Haverford College Libraries
2012-2015 Strategic Plan Report

The Haverford College Libraries support the College's mission to develop academic excellence and personal growth through a liberal arts education. Infused with Haverford's Quaker heritage and values, the libraries foster curiosity, exploration, introspection, and scholarly engagement for each individual within the Haverford community. To strengthen and expand these ambitions, the libraries embarked on a three-year strategic plan in 2012. Throughout the strategic planning process, we envisioned the libraries as a locus of intellectual activity, vigorously and eagerly supporting the teaching, research and learning needs of the Haverford community. With an unrelenting commitment to excellence, the libraries' staff generated and carried out a plan focused on improving and extending collections, instruction, and services for students, faculty, and staff.

The priorities of the strategic plan fall into eight over-arching strategic goals:

1) Develop the Library as Place;
2) Evaluate, improve and deliver high-quality collection development and access;
3) Ensure long-term preservation of the collections;
4) Develop and Support Digital Scholarship across all disciplines;
5) Partner with faculty in delivering excellence in research and instruction;
6) Improve the experiences of all using the libraries;
7) Create an intellectual vibrancy through enhanced programming and outreach;
8) Develop our organization and staff effectiveness in consort with our Quaker values.

We are pleased by the progress realized in these areas since 2012, and the detailed progress on each of these goals is described below.

1. *Library as Place:*

Radical improvements to library spaces are essential to the overall success of the College. We are embodied souls, and the spaces where we learn, think, study, and contemplate ideas have significant impact. Further, a strong, beautiful library space will preserve the strategic position of Haverford College within higher education. Creating a collaborative, intellectually vibrant environment that encourages scholarly engagement for faculty, staff and students is central to the goals of the libraries. Also, developing a library as both place and space that reflects the changing needs of today's students, faculty and staff, and where possible, anticipates future needs, is an important priority. Extensive discussions with students about the library space revealed that the College is not meeting their needs. There has been some notable progress made through a campus planning process and through a developed concept plan described below.

A. Capital Campaign and Campus Planning:

Among the highest priorities for the Libraries is to situate them as the physical and intellectual heart of the campus through enhanced and expanded learning spaces for pedagogy and research. The Libraries were incorporated into the master planning and included in the capital revitalization campaign priorities. With enormous gratitude, the Libraries mark their inclusion in the four main capital campaign projects. Magill Library, the Quaker and Special Collections Library and the Union Music Library are all identified as key spaces earmarked for significant improvement in the campaign. We conducted a significant amount of research, and along with campus-wide discussions, we incorporated our research and community feedback in the decision-making and planning processes.

B. Concept Plan Development:

A wide-ranging group of campus constituents worked with Ann Beha Architects to arrive at a concept design that informs the construction process.

Key goals include:

- Heart of Campus Intellectual Life with Academic Focus
- Technology-Infused Center for 21st Century Teaching and Research
- Global Platform for Digital Scholarship and Special Collections
- Porous Design Promotes Collaboration and Partnerships
- Cafe
- Supports Haverford College's Standing as an Institution that Fosters Innovation and Excellence
- Positions and Maintains Haverford College as a Premier Liberal Arts College

Planning themes include:

- Gathering Community
- Excellence in Scholarship
- Encouraging Collaboration
- Variety of Spaces and Experiences
- Access to Collections and Expertise
- Building on Heritage
- Connecting the Campus
- Light-Infused
- Facilitating Creativity

- Future-Oriented and Visionary
- Intuitive Way-finding

Continued work on the design and ultimately the improvements to the building spaces will represent a significant goal for the next strategic plan, 2016-2019.

C. Space Enhancements:

While waiting for the capital project to be realized, we improved some spaces that were under-used or in very poor condition in the Magill main library. The Hires Room was turned into a seminar room that facilitates group film viewing (both during class time and in the evenings) and is now included among the registrarial spaces for seminars, used by several courses each semester. When not in use for instructional purposes, the space is used as a group study room. Though the space is inadequate to meet the overall teaching goals for the faculty using the room, it does represent an improvement and will better inform seminar room designs for the renovated library.

Study spaces for students also represented a focal point. Responding to student desires for comfortable, "soft" seating, we opened the Phillips Wing Mezzanine and created small seating nooks that proved very popular with the students. Recognizing the importance of not only individual study spaces, but also group study spaces, we improved the Rufus Jones Room, carved out three very small group study rooms on the fourth tier, created a technologically-robust group study room on the main tier, and retrofitted a larger office on the third tier into a study lounge. Although the students were quite appreciative of these improvements, the spaces do not adequately address the Haverford community's needs. However, they do provide a proof-of-concept that will guide new space design in the renovated library.

Students have asked for new carrel chairs for many years, and over a period of four years, we were able to complete a replacement cycle of the decades-old seating. Although students have also long-clamored for a café in the library, we installed a Keurig K-cup dispenser and a vending machine in the basement to help with immediate beverage and snack needs to serve in the interim.

2. Collection Development and Access:

Successful libraries respond to the dynamic, changing needs of their patrons by delivering collections—digital and physical—in ways that facilitate learning and research. As such, we continued to build meaningful collections in all mediums. Electronic resources, and the economic demands they place on our operating budget, continued to play increasingly significant roles in our selection and collection building. With the rise of e-resources, the role of print resources is also changing. We continue to be well-positioned within that technological landscape to provide format-appropriate collections material for our community.

A. Collection Management:

Collection development policy: The collection development policy in force at the time we began our strategic planning process was written in 1999, prior to e-journals' ascendancy over their print counterparts, and well before e-books became a meaningful format. Moreover, the policy conflated collecting practices with procedures; that is, the policy codified not only what was collected, but also the mechanics employed to acquire the materials. A new collections development policy and corresponding set of procedures were developed and implemented in 2013.

Evidence-based collection development: Electronic collections lend themselves to quantitative measures that libraries should exploit for data-driven decisions. To this end, the Libraries created portals for storing and making accessible e-journal usage and lists of books borrowed via interlibrary loan. We employ timely and actionable data to assist in collection development decisions.

Tri-College Libraries collection retreats: Collaborative collection development has been a longstanding tradition within the Tri-College community, providing scholarly and financial benefits well worth the effort of managing the intricacies of the program. As a means to share information about our collections practices and further cultivate the important working relationships that facilitate collaboration, we established semi-annual retreats for collection development librarians.

Integrating e-books into the approval workflow: Libraries have been taking advantage of approval plans (an automated process for procuring works of enduring scholarly value) for print book purchases for years. In the fall of 2011, the Tri-College Libraries began and have accomplished the integration of e-book purchasing into its regular weekly approval process. The benefits of such incorporation include provisioning bibliographers with format options at the point of decision, richer bibliographic records, and efficient acquisitions processes. This improved process not only serves librarians well, but it ensures that the faculty and students have access scholarship in the right format and in a timely manner.

LIBRA: The Tri-Colleges contracted with the University of Pennsylvania (Penn) Libraries to store materials at LIBRA, Penn's storage facility in Deptford, New Jersey. The Tri-Co Libraries' first significant contribution to LIBRA was infrequently used sets of reference books. These books, along with other Tri-Co items stored at LIBRA, are available upon request via Tripod, and delivered in 24 hours through a combination of the Penn and TriCo van services. The availability of LIBRA as a climate-controlled, secure, reasonably priced, and accessible depository will serve us well, not only as we manage the building renovation, but in ongoing collection development and management planning.

Quaker & Special Collections: We have worked to broaden the areas in which we collect while continuing to build on our strengths, including our world-renowned Quaker collections and moving beyond those materials to expand curricular opportunities. Curricular and Co-curricular learning guide our decision-making, as do our collaborations with faculty.

Records Management: An important element for building the college's archives has been working towards the implementation of records management on campus and conversations have begun across campus led by an advisory group that will develop a records management policy.

Access to rare materials: Faculty members have asked for greater access to the Quaker and Special Collections to use in their courses. We have created subject guides and enhanced our web-site search mechanisms to provide better access materials for classes and research. These mechanisms offer portals of discovery. Enhanced access also facilitates enriched course engagement. An especially exciting new opportunity is a one-year, grant-funded position supported by the Council of Library and Information Resources to catalog hidden, and important, Quaker collections.

B. Collection Description (Metadata Services):

Optimizing metadata for New Tripod: In 2012 the Tri-College Libraries deployed a new discovery layer in Tripod, as the Tri-Colleges' online catalog is called. Achieving these improvements required significant changes to our MARC metadata, the data that allows books and other library materials discoverable.

Contributing to the work of Digital Scholarship: In the last six months we reorganized the Metadata Services department in order to hire a Metadata Librarian. The vision we have for Metadata Services is that of an outward facing unit concentrating effort on describing and making discoverable research projects and digital collections for which no metadata exist. This is an ambitious goal, but one we strongly believe to be correctly focused.

Haverford Scholarship: Haverford Scholarship was launched as a successor to the homegrown and antiquated Faculty Bibliography. The purpose of Haverford Scholarship is two-fold:
    1. To provide a comprehensive database of citations to the scholarly publications of Haverford faculty;
    2. To provide a repository where PDFs of faculty publications can be shared with the larger scholarly community (where permissible).

In addition, with Scholarship in place, the Libraries are well-positioned to respond to an open access initiative should the faculty adopt one.

DigIt: DigIt was established to formulate the strategic criteria to guide the digitization of collections. The group has standardized training for student assistants and has developed a set of technical standards based on national best practices. DigIt established a modest web site to disseminate to the community the digitization work currently underway and the work in the queue. The site also provides a means for patrons to make suggestions for digitization.

3. Ensure Long-term preservation of the collections

Haverford joined several initiatives to maintain long-term preservation and access to print journal collections. PALCI and the Five College Consortia are archiving our shared collections and will provide access to print journals when our electronic versions are insufficient. Further, we are founding members of EAST (Eastern Academic Scholars Trust), and, with 47 (and growing) other libraries, we have collectively pledged to preserve, sustain, and provide access to print editions of monographs.

Haverford joined Tri-Co partners in offering a workshop on digital preservation.   We are engaged in discussions about our digital systems and how we can best preserve and display digital collections.

We actively monitor and proactively manage issues pertaining to the long-term care of the collections. As the plans for the new library spaces develop, we will carefully and thoughtfully engage with preservation issues to shape those plans. In the immediate present, we continue to make significant progress to improve spaces and archival housing for our important rare collections.

4. Develop and Support Digital Scholarship across all disciplines

At Haverford, the libraries leverage technologies, old and new, to support the creation of scholarship and new knowledge as well as the development of students' abilities to think critically. In this regard, we have built, and continue to build, our capacity to support and participate in new modes of inquiry, including, digital scholarship.

Technology has provided us with intensive opportunities to gather, parse, and evaluate data and information. Librarians are uniquely qualified to help researchers navigate the digital information glut, analyze, critique information, data and texts, and move through the scholarly process of inquiry to generate new knowledge and cultural understanding. Further, librarians are skilled at working with digital assets that must be managed, described, preserved, curated, and made available to users in order to further the understanding and preservation of the cultural record.

A. Faculty and Student partnerships:

By the end of the three-year strategic planning period, the digital scholarship team was comprised of 8-10 student assistants who work during the academic year and 8-12 summer interns. These students partnered with librarians, faculty and other peers to create and support: long term digital scholarship research projects led by faculty (for example Mapping Microfinance, Bridge, and Ticha); course-related digital project infrastructure (toolboxes for Omeka, Wordpress, and mapping); and digital scholarship internships and projects led by students (for example Cope Evans, Lasting Impressions, and various exhibits). Many of these projects took advantage of collections held by the College, while others focused on faculty research without explicit connections to library holdings.

Each semester, the digital scholarship librarians collaborate with faculty to incorporate digital scholarship into courses. One form of that collaboration involves drop-in sessions where librarians offer ways for students to engage in digital projects or to consider how digital methods could enhance their arguments. In other courses, Digital Scholarship librarians collaborate with the students and faculty throughout the semester, including lab components for the course in digital tools and methods.

The final year of the Strategic Plan saw the launch of the Digital Scholarship Fellows program, in collaboration with the OAR, CCPA and Writing program. In that program, seven students participated in bimonthly or weekly meetings for the full year where they learned digital scholarship methods, and gained experience in digital projects planning and development.

One of the goals for the sustainability of Digital Scholarship involved technical infrastructure support for the projects undertaken in the program. Working closely with members of the Core unit in IITS, the Digital Scholarship team moved to increasingly robust server architecture that supported the program as it evolved and allowed to evolve and grow.

B. The Broader Landscape of Scholarship in Digital Forms:

We participated in an inaugural Liberal Arts pre-conference invitational conference at Digital Library Federation in 2013. Members of the Digital Scholarship team consistently participate in the planning and development of conferences including: the Digital Library Federation, the Bucknell Digital Scholarship Conference, the Oberlin 17 Digital Libraries Conference, four or five THATCamps, the Association of College and Research Libraries (Delaware Valley Chapter), and other local and national conversations. In addition, we advise and welcome our colleagues at Swarthmore and Bryn Mawr as they expand their engagement in Digital Scholarship by serving on search committees and forming the Trico Digital Scholarship group.

The library also promoted open access by organizing guest lectures for Open Access Week.

C. Tri-Co Digital Humanities (DH) Steering Committee:
The Tri-Co DH staff members served on the SAVE AS ad hoc group that planned and implemented a number of events and programs at Haverford. The group hosted three evenings of lightning talks, several workshops and programs, office hours and lunches. The group was also instrumental in organizing the first Trico Hackathon, which was then picked up by the Trico Digital Scholarship team, together with the Computer Science Department. In addition, we were active participants in the Tri-Co DH Steering Committee and its work.

5. *Research and Instruction*

Research and Instruction represent core programmatic elements for libraries and Haverford's focus is not different. Nevertheless, we actively advanced our capacity in several ways.

We implemented a Personal Librarian program that partners librarians with incoming first year students. Throughout the first year, librarians meet and communicate with those students in their cohort to assist them with managing the research experience. The librarians have put a welcoming face on an experience and space that many students find intimidating. From the start we created a culture of connection for students to ensure they are supported from the moment they arrive on campus and through their four years to their capstone/senior thesis experience. This program has essentially connected students to the library throughout their undergraduate academic career.

We developed best practices for one-on-one research consultations, recording an average of 3,500 consultations each year. We developed best practices for working with student research assistants and their faculty partners. Further, we created a training program for student assistants providing peer-to-peer research support, with quizzes to reinforce competencies.

Librarians developed guidelines for providing research support to faculty members. These covered the depth of coverage and promptness of responses as well as the areas of service including copyright and publication, classroom needs, resources for research, and digital scholarship. See the guidelines at:
http://libguides.brynmawr.edu/c.php?g=285407&p=1904400

Understanding our efficacy is important, we regularly evaluate our work. We implemented an assessment questionnaire for students who participated in instruction sessions. We have responses from over 900 students concerning the level of content, and level of preparedness to tackle research. We learned what was most helpful, and what more

assistance they would like from the library. Continued engagement and revision with our assessment will be part of our next plan.

Subject librarians wrote rubrics for every academic department describing the research skills students need across the four years. They incorporated the issues and methodologies that were pertinent to the particular fields of study. The rubrics serve as a guide for planning instruction as students move from introductory classes to the senior thesis.

Librarians developed workshops and offered them outside of class times for students to help them learn specific research skills. The workshops are often given at the request of a particular professor or are advertised to a targeted group of faculty.

6. *Improve the Experience of our Users*

We engaged in conversation about moving toward a one-point of service model so that patrons do not have to guess where they need to go for help. Actions that were taken include moving the research help desk to a spot directly across from the front (circulation) desk. Moreover, we spent time cross-training reference and circulation staff in how to perform a set of standard competencies that provides coverage when one staff member was already helping a patron. We are continuing to think about this flexible model as we move to a new, renovated building.

In the first years of our plan, significant progress was realized investigating self-check systems and the possibility of moving to an RFID collection tracking system. We continue to explore the benefits and opportunity costs of such a system.

We had the opportunity with the upgrade to Moodle a few years ago to rethink and streamline our reserve services. This included the goal to provide as many readings as possible in machine-readable format so that anyone with a disability would have access to that material. We worked closely with the Office of Disabilities to identify the classes where there was a distinct need, and ensured that all materials, whether scanned by us or the professor were in this format. This is now the standard for materials uploaded to Moodle.

The regular hours of operation for Magill have been expanded significantly to meet student and faculty needs. We have added several study hour periods as well. For the last two weeks of the semester, we now are open 24/7. This latter change has been embraced whole-heartedly as students utilize Magill during the most intense study and work times for their final papers and exams.

We provide a constant feedback loop to improve the experience of those using the library and to gain insight and reaction to our developing plans. Our methods include: guidance from the Faculty Advisory Committee and the Student Advisory Committee; surveying student Plenary Session in 2011; student focus group meetings; desserts and conversation

sessions; posting White boards and paying attention to what is written; visiting academic department meetings; engaging in One-on-One coffees/teas; student affinity group meetings; tabling at the DC; faculty feedback sessions; and questionnaires.

7. *Programming and Outreach*

A. Significantly Improve the Libraries' website

After multiple town hall meetings and focus group sessions, the design team selected Concrete5, a GUI-centered, open-source system that was powerful and flexible enough to meet the Libraries' and its users' needs. In consultation with the Office of Communications, a new website was developed, vetted, tested and launched in the Spring of 2013, and in March of that year it won a design award from the Association of College and University Libraries. The development team continued to deliver enhancements including adding a mechanism for seniors to upload their theses, a system for automated booking and tracking of library study room reservations, and staff profile pages where librarians could highlight their experience and interests. By early 2015 the new Quaker and Special Collections website (including a new Finding Aid search platform), a newly designed library resource search widget, and other minor enhancements went live.

We also created an HTML5 environment for pseudo-streaming video so that library- owned video could be streamed for pedagogical use. This technology powered a pilot program in January 2012, and given its success, was made an official library service.

B. Social media and technologies to engage our students

We realized the goal of raising awareness of the libraries' services by meeting students "where they are," digitally speaking. The Social Media outlets the Libraries selected include Facebook, Twitter, Vimeo, and Instagram; our student assistants lead our engagement in these outlets. We have expanded our outreach methods to include The Daily Digest, Weekly Consensus, Facebook, e-mail blasts – and through more fun activities like handing out fortune cookies neatly encasing a library-based "fortune." In addition we offer video clips on student experiences; especially popular is our two- minute thesis video.

C. Lectures, Programs and Exhibitions:

We have significantly expanded our partnerships with academic centers and academic departments to bring intellectually vital and culturally rich experiences to the community through a robust series of events including lectures, workshops, and exhibits that more fully engage the Haverford and local communities.

We revitalized the moribund Young Academic Alumni Lectures Series, partnering with academic departments, administrative departments, and Centers as appropriate. We now offer between four and six lectures per year. We introduced new lectures as well including two annual Texts and Technology Lectures, an annual Open Access lecture, Gest Fellows Brown Bag Talks, and a Dig Into the Archives Series that introduces the community to new acquisitions and long-held but little known texts. (See appendix for listing of events).

8. *Organizational and Staff Effectiveness in consort with our Quaker values.*

A. Staff Reorganization:
Perhaps the most significant organizational change for the Libraries includes a two-part staff reorganization. The first phase allowed us to carefully evaluate areas of success and the changing needs of research and instruction. In this phase, we also reallocated several positions to create the new Research and Instruction position for Languages and Literature, and several positions that support Digital Scholarship.   The second phase of the reorganization involved a response to an external review of Quaker and Special Collections. The reframing of roles in that Library has allowed us to further our commitment to best practices and advancing curricular and co-curricular learning. In addition, we expanded our capacity to meet campus needs with the addition of a Social Science Research and Instruction Librarian.

B. Institutional Effectiveness:
Library colleagues participated in the College's Institutional Effectiveness Committee and its working groups including the Theses working group, Data and Records Management Working Group, and the Co-Curricular Working Group. For the libraries, the outcomes has led to the development of electronic submissions of theses, the formation of a cross-campus Records Management advisory group, and the development of a richly rewarding internship model.

C. Collaboration:
More broadly the Libraries work in close collaboration with our counterparts at Bryn Mawr and Swarthmore Colleges. The TriCo Libraries have collaborated on our shared catalog since 1982 as early adapters of technology; we expanded the collaboration to include collection development and for leverage in negotiating cost effective contracts and licensing. In 2015, the three Libraries reorganized the leadership of this partnership by creating a Strategic Advisory Group (SAGe) and reshaping and recharging multiple working groups to greater organizational effectiveness. As already noted, we are also partnering with Penn to store lesser used but still important collections at their off site facility.

There are challenges with digital rights management, digital preservation, and current

business models of publishing that restrict access.   Open Access initiatives are answering this challenge in part. We are members of SPARC, a national advocacy group that has helped to ensure the research conducted with taxpayer dollars is freely accessible to the public.

Another initiative in which we are playing a leadership role is the Lever Press. A small band of librarians representing the Oberlin Libraries Group are working with the University of Michigan Press and Amherst Press to organize a new publishing venture. We expect to not only make books freely available, but we hope our project will influence the nature of digital publication and scholarly communications moving forward.

In the area of print access and preservation, Haverford is partnering with PALCI and also with the Five College Consortium to preserve and provide access to print Journals. Haverford is also a founding member of EAST (Eastern Academic Scholars' Trust), a collaborative effort, funded by participating colleges and universities with the Mellon Foundation, to explore and develop a model for distributed responsibility for preservation and access to printed books.