

Spring 2016

# Inside Information Spring 2016

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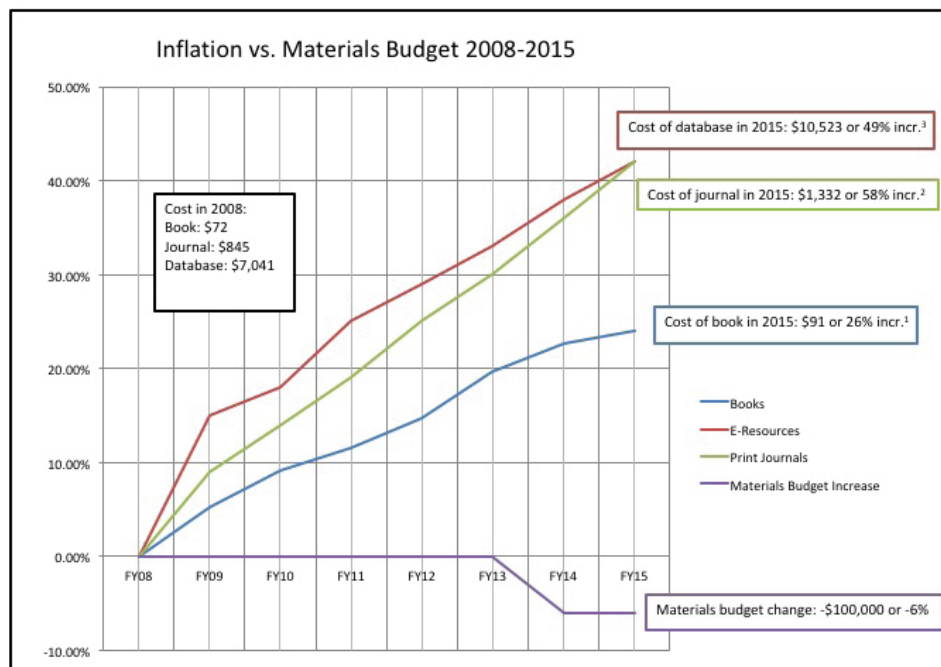
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The views expressed in this paper are solely those of the author.

## Library Collections Budget Faces Financial Challenges

**THE RECENT RENOVATION** of Shain Library has provided an incredible environment for shared research and scholarship. Information Services staff members are proud and excited about the overwhelmingly positive feedback on, and extensive use of, these new facilities, which exemplify the concept of the library as heart of the campus community. But beyond these significant physical upgrades, there are ongoing pressures on the library's materials budget, and with these pressures there is a growing concern for the libraries' continued ability to provide the scholarly collections that comprise a 21st-century academic library.

The libraries' collections budget has not been increased since the 2008-09 academic year. Due to mandatory cuts, the budget was further reduced by 6 percent, or \$100,000, in 2013 — a reduction that remains in the current budget. Simultaneously, the average cost of all materials has increased by 45 percent over the past nine years. The greatest increases are reflected in



COSTS FOR ALL KINDS OF LIBRARY MATERIALS HAVE INCREASED DRAMATICALLY SINCE 2008, WHILE THE FUNDS AVAILABLE FOR THE COLLECTION HAVE DECREASED.

the e-resources line, consisting of e-books, e-journals and electronic databases. Because of inflation, expenditures on e-resources since 2009 have gone from representing 48 percent of the total budget to 67 percent. At the same time, subscriptions worth over \$450,000 have been cancelled to date. Going forward, a projected \$50,000 to \$70,000 will need to be cut each year to remain within budget.

The strategic management of the collections would not be possible without the transition from print to electronic materials. The College's journal content is now predominantly electronic, and individual journal subscriptions have been replaced by large, bundled publisher packages. Expensive journal subscriptions have been cancelled and replaced by on-demand options.

Further, an increased reliance on large-scale e-book subscription packages enables greater access at a lower per-title cost. The implementation of patron-driven acquisitions allows for the short-term loaning of e-books prior to purchasing rather than the more speculative purchase of a book that may never be used. In large part, these strategies are enabled by the shared collaboration with our CTW Consortium colleagues. Membership in the Consortium allows the libraries to negotiate purchases jointly, and to implement new strategies for maintaining and enhancing our collections.

This year, librarians are working to strengthen our long-term plan to address these collection management issues. The

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# Message from the VP

## What You Don't Know ...

### THE CONNECTICUT COLLEGE

**MATERIALS BUDGET** has decreased by \$100,000 over the past nine years ... and during that time, the cost of materials has gone up by 45 percent. In other words, we've lost over half of our purchasing power. To maintain more important titles, database and journal subscriptions worth \$400,000 have been cancelled. Print monograph expenditures are down by over 60 percent.

This year, an additional cut of \$60,000 — book funds and database subscriptions — will be necessary; another \$60,000–\$70,000 will be cut next year .... and the year after that ... and the year after that ... .

And those cuts are being made simply to maintain the collection. Perhaps the most troubling aspect of this situation is that new titles, those that would add depth and enrich the collections, can't be purchased without additional cuts and cancellations.

At PPBC this year, as I have before, I will ask to restore a *5 percent annual increase to the materials budgets to mitigate the ongoing impact of inflation*. I'll suggest we restore the \$100,000 reduction from 2013. I'll share that Connecticut College's expenditure per student is far below the average for competing colleges ... that even Bates spends nearly \$250 more per student than we do. In 2008, we spent 17 percent of our budget on print monographs, but only 8 percent is now available to maintain collection strengths. I'll describe our efforts to mitigate this situation. But the hard truth is that without additional funding, we'll cut an additional \$300,000 worth of materials over the next five years.

Elsewhere in this issue of *Inside Information*, Beth Hansen, director of Information

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*Perhaps the most troubling aspect is that new titles can't be purchased without additional cuts.*

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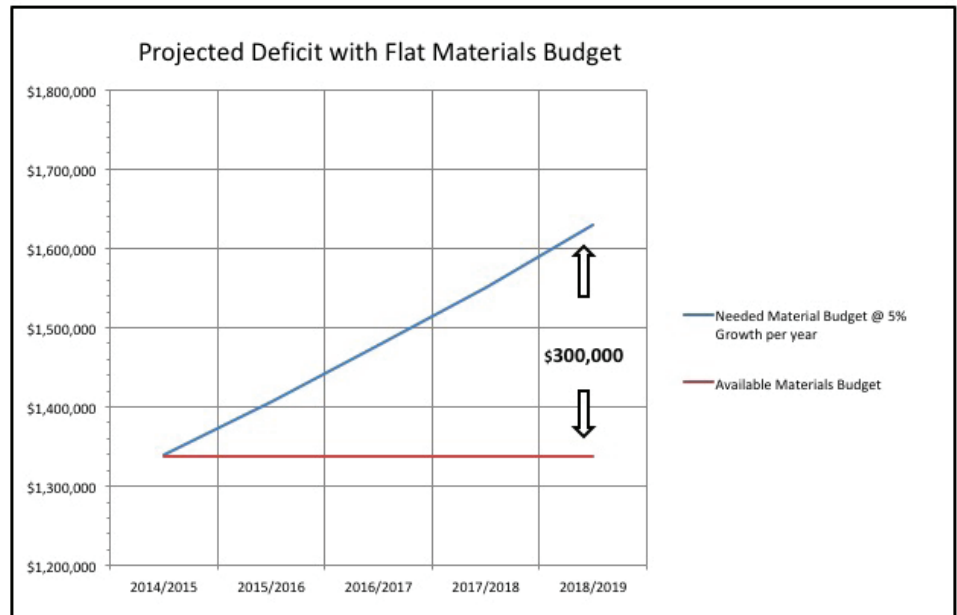
Resources, explains the collection development problem more fully and shares ideas of how we intend to manage the situation going forward. We hope faculty will work with librarians on managing the cuts to come, while librarians will continue to

monitor usage statistics, explore alternatives to costly resources, and make their best decisions on reductions. Regardless, additional cuts will need to be made.

We *can* continue to operate with a flat materials budget at Connecticut College, but the quality of our collections that support the curriculum and student research is being compromised and weakened. In my humble opinion, it's time to make a commitment to our students ... and to our future as an outstanding liberal arts college ... and fix this problem.



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



A FIXED ALLOCATION FOR THE LIBRARIES' COLLECTION BUDGET, ALONG WITH A PROJECTED AVERAGE 5 PERCENT INCREASE IN THE COST OF MATERIALS, WILL RESULT IN A \$300,000 LOSS IN BUYING POWER.

An online archive of past issues of *Inside Information* can be viewed at [www.conncoll.edu/is](http://www.conncoll.edu/is).

**Information Services Newsletter Committee** Fred Folmer, Jean Dailey, Kathy Gehring, Carrie Kent and Jessica McCullough  
**Editor** Fred Folmer  
**Designer** Susan Lindberg

**Contributing writers** Tyler Campbell, Vladimir Chlouba, Morgan Cowie-Haskell, Jean Dailey, Beth Hansen, Carolyn Johnson, Carrie Kent, Haris Kuljancic, Jessica McCullough, Ben Panciera, Chris Penniman and Laurie Schaeffer

# Research Blog Makes Its Debut

**IN FEBRUARY**, the Research Support & Instruction Team began a blog entitled *ResearchScapes* (<http://wordpress.conncoll.edu/researchscapes>). It is intended to be a site where people can discuss issues, tell stories and talk about our mutual love for research — and sometimes our frustrations with it. Andrew Lopez, Fred Folmer and Carrie Kent form the editorial board, but any faculty member, student or staff member is encouraged to contribute.

We also might have titled the blog “Adventures in Research.” As research librarians, we are in the enviable position of being able to see faculty and research projects, and often to watch faculty as they work with their students on those research projects. We are not always merely watchers, of course; we also assist by teaching and finding. What’s more, we are in the enviable position of seeing the research processes that cross all academic



disciplines, and we welcome contributions from all of those disciplines.

Some of the upcoming blog posts will be:

- A discussion on the use of Wikipedia
- A faculty member and a research librarian will talk about an unusual first-year seminar research assignment
- The effects of information overload, and what research librarians do to help

And as we all know, sometimes the research adventure is fulfilling and successful — and sometimes it is not. One type of post that will appear periodically will be called “Impossible Research.” By this we don’t mean *failed* research, but questions that seemed impossible to research at the time they were asked. — *Carrie Kent*

## Library Collections Budget

*continued from page 1*

plan builds upon the review and strengthening of existing strategies, as well as the identification of new strategies for accomplishing our goal — which is “to create a balanced collection” for the 21st century, as W. Lee Hisle, vice president for Information Services and librarian of the College, has outlined in a presentation given to several campus groups. The plan incorporates a Collections Review Group to help guide decisions regarding the appropriate cancellation of resources, and to address the continued need for new resources. This documented process will be shared with the campus community this spring.

Librarians’ efforts to maintain and build the College’s collections are not always visible to our users. These endeavors, however, are pushed to the forefront when we are faced with making the difficult decision to cancel a valued resource, or to indicate that funding is not available to support a new resource. Because we take

History of Cancellations – Subscriptions 2008-2015		
Fiscal Years	Subscriptions Cancelled	Total Amount Cancelled
2007/08	54	\$22,169
2008/09	1	\$1,830
2009/10	23	\$51,495
2010/11	126	\$122,591
2011/12	27	\$17,304
2012/13	77	\$71,304
2013/14	127	\$86,735
2014/15	17	\$28,923
2015/16	14	<i>\$50,000-\$70,000 (anticipated)</i>
<b>Totals:</b>	<b>450+</b>	<b>450,000+</b>

BY THE END OF 2015-16, IT IS ANTICIPATED THAT SUBSCRIPTIONS WORTH MORE THAN \$450,000 WILL HAVE BEEN CUT.

our work as stewards of the collections on behalf of faculty and students seriously, librarians’ advocacy efforts will continue. The need for engagement and support from faculty and students in this process has never been greater. — *Beth Hansen*

Sources for the graph on Page One:

1. *2015 Annual Book Price Update*, YBP Library Services
2. *Five Year Journal Price Increase History (2007-2015)*, Ebsco Subscription Services
3. *Database Comparison List FY08-FY15*, Connecticut College (eight-year price study of 53 databases)

# Technology Fellows Program Sees Growth, Innovation

**THE TECHNOLOGY FELLOWS PROGRAM** is growing its learning community as it welcomes its third cohort of faculty fellows starting this semester. The one-and-a-half-year-old program invites faculty to explore, experiment with, and implement technology, with the overall goal of improving teaching and learning at the College.

Fellows engage in discussions, attend workshops, test new ideas, redesign assignments and course materials, collaborate with librarians and instructional technologists, and develop methods of assessment. They share their experiences and knowledge with the wider College community by publishing articles on the *Engage* blog, serving as discussants in Teaching with Technology workshops, and acting as technology and pedagogy leaders on campus.

The program benefits from the support of the Office of the Dean of Faculty, and from a strong collaboration between faculty and Information Services staff. Fellows themselves benefit from the experiences of two faculty head fellows, Anthony Graesch and Karen Gonzalez Rice, who have themselves participated in the program, as well as from members of the Instructional Technology team skilled in instructional design, technology and information sciences.

Faculty participating in the program have diverse experiences with technology, student learning objectives, teaching philosophies and styles. There is no one-size-fits-all solution to solving pedagogical problems or designing new classroom activities or assignments. Following are several examples demonstrating how faculty have integrated technology in new and diverse ways during the first two years of the program:

**ANN MARIE DAVIS**, assistant professor of history, worked with librarians Ben Panciera, Becky Parmer and Ashley Hanson to design a historical lab that allowed students to experience the work of a historian. Stu-

dents transcribed and annotated the Cornelius Gold diary, held by the Lear Center for Special Collections & Archives. Then, using the Omeka platform, the class created a professional online digital exhibition that has attracted thousands of viewers from around the globe.

**GINNY ANDERSON**, assistant professor of theatre, incorporated InDesign — a technology new to her and to her students — into a long-established project in a theater history course. The resulting student

writing to a digital exhibition that will promote their work — and one of the College's unique collections — to a wider audience.

**JOSEPH SCHROEDER**, associate professor of psychology, experimented with replacing a multiple-choice test with a video assignment in which students used video to show neurophysiological processes. Students who completed the video project reported a better understanding than they would have gained by studying for the test. Since undertaking this experiment, Schroeder has integrated similar video projects using claymation into his courses.

In numerous ways, the Technology Fellows Program has proved successful and beneficial to the teaching and learning mission of the College. In addition, we have shared our work beyond the campus community through presentations at regional conferences, including the Bryn Mawr Annual Conference on Blended Learning in the Liberal Arts (May 2015) and the Connecticut Information Literacy Conference (June 2014). Thanks to the efforts of many — especially Anthony Graesch — the Office of the Dean of Faculty and Information Services have promised to support the program for three additional years, ensuring continued growth of our learning community of innovative teaching faculty. — *Jessica McCullough*



AT A KICKOFF MEETING FOR THE THIRD COHORT OF TECHNOLOGY FELLOWS, FACULTY AND INSTRUCTIONAL TECHNOLOGY STAFF DISCUSSED PLANS FOR IMPLEMENTING TECHNOLOGY INTO THE CURRICULUM.

projects were professional looking and gave students meaningful experience with an industry-standard software.

Two faculty members in foreign-language departments experimented with Twitter.

**HISAE KOBAYASHI**, senior lecturer in Japanese, used the social media platform to foster dialogue in Japanese with students in Japan. **LUIS GONZÁLEZ**, associate professor of Hispanic studies, asked students to tweet regularly in Spanish about news from Spain and around the world. Tweets provided the content for discussion on current events in Spain, and offered another outlet for students to practice and refine their Spanish skills outside the classroom.

**KAREN GONZALEZ RICE**, Sue and Eugene Mercy Assistant Professor of History, has used Wordpress, the blogging and website creation platform, several times. In one course, students created digital exhibitions that required them to interact with lesser-known works of art from the Connecticut College Wetmore Print Collection. Students applied knowledge of art history to unfamiliar artists and works, then contributed their

## Current and Past Technology Fellows

Anthony Graesch (TFP Head Fellow)	
Karen Gonzalez Rice (TFP Head Fellow)	
Ginny Anderson	Hisae Kobayashi
Rachel Black	Karolin Machtans
Ann Marie Davis	Jen Manion
Leo Garofalo	Emily Morash
Luis González	Wendy Moy
Candace Howes	
Suzuko Knott	Joseph Schroeder

# Dilley Room's Videoconferencing System Expands Teaching Possibilities for the College

**THANKS TO A GENEROUS GRANT** from the Alden Trust Foundation, a videoconferencing system was installed in Shain Library's Dilley Room during the January break. This development represents the last in a series of advanced technology resources that have been implemented in

To use the Dilley Room's videoconferencing system, a Connecticut College faculty member would connect his or her laptop to the system, and the class content would be displayed on the wall screen at the front of the Dilley Room, as well as on a wall screen or LED display at the Trinity

mends using Zoom for classes because it offers additional features. If you are interested in using the videoconferencing system, or Skype or Zoom Web conferencing, you can contact Mike Dreimiller (860-439-2093 or [mcdre@conncoll.edu](mailto:mcdre@conncoll.edu)) for assistance. To improve the quality of your Web conferencing, you can check out a Web conferencing kit that provides an enhanced video camera and microphone. — *Chris Penniman*



PROFESSOR ANDREA BALDWIN'S "GENDER/SEXUALITY/RACE IN CARIBBEAN CULTURE" CLASS USED THE DILLEY ROOM'S WEB CONFERENCING CAPABILITY TO ENGAGE IN A DISCUSSION WITH DR. TONYA HAYNES OF THE INSTITUTE FOR GENDER AND DEVELOPMENT STUDIES IN BARBADOS.

the newly renovated library as a result of the Alden Trust grant. The grant has provided numerous tools that will enhance student research and coursework.

The renovated Dilley Room is located on the third floor of the library (in room number 316). The room's Cisco SX80 videoconferencing system enables users to connect with other locations that have similar or compatible systems. Faculty can share high-quality video, audio and course content with students at the other sites. The Dilley Room's technology also provides the capability to share classes synchronously with Trinity College or Wesleyan University. For example, an advanced Russian course with a small enrollment taught at Connecticut College can include students at Trinity College, with the Trinity students using their own videoconferencing site. Alternatively, a computer science course taught at Wesleyan can be offered to our students, increasing the College's course offerings.

A video camera in the Dilley Room focused on the professor would show that faculty member on a display in the room at Trinity. A video camera at the Trinity site focused on the students would display them on the wall-mounted LED display in the Dilley Room. Built-in, high-quality microphones and speakers at each site allow for live lectures and discussions between the two rooms.

Other technologies are also available in the Dilley Room. Built-in phone conferencing is available. The room also provides the capability to project from a faculty laptop, a built-in DVD player or a VCR (by request). For assistance with projection, you can contact media services (860-439-2693). Web conferencing — another kind of video communication — is also available. To use this feature, a faculty member can use Skype, Zoom or other Web conferencing software on his or her computer to connect to another site. The Instructional Technology Team recom-

## *Student Worker Profile:* **Vladimir Chlouba '16**

**MY NAME IS** Vladimir Chlouba, and I have worked at the Language and Culture Center since the spring of my sophomore year. I have thoroughly enjoyed the opportunity to work at the Center because doing so has enabled me to speak a number of languages. I am an international relations and



economics double major, with a minor in German studies. I am also a CISLA scholar.

My research, which has culminated in an economics honors thesis entitled "Impact of German Sources of Capital on the Namibian Economy," is the result of having spent two semesters abroad, in Germany and Namibia, as well as an internship with the United Nations in Namibia. My study employs econometric analysis, with the aim of learning more about the effect of German sources of capital, such as development aid and capital goods, on Namibian GDP and government expenditures. I am currently awaiting the results of my Ph.D. applications. With a little bit of luck, I will pursue a doctorate in political science, with a focus on the political economy of sub-Saharan Africa.

# Sheet Music Digitization Widens Access

**CONNECTICUT COLLEGE'S HISTORIC SHEET MUSIC COLLECTION** is becoming much more widely accessible, thanks to a significant grant and the efforts of Information Services staff. In October 2014, the Gladys Kriebel Delmas Foundation awarded Information Services a \$14,000 grant for the digitization of public domain music in the collection, which is housed in the Greer Music Library. The grant proposal was developed by Michael Dreimiller (digital media specialist), Carolyn Johnson (music librarian), and Ben Panciera (Ruth Rusch Sheppe '40 Director of Special Collections), with guidance from Maureen Boyd of the Advancement Office.

The Historic Sheet Music Collection is a noncirculating special collection consisting of several subcollections: individual pieces of music filed in boxes alphabetically by title; bound volumes of music; the L. Mae Stephenson MacIntosh Collection; and the Jesse Greer Collection. While the music spans the nineteenth and much of the twentieth century, only those items published prior to 1923, and therefore out of copyright, have been included in the project. This unfortunately excludes the entire Jesse Greer Collection. In all, there will be about 1,700 titles included.

The majority of the collection consists of vocal music (popular and classical), but piano music is also well represented. The collection is not only of interest to students and performers of music but also holds considerable interest for those studying literature, social history, American popular culture and art (the covers feature lithographs, often from well-known illustrators). Many of the themes and illustrations reflect the popular attitudes of the time, for better and for worse. Some of the pieces may be held by only a few libraries, and most of the sheet music is not otherwise accessible to scholars.

Numerous Information Services staff members are involved in the project. Student assistants were hired at the beginning of the fall 2015 semester, and scanning began by the middle of September. Mike Dreimiller is supervising the scanning of the individual pieces of music, and Ben Panciera and his staff are working with the bound volumes,



THE HISTORIC SHEET MUSIC COLLECTION'S DIGITIZED HOLDINGS ARE VALUABLE FOR THOSE STUDYING MUSIC, SOCIAL HISTORY AND ART, AMONG OTHER DISCIPLINES.

using an overhead scanner designed to deal with fragile books. In addition to scanning the music, the student assistants also transcribe the lyrics of vocal music, making them easily searchable by Google and other search

engines. While lyrics in English predominate, French, Italian, Spanish, German and Latin texts are also represented in the collection. Carolyn Johnson is cataloging the collections and coordinating inventory control. Lori Looney, technical services supervisor, is also assisting with creating records and uploading documents into Digital Commons.

Once the files have been uploaded, URLs are added to the bibliographic records in Caravan, the library's online catalog. Patrons can click on the link and go directly to the music in the repository, and then print out the score if desired. The music can be found through a variety of Internet searches and will eventually be available through the Sheet Music Consortium. As of the end of January, 578 titles have been added to the repository. Digital Commons statistics indicate that they have been downloaded more than 15,000 times by users in 107 countries, including users at universities and government agencies around the world, Radio Holland, and Apple. Titles can be found organized by date at <http://digitalcommons.conncoll.edu/sheetmusic>. — Carolyn Johnson and Ben Panciera

## Student Worker Profile:

### Morgan Cowie-Haskell '16



**MY NAME IS** Morgan Cowie-Haskell, and I am a graduating senior who has worked at the Shain Library Circulation Desk since my first semester at Connecticut College. I am a history major and a Hispanic studies minor. I am also a CISLA scholar, having studied the role of education in transitional justice and historical memory projects in Guatemala. Last spring, I studied abroad in Chile and Argentina, and I interned at a nonprofit organization in Guatemala over the summer.

Reflecting on the past four years, I think I've definitely made the most of my college experience, which includes working at the library; playing varsity soccer for three years; being a member and president of a club, Slavery Ends Today; working as an intern during the summers; traveling; and taking challenging classes that have pushed me to confront critically what it means to be a "global citizen" in a world that can often be unjust.

I feel ready for a new transition, as exciting and unknown as that feels. And although I do not have a definite plan, I hope to work in the education field, at a school or nonprofit on the West Coast or abroad in Latin America, before going on to graduate school for human rights.

# New Alumni Portal Offers Improved Online Services

**IN FEBRUARY**, Connecticut College launched a new alumni portal (<http://www.conncoll.edu/alumni>) that provides new features and improved functions. While the College has offered online services to alumni since the early 2000s, the list of these services has grown as technology has advanced. The current portal provides an alumni directory, a calendar of events specifically for alumni, and event registration and online giving capabilities.

A company called Harris Connect formerly provided these services, but its Internet Services line of business was acquired in 2013 by iModules.

Soon after, iModules announced it would no longer support the Harris Connect portal, in favor of concentrating its efforts on its own well-established Internet services.

In 2015, iModules announced it would shut down the Harris Connect portal on Feb. 29, 2016. The College needed to find another company to provide alumni services — or contract with iModules — *before* iModules pulled the plug.

Information Services and the Advancement Office collaborated on the decision and subsequent contract negotiations to move to an iModules product called Encompass, which offers a completely integrated online communication and engagement solution for alumni.

What does “integrated” mean? Basically, it means that the services are part of the alumni website. Once alumni are logged in, the design and navigation remain the same, whether users are accessing the directory (one of the iModules services) or viewing publicly accessible pages on the alumni website. Although the College had an integrated site with Harris Connect, the iModules design team has done a much better job matching to the College’s website style in order to provide a consistent look

and feel. It is also much easier to maintain, because the Encompass portal includes a Web content management system that allows changes to be made easily. Previously, we had to request those changes from Harris Connect, rather than having the ability to make them ourselves.

There are numerous other advantages to the switch, including:

■ **Easy Login.** Alumni can choose any email address they would like to use for login as they go through the first-time registration process for the new portal. Formerly, alumni needed to use their Connecticut College

alumni, as well as for those handling the administrative end of Reunion Registration in Alumni Relations.

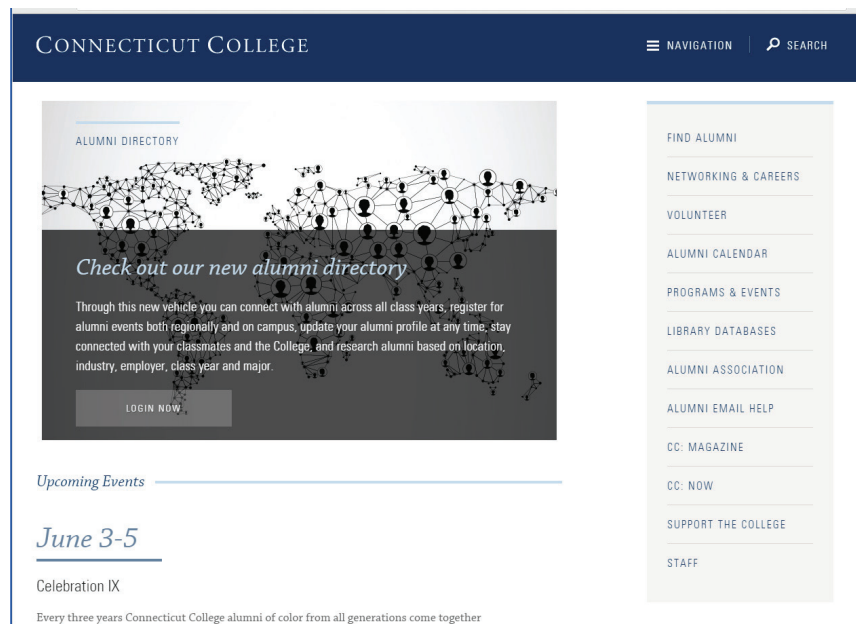
■ **New Tools for Online Giving.** Constituents can view their history of online giving, and verify their information for themselves. In the former system, they had to contact Alumni Relations to do this. Added features include email notifications that are sent in advance of expiring credit cards, as well as for recurring billing failures due to expired or invalid cards. Site users are also able to update their personal credit card information easily and securely.

■ **Not Just for Alumni.** Historically, Connecticut College students have been permitted to access the alumni online directory in order to search for alumni in their fields of interest. This access was given to upperclass students, but is now available to all four classes. The Office of Career and Professional Development, CISLA and PICA all typically work with students to demonstrate how they can use the directory to make valuable connections with alumni.

■ **Email Marketing.** Advancement is replacing

MailChimp with a fully integrated email marketing tool that’s provided by Encompass. This tool provides the ability to reach out to all constituency groups, including alumni, parents and friends. The new email marketing tool includes features to assist with increasing open rates, testing subject lines, and other functions to boost participation and drive more donations.

Advancement and Information Services are pleased with the switch to the iModules Encompass Portal. The migration from Harris Connect was a large project that involved great dedication and resources from both departments, but the benefits to Connecticut College alumni and the College itself have been well worth it. — *Laurie Schaeffer*



A NEW ONLINE ALUMNI PORTAL OFFERS NUMEROUS FUNCTIONAL UPGRADES, AND HAS A DESIGN THAT’S CONSISTENT WITH THAT OF THE COLLEGE’S WEBSITE.

credentials to log into the Harris Connect portal. With the necessary strict password rules, they would often forget passwords or usernames, and then need assistance from Alumni Relations or Information Services. Once they have gone through the first-time registration process for this portal, they can choose to log in with social media account credentials (such as Facebook, LinkedIn or Google) automatically, which is even easier.

■ **Reunion Registration.** This spring will mark the first time that online reunion registration will be handled with forms and reporting tools provided to us with the new portal. Previously, we utilized Web forms and tools that we had developed in-house. We expect a much improved experience for



## Teatro: Revista de Estudios Culturales A Journal of Cultural Studies

The screenshot shows the website for 'Teatro: Revista de Estudios Culturales'. At the top, it says 'Home > TEATRO'. On the left is a navigation menu with links for 'Journal Home', 'About This Journal', 'Editorial Board', 'Policies', 'Submit Article', and 'Receive Email Notices or RSS'. Below that is a 'SPECIAL ISSUES:' section with a 'Select a volume:' dropdown menu set to 'All Volumes' and a 'Browse' button. A search bar is present with the text 'Enter search terms:' and a 'Search' button. Below the search bar is an 'Advanced Search' link and the ISSN number '2 1 7 4 - 5 7 9 X'. The Connecticut College logo is at the bottom left. The main content area features a large image of a man in a ruff collar, a 'Teatro: Revista de Estudios Culturales' title, a brief description of the journal, and a 'Visit site' link. Below this is a 'Current Volume: Volume 29 (2015) La independencia del actor: Del Teatro Estudio de Madrid (TEM) al Teatro Experimental Independiente (TEI)' section, which includes a small image of the journal cover and a 'Follow' button.

CONNECTICUT COLLEGE'S DIGITAL COMMONS REPOSITORY IS NOW HOSTING A PEER-REVIEWED, OPEN-ACCESS JOURNAL, *TÉATRO*.

## Journal Finds New Home at Digital Commons Platform

**LAST SPRING**, Luis González, associate professor of Hispanic studies, faced a problem. He was editor of *Teatro*, an international cultural studies journal with a particular emphasis on literature and the performing arts in the Spanish-speaking world. *Teatro* was being published electronically on a commercial website, and he wanted to move it to a nonprofit site, preferably at Connecticut College. Fortunately, the College's institutional repository, Digital Commons, was designed precisely to publish peer-reviewed, open-access journals just like *Teatro*.

*Teatro* was founded in 1992 by Ángel Berenguer of the Universidad de Alcalá de Henares, and it had published 26 volumes in print and electronic formats prior to moving to Digital Commons. Staff at Bepress, the parent company of Digital Commons, designed a website for *Teatro* that was reminiscent of the journal's earlier online presence while also reflecting its new home at Connecticut College.

Working with Special Collections Director Ben Panciera, González imported

the content from the journal's backlog into Digital Commons and set up the journal's editing tools so that manuscripts could be easily submitted and sent to referees, their comments could be forwarded to the authors, and the revised manuscripts could be prepared for publication. In August 2015, volume 27 of *Teatro* was published on the new website. The issue consists of a monograph by Agnieszka Lisowska, adapted from her doctoral thesis at the Universidad Autónoma de Madrid. *Teatro* is currently receiving submissions for publication of its next volume, to be published this spring.

In moving to Digital Commons, the editors of *Teatro* sought to extend its appeal beyond the borders of Spain, where it had been best known, and make it a truly international journal. They appear to have succeeded. In the seven months since *Teatro* began to be published on Digital Commons, readership has grown tremendously in Latin America and the United States while remaining strong in Spain. You can browse issues of *Teatro* at <http://digitalcommons.conncoll.edu/teatro/>. — Ben Panciera

## Information Security Update: Keeping It Private

**MEMBERS** of the Connecticut College community live in a world that is more connected than ever before. The Internet touches almost all aspects of everyone's daily life, whether we realize it or not. We connect with friends and family, shop and bank online, and rely on many services, such as transportation and electricity, that are supported with online systems.

However, being constantly connected brings increased risk of theft, fraud, and abuse. Cybercriminals continue to become more sophisticated, collaborative and highly skilled. No community or individual is immune to cyber-risks. As a College, we face constant cyberthreats against our critical infrastructure. As individuals, cybersecurity risks can threaten our finances, identity and privacy. Cybersecurity is one of our country's most important national security priorities, and we each have a role to play. Cybersecurity is the responsibility of everyone on campus.

Connecticut College takes information technology security concerns seriously. The Information Security Office (ISO), under the leadership of our chief information security officer (CISO), Viken Jawharjian, oversees the College's efforts to protect its network, administrative systems and information assets, and to comply with information-related laws, regulations and policies. The Cyber Security Advisory Committee provides strategic, timely, specific and actionable advice to Jawharjian and W. Lee Hisle, vice president for Information Services and Librarian of the College, on matters related to the protection of Connecticut College data, research, systems and networks. The ISO's approach to security is proactive, with continuous monitoring, diagnostics and mitigation.

If you suspect or become aware of a security issue regarding the College's computers or networking resources, contact the IT Service Desk at x4357 (xHELP) or submit a WebHelpDesk ticket at <http://webhelpdesk.conncoll.edu>. — Jean Dailey

# Undergraduate Prize Will Honor Excellence in Library Research Process

**CONNECTICUT COLLEGE HAS LONG** presented numerous awards for academic excellence, including departmental awards and a prize for

*The new award can motivate students to deploy sophisticated research strategies.*

an outstanding honors thesis. Starting this semester, Information Services is pleased to announce the College's first prize that specifically honors excellence in the research process: the Connecticut College Prize for Undergraduate Library Research. Submissions for the \$500 cash award will be judged on their ability to develop search strategies, use complex tools and techniques, and evaluate and

synthesize resources in a project.

While such a prize is new to Connecticut College, many academic libraries have also begun offering similar awards as a way to honor students with excellent research skills, and to draw attention to the library's resources and services. It's also hoped that the prize may serve as a means of motivating students to learn and deploy sophisticated research strategies; accordingly, faculty are encouraged to suggest that individuals or classes apply for the award.

Starting last summer, librarians Andrew Lopez, Fred Folmer and Ben Panciera developed guidelines for the prize, drawing from procedures used by other institutions, including UC Berkeley and Temple. The team of librarians also hopes to incorporate some of the most successful projects into an online digital publication.

Students who wish to be considered for the prize should submit an application form, a note of support from a faculty member, a 300- to 500-word essay describing research strategies, a bibliography, and a draft or final version of the project to the prize's Moodle site (accessible via <http://conncoll.libguides.com/libprize>) by Tuesday, March 15. All currently enrolled undergraduate students are eligible. For more information and further details, visit <http://conncoll.libguides.com/libprize> or email [libprize@conncoll.edu](mailto:libprize@conncoll.edu). — Fred Folmer

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## Student Worker Profile: Haris Kuljancic '16

**MY NAME IS** Haris Kuljancic, and I am a graduating senior from Bosnia and Herzegovina. I am a sociology and history double major, and I am spending my final semester



taking classes I truly enjoy, including "The Sociology of Walmart," "History of Hip-Hop" and "Theory of Coaching." Further, I have been a club soccer captain for the past few years, and I hope to play as

much soccer as possible during these last few months. I have worked at the Shain Library Circulation Desk since I arrived here, and I want to thank James Gelarden and Carol Strang for being some of the best bosses I've ever had.

After college, I would like to work with kids in some sort of nonprofit organization. I worked at the Portland Children's Museum in Portland, Ore., last summer as a documentation intern. I was given the task of sitting down with kids, and listening to and documenting the stories they had to tell about their various artwork or projects. Kids are truly incredible, and I look forward to learning a lot more from them in the future.

## New IS Employee: Tyler Campbell

**I JOINED CONNECTICUT COLLEGE** in January 2016 as a network security and systems analyst. I graduated from the University of Connecticut in 2014 with a B.A. in music and a B.S. in management information systems. Before joining Connecticut College, I was an IT support specialist for Technology Crossover Ventures, a venture capital firm in New York City.

My interest in technology and computer networking began in 2008, when I joined and eventually supported a global gaming community called XLink Kai. That community uses tunneling technology to allow video-gamers to connect and play together globally, as a viable free and nonprofit alternative to Xbox Live. Cool stuff!

Outside of work, I enjoy teaching music in eastern Connecticut, giving private lessons and directing chamber ensembles and drum lines. I perform music actively, playing organ for hockey games at the XL Center in Hartford as well as performing for local theater pit orchestras and café gigs in eastern Connecticut and the New York metropolitan area. I also perform as a percussionist for the Chelsea Symphony in Manhattan.



## Upcoming Faculty Workshops

**FOLLOWING IS A LISTING** of upcoming faculty workshops. Registration is not required, but is recommended. To register, visit <http://conncoll.libcal.com/is> or email Jessica McCullough at [jmccull1@conncoll.edu](mailto:jmccull1@conncoll.edu). If you cannot attend a workshop but are interested in the topic, feel free to schedule an appointment with an instructional technologist or follow our blog, *Engage* (<http://teachtechconncoll.wordpress.com>), where we will publish workshop summaries. We look forward to seeing you soon.

### WordPress for Reflecting, Creating, Sharing and Contributing

**Wednesday, March 2, 1:15–2:15 p.m.**

**Visualization Wall, Technology Commons, Shain Library**

WordPress is an easy-to-use, yet robust, blogging and website development platform. The College now hosts WordPress, giving you and your students the ability to create professional-looking websites that reach well beyond the classroom. If you have ever wondered how your students could create blogs or websites, or how you might do these things yourself, join us at the Visualization Wall, where we will hear from faculty who have used Wordpress in the classroom. We'll also view examples of websites and blogs created at Connecticut College and other institutions.

### Virtual Classroom Connections

**Thursday, March 31, 9–10 a.m.**

**Dilley Room, Shain Library**

Have you considered using technology to team teach with a CTW colleague, or to offer a course to students at those campuses? Interested in institutional partnerships and global connections? If so, this is the workshop for you. More and more College faculty are using Web conferencing or teleconferencing tools to bring experts into their classes, to connect students to a different culture or language, and to broaden course offerings. At this workshop, faculty practitioners will discuss the benefits and challenges of mediated presence and intercampus collaborations. Instructional technologists will describe the technologies currently available on our campus to facilitate consortial course-sharing and to further global engagement.

## Upcoming Exhibits

### SHAIN LIBRARY EXHIBIT AREA

**Exhibiting Visual Art in the Digital Age:  
An Exhibit Curated by the Students of Art History 455  
Through March 29**

**Bad Art: Kitsch and Humor in Folk Photography  
March 31–May 1**



**The New Student, 1955-1975:  
Two Decades That Changed the Face of Connecticut College  
May 5–August 15**

### CHARLES CHU ASIAN ART READING ROOM

**Islamic Paintings from China  
Through March 4**

**Live in Landscape: The Paintings of Huang Dewei  
March 8–April 8**

**Master Paintings of Twentieth-Century China  
April 12–August 15**

### LINDA LEAR CENTER FOR SPECIAL COLLECTIONS & ARCHIVES

**Shakespeare at Connecticut College in Print and Performance:  
Marking the 400th Anniversary of the Bard's Death  
March 28–May 18**

**The Art of Tom Slaughter '77  
May 20–June 6**

## Upcoming Event

**Reading by Gray Jacobik, winner of the 2016 William Meredith Award  
for Poetry. A reception follows. Sponsored by the Friends of the Library.  
April 22, 4 p.m. Charles Chu Asian Art Reading Room.**