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inside information

INFORMATION SERVICES @ CONNECTICUT COLLEGE

Fall 2007

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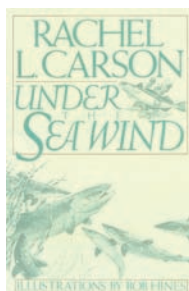
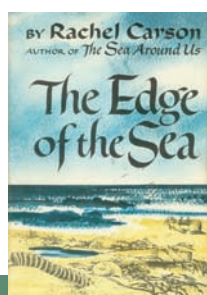
CTW Consortium Receives Cooperative Collection Development Grant

The CTW Consortium (Connecticut College, along with Trinity College and Wesleyan University), has been awarded a grant from the Andrew W. Mellon Foundation to fund the creation of a shared collection development program. The three-year grant will support the hiring of a Collection Development Librarian who will undertake an in depth analysis of the three schools' current collections and make recommendations on purchasing and retention policies going forward. Each school recognizes the importance of retaining a core collection across the disciplines on each campus. The goal of the grant is to develop policies that will minimize the duplication of more

specialized, and usually more costly, materials and to look for other opportunities for resource sharing.

**Mellon Foundation
to fund
the creation of a
shared collection
development program**

The new CTW Collection Development Librarian will reside at Trinity but travel to each of the schools on a regular basis.



"Highlights from the Lear/Carson Collection." The exhibit will be on view in the display cases on the main floor of the Shain Library. Story is on page 8.



Message from the VP

Greetings—

Happily, by the time you read this, another Charles E. Shain Library Space Plan will be nearing completion. Information Services staff have been working with Eric Ward of Einhorn, Yaffee, Prescott Architecture and Engineering, P.C. of Boston over the past couple of months to revise the planning done in 2004 to expand and renovate the Shain Library. Consistent with the Shain Library Priorities Plan finished last January by a committee of faculty, staff and students, this plan has two key criteria: first, that the library not expand beyond its current footprint and second, that the entire project can be completed for approximately

... use of the library increased by 6% last year with over 300,000 visitors

\$5M, the amount to be raised for the library project in preparation for the college's centennial in 2011. The renovation cannot happen soon enough—use of the library increased by 6 percent last year with over 300,000 visitors coming through the front doors.

This plan calls for significant improvements to the interior—and exterior—spaces. The front of the library, for example, would be turned into a campus commons, with additional seating and even a space for outdoor seminar sessions. Inside the building, along with a general design update, the number of computer workstations will increase by 50 percent, small group study rooms and media development rooms will be available, more reading areas close to

natural light will be provided, and instructional technology support staff will be available to help students on classroom projects and research. Librarians will continue to be accessible to students who begin the research process on their own, but sit-down research consultation areas will be provided. Special Collections and Archives will be combined to allow students and researchers better access to the primary research materials housed there. Electronic classrooms will be expanded and improved. Access to materials housed on campus will be provided for some 15 years into the future.

Shain Library is organized as an information commons with traditional study spaces integrated with computing workstations and support. Reference librarians work alongside information technology professionals. Electronic classrooms are near the Blue Camel Café. The Advanced Technology Lab is overseen by Media Services. I think this mix of functions helps bring energy to the building—energy that would be sustained and increased when Shain Library is renovated sometime in the not-too-distant future.



W. Lee Hisle

Vice President for Information Services and
Librarian of the College

The Shain Library PC Classroom is now a PC *and* a Macintosh Classroom

This summer we replaced the Dell PCs in the “PC Classroom” with dual boot Macintoshes that run both Windows XP and Mac OS 10.4. Until now the primary use of this room has been as a Windows classroom but our need for use and instruction with Macintosh computers has grown. So now each computer automatically starts up in the Windows XP environment, but can easily be switched to the Macintosh operating system.

The lab contains 20 student computers and each computer has two chairs so classes for up to 40 people can be scheduled. There is also an instructor’s

station with projection to a wall screen. A flatbed scanner at each computer enables digitizing of documents or pictures. The computers are on the campus network so they have full access to academic campus resources including software from the software library. Printing is available through the print stations on the lower level of the library by default, but you can also print to the print station on the main floor which includes access to the color laser printer.

The computers can be scheduled for courses during the semester for as few as one or as many as all class sessions. The room can also be scheduled for

technology instruction or workshops that require computers to access information. We now have a great location to offer those courses and workshops that are better suited to or that require Macintosh computers. Outside of scheduled classes and workshops, the computers in the lab are available for student use when the library is open.

Instructions for using the computers, including selecting the operating system, are located beside each computer. If you have questions or would like to schedule the lab for a class, contact Don Blevins, computer lab manager, by contacting him at x2386 or dkble@conncoll.edu.



A Librarian visits Second Life by Kathleen Gehring (aka Cathleen Munro)

Second Life is a virtual 3-D world that exists online with over 9 million residents worldwide. Developed by Linden Labs, Second Life is a virtual place where people (represented by their avatars) can meet, go on vacation, take classes and do business.

Residents and organizations in Second Life can purchase real estate and create “islands.” Commerce is supported through the use of Linden dollars which are converted into US dollars. Millions of dollars are expended in Second Life for real estate, goods and services. Virtual acres are continually being added to Second Life to keep up with demand.

I spent some time in “in world” this summer as part of a 3-week session about learning the basics of Second Life. After creating my avatar I was able to navigate (quite

clumsily at first) to a number of islands, sit in on a class, view a PowerPoint presentation and interact with instructors and colleagues. One of my classmates chose a dragon as his avatar which I found a bit distracting during class. Communication is largely via chat, although a voice option is available. Mastering gestures and basic movements, like sitting down, also make for a very different class environment and some amusing moments.

In the world of higher education a number of colleges and universities have created replicas of their campuses in Second Life. Case Western Reserve University now offers virtual tours for prospective students in Second Life. Harvard Law School will offer its first class in Second Life this fall entitled “CyberOne: Law in the Court of Public Opinion.”

Nevertheless, recent articles in The Chronicle of Higher Education have highlighted some of the challenges that Second Life presents for educators. One school was removed from Second Life for failing to control harassing students and another experienced a student with a virtual gun shooting at visitors.

To learn more about Second Life, visit the site at <http://www.secondlife.com>. Setting up an avatar is free, though a paid subscription provides a supply of Linden Dollars and the ability to buy and sell real estate. After an initial visit to Orientation Island you’ll be free to explore.



Cathleen Munro, ready for action



The 3-D world that is available in Second Life for interacting with other avatars in different environments.

Clickers are the latest tool for library instruction sessions

This summer Information Services purchased a set of “clickers” to use in classroom instruction. These clickers, also called CPS for Classroom Performance System are hand-held, wireless, response units used for interactive data collection in a classroom setting. The instructor sets up a receiver and poses questions to the students using a computer and an overhead projector. The students answer each question with the clicker. The answers to the questions are instantly tabulated and presented back to the students, even graphed if desired.

During the Fall Semester Kathy Gehring and Ashley Hanson tried out the new clicker system in the Psychology 101 library instruction sessions. All the students were asked four questions at the beginning of each class and four questions at the end. The introduction of the clickers was met with great enthusiasm and interest. Students wanted to play more games with them. The clickers turned out to be a great way to do some assessment and have a little entertainment too.



A Librarian visits Second Life by Kathleen Gehring



This is a design window used to create your own Avatar in Second Life.

Classroom Renovation Project and Tempel Institutes

Chris Penniman, Director of Instructional Technology, talks about the Tempel Institutes and the Classroom Renovation Project, in an interview with Laurie Deredita, Director of Special Collections and Archives.

Laurie: You have been running Tempel Institutes for many years. What is a “Tempel Institute”?

Chris: There are actually two types of Tempel Institutes: Summer Institutes and Advanced Institutes. The Tempel Summer Institute is a one to two week immersion program where faculty members design or redesign courses to incorporate technology to enhance student learning. It’s a unique opportunity to spend a block of time away from other responsibilities in order to focus on the pedagogical and technological improvements that can be made in a specific course. It provides an opportunity to learn what the technologies are and how they might be used.

Laurie: How many years have you been doing this?

Chris: 2007 was the 8th annual program. The program started with a gift from Jean Tempel ’65 in 2000. The program has evolved into a national model for supporting faculty integrating technology into their courses. I’ve given presentations on the Institute at several conferences.

Laurie: When do the Tempel Institutes take place and how big are they?

Chris: They are scheduled in the summer, beginning with a one-day course design workshop led by Center for Teaching and Learning faculty. There are 10 participants in each institute.

Laurie: Who teaches them?

Chris: They are developed and taught collaboratively by instructional technologists, librarians and CTL faculty.

Laurie: You made some changes this year. Why?

Chris: When we started the program, faculty members were less familiar with instructional technologies such as the course management system ConnCourse (WebCT) than they are today. So, we redesigned the entire program to include more emerging instructional technologies such as blogs, wikis, podcasting, and video conferencing.

Laurie: How do you measure the success of this program?

Chris: So far 87 faculty members have participated and each one has come away with a new perspective on teaching and improving courses with and without technology. Every year the program changes to meet the needs of the faculty and to incorporate their suggestions. Halfway through the course we have a five-minute assessment called “what’s working/what’s not working” and at the end there is a survey administered through ConnCourse to assess their view of the program and to ask for suggestions. It is very “hands on” and, because we don’t want to waste valuable time, we use materials that they will be able to incorporate into their own classes.

Laurie: How does a faculty member apply to participate in a Tempel Institute?

Chris: During the spring semester we issue a call for proposals. Faculty members are invited to submit a proposal for a course they want to design, or redesign, using technology. This gives our staff time to focus on specific technologies to meet these course learning objectives.

Chris: We also offer Advanced Tempel Institutes, which are shorter workshops, typically held during a semester break. They enable faculty to explore leading-edge instructional technolo-

gies and how they might be used in their teaching.

One final comment about the Tempel Summer Institutes: An unexpected benefit has been that the program provides a unique opportunity for faculty colleagues to get to know each other and understand the similarities and challenges faced by colleagues from other disciplines on campus.

Laurie: One of the most important projects you have been involved in is the ongoing renovation of classrooms on campus. There are two more this September. How many have you done so far?

Chris: Including the Brown Auditorium, 11 of the 46 general access classrooms on campus have been renovated.

Laurie: How do you decide which classrooms to renovate?

Chris: The Classroom Improvement Committee developed a list of criteria for improvement of rooms such as being underutilized, addressing a campus requirement including the increased need for more seminar space, providing technology, being requested by faculty, providing for the needs of faculty who otherwise do not have access to updated resources, and creating right-sized spaces.

Laurie: Renovation is very expensive. Where do you get the money?

Chris: The funding is provided by donors and through grants. In particular alumni who want to give back to the college find it an opportunity to create an improved learning space for today’s students.

Laurie: Why is it so important to renovate classrooms that teachers have been using successfully for generations?

Chris: In some cases changes to classrooms have not been made in over 50 years but the needs and

Classroom Renovation Project and Tempel Institutes (cont.)



Fanning Hall Room 305 after renovation in September 2007

expectations of the faculty and students have changed dramatically. The renovated classrooms enhance both traditional and new styles of teaching including group and active learning. The campus improvement project, of which the classroom renovations are a part, is using the changes to address unmet accessibility needs.

Laurie: Who helps you redesign the classrooms?

Chris: We engaged the services of an architectural firm in Cambridge, Massachusetts, Ellenzweig Associates. They are very experienced in classroom design. The renovations are done by outside contractors working with Steve George in Physical Plant as the project manager.

Laurie: 11 out of 46 are renovated. What will happen when they are all done?

Chris: We have established a maintenance budget to support necessary improvements
continued on page 9



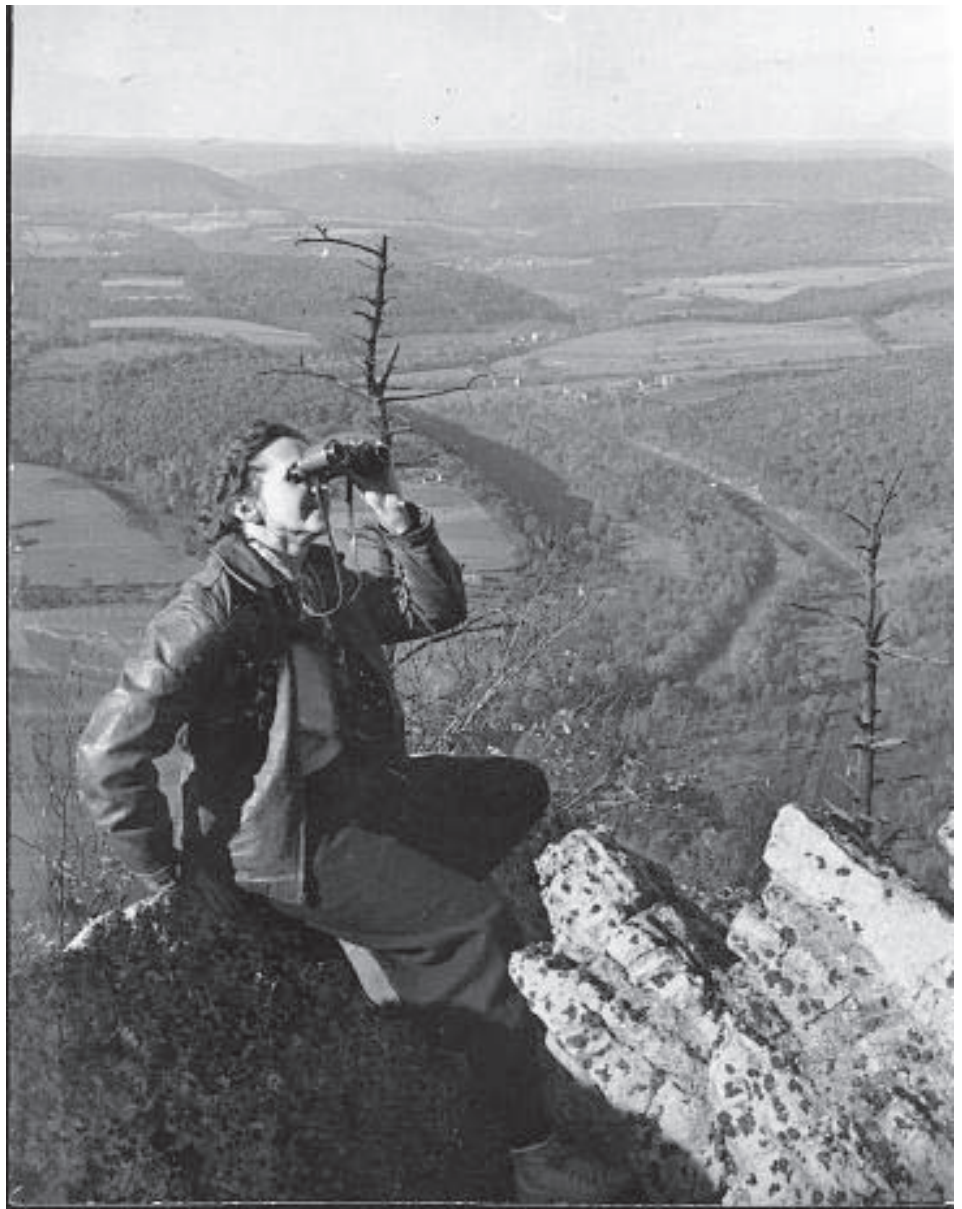
Fanning Hall Room 305 before renovation in April 2007

Rachel Carson at Connecticut College: Highlights from the Lear/Carson Collection

Linda Lear, an environmental historian and a graduate of Connecticut College, published her acclaimed biography, *Rachel Carson: Witness of Nature*, in 1997. Rachel Carson was the author of *Silent Spring*, published in 1962, a book that brought to public attention the effects of misusing pesticides. In it she challenged the practices of agricultural scientists and the government and called for a change in the way humankind viewed the natural world.

Shain Library's department of Special Collections and Archives is now home to the Lear/Carson Collection, the large archive of Ms. Lear's research on Rachel Carson's life and work. On September 21, a program to celebrate the centennial of Carson's birth was held in Shain Library. There was a keynote address by Maril Hazlett of the Climate and Energy Project, followed by a panel discussion led by Ms. Lear in which several members of the Connecticut College faculty participated, Jane Dawson, Julie Rivkin, Mab Segrest and Scott Warren, as well as one student, Eliza Greenman '08. We were also fortunate to have Roland Clement, a

Rachel Carson
was the author
of *Silent Spring*,
published in
1962



Photograph of Rachel Carson at Hawk Mountain, Pennsylvania, Ca. 1945. By Shirley Briggs. Lear/Carson Collection.

wildlife biologist and former vice president of the National Audubon Society who came to the defense of Carson's ideas when *Silent Spring* was published, to provide a broad perspective on the controversy and the need to find common ground in defending the environment. Laurie Deredita, direc-

tor of special collections and archives, closed the program with an illustrated presentation about the Lear/Carson Collection.

The exhibit will be on view in the display cases on the main floor of Shain Library until Thanksgiving break.

Classroom Renovations and Tempel Institutes (cont. from page 7)

to the new classrooms in the future to allow us to keep the technologies and other room components current.

Laurie: Are there any problems?

Chris: As we renovate each classroom we create a comfortable and flexible workspace for each student to provide a better learning environment. This typically results in a reduction in the number of seats. You can cram a lot more tablet-arm chairs in the same space. So, we have to make sure that there are always enough right-sized spaces across campus to accommodate all classes each semester. We are addressing this through a classroom utilization study being done by the architects and looking at opportunities to combine current spaces to create larger rooms.

Laurie: Is there anything else you would like to say about the classroom renovations?

Chris: I want to mention that we have paid a great deal of attention to the aesthetics and history of the classrooms. We enrich the environment with beautifully framed copies of photos of the college from the College Archives. If there is a historic picture already in a classroom, we restore it. Both faculty and students have given the Classroom Improvement Committee very positive feedback on the renovated rooms. The Committee will be creating a forum over this academic year to share information on the renovated rooms and on the classroom utilization study, and to get additional input from the campus community.



Bill Hall Room 409 before renovation in April 2007



Bill Hall Room 409 after renovation in September 2007

Shain Library renovation project on track

The Charles E. Shain Library renovation project, which began in the late 1990s, has gradually been refined into a plan that focuses priorities and minimizes costs. In January 2007, the Library Renovation and Extension Project (LREP) Committee created a "Renovation Priorities Plan." The plan indicates that any modification to Shain must remain inside the current footprint of the building. With that in mind, the priorities are:

- To maximize the usefulness of the current facility
- To create small group study and media viewing/development areas
- To expand and renovate Special Collections and Archives
- To accommodate collection management and growth
- To create an inviting and functional entry area to Shain Library

Part of the plan proposes a mall area in front of the Library toward the street. This area would include benches, chairs, heating and technology access. This would greatly increase the appeal of Shain as well as provide additional seating while remaining within the current footprint.

This fall the LREP and college administrators will be working with Einhorn Yaffee Prescott A&E (EYP), an architecture and engineering firm to further refine the first stages of the Shain Library renovation plan. Their goal, as stated in their proposal to the college, will be to "prepare an economical, achievable proposal for upgrades that will address social and academic requirements of the library."



Inside Information is published by Information Services twice a year and is distributed to the Connecticut College faculty, administrative offices and other interested members of the campus community. Comments and suggestions are welcome and should be sent to Laurie Deredita, editor, at lmder@conncoll.edu. It can also be read online on Information Services Home Page <http://www.conncoll.edu/is/>.

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