The stories in this newsletter demonstrate that the programmatic work of the Libraries continues at a rapid pace despite our dispersed geographical campus settings. Our last newsletter detailed the vacating of the main library building and the distribution of programming to satellite spaces on campus. Demolition of roughly 70 percent of the old building is complete, and we are now seeing the building rise back up out of the ground.

Our new and renovated building will soon allow us to bring our programs that support research, teaching, and learning back together under one roof. By the fall semester of 2019 we will return to a beautiful setting that will foster new kinds of individual and collaborative learning while supporting traditional research and study.

The construction of new buildings also provides the opportunity to reconsider services and to identify enhancements. To prepare for our return, colleagues worked with faculty to determine what collection material should be housed in the stacks of the building, stored off site, donated elsewhere, or deaccessioned.

We are introducing RFID technologies that enable self-checkout and far better collection management tools. Students’ request for this functionality, coupled with building efficiencies, prompted a deep look at this technology. Research led by Adam Crandell, music librarian and coordinator for user experience, resulted in the selection of bibliotecha. A team of student and temporary workers applied RFID tags and coded our books. Dawn Heckert, circulation services and building coordinator, led the successful initiative, one that also involved the entire staff in some manner. Read more about this exciting technology on page 5.

In addition, colleagues developed a pilot program called Library Liaisons—a student-based, peer-to-peer consultation service. Margaret Schaus, lead research and instruction librarian, and Adam Crandell, are leading the initiative that, not surprisingly, is being developed collaboratively by research and instruction librarians and access services colleagues. In this process we were well-served by the advice of a change management consultant and a group dynamic coach. These consultants laid the groundwork in advance of a fantastic workshop led by Brian Merry and Kristen Meyer of Grand Valley State University. Importantly, our students are very excited by the prospects of this program and are helping us in its development. We will assess and refine it over the coming year so that we realize optimal programming in our new space.

We continue to use this interim period to evaluate our services and

(continued on p. 2)
transformational experience. We have been working with the Joomboard team on numerous project layers. These layers include data cleanup, data integration, and our Ex Libris implementation.

The Joomboard is mounted on a mobile stand that allows users to perform in-progress jams, return to them at a later time, and share exports of the in-progress jams, return to them at a later time, and share exports of the in-progress jams, return to them at a later time, and share exports of the in-progress jams, return to them at a later time, and share exports of the in-progress jams, return to them at a later time, and share exports of the in-progress jams, return to them at a later time, and share exports of the in-progress jams, return to them at a later time, and share exports of the in-progress jams, return to them at a later time, and share exports of the in-progress jams, return to them at a later time, and share exports of the in-progress jams, return to them at a later time, and share exports of the in-progress jams, return to them at a later time, and share exports of the in-progress jams, return to them at a later time, and share exports of the in-progress jams, return to them at a later time, and share exports of the in-progress jams, return to them at a later time, and share exports of the in-progress jams, return to them at a later time, and share exports of the in-progress jams.

Although the Joomboard was initially designed with business use in mind, the Digital Scholarship team came away from the demo truly impressed with the instructional possibilities for this tool. Discussing these collaborative opportunities with Terry Snyder, librarian of the College, we outlined some creative possibilities for this tool. Discussing these collaborative opportunities with Terry Snyder, librarian of the College, we outlined some creative possibilities for this tool. Discussing these collaborative opportunities with Terry Snyder, librarian of the College, we outlined some creative possibilities for this tool. Discussing these collaborative opportunities with Terry Snyder, librarian of the College, we outlined some creative possibilities for this tool. Discussing these collaborative opportunities with Terry Snyder, librarian of the College, we outlined some creative possibilities for this tool. Discussing these collaborative opportunities with Terry Snyder, librarian of the College, we outlined some creative possibilities for this tool. Discussing these collaborative opportunities with Terry Snyder, librarian of the College, we outlined some creative possibilities for this tool. Discussing these collaborative opportunities with Terry Snyder, librarian of the College, we outlined some creative possibilities for this tool. Discussing these collaborative opportunities with Terry Snyder, librarian of the College, we outlined some creative possibilities for this tool. Discussing these collaborative opportunities with Terry Snyder, librarian of the College, we outlined some creative possibilities for this tool. Discussing these collaborative opportunities with Terry Snyder, librarian of the College, we outlined some creative possibilities for this tool.

BY MIKE ZARAFONETIS

Products that mimic the functionality of a whiteboard—allowing for writing, drawing, and annotation—have been around for quite some time. The concept of the “digital whiteboard” has manifested in many products over the last decade, most coming with wild promises of transformational collaborative features. In educational settings, many of these products begin to collect dust as students and faculty find themselves preferring old fashioned blackboards or dry erase boards. With these digital whiteboards, one could save a “chalk-and-talk” as an image or PDF or annotate a preloaded image, but the products often failed to provide that transformational collaborative experience.

The Digital Scholarship team had this in mind as they traveled to Google’s offices in New York for a demonstration of the Joomboard. Google’s new product that promises not only “digital whiteboard” functionality, but also a truly collaborative and transformative experience that deciphers the leader of group meetings and engages all participants through a mobile app.

Along with the app, students and instructors can create “jams”—real-time collaborations—with an invited group of individuals. Participants in a jam can write, draw, and add images onto the Joomboard’s surface, whether they are in the same room as the Joomboard or at a remote location. The board itself is a fully functional touch screen interface that is intuitive and easy to use, and includes multiple drawing and writing tools. The device also features a handwriting recognition tool that reliably transforms handwritten text into machine-readable text. Users can save in-progress jams, return to them at a later time, and share exports of the jam with participants. The Joomboard is mounted on a mobile stand that enables it to be quickly moved from classroom to meeting room to public presentation space.

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BY SEMYON KHOKHLOV

In the spring issue of Connections, we announced that the Tri-College Libraries had embarked on the strategic technological initiative of replacing our 20-year-old legacy integrated library system with next-generation applications: Ex Libris’ Alma library services platform and Primo discovery and delivery system.

Alma is the back-end system that library staff will use to manage the myriad print and electronic materials in our collections. Primo is the search interface, which users will continue to know as Tripod, that will pull data from Alma and other sources.

Because these two systems are designed to work together, we will be able to spend less time integrating them and more time improving the discovery experience and maximizing user access to our materials.

In addition to having a new look and feel, the re-launched Tripod will allow users to perform research tasks with greater ease and better results. Primo runs on a sophisticated relevance ranking algorithm that takes into account a number of important criteria including an item’s academic significance and the type of search that a user performs (i.e., known item or broad topic). Users will benefit from Primo’s ability to correct spelling mistakes in search queries and to provide an auto-complete option so as to speed up the search process.

The tools Primo offers will facilitate a wide array of scholarly research tasks, and in the process, maximize the value of our collections. The platform provides a robust “related reading” feature as well as a “citation trail” for article results so users can easily identify articles that cite what they are interested in. These and similar features promote scholarly exploration and will reveal more of our collections to users.

Implementing Alma and Primo has been exciting, yet challenging. A team of nine librarians from across the Tri-Co representing various functional areas has been tirelessly working since January to coordinate with stakeholders and our Ex Libris implementation team on numerous project layers. These layers include data cleanup, data migration, configurations, third party integrations, data review, library staff training, and usability testing.

We are on schedule to go live with Alma and Primo on December 20. Throughout 2019 and beyond we will continue to develop, configure, and perform usability testing of the new Tripod interface.

BY EMILY THAISRIVONGS

—Emily Thaisrivongs is metadata librarian
—Semyon Khokhlov is research & instruction librarian

—Terry Snyder is librarian of the College

Connections
(continued from p. 1)

Transformational Collaboration With Google’s Jamboard

Students in Terry Snyder’s course interacting with the Joomboard.
A Summer With the Steven Gerber Papers

BY ALICE BERRY, Bryn Mawr ’19
When I walked into my first day working on the Steven Gerber papers in Haverford’s Quaker & Special Collections this summer, I had never worked on an archive, with its established process and its own standards, rules, and procedures. I started by reading the introductory materials my supervisor, Sarah Horowitz, had kindly provided for me, but my questions only increased. Sarah recommended I open a few of the record boxes to familiarize myself with the materials I would be working with for the next eleven weeks. I entered the storage closet, placed a few record boxes onto the hand cart, and pushed it down the hallway to the big table that was my workspace. The first boxes I looked at were full of loose sheet music of Steven Gerber’s compositions. Gerber, a Haverford graduate, was a twentieth-twenty-first century classical composer. Having just completed Professor Ingrid Arancon’s seminar on that period of music, I couldn’t wait to take a closer look at Gerber’s scores and see his musical influences. While I did enter the process of composition. In this internship I explored someone else’s musical experience in a manner that transcended pitches on a page. By looking at Gerber’s music in conjunction with his personal thoughts, edis, drafts, and the advice he asked for from others—and arranging these pieces into one collection—I got a better sense of how composition is not simply a career, but a task reflective of someone’s life. In arranging this collection, I was not merely organizing scores or sorting through letters, I was learning how a composer’s music is fully integrated in and influenced by the elements of his life. Ultimately, the process of creating this collection was about more than the arranging and describing required of archival work. It was about understanding the compositional process; the way music is constructed within a social and political environment; the history of Haverford College; and the preservation of beautiful things. But it was also about understanding Gerber. For a summer I was allowed to be an intimate witness to a stranger’s story; I spent eleven weeks getting to know someone I will never meet. Working through the material effluvia of someone’s life is a way of knowing them (only) after they are gone. It is an engaging sleuthing process. It is a grieving process, but it is also a celebratory process. I entered this internship with the expectation I would learn something about archiving. I left it with the knowledge of another person’s full and spectacular life.

—Alice Berry, BMC ’19 majors in music at Haverford and in anthropology at Bryn Mawr

Implementing RFID Technology in the Libraries

BY ADAM CRANDELL
Over the past year, the Libraries have been actively investigating and implementing an exciting technology called Radio-Frequency Identification, or RFID.

Why use RFID?
RFID makes using and managing our physical library collections much simpler and more efficient. Specifically, it facilitates the use of self-service machines for patrons, allowing them to check out a stack of materials in a matter of seconds. It also significantly decreases the amount of time and effort it takes library staff to ensure that physical materials are on the shelf and in the right spot, ready for patron use.

How does it work?
RFID technology transmits data using high, imperceptible radio frequencies. The equipment involved in that transmission consists of two parts: transponders and readers. Transponders—more commonly referred to as tags—are two-inch square stickers with paper-thin wiring embedded inside. A single tag transmits its unique identifier, which the reader can detect. Readers can scan through most material, so there is no need for the reader to have a line of sight to the tag, which is not true for traditional barcode scanners. Readers come in a few shapes and sizes, including self-service machines, security gates, and inventory wands. Self-service machines are able to scan up to 10 items simultaneously, which makes the self-checkout process extremely efficient. Security gates can detect and report back the unique identifier of any items that leave the library without having been checked out. This helps staff either recover or replace the items quickly. Inventory wands—or as staff call them, “magic” wands—are used to scan items while they are sitting on the shelf, alerting staff if anything is misplaced or missing.

What’s next?
Library staff have spent the past several months tagging around 375,000 items, which is most of the circulating collection. Only a few small collections remain untagged, and they will be processed by the end of the year. Self-service machines are stationed in each library space, and futuristic looking security gates are up and running in library spaces in the Science Library, Founders Great Hall, and the Printmaking Studio Library annex. We are excited for the improved patron experience that this technology helps make possible, and we look forward to exploring additional opportunities it will afford patrons and library staff in the years to come.

—Adam Cranell is music librarian & coordinator for user experience
A Productive Summer for Digital Scholarship

BY ANDY JANCO

While much of Haverford’s campus is eerily quiet in the summer, it’s a peak time for work in the Libraries’ Digital Scholarship program. Twelve students worked full-time this summer on a wide range of projects. Many of these were existing projects using known technologies, while others were entirely new and required the team to learn and adapt new methods of research.

The students spent the first week in an intensive web application development workshop. This practice introduced common skills and concepts that allowed the group to work on shared problems across projects, to help each other, and to research new functionality that can benefit Haverford’s digital scholarship projects going forward. The lessons learned were shared in project documentation as well as our DS Cookbook.

Highlights

• Haverford DS students presented their work to peers from across Pennsylvania at the Bryn Mawr Digital Scholarship Symposium. Twelve students worked full-time this summer on a wide range of projects with the addition of new functionality and the overall sustainability of the project.

• Shufan Xia worked over the summer to improve the manuscript explorer and transcription interface for Beyond Penn’s Treaty.

• Fiona Xu contributed to various projects with the addition of autocomplete forms, database and data management for the Solidarity Economy project, and the creation of workflow management tools for the GAM project.

Looking back on the immense amount of work and learning, it’s safe to say that this was our most productive summer to date.

—Andy Janco is digital scholarship librarian
Messages to the Future

Students, alumni, faculty, staff, and friends left their mark on the future Lutnick Library by signing two wood beams. The beams were installed on the roof during a "topping out" celebration held on a slushy November morning.