A MESSAGE FROM THE CIO,
RAVI RAVISHANKER

Given all the talk about Workday implementation during the past year, one might think that's all LTS did! Not true. We present here all the work that we have been able to accomplish during the past year and I hope you agree that we had yet another impressive year, where we continue to offer the best possible service while innovating in the use of technologies to improve teaching, learning, research, and administrative efficiencies, while practicing fiscal discipline. I am proud of everyone in LTS for their continued hard work, creativity, and service orientation.

I would like to express my gratitude to the entire Wellesley community, especially the senior leadership and ACLTP (Advisory Committee on Library & Technology Policies), without whose support and encouragement we could not have accomplished these achievements.

On the cover: Quantitative Reasoning and the Writing Program take up residence in the Brackett Reading Room of Clapp Library following renovation, below.
RESEARCH AND INSTRUCTION SUPPORT

Librarians and Technologists partner with faculty and students across the curriculum to support innovation in teaching, learning and research. Requests for instruction sessions, consultations and workshops continue to increase, with evidence of impact on campus and beyond. Featured projects can be found in our online Showcase, and through the Making & Fabrication website.

Thanks so much for all of the support you gave our students this semester. From the looks of the papers that have already come in, they are the best set I’ve ever gotten.

Faculty member to Research & Instruction librarian

CONSULTATIONS & INSTRUCTION SESSIONS

TOP 10 RESEARCH GUIDES (# of VIEWS)

<table>
<thead>
<tr>
<th>Guide</th>
<th>Views</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black Lives Matter: Race, Policing, and Protest</td>
<td>27,628</td>
</tr>
<tr>
<td>Search Tips: Truncation and Boolean Searching</td>
<td>5,198</td>
</tr>
<tr>
<td>Political Science</td>
<td>3,937</td>
</tr>
<tr>
<td>Writing in Foreign Languages</td>
<td>2,410</td>
</tr>
<tr>
<td>Interlibrary Loan (ILL)</td>
<td>2,212</td>
</tr>
<tr>
<td>Art and Architecture</td>
<td>1,574</td>
</tr>
<tr>
<td>Comics &amp; Graphic Novels</td>
<td>1,490</td>
</tr>
<tr>
<td>Alumnae e-Resources</td>
<td>1,454</td>
</tr>
<tr>
<td>Psychology</td>
<td>1,407</td>
</tr>
<tr>
<td>Wellesley College Archives</td>
<td>1,259</td>
</tr>
</tbody>
</table>
INNOVATIONS IN TEACHING, LEARNING, AND RESEARCH

VIRTUAL REALITY

Jordan Tynes and Kamile Lukosiute, ’19, collaborated with Professor Adam Van Arsdale to create a fully-immersive 3D virtual reality (VR) laboratory environment for students in Biological Anthropology, Human Evolution, and Forensic Anthropology courses at Wellesley College. Utilizing high-resolution 3D scans of existing human skeletal and fossil replica collections, the 3D VR lab will allow students to study, manipulate, and learn from these valuable resources in new ways and with improved accessibility.

Working with the Knapp center and Knapp intern program has given the students in my classes the opportunity to put the knowledge and theoretical content discussed in our classes together with the technical and practical methods that are foundational to the production of that knowledge. Whether it be the study of human anatomy or an understanding of the major transitions in our evolutionary past, by getting access to the tools and skills available in the Knapp center—3D printing, scanning, virtual reality applications—my students are given an understanding of data acquisition, processing, and representation, that otherwise would not be available to them.

Adam Van Arsdale, Professor of Anthropology

TRANSCRIBATHON

In collaboration with experts from the Folger Shakespeare Library, Laura O’Brien and Katherine Ruffin organized Wellesley College’s first Transcribathon, co-sponsored with the Blended Learning Initiative. On March 7, 50 students, faculty, and staff gathered in the Pendleton Atrium for 5 hours of collaborative (and occasionally competitive!) transcription of an early modern manuscript, the Trevelyon Miscellany of 1608. Participants were introduced to the basics of paleography (the study of historical handwriting) and of making a manuscript machine-readable. By the end of the day, 193 pages of the manuscript had been transcribed.
INNOVATIONS IN TEACHING, LEARNING, AND RESEARCH

NETWORK ANALYSIS OF A NOVEL

Rebecca Darling and Laura O’Brien taught students in Hélène Bilis’ FREN 278 class to visualize the relationships between characters in a 17th century French novel, *Le Princesse de Clèves*, using the social network analysis tool Gephi. Students translated the unique interactions of the members of the fictionalized French royal court into data they could visualize to support their analyses of the novel.

Over the past year I have worked with Bryan Burns from the Classics Department to help digitalize the excavation site he works on over the summer in Greece. Using different technologies such as drones and hand 3D scanners led me to think about the various ways we can integrate technology and humanities. It is because of my work with him that I am currently working on an interdisciplinary thesis, where I am attempting to tell the myth of Theseus and the Minotaur through the lens of a 5th century Athenian using a video game format.

Kaylie Cox (Classics, ’18)

KNAPP CENTER AT A GLANCE

3 new VR software applications built from scratch
7 Interns currently supporting work in the Knapp Center
25 workshops designed and taught by Knapp Interns
36 hours of drone flight time for in-class instruction and faculty research
424 3D models generated by Knapp staff using high-res scanners and photogrammetry
5,280 meters of 3D printer filament printed
LIBRARY COLLECTIONS

Throughout the year, librarians worked with faculty, students, and colleagues at Wellesley to ensure that library resources supported the mission of the college while being mindful of issues such as budget, space, and the rapidly changing world of scholarly communication. Our collections include a wide range of materials owned, licensed, subscribed to, and shared. A statistical overview of those collections is available on our website.

A revision of the Wellesley College Library Collection Development Policy ensures that the collections will continue to grow in a “thoughtful and purposeful way”. This updated policy includes principles and practices that are applied to the library’s collections as a whole rather than by disciplines thereby allowing for greater flexibility. It recognizes the increasingly greater role of digital collections and electronic resources in scholarly communication and teaching, and it acknowledges Wellesley’s participation in cooperative access and preservation initiatives.

The information resources provided by the library continue to be essential to teaching, learning, and research, but we also continue to see changes in how they are discovered and used. Physical item checkouts, once the gold standard for assessing library collections is only one of the criteria we use now. While still numbering in the tens of thousands, checkouts should be measured along with the use of ebooks, ejournals, databases containing information such as statistics, streaming media, etc., and the articles and book chapters provided through our interlibrary loan service. Not measured is the use our physical items receive without being checked out. In-house use is facilitated by cellphone cameras and encouraged by the pleasant and study-conducive environment of our library buildings.

Another factor whose importance will only increase in the future is the growth of open access. LTS supports open access initiatives such as Knowledge Unlatched to help make scholarly resources freely available to members of the community and the world and use of those resources is not reflected in our site-specific statistics.

Karen Bohrer, Director of Library Collections
ARCHIVES & SPECIAL COLLECTIONS

403 individual researchers and
89 classes with 1,065 students used
3,522 resources last year.

Wellesley’s unique collections continue to grow in importance and size. The materials in our Archives and Special Collections are increasingly used by faculty, students, and outside researchers. The 2016 presidential election threw a spotlight on our Archives as the global media sought to gather information about Hillary Clinton, ’69.

ARCHIVAL COLLECTIONS PROCESSED

Hubert W. Lamb collection
Jean Baker Miller papers
Irene Stiver papers
Wellesley Centers for Women records
INSTITUTIONAL REPOSITORY

29 new faculty articles
106,824 downloaded articles
221,999 downloaded student theses
2,049 new repository posts
82 countries
6,934 institutions

COLLEGEWOMEN.ORG

This year Wellesley made a significant contribution to collegewomen.org. LTS Digital Collections staff digitizing over 9500 pages, including 1305 letters, 5 scrapbooks, and 450 photographs, for the site.

College Women is funded by the NEH, and is a collaborative effort among the Seven Sisters colleges to establish an online research repository that documents the history of women’s colleges, and the women who attended them.

ALSO DIGITIZED
1,200 photos
29 musical works by former faculty member Hubert Lamb
Pre-1970s editions of “Wellesley News”
LIBRARY E-RESOURCES

248,823
E-BOOKS USED

12,096
E-BOOK TITLES IN CATALOG

280,158
E-JOURNALS ACCESSED

15,123
E-JOURNAL TITLES IN CATALOG

222,837
DATABASE SEARCHES

3,011
ARTICLES BORROWED VIA ILL

781
BOOK CHAPTERS LOANED FROM OTHER LIBRARIES

‘EAST’ LIBRARY COLLECTION INITIATIVE

The Wellesley College Library is an active participant in EAST (Eastern Academic Scholars’ Trust).

In early 2017, EAST finalized plans with 46 academic libraries to collectively retain over 6 million print volumes for a minimum of 15 years. Through this shared initiative, EAST will retain at least one copy of each of these 6 million books to guarantee continued access to all participating libraries.

As a retention partner in EAST, LTS is committed to retaining over 168,000 library volumes.
The successful implementation of Workday HCM (HR) and Financial Management and subsequent high adoption and satisfaction has made Workday part of the community vocabulary…

"why can't we do this in Workday?"

We have been able to reduce completed expense reimbursement payments to an average of 4 days.

This is great; now I can check my grants and awards anytime.

Faculty member

It's an adjustment, but it absolutely makes sense.

Academic administrator

WORKDAY IMPLEMENTATION

3,180 Active employees
256 Contingent workers
3,869 Workday users
1,674 Unique users logged on
24,577 Peak monthly logins

![Graph showing tablet, phone, and desktop usage over January to June]
STUDENT PRINTING

In response to a College Government initiative, LTS worked with students to provide printers in each of the residence hall neighborhoods. Based on a student run survey, printers were relocated from existing printing locations to common areas in Bates, Shafer, Stone-Davis, and Tower. The residence hall printers were turned on on February 1, 2017, and printed more than 200,000 pages through the end of the spring semester. Residence hall printers accounted for approximately 22% of the student printing during this time period.

February 1, 2017 printers were moved into the residence halls.

200,389 total # of pages printed on res hall printers until June 30, 2017.

915,088 total pages printed on student printers (all locations) during this time.
WIRELESS ACCESS

In 2017, LTS continued to expand the number of wireless access points (AP) in the residence halls. While Fall 2016 increases provided better room coverage, the Fall 2017 increases provided improvements in residence hall common areas.

<table>
<thead>
<tr>
<th>Residence Hall</th>
<th>Prior to July 2016</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bates</td>
<td>27</td>
<td>55</td>
<td>64</td>
</tr>
<tr>
<td>Beebe</td>
<td>17</td>
<td>57</td>
<td>55</td>
</tr>
<tr>
<td>Cazenove</td>
<td>25</td>
<td>61</td>
<td>61</td>
</tr>
<tr>
<td>Cedar Lodge</td>
<td>2</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>Cervantes</td>
<td>2</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Claflin</td>
<td>27</td>
<td>61</td>
<td>64</td>
</tr>
<tr>
<td>Dower / Orchard</td>
<td>5</td>
<td>19</td>
<td>18</td>
</tr>
<tr>
<td>Freeman</td>
<td>24</td>
<td>50</td>
<td>57</td>
</tr>
<tr>
<td>French</td>
<td>3</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Homestead / Instead</td>
<td>3</td>
<td>14</td>
<td>12</td>
</tr>
<tr>
<td>Lake</td>
<td>9</td>
<td>35</td>
<td>36</td>
</tr>
<tr>
<td>McAfee</td>
<td>24</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>Munger</td>
<td>29</td>
<td>70</td>
<td>69</td>
</tr>
<tr>
<td>Pomeroy</td>
<td>25</td>
<td>66</td>
<td>66</td>
</tr>
<tr>
<td>Severance</td>
<td>23</td>
<td>66</td>
<td>65</td>
</tr>
<tr>
<td>Shafer</td>
<td>18</td>
<td>60</td>
<td>61</td>
</tr>
<tr>
<td>Stone-Davis</td>
<td>30</td>
<td>105</td>
<td>106</td>
</tr>
<tr>
<td>Tower Court</td>
<td>54</td>
<td>123</td>
<td>122</td>
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<tr>
<td>Simpson West</td>
<td>1</td>
<td>1</td>
<td>4</td>
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<tr>
<td><strong>TOTALS</strong></td>
<td><strong>348</strong></td>
<td><strong>929</strong></td>
<td><strong>945</strong></td>
</tr>
<tr>
<td>Net Change</td>
<td></td>
<td>581</td>
<td>16</td>
</tr>
</tbody>
</table>
We have two 1 Gigabit connections to the Internet through two different providers to provide redundancy. Our Internet Service Provider data shows the patterns of network activity on campus since Fall 2015.
HELP DESK TICKETS

The breakdown of the 16,664 Help Desk tickets created this year demonstrates the wide-range of services LTS supports for the Wellesley College community.

- Desktop Support
- Password Resets
- Directory Assistance
- General Questions
- Student Support
- Classrooms & Labs
- Library
- Academic Support
- Google Apps
- Networking
- Systems
- Phishing Reports
- Banner/Workday
- Website Support


Jenifer Bartle, Wellesley College; Alicia Peaker, Bryn Mawr College; Ashley Sanders, Claremont University Consortium; Emily McGinn, University of Georgia; Rachel Schneppe, Grinnell College; "Gendering Labor in Digital Humanities," Panel Discussion, The Berkshire Conference on the History of Women, Genders, and Sexualities 2017, Hofstra University, May 2017.


Angie Batson, Doug Chudzik, and Laura Sherriff, “Managing Student Workers in a Merged Library and Tech Organization,” NERCOMP Taming the Student Worker Beast Conference, University of Massachusetts, Amherst, December 2016.

Rachael Coombes, “Selling the Data Experience: How to Foster Institutional Adoption of Business Intelligence.” Data Lift-Off: Launching a Business Intelligence Initiative, NERCOMP Professional Development Workshop, organized by R. Coombes, Norwood, MA, June 12, 2017.


Rebecca Goldman, elected Vice Chair/Chair Elect of the College and University Archives Section, Society of American Archivists, 2016.


Ruth Rogers, Taught ARTH 299 (History of the Book from Manuscript to Print), Spring 2017.

Ruth Rogers, Awarded Faculty Exchange Fellowship, University of Verona, Italy, 2017.


Katherine Ruffin, “Sure, We Can Do That! Book Arts Programs and Innovative Collaboration,” presentation with Sarah Smith (Dartmouth College) and Aaron Cohick (Colorado College), College Book Art Association Annual Meeting, Tallahassee, FL, January 2017.
**STAFF AWARDS, PUBLICATIONS & PRESENTATIONS**


**Jordan Tynes,** “Photogrammetry with Aerial Mapping,” Dronefest, Colgate University, Hamilton, NY, August 18, 2016.


STAFF AWARDS, PUBLICATIONS & PRESENTATIONS

