

**2020 VISION:
CHARTING A PATH FORWARD FOR
THE BOWDOIN COLLEGE LIBRARY**

The Report of the Future of Libraries at Bowdoin Working Group

December 2019

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EXECUTIVE SUMMARY

Bowdoin College has always had a deep-seated commitment to its libraries. Since Bowdoin's founding in 1794, its leadership, faculty, students, and staff have all acknowledged the centrality of the Library to realizing the mission of the College. The College's current libraries—Hawthorne-Longfellow and the art, music, and science branch libraries—serve not only as vast repositories of knowledge but also as physical hubs of the College's intellectual life and future. Aware of the increasingly changing nature of libraries across the country and the globe—technological and otherwise—President Clayton Rose, in May of 2018, commissioned a working group to think about the future of the Library at Bowdoin College. Comprising faculty, staff, students, and trustees, the *Future of Libraries at Bowdoin Working Group (FOLAB)* met monthly over the course of the 2018–2019 academic year with the express aim of drafting a report that includes a set of recommendations for planning for the future of the libraries at Bowdoin College. To reach these recommendations, FOLAB members toured a number of libraries in the region, read extensively about trends and changes among academic libraries, held focus groups with faculty and students, conducted an extensive online survey for faculty and students, and spoke to members of the College's Facilities Management team about the physical future of Bowdoin's libraries. FOLAB members unanimously agreed that our charge was not to think about libraries in the abstract, but rather to make recommendations about the specific needs and priorities of the Library at Bowdoin College.

Inasmuch as the Library at Bowdoin continues to do more and more—from creating a robust special collections to facilitating experimental pedagogies—it became clear in conversation with students and faculty that the current library system (most particularly the physical space of Hawthorne-Longfellow Library) is no longer meeting the needs of its users. Indeed, it was the risk of inaction that most concerned students and faculty alike. The libraries must be contemplative, collaborative, and creative spaces that balance print and digital collections, while also prioritizing and emphasizing the specific strengths of the Bowdoin collection and offering space and services for innovative pedagogical practices. The report that follows contains our findings and recommendations about the future of Bowdoin's libraries, both as physical and intellectual spaces. In order to continue to meet the intellectual, technological, and pedagogical needs of members of the Bowdoin community, FOLAB is making six distinct but related recommendations.

First, Hawthorne-Longfellow Library should be completely reconceived—whether through a major renovation or new construction—with a goal to create a twenty-first-century Library that maximizes the College's resources and provides flexibility for the future. **Second**, the Library should be at the forefront of the campus master plan. An architect should be engaged with all deliberate speed to identify and evaluate options for a future physical library. **Third**, in developing new spaces, adjacencies among the Library and other campus support services—including Information Technology and the Baldwin Center for Learning and Teaching—should be considered. **Fourth**, active engagement of Bowdoin's faculty, staff, and students should be an integral aspect of planning for the Library's future. **Fifth**, investment in the Library's technological infrastructure and systems is critical. Technology is fundamental to the Library's ability to support teaching and scholarship; ensure the long-term preservation of Bowdoin's digital collections and assets; and, foster innovation. And **sixth**, ongoing support of collections, services, and staff, including fostering professional development, is key to the Library's ability to develop and maintain expertise in the contexts of evolving technologies and the dynamic landscape of libraries and higher education.

It is our sincere hope that these recommendations, which have the full endorsement of all members of the Working Group, will provide a foundational roadmap as Bowdoin navigates the next chapter in the storied history of its Library.

CONVENING OF THE WORKING GROUP

President Clayton Rose began the process to consider the future of Bowdoin's libraries by hosting a program at the Spring 2017 trustees meeting. Chris Bourg, director of libraries at MIT, was invited to speak about libraries as academic and intellectual spaces, with specific reference to MIT's 2016 report on the Future of Libraries.¹ In May 2018, President Rose formally charged the Future of Libraries at Bowdoin Working Group (FOLAB) with "thinking broadly and creatively" about how the Library can evolve over the coming decades to support the campus community and with producing "a report that includes a set of recommendations for planning for the future of the libraries at Bowdoin College."²

FOLAB, comprising faculty, staff, students, and trustees, met monthly throughout the 2018–2019 academic year to gain a deep understanding of the current Library and consider the trends that will impact its collections, spaces, and services in the future. The group reviewed reports and articles related to libraries and the future,³ engaged in discussions with Library staff, consulted with academic libraries currently undergoing or planning renovations—including Barnard College, Colorado College, Harvard University, Haverford College, Kenyon College, and Smith College—and made a site visit to Williams College's new Sawyer Library. In addition, the group collected considerable data from multiple student and faculty focus groups, from an online survey administered to all faculty and students, and through several "intercept surveys" employed in the libraries and other buildings on campus popular with students, to collect information on student use of study spaces. Through this process of discovery, FOLAB came to appreciate the way in which the campus community engages with the Library, its collections, staff, services, and physical spaces; the advantages and limitations of the Library's spaces and how they relate to other campus academic, study, and gathering spaces; the technological, pedagogical, scholarly, and social trends that will continue to impact the Library in the future; and the challenges those trends reveal.

1 *Institute-wide Task Force on the Future of Libraries: Preliminary Report* (Massachusetts Institute of Technology, October 24, 2016), <https://future-of-libraries.mit.edu/>.

2 The Working Group charge can be found in this report's appendix.

3 The Working Group reviewed a variety of literature, including David Lewis' *Reimagining the Academic Library* (Lanham, Maryland: Rowman & Littlefield, 2016); Educause's annual *Horizon Report* on key trends, challenges, and developments in higher education and technology; the Association of College & Research Libraries' "2018 Top Trends in Academic Libraries" (*College & Research Libraries News*, 2018); Brewster Kahle's "Transforming our Libraries from Analog to Digital: A 2020 Vision" (*Educause Review*, 2017); and Marshall Breeding's "Library Systems Report" for 2018 and 2019 (*American Libraries*). Full citations and additional resources may be found in the Working Group's selected reading list appended to this report.

INTRODUCTION

Throughout its history, Bowdoin College has viewed the Library as central to the academic and scholarly pursuits of students and faculty. Joseph McKeen, the College's first president, made the strategic development of a Library a priority, noting that "[t]he number of books and instruments is not of so much importance, as that the selection be good."⁴ By the end of the College's first century, the carefully selected and cultivated Library collection had outgrown its home in Hubbard Hall, and a Special Committee on the Library was appointed to consider its future. Concluding that "[t]he importance of the library to the institution as a whole, and in particular to the departments of instruction relating to literature and the life of man, is so manifest that more than a mere reference to it is unnecessary,"⁵ the committee recommended a new building.⁶ Despite its centrality to the College, the Library did not receive that new building until some seventy years later when Hawthorne-Longfellow Library opened its doors in 1965. At that time, reflecting on the move from Hubbard Hall to Hawthorne-Longfellow, College Librarian Richard Harwell wrote that "a library of the 1960s [...] has an emphasis that is different from that of a library of the 1900s. It still contains and preserves the recorded knowledge that is 'the wealth of the wise,' but its chief function is to make recorded knowledge useful and used."⁷

Harwell's statements foreshadow the beginning of the modern era of Bowdoin College's Library, in which services and programs came to be as vital as collections; and, they extend to today's library, in which services, collections, and spaces are components of a deeply interwoven, complex information ecosystem, each conferring vitality to the others. In the fifty-five years since Hawthorne-Longfellow Library's opening, the College has experienced significant changes in the form of curricular and pedagogical requirements, technological advances, and demographic and cultural shifts. During that same time, the Library has creatively and adaptively evolved its acquisition practices, its engagement with the campus community, and its organization and internal operations. As a result, its collections and services are flourishing despite serious limitations imposed on them by a building that has now reached the end of its useful life. Significant infrastructure issues, major environmental and accessibility concerns, and simply not enough space for the people, services, materials, and technology that constitute today's Library conspire to make the Hawthorne-Longfellow building a liability to the ongoing success of Bowdoin's Library. Furthermore, these issues are mirrored to varying degrees in the campus' three branch libraries, exacerbating the challenges the current situation presents.

To continue its tradition of excellence, Bowdoin College must create a Library for its future, one that will sustain the exceptional collections and services that have come to define it, support the work of its expert staff, and provide the space necessary for the entire community to thrive. The Library's future achieves definition in this report, which contains a summary of the trends, globally and locally, that are shaping today's academic libraries; a portrait of how the College currently regards the collections, spaces, and services of Bowdoin's libraries; and an assessment of key areas of development and additional new opportunities. Most significantly, the report offers recommendations about how the College should move forward with planning for a future Library that will support Bowdoin's commitment to academic excellence, original research, and intellectual curiosity.

4 Joseph McKeen to John Abbot, December 30, 1801. Joseph McKeen Collection (M117, Box 1 Folder 15). George J. Mitchell Dept. of Special Collections & Archives, Bowdoin College Library, Brunswick, Maine.

5 "Report of the Special Committee on the Library," in the *Report of the President of Bowdoin College for the Academic Year 1895-96 to Which are Appended the Reports of the Librarian and the Special Committee on the Library* (Brunswick, Maine, 1896), 27-28.

6 "Report of the Special Committee on the Library," 27.

7 Harwell in his introduction to *The Hawthorne-Longfellow Library of Bowdoin College: A Brief Guide to the Building, to the Collections, and to their Use* (Brunswick, Maine: Bowdoin College Library, 1966), [3].

BROAD TRENDS IN ACADEMIC LIBRARIES

The broad trends impacting academic libraries today provide a context in which the Bowdoin Library can be considered. In particular, several major forces are shaping the ways in which libraries engage with teaching and learning, research and scholarship, information organization and access, spaces, collections, and the long-term stewardship and sustainability of knowledge.

Libraries as Contemplative, Collaborative, and Creative Spaces

Recognizing the fundamentally social nature of learning, newly built or reconceived academic libraries emphasize user-centered design, interpersonal interaction, and accessibility. Flexible classrooms and ample group study rooms are the new norm, and some libraries, such as the Sawyer Library at Williams College, include distinctive makerspaces and sound/video studios to support multimodal, active, and creative learning. The integration of information literacy into teaching and learning has deepened the relationship between librarians and students, encouraging more active and sustained conversation and necessitating consultation and collaboration spaces to support this type of engagement. Meeting these interpersonal needs must be balanced with the still very much relevant individual ones, especially quiet, contemplative study spaces.

Print and Digital Hybrid Collections

Announcements of the book's demise were premature, and today's libraries recognize that books, along with electronic resources, will persist well into the future. Most readers prefer printed works when it comes to in-depth reading, and efforts by some academic libraries to remove all books to offsite warehouses have provoked a backlash from users for whom proximity of collections is paramount and who embrace the inimitable power of serendipity that browsing library stacks affords.⁸ While many humanists still consider print publishing the gold standard, electronic publishing dominates the sciences. This means an expansive model for collections, one where the universe of "library resources" is ever-growing. Today's academic libraries now routinely collect data sets, full-text archives, streaming video, role-playing games, virtual reality software, and myriad other formats along with printed works.

The Distinctiveness of Collections

Historically, academic libraries were defined and evaluated by the size and scope of their print collections. In today's scholarly world, cooperative print retention agreements, expedited borrowing services, and increased digitization of print materials have transformed institutional collections into universal ones. Libraries are shifting from a purely "outside-in" focus—bringing outside knowledge into the library—toward incorporating an "inside-out" approach to collections, increasing the visibility of their own institutions' unique contributions. For a local audience this can mean greater opportunities to engage with primary materials, while global audiences gain access to digitized versions of special collections and rare books. Simultaneously, universal collections have liberated libraries to selectively and strategically weed their print holdings to free up room to create collaborative work spaces and support new initiatives.

⁸ Andrew Perrin, "One-in-five Americans Now Listen to Audiobooks," Pew Research Center, September 25, 2019, <https://www.pewresearch.org/fact-tank/2019/09/25/one-in-five-americans-now-listen-to-audiobooks/>.

The Evolution of Scholarly Publishing

Today's scholarly publishing landscape is a volatile marketplace. Publishers are constantly experimenting with new publishing technologies, bundling options, and pricing models. To mitigate rising costs, most electronic resources are licensed, opening up libraries to new risks, such as lack of permanence, unreliability, and unpredictability. To break the cycle of "buying back their own research," academic libraries are developing and supporting Open Access (OA) and Open Educational Resources (OER) publication models. Such models offer transformative potential not only in terms of library budgets but for open content and open pedagogy to improve educational equity and inclusion.⁹ Encouraging student and faculty participation in the OA movement requires librarians to develop expertise and consulting services on copyright and intellectual property and publishing.

Preservation in the Digital Age

The proliferation of formats, particularly digital ones, and modes of access introduce formidable challenges for the long-term care and preservation of today's library collections. While physical books also need care to ensure their continued usefulness, the preservation of digital objects is resource-intensive, constant, and largely invisible work that is easily underestimated. In addition to continuing traditional analog operations, libraries are now administering complex digital asset management systems, institutional repositories, and other digital preservation systems in order to provide for the safe and secure storage of electronic institutional records, email, and digital collections in a variety of formats, and to accommodate secure and tiered access to those assets with rights and/or permissions issues.

Community and Connectivity in Library Technology

Library technology, like all technology, is rapidly evolving. Motivated by the desire to provide users with improved means of navigating expansive and expanding pools of data and to offer libraries more affordable solutions, communities of practitioners are banding together to develop open-source software solutions to rival vended solutions. Through polyglot APIs, application programming interfaces that speak with multiple computer programs, siloed systems specialized to particular functions are now beginning to communicate with each other, allowing end-users to have more integrated experiences with different types of collections. And, libraries are beginning to experiment with harnessing the power of artificial intelligence to reveal collections in new ways and augment traditional research practices.

Digital Scholarship, Interdisciplinarity, and Evolving Pedagogical Methods

Digital scholarship methodologies are transforming research and teaching, bringing a new focus to integrated learning, quantitative reasoning, and interdisciplinarity. Increasingly, librarians are collaborating with faculty on integrating primary materials and research into course design. Many libraries are developing data services teams to facilitate text and data mining; data visualization; data management plan creation; and, discovery, access, and long-term storage of research data. And, new media are being integrated into coursework and assignments, necessitating expertise in hardware and software. The academic library is seeking to balance its support for these rapidly evolving modes of learning and technologies with support for time-honored research methods and materials.

⁹ There is currently a "2.5% Commitment" movement, a call from within the library profession to consider dedicating that much of any library's budget to support of Open Access. In recent years, the Bowdoin College Library redirected some collections funds to supporting Lever Press, a platinum open access monograph publishing initiative founded by a group of liberal arts college libraries, and to other OA projects.

THE CURRENT LANDSCAPE AT BOWDOIN

The national and global trends impacting academic libraries provide a framework for understanding the Bowdoin libraries' "roles on campus, their collections, the breadth of their work and service programs, the role their current physical spaces play in the intellectual and cultural life of the campus, and current library staff expertise in supporting the academic mission of the college."¹⁰ The future-oriented trends, seen together with the historical centrality of the Library to the vitality of the College, provide a measure of the Library's ambitions and successes on behalf of faculty and students. Intrinsically, the Bowdoin Library contributes in multifaceted ways to the intellectual, social, and ethical dimensions of life at the College through its:

collections, which are expansive in scope and have been strategically and responsively developed in partnership with Bowdoin faculty over the past two centuries. They reflect sustained administrative support for building a robust collection of print and, more recently, electronic resources with a budget that adequately addresses ongoing needs while allowing for collecting in new areas and formats in tandem with changing faculty and their needs and interests. A strong and engaged alumni community—as well as external donors—has allowed the College to build exceptional special collections, which bring distinction to the Library, and to Bowdoin more generally, and engage faculty, students, and other scholars in original research.

strategic partnerships, which have extended access to resources, most notably through the long-term partnership with Colby and Bates, known as the CBB consortium. In recent years, this relationship has deepened and the three institutions cooperatively share and develop collections, providing users access to a larger pool of resources and extending the purchasing power of each individual school. Frequently, CBB collectively negotiates access to electronic resources, providing parity of access and typically better pricing for each college. Access to materials through a well-respected interlibrary loan program and the state-wide MaineCat system means that faculty and students are overwhelmingly pleased with the breadth of materials they can access. And, partnerships such as the Maine Shared Collections Collaborative have allowed Bowdoin to make informed weeding decisions while ensuring long-term statewide access to physical copies of print material.

spaces, which include seven distinct facilities, and among them, the art, music, and science branch libraries. All of the libraries are well-used, with Hawthorne-Longfellow Library serving as the most popular study space on campus, surpassing even Smith Union. As the major research library in the state, Bowdoin's Library also attracts external researchers, who come to campus to use the Library's print collections, Special Collections & Archives, and electronic resources available only locally. Between this extensive activity and an increasing number of classes scheduled in Hawthorne-Longfellow, the Library is a vibrant and active place.¹¹ Several modest renovations at Hawthorne-Longfellow and Hatch Libraries in the past few years have improved study spaces for students and introduced new programmatic areas in response to student and faculty needs.

programs and services, provided by expert staff, who offer proactive, collaborative, and personalized assistance to the campus community. The Library provides support for the curriculum and student learning in a variety of forms: online and in person, one-on-one, and small and large groups. Services both anticipate the needs of students, faculty, and staff, as well as respond to students' course-related and research needs. Increasingly and strategically, the Library is evolving generalist positions into subject experts to provide specialized research services around new areas of inquiry, such as computational data and object-based teaching.

“The Library strives to balance its traditional services—circulating materials, acquiring and stewarding resources, and providing research assistance—with supporting new forms of scholarship and pedagogy, experimenting with and employing developing technologies, and meeting the needs of an increasingly social world that is influencing the ways in which students learn, collaborate, and engage.”

¹⁰ From the Working Group charge.

¹¹ Use of Hawthorne-Longfellow Library has been increasing for the past five years—275,874 building entries were recorded in the 2018–2019 academic year.

TRENDS, TENSIONS, AND LIMITATIONS AT BOWDOIN

The trends impacting academic libraries also underscore the significant challenges Bowdoin's Library faces in its effort to meet the needs of the campus. The Library strives to balance its traditional services—circulating materials, acquiring and stewarding resources, and providing research assistance—with supporting new forms of scholarship and pedagogy, experimenting with and employing developing technologies, and meeting the needs of an increasingly social world that is influencing the ways in which students learn, collaborate, and engage. These complex systems and the Library's multifaceted role on campus lead to competing expectations from which tensions arise, including the:

- differing requirements for acquiring and stewarding physical and digital collections;
- continuance of time-honored research methods and materials alongside the adoption of technological innovation;
- sensitive alignment of automated processes and workflows with a strong commitment to individualized and “in person” service;
- distinct and overlapping needs of students and faculty; and, the
- many and varied competing needs for space in the Library, which houses collections, creates the range of conditions—solitary or social, quiet or interactive—that people prefer for their work, and makes the Library's services not only possible, but also intelligible and accessible to patrons.¹²

*“...today's research librarians
need to be as adept at
engaging students
via multimodal instruction
as helping them evaluate
'fake news.'”*

These tensions are evidenced in all the Library's work, but perhaps are most apparent as the Library responds to new and emerging curricular needs and technological demands.¹³ While not exhaustive, the following examples illustrate how these tensions manifest themselves as the Library adapts to today's needs.

Pedagogy and Information Literacy

Research librarians have developed a multifaceted and collaborative approach to supporting student learning, working closely with faculty to design effective research assignments and classroom workshops, and supporting students outside of class in multiple ways. Librarian teaching has increased over the last decade, as has faculty and student demand for librarian expertise in the form of in-depth consultations.¹⁴ Changes in the methods and difficulty of accessing materials has necessitated that librarians focus instead on complex concepts and processes, shifting away from simple skills-based demonstrations to individual and group work in support of topic development, evaluation, synthesis, and scholarly communication and ethics. First-year seminars offer an initial opportunity for librarians to provide the essential foundation for students' understanding of how academic literature and resources are organized and used, and for students to engage with the Library directly. Currently librarians are invited to work with students in 84 percent of first-year seminars.

¹² In discussion sessions held in the Spring 2019 semester, staff across all Library departments remarked on the inflexibility of the Library's current spaces, which do not meet the needs of current workflows or support cross-functional collaboration and inhibit efficiencies. Instructional librarians emphasized the ever-growing demand for specialized research instruction requiring dedicated teaching spaces designed for flexibility and that will support integration of digital and analog technologies.

¹³ The Working Group met with Library staff who serve as subject experts in areas that are experiencing significant development for in-depth discussion.

¹⁴ From 2010 to the last academic year, the number of courses for which librarians provided instructional support, including teaching information-literacy sessions, increased by 61 percent (from 119 to 192); the number of individual class sessions increased by 95 percent (from 139 to 271); and, the total number of student participants reached 4,222, an increase of 137 percent.

- While Hawthorne-Longfellow Library's Electronic Classroom (ECR) is useful for training on specific tools or techniques, its size and inflexibility limit the modes of teaching possible within the space; while the room has a capacity of twenty-four, most classes now exceed that number.
- Research librarians continue to manage service points in multiple facilities, while meeting increasing demand for their teaching and consultation services and incorporating new pedagogies, practices, and subject expertise into their work; today's research librarians need to be as adept at engaging students via multimodal instruction as helping them evaluate "fake news."

Integration of Special Collections & Archives into Teaching and Research

The George J. Mitchell Department of Special Collections & Archives instruction program emphasizes active, hands-on learning for primary source, information, digital, and visual literacy. Librarians work with faculty across all disciplines to meet a wide variety of learning goals and support teaching with the Library's unique materials. The number of classes that utilize Special Collections & Archives has risen sharply for the past five years (this past academic year, fifty individual classes in fifteen areas of study participated in seventy-seven sessions). Demand is expected to rise even more as Special Collections & Archives staff have recently launched an Integrated Learning Initiative about the Histories of the Book, and are collaborating with colleagues in the Bowdoin College Museum of Art and the Peary-MacMillan Arctic Museum on faculty workshops centered on "teaching with the collections."

- Staff have reached capacity regarding the number of courses that can be supported and now require that a request be submitted at least three weeks in advance. Current demand exceeds what the department can offer by way of teaching space, patron hold shelves, and consultation requests.
- The lack of appropriate teaching and consultation spaces has major implications for the special collections' instruction program. Currently, librarians teach in a multipurpose room that is also used as the staff lounge and lunch room, for staff meetings, and to host public events, placing irreplaceable materials at risk. Both a dedicated classroom and a seminar room are needed to accommodate class requests, ensure the security of collections, and to effectively integrate digital collections into instruction sessions.

Digitization and Digital Collections

The Library's digital collections, including newly digitized analog materials and those that are "born digital," are expanding at a rapid rate. Currently, the Library manages over ten terabytes of digital collections online through a variety of discovery and storage systems. Digitization occurs in-house and through outsourcing. The College archives is managing a growing collection of digital administrative records and email, images, audio and video recordings, and captures of the College website. Digitization of collections to increase access and ensure preservation of significant resources is ongoing, primarily supported by grant funds. The bulk of the Library's physical collections has not been digitized, yet the current needs and potential uses of such digital surrogates only grows.

- The digitization program and the work that can be accomplished is severely handicapped by the lack of appropriate physical space for staff, materials, and equipment; the recent acquisition of a planetary scanner displaced a computer workstation and vital workspace, limiting the nature and scope of projects that can be managed simultaneously.
- Currently, multiple systems are employed to manage digital collections, an unwieldy and unsustainable approach that limits discovery and the development of a comprehensive digital preservation program.

Data Services

The Library's support for data services has expanded over the past several years as the incorporation of numeric, image, text, and spatial data into teaching and research has increased. The data services librarian, in collaboration with staff in Academic Technology & Consulting, works with students and faculty on data identification, access, manipulation, transformation, analysis, visualization, and storage. Issues around copyright and licensing are becoming more common.

- Data-intensive projects typically require multiple interactions between a student and a librarian. With only one librarian on the staff with the requisite subject expertise, the current model is not extensible to meet growing needs.
- The Library lacks appropriate consultation and collaboration spaces, e.g., large group study and seminar rooms, which are needed to support projects.
- The acquisition of data sets is a new area for the Library and brings with it multiple challenges in regard to licensing, permissions, discoverability, storage, and sustainability—issues that impact all departments and that can be time-consuming and challenging to address.

Student Study Spaces

Library spaces are an integral aspect of the student academic experience at Bowdoin, supporting a variety of approaches to study, from quiet solitude in carrels to interactive group work and projects that require the use of multimedia technologies. As Bowdoin's curriculum and the pedagogical approaches employed by faculty increasingly emphasize interdisciplinary, collaborative, and multimodal work, the need for appropriate spaces to support this work has escalated. In addition, students increasingly seek out study areas where they can easily power their laptops, spread out their books and papers, and work in quiet community with others, much like in the grand reading rooms of the past. In Hawthorne-Longfellow and across all of the branch libraries, student demand for different types of spaces is intense and rising. The limitations of the Library's current spaces, and the furniture within, are apparent, and regularly noted by Bowdoin's student population.

- Recent updates to the main floor of Hatch Science Library and modest renovations in Hawthorne-Longfellow serve as a stopgap solution to the significant problem of inadequate and ineffective Library space.
- Commensurate action to address current and anticipated future student study space needs cannot be accomplished within the current building envelopes without impairing collections, services, or both, and would require significant infrastructure investment.

“Commensurate action to address current and anticipated future student study space needs cannot be accomplished within the current building envelopes without impairing collections, services, or both, and would require significant infrastructure investment.”

INSIGHTS FROM THE COMMUNITY

The insights of students, faculty, and staff arguably shine the brightest light on the strengths and limitations of current Library collections, spaces, and services; how faculty and students actually use and value these resources, what they think might be missing, and what they wish for; and, the local trends that are impacting the Library's support of teaching and learning, research and scholarship, information organization and access, and the long-term stewardship of knowledge. The comments interspersed throughout the following discussion are drawn directly from survey responses and focus group conversations. Broader summaries of that data are included in the appendix to this report.¹⁵

The Library is viewed as central to the campus by students and faculty. Both symbolically and functionally, the Library is viewed by students and faculty as fundamental to the mission of the College, reinforcing the common understanding of the Library's role. Faculty refer to the Library as “an invaluable resource,” “the intellectual heart of campus,” “the facilitator of the transmission of knowledge,” and “a place for democratic entry” to information. For students, it is “very much the center of academic work.” The Library's services, information resources—both electronic and print—and the expertise of the staff are highly valued; its physical space is utilized by faculty in numerous ways and serves as the “third place” on campus for students—a combination academic-social space outside of the classroom or residence. At the same time, the data indicate that the Library's discovery tools can be frustrating to use; students don't always take advantage of the Library's services or staff expertise; there is a desire for an expanded program of workshops; and, in many respects, the Library's spaces are not meeting current needs or developing trends. Notably, the data also reveal the clear, distinct, and coequal needs of faculty and students at Bowdoin. Above all, when faculty think about the Library, collections are prime; for students it is the library as place. Both are fundamental definitions of a library.

■ *“Bowdoin has a remarkably robust library system with rich collections backed by smart, professional librarians, archivists, and academic technology consultants. But, this gem of a library—a standout among selective liberal arts colleges—is in danger of losing its luster because of aging and increasingly inadequate buildings (H-L most notable), declining space devoted to physical collections (e.g., books, journals) in favor of more study spaces, and a possible retirement wave that could affect the most vital resource of all: the expertise of human beings who have made the Library their career.”*
(faculty member)

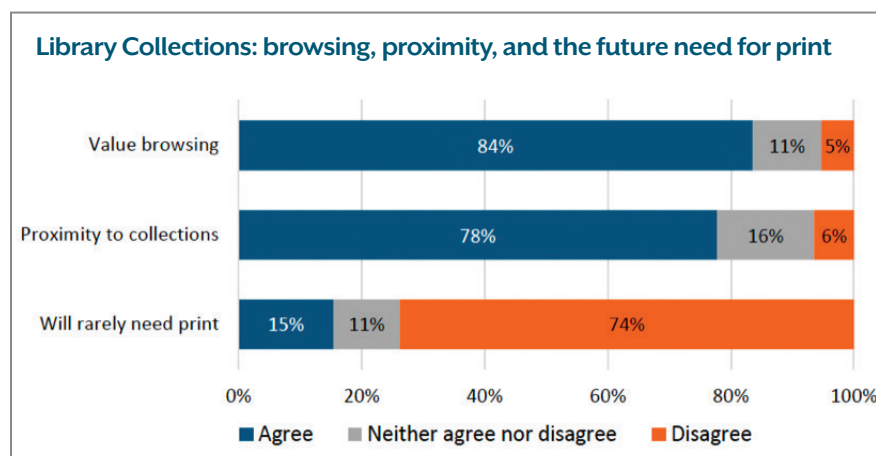
The Library's collections are integral to the work of faculty and students. By its very nature, the Library is a microcosm of the scholarly world, reflecting the forces that shape information production, consumption, and exchange. Faculty are unequivocal regarding the value of Library collections to their teaching and research. Furthermore, 75 percent of faculty who responded to the online survey disagreed with the statement that “Given trends in my area of scholarship and the increasing availability of e-books, I anticipate that in the near future I will rarely need to consult a print version of a book.”¹⁶ An overwhelming majority of students are very likely to use materials immediately available to them online (92 percent of student respondents reported that access to databases, e-books, and online journals was important for their academic success),

“[the Library's] physical space is utilized by faculty in numerous ways and serves as the “third place” on campus for students—a combination academic-social space outside of the classroom or dorm room.”

¹⁵ The Working Group held multiple focus groups for faculty, students, and Library staff over the course of the academic year and, with the assistance of staff from Bowdoin's Office of Institutional Research, Analytics, and Consulting, administered two online surveys in the spring semester of 2019—one to faculty and one to all currently enrolled students. Response rates were 60 percent for faculty and 44 percent for students. The surveys were not intended to measure satisfaction with the Library, rather they focused on the ways in which students and faculty currently engage with the Library and, for faculty, the ways in which they anticipate their engagement will change in the future based on scholarly and pedagogical needs. The Working Group also reviewed a variety of Library-related data that had been collected previously, including that from the MISO (Measuring Information Service Outcomes) Survey, which the Library, along with Information Technology, administered to the campus in 2017.

¹⁶ The total number of survey respondents was 172, representing 60 percent of the College's faculty. Many faculty, across disciplines, expressed apprehension about the long-term availability of the Library's print collection, specifically noting concerns about the withdrawal of books in conjunction with the acquisition of their electronic counterparts, or renovation projects that require reduction of the stacks' footprint.

though access to physical collections remains of value (noted by 63 percent of student respondents). Despite their reliance on electronic resources, students also voiced a strong preference for print as their preferred medium for reading. Faculty, in particular, praised the Interlibrary Loan service and the broad access to resources it supports, though at the same time there is a desire for the Library to deepen onsite collections.



Faculty survey responses to questions regarding the value of physical collections to their teaching and scholarship.

“What’s been the most important aspect for me has been the Library’s access to a wide variety of research material both on and off campus. The Library’s access to digital sources as well as CBB/Interlibrary Loan have been crucial to the academic research I’ve done.” (student)

- “What’s been the most important aspect for me has been the Library’s access to a wide variety of research material both on and off campus. The Library’s access to digital sources as well as CBB/Interlibrary Loan have been crucial to the academic research I’ve done.” (student)
- “I do hope that you do not discard a physical library for a digitized one. While I understand the need to expand the resources available to a diverse faculty, there is still nothing quite like searching for a physical book, holding that book in your hand, and getting the resources that you need.” (faculty member)
- “[The Library has] good basic collections in our field that are sufficient for most teaching purposes but lacking for research purposes; however, the ILL system works well and is able to supply most necessities within a reasonable time frame.” (faculty member)

The spaces of the Bowdoin College Library are crucial. The Library functions as a social and intellectual hub on campus for both students and faculty, offering a comfortable and welcoming environment while supporting academic purpose. Students take advantage of a variety of Library services and engage with staff when in a Library, though they identify the Library’s spaces as most important to their success. They read, study, and work alone or in groups; they like working in close proximity with other students as they can be both within a social environment and feel part of a serious intellectual community.¹⁷ Much of the feedback from students focused on environmental factors and ambiance: design, lighting, seating options, noise level, and comfort. Students value the variety of Library spaces, though many complained about crowding and noise and indicated the need for additional and more functional furniture and group study rooms. Faculty expressed the desire for writing and collaboration spaces (to meet with students as well as with faculty colleagues) and those who teach with collections noted the benefits of instructional spaces and seminar rooms.¹⁸

¹⁷ Answering the question, “What do you do in a Bowdoin library,” the top responses were “read, study, or work alone (93 percent); use printers/scanners (91 percent), study with a group (68 percent); and use Library resources (55 percent).

¹⁸ In regard to desired new or expanded spaces and services, over 70 percent of both students and faculty identified a café. Eighty-three percent of faculty indicated a computer helpdesk in the Library would be beneficial.

- The Library's staff, and the support the librarians provide for teaching, learning, and research, are highly regarded.** Faculty look to the Library, specifically the research librarians, for support of their students' academic work. In particular, faculty want increased support for student understanding and proper use of citations, and many are interested in opportunities to integrate archival and special materials into teaching. Students do take advantage of the research assistance provided by librarians outside of class, though many are not aware of the extensive services available.

RISKS OF INACTION

Feedback gathered from students and faculty confirm the centrality of the Library to the academic success of the College. However, such comments also illuminate the inherent tensions at work in the twenty-first-century research hub that is Bowdoin's Library. Creativity, resolve, and resilience have ensured the Library's success despite significant challenges, particularly regarding infrastructure, that will become insurmountable in the foreseeable future without action on the College's part.

The Library has continuously focused on strategic priorities, evaluated ongoing processes, reorganized administratively, reallocated staff resources, and creatively re-used space in order to advance its mission. Its facilities, in particular, have been an ongoing focus as evidenced by the number of renovation projects that have occurred over the past five years.

- Between 2015 and 2016, much of Hawthorne-Longfellow's lower level was repurposed into a Media Commons, which supports multimedia use and creation and includes an eighteen-seat screening room and twenty-four-seat telepresence classroom. This renovation consolidated services and video collections previously located in the Language Media Center in Sills Hall and increased the Library's teaching spaces, but reduced its overall square footage and displaced collections.
- Renovations in 2017 on the ground floor of Hawthorne-Longfellow Library created the Research Lab, which supports student research and collaboration and provides easier access to research librarians; the Innovation Lab, which houses Academic Technology and Consulting staff; and, a recent addition, the Tech Hub, a student-run computer help desk. New staff adjacencies were gained while others were lost, and staff saw an overall reduction to their already cramped spaces.
- In 2018, the second floor of Hawthorne-Longfellow Library was renovated to create the College Test Center and an expanded Faculty Research Commons. The Test Center functions as much-needed quiet study space evenings and weekends, though the renovation eliminated private faculty studies as well as a portion of the Library's minimal storage space.
- In 2019, the Library opened an annex in the College's new warehouse to consolidate the 80,000 volumes it had previously stored remotely, alleviate overcrowding of onsite stacks, especially for Special Collections & Archives, and accommodate future collection growth. The project provides significant benefits for the Library, though simultaneously has taxed already stretched resources in terms of the staffing models, technology, and workflows needed to administer an entirely new facility and program.

To date, these renovations—which have allowed the Library to improve and enhance services and create operational efficiencies and adjacencies—have been worth the trade-offs. However, given the structural concerns, inflexibility, and physical inaccessibility of both the Hawthorne-Longfellow and Hubbard buildings, the notion that through additional incremental renovations the Library can continue to keep pace with curricular innovation, faculty and student needs, and the evolving knowledge production environment is simply untenable.¹⁹ Moreover, even with the observable improvements that accrue to the Library with multiple recent renovations, the status quo already shows some of the penalties for and risks of inaction.

¹⁹ The Working Group discussed Hawthorne-Longfellow Library's major infrastructure issues with Don Borkowski, Bowdoin's director of capital projects, on April 19, 2019. These include the challenges of remediation of the complex building envelope, which were last explored in 2004 when a formal investigation of building-wide condensation issues was completed; absence of appropriate windows and HVAC; and inaccessibility of the Hubbard stacks, which also lacks temperature and humidity controls appropriate to ensure the long-term stability of print collections.

- Faculty, students, and Library staff complain about the restrictions and dreariness of Library spaces. Bowdoin gambles on maintaining a deteriorating and unappealing Library that students and faculty will come to avoid and that will become a marginalized resource on campus, rather than one embraced by the community.
- It is unconscionable that much of the Library's physical collection is inaccessible to mobility-compromised people, except by the use of clumsy lifts. In the context of the increasing diversity of Bowdoin's student body, the Library's inaccessible, inflexible, and constraining public spaces across all branches conspicuously diminish support for an inclusive community.
- Overcrowding and suboptimal environmental conditions place all physical collections at risk.
- Barriers to incorporating essential information technology infrastructure place a short horizon on the Library's capacity to integrate data-intensive technologies into teaching, hindering access to collections and to scholarly knowledge and limiting the participation of faculty and students in immersive and other emerging technologies.
- Lack of space noticeably limits the Library's capacity for sharing with the world Bowdoin's unique history, faculty scholarship, and student learning through digitization programs.
- Inflexible and inadequate classrooms directly impede the Library's ability to keep up with the changing demands of the curriculum and with innovative pedagogical models, and to address the wide array of information literacies with active, hands-on methods.

PLANNING FOR THE FUTURE

As laid bare by the efforts of this working group, the Library's ability to succeed has been both fostered and stymied by resources. Over the past centuries, the Library has received administrative and community support that has shaped the development of impressive collections and innovative instructional services. At the same time, its inadequate and outdated physical environment and infrastructure have challenged staff, jeopardized collections, and left students without sufficient study space. No additional incremental investments can adequately address these issues.

To ensure the College's future success, Bowdoin must commit to investing in a building for its Library that will not only sustain its critical functions, services, and collections, but empower it to become the multidisciplinary public forum for investigation, dialogue, experimentation, and knowledge creation that tomorrow's Library must be. In particular, Bowdoin's future Library must aspire to:

- **democratize, demystify, and share the College.** In our current era of skepticism about academia in general and the value of a liberal arts education in particular, the Library is a tangible reminder of the power of information to shape knowledge and to inspire a better world. By inviting the Bowdoin community in through scholarship and learning, and extending the institution's educational and civic mission out through its sharing of collections, services, and ideas, the Library is both a window on the world and a window for the world.
- **equip students, faculty, and the broader Bowdoin community to cope with the challenges of intellectually grasping and exploring the world they encounter.** Library staff are—and will remain—key to building and applying expertise to help faculty and students learn to do what they need to do in order to adapt to the same trends that are reshaping the Library. The staff are both stewards of knowledge and innovators in teaching intellectual adaptation in an evolving world.
- **augment and create learning experiences particular to Bowdoin.** As an intimate and welcoming space that fosters inclusion, personal transformation, and connection, the Library has always reflected and strengthened Bowdoin's core values, distinctive character, and unique history. As Bowdoin continues to adapt to the demands of the twenty-first century through its curricular and cocurricular programs, the Library will engender new opportunities to be of service for the many ways that faculty and students alike will derive, create, and share their knowledge.

Values and Principles

The Bowdoin College Library is the only library in the world that reflects the changing goals, priorities, and aspirations of Bowdoin College itself. The Library supports the mission, curriculum, and values of the College, as well as the individual endeavors of Bowdoin's faculty and students across the disciplines, and their perspectives on and modes of teaching, learning, inquiry, and scholarship. This symbiotic relationship between the College and the Library was underscored during the Working Group's investigation of other college library renovation projects, which drew attention to differences in campus cultures as well as to the preferences and priorities of Bowdoin's faculty and students. Thus, to achieve the aspirations articulated above for Bowdoin's Library, the Working Group has identified a set of fundamental values and principles that are core to any future planning.

The Bowdoin College Library will:

- occupy, both literally and figuratively, a central place in the Bowdoin community, undergirding the College's academic mission, mirroring its fundamental values, fueling its aspirations;

“As an intimate and welcoming space that fosters inclusion, personal transformation, and connection, the Library has always reflected and strengthened Bowdoin's core values, distinctive character, and unique history.”

- command attention as an inviting and inspirational “third” place for students, offering resources and discrete spaces for individual and collaborative exploration outside classrooms and residences;
- extend the reach of faculty beyond lecture halls, laboratories, and departmental offices, supporting their scholarship and assisting them to encourage the incorporation of intellectual work into their students’ lives;
- respond to the emergence of new disciplines and to the exigencies of teaching, learning, and scholarly engagement in a changing world;
- embrace through its interactions the College’s established traditions of generosity, inclusion, and the encouragement of experimentation and innovation;
- express the College’s commitment to access and sustainability; and
- advance the College’s profile as a premier liberal arts institution in the United States and as a principal locus of teaching, learning, and research in the state of Maine.

Recommendations

Through the lens of these values, principles, and aspirations, the Working Group unanimously offers the following recommendations.

1. The physical Library should be completely reconceived—whether through a major renovation or new construction—with a goal to create a twenty-first-century Library that will make it possible to sustain critical functions, services, and collections; maximize the use of College resources; provide flexibility for the future; and, ensure accessibility for all members of the community.
2. The Library should be at the forefront of the campus master plan. An architect should be engaged with all deliberate speed to identify and evaluate options for a future physical library. Given Hawthorne-Longfellow Library’s known, serious infrastructure issues, which place collections and services at immediate risk, and the complexity of the project, planning should not be delayed.
3. In developing new spaces, adjacencies among the Library and other campus support services—including Information Technology and the Baldwin Center for Learning and Teaching—should be considered. Efforts to identify the most meaningful and forward-looking organizational relationships and determine the potential benefits of co-location should begin as soon as possible.
4. Active engagement of Bowdoin’s faculty, staff, and students should be an integral aspect of planning for the Library’s future.
5. Investment in the Library’s technological infrastructure and systems is critical. Technology is fundamental to the Library’s ability to support teaching and scholarship; ensure the long-term preservation of Bowdoin’s digital collections and assets; and, foster innovation.
6. Ongoing support of collections, services, and staff, including fostering professional development, is key to the Library’s ability to develop and maintain expertise in the contexts of evolving technologies and the dynamic landscape of libraries and higher education.

“The Library’s ability to adapt and evolve has been both tested and proven, as has its centrality to the mission of the College.”

CONCLUSION

Core to its mission, Bowdoin College seeks to nurture a more diverse, ethical, and thoughtful community and to create good in the world through the intentional actions of its students and alumni. In today's complex political, economic, and social environment, students must absorb, parse, and react to information at a dizzying pace. The question of how to be a global citizen has never been more challenging, nor has the College's role in the answer assumed more urgency.

As an inclusive intellectual hub for the entire Bowdoin campus, the College Library exemplifies the social vision for education that defines the institution's mission and plays an active and vibrant role in the community. The Library's ability to adapt and evolve has been both tested and proven, as has its centrality to the mission of the College.

As this report shows, with the ever-increasing ubiquity and complexity of information, the Library's work to cultivate and maintain an information ecosystem supportive of faculty and student scholarship increases in intensity. Contrary to technology eliminating the need for print-based traditional collections, technology has dramatically broadened their accessibility and introduced opportunities to engage digitally with print artifacts; and, contrary to the belief that the availability of information and powerful search tools at our desktops abrogates the need for personal assistance, the expert guidance of library professionals is critical to the tasks of identifying, evaluating, and curating information sources and supporting knowledge production and dissemination.

For Bowdoin to remain a leader in liberal education it must invest in its next library while navigating a time of dramatic change, copious uncertainties, and multiple tensions, all of which will shape its future. The values and principles articulated above, which already infuse the work of the Bowdoin College Library, must remain in the forefront as we envision the next chapter in our Library's history, one that looks toward and welcomes an increasingly complex and diverse world.

“For Bowdoin to remain a leader in liberal education it must invest in its next Library while navigating a time of dramatic change, copious uncertainties, and multiple tensions, all of which will shape its future.”

APPENDIX

I. THE FUTURE OF LIBRARIES AT BOWDOIN WORKING GROUP MEMBERS

Faculty

Todd Berzon, assistant professor of religion

Crystal Hall, associate professor in the digital humanities

Ann Kibbie, associate professor of English

Elizabeth McCormack, senior vice president and dean for academic affairs; and professor of physics (co-chair)

Jeffrey Nagle, Charles Weston Pickard Professor of Chemistry

Erik Nelson, associate professor of economics

Staff

Kathryn Byrnes, director of the Baldwin Program for Academic Development

Michael Cato, senior vice president and chief information officer

Marjorie Hassen, director of the Bowdoin College Library (co-chair)

Kat Stefko, associate librarian for discovery, digitization, and special collections; and director, George J. Mitchell Department of Special Collections & Archives

Erin Valentino, associate librarian for research, instruction, and outreach

Trustees

David Brown

Linda Roth

John Thorndike

Students

Mohamed Saidou Camara '19

Augustus Gilchrist '20 (fall only)

Tessa Peterson '20 (fall only)

Phoebe Zipper '19

II. THE FUTURE OF LIBRARIES AT BOWDOIN WORKING GROUP CHARGE

May 21, 2018

At their core, libraries share information, advance knowledge, and facilitate connection. In a rapidly changing digital age, the way libraries and their users collect, access, and disseminate data, information, and research results will continue to evolve quickly. As a result, there are unprecedented opportunities to improve how we engage with one another and with information through new mechanisms of collecting, storing, organizing, and disseminating information; new models of publishing; and new modes of discovery and use. We must ensure that the Bowdoin community has access to the best tools and resources for this work.

The Working Group is charged with thinking broadly and creatively about how the libraries at Bowdoin College can evolve over the next ten-fifteen-twenty years to best advance the creation, dissemination, and preservation of knowledge through engaged community building and collaborative partnerships.

The Working Group will be co-chaired by the dean for academic affairs and the director of the Library and be comprised of faculty, trustees, staff, and students. The group will undertake its work in the context of our mission, “The Offer of the College,” and our goal to remain a deeply relevant and preeminent liberal arts college.

The group’s work will include developing an understanding of:

- the current libraries’ roles on campus, their collections, the breadth of their work and service programs, the role their current physical spaces play in the intellectual and cultural life of the campus, and current library staff expertise in supporting the academic mission of the College
- trends that will impact teaching and learning, research and scholarship, information organization and access, collections and long-term stewardship and sustainability of knowledge (e.g., trends in technologies and digitization, publishing, peer-review, social media, required expertise of academic library professionals, globalization, diversity and inclusion, universal design, etc.)
- trends that will impact the design of physical spaces that promote and support the engagement of internal and external communities; enhance the discovery, access, and use of information; enhance learning and teaching; and facilitate faculty and student research and scholarship (active learning, blended teaching and learning, project-driven curricula, interdisciplinary project-based curricula, digital tools, digital archives and databases, digital communications platforms, etc.)

The group will seek insights from members of the Bowdoin community as well as individuals and institutions outside of Bowdoin. Members of the group will travel to conduct interviews and see examples of what others have done or are planning for their libraries.

The Working Group is expected to conduct its work over the next twelve to eighteen months with regular check-ins with the Committee on Governance and Faculty Affairs, the Academic Affairs Committee of the trustees, and President Rose. The group will produce a report that includes an analysis of the above trends and a set of recommendations for planning for the future of the libraries at Bowdoin College. The report will inform resource allocation and the master planning for the campus. The final report will be sent to President Rose. The president’s office will provide the group with financial resources for travel, data, etc.

III. THE FUTURE OF LIBRARIES AT BOWDOIN WORKING GROUP SOURCES

DATA COLLECTED OR CONSULTED BY THE WORKING GROUP

Bowdoin Faculty

Online survey administered in the Spring 2019 semester: 172 respondents.

Focus groups: five sessions held in December 2018 and February 2019; thirty-two faculty attended.

Meetings with faculty in science, art, and music centered on the use of the branch libraries: twenty faculty attended department-focused sessions in the Spring 2019 semester.

Bowdoin Students

Online survey administered in the Spring 2019 semester: 785 respondents.

Focus groups: three sessions held in February 2019; fourteen students attended.

Oversized campus maps placed in Hawthorne-Longfellow Library and Smith Union in December 2018 with the direction to “place dots on the map indicating where you study,” to identify major study spaces on campus: 345 responses.

“Intercept surveys” employed over three weeks in the Fall 2018 semester in Hawthorne-Longfellow and the art, music, and science libraries to collect information on student use of study spaces: 154 responses.

“Intercept Surveys” employed over four weeks in the Spring 2019 semester at popular study spaces across campus, including Smith Union, the Baldwin Center for Learning and Teaching, and several academic buildings: 117 responses.

Bowdoin Library Staff

Discussion sessions held with the full staff and individual departments in the Spring 2019 semester: thirty-four participants.

Additional Data Consulted

Bowdoin Library data related to collections, course instruction, research consultations, gate counts, and use of physical space.

Bowdoin Senior Survey data related to library use, 2016–2018.

MISO Survey (Measuring Information Services Outcomes), administered to the Bowdoin campus by the Library and Information Technology, 2017.

Patron head counts conducted daily in Hawthorne-Longfellow Library, November–December, 2018; and March–May, 2019.

Data related to library physical space collected from peer liberal arts colleges.

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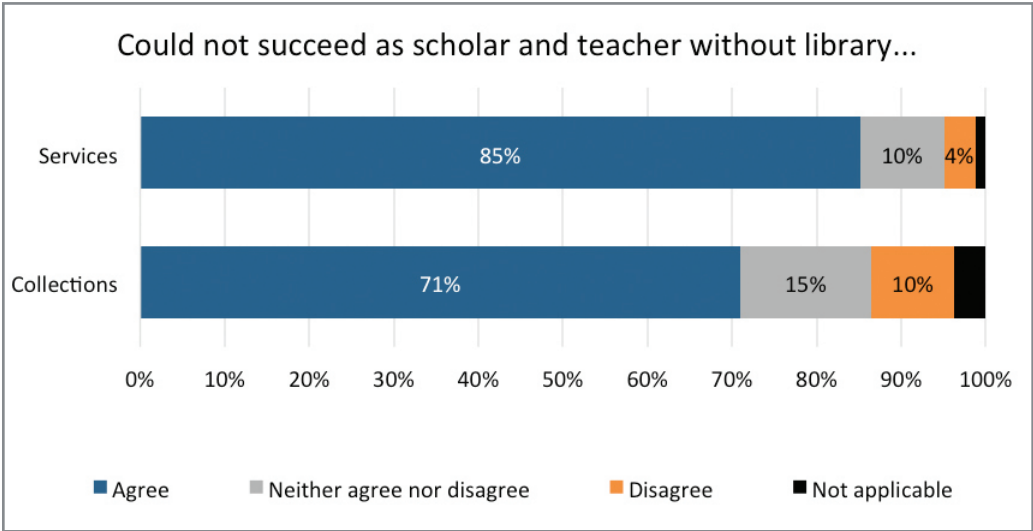
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IV. BOWDOIN COLLEGE 2019 FACULTY LIBRARY SURVEY: KEY FINDINGS

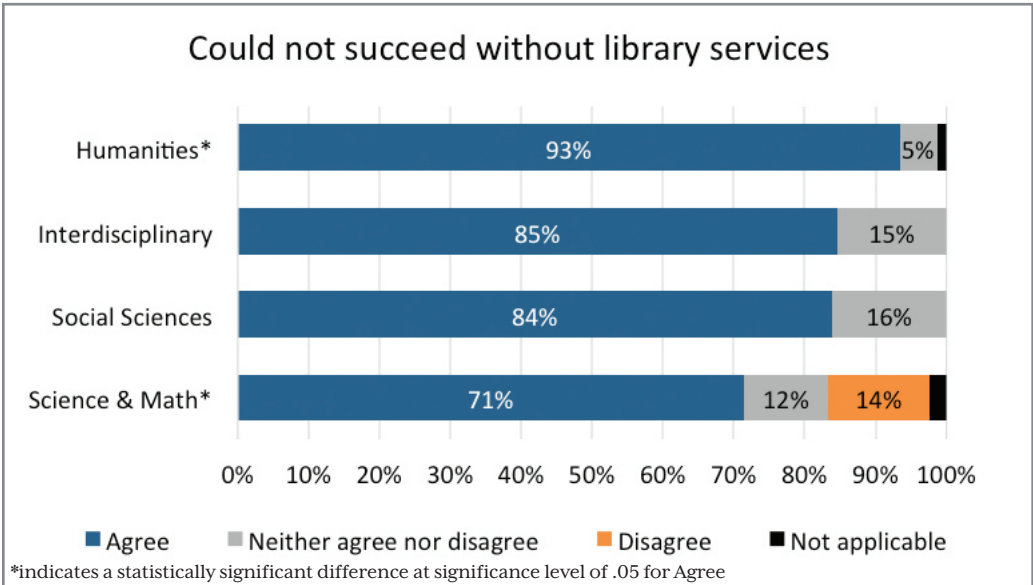
All faculty, including lab instructors and those on leave, were invited to participate in the 2019 Bowdoin Library survey, which was fielded from January 29 to February 11, 2019. A total of 172 faculty responded for an overall response rate of 60 percent. Response rates were highest for faculty from the humanities and fine arts (66 percent) and full professors (68 percent); rates were lowest for faculty from natural science and math (54 percent) and lab instructors (35 percent).

Scholarship, Teaching, and the Library

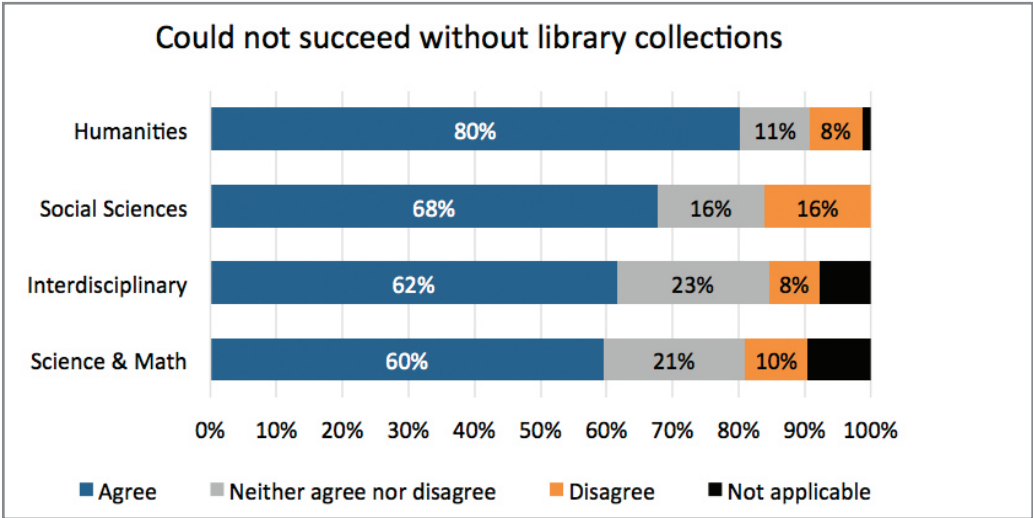
Faculty respondents indicated that library services were more important to their success as a scholar and teacher than library collections. As shown in the chart below, 85 percent of respondents agreed (63 percent *strongly agree* and 22 percent *agree*) that they could not succeed as a scholar and teacher without the services provided by the Bowdoin Library. This compares to 71 percent who agreed (43 percent *strongly agree* and 28 percent *agree*) that they could not succeed without the collections of the Bowdoin Library.



Respondents from the humanities and fine arts were significantly more likely than those from natural science and math to agree (*strongly agree* and *agree*) that they could not succeed as a scholar and teacher without the services provided by the Bowdoin Library (93 percent versus 71 percent).

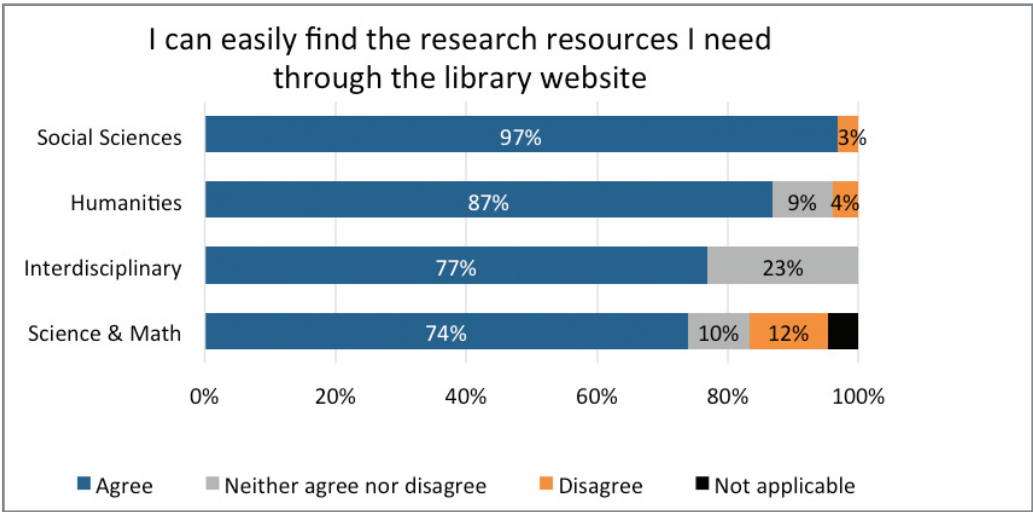


Humanities and fine arts respondents were more likely than their peers to agree (*strongly agree* and *agree*) that they could not succeed without the collections provided by the Bowdoin Library.



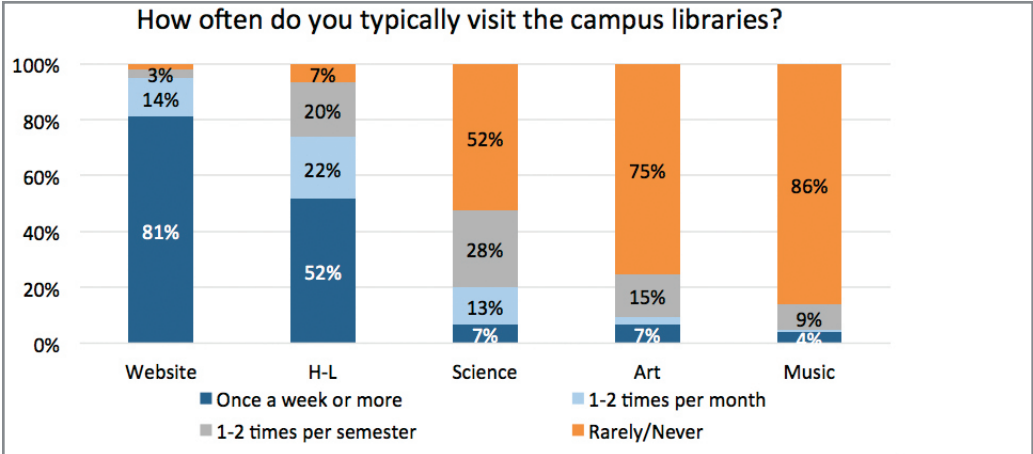
Note that interdisciplinary departments and programs are listed in Appendix A.

Overall, 85 percent of faculty respondents agreed (*strongly agree* and *agree*) that they can easily find the research resources they need for their scholarship through the Library website. As shown in the chart below, responses varied by division, but not significantly.

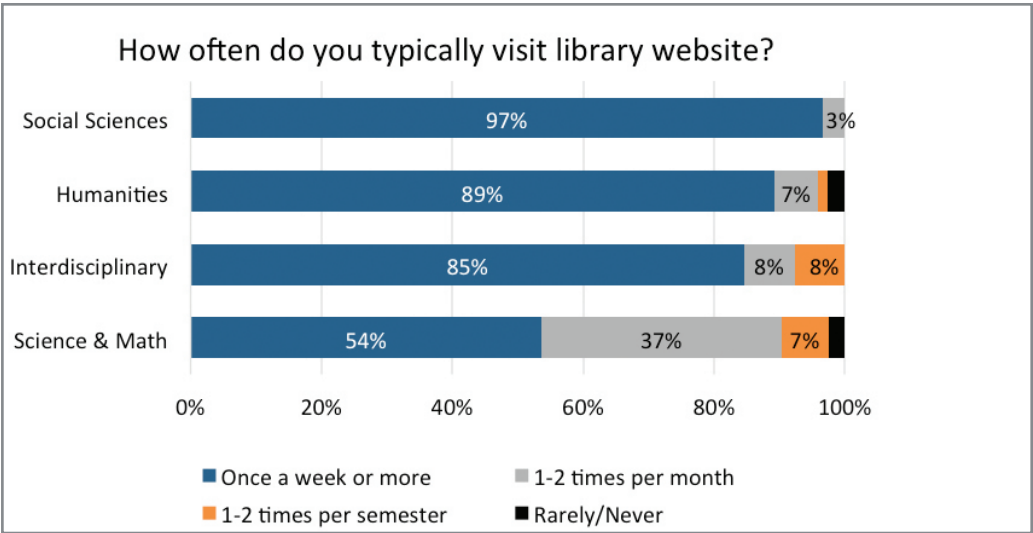


Visiting the Bowdoin Libraries

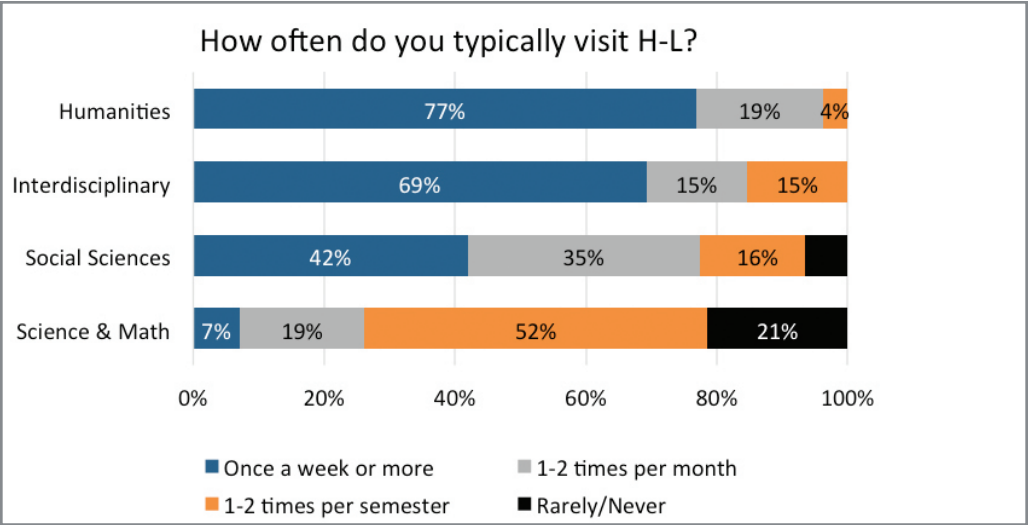
Faculty were asked how often they typically visit the different campus libraries, including the Library website (virtual library). As shown in the chart below, the most frequently used library by faculty was the Library website, which 81 percent of respondents reported visiting once a week or more. This includes 41 percent who said they visited daily; only 2 percent of faculty respondents said they *rarely/never* visit the Library website. (This compares to the students who reported using Hawthorne-Longfellow most frequently—84 percent once a week or more). The most popular branch library was the Hatch Science Library, with about half the respondents visiting it at least once a semester or more.



Respondents from the social sciences and humanities were the heaviest users of the library website; they were significantly more likely than their colleagues in science and math to use the website *once a week or more* often.



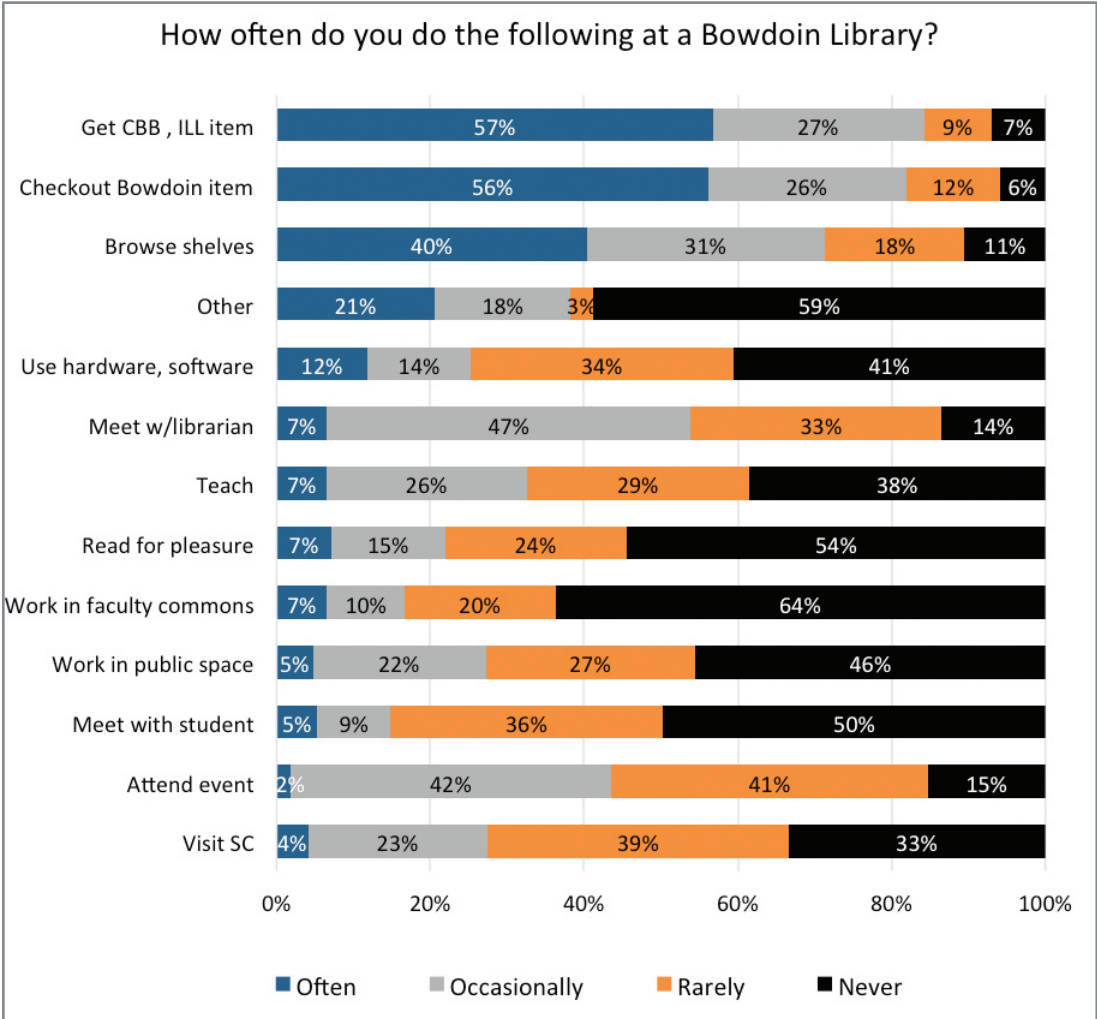
As shown in the following chart, respondents from the humanities, interdisciplinary, and social science divisions were significantly more likely than science and math respondents to visit Hawthorne-Longfellow *once a week or more* often.



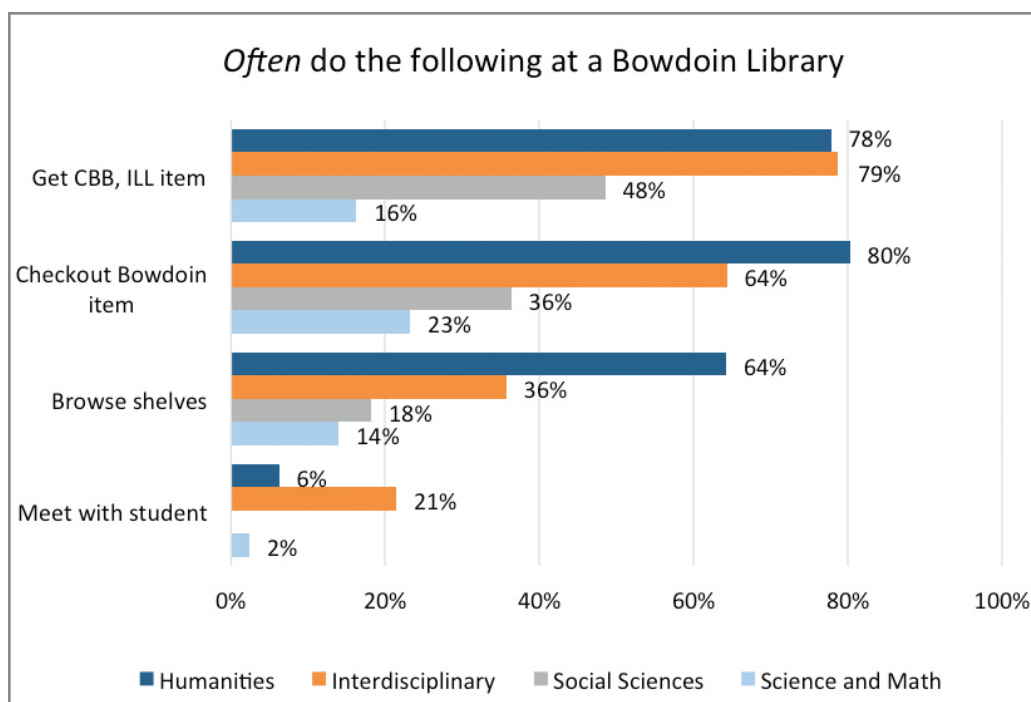
There were twenty-two unique respondents who reported visiting one or more branch libraries at least *once a week or more* often. The top two reasons they visited the branch libraries were for the physical collections and because of the availability of staff to provide specialized assistance.

Faculty Use of the Bowdoin Libraries

Faculty were asked how often they engage in certain activities when they visit a Bowdoin library. Over half the respondents said they *often* pick up a book delivered from CBB or interlibrary loan and check out an item from the Library's collection.

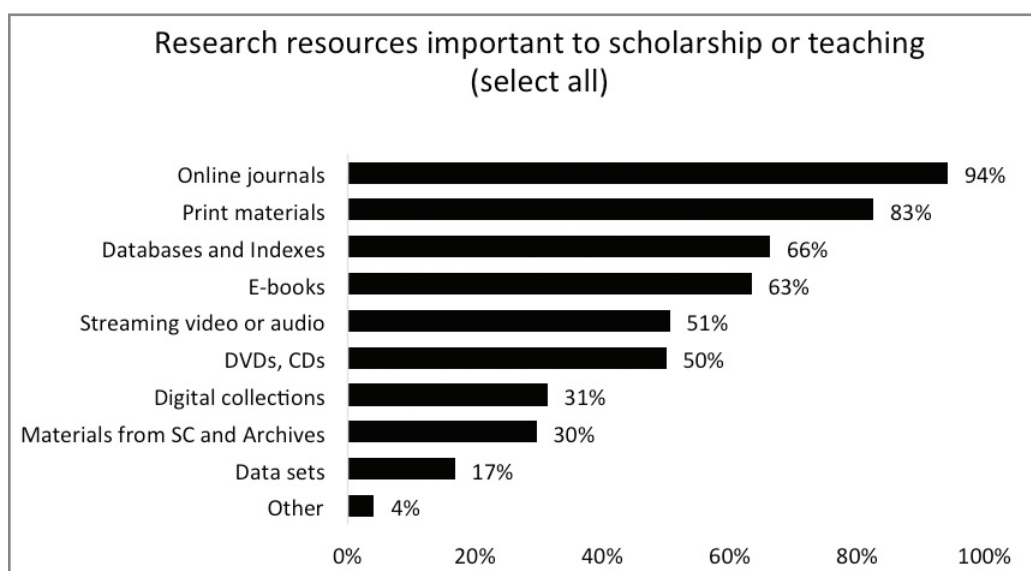


The activities that occur most often at a Bowdoin library are being driven by respondents from the humanities and fine arts. This is in part because the division has the largest number of respondents, and also because they are more likely than their peers, and sometimes significantly, to engage in these activities. For example, humanities respondents, as well as interdisciplinary and social sciences, were significantly more likely than their science and math colleagues to say they *often* pick up a book delivered from CBB or interlibrary loan. Humanities respondents were also significantly more likely than science and math respondents to say they *often* check out an item from the Library's collection. Humanities respondents were significantly more likely than science and math or social sciences respondents to *often* browse library shelves. And although their numbers are small (fourteen), interdisciplinary respondents were significantly more likely than their colleagues in science and math to *often* meet with a student at a campus library.



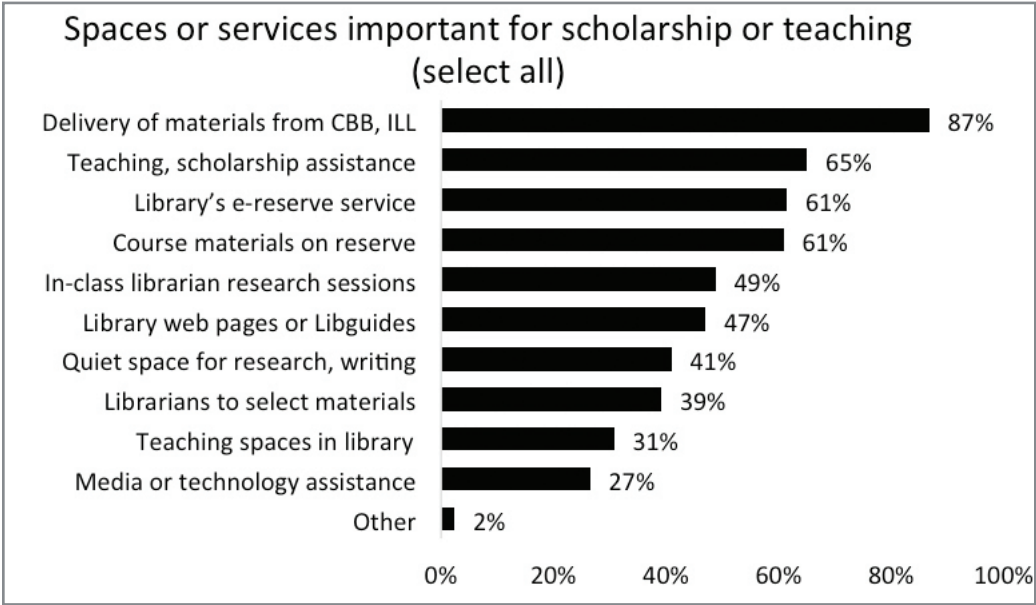
Scholarship and Teaching

Faculty were asked which research resources, spaces, and services were important to their scholarship or teaching. The two most important research resources were online journals and print materials (books, journals), selected by over 80 percent of respondents.



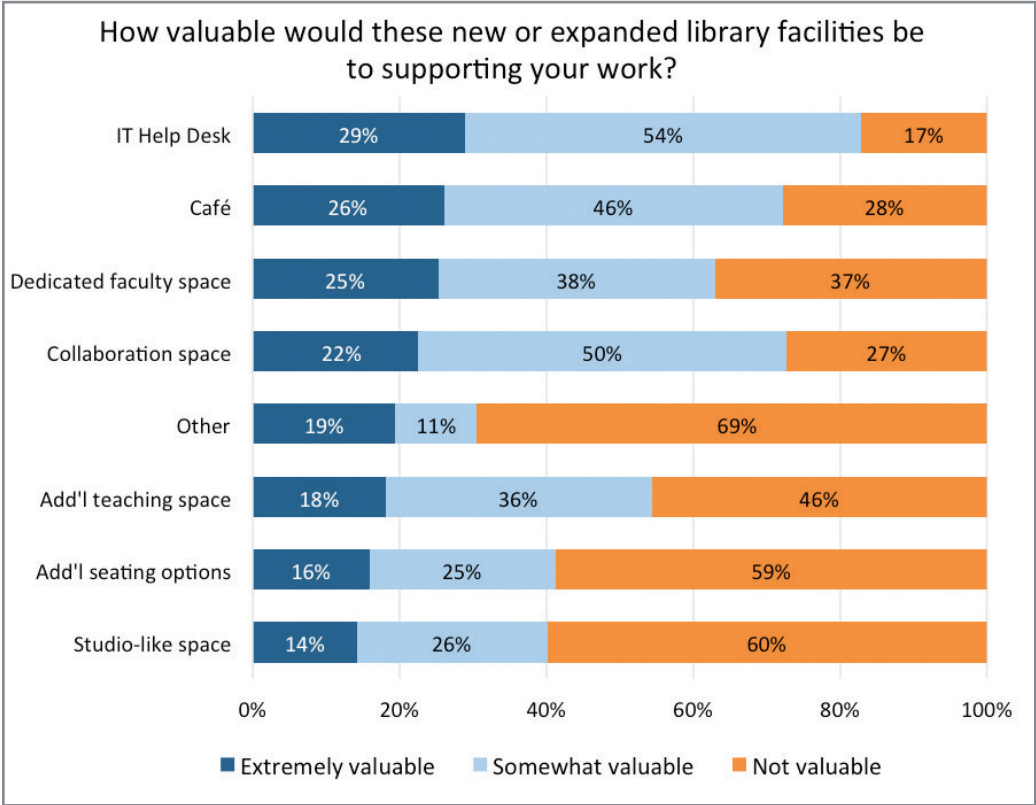
* The percentage is calculated based on the number of respondents who selected a particular activity divided by the total number of respondents who answered the question by selecting any response.

When asked what library spaces and services were important to their scholarship or teaching, the top response, selected by 87 percent of respondents, was the delivery of materials from Bates, Colby, and ILL. This is not surprising since the library activity faculty engage in most frequently was picking up a book delivered from Bates, Colby, or ILL.

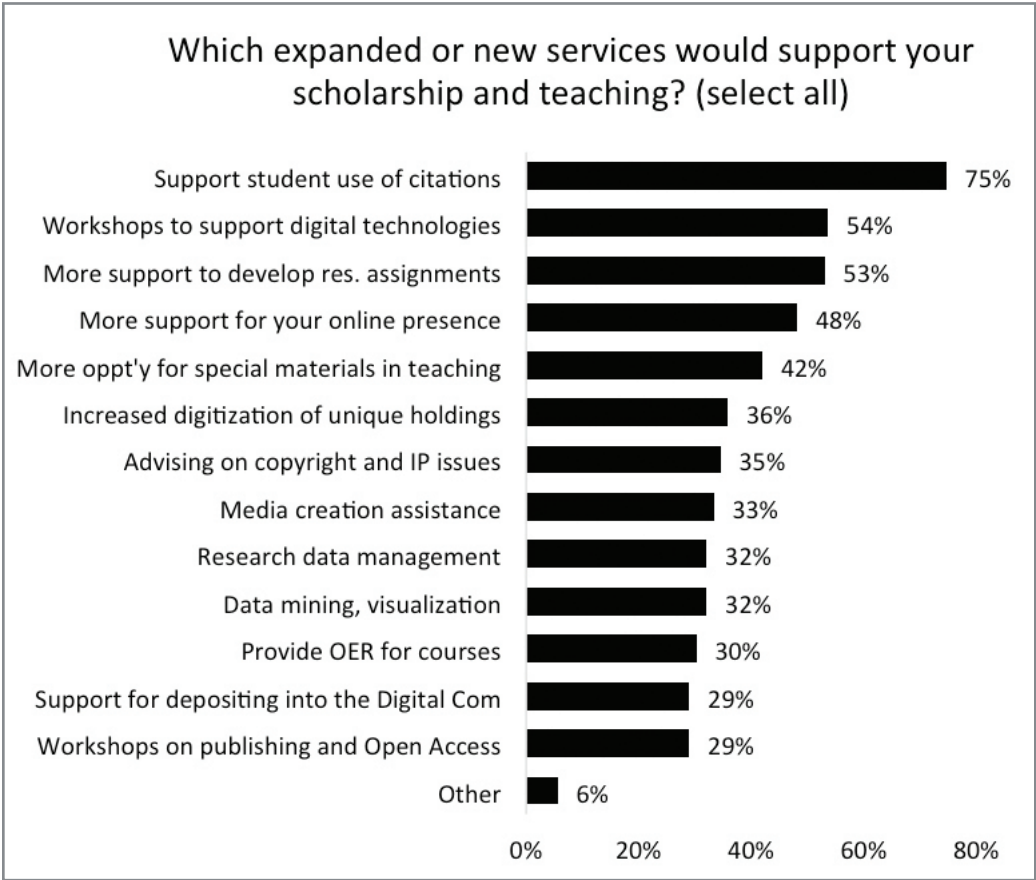


New or Expanded Library Facilities and Services

Faculty were asked how valuable certain new or expanded library facilities would be to supporting their work. The item generating the most interest was an IT/computer helpdesk, with 83 percent of respondents indicating it was valuable (*extremely* and *somewhat*). Collaboration spaces to meet with students or colleagues (73 percent) and a café (72 percent) were the other two items considered most valuable (*extremely* and *somewhat*).

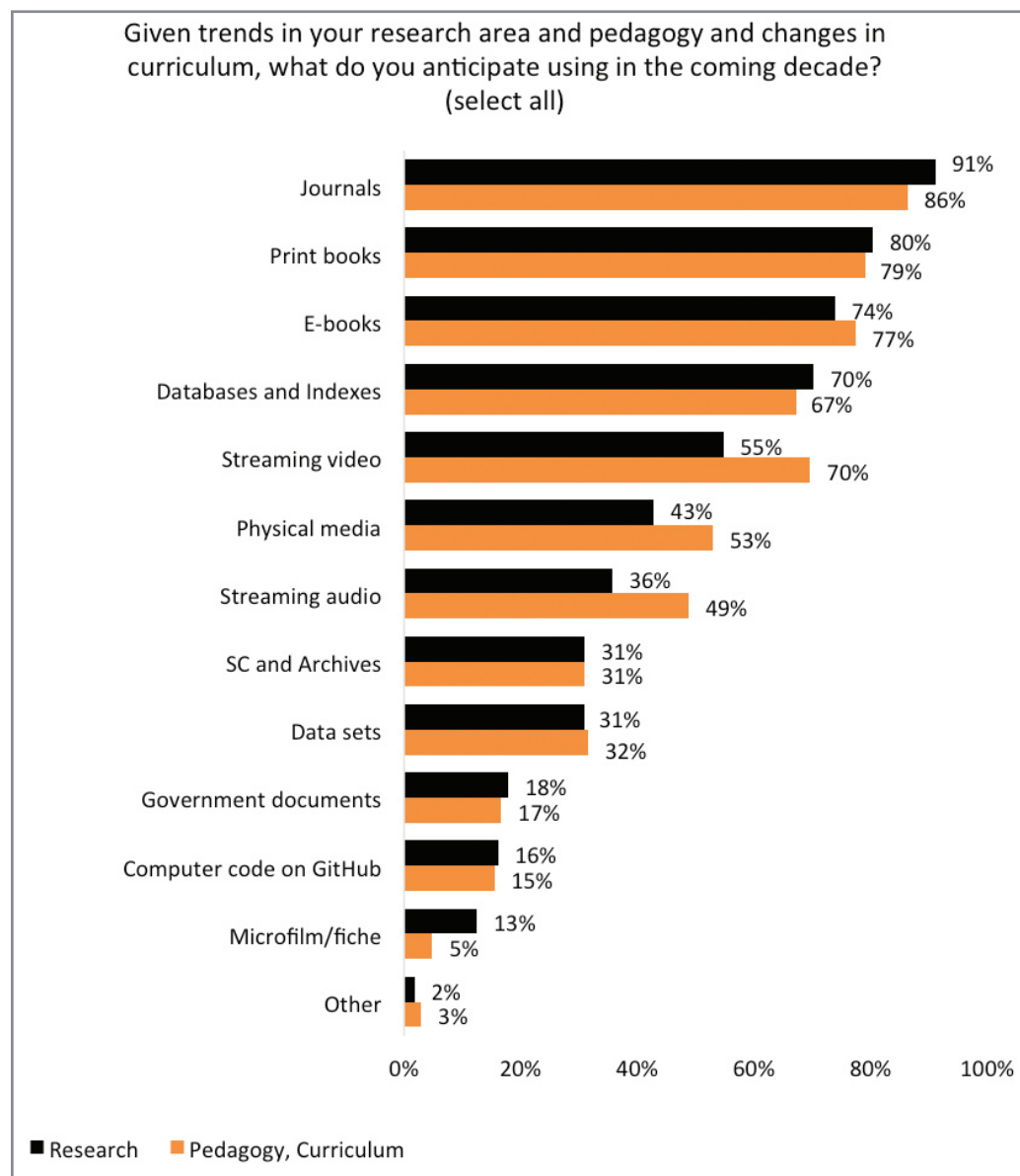


In addition, faculty were asked to identify which expanded or new services would support their scholarship and teaching. The service they were most interested in, selected by 75 percent of respondents, was *support for student understanding and proper use of citation formats*. Only two other areas were selected by at least half the respondents: *workshops to support the use of digital technologies* and *increased support to assist with developing research assignments for students*.



Trends and the Use of Materials

Faculty were asked which types of materials they anticipate using in the coming decade, given trends in their research area and pedagogy and curriculum changes. As shown in the chart below, journals, print books, and e-books were the top-three materials that faculty anticipated using in the coming decade. Less than 20 percent of respondents chose *government documents*, *computer code stored on sites like GitHub*, or *microfilm/fiche*.



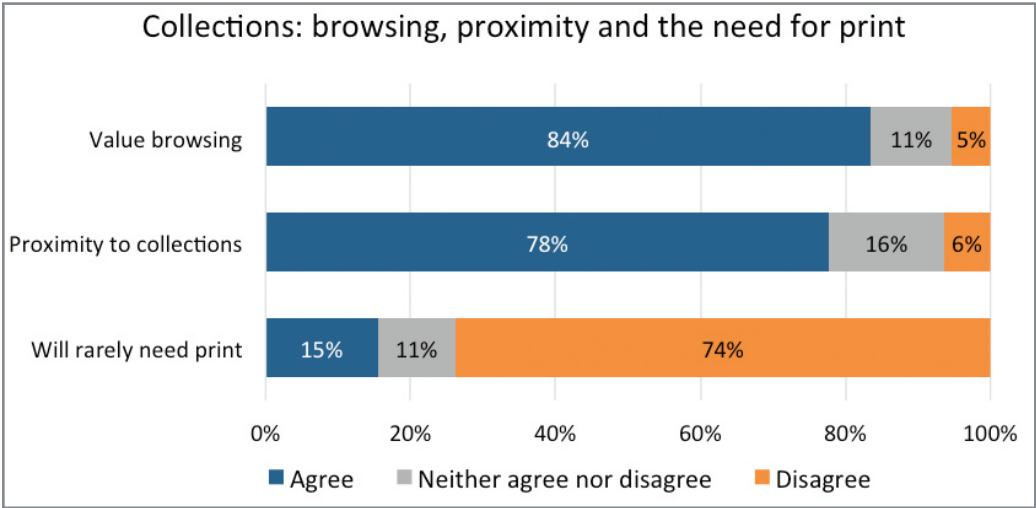
There were 145 faculty respondents (84 percent) who anticipated using print in the future for either research, teaching, or both (123 respondents said both).

Anticipate using print for:	Respondents	Percent
Research only	12	7 percent
Teaching only	10	6 percent
Both teaching and research	123	72 percent
Total print users	145	84 percent
Will not use print	27	16 percent

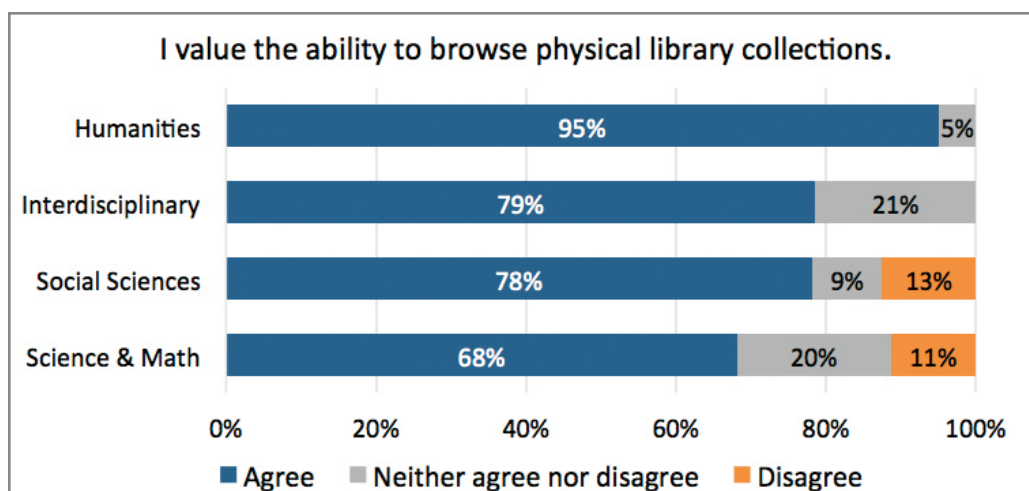
Half of those who anticipated using print were from the humanities and arts (seventy-six respondents or 52 percent) with 21 percent from science and math, 19 percent from social sciences, and 8 percent interdisciplinary. They come from thirty-two different departments. There were fifteen respondents each from history and Romance languages and literature; followed by sociology and anthropology with eleven; and art, government, and math with nine.

Physical Collections

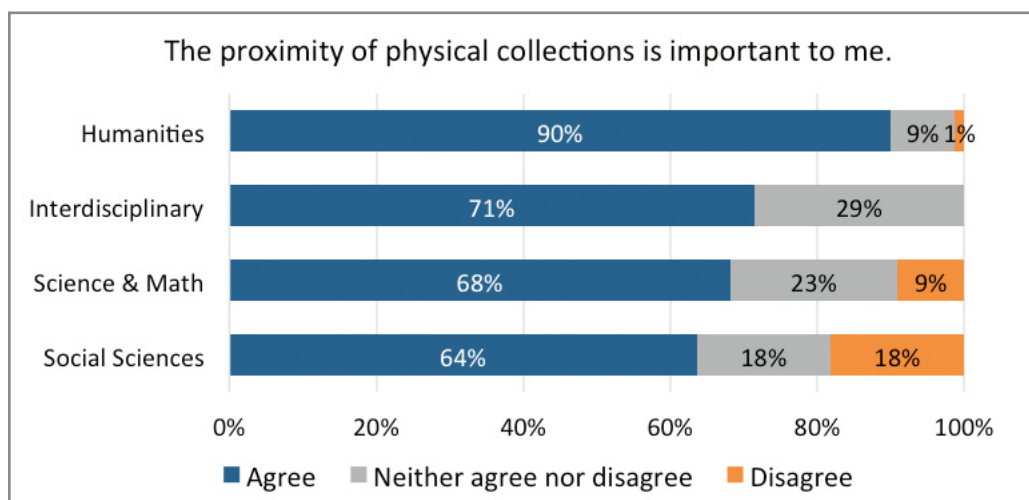
Faculty respondents overwhelmingly agreed that access to the physical collections is important. When asked if they valued the ability to browse physical library collections, 84 percent agreed (64 percent *strongly agree* and 20 percent *agree*). When asked if the close proximity of physical collections to campus was important to them, 78 percent agreed (56 percent *strongly agree* and 22 percent *agree*). And finally, 74 percent disagreed (47 percent *strongly disagree* and 27 percent *disagree*) that in the near future, they will rarely need to consult a print version of a book given trends in their scholarship and the increasing availability of e-books. These results were driven by respondents from the humanities and fine arts.



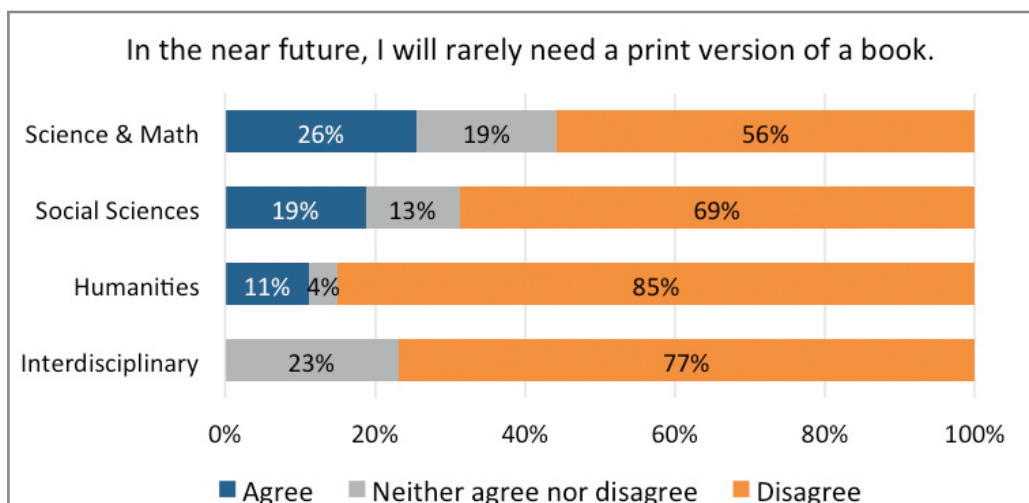
Responses about the physical collections differed, sometimes significantly, depending upon the division of the faculty respondent. Faculty from the humanities and arts were significantly more likely than those from social sciences or science and math to agree (*strongly agree* and *agree*) that they value the ability to browse physical library collections.



Again, respondents from the humanities and fine arts were significantly more likely than science and math and social science respondents to agree (*strongly agree* and *agree*) that the close proximity of physical collections to campus work or office space was important to them. Interestingly, this proximity was least important to social science respondents. The percentage of respondents from the social sciences who disagreed (*strongly disagree* and *disagree*) that this was important was significantly higher than for respondents from the humanities and fine arts (18 percent versus 1 percent).

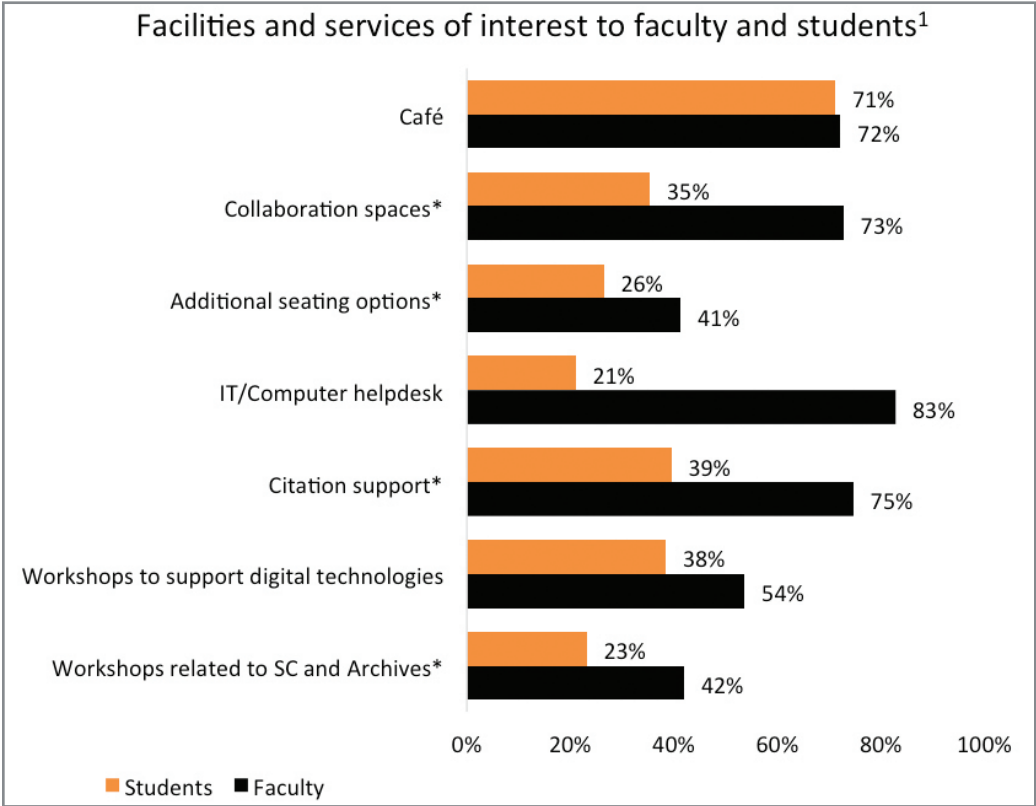


Humanities and fine arts respondents were significantly more likely than science and math respondents to disagree (*strongly disagree* and *disagree*) that in the near future they will rarely need to consult a print version of a book.



Faculty and Student Comparison

There were seven facilities and services that were asked about on both the faculty and student surveys. As shown in the chart below, there was complete agreement between the two groups concerning interest in a café, with approximately 70 percent of both faculty and student respondents indicating that a café would support their work. In contrast, 83 percent of faculty respondents expressed interest in an IT/computer helpdesk, but only 21 percent of students said this would support their work. Both groups were interested in more or expanded collaboration spaces, additional seating options, and student support for citations. Citation support for students ranked second among faculty and fifth for students.



*Question wording was not identical across faculty and student surveys. See table for details when wording varied.

Question comparison between faculty and student surveys:

Faculty version	Student version
Collaboration spaces to meet with students or colleagues	Additional reservable group study rooms
Additional seating options	Additional seating and furniture options
Support for student understanding and proper use of citation formats	Workshops on organizing and citing sources
More opportunities to integrate archival and special materials into teaching	Workshops related to rare books and manuscripts in Special Collections and Archives

¹ The faculty and student survey questions and options were not identical. When asked about library facilities on the faculty survey, respondents could answer extremely valuable, somewhat valuable or not valuable. The percentages in this chart include both the extremely valuable and somewhat valuable responses. The faculty question about services and the student questions about both services and facilities were “select all that apply” format questions. (Which services or facilities would best support your academic work (students) or your scholarship and teaching (faculty)?)

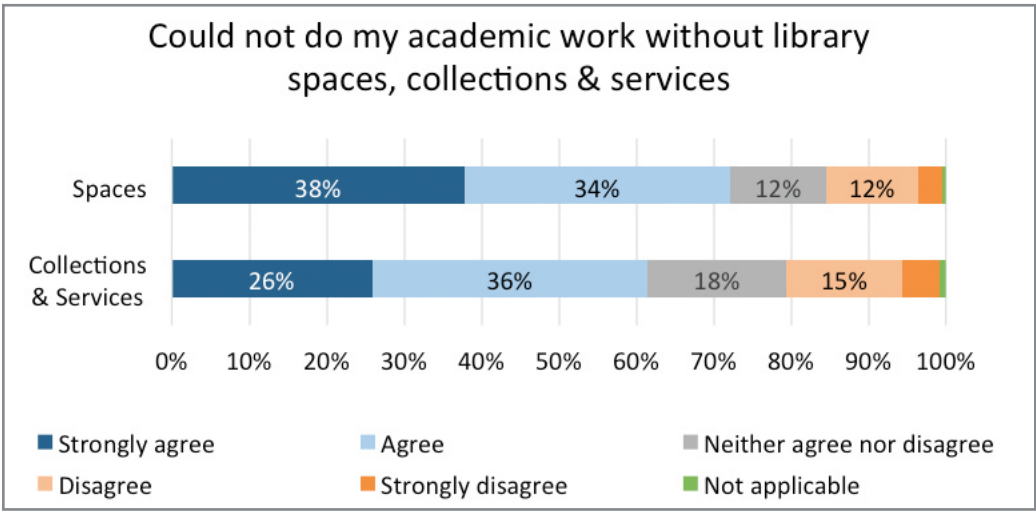
V. BOWDOIN COLLEGE 2019 STUDENT LIBRARY SURVEY:

KEY FINDINGS

All students in residence were invited to participate in the 2019 Bowdoin Library survey which was fielded from January 27–February 11, 2019. A total of 785 students responded for a response rate of 44 percent. Compared to the survey group, respondents were significantly more likely to be female than male, but otherwise were representative of the student body in terms of class year, race, and first-generation-to-college status.

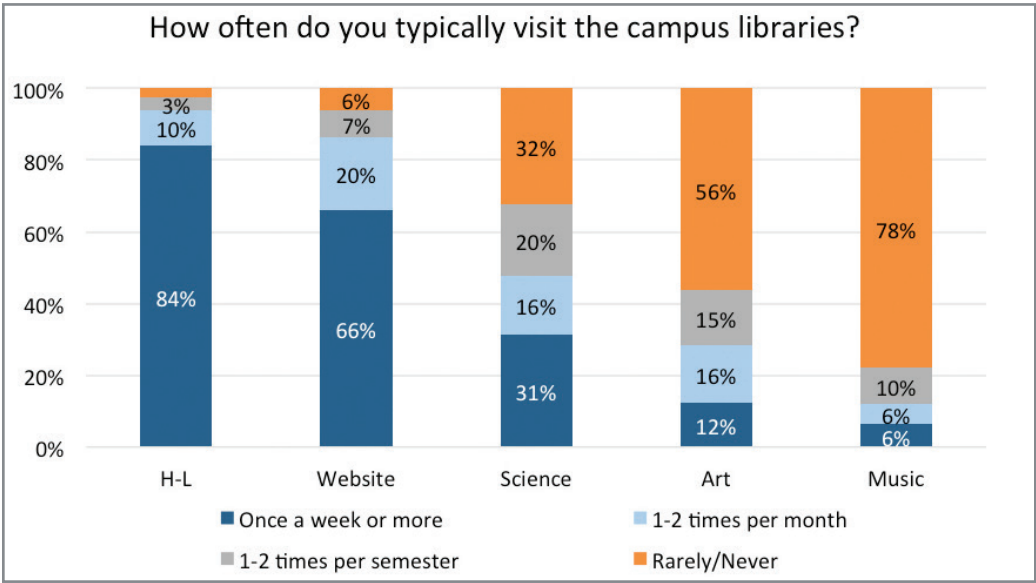
Academic Success and the Library

Survey respondents indicated that library spaces were more important to their academic success than library collections and services. As shown in the chart below, 72 percent of respondents agreed (*strongly agree* and *agree*) that spaces were integral to the success of their academic work while only 62 percent agreed that they could not do their academic work without the collections and services of the Bowdoin Library.



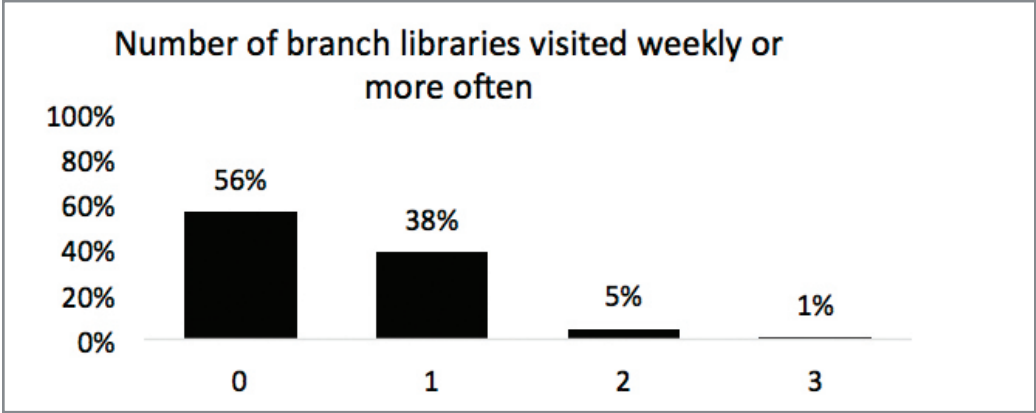
Visiting the Bowdoin Libraries

Students were asked how often during the current academic year they typically visit the different campus libraries, including the Library website (virtual library). As shown in the chart below, the most frequently used library, used even more often than the library website, was Hawthorne-Longfellow (H-L), which 84 percent of respondents reported visiting once a week or more. This includes 31 percent who visited daily; only 3 percent of respondents said they *rarely/never* visit H-L. The most popular branch library was the science library, which 31 percent reported visiting once a week or more (*daily, more than once a week, weekly*), followed by art and music.



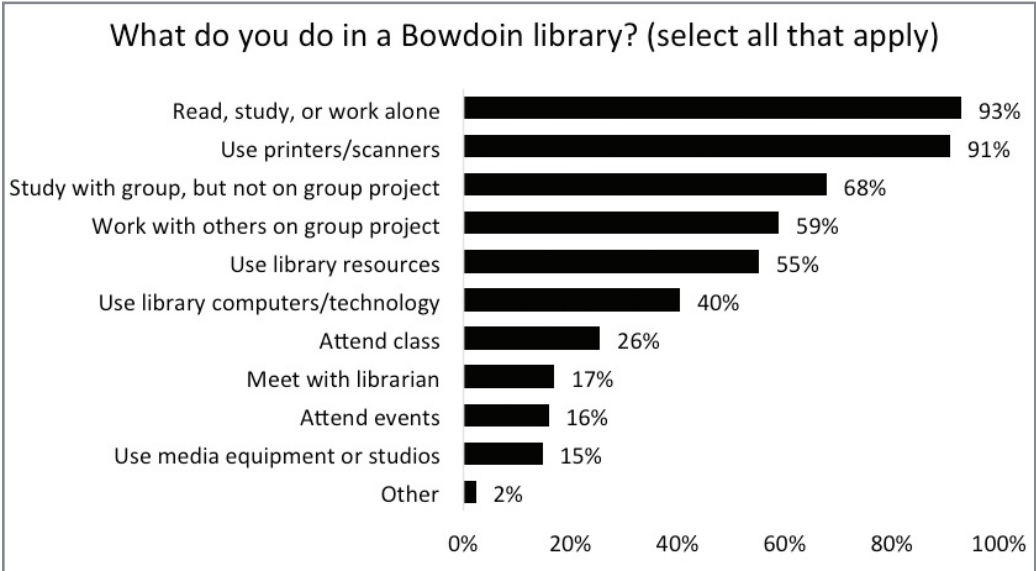
There were twenty respondents (3 percent) who are non-users of Hawthorne-Longfellow Library (H-L) (*rarely/never visit*). Among these respondents, twelve of them do not visit any of the libraries regularly (*rarely/never visit branch libraries*); four only visit the art or science libraries occasionally (*1-2 times per month or semester*); and the remaining four frequent the science library regularly (*daily or more than once a week*).

There were 138 respondents (18 percent) who *rarely/never* visit any of the branch libraries. As shown in the chart below, 56 percent of respondents did not visit a branch library regularly (*daily, more than once/week, weekly*). Another 38 percent of respondents visited one branch library *once a week or more often*.



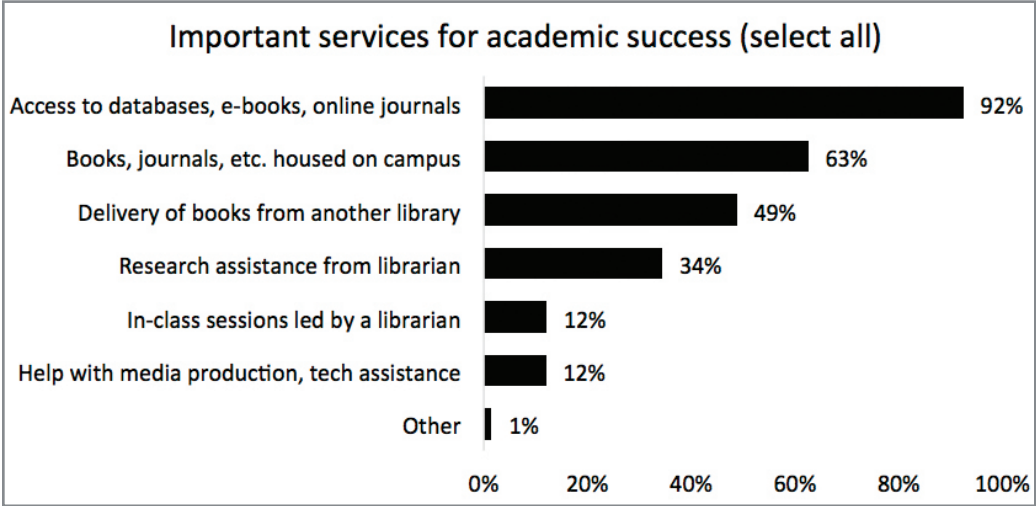
Student Use of the Bowdoin Libraries

Students were asked what they do in a Bowdoin library. Among those who answered the question, the two most popular activities, selected by over 90 percent of respondents, were *read, study, or work alone* or *use the printers/scanners*.* Only 17 percent reported that they meet with a librarian. *Other* responses included: socialize, work at campus job, nap, and pet dogs.



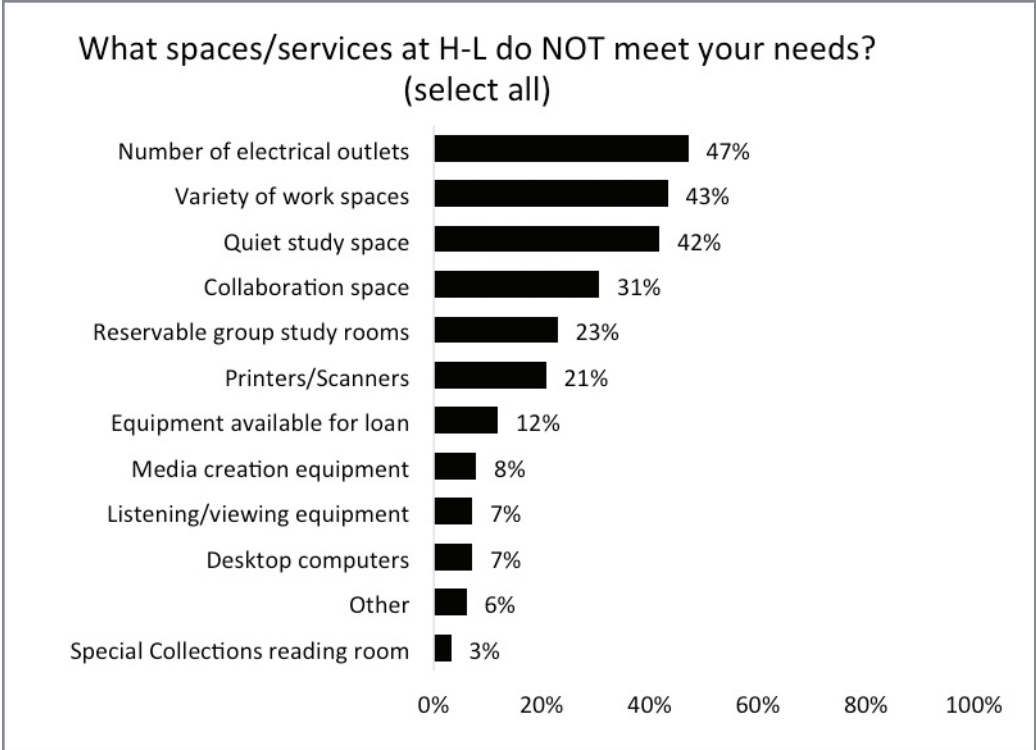
* The percentage is calculated based on the number of respondents who selected a particular activity divided by the total number of respondents who answered the question by selecting any response (779).

When asked what library services were important to their academic success this year, 92 percent of respondents said *access to databases, e-books, and online journals*. Although only 17 percent said they had met with a librarian (previous question), 34 percent said research assistance from a librarian was important to their academic success.



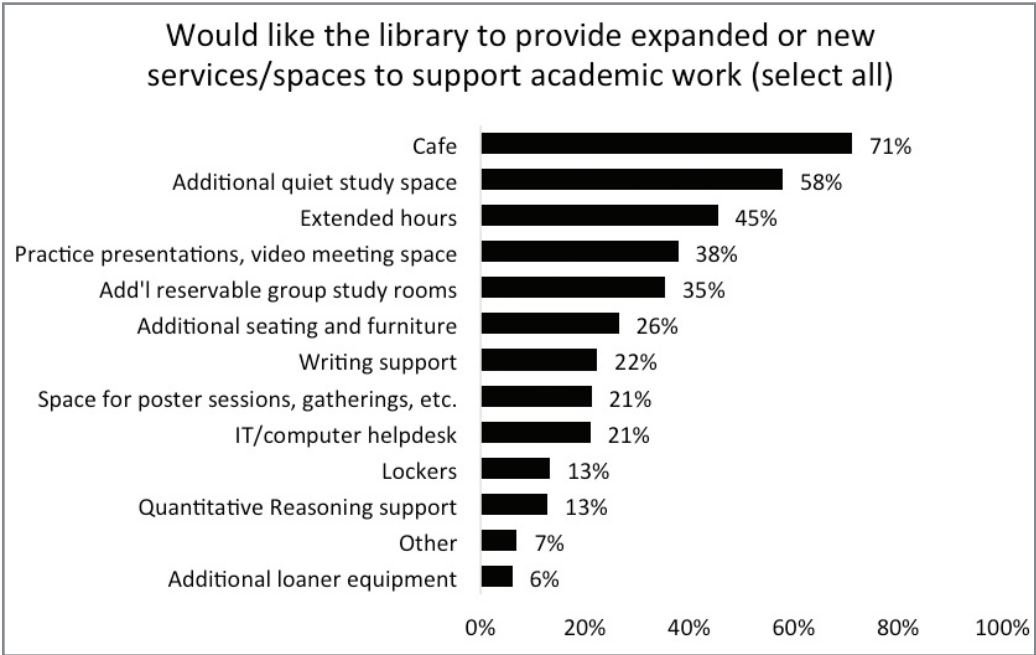
Hawthorne-Longfellow

Overall, Hawthorne-Longfellow is serving students well, with less than half the respondents indicating that Hawthorne-Longfellow was NOT meeting their needs in terms of spaces and services. The top item that did not meet their needs was the number of electrical outlets, selected by 47 percent of respondents. The other items in the top four all relate to space—*variety of work spaces, quiet study space, and collaboration space*. Among the thirty-two respondents who selected other, the items mentioned most frequently included study spaces, furniture (standing desks, chairs, tables), and bathrooms.

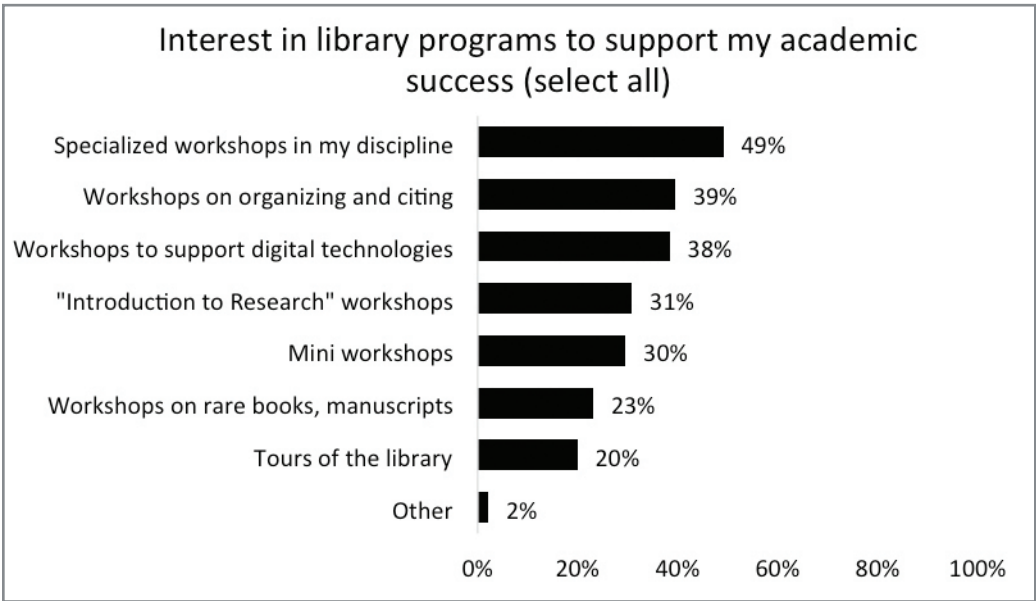


Expanded or New Spaces, Services, or Programs

Respondents were asked what expanded or new spaces, services, or programs would best support their academic work. The first chart below shows that the number-one service or space respondents would like the Library to provide is a café, selected by 71 percent of respondents. Less than half the respondents (45 percent) were interested in extended hours. The remaining items in the top five related to spaces—*additional quiet study space*, *space to practice presentations or use for video meetings*, and *additional reservable study rooms*.

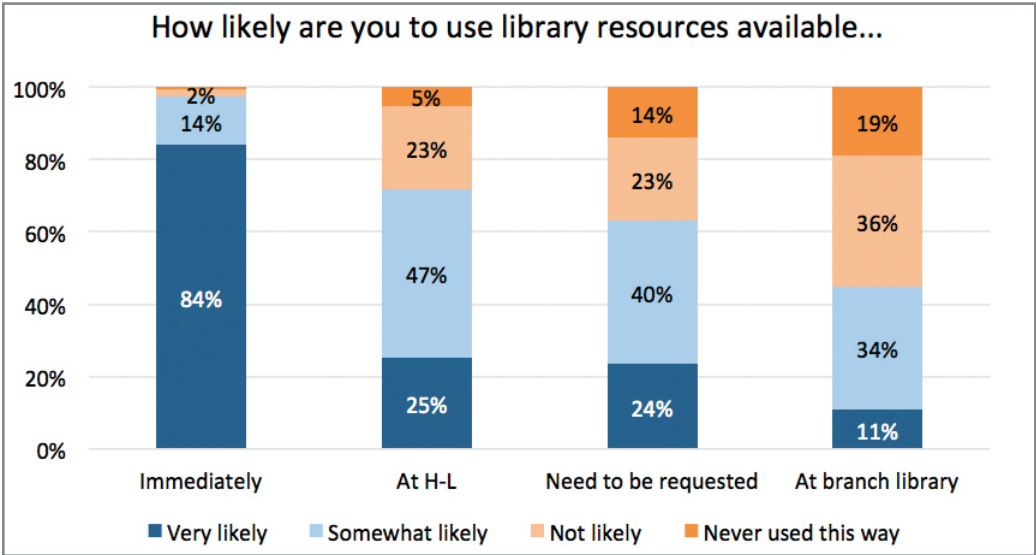


Many of the responses provided under *other* reiterated items already selected such as café, extended hours, video conferencing, etc. The following chart shows the programs that respondents would like the Library to offer to support their academic success. Nearly half the respondents were interested in *specialized workshops in their discipline*.



Access and Use of Library Resources

The overwhelming majority of respondents (84 percent) were *very likely* to use library resources that were available immediately (accessible from their computer). The percentage of respondents who were *very likely* to use resources at H-L, or requested through CBB or another library, was equivalent at 25 percent. Respondents were least likely to use resources physically located at a branch library.



Science, Art, and Music Libraries

Respondents who reported visiting a branch library at least once a week were asked to indicate the most important factors in their decision to visit that library. For all three branch libraries, the most important factor was environment (design, seating, noise level).

