67	1.11	-0.62
AS-8	Willingness to help users	5.91	7.59	7.17	1.26	-0.41
AS-9	Dependability in handling users' service problems	5.97	7.61	7.12	1.15	-0.49
Overall for Affect of Service		**5.64**	**7.39**	**6.88**	**1.25**	**-0.51**
Information Control						
IC-1	Making electronic resources accessible from my home or office	5.86	7.86	6.87	1.01	-1.00
IC-2	A library Web site enabling me to locate information on my own	6.11	7.90	7.07	0.95	-0.84
IC-3	The printed library materials I need for my work	5.95	7.69	6.91	0.95	-0.79
IC-4	The electronic information resources I need	6.08	7.78	6.91	0.83	-0.87
IC-5	Modern equipment that lets me easily access needed information	6.10	7.82	7.00	0.90	-0.82
IC-6	Easy-to-use access tools that allow me to find things on my own	6.08	7.86	6.98	0.90	-0.87
IC-7	Making information easily accessible for independent use	6.12	7.82	7.08	0.96	-0.74
IC-8	Print and/or electronic journal collections I require for my work	6.06	7.80	6.92	0.86	-0.88
Overall for Information Control		**6.05**	**7.81**	**6.96**	**0.92**	**-0.85**
Library as Place						
LP-1	Library space that inspires study and learning	5.83	7.75	6.66	0.83	-1.90
LP-2	Quiet space for individual work	6.29	8.01	6.80	0.51	-1.21
LP-3	A comfortable and inviting location	5.99	7.81	6.99	1.00	-0.82
LP-4	A haven for study, learning, or research	6.25	8.02	7.07	0.82	-0.95
LP-5	Space for group learning and group study	5.63	7.54	6.72	1.09	-0.82
Overall for Library as Place		**6.00**	**7.82**	**6.85**	**0.85**	**-0.97**
Overall:		**5.87**	**7.65**	**6.91**	**1.03**	**-0.74**

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Overall, respondents indicated that the performance of CUHK Library was above their minimum expectations and that the Library's greatest strength was in the area of Affect of Service *(helpfulness and competency of library staff)*, which received higher adequacy scores (1.25). This rating was also supported by many written comments praising the Library service and staff.

The largest gap between the minimum expectations and perceived level of service appeared in Library as Place *(physical environment)*. The result was not surprising since the University Library was midway through a new Library Extension project in the past year. The construction noise made it unpleasant to study.

The chart below illustrates the adequacy mean scores (P-M) for the year 2011 and 2007. The overall results in 2011 showed improvement across all three service dimensions in comparison to the 2007 survey, especially in the Information Control dimension. Over the past few years the Library has strengthened its electronic resources, in part as a response to findings in the 2007 survey. At present, the Library provides access to over 10,000 e-journals and two million e-books. Users are more satisfied with e-resources and their ability to access them, though there is still room for improvement.

Figure 4. Service Adequacy, 2007 & 2011

3.3 Highest Expectations/Needs of CUHK Library Users

The following table displays the most desired service dimension by user group. The results indicated that postgraduate students and academic staff had the highest desired level or expectations in Information Control, while undergraduate students rated Library as Place as more important for their study and learning.

Figure 5. Most Desired Service Dimensions - Summary by User Group

Dimension	Undergraduate n=1,574	Postgraduate n=881	Academic Staff n=161	Staff n=139
Affect of Service	7.27	7.58	7.55	7.28
Information Control	7.72	**7.99**	**7.98**	7.58
Library as Place	**7.83**	7.90	7.58	**7.59**

Below are the five most important services by different user groups based on the LibQUAL+ results on desired mean scores.

Undergraduate

- LP-4 A haven for study, learning, or research (8.05)
- LP-2 Quiet space for individual work (8.02)
- IC-2 A library web site enabling me to locate information on my own (7.82)
- LP-3 A comfortable and inviting location (7.80)
- IC-6 Easy-to-use access tools that allow me to find things on my own (7.79)

Postgraduate

- LP-4 A haven for study, learning, or research (8.09)
- IC-1 Making electronic resources accessible from my home or office (8.06)
- IC-2 A library web site enabling me to locate information on my own (8.05)
- IC-8 Print and/or electronic journal collections I require for my work (8.05)
- LP-2 Quiet space for individual work (8.04)

Academic staff

- IC-1 Making electronic resources accessible from my home or office (8.13)
- IC-2 A library web site enabling me to locate information on my own (8.13)
- IC-4 The electronic information resources I need (8.09)
- IC-8 Print and/or electronic journal collections I require for my work (8.06)
- IC-6 Easy-to-use access tools that allow me to find things on my own (7.98)

Staff

- LP-2 Quiet space for individual work (7.93)
- LP-4 A haven for study, learning, or research (7.71)
- IC-2 A library web site enabling me to locate information on my own (7.71)
- IC-6 Easy-to-use access tools that allow me to find things on my own (7.64)
- IC-7 Making information easily accessible for independent use (7.64)

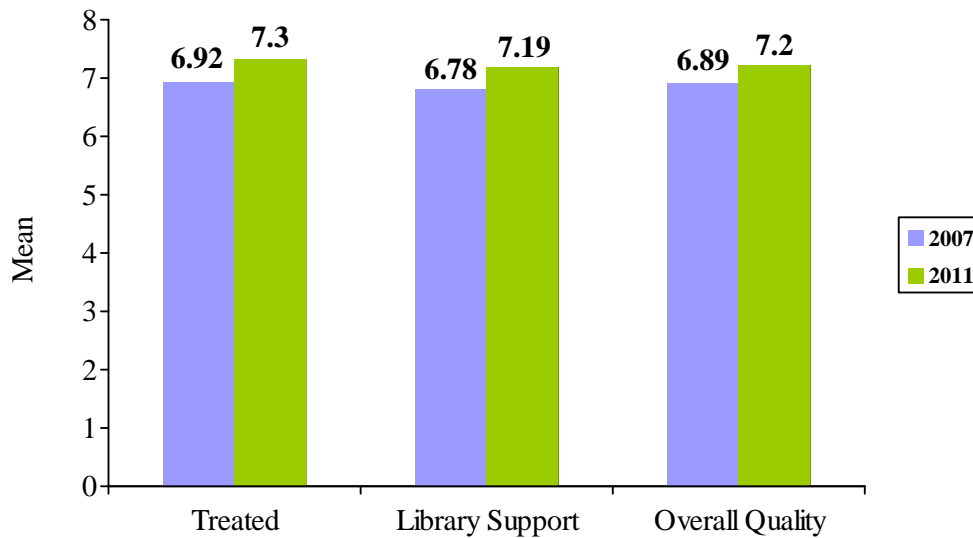## 4. Satisfaction with Library Services

Respondents were asked three general satisfaction questions: Satisfaction with Treatment, Satisfaction with Support, and Satisfaction with Overall Quality of Service. The following table shows the mean scores of these questions, where n is the number of respondents. Each question was given a rating of 1-9, with 1 being the lowest rating and 9 being the highest.

Figure 6. Users' Satisfaction Questions

Satisfaction Question	Undergraduate n=1,574	Postgraduate n=881	Academic Staff n=161	Staff n=139	Overall n=2,755
In general, I am satisfied with the way in which I am **treated** at the library.	7.25	7.41	7.25	7.27	**7.30**
In general, I am satisfied with **library support** for my learning, research, and/or teaching needs.	7.14	7.31	7.11	7.15	**7.19**
How would you rate the **overall quality** of the service provided by the library?	7.17	7.27	7.23	7.22	**7.20**

The chart below indicates that all satisfaction ratings in 2011 are increased compared with 2007 scores.

Figure 7. Satisfaction Question Results, 2007 & 2011
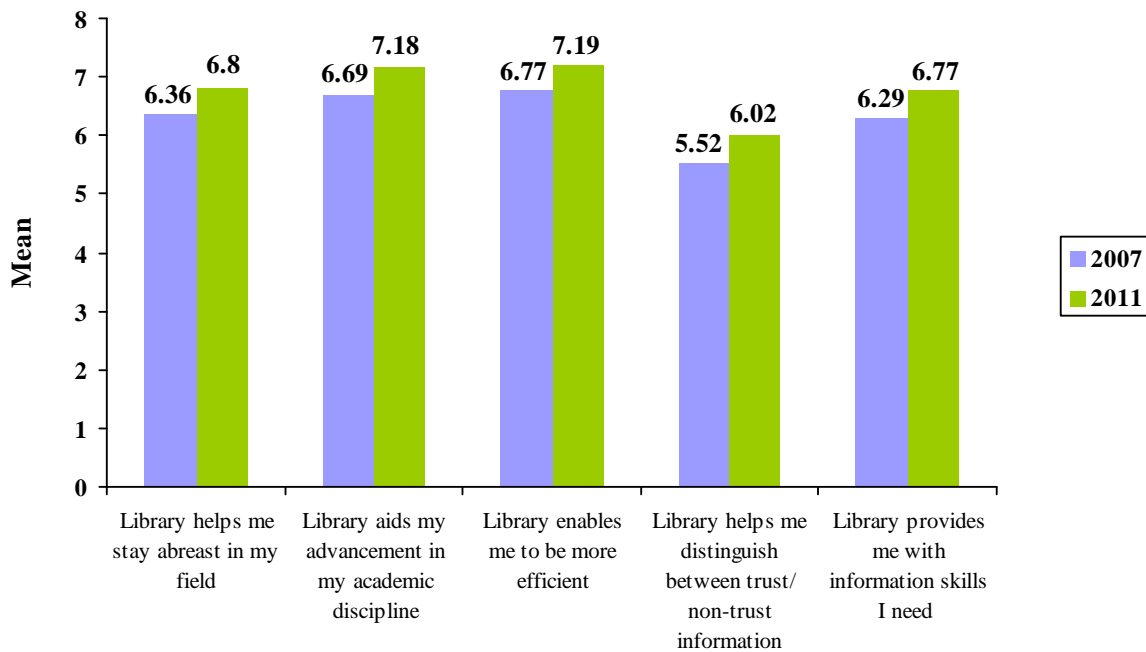
5. Information Literacy Outcomes

There were five questions on information literacy in which the respondents were asked to rate their levels of general satisfaction on a scale from 1-9 with 1 being "strongly disagree" and 9 representing "strongly agree".

Figure 8. Information Literacy Outcomes Questions

Information Literacy Outcomes Question	Undergraduate n=1,574	Postgraduate n=881	Academic Staff n=161	Staff n=139	Overall n=2,755
The library helps me stay abreast of developments in my field(s) of interest.	6.72	6.96	6.75	6.73	**6.80**
The library aids my advancement in my academic discipline.	7.10	7.35	7.15	6.99	**7.18**
The library enables me to be more efficient in my academic pursuits.	7.11	7.35	7.22	7.00	**7.19**
The library helps me distinguish between trustworthy and untrustworthy information.	5.93	6.20	5.96	5.94	**6.02**
The library provides me with the information skills I need in my work or study.	6.71	6.93	6.57	6.64	**6.77**

The results in 2011 showed improvement over the 2007 survey for all of the questions.

Figure 9. Information Literacy Outcomes, 2007 & 2011

6. Frequency of Library Use

The survey asked questions related to frequency of library use:

- How often do you use resources within the library?
- How often do you access library resources through a library web page?

The responses are plotted on the charts below.

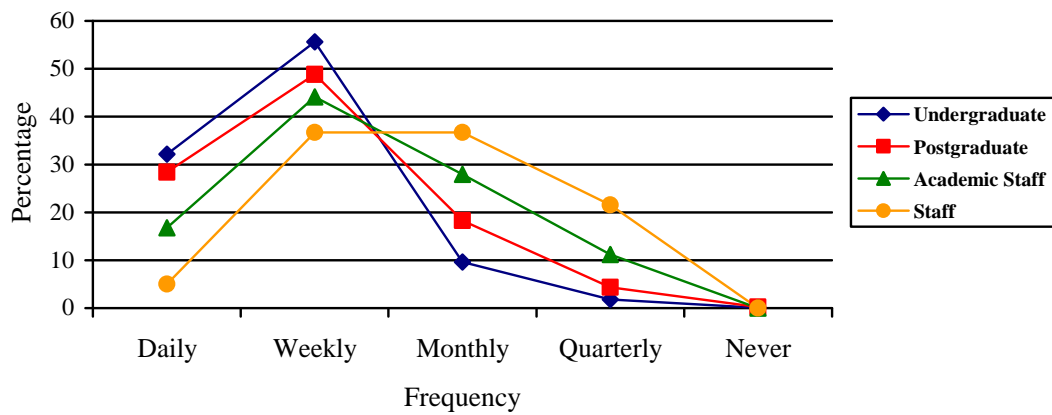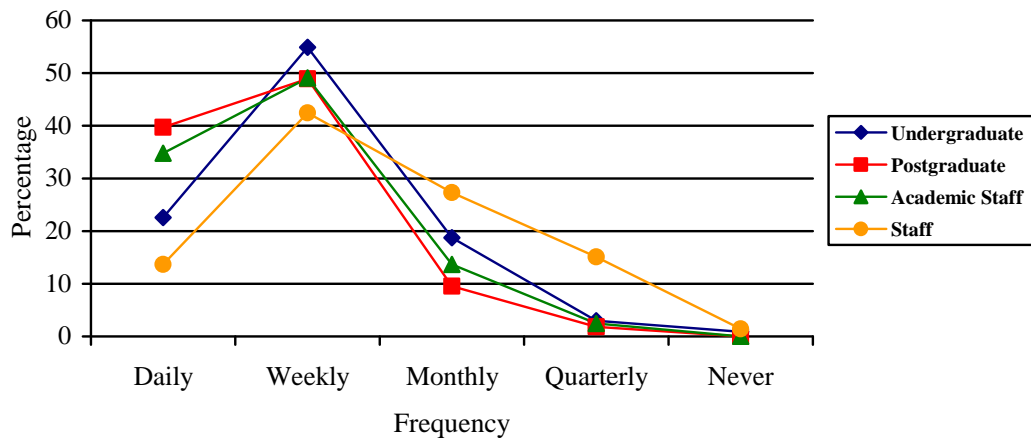**Figure 10. Frequency of Use of Resources on Library Premises**

Figure 11. Frequency of Access through a Library Web Page

Undergraduate students were more likely to visit the Library, with 89% using Library resources and facilities on a daily or weekly basis. On the other hand, academic staff and postgraduate students used electronic resources through the Library's web pages more frequently than undergraduates.

7. Peer Group Comparison

7.1 Core Question Dimensions

A total of 138 colleges and universities around the world participated in the LibQUAL+ survey in 2011. The following table compares the performance of CUHK Library in each dimension of library service quality with that of peer institutions, where n is the number of respondents.

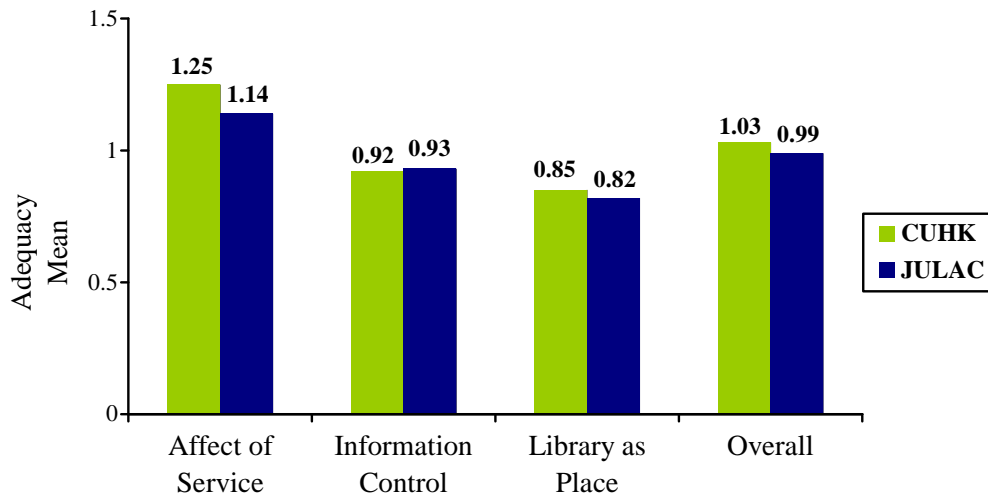**Figure 12. Service Dimensions － CUHK Library vs. Peer Group**

Dimension	Minimum (M) Mean	Desired (D) Mean	Perceived (P) Mean	Adequacy (P-M) Mean	Superiority (P-D) Mean
Affect of Service					
CUHK (n=2,755)	5.64	7.39	6.88	**1.25**	**-0.51**
Peer Group* (n=96,299)	6.60	7.84	7.36	**0.76**	**-0.48**
Information Control					
CUHK	6.05	7.81	6.96	**0.92**	**-0.85**
Peer Group	6.62	7.96	7.14	**0.52**	**-0.82**
Library as Place					
CUHK	6.00	7.82	6.85	**0.85**	**-0.97**
Peer Group	6.28	7.71	6.90	**0.62**	**-0.81**
Overall:					
CUHK	**5.87**	**7.65**	**6.91**	**1.03**	**-0.74**
Peer Group	**6.53**	**7.85**	**7.15**	**0.62**	**-0.70**

including 138 colleges and universities that participated in the survey in 2011

The CUHK Library's adequacy gap scores in Affect of Service, Information Control, and Library as Place exceeded its peer groups. Its overall service performance rating of 1.03 *(adequacy mean scores)* was notably higher than the peer groups' average rating of 0.62.

The following chart is the comparison of CUHK Library's performance with JULAC libraries.

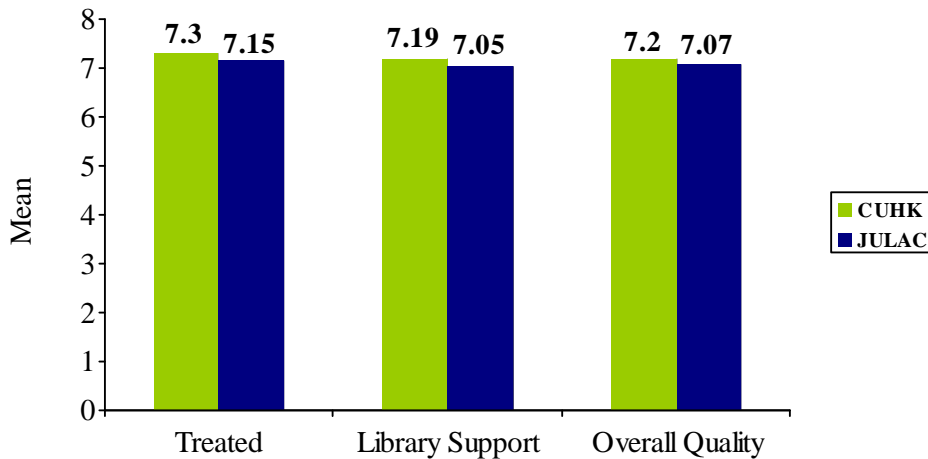**Figure 13. Service Dimensions － CUHK Library vs. JULAC Libraries**

The overall performance of CUHK Library (1.03) exceeded the JULAC libraries average of 0.99. Affect of Service dimension continued to be strong with a mean rating of 1.25, exceeding the JULAC libraries average of 1.14. This service dimension also received the highest perceived scores (6.88) amongst all JULAC libraries. In our peer comparisons, CUHK Library's rank is much closer to the top.

7.2 Overall Satisfaction

The CUHK Library's scores for each satisfaction question (satisfaction with treatment, satisfaction with support, and satisfaction with overall quality of service) exceeded the average scores for JULAC libraries. The overall satisfaction ratings are also reflected in the many positive comments.
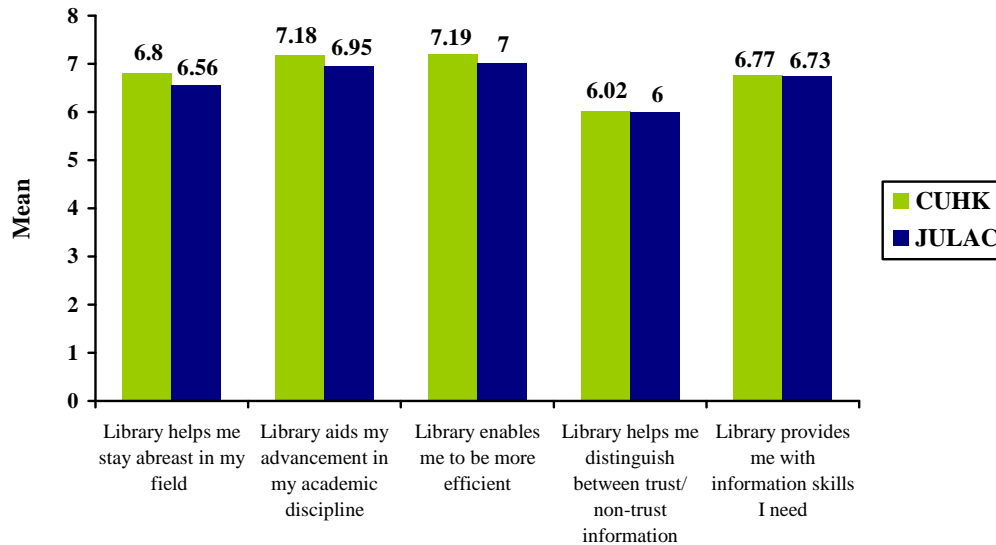
Figure 14. Overall Satisfaction － CUHK Library vs. JULAC Libraries

7.3 Results for Information Literacy Outcomes

The CUHK Library's mean scores for the following five questions on information literacy were also higher than the JULAC libraries' scores.

Figure 15. Information Literacy Outcomes － CUHK Library vs. JULAC Libraries

8. Comments

There were 1,401 respondents (51%) providing valuable feedback through the comment box (Appendix I).

The Library wishes to thank all CUHK members who made this a meaningful and representative survey.

References

Association of Research Libraries. (2011). *2011 LibQUAL+ Session I & II Highlights*. Retrieved from http://www.libqual.org/documents/LibQual/publications/ LibQUAL Highlights2011_Full.pdf

Association of Research Libraries and Texas A&M University. (2011), *LibQUAL+ 2011 Survey. The Chinese University of Hong Kong*.

Association of Research Libraries and Texas A&M University. (2011), *LibQUAL+ 2011 Survey. JULAC*.

Appendix I: Comments and Responses

1,401 comments including compliments were received. Most of the compliments referred to Library services and staff. Below are some examples:

- I always go to the University Library and I found it so good for me to study and to do research for my Final Year Project. After I have developed a habit of visiting library, my academic result keep improving and I am so delighted to see this. University library is the best library I have ever been to! Everything is good there, staffs are friendly and helpful, resources are rich and up-to-dated and the self-study areas are awesome!

- It's always a great experience to use the service provided by the University Library. The staff are great and the various equipment are really easy and usually ready to use. It would not be bold for me to say that the library has enhanced my learning experience.

- I truly believe that the CU library is one of the best in the whole of HK. Keep up the good work :)

- They do perfect work, just need to enhance on few places, but which is not very necessary. I do appreciate the help from the library. If I could make any success on my study, it is all because of the staff hard work in the library. In a nutshell, I just want to say "without your work, I am just a homeless vagrant in the thinking world."

- I am an international student, I used to work for the library of my home university. I think that I have to learn from the organization of CUHK Library System and report it. You provide a very good service!

- The library is the heart of a University. I am grateful for the services provided by the University Library System and am highly appreciative of the quality of service provided by the dedicated library staff of CUHK. A thousand thanks from me and my colleagues in the Faculty of Arts. 18 Nov. 2011

We appreciate your comments and support which help us to achieve a higher standard of library services. Other frequently commented categories are listed below:

Library Hours

Comment:

- *It would be great if the opening hour of all libraries is longer.*

Response:

With the arrival of the new 4-year undergraduate curriculum in 2012/13, the Library is pleased to introduce new services upon the opening of the new Main Library Extension and the new Architecture Library. The Learning Commons located on the lower ground of the new Extension and in the Wu Ho Man Yuen Building are open 24 hours a day, 7 days a week for most of the year. The new Architecture Library will open 24 hours, seven days a week to staff and students from the School of Architecture. The Li Ping Medical Library is also open 24 hours a day, seven days a week. Both New Asia Library and Chung Chi College Library have opened to 2:00am during exam periods.

Learning Space

Comment:

- *I think it is still not enough place for self-study, especially in NA and CC Library.*

- *More seats and computer should be provided in CC library as there are many students using that library.*

Response:

With the movement of collections over the summer Chung Chi College Library will offer additional study spaces and seating. The number of seats in New Asia College Library has been increased from 290 to 311 (7.24%) in the past six years. The New Asia Library continues to add study carrels whenever space allows. Extensive additional study spaces will be available in the new Learning Commons in the Library Extension as well as in the new Learning Commons (jointly operated with ITSC) in the new Wu Ho Man Yuen Building.

- *The environment in UL or ARL is somehow depressing, space is not enough and organization is messy.*

The Architecture Library will move into a brand new library in the new School of Architecture building during the summer break. The University Library is undergoing major renovations. The

	situation will be vastly improved after the renovations.
Collections	
Comment:	**Response:**
• *根據讀者的需求適當增加館藏* • *The library should purchase books from different disciplines for students to develop an interest in reading.*	The Library has been continuously acquiring books related to courses and research, in collaboration with teaching departments. In addition, more books for general reading are also selected. The Library welcomes your valuable suggestions. Users are welcome to make recommendation via the Online Suggestion Form: https://library.cuhk.edu.hk/acquire
• *多一些书籍* • *请提高基本古籍库的使用名额* • *Increase the number of journal subscription would be helpful for research students and staff. If more e-books are available, it would be excellent.*	There are 2.5 million items of print, 62,000 e-journal titles, and over 4.5 million e-books provided by the Library. The Library has managed to expand 24/7 easy access for the electronic collection. The Library acquires additional copies for books with higher checkouts statistics, and also, increases the number of concurrent users for electronic resources with high access statistics, e.g., 中國基本古籍庫.
• *Reducing the time of purchasing new books would be great.*	Library materials are supplied by renowned international and local book vendors. Books published in a smaller quantity may become out of print quickly and books published several years ago are also difficult to source. The Library has cooperated with large second hand bookshops to track these items.

• *All reserve books are suggested going back normal status after the exam immediately. It is important for researchers of any disciplines to conduct their research since nearly all books can be picked up at the shelves and not the reserved shelves. They can hold longer time for their research!*	Normally library staff will release reserve books back to open stacks after the semester is over unless requested by teaching staff to continually keep the items in reserve. If users need a particular item to be released earlier, they can contact our staff at 3943-1922 or via email to: resbk@lib.cuhk.edu.hk for arrangement

Computing & Printing Facilities

Comment:	**Response:**

• *Sometimes, I find that there is not enough computer to use.*	It should be noted that the University Library System (ULS) has the greatest number of PCs among all UGC libraries. More will be added in the new *Learning Commons* and *Research Commons* in the University Library to accommodate the needs of additional students. However, there is a limit to the number that can be added. In fact, users are encouraged to bring their own notebook computers to the Library and this is the University's policy as well. In view of this, the Wi-Fi coverage in all libraries of the University Library System was upgraded this summer and more power sockets will be installed in the University Library after the renovation exercise.
• *It would be better if all computers could be upgraded to an acceptable level, as I often found some computers working too slow and hang easily.*	All computers in the University Library will be replaced with the latest model in the coming academic year after renovation. iMac and all-in-one PCs will be provided too.
• *Needs dual-monitors computers installed in the Library.*	PCs with dual monitors had been provided in the Li Ping Medical Library since September 2011. More will be provided in the new *Learning Commons* of the University Library.

• *IE browsers are out of date; sometimes cannot download research documents or use common search engine features.*	A total of 8 PCs on the 1/F of the University Library had been upgraded to Win 7 and had been put on trial since March 2012. The upgrade will provide multiple browsers including IE9, Google Chrome and Firefox. The majority of the public PCs in branch libraries were upgraded to Win 7. New PCs with Win 7 will also be installed in the University Library after the completion of the renovation.
• *I really hope that MS Office 2007 can be available at all computers, at least they can open the 2007 files.*	All the PCs in the ULS that have been migrated to Win7 will come with a list of software which includes MS Office 2010. Please <u>click here</u> for details of the list. All the PCs in the ULS will be provided with this standard package of software from now on.
• *手提電腦借用的安排很好，若果數量能增加會更好*	Starting from September 2012, more notebook computers will be available in the University Library as well as some branch libraries to enhance the notebook loan service.
• *It is suggested to have more printers in libraries.*	This summer, the ULS has launched the new multi-function photocopiers (MFP) that provide printing and scanning functions in addition to the ordinary photocopying function. This will greatly enhance the printing facilities of the ULS. In addition, all these MFPs collect charges via Octopus. The addition of these new MFPs will also alleviate the problem of network printing bottlenecks that occur with the network printers.

• *The printing cost is a bit high.* • *I think for one double-side printed sheet, it ought to have same price with 1 page of single side so that students will be consider protecting the environment more.*	The ULS acknowledges the need to provide a printing service that is affordable to most students but at the same time friendly to the environment by discouraging unnecessary printing. With this remit, the ULS will investigate the right level of network printing charges and the possibility of offering discount to duplex printing in September 2012.
• *希望图书馆的打印设施能够提高一下如果能用自己的电脑连接到打印机打印就好了*	The new Wi-Fi printing service would be available soon.
• *希望所有的打印/影印设备都可以用八达通或学生证付款*	With the new MFPs, all the charges of photocopying and printing services can be settled via Octopus. The pre-pay account in the CU-Link cards can be used to settle the charges of network printing.
• *Also the scanning machines are not user friendly, I always suggests that some copying machines should having their scanning function enable in order for students who have large amount of papers to scan.*	A total of 10 new MFPs in the University Library System will provide a scanning service. A trial of this new service in the University Library and Medical Library will be launched in August 2012.
• *The Wi-Fi service in lib is not stable, and the signal is weak.*	To enhance wireless network coverage and capacity, extra Wi-Fi hotspots were added and upgraded in all libraries of the ULS in this summer.
• *更新大學圖書館的老式鼠標*	All the obsolete mouses were replaced.
• *Most of the Chinese pen input in the UL library PCs are not working.*	All the old Chinese input tablets in all libraries will be replaced.

Other Facilities	
Comment:	**Response:**
• *建議在遠離圖書館的中大校園範圍 (如CYT, 火車站,新書院等等)設置 還書箱*	鄰近大學火車站的教學大樓將提供還書箱設施。
• *Provision of hot water dispenser would be much appreciated.*	Hot water machines are now available at the University Library and the branch libraries.

Noise and Temperature	
Comment:	**Response:**
• *I hope the air conditioning system in libraries could change according to the weather outside to suit the use of readers. Sometime it was a bit cold if students stay for long time.* • *The library gets a little too cold every time.*	The Library has set its temperature in the range of 21-23°C and relative humidity of 45-60%, which is suitable for users and books. However, it is inevitable that the temperature may fluctuate under different weather conditions. If you feel unusually cold in a specific area, please contact staff at the Circulation Counter.
• *It's a bit noisy when there is a construction site near the university library. I cannot concentrate because of that.* • *The library has been so noisy because of construction. I couldn't really work there lately.*	Regarding the noise from the construction site, the Library totally understands and feels sorry for users about this. Conditions will improve after the Library Extension project is completed in 2012.

Lai Fong LI, University Library