Swarthmore College Libraries

ACRL Excellence in Academic Libraries

Award Application 2019

Swarthmore College Libraries

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1. Introduction: Swarthmore College

Swarthmore College seeks to help its students realize their full intellectual and personal potential combined with a deep sense of ethical and social concern. This is a core value at Swarthmore. Founded by members of the Society of Friends in 1864, Swarthmore College was coeducational from its very beginning, a place where "an education may be obtained equal to that of the best institutions in our country." Our first President, Edward Parrish, saw the value of making higher education available to all people, and spoke of "parting with the aristocratic idea of an educated class." In the thirties, then president Frank Aydelotte introduced an Honors Program modeled on the tutorial system of Oxford and Cambridge, a rigorous intellectual experience in which subjects were studied in small groups to be evaluated by outside scholars in a series of written and oral examinations that continues to this day.

> " I truly believe that we are creating a community in which everyone—staff, faculty, students, alumni, and friends—has the potential to be a lifelong learner, and that we have much we can learn from each other...My highest hope is that our community will embrace our common humanity as well as our dazzling array of differences. As we become an increasingly diverse community, we will cultivate curiosity about ideas and experiences and beliefs that challenge us, about people who are different from us, and experiences that are unfamiliar."
>
> —Valerie Smith, President, Swarthmore College, 2016

Although Swarthmore ceased to be affiliated with the Society of Friends in 1908, the Quaker influence particularly around social justice persists. Swarthmore students have been at the forefront of the anti-war movement, Students for a Democratic Society, the anti-apartheid movement and most recently the movement for fossil fuel divestment.

The college draws strength from both tradition and the necessity of change as evidenced by the *Changing Lives, Changing the World* 2017 campus initiative. That initiative identified three strategic directions for our community: access and inclusion, academic rigor and creativity, and education for impact. Energized by these shared

directions, the Swarthmore College Libraries work to build an inclusive community. We seek to provide a supportive environment for learning and constructive engagement that equips our students to make a difference in the wider world. We recognize that as an elite institution we have deep resources, privileges and certain advantages not afforded every institution. In this application we highlight a few of our many projects that began as organic ideas and partnerships which can be applied, wholesale or with some modest adaptations, on other campuses.

Introduction: Swarthmore College Libraries

The college and its libraries are located in southeastern Pennsylvania in a residential setting that is also an arboretum. Despite its small student body, approximately 1620 students, there are seven libraries/collections at Swarthmore: McCabe the main library with holdings in the arts, humanities and social sciences and a special collection of fine press and artist books; Cornell Science Library; the Underhill Performing Arts Library; two independent special collections, Friends Historical Library and the Peace Collection, as well as the Beit Midrash Collection of Hebrew Texts and the Black Cultural Center.

Swarthmore, as part of the Tri-College Library Consortium along with Haverford and Bryn Mawr colleges, takes advantage of a long history of cooperation and a unified, online catalog, Tripod, in building a research-quality collection. Through the consortium and a network of cooperative arrangements with other academic institutions, the Libraries provide students and faculty access to cultural and scholarly resources from libraries across the globe.

2. Access and Inclusion

Swarthmore College is fully committed to access, diversity and inclusion, and received the Higher Education Excellence in Diversity (HEED) Award in 2017 and 2018. This award measures an institution's level of commitment in regard to broadening diversity and inclusion through initiatives, programs, outreach and hiring practices. Intrinsically and intentionally, the libraries take leadership as champions of these values, locally, in our Tricollege Consortium, and nationally through meaningful employment opportunities, innovative programs, and collaborations.

> " We strive to create an environment that is inclusive and welcoming to students, faculty, and staff whatever their backgrounds, country of origin, race, gender identity or expression, sexual orientation, physical ability, class, and or cultural, political, and religious affiliations, among other considerations. We will recruit, admit, and support a diverse student body. This includes ensuring that no qualified students will be denied access to a Swarthmore education because of their financial circumstances, and investing funds for financial aid, student support services, and the "hidden costs" of education. It also includes creating environmentally sustainable, aesthetically appealing academic, residential, and communal spaces that will catalyze intellectual, social, and ethical growth and foster informal, serendipitous interactions between and among students, staff, and faculty.
>
> —*Changing Lives, Changing the World*

Access and Inclusion: staffing initiatives

In recognition of the need to recruit and mentor a diverse library workforce, we reorganized five years ago to create a new position, Reference and Digital Projects Resident (now the Research & Instruction Resident Librarian), and encouraged applicants from historically under-represented groups to apply. We have been members of the ACRL Diversity Alliance, with its commitment to establish a residency, since its formation in 2016. All former residents have met with success, securing positions either here at Swarthmore or in institutions where they have been able to realize both their personal and professional goals.

The Resident Librarian initiative was an indirect outcome of the Swarthmore Libraries Internship which began in 2003 as a multi-institutional Andrew W. Mellon Foundation $1.5 million grant to address diversity in the library profession and recruitment at the undergraduate level. Most of our original goals continue to hold true today: to recruit talented undergraduates early in the hiring pipeline; and, to broaden the racial and ethnic composition of the library profession so that it can better serve increasingly diverse populations. Due to the success of the initial grant funded program, the Libraries have continued to sponsor the internship with student employment funds since 2010. Chosen through a rigorous and selective application process, six students are annually shepherded through a semester of weekly seminars on many aspects of librarianship and the information professions including discussions with professionals and field trips. The curriculum has undergone a makeover this past year with a focus on engaged scholarship, a term coined by Ernest Boyer that encompasses both teaching and research to connect "the rich resources of the university to our most pressing social, civic, and ethical problems" (Boyer 1996).

Many of the library interns subsequently are hired to be Research and Information Associates (RIAs), peer tutors who work in the libraries in a variety of capacities (see chapter 4, Education for Impact).

"The librarianship intern was one of my top experiences at Swat, and I feel lucky that I got to have such a great time trying out a field I otherwise wouldn't have."

. . . .

"This program gave me a sense of community, identity, and confidence that I didn't experience anywhere else at Swat."

. . . .

One former intern working as a librarian: "There is really a lack of racial diversity in librarianship from what I have seen, so if this program can help promote and encourage people to go into the field, I think it's really invaluable."

In 2017, a survey of 49 former internship participants revealed that 14 (29%) of the respondents went on to an MLIS program. Twenty people (or 43% of all respondents) are currently in employed in libraries, archives, museums, publishing, or a related field. We believe that Swarthmore College Libraries Internship has made a modest contribution to the diversification of the profession, of the 43% currently in the field the

demographics differ significantly from national statistics: 43% identify as Black or African American;14% identify as Latino; 7% identify as American Indian / Alaska Native and 7% identify as Asian.

Access and Inclusion: creating the climate

Inclusion cannot be limited to saying "we create a welcoming environment." The most welcoming library may not be perceived by certain individuals or groups as being a place for them. There is bias in our very structure, intended or implicit. The history of Swarthmore and its libraries is not without deserved criticism. The collections in the Black Cultural Center were created because the materials were viewed as inappropriate for the main library collection. And while we have long ago left such attitudes about collections behind, we still struggle daily to build awareness of our privilege and its impact on our work and environment for both staff and students. Our commitment to access and inclusion is visible through a number of programs, projects, and partnerships.

The Black Cultural Center (BCC) will be celebrating its 50th anniversary during the 2019-20 academic year. _Black Liberation 1969 Archive_, a major digital scholarship project documents the experiences of the Black students at Swarthmore College from 1964 to 1972 that culminated in the establishment of the Black Studies department and the establishment of the BCC. In collaboration with Professor of History Allison Dorsey, the project not only is a digital collection but also the centerpiece of campus-wide programming, including a course on Black Campus Movements, activist alumni in residence, student research projects, and a series of political performances and interventions. The project continues to be a valuable pedagogical and research tool, linked to library resources and syllabi across the country.

The collections of both the Friends Historical Library (FHL) and Swarthmore College Peace Collection document human rights and social justice struggles from abolitionism and Native American rights to significant non-violence movements and the fight for women's rights. Under the aegis of bringing women's voices to the fore, FHL is co-directing an initiative of the Philadelphia Area Consortium of Special Collections Libraries (PACSCL) entitled "In Her Own Right: The Many Faces of Women's Activism, 1820-1920." Funded by a major grant from CLIR, the project will have digitized over 100,000 pages on women's efforts to assert their rights and that of others.

Another arena where we have focused on creating a more inclusive environment has been library exhibitions. The fall 2018 exhibition *Piece Together: The Quilts of Mary Lee Bendolph* represents the coming together of teaching, student scholarship, and community engagement through a vast collaboration including the college's List Gallery, the History and Sociology/Anthropology Departments, and the Libraries, sponsored by a Swarthmore College Cooper Grant. In celebration of this small, remote black community in Alabama who have been quilting since the early 20th century, the public programming which included a curator's talk and gallery walk, panel discussion, documentary screening, and an informal quilt-making gathering was designed to have broad appeal.
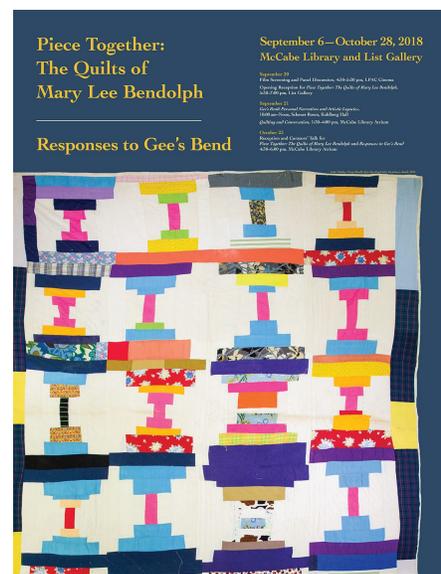
This semester, embedded in *Decolonizing Afro/Latin American Religions* with Visiting Assistant Professor of Religion James Padilioni, our Resident Librarian, Lorin Jackson, consulted with campus leaders regarding the series of altars to be constructed in the Black Cultural Center and the Intercultural Center and coordinated the installation of an altar in the McCabe Library. Students researched the significance and symbolism of materials they chose to include. At the concluding event which took place in the Library, Padilioni told a story about one Latinx prospective student who on seeing one of the altars said that he could see himself on our campus. Lorin Jackson, Research & Instruction Resident Librarian, spoke to the importance the project had in creating a more inclusive climate. "Libraries can represent spaces that are unwelcoming and exclusive to many people. They can seem stuck in suspended animation - without the introduction or inclusivity of new ideas or people. Marginalized communities may not see themselves represented in the materials surrounding them, particularly in an academic library. While we may not typically think of libraries as altars, they do act as a memorial to specific ideas and people. The motivating idea behind constructing an altar with influential changemakers in the library was to elevate and commemorate the contributive experiences of marginalized people not only to the library, but to the

world. As a Black Librarian, I remain aware that my ancestors were not allowed to read under the penalty of death, so the power of knowing and centering our stories, as well as being someone who can activate that power is not lost on me. This was certainly a crucial aspect of this collaborative altar project."

Access and Inclusion: affordability & accessibility

As the student population has become more diverse not simply in terms of race, ethnicity, country of origin, but also in terms of first generation and lower income students, addressing the access to and affordability of textbooks has become a major initiative. After a campus wide forum on the cost of course texts in 2009, and with a gift from Swarthmore's Student Council, the Libraries began a program to purchase all required texts for every course and place at least one copy on Reserve. Directing our funds to purchasing in-demand materials was more than a good investment, it was a social good.

> **"** Through structures and incentives that encourage innovation, Swarthmore seeks to foster a curriculum of intellectual rigor and creativity that combines disciplinary strength and flexibility. We strive to recruit and retain outstanding, dedicated, and diverse scholar/teachers in order to offer a curriculum that is simultaneously innovative, interdisciplinary, and grounded in the traditional disciplines; that integrates civic and social engagement; and that supports student research, both independently and with faculty. Our signature Honors Program is the embodiment of these values and provides a model for the promise of education throughout the College and beyond.
>
> - Changing Lives, Changing the World

The library expanded its "textbook program" two years ago in collaboration with Worthmore, a student-run "store." Worthmore collects items, including course texts, during campus move-out and makes them available for free to students during the school year. The textbooks are housed in our performing arts library where the music librarian is a liaison to first-generation students. The Dean's Office and the Libraries advertise the availability of these free textbooks to students who receive financial aid. Currently the collection stands at 2,071 titles. Since the program began, students have borrowed 80 linear feet of free texts. Ultimately these approaches to addressing the issue of textbook affordability became part of the development of a multifaceted comprehensive program at the College. Last Spring, nearly 45% of students who had participated in our "bridge" program (see S3P below) frequently used either the reserves program or Worthmore for accessing their texts. A senior level college-wide

committee on which the College Librarian sits continues to develop a number of different solutions to ensuring that students have access to course materials when they need them.

What began as an ad hoc set of library services around accessible course materials formed the basis of a steering committee including senior administration and campus stakeholders with a focus on developing College wide policy for accessibility of Information and Communication Technology (ICT). With membership at the administrative level and the technical level, the Libraries provide leadership on this important issue. Two Library staff members helped form, in close partnership with Information Technology Services and Student Disability Services, the Accessibility Working Group. The group works with academic departments to locate accessible course materials, procure accessible textbooks, and provide assistance in course material remediation. Librarians work to provide barrier free electronic resources by purchasing, when possible, fully accessible resources including captioned dvds and streaming video, DRM free electronic books and online content that is fully accessible with assistive technology software. In the absence of full accessibility, the Libraries work to include accessibility clauses in our licenses that will provide for remediation of content and online platforms to meet all students' needs.

The work of diversity, equity and inclusion is difficult to say the least. Our staff are in different places in the process of "awakening," but we do feel that we are succeeding in creating a better climate for our community through educating ourselves and being intentional in our work.

> " Being in the grey zone between intersex and transgender puts me in a peculiarly vulnerable position; one where many people feel free to judge or define me based on their own opinions. So I have good reason to be nervous even in environments that are considered accepting.
>
> I felt at home right from the first day I walked in. No odd questions or looks; I was simply part of the library, just like everyone else. I can't say what a relief that was. Even so it took time to come out of my shell but every revelation about who and what I am left my coworkers unfazed. Having such a safe and unflappable workplace let me relax, feel normal and do my job. It also gave me the courage to stop hiding, be who I am and advocate for others like me who are less fortunate.
>
> Library Staff

3. Academic Rigor & Creativity

The Libraries are partners in providing transformative experiences for students both within and beyond the traditional classroom. In 1967 the College recommended and subsequently established a new organizational structure for the Libraries, one that paralleled the existing academic divisional structure - creating new positions for subject librarians for the Humanities, Social Sciences, and Sciences. Over the past two decades the number of subject specialists, now Research and Instruction Librarians, has increased to seven. Although these staff have narrower areas of responsibility making for a closer alignment of subject expertise and disciplines the true strength of the department lies in their ability to form meaningful alliances across responsibilities with one another.

" Through structures and incentives that encourage innovation, Swarthmore seeks to foster a curriculum of intellectual rigor and creativity that combines disciplinary strength and flexibility. We strive to recruit and retain outstanding, dedicated, and diverse scholar/teachers in order to offer a curriculum that is simultaneously innovative, interdisciplinary, and grounded in the traditional disciplines; that integrates civic and social engagement; and that supports student research, both independently and with faculty. Our signature Honors Program is the embodiment of these values and provides a model for the promise of education throughout the College and beyond.

Changing Lives, Changing the World

Academic Rigor & Creativity: information literacy

As an institution with no core curriculum and minimal requirements, there has been little traction for a college-wide information literacy program. As partners in the classroom experience, subject specialists foster the development of student critical research skills, meeting with students at all stages of their academic career, combining rigor with a sense of wonder. Creative curricular interactions, through co-designed assignments, allow us to form a community of practice in which faculty and librarians work to scaffold student learning, from orientation through senior capstone, meeting with approximately 100 classes annually. Through formal and informal learning experiences students begin to understand their role in the broader scholarly conversation.

Orientation begins in the summer with the Swarthmore Summer Scholars Program (S3P) which provides resources and support for students who are first in family to

attend college, come from a low-income background, or belong to a traditionally underrepresented group, and have a self-described interest in STEM fields. Science majors predominate on campus and we are unusual among liberal arts colleges with our general engineering degree. Invited into the initial planning sessions, the library has worked with the scholars to bolster their research, communication, reading and writing skills in collaboration with faculty and staff from mathematics, lab sciences, and writing-based disciplines since the program's beginning in 2015.

Being integral during orientation activities is not a given for all campus partners! Over the years, the dean's office has minimized the number of required activities, changing the focus of orientation to delivering the tools students need to thrive during the first semester. The Libraries have been intentional in nurturing a close relationship with the dean's office and pairing our orientation with academic success. To this end, we have adopted a multi-pronged approach which includes transfer student orientation, international student orientation, new faculty orientation, Swatcademics a presentation to the entire entering class, and our small group instruction with RIAs as co-presenters. The small group activity uses an interactive game "Is that a Library thing?" that is built upon our original Cephalonian Method --small group meetings with an emphasis on "things students wish they had known sooner." Objectives include, but are not limited to, understanding textbook access, reading a library record, and learning the different ways to ask for help.

For Swarthmore, staffing a Research & Information Desk informs our instruction philosophy. The Research & Information Desk serves as librarian "office hours" although students also make appointments outside those times. These in-depth consultations serve as opportunities to meet students at point of need. We recognize that within the profession there has been a critical reassessment of the value of a reference desk with trends ranging from on-call librarians, merged service points, and dismantled reference desk services altogether. We studied and discussed whether the reference desk still had meaning and value for us at Swarthmore and concluded that our highly used libraries, residential student body, and intentional visible presence

made it worthwhile not only to continue to provide the service but to improve on it. We staff the Research & Information Desk six days a week with a combination of Research & Information Associates (RIAs) and librarians.

In 2013 the RIA position was created to address the desire to engage students more fully in the research instruction process, and by an understanding that students in need of research help may approach a peer tutor more readily than they would a professional librarian.
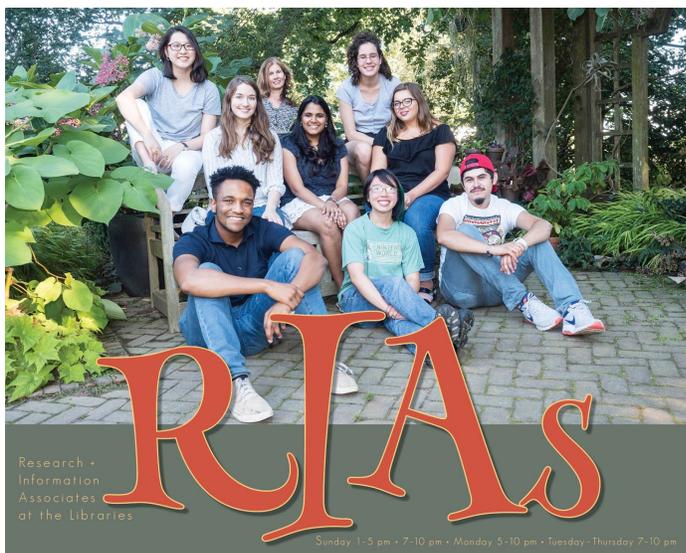
RIAs average 100 reference consultations annually, a significant number given our size. To further promote services RIAs and librarians host 'Research Parties' during crunch times of the semester.

Particularly over the last five years we have seen an explosion of interest in working with primary materials and increased curricular integration. For example, Professor Sa'ed Atshan provides students in his *Introduction to Peace & Conflict Studies* first-hand experience with archives and an essay assignment utilizing those materials. This semester, librarians and archivists collaborated in introducing 77 students to strategies for discovering and working with historical research materials when visiting archives or special collections. Other classes in literature, history, sociology, art, and peace studies also have had their students engage with these collections.

When tight scheduling or limited hours do not allow for on site visits to our archival collections, staff have developed the "Archives-In-A-Box," a self-contained teaching tool designed to introduce new users to important archives literacy skills. This Hollinger manuscript box contains explanatory materials including a glossary of key terms, tips for planning a research trip, instructions on how to fill out a call slip, and recommendations for finding an archives. The box also includes facsimile copies of two tiny archival collections, replicating the entire collection and organizational structure, accompanied by an annotated finding aid and a worksheet with exercises prompting

users to explore the collection. Archives-in-a-Box is available 24/7 and can travel anywhere.

Developing a curriculum for the interns and RIAs provides subject librarians with a pedagogical 'sandbox' in which to experiment with lesson planning that can then translate to course-related instruction. Here we experiment with universal design theory, critical theory, the BEAM method (Bizup 2008), _Web Literacy for Student Fact Checkers_ (Caulfield 2017), and more.

Academic Rigor & Creativity: digital scholarship

Over the past five years the Library has built a burgeoning digital scholarship program that supports both course-based and individual student work. While there is one person with the title of Digital Scholarship Librarian, the Humanities and Social Science Librarians both are deeply engaged with these projects as well, and a strong relationship with academic technologists and web developers in Information Technology Services extends our capacity. The recognition received by the aforementioned _Black Liberation 1969 Archive_ created awareness of the creative possibilities of DS. In addition, the Provost's Office implemented a curriculum development program that provided stipends for faculty interested in integrating digital scholarship methodologies and theory into their courses.

Some of our digital scholarship projects are replicated across campus disciplines, such as Digital Editions, an implementation for sharing and collaborative annotation via Hypothes.is. Several English classes have performed close readings and analysis, for example with this text by W.E.B. DuBois, _An Appeal to the World!_. Or as in a Spanish seminar with _El Camino de Santiago_ by Alejo Carpentier. The open edit format allows students to engage in shared commentary through annotation that is open to the public.

Although zombies should scare us, the _Zombies Re-imagined_ born-digital exhibit is anything but frightening. A partnership between the libraries and the Linguistics Department, this ongoing digital scholarship project presents thoughtful analysis and creative exploration on the semiotics of zombie media from the perspectives of some of the genre's most avid connoisseurs. _Zombies Re-imagined_ is a collaborative effort of students in a 2018 advanced sociolinguistics seminar with contributions from students in freshman seminars (2016, 2017).

The work of the DS team is not limited to development work. With colleagues at Haverford and Bryn Mawr they have created a community of practice and hosted workshops and hackathons regionally and nationally including:

- Hosting a regional Digital Humanities conference - Keystone DH - at Chemical Heritage Institute.
- Submitting a successful grant to Pennsylvania Consortium for the Liberal Arts (PCLA) for a series of meetings of regional liberal arts institutions regarding summer opportunities for undergraduates in digital scholarship
- Providing extensive guidance, financial support and instruction for the Tricollege Hackathon in Spring 2018 hosted at Haverford
- Presenting at numerous conferences including DLF and SAA.

Academic Rigor & Creativity: exhibitions as scholarship

As a powerful learning experience that frees one from the constraints of the traditional research paper, our exhibition program has evolved with emphasis on curricular associations. What used to be a challenge to meaningfully fill exhibition space has become a challenge to meet the demand. With the main McCabe Library atrium booked for one to two years in advance, we have had to improvise and expand our exhibition options. We now present six or more exhibitions each year in the main atrium space, smaller exhibitions on a secondary exhibition space and, due to increasing demand, created the runaway-with-popularity Pop-UP exhibition option.

Library exhibitions are an integral component of the Swarthmore College Libraries' mission to serve as an intellectual environment that encourages learning both inside and outside the classroom. Exhibition related class assignments allow students to engage first hand with issues of archives, curation, and public speaking. Now in its third instantiation, Professor Bob Rehak's Media Conspiracy class design, build and install conspiracy walls in the main library. The Visual Initiatives + Exhibitions Librarian, along with the Digital Scholarship/Film & Media Studies Librarian meet with students

to guide them in the process. Library instruction for this class defies the norm as students are encouraged to read against the grain when searching for materials to include on their own interpretation of a conspiracy wall.

Based on the work of Ann Laura Stoler, author of *Along the archival grain,* students search for alternative or resistant methods of examining archives for their research. This year, the conspiracy walls move beyond physical space with a neatline interactive digital presence accessible online and via QR codes, Conspiracy Media.

This is just one example of a practice which introduces students to the possibilities of presenting scholarship in different ways. Other highly successful projects have been:

> *Imagining Immigration* (2015) - in which a French Class looked at the representation of immigration in French and Francophone comics.

> *Disasters and Rebuilding in Japan: Perspectives and Testimonies from the Tri-Co Collection* (2014) - in which students in three classes at Swarthmore and Bryn Mawr curated a multipart exhibit on the history of disasters in Japan and resiliency.

> Student art exhibits - The Libraries have collaborated with the Art and Art History Department to display a range of student creative work including photography, figure composition, as well as an annual exhibit of materials produced in the Advanced Studies - book arts class.

Academic Rigor & Creativity: assessment of student learning

To better understand the research and reading behaviors of our students we have undertaken a number of studies:

- With Haverford College we engaged in a multi-year project to understand the cognitive bottlenecks students encountered in researching and writing theses

and other capstone work, resulting in *Have you thought about your thesis lately? Cognitive bottlenecks at the intersection of research & writing.*

- This work formed the basis for our participation in the third cohort of Assessment in Action. Faculty and librarians analyzed Swarthmore student written work and reflected on aspects of research with which students might benefit from more guidance, published as *Finding the Zones: Communicating Source-Based Evidence in Undergraduate Research.*
- Building on the work of our institutional colleagues we conducted a major survey of reading preferences and behaviors in 2016, at which time students indicated a preference for print monographs. Recent data from a survey on access to course materials indicated that preference for paper remains as strong as ever.

While projects like these take tremendous amount of work, they are invaluable in providing us with a better understanding of our students.

In order to enhance our culture of assessment we have also created a student advisory board. This group of 15-20 students meets regularly to provide useful feedback about library spaces, services and collections. Assistance in additional UX work is carried out by UX students who are hired and trained by the Assessment Librarian.

Academic Rigor and Creativity: library spaces

With an eye to the changing study patterns needs of our students, we are continuously evaluating our spaces and making changes (small and large) to improve their usability, flexibility, and aesthetics. Each of our three main libraries has a distinct personality inviting students to find "their" space (or spaces). Our main library, McCabe, is 51 years old and originally referred to as a "four story monolith". According to the Swat History, there were challenges with the building from the beginning: "Despite its vast resources many students dislike McCabe because of its dull red carpet, uncomfortable seating and lack of natural lighting." The monolithic structure and low lighting contributes to the student nickname McCave.
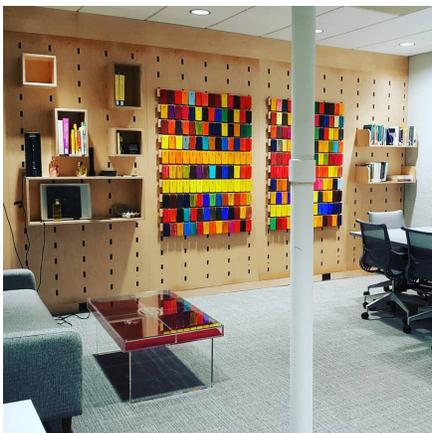
In 2015/16 the College did a broad scale study of the student experience. It confirmed much of what we knew all along - that the spaces for studying were inadequate and inappropriate for the type of work that students were engaged in. Our most recent renovations in both the Cornell Science Library and the

McCabe Library have addressed this need with a wide variety of seating and study rooms. Perhaps unique among academic libraries is "The Color Room." Co-designed by faculty from Art and Physics this study room is replete with pigment samples, physics experiments, a rare and circulating book collection on color. Used by an interdisciplinary group, the Chromatic Cabinet for their quarterly seminars on color, it has become one of the most popular study rooms in McCabe.

The renovation of the second floor of McCabe also allowed for relocating our Collection Management and Discovery Departments staff offices, and opened up vital first floor space which will become the Lib Lab, a scholarship collaboratory. We are working with several groups including Information Technology Services, the Center for Innovation and Learning and the Lang Center for Civic and Social Responsibility to develop a multi-use space for exploring digital modes of scholarship and design thinking and making. The Lib Lab and will include a variety of types of collaboration spaces, expertise, as well as a flexible workshop space. This past year we also created a new print studio with two large letterpresses, type collections, and workspace by renovating a part of a very large receiving room on the lower level of McCabe. This partnership with the Art Department brought to reality a shared vision of creating a space in the library to study printmaking and the book arts in proximity to the libraries' extensive artist book collection. These renovated spaces foster new kinds of learning - exploratory, collaborative, digital, creative - while supporting more traditional forms of scholarly work.

4. Education for Impact

The Libraries are committed to addressing the urgent issues of our time both by our own actions (ex. Sustainability and Open Access initiatives) and through our interactions with students. As we sit at the nexus of students' academic and extracurricular lives, we also work to educate the whole person. We aim to foster skills that students can take into the workplace as well as opportunities for ethical development and leadership.

" The College strives to serve the common good by creating opportunities for faculty, staff, and students to address some of the most pressing and urgent issues in our local and global communities, such as sustainability. This includes developing research, leadership, and service opportunities for students both in and beyond the classroom. Swarthmore seeks to encourage the ethical development of our students and engage them in efforts to promote social justice. Recognizing the mutually dependent relationship between students' academic and extracurricular lives and achievements, Swarthmore makes a commitment to educating the whole person. In prioritizing education for impact, the College seeks to strengthen the liberal arts in today's global community.

Changing Lives, Changing the World

Education for Impact: student employment

Swarthmore College Libraries have invested in developing formative opportunities for students, as employees and as active participants in the daily life of the libraries. One of our strategic directions is "to cultivate and implement new experiences for student employees." Like most academic libraries, we could not function without student employees. While we depend on them for essential staffing functions with traditional jobs at the circulation and reserves desks, in shelving and shelf reading, we have also come to depend on them for work that requires more specialized expertise. The college recognizes the need to offer meaningful employment to students, and the libraries regularly receive recognition.

Formative library employment allows students to explore connections between scholarship, praxis, and social engagement. These programs serve as bridges to the

community and re-define traditional librarian tropes:

- Lib/Lab Fellows
- Swarthmore Projects for Educational Exploration & Development (SPEED)
- National Security Archives (NSA)
- UX Students

Our Lib/Lab Fellows (aka Digital Scholarship Interns) contribute to the research, design, maintenance and/or implementation of digital projects in the libraries. Through their work they become familiar with one or more digital scholarship tools and methods, including: web development and design, digital media production, text analysis or data visualization, and with foundations of and emerging trends in digital technology and scholarship. These students represent a broad range of interests and college majors, from Engineering and Computer Science to Linguistics, Classics, Sociology and Anthropology. Together they work on projects such as accessibility assessment of library hosted websites and tease apart text through class discussion with scholarship such as Johanna Drucker's *Graphical Approach to Digital Humanities* and Donna Haraway's *Cyborg Manifesto.* This semester Shannon Mattern, author of *Code + clay . . . data + dirt*, is our Lib/Lab invited speaker.
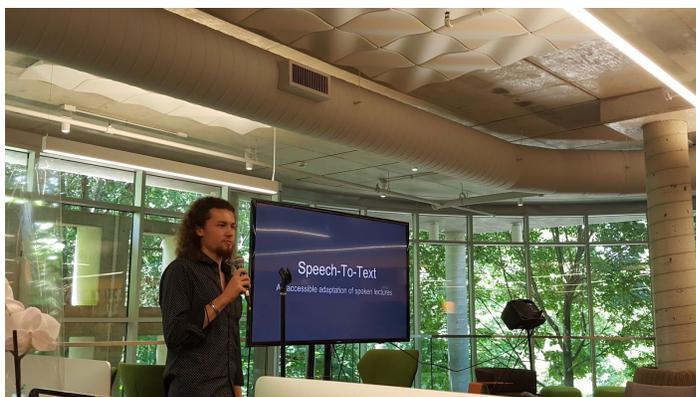
For the past seven years, the Library has collaborated with Information Technology Services (ITS) on an intensive student summer practicum, Swarthmore Projects for Educational Exploration and Development (SPEED). The program has focused on pairing students experienced in computer science with projects proposed by faculty and staff. Students get invaluable real-world development experience; faculty and staff get dedicated development time. This year, the Library led the charge in refashioning the program to include not only a deep-dive into a technical problem but also opportunities to communicate about their work, participate in a community of undergraduate researchers, and gain exposure to a broad range of library practices. Students had two opportunities to present on summer work, at lightning talks during a researcher lunch hosted annually by the library and at a symposium of undergraduate summer research programs.

With support from the Pennsylvania Consortium for the Liberal Arts, the Library co-hosted a summer meetup with students from Haverford and Bryn Mawr as well as Bucknell University, Gettysburg, Lafayette, and Muhlenberg Colleges. In terms of training, students were exposed not only to web development tools and workflows but also to metadata and user experience by librarians. Peppered throughout, we shared readings and perspectives from a range of writers in the digital humanities and media studies. As has been the case with SPEED, students walked away with a sense of proficiency and ownership that comes from intensive project based work. In addition, this summer they had an opportunity to engage in increasingly valuable reflective experiences: articulating their work to diverse audiences, seeing themselves within a community of practice, and engaging critical perspectives on digital technologies.

The National Security Archive Research Internship is a collaborative effort joining the National Security Archive, the Swarthmore College Libraries, and the Swarthmore College History Department. This summer program offers student interns an opportunity to deepen their knowledge of Latin American-US relations while engaging in work that expands the research capacity of the National Security Archive. Interns strengthen their collaborative skills through working on an interdisciplinary and geographically-distributed team, under the supervision of National Security Archive Analyst Carlos Osorio and Swarthmore librarians Roberto Vargas and Sarah Elichko. Students participate in weekly discussions of primary research materials (predominantly US government documents) and readings. Occasional response papers and blogging offer an opportunity for reflection. By creating specialized reference materials, improving document-level metadata, and identifying opportunities for filing Freedom of Information Act (FOIA) requests, interns contribute directly to the research efforts of the Archive.

Additionally, we hire and train user experience (UX) students to run regular usability tests on the library website and the Tripod Catalog. In addition to learning how to become good usability facilitators, UX students learn the ethical standards of research with human subjects and must complete IRB certification. These students are motivated by the work itself and are eager for the opportunity to develop sought after research skills in human computer interaction. And for the Libraries, our priority to ensure our collections and affordances are not only discoverable, but usable is further advanced by this work.

Education for Impact: special collections

Valuable experience and new skill-sets build student portfolios for post-graduate life. Our special collections provide opportunities to gain expertise in niche categories. Friends Historical Library employs Swarthmore students to transcribe and encode (TEI) original historical documents in order to make them accessible online. Our first large scale project was Quakers and Slavery, an online exhibition co-curated with Haverford College and funded by the Institute of Museum and Library Services (IMLS); it includes manuscripts, photographs, and other invaluable resources and culminated in a major conference in 2010.

We continued to work with Haverford staff and students to create Beyond Penn's Treaty in anticipation of the conference, _Quakers, First Nations, and American Indians from the 1650s to the 21st century_ in the fall of 2016; the work making these materials which document contact between Friends and Native Americans continues today as the time period covered by the project expands. Swarthmore students developed a TEI manual and coded all of the text allowing consolidated searches and geolocation ability. These transcription and text encoding projects small and large have allowed our students to learn how to work with primary documents and to develop close reading skills.

Swarthmore College's _Friends, Peace, and Sanctuary_ project, supported by The Pew Center for Arts & Heritage, brings renowned book artists into conversation with Syrian

and Iraqi individuals who have resettled to Philadelphia. Driven by questions about displacement and refuge, history and experience, the project explores art's capacity to build empathy and create a deeper sense of belonging. Over 20 Iraqi and Syrian community members participated in print and bookmaking workshops taught the book and social practice artists. Project coordinators Peggy Seiden, College Librarian and Katie Price, Assistant Director for Co-Curricular Programming and Outreach at the Lang Center for Civic & Social Responsibility, taught seminars in which students learned about historical and contemporary refugees through a variety of methods, including readings, archival research, and co-creation.
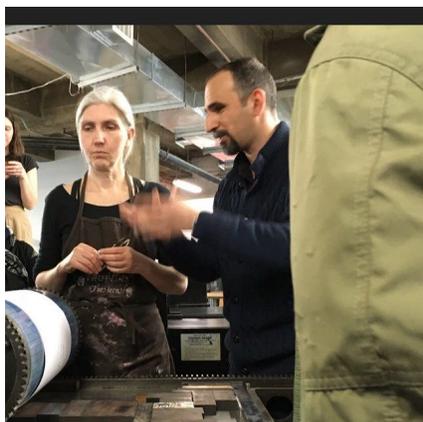
The students also participated in the workshops both as observers and in the creative process. In a second series of workshops students, faculty, staff and refugees co-created a small graphic novel. The impact that FPS had on our collaborators and students has been significant. As one Syrian refugee, Osama Herkal said, "The College saw us as more than people who were seeking refuge. They have given us (the community) another sanctuary by allowing us to engage … at a deeper level, through art, culture and language." Nevien Swailmyeen '20 wrote the following in a reflection about her experiences with the project: "What was so important about this class [Friends, Peace, and Sanctuary] was the chance to work with the collaborators. [...] It was one of the most eye-opening and beautiful experiences that I've ever had. [...] We were able to build relationships. And we were able to build community. [...] I can't even describe the learning experience that it was, because it was more than that."

Education for Impact: sustainability and open access

Sustainability at Swarthmore is a collective effort that engages the work, vision, and creativity of students, faculty, and staff across many divisions of the College. The Climate Action Plan sets the ambitious goal of attaining carbon neutrality by 2035. Last year three librarians served as Sustainability Advocates in partnership with a student Green Advisor (GA). Together they:

- focused on education and awareness as a means to reduce waste
- gathered data about printing habits called Scraptacular
- held a waste sorting workshop for library employees
- sponsored a student-curated exhibition "What Goes Around Comes Around: The Circle of Trash @ Swarthmore"

Out of this highly successful partnership we have reinstalled print release stations; replaced small trash receptacles in the library with new bins and instated Green library events with compostable utensils, plates and cups.

We recognize that access to information is a privilege, one that we all enjoy through our affiliation with an institution of higher education. Through outreach to students, faculty, and staff, we strive to increase awareness of this as a social justice issue and provide information regarding alternatives to the status quo. Swarthmore's "Faculty Works," our institutional repository makes much of our faculty's scholarship freely available. Swarthmore is one of the founding members of the Lever Press, an open access monograph publisher and dedicates a portion of our budget to a number of

other OA initiatives. We established an Open Meet-Up to gather those interested in talking about open scholarship and learning about actions they can take to move open forward. We also meet with new faculty to discuss paths to making their work open through understanding publishing contracts, creative commons licenses, and article versions. During Open Access Week this year, we created an exhibition featuring faculty who had recently published their work as open access. Nineteen faculty from across the disciplines agreed to participate and provided us with a statement explaining why they chose to publish open access or what value they see in open access publishing. These statements were exhibited along with their picture and a citation to the open work as well as information about
access, why it is important, and where one can find it.

" First, I love the Open Access display in the Eldridge Commons. Thanks to you all. Will you leave it up for Garnet weekend? I would like alumni to see it.
- Mathematics Faculty

5. Conclusion

We spend so much time in our profession worrying about the perceived value of the Library. We try to measure our impact on student success and to prove that we matter. Our approach to developing programs and priorities is to ensure that we align with the direction of the College. When we see a need like textbook affordability, addressing accessibility, working with faculty and other partners to help them achieve their goals, we step up. The flexibility and heart of our staff allows us to meet our community where they are. We are proud of the organic and strategic partnerships and collaborations within the libraries, the college, and the community, and amazed at everything we can accomplish because of them.

Mission

As the center of community, the Libraries foster critical inquiry, scholarly discovery and engagement, and innovation and creativity - a dynamic forum for people and ideas.

Thank you for your consideration

Peggy Seiden, College Librarian
Maria Aghazarian | Andrea Baruzzi | Jessica Brangiel | Brigette Brown | Kate Carter
Celia Caust-Ellenbogen | Wendy Chmielewski | Susan Dreher | Sarah Elichko
Donna Fournier | Kim Gormley | Jason Hamilton | Pam Harris | Mary Huissen
Linda Hunt | Katrina Jackson | Lorin Jackson | So-Young Jones | Nabil Kashyap
Melinda Kleppinger | Roxanne Luchesi | Danie Martin | Alison Masterpasqua
Joanne McCole | Amy McColl | Susanna Morikawa | Annette Newman
Pat O'Donnell | Mary Beth Sigado | Roberto Vargas | Sandra Vermeychuk
Kerry Kristine McElrone | Barbara Weir | Anne Yoder

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