Hege Library Strategic Directions, 2014-2017: The Library as “Academic Commons”

Updated September 2015
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Executive Summary

Hege Library Strategic Directions, 2014-2017: The Library as “Academic Commons” establishes an institutionally aligned framework for re-envisioning the Hege Library as a central and vital physical presence for the Guilford College academic community. We envision the Library as a cultural and intellectual center, exemplifying Guilford’s unique experiential approach to liberal arts education. As the Academic Commons, the Library will promote authentic campus partnerships, will foster a sense of academic community, will further a culture of experimentation and innovation, and will serve as a catalyst for the strategic design of learning space campus-wide. We will design flexible creation spaces that may continually evolve as needs change, and within these spaces, we not only will support, but will model meaningful collaboration for our students to further the fulfillment of the College’s mission to provide a “transformative and practical liberal arts education.”

We were guided in our planning process by the considerable professional wisdom and guidance of Maureen Sullivan, who is widely recognized as a thought leader in the world of academic librarianship. Critical to the success of our results-oriented process was ensuring as broad as possible outreach to the Guilford community to gain the necessary perspective for the development of the mission, vision, and strategic directions that would firmly align the Hege Library with institutional priorities and demonstrate its central institutional role. The insights gained from ongoing community engagement throughout the process furthered understanding of essential perspectives within the Guilford community, guided the approach to the planning process, and enabled us to form a coherent impression of the community’s perception of the Library and its support for the concept of The Library as “Academic Commons.”

The planning document introduces a new mission and vision for the Hege Library and articulates four strategic directions:

- Advance the development of the Hege Library as the College’s “academic commons”
- Further the Library’s educational role within the learning enterprise
- Develop collections as intellectually and culturally responsive to the experiential learning environment and multiculturalism
- Re-create the Library as a catalyst for propelling innovation in teaching and learning

Supporting a culture of experimentation and innovation requires grounding in specific guiding principles to ensure that we are focusing our efforts thoughtfully and in ways that will further our vision and align with our strategic directions. We articulated the following values to provide a foundation for success, and to support our flexibility in seizing new opportunities for growth and development:

- The Library as Creation Space
- Partnership and Collaborations
- Meaningful Discovery
- Technological Enrichment
- Culture of Assessment
- Universal Design for Learning
- Professional Advancement

Critical to our success is building within the Library’s operational budget the necessary funding to develop a blended library services environment, which now encompasses support for teaching and learning technologies and faculty development. Much may be accomplished – and currently is being achieved – leveraging existing library staffing allocations, working within the faculty governance structure, and nurturing essential campus community partnerships. While some physical enhancements are being realized
at modest expense and incrementally, fully realizing the vision for an academic commons will require substantial funding for facilities renovations and ongoing support for furthering a culture of experimentation and innovations in teaching and learning. Therefore, thoughtful coordination of efforts to seek donor and grant funding with the offices of Advancement and Sponsored Programs and Grants is essential. Indeed, it was a fitting time to embark upon this planning effort, as we mark the 25th anniversary of the completion of the 1989 addition, whose principle donors and Guilford alumni, H. Curt ’56 and Patricia S. ’57 Hege, planted the seed of the Academic Commons in envisioning the Library and the Art Gallery in integrated space. Along with the Friends Historical Collection and College Archive, the Library and the Art Gallery represent the “pillars” of the Hege Library and the foundation upon which an exciting re-envisioning of the Hege Library addition may be advanced.

The timing is optimal, in this 25th anniversary year, for celebrating the Hege’s, and seeking new donor support for the Academic Commons. The space created through the creativity and commitment of the Hege’s to Guilford’s unique liberal arts experience holds the potential for institutionally transforming impact at a critical juncture. We believe in the Library’s central importance as a dynamic physical learning environment. We celebrate the Library’s re-envisioning, which extends its role beyond one of knowledge repository to interactive learning laboratory. We hope that this planning document plants a new seed and inspires institutional commitment to launching a funding initiative in this 25th anniversary year for the Hege Library of the future.

**Hege Library Mission**

In furthering institutional values and academic principles, Hege Library is a cornerstone for teaching, learning, research, and scholarship at Guilford College. The Library leads and partners within its community to foster a culture of scholarly exploration and experimentation, to promote creativity and innovation, and to provide the resources and services that place Guilford at the forefront of liberal education within our global society.

**Vision**

Be a symbol of academic excellence and institutional distinctiveness in furthering innovation through collaboration
This is a critical time of transition and opportunity, both for Guilford College and for the Hege Library. Significantly, it also is a time of challenge for liberal arts institutions and academic libraries. As a wildly experimental climate prevails in the advancement of online learning, the value of liberal education, coupled with the complexities of containing the costs of a traditional residential learning experience, present daunting challenges to small private colleges such as Guilford (Bacow et al., 2012). We are at the end of the tenure of President Kent J. Chabotar, who successfully led the institution through two ambitious strategic plans and the extraordinary effects of a deep recession. We now are anticipating a new presidency under the leadership of Jane K. Fernandes, the first woman president in the College’s history. As the Library considers its place within and value to the institution, embarking upon a planning effort in alignment with the institutional strategic plans, we analyzed our own strategies with the same screen of key questions proposed by the Strategic Plan for Guilford College 2011-2016: Outcomes of a Guilford Education (SLRP II) overview (2.0):

- Does it advance our mission and core values?
- Does it build on the successes and shortcomings of SLRP I?
- Does it create and reinforce a Guilford “brand”?
- Does it provide a competitive advantage?
- Can we sustainably secure the necessary financial, human, and physical resources?
- Does it create excitement and inspire pride in the College?

We carefully considered the matter of Competitive Advantage, as it is detailed in SLRP II (2.4), being especially mindful of the critical underpinning of the plan in the philosophy of Principled Problem Solving. Central to our thinking was establishing a vital link between the expanded focus of the Center for Principled Problem Solving (CPPS) on the practical application of a liberal arts education through undergraduate research, instructional technology, and faculty development; and the mission and vision of the Hege Library. Re-envisioning the Hege Library as an “Academic Commons” embodies Guilford academic principles and strategic outcomes and strengthens SLRP II initiatives and strategic institutional improvement in the following key areas:

- **Metaliteracy** – an emerging concept that will form a new information literacy framework, a key component of which is “collaborative production and sharing of information in participatory digital environments.” (Mackey & Jacobson, forthcoming)
- **Student learning outcomes** – particularly oral and written communication, critical thinking and analytical reasoning, teamwork, and creativity.
- **Academic integrity and image** – the value of a liberal education, of the unique strengths of Guilford’s Quaker-based approach; showcasing the innovation and intellectual creativity demonstrated by Guilford students and faculty.
- **Diversity, multiculturalism, interdisciplinarity** – within the environments we create, both physical and virtual, and through the collections we develop.
• **Student success, persistence to graduation** – through a blended approach to library services and the co-location of essential academic support and enhancement partners within an innovative experiential learning environment.

In 2014, the Hege Library marks the 25th anniversary of the completion of the addition whose principle donors and Guilford alumni, H. Curt ’56 and Patricia S. ’57 Hege, had a vision for the Library that anticipated the direction that academic libraries now are taking. We must be prepared to support the innovation and creativity that is so vital to today’s higher learning environment and that is so fundamental to the Guilford education experience. In envisioning the Library and the Art Gallery as co-existing within the same space, the Hege’s planted the seed of the academic commons. The essential “pillars” of the Hege Library, which included the Friends Historical Collection and College Archives, were established.

Further, the recent realignment of instructional technology with the Library is reflective of an institutionally-based and future-focused perspective on Guilford’s transformation to a 21st century learning environment, where teaching and learning are ubiquitous pursuits. This is enabling of a blended approach to library services that supports seamlessness, responsiveness, and student-centered services. Moreover, as the College develops its academic program for the co-existence of teaching and learning in both physical and virtual environments, pedagogical innovation and creativity must be nurtured. The directions outlined in this planning document aim to establish a strategic path for the Hege Library that leverages existing strengths and associations to forge new partnerships and to cultivate a new synergy for the creation of an invigorating learning environment. Technology-enriched, it will further seamless interactivity within and between physical and virtual settings, and will provide support for both student intellectual and creative endeavors, and for faculty development, through the juxtaposition of both formal and informal learning spaces.

We envision the Library as the College’s cultural and intellectual center, exemplifying Guilford’s unique experiential approach to a liberal arts education. As the Academic Commons, the Library will promote authentic campus partnerships, will foster a sense of academic community, will further a culture of experimentation, and will serve as a catalyst for the innovative and strategic design of learning space campus-wide. In providing flexible creation spaces that may continually evolve as needs change, and within the Library not only supporting, but modelling meaningful collaboration for our students, we will further the fulfillment of the primary emphasis of the College’s mission to provide a “transformative and practical liberal arts education.” (SLRP II 2.1)

In embarking upon this initiative, we sought to develop a strategic plan through a results-oriented process that would be intentionally short-term, productive, and focused on achieving critical goals for Library Services and Instructional Technology within the broader institutional context.
Mission

In furthering institutional values and academic principles, Hege Library is a cornerstone for teaching, learning, research, and scholarship at Guilford College. The Library leads and partners within its community to foster a culture of scholarly exploration and experimentation, to promote creativity and innovation, and to provide the resources and services that place Guilford at the forefront of liberal education within our global society.

Vision

The hallmark of our vision for the Hege Library is its grounding in the essential and transformative impact of nurturing and sustaining authentic collaborative relationships to fuel knowledge discovery and creation. Our vision for the Hege Library is:

Be a symbol of academic excellence and institutional distinctiveness in furthering innovation through collaboration

Strategic Directions

• Advance the development of the Hege Library as the College’s “academic commons”
• Further the Library’s educational role within the learning enterprise
• Develop collections as intellectually and culturally responsive to the experiential learning environment and multiculturalism
• Re-create the Library as a catalyst for propelling innovation in teaching and learning

The Library’s strategic directions are reflective of institutional priorities as articulated in Guilford’s strategic long range plans, Strategic Plan for Guilford College 2005-2010: Creative Leadership for the 21st Century and Strategic Plan for Guilford College 2011-2016: Outcomes of a Guilford Education (SLRP I and II), with particular emphasis on SLRP II. They are grounded by institutional mission and core values, and guided by Guilford’s five academic principles. Additionally, they are mindful of the essential attributes that define the liberal education of Guilford students: critical thinking, effective communication, responsible engagement, and experiential learning.

Guilford Academic Principles:

• Innovative, student-centered learning
• Challenge to engage in creative and critical thinking
• Cultural and global perspective
• Values and the ethical dimension of knowledge
• Focus on practical application: vocation and service to the larger community

Further, our thinking was informed by the following inter-related priorities of the Guilford College Information Technology Plan for Guilford College 2013-2018: Technology in Service of Teaching and Learning:

• Priority 3: Cultivate the use of technology; and
• Priority 4: Empower the evolution of teaching and learning
The plan clearly articulates the central importance of furthering information literacy and its integral relationship to technological literacy for empowering the evolution of teaching and learning. In addition, a vision for supporting faculty through the incorporation of a center for teaching and learning within the Library is proposed (Information Technology Plan for Guilford College 2013-2018, p. 10-11). Specifically the plan establishes the Library’s leadership responsibilities in stating:

“The Library as a blended information services organization will assume an important role in supporting the transformation of teaching and learning. It will become a physical symbol of Guilford College’s spirit of community and dedication to knowledge creation and academic excellence. Further, the Library’s own strategic planning initiative will augment the information technology plan, reinforce the teaching and learning imperatives outlined in both SLRP I and II, and provide a blueprint for effective library organizational development” (Information Technology Plan for Guilford College 2013-2018, p. 18).

Finally, the recent release of the Educause Top-Ten IT Issues, 2014, are illuminating and reinforcing of the wisdom of coordinating efforts to strategically advance teaching and learning leveraging technology within Academic Affairs through a blended approach to library services and faculty development. The significant emphasis on teaching and learning technologies is striking when compared to the emphasis of five years ago, which heavily reflected a continuing focus on IT infrastructure. (See Appendix A)

Values for Success

Supporting a culture of experimentation and innovation requires grounding in specific guiding principles to ensure that we are focusing our efforts thoughtfully and in ways that will further our vision and align with our strategic directions. The following values provide a foundation for success, and will enable our flexibility to seize new opportunities for growth and development.

The Library as Creation Space

We believe in the Library’s central importance as a dynamic physical learning environment. We celebrate the Library’s re-envisioning, which extends its role beyond one of knowledge repository to interactive learning laboratory.

Partnership and Collaboration

We believe in the synergizing influence of true partnership, and collaboration across the community. We recognize the value and positive impact, not only to the institution, but to our students who look to us as role models, of supporting a learning environment that fosters discovery, creativity, and innovation, and that allows intellectual activity to flourish.

Meaningful Discovery

We believe in the vital connection between informed pursuit and serendipity in discovery. We understand the advantages of the digital knowledge environment and the exciting opportunity we have to develop our print collections in meaningful ways, to make the experience of these collections a vital part of the research and discovery process.
**Technological Enrichment**

We believe in a thoughtful approach to leveraging technology for the enhancement of human interaction, experience, and knowledge creation. We understand the power of technology in our digital age, of the rapid acceleration of its pace, and of its transformative potential.

**Culture of Assessment**

We believe there are challenges and risks in supporting a culture of experimentation. We acknowledge our response to this must be an aligned and firm commitment to continual assessment.

**Universal Design for Education**

We believe in the central importance of universal design for education in fulfilling our mission and realizing our vision. We will be guided by principles of universal design, to ensure that the environments and resources we provide, both physical and virtual, are accessible and welcoming to all.

**Professional Advancement**

We believe we must sustain and support creativity and innovation for our community as a whole. We understand the strategic importance of our own commitment to life-long learning as this supports the ongoing development of our professional expertise.

**The Library and Servant Leadership**

We believe in the community-building capacity of librarian servant leadership. In accepting a leadership role within the academic community, we are dedicated first and foremost to being in service to others for their growth and empowerment as learners, teachers, scholars, and engaged and enlightened citizens.

**Articulation of Strategic Directions**

Through a focused and highly consultative process of community engagement, specific priorities emerged to form the framework for each strategic direction. While the strategic directions are logically sequenced, each priority is self-contained and may be targeted individually or combined with other aligned priorities to form discrete implementation plans as resources are identified and funding or other opportunities present themselves. Much may be accomplished leveraging existing staffing allocations and the faculty governance structure, and some physical enhancements may be realized at modest expense and incrementally. Moreover, the strength of the vision is in its emphasis on authentic collaboration as a driver for creativity and innovation.

Through careful consideration of the *SLRP II Conceptual Approach* (p.10), it may be discerned how the Library’s strategic directions vitally contribute to student learning, faculty visibility, and an improved academic program. Our commitment to sustaining a culture of continual assessment of our programs, services, resources, and learning environments, will contribute to improved student learning outcomes, retention, persistence to graduation, selectivity, and career placement for enhanced academic reputation. Clear correlations to SLRP II and the IT Plan exist among all four strategic directions, particularly:
3.0 Strategic Outcomes: Strategic outcomes for students will occur in cognitive, skills, values, and application.

4.1-4.6 Strategic Support:
- Principled Problem Solving
- Guilford Connects
- Integrative learning
- International education
- Communication and information technology
- Diversity Plan

IT Plan

- Goal 2 — Support teaching and learning by cultivating the use of technology (Priority 3) and empowering the evolution of teaching and learning (Priority 4)
- Goal 3 — Transform learning spaces through strategic design to empower the evolution of teaching and learning (Priority 4)

Moreover, the Library’s strategic directions are in essential alignment with the Honors Program, the Proposal for Establishing the Office of Undergraduate Research and Creative Endeavors, the Diversity Action Plan, the Accessibility Plan, and the Plan for International Education. Further, in respect to International Education, supporting the College’s developing relationship with the American Language Academy also is a key consideration.

Advance the development of the Hege Library as the College’s “Academic Commons”

The Library’s transformation into an academic commons environment will support foundational institutional priorities. The synergy created within this dynamic space will exude Guilford’s intellectual and creative vibrancy. As a centralized hub, a hive of activity, it will inspire student engagement and success, serve as a valuable tool for recruitment, and enhance Guilford’s academic reputation.

Priorities:

- Advantage our collaborative model to support a strategic approach to learning space design that will further an innovative and experimental approach to design within the Library, which then may serve to inform learning environment design campus-wide;
- Building upon the inspiring co-existence of the Art Gallery, create more intentional spaces within the Library for ongoing showcasing and celebration of our academic community’s distinctiveness;
- Ensure that the Academic Commons is designed in such a way that is viewed by the Guilford community and beyond as a destination point, a vibrant hub of activity offering an array of unique and stimulating experiences – a catalyst for academic engagement, an incubator of thought.

Further the Library’s educational role within the learning enterprise

Priorities:

- Strengthen the organizational plan for the Library’s two service areas, Access and Information Services (AIS) and Research and Instructional Services (RIS);
• Establish leadership within the Research and Instructional Services area for assuming expanded roles for supporting faculty development and digital initiatives;
• Enhance and expand library programs and services that strategically and holistically embed information literacy and instructional technology into student learning and faculty development;
• Further learning in partnership with faculty for the design, development, delivery and assessment of a coordinated approach to face-to-face, hybrid, and interactive web-based curriculum development;
• Develop and maintain ongoing evaluative processes that provide reliable evidence of Hege Library's institutional effectiveness and clearly inform strategies for continuous improvement of both traditional and blended library services and teaching and learning strategies;
• Develop the Library Liaison program to be reflective of the full array of essential supportive services associated with library services and instructional technology;
• Enhance strategic partnerships through physical co-location within the Library to maximize collaborative potential for furthering innovation in teaching and learning. Strategic partners are:
  o The Learning Commons
  o Undergraduate Research
  o The Honors Program
  o Faculty Development
  o Sponsored Programs and Grants

Develop collections as intellectually and culturally responsive to the experiential learning environment and multiculturalism

Priorities:

• Cultivate intentional and secure collections space, through the installation of compact shelving in the Library sub-basement, to provide closed stack and restricted access for underutilized circulating books, special collections, archives, and art collections;
• Formulate a collection plan whose overarching purpose is to develop culturally responsive collections that meet the holistic needs of students within Guilford’s interdisciplinary curriculum;
• Support the scholarship of teaching and learning through the development of collections that are reflective of Guilford’s unique education experience;
• Expand services in support of digital initiatives that showcase and chronicle the work of Guilford’s community of scholars and creative artists;
• Ensure discoverability and accessibility of all collections.

Re-create the Library as a catalyst for propelling innovation in teaching and learning

Priorities:

• Honor the fundamental importance and tradition of the Hege “pillars” in the re-envisioning of space within the Library; ensure that physical collections maintain their vital place, and that the provision of quiet and contemplative spaces is thoughtfully interwoven into the overall space design.
• Further the development of the main level, inclusive of the Carnegie Room, as the Library’s primary creation and engagement space, strengthening the potential for collaborative learning, knowledge creation, presentation, performance, and social interaction.
• Transform the second level into a “Teaching and Learning Collaboratory,” supporting faculty development through a dedicated collaboration and resource area adjoining incubator classroom spaces, collaborative learning studios, and engaging and flexible open learning spaces.

• Formulate a plan with the Learning Commons to create space on the lower level of the Library that serves its own mission and vision, with additional and particular attention paid to the incorporation of individual quiet study space, and the provision of 24/7 access.

Funding Strategies

Building within the Library’s operational budget the necessary funding to develop a blended library services environment, which now encompasses support for teaching and learning technologies and faculty development, is a critical factor for success. This is being accomplished already and will be furthered through continual assessment of library resource needs. As savings may be realized in the development of physical collections, for example, funding will be reallocated. Also, as staffing requirements necessarily evolve, existing positions may be targeted to meet emerging needs, new expertise will be nurtured and developed among existing staff, and new expertise may be sought as positions are vacated. Careful attention will be paid to opportunities to outsource functions that traditionally have been supported within the Library in the interest of reducing costs, particularly for back-end operations. We must be thoughtful, yet realistic, about what we continue to support, and what we must discontinue, always seeking to maintain that which is most valued by our academic community.

The Friends of the Library have been instrumental in raising the visibility of the Hege Library to the external Guilford community in the interests of helping us meet ongoing and evolving needs. Through programming showcasing the unique intellectual and creative talents of Guilford faculty and students, by building the network of Friends, in supporting the growth of endowed library funds, and by raising awareness of ongoing library needs, the Friends of the Library serve a critical outreach function. This relationship is essential and highly valued, and strengthening the relationship is vital to the Library’s future as an academic commons.

Most importantly, realizing the vision of the academic commons will require substantial funding for facilities renovations and ongoing support for furthering the culture of experimentation and innovations in teaching and learning. To that end we are intentionally coordinating our efforts to seek donor and grant funding by working closely with the offices of Advancement and Sponsored Programs and Grants in the development and implementation of coordinated funding and marketing strategies. (See Appendix B)

Methodology

Critical to the results-oriented process was ensuring as broad as possible outreach to the Guilford community to gain the necessary perspective for the development of the mission, vision, and strategic directions that would firmly align the Hege Library with institutional priorities and demonstrate its central institutional role. The strategic directions outlined in this planning document were very much shaped by input from many sources representing all campus constituencies.

Success Factors

The following factors were vital to the success of the planning process:
The establishment of a Librarians’ Council for ongoing consideration of essential service and program priorities appropriate to the role of librarians within the faculty governance structure; as such this group functioned as the internal steering committee for the Library strategic planning effort. Librarians are:

- Senior Librarian Suzanne Bartels, Director of Library Services and Instructional Technology
- Senior Librarian Gwendolyn Erickson, Friends Historical Collection Librarian and College Archivist
- Associate Librarian James Parrigin, Instructional Design and Assessment Librarian
- Assistant Librarian Jessica Sender, Instructional Technology Librarian
- Assistant Librarian Elizabeth Wade, Access and Information Services Librarian

Membership on the Guilford Strategic Long Range Planning (SLRP) Committee of the Director of Library Services and Instructional Technology and opportunity of the Director to inform the substance of the Information Technology Plan as it pertained to information and technological literacies and teaching and learning technologies.

Partnership with Information Technology and Services (IT&S) for joint participation in the Measuring Information Services Outcomes (MISO) survey, a nationally recognized effort to gather quantitative data on the use of library and information technology services within higher education settings; participating institutions include nine of Guilford’s aspirant institutions.

Enlisting the consultative services of Maureen Sullivan, a nationally recognized leadership figure and authority on academic library services for the duration of the Library strategic planning process. (Report attached)

Enlisting the consultative services of Jeanne Narum, founding principal of the Learning Spaces Collaboratory, to assess the level of engagement and raise awareness among the Guilford community in matters pertaining to current learning environment theories and the Library’s role in furthering a strategic approach to learning space design within the Academic Commons environment. (Report attached)

Establishment of a Library Student Advisory Board for ongoing consideration of matters relating to current and future services and academic support. (See Appendix C)

Formation of a Task Force for the Library Strategic Plan, established in alignment with SLRP and the Clerk’s Committee of the Faculty, and consisting of critical stakeholders, to engage in the re-envisioning of the Library as an academic commons and inform the development of the plan. (See Appendix D)

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**Library and Community Engagement**

The strategic planning process began in December of 2013, when Maureen Sullivan paid her first visit to campus and conducted an initial meeting with the Library staff to discuss the appreciative inquiry approach to strategic planning that we would observe. The visit also included initial meetings between Adrienne Israel, Vice President for Academic Affairs and Academic Dean, and Jeffrey Favolise, Chief Planning and Senior Management Officer. These and subsequent meetings, group discussions, and presentations during Maureen’s monthly campus visits, furthered understanding of various perspectives within the Guilford community, guided the approach to the planning process, and enabled us to build a coherent impression of the community’s perception of the Library within the academic community and the support for the concept of the Library as “Academic Commons.” This information gathering effort also ultimately informed Maureen’s final report. (See attached) The following opportunities for such engagement were scheduled throughout the course of the semester during each of her campus visits:
• President Kent J. Chabotar
• Academic Division Chairs:
  o David Hammond, Arts
  o Kathleen Tritschler, Business, Policy and Sport Studies
  o Timothy Kircher, Humanities
  o Karen Tinsley, Interdisciplinary Programs
  o Lynn Moseley, Natural Sciences and Mathematics
  o David Hildreth, Social Science

• Erin Dell, Assistant Dean for Academic Administration and Student Academic Affairs
• Michelle Cole, Director of Sponsored Programs and Grants
• Dean’s Academic Administrative Staff:
  o Barbara Boyette, Assistant Academic Dean for Academic Support
  o Michelle Cole, Director of Sponsored Programs and Grants
  o Jada Drew, Multicultural Education, Director for Educational Initiatives and Partnerships
  o Erin Dell, Assistant Dean for Academic Administration and Student Academic Affairs
  o Kent Grumbles, Director of Institutional Research and Assessment
  o Theresa Hammond, Director and Curator of the Guilford College Art Gallery
  o Mark Justad, Director of the Center for Principled Problem Solving
  o Norma Middleton, Registrar
  o Alan Mueller, Assistant Dean of Career and Community Learning
  o Rita Serotkin, Associate Vice President and Dean of Continuing Education and Summer School
  o James Shields, Director of the Bonner Center for Community Service and Learning
  o Jorge Zeballos, Multicultural Education, Director of Diversity Training and Development

• Melanie Lee-Brown, Associate Professor of Biology and Director of Undergraduate Research and Creative Endeavors
• Heather Hayton, Associate Professor of English and Director of the Honors Program
• Barbara Boyette, Assistant Academic Dean for Academic Support
• Andrew Strickler, Vice President for Enrollment Management
• Aaron Fetrow, Vice President for Student Affairs and Dean of Students
• Jonathan Varnell, Vice President for Administration and Craig Gray, Chief Information Officer
• Michael Posten, Vice President for Advancement and Leigh McIlwain, Associate Vice President for Philanthropy
• Representatives of the Board of Friends of the Library:
  o Tony Blake, Clerk
  o Dottie Borrei
  o Betsy Johnson
  o Joan Poole
• Representatives of the Library Student Advisory Board and Student Staff
• Presentation at the meeting of the Board of Trustees Strategic Planning Committee on 21 February 2014
• Presentation at the monthly meeting of the Faculty on 5 March 2014
• SLRP Subcommittees Workshop on 2 April 2014

During each of Maureen’s campus visits, time was spent engaging through facilitated discussion with Library staff as a whole and/or with Librarians’ Council. The planning effort was launched officially in January 2014 with a Library staff retreat. All notes were transcribed into electronic documents of record.
In addition, Librarians’ Council worked together to identify key trends and issues, which developed into the strategic directions. All research efforts were compiled on a freely accessible web-based Strategic Planning Resource Guide through the Hege Library web presence.

The separate engagement with Jeanne Narum of the Learning Spaces Collaboratory was intentionally preceded by two site visits coordinated in alignment with SLRP and the work of the Faculty Development Committee to North Carolina State University (14 January) and Duke University (8 February) to tour innovative learning spaces:

**North Carolina State University**
- DH Hill library (focus on learning spaces and renovation)
- Hunt Library (focus on inspirational spaces/learning spaces)
- SCALE-UP learning spaces and classrooms

**Duke University – February 8, 2014**
- Link Teaching and Learning Center
- Perkins Library

The open invitation to participate in these trips resulted in a diverse representation of faculty and staff. These visits were followed up with solicitation of feedback, and the distribution to all faculty of a survey developed with Jeanne Narum on the classroom learning environment, which netted a 28% response rate. The results informed Jeanne’s approach to the development of a webinar entitled Setting the Stage: Exploring the Future of Classroom and Other Learning Spaces at Guilford, which preceded her campus site visit, during which she engaged with students, faculty, and staff; toured campus learning spaces; and conducted a SLRP-sponsored workshop. For purposes of furthering the dialog and documenting the shared experiences, a web-based Learning Space Design guide was created and linked to the Library Strategic Planning Guide.

A clear sense of direction for the Library as “Academic Commons” evolved throughout our robust community engagement process; through our research into current and emerging trends in librarianship, teaching and learning technologies, and learning space design; and by benefit of the wisdom of two nationally recognized and highly respected professional consultants. Although an accelerated effort, it did indeed achieve the results we had envisioned, which was the emergence, through the planning process, of the four strategic directions and articulation of associated priorities. We will continue to build upon the resource base and advisory networks we have established, and to identify opportunities to develop discrete implementation plans for addressing each priority for the achievement of the Hege Library vision. Formulating appropriate assessment strategies will be an integral component of implementation plan development, as it is through continual and ongoing assessment that we will gauge our accomplishment.
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*Proposal for establishing an Office of Undergraduate Research and Creative Endeavors (URCE) at Guilford to formalize and expand our current efforts*


**Appendix A**

**Educause Top-Ten IT Issues, 2014**

1. Improving student outcomes through an institutional approach that strategically leverages technology
   - Leadership: Library in its expanded responsibilities for supporting both student and faculty development in the use of teaching and learning technologies
   - 2009: Funding IT

2. Establishing a partnership between IT leadership and institutional leadership to develop a collective understanding of what information technology can deliver
   - Leadership: Library in consultation with IT&S as this impacts teaching, learning, and research; TAC
   - 2009: Administrative/ERP Information Systems

3. Assisting faculty with the instructional integration of information technology
   - Leadership: Library through its blended services approach within an academic commons environment
   - 2009: Security

4. Developing an IT staffing and organizational model to accommodate the changing IT environment and facilitate openness and agility
   - Leadership: Library, through reorganization in light of realignment of instructional technology under the Library, and re-envisioning the Library as academic commons
   - 2009: Infrastructure/Cyberinfrastructure

5. Using analytics to help drive critical institutional outcomes
   - Leadership: Assessment priority within new Library structure, aligned with faculty development support; "Learning analytics" - LMS implications - working through TAC
   - 2009: Teaching and Learning with technology

6. Changing IT funding models to sustain core service, support innovation, and facilitate growth
   - Leadership: Library with realignment of instructional technology under the Library - developing funding capacity
   - 2009: Identity/Access management

7. Addressing access demand and the wireless and device explosion
   - Leadership: IT&S and Library, relevant to the advancement of mobile and online learning; supported within new Library structure and necessarily informed by academic perspective through TAC
   - 2009: Governance, organization, leadership

8. Sourcing technologies and services at scale to reduce costs (via cloud, greater centralization of institutional IT services and systems, cross-institutional collaborations, and so forth)
   - Leadership: IT&S/TAC
   - 2009: Disaster recovery/Business continuity

9. Determining the role of online learning and developing a strategy for that role
   - Leadership: Informed by faculty/academic program considerations - Supported by the Library in consultation with IT&S/TAC
   - 2009: Agility, adaptability, and responsiveness

10. Implementing risk management and information security practices to protect institutional IT resources/data and respond to regulatory compliance mandates* (44-45)
    - Leadership: IT&S/TAC
    - 2009: Learning management systems

10. Developing an enterprise IT architecture that can respond to changing conditions and new opportunities* (45-46)
    - Leadership: IT&S/TAC
    - 2009: Learning management systems

**Educause Top-Ten IT Issues, 2009**

1. Funding IT
   - Emphasis on enterprise IT

2. Administrative/ERP Information Systems
   - Emphasis on enterprise IT

3. Security
   - Emphasis on enterprise IT

4. Infrastructure/Cyberinfrastructure
   - Emphasis on enterprise IT

5. Teaching and learning with technology
   - Emphasis on academic IT

6. Identity/Access management
   - Emphasis on enterprise IT

7. Governance, organization, leadership
   - Emphasis on enterprise IT

8. Disaster recovery/Business continuity
   - Emphasis on enterprise IT

9. Agility, adaptability, and responsiveness
   - Emphasis on enterprise IT

10. Learning management systems
    - Emphasis on academic IT

**Sources**


Appendix B
Guilford College Hege Library Advancement and Grant Funding Plan

Institutional Advancement and Accountability: Strengthen and enhance the fiscal stability of the Hege Library as “Academic Commons.”

Critical Success Factors (measures of the degree of success over the next three to five years):

• Achievement of an endowment of five million dollars, to fund physical renovations and establish critical endowments for furthering innovations in teaching and learning.
• Effective leveraging and coordination of donor-based and grant-funded initiatives.

OBJECTIVES

Objective 1: Identify funding for discrete projects identified through a needs analysis.

Strategies:
• Analyze funding needs for the various aspects and components of the academic commons vision;
• Prioritize needs and create lists of projects to be funded

Assessment:
• Number of projects funded
• Amount of annual funding

Objective 2: Celebrate current and future donors through events such as dinners and receptions, as well as through targeted institutional publications.

Strategies:
• Build a Case for Support to be used for marketing/fundraising (enlisting the services of Sara Butner, contract writer for Advancement)
• Formation of a Library Campaign Steering Committee (volunteer group that will make personal commitments, ask for gifts, host events, etc.)
• Identify and cultivate potential donors or foundations that might have an interest (best prospects are likely to be previous donors to the library and the art gallery)
• Engage with Marketing and Communications for the articulation of a campaign promotion strategy

Assessment:
• Number of events held
• Number of people attending each event

Objective 3: Pursue naming opportunities

Strategies:
• Emphasize Friends of the Library Annual Fund gifts, major gifts, and planned giving opportunities
• Disseminate information and seek the commitment of potential donors

Assessment:
• Number of named initiatives and learning spaces within the Library
**Objective 4: Strategically apply for grant funding which supports innovations in teaching and learning, research, and scholarship**

**Strategies:**
- Prepare proposals and grant documents that address requirements of the selected funding entities

**Assessment:**
- Number of grants to which we apply
- Number of grants secured
- Amount of funds awarded

<table>
<thead>
<tr>
<th>Due</th>
<th>Name of Sponsor</th>
<th>Link or Contact</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applications Open May 1. Due July 1, 2014. <strong>Goal: July 1</strong></td>
<td>Mazda Foundation</td>
<td><a href="http://www.mazdafoundation.org/Grant_Guidelines.html">http://www.mazdafoundation.org/Grant_Guidelines.html</a></td>
<td>Funding announcements will be in October/November 2014 - Education and Literacy Program OR Cross-Cultural Program</td>
</tr>
<tr>
<td>No deadline. Proposal invitational only. LOI projected goal: August 15.</td>
<td>Kresge Foundation</td>
<td><a href="http://kresge.org/programs/education/strengthening-institutions">http://kresge.org/programs/education/strengthening-institutions</a></td>
<td>Strengthening Institutions Program - We will need to develop a whole campus inclusive concept to pitch. This is an opportunity to bring all the pieces together. Invitation only; identify needs to cultivate once we have a &quot;white paper.&quot;</td>
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<tr>
<td>Rolling. <strong>Goal: LOI submitted by August 1.</strong></td>
<td>Teagle Foundation</td>
<td><a href="http://www.teaglefoundation.org/Grantmaking/Teaching-and-Learning">http://www.teaglefoundation.org/Grantmaking/Teaching-and-Learning</a></td>
<td>Invitation only; currently cultivating a relationship. Teaching and Learning Program - Building a community of scholars. Connecting faculty work &amp; student learning. Connecting Undergraduate Research/Honors Program and &quot;center&quot; or &quot;space&quot; for teaching and learning in Hege Library. Demands institutional collaboration. Responding to these RFPs are ad hoc working groups consisting of faculty, administrators, staff, and sometimes students, alumni, and trustees. See examples of funded initiatives. NITLE membership a benefit. Membership will be established as of July 1. <a href="http://www.teaglefoundation.org/Grantmaking/RFPs">http://www.teaglefoundation.org/Grantmaking/RFPs</a></td>
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### Appendix C  
*Library Student Advisory Board 2014*

<table>
<thead>
<tr>
<th>Name and Class</th>
<th>Major</th>
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<tbody>
<tr>
<td>Seneca J. Andres ’17</td>
<td>Biology/Business</td>
</tr>
<tr>
<td>Larry W. Arnold ’14</td>
<td>Community and Justice Studies</td>
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<tr>
<td>Huda Asad ’15*</td>
<td>Computer Information Systems/Business</td>
</tr>
<tr>
<td>Charlotte L. Cloyd ’14</td>
<td>English</td>
</tr>
<tr>
<td>Faris A. El-Ali ’14</td>
<td>Health Sciences/Exercise and Sports Sciences</td>
</tr>
<tr>
<td>David D. Frazier ’14</td>
<td>Community and Justice Studies</td>
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<tr>
<td>Alexandra H. Haridopolos ’15</td>
<td>English</td>
</tr>
<tr>
<td>Makayla E. Harrelson ‘14</td>
<td>Psychology</td>
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<tr>
<td>Joseph P. Holmes ’15</td>
<td>Physics</td>
</tr>
<tr>
<td>Aiperi R Iusupova ’17</td>
<td>Health Sciences/Chemistry</td>
</tr>
<tr>
<td>Monica Jones ’16*</td>
<td>Early Education/Community and Justice Studies</td>
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<tr>
<td>Dale Koch ’16</td>
<td>Economics/Math</td>
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<tr>
<td>Nathan R. Kuhns ’14</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Sydney C. Lockhart ’16</td>
<td>Undecided</td>
</tr>
<tr>
<td>Raina L. Martens ’15</td>
<td>Art/Sculpture</td>
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<tr>
<td>Colin P. Macintosh ’17</td>
<td>Chemistry</td>
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<tr>
<td>Benjamin M. Matlack ’15</td>
<td>Music</td>
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<tr>
<td>William Millman ’14</td>
<td>Political Science</td>
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<tr>
<td>Gary T. Reid ’15</td>
<td>Community and Justice Studies</td>
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<tr>
<td>Jennifer Riddle ’15</td>
<td>Music and German Studies</td>
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<tr>
<td>Cameron Stewart ’17</td>
<td>Political Science</td>
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<tr>
<td>Kevin L. Tiller II ’14</td>
<td>Business Management</td>
</tr>
<tr>
<td>Jared E. Willis ’17</td>
<td>Political Science</td>
</tr>
</tbody>
</table>

*Liaison to the Task Force for the Library Strategic Plan*
Appendix D

Task Force for the Library Strategic Plan

In alignment with SLRP, the Task Force for the Library Strategic Plan will engage in the re-envisioning of the Library as an academic commons and inform the development of the plan on a number of fronts, including library organizational and service considerations and space design/alignments and also will serve in an advisory capacity for framing an implementation strategy. The work of the Task Force is expected to be completed by the end of May 2014. All meetings will be facilitated by the Director of Library Services and Instructional Technology Services, Suzanne Bartels through the guidance and presence of library planning consultant Maureen Sullivan. Members include the following stakeholders:

- Friends Historical Collection Librarian and College Archivist: Gwendolyn Erickson *(advisory as needed while on academic leave)*
- Director and Curator of the Guilford College Art Gallery: Theresa Hammond
- Assistant Academic Dean for Academic Support: Barbara Boyette
- Director of the Learning Commons: Melissa Daniel-Frink
- Director of International Education: Jack Zerbe
- Director of Sponsored Programs and Grants: Michelle Cole
- Director of the Honors Program: Heather Hayton
- Director of Undergraduate Research: Melanie Lee-Brown
- CPPS – Director of the Center for Principled Problem Solving: Mark Justad *OR* Engaged Teaching and Learning Specialist: Jennie Knight *Declined participation*
- Multicultural Education, Director for Educational Initiatives and Partnerships: Jada Drew
- Director of Faculty Development (Interim): Bob Malekoff
- Registrar and Chair, Space Utilization Committee: Norma Middleton
- CCE – Director for Marketing and Recruitment: Jackie Smith
- Two At-Large Clerk’s Committee faculty appointments: Vance Ricks and Mylene Dressler
- Chief Planning and Sr. Management Officer: Jeff Favolise
- Student government liaisons from Library Student Advisory Board: Monica Jones (CCE), Huda Asad (Traditional)
TO: Suzanne M. Bartels, Director of Library Services and Instructional Technology, Guilford College

FROM: Maureen Sullivan

DATE: June 12, 2014

RE: Summary Report of the Strategic Planning Process

**Purpose and Focus**

The purpose of this project was to develop a strategic plan through a results-oriented process focused on achieving the critical goals for Library Services and Instructional Technology in the next few years. We carefully and deliberately worked within the larger framework of the College’s new strategic plan to articulate the Library’s contribution to the achievement of the aspirations and goals set forth in that plan. We also gave careful consideration to the College’s IT plan.

**The Process**

I believe our partnership, established from the very beginning, and your strong and effective leadership were critical. Your decision to engage key individuals and programs across the College enabled campus leaders to learn more about the Library and to see the possibilities for strengthening the Library’s role and contribution to student learning, faculty teaching and research. The Library now has a number of informed and engaged advocates throughout the College community.

Staff involvement from the beginning was also very important. The staff retreat in January produced a very good foundation for the work that followed. Staff contributed their ideas and suggestions to discussions of the mission; the current strengths and positive attributes of the Library; clarification the Library’s core values; determination of a set of strategic directions; and an initial set of proposed goals. Everyone contributed to this work.
Two groups contributed important content following this retreat. The Librarians’ Council, in its capacity as the steering committee, did the research to identify key trends and developments in academic librarianship, higher education, and instructional technology. They used this research to inform the development of the vision and to propose goals for the plan. The Task Force for the Library Strategic Plan, comprised of key leaders among the College’s faculty and administrative staff provided thoughtful advice and guidance. This group was broadly representative of the Library’s academic constituents and, therefore, included a number of individuals who will be invested potential partners in the Academic Commons. The Task Force met only a few times but each meeting was very fruitful. The guidance of this group was critical. I was very impressed by the evident commitment of the individuals who served and their readiness to invest in the Library’s future.

The Library’s plan was developed within the broader framework of the College’s two strategic long-range plans (SLRP I and II). Chief Planning and Senior Management Officer Jeff Favolise’s close collaboration with you enabled this to proceed smoothly and effectively. The result is a careful articulation of the Library’s role and contribution to the accomplishment of the College’s mission and goals.

Your decision to take a group of College administrators, staff and faculty to visit state-of-the-art libraries at North Carolina State University and Duke University was very smart. This helped these individuals see more clearly what will be possible as Guilford re-envision the Hege Library as a 21st century academic library. I also believe the visits strengthened the commitment of those who participated.

I found your commitment to staff engagement and to taking advantage of the planning process as a means to involve the staff in learning and development activities to be wise. I believe the staff is ready to do their best to help implement the plan. I am confident they recognize the need to be part of this significant change effort.

From the very beginning, Academic Vice President Adrienne Israel’s strong support and advocacy for a re-envisioned Library was critical to the success of our work. Her leadership will continue to be important as you proceed to implement the plan and develop the Academic Commons.

I thoroughly enjoyed my work on this project. Every visit was an opportunity for me to learn as well as provide guidance. You have so many capable and caring colleagues. One very special highlight was the student forum I facilitated in April. The students who participated were exceptional. I found their suggestions and
aspirations to be on target and, as a group, to suggest the core activities of the future library.

I do have some recommendations for you and your colleagues to consider:

Continue to work with Chief Information Officer Craig Gray to develop a mutual understanding of the Library’s role in both instructional and information technology. It is imperative that he and his colleagues in IT&S come to understand and accept that the Library staff need their active support to deliver optimum service to students and faculty. It may be that the formal memorandum of understanding that you proposed earlier this year will be necessary in order to accomplish this understanding.

Continue to give serious consideration to Jeanne Narum’s recommendations as set forth in her March 28, 2014 report. I completely agree with her description and vision of the 21st century academic commons. My work with you and your colleagues has led me to believe that Guilford is poised to pursue this and that creation of the Library as the Academic Commons will prove to be vital to student recruitment and retention.

Pursue the approach to fundraising that Leigh McIlwain proposed in our meeting on May 7. I understood her to suggest that the Hege Library and celebration of the 25th anniversary of its addition might be the centerpiece of an advancement strategy. Putting the Library in the center as an Academic Commons at Guilford stands to be very attractive to donors, especially when the “ask” would be to establish a state-of-the-art library at Guilford.

Take advantage of the implementation of the new strategic plan as an opportunity to rethink the work performed in the Library and how that work is designed and performed. This also would be a chance to engage the staff in their own rethinking about their work and their career development.

Work with Librarians’ Council over the summer to develop an action plan that will specify the steps and activities to implement the plan. This work would include determining the key priorities for action in the coming year, the specific activities required to accomplish these priorities, a timetable and identification of the resources required. Be sure to include identification of the activities that are already underway.

Build upon the success of the Task Force’s work and identify projects and activities in the implementation of the plan where College faculty and staff might collaborate with you and Library staff.
Seek a meeting of the Task Force with incoming president, Jane Fernandes, to introduce her to the plan and to enable her to learn about the Task Force and the success of its work.

Early in the fall convene meetings with the College faculty and with students to introduce the plan and to invite discussion about the plan and its implementation.

Continue to provide the exemplary leadership you have shown so far, both within the Library and in the work of the College.

Please feel free to seek my advice and counsel at any time. It has been such a privilege and a real pleasure to work with you and your colleagues. I look forward to learning of your progress and success.
March 28, 2014

Memo to: Adrienne Israel, Vice President and Dean of the Faculty  
Suzanne Bartels, Senior Librarian, Director of Library Services & Instructional Technology  
Jeff Favolise, Chief Planning and Senior Management Officer, Office of the President

From: Jeanne L. Narum, Learning Spaces Consultant—Learning Spaces Collaboratory

RE: Reflections on visit to Guilford College, March 11 – 12, 2014

Let me begin with thanks to Suzanne for her arrangements for my visit to Guilford College and to Jeff for his support. I am particularly appreciative for the many scheduled opportunities to meet with different members of the Guilford community and gain a sense of existing physical spaces for learning and a deeper understanding of your planning for the future. I had reviewed all materials shared by Suzanne, and it was helpful to be onsite to understand your past, present, and future context for planning.

Here are some reflections from my visit. I recognize that the challenges and opportunities I put forward below are already well-understood by you and your colleagues, but they establish the context for some recommendations that follow.

The first reflection is that Guilford’s planning for a reimagined library, for a new kind of campus center, is in sync with larger initiatives around the country to repurpose the library toward becoming a true center of campus life within an academic community. From my review of materials, meetings with a diverse set of individuals, and the campus tour, it is clear an investment in creating an academic commons is timely for Guilford. It is timely not only because such a movement is underway on campuses across the country—large and small, and of different missions and contexts—but because such is the vision of the library for the 21st century and it is in sync with the vision of what Guilford is and what it is to become into the future.

The potential of your community to move forward at this time was reflected in responses to the pre-visit survey by faculty, as well as in the discussions during the workshop while I was on campus. There is abundant interest within your faculty about how space matters to learning, based on their personal experiences as Guilford faculty members. From their survey responses and further discussions, you have a significant core of faculty poised to take leadership responsibility for further planning initiatives. This, as you know, is the key to arriving at spaces that are ideal for learners at all levels at Guilford—students and faculty alike.

The aspirations and visions established by the Library Task Force are exemplary. I rarely experience such thoughtful language at this stage in the planning process. A list such as that is a springboard for the next step of planning, meaning you are at an important “next” step. I will return to a discussion of next steps later, but another comment first.

Again, I recognize that what I learned is already well-recognized by the Guilford community, i.e. that this is a time of significant challenge and change: new president, reduced state income, strategic planning underway, etc. In a different context, my reflections and recommendations might be different, but the current context presents some interesting opportunities to explore new kinds of policies, programs, and practices that might set the stage for the future at Guilford in how the physical learning environment is imagined, designed, and assessed into the future.

- My first recommendation is that a formal, campus-wide learning spaces committee be established. This is in sync with emerging practices across the country. There are now many different individuals and offices with responsibility for decisions about different aspects of shaping and sustaining a physical environment for learning, in the most cost effective and creative way. I
had difficulty in sorting out how decisions were made. More important, I sensed a lack of—or competing—visions about how spaces serve learning and learners at Guilford.

- On many campuses (e.g. Duke University), the opportunity to rethink the position of the library in 21st century learning environments has been a catalyst for community-wide stepping back and asking questions about the future. Given what I sense about the current culture at Guilford (and the reality of an emergent strategic plan), the vision of the library as an “academic commons” has just such potential. This is to say that supporting spaces within the library that serve as prototypes for innovative learning environments could further an institutional goal of developing an understanding of how to design exemplary learning spaces campus-wide.

By “how to plan for,” I refer back to my first recommendation. Decisions are made at many different levels within the Guilford community and a greater transparency for how decisions are made will be of value into the future. One approach that has been helpful at other institutions is that decisions about spaces (and spatial affordances such as furniture, color, technologies, etc.) should be based on a communal understanding of how learning happens and what kind of learning experiences enable such learning. There may be a greater consensus than I sensed during this first-time visit; if so, then what is important is arriving at a common language about how planning happens and about how spaces serve learning of Guilford students today and into the future.

Coming together to explore the potential of a library as an academic center is a first step in arriving at a common vision and language. Your challenges are formidable (asbestos removal, for one), but it will be important to establish a protocol and venue for asking some “what if” questions about useable spaces within the library that could be a space for sandboxing change—new kinds of furniture, paint, adjacencies, etc. In the long run, this is the most cost-effective approach to achieving a physical learning environment that serves the future, rather than spaces that do not reflect research on how people learn or the language of 21st century learning: engaged, student-owned, social, etc. Such spaces are dysfunctional from the beginning and will need further resources in the future.

Over the past decade, on campuses across the country, attention to the role of the library in the broad ecosystem of learning spaces is driving the transformation of learning spaces (new and repurposed). Guilford College is poised to tackle this opportunity and challenge.