



From the Librarian

► BY TERRY SNYDER

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



Renovations continue on time and on budget. The future Lutnick Library will incorporate cherished heritage features, state-of-the-art technologies, and new spaces for study and collaboration.

librarian and coordinator for user experience, resulted in the selection of bibliotheca. 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

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to challenge ourselves with the goal of ensuring the best possible outcomes for our patrons. The creativity and energy evinced by colleagues, aided by our student workers and the Library Student Advisory Committee, are yielding exciting results. Further, the collaborative work and scholarly inquiry that happens on a daily basis is inspiring, and reinforces the privilege it is to work with the faculty, students and colleagues of our community.

—Terry Snyder is librarian of the College

Librarian of the College
Terry Snyder

Connections Editor
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Alice Berry, Bryn Mawr '19
Adam Crandell
Andy Janco
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Mike Persick
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You can link to *Connections* online from the Library's News and Events page:
haverford.edu/library/news-events

Coming Soon to a Device Near You: A New Tripod Interface

► BY SEMYON KHOKHLOV AND EMILY THAISRIVONGS

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.

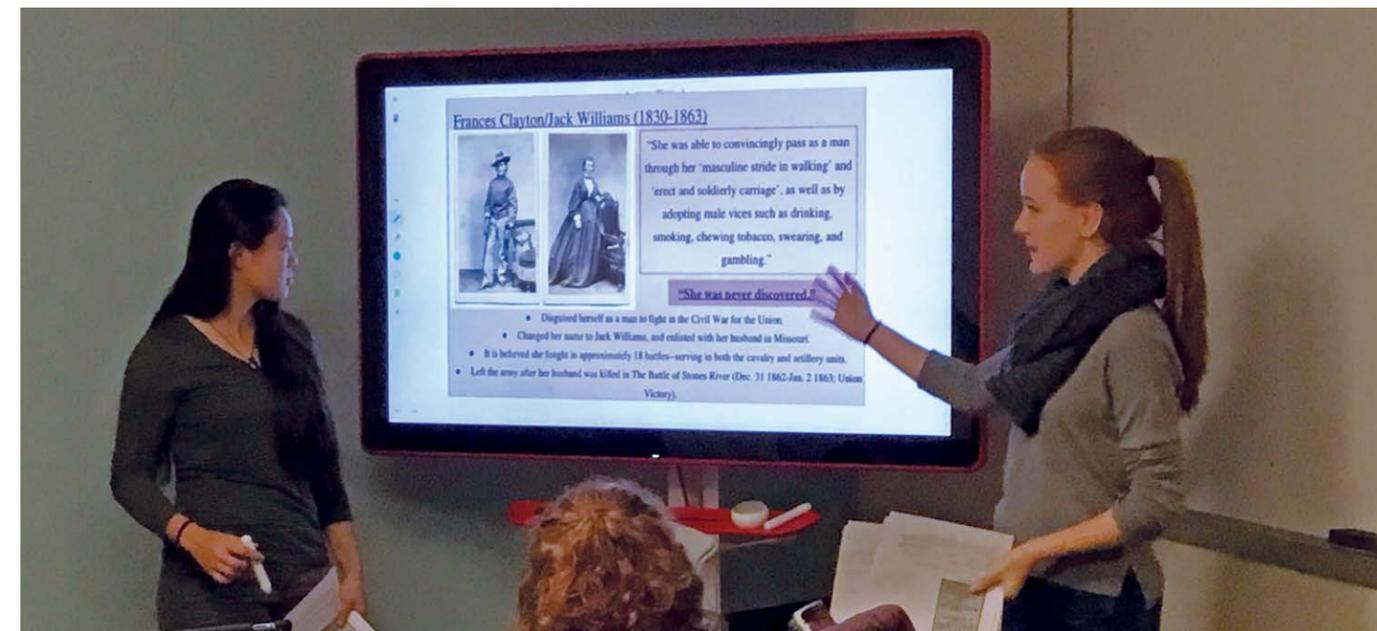
We are on schedule to go live with *Alma* and *Primo* on December 20. Throughout 2019 and beyond we will continue to develop, configure, and perform usability testing of the new Tripod interface.

—Semyon Khokhlov is research & instruction librarian

—Emily Thaisrivongs is metadata librarian



Transformational Collaboration With Google's Jamboard



Students in Terry Snyder's course interacting with the Jamboard.

► 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 Jamboard, Google's new product that promises not only "digital whiteboard" functionality, but also a truly collaborative and transformative experience that decenters 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 Jamboard's surface, whether they are in the same room as the Jamboard 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 Jamboard is mounted on a mobile stand that enables it to be quickly moved from classroom to meeting room to public presentation space.

Although the Jamboard 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 pedagogical exercises for her course, *Materiality and Spectacle in the Nineteenth Century*, which included multimodal student exercises and

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A Summer With the Steven Gerber Papers

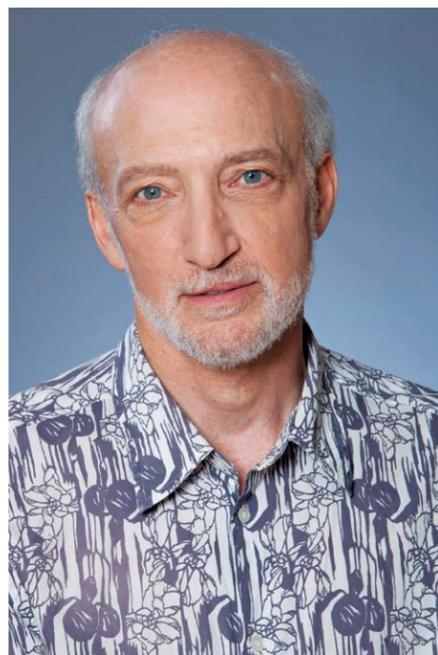
► BY ALICE BERRY, BRYN MAWR '19

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 Arauco'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 gather information about Gerber's compositions, I underestimated what I would learn about the man himself.

The majority of my internship consisted of sorting through boxes (about 20 in all) of Gerber's musical, business, and personal papers. The first several weeks were spent getting to know the contents of the collection, and getting to know Gerber as a necessary side effect. A large portion of the papers were

musical scores in various degrees of completion: iterations from pitch conception to publication. Alongside the music, I examined other parts of the collection: letters between Gerber and friends or publishers in which he described his challenges and feelings, as well as several unpublished essays that detailed Gerber's musical opinions. As a music major, I spend a lot of time reading music. Sometimes I am analyzing it, sometimes I'm performing it, but I have little experience with 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, edits, 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



Information about composer Steven Gerber and the collection, along with an essay about Gerber's musical position in the twentieth century, can be found at gerber.sites.haverford.edu.

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 is affixed to a physical item (book, DVD, CD, etc.). The tag is then encoded with a unique identifier that corresponds to the physical item. Once an item is tagged and the tag encoded, it can then be scanned by readers.

Readers emit a radio frequency, and when they come within range of a tag, the tag literally (though imperceptibly) resonates. The tag then



Self-checkout station. Image courtesy of biblioteca.

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 Crandell is music librarian & coordinator for user experience



Staff News & Notes

► COMPILED BY MIKE PERSICK

Postdoctoral Fellow in Data Curation for Latin American & Caribbean Studies **Alex Galarza** reports that the Libraries' GAM Digital Archive Project received a \$10,000 CLIR microgrant for "The Pedagogy of Digitization: Guatemalan Records of Human Rights and Historical Memory."

Curator of Rare Books & Manuscripts and Head of Quaker & Special Collections **Sarah Horowitz** was elected member at large of the executive committee of the Rare Books & Manuscripts Section of the Association of College and Research Libraries.

Associate Librarian of the College **Norm Medeiros** presented "Trickle Up Transparency: Teaching Reproducible Methods to Undergraduates" at the IASSIST/CARTO annual conference in Montreal in May. Norm's talk focused on Project TIER's promotion of principles and practices to facilitate transparency in the research training of students in the social sciences.

College Archivist/Records Manager **Krista Oldham** is now the institutional representative for Haverford for the National Digital Stewardship Alliance and serves on the Content Interest Group, the Cloud Studies Subgroup, and the Standards and Practices Interest

Group. Krista is also serving on the award subcommittee for the Society of American Archivists' Donald Peterson Student Scholarship Award, and is a steering committee member for the Islandora Collaboration Group.

Access Services Specialist **Liz Romano** is serving as president of Haverford's Staff Association. The Association's executive committee convened the first Tri-Co meeting in two years. Liz moderated a panel that compared practices of the organizations on the three campuses. Also discussed were three presentations and speakers offered for employees and the benefits obtained from these. The group concluded they had only scratched at the surface of what could be shared by Tri-Co members, and future meetings are warranted.

Lead Research & Instruction Librarian **Margaret Schaus** and Librarian of the College **Terry Snyder** published an article, "False Starts and Breakthroughs: Senior Thesis Research as a Critical Learning Process," in the April 2018 issue of *portal* (muse.jhu.edu/article/690728). The article was highlighted on the Johns Hopkins University Press blog featuring a Q&A session with the authors.

—Mike Persick is head of acquisitions & serials

Transformational Collaboration With Google's Jamboard

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close reading and interrogation of digitized material objects. With the help of a Teaching with Technology grant from the Provost's Office, the Libraries purchased a Jamboard and piloted its application in Terry's class.

Students prepared presentations in which they performed close readings of material objects and images from the nineteenth century, taking particular advantage of the ability to move elements with hand gestures, write, and annotate images on the screen. Topics included surveillance, police, and orientalism; Confederate States of America organizations and historical memory; world's fairs, midways and boardwalks: babies on display; butter sculptures and national values; Atlantic City as recreational ideal; the 1860 Presidential election: iconography in prints; and gender expectations and transgressions and the military.

The Digital Scholarship team is excited by the possibilities the Jamboard presents, and to support its use by Haverford students and faculty. Group annotation exercises, multimodal presentations, and collaboration in and beyond the classroom represent a few of the opportunities afforded by this tool. As an early adopter of the Jamboard, we're eager to see what Haverford students and faculty will do with it.

—Mike Zarafonitis is coordinator for digital scholarship and research services

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 practicum 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. Additionally, Yasmine Ayad led a workshop on peer-critique, and the DS Compañeros, our group of bilingual fellows working with the oldest human rights organization in Guatemala, the GAM, led a workshop on document transcription.
- As part of work on their individual research projects, the Compañeros traveled to Washington, D.C. to

work with Senior Analyst Kate Doyle at the National Security Archive. They also traveled to Austin, Texas to research materials from the Digital Archive of the Guatemalan National Police Historical Archive (AHPN) with CLIR Fellow Hannah Alpert-Abrams.

- DS Fellow Rafael Rodriguez-Charris and I traveled to Bogotá, Colombia to participate in a three-day tutorial writing workshop *en español* with the programming historian. This work, currently under peer-review for publication, details the methods we are using to automatically identify and extract Spanish-language names from historical documents.
- Jaime Metzger, the first recipient of the Sara T. Slocum 1998 and Joshua Slocum Digital Scholarship Fellowship, researched the influences of the Zapotec language on the development of local dialects of Spanish in Oaxaca, Mexico.
- Haverford student Carter Langen completed an extensive redesign of the interface for The Bridge, an application for generating individualized vocabulary lists in Latin and ancient Greek. Carter's work upgraded and updated one of our longest-operating projects



Tania Ortega, Mariana Ramirez, Rafael Rodriguez, and Natalia Mora at Bryn Mawr's Digital Scholarship Summer Symposium

in ways that will facilitate the development 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

Connections

FALL 2018

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.

