



Pivot to Remote Learning



The main entrance to Lutnick Library

► BY MIKE PERSICK

In the spring of 2020, the staff of Haverford College Libraries, like everyone on campus, had to adjust quickly, with innovative ideas, to the College's quick pivot to remote learning. The Libraries have long provided readings and films on reserve—sometimes online, but commonly in physical format. Similarly, library users normally have access to our physical collection for individual borrowing; while we offer hundreds of thousands of electronic versions of resources in the Tripod catalog, our primary format for collecting books remains our patrons' preferred format, print.

With the campus, and thus the libraries, closed, physical lending was out of the question, and it became necessary to provide all of these works in online format. Staff, all working from home, had not only to obtain the materials quickly—no small task—but also to gather the necessary information from faculty and students in an organized, efficient manner.

Dawn Heckert (access services & building coordinator) and Norm Medeiros (associate librarian of the College) conceived of a submissions system whereby various staff would have different responsibilities that would ultimately lead to a fulfilled request for the course or library user. Emily Thaisrivongs (metadata librarian) and Mike Zarafonetis (coordinator of digital scholarship) created online forms, linked from library web pages, allowing faculty, working with library bibliographers, and individual users to submit their needs, which in turn populated spreadsheets that were otherwise designed and refined by all involved.

Ellen Garrison (acquisitions specialist) and Mike Persick (head of acquisitions) investigated electronic options for films (Ellen) and books (Mike) and, along with Julie Summerfield (acquisitions assistant), purchased the digital versions. Ellen and Mike also worked with colleagues at Bryn Mawr College Library to ensure access for Haverford students taking BMC courses.

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From the Librarian

► BY TERRY SNYDER

These are interesting times!

Our last *Connections* newsletter left off describing the tremendous opening celebration of our new Lutnick Library. During fall 2019 and into 2020, our community members enjoyed the building, and we saw a three-fold increase in usage. Students curated several exhibitions in the galleries and on the gallery walls, and the events and instruction spaces welcomed dynamic course sessions and outstanding lectures. And then came COVID-19.

As the community pivoted from an active and bustling campus to a remote, virtual one, our library staff also shifted to provide digital course material for our students and faculty, and to meet their ongoing needs throughout the semester. Librarians also served on the President's Academic Continuity Committee and the Operations Committee as the campus planned for the fall semester. Librarians created a "virtual shelf" of resources that may be used as individual assignments or work in tandem with one another. These resources include critical literacy videos, digital scholarship tools, and primary source packets. With our colleagues from IITS, we also developed an "Open Access and Digital Pedagogies" knowledge base, a website designed to help faculty by focusing on problems-based approaches to online teaching and learning. Finally, several librarians developed half-credit courses to

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From the Librarian

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expand student enrollment choices for the coming year. It was a busy summer.

COVID-19 did not interfere with our ability to advance some of our strategic initiatives. Having completed our beautiful Allison and Howard Lutnick Library, we are now working with the campus team on the revitalization of our music facilities, where a branch library will be located. The progress on the building, particularly on the gorgeous Jaharis Recital Hall, is impressive.

We also continue to engage in strategic planning, learning from and listening to the lessons of the current moment, and we continue to promote our diversity, equity, and inclusion initiatives. This summer brought intensive and varied training for staff (many of whom enrolled in the Academics for Black Lives conference) as well as continuing work to expand our archival and special collections to more fully reflect and represent an inclusive society and campus.

The Libraries reopened on September 8th. While it is certainly “not the same,” it is wonderful to see students studying and conducting research in the space. We look forward to the day when we can come together and no longer have to concern ourselves with COVID-19. In the meantime, we are busier than ever, whether virtually or physically, and we are very grateful to be a part of the Haverford community. Our hearts and thoughts remain with everyone during the pandemic, and we wish everyone the very best.

—Terry Snyder is librarian of the College

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Films often provide especially complicated challenges, making Ellen’s work particularly difficult. She investigated package deals with providers and set one up with Swank to allow us to license a number of films we needed for a batch fee that saved us hundreds of dollars. Ellen and **Julie Coy** (head of metadata services) added streaming films to Tripod while **Johanna Riordan** (electronic resources librarian) added e-books. When an electronic version wasn’t available, we obtained a physical copy and **Bruce Bumbarger** (library conservator), **Rachel Hochberg** (senior administrative assistant), and **Terry Snyder** (librarian of the College) scanned the necessary portions. Haverford uses Moodle as its Course Management System providing student access to course materials, so Dawn, **Liz Romano** (access services specialist), and **Carol Howe** (science librarian) added links for these materials to the appropriate course pages.

In terms of individual users’ needs, these requests were also

obtained in electronic format when available. In cases where only a physical version of a requested item was available, **Julie Summerfield** purchased and shipped that physical copy directly to the user. In some cases, an electronic version was available to borrow from another library, and **Rob Haley** (interlibrary loan specialist) obtained those works via Interlibrary Loan. We were also able to direct users to electronic versions thanks to two e-book repositories, Internet Archive and Hathi Trust, both of which allowed access on a limited basis through the semester. Indeed, there were several other useful sources for academic materials that were collated and shared with staff and library users by **Margaret Schaus** (lead research & instruction librarian) and **Semyon Khokhlov** (research & instruction librarian). As each individual need was filled, the staff person who completed the process emailed the user to provide the link.

The Libraries have received a number of appreciative responses from users who gained access to resources that they needed during this most unusual semester. Thanks to the joint efforts of all of the staff of the Libraries, named and unnamed here, this process worked smoothly despite unprecedented circumstances.

—Mike Persick is head of acquisitions & serials

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You can link to *Connections* online from the Library’s News and Events page:

haverford.edu/library/news-events



Africa Quaker Archives

► BY MARY CRAUDERUEFF

In late 2019, I was selected as the first Visiting Quaker Archivist for the new Africa Quaker Archives project (AQA). The AQA is under the joint care of the Quaker Religious Education Collaborative and Friends Theological College (FTC). In early 2020, I was delighted to travel to Kaimosi, Kenya, where Quakers founded their first mission in East Africa in 1902, and where the main campus of FTC now resides. Today there are almost 200,000 Quakers in Africa, more than 50% of the world's population of Quakers.

While there are a dozen or so boxes of materials from 1902–1980 available in the Kenya National Archives, there has never been a formal coordination of archives to bring together materials from African Quakers—until now. Based on the prompting of young adult Sunday school teachers who met for a training at FTC in January 2019, FTC has committed to hosting and supporting the archives on its campus in Kaimosi. There is a lot of excitement around this project and the collaboration that is a vital part of this work. One pivotal element is that the ownership of this project is by Africans, with support from F/friends from the United States, Britain, and around the world.

The AQA states: “We hold the conviction that knowing and preserving our history is an important source of illumination in the present and provides a foundation for a bright future for the Religious Society of Friends in the years ahead.” This project will create a bedrock for



Early February sunset at Lake Victoria, from a shoreline in Kisumu, Kenya

Quaker scholarship, education, theology, and more, amplifying African Quaker stories and values for centuries to come.

I was thrilled to be able to bring my expertise and interest in growing representation within Quaker archives. During my time in Kenya, I was able to use the skills and expertise I have built upon in my five years at Haverford, particularly acquiring and managing collections and working with donors and researchers. Having archives of African Quakers will benefit not only Quakers who live in Africa, but also Quakers and others around the world who are interested in the history and theology of African Quakers. This aligns with my professional goal of using my skills and interests to help increase the representation of African Quakers and Quakers of color in archives and in the historical record.

The work I did in Kenya concluded in a proposal for the long-term sustainability of the project, including a physical expansion of the archives. The proposal notes that relationship building; preparing the initial space for the archives; training current staff on archival procedure; guiding policy creation; proposals around timing for digitization of materials; and guidance around the implementation of an oral history project—a crucial part of the AQA as African cultures are primarily based in oral tradition, not paper-based writings.

The beginnings of this project were funded by the Friends Historical Association and the Thomas H. and Mary Williams Shoemaker Fund. I would also like to thank the College, the Libraries, and my colleagues for their support of my time in Kenya and on this project.

—Mary Crauderueff is curator of Quaker Collections

Digital Summer Research Workshops



Signage throughout the library reinforces safety protocols

► BY MARGARET SCHAUS

As COVID forced 2020 spring semester classes to shift online, students began receiving notices that their planned internships, volunteer programs, and research appointments in archives would be cancelled for the summer months. Opportunities to have new experiences, develop research skills, and dig into subjects in depth would be very much limited due to safety considerations during the pandemic.

To help meet students' needs, Haverford subject librarians planned a full slate of digital summer research workshops that addressed a variety of skills needed in specific academic disciplines, as well as overviews of critical thinking and best practices. The sessions were offered in a series during the first two weeks of June with librarians teaching in their areas of specialization:

- Advanced Research Strategies (Margaret Schaus)
- Online Identity Management (Carol Howe and Semyon Khokhlov)
- Organize It! (Brie Gettleson and Emily Thaisrivongs)
- Primary Sources (Sarah Horowitz and Liz Jones-Minsinger)
- Project Management (Andy Janco and Mike Zarafonetis)
- Research on Ancestry.com (Mary Crauderueff)
- Statistical Evidence (Norm Medeiros)
- Visual Studies (Anna Fodde-Reguer)

Workshop leaders involved participants in a variety of processes. The Project Management attendees learned about tools and methods by splitting into small groups and planning bank robberies (hypothetically!). Students in the Statistical Evidence workshop were told about a study that claimed that drivers of red cars receive more speeding tickets. They posted questions regarding the data needed in order to prove that argument. The session's emphasis was on developing a critical understanding of statistics used in advancing scientific claims.

Several of the workshops, namely Advanced Research Strategies, Online Identity Management and Visual Studies, provided attendees with resource guides they could use while doing independent research during the summer. The guides highlighted key resources available through Haverford's subscriptions, as well as important open access websites.

They also included search examples and strategies for effective research.

All the workshops explored different ways in which researchers could bring critical thinking into their searches and interpretations of scholarly and source materials. The workshop on Ancestry.com, for instance, demonstrated the surprising value of the database for historical research, particularly for uncovering the lives of people who are not featured in standard textbooks. Students in the Primary Sources session discovered that documents from Haverford College's past could be antique in appearance and yet carry a familiar message about first-year students needing "education" from their sophomore elders.

The workshops were advertised by the Center for Career and Professional Advising in their Summer Skills Accelerator listing of free, online seminars, workshops, and self-paced classes offered by Haverford staff, alumni, and friends of the College. Subject librarians alerted their departmental faculty, so that advisers could recommend specific workshops to their students in preparation for the upcoming academic year. Recently graduated alumni, as well as students at Bryn Mawr, Swarthmore, and other schools participating in joint summer projects with Haverford, were all invited to the workshops. The mix of attendees with varied experiences made for lively responses and prompted a recognition of shared interests across distances.

—Margaret Schaus is lead research & instruction librarian



Library Toolkits Initiative

► BY MIKE ZARAFONETIS

As part of the College's planning

for a fall semester shaped by the COVID-19 pandemic, Haverford faculty were forced to drastically rethink their teaching goals and methods during the summer of 2020. Drawing on our experiences as librarians supporting the curriculum when it moved fully online in the spring, and knowing that the classroom would include at least some students learning remotely in the fall, the Libraries conceived of an initiative that would address specific teaching needs of faculty during a pandemic, while also highlighting new tools and sources that could enhance their teaching with library support. Digital collections and digital scholarship tools are well suited to the virtual or hybrid (a blend of in-person and online) classroom, and our goal was to connect faculty to ideas, resources, and expertise that could enhance their online teaching. Thus, we launched the library toolkits initiative (digitalpedagogy.haverford.edu/resources/library-toolkits) to empower faculty to design engaging digital assignments during the fall semester and beyond.

We identified three key areas in which meaningful assignments with library support could be designed: critical research and information literacies, primary sources, and digital scholarship tools and pedagogical methods. The critical literacies category, authored by librarians supporting research and instruction, is made up of resources that help students find and contextualize



Students mask and distance on the east side of the library

scholarship, evaluate primary sources, work with visual materials, and more. The primary source packets include links to digitized materials from Quaker & Special Collections, along with guides for group discussion. These packets cover a variety of subjects including Chinese propaganda posters under the Nationalist government, the yellow fever epidemic in Philadelphia in 1783, and many topics related to the history of Haverford College. Finally, the digital scholarship toolkits present tools and methods that enable students to interrogate their primary sources using digital tools while contextualizing their argument within existing scholarship. This set of toolkits includes ideas like creating digital exhibits, cleaning and visualizing data, or collaboratively authoring digital critical editions through annotation tools. By selecting one or more toolkits from each category, faculty can create a custom digital project grounded in their

teaching goals and centered on library collections and expertise.

As we refined and developed the idea in the early weeks of the summer, opportunities for strategic partnerships became clear. As part of the College's academic continuity planning, an innovative pedagogies committee was formed to address the needs of faculty in hybrid or fully online classrooms. That group collected helpful resources for teaching online, and so the toolkits project became part of a larger knowledge base designed to meet the needs of faculty as they designed their fall courses.

By the later weeks of the summer, the first round of toolkits had been posted to the knowledge base, and the big picture questions of faculty around their teaching had become clearer. To address these questions, librarians held a series of workshops in August to introduce some of the tools and concepts that make up the toolkits. Topics included primary sources,

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Staff News & Notes



The top structural beam of the music building being placed after a celebratory signing

In July, **Guillermo Gómez**, music librarian and coordinator of user experience, participated in the celebratory signing of the top structural beam of the music building project, along with President **Wendy Raymond**, Associate Professor of Chemistry **Fran Blase**, music faculty **Heidi Jacob** and **Nate Zullinger**, and various other Haverford College colleagues. Video of the beam rising and time-lapse construction video can be seen at haverford.edu/music-building-project.

Chronicling Resistance, a project that aims to amplify stories of resistance in Philadelphia's past and present, has received a \$600,000 grant from the Andrew W. Mellon Foundation. Since its inception in 2017, **Sarah Horowitz**, curator of rare books and manuscripts and head of Quaker & Special Collections, has been deeply involved in the project as part of her work with the Philadelphia Area Consortium of Special Collections Libraries (PACSL).

Terry Snyder, librarian of the College, was elected to the Board of Trustees for the Library Company of Philadelphia. She also serves on the Board of the Consortium for History of Science, Technology, and Medicine.

In response to COVID-19, a number of Libraries staff are teaching half-credit courses this academic year: **Karin Åkerfeldt**, professor of chemistry, joins **Bruce Bumbarger**, library conservator, and **Terry Snyder** to teach "Paper and Ink: An Introductory Journey Tracing its History, Culture, and Science" (ICPR141) during the fall semester. The course explores the history of human development and thought through the evolution of paper and ink.

Guillermo Gómez will be teaching "Introduction to MIDI Film Scoring" (ICPR144) during the spring semester. This course will provide students with hands-on experience in the techniques and technology necessary for writing and recording music for film using computers and MIDI.

Sarah Horowitz will be teaching "Illustrated Books: History, Process, and Analysis" (ICPR143) during spring 2021. Students in this course explore books created for a variety of audiences over time and space, creating exhibits on a topic of interest.

Andy Janco, digital scholarship librarian, is teaching "Web Application Development" (ICPR191) during the fall semester. In this course, students gain practical experience in building and designing web applications using Python web frameworks (FastAPI and Django), JavaScript, and jQuery.

Norm Medeiros, associate librarian of the College, is teaching "Advanced Topics in Research & Data Management" (ECON341) during the fall and spring semesters. Designed to complement the Economics Junior Seminar, this course provides a uniform set of bibliographic, data acquisition, and organizational strategies for conducting empirical economics research.

Margaret Schaus, lead research and instruction librarian, will be teaching "Women and Gender in the Middle Ages: Representations in Art" (ICPR142) in spring 2021. Through discussion and research, students will analyze medieval art and create image records for the database *Feminae: Medieval Women and Gender Index*.

—*Norm Medeiros is associate librarian of the College*



NEH Grant Awarded to Haverford Librarian Andrew Janco and Princeton Center for Digital Humanities

► BY ANDY JANCO

This July, the National Endowment for the Humanities awarded an Institutes for Advanced Topics in the Digital Humanities grant to Haverford librarian Andrew Janco and Princeton scholar Natalia Ermolaev. The grant (HT-272570-20) will fund a series of three workshops at the Princeton Center for Digital Humanities to create data for the computational study of under-resourced languages. The skills covered in the workshops can also facilitate the study of historical texts, regional dialects, and literature using natural language processing (NLP), which makes the linguistic properties of human languages available for computation.

NLP has important applications in business, government, media, and scientific research. However, of the world's more than 7,000 languages, the major NLP libraries support only 85. This lack of linguistic diversity in NLP is largely a matter of data. Large linguistic datasets exist for English, German, and other high-resource languages. The machine-readable text needed to create such datasets exists for hundreds of other languages, but until recently, a small army of annotators was required to turn that text into language data. New methods in applied NLP, such as transfer and active learning, as well as annotation auto-suggestion, now make it possible for a small team of scholars to transform texts into the data needed to train NLP models.

In the digital humanities (DH), NLP has opened significant new



capabilities in text mining, topic modeling, semantic analysis, and stylometry. While NLP-enabled research has flourished in studies of Anglophone literature and history, German, and Classics, it remains largely inaccessible to scholars working outside those domains. Roopika Risam, Alex Gil, Élika Ortega, and the Global DH movement have called attention to the risks to research—and to culture more broadly—if language technologies continue to lack linguistic diversity. The proliferation of data and tools in several dominant languages will perpetuate and deepen the existing structural inequalities on both global and local scales.

The New Languages for NLP Institute will increase linguistic diversity in the humanities by empowering participants without previous technical knowledge to create their own linguistic data, train language models, and critically use NLP technologies in their research. This year-long series of three linked workshops held at the Center for Digital Humanities at Princeton

University will give scholars input and control as they craft their own data and train their own models. The project will foster diversity through cross-disciplinary partnerships and collaborations with members of speech communities. It will bring new research interventions to existing digital corpora, such as the vast material in the Library of Congress digital collections. It will also teach best practices in project and research data management.

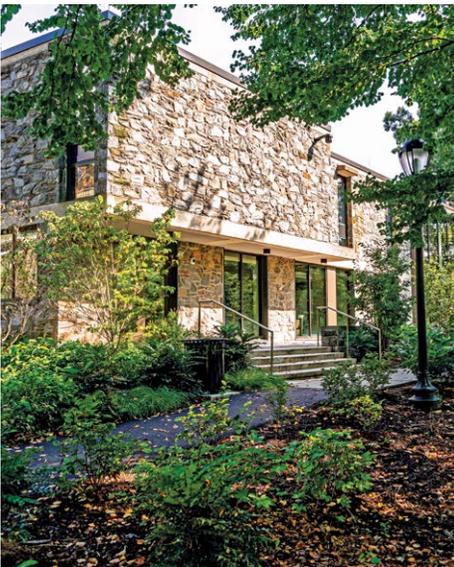
Furthermore, participants will publish their linguistic data and annotations in an open repository and contribute their models to an open-source community. We also plan to revise instructional materials with the participants and to publish them for a general audience online. In this regard, materials will be shared widely for the ongoing benefit of the broadest possible audience in the leading online resources for DH education, such as *DARIAH-Campus* and the *Programming Historian*.¹

—Andy Janco is digital scholarship librarian

1. DARIAH-Campus (campus.dariah.eu) is the main discovery framework and hosting platform for teaching materials maintained by the Digital Research Infrastructure for the Arts and Humanities (DARIAH) pan-European infrastructure for arts and humanities scholars working with computational methods. Based in North America, *Programming Historian* is the leading online technical training resource for humanities scholars, and currently publishes tutorials in multiple languages. See programminghistorian.org.

Library Toolkits Initiative

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The Lutnick Library Cafe

close reading, open science practices, critical thinking for research, collaboration tools, digital whiteboard possibilities, digital exhibits, and collaborative annotation. These virtual workshops served multiple purposes, including introducing the toolkits to faculty; sharing teaching expertise within the library; and providing a space for librarians and faculty members to discuss hopes, ideas, and concerns about teaching online. Many expressed excitement for this new resource and the ideas it helped generate.

The Libraries will continue to expand this resource in the coming

months and beyond. As an open online resource, it has value for our campus as well as for the broader academic community. In every crisis there is also opportunity, and we believe that this initiative will empower faculty to think creatively about their teaching in the longer term. The toolkits demonstrate the Libraries' continued leadership in innovative instruction, and we are excited to explore and share new ideas for teaching during and after the pandemic.

—Mike Zarafonitis is coordinator of digital scholarship and research services