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IS Social Media Channels Keep Campus Connected

FOR SEVERAL YEARS, Information Services has maintained numerous social media channels that help spread the word about the division, and about issues and topics related to libraries and technology. The channels began relatively informally, as various staff members sought ways to promote collections and services, publicize events, and generate interest in the division's activities. In 2013-14, a group of staff from across IS teams — including Jessica McCullough and Laura Little from Instructional Technology; Andrew Lopez from Research Support & Instruction; and Becky Parmer from Special Collections & Archives — formed a group that coordinates social media activities across Information Services.

Currently, an IS Social Media Committee meets regularly to discuss social media issues, and to plan campaigns across channels. Some of these have successfully raised awareness of critical issues in libraries and technology, such as the cross-channel posts that took place surrounding Open Access Week and Cybersecurity Month. Our accounts have also highlighted the people who frequent our spaces



INFORMATION SERVICES' TWITTER ACCOUNT POSTS ABOUT EVENTS AROUND CAMPUS, AS WELL AS AN ARRAY OF TOPICS RELATING TO LIBRARIES AND TECHNOLOGY.

and the ways in which they use them, such as the ongoing "Humans of Shain" initiative.

Whatever the channel or platform, the overarching goal of the IS social media effort is to connect with students and others to build community. Our activities help all of IS to listen to constituents and patrons; post and talk about what IS departments do; and try to cultivate a diversity of content creators and posting types.

Following is a listing of some IS social media accounts, along with a description of each. We encourage you to follow us — and join the conversation — on your favorite social media channel.

IS Twitter (<https://twitter.com/ConnCollLibTech>): Arguably the flagship platform for the IS social media efforts, this account — maintained by staff across IS divisions — posts up-to-the-minute news and information about campus library and

technology events, and about related issues and current topics.

Shain Library Facebook Page

(<https://www.facebook.com/ShainLibraryConnecticutCollege/>): Like the IS Twitter account, Shain's Facebook page shares information on library issues and events, and often features lighthearted or informal photos of students and others using the library.

Linda Lear Center for Special Collections & Archives Tumblr (<http://lindalearcenter.tumblr.com/>): Tumblr is a social media platform that blends traditional blogging with an interactive social component. The Linda Lear Center uses Tumblr to share and raise awareness of its collections, to promote events and activities, and to engage with patrons in a casual, welcoming digital space, from in-depth explorations of

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Message from the VP

A Draft IS Strategic Plan for 2017–2020

FOCUS KEYS:

- Enrich the student experience
- Create and maintain an innovative environment
- Promote excellence in research and scholarship
- Enhance effective discovery and use of data
- Provide a secure and robust technical infrastructure

A DRAFT *Information Services Strategic Plan 2017–2020* is now available for review by the campus community; a link is on the new IS home page (www.conncoll.edu/information-services). The Focus Keys above are the overarching motivations for the priorities and objectives of the new plan, and they link the IS Plan to *Building on Strength: A New Plan for Connecticut College*. I hope you'll take a few minutes to review the plan and share any thoughts you might have.

This will be the third IS Strategic Plan, but the first since Shain Library was renovated and *Building on Strength: A New Plan for Connecticut College* was completed. In fact, development of the IS plan began over the winter of 2015-16 with IS staff generating ideas to extend the

mission of Information Services in support of the College. To ensure that the IS plan would be complementary and supportive of the College's goals, we put our work on hold while the College community completed *Building on Strength*. Last fall, the effort to finish the IS Plan began in earnest and what you'll see is nearly com-

when we create on IS Major Objectives for the coming year. Planning also allows the College community to see how IS will approach its support of the College's mission to "... educate students to put the liberal arts into action as citizens in a global society." Will every project and idea mentioned in the IS Plan be implemented?

Strategic planning for Information Services allows us to look at trends and themes in higher education that should be considered for translation to the local level.

plete. Information Services staff members already have had a chance to review and suggest changes, as have members of IS-related groups at the College, including the IS Committee (James Lee, chair), the Enterprise Systems Advisory Committee (ESAC), and the iConn Steering Committee, as well as the SGA Executive Committee. After incorporating the suggestions made by the members of those groups, the new plan is now being shared with the campus as a whole for review and comment. We hope to have the plan completed and approved by the IS Committee by April 28.

Why do this? Strategic planning for Information Services allows us to look at trends and themes in higher education that should be considered for translation to the local level. Projects and objectives beyond the near-time horizon, and that span multiple years, are considered. These can then be operationalized every spring

Not a chance. It's a plan, not a "to-do list." Some items will fade in importance before we tackle them. And other items will be added as new challenges and opportunities appear. But we will use the plan to guide IS annual budget requests and development of annual objectives. In the long run, the IS Strategic Plan defines and improves the program of services, provides a means of departmental accountability, and helps ensure the College is well served by Information Services.

Again, I encourage your review and comment.

Thanks.



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

An online archive of past issues of *Inside Information* can be viewed at www.conncoll.edu/is.

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Libraries to Overhaul Public Catalog, Internal System

OVER THE COURSE of the spring semester and into the summer, library staff will be hard at work replacing our aging library catalog and system with a new state-of-the-art product. Working with our consortial partners at Trinity and Wesleyan, library staff will spend the next six months implementing a system called Alma. The overhaul will substantially improve the ways in which College faculty, students and staff view and access the libraries' holdings.

Alma is a product of Ex Libris Group, a company with a long history of providing library automation products that include Connecticut College's current system, called Voyager. A cloud-based system that's been widely implemented in academic libraries, Alma supports all aspects of library operations, including circulation, reserves, acquisitions and cataloging. Numerous other Connecticut institutions already use Alma, including the University of Connecticut and the four schools that comprise the Connecticut State University System. Nationally, many other liberal arts colleges, including Carleton, St. Olaf, Williams, Rollins and Whitman, also use this system.

The decision to replace the libraries' current system was made following a thorough review process undertaken with our colleagues at Trinity and Wesleyan. After investigating the latest generation of integrated library systems, it was determined that the benefits of implementing a new system for both our patrons and staff would far outweigh the inevitable disruptions of moving from our current system. The consortium invited three vendors to campus for presentations, and Ex Libris's system was chosen because it most closely aligns with the goals articulated by the staff for a new library system.

Our current Voyager system has been in place since 2004. Over the past 13 years the rate of change in technology has been phenomenal, and library systems are no different. Our current system — which includes our catalog, "Caravan" — were built to support traditional, print-based collections. The new Alma system will do a much better and more efficient job managing our growing collection of electronic resources. For patrons, this will translate into a more seamless research experience, because formerly separate collections and functions will be available in one place.

No longer will patrons need to choose between the catalog, the CTW catalog, Worldcat, Digital Commons and myriad databases. The ability to search, retrieve and request will all be unified. Researchers should be assured that next-generation library systems such as Alma are much improved when it comes to searching for a specific book title.

On the current library home page, the default search is "CrossSearch," which includes the Library's holdings as well as lots of journal content. Additionally, we now provide a link to a traditional catalog for searching book and media holdings only. But with the new system, there will no longer be a separate catalog. There will be options available to limit to the local collection, and to limit by type of item. This will be a big change for all of us, and the library will be offering training and support to help smooth this transition.

Implementing a new library system requires significant staff time, both for configuring the system and for training staff and patrons. There is a large team in place at the consortial level, and each of the three schools has its own functional team. At Connecticut College our team is being led by Joe Frawley, technical services and systems librarian. Other functional leads include Melodie Hamilton, electronic resources librarian; James Gelarden, access services librarian; and Kathy Gehring, research and instruction librarian.

The new system will offer a more seamless research experience, with formerly separate functions and resources now all in one place.

However, this is an "all-hands" project, and at various times throughout the semester all of the library staff will be involved.

The intended "go-live" date for the new system is June 30, 2017. Once live, we will have the summer to tweak the system in order to be fully functional when faculty and students start arriving back on campus in late August.

Look for more information over the coming months. We are hoping to run some focus groups later in the semester as the product gets more fully developed, and we would appreciate feedback from faculty and staff. In the meantime, if you have questions, concerns or comments, feel free to contact Kathy Gehring directly, (kmgeh@conncoll.edu) or talk to any of the library staff. — *Kathy Gehring*

CTW Consortium Expands Access to Books

THE SHARED EFFORTS of the CTW Consortium are once again at work to expand access to university press titles, stretching limited collection dollars through the pooling of financial resources. A recently launched CTW Approval Plan Pilot among the three CTW institutions (Conn, Trinity and Wesleyan) enables library patrons to gain access to new books in print from 21 of the most widely known and used university press publishers, including presses from Harvard, Yale, MIT, Duke, Stanford, MIT and the University of Chicago. Under the approval plan system, new titles from key university presses are sent automatically to each of the three libraries on a rotating basis; a customized, subject-based profile ensures alignment with users' needs. The rotating system for purchasing and housing a single copy of each title between our three libraries saves money, while the CTW Consortium's borrowing service provides quick and easy access.

The CTW Consortium is also in its third year of a University Press Pilot Project that provides multi-user, electronic access to selected new content from Columbia, Harvard and Princeton University Presses. As with all of our e-books, these titles are available for course adoption and linking into Moodle. Inquire at the Reference Desk for assistance in accessing and using these valuable resources. — *Beth Hansen*

Digital Scholarship Activities Include Pilots, Planning Sessions

IN THE PAST SEVERAL YEARS,

Information Services has significantly increased its ability to provide support and guidance for digital scholarship. With a renovated library that includes substantial technology resources, along with Digital Scholarship & Curriculum Center (DSCC) staff who focus on digital scholarship, planning is now taking place to offer the College's students and faculty a full array of tools, services and learning opportunities. This planning has taken the form of pilot projects as well as extensive conversations and education among Information Services staff and interested faculty.

The effort to provide a more robust system for supporting digital scholarship began in 2013, when the DSCC was created with a mandate to support emerging forms of digital research. Lyndsay Bratton, the digital scholarship and visual resources librarian, came onboard in 2014, tasked with promoting and developing Information Services' digital scholarship efforts.

Class Laboratory

Some of the DSCC's efforts have had a direct impact on teaching and learning. In spring 2016, Bratton and Professor Emily Morash collaborated to test a digital humanities project assignment in Morash's *Public Housing* course. Students digitized volumes of a print journal and developed digital projects that would make the resource more accessible for undergraduate student research.

Working in groups, the students generated research questions, collected data, and experimented with online text mining, data visualization and mapping tools to approach their research questions in ways they never had in humanities courses. The project allowed students to think about the value of information in light of how we access, organize, preserve, analyze and present it. They were demonstratively excited about the new skills they gained in data management and analysis — one student, in her reflective essay on the project, expressed surprise at not being introduced to these kinds of tools and methods of analysis earlier in her academic experience. Another student wrote that she was able to discuss the project in a phone interview for an



STUDENTS FROM PROFESSOR EMILY MORASH'S *PUBLIC HOUSING* COURSE DEMONSTRATED THE RESULTS OF THEIR DIGITAL RESEARCH AT THE LIBRARY'S VISUALIZATION WALL.

internship as “an interesting and substantial example of her work in art history.”

Planning for the Future

Last year, a Digital Scholarship Advisory Committee was formed to begin developing a program of digital scholarship services and initiatives at Connecticut College that could broaden the effort seen with Professor Morash's class. This committee includes representatives from teams throughout Information Services as well as faculty from a diverse set of disciplines. Its activities have included individual and group learning about digital tools and projects, and attendance at conferences. For instance, last fall a group of librarians traveled to Bucknell University's Digital Scholarship Conference, where they participated in presentations and workshops on an array of topics and learned about how other campuses had integrated digital scholarship into student learning. Also, last fall a group of staff and faculty read and discussed a book on digital humanities as part of the “Teaching with Technology” workshop series.

As part of this ongoing work, the digital scholarship team is currently testing online platforms for their potential to host dynamic project sites for faculty and student

research. Additionally, Information Services will host guest speaker and consultant Ashley Sanders, director of the Claremont Colleges Digital Research Studio, on April 20–21. Dr. Sanders will lead a workshop Friday, April 21, from 8:30 to 11:30 a.m. to help Connecticut College plan a program of digital scholarship initiatives. All faculty and staff are invited. — *Lyndsay Bratton*

RESOURCES

EVENT

Digital Scholarship Planning Workshop, led by Claremont Colleges' Ashley Sanders
Friday, April 21, 8:30–11:30 a.m.

KEY WEBSITES

Digital Scholarship & Curriculum Center: <http://www.conncoll.edu/dsc>

Digital Humanities Research Guide: <http://conncoll.libguides.com/dh>

Digital Art History Research Guide: <http://conncoll.libguides.com/DAH>

Information Services Issues Guidelines for Confidential Data

INFORMATION SERVICES' Enterprise & Technical Systems Team has issued a document outlining some best practices for the handling and protecting of files that contain personally identifiable information, and for preventing phishing attacks and data breaches. The guidelines are part of our division's ongoing reminder that information security — the protecting of College data — is everyone's responsibility. For more on information security policies, visit www.conncoll.edu/information-services/policies#security. Following are some excerpts from the guidelines.

Confidential Information

Confidential data include any record that contains personally identifiable information (PII), along with Human Resources data; student records; alumni/donor information; corporate records, including minutes from Board of Trustees meetings; faculty intellectual property; and research. **Personally identifiable information (PII)** includes any data that could potentially identify a specific individual — that is, any information that can be used to distinguish one person from another, and that can be used for de-anonymizing data.

Some examples of information that may be considered PII:

- Name, such as full name or maiden name
- Personal ID numbers such as passport, driver's license, social security or credit card numbers, or state student ID
- Address information, including street or email address
- Asset information or IP address
- Telephone numbers
- Personal characteristics, photographic images, x-rays or fingerprints
- Information regarding personal property, such as vehicle registration number
- Information about an individual that is linked to one of the above, including date of birth, place of birth, race, religion, weight, education information, medical information or financial information

Sometimes, one or two pieces of information can be combined with other information to compromise someone's identity, even if the individual pieces of

information do not themselves constitute "PII" and thus seem harmless.

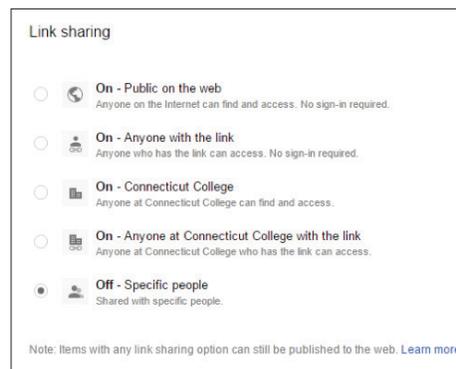
Protecting Your Data

Here are some ways to protect yourself from phishing attacks and data breaches, and to transmit confidential data securely:

Computer MS Office Document: Documents that contain confidential information should be password protected. From the application's dropdown menu, select "Protect Document," then "password protect this document." Enter a password, but remember that if the password is forgotten, the file will be inaccessible.

Email: Never email confidential information in a document without password protection. Password-protected documents can be stored and emailed safely; just don't put the password in an email message. It is recommended that you call the person receiving the email and provide the password over the phone.

File Sharing: You can share documents safely when using College-provided shared server storage for your department. If you are not sure of how to access this storage, contact the IT Service Desk or your data steward.



WHEN SHARING ANY DOCUMENT CONTAINING PII THROUGH GOOGLE DRIVE, USERS SHOULD BE CAUTIOUS ABOUT THE PERMISSIONS FOR VIEWING THAT THEY ARE PROVIDING.

Google Drive: Be cautious of the permissions you provide in Google Drive. You can find the "Share" button at the top right of your Google window. Click "advanced" on the next window and verify that "specific people" is selected (as shown in the above image).

Cloud Storage: Do not use personal cloud storage (Dropbox, iCloud) to transmit sensitive data. Connecticut College

does not support these third-party applications, and therefore cannot guarantee their security and integrity when handling data.

Again, *everyone is responsible for the data that they handle*. If you have questions about how to handle certain types of data, contact your data steward, or contact the IT Service Desk at ext. 4357 or help@conncoll.edu.

Student Worker Profile: George Sarkar '17

MY NAME IS GEORGE SARKAR, and I am a graduating senior, with a triple major in physics, mathematics and computer science. I have been working at Shain Library since my first semester at Connecticut College.

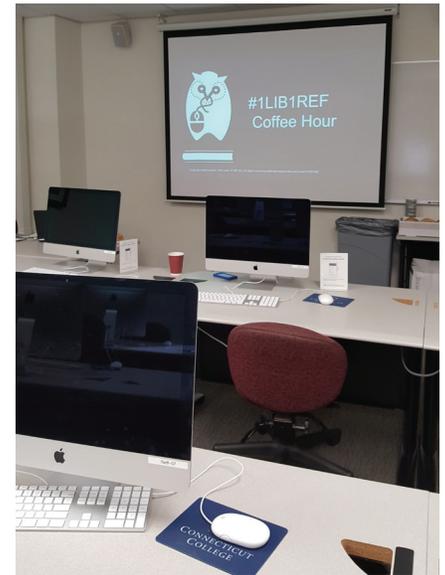
During the spring semester of my junior year, I studied abroad at University College London; also, over the past three summers, I interned as a research assistant



at the College. In summer 2014 and 2015, I worked in Professor Michael Monce's Particle Accelerator Lab doing materials analysis, and during the first half of summer 2016, I worked with Professor Michael Seifert working on computational physics projects. I also interned at the Rochester Institute of Technology, focusing on quantum optics, during the second half of the summer.

In addition, I have been working with Professor Christine Chung on experimental algorithms for the past two years. I also worked as a senior admissions fellow during the fall 2016 semester, and I have worked as a student advisor for the past three academic years. Currently, I am working on an honors thesis in computational physics.

After graduation, I am planning on taking a gap year, and then I hope to attend graduate school to obtain a doctorate in applied physics, focusing on either nanotechnology or quantum computing. After that, I hope to work as a researcher.



IN FEBRUARY, A GROUP OF THE COLLEGE'S LIBRARIANS PARTICIPATED IN WIKIPEDIA'S ##1LIB1REF INITIATIVE TO HELP TO IMPROVE THE ONLINE ENCYCLOPEDIA'S QUALITY AND SCOPE.

Libraries Join Efforts to Improve Quality, Usefulness of Wikipedia

WIKIPEDIA has long been a contentious issue in the classroom. Criticized by some as an unreliable source for student research and celebrated by others as an equalizing force in the practice of knowledge creation, Wikipedia is increasingly embraced by educators and librarians as an integral — or even inevitable — aspect of the research process.

This change has been effected in part by the creation of several initiatives designed to address some of the site's gaps in content and reliability. These include the Wiki Education Foundation's efforts to promote the integration of Wikipedia into coursework; the #1Lib1Ref campaign, which encourages librarians to update articles with citations to trusted, dependable sources; and the Wikimedia Foundation's Edit-a-thon program, which organizes communal editing events to combat systemic bias across the site.

Recognizing the growing interest in and potential use of Wikipedia, librarians at Connecticut College have embraced several of these initiatives, working with faculty to integrate Wikipedia assignments in the classroom, and organizing two library-sponsored events this spring.

Wikipedia in the Classroom

In fall 2016, Ariella Rotramel, Vandana Shiva Assistant Professor of Gender and Women's Studies, collaborated with the

Linda Lear Center for Special Collections and Archives and the Wiki Education Foundation to develop a Wikipedia-based project for students in her course on feminist theory. Lear Center staff identified areas with no or little representation on Wikipedia but that had significant representation in the collection.

Over the course of several weeks, students conducted research in these collections, modifying existing Wikipedia articles or generating new ones based on the results of their research. Students then summarized their experience in a public poster presentation session at the end of the semester. Intended to address course objectives of knowledge production and representation, the incorporation of a Wikipedia-based assignment provided unique opportunities for critical inquiry and analysis, and engagement of students as active contributors to a public resource.

#1Lib1Ref Campaign

Wikipedia is increasingly a first stop in information gathering and research discovery. With more than 35 million articles in 280 languages, many of which link out to authoritative sources, the site has become what Alex Stinson of the Wikipedia Library calls "the largest hand-curated annotated bibliography ever." The nature of the platform, however — open to anyone interested in contributing — has exposed some serious

deficiencies, including nearly 350,000 areas in need of verifiable citations across the site.

To rectify these gaps, Wikipedia launched the #1Lib1Ref (One Librarian, One Reference) campaign in 2016, calling on librarians to use their skills in information literacy and discovery to update citations and help provide the public with access to quality, accurate research. In February, Information Services staff hosted its own #1Lib1Ref coffee hour, coming together to update entries on a half-dozen topics ranging from climate data in Tobago to Tuvan throat singing.

International Women's Day Edit-a-thon

While efforts like #1Lib1Ref aim to address issues in accuracy and verifiability, systematic biases in Wikipedia's platform

and community remain. For example, Wikipedia has long been critiqued for its gender imbalance — only 10 to 20 percent of contributors are women — and for the inattention to and minimization of women's history by the Wikipedia editing community.

To combat these pervasive gaps, the

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Interlibrary Loan Office Reduces Costs, Improves Average Wait Times

IN RESPONSE to ongoing pressures on the library collections budget, the Research Support & Instruction Team's Interlibrary Loan (ILL) and CTW Office has taken numerous steps to ensure continued availability of materials, as well as to improve the time it takes to receive materials once they have been requested.

The office — consisting of Emily Aylward, interlibrary loan supervisor, and Lisa Dowhan, CTW/ILL assistant — has been able to improve the turn-around time for ILL requests. For the past two years, we have maintained a fairly average turn-around time of one week for book loans and two days for articles, but this year we have finally broken below the standard average to less than a week for book loans and one day for articles.

international shipping is extraordinarily expensive, and we've found it difficult to accommodate the additional cost within the existing shipping budget.

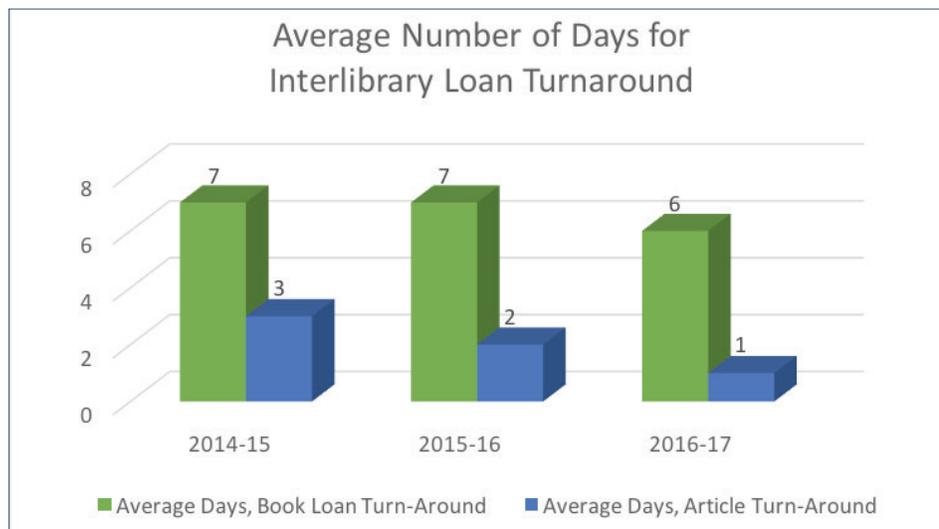
Consequently, the ILL/CTW Office has also taken several measures to reduce our spending on domestic shipping, and thereby relieve some of this budgetary pressure. With the help of Information Services Financial Assistant Carolyn Page and the campus post office, we closely monitor our postal expenditures and meticulously confirm that all packages are sent by the most cost-effective method.

As has been discussed in the spring and fall 2016 issues of *Inside Information*, the libraries' materials allocation has been under ongoing pressure due to a flat budget

determine the potential value of e-book bundle packages or other e-resource subscriptions. These reports also assist in other collection development decisions; books are occasionally ordered based on their appearance on such a report.

In that vein, we've collaborated with librarians to develop ordering protocols for requests that are unavailable domestically. The resulting new policy is designed to maintain a high level of service and access for the college community while respecting the budgetary responsibilities of library liaisons. We're happy to report that since this policy has been created, we have purchased several books for costs that are less than, or similar to, the shipping costs for an interlibrary loan of the same book.

It is a challenging moment for the library's budget, but the ILL/CTW Office is pleased to have helped relieve some of the financial pressures the libraries face, and to be at the center of the ongoing effort to provide our students and faculty with the materials they need. — *Emily Aylward*



THE TURN-AROUND TIME FOR INTERLIBRARY BOOK LOANS HAS NOW DROPPED TO LESS THAN A WEEK, AND THE AVERAGE FOR ARTICLES IS NOW ONLY ONE DAY.

We will continue to adjust our requesting strategies, with the hope of driving our turn-around times even lower and providing increasingly better ILL service.

As the number of international libraries from which we can potentially borrow increases, we have been privileged to work with universities around the world as a borrower and lender. This international activity has improved the quality of ILL service by increasing the breadth of materials we can borrow. We have been thrilled to assist in the growth of knowledge and strengthening of education the world over through international lending. Unfortunately,

combined with rising costs. Because some journal subscriptions may need to be cut for the 2017-18 academic year, the ILL/CTW Office has researched and reported to librarians on the availability of same-day ILL options for titles that may need to be cut — so that access can remain even if the journal subscription is discontinued.

We also continue to compile regular reports on article requests delivered to the Connecticut College community, to assist in future journal subscription decisions. Further, the ILL/CTW Office also compiles regular reports of book and DVD requests so that liaison librarians can

Wikipedia

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Wikimedia Foundation launched an “edit-a-thon” initiative, encouraging increased participation through organized, communal editing events. Edit-a-thons provide an accessible, supportive space for newcomers and experienced “Wikipedians” alike to learn about and participate in editing, filling in critical gaps in scholarship around a specific theme, topic or type of content.

At the time of publication, Information Services was planning to host a communal updating of Wikipedia entries on March 8, with subjects related to women and women's history, in honor of International Women's Day. Information Services sees this as an ideal opportunity to improve a resource used by so many, to encourage participation across campus, and to get students excited about and engaged in their disciplines by identifying, enhancing, and/or creating entries on these topics. — *Becky Parmer*

Treasures from the Collection: Government Documents

(Editor's Note: This is the first article in a series that will highlight some of the interesting and/or useful items that can be found in our library collections.)

WE ARE SO SURROUNDED BY

government information that one of my favorite library slogans is a de facto truism: "Not only is there a news article and a Mark Twain quote for every topic, but there's also a government document for every one, too!" It is therefore difficult for me to pick a couple of items from the vast government documents collection in Shain Library — there are some 130,000 print documents and 40,000 electronic documents, in addition to hundreds of thousands more that can be found in our electronic databases — and call them treasures. The treasures are many.

My excitement about the work of Rachel Carson, who was an employee of the federal government, makes me want to suggest a document that bears her imprint. For anyone seeking "treasures of the collection," it would be easy to suggest checking out our copies of the only two congressional hearings at which she testified in person. Or how about any of the Fish and Wildlife Service (FWS) publications issued between 1949 and 1951, when Carson was editor-in-chief of all FWS publications?

I'm also excited about the recent publication by Melville House of the U.S. Supreme

Court decision on marriage equality, published in book form. The item is available in our circulating collection, and it shows how a government document can be issued as an attractive new book. I hope it will lead to a Melville House publication of the controversial *Utah v. Strieff* decision on searches and seizures, in which Justice Sonia Sotomayor references such intellectual luminaries as Michelle Alexander, W.E.B. Du Bois, James Baldwin and Ta-Nehisi Coates in her dissent.

The curious thing about government documents is the power they have, for some, to convey a sense that treasure could be hidden in the very name "government documents" — a moniker that almost suggests something precious and secret. This is (or, once was) actually the case with top-secret policy planning study PPS/23, an item that noted linguist Noam Chomsky has frequently referenced. The formerly top-secret document is available in our Foreign Relations of the United States collection (1948, vol. 1, part 2, p. 510). Here in Shain Library, government documents are only top secret insofar as one is unlikely to stumble upon such a document without consciously seeking it out.

One of my favorite "hidden" sets is the U.S. Department of Agriculture's *Farmers' Bulletin*. Published throughout the twenti-

eth century on all agricultural topics imaginable, these wonderful pamphlets are unquestionably treasures, many with fascinating covers to boot.

They are "hidden" in the sense that the *Farmers' Bulletin* is

a serial publication, and libraries do not ordinarily provide item-level descriptions of these documents.

Given that government documents can seem "hidden," "top secret" or "mysterious," here's my advice for finding these treasures in the collection. Use the library catalog to find documents related to your interests. Notice the authors, subjects and call numbers in the results of your search. Explore each of these in the library catalog to get a feel for what's out there. Take note of a few that could be interesting. Then go browse the shelves — that's where the magic happens. — *Andrew Lopez*



THE LIBRARY HOLDS NUMEROUS GOVERNMENT DOCUMENTS RELATED TO RACHEL CARSON; PICTURED IS HER STAFF PHOTO FROM THE U.S. DEPARTMENT OF THE INTERIOR'S FISH AND WILDLIFE SERVICE.

Student Accessibility Information Moves Online

ONE OF THE LATEST PROJECTS of Information Services' Enterprise & Technical Systems Team concerns student accessibility information. The team's Accessibility Information Management (AIM) project will enable the Office of Student Accessibility Services (OSAS) to switch from a paper-based system to an online platform in order to provide students with accessibility needs in a more efficient and timely way than had previously been possible. Under the previous system, students had been required to fill out a form in order to obtain services; with hundreds of students and note takers submitting forms, the manual effort to manage this process was immense.

And so — in keeping with the College's focus to deliver a top-notch experience to students — the accessibility information process was identified for attention. The criteria for the AIM project included the ability to handle the current process, ease of use, and a reduction in staff effort required to administer the process. After an RFP process, a web-based solution from Accessible Information Management LLC was selected. Once it is complete, the new

platform will allow the OSAS to not only manage students but also manage note takers.

The resulting platform offers significant enhancements to the process over the paper-based method, including:

Ease of use: Students can access the application from any computer and do not have to trek to the OSAS. Also, staff can administer the program from any computer, and faculty can view information in the system.

Centralized information: All students and note takers are in a single system.

Increased accuracy: Student and class information is fed from Banner, improving the accuracy of information and virtually eliminating time-consuming tasks such as fixing typos.

The OSAS plans to use the AIM platform to send out memos to accessibility-eligible students during the spring 2017 semester. Beginning in fall 2017, all aspects of administering accessibility services will be handled through the new platform. — *Jason Gray*

Student Worker Profile: Mohammad Khan '17



MY NAME IS MOHAMMAD KHAN, and I have worked at the IT Service Desk since fall 2015. My studies have focused on computer science, and I am particularly interested in expanding my career in software engineering. I have been fortunate enough to conduct independent research on modeling neural networks in both software and hardware for the purpose of developing artificially intelligent robots and agents. My work culminated in two publications presented at international conferences with Professor Gary Parker. My trip to Budapest in 2016 for an Institute of Electrical and Electronics Engineers conference was the first time I left North America in over 15 years!

I am currently working on an honors thesis on a mobile robot that will be able to “see” and identify humans through a depth camera. I will be training the robot through deep learning — to use the simplest terms, it’s like neural networks on steroids! In my free time I like to hang out with friends and play basketball. I can also often be seen practicing a tricky coding problem or preparing for my technical interviews. Fortunately, my preparation paid off last summer, when I was able to intern for Amazon Prime Air. Given that Conn is a liberal arts college that doesn’t emphasize preparation for technical careers, I hope to give back to the Computer Science Department by detailing for future students the steps I took to learn about and prepare for my job interviews.

IS Social Media Channels

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manuscript collections to informal images of illustrations and photographs.

IT Service Desk Twitter (<https://twitter.com/CCITServiceDesk>): The IT Service Desk uses Twitter to share announcements, events, technology and cybersecurity tips, and information about outages. It’s a key channel to follow if you’re looking for advice on how to keep your computers and systems safe and up to date.

Language and Culture Center Facebook Page (<https://www.facebook.com/LanguageandCultureCenter/>): The goals of the LCC’s Facebook page are to increase awareness of its resources — which include student staff, language fellows and language tutors — and to keep the community informed about events and activities. Posts are regularly authored by student staff members at the LCC.

Shain Library Instagram (<https://www.instagram.com/shainlibrary/>): Through the Instagram account, library staff members visually highlight and raise awareness of library services, collections, features, and events. The majority of followers are students, who regularly interact with our posts.

Greer Music Library Facebook Page (<https://www.facebook.com/GreerMusicLibrary/>): Greer’s page features updates on the library’s hours, as well as postings about music collections and related services.

ResearchScapes: Discussions on the Art and Craft of Research (<http://wordpress.conncoll.edu/researchscapes/>): Begun in 2016, *ResearchScapes* is designed to encourage thought and conversation around how research is conducted, and on numerous issues affecting researchers and how they do their work. We invite posts on “the art and craft of research” from students, faculty and other interested parties; contact Fred Folmer (ffolmer@conncoll.edu) if you’re interested.

Engage: Teaching with Technology at Connecticut College (<https://teachtechconncoll.wordpress.com/>): *Engage* is the blog for Instructional Technology at Connecticut College. The blog’s goals are to encourage faculty use of technology in teaching by highlighting interesting and creative uses of technology; to share announcements of new services and products; and to provide information about the Teaching with Technology workshop series. Posts are authored by both Instructional Technology staff and faculty participating in the Technology Fellows program. — *Jessica McCullough and Fred Folmer*

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. 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.

Open Access & Digital Commons for Faculty Thursday, March 30, 12–1 p.m.

Advanced Technology Lab

Did you know that most journals allow you to make previously published articles freely available over the internet? Archiving your research in an institutional repository like Digital Commons makes it more accessible. Drop by and bring a c.v. or list of publications to this workshop, and we will show you how to determine which articles can be made open access.

Digital Commons for Faculty, Staff & Students

Tuesday, April 4, 4–5 p.m.

Neff Lab, Shain Library

Digital Commons is the online home for the scholarly, creative and published works produced by Connecticut College faculty, students and staff. Come learn how Digital Commons is used by the Connecticut College community and by researchers around the world, and how it can help you publish, promote and preserve your work in a robust, reliable environment for access by scholars today and in the future.

Workshops that have already taken place this semester include:

- **We ♥ Google** (Feb. 14)
- **Research Practices and Media Literacy in a “Post-Truth” World** (Feb. 21)
- **International Women’s Day Wikipedia Edit-a-Thon** (March 8)
- **Tools in a Flash**: A series of hands-on sessions designed to build skills in one specific technology tool. This semester we led workshops on RefWorks (Feb. 16), Omeka and Digital Collections (Feb. 28), Moodle Gradebook (March 2) and Scalar (March 9).

Upcoming Events

From June 9 to 11, Connecticut College and Shain Library will host a symposium for the Beatrix Potter Society of America. The symposium will feature lectures and panel presentations by a variety of scholars and collectors. Shain Library will be the site of the opening

reception, featuring an exhibition of Potter books and archival materials from the Lear–Potter and Gildersleeve Collections. Further details can be found on the Events page of the Beatrix Potter Society website: <http://beatrixpottersociety.org.uk/events/>

Upcoming Exhibits

SHAIN LIBRARY EXHIBITION AREA

21st Editions: The Art of the Book, 1998–2016 Through March 24

From 1998 to 2016, 21st Editions published some of the finest contemporary photography in deluxe bound volumes, which were eagerly acquired by libraries and museums. Beginning in 2017, the publisher will direct its efforts to marketing to individual collectors. While we are sorry to see this change, we are proud to have been among the foremost collectors of 21st Editions imprints. We will be displaying 11 volumes of stunning photography showcasing the skill and range of this important publisher.



Broad Visions: Connecticut College and the Development of the Liberal Arts March 30–June 6

Connecticut College has historically had a unique perspective on a liberal arts education. Encompassing themes such as Frederick Sykes's vision of an education that would enable graduates to do "useful work in the world"; Rosemary Park's classical conception of a core body of knowledge; and the College's groundbreaking new interdisciplinary Connections program, the idea of liberal arts has meant different things in different eras. This exhibition will trace the development of a century of the liberal arts at Connecticut College.

LEAR CENTER EXHIBITION AREA

Supermodels at the End of Time: New Photographs by Miles Ladin Through June 6

Miles Ladin '90 has made a career of slyly humorous photography of the New York fashion world. His new limited edition collection of photographs, published in 2016, features candid shots of supermodels paired with quotes from Bret East Ellis's novel *Glamorama*. Some of these photographs were previously exhibited in the Cummings Art Center galleries in 2015 before the book's publication.

CHARLES CHU ASIAN ART READING ROOM

Space of Emptiness: Mao Xiaojian and His Art Through March 31

Mao Xiaojian is a contemporary Chinese artist who grew out of the rich tradition of Chinese ink painting. He studied fresco painting in the Fine Arts Department at Nanjing of the Arts, graduating in 1993. He currently lives and works in Nanjing and has exhibited extensively in China since the 1990s.

Art in Exile: Chinese Artists in America, 1949–2000 April 24–June 15

War, revolution, and political turmoil drove many Chinese artists to the United States in the second half of the 20th century, including



Connecticut College's own Charles Chu. This exhibition looks at the work of artists who transplanted traditional styles in a new land, often influenced by Western materials and techniques. This exhibition is occasioned by the donation by Jane

Hooper Percy '69 of two works by Wang Chi-Yuan (1893–1975) to the Chu-Griffis Collection.