

Connecticut College

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Inside Information

Information Services

Fall 2021

Inside Information Fall 2021

Ariela McCaffrey

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Announcing Inclusive Library Collections

THE LIST OF DATABASES and journals that the Library subscribes to is constantly evolving to meet the changing scholarship needs of the campus. Over the last two years we have made a concerted effort to add resources that give greater representation to alternative voices and viewpoints and align with the College's effort to support diversity and inclusion.

In the area of Africana and/or Black Studies some of the new resources include [History Vault](#), which contains the full digitized collection of the [NAACP papers](#) along with federal records on the Black Freedom Struggle. To supplement primary source research we've added the full run of seven historical Black newspapers:

- Baltimore Afro-American (1893 - 1988)
- Chicago Defender (1909 - 2010)
- Cleveland Call and Post (1934 - 1991)
- Los Angeles Sentinel (1934 - 2005)
- Michigan Chronicle (1939 - 2010)
- New York Amsterdam News (1922 - 1993)
- Norfolk Journal and Guide (1916 - 2003)

Another resource is [Black Life in America](#) from Newsbank which provides a database of current and historical newspapers that covers "the experience and impact of African Americans as recorded by the news media." Finally, [Black Thought & Culture](#) is a collection of non-fiction writings by major African American Black leaders going back 250 years.

In the area of Gender and Women's studies new resources include [Women & Social Movements](#) which covers 400 years of women's history, the Gerritsen Collection covering the history of the women's rights movement and the [LGBT Magazine Archive](#) which provides historical coverage back to the 1950s.

Additional resources of interest include [Disability in the Modern World](#) which provides materials to support the study of disability history and disability studies. In the area of American History we now have [Indian Claims Insight](#) which covers Native American migration and resettlement, and [North American Indian Thought and Culture](#) for research into the history of American Indians, Alaska Natives and Canadian First Peoples. These resources are all accessible on the list of databases linked from the library homepage. Questions or comments can be directed to Kathy Gehring at kmgeh@conncoll.edu. — Kathy Gehring



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Documenting Environmentalism in Connecticut



[Citizens' Bulletin](#)

was a monthly publication (11 issues per year) of the newly formed Connecticut Department of Environmental Protection that began in the heyday of environmentalism

in 1973, just three years after the first Earth Day. From air pollution, cars, and land trusts, to recycling, solar energy, and wetlands protection, virtually all of the major environmental issues and policies of today can be traced back to the now decades-old pages of *Citizens' Bulletin*, which here in Connecticut gives us a local, on-the-ground view of these global issues. The impetus to digitize *Citizens' Bulletin* was compelling for

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Message from the VP

What Did We Learn?

ANOTHER ACADEMIC YEAR is upon us! The [IS Annual Report 2020-2021](#) was recently completed highlighting our work in a year unlike any other. But the COVID-19 health crisis remains unresolved and the challenges to our civil society remain with us. Perhaps we're better, but we're not well. The trauma of last year continues to influence us, and the concern about the well-being of our families and friends, and of ourselves, may not be as raw, but it's certainly not resolved.

Still, fortunately, the College is operating relatively smoothly and students are back in classrooms and labs, which I know they're happy about.

But what did we learn?

Number one in my book is that staff, working remotely, could be as effective and on-task as they are when working on campus. That's not an argument for continuing remote work unabated, but for the past year, though remote, we were able to accomplish our objectives to support the campus.

Secondly, we learned that staff could rise to the challenge of supporting remote instruction. We resolved technology issues, offered remote access to materials, and generally provided essential services in different ways while maintaining overall good esprit de corps throughout the year.

Third, we didn't waste the crisis. We used the opportunity to rethink how to provide access to educational software remotely, to digitize book chapters for electronic student access, and to provide a secure, private and safe method for accessing print materials. Working with reduced resources, we nevertheless renegotiated database access providing

access to more electronic materials than in the past. We eliminated cable TV, and its cost and support challenges, in favor of substantially better wireless coverage and capacity in the residence halls.

Fourth, we learned that though we got our work done remotely, the value of a campus community, being on campus and working with our students and colleagues in-person, with appropriate



Library Sunset by Ahmed AboHamad

protection of course, has real value. We also learned that flexibility is appropriate for those who can effectively do their work remotely.

It's no surprise that the Annual Report reflects the unique year we had. Instructional sessions in the Shain and Greer libraries, including Special Collections and Archives, were dramatically reduced. The per student acquisitions expenditure dropped by 14% reflecting the reduced operating budget. Still, we used our funds judiciously and the number of e-books available to our community actually went up. The number of e-journals with complete content went up as well--by 41%! IT Service Desk tickets were down with so many fewer customers on campus, but satisfaction

with the services remained high.

What the statistics don't reflect, however, are the many innovative and quality services that were provided. In addition to operational changes mentioned above, for example, over 125 faculty workshops were offered--with nearly 600 attendees--that helped transition the faculty to a new instructional delivery model. Staff researched, tested, purchased and deployed 29 standard classroom set-ups to support multiple teaching modalities in one space. Students were provided with a centralized solution for ubiquitous access to academic software, e.g., STATA, SPSS, and MATLAB, which reduces the need, and associated cost, for discipline-specific computer labs. We were able to design and implement CamelWeb 6, a cloud-based and sustainable mobile-first campus intranet platform. We created a formal Collection Management Plan, approved by the IS Committee in the spring, for shifting and deaccessioning some materials ahead of a planned expansion of the ARC in 2023. Finally, with the input of many across the College, we completed the [IS Strategic Plan 2021-2024](#) to guide our work into the future.

I've said before and I'll say again how enormously proud I am of the IS staff who rose to the challenge and provided excellent support to the College last year.

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 digitalcommons.conncoll.edu/isnews

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Cyber Safety on Campus

OCTOBER 2021 marks the 18th year of Cybersecurity Awareness Month. Connecticut College participates in activities throughout the year to support the culture of cybersecurity awareness on campus. In October, we amplify that messaging. We promote each of the weekly themes in our newsletters and on social media.

- Week 1: Be Cyber Smart. Take actions to keep our digital lives secure.
- Week 2: Fight the Phish! Learn how to spot and report phishing to prevent ransomware and malware attacks.
- Week 3: Explore. Experience. Share. Explore careers and learn about the global cybersecurity workforce.
- Week 4: Cybersecurity First. Explore how staying safe online is crucial as we work virtually in both our personal and professional lives.

On October 11, we hosted Rosa Smothers for a virtual presentation in the Chu Room on Social Engineering and Disinformation. Ms. Smothers is a Senior Vice President of Cyber Operations at KnowBe4. All Connecticut College faculty and staff are required to take Information Security training when they are hired. KnowBe4 is our online training platform. We hope you enjoyed this informative presentation!

In the last five years, the Connecticut College community awareness has grown tremendously. Our faculty, staff and students regularly identify and report phishing attempts and alert their colleagues. This increased awareness coupled with tools like Duo Multi-Factor authentication, cloud based backups, and malware and virus protection has greatly improved the cyber safety on our campus. As threats continue to evolve, we must remain vigilant. Do your part, #BeCyberSmart.
— Heather Romanski

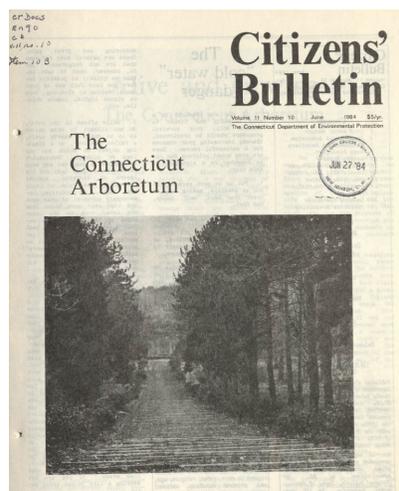
Citizens' Bulletin

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us not just because Shain Library already has special collections with strong environmental themes, but also because *Citizens' Bulletin* itself reflects those collections and enriches the institutional history they record. In fact, environmental conservation efforts at Connecticut College are documented in the pages of *Citizens' Bulletin*. Since going public in the Fall of 2019, its pages have been viewed more than 3,500 times. From the Connecticut Documents collection in our compact shelving area to the world online, please take a look:

<https://archive.org/details/citizens-bulletin>

— Andrew Lopez



Digital Scholarship Assistant: Lydia Klein

HELLO!

My name is Lydia Klein, and I am in my final semester here at Conn (unreal)! I am working as an assistant in the Digital Scholarship and Curriculum Center (DSCC).



I am an American Studies major, concentrating on politics, society, and policy. I am also a PICA scholar, and am currently working on my senior project about the violent role the World Bank has played in Africa. This will be a digital scholarship project, i.e., website coming soon! In addition, I am tutoring for a history/econ class called the Globalization of Urban Poverty and am part of the Rethinking Economics club. When I am not working or studying, I am usually watching bad TV or cooking (and hoping that the kitchen will magically clean itself).

I became involved in digital scholarship this past summer when I worked with Professor Ariella Rotramel in the beginning stages of their projects: an oral history interview project about Atlantic City cocktail waitresses, and an open educational resource (OER) about sex work. Much of the research I did centered on best practices for OER as well as testing software. The premise of digital scholarship, especially open access projects, caught my attention: DS aims to make knowledge accessible in new ways and democratize knowledge that is otherwise institutionalized and guarded by higher education.

This semester I will be helping out with the Domains and Websites workshops, creating instructions for Wordpress, Omeka S, and NVivo, and helping to transcribe interviews for the Just Futures Oral History Project.

IS Boosts Wireless Coverage

THE RESIDENCE HALLS received a boost in wireless coverage and capacity over the summer. Approximately 170 access points were added to the Resident Halls network addressing many of the performance problem areas that were identified the previous year. The software was updated on the wireless controllers to accommodate the newer technology being deployed as well. These improvements were made possible by discontinuing the cable television service, which research

showed very few students continued to use, and reallocating those funds into information security, bandwidth and the wireless network. Overall coverage in the residence halls has increased by 50% through the use of hospitality access points which connect directly to existing wiring data boxes. Additional wiring can be very costly, by utilizing hospitality access points, the ETS Network, Servers, & Security team was able to deploy the additional access points in a short amount of time and at significantly less cost.

While improvements have been made to the Residence Halls network there is still heavy usage due to students using anywhere from 3-5 devices on the wifi network. Access points are a shared resource and utilization can go up rather quickly. If you find you are having trouble connecting in your location the alternative is to plug your device directly into the

ethernet connection in your room. These connections were also upgraded over the summer and provide a stable dedicated 1Gb/s connection. Access points share a 1Gb/s connection among all the devices connected to them. Installing a purchased wifi extender or wifi router in your room

is not allowed. These devices will exacerbate the problem by causing interference with the College's WiFi network negatively impacting other students nearby.

Approximately 170 access points were added to the Residence Halls network addressing many of the performance problem areas that were identified the previous year.

Future plans for WiFi

Information Services has signed a contract to survey many of the Green spaces on campus with the intention of providing WiFi outdoors. Five areas are being targeted including Tempel Green. This engagement determines the best locations to mount the outdoor access points, types of antennas needed and any trenching or wiring to complete the project. From the survey a formal proposal will be created and given to the College to decide whether or not to move forward with the project.

— John Schaeffer

Announcing the Connecticut Digital Scholarship Exchange

[The Connecticut Digital Scholarship Exchange](#) is a year-long collaborative program hosted by Connecticut College and Trinity College. Designed to create opportunities for faculty to learn about digital scholarship, both institutions will host workshops, tours, and other events to introduce faculty to different digital scholarship tools and approaches and discuss core competencies in project management and sustainability. Workshops this fall include mapping with ArcGIS Online, data cleaning with OpenRefine for data visualization, and text analysis with Voyant Tools.

Funding and training for the CT Digital Scholarship Exchange have been provided by the [Digital Humanities Research Institute \(DHRI\)](#) at the Graduate Center, City University of New York. Assistant Director for Digital Scholarship Lyndsay Bratton and her counterpart at Trinity College, Digital Scholarship Coordinator Mary Mahoney, attended the DHRI as a team this past summer, learning how to use Python for text analysis, QGIS for mapping, and other tools commonly used in computational research in the humanities and social sciences.

— Lyndsay Bratton

Collection Management Project Moves Forward

THE LIBRARY IS MOVING ahead with plans to shift nearly all of its physical collections in 2022, and to reduce the size of some print collections through a strategic deaccessioning project.

As we wrote in the previous edition of this newsletter — when early drafts of plans were being formulated — the key impetus for this series of projects is the impending expansion of the ARC into current stack space in Shain Library. The ARC expansion, slated to happen in 2023, will result in the loss of space for some 16,000 volumes. In addition, there are many print volumes that have gone unused for many years, and/or that contain outdated information, or that are duplicated elsewhere in our digital or electronic collections. At the same time, new demands on the available space, including growth in collections, constantly emerge. And so with this project, we're not only seeking to create space for the ARC expansion, we're also seeking to provide space for potential future projects and collection growth.

This past spring, the I.S. Committee approved the plans, and over the summer, the initial phase of the plans began. Library staff began the deaccessioning process for physical government documents for which a digital backup is available. This aspect of the project will continue throughout this year and into 2022, and it is hoped that through deaccessioning redundant print government documents the library will reclaim at least 1,200 square feet of space.

This fall, the next phases of the plan will go forward. Librarians will send a series of spreadsheets with candidate titles. Faculty can choose to review these lists, and let library staff know which titles they would like the library to keep, or that they would like to have for a personal collection.

Collections to be reviewed include the print Reference Collection; Greer books (excluding music scores), which were not part of the most recent deaccessioning and shifting project in 2013; books in Shain with call numbers U, V and Z (Military Science, Naval Science and

Bibliography), which are little used and slated for relocation into compact shelving; and the Dewey Decimal System Collection, located in the basement of Shain. The Dewey materials are aging, with the newest among them nearly 40 years old. By definition, these books have never circulated, because once someone checks out one of these books, the book is reclassified into the regular stacks of the library.

The criteria for inclusion on a deaccessioning candidate list varies by collection, but broadly, librarians have considered the age of the material; number of circulations or uses; lack of recent usage; digital or print duplication; and/or inclusion in the [Eastern Academic Scholars Trust](#) (EAST) or the [HathiTrust](#), which provide perpetual access to these titles. EAST and HathiTrust are both preservation initiatives to which Connecticut College belongs. EAST is a shared print retention project that includes dozens of partner institutions

in the Northeast and beyond. It fosters access to materials through collective data analysis and rapid resource sharing. HathiTrust is an extensive repository of digitized print materials. Both EAST and HathiTrust work to ensure that little-used materials remain accessible even if not locally housed, and both organizations share a principal objective of enabling libraries to reduce the size of their print collection.

After the candidate title lists are reviewed, library staff will spend the rest of the year working on pulling books, withdrawing them from the catalog, sending selected titles to faculty who have requested them, and shifting some collections. Over the summer, a library moving specialist will come in to shift collection into their new locations, with the area for the ARC expansion cleared of space and ready for its 2023 construction.
— Fred Folmer

Funding Available for Digital Projects



IN COLLABORATION WITH the Office of the Dean of the Faculty, the DSCC supports faculty scholarship involving digital tools and open publishing.

Past and current projects include oral history collections, mapping, and digital archiving of research data, including laboratory drawings and microscopy, photographic documentation, and art and archaeological collections.

The program provides project funding and technical advising, training for you and your student collaborators on relevant technologies, and opportunities for developing your digital humanities/digital scholarship knowledge and skill sets and sharing your work at local and national conferences. Faculty have used project funding to hire student research assistants, buy necessary equipment or software, or hire web developers/designers.

Past Digital Scholarship Fellow Sufia Uddin went on to receive an NEH grant to continue developing her *Life in the Sundarbans Mangrove Forest* digital humanities project, as well as a book contract with a publisher who specializes in born-digital, peer-reviewed, open-access monograph publishing.

As part of the program, current Digital Scholarship Fellow [Ariella Rotramel](#), program director Lyndsay Bratton, and rising senior Lydia Klein recently attended the Institute for Liberal Arts Digital Scholarship (ILiADS) to work with an expert on oral history collections in preparation for Rotramel's oral history interview project with casino cocktail servers.

We accept project and budget proposals on a rolling basis. Contact program director Lyndsay Bratton (lbratton@conncoll.edu) with ideas and questions.
— Lyndsay Bratton

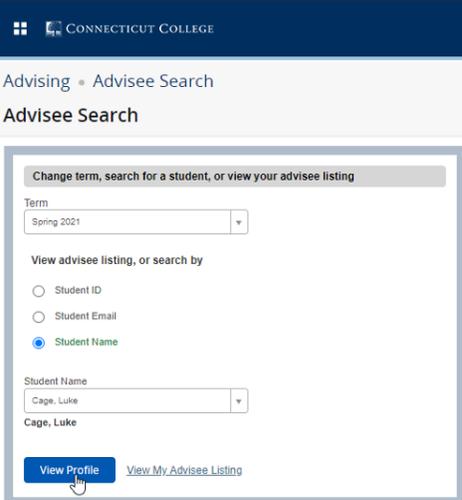
New Banner 9 Self Service Tools for Faculty and Students

IN MARCH 2021, Enterprise and Technical Systems launched new self service tools for faculty and students:

- The Advisee Search - For Faculty Advisers
- The Student Profile - For Deans, Faculty Advisers, Students
- The Class List - For Faculty

A message went out to faculty from the Dean of the College and Dean of the Faculty to announce the launch, and encourage faculty advisers to watch a [five-minute introductory video](#) to become familiar with the new tools. The video explains where to find them, and how to use them. The message also included a link to introduce faculty to the [Self Service 9 Class List](#) for instructors

These new tools provide several advances over the faculty's other ways of accessing information about their students. They more efficiently allow a faculty member to see their advisees' identifying information (including, in most cases, a picture), their current course schedule, and their academic majors/minors.



Regarding the class list, it provides the faculty member with a photo of the student, as well as class year information. The faculty member can also email students directly from the class list.

The Student Profile page is accessible and useful to students to provide them one place to view all of their academic information. These new tools are easily accessible from CamelWeb.

— Laurie Schaeffer

New Interactive Resources for First Year Students

BUILDING ON THE LESSONS learned from teaching and working remotely last year, the Research Support & Curricular Technology team developed two new online resources for first year students.



Andrew Lopez and Ariela McCaffrey wrote and published [Library Research, The Basics: Library Skills, Media Literacy and the Scholarly Conversation](#). The “workbook” introduces first year students to the basics of using the library for research and focuses on the practical (e.g. how to) rather than the theoretical (e.g. why). Built on the Pressbooks platform, it incorporates short video tutorials and interactive elements such as activities to help reinforce and apply new skills. *Library Research, The Basics* is published under a Creative Commons Attribution license, allowing any library, anywhere to use and adapt the work to their own specific contexts!

Kate Bengtson developed another interactive teaching tool for first year students, [Technologies You'll Encounter in Your First Year](#). The course, built in Moodle, provides a space for students to learn about and try Moodle features they will use in their courses. It also provides how-to documents, video tutorials, and references to useful websites that students will need. Although the site is intended for first year students, anyone at Connecticut College is able to enroll and use it!

— Jessica McCullough

New Digitization Service!

AS THE CAMPUS GASPED, groaned and retreated from public buildings and gatherings in early September, including classrooms and libraries, the digitization service was key in bridging the divide between faculty, students, and access to the physical materials required for coursework and scholarship.

In recognition of the needs of remote students, faculty and staff to access physical materials owned by the College and to aid in the creation of high-quality PDFs for course use, Information Services launched the digitization service in March 2020. The service employs three student assistants and is overseen by Access Services.

It received modest use throughout the spring semester, light use over the summer, and critical, high use as the campus pivoted back to a brief period of remote teaching and learning. Though the emergent clamor for this service waned as the College community repopulated classrooms and offices and students re-entered the library, it remains in place for anyone requiring a PDF of library-owned physical resources. Faculty, staff or students can place a request in three easy steps:

1. **In One Search, identify the book containing the chapter needed**
2. **Click on 'Request Digitized Chapter' next to the call number**
3. **Fill out the brief digitization request form**

Please feel free to email circulibr@conncoll.edu with any questions.

— Emily Aylward

Introducing Google Workspace for Education Plus

CONNECTICUT COLLEGE HAS been a cloud-based Google G-Suite for Education institution since 2009. In recent months, Google has announced an evolution of the G-Suite into a more integrated experience across their communication and collaboration tools. So, they are rebranding the name to Google Workspace to more accurately represent the product vision. Similar to G-Suite, Google Workspace provides a custom email for the campus and includes collaboration tools like Gmail, Calendar, Meet, Chat, Drive, Docs, Sheets, Slides, Forms, Sites, and more.

As Google G-Suite for Education changes so does the College's relationship with Google. We are now subscribed to the cloud-based Google Workspace for Education Plus. There are three exciting areas of change in our new communication and collaboration tool box. Advanced security and analytics tools will help to reduce risks and mitigate threats with increased visibility and control across our environment.

The video conferencing tool, Google Meet has been enhanced with increased video conferencing security, functions for recording classes and meetings, viewing recordings of missed classes, livestream meetings and events, interactive questions and answers, polling option for gathering input, whiteboard, breakout rooms for small groups, attendance tracking and much more.

The third area of the Google Workspace is online storage for photos, documents and Gmail. The Education Plus license provides the ability to save and share class and meeting recordings through Google Drive. Additionally, the college is provided 20% more storage per license compared with other Workspace for Education options.

Information technology is excited to introduce the new Google Workspace services and capabilities to campus. Stay tuned for more information!

— Jean Kilbride



Modernizing Academic Computing Labs and Software Access

IT'S TIME TO RE-THINK, re-imagine and transform how Connecticut College provides academic computing and software services for our students. Academic computing labs began appearing on higher education campuses in the 1990's when faculty were incorporating technology into the curriculum. Shortly thereafter students began arriving with their own personal computers.

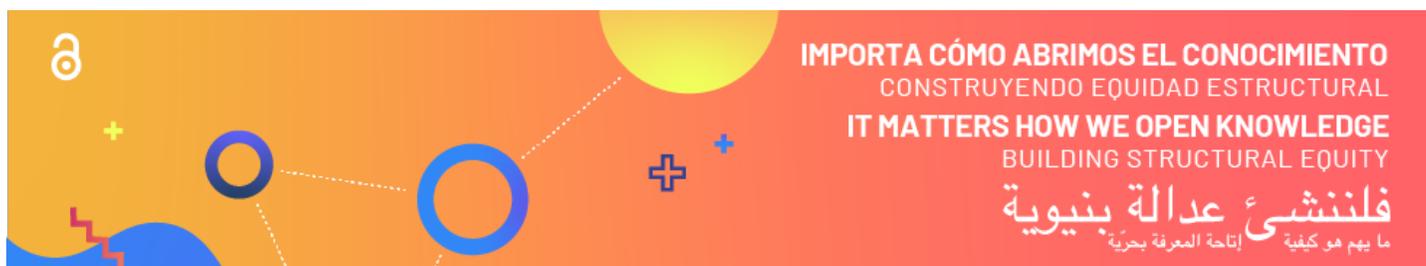
Some 30 years later, things have changed; personal computers are less expensive and more prevalent, laptops have the computing resources once found only in a desktop, and the internet has matured to provide stable, high-speed and secure transmission nearly world-wide. Pre-COVID there were over 300 academic lab and open access computers in 36 campus locations. Usage of these academic computer labs had been waning for several years. A spring '21 survey of Conn students indicates very strongly that nearly every student at the college has a computer of some type; most are laptops.

Over the past 15 years technology has evolved to include cloud computing and other technologies that provide viable and cost-effective options for delivering transformational information technology services in higher education. The 2020 COVID pandemic highlighted the power of cloud computing as a foundation for enabling ubiquitous, convenient, on-demand access to college computing resources such as academic software, network, servers, storage, applications and services. During "remote learning" the College's information technology department successfully provided academic software ubiquitously to students through an on-premise, private cloud setup of 50 computers.

A Taskforce of students, faculty and staff is being formed to review the current state and present an innovative, cost-effective, transformational and modern solution for academic computing services for students. The college-wide solution should provide ubiquitous access and improve the student experience while providing students with experience with newer technologies.

— Jean Kilbride





Open Access Week Workshops

**LEARN SOMETHING NEW FOR YOUR TEACHING OR RESEARCH EVERY DAY DURING OPEN ACCESS WEEK!
ALL WORKSHOPS WILL BE ONLINE; JOIN US FROM THE COMFORT OF YOUR OFFICE OR HOME.**

Monday, Oct 25th at 1:15pm

Data Visualization I: Explore and Clean Data with OpenRefine

This workshop will introduce OpenRefine, a powerful but user-friendly program for exploring and cleaning messy data. With its ability to incorporate textual cleaning techniques such as clustering and faceting, OpenRefine provides an advanced alternative to Excel without needing to understand computer programming. Registrants will be sent instructions for installing OpenRefine prior to the workshop. Register [here](#).

Tuesday, Oct 27 at 4:30pm

Activating Annotation in Moodle with Hypothesis

Becky George, Hypothesis Success Specialist, will discuss how collaborative annotation with Hypothesis can be used to make student reading visible, active, and social. In addition to sharing pedagogical best practices for collaborative annotation, Becky will demonstrate how Hypothesis can be used with course readings in Moodle. After presenting, Becky will lead participants in a discussion about how Hypothesis collaborative annotation can be used in their specific disciplines and with their specific teaching and learning objectives. Participants can expect to come away from this session with a clear idea about how they can start incorporating collaborative annotation into their courses to improve student success. Register [here](#).

Wednesday, Oct 27 at 10am

Copyright Essentials for Teaching and Research

Do you have questions about which materials you can use in your teaching and research, and when you can use them? In this workshop, we'll help you sort through the key issues surrounding copyrighted materials, including the application of Fair Use as well as various exceptions to copyright, such as the TEACH Act and library reproduction. We'll also dive into some issues that arise most frequently among college faculty, including the use of copyrighted materials in teaching and assignments; images and video; concerns arising from the public presentation of student work; and copyright/ownership of your own research. Register [here](#).

Thursday, Oct 28 at 1:15pm

OER and Your Course: Integrating Open Content into the Curriculum

It's Open Access Week! Explore copyright-free multimedia resources to use for your teaching. In this workshop, we will look at newly created resources for the humanities, social sciences, STEM and biological sciences. Faculty OER advocates will discuss the ways in which OER reduce prohibitive costs, help you incorporate diverse voices, and support your unique and creative courses. Register [here](#).

Friday, October 29, 11:30-12:45

Creating Maps with ArcGIS Online (Trinity College)

Presenter: Cheryl Cape, Instructional Technologist, Trinity College

ArcGIS Online is a powerful cloud-based mapping and analysis platform that can be used to create informative and compelling web and story maps. This workshop will demonstrate the features and functionality available through a free public account, with a focus on free data available through Esri's Living Atlas data repository. During this workshop participants will create a public account, or optionally use an organizational account through their institution, and learn how to create web maps focused on socioeconomic and demographic data, including historic redlining districts for major cities in the US. Register [here](#).

Friday, Oct 29 at 1:15pm

Introduction to PressBooks: Publish Digital Books & Open Educational Resources

Interested in creating, adapting or remixing a digital book? With Pressbooks you can create textbooks, monographs, and teaching materials; export books in multiple digital and print formats; and create custom course materials and open textbooks. Add embedded media and interactive content to Pressbooks for added engagement and assessment of learning. Register [here](#).