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inside information

INFORMATION SERVICES ■ CONNECTICUT COLLEGE

Spring 2005

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24 Hours in Shain Library

The Student Government Association requested that Shain Library be kept open 24 hours a day during fall semester finals. After some discussion in Information Services we decided to run a pilot test that would allow the library to stay open from 8:00 a.m. on Thursday, December 16, and to resume normal closing hours at 2:00 a.m. on Monday, December 20.

For the pilot, the library was staffed with six IS staff volunteers, two each night working from 2:00 a.m. to 8:00 a.m. During the night, hourly counts of activity on each floor were taken. The first night was the busiest with 85 students in the building at 2:30 a.m., dropping to 58 at 4:30 a.m. There were still 44 rugged and sleep-deprived students awake and working at 6:00 a.m. By 7:00 a.m. the numbers dropped off sharply, corresponding directly to breakfast being available in Harris. The numbers overall dropped

slightly each night during the trial period.

The staff members who covered the overnights, some of whom had not pulled all-nighters in many years, reported that students were hunkered down in spots all over Shain. Many were using the computers on the main floor, but a surprising number were camped out in the carrels on the upper floors or the perimeter of the first floor studying or working on their laptops. There appeared to be very little socializing and most of the students were working diligently on their projects until groggily heading out for breakfast as the sun came up.

All the data collected during the pilot will be reviewed to determine a policy for future semesters that will accommodate the needs of the students while considering the available resources of Information Services.

Wiped out from “studying” all night?

What you need is a trip to the Blue Camel Café. Delicious specialty coffees (made with real espresso), yummy snacks, breakfast foods, and a smiling face await you.



Blue Camel Café Hours

| | |
|-----------------|------------------|
| Monday-Friday | 8:30 am-3:00 pm |
| Sunday-Thursday | 7:00 pm-Midnight |

Be sure to check out special discounts on Fridays.

Contact Lorelei at the Café: 439-2820

Message from the VP

Laurie Deredita and I have just returned from a Digital Assets Management Conference sponsored by the Council on Library and Information Resources in Charleston. That's a lovely city, Charleston, especially when the temperatures are 60 degrees and the sun shines bright. The conference itself was quite good actually and opened our eyes I think to the possibilities of—and even need for—a digital asset management program at Connecticut College.

“...THE MISSION OF INFORMATION SERVICES HAS LONG BEEN TO SERVE THE ARCHIVAL AND INFORMATION STORAGE AND DISTRIBUTION NEEDS OF THE INSTITUTION...”

“What college department should be in charge of digital asset management?” was the first question we asked ourselves. Certainly many areas are working with digital records—from faculty departments with digital research records to CELS ePortfolios to photos in college relations. But, the mission of Information Services has long been to serve the archival and information storage and distribution needs of the institution—and so, Information Services is the appropriate place to develop a system that can accommodate the needs of the college for digital records management now and into the future.

Any system we implement must be able to grow as more departments and individuals use it and as needs change. It must be able to accommodate a variety of different materials and digital file types; from jpegs to Adobe image files to word docs to XML coded records to MP3s. Perhaps most importantly, the system must be sustainable, in the sense that whatever record is commit-

ted to the system, that record will be accessible forever. And that means literally forever—that the digital item committed to the care of this system will be as permanent as any that now goes into the college archives or special collections.

We envision a system that would accommodate student theses, faculty research and datasets, web pages that are no longer active, learning objects, and graphic images whether newly created or from current databases in various departments of the college now. Student projects from the Arts and Tech program might be included. Senior Honors Theses could be added. New works of digital scholarship would be included. One advantage of such a system will be that web searches through Google or other popular search engines will find materials on our system—and thus facilitate expanded general knowledge of college research and programs.

Since we returned from Charleston (did I mention the blue skies and 60 degree weather?), we have started the process of planning and selecting the platform to accommodate the needs we have now (digitizing music scores from Greer Library and special collection items from Shain) and the needs we expect to have in the future. Following the “if we build it, they will come” philosophy, we will keep flexibility as a key criterion for any solution. After initial IS project planning, faculty and students will be involved in the process of actually making this service a reality at Connecticut College. Stay tuned.

W. Lee Hisle
Vice President for
Information Services
and Librarian of the College

iConn Update

The start of 2005 brings good news for the iConn project. Our final baseline module, Human Resources/Payroll, was successfully implemented and converted to the SunGard/SCT Banner system on January 3, 2005 with the processing of the first weekly payroll. The new Banner paychecks and stubs certainly look very different and provide much more information than the old AIMS format.

The success of the Human Resources/Payroll

implementation marks a great milestone—the successful completion of Phase I of the multi-year iConn project. What does this mean? Connecticut College was able to accomplish the implementation and conversion to the Banner system for all five modules, Finance, Advancement/Alumni, Financial Aid, Student and Human Resources/Payroll, on time (in 30 months, June 2002 through January 2005) and on budget. We have migrated from three legacy systems

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LibQUAL+™

Charting Library Service Quality...

In the spring of 2004, the Connecticut College libraries participated in a national survey, LibQual+, designed to measure users' perceptions of the quality of library services. In all, 204 colleges and universities took part in the survey, including 6 of our peer institutions: Bucknell, Carleton, Colby, Dickinson, Mt. Holyoke, Reed and Rhodes. We now have results for Connecticut College and for our peer group. By analyzing these results we have been able to identify areas needing improvement and have begun to implement some changes to address those needs.

At Connecticut College, 285 students, 50 members of the faculty, and 34 staff responded to the online survey with 49% of the respondents including optional comments. Among the disciplines, the highest response came from faculty and students in psychology, government,

English and the biological sciences. At the end of the survey period, 16 respondents were randomly selected to receive gift certificates to local restaurants and shops.

General Survey Results:

The LibQual+ survey was designed to measure each person's response to 22 core questions in terms of minimum level of acceptable service, desired level of service and perceived level of service on a scale of

1(lowest) to 9(highest). The core questions measured 3 dimensions of library service: Affect of Service, Information Control, and Library as Place. The overall mean satisfaction rating for all of our respondents was 7.46 out of 9.

Overall, the areas most closely meeting our users' desired level of service were:

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The DCC: Gateway to the Digital Highway

Nestled in the back of the first floor of the Blaustein Humanities Center is a wonderful facility for the creation of digital assets for the purpose of direct curriculum support called the Digital Curriculum Center, also known as the DCC. Funded by a \$100,000 grant from the Keel Foundation, since 2000 the DCC has provided an efficient and pleasant location for faculty to work on digital projects for their classes using up-to-date software and hardware and to get training, support and assistance from Information Services staff.

One major advantage of digital course material is that it can easily be distributed to students on servers over the campus network. The mate-

rial can be accessed in classrooms equipped with projection systems for teaching during scheduled classes and can be available to students outside the classroom through the campus network for readings and review. Other advantages of digital files are ease of archiving, and the ability to make copies that are as good as the original. Most existing non-digital information can also be converted to digital format. Readily accessible PDF, audio and video files can make it easier for faculty to meet pedagogical goals. New technologies are constantly being evaluated in the DCC for their suitability for educational use. The latest addition is videoconferencing-over-IP equipment, which

can be used to communicate in real time with other institutions that have similar standard technology.

The spacious, well-lit DCC contains 5 fast computers, equipped with large 20" monitors, and an extensive collection of peripherals and software. Due to the specialization of modern software and hardware, each computer is set up to perform specific tasks. For graphics work there are slide scanners and flatbed scanners, including tabloid-size. For creating PDF documents from multi-page documents there is an automatic document feeder. There is software for creating print brochures, flyers and posters, with a color and a black-and-white tabloid-size laser printer to test

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State Street, Eugene O'Neill and College Dorms:

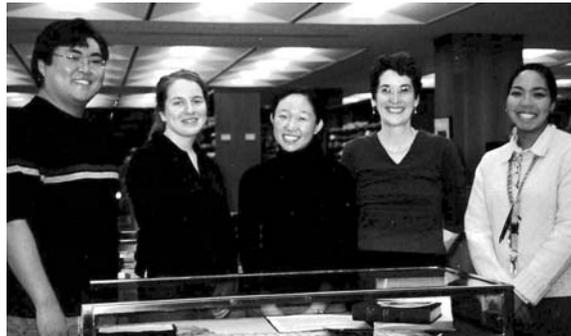
Using Special Collections and College Archives resources in the Classroom

On Monday afternoons during the Fall Semester the Palmer Room in Special Collections was filled with the students in Abby Van Slyck's "New London: A Cultural Landscape" course. Why hold a class in Special Collections? Because, in this case, that is where the resources are: the New London Postcard Collection, maps, atlases, directories, picture books, scrapbooks and many other less obvious sources of historical information about New London in the 19th and early 20th centuries.

Likewise Linda Herr and J. Ranelli took advantage of the incomparable resources in the Sheaffer-O'Neill Collection for teaching their seminar on "Eugene O'Neill and his America." Taught every other year, the class holds its first and final meetings in the Palmer Room and the students are required to use the primary resources in the collection to write their own term papers.

(iConn continued from page 2)

(AIMS, PeopleSoft, and PowerFacts) to one campus-wide integrated system. The success of the implementation is due to the great staff from campus offices who have worked on the project. The functional users and the entire technical staff worked long, stressful hours to make the conversion to the Banner system successful, with everyone working together toward a common goal, knowing that there was no turning back, and no saying "no." As the SunGard/SCT consultants and managers said from the start of our project, the working relation-



Curators of "Homes Away From Home", Daniel De Sousa '07, Julie Kosaczka '06, Nicole Lew '05, Professor Abigail Van Slyck, College Archivist Nova Seals

The students in the Architectural Studies Program combed the files in the College Archives to find photographs, floor plans, letters and clippings related to the early history of some of the college's best known dormitories. The result of their research became a fascinating exhibition, "Homes Away From Home: Dormitory Design at Connecticut College," that was displayed in Shain

Library from December 6 through mid-January.

The Internet is great but when doing historical research there is no substitute for the real thing! Laurie Deredita and Nova Seals are delighted to provide support for classes using the resources of Special Collections and the College Archives and welcome more opportunities.

ships throughout this campus are what made the implementation possible and we were (and are) a great place to work.

What is next for the project team? Well, we jump right into Phase II. Our first order of business, before July 2005, is to implement new software systems in the Events and Physical Plant offices and what SunGard/SCT calls its "WorkFlow process." We will continue to work with the functional users to expand their reporting capabilities, review the overall functionality of the Banner system to determine if

there might be additional functionality to implement and begin the implementation of the Banner web products. This, of course, will all be happening at the same time that we begin planning for our next major upgrade of the Banner system, from 6.x to 7.x, within the next 12 to 18 months.

The iConn project is here to stay and will continue to keep the project team on its toes.

— Aileen Burdick

More Than Meets the Eye: IS Student Workers

Jillian May is a senior studio art major and religious studies minor, but unlike other artists, she spends quite a bit of time at the library. Since her freshman year, she has dedicated many long hours working at the circulation desk. Jillian says that “the most enjoyable part about working at the circulation desk is that I have contact with so many students and professors. I am able to help and talk with people who normally would have just been faces in the crowd. Many people unfamiliar with the library see the circulation desk as their first available assistance upon entering. It is satisfying to be able to address their problems and concerns so that they feel more comfortable in their surroundings.”



Jillian is finally back on campus for her senior year, after spending the last year abroad, in Venice and then in Barcelona. As a member of CISLA (Center for International Studies in the Liberal Arts), she had the opportunity to stay in Barcelona this summer to work as an apprentice to a local sculptor.

Currently, Jillian can usually be found at the studio working on her senior thesis project, which will incorporate a campus-wide installation. She also is co-editor of *The Menagerie*, Conn's student-run art magazine. During her final semester she plans to return to the rowing team and to begin the job hunt for next year.



Farai Sanyangore was born in the small village of Makoni, in Zimbabwe, and spent most of his youth in boarding school. He came to the United States for college in 2001. Initially he wanted to major in Computer Science and Math, but found programming boring so he switched to Economics and Math. However, he still finds computer technology very exciting. Last summer he interned with SPTW on Wall Street as a financial analyst. After he graduates in May he will be joining Citigroup in New York as a Financial Analyst.

While he has been at Connecticut College, Farai has been a math tutor, SAC representative for Umoja, Atlas Cultural representative and he has played club soccer. His campus job has been to work at the Help Desk. He says that it is a very exciting and interactive job, one of the most challenging on campus, in which he has learned a lot. He feels very satisfied when he is able to help someone with a technology problem. Farai thinks that Conn is full of opportunities for students and that anyone who takes the initiative will find what they are looking for in life.

(LibQual continued from page 3)

- Giving users individual attention.
- Employees who are consistently courteous.
- Employees who deal with users in a caring fashion.
- Willingness to help users.

For CC respondents as a whole, the largest gaps seen between the minimum level of acceptable service and the perceived existing level of service were:

- Dependability in handling users' service problems.
- Making electronic resources accessible from my home or office.
- The printed library materials I need for my work.
- Print and/or electronic journal collections I require for my work.

Some Actions We've Taken To Date

We received the results of our survey this past June. Since then, we have instituted several changes based on the information gleaned from the quantitative results and the many comments made by our respondents. Over the

summer we established the Blue Camel Café in the library with booths and tables designed to double as group study spaces. We have upgraded the campus network and installed additional wireless access points in an attempt to address concerns about technical problems experienced by our users. In response to the expressed need for additional library materials, we have added specific resources mentioned as lacking, including Science and Nature online, books in environmental politics, additional theater scripts and more materials on terrorism and the Middle East. In addition, we have submitted a special budget request to fund a one-time enhancement of library collections. Finally, we have established a new research seminar for senior honors students and expanded our information fluency initiative to provide course-related instruction in the use of library resources. During the upcoming semester we will meet with students and further analyze the survey results to determine what additional steps we can take to meet the service needs of our users.

(DCC continued from page 3)

final output. The easy-to-use digital camera is available for borrowing.

The tall audio equipment rack, gently glowing with small LEDs, includes a turntable, cassette player, DAT player, and CD player, making it possible to digitize and edit files from most audio formats. There is also a stand-alone Audio CD recorder for making direct dubs, and a CD duplicator. For portable field recording, the collection of small Minidisk, DAT and cassette recorders, with an assortment of microphones, headphones and carrying cases, can handle most situations and, once recorded, the audio can be transferred to computers for editing and uploaded to our media servers for easy network access from WebCT, or made into CDs.

In the video production area, the DCC features two computer-based editing stations, with an array of editing software. The workstations are connected to a towering equipment

rack, filled with a large assortment of players and recorders supporting a variety of video formats and standards. Also included is sophisticated equipment to enhance degraded videos. For the more adventurous interested in field acquisition, two camcorders are available, with a variety of tripods, lights and microphones that may be borrowed for the purpose of creating assets supporting the college's educational goals. Once digitized and edited, video can be compressed and uploaded to our media servers, for access through WebCT or to be made into CDs or DVDs for physical distribution.

Copyright concerns need to be addressed when digitizing. Our Course Management System, WebCT, provides an ideal way to manage these digitized assets since only enrolled students can log into the on-line course material.

Faculty members are encouraged to learn how to create or digitally

convert their own material. The staff is here to teach, guide and assist them as much as needed to take a project to completion. But when time is limited or a project is very complex, our student assistants or staff may be able to perform some of the work or faculty can provide their own student helpers. We are happy to train and supervise them. Recently, the DCC has supported curriculum-enhancing projects initiated by Eva Eckert, Andrea Lanoux, Melvin Woody, Glenn Dreyer, Peter Siver and Hanna Shayler, David Canton, Robert Askins and Jim Austin.

So, please visit us in Room 108! Although walk-ins are welcome if no support is needed, it is a good idea to make a reservation for a specific computer with Frank Fulchiero at x5006, and a separate reservation with Frank or other member of the IS staff, if assistance is needed.

Shain Library and the “Collection of Last Resort”

Government Documents...not a topic many people find interesting. The GPO (Government Printing Office) is the world's largest publisher, and since the beginning of the republic has issued materials both serial and monographic in many formats that used to be mostly in paper and microform but now are in video, CD-ROM, DVD and online. The Connecticut College Library has been a Government Depository Library since 1925, selecting and collecting items relevant to the academic mission and of interest to the college and regional community. Over half of our documents collection consists of Congressional Hearings but also it includes such fascinating titles as *Sprocketman* (1982) and *Current Practice in Potato Processing Waste Treatment* (1969).

While it is nice to be a government document depository library it is also true that documents take up a lot of space, although in recent years physical growth has been slowed dramatically because now most government documents are published online or in electronic format. When libraries such as ours try to get rid of rarely used older documents taking up valuable space they find that discarding government documents is not as easy as deaccessioning other materials because they are government property.

It was when Reference and Documents Librarian Jim MacDonald was going through the tedious “discard process” that it became apparent that Shain Library housed a long, complete run of Appropriations Committee Hearings (House and Senate) dating from 1925 to 1979. And after much consultation with GPO officials it came to pass that Shain's collection of Appropriations Committee Hearings were chosen to be included in the National Collection of U.S. Government Publications, known by the somewhat ominous name of the Collection of Last Resort (CLR).

At the CLR, the government plans to not only store a hard copy of each GPO published item, but to also digitize everything at some point. Oddly enough, until now the U.S. government has not had a complete collection of its published materials but when it became obvious that our country needs to store these records for eternity the government called on depository libraries such as ours to contribute. Plans are still underway to prepare a secure and very large space for this massive collection. How many documents from Shain Library are going to the CLR? We are talking about 315 linear feet or approximately 16,300 volumes. Fortunately, the U.S. government will handle the transportation arrangements to Pueblo, Colorado.

Technology Instruction

Information Services is once again offering free technology instruction to the campus community. The following training is provided by members of the IS staff:

- Information Security Awareness for Faculty and Staff
- Hands On Workshop for PC Laptop Users:
 - Updating the Windows Operating System
- Intro to Power Point
- Photoshop Fun 101
- Learn to Use Refworks

Check out the web site for dates and times at <http://training.conncoll.edu>

Own a Piece of Library History!

Using the card catalog was once an integral part of library research. Card catalogs came into vogue in the late 19th century and were a marvelous improvement over their predecessor, the book catalog, because

they allowed librarians to add card entries as new books arrived and to provide subject access and cross references as needed rather than printing a new catalog every few years. Generations of student assistants at

the Connecticut College library became expert filers under the watchful supervision of catalog department staff. The card system spawned a whole industry in cabinetry to meet the demand for catalog furniture. But with the advent of the OPAC (Online Public Access Catalog) in the last decades of the 20th century, the venerable card catalog went the way of the Model T, although a few are still made each year by the Library Bureau, a company in Massachusetts.

Shain and Greer libraries have a number of old units that we are planning to sell in 2005. An all-campus announcement of this fundraiser will be sent out soon. Proceeds from the sale will be used by Shain and Greer to buy—what else?—more books!

Spring Semester Lectures & Exhibitions

All of the events and exhibitions listed below are sponsored by the Friends of the Connecticut College Library and are free and open to the public. Unless otherwise indicated, lectures will take place in the Charles Chu Reading Room and exhibitions in the display cases in the lobby of Shain Library with receptions nearby.

Ferocious Beauty: Chinese Bronzes, a lecture by Wangheng Chen, Professor of Aesthetics, Department of Philosophy, and Director of Landscape Culture, Research and Design at Wuhan University, China. Monday, April 4, 4:30 p.m.

Exhibiting Activism (March 28 - April 15), a library exhibition. Co-sponsored by the Holleran Center for Community Action and Public Policy. Marta Magnus '02 and Sharlene Jeanty '04 will talk about the program at the opening reception on Wednesday, March 30, at 4:30 p.m.

PowerPoint presentation ***Historic Neighborhoods in New London*** by Sylvia Malizia of New London Landmarks and Caitlin Greeley '05. On Thursday, May 5, 7:00 p.m.



20th Century card catalog



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