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Library & Technology Services
Annual Report 2015 - 2016
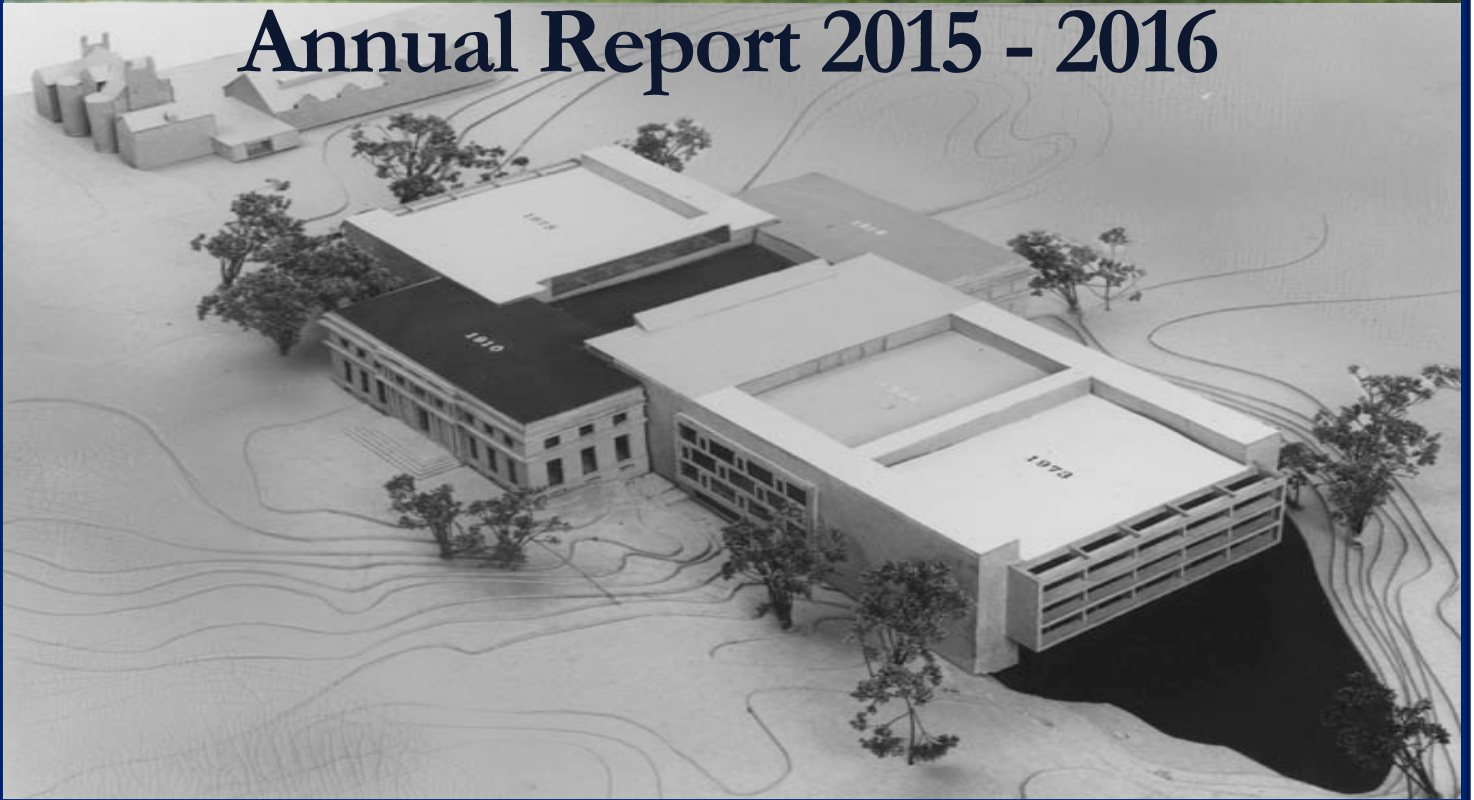
RAVI'S BLOG

https://blogs.wellesley.edu/ravisblog/

Another great year for LTS, in which we concentrated our efforts to improve areas identified by the community. Special thanks to the ACLTP and senior administration, whose support and help made progress possible.

We continue to focus and build on the services provided for the students and faculty, and are engaged in many collaborative projects with administrative offices to advance the collective community experience.

Please enjoy our annual report highlighting our progress from 2015-2016.

RIS by the Numbers

90,000
Online videos played, up from 53,000 last year.

63,000
Views of our Research Guides, #1 viewed guide: Black Lives Matter: Race, Policing and Protest with 14,412 views. Increase! Total views last year was 40K.

365
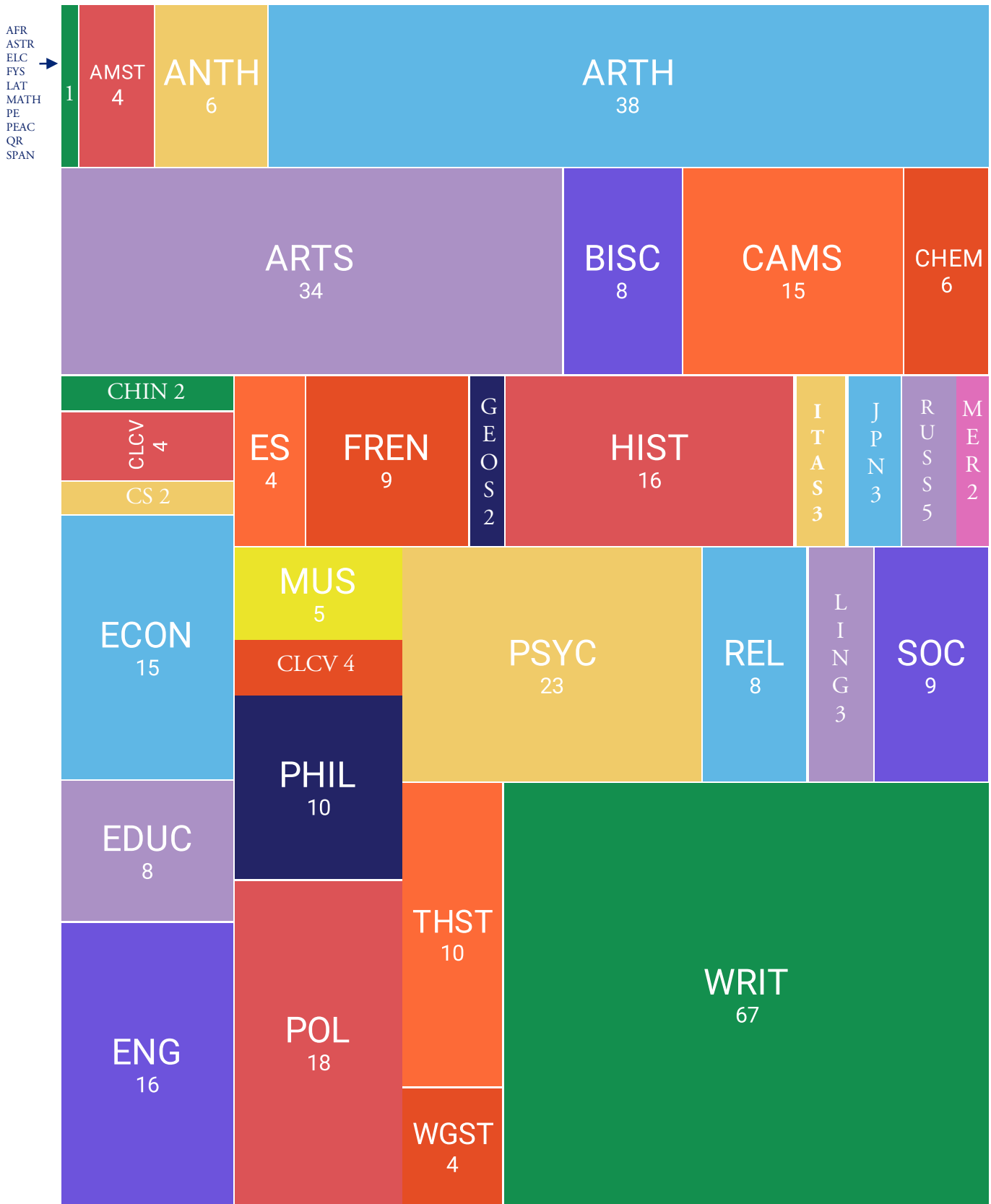Library and technology course-integrated classes taught for academic courses.

>50
Digital exhibits of student scholarship in the Spring 2016 semester using the Omeka and Scalar online publishing platforms. Please read more about this specific project.

89
Courses made use of Google sites as their learning management system.

Instruction Sessions by Department

AFR
ASTR
ELC
FYS
LAT
MATH
PE
PEAC
QR
SPAN

1

AMST 4

ANTH 6

ARTH 38

ARTS 34

BISC 8

CAMS 15

CHEM 6

CHIN 2

CLCV 4

CS 2

ES 4

FREN 9

GEOS 2

HIST 16

ITAS 3

JPN 3

RUSS 5

MER 2

ECON 15

MUS 5

CLCV 4

PSYC 23

REL 8

LING 3

SOC 9

PHIL 10

EDUC 8

ENG 16

POL 18

THST 10

WGST 4

WRIT 67

Read more about the Blended Learning Initiative

A grant from the Andrew W. Mellon Foundation has been awarded to support blended learning projects over three years, starting in 2014. During 2015 – 2016 the following work has been completed:

The Blended Learning Initiative (BLI) funded 22 projects, almost double the prior year as well as 3 student research assistants this summer to help develop materials for Fall 2016 courses. Five assessment projects with Veronica Darer were also funded related to this year's blended courses, including a writing course, which had two sections enabling LTS to directly compare a blended section with a non-blended one.

Notable projects include:

- ❖ **Kimberly Cassibry and Liza Oliver** are developing a joint project spanning two courses and two semesters, where students in ARTH 343 this Fall will begin creating Omeka/Neatline exhibits and maps of Rome's ancient monuments, followed by complementary work added by the students in ARTH 269 in Spring 2017, culminating in a student symposium to present the finished exhibit site.

- ❖ **Julie Walsh** designed an assignment for her PHIL 106 course where students created online games that explore and illustrate moral and ethical dilemmas and relevant philosophical theories, which were demonstrated to the public at an open house.

- ❖ **Helene Bilis** is utilizing videoconferencing to help jointly teach FREN 278 with Prof. Visentin from Smith College. She is creating an Omeka site for exhibits of student work, as well as collaborating with the director of our Quantitative Analysis Institute to use text mining techniques to analyze 17th and 18th century texts as a possible way to identify authors.

- ❖ The BLI organized a highly successful event **"Discussing the Digital Liberal Arts,"** attended by over 60 faculty, to mark the midpoint in the initiative; it was held in the Newhouse Center for the Humanities on December 2, 2015. 16 faculty members presented projects at individual stations, followed by roundtable discussions moderated by 9 faculty experts in various aspects of blended learning and digital methodologies. The event included a video montage of 17 faculty briefly describing their projects, which can be reviewed on the BLI website http://www.wellesley.edu/lts/bli.

- ❖ Laura O'Brien and David O'Steen gave a presentation/workshop entitled "Strategies for Designing Blended Courses" as part of a NERCOMP on Supporting Faculty in Blended Teaching and Learning, College of the Holy Cross, Worcester, MA, February 22, 2016. It was the most highly-rated by far of the 3 sessions that day. Bringing their seasoned skills and experience to a regional audience, they were recognized for "condensing vast theoretical information into something extremely usable."

  Laura O'Brien and David O'Steen-with Daniela Bartalesi-Graf (Italian Studies) and Julie Walsh (Philosophy)--hosted a drop-in showcase, entitled "Online Education at Wellesley: MOOCs, SPOCs, and Blended Learning" as part of the College's annual Alumnae Reunion event, on June 3, 2016. Over 20 interested alumnae attended.

Digital Eleon

We partnered with Bryan Burns from Classical Studies to enhance the workflows for digitally documenting an archeological dig in Greece. A Friends of the Library grant funded the purchase of a portable laboratory for digital fabrication, which included 3D scanning technology and aerial cameras, as well as travel funding for two interns. The six weeks of fieldwork conducted in Greece this summer went better than we could have anticipated, resulting in new discoveries for scholarship in new media. Interns were trained to use the drone for detailed mapping and creating 3D models of the dig site, which significantly informed the excavation process. In collaboration with other specialists at the dig, objects found at the site were 3D scanned at incredibly high resolution and digitally reconstructed/preserved. These images, maps, and 3D models can now be continuously studied throughout the year, even while the dig is inactive and objects in storage. Additionally, we've already begun fabricating some of the 3D models with our 3D printers and VR environments.
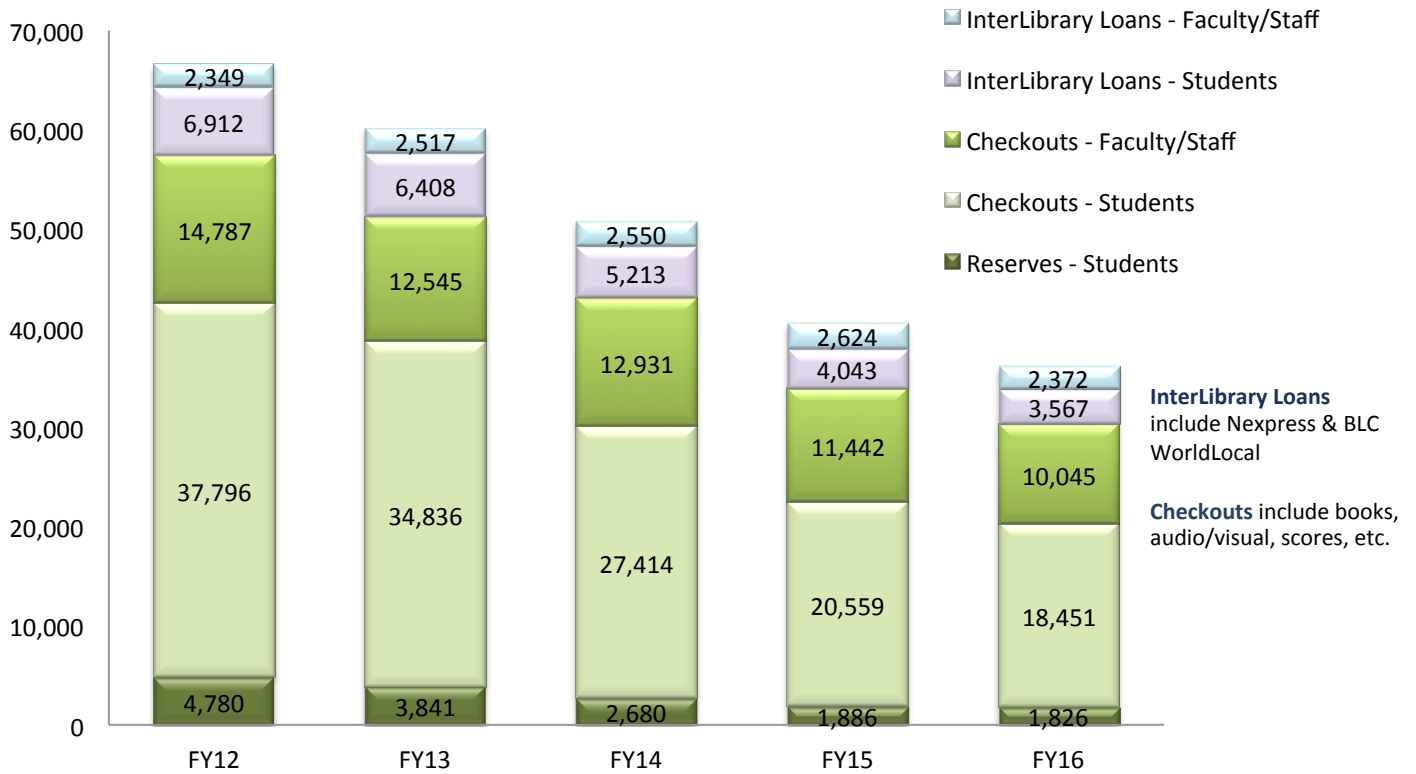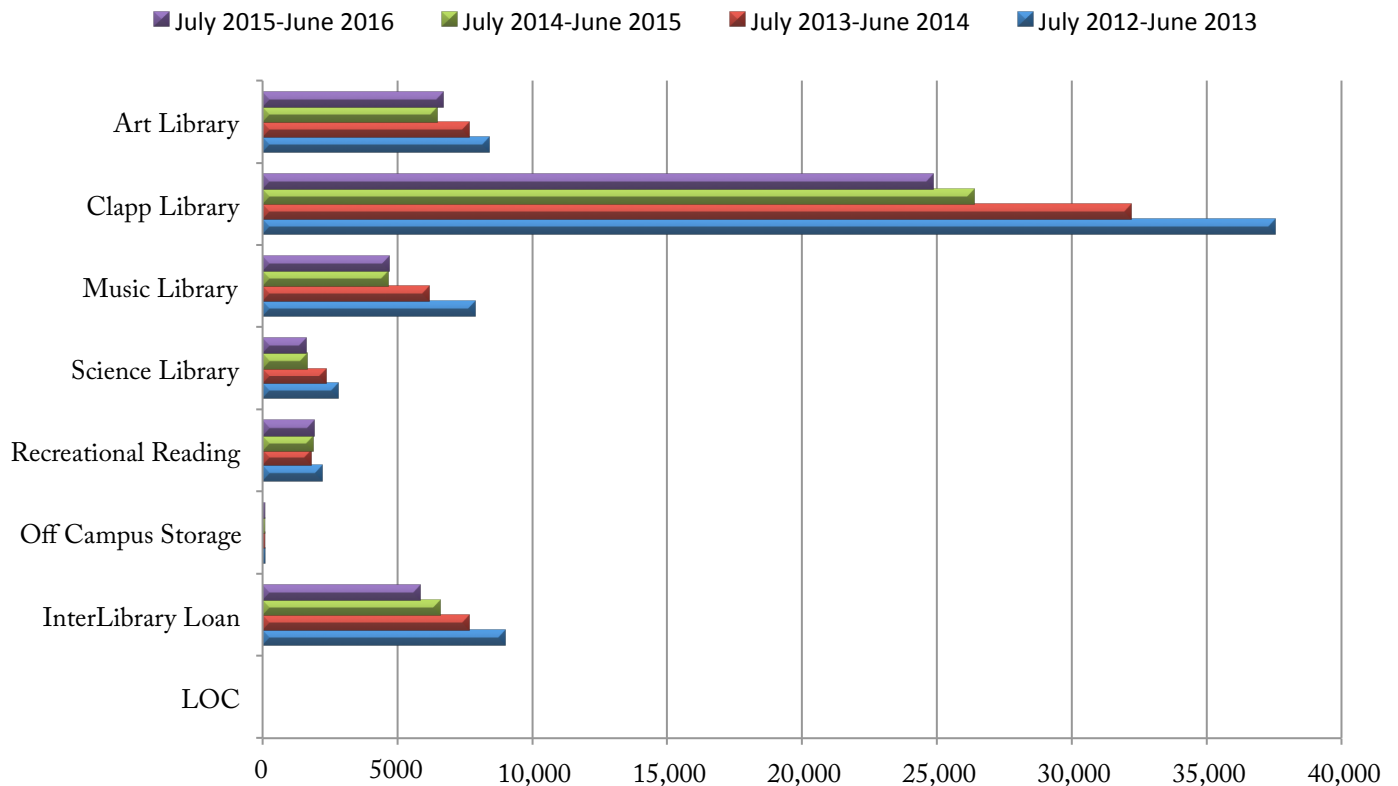

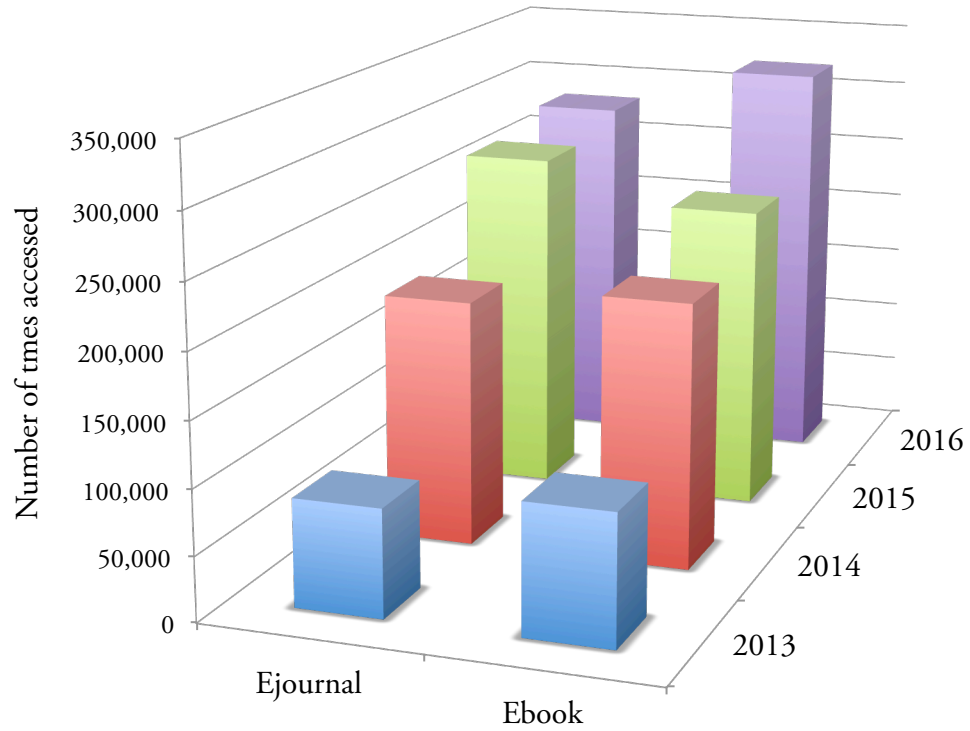Aerial Photo
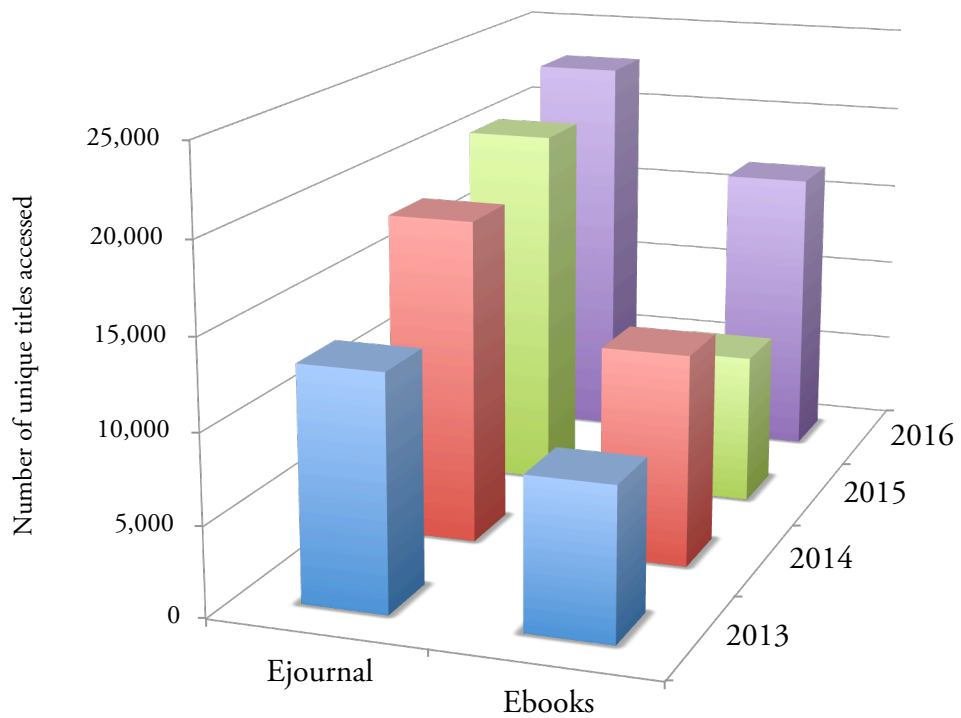

3D Photogrammetric Model

Clapp Library Checkout Trends

Legend:
- InterLibrary Loans - Faculty/Staff
- InterLibrary Loans - Students
- Checkouts - Faculty/Staff
- Checkouts - Students
- Reserves - Students

InterLibrary Loans include Nexpress & BLC WorldLocal

Checkouts include books, audio/visual, scores, etc.

Category	FY12	FY13	FY14	FY15	FY16
InterLibrary Loans - Faculty/Staff	2,349	2,517	2,550	2,624	2,372
InterLibrary Loans - Students	6,912	6,408	5,213	4,043	3,567
Checkouts - Faculty/Staff	14,787	12,545	12,931	11,442	10,045
Checkouts - Students	37,796	34,836	27,414	20,559	18,451
Reserves - Students	4,780	3,841	2,680	1,886	1,826

Checkout Trends by Location

Legend:
- July 2015-June 2016
- July 2014-June 2015
- July 2013-June 2014
- July 2012-June 2013

Locations: Art Library, Clapp Library, Music Library, Science Library, Recreational Reading, Off Campus Storage, InterLibrary Loan, LOC

Ejournal and Ebooks Usage

Ejournal and Ebooks Titles Access

What is the MISO Survey?

LTS has been working on improving the services and resources identified by the community as most problematic in the 2015 MISO (Measuring Information Services Outcomes).

- ✓ **Classroom technology -** The number one area of low satisfaction among faculty was classroom technology. In response, LTS has been working on a number of upgrades to improve the speed, reliability, and ease of use of the classroom computers and a/v systems.

  - Eight Science Center classrooms, identified through recurring Help Desk tickets, were upgraded with our new touch screen control system and standard classroom equipment. These classrooms offer a simplified setup including a DVD/Bluray player, an instructor computer, and a "bundle" of adaptors for laptop and mobile device projection, and wireless projection. Developed in-house, the control system was designed to address issues commonly found in our Help Desk tickets, such as non-intuitive user interfaces, projector muting, unreliable source switching, and inconsistent controls from classroom to classroom. Satisfaction survey results from the faculty teaching in these rooms were unanimous in recommending this upgrade for other Science Center classrooms.

  - Through the support of the Classroom Committee, all Founders classrooms (except Founders120) were upgraded to this new standard classroom technology model in June 2016.

- ✓ **Sakai alternatives** - Faculty responses identified Sakai as another of the areas they were least satisfied about. As a result, Instructional Technology staff worked hands-on with full installations of Canvas, Moodlerooms, D2L, and Google Classrooms in order to evaluate potential alternatives to Sakai. Based on features and functionality, D2L and Google Classrooms were dropped from the list of potential learning management systems for Wellesley. Conversations with the ACLTP in the coming year will determine any next steps in this investigation.

- ✓ **Papercut –** Significant improvements have been made to the student printing in the libraries and computing labs. New HP Printers and computer release stations have been installed to improve the speed and reliability of printing. Over the 2015-2016 academic year, we observed a 10% increase in printing over the year before.

- ✓ **Wireless upgrades** - The dissatisfaction of wireless coverage in residence halls comes from both capacity issues as well as lack of coverage in certain areas because of the materials used in the construction of these buildings. During Summer 2016, these issues being addressed by installing over 950 access points in resident rooms across campus, shifting installation of access points from hallways to the living spaces where students actually work, and increasing the density of them. Previously there were less than half as many access points in residence halls and now all are the latest generation technology. During Summer 2016, 400+ access points in and academic buildings were replaced with the latest generation technology.
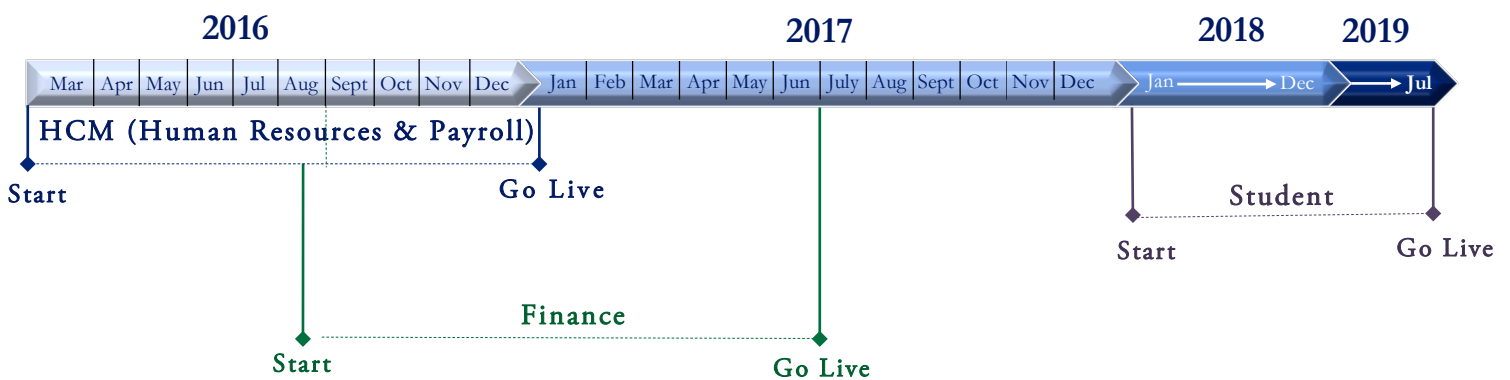
workday ® @ WELLESLEY

Moving to Workday from Banner

Workday@Wellesley is a project that the College is taking on to transform, modernize, and simplify administrative processes at Wellesley in order to improve the steps involved and communication, ensuring data accuracy and transparency. This is a four-year project that will revolutionize the HR & Payroll, Finance, Faculty, and Student Information Systems (SIS) at the College.

Project Timeline

2016									2017												2018		2019
Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	July	Aug	Sept	Oct	Nov	Dec	Jan → Dec	Jul

HCM (Human Resources & Payroll)
Start — Go Live

Finance
Start — Go Live

Student
Start — Go Live

Success Outcomes

1. Easy to use and accessible from home, office, and mobile devices. Users can navigate the tool on their own, with little or no assistance, to fulfill most tasks successfully.

2. Employees and managers have self-service access to their own and their team's data respectively. Employees are well-informed about the status of their administrative requests and processes are transparent and understandable.

3. Easy access to reporting. Data is quickly and easily available to answer questions that come up during day-to-day work.

4. Communication, support, and training on new services in Workday are readily available, with hands-on offered when needed.

5. Integration with other Wellesley College systems and services is seamless; new services are connected in a timely fashion.

WellesleyX MOOC's

Wellesley's goals for WellesleyX are to help shape the rapidly evolving online learning environment; to enhance the quality of the education that we offer on our campus; to develop and strengthen partnerships with other leaders in education; and to explore ways in which online learning might contribute to our campus-based model.

WellesleyX offerings represent Wellesley's breadth of disciplines, as well as some of its most popular courses.

Wellesley faculty are eagerly exploring ways to experiment with MOOC technology to enhance classroom teaching-as well as ways that WellesleyX courses might advance the learning opportunities offered by MOOCs to date. Ravi Ravishanker, Associate Provost and the College's Chief Information Officer, says, "The possibilities are endless and exciting; the challenge is to harmonize the capabilities of the new technology with the academic rigor that is at Wellesley's core."

All courses are open and offered free of cost to anyone with an Internet connection—regardless of gender or geography - through edX .   See all WellesleyX courses listed with edX.

All courses are hosted on the edX platform and are free of charge. edX has made it a simple, speedy process registration takes less than 60 seconds and all you need is an email address. Click here to do it now!

WellesleyX
Italian Language and
Culture: Advanced

Current
Self-Paced

WellesleyX
Italian Language and
Culture: Beginner

Current
Self-Paced

WellesleyX
Personal Finance, Part 1:
Investing in Yourself

Starting Soon
Starts: October 18, 2016

Student Library Research Awards

The winning entries can be viewed here

The Student Library Research Awards were created to reward those students who take the time to develop a thoughtful, methodical, and scholarly approach to the research needed for their papers and projects, as well as to encourage students to develop good research techniques.

Submissions have grown over the years and come from a diverse collection of disciplines across the curriculum, including Cinema and Media Studies, Economics, English, Environmental Studies, French, History, Religion, Psychology, and Political Science. Nontraditional research projects have also been submitted, including presentations, theatrical productions, computer programs, and zines.

Generously sponsored by the Friends of the Wellesley College Library, the Student Library Research Awards have granted over $13,000 in cash prizes and recognized 35 students for their research achievements since their inception in 2009.

Students are, from L to R: Zarina Patwa '18, Caitlin Coyiuto '16, Angelina Li '19, Sabrina Liang '19, Alice Palmer '17

L to R: Brooke Henderson, Clemency Coggins (Friends of Library), Laura O'Brien, Betty Febo (former Manager of Research and Instruction, & Friends of Library)
Not pictured: Jeannine Johnson (Writing) and Paul Reisberg (Chemistry)

The winners for the 2016 Student Library Research Awards were:

300-level award: **Alice Palmer '17** for her HIST 302 paper, "Dunkirk: The Defeat That Inspired a Nation." *Supporting faculty: Nina Tumarkin*

100/200-level award: **Zarina Patwa '18** for her REL 204 paper, "The Scopes and Kitzmiller Trials: Legitimacy of Religious Dialogue in Court" *Supporting faculty: Ed Silver*

First Year Award: **Sabrina Liang '19** for her POL 208 paper, "The People's Liberation Army Navy: An Emerging Dragon of the Seas." *Supporting faculty: William A. Joseph*

Independent Study Award: **Caitlin Coyiuto '16** for her PSYC 350 paper, "Resting EEG Asymmetries and Levels of Irritability." *Supporting faculty: Christen Deveney*

Honorable Mention: **Angelina Li '19** for her ECON 213 paper, "The Trans Pacific Partnership in Japan, Malaysia and Vietnam: Explaining the impact of the Trans Pacific Partnership on Asia-Pacific countries with differing income levels and exchange rate systems." *Supporting faculty: Akila Weerapana*
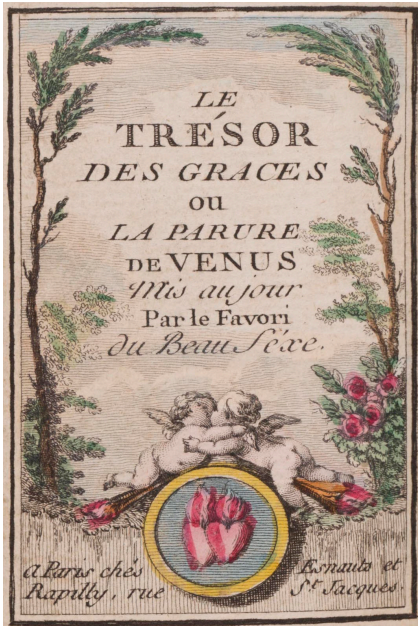
Knapp Interns

The Knapp Interns

The Knapp fund has provided opportunities for students from a wide variety of interests and backgrounds to develop expertise via technology-enhanced teaching and learning projects. The Knapp Internship Program hit its stride in the past year. We had five interns working 6-10 hours per week. Every semester, each intern was responsible for developing/offering two original workshops on new media, creating a new set of documentation for a least one new technology, and collaboratively working on at least one ongoing creative research project.

Workshop topics ranged from technical demonstrations for web design (in partnership with our Computer Science department) to an extra-curricular series on Photoshop concepts and workflows. Broadening documentation for our tools has allowed lab users to operate more independently. As a result, the Knapp Center has seen increased use by students completing their research in new forms of media production, as well as extra-curricular projects for student orgs. Other intern projects included: 3D scanning with the Davis Museum to produce course-related digital exhibits of objects in their collection; researching/proposing a drone pilot-licensing program to enhance safe use of aerial robotics; improving our self-service 3D printing in the Knapp Center; and deepening research into app development. Several intern initiatives have resulted in deep connections with student employees at Brandeis University. These student groups have collaborated on supporting Maker Hackathons events, as well as community outreach with local schools. These relationships have proven to be an excellent resource for our interns' research into new "maker" tools and workflows. Next year, the Knapp Intern program will continue to grow in numbers and broaden its connection with other parts of campus.

There have been some exciting additions to the **Archives** this year. In the Fall, the Archives acquired the Puffer Herbarium, which is uniquely suited to teaching because it contains the dates on which the plant samples were taken; the Herbarium has been digitized and is available online at http://repository.wellesley.edu/puffer/. In the Spring, the Hazel Paris Collection was accessioned. Other notable donations include several hundred letters from Anna Grassini '86; and botany notes and letters from Harriet Merrow (B.S. 1886; M.A. 1893).

Special Collections acquired a rare 18th c. almanac entitled, *Le Trésor des Graces*, formerly owned by Queen Marie-Antoinette, with her coat of arms on the leather binding. This became the focus of a broad collaborative scholarly digital project in support of Professor Hélène Bilis' Spring 2016 seminar FREN 303: "Long Live the Queen!": Women, Royalty and Power in the Literature of the *Ancien Régime*. LTS staff who contributed their expertise were Jen Bartle, Laura O'Brian, Mariana Oller and Ruth Rogers. The outcome was a digital exhibit in Scalar: *Des Coiffures pour l'histoire / Between Hairstyle and History*, using content created and gathered by enrolled students and faculty. Marie-Antoinette's almanac is part of a growing collection of 18th-century French almanacs in Special Collections that also supported Simon Grote's Spring seminar HIST 354: King-Killers in Early Modern Britain and France.

Classes taught in Archives and Special Collections

- ✠ A new record - 85 classes taught.
- ✠ Student visits: 1175, also a new record

LTS in the Works

Check this website In the Works periodically to learn about the major initiatives and projects that we are engaged in.

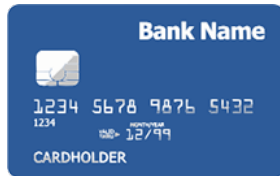## In Progress

Preferred Names

Workday

Wireless Network Upgrade

Training

Projects Completed

Wireless Projection

Touchnet

Chromebooks & Boxes

Name Recording App

Benefits Portal

WANDA

Network Updates

Classroom Assignments

Guidebook & Modolabs

Chromecast

In the Cloud

Active Directory Upgrade

New Wellesley Portal

PaperCut for Students

Admin Firewall

Videoconferencing
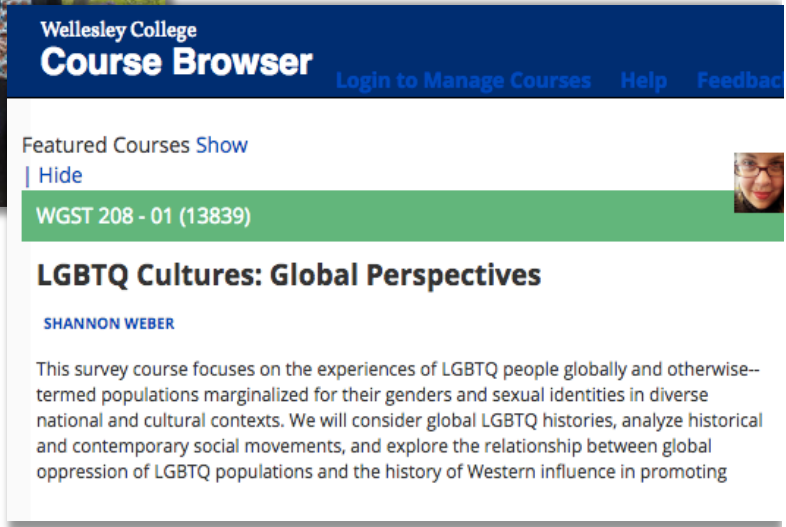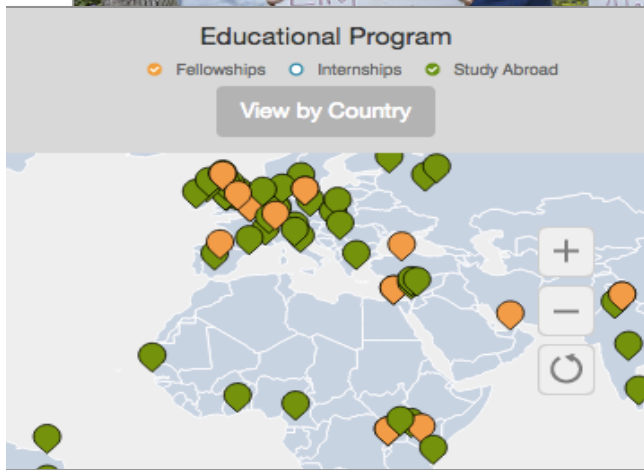
Web Development

Many PHP apps added or improved this year.

Russian placement and QR test score uploads, diploma names using alternate character sets, MyIntuition is now mobile-friendly and available in Spanish, secure file transfer, particularly for students' financial documents, self-service alumnae password resets, improvements to self-scheduled exams, course browser, and housing lottery, summer research funding tracking, and a host of apps for Registrar activities, including cross-registered student uploads, graduation requirements auditing, and authorizing classroom visitors. Improvements were made to existing college website features, and a new Humanities site was added.
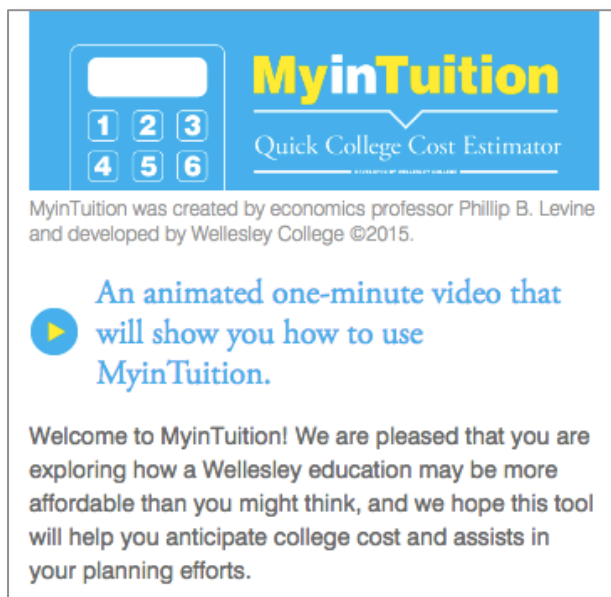
Open Access & Institutional Repository

"Open Access" can be defined as a movement that promotes the availability of research and scholarship without cost or permissions barriers. Though free open-access journals do exist, publishing in open-access journals is not required for compliance with the policy that the Wellesley faculty adopted. Below are online publications, resources, and presentations, which provide more background.

Online resources and publications:

Visit Wellesley's Institutional Repository at repository.wellesley.edu. Please contact the Scholarly Communications Group with questions or to learn about the benefits of publishing in the Institutional Repository.
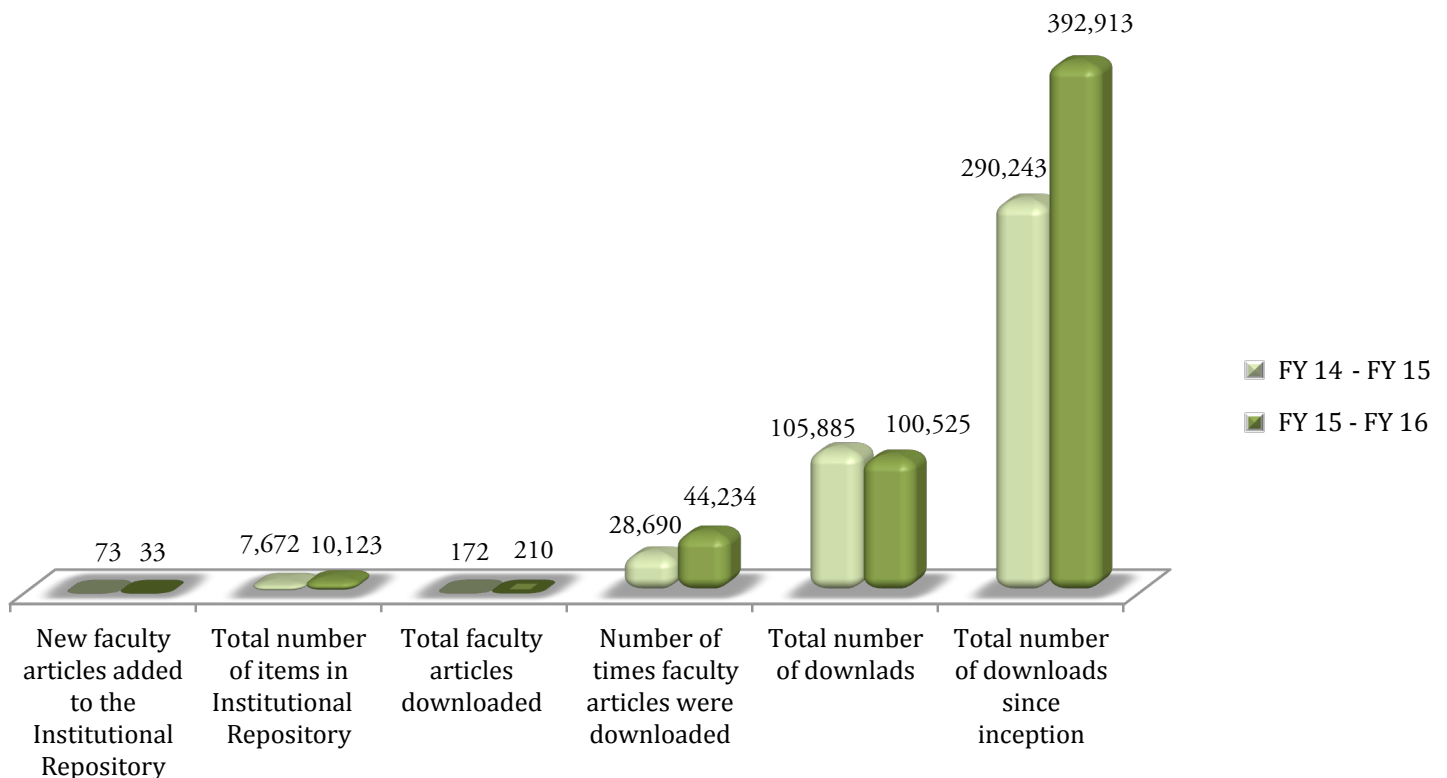
Brief introduction to open access

Suber, Peter. Open Access. Cambridge: MIT Press, 2012.

Wellesley's Copyright and Open Access Policy Brochure

Talks and presentations:

Stuart Shieber on Open Access Policies, Talk at Wellesley College, December 2012. (Available only to the Wellesley community.)
Peter Suber on the Future of Open Access, Talk at Berkman Center for Internet and Society, Harvard University.

Legend: FY 14 - FY 15, FY 15 - FY 16

Category	FY 14 - FY 15	FY 15 - FY 16
New faculty articles added to the Institutional Repository	73	33
Total number of items in Institutional Repository	7,672	10,123
Total faculty articles downloaded	172	210
Number of times faculty articles were downloaded	28,690	44,234
Total number of downlads	105,885	100,525
Total number of downloads since inception	290,243	392,913

Digital Collections Additions

18

Number of digital collections projects including Jewett collection of photos, Ruhlman programs for the 20th anniversary, and processing the Wellesley Alumnae Magazine images.

17,000

Number of items/pages digitized including 900 images, and more than 3000 pages of letters.

88%/3,351

Percentage digitized in house and number of digital items added to collections (digitized and born digital).

14

Number of collaborations with Archives, including Wellesley News, Jewett photos, finishing the Whitney Collection of letters, and scanning various plans of college buildings. Additionally documents belonging to faculty, staff and alumnae (2 herbarium, 1 College Catalog, 1 Sermon, and many letters).
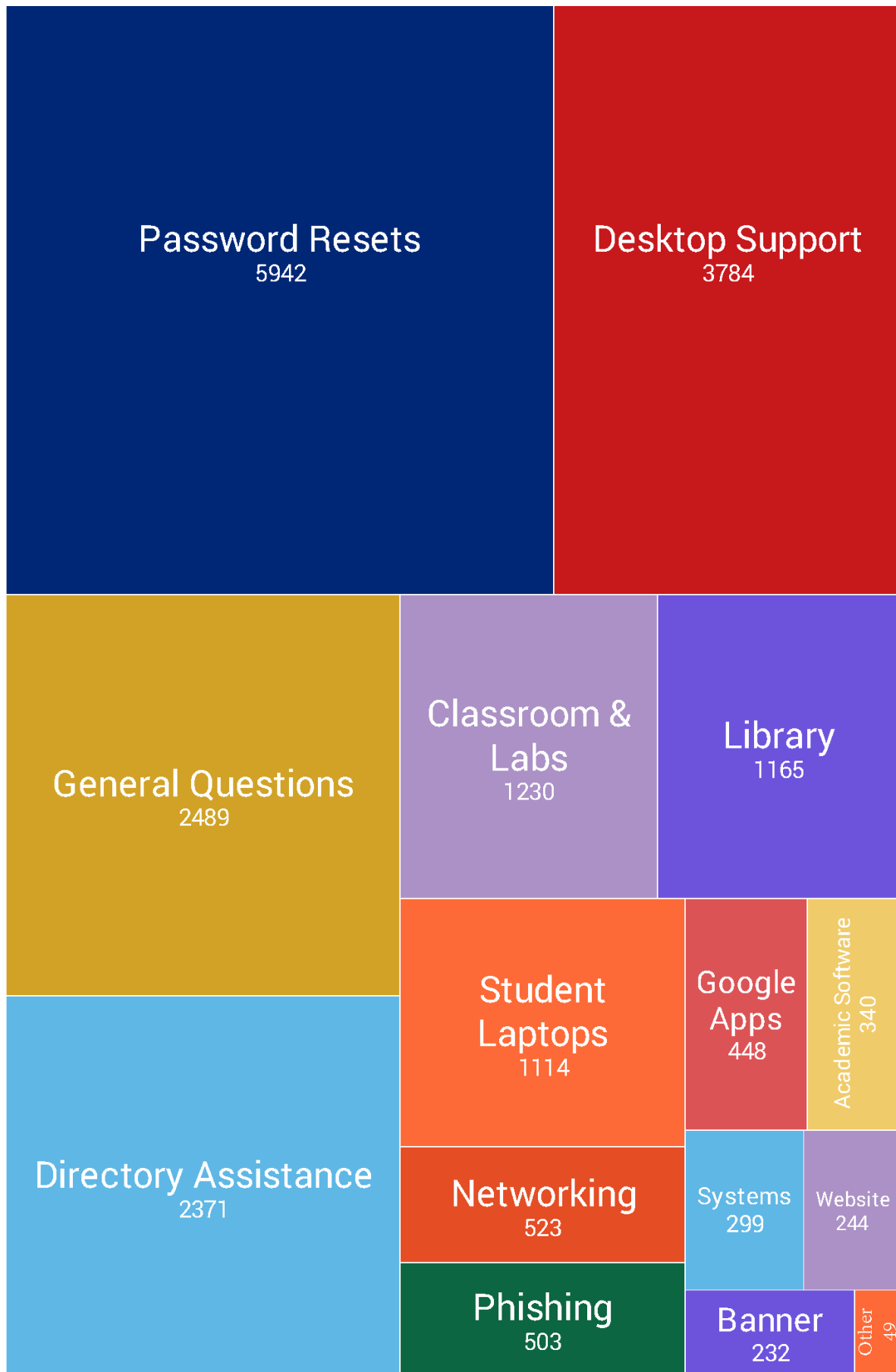
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Number of collaborations outside of LTS.

15

Number of collaborations with Special Collections including manuscripts, letters, and an in-progress collection of jewelry and other items.

Helpdesk Tickets by Group

Password Resets
5942

Desktop Support
3784

General Questions
2489

Classroom & Labs
1230

Library
1165

Directory Assistance
2371

Student Laptops
1114

Google Apps
448

Academic Software
340

Networking
523

Systems
299

Website
244

Phishing
503

Banner
232

Other
49

Daniela Bartalesi-Graf and **Laura O'Brien**, workshop "Planning, designing and teaching an online course in the Italian language and culture." Center for Teaching & Learning, Queens College, City University of New York, December 11, 2015.
https://ctl.qc.cuny.edu/italianonline/

Daniela Bartalesi-Graf and **Laura O'Brien**, "Creating 'blended' modules for the foreign language class." Foreign Language Seminar, Wellesley College. March 2, 2016.

Jenifer Bartle, with Alicia Peaker (Middlebury College), "Introduction to Omeka Workshop." THATCamp Digital Pedagogy, University of Texas at Austin, January 6, 2016.

Rachael Coombes, "Analytics in Academia: How Wellesley College Is Using Its Data." CLAC 2016 Annual Conference, Lexington, VA, June 15, 2016.

Graham Henderson, Takis Metaxas, and **Ray Schmidt,** "Faculty and Open Access at Wellesley College." Hamilton College Library and Information Technology Services webinar, September 11, 2015.

Ron LaShane, "How to Reduce Suspends and Duplicate IDs with Data Transfer Matching Logic."

Lisa Newman and **Rachael Coombes**, "Once Upon a Time: The Story of a Successful BI Implementation." NERCOMP Annual Conference, Rhode Island Convention Center in Providence, RI, March 22, 2016.

Lisa Newman with Peter Wiley, Bowdoin College,Vanessa Brown, Ithaca College, Kevin McNamara, Colorado Christian University, "Getting Off the Ground: A Panel Discussion on Starting DW/BI Initiatives." Higher Education Data Warehousing Annual Conference, Rochester, New York, April 4, 2016.

Anne Manning with David Sherry, Chief Information Security Officer, Brown University, presentation "Policy & Law Where's the Perimeter? Emerging Technology Threats to Security and Privacy." Cornell Institute of Internet Culture, September 16, 2015.

Laura O'Brien and **David O'Steen**, presentation/workshop "Strategies for Designing Blended Courses" as part of NERCOMP PDO on Supporting Faculty in Blended Teaching and Learning. College of the Holy Cross, Worcester, MA, February 22, 2016.

Laura O'Brien and **David O'Steen**, with faculty Daniela Bartalesi-Graf and Julie Walsh, presentation "Online Education at Wellesley: MOOCs, SPOCs, and Blended Learning." as part of Alumnae Reunion, Wellesley College, June 3, 2016.

Mariana Oller, "Catharine Mitchill '31 Collection of Family Letters: The Civil War Period", presented at "The Civil War Letters of Wellesley College and Brandeis University" digital collections symposium, Brandeis University, Waltham, MA, November 11, 2015.

Ravi Ravishanker, Wellesley College, and Patrick Sellers, Davidson College, "A Collaborative to Explore Digital Teaching and Learning." Association of American Colleges & Universities Annual Meeting, January 21, 2016.

Beth Francoeur, Workday, and **Ravi Ravishanker**, Wellesley College, "Making the Switch From Your Legacy ERP Systems: Why Now?" NERCOMP Annual Conference, March 16, 2016.

Ravi Ravishanker, Wellesley College, Raymond Perez, CSO/CISO, U.S. Cyber Security Institute, David Weldon, Editor in Chief, *Information Management.* "Data Security Threats – Reducing the Impact" Webinar, (https://www.youtube.com/watch?v=2GmKvZZ5YYw), April 21, 2016.

Ruth Rogers, Guest curator, "Reading with the Senses: Books by Artists." Lesley University College of Art and Design, Cambridge, MA, March 14-April 15, 2016.

Ruth Rogers, Arthur P. Williams graduate Lecturer, University of the Arts, MFA Program in Book Arts. Philadelphia, PA, May 3, 2016.

Ruth Rogers, Invited panel moderator, "Artists and Others: the Imaginative Book in the 21st Century." The Grolier Club, New York, June 2, 2016.

Ruth Rogers, "Doni in America: the Plimpton Collection of Italian Literature at Wellesley College." *Il Manoscritto delle Imprese Reale di Anton Francesco Doni.* Napoli, La Stanza delle Scritture, 2016.

Katherine M. **Ruffin,** "Ruffin in Retrospect: 1996-2016." Graduate Symposium Presentation, Masters in Fine Arts in the Book Arts Program, School of Library and Information Studies, University of Alabama, Tuscaloosa, AL, March 25, 2016.

Katherine M. Ruffin, "Ruffin in Retrospect: 1996-2016." Solo Retrospective Exhibition, Fifth Floor Library, School of Library and Information Studies, University of Alabama, Tuscaloosa, AL, March 25, 2016-December 15, 2016.

Katherine M. Ruffin, "Carl Purington Rollins and the Bibliographical Press at Yale University." Ticknor Society Lecture, Boston, MA, January 20, 2016.

Katherine M. Ruffin, "Carl Purington Rollins, the Bibliographical Press at Yale University, and the Origins of the Bibliographic Press Movement in America." Works in Progress Poster Session, ALISE Conference, Association for Library and Information Science Educators Conference, Boston, MA, January 5, 2016.

Katherine M. Ruffin, "Posted Notice: College Book Art Association Poster Show." Sarratt Gallery, Sarratt Art Studio, Vanderbilt University, Nashville, TN, January 4-February 8, 2016.

Jordan Tynes with Ian Roy (Brandeis) and Doug Higgins (Colgate), presentation "Evolution of the Learning Space: Making and 3D Printing to Drive Innovation." ELI Annual Conference, San Antonio, TX, February 2, 2016.

Jordan Tynes, presentation "Supporting New Media: Visual Writing as a Case Study." NERCOMP Annual Conference, Providence, RI, March 23, 2016.

Jordan Tynes co-organized with Ian Roy (Brandeis), Doug Higgins (Colgate), and Ahmad Khazaee (Colgate) "Spaces for Making: Case Studies in Development, Support, and Practical Workflows for Digital Fabrication." NERCOMP PDO, College of the Holy Cross, Worcester, MA, May 2, 2016.

Jordan Tynes, interview by Leila Meyer "How to Create a Makerspace." *Campus Technology*, November 18, 2015.

Mary Yearl, "The Hazel Paris Collection." Friends of the Library Newsletter, Spring 2016.

Mary Yearl, Sara Ludovissy, et al. "Sparks Along a Broad Horizon: New Approaches to Archival Discovery." NEA Spring Meeting, Portland, ME, March 31-April 2, 2016.

Mary Yearl, "Alternate realities as found in the Archives." GIS Day, Wellesley College, October 20, 2015.