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Inside Information Fall 2015

Fred Folmer
Connecticut College

Visualization Wall Draws Faculty, Student Interest

WHEN SHAIN LIBRARY REOPENED this past March, the Technology Commons on the lower level drew crowds of students to the brand-new Diane Y. Williams '59 Visualization Wall. Since the wall's unveiling in the second half of the spring semester, 115 students in nine different courses have had the opportunity to use the wall in a wide variety of projects.

Unlike most visualization walls at academic institutions, which are often located within science departments or serve primarily as public informational display systems, Shain's wall was built to be used specifically as a vehicle for course content, activities and assignments across the disciplines. Twenty-four Christie Digital Microtiles make up a high-resolution 8′x4′ display system. The wall provides for touch-enabled control and the simultaneous display of multiple inputs, including mobile devices, computers, laptops and any hardware with an HDMI connection.

Computer science students in James Lee's "Entertainment Software Design" course were among the first to get their hands on the wall. Across the second half of the semester, they worked in six teams to design

STUDENTS IN JAMES LEE'S "ENTERTAINMENT SOFTWARE DESIGN" COURSE PRESENT THEIR INTERACTIVE MULTIPLAYER GAMING PROJECTS ON THE DIANE Y. WILLIAMS '59 VISUALIZATION WALL.

interactive multiplayer games to be played at the wall. Their game product presentations impressed and wildly entertained a large group of faculty, students and staff at the end of the semester.

The Ammerman Center for Arts and Technology's introductory course, taught by Steve Luber, included the visualization wall as one of its three-week lab modules. Using Unity software, students created touch-enabled interfaces that dealt with issues of social media and human–computer interaction. The Arts & Technology seniors also had the opportunity to present their senior projects to their friends and families before Commencement. Colin Forsyth '15, for example, simulated his augmented-reality campus tour using the iPhone app he designed.

Other classes from a diverse array of departments met at the wall for presentations, including an online exhibition by students in Ann Marie Davis's course on East Asian history; a mapping project in Ariella Rotramel's "Transnational Women's Movements" course; and "intersectional selfies" in a German Studies course taught by Suzuko Knott.

Several professors also contributed their work for use on the wall. Professor of Art Andrea Wollensak and Professor Emerita of Computer Science Bridget Baird adapted a joint generative-art project to take advantage of the wall's interactivity. Using a program called Processing, the piece pulls data from hundreds of datasets related to icebergs and glacial melt to generate ever-changing visual and textual content that responds to gestural interaction. Geology Professor Doug Thompson's stunning photography was presented in ultrahigh resolution on the wall for the library's reopening events.

In order to introduce the visualization wall to the campus community, the Instructional Technology department held several workshops as part of the Teaching with Technology series, a new Wednesdays at the Wall series, Camp Teach and Learn, and the Tempel Summer Institute. We will continue to hold such events, as well as one-on-one brainstorming for individual courses. We look forward to all the exciting activities the visualization wall will enable in the coming year. — *Lyndsay Bratton*

InSide *this issue*

Good News in the Numbers

EVERY FALL, as we prepare the *IS Annual Report* for the past academic year, I review the numbers — measures of IS services and resources. Though imperfect as a measure of quality, the numbers can tell some powerful stories, particularly when considered in the context of the campus and societal environment. For example, even though the Charles E. Shain Library was closed for public use until the end of March last year, librarians in the Linda Lear Center for Special Collections & Archives provided 184 percent more classroom instructional sessions versus the year before — a dramatic increase from 19 sessions to 54. And archives service requests similarly went up by 31 percent, from 579 to 761. These results are not what we'd expected with a closed facility, but they're very good news, and I think they indicate two things: first, the increasing awareness that materials in the Lear Center can enrich classroom efforts; and second, that the librarians in the Lear Center, Ben Panciera and Becky Parmer, are not only very service oriented but can also respond to requests quickly and creatively. Kudos to them both.

A big number that jumps out is 1,000,716. That's the total of scholarly ebook monographs available to students and faculty in the catalog. Some newer titles are not necessarily "owned" in the demand-driven acquisitions model we use, but they're nevertheless always available,

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We have access to more than twice as many ebooks as we do print titles on library shelves, but we are spending dramatically less for access to them.

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and purchased only when a scholar uses, or "checks out," a title for research. We have access to more than twice as many ebooks as we do print titles on library shelves, but we are spending dramatically less for access to them. The increase in availability seems to be driving up usage numbers as well: print monograph circulation dropped by some 17 percent, but ebook circulation soared from 64,000 in 2013-14 to more than 102,000 in 2014-15 — a 61 percent increase. (Remember that Shain was closed

last year, and so access to print titles was sometimes awkward.)

I'll highlight one other number — 500,000 — which represents the total downloads from Digital Commons since its inception; this figure includes more than 140,000 downloads in 2014-15 alone. Downloads of our student honors theses increased by a third, to 68,000 items downloaded. I think the increase is due at least in part to the increasing awareness in the broader scholarly community that quality scholarship can be found outside of the traditional publishing model.

I should also report that nearly 90 percent of all classes now have an active Moodle site. And that active users of Lynda.com are up to 1,130, a 25 percent increase. I could go on.

The numbers tell a story — one of an active and responsive department. It's a story I like.

Thanks.

W. Lee Hisle

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

Renovated Library, New Spaces See Heavy Usage

THE REOPENING of Charles E. Shain Library on March 23 after being closed for nearly 10 months proved a couple of important things: first, that physical libraries remain relevant, and second, that Connecticut College students really missed

STUDENTS HAVE MADE HEAVY USE OF THE LIBRARY'S NEW READING AND COLLABORATION ROOMS SINCE SHAIN'S REOPENING.

Shain. From the moment the doors opened at the end of spring break, students flocked to the library. The number of people entering Shain for the month of April this year

was 43 percent higher than the average for April of the preceding three years.

Once inside, students took full advantage of all the new services and spaces that the newly renovated Shain has to offer. The facility's 10 new collaboration rooms, which can be scheduled online or on iPad kiosks, were an immediate success — they were booked for slightly more than 3,300 time slots by 719 unique users. The new

reading rooms on the second and third floors also proved very popular, and were often filled to capacity in the evenings. Other popular spaces included the Technology Commons on the lower level of the library, the Author Study on the second floor, and the high-top tables located on the main floor of the library.

The relocated and improved Blue Camel Café proved to be such a success that proprietor Lorelei Frantz extended her hours and hired more students to staff the counter. Beginning in the fall semester, the café space will also serve as a 24-hour study area, accessible by key card.

Two of the three electronic classrooms in the library were improved and reoriented during the renovation. The PC Classroom now has two projection systems for far greater visibility from every seat, and the Davis Classroom, the original library classroom, was also refreshed. All of the classrooms now have iPads mounted near the entrance to display a dynamically updated schedule.

So while the year of the renovation was one of intense disruption for the entire campus community, the end result was well worth the effort. Shain's new spaces, furniture and services will greatly enhance the academic experience of our students and support new modes of scholarship for years to come. — *Kathy Gehring*

Information Security Upgrades Help Protect Campus Systems

MEMBERS of the Connecticut College community use information technology systems and the data in those systems daily — making the security of those systems a constant priority. This is especially true because cyber-criminals continue to be more sophisticated and collaborative. In the past year and a half, there has been a seemingly never-ending flood of cyber-threats and data breaches, affecting businesses, higher education institutions and governments alike.

At the College, senior leadership and Information Services staff are accountable for minimizing the impact of unforeseen cyber-threats that only continue to increase in size, severity and complexity. In

In a world of increasingly sophisticated cyber-threats, proactivity in upgrading the information security environment is vital.

response, we've taken new, proactive steps in the past year to upgrade our information security strategy. Such proactivity is vital in this effort; as Educause, a nonprofit organization focused on information technology in higher education, wrote in its description of its 2015 Top Ten IT issues, "In a world

of increasing and complex security threats, higher education institutions must move from a reactive to a proactive response in their IT security infrastructure."

One of the areas in which we've made significant improvement is in securing

New ARC Space in Shain Fosters Collaboration

WHILE THE RECENT Shain Library renovations have brought new study areas and upgraded technology resources to the facility, the improvements also included the creation of a new space on the second floor for the Academic Resource Center, or ARC. Providing a menu of academic support services, the ARC has collaborated with Shain's librarians since its inception, and librarians and ARC staff alike see the potential for greater co-involvement now that the two respective staffs are located in the same building.

The ARC began in early 2013, when Noel Garrett, the dean of academic support and director of the ARC, came to campus with the task of creating a center that would help all of the College's students "reach their maximum academic potential" — a charge that's written into the ARC's mission statement. The ARC's services include providing help with theses, presentations and other academic projects; a range of tutoring and coaching services; support for students who are on academic probation or discipline; and accommodation and disability services.

Shortly after Garrett arrived, he and several of Shain's librarians began a series of collaborations that initially included co-sponsored, drop-in research and study support sessions, and then expanded to co-presenting workshops, some of which were tied to first-year seminars. Garrett and the librarians involved in these collaborations emphasize that each of the two respective groups offer a distinctive set of skills. From Garrett's perspective, librarians have the ability to help students cross disciplinary boundaries when doing research, reduce students' stress and anxiety when seeking resources, and focus their arguments and research questions. As a result, he says, "We have incorporated research support and instruction librarians

THE ARC'S BEAUTIFUL NEW SPACE IN SHAIN LIBRARY WILL HELP TO FOSTER COLLABORATIONS AND STUDENT REFERRALS.

into everything we've done. No matter what we're doing, students are getting the idea that the library is important."

Similarly, Ashley Hansen, a research support and instruction librarian, emphasizes that ARC staff help students with tasks that are very complementary to research skills taught by librarians, including study skills and time management. "We have the research know-how, and they have the overall picture in mind," she says. "They can create a calendar for students so that they know what to do and when." Kathy Gehring, another research support and instruction librarian who's worked closely with the ARC, adds that the collaborations have resulted in more students who know about the library's services. "As soon as we started working together, Noel started referring students that he was working with," she says.

Though the ARC initially moved into a space in Main Street, the plan had always been to create a more permanent space for the Center, and possibilities existed for moving into either the library or into Blaustein. But given the frequency and strength of the librarian/ARC staff collaborations, Garrett says that the library was the clear choice. "The synergies just made sense," he says.

Now that the library is sharing space with the ARC, Garrett says that the lack of distance between the two makes referrals easier and more frequent, and Gehring and Hansen agree. "The ARC has helped to bring in students to the library who might not otherwise have come in," Gehring says.

Further, Garrett envisions other ARC/Information Services collaborations that could happen as a result of co-location, including working with instructional designers on universal design initiatives. Such a project would be central to the work of the ARC, Garrett says: "It would help to make the curriculum accessible regardless of ability." It could also foster accommodation not just of disabilities but also of differences of all kinds, including students with varied sociocultural backgrounds and diverse learning styles.

A universal design project fits right in with Garrett's overall vision for the ARC, which is to help the College to achieve full participation, and to help all students be the best they can be. "We're not a remedial center," he emphasizes. "We help everyone maximize their potential, such as high-achieving students who want to know how to create publishable research." The library and its services are at the heart of this effort. "What librarians do is integral," Garrett says. "We can't do our work without the help of librarians." — *Fred Folmer*

Fiber-Optic Backbone Project Will Improve Campus Connectivity

THE COLLEGE'S current backbone infrastructure — that is, the computer network that connects various locations together and provides for the exchange of information — has served the campus well for over 25 years. However, given today's demands for increased speed and greater reliability, the existing infrastructure does not support the faster data rates required of advanced networks. And so, as part of Connecticut College's campuswide infrastructure upgrade, we identified the backbone as a limiting factor. A new design will provide faster and more reliable network connectivity.

The College's current fiber backbone had been installed in the late 1980s as part of a major telephone and data upgrade. In the original network arrangement, new data, telephone and cable TV connections were installed in nearly every room on campus. The design consisted of two distribution locations: one in Fanning Hall and one in Lambdin House. An imaginary line was drawn between The College Center at Crozer-Williams and Shain Library. All buildings south of that line connected to fiber-optic cable at the Fanning Hall distribution; north of the line, the cable went to the Lambdin House distribution. This allowed students, staff and faculty to connect to locations all over campus from their office, classroom or residence hall room. All of the buildings were communicating together for the first time on a network that had a speed of 10 megabits per second (Mb/s).

In the late 1990s, we upgraded the existing data network equipment, and we were able to utilize the existing fiber infrastructure to boost speeds to 100 Mb/s. In the early 2000s, backbone equipment was refreshed once again, and we were able to accommodate speeds of 1 gigabit per second (Gb/s) on that same fiber design. And this is the speed that's currently in place.

To upgrade the fiber-optic backbone, we hired the consulting firm LED in summer 2014 to examine our existing infrastructure and help us develop a new plan. Working together, LED and College networking staff were able to come up with a great
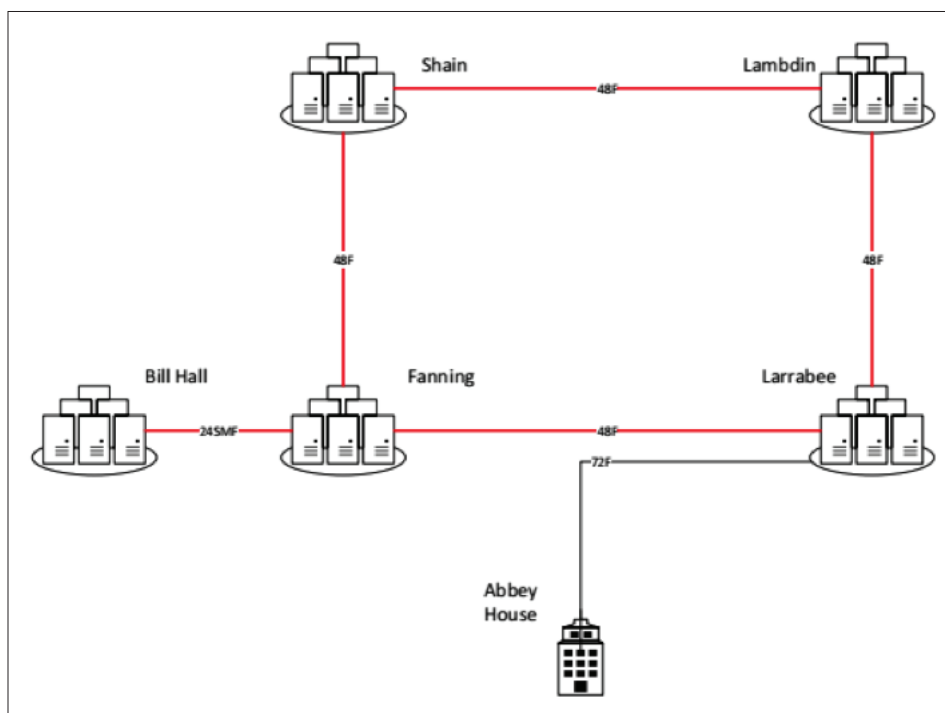
A FOUR-NODE, CIRCULAR CONFIGURATION WILL PROVIDE GREATER RELIABILITY AND FASTER SPEED TO THE CAMPUS FIBER-OPTIC BACKBONE NETWORK.

design that consists of a four-node ring. Fanning Hall and Lambdin House will remain as distribution nodes, along with the addition of two new nodes, in Larrabee House and Shain Library. A fiber-optic ring network design connects in a circular fashion, with all nodes operating at the same speed (see the above diagram). The ring offers greater reliability because if a connection to one node fails, the other three nodes can still communicate. Further, if one node in a two-node system were lost, 50 percent of the network would be unavailable. But if one node in a four-node system were lost, we'd only lose 25 percent.

In addition to reliability, the new design addresses the issue of speed. The new system's single-mode fiber can operate at 10 Gb/s between the four nodes, and therefore create a much faster backbone. Once we have a fully functioning ring configuration (with two connections per node for redundancy), we will have a backbone speed capacity of 20 Gb/s. This will give us more capacity for video, voiceover IP and other technologies. What's more, the new fiber-optic backbone will also support the new standards for 40 Gb/s and even 100 Gb/s connectivity that are starting to be manufactured today. — *John Schaeffer*

Campuswide License for Adobe Software

THANKS TO FUNDING from an Above Current Level (ACL) request, Information Services is implementing a campuswide license for the Adobe suite of software on College-owned computers. This includes most Adobe software, except for the Elements (reduced) versions. Newell Seal, computer lab coordinator for the Instructional Technology Team, led the initiative and is managing the program. To have a product installed on your College computer or to request installation of software in a computer lab, submit a WebHelpDesk ticket (*http://webhelpdesk.conncoll.edu*).

— *Chris Penniman*

Lear Center Launches Student Digital Exhibition Website

IN FALL 2014, the Linda Lear Center for Special Collections & Archives launched a student exhibition website for classes to create digital projects that highlight special collections and archival material. These exhibitions, available at *ccstudentexhibits. omeka.net*, serve a dual purpose. First, they engage students in close research with unique material in the Lear Center's collections; and second, they showcase this research in innovative ways.

Professor Ann Marie Davis brought two of her classes to the Lear Center during the 2014–2015 academic year to create engaging digital presentations of two collections: Takejiro Hasegawa's 19th century fairy tale series, and the 1861–1863 account of Cornelius Gold's voyage to Hong Kong onboard the merchant vessel *Oriental*.

In the fall semester, students in Davis' first-year seminar "Butterflies and Barbarians: Representing 'East' and 'West' in Popular Culture" had the opportunity to create a virtual exhibition exploring a collection of Japanese woodblock-printed crepe paper fairy tale books, produced between 1885 and 1903 by Tokyo publisher Takejiro Hasegawa. The class selected nine of these tales to create a digital presentation. In addition to hands-on work preparing digital images for the site, students researched the historical and cultural context of each book, forging a direct connection to course goals. Each book was presented in its entirety, with transcribed pages, critical essays and resources for further reading.

In the spring semester, students in Davis' research seminar "Empire and Expansion in East Asia, 1840–1950s" also looked to Lear Center collections. The class created a virtual exhibition of the journal of Cornelius B. Gold, a young man from Connecticut who sailed onboard a merchant vessel to the South China Sea from 1861 to 1863. Students transcribed, annotated and mapped each page of the journal, researching aspects of the maritime industry, international trade and 19th-century East–West relations. They also published their research in short critical essays to illustrate key concepts and themes throughout the volume.

Beyond their pedagogical intent, the launch of these two exhibitions has had an immediate public impact. Using Google

ONE OF THE STUDENT DIGITAL EXHIBITIONS IS FOCUSED ON THE JOURNAL OF CORNELIUS B. GOLD, WHO SAILED TO CHINA IN THE 1860s.

Analytics, a research tool that measures and analyzes how people interact with websites, the Lear Center tracked user behavior over a four-month period. By mid-May, these exhibits had been seen by more than 1,000 users in 62 countries, with users spending an average of more than five minutes on the site — significantly longer than the time spent by a typical user on the average website. — *Becky Parmer*

IS Staffers To Support New Curriculum Model

THE CONNECTICUT COLLEGE FACULTY has been reworking the General Education curriculum for over five years, and now that changes to the curriculum have been voted into effect, the revisions will have a significant impact on the entire campus.

The curricular changes will have a particular effect on those staff areas — including several groups within Information Services — that closely support faculty and student work. Since the beginning of the revision effort, IS staff members have participated directly in both the analysis of the previous curriculum, and in the planning for the changed curriculum.

Information Services staff members have participated on committees and workgroups, spoken on panels for the community about general education, and attended off-campus conferences and workshops. This fall, instruction librarians will provide research workshops to first-year seminars — a practice that has been in existence for years but is newly codified as a required element of these courses.

Most recently, staff members representing several of Information Services' library and technology teams have been asked to participate in the new team-advising model for in-coming first year students. It is exciting for the staff to help develop this new advising model; more broadly, it represents an exciting time for the entire College. All staff are encouraged to watch the evolution of the new curriculum, and to look for ways to participate. — *Carrie Kent*

New IS Employee: Carolyn Page

I BEGAN WORKING for Connecticut College in Student Counseling Services in 2009, and in 2014, I was hired as a budget specialist for the Mellon GSI Grant. In addition to my positions at the College, I worked as an office manager for a nonprofit organization. The flexibility of holding several part-time positions while my daughter was young was helpful, but now that she is older and more independent, I've enjoyed transitioning to a full-time position. I'm grateful to have been hired as a financial assistant in Information Services, and I appreciate the warm welcome.

My interest in accounting began while I was attending Eastern Connecticut State University, where I received a bachelor's degree in business administration, with a minor in accounting. My work experience includes an accounting position at Brand-Rex and Backus Hospital, and managing the office for a nonprofit organization, which prepared me well for the position in Information Services. When not at work, I enjoy keeping in touch with my son, Ross, who lives in Philadelphia, and spending time with my daughter, Eleanor, and husband, Chris. I volunteer for several organizations, and enjoy hiking, kayaking and boating.
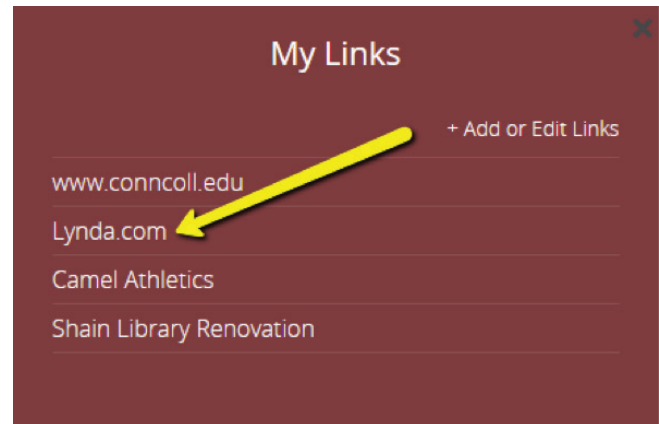
Access to Lynda.com Continuing

ACCESS TO VIDEO TUTORIAL SITE Lynda.com will continue for the College's faculty, staff and students, thanks to a funding project jointly sponsored by Information Services, the Academic Resource Center and the Office of Human Resources.

Lynda.com is an online subscription library that teaches the latest software tools and skills through high-quality instructional videos that are taught by recognized industry experts. Thanks to the new funding provision, the campus community will continue to have access to more than 3,600 video courses on a broad range of subjects, including business skills, photography,

YOU CAN EASILY ACCESS LYNDA.COM BY USING A LINK ON THE MAIN CAMELWEB PAGE.

design, music and video, home computing, animation, and Web design and development.

You can access the lynda.com library 24/7 through CamelWeb (see the image above), or from your tablet or mobile phone. The site adds up-to-date content so that you can keep your skills current, and new courses are added every week. What's more, LinkedIn recently acquired Lynda.com, and so over the coming months many more features and connections with LinkedIn will be available.

Contact Jessica McCullough (*jmccull1@conncoll.edu*, x2386) with any questions about the site or how to use it. — *Jessica McCullough*

Information Security
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College-owned desktop computers from malicious software. To this end, we've upgraded desktop software to secure versions, such as Java, and we've deployed a centralized software management tool, SCCM, for desktops. We've also installed a cloud backup system, CrashPlan, which provides automatic backups and helps to preserve vital data.

In addition to securing the desktop environment, we've made many changes to the overall campus security infrastructure. We've installed new firewalls to protect and manage the campus network, and we've provided new hardware for the Banner system. We've also initiated numerous upgrades to our identity and password infrastructure. We've enhanced the Identity and Access Management system, upgraded mechanisms to enforce the password management policy, and enabled campus users to initialize and reset their passwords. We have also joined the InCommon Federation, an organization that supports a trusted framework for the shared management of online resources.

Further, following the March 2015 retirement of former Chief Information Security Officer (CISO) Bruce Carpenter, we've contracted with Atrion, a leader in the technology services industry, to provide high-quality CISO services. As an institutional partner, Atrion is helping us review, plan and prepare an effective information security strategy, and implement necessary policies and procedures to ensure that College systems are safeguarded.

Finally, it's important to understand that information security is the responsibility of everyone on campus. The Privacy Rights Clearinghouse estimates that unintentional human error and insider threats accounted for 33 percent of data breaches in higher education from 2005 to 2013. Thus, it's critically important to make sure that faculty and staff have adequate training on how to use and protect data. Higher education institutions must be prepared for the unpredictable so they have the resilience to withstand unforeseen, high impact security events. With the proactive measures we've taken, our hope is that we've gone a long way toward mitigating the risk of data loss and exposure to College-owned computers — *Jean Dailey*

New IS Employee: Heather Romanski

I JOINED Connecticut College in February 2015 as the IT Service Desk manager. My team, composed of staff and student employees, assists students, staff and faculty with technology problems. We respond to phone calls and email requests, and we have hours for walk-in service in Shain Library. I graduated with a bachelor's degree in computer and information systems from SUNY Potsdam (1994), and I received my MBA with a concentration in management information systems from Clarkson University in 1995. Before joining Connecticut College, I spent 18 years in the corporate sector managing global messaging and mobility services for an IT outsourcing firm.

I serve on the Industry Advisory Board at a local high school and am active in the PTO at my daughters' school. I enjoy cooking, exploring new technology, and spending time with my husband, two daughters and our black lab.

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/calendar/is* or email Jessica McCullough at *jmccull1@conncoll.edu*.

Looking for Data?

Wednesday, Sept. 30, 12–1 p.m.
Davis Classroom, Main Floor, Shain Library
The library offers a robust — and underutilized — group of resources for finding data on many topics. This workshop, led by librarians Kathy Gehring and Andrew Lopez, will focus on three subscription resources in particular: Data Planet, iPoll and the Inter-University Consortium for Political and Social Research (ICPSR). Participants will gain experience using each of these tools. We will also distinguish between the kinds of data offered by each, and experiment with visualizing the data. This is a bring-your-own lunch event, but cupcakes and coffee will be served for dessert.

Intro to Data Visualization Tools

Tuesday, Oct. 13, 3–4 p.m.
PC Classroom, Lower Level, Shain Library
Research and instruction are increasingly data driven, with the proliferation of digitized research materials as well as the digital publication and presentation of research outcomes. Digital visualizations have become a valuable lens through which to make sense of that data. In this hands-on workshop, we will build dynamic story maps, timelines and graphs, using several open-source tools that can enhance existing assignments and presentation formats in your courses. Lyndsay Bratton, digital scholarship and visual resources librarian, will lead the session.

Free Textbooks?! Using Open Educational Resources

**Wednesday, Nov. 11, 10:30–11:30 a.m.**
Haines Room, Second Floor, Shain Library
Do your students complain about textbook costs? Are you frustrated by the format, content or examples in your textbooks? Open educational resources (OERs) are shared teaching, learning and research materials that are free for anyone to reuse, revise, remix and redistribute. The use of high-quality, peer-reviewed OERs instead of costly textbooks can provide equitable access to learning materials, increase student achievement and offer complete flexibility. At this workshop we will hear from faculty who are using OERs, and we'll explore several examples. You will leave with strategies for finding, evaluating and integrating OERs in your spring courses.

Upcoming Exhibits

Oct. 5–Dec. 23
"A Sense of High Adventure": Connecticut College's 1915 Founding Class
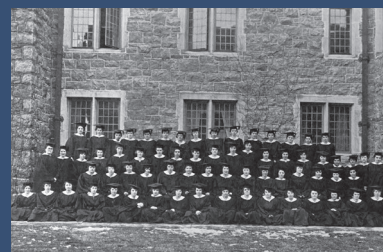
In fall 1915, Connecticut College opened its doors to its first entering group of students. Four years later, 64 women formed the first graduating class. Using photographs, books and documents from the College Archives, we will retrace their collegiate experiences and postcollegiate careers, and explore the time when Connecticut College began to make its impact on the world.

Through Dec. 23
Pieces from the Shinbach Delft Pottery Collection
In 1991, Rose Lazarus Shinbach '39 left her collection of 35 pieces of Delft Pottery to Connecticut College. The collection has many outstanding examples of blue and white glazed earthenware from the 17th and 18th centuries. Most of these pieces come from 1640 through 1740, when Delft pottery acquired a worldwide reputation for the excellence of its craftsmanship and decoration. An array of items that have varying levels of adornment will be on display in the Linda Lear Center for Special Collections & Archives.

Through Dec. 23
Rainy Days and Starry Nights: Evoking Mood in the Japanese Landscape
This exhibit of Japanese woodblock illustration presents the skill of artists in depicting the color and vibrancy of Japan's towns and natural vistas.