

HAVERFORD COLLEGE LIBRARIES

2014 ANNUAL REPORT





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



English

Comparative Literature

Dance
Creative Writing (MFA)
Theater

Fine Arts
Art History

THE LIBRARIES by the numbers

5

BRANCH LIBRARIES

- Magill Library
- G.F. White Science Library
- Music Library
- Astronomy Library
- Quaker & Special Collections



2,378,967

TITLES IN TRIPOD
(TRI-COLLEGE LIBRARY CATALOG)



533,901

METADATA RECORDS
CREATED/MODIFIED

12,951

INTERLIBRARY LOAN
EXCHANGES

182

CLASSROOM
INSTRUCTION
SESSIONS

7
1
1
5

AVG.
VISITORS
PER
WEEK

3,542

1-ON-1
RESEARCH
CONSULTATIONS

1,702

COURSE
RESERVE
UPLOADS



65,008

VISITS TO
library.haverford.edu

1,437
QUAKER & SPECIAL
COLLECTIONS
RESEARCHERS

OPPOSITE PAGE: Students and faculty mingle at the 2014 Academic Tea in Magill Library.

Teaching & Learning

The Libraries support faculty in their teaching in a variety of ways. Subject librarians regularly lead research instruction sessions focused on active learning and create online course guides tailored to particular assignments, both creative and critical. Understanding that research is an iterative process, librarians improve students' academic skills by designing lessons in which they critically interrogate research strategies and platforms. Classes also use the Libraries' collections to deepen their knowledge of a research topic and its history, often examining primary source material in instructional sessions. For instance, students in Professor Israel Burshatin's Quixotic Narratives course explore early editions of *Don Quixote* in Quaker & Special Collections.

In 2014, subject librarians taught **182 class instruction sessions**, a 300% increase from a customary 60 sessions annually just three years before. Subject librarians also created **111 new LibGuides** for courses and research topics, bringing the total number of Tri-College LibGuides to 875 (more than half of which were created by Haverford librarians). There were on average **518 LibGuide views per day** and **56,441 content views per semester**. Moreover, materials from Quaker & Special Collections were used in 46 class sessions during the year, giving students experience using primary source material in their research.

"The most exciting way that the Libraries have helped with my teaching is through Special Collections... Every time I teach Astronomy 101, I bring the students into Special Collections... It helps me connect astronomy to different pieces of their lives, to make it more meaningful for them."

BETH WILLMAN
ASSOCIATE PROFESSOR OF ASTRONOMY



Research and Instruction Librarian Jeremiah Mercurio leads a discussion in a Freshman Writing course he teaches on the future of the book.

LEARNING GOALS

In 2014, in consultation with the academic departments they support, the Libraries established learning outcomes for the first through fourth year to serve as a scaffolding of skills and thinking leading up to students' major capstone project.

- **First year:** Becoming critical users of information
- **Second year:** Building analytical and research skills while learning about disciplinary methods
- **Third year:** Exploring fields of study while laying the groundwork for the senior capstone project
- **Fourth year:** Deepening knowledge in chosen disciplines and doing independent research for a capstone project

The above learning goals have been further refined by discipline to meet the complex needs of learning in those fields. Moreover, we engage in active assessment to evaluate the efficacy of our teaching. For more information, visit <http://libguides.brynmawr.edu/assessment>.

"Jeremiah [Mercurio]'s library instruction and support to my classes has been absolutely essential. Research can be an intimidating process, but Jeremiah has helped my students approach it with a sense of excitement, possibility, and confidence. By learning to cull and engage sources, students begin to recognize that knowledge has its own architecture, and that we are constantly building on and reshaping what came before us. Jeremiah's instruction enables students not only to locate relevant and reliable sources, but also to understand themselves as part of a scholarly conversation that surrounds and sustains their thinking. Students come away from this process knowing that every time they enter the library (physically or digitally) they are entering this conversation, and they have the skills and the confidence to navigate it."



PROJECT TIER
TEACHING INTEGRITY
IN EMPIRICAL RESEARCH

Over the past several years, Richard Ball, Associate Professor of Economics, and Norm Medeiros, Associate Librarian, have developed **Project TIER (Teaching Integrity in Empirical Research)**, a protocol for documenting and ensuring transparency in empirical research papers. The protocol ensures that all the statistical results reported in the paper can be easily and exactly reproduced by an independent researcher. They teach the protocol to students in introductory statistics classes as well as to economics majors writing empirical senior theses.

Supported by the Alfred P. Sloan Foundation, Ball and Medeiros are working with social science faculty at other institutions to introduce the protocol into their courses. Though other social scientists and academics share their concern for ethical and transparent research, the focus has been to instill changes through professional channels. Rather than this top-down approach, Project TIER seeks to instill proper habits in students so as to achieve a "bubble up" effect in the profession. The fellowships and workshops offered through the Haverford team are a prime means of spreading the application of the protocol to other institutions and to disciplines outside of economics.

Additional information about Project TIER can be found at www.haverford.edu/TIER.

LINDSAY RECKSON
ASSISTANT PROFESSOR OF ENGLISH

Research & Scholarship

The Libraries foster scholarship on campus in many ways. From assisting freshmen and sophomores through the Personal Librarian Program to working with junior seminar students and senior thesis writers, librarians help students to grow as critical thinkers. In 2014, for example, librarians conducted **3,542 individual research consultations** with students—a very high number considering the size of Haverford's student body. In addition to helping students in their research, the Libraries aid faculty in their research and scholarship, whether by obtaining hard to find materials through interlibrary loan, creating maps for publications using GIS data, or providing technical support and expertise in research initiatives with a digital component.

“My senior thesis in anthropology, which explored issues of social media and hip hop viewership, required a diverse, nuanced research approach. Through her in-depth research guides and her eagerness to provide personal attention, Margaret Schaus gave me the tools and resources to handle an unusual, interdisciplinary topic and conduct a thesis that satisfied my own unique interests.”

CHARLIE ESPINOSA '15

(pictured right with librarian Margaret Schaus)



SENIOR THESIS ARCHIVE

A large and impressive body of original scholarship is produced at Haverford each year in the form of senior theses and projects. The Libraries undertake to collect, catalog, and make available as many senior theses, recordings of music compositions, and photographs of artworks as possible through its Archive. The collection of theses in print includes work dating as far back as 1897, and since 2002, the Libraries have been hosting PDF versions of all available new theses online. The Libraries are currently in the process of digitizing older theses as requested by academic departments. **At the end of 2014, the Libraries were hosting over 3,500 senior theses in its digital archive.** The Senior Thesis Archive can be accessed at <http://thesis.haverford.edu>. (Please note that individual theses have different access levels, depending upon the authors' choices.)

FACULTY RESEARCH SPOTLIGHT: BROOK LILLEHAUGEN AND THE TICHA PROJECT

Since 2013, Assistant Professor of Linguistics Brook Danielle Lillehaugen has been working with Laurie Allen, the Libraries' Coordinator for Digital Scholarship & Services, as well as student research assistants and an international cohort of linguists on *Ticha*, a digital explorer for Colonial Zapotec texts. Their goal is to make freely available a corpus of these texts—transcribed, translated, analyzed, and encoded—online so that linguists, anthropologists, historians, and students and scholars from other disciplines, as well as Zapotec community members, can benefit from them. In summer 2014, Allen supervised several students on launching a new website for the project, collecting images from Mexican archives, and encoding the first text to be studied. Learn more about the project at <http://ds.haverford.edu/ticha>.



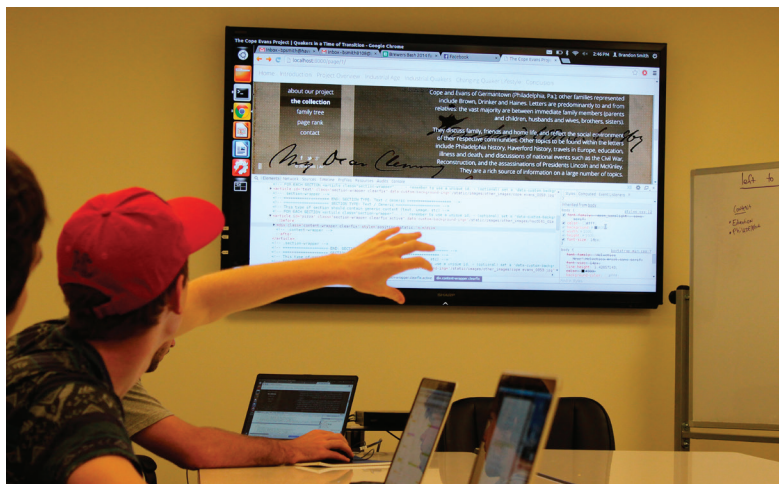
"Often when I tell colleagues at other institutions about this library, they're jealous, because they don't have librarians who support them in the way that the librarians here support my research."

BROOK DANIELLE LILLEHAUGEN
ASSISTANT PROFESSOR OF LINGUISTICS

Watch a video of Professor Lillehaugen discussing how the Libraries support her teaching and research at <http://vimeo.com/98678591>.

DIGITAL SCHOLARSHIP

Digital scholarship (DS) incorporates the use of digital tools—such as those for data visualization, text encoding, and GIS mapping—to create new methods of inquiry and new knowledge across disciplines, encouraging the use of technology to present scholarship in interactive and multimodal ways. The Libraries are centers of DS on campus, partnering with faculty on digital initiatives, supporting faculty who incorporate digital projects into their courses, and giving students the opportunity to create digital projects and interactive exhibits.



2014 DIGITAL SCHOLARSHIP HIGHLIGHTS:

- **Troubled Waters: Tracing Waste in the Delaware River**
Librarians and students worked with visiting artist jesikah maria ross, Visiting Assistant Professor of Independent College Programs and documentary filmmaker Vicky Funari, and students from a political science class, a chemistry class, and a documentary film class on this collaborative project.
- **The Bridge**
The Bridge is a digital vocabulary tool for students studying Greek and Latin designed by Associate Professor of Classics Bret Mulligan. The DS librarians worked with Professor Mulligan and students Julie Ta and Blair Rush on building the website and backend infrastructure for it.

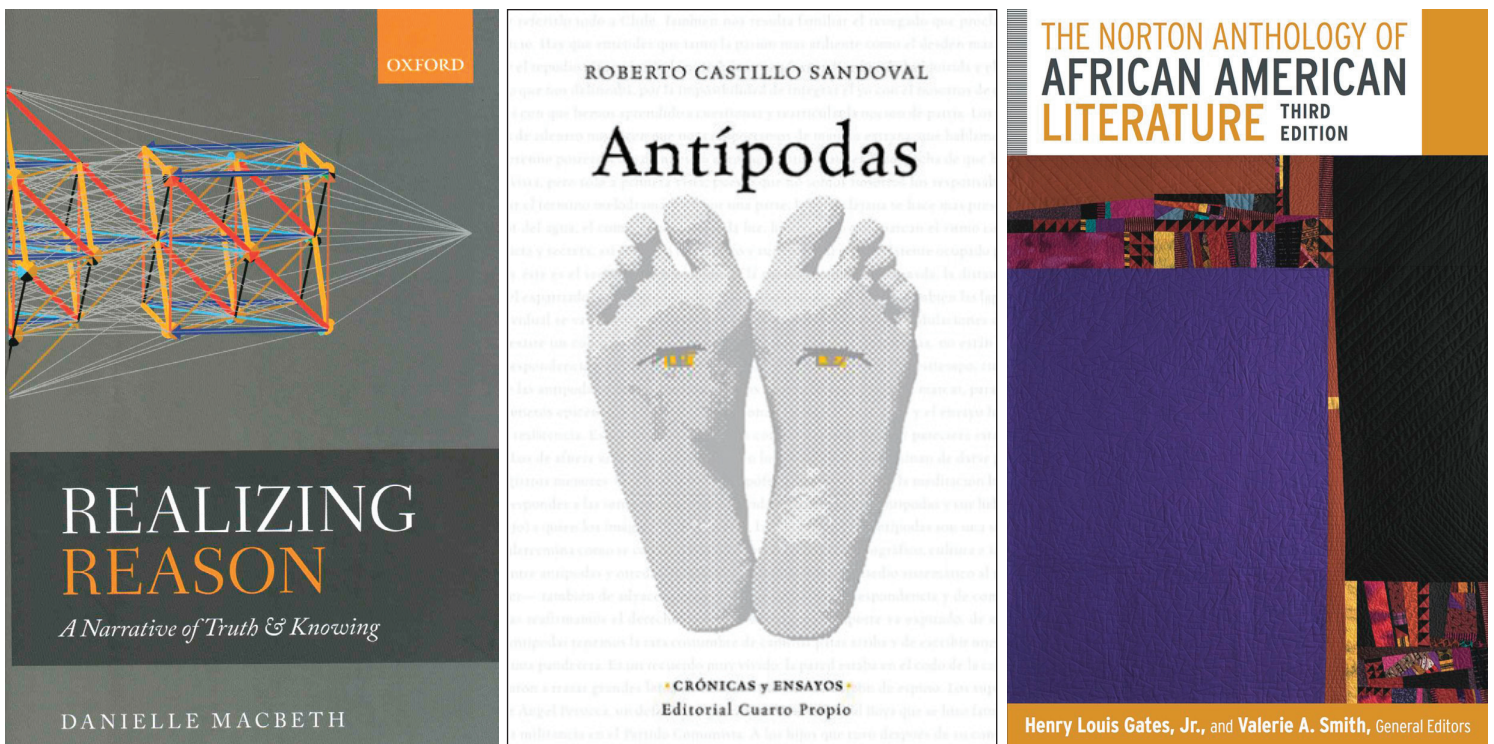
Learn more about these and other digital scholarship projects at <http://library.haverford.edu/services/digital-scholarship/projects/>.

Collections & Metadata Services

In 2014 the Libraries successfully implemented the ARTStor Shared Shelf platform, which provides rich description and facilitates discovery of digital images used by faculty for curricular and research purposes. Julie Coy, Visual Resources Librarian, oversees the high-resolution digitization and application of metadata for Haverford's collection of approximately 6,000 images.

The Libraries are in the process of digitizing the *Haverford News* from the original newsprint. These scans are produced by Collection Management & Metadata Services staff and maintained in Triceratops, a Tri-College Library Consortium digital repository, where they are available to historians and others interested in the Haverford student experience. Several of the photographs being digitized as a result of this project have appeared in the *Clerk*. To date, student newspapers from 1909–1968 are represented (not comprehensively) through this ongoing project.

The Libraries launched **Haverford Scholarship** (<http://scholarship.haverford.edu>) in 2014. The system, which at present contains nearly 5,000 citations to current and past faculty scholarship, is an attractive and flexible resource for showcasing faculty research output. Scholarship also distributes PDFs of faculty publications where allowable, and links to published papers when available.



Three books published in 2014 by Haverford faculty and added to both the Libraries' circulating collection and the Haverford Scholarship repository: *Realizing Reason: A Narrative of Truth & Knowing* by T. Wistar Brown Professor of Philosophy Danielle Macbeth; *Antípodas: Crónicas y Ensayos* by Associate Professor of Spanish and Comparative Literature Roberto Castillo Sandoval; and *The Norton Anthology of African American Literature* (3rd ed.), a significant portion of which was edited by Kim Benston, Provost of the College and Francis B. Gummere Professor of English.

Quaker & Special Collections

Haverford's Quaker & Special Collections includes the papers of author Christopher Morley; manuscript collections of prominent nineteenth-century Philadelphia-area families such as the Copes, Evanses, and Shinns; a copy of Shakespeare's First Folio; first editions of Newton, Copernicus, Darwin, and Cervantes (among many others); historical maps and newspapers; and photographs and other artwork. Among its rich collections are the College Archives, which document the history of Haverford from its founding to the present, and the renowned Quaker Collection, one of the richest and largest collections of Quaker materials in the world, as well as collections documenting the anti-slavery movement, Asian history and culture, and the Mid-Atlantic from colonial times to the industrial period.

In 2014 we continued to add to our extraordinary holdings. Some highlights include:

- **Thomas Scattergood diaries, 1779-1811, 17 v.** Thomas Scattergood was an important and very influential Quaker figure during the later eighteenth and early nineteenth century who shaped the treatment of mental health disorders for centuries to come.
- **Hugh D. Vail Collection**, including his autobiographical notebook, ca. 1900; scrapbook, 1927; and mathematical and geometrical formula book, n.d.
- **Joel Swayne diary, 1798.** Swayne was a Quaker who visited the Seneca nation.
- **Taylor family papers**, including the 1903-1905 diaries of Francis Taylor while a student at Haverford
- **Esther Balderston Jones letters and diaries**, including materials from her time at Friends School in Tokyo and diaries of various trips to different parts of the world (including to Cuba in 1948)
- **John F. Rich papers**, documenting Rich's travels in Spain in 1939 and India and China in 1943 as part of his work at the AFSC
- **Reed Smith letters**, written to his brother from a Civilian Public Service camp during World War II and later from France and Poland where Smith worked with the AFSC
- *Campo-Musea, or, the field musing of Captain George Wither, and His Majesties message to both Houses of Parliament (1647)*
- Two leaves from Medieval manuscripts



Quaker & Special Collections actively works with classes from across the curriculum each semester, as well as researchers from around the globe. In 2014, Special Collections responded to the research needs of **1,437 patrons**, 25% of whom were from outside the Tri-Co. Materials from Special Collections were used in 46 different class sessions. In addition to classes from Haverford, we also conducted multiple sessions for Ursinus College, Immaculata College, Main Line Night School, Media Friends, and William Penn Charter School.



Head of Quaker & Special Collection Sarah Horowitz (standing) works with students in Professor Darin Hayton's Introduction to the History of Science course.

We also provide several fellowships annually through the **Gest Fellowship Program** to help researchers visit and use our unique resources in their scholarship. Fellows from 2014 were:

- Anelise Shrout (Visiting Assistant Professor of History at Davidson College) on "Distressing News: Irish Famine, Politics, and the Making of International Philanthropy;"
- William Fenton (Ph.D. candidate in English at Fordham University) on "Fighting Quakers, Revolutionary Violence, and the Antebellum Novel;"
- Janet Moore Lindman (Professor of History at Rowan University) on "Practical Religion in the Protestant Atlantic World, 1650-1850;" and
- Issac May (Ph.D. candidate in Religion at the University of Virginia) on "The Struggle for Gender Equality in Quaker Meetings."

We are grateful to:

The **Council on Library and Information Resources (CLIR)** for a grant to hire a post-baccalaureate to work on our "Quaker Diaries, Journals, Commonplace Books and Small Manuscript Collections" cataloging project to describe 166 linear feet of important Quaker materials.

The **Scattergood Foundation**, which funded senior Jordan Nieuwma's summer research internship and made a contribution towards the purchase of the Thomas Scattergood diaries.

Student Internships & Fellowships

The Libraries engage student interns to work on a variety of projects. These projects are developed following a collaborative, active learning style. Students are paired with a subject expert in the Libraries (and often a faculty adviser) to work closely on a project that develops their research and scholarship capacity, advances their critical literacy skills, applies what they have learned in their coursework, provides project management skills, and simultaneously gives them a meaningful product for their portfolio.



JENNA MCKINLEY '15 | *Antiquities Exhibit Curator*

Jenna, a classics major, spent the summer of 2013 researching Haverford's collection of ancient Greek vases in Quaker & Special Collections, donated to the College by alumnus Ernest Allen in 1989. She focused on the role of another Haverford alum, infamous antiquities dealer Robert Hecht, in obtaining and then selling the vases and other objects in the collection, and used Hecht as a lens onto the often ethically dubious world of antiquities dealing. Jenna's research culminated in an exhibit she curated on the vases that ran in Magill Library in fall 2014.

Jenna described her experience as "interesting and fun to incorporate extensive research into a cohesive whole. The project was more extensive than anything [she] did for class." She also noted that she "learned how to carry a vase without dropping it!" The project aligned closely with her academic and career goals. She learned to read texts for eight solid hours and "take control of a project," both of which helped her prepare for her study abroad experience at Oxford. She is interested in pursuing a possible career as a museum curator; she remarked, "I never thought I'd have this experience at twenty years old." She saw the experience as "great for applying for internships and jobs." Overall, she said "it was a fantastic experience from start to finish."



Jenna talks with another student at the opening reception for the exhibit.

ANDREW KAFKER '17, CORMAC RADA '17, AND BRANDON SMITH '16 | *Cope-Evans Project Team*



In summer 2014, Andrew, Cormac, and Brandon worked as a team to create a digital project centered on the Cope-Evans Family Papers, a manuscript collection of the two prominent Quaker families. Using the materials from the collection, they developed an historical argument, used algorithms to visualize the data from the collection, and presented their ideas in a website. Their work required them to read secondary literature, analyze nearly 3,000 letters from the Cope-Evans digitized

papers, and engage in in-depth research. They learned how to approach archival research; combine computational analysis with literary analysis; define an argument; manage a project; share responsibility; set and meet deadlines; and work as a team—all on a larger-scale project than any of them had done before.

Brandon, a computer science major who created the data visualizations, says, “Literary analysis using computers is a fairly young field. The work includes being able to figure out for myself for what can happen, what needs to be applied to the letters, how best to visualize them, how best to analyze them. There is no set status quo on how it’s done. It’s a cool experience to be one of the first people to try this out and see what we can come up with for visualizing the collection. It’s very exciting.”



(from left) Andrew, Cormac, Coordinator for Digital Scholarship Laurie Allen, Brandon (on screen), and Digital Scholarship Librarian Mike Zarafonetis during a meeting about the Cope-Evans website.



BLAIR RUSH '16 | *Digital Scholarship Intern*

Blair's summer 2014 internship involved managing the backend infrastructure on a variety of digital projects and ensuring that the technology was contributing to the knowledge development rather than being “gimmicky.” He contributed to several different projects, doing server management, setting up a geoserver, building and managing databases for several projects, assisting with the Bridge project, and helping fellow student interns with their technical questions. His internship allowed him to apply and augment what he had learned in a Data Science and Visualization course he took the previous semester. He enjoyed his role at

the Libraries and appreciated its capacity to “give everyone the ability to free roam,” and seeing what everyone was learning. Blair felt his internship was “like being in an industry situation,” because he worked to make a diverse set of projects successful and deliver them on deadline. For Blair, it was fun to get that experience.

Watch interviews with student interns at <http://library.haverford.edu/research/student-internships/>.

OTHER 2014 STUDENT PROJECTS

- Ethan Adelman-Sil '17 and Eric Olsen '16 – Solidarity Economy (with Associate Professor of Political Science Craig Borowiak)
- Carolyn Anderson (Swarthmore '14) and Anneke Heher '14 – *Ticha* project (with Assistant Professor of Linguistics Brook Danielle Lillehaugen)
- Rachel Berger (Swarthmore '16) – *The Second Generation: Boy Heroes in American Dime Novels, 1860–1910* (digital exhibit funded by a Tri-Co Digital Humanities grant)
- Charlie Espinosa '15 – Curation of comic books exhibit in spring 2015
- Evan Hamilton '17 – Lancaster Avenue (with Associate Professor of History Andrew Friedman)
- Jenna Kowalski '17 – Mapping Microfinance (with Visiting Assistant Professor of Economics Shannon Mudd)
- Karl Moll '14 – *Turn On/Turn Off: 90 Years of Radio at Haverford* (exhibit)
- Jordan Nieuwsma '14 – *The Letters and Journals of Thomas Scattergood* (digital exhibit)
- Jon Sweitzer-Lamme '14 and Thomas Littrell '15 – *Shakespeare: In His Time and for All Time* (digital exhibit)
- Julie Ta '16 and Blair Rush '16 – The Bridge (with Associate Professor of Classics Bret Mulligan)
- Grace Thiele '17 – *Hugh D. Vail: Volunteer Weatherman* (digital exhibit)



DIGITAL SCHOLARSHIP FELLOWS PROGRAM

In fall 2014, the Libraries partnered with the Writing Center, the Office of Academic Resources, and the Center for Career and Professional Advising to launch the Digital Scholarship Fellows Program. This yearlong initiative gives a group of seven sophomores and juniors the opportunity to build their technical skills through regular workshops and instruction sessions as well as a collaborative digital project. The Fellows supported Postdoctoral Writing Fellow Paul Farber in his work on the Monument Lab, a project to conceive, design, and build a 21st century monument to the city of Philadelphia.

Programming & Outreach

The Libraries continued to expand their offerings of lectures, workshops, exhibitions, and other events in 2014, sponsoring, organizing, and hosting more than 30 events. These programs serve to enrich the intellectual life of the College and often provide opportunities to partner with faculty and students on fruitful curricular and co-curricular learning experiences.

Programming highlights from 2014 include:

- 5 talks in the **Young Academic Alumni Lecture Series**, which invites Haverford alumni who are early in their academic careers back to campus to deliver a talk on their work
- the launch of the **Texts & Technology Lecture Series**, a biannual series that brings scholars, publishers, and others who study and/or work on issues of text, publishing, and digital change to campus for a public lecture and workshop with students
- 4 **Dig into the Archives** presentations in Quaker & Special Collections, on topics ranging from Quaker experiences in East Asia in the 19th and 20th centuries to the history of beer brewing in Philadelphia
- a panel discussion on **Open Access** during International Open Access Week, featuring Rick Anderson, librarian at the University of Utah and frequent speaker on Open Access issues, as well as several faculty members
- involvement in organizing the first-ever **Tri-Co Hackathon**, a 48-hour event held in January that



Aaron Clauset '01, Assistant Professor of Computer Science at the University of Colorado, delivers a Young Academic Alumni Lecture in February 2014.



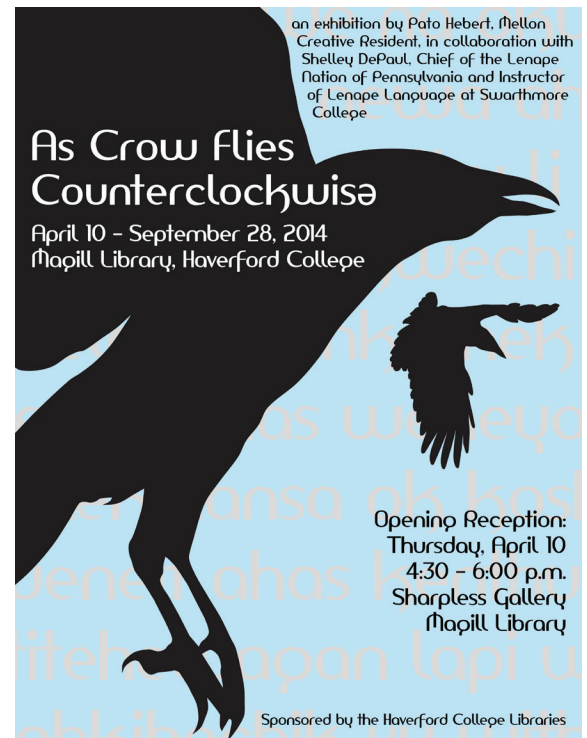
brought together teams of students from the three colleges to design and build apps and other projects, which they presented to a panel of guest judges

Digital Scholarship Librarian Mike Zarafonetis leads a Dig into the Archives session on the history of beer brewing in Philadelphia in Quaker & Special Collections.

EXHIBITS

The Libraries hosted nine different exhibits and exhibitions in 2014 in its main Sharpless Gallery, the smaller Alcove Gallery, and other spaces around Magill Library. These exhibits afforded opportunities for students to gain experience in creating, curating, and installing a public exhibit; for faculty to engage the community around a subject related to their scholarly interests; and for outside artists and curators to enrich the intellectual life of Haverford with their insights and perspective. The exhibits and exhibitions that the Libraries organized, sponsored, and/or hosted in 2014 were:

- **Works in Color: Selections from the Haverford Fine Art Photography Collection** (February 7–March 7)
Curated by Vita Litvak '03, Visiting Assistant Professor of Fine Arts
- **As Crow Flies Counterclockwise** (April 10–August 29)
Curated by Mellon Creative Resident Pato Hebert and Chief of the Lenape Nation of Pennsylvania Shelley DePaul
- **Beyond the Margin: Reading Communities and Rituals of Early Haverford Students** (March 21–April 27)
Curated by Jen Rajchel, Tri-Co DH, and Nate Rehm-Daly '17
- **Turn On/Turn Off: 90 Years of Radio at Haverford** (May 30–September 7)
Curated by Karl Moll '14
- **Bill Dane: The Photographic Postcard as a Conceptual Art Work** (May 30–October 5)
Curated by William E. Williams, Audrey A. and John L. Dusseau Professor in Humanities and Professor of Fine Arts
- **The Moon Reader** (September 23–October 27)
Curated by visiting artist Teresa Jaynes
- **Putting the Pieces Together: Antiquities from the Allen Collection** (October 1–January 5)
Curated by Jenna McKinley '15
- **KHAMSA: Amulets of North Africa** (October 9–November 23)
Curated by Emma Cohen '17, Miriam Hwang-Carlos '17, and Micaela Houtkin (BMC '14) under the supervision of Carol Solomon, Visiting Assistant Professor of Independent Programs
- **Three Exhibitions: With and Without Margaret Ralston Gest** (November 14–December 17)
Curated by students from Visiting Assistant Professor of Independent Programs John Muse's Theory and Practice of Exhibition course



This 1886 photograph shows costumed Haverford students before an annual book cremation. The photo was featured in the *Beyond the Margin* exhibit.

Planning for the Future

During the launch of our capital campaign in October 2014, the College announced the largest gift in its history. It came from Howard Lutnick '83, Chair of the Board of Managers, and it will help ensure that plans for a long-overdue and much needed modernization of Magill Library will move forward. What follows is a bit more about those plans and their unfolding.

In five workshops, the Magill Working Group, composed of librarians, College administrators, faculty, and students, with the guidance of Ann Beha Architects, assessed existing conditions; evaluated precedents and benchmarks; and updated the space programming. Building on our heritage and Quaker values, we envisioned an intellectual and cultural center that facilitates creativity, learning, and scholarship. The design focused on a shift from a repository paradigm to a user-centered one. We see the space as critical in advancing curricular and co-curricular learning, teaching critical literacy, engaging in digital scholarship, enhancing partnerships and collaboration, and creating a community center that facilitates intellectual inquiry and scholarship. Highlights include:

- Beautiful and appropriate spaces for our world-renowned Quaker and Special Collections
- Instruction, event, and seminar spaces
- Digital Scholarship Commons with an accompanying Digital Scholarship Resource Center
- Increases in student study spaces: individual quiet spaces, group study, and social spaces
- Faculty offices, larger and more felicitous for research, writing, and meeting with students
- Stacks that accommodate anticipated collection growth
- Multiple entrances
- The long-awaited and much-desired café

Importantly, light, beauty, and technology will infuse all library spaces.

Multiple feedback sessions with students and with faculty have yielded a great deal of excitement as well as helpful ideas for the design stage. We look forward to next steps.



Sketch showing one of the heritage spaces of the library, with stacks removed and new reading and study spaces added.



Architect's rendering of the library café and courtyard

OVERARCHING BUILDING GOALS

- Heart of campus life with academic focus
- Technology-infused center for 21st century teaching and research
- Global platform for Digital Scholarship and Special Collections
- Porous design promotes collaboration and partnerships
- Builds Haverford's reputation as a site for innovation and excellence
- Positions and restores Haverford College as a premier liberal arts college

PLANNING THEMES

- Gathering community
- Excellence in scholarship
- Encouraging collaboration
- Variety of spaces and experiences
- Accessing collections and expertise
- Building on heritage
- Connecting the campus
- Light-infused
- Facilitating creativity
- Future-oriented
- Intuitive way-finding



Architect's renderings (from left): Digital Scholarship Commons, approach from the north, and Quaker & Special Collections.

LIBRARIES STAFF

Terry Snyder

Librarian of the College

Norm Medeiros

Associate Librarian, Coordinator for Collection Management & Metadata Services

Richard Aldred

Catalog Librarian

Laurie Allen

Coordinator for Digital Scholarship & Services

Bruce Bumbarger

Library Conservator

Dan Burger-Lenehan

Senior Administrative Assistant

Julie Coy

Visual Resources Librarian

Adam Crandell

Music Librarian & Web Coordinator

Theresa Donahue

Circulation & Reserves Specialist

Betsy Griffith-Smith

Acquisitions Specialist & Bookkeeper

Rob Haley

Interlibrary Loan Specialist

Dawn Heckert

Circulation Services & Building Manager

Sarah Horowitz

Head of Quaker & Special Collections/Curator of Rare Books & Manuscripts

Kayla Hoskinson

Collection Management & Metadata Services Assistant

Charlie McNabb

Research & Instruction Librarian

Jeremiah Mercurio

Research & Instruction Librarian

Krista Oldham

College Archivist/Records Manager

Mike Persick

Head of Acquisitions & Serials

Jim Pollard

Bindery Assistant

Johanna Riordan

Electronic Resources Librarian

Liz Romano

Circulation Services Specialist & Evening Supervisor

Margaret Schaus

Lead Research & Instruction Librarian

Ann Upton

Curator of Quaker Collections

Dora Wong

Science Librarian

Mike Zarafonetis

Digital Scholarship Librarian

FACULTY ADVISORY COMMITTEE

Spring 2014:

Bethel Saler, Associate Professor of History

David Sedley, Associate Professor of French and Comparative Literature

Fall 2014:

Kathryne Corbin, Lecturer in French and Francophone Studies

Carol Solomon, Visiting Assistant Professor of Independent College Programs

STUDENT ADVISORY COMMITTEE

Ryan Gilliom '15

Lili Hutchinson '15

Rio Morales '17

Katherine Poje '16

**Haverford
College**

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<http://library.haverford.edu>