

Library & Technology Services 2012 Annual Report

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CIO MESSAGE

The 2011-2012 academic year at the College saw many major changes to the underlying technologies in line with the strategic direction of Library & Technology Services. Our primary purpose is to support and enhance the academic mission of the College and you will see that the steps we took last year are in that direction. To accomplish this, we needed to embrace appropriate cloud computing options, show strong commitment to adopting mature open source software solutions, provide easier access to institutional data, and adopt emerging technologies.

Our Special Collections and Archives have begun several digitization efforts that increase access to many of our collections. In collaboration with Baylor University, we made over 500 courtship letters from the Browning Collection available on Valentine's Day 2012. Our institutional repository is beginning to be populated by

an increasing number of collections and we have a plan to inform our faculty and students on the value of depositing their scholarly works in this repository so that it blossoms into a very rich electronic resource for the College, as well as for the international scholarly community.

We expanded the pool of iPads available for circulation considerably thanks to funding from the Friends of the Library. These were popular items and were also borrowed by a faculty member for class use for digital storytelling. SMART boards are electronic versions of chalkboards with many desirable additional features, such as the ability to write on top of a projected slide or capture and save what has been written on them for future use. These devices have been in common use in many K-12 schools and are becoming common in Higher Ed. We did a pilot that resulted in considerable interest in having them in classrooms across the College.

Our well-planned and well-executed migration from FirstClass and Meeting Maker to Google Apps for Education is the envy of many of our peers and in a span of months, we have gone from an institution asking for advice on how to best manage this transition to being sought after by many others. We have created a course shell called Google LMS as an alternative to Sakai, which was piloted by over 100 classes during Spring 2012, and has received favorable responses.

Similarly, our adoption of Drupal for web content management, and the bold and quick transition to it in collaboration with Public Affairs, continues to amaze our peers and we have received several calls for consultation and help with transitioning to Drupal. Most of our sites have been transitioned and faculty and staff are generally pleased with this transition. The story of how one of our staff members went to train an administrative assistant in an academic department on the use of Drupal and how by the time she got back to her office, the admin assistant had already made changes to a couple of pages is something I love to repeat.

I look at the changes to email, calendar, and web content management as the foundational changes that were required for us to build on. These were necessary and painful changes. Although almost everyone has adjusted to these changes, and we have generally received positive feedback, change is never easy. We are still suffering from the lack of community-based electronic discussions in the new systems. We hope that this changes in the near future.

We absolutely need a system such as Banner for various administrative tasks. However, for many of our users, direct interaction with such a system can be daunting. It is therefore our strategy to minimize direct interaction with Banner whenever possible. Using all open source tools, we have created a framework to provide a visually consistent set of applications that relies on and presents data from Banner to our users. We plan to continue to take full advantage of this strategy going forward. In addition, we have acquired a piece of software called Blackboard Analytics that will vastly simplify access to data stored in Banner and elsewhere while allowing a user to explore the data directly, without having to make special requests for reports.

Finally, we now have a much better understanding and control over the LTS budget. In keeping up with the theme of commitment to academic initiatives, we jointly

funded the technology updates in Collins Cinema, Founders 120, as well as a new Sound Lab in the Music Library.

Our collaboration with the ACLTP (Advisory Committee on Library & Technology Policies) was strong and we continued to make tremendous progress in terms of policy development and project implementation. We also formed the Archives Advisory Committee to help us develop and manage our collections in the Archives. We needed a governance structure for prioritizing administrative staff project requests, mostly around Banner. We created a committee consisting of administrative staff representing all the divisions.

What we have tried to provide below are the highlights of the past year. LTS staff worked extremely hard to make of these happen and without their enthusiasm and cooperation none of this would have been possible. It was a year of major changes that has brought us to where we need to be in order to partner with the College community in the creative and innovative use of technology in teaching, learning, and research, as well as introducing efficiencies in administrative processes. We are looking forward to another exciting year.

MAJOR COLLEGE-WIDE INITIATIVES

We began the transition to Google Apps for Education in June. All students, most of the administrative staff, and a few academic departments were fully transitioned by late August. After a brief pause, we began the transition of the remaining academic departments in mid-September and completed them by late October. Several other accounts including emeritae/i faculty were moved during November to early December. We moved all Meeting Maker (the calendaring software used by the College) users to Google Calendar in mid-January. All Wellesley alumnae beginning with the Class of 2012 will retain their email addresses and continue to be part of the Google Apps for Education environment and the College community.

Drupal, an open source web content management system, was our choice last year to support the College website and we began planning the complex transition process from Bluenog and Charlotte (our HTML web server) over to the new environment during Fall 2011. Site migrations began in earnest in late February and the new website went live on March 29. We continue to transition content from various sources and expect to complete the transition by mid-October.

All these solutions provide tremendous efficiencies -- ease of use, considerable increase in storage for email, document storage, and calendaring, hardware and personnel resource savings in LTS, and financial savings. Savings from FirstClass, Meeting Maker, and Bluenog, combined with a few others, have enabled us to reallocate over \$100K in our operating budget to other perennially underfunded areas, such as classroom hardware support and academic software licensing.

We conducted a series of talks and discussions during Spring 2012 called "Liberal Arts Learning in the Digital Age" to help LTS draft a short term strategic plan. Discussions ranged from how to support advanced use of technologies in areas such

as Quantitative Analysis, High Performance Computing, High-end Digital Media and Digital Humanities, to efficient and agile use of Library Spaces. We expect to produce a short-term strategic plan based on this during Fall 2012.

ACADEMIC ENGAGEMENT

In order to address the limitations of Sakai expressed by our faculty and students, we created a Google LMS using Google tools for use in Spring 2012. 70% of Spring courses used a Sakai site for some LMS activities. The most commonly used tools included Resources, Forums, Syllabus, and Assignments. More than 20% of Spring courses made use of the Google LMS for some LMS activities. In some cases faculty chose a single tool, but in many cases a combination of the two tools were used.

Use of multimedia in instruction is essential today and our move to Kaltura has allowed us to significantly improve the way we are able to process requests from faculty. We have been able to increase the speed with which we accommodate new requests, provide higher-quality video, centralize all multimedia storage in one location and provide access through both Google and Sakai. In Spring 2012 there were approximately 1,100 videos used for course support in Kaltura. The videos were accessed nearly 11,000 times for a total of more than 4,000 hours of viewing.

LTS librarians and instructional technologists taught 337 course-integrated classes that reached 3,565 students (some students receive instruction multiple times in a year), provided more than 400 individual and group research/assignment consultations, and answered almost 1,300 AskUs questions: 65% in person, 16% through a web form, 7% by chat, 5% by phone. LTS also offered 17 workshops attended by more than 180 faculty, staff, and students. Topics included GIS, Photoshop, Creating Portfolios in WordPress, and Lasercutting (Applied Arts Workshop). 68 classes were taught by staff in Special Collections, the Art Library, and the Book Arts Program. Katherine Ruffin co-taught ARTS 322 Advanced Print Concepts with Phyllis McGibbon.

The MyWellesley Library tab was published to the community in October 2011, linking directly to Library Resources, new materials by major or department, and library research guides. And most importantly, it provides one's Library account number so it can be copied and pasted where needed! LTS also launched LibGuides to provide a more comprehensive platform for our research guides.

In collaboration with the Registrar's Office, we continue to enhance the online Course Browser with new features. We also helped integrate the catalog data that will be maintained in IQ (formerly SmartCatalog) into Banner as well as the Course Browser.

Our pilot study of SMART boards in the Science Center was successful and we will install five of them in various classrooms permanently. Responding to a request from the Education department, we piloted Mediathread, an open source tool that

allows images and videos to be clipped, annotated, and embedded into essays. We selected Qualtrics, a college-wide cloud-based system for survey research.

A new Sound Lab was created on the first floor of the Music Library that provides 10 state-of-the-art workstations supporting music instruction and exploration. Collins Cinema, Pendleton West 212, and Founders 120 were renovated with state of the art media equipment.

We added 10,569 monographs (one-time purchases of books, DVDs, CDs, etc.) and provided access to more than 70,000 ejournal titles and 300,000 ebooks. Ebooks were integrated into our approval plan to reduce duplication in purchasing new scholarly works in both print and digital formats. The first year of the Friends of the Library Innovations in Reading & Scholarship ebook reader project provided 50 black and white and 15 color readers for faculty and student use. We also conducted a survey of ebook usage, finding 72% of faculty have used ebooks, 51% from the College library.

LTS continues to expand our circulating equipment collection. During the academic year approximately 150 equipment kits circulated a total of 5,646 times. The most often used equipment includes (in order): laptop/netbooks, iPads, video cameras, clickers, and audio recorders. Self-service checkout stations in Clapp and Science account for about 20% of the total checkout traffic for library materials.

Friends of the Library created a generous fund for Innovation in Reading and Scholarship that funded an exciting request from the faculty and LTS staff for a planning grant for adding a Book Studies component to the College curriculum. A Faculty Seminar on Book Studies was held during the summer to begin this planning process.

Digitization efforts include the Robert and Elizabeth Barrett Browning collection, in collaboration with Baylor University, letters abroad from the Anne Whitney collection, and minutes from the Board of Trustees' meetings from 1993-2000. Wellesley contributed 1,214 objects to the Internet Archive. Over 500 objects were added to 15 new collections in the College's new Institutional Repository service. There were over 13,000 full-text downloads of materials from the repository during FY12, its first year. The College Archives received the papers of Lorraine O'Grady, '55.

We also brought therapy dogs to the libraries during the study break in May, which was hugely popular among the students -- we plan to repeat this!

ENHANCING ADMINISTRATIVE EFFICIENCIES

We began implementating Blackboard Analytics (aka iStrategy) for improved and more autonomous reporting. The initial phase involves the painful process of data definitions such as "who really is an enrolled student?," "how best to set the GPA bands for it to be useful for us?," or "what level of granularity do we need for

defining the type of student?” Our plan is to begin using the software at the beginning of 2013.

With Admissions and Student Financial Services, we began the implementation of Nolij for document management to reduce the usage and reliance on paper documents. The use of this software will be expanded considerably in 2013 to other offices. We moved forward in tightening data security based on a risk assessment audit by conducting a mandatory security training class for all those who have access of personally identifiable information such as social security numbers and date of birth. We also installed software to securely delete files on computers of 78 users and 153 devices to be compliant with Massachusetts data security laws.

We considerably expanded the use of a homegrown open source programming framework that allows us to produce consistent and easy to use applications connected to the MyWellesley portal. These applications rely on data from Banner and other reliable data sources, but eliminate the need to directly interact with these not so easy to use systems. The Wellesley Course Browser, Faculty Awards, Tanner and Ruhlman applications, Science Center Summer Research application process, a new Class List, Class Scheduling (Senta, formerly SCAS), and an application for the Psychology department to maintain a pool of survey participants are some examples of this effort.

We also used the same framework to develop a Checklist for the entering first year students that introduced tremendous efficiencies in data collection as well as communication. As a part of the Checklist, we also collected pre-registration preferences from the first years for Writing and First Year Seminar classes, automatically placing the students in various classes. Also, the first years were able to upload their ID card pictures ahead of time so they could pick up their ID card upon arrival. 240 students took advantage of this.

We continued to integrate Banner with many other systems such as Nolij, Tuition Management System, and Phone-a-Thon software used by Resources for fundraising. Our continued attempt to simplify and enhance the use of events data from 25Live has resulted in its integration with Drupal as well as TMA, our work order system.

If you come to Clapp Library or Science Center, you will notice that many of the public access computers look different: they are a small thin box. These “thin clients” are gateway devices to a virtual computer on a server (referred to as a Virtual Desktop Interface or VDI). They are fast, require far less maintenance and are much more energy efficient than individual computer desktops. They are most appropriate when a user needs to use a web browser or the Microsoft suite of applications. We plan to deploy more of these around the campus.

VDIs can also be made available to run on other Windows machines or Macs. For example, if Mac users needs to access academic software that runs only on a Windows machine, they can connect to a VDI and accomplish this without having to physically go to a Windows computer. Or a Windows user wanting access to software that is not installed locally on their machine can do the same. We have

made this available to several faculty and staff as a pilot and plan to use this more in coming years.

In Spring 2012, we implemented CrashPlan Pro, automatic backup software for faculty and staff computers. We have 214 users and 254 computers backing up using this software. The easy to use interface allows users to easily restore files from the backup without requiring an LTS staff member's help.

You no longer have to wait in Help Desk while your computer is being worked on! We instituted a drop-off option for faculty, staff, and student computers that was used 286 times during FY12. We also introduced a new phone line at the Help Desk to provide more efficient support for faculty based on feedback from many faculty members. We have also expanded the use of the WebHelpDesk system by making it available to the Registrar's Office.

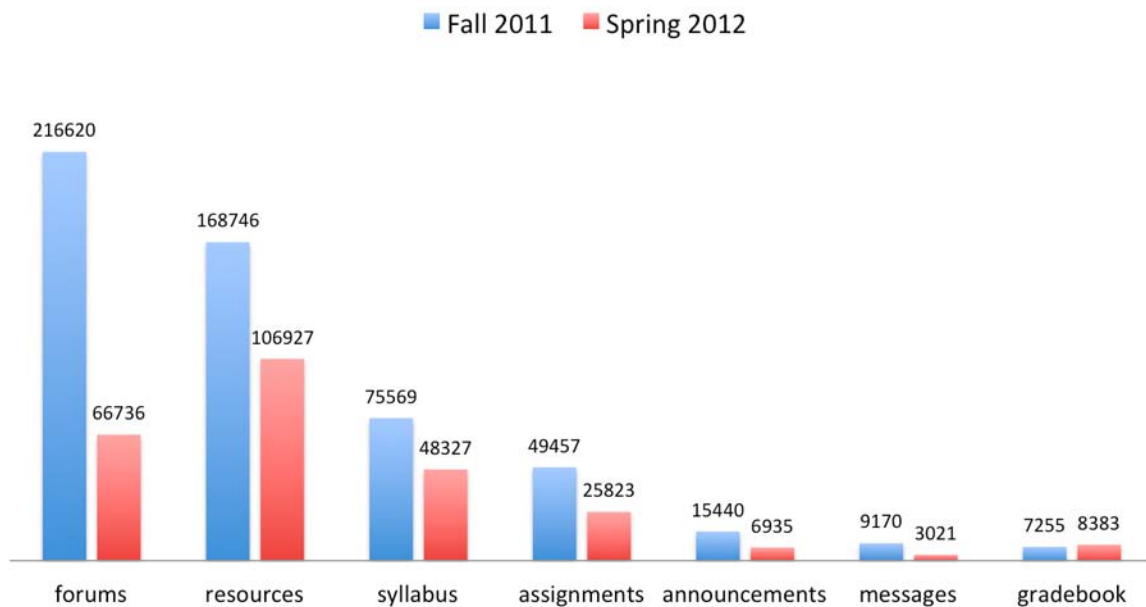


Figure 1: Most commonly used tools in Sakai

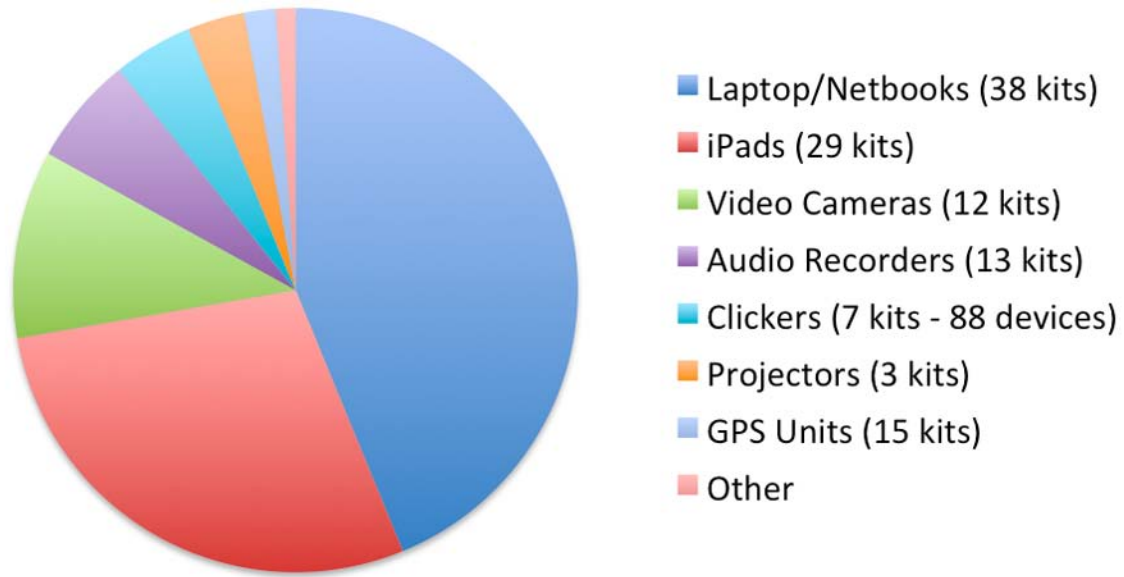


Figure 2: Percentage of total circulation by device

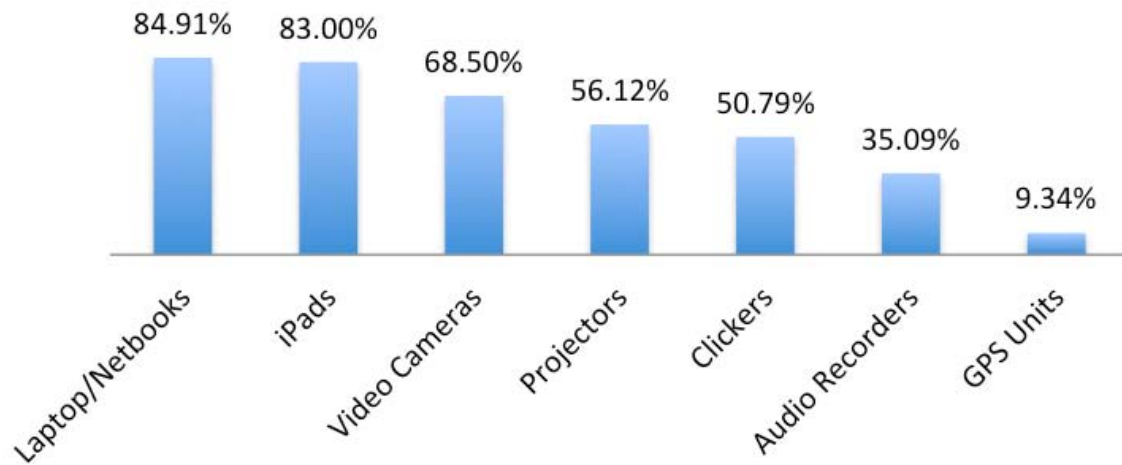


Figure 3: Circulation rate by device (days in use/days available)

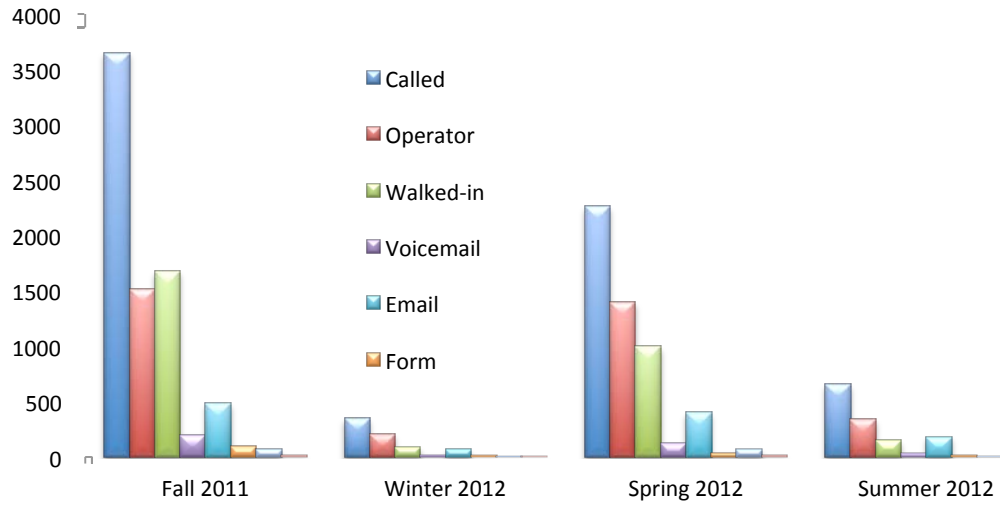


Figure 4: How the Help Desk was contacted



Figure 5: Help Desk questions, resolved & referred

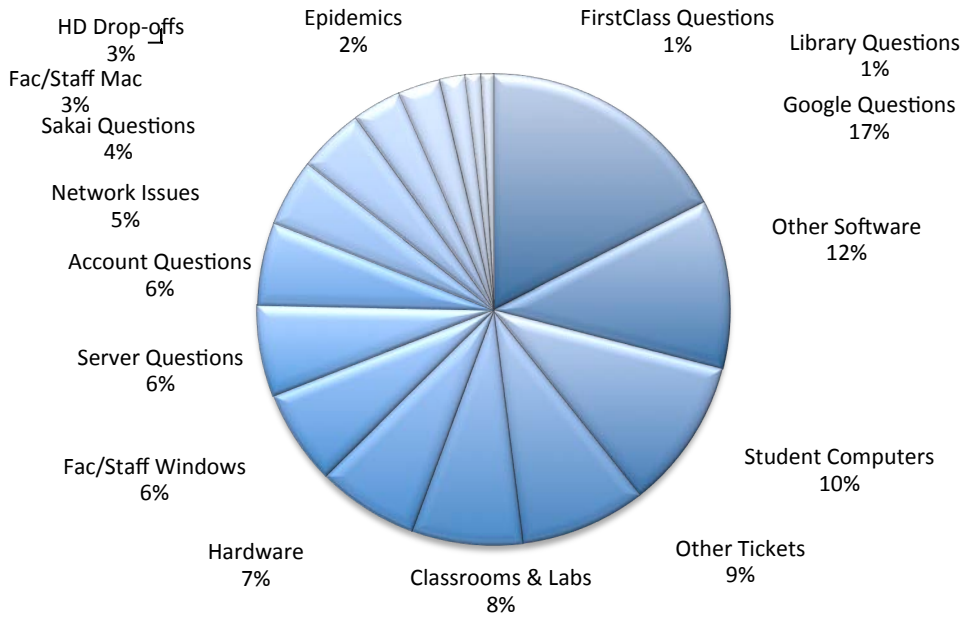


Figure 6: Questions asked at the Help Desk

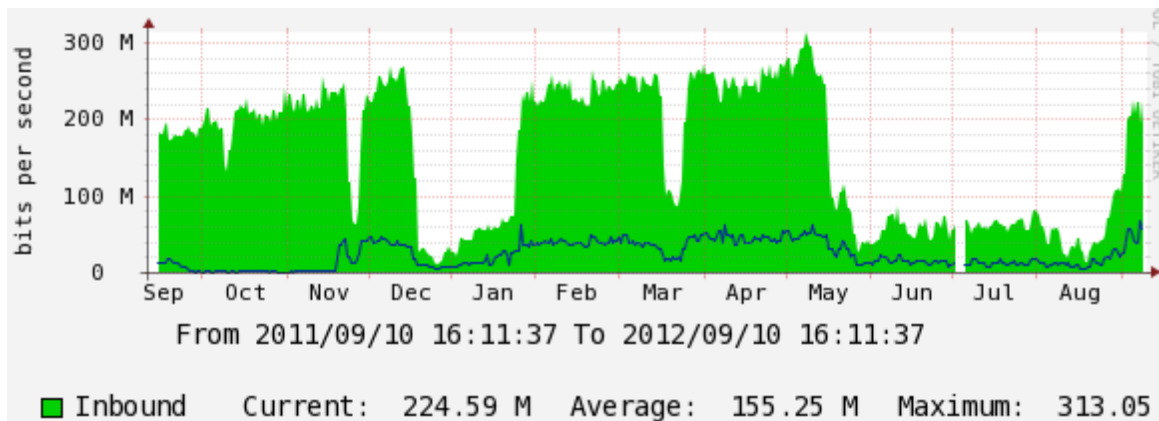


Figure 7: Inbound network traffic through Lighttower, internet service provider

EVENTS ORGANIZED/SUPPORTED

We are using Wirecast, an application that live streams events while simultaneously saving video to disk. We produced 6 successful live webcasts with on-demand versions available on YouTube within hours of each event. We provided media support for more than 1,000 events this year.

LTS collaborated with the faculty to present a series of seven events as a part of our symposium titled “Liberal Arts Learning in the Digital Age.” Event topics included Interdisciplinary Science, Digital Humanities, Digital Media, Quantitative Analysis,

Data Security, Open Access, and the Learning Commons model. These events were well attended in person and through remote viewing. In many cases, faculty presented their current work and presented challenges they face and how LTS can assist. Several common themes emerged over the course of these conversations, ranging from basic needs such as making the classrooms more flexible with easy to use technologies, to using technologies to support interdisciplinary collaboration, projects, and team-based problem solving. We clearly heard the value of apprenticeship opportunities for students in the use of advanced technologies, and the recognition of (new) required literacies, including computational, visual/aural/media, quantitative, spatial, and financial skills. This symposium and our conversations throughout the Wellesley 2025 process will help LTS set a strategic direction for the future of the College's information and technology initiatives, resources, and services.

A successful Library Career Fair for current Wellesley students and alumnae, sponsored by the Friends of the Library, was held in March 2012.

We hosted and co-organized with Bentley College the 13th Annual New England Technology Conference (NETECH) with over 100 attendees from 25 Banner schools.

The 2nd annual GIS Day was a success again this year. More students attended, and faculty and staff from many different departments attended to hear about how GIS is being used at the College. The event was held in the Science Library, which resulted in better public exposure and increased attention to the poster session. An improved [website](#) led to several queries about GIS Day from GIS professionals in the Boston area.

In addition to a well-attended Zine workshop in the Book Arts Lab in Fall 2011, Alana Kumbier collaborated with faculty in Women's and Gender Studies to offer course-specific zine workshops to classes in the Fall and Spring. Students' enthusiasm has translated into a Feminist Zine Fair on campus, and student-organized zine workshops for teenage peer health educators in Boston. Guide to zines: <http://libguides.wellesley.edu/zines>

For an LTS Expo, we brought in vendors (Apple, Lenovo, Google, among others) to give technology talks and advertise LTS's services to attendees. The technology "petting zoo" was well received.

INVITED PRESENTATIONS/EXHIBITIONS

Katherine Ruffin. Exhibition. *Il Libro: The Art of the Book*. Barton Art Galleries, Barton College, Wilson, NC, August 22-September 24, 2011.

Becker, Sarah. "Give Them What They Want – Patron Driven Acquisitions," Connecticut Library Association annual conference, Mystic, CT, June 5, 2012.

Brandstrader, Veronica. "Going Up on Drupal Up with Monster Menus," NERCOMP Annual Conference, March 14, 2012.

Graham, Ian. "The Transition to Self-Governance: Wellesley College before the College Hall Fire," Wellesley College Business Leadership Council, November 11, 2011.

Lenares, Deborah and Steve Smith. "Effective Subscription Management and Alternatives," ALCTS Webinar, February 15, 2012.

Lenares, Deborah and Steve Smith. "Ebook Use and Perceptions," Springer eOnly Library Summit, Boston, June 1, 2012.

Ravishanker, Ravi. "How did your organization make the Cloud/Google decision? How are you taking the cloud vision further in your organization?," Google Northeast User Group, New York, NY, February 7, 2012.

Ravishanker, Ravi. Panelist in Senior Leadership Forum Preconference Seminar, NERCOMP Annual Conference, Providence, RI, March 12, 2012.

Ravishanker, Ravi. "Managing IT Organizations - A Complex Constrained Optimization Problem," NERCOMP Annual Conference, Providence, RI, March 13, 2012.

Ravishanker, Ravi. "NERCOMP by the Numbers" - Expert Session (Online only), NERCOMP Annual Conference, Providence, RI, March 14, 2012.

Rogers, Ruth R. "Global Flora" gallery talk at Davis Museum and Cultural Center, October 15, 2011.

Rogers, Ruth R. "Teaching the History of the Book at Wellesley College, 1945-2012," Sarasota Wellesley Club, March 23, 2012.

Rogers, Ruth R. Moderator and Panelist, "Curators and Collectors Roundtable" College Book Art Association Conference, Oakland, CA, January 7, 2012.

Ruffin, Katherine M. "Boston: Hub of the Book Arts Universe," Fellowship of American Bibliophilic Societies Symposium hosted by the Ticknor Society, Cambridge, MA, June 9, 2012.

Ruffin, Katherine M. "The Art, Craft, and History of the Book at a Liberal Arts College," Friends of Goddard Library, Clark University, Worcester, MA, April 11, 2012.

Ruffin, Katherine M. "Typology for the Structures of Book Arts Programs," College Book Art Association Conference, Oakland, CA, January 7, 2012.

Williams, Maureen. "Luminis Must-Haves," Sungard Summit, March 28, 2012.

Williams, Maureen and Edward Stumpf. "Mobile Apps on the Cheap," NERCOMP Annual Conference, March 14, 2012.

PUBLICATIONS

Rogers, Ruth. "Spirit of the Material Word," Guest curator catalog essay in *Rare Beauty: Contemporary Visions in Book Arts*. Hartford Art School, University of Hartford, 2011.

Ruffin, Katherine M. "A Field Guide to Book Arts Programs in New England," *Parenthesis 21*, Fine Press Book Association, 2011.

Schmidt, Raymond T. "Composing in Real Time: Jazz Performances as "Works" in the FRBR Model" *Cataloging & Classification Quarterly*, June 2012.

Schmidt, Raymond T. Contributor, *Thematic Indexes Used in the Library of Congress/NACO Authority File*, compiled by the Authorities Subcommittee, Bibliographic Control Committee, Music Library Association. 1st edition, 2011.
http://bcc.musiclibraryassoc.org/BCC-Historical/BCC2011/Thematic_Indexes.htm