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## Information Services Annual Plan, 2004-2005

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# Information Services Annual Plan

FY 2004-2005

July 1, 2004

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## 1. INTRODUCTION

The Information Services Annual Plan 2004-05 has been developed by the staff of the department and reviewed and accepted by the FSCC IS Committee and the Board IS Committee. The plan provides the department and the college a cohesive document linking the purpose of the Information Services department with the daily activities of the staff, as well as with the Strategic Plan of the College. The effort to create an annual plan engages the staff and faculty in thinking beyond their daily responsibilities, to the broader purposes for our efforts. The plan gives structure to planning for the future, to analyzing risks in the present, and to relating individual performance to institutional and departmental mission. The Annual Plan links operational objectives and related budget support with the mission and goals of the department.

The IS Annual Plan serves the following functions:

- To align Information Services activities and projects with the Connecticut College Comprehensive Strategic Plan.
- To define the mission and goals of the department.
- To define specific objectives that guide the work of the department's teams within each fiscal year.
- To identify in the planning process emerging trends in scholarly communication, information technology, learning and collaboration that fall within the Department's scope.
- To establish an annual planning cycle that scans the broad environment affecting information services in higher education.
- To provide a sound basis for budgetary planning.
- To provide milestones for the work of the Department's teams and individual staff.

## **2. INFORMATION SERVICES MISSION STATEMENT**

### ***Mission:***

Keeping you CONNected:

Partnering with the college community to provide innovative, reliable, and universal access to information resources in support of academic and administrative endeavors.

### ***Goals:***

1. To ensure access to books, periodicals, and other information resources for learning, teaching, scholarship, and administration
2. To preserve and appropriately protect scholarly and administrative information and archival materials
3. To develop and promote academic and administrative information as a campus resource
4. To ensure a secure, robust, stable, and innovative technology infrastructure
5. To create a vigorous program of information literacy to prepare students for a lifetime of intellectual endeavor
6. To help faculty integrate technology into the curriculum to enhance student learning
7. To join with the college community in stimulating intellectual, social, and cultural growth
8. To create in partnership with the college community facilities that support learning, teaching, scholarship, and collaboration
9. To communicate effectively with the campus to foster community involvement in Information Services operations
10. To respond to the varied individual information needs of students, faculty, and staff
11. To promote the ethical and legal use of information resources
12. To recruit and retain outstanding Information Services staff and provide development opportunities to maintain quality services
13. To ensure effective management of Information Services as a campus resource

Adopted November 28, 2001

### **3. INFORMATION SERVICES VISION STATEMENT**

Information Services at Connecticut College will be a program that is student and faculty centered, supports the academic and administrative needs of the college, and sustains the research necessary for student and faculty scholarship. In the future, Information Services will continue to make the college community proud of its performance, management, and service-orientation.

Information Services shall continually seek to achieve its mission, "Keeping You Connected: Partnering with the college community to provide innovative, reliable, and universal access to information resources in support of academic and administrative endeavors." In addition, Information Services will support the college's mission and goals creating an environment that enables students to put the liberal arts into action. Information Services follows an annual planning cycle that links mission to actions, serves as a summary for program assessment, and highlights future activities that may affect Information Services and its service to the college.

#### **Partnerships**

Creating and sustaining partnerships is a key aspect of the Information Services future. Relationships between college academic and administrative departments and IS will mature and produce better services and products to support the college. There will be continued partnership with the Office of Administration for the implementation of the jointly developed Classroom Improvement Plan; with the Center for Teaching and Learning for faculty development activities such as the Tempel Summer Institute; with College Relations for a robust, stable, and well-designed Web presence; and the Career Enhancing Life Skills department to support and develop the outstanding ePortfolio product available to our students. The future will see greater cooperation between academic departments and IS to sponsor campus activities that increase the intellectual environment at the college. Activities such as hosting speakers or performances, curating display presentations, and creating new digital publications will be a part of the IS program.

The CTW Consortium, a partnership of colleges including Connecticut College, Trinity College and Wesleyan University will grow in importance to IS and the college. IS will also create partnerships with granting agencies, such as the Keel Foundation and the Andrew W. Mellon Foundation, to create innovative programs and services. Partnerships within Information Services reflect the combined library/information technology organizational model the college employs. Librarians, instructional technology staff, web support staff, Help Desk staff, and other areas will continue to work together on projects such as GIS, Connecticut Online History, and Information Literacy. The collaborations among IS staff will continue to ensure that high quality services and resources are available to the college community—and that those services are publicized effectively. Librarians and instructional technologists in particular will see a melding of key job responsibilities—librarians can help develop web-based instructional programs and instructional technology professionals can play a more active role in the library liaison program.

#### **Technical Infrastructure**

IS is committed to innovation; staff will offer innovative services and products, but in a manner to control risk and unnecessary cost. Certainly, Information Services in the future should provide reliable services. Networks will be stable with sufficient bandwidth and modern electronics to make the network as fast as students and faculty need them to be for a progressive academic environment. Networks will also be secure behind the latest technologies to protect the college and its community members from disreputable Internet activities. At the same time, the networks will be as open as possible—allowing students and faculty opportunities for experimentation and learning activities that are unbounded by limitations in the technical infrastructure. In fact all Information Services will offer unfettered access to information, whether in traditional bound print volumes, via the Internet, from digital databases, or whatever new medium may appear on the horizon. A commitment to open access does not mean that illegal or selfish activities are condoned. The nature of the Internet means that

responsible use of networked materials and wise decisions about network use will remain a key to users retaining the privilege of network access.

The residence hall network, as well as the general campus network, will be fast and reliable. Rooms will be wired to provide up to 1Gb of bandwidth to each student resident. In the future, as wireless technology improves and stabilizes, residence halls may join the common areas of the college, such as Crozier-Williams and the Harris Refectory, with access to wireless bandwidth. Wireless bandwidth may be provided from a third-party vendor such as Sprint, Inc. eliminating the need for the college to develop its own infrastructure. Classrooms and labs across the campus likewise will have network access necessary for research and scholarship. Internet2 will be available and other non-commodity Internet connections will be available as well.

Using resources over the college network will be an essential activity for every faculty, staff, and student in the college. Information Services will adopt new technologies as they become ready for stable deployment, e.g., wireless access, instant messaging, portable communications devices, and Voice-over-IP (VoIP). The applications that run on the network (Banner, CamelWeb and the public Web, email, WebCT, ePortfolio, etc.) will be essential to effective college operations and each will be maintained and continually improved. Use of Banner academic and administrative software in particular will be leveraged to improve college operations. Modern computing hardware, current-release software, and end-user resources (PCs/MACs, projectors, printers, etc.) to serve the college's academic and administrative functions will continue to be available. The IS Help Desk will be proactive in dealing with technical support issues, as well as a respected and trusted source of information and repair service related to computing and network services. Virtual, face-to-face, and outreach services to residence halls will all be a part of Help Desk operations. Help Desk services including technology training opportunities will be publicized effectively to students and faculty. Aspects of IS operations could be outsourced if economic and service parameters are met.

### **Staff**

Information Services staff will be, most importantly, service-oriented. They will be knowledgeable, curious, helpful, friendly, challenging, team-oriented, reliable, ethical, and sufficient in number to support the needs of the students, faculty and staff of the college. The IS staff will support a pluralistic college society, its demographic makeup reflecting that value. The staff will be proud of their accomplishments and celebrate work done well. They will enjoy working in the IS department and in the college—and this sense of well-being and trust will be reflected in the interactions they have with students, faculty and staff. IS will provide sufficient resources to support the staff with continuing education and training, as well as repair, maintenance, and replacement technologies and materials as necessary for reliable, stable and creative services. Staff will be cross-trained where possible to support multiple service points. Staffing levels in the IS divisions will be at the average for staffing levels at our peer colleges and compensation will be competitive with our markets.

### **Facilities**

The libraries of the college, the Charles E. Shain Library and the Greer Music Library, will continue as integral, active community and information centers on campus—an information commons crossroads for students, faculty and staff doing research, using computing resources, attending programs, developing digital programming, consulting with IS staff, or simply sharing a conversation over a cup of coffee or reading a newspaper. The libraries will house resources, services, and staff that enhance a sense of comfort and community that builds the pluralistic society for which Connecticut College is known. The spaces will be flexible and will accommodate changing styles of learning as defined by students and faculty. The Shain Library will be renovated and expanded to provide an entrance that is both pleasing and functional, an expanded digital media creation area (including the Digital Curriculum Center moved from Blaustein), training and viewing services, small group study spaces, and a quality Special Collections and Archives space. Natural light will illuminate comfortable study spaces and gracious reading rooms on the upper floors. Effective artificial lighting will enhance the study and work areas. A cyber-café will attract college community members and encourage interdepartmental

interactions—as well as student-faculty-staff conversations. Service points will be as integrated as possible and located for ease of patron interaction. Locating staff near the resources they manage and on which they offer training is important. Both the Shain and Greer libraries will have inviting furnishings and comfortable surroundings for study, research and leisure. Both will have modern adaptive technologies for students with disabilities and special needs. The College Writing Center and the Center for Teaching and Learning might occupy spaces inside the library, creating the proximity for increased collaborations.

Other Information Services areas, such as the Computing Center in Bill Hall and the Language Lab and Digital Curriculum Center in Blaustein, will be comfortable and modern educational facilities and workspaces.

### **Collections and Access**

Library collections will be current, made up of the best of published information relevant to the college's curriculum, and be built based on faculty and student requests, as well as librarian and instructional technologist recommendations. The amount spent for library materials per student will equal the average spent at our peer liberal arts colleges. The collections will be maintained and budgets annually adjusted to reflect inflationary pressures. Agreements with our CTW partners, and perhaps other libraries, will produce Centers of Excellence in our collections through shared collection development and the elimination of collection duplication within the consortium—especially those available in digital format—yet overall acquisitions budgets will not decrease. Although digital resources will increasingly be the standard for reference materials and serials, the libraries will continue to collect substantial numbers of print materials into the foreseeable future. The acquisition rate for print materials will level out and even decrease slightly over the next several years; however, many materials important to the curriculum of the college will only be published in print format. Access to digital collections of images and video and audio clips will increase as new and more effective technologies and digital services are introduced. IS will employ current finding aids and technological advances to link the user with appropriate library resources. Access will be available to college community members regardless of where they are in the world.

Special Collections and Archives at Connecticut College will continue to be a treasure house of primary research materials unique to the college. They give us distinction in the intellectual landscape. The importance of this area in Information Services will increase as new acquisitions are made and programs to integrate our resources into the curriculum proceed. Environmental controls will be in place to preserve these resources, and indeed all collections and resources, at the college. Efforts to digitize materials for preservation, for external access, and as part of new intellectual products will be a major part of this area's activities in the future. College records management will be a shared responsibility although Information Services will provide leadership in policy development. Digital archives and off-site archival storage will figure prominently in the college's records management program.

### **Information Literacy**

The importance of information literacy—teaching students how to find, evaluate and use information regardless of format—will increase over time. The program at Connecticut College will become integrated into the curriculum, especially through the General Education courses, and be recognized for its quality in the future. The ubiquity of the Web for information access will not decrease, but valuable resources will increasingly be only available for cost. Consequently, effective search techniques—including consulting with a librarian—will be increasingly important. That consultation may take place in person at a reference desk, but could also be virtual via video over IP or through email queries. Indeed, reference librarians may begin to operate by appointment with student and faculty researchers, replaced during non-peak hours at the Reference Desk by trained student or staff paraprofessionals. The librarians' role as “teacher” and the partnerships they will build with classroom faculty will increase and be very important support for student learning.

\* \* \* \* \*

In summary, Information Services will support the academic and administrative programs of the college in a manner that will help make the college successful in its mission of providing a quality liberal arts education environment. We will continually adapt our services to meet the needs of the institution and regularly assess our performance to inform our actions. We, in Information Services, will be proud of our accomplishments and the college will be proud of our work as well.

## **4. MAJOR ACCOMPLISHMENTS: ACADEMIC YEAR 2003-04**

### **iConn Project**

Activate the Alumni, Finance, Financial Aid and Admission SCT Banner modules during the 2003-2004 academic year and set up the remaining components of the Student and Human Resources modules. The college will discontinue its contract with PeopleSoft and reduce the support level for the legacy AIMS and PowerFids systems. The iConn implementation team will also conduct a review of physical plant, events planning, and residential life software products that may be implemented during stage two of the project.

Responsibility: Aileen Burdick (iConn Project)

Project remains on time and well within budget. Financial Aid is now live, packaging the Class of 2008 in Banner, providing us with our third successful module implementation. Human Resources/Payroll began implementation and staff training in February 2004. The Student module began processing pre-registration schedules for upper-class students in Banner April of 2004. Physical Plant and Events management software was approved for implementation in the spring of 2005.

### **Integrated Library System**

Implement the Endeavor Voyager integrated library system during 2003. Establish tables, migrate existing data, redesign fund structure, and determine content and design for public catalog display. Establish connections for EDI (Electronic Data Interchange) transmission. Implement new technical services workflow based on R2 Consulting Services' analysis. Attend training sessions and prepare training program for users.

Responsibility: Melodie Hamilton (Information Resources Team)

Library staff worked through the summer and fall to ensure successful data migration, set parameters for the system, design the public catalog display for Voyager, and attend training sessions. The name Caravan was chosen for the new Connecticut College library catalog and a kick off event was held during the first week of spring semester classes. The new system has improved staff workflow and allows for communication with SCT Banner and vendors for real-time fund accounting. The system also allows library patrons to monitor their accounts and renew library materials online.

### **Information Literacy Initiative**

Develop, implement, and assess faculty projects to integrate information literacy into the curriculum as the second year focus of the three-year CTW/Mellon Project for Information Literacy. Create subject specific information literacy modules and materials in support of faculty projects, customize an information literacy tutorial for Connecticut College, and collaborate with Wesleyan University and Trinity College to develop a database for the organization of information literacy modules. Identify and implement a program to provide orientation to first-year students in conjunction with the Dean of Freshmen.

Responsibility: Beth Hansen and Chris Penniman (Research Support and Instruction Team and Instructional Technology Team)

Initiative is progressing well. Advisory Council of faculty, librarians and IT staff has selected a tutorial that will be administered to all incoming freshmen beginning in Summer 2004. Collaboration with eight faculty receiving stipends from the grant for FY04 is ongoing, with a call for proposals to solicit new faculty planned for March. Year three of the grant will focus on departmental integration, further revision of the tutorial, as well as course-integrated

instruction to reinforce concepts introduced in the tutorial. Assessment of the currently funded projects, as well as input from student focus groups, will play a critical role in shaping future endeavors.

### **Data and Network Security**

Revise the current network design as well as security policies and procedures to improve network and data security. These revisions will be submitted to an outside auditor for review prior to implementation. Redesign the network and server system to provide sufficient redundancy for continued emergency operation of essential data services in the event of a localized disaster. Create and conduct end-user security awareness programs to improve campus computer and data security. Improve the physical security of the college's server and data switch rooms.

Responsibility: Brian Walsh and Bruce Carpenter (Technical Support Team)

The network has been redesigned to segment the residence hall network from the academic/administrative network. This will minimize the impact of virus problems and slowdowns caused by peer-to-peer file sharing. Campus Manager was also added to the residence hall network to control infected machine access to college resources. Intrusion detection and prevention devices have been added to the network and virtual private network (VPN) routing for wireless and remote access has been instituted. A second student mail server was added as the existing server was beyond capacity. Swipe locks and new alarms have been installed on the server rooms. Publicity about security problems and solutions has increased in residence halls and across the campus.

### **Security in Electronic Classrooms**

Work with campus constituencies to provide a secure system for our electronic classrooms, computer labs, server rooms, and other spaces housing technology, to reduce the risk of theft while providing accessibility to these valuable campus resources. The college community relies on the use of technology both inside and outside the classroom, and as such, relies on the technology being available.

Responsibility: Dave Baratko and Chris Penniman (Instructional Technology Team)

Several colleges in the Northeast, including Connecticut College, have experienced projector thefts over the past few months. To deter future thefts, three levels of physical security have been added and projectors have been stenciled with "CONN COLL." Audible alarm systems have been installed on all projectors and we are testing a product that generates an email to campus security when a network-controlled projector is disconnected.

### **Shain Library Interim Space Plan**

As planning for the Shain Library renovation and expansion has been delayed, staff will create an interim space plan to accommodate the most pressing needs of the department. Among the pressures to be addressed are the growing materials collection, need for additional instructional technology stations and media development areas, special collections storage and work space, small group study areas, college archives space, staff offices, and café services.

Responsibility: Marian Shilstone and Lee Hisle (Information Resources Team and Vice President for IS)

Between 10,000 and 15,000 bound volumes will be moved to off-site storage to free space for other uses on the lower level of Shain Library. A quote for compact shelving for half of the lower level has been obtained but funding is not currently available. Potentially, the space on the

lower level could be used for café services, group study areas, or additional computer clusters. A major weeding project and book stack reorganization was completed over the summer to allow for the addition of new materials until a library renovation and expansion can be funded.

### **Special Collections Activities**

Increase Special Collections resources with the addition of the Luanne Rice Collection. Complete the organization and preservation of the Lear/Carson Collection. Improve access to these collections by creating a website for the Rice Collection and expanding the existing Lear/Carson Collection website. Plan a systematic outreach to faculty in order to familiarize them with the resources in Special Collections and to encourage the incorporation of these resources into courses. Expand membership and activities of the Shain Friends of the Library (FOL) organization, promoting the benefits of membership to a wider audience including faculty, staff and students.

Responsibility: Laurie Deredita (Special Collections and Archives Team)  
The Luanne Rice Collection is being received. The Librarian for Special Collections and Archives began to work in February and is providing assistance with some of the collections. Some progress has been made to expand membership in the Friends of the Library organization, particularly with faculty and emeriti. Through outreach efforts a new endowed book fund for Special Collections is being created in memory of Charles Price.

### **Integrate Technology into Curriculum**

In collaboration with the Center for Teaching and Learning, assist faculty with the integration of academic technologies into courses through the Tempel Summer Institute, workshops and seminars, and one-on-one instruction and support. Convert faculty-authored resources from legacy software to current authoring tools. Increase the number and quality of digital images for academic use. Develop a pilot project in which students assist faculty in integrating technology into the curriculum.

Responsibility: Chris Penniman (Instructional Technology Team)  
Increased number of courses enhanced with technology through the fourth annual Tempel Summer Institute that graduated 10 faculty members. With funding from a Keel Foundation grant, upgraded four science classrooms with technology, to enable faculty to integrate technology-accessible resources into their class sessions. Increased the awareness and use of Geographic Information Systems (GIS) by upgrading the GIS lab, and presenting a daylong workshop for faculty, instructional technologists, and librarians through from the National Institute for Technology and Liberal Education (NITLE). Participated in Megaconference V, an international videoconference. Presented an invited talk on integrating technology into the curriculum at a NERCOMP SIG on electronic classrooms.

### **Wireless Network Access**

Work with a student, faculty, and staff advisory group to select appropriate sites for eighteen computer access points around campus to implement wireless network access. Test and install wireless devices, assess satisfaction, and revise implementation plan as necessary.

Responsibility: Bruce Carpenter (Technical Support Team)  
Virtual Private Network (VPN) routing has been added for secure wireless access. Wireless access points have been installed in Shain Library, Greer Music Library and Crozier-Williams. Access will be turned on when the network staff size is increased.

## **Collection Management**

Develop a space plan for library materials growth over the next five years. Implement a plan of shared CTW ownership for bound JSTOR journal backfiles. Move 5,000 bound journals to the NELINET off-site storage facility as a pilot project. Conduct comprehensive serial subscription review with academic departments and target titles worth 5% of periodical budget line for cancellation.

Responsibility: Marian Shilstone (Information Resources Team)

A major weeding and reorganization of library stacks was accomplished over the summer. Plans are underway to move 10,000 and 15,000 bound JSTOR journal backfiles to off-site storage later this year. Preliminary talks have been held with Wesleyan and Trinity regarding shared ownership of archival journal collections. The periodicals cancellation project is being finalized and low use subscriptions will be eliminated with a targeted savings of at least \$35,000.

## **Organization of Special Collections and Archives**

Devise and implement plan to accommodate five years of growth in Special Collections and College Archives. Review current use of space in Special Collections and Archives and survey other areas that may be available for secure storage. Improve access to archival collections by planning the design of an Access database and overseeing the conversion of existing Notebook database to Access.

Responsibility: Laurie Deredita (Special Collections and Archives Team)

The College Archivist position was vacant for nearly eight months. The Director of Special Collections and Archives and the Librarian for Special Collections and Archives have begun to address these issues again. The conversion of existing Notebook databases to Access has been completed.

## **Records Management Plan**

Finish updating the college records management plan to include electronic records of enduring value that document the transactions and activities of Connecticut College. The Electronic Records Task Force will continue to work on this project until a plan with related policies and procedures is published and implemented this year.

Responsibility: Laurie Deredita (Special Collections and Archives Team)

This project is one of the highest priorities of the new Librarian for Special Collections and Archives.

## **Geographic Information Systems (GIS)**

Through a grant from the National Institute for Technology and Liberal Education (NITLE), employ teams of faculty, instructional technologists, and librarians to locate GIS datasets and incorporate them into courses. This collaborative grant, with Wheaton College, consists of delivering a workshop for instructional technologists and librarians and a workshop for faculty to develop the skills needed to partner, create, and implement a GIS project in a course. Connecticut College, Wheaton College, and other colleges in the regional NITLE consortium will participate in the program.

Responsibility: Chris Penniman (Instructional Technology Team)

Teams of instructional technologists and librarians attended a two-day workshop at Wheaton College over the summer. A workshop for faculty from a number of NITLE schools was held at Connecticut College in October. Four GIS projects were completed during the fall semester. The GIS Lab in Olin was officially opened in January and there is significant faculty interest in creating additional GIS projects in the liberal arts. Presented invited talks about the use of GIS at Connecticut College at a NITLE meeting and at the annual NERCOMP conference.

### **Campus Learning Spaces**

Assess the college's current learning spaces, e.g., classrooms, labs and auditoriums, develop a plan for improving these spaces for better teaching environments, and create a path to implement the plan. A faculty, staff and student committee will review, recommend, and prioritize room enhancements and propose appropriate support services for users of the spaces. A proposed budget and timeline will be included in the plan.

Responsibility: Chris Penniman (Instructional Technology Team)

A Classroom Improvement Committee (CIC), chaired by a faculty member and comprised of faculty, students, the director of instructional technology, and the director of physical plant has been formed. Fifty classrooms are being evaluated for improvement. Improvements planned will include not only technology but also lighting, environmental controls, floor and wall coverings, and furnishings. Campus forums will be held to gather input. Ellensweig Associates Inc. has been engaged to guide the process and help develop classroom design plans, using their experience with a similar project at Vassar.

### **Desktop Support Services**

Implement an inventory system of college computing hardware to allow use of portable bar code readers. Facilitate more frequent and accurate inventories to improve computer support services and hardware replacement for faculty, staff, and students. The Help Desk web site will be updated to provide the college community with more accessible information about computing and computer security.

Responsibility: Kevin DiMinno, Ruth Seeley (Technical Support Team)

The Help Desk web site has been redesigned, expanded, and moved to CamelWeb to increase awareness about network and computer security measures. The inventory system is currently in the testing phase and was deployed in late spring.

### **Collection Development and Information Access Policy**

Create a Collection Development and Information Access Policy through cooperation with department chairs and librarian liaisons. After review and approval of the Information Services Committee, ask the college to adopt a final version. Complete work on collection development policies specific to subject areas in conjunction with faculty and librarian liaisons.

Responsibility: Marian Shilstone, Beth Hansen (Information Resources Team and Research Support and Instruction Team)

The draft Collection Development and Information Access Policy has been posted on the IS web site and been reviewed favorably by the faculty IS Committee. Faculty department chairs and members of academic departments have also reviewed the policy. Final adoption of the policy by the IS Committee was accomplished in May 2004. Subject specific collection development policies are being developed.

## 5. MAJOR OBJECTIVES: ACADEMIC YEAR 2004-05

### IS DEPARTMENT OVERALL

**Modify Information Services programs, services and planning efforts to support the new Connecticut College Strategic Plan.** IS will review the new college strategic plan and modify IS programs, services and planning for future activities to support the new plan as necessary. The new strategic plan may have an impact on future IS budget requests and long-range budget planning. The faculty IS Committee will be involved with this effort.

### INFORMATION RESOURCES TEAM

**Analyze library assessment survey results and plan appropriate response.** Using the results of the LibQual+ survey completed in spring 2004, staff will analyze the results and plan appropriate actions to improve performance. Focus groups will be utilized to plan responses. Survey results and planned actions for improvement will be shared with the campus community.

**Create more public use space in Shain Library.** Transfer bound journals to offsite storage to create more public study or group-work spaces. Selected volumes (some 12,000) will be transferred to the NELINET storage facility in Massachusetts. Records in the online catalog will be adjusted to indicate the new location. Procedures for retrieving information from stored materials will be devised and publicized.

**Streamline materials processing using the new Voyager acquisitions and cataloging modules.** Based on recommendations from R2 Consultant study of fall 2003, evaluate and adjust all procedures, and document those procedures, to streamline materials processing to move to shelf-ready receipt of materials as much as possible.

**Complete the Collection Development Policy for Connecticut College.** Subject-specific selection guidelines will be incorporated into the general collection development policy. Departmental liaisons working with faculty will address specific areas of collecting strength and directions for the future acquisition of library materials.

**Implement Electronic Data Interchange (EDI).** Working with book vendor YBP, implement electronic transmission of orders and receipt of invoices. Plan and implement invoice transmission between Shain Library and Accounting using Banner system.

**Adjust print serials subscriptions to reflect usage and need.** Reduce subscriptions by the target amount equal to 10% of the print serials budget: \$35,000. Use data from two-year journal usage study and review current subscriptions with faculty to identify low use print titles for cancellation. Review outstanding requests for new titles and add any that can be supported with accrued savings.

### INSTRUCTIONAL TECHNOLOGY TEAM

**Provide information kiosks for students in public access areas of campus.** Based on student requests, IS will place computers in public areas for Internet and email access. At least one location will be piloted in 2004/05. Six kiosks were donated by Trustees. Additional stations will be installed as funds may become available.

**Implement plan for supporting classrooms.** Identify the classroom support needs for faculty and student use of electronic classrooms, research successful strategies from peer institutions, and develop and implement a plan for classroom support. The plan will include instructions for using the technologies in the rooms, policies for scheduling technology use, and procedures for obtaining assistance during class sessions. The plan will also include recommendations for additional resources including those that require funding beyond the current budget.

**Create a plan for videoconferencing at the college.** Investigate need and possible solutions for providing access to videoconferencing technology at the college and propose FY06 budget support. Test portable H323 videoconferencing unit within the academic environment.

**Integrate Wimba software into Language Lab operations.** Develop virtual recording stations in the Language Lab and explore the options for moving from an analog to digital audio system. Also, test use of Wimba through WebCT to deliver audio resources to students. Use Wimba to enable students to listen to commercial CD-ROMs that include assignments and digitally record their responses. Use Wimba to enable students to send their audio assignments to faculty through WebCT.

**Increase access to digital image collections available for academic use.** Add to the growing number of collections of high-quality digital images available for use in teaching and research at the college. Resources being considered include: AMICO (Art Museum Image Consortium), ArtStor, and collections of digital maps. A campus image database will be considered for creation. Publicize and increase access to these resources to all faculty and students.

**Implement the WebCT and Banner interface.** Complete the installation of the link to allow real-time interactions between the Banner Student System and WebCT. Train instructional technology staff on use of the two products. Partner with the Technology Support Team to develop the procedures to use this interface effectively for faculty and students.

## **RESEARCH SUPPORT AND INSTRUCTION TEAM**

**Continue the CTW Mellon Project for Information Literacy.** Work with the Office of the Dean of Freshmen to administer Research 101, an online information literacy tutorial to all incoming freshman. Evaluate the program and revise it based on survey results and feedback from constituents. Partner with faculty members for integrated information literacy projects to focus on courses at the freshman and gateway levels.

**Increase the use of RefWorks citation management software.** Implement a program to support the use of RefWorks, a citation-building software product for research projects, by students and faculty. Increase student awareness about the issue of plagiarism in research as a part of the Information Literacy Initiative.

**Implement a support program for senior Honors Study students in the use of library resources.** Work with academic departments through the liaison program to identify students and determine student library research needs. Hold a reception and workshop during the fall semester to inform students of the resources and assistance that are available to them. Provide students with the opportunity to work one-on-one with a research and instruction librarian throughout the academic year.

**Develop collaborative program with the Writing Center to enhance use of Library resources.** Work with the Writing Center to identify opportunities for collaboration that will link activities in the Writing Center with Library programs, resources and services.

**Develop plan to enhance access and use of audio-visual resources in Greer Music Library.** Assess current audio-visual resources in GML, consult with faculty and students about needs, and research new and developing technologies used in music libraries to enhance music teaching and learning. Prepare plan for improvements including recommendations and budget requests for FY06.

**Refine and expand the roles of departmental librarian liaisons.** Plan new and expanded roles for librarians to serve the instructional development needs of their departmental faculty. Partner with and extend the reach of the Instructional Technology Team members to support Course Management Software and digitization projects.

## **SPECIAL COLLECTIONS AND ARCHIVES TEAM**

**Improve access to and increase use of Special Collections and College Archives resources.** Create and update websites and finding aids for old collections and new collections. Plan outreach to faculty to familiarize them with the resources in Special Collections and the College Archives. Increase the incorporation of these resources into courses.

**Devise and implement plan to accommodate of growth in Special Collections and the College Archives.** Review current use of space, survey other areas in Shain that may be available, and investigate possibility of off-site storage. Create plan that reflects research and articulates best available options for college. Begin implementation of plan.

**Revise and publish a Connecticut College Records Management Plan.** The plan will be available in each office in hardcopy and available online. The Electronic Records Task Force will consider the special challenges posed by records in electronic format and include guidelines for college offices in the plan.

**Create and implement a plan to expand the Friends of the Library program at Connecticut College.** Research best practices, discern possible activities, and develop and implement a plan for expanding and improving the program.

## **TECHNICAL SUPPORT TEAM**

**Complete Student Network Improvement Project.** Complete the redesign of the residence hall network (ResNet), upgrade the wiring infrastructure and replace electronics as necessary. Test thoroughly improvements. Devise on-call system to respond to emergencies and maintain the ResNet. Improve connectivity from 10Mbps to 100Mbps switched data access.

**Provide additional wireless computing access points to common areas of the college.** As funds are available, install wireless access points in areas not suitable to wired computing connections, e.g., Harris Refectory, Olin Lobby, etc. Use students and faculty input on priority locations for additional connectivity.

**Provide remote access for library and other academic electronic resources from off-campus locations.** Install a Neoteris Inc. Instant Virtual Extranet" (IVE) appliance to provide secure off-campus connections to campus electronic resources. Test the IVE for secure SSL-based connections to a range of Web and other enterprise applications for remote users will require only a browser on the PC. Test with students and faculty on Study Away Teach Away trips at different locations around the world.

**Change email address convention for all college community members.** Develop plan and implement modification of email addresses for college community members to a more intuitive system. Change from "first initial, middle initial, first three letters of last name@" to "firstname.lastname@conncoll.edu" Current login information will be unchanged and mail to old address will be forwarded to new one.

**Implement Disaster Recovery Plan to ensure business continuity.** Build a second server room in the Shain Library to provide access to core electronic services if the Bill Hall server room is not available due to fire, flood, etc. Support applications most critical for college operations including, at a minimum, Banner and the public Connecticut College web site. Review and update the disaster recovery plan to reflect changes in the server rooms. Schedule, plan, and execute a full test of the disaster recovery plan during a simulated disaster.

**Continue Network Security Plan implementation.** Create registration system for students returning to campus to scan-and-block access to the network by machines with viruses, worms or out-of-date anti-virus software or Microsoft patches. Install Cisco switches, including core switches, throughout critical application areas of the college for fast response to virus/worm infestations and hacker attacks. Continue end user education program about maintaining up-to-date and secure PC/MAC virus definitions and system updates and creating and using secure passwords. Monitor Wireless Access Port use on campus and require IS configuration approval prior to student installation.

#### **iCONN PROJECT TEAM**

**Complete Phase I of the iConn Project.** Activate the remaining components of the Banner Student module and the Human Resources/Payroll module by January 2005. Ensure payroll and tax-reporting functionality is accurate and error free before implementation.

**Begin Phase II of the iConn Project.** Install and implement the Banner "Self Service" products allowing faculty, students and staff web access to Banner. Improve reporting functions with improved software functionality and more training of end users to effectively use the third party reporting software, WebFOCUS. Conduct online pre-registration in spring 2005 for the fall 2005 semester. Implement Facilities Management and Events Management software products. Begin initial planning for Banner 7.0 upgrade, to be undertaken in 2005-06.

## 6. IS 'WATCH LIST'

The Information Services Department maintains a list of emerging areas that it monitors to ensure options for service are properly considered. Department staff research these areas each year as part of the annual planning review cycle and investigate them through presentations, conference attendance, and team discussions.

### **Information Resources Team**

Copyright  
Cost of Information  
Electronic Databases & Info. Access Prod.  
Institutional Superarchives  
Open Access Publishing  
Storage

### **Instructional Technology Team**

Digital Spatial Data and Maps  
Electronic Classroom and Lab Security  
Emerging Technologies in Teaching  
Remote Collaborations and Conferencing

### **Research Support and Instruction Team**

Academic Plagiarism  
Information Literacy  
Reference Service

### **Special Collections and College Archives**

Preservation and Conservation

### **Technical Support Team**

Campus Data Wiring Infrastructure  
E-Commerce  
Identity and Access Management  
Internet2  
Microsoft Operating Systems and Applications  
Mobile Computing  
Network Security  
Open Source Software  
Peer-to-Peer File Sharing  
Privacy  
Remote Application Hosting  
Video Over IP  
Voice Over IP  
Web Convergence and Self Service  
Wireless Data and Telecommunications

## **INFORMATION RESOURCES TEAM**

### ***Copyright***

Information Services recognizes the importance of copyright concerns and has posted on its website a detailed copyright policy with guidelines for the use of copyrighted material in the academic environment. It will be important for staff to monitor the ongoing national debate on these issues, particularly with regard to digital content, and adjust local policy as needed.

### ***Cost of Information***

In addition to rising costs for the physical components of the campus network, the cost of information content and delivery is rising at a rate greatly in excess of general inflation. For example, U.S. periodical prices increased by 10.2% from FY01/02 to FY02/03. The average cost of academic books increased by 3.5% during the same period. As a consequence of this trend, the buying power of all libraries has been significantly eroded. At the same time, demand for new, expensive electronic products places additional strains on the materials budget. For example, at Connecticut College, expenditures for electronic databases, including full-text products, increased from \$131,070 in FY01 to \$351,169 in FY03 – an increase of 168%.

Information Services has responded to this challenge by stretching its acquisitions dollars through careful management, by working with its CTW partners, by continually reevaluating the allocation of its resources, and by exploring new delivery channels. For example, in FY99 the CTW consortium combined its buying power to negotiate an increased discount from 14% to 16% for academic books. In addition, Connecticut College has joined in a state consortial agreement allowing us to purchase trade books at a discount of 45%. In 2001, the CTW consortium added

the University of Connecticut as a stop on its daily delivery route for shared materials providing quick and easy delivery of interlibrary loan materials between UConn and the CTW schools. To help control increased expenditures for serials; Connecticut College began canceling paper subscriptions for periodical titles available to our users electronically. To date this has resulted in a savings of approximately \$82,000 with the savings used to help defray the added costs of electronic databases. In January 2003 the Information Resources Team completed a two-year journal-usage study. The results of this study will be used to work with faculty to identify subscriptions that are no longer needed. A target of \$35,000 in serials cancellations for FY05 has been established. The continuing rise in the cost of scholarly information will require ongoing development of appropriate approaches to obtaining access to the information needed by the college's faculty and students. Emphasis should be placed on increased access to information rather than ownership through enhanced interlibrary loan, electronic document delivery services, and consortial cooperation in acquisitions.

### ***Electronic Databases and Information Access Products***

The proliferation of electronic databases and information access products over the past few years continue to present new opportunities for libraries. The movement towards linking all of these electronic products together into an interconnected digital library has resulted in the development of cross-platform searching tools such as MetaLib and companion products such as SFX. With these products a user can search multiple databases concurrently and then move seamlessly from citations to full-text products, document delivery services, local online catalog and interlibrary loan services. Information Services staff must keep watch on the rapidly developing technology of electronic delivery of information – both content and methods of accessing the content – and provide its users with the best of current technology within budgetary limits. These products should be considered in conjunction with the move to a new integrated library system to provide the best total package available.

### ***Institutional Superarchives***

Within the past several years a number of major research institutions have developed model "superarchives" or online repositories for sharing the results of research done by institutional scholars. In part these archives are seen as a potential alternative to the costly scholarly-journal system for disseminating research results. The most highly developed of these new repositories is MIT's DSpace, supported by a grant from Hewlett-Packard and ready for implementation in the fall of 2002. Professors at MIT are being encouraged to submit their papers, data sets, and other research results for inclusion in DSpace, and librarians working with the project are tagging the materials with metadata codes to assure that they will be searchable using standard search engines. The goal is to share these materials freely through the Web with scholars around the world. While the early developers of superarchives are all major research universities, should this trend become a major force in scholarly communication even small institutions such as Connecticut College will want to participate at some level.

### ***Open Access Publishing***

New developments in open access publishing are of great interest to academic libraries. Initiatives such as SPARC and the Public Library of Science are designed to alleviate the high cost of academic materials by making available peer-reviewed journals at minimal or no cost. Shain Library has recently become an institutional member of the PLoS and should continue to monitor and support open access publications.

## **Storage**

Shain Library, built in 1976, was designed to accommodate 20 years of growth in its collections. Now, in 2003, we face a growing problem with on-site storage of our print and media collections. While a renovation and modest extension of Shain Library is planned for the future, the multiple and varied needs for new service areas will be the primary focus with little added shelf space for printed materials. Initial planning for the renovation forecasts the need to provide space for an additional 140,000 books, 24,000 bound journals, 60,000 government documents and 8,000 video materials in the library's collections by the year 2030. Therefore, it will be necessary to explore alternate solutions for the storage and rapid retrieval of lesser-used materials. Information Services staff has explored the feasibility of installing compact shelving on the lower level of the building and concluded that the cost is too great to implement this solution at this time. After an investigation of off-site storage options, including the consortial facility recently developed by Nelinet (a non-profit membership cooperative), Information Services staff has moved ahead to begin implementing the off-site storage solution. An initial load of 12,000 bound journals will be transferred to the Nelinet facility over the summer of 2004. Future planning should incorporate anticipated needs for the storage of digital information of all types, including textual, numeric, images, video, sound, multimedia, simulation, etc.

## **INSTRUCTIONAL TECHNOLOGY TEAM**

### ***Digital Spatial Data and Maps***

An increasing number as well as type of electronic resources are becoming available for use in teaching and research. Digital spatial data and digital maps for use in Geographic Information Systems (GIS) are now becoming available. Data already in GIS format is also available. Larger collections of data including live access to these data sets is becoming available through the faster access networks provided by Internet2. This wealth of new resources must be monitored and incorporated into our planning as we upgrade networks and provide support for teaching and research.

### ***Electronic Classroom and Computer Lab Security***

Recent thefts of expensive equipment from our classrooms have alerted us to a national trend of thefts from electronic classrooms and computer labs. This expensive equipment is difficult and time-consuming for us to replace and is extremely disruptive to classes. Faculty rely on technology to enhance the student experience in the classroom and as such, rely on the technology being available, with a consistent interface. Each time equipment is replaced there is a risk that replacement technologies require a change in the way connections and operation of equipment occur thereby forcing faculty to learn a new interface with technology in the classroom after a theft. Aside from the technical and classroom disruption difficulties, a lack of security in the classrooms and computer labs puts staff at risk during a potential theft. We need to monitor trends in thefts of equipment and, working with the campus, increase security in our electronic classrooms and computer labs.

### ***Emerging Technologies in Teaching and New Ways of Teaching and Learning***

Information technology is transforming how faculty teach and how students learn. In order to maintain its leadership position, Connecticut College needs to monitor emerging and evolving technologies and the ways in which technologies can enhance teaching, learning and research. The Instructional Technology team researches and creates pilot programs using new technologies such as the various formats and delivery methods for digital video including live video streaming, desktop video conferencing, DVD, and delivering video clips through WebCT course sites.

We need to monitor new technologies as well as technologies that are changing. Often when new technologies are announced they are not stable or do not have appropriate software or other resources needed to effectively use them. Also many competing new technologies don't follow industry standards, perhaps because a standard has not yet been developed for that particular type of technology. These technologies include PDAs (personal digital assistant) applications for the curriculum, authoring tools, and image storage and management. Other technologies such as web-based course management systems have evolved but are rapidly changing. We need to keep apprised of the new technologies and their potential application in higher education. We adopt technologies when standards have been established for the technology. We do not implement them prematurely as this could waste college money and the time of faculty, staff, and students needlessly. We must also have the resources both financially and personnel-wise to adopt new technologies. We must also follow trends in new ways of teaching and learning including changes in classrooms and other learning spaces.

We have already seen many benefits from both the use of new technologies and new ways of using technology in the curriculum. For example, through the WebCT course management system, faculty are able to provide students with electronic reserves 24/7. These resources can include class lecture notes, images, audio clips, and video clips. With access to these resources prior to a class session, class time can be spent in discussions, clarifying difficult concepts, and engaged in scholarly discussions rather than students taking notes during a lecture.

### ***Remote Collaborations and Conferencing***

The Connecticut College Comprehensive Strategic Plan recognizes in its academic goal relating to "Visiting Scholars, Artists and Other Distinguished Professionals" the value of bringing to the campus individuals whose unique expertise and perspective can supplement those of its faculty. With the advent of remote conferencing technologies such as videoconferencing and Web-based video, it may be possible to bring virtual as well as real visitors to the campus. Many colleges, research facilities, and businesses have recently installed or have access to videoconferencing facilities. We have been hesitant to request funding for a videoconferencing configuration as the ways systems connect to one another has been in transition. Facilities had been connecting via phone lines (three dedicated ISDN lines). This is a stable but not flexible communication system. Videoconferencing is restricted to rooms with the dedicated phone lines installed in them.

More recently videoconferencing is starting to take place over the Internet. The small desktop camera that attaches directly to a computer controlled by a software program such as Netmeeting is not capable of supporting a videoconference involving a class. Now many of the more traditional videoconferencing systems are able to communicate over the Internet. For these systems to support video and audio that are synchronized and not jumpy, adequate network bandwidth must be available. At colleges with multiple campuses that deliver courses between their sites, dedicated Internet lines are often installed, ensuring adequate bandwidth availability. However when a dedicated Internet line is not available, a videoconferencing system is competing with other uses of the Internet and typically adequate bandwidth is not available for a smooth videoconference.

Changes are happening that are making the picture more positive. Videoconferencing systems are being built with the capability to connect via either phone lines or the Internet. In our case, this would allow us to use videoconferencing now from rooms where the three dedicated phone lines are installed. Then, when the Internet becomes more robust or we connect to other locations through dedicated Internet lines we can take advantage of the flexibility the Internet offers, which is being able to connect from wherever the Internet connection is. Also, there are companies that connect unlike videoconferencing systems by making the bridge between videoconferencing setups connecting via phone lines with those using the Internet. If we initially use three dedicated phone lines for our connection we can still communicate with systems that use an Internet

connection. And when we move to the Internet we can still connect with legacy systems that are using phone lines. We have found that most colleges that already have videoconferencing have installed phone line systems. Many corporations and new academic installations are using the Internet for their connection.

We are studying ways that videoconferencing can enhance the teaching and learning experience here. These include opportunities for bringing virtual visitors to the classroom. For example, a zoology class might be reading the publications of a California-based scientist studying intertidal ecology. The scientist could visit a class through a videoconferencing session. Students could ask questions and the scientist could share insight and show the students some of the organisms she is currently studying. Cost and support are roadblocks. There is a cost to install the system, prepare the room for proper lighting and sound control, and the installation of the three phone lines: to the campus, to the building, and to the room(s). For each videoconference there are phone line charges and, in the case of connecting to an Internet-based system, charges for bridging. We also have to provide adequate technical support to ensure that the connecting systems are compatible and available, bridging is done, and the system is functioning properly. However if we do not keep up with this technology and use it, we may be missing opportunities to keep connected.

## **RESEARCH SUPPORT AND INSTRUCTION TEAM**

### ***Academic Plagiarism***

The explosion of information on the Internet and the ready availability of full-text, electronic resources have significantly increased the access to scholarly materials for student researchers. This improved wealth of resources has also made it easier for students to find and copy text, using it as their own work. These opportunities will only increase in the future. At Connecticut College the Honor Code makes specific reference to plagiarism as a violation of the honor code and places the responsibility on the student to be aware of the correct methods for attributing resources. Librarians recognize the importance of proper attribution of information and the use of appropriate citation formats. With this recognition comes an increased role for librarians to help identify plagiarism and to work with faculty to educate their student researchers about plagiarism and how it can be avoided.

### ***Information Literacy***

The explosion in information sources available on the Internet underlines the importance of an issue familiar to librarians, that of information literacy. Librarians have always worked with faculty and students to educate students about the authenticity of information sources. Print collections, which require the mediation of librarians, lend themselves to this activity. However, electronic sources, which require no mediation, pose challenges for faculty and librarians working to differentiate authentic from inauthentic sources. The Internet's speed, convenience, and '24X7X365' availability compound the problem by creating expectations in excess of currently available resources.

With this change in format comes a change in the learning styles of undergraduate researchers. This new generation of students approaches the Internet and electronic resources with greater expectations for speed and full-text access. Their approach to identifying and evaluating research varies greatly from the previous generation and requires a different approach in providing reference and instruction. Librarians will need to develop instructional techniques and methods of service, which are flexible in meeting these needs.

The literature indicates that integration of information literacy into classroom instruction develops knowledge systematically as students focus on course content. Ideally, information literacy

instruction becomes invisible to the students as he or she concentrates on subject mastery. Certainly, information literacy skill development becomes more relevant to a student when it is directly related to successful completion of regular discipline-based courses. In addition, instruction integrated into the curriculum encourages easier mastery and retention of information literacy principles for application in future learning activities.

The Research Support and Instruction Team is working on several levels to transition its provision of instruction and service to accommodate these new concepts. Librarians are working one-on-one with faculty to integrate research and critical thinking concepts into their course curriculum. Librarians are incorporating teaching techniques that foster critical thinking skills into their more traditional course-related instruction. Research support services include a variety of options for researchers seeking assistance in conducting research; including personal research sessions, e-mail reference, desk reference and a wide variety of subject and research guides. Librarians working with their CTW Consortium counterparts anticipate even further expansion of these information literacy efforts as they continue their collaborative work through the CTW Mellon Project for Information Literacy. With this support librarians are working to integrate the concept of information literacy beyond the library and into the college's undergraduate curriculum.

### ***Reference Service***

The changing nature of information from print to electronic resources also has the potential for changing the way reference service is provided to faculty and students. The expanding availability of electronic databases and information resources from outside the library will require that reference librarians redesign the way in which they assist in the research process. Material once available to only a few is now readily available to a larger number of student and faculty researchers. Increased access means that the expectations for scholarly research have increased. How, when, and where we provide service are all crucial concerns for the contemporary librarian.

Another issue for reference service is that the increased availability of information will create a greater need for more extensive research assistance. Many academic institutions are utilizing various configurations of tiered reference service. Traditional reference desk service is now complemented by individual research appointments with a subject specialist in a particular field of study. Consideration will also need to be given to expanding services to meet the changing needs of scholars as the college pursues its mission to build a more diverse and pluralistic community. This new approach to traditional reference service is potentially very labor intensive and creates new dilemmas for the reference staff in weighing service coverage over quality of service.

No matter what the form of reference service, librarians will need to be increasingly flexible in meeting research needs at times that are easy and convenient to the researcher, and increasingly perceptive to user needs if we are to maintain our level and quality of service.

## **SPECIAL COLLECTIONS AND COLLEGE ARCHIVES**

### ***Preservation and Conservation***

The American Institute for Conservation defines preservation as "the protection of cultural property through activities that minimize chemical and physical deterioration and damage and that prevent loss of informational content. The primary goal of preservation is to prolong the existence of cultural property." Threats to preservation include inherent weakness in the physical or chemical composition of documents, improper physical handling, theft, vandalism, fire, water, pests, pollutants, light and improper environmental conditions. Conservation activities address damage resulting from any of the above.

Historically, libraries have included in their mission the preservation, conservation, and continued accessibility of the cultural property included within their collections through activities such as binding and repair, reformatting (reproducing deteriorating collections onto stable media), deacidification projects, and the introduction of security systems into the building. Information Services has addressed these traditional concerns through the establishment of a Preservation Activity Group, the creation of an Emergency Procedures Manual, and the training of staff in basic book conservation techniques.

With the rise of information technology and the proliferation of digital information, libraries face new challenges in preservation and stable access to cultural property. Will digital information be consistently archived and available for consultation in the future? Migration of data from platform to platform and to subsequent generations of hardware without degradation of data must be made possible. Information specialists must be proactive in insisting on stable access to digital information accessed through commercial sources. A task force that draws its membership from all campus constituencies has been created to address the many issues associated with the preservation of important college records and documents created in electronic format. Local digitization projects should be explored as a means of preserving materials and making them more widely available through the possibilities of multiple electronic access points provided by both the campus network and Internet. The department should continue to monitor the preservation of information in its different formats, paper, microform, digital, etc., as well as artifacts of the college's history, and to take the necessary preventive and remedial steps to preserve them. As technological advances create new and reliable methods of data storage, staff should be poised to take advantage of them.

## **TECHNICAL SUPPORT TEAM**

### ***Campus Data Wiring Infrastructure***

All Connecticut College students send material to their e-portfolio accounts, visit the college's WebCT site to locate academic material, and the software server to use shared software. Some access the video server to view academic programs or the digital media server to download images. This semester, these students will use the data network to register for their classes and soon they will pay their college bills, check their accounts, and get their grades on line. The volume of the network traffic has expanded exponentially.

Wireless networking will not provide sufficient speed for many of Connecticut College's academic and personal users' needs and it has many limitations including poor security and the limitation to the number of users that can access the network at the same time. Connecticut College uses 1Gb fiber connections between buildings and either 10Mbps or 100Mbps copper switched connections inside the buildings. Even with this large capacity, the current wiring infrastructure is sometimes inadequate for downloading files, setting-up (ghosting) computer labs, IP telephony, or peer-to-peer file sharing. The network traffic volume is huge and growing larger. Much of the existing data "cable plant" needs to be upgraded to current standards in order to meet the current and future data requirements.

A combination of copper Ethernet and fiber technologies combined with wireless technology in common areas, lounges, and group study spaces is considered to be the most economic and flexible method to connect computers and other networked devices. This will remain the case for at least the next eight to ten years, which equates to the useful life cycle of a copper cabling plant. Information Services will continue to monitor network connection standards and practices and to request resources to upgrade the network as appropriate.

## ***E-Commerce***

Electronic business (e-business) is changing the way colleges conduct business across industry and geographic barriers. As a result, higher education institutions are no longer just competing against one another, but against software vendors, publishers, and training providers that are rapidly entering the education market. Additionally, the rising popularity of the Internet, increasing demands of students, faculty, and alumni, continuing budgetary constraints, and emerging opportunities for new and/or increased revenue streams are compelling higher education institutions to develop and implement e-business strategies.

However, as management migrates toward an e-business operations model, many existing risks will be heightened and a number of new risks will be introduced such as the implementation and support of new products and services, security concerns with the use of public networks, and confidentiality and privacy issues. To achieve continued success with web-based services, colleges must obtain and retain user confidence. Students, alumni, faculty, and administrators will only transact business through a web-based channel if they are confident in the availability and reliability of the channel, and the security and privacy of the data captured in that channel.

The iConn, SCT Banner, software is based on web delivered E-Commerce technology. The implementation team has addressed the many risks and built a reliable and secure system. The functional work staff is convinced that the new system will work for the entire campus and e-commerce will improve our business processes. During spring 2005, students will register on-line using SCT Banner. The IS staff is also reviewing developments in e-payment, online bill payment procedures, to enhance the college's E-Commerce capabilities.

## ***Identity and Access Management***

As the number and complexity of systems that require some type of user identification and authorization increases, new methods will be needed to provide authentication and authorization of users. The implementation of Banner, with its capabilities for self-service web access, gateways to other applications (WebCT, Events Management, Facilities management, etc.) and integration with CamelWeb or other portals, has highlighted the limitations of our current processes and is one of the driving forces for changes in this area.

While developing our own improved procedures, we will be closely monitoring projects at other institutions as well as the efforts of organizations such as Educause, the Internet2 Middleware Initiative and the NSF Middleware Initiative. Processes and technologies in this area include:

- Enterprise directories
- User Identifiers
- Authentication including smart cards, passwords, and electronic credentials
- Authorization
- Public Key Infrastructure (PKI)
- Federated Identity Management

Future investments in products and services relating to these areas may be necessary to maintain and improve the security and integrity of the information systems that we support.

## ***Internet2***

Internet2, led by over 170 U.S. universities working in partnership with industry and government, is developing and deploying advanced network applications and technologies, accelerating the creation of tomorrow's Internet. Internet2 advanced applications enable collaboration among people and interactive access to information and resources in a way not possible on today's Internet. Tele-immersion, virtual laboratories, digital libraries, and distributed instruction are just a few examples of Internet2 applications areas. Recently, the Connecticut Educational Network offered all state colleges and universities access to Internet2 at a more affordable cost. However, in order to use Internet2, the college would also need to improve the data wiring before Internet2 could be effectively used on campus. Although it is technically feasible for Connecticut College to connect to the Internet2 network, the cost of participating and the limited number of suitable applications for a highly competitive liberal arts college should defer our decision.

For Connecticut College, membership, either directly or through a shared approach, will be necessary in the future to remain competitive with its research university counterparts, particularly in the sciences in areas such as participating in research, attracting, and retaining faculty, and exploiting products and services aimed at this academically competitive environment. (This section is based on the Internet2 Web site at <http://apps.internet2.edu/>).

## ***Microsoft Operating Systems and Applications***

Most colleges and universities, including Connecticut College, use Microsoft products for computer and server operating systems, email and productivity applications, data base management, and for many other personal, academic, and business activities. Microsoft products are selected because of educational pricing, because the products work well, and because there are many resources available for technical support and training.

There are risks involved in using one vendor for so many crucial college activities. Because the college is so dependent on Microsoft, it could be trapped into using the product even though the vendor changed the features, the pricing, and support levels without consulting with the college. In addition, the college is more affected by virus, worm, and hacker attacks that are directed at computers made vulnerable by Microsoft software flaws.

At this time, the benefits of Microsoft products outweigh the risks. The technical support staff will continue to monitor Microsoft, the corporation, and Microsoft products as well as products from other vendors including open source software.

## ***Mobile Computing***

The convergence of cellular telephone technology and portable computing devices, such as tablet notebooks, PDAs (portable digital assistants), and third generation cellular telephones, represent an important shift in computing technology. Although this development has obvious applications in areas such as administrative computing and enhanced e-mail communications, innovative educational applications that utilize mobile computing have not been fully developed.

IS is considering a partnership with a "3G" capable cellular company to provide access to this newer technology. IS staff members are also reviewing the functionality and effectiveness of "tablet PC" computers to further enhance mobile computing.

## ***Network Security***

Information Services staff has made network security a priority and has improved network security by adding policies, procedures, hardware, and software to protect college data and computing resources. The open nature of the Internet creates many new vulnerabilities in terms of network security. For example, Microsoft Outlook, an office productivity package increasingly used at the college, has recently been used as a carrier for malicious computer viruses. In addition, colleges have been warned that computer networks are terrorist targets for attack and takeover for use in electronic warfare. The computer security industry is anticipating an increase in the number and severity of cyber attacks. Operating systems that were relatively immune to attacks, such as UNIX and Linux, are now at risk.

The growing volume of unsolicited commercial e-mail, Spam, is also placing the college's network at risk. Spam clogs the network and disables access to essential college information. Faculty, student, and staff time is wasted deleting worthless spam. In addition, hackers sometimes use spam e-mail to gain access to personal information or to camouflage a virus or worm attack. The network staff is monitoring anti-spam technology developments that would control this growing problem.

As the college moves to place its critical information resources on a new administrative information system and other computer applications, it needs to ensure that its campus network is protected from improper use or attack by continually monitoring new digital threats and maintaining network protection devices and software systems including firewalls, intrusion detection and prevention systems, virtual private networks, and anti-virus software. The college will also maintain its contract with a computer security firm to regularly test the college's computer network with the most current diagnostic tools to provide additional information to improve network security.

## ***Open Source Software***

Open source software is free computer software that is provided with no restrictions of use, modifications, and redistribution. Open source software titles include Apache, the most widely used web server software and Linux, the second most widely used operating system. The college currently uses both Apache and Linux and we have also downloaded and reviewed MIT's archival software, D Space. The college uses academic and administrative open source software that is current, functional, and backed by a reliable support structure.

The IS staff monitors and reviews both academic and functional open source software. Connecticut College fully supports the open source software movement. In fact, the planned revisions in Connecticut College's e-portfolio software will add interoperability and functionality to the program to bring it more in line with other open source e-portfolio products.

## ***Peer-to-Peer File Sharing***

Peer-to-peer (P2P) file sharing technology permits individuals to download electronic files, music, software, and motion pictures and it can be used for both legitimate and illegal purposes. Legally, it can be used for such purposes as educational collaboration or sharing personally photographed image. Illegal uses include downloading and sharing copyrighted films, software, and music without permission. Improper peer-to-peer file sharing transcends a number of watch list items including violation of copyright laws, overloading the campus data infrastructure, imperiling network security because P2P can bring worms, viruses, and spyware inside the normally protected network, and violation of individual's privacy. In sum, illegal file sharing could imperil the college's electronic resources and also place the offender at risk of substantial criminal and civil penalties.

The *New York Times* has reported that more than one half of American high school students use peer-to-peer file trading. Many of these students do not have an understanding of the legal and security risks of file sharing. The college warns every staff, student, and faculty member that illegal file sharing is wrong and against federal laws and college policies. The information security officer sends warnings to the college community about the security risks of file sharing and the IS staff is working with the student government association to reduce illegal file sharing. The college is also using new technology to eliminate almost all external peer-to-peer traffic that was disrupting the student network.

Peer-to-peer file sharing is a dynamic issue that the IS staff will continue to monitor. Legal issues of file sharing are changing as congress and the recoding industry deal with the mounting economic, technological, and social developments in this area.

### ***Privacy***

New federal and international laws have been passed to address privacy concerns about personal data. Currently only financial institutions and companies that share data with financial institutions are affected. Congress may expand these laws to include all Web-based activities that are used to collect and store personal data.

The government has also implemented procedures that affect privacy as a result of the terrorist attack of September 11. One new law, the USA Patriot Act, was enacted to expand the power of the federal government to track and access personal information. The college has developed and distributed a policy and procedure for responding to USA Patriot Act based requests for information.

At this time the college is in compliance with the following Privacy Legislation:

1. Federal Trade Commission regulations resulting from the Gramm-Leach-Bliley Act of 1999 (GLBA) - 16 CFR Part 314, "Standards for Safeguarding Customer Information"
2. Department of Health and Human Services Regulations resulting from the Health Insurance Portability and Accountability Act of 1996 (HIPAA) - 45 CFR Parts 160, 162, and 164, "Health Insurance Reform: Security Standards"
3. Department of Education regulations resulting from the Family Educational Rights and Privacy Act (FERPA) - 34 CFR Part 99, "Family Educational Rights and Privacy"

IS will continue to monitor current and pending legislation and take steps to design the computer network to secure student and alumni data and comply with new regulations and laws as the college employs more e-business and administrative information system applications.

### ***Remote Application Hosting***

The Application Service Provider (ASP) market is a segment of the computing industry that enables organizations to host software systems off-site. ASPs enjoy economies of scale in both equipment and staffing that can be passed along to customers, but at a trade-off for customized software support and campus communications. Some ASP vendors have been adversely affected by the economic turndown and the college must carefully monitor vendor and ASP industry business stability. Connecticut College already uses an ASP to host its Harris Online Community on the Alumni Web site. As this market matures, the college will want to review the ASP alternative as it enters replacement cycles for its enterprise servers and purchases a new administrative information system.

### ***Video Over IP***

New Video-Over-IP (Internet Protocol) H.233 standards have been developed allowing for low-cost video conferencing, video collaboration, personal video telephony, and video "chatting". The products to deliver Video-Over-IP are still being developed, but it is now clear that this technology will change learning and research. Students and faculty will not be restricted by location. It will be easier to interact with others on the Web. Video office hours would be possible. In addition, students, faculty, and staff could easily use Video-Over-IP for personal and recreational activities.

It is clear that this technology will have a great impact on the IS data infrastructure. The end-user will be able to videoconference easily and inexpensively. The college may have to re-build the data network to accommodate greatly increased levels of IP information.

### ***Voice Over IP***

As the Internet becomes a common platform for media transmission of audio and video, Voice Over IP (Internet Protocol) is emerging as an alternative to conventional telephone technology. Voice Over present, these services are somewhat unreliable and of poor quality due to the bandwidth needed to ensure smooth connections. The campus data wiring must be replaced in order to make IP telephony possible. In addition, federal regulation governing IP telephone tariffs must also be in place.

However, once the Internet and the FCC regulations stabilize and the campus network grows to handle this traffic, it may be possible to replace the existing telephone network with an Internet-based solution to benefit the college. Cost savings would occur because the college could eliminate hardware, maintenance contracts, and some long distance charges. It would also permit students and faculty to maintain normal campus telephone service while they are around the world conducting research, on study away trips, or on internships.

### ***Web Convergence and Self Service***

The Internet economy affects social interaction, commerce, and even scholarship. The most visible example of this trend are Web portals, that is, sites that enable users to integrate access to convergent Internet resources through a single Web page that can be tailored to their individual needs and preferences. These sites enable users to conduct transactions in a self-serve mode and in real time. It is probable that students and faculty arriving at Connecticut College in the immediate future will arrive with this expectation. For example, students will expect to be able to register for courses online, examine their grades, and receive course materials over the Web. The college has made progress in this area by developing or implementing Web-based services such as CamelWeb, WebCT, and the Student e-Portfolios Project. Deeper levels of service will become possible with the implementation of the SCT Banner software. This will enable the college to bring together information from a variety of administrative areas using a unified set of databases and a single, easy to use Web portal. The college, in its planning and budgeting, needs to position itself to accommodate this trend and to reap its benefits.

### ***Wireless Data and Telecommunications***

Wireless networks are now affordable and reliable. However, wireless connection speeds have not increased enough to support the bandwidth requirements of Connecticut College students, faculty and staff, particularly as they continue to work on bandwidth-intensive applications such as full-motion video and graphics rich documents in selected locations. In fact, today's wireless networking system provides a slower data transmission rate than the existing wired system. In addition, protecting the security of wireless data still remains an outstanding issue even though the college is using the VPN (virtual private network) technology to encrypt the data. At this point wireless networks are more a "consumer" convenience rather than institutional necessity.

During the past year additional 802.11 wireless standards were approved and 802.11g equipment was released to the market. The new systems improve data transmission speed. Information Services has installed 18 access points in the library, student center, and the Greer Music Library. More access points will be added during summer 2004.

Sprint and other cellular providers have recently marketed "3G", third generation, wireless devices that connect cell phones and computers to the Internet using cellular technology. The effective transmission rate is about 85 Kbs, but this rate is expected to increase to surpass the 802.11 transmission speed in the future. The college has had discussion with Sprint about the new technology and we will continue to investigate the educational potential of 3G technology.

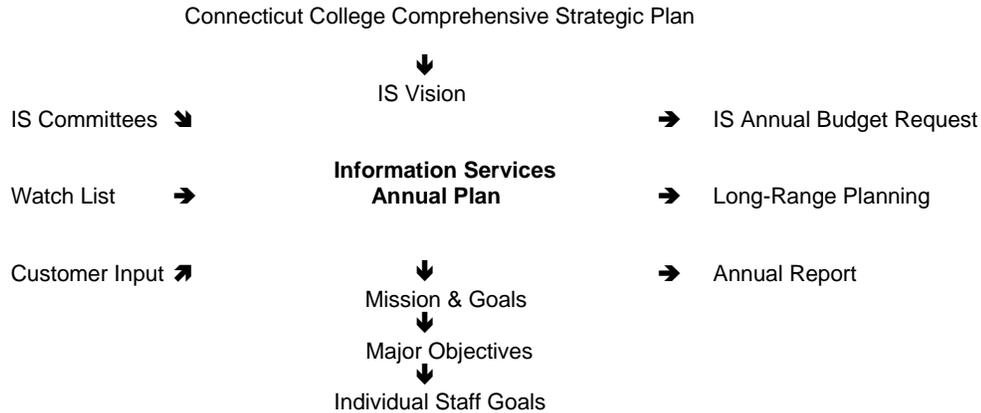
A new wireless standard 802.16, Wi-Max, is under development. Wi-Max is capable of transmitting network signals covering in excess of 30 miles of linear service area, which is much greater than 802.11 a and b Wi-Fi's coverage of several thousand square feet. It provides shared data rates of up to 70M bit/sec., which is also greater than Wi-Fi's theoretical high of 54M bit/sec (for 802.11g). Wireless computing technology is still volatile and the wireless standards are changing on a yearly basis.

The capability of wireless data telecommunications is predicted to improve in the next few years and the college will monitor new developments in wireless networking. We are prepared to deploy this technology throughout the campus when security, cost, and transmission issues have been resolved.

## 7. APPENDICES

### 1. Process

Overview



#### Relationship to Connecticut College Strategic Plan

The Information Services Annual Plan supports The Connecticut College Comprehensive Strategic Plan. Each objective discussed in this document links to a specific goal contained in the College Strategic Plan or it supports the Plan as a whole.

#### Role of Information Services Department

The Information Services Department implements the Information Services Annual Plan and also monitors technical developments affecting the plan.

#### Role of Information Services Committees

The Information Services Committees represent the interests of the Connecticut College community as a whole. The College Information Services Committee consists of faculty, students, and staff. The Board of Trustees Facilities and Infrastructure Committee and the Committee on Academics will provide oversight and review of IS operations and planning. The IS Committees review the Information Services Annual Plan each year and ensure that it complies with the strategic direction of the College.

#### Future Orientation

The Annual Plan 'leans into the future' by investing time and resources by analyzing the impact of emerging trends in information services. It maintains a 'Watch List' of key emerging trends and revisits them within the annual cycle. The Information Services Department takes leadership on campus in stimulating discussion of these trends through events such as workshops, seminars, presentations, and similar events cosponsored with peer institutions.

## 2. Annual Planning Cycle

The Information Services Annual Action Plan is updated according to the following cycle.

	<u>Start</u>	<u>End</u>	<u>Responsible</u>	
• Conduct IS Futures Discussions	Jun	Jul	Leadership Team	← --- Formatted: Bullets and Numbering
• Compile Team Annual Reports	July	Aug	Team Leaders	← --- Formatted: Bullets and Numbering
• IS Dept. Annual Report	Aug	Sep	Leadership Team/ Executive Assistant	← --- Formatted: Bullets and Numbering
• Review Watch List & Revise	Sept	May	Leadership Team	← --- Formatted: Bullets and Numbering
• Review IS Goals Relative to CC Strategy	Oct	Oct	Leadership Team/ Planning Comm.	
• Review IS Goals and Draft FY06 Objectives	Oct	Oct	Leadership Team/ FSCC IS Committee	← --- Formatted: Bullets and Numbering
• Develop & Cost FY06 Objectives, Round 1	Oct	Nov	Teams	← --- Formatted: Bullets and Numbering
• Review & Comment	Nov	Nov	FSCC IS Committee/ Campus Community	← --- Formatted: Bullets and Numbering
• Develop & Cost FY06 Objectives, Final Round	Nov	Nov	Leadership Team	← --- Formatted: Bullets and Numbering
• Revise Operating Budget & Create ACL Requests	Nov	Nov	Vice President for IS	← --- Formatted: Bullets and Numbering
• Package Operating Budget Request for Finance	Nov	Dec	Leadership Team/ Exec. Asst./Budget Asst.	← --- Formatted: Bullets and Numbering
• Publish Revised Draft Annual Plan	Jan	Feb	Leadership Team/ Executive Assistant	← --- Formatted: Bullets and Numbering
• Review Draft Annual Plan	Feb	Apr	FSCC IS Committee/ Board of Trustees	← --- Formatted: Bullets and Numbering
• Post Revised Draft Annual Plan to Web	Feb	Mar	Executive Assistant	← --- Formatted: Bullets and Numbering
• Determine Major Objectives for FY06	Apr	May	Leadership Team	← --- Formatted: Bullets and Numbering
• Finalize Annual Plan	May	May	FSCC IS Committee/ Board of Trustees	← --- Formatted: Bullets and Numbering

An IS Annual Report is produced each summer that summarizes IS accomplishments and activity for the preceding year.

### 3. Information Services Organization and Staffing

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

Administrative Assistant to Senior Administrator, Diane Bullock  
Financial Assistant, Shawn Murphy  
Special Projects Coordinator, Melissa Behney

#### Director of Instructional Technology, Chris Penniman

Visual Resources Library  
Media Services & Campus Television Network

Computer Labs

Instructional Project Development

Visual Resources Librarian, Mark Braunstein  
Media Services Senior Technician, Dave Baratko  
Media Technician, Jeff Gada  
Computer Labs Supervisor, Don Blevins  
Computer Lab Technician, vacant  
Digital Media Specialist, Frank Fulchiero  
Instructional Designer/Developer, Janet Hayes  
*(Hughes/Keck grant funded to 1/05)*  
Instructional Designer/Developer, Diane Creede  
Instructional Technology Specialist, Cindy Lyon-Blomstedt  
*(part-time, Mellon grant funded to 6/05)*  
Foreign Language Specialist, Marisa Castagno

#### Director of Research Support and Instruction, Beth Hansen

Shain Library

Greer Music Library

Research and Instruction Librarian, Jim MacDonald  
Research and Instruction Librarian, Ashley Hanson  
Research and Instruction Librarian, Kathy Gehring  
Research and Instruction Librarian, Melissa Behney  
Research and Instruction Librarian, Linda Alexander *(part-time, Mellon grant funded to 6/05)*  
Music Librarian, Carolyn Johnson  
Assistant in the Music Library, June Ingram

#### Director of Information Resources, Marian Shilstone

Acquisitions, Serials, Documents Processing

Bibliographic Information Management

Circulation and Reserve

Interlibrary Loan/CTW Circulation

Acquisitions Supervisor, Lorraine McKinney  
Electronic Access/Serials Librarian, Melodie Hamilton  
Serials Assistant, Lori Looney  
Cataloguer, Sandy Morse  
Asst. Cataloger/Supervisor Book Prep, Jean Baker  
Circulation Supervisor, Lori Blados  
Reserve Supervisor, Carol Strang  
Evening Circulation Supervisor, Sean McKenna  
Evening Circulation Supervisor, Linda Hurteau  
Evening Circulation Supervisor, Lisa Kenyon  
Interlibrary Loan Supervisor, Kathy Freidenfelds  
CTW/ILL Assistant, Bridget Pupillo

#### Director of Technical Support, Bruce Carpenter

iConn Project  
Administrative Information Systems

Computer Purchasing and Training

Computer Support Services

Networks, Servers, Telecommunications

Web Support

Project Office Manager, Jeanne Pasqualini  
Director of Systems Integration, Karen Arremony  
Senior Programmer/Analyst, Richard Blevins  
Senior Programmer/Analyst, Todd Emo  
Senior Programmer / Analyst, Jean Swiontek  
Programmer / Analyst, Mary Vona  
PowerFails Programmer / Analyst, Pauline Zimmer  
Database Administrator & Info. Security Officer, Brian Walsh  
Database & Server Administrator, Theodore Viadella  
Manager, Kevin DiMinno  
Computer Support Specialist, Mary Kallio  
Manager, Ruth Seeley  
Senior Computer Technician, Thomas Girard  
Computer Technician – Software, Tom Palazzo  
Hardware Technician, Michael Dreimiller  
Senior Computer Network Technician, Gary Tiller  
Systems and Server Administrator, John Schaeffer  
Systems Administrator, Bill Constantakos  
Systems Administrator, Kevin Northcutt  
Telephone Contractor, Jim Keller  
Switchboard Supervisor, Judy Schofield  
Web Administrator, Laurie Schaeffer  
Web Developer, Mike Friscia  
Web Content and Graphics, Amy Hannum

#### Special Collections Librarian, Laurie Deredita

College Archives

Librarian Special Collections & Archives, Nova Seals

#### **4. Team Level Mission Statements and Operational Responsibilities**

##### **Information Resources Team**

###### **Team Mission**

The Information Resources Team ensures the timely and continued availability of scholarly materials in all formats. Members of the team oversee the acquisition and maintenance of the library's collections, the creation and management of the bibliographic database and the physical processing of materials added to the collections.

In addition, the team supervises the use of the library's collections, obtains materials from outside sources as needed through interlibrary loan and shares resources with our extended community.

###### **Operational Responsibilities**

###### Collection Development

- Coordinate the selection and deselection of library materials in all formats
- Allocate and monitor the expenditure of funds for library materials
- Supervise the disposition of gift materials
- Prepare policy and management reports for collection development activities

###### Liaison Activities

- Select materials in designated disciplines
- Teach bibliographic instruction classes in designated disciplines
- Communicate regularly with faculty in designated departments
- Assist with in-depth research problems in designated disciplines

###### Acquisitions

- Plan and carry out the acquisition of monographs, multimedia and software
- Create and maintain catalog records for media material in the CTW database
- Create and maintain preliminary catalog records for monographs in the CTW database
- Process invoices for payment and monitor the expenditure of funds for monographs, media and software
- Maintain vendor relations
- Process gift materials for addition to the library's collections
- Prepare management reports of acquisitions activities

###### Bibliographic Database Management

- Keep bibliographic database current and maintain quality control of bibliographic data
- Perform original cataloging, reclassification, and retrospective conversion

###### Processing

- Supervise book preparation including "shelf-ready" books, MARCIVE government documents processing service, shelf preparation of videos, and book conservation.
- Maintain New Book Shelf

###### Serials

- Plan and carry out the acquisition and binding of serial materials
- Create and maintain catalog records for serial material in the CTW, AIMS, and OCLC databases
- Maintain check-in records for serial materials and claim missing issues
- Maintain current periodical and newspaper area
- Process invoices and monitor the expenditure of funds for serial materials

- Maintain vendor relations
- Maintain license agreements for electronic products
- Prepare management reports of serials activities
- Maintain serials subscriptions and catalog serials for Greer Music Library

#### Electronic Access

- Maintain local Voyager integrated library system in cooperation with CTW consortium staff; serve as System Administrator for the database.
- Establish and maintain links to electronic products on the library homepage
- Communicate regularly with Nelinet and other electronic vendors

#### Government Documents

- Plan and carry out the acquisition of federal and state documents
- Maintain documents stacks
- Maintain and modify Marcive records in CTW database

#### Circulation

- Staff the circulation desk during all hours the library is open
- Manage circulation of all print and non-print materials and selected equipment
- Maintain library stacks
- Provide major point of contact for customer service and campus information
- Prepare management reports of circulation activities
- Hire and manage student help for all library operations
- Coordinate management and security of the library physical facility
- Act as liaison to non-college borrowing groups

#### Reserve

- Process and oversee circulation of all reserve materials

#### CTW Circulation

- Circulate books and provide copies of articles within the CTW consortium

#### Interlibrary Loan

- Plan and carry out all ILL operations, both lending and borrowing
- Establish policies and procedures for ILL
- Monitor and introduce new ILL technologies as they develop

## **Instructional Technology Team**

### ***Team Mission***

The Instructional Technology team provides support and resources for the use of technology in the curriculum. Support includes assistance with digitizing and editing course materials for use online, advising faculty as to which technologies can be used to meet their teaching and learning objectives, and providing instruction on the use of technologies in teaching and research. The team supports the media, equipment, hardware, and software used in computer labs, classrooms, and instructional technology facilities. The team works in partnership with faculty to explore how new technologies can be used in the curriculum. The Instructional Technology team coordinates its efforts with the Center for Teaching and Learning.

### ***Operational Responsibilities***

Support for technology in teaching and research

- Advise faculty on using technology, including projects and pilot programs for innovative ways to use technology, to enhance teaching, or to provide new resources
- Develop and support web-based course resources, including course management systems, to integrate the power of information technology into the curriculum
- Work in partnership with faculty for course design to incorporate instructional technology into the curriculum

Technology instruction

- Provide workshops and seminars for faculty on using academic technology resources such as hardware, software, and media

Digital Media Curriculum Creation Center

- Provide faculty with the hardware, software, and staff support to produce high-quality digital materials for use in the curriculum.
- Maintain the center's resources including media creation systems for digitizing and editing text, graphics, audio, and video

Classroom upgrading with technology

- Research options for enhancing teaching and learning with technology in the classroom and, in consultation with faculty, install technology in classrooms

Computer Classrooms

- Oversee academic computers in computer labs, including discipline-specific labs, and in the library
- Maintains software in classrooms, computer classrooms, and on academic servers

Visual Resources Library

- Serve faculty in preparing and presenting images for use in lectures and online course materials
- Maintain and preserve the library's large collection of slides of art, architecture, and decorative arts and a growing collection of digital images

Language Laboratory

- Serve faculty and students in foreign language learning and culture
- Provide resources for audio listening and recording, video viewing, computers for use with language applications, a broadcast viewing lounge, and other language and culture learning materials

#### Media Services

- Provide free media services for all classroom activities and fee based support for all other campus and external events that require AV services
- Responsible for equipment delivery, videotaping, tape duplication, and equipment loan
- Maintain and repair college owned media equipment
- Oversee campus cable television system

## **Research Support and Instruction Team**

### ***Team Mission***

The Research Support and Instruction Team directly supports the academic mission of the college by providing reference services and instruction that develop sound research practices and critical thinking skills and lay the groundwork for lifelong learning. This includes the development of information literacy skills essential in an age of rapidly developing information resources. The goal of the Research Support and Instruction Team is to assist students to: 1) Identify their information needs; 2) Access needed information using the appropriate tools and techniques for their problem solving and research; 3) Evaluate information and its sources critically; 4) Synthesize the information retrieved and incorporate it into their current knowledge base; 5) Present information effectively to accomplish a specific purpose; and 6) Integrate information literacy skills and concepts to approach lifelong learning needs into the curriculum. Members of the team work collaboratively with faculty to provide a wide variety of training and course-integrated learning activities to help students achieve these goals.

### ***Operational Responsibilities***

#### Research Support

- Provide traditional reference service using print and electronic resources to faculty, students, staff, and members of the local community
- Develop and maintain relevant online resources in support of all reference services

#### Instruction

- Provide instruction integrated into the curriculum in the use of library resources and services
- Develop instruction modules and research guides in collaboration with faculty, students, and librarians at Connecticut College
- Collaborate with the Information Resources Team to provide professional reference and instruction services to designated departments through the Library's Liaison program

#### Collection Development

- Manage the print and non-print reference collection
- Coordinate the selection and de-selection of materials in the reference collection
- Select materials for designated disciplines through the Library's Liaison program

#### Government Documents

- Oversee the management and selection of state and federal documents
- Provide reference service and bibliographic instruction in the use of government documents
- Develop and maintain online resources in the use of government resources

#### Liaison Activities

- Select materials in designated subject areas
- Communicate regularly with faculty in designated departments
- Assist with in-depth research support in designated disciplines
- Work with faculty to provide integrated and course-related information literacy instruction

#### Professional Development

- Participate in regional and national conferences and workshops on information literacy and library reference and instruction
- Participate in listservs and stay current with and contribute to the literature relating to information literacy and library reference and instruction
- Participate in Information Services task forces and committees
- Participate in campus-wide task forces and committees

## **Greer Music Library (branch library)**

The Greer Music Library is a branch of the Connecticut College Libraries and is currently organized within the Research Support and Instruction Team. The Greer Music Library supports the academic mission of the college through the provision of a full-service facility specializing in music and the interdisciplinary nature of the performing arts. Greer provides a full array of resources and services specializing in the needs of the music community at Connecticut College and the local community.

### ***Operational Responsibilities***

#### Research Support

- Provide subject specific reference service to faculty, students, staff, and members of the local community in Greer Music Library

#### Instruction

- Provide subject specific classroom bibliographic instruction in the use of Greer Music Library resources and services

#### Collection Development

- Manage the print and non-print collection and coordinate the selection and de-selection of materials in the Greer Music Library

#### Bibliographic Database Management

- Keep bibliographic database current and maintains quality control of bibliographic data pertaining to the Greer Music Library collection
- Perform original and copy cataloging, reclassification, and retrospective conversion of print and non-print materials in the Greer Music Library collection

#### Liaison Activities

- Select materials in designated subject areas
- Communicate regularly with faculty in designated departments
- Assist with in-depth research support in designated disciplines

#### Acquisitions

- Plan and carry out the acquisition of monographic print and non-print materials for the Greer Music Library's collection
- Process invoices for payment and monitor the expenditures of funds for Greer Music Library material purchases
- Maintain relations with vendors supplying materials to the Greer Music Library
- Process gift materials for addition to the Greer Music Library's collection
- Prepare management reports for all Greer Music Library acquisitions

#### Circulation

- Staff the circulation desk during all hours that the Greer Music Library is open
- Manage the circulation of all print and non-print materials for Greer Music Library
- Provide the major point of contact for customer service and information regarding Greer Music Library and its resources and services
- Prepare management reports of circulation activities in Greer Music Library
- Hire and manage student assistants for all operations in Greer Music Library
- Coordinate management and security of Greer Music Library facilities
- Act as liaison to non-college borrowing groups in the Greer Music Library

#### CTW Circulation and Interlibrary Loan

- Work with members of the Information Resources Team to coordinate the circulation of print and non-print materials from Greer Music Library's collection within the CTW Consortium
- Work with members of the Information Resources Team to coordinate the circulation of print and non-print materials from Greer Music Library's collection through Interlibrary Loan

#### In-house Exhibitions

- Prepare in-house exhibition of print and non-print materials from the Greer Music Library's collections

#### Equipment Management

- Coordinate the purchase, maintenance, and use of computer workstations, printers, audio and video playback equipment to support the use of resources in the Greer Music Library

#### Reserve

- Process and oversee circulation of all reserve materials in Greer Music Library

#### Processing

- Supervise print and non-print material preparation for the Greer Music Library
- Prepare print materials for binding as required in the Greer Music Library collection

#### Serials

- Select and maintain the serials collection for Greer Music Library in cooperation with the Information Resources team

#### Professional Development

- Participate in regional and national conferences and workshops on information literacy and library reference and instruction
- Participate in listservs and stay current with and contribute to the literature relating to information literacy and library reference and instruction
- Participate in Information Services task forces and committees
- Participate in campus-wide task forces and committees

## **Special Collections and Archives Team**

### ***Team Mission***

The rare books and papers of historical, literary, or artistic significance in Special Collections offer a unique resource to scholars, and an opportunity usually found only in large university libraries for undergraduate students to use these materials. The papers and photographs in the College Archives that document college history provide an unparalleled resource to students and faculty. This experience can be a pivotal moment during a student's academic years.

Special Collections provides research assistance to members of college community and to outside researchers using its unique book and manuscript collections. The College Archives manages and provides security for college records and provides access to these records to the college administration and to qualified researchers. The team also provides outreach through its newsletter and many exhibitions, lectures, and special events that contribute to the intellectual life of the college.

### ***Operational Responsibilities***

#### Research Support

- Use the books and manuscript collections in Special Collections and the materials dealing with college history in the College Archives in the curriculum wherever possible by giving instruction and presentations to classes in many disciplines and by supporting individual student and faculty projects
- Provide research assistance and monitor the use of Special Collections and Archives materials

#### Preservation

- Monitor the preservation of information in its different formats, paper, microform, digital, etc., as well as artifacts of the college's history
- Take the necessary preventive and remedial steps to preserve these materials
- Digitize materials both to preserve and to make these materials more widely available

#### Records Management

- Work with departments to create retention plans as part of the college records management program
- Provide security for college records and make them accessible to qualified users
- Create finding aids for archival materials

#### Outreach

- Create and curate exhibitions in the Charles E. Shain Library
- Plan and sponsor lectures and special events
- Produce The Friends of the Library newsletter
- Administer The Friends of the Library group

#### Collection Management

- Acquire new materials through purchase and by gift to enhance existing collections and to pursue new directions

## **Technical Support Team**

### ***Mission***

The mission of the Technical Support Team is to support the educational goals of Connecticut College by providing and supporting technology resources including college-owned computers, the computer network, the administrative information system, Web administration, the telephone system, and help desk service. In addition, the mission of the Administrative Information Systems Group is to provide leadership in the implementation, support, and use of robust, quality information technology services to support the administrative information needs of the college. We work in partnership with departments and offices to support their missions of providing effectively for the faculty, staff, students, and other members of the college community.

### ***Operational Responsibilities***

#### Administrative Information Systems

- Provide information systems, services, and technology resources with a focus on the integration and integrity of these administrative systems
- Provide analysis, design, programming, consulting, and implementation services in the provision and use of information technology solutions
- Provide tools, training, and consultation in the use of administrative information systems to enable community members to effectively perform their roles and responsibilities at the college
- Strive to provide these services and expertise with a strong customer orientation with attention to excellence, quality service, and responsiveness
- Support the implementation of SCT Banner Software and related administrative computing products
- Support and maintain SCT Banner production system for the entire campus
- Support and maintain AIMS and PowerFails production systems for the rest of the campus
- Investigate, plan for, and provide project management and technical expertise for future implementation efforts of administrative information systems
- Educate and train members of the community on functionality and capabilities of administrative information systems; assist members of the community to use technology to work smarter
- Establish and maintain stable and current software and database infrastructure for administrative systems and institutional databases
- Manage programming and analysis requests to focus on using our administrative information systems most effectively and develop those modifications and enhancements that are strategic priorities of the college

#### Computer Inventory Management

- Oversee acquisition, management, and deployment of college-owned or leased computer hardware
- Negotiate and purchase all productivity software products
- Manage the software and software licenses on college-owned computers
- Manage the Outlook/Exchange administrative conversion program and conduct applicable training classes

#### Help Desk

- Provide Level One computer and network problem resolution
- Assign problems to staff and track the repair process

#### Computer Support

- Provide Level Two computer and network problem resolution
- Oversee repair and reassignment of college-owned computer hardware
- Troubleshoot and deploy anti-virus software updates

#### Online Computer Purchasing

- Oversee vendor agreements for college authorized student online computer purchases
- Maintain online information about student computer purchasing
- Provide information and assistance to students who need warrantee repairs

#### Network and Servers

- Provide network hardware and technical support for all college departments
- Support e-mail and Internet interaction
- Provide bandwidth management for campus Internet connectivity
- Provide, maintain, and monitor network security devices and software

#### Web Administration

- Provide technical support for web server hardware and software
- Support web server accounts and web site assistance
- Web Administrator serves as the point of contact for the update and management of CamelWeb and the IS web site
- Partner with College Affairs to maintain the public presence of the college
- Partner with CELS to create and maintain e-Portfolio
- Design and manage web page functionality college-wide

#### Telecommunications

- Provide local and long-distance telephone service and voice mail for every student, faculty, and staff member
- Coordinate college cellular telephone agreements with external vendors
- Provide coverage of college switchboard during business hours, staffing with trained student assistants during times when the Switchboard operator works on other projects such as maintaining the college directory information and assisting with telecommunications work in switch room, dorms, and office

## **iConn Project Team**

### ***Mission***

The mission of the iConn Project Team is to implement a new administrative information system to support both the business processes and the overall Connecticut College mission through superior access to and manipulation of data via the implementation of the SCT Banner Advancement, Finance, Financial Aid, Human Resources/Payroll, and Student suite of administrative software.

### ***Operational Responsibilities***

- Provide project management, in a collegial manner, to implement an integrated, transaction-based business solution that supports College operations
- Manage the implementation so that it is completed on time and on budget
- Provide students, faculty and staff quick and easy access to accurate and timely data and powerful analytical and communication tools so they can successfully complete their assigned duties.
- To provide opportunities for the implementation and use of existing and future technology utilizing the SCT delivered product.
- To provide staff, faculty, and students with appropriate training throughout the implementation to ensure effective and efficient use of the integrated system,
- To provide backfill money in administrative offices to relieve increased workload.
- To review and revise current college business practices that are not supported by the new system to deliver the same or improved services in an alternate way and avoid customization
- To identify and minimize risks and provide contingency planning to maintain the project schedule