

Haverford College Libraries Strategic Plan

Vision Statement

The Haverford College Libraries will support the educational mission of the College with an unrelenting commitment to excellence — for the institution, the students, the faculty, and the staff— through our collections, instruction, and services.

Mission Statement

The Haverford College Libraries act as a locus of intellectual activity supporting the teaching, research and learning needs of the Haverford community. Infused with [Haverford's Quaker heritage and values](#), we support the mission of the College to develop academic excellence and personal growth through a liberal arts education. More broadly the libraries foster curiosity, exploration, introspection, and scholarly engagement for each individual within the Haverford community.

Haverford in the Landscape of Modern Libraries

Academic libraries remain central to the core of the campus, both in its centrality as a space of knowledge and as a place of intellectual engagement. Views of libraries as buildings full of books alone, therefore, are increasingly outdated. Libraries are now dynamic, intellectually vital, mission-driven, and user-focused. Though Haverford began a shift towards a focus on teaching research skills and meeting users needs some time ago, we are intensifying our focus on our students and faculty by creating intellectually vital spaces and services for the campus.

The teaching role of librarians is central to our work and contributes to the core mission of the College in profound ways. In support of the faculty, librarians teach students research skills and strategies, including the very critical work of finding and interrogating texts in all formats. Librarians also facilitate rich, complex, dynamic, and dialectic engagement with these texts. We provide intensive, one-on-one support to students throughout their college career, culminating in their senior capstone projects. At all academic levels, librarians foster information literacy, critical reflection, knowledge production, understanding, and scholarship.

Successful libraries respond to the dynamic, changing needs of their users by delivering collections – digital and physical – in ways that facilitate learning and research. As such, the Haverford College Libraries, in collaboration with the faculty, will continue to build meaningful collections in all formats. Electronic resources, and the economic demands they place on our operating budget, will play increasingly significant roles in our selection and collection building. With the rise of e-resources, the role of print resources will also change, making books and other printed materials rare and important elements of the cultural record. We will select these rare materials with care as well. Our careful attention and response to the changing trends in scholarship, pedagogy, and publishing will help ensure the academic excellence that is the hallmark of Haverford College.

For millennia libraries have been early adaptors of emerging technologies — be it scrolls, manuscripts, books, or digital texts. Today's libraries remain well positioned within that technological landscape informing and supporting scholarly endeavors and inquiry. At Haverford, the libraries leverage technologies, old and new, to support the generation of scholarship, new knowledge and the development of students' abilities to think critically. In this regard, we are building our capacity to support and participate in new modes of inquiry, including, digital scholarship.

Technology has provided us with intensive opportunity 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.

Librarians are increasingly leading open access initiatives. Our role in advocating and providing the infrastructure for such an initiative at Haverford will result in more economically responsible choices that may allow us to move away from unsustainable business models of some e-publishers. More importantly our institutional repository will preserve and make available the critical scholarship of our faculty to a wider audience.

Developing a library as both place and space that reflects the changing needs of today's students, faculty and staff, and to the degree possible anticipates future needs, is an important priority. Quiet study spaces, collaborative spaces, social spaces — all infused with technological robustness — are integral to the generative experiences that are typical of the modern library. Feedback from more than 400 students over the past year makes it clear that Magill Library is not meeting their needs. Additional space goals include better access to subject experts; technologically robust teaching and seminar rooms; and meeting and event spaces for lectures and other programs within the library.

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 matter a great deal. Further, a strong, beautiful library will protect the competitive strategic position of Haverford College in the marketplace. According to the Association of Higher Education Facilities Officers, students select schools based on the facilities that support their prospective major and after that, on the basis of the quality of the library. The Library, therefore, remains a critical factor in the decisions of students to matriculate. Haverford needs a Library in which student tour guides are not offering an apology for the physical state of the library, but instead feature it proudly as a recruitment tool. Further studies have shown the clear link between the quality of the library and the retention of underprepared students. Creating a collaborative, intellectually vibrant environment that encourages scholarly engagement of faculty, staff and students is central to the goals of the libraries.

Collaboration informs the activities of the libraries. Membership in the Tri-College Library Consortium yields both economies of scale and professional and intellectual partnerships that result in rich offerings for Haverford, Bryn Mawr, and Swarthmore and the wider network of libraries on local, regional and national scales. Continued collaboration there, and with other libraries and consortiums remain a strength. These long-standing relationships— PALCI, Oberlin Library Group, NITLE, PACSCL, and ACRL—also continue to yield worthwhile partnerships. The strength gained through these relationships will enable the Libraries to work with campus partners – departments and academic centers – to offer a rich and wide array of programs such as lectures, exhibits, and other events that support the broader academic mission of the College.

In all things, the College’s Quaker heritage and values inform the Libraries’ philosophy and activities. The Libraries — through our collaboration with faculty, the centers, and our tri-college counterparts, and engagement with scholars throughout the world; through the expertise of our staff; through our collections; through our programming; and through our improved space —will evolve in ways that will enable Haverford students to be viable thinkers in the world, both today and tomorrow.

Strategic Directions

The priorities outlined in this plan are ambitious, and we expect to accomplish most, if not all of them within three years (by June 30, 2015). In some cases our goals are dependent on funding and additional campus planning. Where we cannot move forward as a result of larger institutional priorities, we will make progress on the appropriate planning so that we can move the goals forward in subsequent years.

Though we offer here a strategic plan, what we seek to cultivate is a strategic culture, one that consistently refers our work back to the broader institutional mandate to educate Haverford students to become critical thinkers and contributing world citizens. Furthermore it is a culture that is user-centered and builds on interactions to develop new services and improve existing programs.

1. Library as Place:

- a. Situate the libraries as the physical and intellectual heart of the campus through enhanced and expanded space planning, incorporation into master planning, and engagement in capital campaign priorities
 - i. Digital / Information Commons
 - ii. New facilities for Special Collections
 - iii. New building or significantly improved physical plant
- b. Create dedicated teaching, seminar and event spaces for Library purposes.
- c. Create technologically rich spaces throughout the Library
- d. Repurpose space or build new space to generate a culture of vitality, access, and engagement by removing barriers between librarians, students and faculty
- e. Realize immediate improvements during planning stage, continuing recent efforts as seen in the upper loft of the Philips Wing, the refitting of the Hires

Video Room, the second tier Collaborative study room, and the improvement to the Rufus Jones Study Room.

- f. Judiciously evaluate collection space usage to manage the physical space to best advantage
 - g. Address space issues for collection storage and access
2. **Collection Development and Access:** Continue to build rich, meaningful, high-quality collections in all formats. Provide access to the collections in timely, useful ways, regardless of format of delivery. Expand access to our collection to the alumni in more generous ways to support the lifelong learning of Haverford College community members.
- a. Strengthen both the breadth and depth of our special collections and our digital collections, while continuing strong management of print resources
 - b. Develop a more robust archival program
 - c. Develop a protocol for an institution-wide records management program
 - d. More fully develop digital collections including evaluation and expansion of patron driven acquisition program; digitize local materials and provide access to external digital collections
 - e. Leverage Tri-Co cooperative relationships to more fully manage, build, and purchase collection materials; explore other collaborative collecting possibilities with other institutions, including a possible agreement with other institutions, such as Penn
 - f. Create an institution-wide open access repository of faculty publications; expand and lead an institutional commitment to open access
 - g. Optimize technology to meet faculty and student needs, including streaming media, discovery tools, course management, and other opportunities
 - h. As part of the Tri-Co Management process, evaluate existing library online software packages for optimal access to collections and enhanced user experience
 - i. Develop core standards across the Tri-Co for bibliographic records; add new channels of information to access tools; optimize metadata for the discovery layer
 - j. Create subject guides to enhance exposure to special collections and generate engagement of students with rare, primary source material
3. **Ensure long-term preservation of the collections:**
- a. Build and preserve the collections, in all formats, for present and future needs
 - b. Create appropriate temperature, humidity, and lighting environments while providing adequate shelving and storage furniture for the long-term preservation of the Special Collections and improved, appropriate conditions for book and bound journal circulating collections
4. **Develop and support digital scholarship across all disciplines:**

- a. Fully develop an information/digital commons as part of the overall Library Program
 - b. Partner with faculty and students in the generation of new knowledge and scholarship using robust technologies. In consort with sources, scholarship, and the questions they prompt, librarians will assist faculty and students with conceptualization, planning, project management, investigating and interrogating collections, exploiting discovery and access tools, final production and preservation as appropriate
 - c. Participate in and contribute to the expanding world of scholarship in digital forms
 - d. Participate in the Tri-Co Digital Humanities Steering Committee and related programming
5. **Research and Instruction:** We will build upon and strengthen our role in developing scholarly habits of mind including the four years of a student's experience through the capstone project. Strengthen research support for faculty and students.
- a. Collaborate with faculty and other campus partners to enhance library research services in support of the curriculum. Foster critical thinking skills that address issues, interpretations, and audiences of texts
 - b. Provide compelling, creative, and effective instruction. Develop a means of regular evaluation to gather suggestions from faculty and students for improvement in content and approach to library instruction.
 - c. Develop a four-year program that identifies sets of skills and proficiencies for research and synthesis, enabling students to build from general information to advanced work in a specific discipline
 - d. Offer workshops that will serve as learning labs targeted at enhancing and enriching research skills complementary to, yet independent of, curriculum activity
 - e. Partner with campus departments to teach general information-seeking skills for lifelong learning
 - f. Develop best practices for support of faculty research and course development
 - g. Develop training for and implement peer-to-peer research support program
 - h. Establish a personal librarian program to create a culture of connection to library support and the development of research skills for each student from the point of enrollment
6. **Improve the experience of our users:** Create a user-friendly experience that fosters ease of access and facility in using the collections.
- a. Investigate single point of service models to meet student and faculty needs while eliminating barriers to access and service
 - b. Improve automated self check-out and enhanced collection tracking through use of technological solutions such as RFID
 - c. Evaluate reserves workflow to fully optimize Moodle course management system, providing highest level of quality support for faculty and students
 - d. Expand hours to meet student and faculty needs

- e. Expand technology and services to meet user needs
- f. Develop a regular mechanism to incorporate feedback from the Student and Faculty advisory committees
- g. Bring innovative thinking to questions around improving the user experience

7. Programming and Outreach:

- a. Significantly improve the Libraries' web page and create a unified brand
- b. Employ fuller range of social media and technologies to engage our students
- c. Partner with academic centers and 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
- d. Develop a student programming committee that creates effective peer-to-peer programming that engages students on topics of interest and direct relevance
- e. Effectively communicate with stakeholders about services and programs offered by the Libraries

8. Organizational and Staff Effectiveness in consort with institutional values informed by our Quaker heritage:

- a. Create a culture of staff development
- b. Reinforce affinity groups' effectiveness
- c. Participate in and leverage Tri-Co relationships to enhance and complement operations for each institution
- d. Develop assessment tools that measure efficacy of programming to most fully meet the needs of the Haverford community
- e. Streamline workflows that adapt to changing technologies and forms of scholarship. Review and update policies and procedures
- f. Work mindfully with professional policies and best practices in order to meet both our responsibilities to the world of scholarship and the needs of the individual
- g. Develop a means of compiling and evaluating user statistics to make informed, evidence-based decisions
- h. Our actions will remain informed by careful stewardship and values-based decision-making