Connecticut College

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Inside Information   Information Services

Spring 2021

Inside Information Spring 2021

Ariela McCaffrey

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Support for Teaching and Learning Excellence

INFORMATION TECHNOLOGY in higher education has evolved from supporting business operations in the 1970s and 1980s to the advent of personal computers and academic labs in the 1990s and web-based and online learning tools of the 2000s. The academic year 2019-2020 was a most unusual and challenging year. The COVID-19 pandemic thrust the College into a sudden and unplanned digital transformation. Information technology suddenly became a critical element for the continuity of teaching and learning as well as College operations. The Enterprise and Technical System team was posed to respond.

The Enterprise and Technical Systems (ETS) team within the Information Services Department provides the foundation and core information technology at Connecticut College. The team of 17 comprises four groups:

■ Computer Support (CS) and IT Service Desk (ITSD)

■ Enterprise Systems (ES)
■ Technology Procurement/Asset Management
■ Network, Security and Servers (NSS)

The Computer Support and IT Service Desk (ITSD) respond to nearly 8,000 WebHelpDesk tickets annually. They assist students and faculty accessing campus computing resources from across the world doing our best to support fair and equitable remote learning. They have been providing loaner laptops to students who are having computer problems and assisting students without computers to identify computer resources. The team also supports 300 computers in 35 academic computer labs across campus.

Enterprise Systems (ES) supports over 50 computer applications across campus as well as the data integration between systems. The systems include the campus intranet CamelWeb, Moodle, and the integration of data between class registration and Moodle. The team developed a program automating the provisioning of newly accepted students with access to the College's email system and CamelWeb. They maintain and enhance the Records, Grades, Degree Audit, Financial Aid, Advancement Salesforce, EMS, and many more systems.

Academic software licensing is managed by the Technology Procurement/Asset Manager. This includes a long list of software including Adobe, Microsoft O365, SPSS, GIS, STATA, and MatLab. During the shift to online learning in March, the Asset Manager quickly created a bank of 50 computers to provide students ubiquitous access to the College's software licenses.

The Network, Security and Servers (NSS) group provided the remote video conferencing tools and support for Google Meet and Zoom. They developed a Home Network Troubleshooting Guide to assist students and faculty with network problems at their location. While eduroam has been available on campus for a couple of years, it also enables faculty and students to use the eduroam network available at colleges, universities and public libraries across the world. NSS implemented DUO multi-factor authentication for students before spring break 2020 to add a level of cybersecurity as they travel and learn remotely. The team supports over 4,000 active wired network connections on campus and over 700 wireless access points in all academic and administrative buildings and residence halls. They also support a 2GB primary internet link and a 1GB secondary internet link.

The ETS team continues to provide high quality, secure and stable information technology for Connecticut College students, faculty and staff in support of excellent learning.
— Jean Kilbride

A New Vision for Information Services

LAST FEBRUARY, I wrote about the Information Services Strategic Plan 2020-2023, an initial draft of which had been shared with key constituencies in the College for comment. And then… COVID happened. The Plan was shelved for more pressing matters, which I'm sure I don't need to detail for you. Late last fall, however, IS staff reengaged with the process and a revised Plan has now been drafted for review and comment. Members of the IS staff, the SGA Executive Board, the iConn Steering Committee, the IS Committee and the Enterprise Services Advisory Committee will soon have an opportunity to review the revised draft before sharing with the College community more broadly. We hope to have a completed Strategic Plan 2021-2024 finished by mid-May.

To offer a taste, we have drafted a new Vision for Information Services that will guide all our goals and objectives over the next few years: We envision Information Services as a rich collection of services and resources to optimize the student, faculty and staff experience at Connecticut College with an excellent and innovative scholarly discovery, research, and technical environment.

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One particular objective strongly resonates from last year to this; over the next three years IS will actively seek to implement cloud-based solutions for College information systems. As I wrote a year ago: "Cloud solutions typically lower capital investment for on-premise hardware while streamlining maintenance responsibilities, including increasing stability and security, improving access and facilitating disaster recovery options. As the College seeks to operate as efficiently as possible, cloud-based

> *We envision Information Services as a rich collection of services and resources to optimize the student, faculty and staff experience at Connecticut College with an excellent and innovative scholarly discovery, research and technical environment.*

solutions decrease not only the need to replace expense on-site servers and storage, but to reduce the reliance on local staff for database and operations support as well. Furthermore, in the case of moving Banner to the Ellucian Cloud, all College data would be encrypted for security, something beyond our capacity in the on-premise environment."

Happily, in partnership with the Office of Communications (OOC), another major objective of last year's plan has been completed; we replaced our home-grown version of CamelWeb with CamelWeb 6, built on a cloud-hosted mobile-first product from Modo Labs. Used by many other institutions of higher education, Modo Labs replaces the College's difficult to maintain local system while continuing to provide the key information and functionality that existed in CamelWeb. Both the mobile and desktop versions are now live.

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Information Services will also continue to partner with the OOC to develop a new version of the College's public website. Using Wordpress as the Content Management System, a product with which many members of the campus are already familiar, the website will also take advantage of the benefits from cloud hosting. For example, as off-campus hosting companies have multiple operations centers, local connectivity problems are avoided and the site is more likely to always be available.

Of course, one big change in our strategic thinking from last year to this is the impact of COVID on our programs and services going forward. What have we learned? What can help us be more effective moving forward, even as we return to the residential education model that Connecticut College is known for? I hope you'll take the time to review our draft Strategic Plan when it's released.

Thank you.

W. Lee Hisle

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

Bridging the Gap: Student Technology Assistants

THE STUDENT TECHNOLOGY Assistant (STA) Pilot Program matches faculty members who are teaching in-person with students who are trained in using advanced Zoom features and classroom technology, such as microphones and webcams. In its first semester, eight faculty and seven students are participating in the program.

STAs work closely with faculty and are responsible for ensuring that remote students can:

- Hear both the instructor and in-person students.
- Actively participate in class through the Zoom chat or by unmuting and speaking.
- See the chalkboard, instructor, and/or the students based on the instructional delivery method (lecture, seminar, or both).

AHMED ABOHAMAD '21 IN TRAINING.

In short, the STA bridges the gap between in-person and remote students ensuring that all students feel connected and part of the classroom community.

As with all our programs, we will evaluate its effectiveness at the end of the semester to determine whether this pilot program was successful. We expect that it will be!

— Jessica McCullough

Social Annotation in Our Paperless World: Hypothesis

HYPOTHESIS IS AN ONLINE collaborative annotation tool used to foster in-class discussion or create asynchronous assignments. It can be used to annotate web pages and PDFs publicly, privately, or within a group.

As part of a pilot program for the spring semester, the Research Support & Curricular Technology team enabled the Hypothesis plugin in Moodle so it works within courses. With Moodle integration, students have easy access to the tools they need and annotations are completely private, allowing accessibility to course participants only.

Hypothesis can be used for student engagement, formative assessment or as a scaffolding tool for larger projects. With Hypothesis, students can:

- Reply to questions within the text as they read.
- Create a glossary or list of key terms linked throughout the text.
- Point out confusing passages and create a question in the annotation.
- Connect passages in the text with contemporary news.
- Add images or video to annotations.

Over 20 faculty members used Hypothesis in their courses in Fall 2020. A survey to faculty showed high satisfaction rates with the software. Economics Professor Sadia Priyanka commented, "I had a great experience with Hypothesis in my small 400-level seminar; the software is great!"

— Jessica McCullough

New IS Employee: Jenifer Ishee

I JOINED the Linda Lear Center for Special Collections and Archives as the Linda Lear Special Collections Librarian in November 2020. Some of my duties in this role include assisting researchers, working with students and faculty, providing library instruction, processing collections, digitizing collections, and importing electronic finding aids for collections into our repository.

Prior to my move to Connecticut, I worked at Mississippi State University in various roles - as a manuscripts librarian, coordinator of thesis and dissertation submissions, and finally as the digital archivist and coordinator of digital preservation. A colleague accused me of systematically working my way through each department of the library, organizing them one at a time (there's a little bit of truth to that)!

In my former life, before academia, I worked for 15 years in the legal profession, first as a paralegal, and then as a supervisor in the Judicial Division of the Probate Court of Mobile, Alabama, where I oversaw the Mental Health and Deceased Estates dockets. The role was challenging, but gave me an appreciation of public service. My love of history led me to pursue a graduate degree, and along the way I picked up an MLIS. I am currently working on completing my doctorate. My research interests are in women's history, religious history, material culture and colonial Pennsylvania.

I have three wonderful grown children, who are all living in the Northeast as well, which is wonderful. Other than going to graduate school, my hobbies include baking bread, knitting and watching British Masterpiece mysteries. My dream is to have a New England farmhouse and a large garden … but isn't everyone's?

New Digital Initatives: HathiTrust and Expanded E-Resources

GIVEN THE EVER-INCREASING need for more and better access to digital resources, Information Services is pleased to announce that we've joined several digital initiatives, including membership in the HathiTrust Digital Library and an expansion of our electronic books program through JSTOR. Additionally, we are running a long-term trial of numerous diversity-related primary sources, including historical black newspapers.

HathiTrust

The HathiTrust Digital Library is a not-for-profit global collaborative of research and academic libraries dedicated to ensuring that the cultural record is preserved and accessible long into the future. HathiTrust provides digital preservation of print materials with full download access to PDFs of nearly 7 million digitized items that are in the public domain, or that have been cleared for access through Creative Commons licensing. In addition, HathiTrust provides full-text searching ability for some 10 million additional items that are in copyright. HathiTrust's holdings span the entire gamut of possible subjects. Connecticut College joins some 200 other libraries as a member of the HathiTrust.

Some HathiTrust materials can be accessed through the OneSearch catalog; if a record is found in a search, you'll see it come up in the search results. Searching HathiTrust's website directly is a better option for more thorough research of these materials. Visit *hathitrust.org* and click "Log In" at the top right corner of the page. A dialog box will appear that contains a dropdown menu; choose "Connecticut College" from this menu, and click "Continue." You'll then be prompted to log in with your Connecticut College credentials, just as you would when accessing email or CamelWeb.

Additional benefits of membership include an emergency digital access program to copyrighted, library-owned titles should the library ever need to close, and preferred access to materials and tools for digital scholarship, such as text and data mining, through the HathiTrust Research Center. Membership in Hathi will also enable us to make more informed decisions about digitization and management of print materials. For more information, visit *hathitrust.org*. You can also explore more about HathiTrust through its YouTube channel, or by downloading an information sheet for faculty or for students.

JSTOR Books Expansion

In addition to our membership in HathiTrust, we're also pleased to announce that we have expanded our existing e-books program through JSTOR to include nearly 3,000 newly released titles from more than 275 academic publishers, including Princeton University Press, Yale University Press, Harvard University Press and the University of California Press. As with other books that we access through the JSTOR platform, these titles are free of digital rights management restrictions, meaning that they can be downloaded and printed as needed. A further advantage of this program is that the College is only charged for titles that are used. Just as you would for all e-book titles, you can access these materials through the OneSearch catalog at *libraries.conncoll.edu*.

Diversity Primary Sources

Finally, we're running a long-term trial of numerous primary sources through ProQuest, with the option to purchase perpetual access rights to those resources that are most used. Resources for this trial come from ProQuest's Diversity collection, and we're running the trial in part to help create a more diverse set of resources for research and teaching. Resources currently available include a group of historic black newspapers, such as the Chicago Defender, New York Amsterdam News, Pittsburgh Courier, Los Angeles Sentinel, Atlanta Daily Word, and Philadelphia Tribune; an LGBT Thought and Culture archive; and a "History Vault" that includes the digitized NAACP Papers and numerous other resources related to African American studies, American Indian studies and women's studies.

We have populated our database listings with these resources; do check them out if you're working on a related research project or creating an assignment that requires primary sources. For access, go to *libraries.conncoll.edu*, click "Databases," and then choose either "History," for History Vault and numerous other single-topic collections; "Newspapers," for historic black newspapers; "Africana Studies," for several resources related to African American history; or "Gender/Women's Studies," for resources related to LGBT life and culture. — Fred Folmer
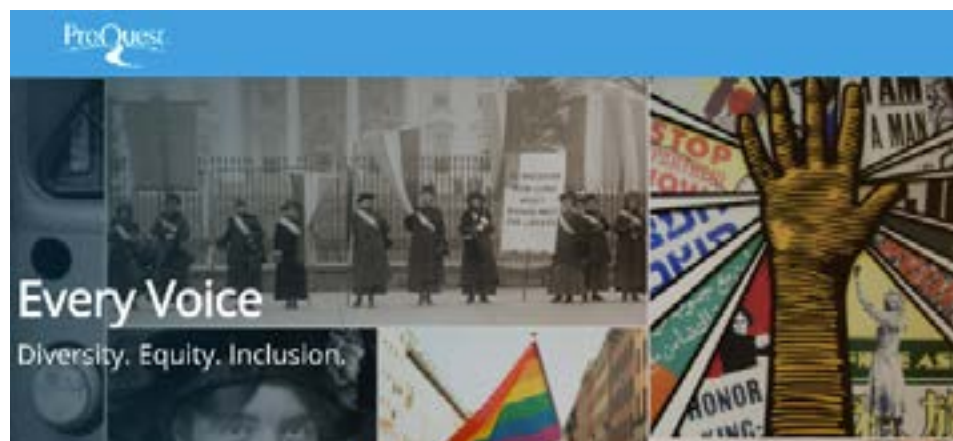
$28,708 Textbook Savings with Open Educational Resources

THE SECOND ROUND of the Open Educational Resources Grant Program was administered in December 2020. The grant provides faculty the opportunity to explore OER, engage in workshops on tools for integrating OER into courses, and discuss plans and techniques for OER adoption with a cohort of professionals. The end result will be an annual potential savings of $28,708 on textbook costs for students.

With generous funding from the Offices of the Dean of the Faculty, Dean of the College, Dean of Students, and the Academic Resource Center, Information Services awarded six open educational resources (OER) grants in January 2021 to faculty from diverse departments.

For **Ben Beranek** in the Economics Department, the pandemic and shift to remote learning made OER an obvious choice for course materials. He adopted an open textbook for Introductory Microeconomics and modified OER materials for Environmental Economics. The result of these efforts is that none of his 112 students has had to purchase the standard $100 textbook, with a savings of $11,200.

Karolin Machtans and Suzuko Knott in German Studies will use OER for their elementary German language courses. In order to make course materials less costly, more accessible and more up-to-date, they will use two free online German language courses provided by Germany's international broadcaster Deutsche Welle. These online courses have been developed for refugees in Germany and provide very current teaching materials that speak to a diverse group of language learners.

Emily Kuder in Hispanic Studies was unable to find a single open textbook appropriate for her Introduction to Hispanic Linguistics course but instead pulled from many sources of open materials. She likes the versatility of open resources, and said "using OER gives me more flexibility as an instructor, and it allows me to present different perspectives on a topic to the students."

Michelle Dunlap in Human Development replaced her $233 textbook for Introduction to Human Development with an open educational resource, saving the 28 students in her class over $6,000. Students in the class were grateful for the cost-savings and found electronic access to the texts preferable to print textbooks.

Priya Kohli and Yan Zhuang in the Mathematics and Statistics Department, are using OER for their Advanced Regression Techniques course. Instead of a single open textbook, they plan to merge open material weekly to create study guides, problem sets, small group projects, quizzes and build a data repository. This repository of open datasets will be used for group projects and provide relevant and current statistics that mirror contemporary trends in society.

Christopher Hammond, in Mathematics and Statistics, received a creation grant in order to complete his open textbook, *The Art of Analysis*, a full-length textbook for an introductory course in real analysis. This advanced text will be an important addition to the open education community because most OER in mathematics are directed at lower or intermediate courses, such as calculus or linear algebra. Hammond says, "in addition, the perspective I am adopting -- particularly with regard to Riemann integration -- is different from any other treatment I have encountered at this level. Completing this project will allow our own students to have access to an appropriate and innovative educational resource."

Beyond the incredible cost-savings of OER, using open educational resources presents opportunities for student engagement, innovative pedagogy and access to online resources in a time when that is a significant benefit for success in coursework.

— Ariela McCaffrey

Library Intern: Delia McCarthy

HELLO! I AM IN MY FINAL semester of my master of library and information studies degree at URI, and I have a bachelor's degree in social work. I'm also currently employed as a library assistant and as a waitress. When I'm not working or studying, I'm watching horror movies, walking around playing Pokemon Go or knitting.

I hope to positively impact the Connecticut College community in many ways, as I will be assisting the library with Libguides, Pressbooks and other important aspects of the library profession. Soon you'll be able to check out my libguide on 80s horror movies! I am most excited to help with the creation of a permanent internship position at Shain Library that will continue on once I've left. I'm hoping to leave a great space for the next intern to step into!

My time in a library and my degree in social work have left me with a sense of responsibility and a desire to implement real-world solutions and support worthy causes. After graduation, I hope to continue this work through mutual aid organizations and volunteering. I will also be looking for jobs in academic libraries. I'm grateful and excited to be given the opportunity to participate in the activities of Charles E. Shain Library!

Exciting New Cloud-Based Applications

OVER THE PAST SEVERAL MONTHS, Enterprise and Technical Systems has partnered with The Office of the Dean of Institutional Equity & Inclusion, The Office of the Dean of the College, and The Hale Center for Career Development to implement three exciting new applications. Each one is a cloud-based solution with its own unique purpose:
EVERFI Foundry - A platform to deliver diversity training to the College community.
SignalVine - Text messaging software designed to engage students.
Handshake - A career services management platform to connect students and employers.

EVERFI Foundry

In November 2020, the College community received notification of an assignment to complete an online course. For employees, the course was titled Diversity: Inclusion in the Modern Workplace. Students were assigned a different course called Fall 2020 Diversity, Equity, and Inclusion Training for Students.

President Bergeron and senior administrators prioritized this online training as part of a series of commitments the College made to enhance anti-racist education for the campus. Enterprise and Technical Systems worked with Institutional Equity & Inclusion staff to ensure that everyone received the notification and reminders about the training and that all were able to log in to the training seamlessly with their Connecticut College credentials. People found the courses both informative and engaging.

SignalVine

This application allows the class deans, and soon other administrators, to communicate with students through text messaging. ETS partnered with The Office of the Dean of the College to implement this platform. Given students' limited use of email and in response to the COVID-19 pandemic, texting has become a primary way to communicate with them. This texting platform enables individual and group texts and avoids the need to share personal cell phone numbers and use personal cell phone data. SignalVine's artificial intelligence capabilities:

- Enable deeper engagement with students.
- Facilitate the creation of communication plans and programs.
- Share announcements in a timely and efficient fashion.

ETS populated the application with all of the necessary student information to make it possible to connect with students through SignalVine.

Handshake

The Handshake platform was released to the campus community at the end of last semester. This new web-based tool allows students and employers, particularly alumni employers, to connect. It also allows career professionals to track and document students' career development in a dynamic way. Additional features of Handshake include:

- Tracking of student internships
- Reporting via an integrated feature
- Retention of a current in-house approval process

Handshake implementation was a partnership between ETS and career services staff. Primary areas of effort included:

- Setup of single sign-on
- Enabling 2 way calendar sync with Google and Handshake
- Network configuration to allow email communication
- Creation of a daily data feed of student information from Banner to Handshake

With Handshake, the College is better positioned to support students in preparing for and finding learning opportunities that are in line with their academic and career-related goals. This directly contributes to the College's mission to educate students to put the liberal arts into action as citizens in a global society.
— Laurie Schaeffer and Jason Gray

ACCESS HANDSHAKE VIA THE QUICK LINKS TILE ON THE CAMELWEB HOME PAGE OR CC MOBILE APP.

Planning for the Future: Long-Range Collection and Preservation Projects

SHAIN LIBRARY REFERENCE COLLECTION

OVER THE NEXT FEW YEARS, the library is investigating the possibility of managing and, in some cases, reducing the size of its physical collection. These projects are being driven by several overlapping circumstances: identified campus needs for space, changes in preferred format (electronic versus print/physical), changes in user behavior, the availability of regional and national print preservation projects, and obsolete materials. Preliminary discussions in the IS Committee are occurring to ensure faculty input on any proposals.

And though the series of projects has multiple origins, the principal impetus is a planned expansion of the Academic Resource Center, which is expected to occur in 2023 and will result in the loss of space for some 16,000 print books. These volumes, along with the adjacent media collections, will need to be moved by the end of summer 2022. To that end, library staff have already moved VHS tapes off the shelves, as part of an overall strategy to digitize and draw down that physical collection due to its technological obsolescence and ongoing physical deterioration. Library staff also plan to move the DVD collection to shelves currently found in the Shain Reference Collection.

In turn, the Reference Collection will be reduced in size, both to help to accommodate needs for space and to make the collection more current and relevant — increasingly, researchers use online reference sources instead of print books. Consequently, many print reference materials have gone unused for many years; some reference materials also contain outdated information.

Similarly, library staff are considering a plan to reduce the size of the print Government Documents Collection over the next year. As with the Reference Collection, library patrons increasingly access government documents online, and so there's less of a need to house many physical documents. Because Connecticut College is an official Federal Documents Repository, staff first need to select which items they would like to deaccession, consult with faculty, and then submit these items to a federal government exchange, which offers the documents to another library.

Other projects could involve the Dewey Collection, located on the lower level of Shain Library; these materials are aging, and classified using the Dewey Decimal System rather than the Library of Congress (LC) Classification System. By definition, these books have not circulated in at least 20 years; when someone checks out one of these books, they are reclassified and reshelved in the regular LC collection. Only titles that are in either the HathiTrust or in Eastern Academic Scholars Trust (EAST) would be considered for deaccession initially. Additionally, a few other areas are under consideration for reduction, including the little-used military science, naval science and bibliography sections of Shain Library.

The library's involvement in regional and national consortia is certain to help with decision making. Regionally, the library is a member of the EAST consortium, which provides a retention strategy for little-used materials. By virtue of EAST membership, libraries can deaccession older and little-used materials, knowing that these materials would still be accessible in perpetuity through interlibrary loan. And recently, the library has joined the HathiTrust Digital Library (see related article in this newsletter). HathiTrust provides digital access to millions of items that are free of copyright restrictions, further potentially enabling us to deaccession items that are available through their digital library.

Further planning about moving or reducing collections is expected in the coming months. Again, the library staff will make any plans and recommendations in consultation with the IS Committee and the faculty. We hope that by the fall 2021, faculty will receive lists of candidate titles for deaccession, and will be able to make recommendations about items the library should retain. Materials will be moved throughout 2022 and into 2023, preparing the way for the ARC construction the summer of 2023.
— Fred Folmer

Presentation~

Instructional Technology Specialist **Kate Bengtson** co-presented at the Association of American Colleges and Universities Conference, with Dot Wang, Associate Director of the Hale Center for Career Development on "Connecting Career and Curriculum: Showcasing the Liberal Arts Experience."

Publish with Pressbooks!

INFORMATION SERVICES now provides access to Pressbooks for all faculty, staff and students. Pressbooks is a simple and accessible platform to create, customize and host your own original content such as an open educational resource, a digital scholarship project, or content remixed from a Creative Commons licensed resource.

Pressbooks features include:

◼ Write, edit and publish digital works.

◼ Export as print and digital PDF, ePub and MOBI.

◼ Create an unlimited number of books for publication.

◼ Import content from many different sources including Word.

◼ Work with collaborators on the same book with different roles and permissions.

◼ Flexible licensing options applied to whole work or chapters.

◼ Choose from professional templates, no design skills required.
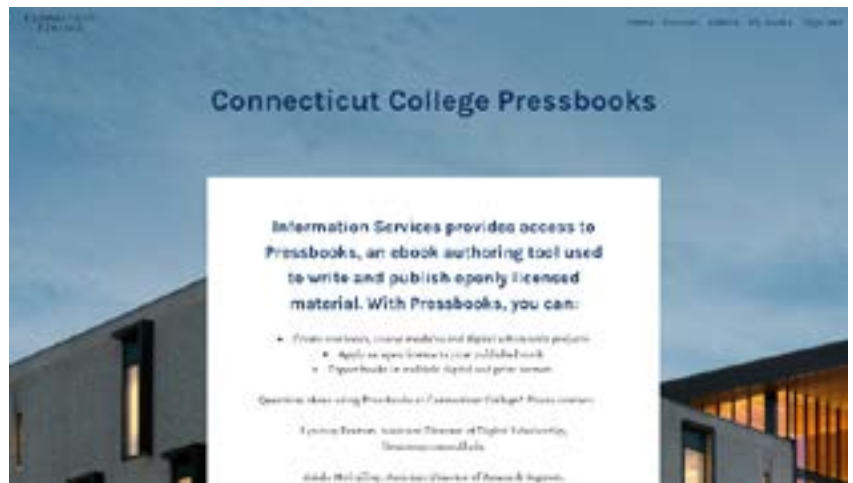
The benefits of using Pressbooks to create course material include reducing the financial burden for textbooks, and creating, remixing, modifying and sharing teaching materials. For example, Christopher Hammond, in Mathematics and Statistics, will publish his forthcoming open textbook entitled *The Art of Analysis*, a full-length textbook for an introductory course in real analysis, on Pressbooks.

It is a robust tool for digital projects and scholarly publishing that can help you produce professional looking e-books with ease. Search the directory of books published on the platform for inspiration and ideas!

If you wish to use PressBooks, please send an email to teachtech@conncoll.edu to get started.

— Jessica McCullough

Official Launch of CamelWeb 6

ON JANUARY 10, CamelWeb 6, officially launched, providing a new and improved home for internal College resources. CamelWeb 6 will look similar to the CC Mobile app, as it is built on the same software platform, Modo Labs. By housing CC Mobile and CamelWeb on the same platform, content can be shared among the two, providing a consistent user experience across all device types.

In early November, an initial group of testers, including members of Information Services, Communications, HR, Accounting and SGA, were invited to try out the new CamelWeb and provide feedback. This initial testing phase allowed the CamelWeb team to make adjustments before the soft launch of CamelWeb 6 in early December. "Quick Start'' guides were created for faculty, staff and students to provide an overview of the new features in CamelWeb 6.

Key features of CamelWeb 6 include: an updated internal directory, an intuitive interface for documents and policies, an improved search, and a responsive design for mobile devices. The navigation panel, accessed from the menu icon, provides quick access to heavily used links to update your emergency contact information, change your password, or update your security questions and answers. The "Quick Links" provide access to email, Moodle and Banner Self Service. New custom-built web applications for the Directory and Documents and Policies are also accessible from the CamelWeb homepage. Documents are managed through Google Drive, allowing departments to easily add or edit.

Campus Services is now named Campus Life and is linked from the CamelWeb homepage. This is where you can find dining menus, what's open, incident reporting and links for getting things fixed. Links pertaining to finances, student and staff employment, and health and wellness are all consolidated under the My Conn page.

Access Camelweb at *camelweb.conncoll.edu*. Thank you to those who provided feedback during the testing phase! For questions, please email camelweb@conncoll.edu. — Tom Palazzo

New and Improved OneSearch

OVER THE COURSE OF THE FALL SEMESTER, library staff at Connecticut College, along with our consortial partners at Trinity College and Wesleyan University, worked on a project to upgrade OneSearch, the Library's online discovery platform.
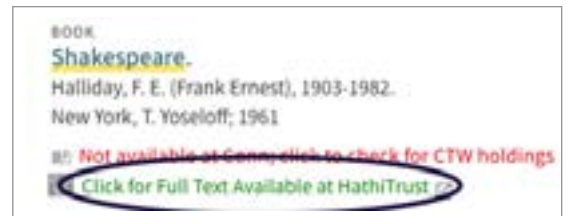
For patrons, the platform will look virtually unchanged at first glance. Many improvements are related to enhanced search and discovery capabilities. One of the most significant improvements is greater de-duplication of records between the CTW libraries, which makes the request process easier. Additionally, there is greater de-duplication between physical and electronic holdings, so if the library has a book or journal in multiple material types, **different formats will display** on the same record.

BOOKS IN MULTIPLES FORMATS APPEAR IN THE SAME RECORD.

Additional features include **links to Hathi Trust**. This link will display when a print book or journal held by Connecticut College, Trinity or Wesleyan has a digitized equivalent available in Hathi.
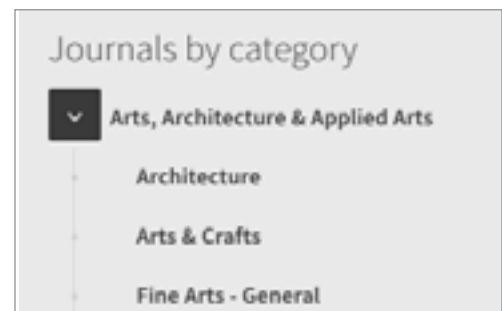
For additional searching options, there are now links in the left-hand menu after a search has been executed, so that a user can repeat the search in either **Worldcat or Google Scholar.**

HATHITRUST LINKS IN ONESEARCH RECORDS

LINKS TO REPEAT YOUR SEARCH IN GOOGLE SCHOLAR OR WORLDCAT

Journals can now be browsed by discipline, including both print and electronic titles. Click on "Journal Titles A-Z" in the menu at the top of the screen, and **"Journals by Category"** will display on the left.

Further, the ability to share materials has been enhanced. On each screen, there is now the option to copy a link or QR code. This function will work for capturing a search and the complete set of results, or an individual record.

Questions or comments about OneSearch can be directed to Kathy Gehring, kmgeh@conncoll.edu. — Kathy Gehring

BROWSE JOURNALS BY SUBJECT

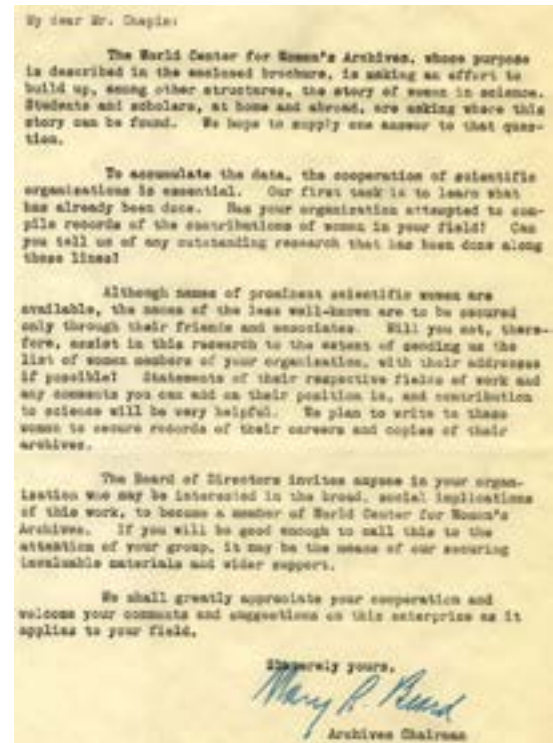# Special Collection: World Center for Women's Archives

FOR FIVE YEARS, from 1935-1940, the World Center for Women's Archives (WCWA) collected materials focused on the historical accomplishments of the modern woman. The organization was founded by Mary Ritter Beard (feminist, historian) and Rosika Schwimmer (Hungarian feminist, author), with the goal, according to Beard to, "see this Center established and the finest possible collection of records assembled - records of individual struggle, aspiration and social achievement (or failure if such there be) and records of organised struggle, aspiration and achievement (or failure if such be)." The membership of the WCWA included notable women such as Mrs. Vincent Astor, Alice Stone Blackwell, Fannie Hurst, Alice Paul, Georgia O'Keeffe, and Eleanor Roosevelt. The working members created exhaustive lists of information about professional women, their accomplishments, and professional organizations with whom they were affiliated. Due to lack of funding, the WCWA was disbanded in 1940, and the materials the organization compiled disseminated to various organizations and universities, including Connecticut College.

The WCWA collection housed in the Lear Center contains a substantial part of the women of science accessions compiled by the WCWA, and includes extensive research records as well as 1500+ notecards with meticulous details about women of science and scientific organizations. Also present in the collection are numerous correspondence to and from Mary Ritter Beard, correspondence and reprints of Florence Sabin's publications, and correspondence and reprints of the publications of approximately 50 other notable women of science who donated their collections to the WCWA.

LETTER FROM WCWA FOUNDER MARY RITTER BEARD

The WCWA also collaborated on two radio broadcasts sponsored by the Works Progress Administration's Federal Theater Radio Division: "Women in the Making of America" and "Gallant American Women" which ran from 1939-1940. The Lear Center collection contains 30 scripts from these programs which sought to highlight women's work and achievements, "toward establishing and preserving the American way of life, and their contributions to the arts, sciences and the economic progress of the nation." Researchers can view the finding aid and more information about the collection at *archivesspace.conncoll.edu*.

— Jenifer Ishee

Upcoming Exhibit

Remembering the 1971 Fanning Takeover
May 4-June 30, 2021, Shain Library Exhibit Area

Shortly after midnight on May 6, 1971, 25 members of the student Afro-American Society locked themselves into Fanning Hall, where they stayed until the morning. Three years previously the Admissions Office had supported the Society's "Spirit of '71" initiative to have 71 minority students on campus by 1971. Frustrated by a perceived lack of action since then, the students forced a confrontation by taking over Fanning. Their demands were that the College honor its commitment to the Spirit of '71 and also hire a full-time Black admissions officer. This exhibition looks at the events leading up to and following the incident 50 years ago, including a second Fanning Hall takeover in 1986.

College office blockaded; Shain meets demands