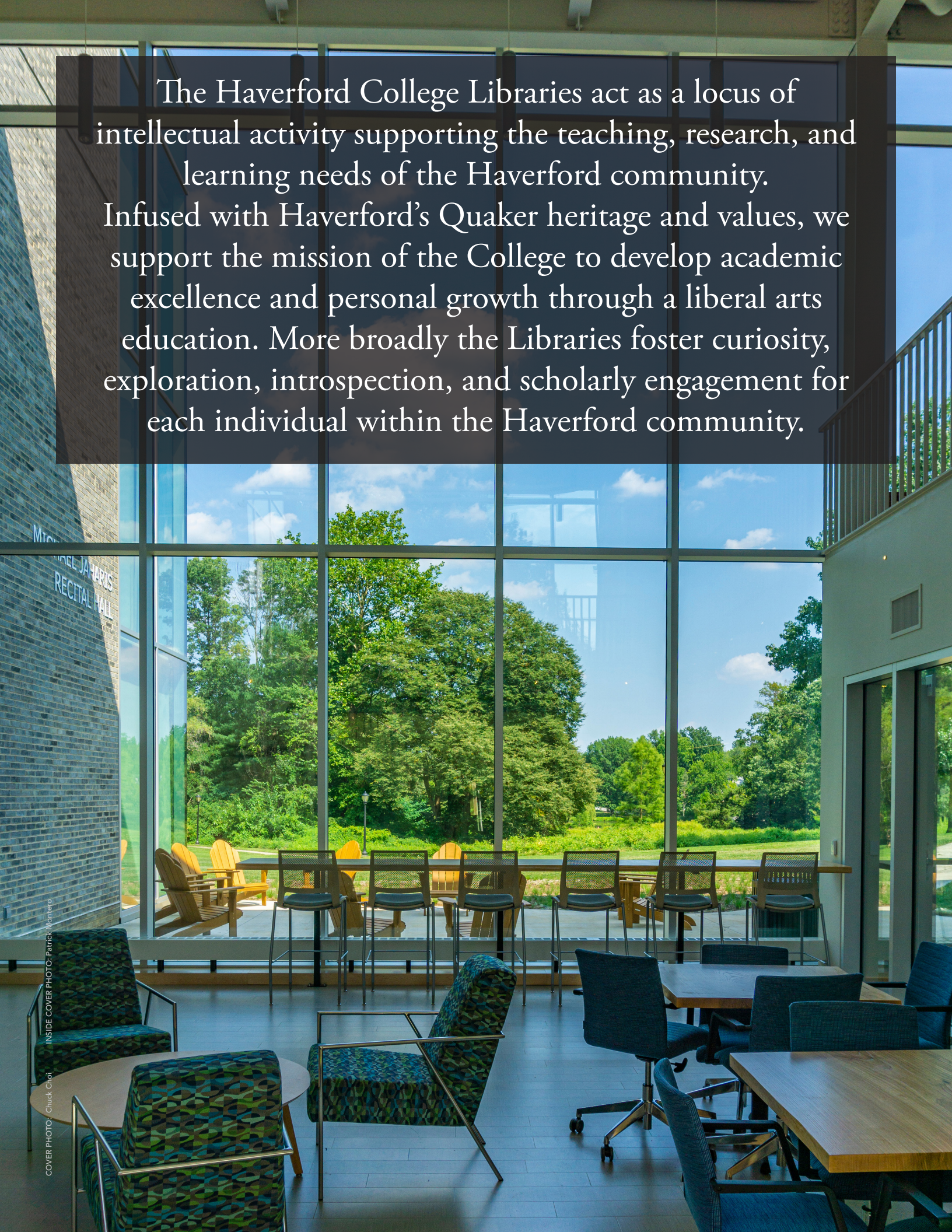


HAVERFORD
COLLEGE
LIBRARIES

ANNUAL REPORT 2020-21



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.



Cover: Lutnick Library's South entrance and Cafe patio, featuring Head of Metadata Services & Visual Resources Librarian Julie Coy. Opposite: The active reading room of the Nan and Bill Harris Music Library. Below: Level 2 open study space and group study room.



PHOTO: Chuck Choi

INTRODUCTION



Not surprisingly, COVID-19 challenged our—and everyone's—work this year. The double pandemic of COVID and structural racism left many grieving and urgently calling for change. This annual report will offer information on how the Libraries contributed to learning and academic excellence while working toward becoming a more just and inclusive place and offering a more just and inclusive program for our community.

Approximately 75% of our students lived on or near campus this past academic year, with the remaining 25% learning from their homes further afield. Faculty delivered in-person and online courses in roughly equal parts. This unprecedented year of hybrid teaching and learning taxed the financial and staff resources of the Libraries. Despite these struggles, Libraries colleagues operated at the center of this hybridity, and performed very well within it.

Colleagues provided an array of physical and electronic materials needed by faculty and students, leveraging workflows developed during the spring 2020 campus shutdown and creating new workflows to satisfy users both on and off campus. Others worked to provide instructional support and research services in the hybrid environment. Still others made sure our world-renowned Quaker & Special Collections remained accessible with both virtual and physical options that could meet users safely where they were. Furthermore, unlike many libraries, ours remained fully open, providing students with a beautiful, safe, and physical alternative to dorm rooms and the intensity of a virtual, disassociated world.

We adapted our workflows throughout this challenging period, met community needs, contributed to academic excellence, formulated a strategic plan, and made good, early progress on our goals.

TEACHING & LEARNING



he challenges of pedagogic hybridity offered new growth opportunities. We collaborated with faculty to reformulate assignments, identify potential online readings, solve research queries for their scholarly projects, and pass on information about individual students' research needs. Even when in doubt that solutions to challenges could be found, faculty were clear that asking a librarian for help was a beneficial course of action.

Nonetheless, the impact of the pandemic and our student strike meant a lower number of bibliographic instruction sessions this past year—librarians taught 180 demanding yet rewarding class sessions. In addition, the virtual environment offered more "flipped classroom"

instruction where students watched videos and then engaged in more hands-on, interactive learning in the Zoom class sessions. Such active learning techniques included finding sources, interrogating digital surrogates of primary sources, or digital scholarship projects. Librarians were able to provide quality instruction experiences through their willingness to adapt and adopt new digital pedagogy techniques, and because of the depth of content they prepared and tested in advance.

A closer look at the kinds of instruction provided online shows faculty priorities and their reliance on librarians. Introductory courses with high enrollment in the sciences were well served with newly created videos and in-class questions to engage students. Seminars invited

Map of the Province of Pensilvania. T. Kitchin, 1756. One of the primary sources available in the Borderlands and Treaties packet, part of the Library Toolkits.





Importance of Data Management

- Find
- Understand
- Access
- Protect



55:50



Screenshot from "Organize It!," a data management workshop by librarians Brie Gettleson and Emily Thaisrivongs, another resource available as part of the Library Toolkits.

VIDEO: Brie Gettleson and Emily Thaisrivongs

librarians for instruction sessions, student proposals, and class presentations. From big to small, from virtual to hybrid to in-person, librarians remained effectively engaged with faculty in teaching their courses.

In addition to these more enhanced instruction sessions, librarians launched three new and innovative projects this year; below are descriptions of our Toolkits for Digital Learning Project, New Curricular offerings, and our Open Educational Resources Program.

Toolkits for Digital Learning:

The Library Toolkits project consists of three categories: primary sources, critical literacies, and digital scholarship. By selecting one or more toolkits from each category, faculty can quickly assemble meaningful curricular projects.

The primary source packets, created by Quaker & Special Collections librarians, include digital surrogates of rare texts, suggested questions for discussion and analysis, and some secondary contextual readings. Colleagues developed nineteen primary source packets.

Research and Instruction librarians generated 25 new research tutorials that developed students' critical thinking at the introductory and advanced levels. Lessons move from the fundamental skills of search strategies

and database selection to essential elements of knowledge production and peer review processes to engagement with complex databases, literature reviews, and cited reference searching.

Toolkits developed by Digital Scholarship Librarians include digital exhibits, text analysis, data refining, group annotation of texts, and data visualization.

In some cases, faculty incorporated tutorials in their assigned readings; in many instances, librarians added them to research guides as an opportunity for asynchronous student learning. As we move forward, we will capture usage data to understand more about the efficacy of these tools over time.

New Curricular Offerings:

Library colleagues customarily offer courses in their disciplinary areas through the corresponding departments. Of note this year was a unique series of College-wide courses designed to offer students additional choices of smaller classes sizes. To that end, several Library colleagues offered half-credit courses, including:

- "Advanced Topics in Research and Data Management" taught by Norm Medeiros, Associate Librarian

- "Introduction to MIDI Film Scoring" taught by Guillermo Gómez, Music Librarian and Coordinator of User Experience
- "Illustrated Books: History, Process, and Analysis" taught by Sarah Horowitz, Head of Quaker & Special Collections, Curator of Rare Books and Manuscripts
- "Paper and Ink: An introductory journey tracing the history, culture, and science behind the making of paper" taught by Karin Åkerfeldt, Professor of Chemistry; Bruce Bumbarger, Library Conservator; and Terry Snyder, Librarian of the College and Visiting Associate Professor



VIDEO: Rachel Hochberg

Still from a video lecture by Bruce Bumbarger, Karin Åkerfeldt, and Terry Snyder for their half-credit course "Paper and Ink." Here Bumbarger and Åkerfeldt demonstrate papermaking.

- "Web Application Development" taught by Andy Janco, Digital Scholarship Librarian
- "Women and Gender in the Middle Ages: Representations in Art" taught by Margaret Schaus, Lead Research & Instruction Librarian

Though it was demanding and time-intensive, colleagues found the teaching rewarding and appreciated the opportunity to work closely with our students.

Open Educational Resources (OER):

The Libraries launched a new faculty grant program to promote Open Educational Resources (OER): publications and pedagogic resources freely available for public use. Unlike commercial resources locked behind paywalls, OER remove barriers to knowledge and generate new opportunities in teaching and learning.

One of the primary goals of OER is to mitigate the financial hardship for students who cannot afford increas-

ingly expensive textbooks. This challenge is particularly acute in the sciences, economics, and languages. There is clear evidence that OER projects redress some of these financial constraints and provide savings to students and the colleges supporting such initiatives. (See: Kristi Jensen and Shane Nackerud, editors, *The Evolution of Affordable Content Efforts in the Higher Education Environment: Programs, Case Studies, and Examples*, University of Minnesota Libraries.)

Customized OER texts also allow for the creation of relevant and resonant examples and problem sets that foster inclusiveness. Ultimately OER work reinforces our commitment to support diversity, equity, inclusion, and social

Assessing Causality

2. Three criteria for determining causality

(a) **Association**

(b) **Temporal precedence**

(c) **Exclude other variables**

PSYC 200 Mini-Lectures

| Unlisted | Benjamin Le - 1 / 76 |
|---------------------------|---------------------------|
| Basics of Research Design | Research Designs (part 1) |
| 11:32 | Benjamin Le |
| Research Design | Research Designs (part 2) |
| 12:21 | Benjamin Le |
| Way of Cultural Bias | Research Designs (part 3) |
| 15:00 | Benjamin Le |
| Conclusion | Measurement (Part 1) |
| 14:01 | Benjamin Le |
| Measurement Basics | Measurement (Part 2) |
| 8:25 | Benjamin Le |
| Measurement Basics | Measurement (Part 3) |
| 8:30 | Benjamin Le |

One of many mini-lectures recorded as a part of *Research methods and statistics for psychology*, an Open Educational Resources course packet created by Benjamin Le.

justice while fostering lifelong learning, collaboration, and knowledge creation and discovery on a global scale.

Faculty who received grants through the program agreed to license their content liberally and use it in their courses for at least three years. This year's faculty grant recipients included:

- Benjamin Le, Professor of Psychology, to create course content for PSYCH200, Research Methods & Statistics
- Brook Lillehaugen, Associate Professor of Linguistics, to generate a new edition of *Cali Chiu: A Course in Valley Zapotec*, a digital multimedia resource for use in LING215, with co-author Felipe Lopez
- Giri Parameswaran, Associate Professor of Economics, to generate a textbook on Microeconomics for use in ECON201 and ECON300
- David Owens, Associate Professor of Economics, to create a course packet for ECON105
- Daria Bozzato, Visiting Associate Professor of Italian at Bryn Mawr, to create a Bi-Co textbook for ITAL001 and ITAL002

Haverford Libraries offer expertise and guidance at every stage of OER production, from the initial grant application through a project's design, completion, marketing, and preservation. We are learning a great deal and are excited about advancing this initiative.



PHOTO: HJPD, CC BY 3.0 <<https://creativecommons.org/licenses/by/3.0/>> via Wikimedia Commons

Steles in Mount Albán depicting Zapotec numbers, from the DS-supported project *Caseidyneën Saën – Learning Together*, which won the Latin American Studies Association's inaugural Archives, Libraries and Digital Scholarship Award.

RESEARCH & SCHOLARSHIP

Librarians colleagues conducted 2,507 research consultations this past year, and found screen-sharing in the virtual environment particularly felicitous for gaining helpful information on student processes. For example, after watching students perform search strategies via a screen share, librarians engaged them in discussions that led to more effective growth in the research techniques. Sometimes exchanges provoked exclamations of sudden understanding on topics ranging from Boolean searching to finding an unexpectedly compelling primary source.

Our peer-to-peer Library Student Liaison Program continued to evolve during the pandemic. Through the

academic year, 50 of our student colleagues returned to work in our physical spaces. Liaisons held briefer exchanges at the kiosks, protected by safety plexiglass and markings for social distance. Screen sharing using computers positioned six feet away permitted active reference interviews and guidance. Another seven liaisons lived off-campus and provided services via our newly launched peer-to-peer online chat service. In addition to providing fellow students with needed assistance, our team of Liaisons provided a welcoming environment, both physically and virtually, for our community.

Despite an overall reduction in one-on-one consultations this year, our engagement with seniors work-

ing through their theses remained a focal point in our research support. Librarians intensely supported sixteen classes of thesis students and offered 232 individual thesis consultation sessions.

There are many ways librarians support faculty research projects. These include finding books, articles, primary sources, datasets, and other germane sources for a given faculty member's topic. In addition, we work with new faculty to identify collection gaps and build those out in support of their work. Throughout the year, we canvas and monitor emerging scholarship and call faculty attention to those resources. We also supervise and support faculty research assistants on their current projects.

In the area of Digital Scholarship (DS), colleagues partnered with several faculty in advancing their projects.

As part of Linguistics professor Brook Lillehaugen's Ticha project, the DS team supported the ACLS-funded work on *Caseidyneën Saën – Learning Together*. The team produced an open educational resource (OER) that included teaching modules introducing concepts and context for learning colonial Zapotec, an indigenous language spoken in southern Mexico. These lessons use materials that are part of the Ticha corpus of colonial manuscripts. The team won several international awards for their work on this project, including the best DH Blog from the 2020 Digital Humanities Awards; Latin American Studies Association's (LASA's) Inaugural "Archives, Libraries and Digital Scholarship" Section Award; and "Mejor iniciativa formativa desarrollada en 2020" (best educational initiative) from Humanidades Digitales Hispánica.

We supported Professor of Music Richard Freedman's fascinating project, "Citations: the Renaissance Imitation Mass," which uses technology through a purpose-built Digital Scholarship web application to bring together music scholars to collaborate, analyze, annotate, and explore relevant music texts. Colleagues assisted students and faculty with a site created to document the work of Anita Isaacs and Anne Preston, examining immigration, migration, and deportation experiences of Mexicans who entered the United States and returned. The Grupo Apoyo Mutuo (GAM) Digital Archive project continues; this year, the GAM collected and visualized demographic data related to the forced disappearances during the Guatemalan Armed Internal Conflict. Our Digital Scholarship group also

published our program's first open-source Python library to the Python Package Index.

For researchers further afield, still newer techniques were required. Quaker & Special Collections colleagues found innovative ways to provide access to our global audience through Zoom reference interviews. Using iPads affixed to stands, video of manuscripts, documents, rare books, or images provided opportunities for scholars to consult with rare text from a distance via Zoom. Colleagues turned pages, discussed findings, and answered questions during these exchanges.

Whether it was for external visitors or Haverford community members, contributing to those moments of discovery was especially meaningful this past year.




Brittany Robinson '20 describes her Anthropology thesis centering the voices and experiences of Black women in Haverford's history.

VIDEO: Keith Mburu '23

▶ WATCH THIS AND OTHER 2-MINUTE THESIS VIDEOS AT <https://vimeo.com/showcase/3263477>

One of the resources available in Richard Freedman's project "Citations," found at crimproject.org.

About
Documents
Analysis
Forum

Ave Maria  [CRIM_Model_0008]

Motet

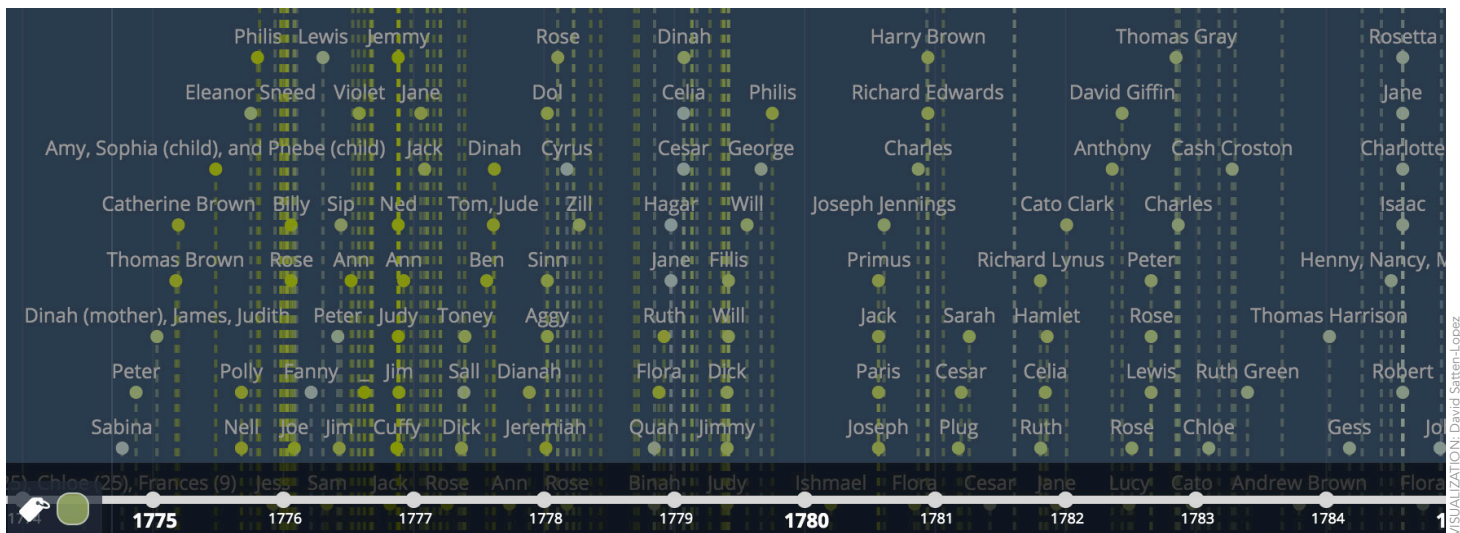
Composer: Josquin Des Prés, 1502
Editor: Marco Gurrieri, 2015-09-04

Score < start >

Ave Maria

"Photograph of Cope family" from the Cope-Evans family papers, a collection of letters of the closely related Quaker families of Cope and Evans who lived in Germantown.





Detail from a timeline of manumissions, one of several data visualizations on the newly launched Manumitted: The People Enslaved by Quakers site found at manumissions.haverford.edu.

COLLECTIONS, METADATA, & ACCESS SERVICES



olleagues from Collection Management & Metadata Services and Access Services worked to secure and provide access for students and faculty to needed resources under demanding conditions.

When the campus shut down in 2020, service delivery proved challenging, yet we met demand exclusively and consistently through digital means. Residential and curricular hybridity meant that we needed to supply research materials in the format best suited to each student's living situation.

Reserves became all-digital due to lingering concerns about the transmission of the virus on surfaces. Staff developed and shared a fairly complex flowchart that considered a multitude of options: placing physical and digital Interlibrary Loan requests, mailing books from our collection, scanning parts of books from our collection, purchasing or licensing electronic books, and purchasing and shipping print books to patrons. Film access included its own set of options. Managing these requests—in addition to more than 1,400 items on reserve and the regular book orders—required tremendous dedication. Furthermore, the User Experience Team enhanced communication and frequently updated our FAQs and other timely and rapidly-changing website information.

Though difficult, the team did what had to be done to ensure the continuance of services. Not surprisingly, they evinced deep dedication to meeting the needs of the Haverford community. Their herculean efforts ensured the College community had what it needed when it needed it!

Notable Successes in Building and Delivering Collections:

Meeting collection needs during a pandemic is worthy of celebration of its own, and yet colleagues continued to expand our holdings in meaningful ways; below are a few highlights.

- **TriCollege e-book sharing:** An important example of innovation and access included the Haverford-led TriCo initiative to develop a technical means of sharing e-book content across the Consortium. The group devised a successful model in Tripod for how to expose available e-books to patrons from the non-holding library or libraries.
- **Strike archive:** During the 2020 student strike, archival staff and student colleagues captured 350 items related to actions by students, faculty, staff, and administrators. These items included email correspondence, open letters, spreadsheets organizing mutual aid and food assistance, articles published by campus and non-campus news sources, departmental statements, social media posts, recordings of sit-ins, teach-ins, and other events, and signs, posters, and photographs. After the strike ended, Kevin Chabriel '24 collected signs, poster stencils, and other contributions from strike participants and facilitated their transfer to the College

Archives. The archive is open for research in our digital repository.

- **Documenting student life project:** This ongoing project focuses on surfacing student-created materials in the College Archives, reaching out to student groups about documenting their activities, and working with the Multicultural Alumni Action Group (MAAG) and the Alumni Association Executive Committee (AAEC) to collect oral histories from alumni. The project prioritizes identifying and preserving materials that document the experiences of BIPOC students and alumni. Our team of student colleagues identified nearly one hundred student groups with records in unprocessed archival materials that were not otherwise represented in the College Archives, and created historical notes for many of these groups for inclusion in future finding aids. They completed ten oral history interviews with alumni and students; they collected eight written reflections on the 2020 student strike and eleven written reflections on the pandemic. The student colleagues working on the project included: Kevin Chabriel '24, Taliyah Evans '24, Bethany Ho '23, Pendo Kamau '24, and Rachael Wong '24.
- **Documenting COVID-19 at Haverford:** We continued collecting physical and born-digital materials about the experience of the COVID-19 pandemic at Haverford and our community. Submissions included photographs, recordings of performances, artifacts, written reflections, and financial records.

Additional meaningful and exciting new acquisitions include:

- *Voyage pittoresque des environs de Paris, ou, Description des maisons royales, chateaux & autres lieux de plaisance, situés* by Antoine-Nicolas Dezallier d'Argenville (1768)
- Thomas P. Cope Letterbooks, 1788-1853
- Photograph album of Dorothy Franklin, a Quaker missionary in Bolivia 1934-1941
- *Remarks on a Tour to Praire du Chien* by Caleb Atwater (1831)
- Letters from Dr. Andrew Scott Myrtle to Emma and George Childs, documenting their health and stay in Harrowgate in the 1870s
- *Christianity, Islam, and the Negro Race* by Edward Blyden, a Pan-Africanist and editor of the Liberia Herald (1888)
- *El siglo pitagorico, y Vida de don Gregorio Guadania* by Antonio Enríquez Gómez (1699)
- *Facts and Observations Relative to the Nature and Origin of the Pestilential Fever....* Philadelphia, 1798
- Memoir of William Crotch, describing a visit to the United States and mental health issues he suffered

Poster from the student strike, now digitized in the Haverford 2020 Student Strike Collection.



PHOTO: Quaker & Special Collections <https://digitalcollections.tricolib.brynmawr.edu/object/148600>



Landing page of the TriCollege Libraries Digital Collections platform, launched this year at digitalcollections.tricolib.brynmawr.edu/.

- Undoing Racism Group of Philadelphia Yearly Meeting
- "Haverford College Soundwalk" by Alexander Hawthorn, a sound art piece recorded on the mostly empty campus during the pandemic
- Friends Association for Higher Education
- Friends Center City Retirement Community
- Bible Association of Friends of America, a long-term loan converted to a permanent gift with additional materials

Describing Collections and Enhancing Access:

The TriCo Libraries successfully launched an Institutional Repository, using Islandora, to access our digital collections and assets. Researchers can access 16,917 Haverford College objects, many of which are composed of multiple digital files. As such, the total number of files is approximately 117,000 files in 2194.464 GB of data!

We continued work on significant, ongoing, grant-sponsored projects that make collections more accessible through digitization and digital scholarship projects. "In Her Own Right" is a collaborative project managed by the Philadelphia Area Consortium of Special Collections Libraries (PACSCL) documenting and digitizing archives of women's activism before the passage of the 19th Amendment. Haverford contributed materials from the Beulah Hurley Waring papers, the Elkington, Waring family papers, and the Josiah White family papers. For the "Manuscripts of the Muslim World" project, Haverford added digital surrogates of 32

items, and the project wrapped up in spring 2021 with a virtual symposium. As part of our ongoing collaboration with the Scattergood Foundation, we continued to extract data from the Admissions Books of Friends Hospital Records to present through data visualizations.

The J. Morris and Anne T. Evans Endowment supports important Quaker Collections digital projects advanced by student colleagues and our DEI Post-baccalaureate Fellow. Two significant projects this past year included the Manumissions Project and the Rufus Jones Project.

The Manumissions project surfaces names and stories that are not readily apparent in the physical documents and situates those formerly enslaved at the story's center. The project also provides access to the digital documents, information on those documented (formerly enslaved people, slaveholders, and witnesses), and visualizations.

The Rufus Jones Project entails providing digital surrogates to selective manuscripts of this influential Quaker theologian and philosopher. The digital collection now includes 524 items, with another 3,400 in the pipeline for near-future ingestion into the repository.

Conservation and Collections Care:

Our Conservation colleagues played critical roles in making collections available digitally by disbinding 636 print volumes for scanning and rebinding them for circulation. In addition, they extended some form of conservation work to 452 items in the collections.

In order to make our extensive comic book collection more accessible, the 6,500 plus books were bound and located in a place convenient to the students.



Alan Klein '81 with Charlotte Scott '21, Joseph E. O'Donnell Library Research Intern, at the virtual opening of *Writing the Modern World: Wallace Stevens, William Carlos Williams, and Science and Technology in the United States*.

VIDEO: Maria Penrice '22

INTERNSHIPS & FELLOWSHIPS



est Fellows:

- Ute Possekel, Lecturer on Syriac, Harvard Divinity School: "The Syriac Manuscripts in the Haverford College Library"
- Kyle Repella, Ph.D. Candidate in History, University of Pennsylvania: "Human Capital: Strategies of Slaving in the Greater Delaware Valley, 1600-1750"
- Olatunde Taiwo, Ph.D. Candidate in History and Diplomatic Studies, Olabisi Onabanjo University, Nigeria: "Quaker Philanthropy in the Rise of Friends in Africa, 1800-2020"

Scattergood Fellow:

- Elizabeth Hayes Alvarez, Associate Professor of Instruction, Department of Religion, Temple University: "Challenging the Great Physician: Christian Responses to the Rise of Psychiatry in America"

Student Interns, Fellows, and Research Assistants:

- Charlotte Scott '21, the Joseph E. O'Donnell Library Research Intern, served as the exhibit curator for *Writing the Modern World: Wallace Stevens, William Carlos Williams, and Science and Technology in the United States*. The exhibit featured materials from the collection of Alan Klein '81.
- Ana Kozitskaia '22, Diversity and Activism intern, explored cultures of gender-based violence and women's activism at Haverford College, especially surrounding the College's move to a coeducational model in the late 1970s and early 1980s. Kozitskaia performed archival research, conducted oral history interviews with

individuals on campus during the period being studied, and produced a report of her findings.

- Allison Hall '22, Shaleia Thompson '20, and Lauryn White '21, metadata and description interns, engaged in a variety of projects working on descriptions for physical and digital collections and research writing in support of creating more access to the Quaker & Special Collections through a lens of anti-racism.
- Simon Babb '22 and Jiaqi Zeng '23, Digital Scholarship interns, engaged in interface design and web application development work on multiple projects. They learned UI design and development (HTML, CSS, and Javascript), web application development in Django and FastAPI frameworks, and project management practices.
- Blien Habtu '21, Sara T. Slocum 1998 and Joshua Slocum Digital Scholarship fellow, researched machine learning applications for voice/speaker recognition in audio interviews in this self-designed summer fellowship. She assembled learning materials, resources, and experimental applications of Google's Teachable Machine tool.
- Rebecca Chen '22, Feminae Database/Website intern, was Research and Database assistant for the Feminae Database project. This website provides information about medieval women and gender studies and is available to students and scholars worldwide. The University of Iowa hosts the website.
- Sophie Chochaeva '22, Rufus Jones intern, served as a research assistant for a publication project of the Rufus Jones Society of Haverford College. This work consisted of research and writing that resulted in a series of quotes on Jones's approach to leadership and an essay cataloged in the Library's digital repository.
- Aleiyah Springer '20, Romanticized Japan Project Assistant for Erin Schoneveld, EALC, designed a web-accessible component of the Romanticized Japan exhibit that opened in the fall of 2020. She learned UX design techniques, UI development (HTML, CSS, and Javascript), and responsive design frameworks.
- Eloise Kadlec BMC'22 and Collin Kawan-Hemler '22, research assistants for Brook Lillehaugen in the Linguistics department, did transcription and encoding work for the corpus of manuscripts making up the

Librarians and interns in the Careers in Library and Information Science program.



PHOTO: Carol Howe



Photographs on display in the Rebecca and Rick White Gallery for the *Romanticized Japan* exhibit.

Ticha project. They also wrote content for teaching modules related to the materials and executed a social media outreach strategy to drive user engagement with the project. In addition, they learned text encoding, version control using Git and Github, digital publishing, and content management.

- Freddie Gould '22, research assistant for Rich Freedman in the Music department, developed a research software library for processing musical intervals for "Citations: The Renaissance Imitation Mass Project." Building from the Music21 Python library, Gould designed and developed a new Python library, CRIM-intervals, that identifies melodic and harmonic patterns within a large corpus of musical scores.
- Carter Langen '22, research assistant for Bret Mulligan in the Classics department, completely refactored a complex project in the FastAPI framework, making it faster and more responsive to user input. He learned web application development and project management skills throughout the summer. The applications improve Bret Mulligan's "Bridge" classical languages project.
- Iryna Khovryak '22, research assistant for Darin Hayton in the History department, worked together with the Digital Scholarship Librarian to create a reference application, "GreekPal," to assist researchers in reading Ancient Greek manuscripts. The application contains a database of symbols and their meanings. She worked to pre-process images of the symbols and train a computer vision model that can match a user's photograph of an unknown symbol with a symbol in the database.
- Chloe Juriansz '21 and Natalia Mora '21, GAM Fellows (funded by CPGC), encoded demographic and occupational information about people forcibly disappeared by the state during Guatemala's Civil War. They learned data management and visualization techniques, as well as web publishing and research methods.
- Nuria Benitez '23, Kevin Chabriel '24, Grace Haupt '24, and Laney Modlin '23, Careers in Library and Information Science (CLIS) interns, participated in a week-long joint summer internship between Haverford, Bryn Mawr, Swarthmore, and Lafayette Colleges to introduce students from underrepresented groups to the field of library and information science.

PROGRAMS & EVENTS



rogramming necessarily looked quite different this year, but after some adjustment, we put on several very successful virtual events; we also found other ways to add value to ongoing programming that the pandemic disrupted.

Over the summer, colleagues from Quaker & Special Collections and Communications created a

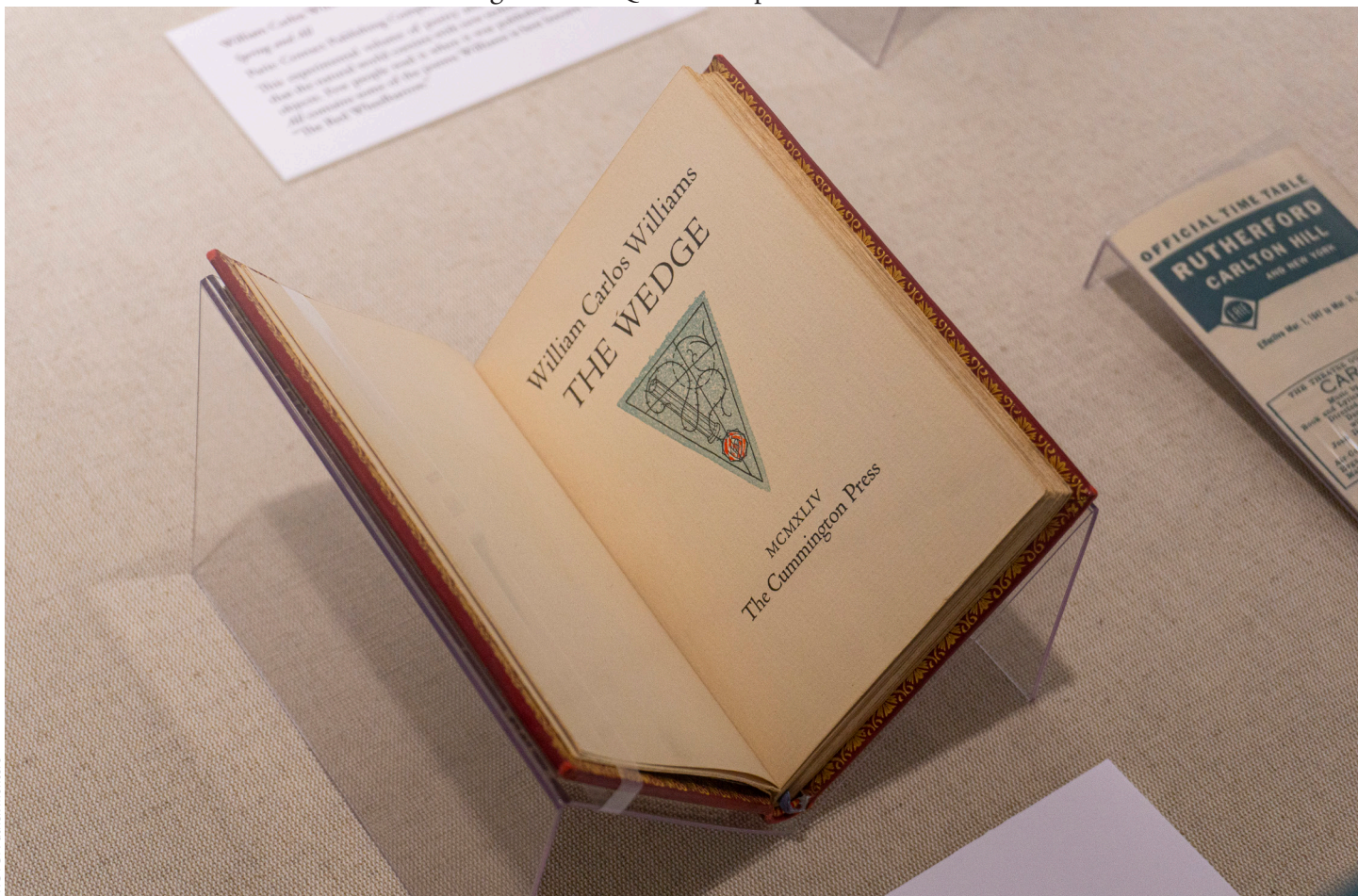


PHOTO: Patrick Montero

Book on display at *Writing the Modern World*, curated by Charlotte Scott '21 from the collection of Alan Klein '81.

video tour of *Crossing Borders: From Slavery to Abolition, 1670-1865*, which opened just a week before lockdown in the Rebecca and Rick White Gallery. It was quickly added to the already robust exhibit website along with photography and a video of the in-person opening event so that visitors could experience the exhibit virtually! These adaptations were applied to our following exhibits as well—*Romanticized Japan: Contextualizing Japan Through the Western Gaze* curated by the students of Japanese Modernism Across Media in the fall and *Writing the Modern World: Wallace Stevens, William Carlos Williams, and Science and Technology in the United States* in the spring, curated by Charlotte Scott '21. The virtual openings for each exhibit offered rich opportunities for students to discuss their experiences as curators, and the

video feature allows continued engagement with their thinking.

The exhibition on Stevens and Williams featured the collection of Alan Klein '81, who also generously joined the curatorial team weekly for lively, engaging, and fun conversations around the poets and their reactions to each other and a rapidly and profoundly changing world. The robust exhibit website included text and photos, a video tour, and recordings of panel events. In addition to an outstanding Curatorial talk by Charlotte Scott, additional panel events featured poets Alex Dimitrov, Jenifer Soong, and Terrance Hayes, with Professor Lindsay Reckson serving as moderator. These panel discussions proved very popular and yielded an attendance of 50 guests.

Our biggest event was "Calling In: Listening in Love and Moving Us Forward," a workshop and keynote by Loretta Ross, an award-winning, nationally recognized expert of racism and racial justice, women's rights, and human rights. The Libraries, the Office of the Provost, the Dean's Office, and the Scattergood Foundation collaborated to bring Professor Ross (virtually) to campus; 65 and 75 people attended each segment, respectively.

In all, we held 16 virtual events with the bulk of them in the spring, with an average attendance of 30; these events generated a great deal of subsequent interest, and because we recorded our events, we were able to continue to share the lectures and workshops after the fact. We owe a debt of gratitude to Alex Savoth, our colleague in IITS, for the training and support he provided for these labor-intensive programs. We learned a great deal this year, and we hope to carry some of the lessons learned forward into better and more accessible in-person experiences.

EXHIBITIONS

ROMANTICIZED JAPAN: CONTEXTUALIZING JAPAN THROUGH THE WESTERN GAZE

Curated by the students in *Japanese Modernism Across Media* Spring 2020 Seminar

WRITING THE MODERN WORLD: WALLACE STEVENS, WILLIAM CARLOS WILLIAMS, AND SCIENCE AND TECHNOLOGY IN THE UNITED STATES

Curated by Charlotte Scott '21 from the collection of Alan Klein '81.

EXPANSION AND MOVEMENT IN 19TH CENTURY AMERICA

Curated by the students in WRPR164, *Materiality & Spectacle*.

NOTES FOR TOMORROW

Multi-venue exhibition collaboration with the John B. Hurford '60 Center for the Arts and Humanities.



VIEW VIDEO OF PAST EVENTS AT
vimeo.com/showcase/5079632

Loretta Ross with Librarian of the College Terry Snyder, Director of the THRIVE Initiative Joyce Bylander, and Provost Linda Strong-Leek at Ross' virtual keynote presentation, "Calling In: Listening in Love and Moving Us Forward."



TALKS

ON INFERTILE GROUND: POPULATION CONTROL AND WOMEN'S RIGHTS IN THE ERA OF CLIMATE CHANGE

Jade Sasser, Associate Professor of Gender and Sexuality Studies, University of California, Riverside. Part of the Perspectives Series. Co-sponsored with Health Studies and Environmental Studies.

WRITING THE MODERN WORLD OPENING TALKS

Curator and Collector talks by Charlotte Scott '21 and Alan Klein '81

RESEARCH DATA MANAGEMENT WITH DATAVERSE

Mercè Crosas, University Research Data Management Officer, HUIT; Chief Data Science and Technology Officer, IQSS; Harvard College.

CALLING IN: LISTENING IN LOVE AND MOVING US FORWARD

Workshop and keynote by Loretta Ross. Co-sponsored with The Scattergood Foundation, the Office of the Provost, the Office of the Dean of the College, and the Center for Peace and Global Citizenship.

SCIENCE AND TECHNOLOGY IN THE WORK OF WAL-

LACE STEVENS AND WILLIAM CARLOS WILLIAMS

Panel with Dan Grin, Assistant Professor of Physics & Astronomy, Haverford College; Mark Morrisson, Professor and Head of English, Penn State University; Kitt Price, Senior Lecturer in English, Queen Mary University of London; Lisa Steinman, Kenan Professor of English & Humanities, Reed College. Co-sponsored with Alan M. Klein '81.

READING WALLACE STEVENS AND WILLIAM CARLOS WILLIAMS NOW

Poetry reading with Alex Dimitrov (*Love and Other Poems*) and Jennifer Soong (*Near, At*). Co-sponsored with Alan M. Klein '81.

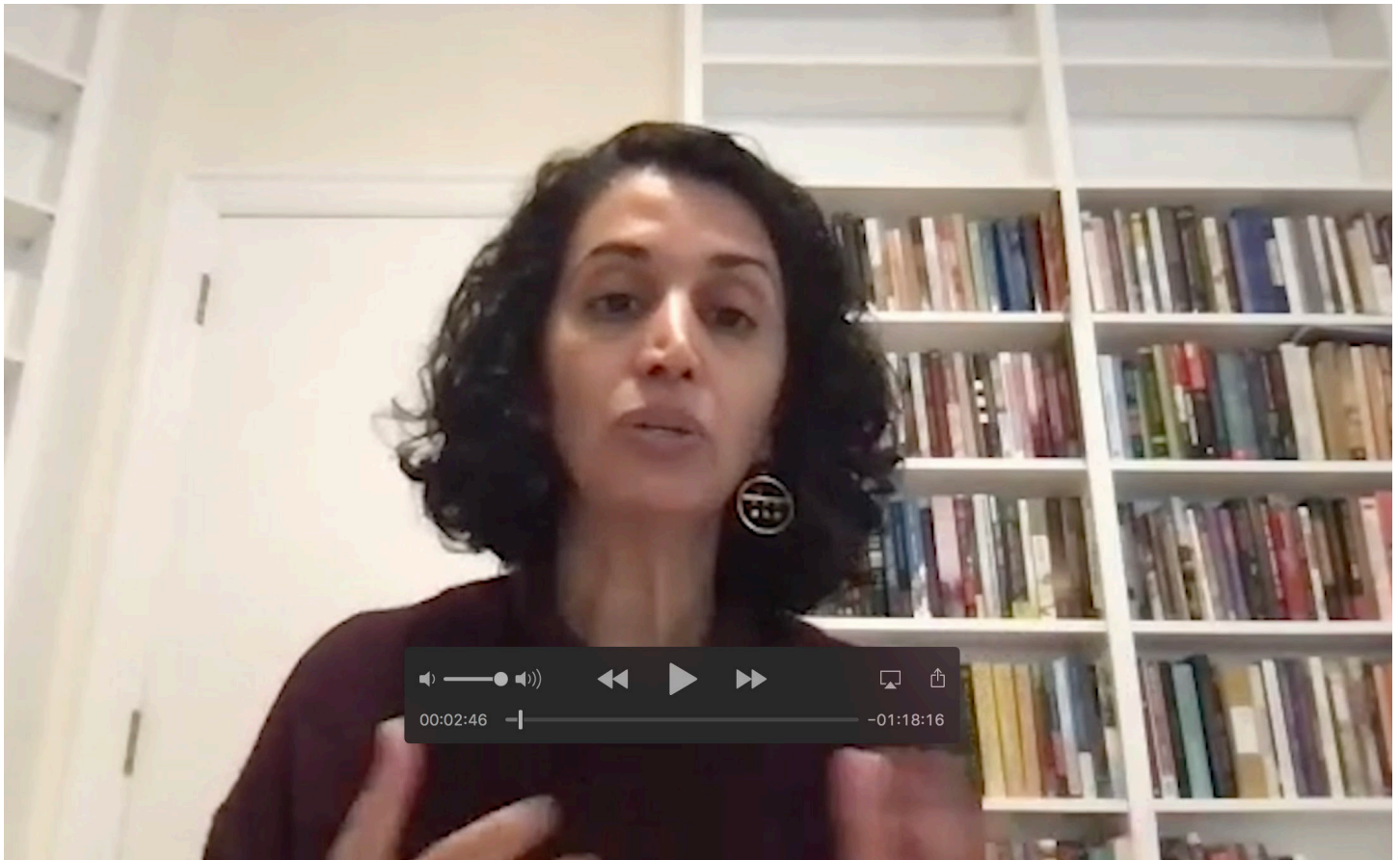
WILLIAM CARLOS WILLIAMS AND WALLACE STEVENS NOW: A READING AND CONVERSATION WITH TERRANCE HAYES

Terrance Hayes (*American Sonnets for My Past and Future Assassin*). Co-sponsored with Alan M. Klein '81.

QUESTIONS OF THE TONGUE AND WHY THE LONGEST WAY ROUND IS SHORTEST WAY HOME

Christin Muilligan BMC '07, Adjunct Professor of English, Caldwell University. Part of the Young Academic Alumni Lecture Series.

Assistant Professor of Anthropology and Coordinator of Middle East and Islamic Studies Zainab Saleh giving a Faculty Scholarship Talk on her book *Return to Ruin: Iraqi Narratives of Exile and Nostalgia*.



VIDEO: Maria Pentrice '22



IMAGE: Released under CC BY-SA 4.0 <https://creativecommons.org/licenses/by-sa/4.0/>

Melissa Padilla and Jill Baron, who produced and directed *Change the Subject*, joined a virtual screening of the film.

FACULTY SCHOLARSHIP EVENTS

RETURN TO RUIN: IRAQI NARRATIVES OF EXILE AND NOSTALGIA

Zainab Saleh, Assistant Professor of Anthropology and Coordinator of Middle East and Islamic Studies. *Co-sponsored with the Office of the Provost.*

REALIST ECSTASY: RELIGION, RACE, AND PERFORMANCE IN AMERICAN LITERATURE

Lindsay Reckson, Associate Professor of English. *Co-sponsored with the Office of the Provost.*

MOVE: AN AMERICAN RELIGION

Richard Kent Evans, Visiting Assistant Professor of Independent College Programs. *Co-sponsored with the Office of the Provost and the History and Quaker Studies Departments.*

FACULTY SCHOLARSHIP DAY DISPLAY

Pop-up display of faculty books and articles.

OTHER EVENTS

PROTECT YOUR PRIVACY WITH TALLY!

Emily Thaisrivings, Metadata Librarian, and Mike Zaronetis, Coordinator of Digital Scholarship and Research Services. Managing web safety and digital privacy with web game Tally Saves the Internet.

CHANGE THE SUBJECT FILM SCREENING AND DISCUSSION

Co-sponsored with the Latin American, Iberian and Latinx Studies Program (LAILS), Bryn Mawr Libraries, and Swarthmore Libraries.

AUDIO/FILES: MUSIC, DATA, AND DIGITAL SCHOLARSHIP

Week-long workshop series: Collecting Data, Making Sense of Data, Encoding, Visualizing Data, and Machine Learning and Music.

THE LIBRARIES BEYOND THE CAMPUS



collaboration remains core to the success of libraries—all libraries and especially ours. Membership in the Tri-College Library Consortium continues to yield economies of scale as well as professional and intellectual partnerships that result in rich offerings for Haverford, Bryn Mawr, and Swarthmore.

Long-standing relationships remain important. We are grateful for our work with the University of Pennsylvania, the Five Colleges Consortium, PALCI, Oberlin Libraries Group, Lever Press, Eastern Scholars Trust, HATHI Trust, the Digital Public Library of America, Philadelphia Area Consortium of Special Collections Libraries (PACSCSL), American Libraries Association, and the Association of College and Research Libraries. Haverford is also the founder and ongoing, quarterly convener of the Philadelphia Area Science, Technology, and Engineering Librarians (PASTEL) group.

In addition, here are some featured highlights:

- Project TIER, directed by Professor Richard Ball and Associate librarian Norm Medeiros:
 - Conducted a faculty development workshop in

March 2021 for instructors and librarians at the Atlanta University Center Consortium.

- Hosted a 10-week transatlantic symposium series from March-May 2021 that was co-sponsored with the UK Reproducibility Network and the Sheffield Methods Institute, with over 300 registrants for the symposium.
- Conducted a joint workshop in May 2021 with the Curating for Reproducibility Consortium (CURE) for 14 librarians in the U.S. and Canada.
- Were invited by the UK Reproducibility Network in spring 2021 to participate in its large-scale, multi-year grant request to the Research England Development (RED) Fund. If successful, Project TIER would provide training in reproducible methods to instructors across disciplines and universities in the UK.
- Metadata Librarian Emily Thaisrivongs was appointed co-chair of the HathiTrust Metadata Sharing Policy Task Force. She continued as a member of the

One of the many video presentations available online at projecttier.org as part of the TIER Spring Symposium.

March 5
Nicole Janz
KEYNOTE:
Teaching Replication

2021
TIER Spring Symposium
Instruction in Reproducible Research

Hosted in partnership with
TIER S M I UK RN

Symposium on Instruction in Reproducible Research, Project TIER - 1 / 10

1 Nicole Janz Symposium Keynote: Teaching Replication Project TIER 31:01

2 TIER Symposium: Amelia McNamara, "Consistency is... Project TIER 42:31

3 Nicholas Bussberg, "Incorporating an Accessibl... Project TIER 49:23

4 Jessica Sullivan: "A practical approach to teaching... Project TIER 48:20

5 Phil McAleer: "Creating a curriculum centered on... Project TIER 46:43

6 Nicholas Horton KEYNOTE: Transparent and reproducibl... Project TIER 38:06

0:03 / 31:00

Nicole Janz Symposium Keynote: Teaching Replication

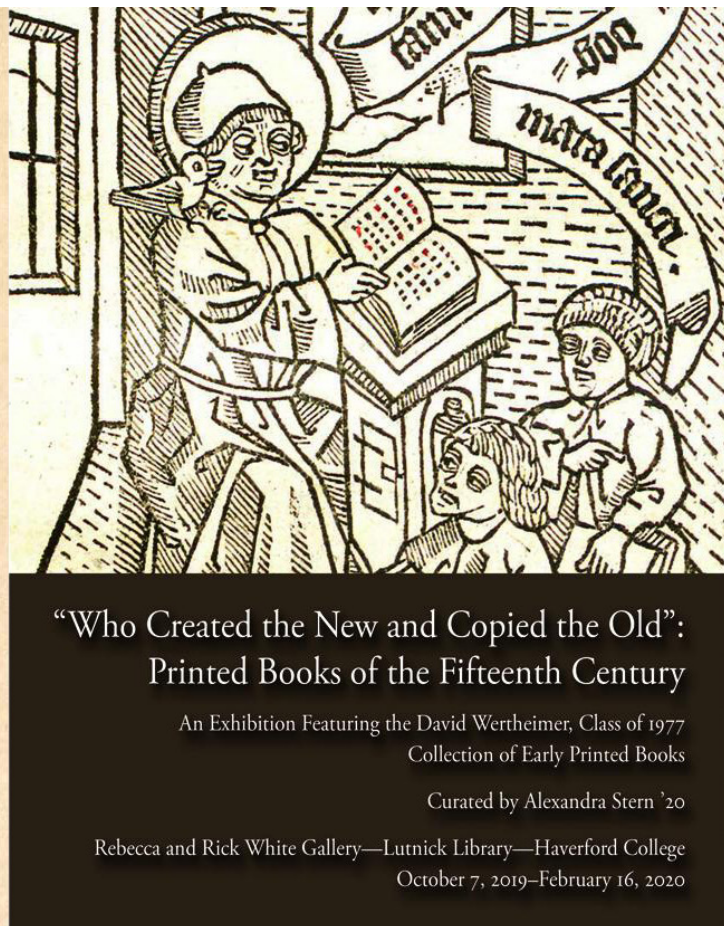
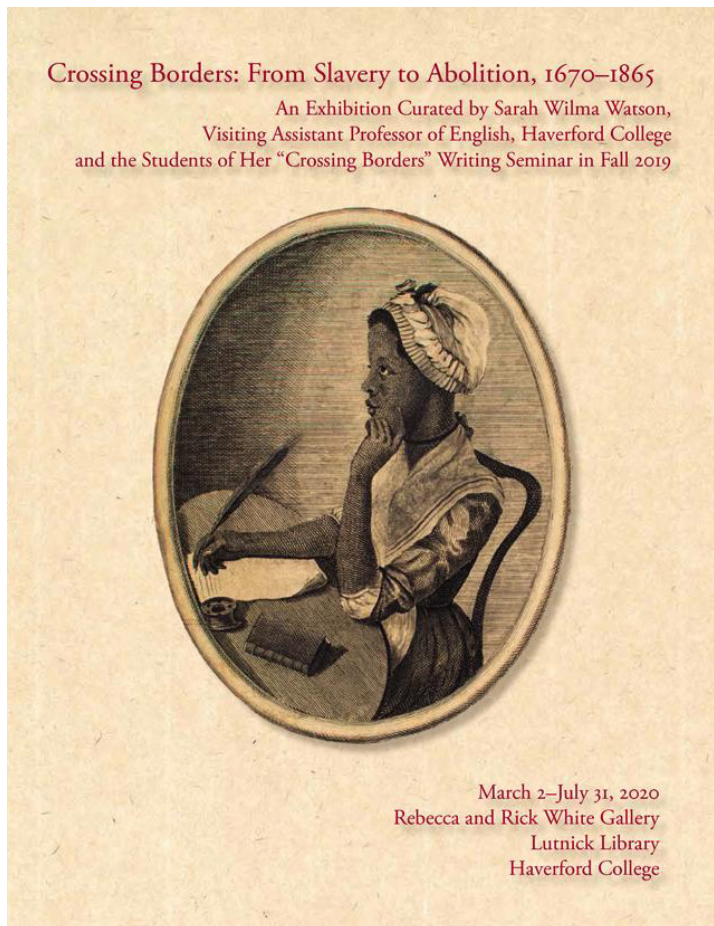
400 views • Feb 24, 2021

11 0 SHARE SAVE ...

ALA/Core (formerly ALCTS) Committee on Cataloging: Description & Access (CC:DA).

- Two important, grant-funded projects with PACSCL as described earlier in this report will make documents accessible digitally: "In Her Own Right" and "Manuscripts of the Muslim World."
- We are active participants in the Oberlin Libraries Group's Diversity, Equity, and Inclusion (Directors) Working Group. Carol Howe convened the Oberlin DEI and Antiracism Ad Hoc Committee (ODAC) to advance training, professional development, and information sharing among our colleagues located throughout the 80 institutional members.
- The Rare Book and Manuscript Section (RBMS) of the Association of College and Research Libraries awarded Haverford the Leab Award. The award recognizes quality exhibition catalogs, and last year we received top honors and honorable mention in the student category for two Quaker & Special Collections sponsored exhibition catalogs. Excerpts of the citations read:
 - "Winner: The cohesive vision and thoughtful, interrogative analysis made 'Crossing Borders: From Slavery to Abolition, 1670-1865' from the students in the first-year seminar 'Crossing Borders' at Haverford a true standout in the 2020-21 student category. The committee was particularly impressed by the discussion of the politics of the archives, the general sensitivity to language and the analytical contextualization of the material throughout the submission. For these reasons, this submission demonstrates the potential future of this profession—one where exhibition design includes self-reflection alongside academic inquiry."
 - "Honorable Mention: 'Who Created the New and Copied the Old' from Haverford College Library intern,

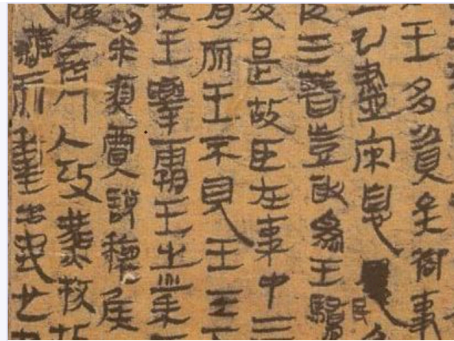
Covers of the *Crossing Borders* and *Who Created the New and Copied the Old* catalogs, winner and honorable mention respectively of the Leab Award for quality exhibition catalogs.





Classical Arabic

الْعَرَبِيَّةُ الْفُصْحَى



Old Chinese

上古漢語



Kanbun

漢文

Some of the languages being worked on as part of the "New Languages for NLP: Building Linguistic Diversity in the Digital Humanities" project.

student Alexandra Stern, is a thorough and engaging exhibition accompaniment. There is a keen sense of audience throughout the publication and the content is accessible and does a good job of capturing the reader's interest. The committee was particularly pleased to see the inclusion of a discussion of printing techniques and movable type from Asia alongside more well discussed European histories. Overall, a solid publication made all the more impressive when known to be organized by an undergraduate student."

• International Digital Scholarship Projects:

- Together with the Princeton Center for Digital Humanities, the Haverford College Libraries received a significant grant from the National Endowment for the Humanities to organize a series of workshops titled "New Languages for NLP: Building Linguistic Diversity in the Digital Humanities." Scholars working in historical or low-resource languages currently lack the linguistic data and pre-trained language models needed for large-scale computational study of texts. Participants in the project are currently working to annotate texts to create the linguistic data needed to train language models in nine new languages. They are working on models for Classical Arabic, Classical Chinese, Kanbun, Old Kannada, Quechua, Ottoman Turkish, Tigrinya, Yoruba, and Yiddish. The team will share the outcomes of our research, data, and trained models with the public. The workshop materials will be transformed into a free online course that will be broadly available. Digital Scholarship Librarian Andy Janco is serving as the co-PI.
- Mike Zarafonetis, Coordinator of Digital Scholarship and Research Services, with four additional faculty from consortium partners, collaboratively taught "Introduction to Digital Humanities," offered by LA-COL, the Liberal Arts Collaboration for Digital Innovation. Andy Janco served as a faculty instructor at the Central European University as part of the summer training "Cultures of Dissent in Eastern Europe (1945-1989). Research Approaches in the Digital Humanities." Andy taught workshop sessions on using applied natural language methods for the study of large primary source collections.
- Andy Janco is working with colleagues at the Firestone Library to enrich scanned Soviet art periodicals from the early 1920s and 1930s. The team is generating new vision models to extract text and identify image types and objects. The project will continue for one more year and has led to significant collaborations with faculty at the information technology university (ITMO) in Sankt Peterburg, Russia and others in digital periodical studies at Penn State and the Library of Congress.



Entrance to the reading room of the Nan and Bill Harris Music Library, connecting Roberts Hall to the Michael Jaharis Recital Hall.

PHOTO: Patrick Montero

LOOKING TO THE FUTURE



Music Library:

In the coming academic year, we will open the Nan (BMC '51) and Bill (HC '47) Harris Music Library. The planning for this new Library has been underway for eight years!

The College's music collection will reside entirely within the Music Library for the first time in Haverford's history. Previously the music collections were divided between the main Library, housing music books, and

the music library, which held scores and audio-visuals. Because the Nan and Bill Harris Music Library will feature a sizable compact shelving area, the totality of the collection will be easily accessible in one place. Our music collection supports both performance and scholarly research for the music curriculum, with particular attention to theory and composition, music history, musicology, performance practice, and cross-disciplinary music studies.

The Nan and Bill Harris Music Library will feature

modern and technologically robust spaces, including state of the art digitizing tools for preservation and transfer of analog formats to digital; a work/studio room housing a dedicated MIDI controller; digital audio workstations (Avid Pro Tools, Logic Pro, Reaper, Cake-walk by Bandlab); virtual instruments and audio interfaces for electronic music creation and recording; and a suite of music notation software from Sibelius, Finale, and NoteFlight. In addition, the entire music collection is RFID tagged for use with the Libraries' self-checkout system.

The open reading room on the main level will connect the new Michael Jaharis Recital Hall to Roberts Hall; it will serve as a social hub for all visitors and include a Student Liaison kiosk to help those needing research and directional assistance. A few steps into the lower level of Roberts Hall, one finds the quiet reading room, stacks, and access to the Music Librarian. There are several built-in exhibition cases which will feature collections and create a sense of invitation to explore them more deeply.

An inclusive and exciting future:

The Libraries join the Haverford community in engaging in work that fosters anti-ableism, anti-racism, and anti-white supremacy on campus and in society. In the Libraries, we will bring deep collaboration and learning

to our approaches to teaching, research, collection development, public programming, professional development and profession-building, the creation of community, and all that we do. We strive to treat all library users equitably. Beyond a pledge to consistently work toward eliminating oppression, we equally and joyfully affirm our role in the celebration of and commitment to thriving for all in the Haverford community. As such, we aim to create opportunities for students, staff, and faculty so that every member of our community has the tools and experiences they need to flourish.

Several of the initiatives mentioned in this report speak to actions taken to advance inclusion. We have a comprehensive set of priorities woven through our newly created strategic plan to extend further and evince our commitment, and we are already activating those goals and objectives. Haverford Librarians serve on College, local and national committees to further inclusion and structural change on campus and in the profession.

We also look forward to fostering and facilitating greater understanding in a world that seems profligate in accepting and promoting misinformation. We are deeply committed to advancing the College's academic excellence and excited about our work. We are listening, learning, and growing both personally and professionally, and we are optimistic about the future. Finally, and very importantly, we extend our gratitude to our benefactors for their support in all of our work.

Compact shelving stacks in the Nan and Bill Harris Music Library.



PHOTO: Patrick Montero

THE LIBRARIES

BY THE NUMBERS

1,298,320

PRINT AND ELECTRONIC VOLUMES IN HAVERFORD'S COLLECTIONS

117,000

DIGITAL FILES INGESTED INTO ISLANDORA

109,302

VISITS TO LUTNICK LIBRARY (DURING THE PANDEMIC!)

4,274

ITEMS (238 LINEAR FEET) OF SPECIAL COLLECTIONS PROCESSED

3,921

INTERLIBRARY LOAN TRANSACTIONS

2,507

INDIVIDUAL RESEARCH CONSULTATIONS

1,471

RESOURCES PLACED ON RESERVE

1,088

ITEMS ATTENDED TO BY CONSERVATION STAFF

180

INSTRUCTION SESSIONS

5

BRANCH LIBRARIES:

- ALLISON AND HOWARD LUTNICK LIBRARY
- NAN AND BILL HARRIS MUSIC LIBRARY
- GILBERT F. WHITE SCIENCE LIBRARY
- ASTRONOMY LIBRARY
- QUAKER & SPECIAL COLLECTIONS

LIBRARIES STAFF

Bruce Bumbarger
Library Conservator

Julie Coy
Head of Metadata Services & Visual Resources Librarian

Mary Crauderueff
Curator of Quaker Collections

Anna-Alexandra Fodde-Reguer
Research and Instruction Librarian

Ellen Garrison
Acquisitions Specialist

Brie Gettleson
Social Science Librarian

Guillermo Gómez
Music Librarian and Coordinator of User Experience

Rob Haley
Interlibrary Loan Specialist

Dawn Heckert
Circulation Services & Building Coordinator

Rachel Hochberg
Senior Administrative Assistant

Sarah Horowitz
Curator of Rare Books and Manuscripts & Head of Quaker & Special Collections

Carol Howe
Science Librarian

Andrew Janco
Digital Scholarship Librarian
Elizabeth Jones-Minsinger
Archivist/Records Manager

Semyon Khokhlov
Research and Instruction Librarian

Norm Medeiros
Associate Librarian & Coordinator for Collection Management and Metadata Services

Michael Persick
Head of Acquisitions and Serials

Jim Pollard
Bindery Assistant

Johanna Riordan
Electronic Resources Librarian

Liz Romano
Circulation Services Specialist & Evening Supervisor

David Satten-Lopez
Anne T. and J. Morris Evans Post-Baccalaureate Fellow

Margaret Schaus
Lead Research and Instruction Librarian

Terry Snyder
Librarian of the College

Julie Summerfield
Collection Management and Metadata Services Assistant

Emily Thaisrivongs
Metadata Librarian

Michael Zarafonetis
Coordinator of Digital Scholarship and Research Services

FACULTY ADVISORY COMMITTEE

Stephen Finley
Professor of English

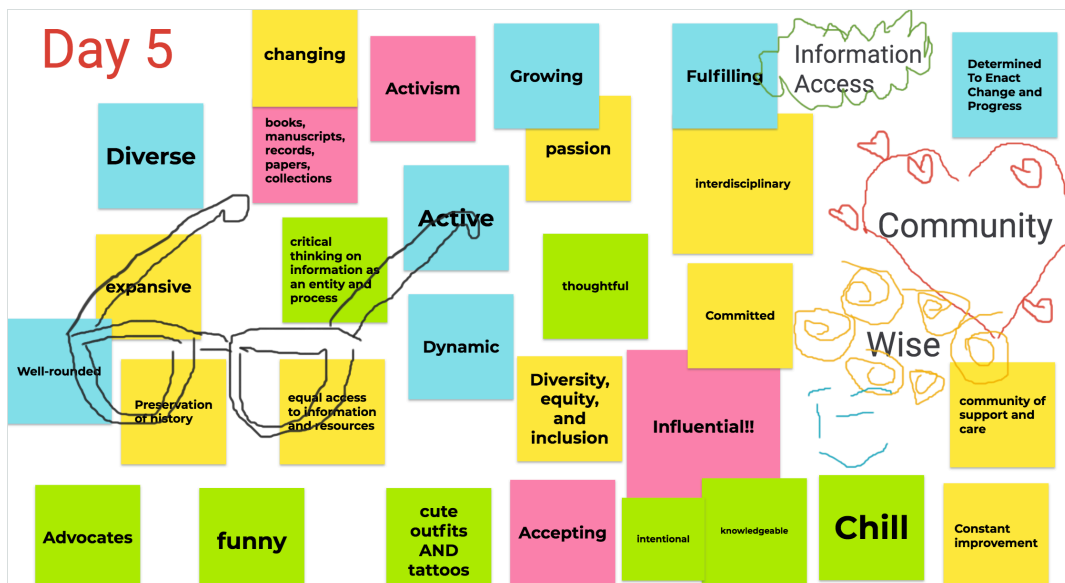
Lisa Jane Graham
The Frank A. Kafka Professor of History and Professor of History

Heidi Jacob
Professor of Music

STUDENT ADVISORY COMMITTEE

John Donovan '24
Seabrook Jeffcoat '22
Rebecca Koweek '22
Steve Lee '21
David Ly '22
Maria Reyes Pacheco '24
Annika Tornj '24

We also thank our 100 student colleagues who contribute immensely to the Libraries' mission of advancing academic excellence.



Careers in Library and Information Science interns gave their impressions of librarians on the first day of the program and again on the final day, pictured here.

HAVERFORD
LIBRARIES

370 Lancaster Avenue
Haverford, PA 19041
library.haverford.edu