

Spring 2018

# Inside Information Spring 2018

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## Digital Scholarship Fellows Program Welcomes First Cohort of Faculty Members

**IN JANUARY**, Professors Phillip Barnes (Biology), Catherine Benoit (Anthropology) and Sufia Uddin (Religious Studies) became the first cohort of Digital Scholarship Fellows, a new program funded by the Office of the Dean of Faculty and led by Information Services staff members.

Building on the success of the Technology Fellows Program (2014–2018), the Digital Scholarship Fellows Program supports faculty engaged in digital scholarship projects. The program will help determine the scope for and design faculty projects, integrate aspects of the projects into courses, collaborate with student researchers, acquire new technological skills, and build platforms for sharing scholarship in innovative ways online. The program works toward the College's strategic plan objectives to offer new opportunities for student/faculty research and to build a community of practice in digital scholarship.

In summer 2018, students working with the faculty fellows will conduct some or all

*Migrations, Culture and AIDS in St. Martin* (2015). Students in Benoit's "Anthropology

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*The new program will help faculty acquire new skills and develop innovative forms of scholarship.*

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of their work in the library's Technology Commons, developing aspects of the individual projects in conversation with each other. Students will have access to advanced software, and library staff will be available for advising on project development.

### Visual Data

Through digital scholarship, Phillip Barnes hopes to discover other colleagues around the world working on experiments similar to his own and potentially develop collaborations by sharing his data online. He plans to digitize drawings of insect wings created over the years with his students and develop a new workflow to capture more visual data through digital imaging of the wings. This digital process will yield rich information that Barnes and his students can use in future studies to supplement the original intent of the experiment, and it will make data available that other researchers may be able to use.

### Digital Book Companion

Catherine Benoit's project will be a multilingual digital companion to her book, *Au coeur des ténèbres de la friendly island: sida, migration et culture à Saint Martin* [*In the Heart of Darkness of the Friendly Island:*

of the Caribbean" course are currently engaged in digitizing some of her primary research materials gathered in St. Martin since the 1990s. Throughout the semester, they will curate a collection of images, conduct research and write introductory texts on the thematic threads of the project — tourism, hurricanes Luis (1995) and Irma (2017), St. Martin as an international tax haven, migrations and undocumented migrants, and the AIDS epidemic. Benoit plans to build a crowdsourcing feature that allows the people of St. Martin — both in St. Martin and New London — to submit documents and oral histories for inclusion on the website. She will also implement assignments in future courses that will add oral histories, maps, multimedia and new research to this multi-decade project.

### Online Translation

Sufia Uddin will create a multimodal website about the Sundarbans mangroves that presents the forest and its inhabitants in ways that foster broader awareness of deforestation and its effects on communities and the environment. Uddin translated a Bengali epic poem that tells the story of Bonbibí (Lady of the Forest), and she will

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# Message from the VP

## \$70,000 and OER

### A NEWS STORY REPORTED TODAY

that Trinity College's comprehensive fees will exceed \$70,000 next fall. It won't surprise you that the fees at Conn may be within a whisker of that number. PPBC members gnashed their teeth and shared a lot of angst this fall discussing how to control the high cost of a Connecticut College education.

Well, one way to bring down the total cost of education would be a greater commitment to using **Open Educational Resources (OER)**. OER may be defined as teaching, learning and research resources that can be freely shared and repurposed. Typically, OER are used in place of textbooks, saving students those costs. There is a wealth of available OER, covering nearly every subject area, that have been reviewed, tested for quality and used widely. Those resources can be, and typically would be, further modified by a faculty member to better suit his or her own course design. OER can be completely digital but can also be made available in a print format for substantially lower cost than a typical textbook.

Many other colleges and universities have engaged their faculties to consider OER...and I suspect the idea is not foreign to most of our faculty. But heretofore, we haven't developed a support system across campus to facilitate identification and use of OER at Conn. To change that, Jessica McCullough in IS is putting together an OER Exploratory Committee this spring to bring faculty, students and staff into a conversation about how to support a program of OER

at Conn. I can envision librarians and instructional designers working with faculty to identify possible OER resources, helping review those resources for quality and suitability, and providing training

parents reading that...and smiling.

There are other programs on campus that provide free access to textbook resources, including the student-led Textbook Lending Library. The ARC

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*Connecticut College faculty have already saved students tens of thousands of dollars by adopting Open Educational Resources.*

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for tools to modify the OER effectively. Maybe a program could be developed and funded that supports OER development over the summer, or even provides a course release, to revise OER for high enrollment courses with expensive textbooks?

Happily, some faculty at Conn are already on board. For example, Joe Schroeder and Karen Gonzalez Rice are successfully using OER in their classes, saving students a combined \$15,000 per year. And members of the Mathematics Department, bless their souls, have customized a version of APEX Calculus for Mathematics 111, 112 and 113, replacing a \$299 textbook and saving their students some \$22,000 per year. Imagine the savings if more faculty were involved. Imagine the savings if a hundred were involved. Imagine the Connecticut College website proclaiming, "A hundred Conn faculty save students over \$300,000 per year in textbook costs!" Imagine prospective students and

also purchases some texts and puts them on reserve in Shain. The Office of Dean of the College sometimes helps needy students as well. But those initiatives help the lucky students who get there first or know to ask. All the others are still paying for the textbooks or borrowing their friends' copies...or trying to go without. Use of OER is something we as a college community can do to control and even bring down the cost of education for all students. I hope you'll show your support as planning continues this spring.

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 [www.conncoll.edu/is](http://www.conncoll.edu/is).

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# Phone Systems To Undergo Upgrade

**ENTERPRISE AND TECHNICAL SYSTEM (ETS)** has begun the effort to replace the College's aging communications and telephone systems. Background work began in fall 2017, and the changeover to the new system will occur this summer.

The current telephone and voicemail systems are over 25 years old and are no longer supported by their manufacturers. Technology has made great strides in the last 25 years. The linking of independent networks has led to the modern internet. Since 2002, the number of mobile phone users across the world has increased dramatically; according to the Pew Research Center, over 95 percent of Americans now own a cell phone. The rapid growth of the modern internet and the shift in the telecommunications industry, coupled with the prevalent use of email, has opened the door to new ways of thinking about communications and collaboration for the future.

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*A new phone system will utilize Voice over IP technology, which opens the door to many new features, benefits, flexibility and convenience.*

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Given those changes, ETS has gathered information about the existing campus telecommunications system. There are multiple elements in this infrastructure to be considered: the phone system, voicemail system, fax lines, modems, emergency call boxes (e.g., blue light phones), alarms and more.

The College has decided to move forward with a new fully digital solution based on a technology called voice over IP (VoIP). This decision opens the door to many features, benefits, flexibility, convenience and options to improve and

streamline communications. A request for proposal for a new system was distributed to prospective vendors in January. The responses are under review, with an anticipated switchover to occur in mid-June; this will accommodate the academic schedule and the critical admissions business cycle. The project is being funded by a debt source (Connecticut Higher Education Fund, or CHEFA).

## Benefits of VoIP

The new telecommunications technology, VoIP, brings numerous benefits, including replacement of legacy phones while retaining caller ID and directory features. Other benefits of this technology include:

- Full compatibility with the analog elements that need to remain in place (such as emergency call boxes and alarms).
- Additional "soft phone" option that enables making calls over the Internet, resulting in improved flexibility, comfort and availability. College phone calls will show as the campus extension, not one's mobile number.
- All the features of the legacy system and more with an easy-to-use web interface.
- Full individual control over the display of one's availability to communicate.
- Easy retrieval of voicemail messages.
- Voicemail messages will be accessible through one's Conn College Gmail account.
- Easy ability to set up a conference call with multiple people.
- Worldwide availability using any broadband connection; users can log in to their College VoIP soft telephone, and get a dial tone.
- Elimination of the need to give out a personal mobile phone number.

— Jean Kilbride

## Digital Fellows

*continued from page 1*

publish her translation online, rather than in print. Digital methods of working with the poem — including textual analysis, digital annotations, images, maps and related scholarship — will provide different ways of understanding and knowing about this forest.

Stay tuned for a fall symposium on campus featuring talks by the DS Fellows about their research projects and their experiences doing digital scholarship. A call for proposals to participate in the 2019 cohort of Digital Scholarship Fellows will go out in fall 2018. — *Lyndsay Bratton*

## Software Discounts Available Through OnTheHub

**CONNECTICUT COLLEGE** has partnered with Kivuto Solutions, Inc., to provide personal software at deep discount prices to current faculty, students and staff for use on computers that are not owned by the College. The program includes software from Adobe, Microsoft, and IBM, and includes such popular software packages as Adobe Creative Suite, Endnote, Minitab and SPSS. Offerings vary by group affiliation and current College license agreements. To see what's available or to start shopping, go to <http://connecticutcollege.onthehub.com>, and log in using your College username and password.

Please note that purchases are made directly through OnTheHub. Information Services recommends that you back up the software, save a copy of the license key and download the instructions in a safe place. Support for purchases and downloads are provided by OnTheHub rather than the College. The College is not able to retrieve license information or software for any purchases made through OnTheHub. You will need this information if you need to reinstall the software at any time. — *Chris Penniman*

# ETS Streamlines Student Employment Process

## ENTERPRISE & TECHNICAL SYSTEMS

has completed a project to revamp the student employment process, using a Banner tool called Electronic Personnel Action Forms, or EPAFs. The new solution has replaced the 15-year-old Student Employment Authorization application in CamelWeb.

The need for the project was clear: The process to employ some 800 students had become convoluted and inefficient. It involved creating duplicate entries and had many possible points of failure. Offices that supported the former system wasted countless hours researching issues and problems, and supervisors and students alike were often confused. Despite the best efforts by College staff members, students were sometimes paid incorrectly or late.

A team of four departments — Enterprise & Technical Systems, along with Financial Aid, Finance and Accounting, and Human Resources — used a holistic approach in the overhaul of the student employment business process, analyzing the former processes prior to beginning their work. By implementing the Banner EPAFs, the team was able to replace custom-created computer code — which can introduce bugs or errors — and eliminate some redundant data entry steps. Also, in streamlining the process, the team reviewed and simplified the wage structure, which was overly complex and had provoked contention in many situations. The additional advantages of the overhauled process are numerous:

- Supervisors now do not have to wait for students to initiate the hiring process, which was a flaw in the historical design of the student employment business flow.
- The project streamlined stipend procedures between Payroll and supervisors by processing correct dates and amounts more efficiently.
- Data cleanups — which had long been a drain on staff time — were resolved across departments.
- Documentation and presentations for student employers were overhauled.
- The project created an efficiency by removing one HR staff member almost

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A NEW STUDENT EMPLOYMENT PROCESS UTILIZES BANNER FORMS CALLED EPAFs, WHICH HAVE HELPED TO MAKE THE PROCESS MORE EFFICIENT.

entirely from the manual review and processing flow.

- We now have better access to data, reporting and quality control opportunities.
- There is now an improved ability to review and capture errors or potential data issues before the data progresses through a payroll, improving customer service and reducing the likelihood of a federal audit.

Eliminating the former system has also enabled us to reduce licensing costs, and to allow several ETS staff to support the process, rather than assigning one person who needed to develop detailed expertise.

Further, it's reduced the data entry burden, which in turn reduces the risk for errors.

Finally, the use of Banner EPAFs will have advantages for the College that will go beyond this project. Ultimately, the same Banner setup forms, jobs, design, consulting information and lessons learned will be applied to all future EPAF implementation projects. The College owns EPAF, and we now plan to use this functionality more extensively. As a result, we expect improvements in troubleshooting and further elimination of inefficiencies and redundancies, improving overall customer service wherever the EPAF system is applied. — *Laurie Schaeffer*

## Join Our Online Blog Conversations about Research and Technology!

### Engage: Teaching with Technology at Connecticut College

[teachtechconncoll.wordpress.com](http://teachtechconncoll.wordpress.com)

Highlights interesting and creative uses of technology in teaching and research.

### ResearchScapes: Discussions on the Art and Craft of Research

[wordpress.conncoll.edu/researchscapes](http://wordpress.conncoll.edu/researchscapes)

Encourages thought and conversation on how research is conducted, and on issues affecting researchers and how they do their work.

# Instructional Technology Supports Pathways with Digital Portfolios

**INFORMATION SERVICES SUPPORTS** student learning in the Connections curriculum in many ways. One new and exciting initiative is the integration of digital portfolios in the Pathways. Each pathway includes four components: a thematic inquiry course; a curricular itinerary, composed of three courses that relate to and provide insight for a student-defined animating question; global–local engagement; and a senior reflection. Pathways require students to reflect on and document their curricular and co-curricular experiences, and then integrate them with Pathway themes and their personal animating question.

A digital portfolio provides a place for students to collect and annotate documents related to their Pathways work. Students can also use the digital space to reflect on their curricular and co-curricular work in a concrete and visible way, sharing their experiences and thoughts with members of the Pathway community, faculty, advisors, peers and even potential employers. During their senior year, students who create and maintain portfolios will have a repository of their achievements, reflections and experiences from which to draw for the public senior reflection project, in which they must integrate all four components.

In the 2016–2017 academic year, Instructional Technology staff held a digital portfolio pilot using Digication and developed a deeper understanding of the platform and its capabilities, and of how to integrate it intentionally into classes. Digication has powerful, easy-to-use tools to publish text and multimedia, and requires no knowledge of HTML or other technical skills. When using Digication, students focus on content and have complete control over who can view or edit their portfolios. As of March 2018, five different groups are using Digication:

- Two Pathways — Global Capitalism and Bodies/Embodiment — are implementing Digication portfolios starting in the thematic inquiry course.
- The Education department uses Digication for Student Teaching Certification portfolios, a requirement for the teaching certification. The department is moving toward using an

authentic assessment of student teacher curriculum products, and the scoring will be done by outside parties.

- Gender and Women’s Studies majors create portfolios in the capstone course to support three major student learning objectives: Reflect upon and integrate components of the undergraduate experience; articulate the value of the Gender and Women’s Studies education; and utilize academic, professional and personal skills to support post-graduation goals.
- Students in Chris Colbath’s first-year seminar, “Revolution and Culture,” created advising portfolios. Portfolios were shared with members of the advising team to assist in selecting courses for spring semester.

—Jessica McCullough



## Student Worker Profile: Phoebe Eckart '18

**MY NAME IS** Phoebe Eckart, and I have worked at the IT Service Desk since fall 2014. I am a senior from San Francisco, with a botany major and double minors in mathematics and environmental studies. I'm also enrolled in the Goodwin–Niering Center for the Environment's certificate program. On campus, I am the independent living coordinator for the 360 apartments and Earth House, as well as a member of Safety Net, a program provided by the office of Sexual Violence Prevention and Advocacy. You can usually find me baking bread in my apartment or meandering in the arboretum if I'm not at the IT Service Desk.



During my time here, I have had the opportunity to conduct research on woody plant physiology with Professor Rachel Spicer. This research resulted in a publication — recently accepted by the *American Journal of Botany* — on polar auxin transport's role in vessel differentiation and spatial patterning during secondary wood growth in populus trees. This year, I have been working on an honors thesis on urban forestry exploration, analysis and planning in New London, in collaboration with the Arboretum and the City of New London. In doing this research, I think I may have checked out the library's entire forestry collection!

In my research, I am exploring questions such as: What is the history of urban forestry in Connecticut? What could an urban forest management plan in New London look like? To prepare for this, I interned for Casey Trees, an urban forestry organization in Washington, D.C. This experience helped me cultivate a passion for the health of urban green spaces, the integration of forests into city life, and the inclusion of people from diverse backgrounds in science. After graduation, I plan to take a gap year working on organic farms in the U.K., and then I plan to attend graduate school to study urban and sustainable forestry, with a focus on urban systems modeling or plant pathology in an urban context.

## JSTOR, Project MUSE Platforms Now Feature Ebooks

**IN THE PAST SIX MONTHS**, the College's libraries have augmented ebook offerings with the acquisition of packages from two of the most popular and familiar database platforms: JSTOR and Project MUSE. The ebooks available from these two providers cover a wide range of university press titles. Perhaps even more important to the user, the chapters from JSTOR and Project MUSE are free of digital rights management — or “DRM free,” in library parlance. This means that users can print or download chapters as they'd like, without restrictions or the need for vendor registration.

The additions come amid rapid and constant changes to the book acquisition environment. Just a few years ago, the College's libraries began a “demand-driven acquisitions” (DDA) program, meaning that content from selected publishers is loaded into our catalog, and when users click on a book, the library incurs charges. While this program held initial promise for keeping down costs to the library — and for buying only those materials that users actually wanted or needed — it's proved unprofitable for many publishers, who have in many cases passed unacceptably high costs onto libraries. At the Connecticut College Libraries, we still have a DDA program to capture content from some publishers, such as Bloomsbury, Palgrave Macmillan and Polity, but it's much smaller than it was just a year ago. Particularly since digital rights management still applies to these ebooks, it remains to be seen to what extent DDA will continue as a viable program for the future.

The JSTOR and Project MUSE programs are built on a different model. Known as evidence-based acquisitions, or EBA, these

programs deliver a cache of ebook content at the beginning of a one-year period. At the end of that period, librarians have the opportunity to make selections of books up to a predetermined amount. The vendors will provide us with usage information, but we're free to choose books for permanent acquisition based on a combination of factors, including usage, duplication with materials that we might already own, and suitability for the College's research and teaching needs.

The Project MUSE program is brand

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*Two popular databases  
now provide ebooks that  
users can freely download  
and print.*

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new, having only begun in January, so we don't yet have data regarding usage. But the JSTOR program, which began over the summer, has already garnered some 3,000 chapter downloads — a figure that has exceeded expectations. Part of this may be due to JSTOR's name recognition and visibility: JSTOR books can be accessed through the library's OneSearch tool and through the database interface, and can be found on the open web. Similarly, Project MUSE's books can be discovered through OneSearch and the Project MUSE portal. Given the wide and diverse accessibility of the two vendors' ebooks — and the potential overall cost and space savings — we're finding the launch of these two programs to be very encouraging. — *Fred Folmer*

### Stay Connected to Information Services on Social Media!

**Twitter:** @ConnCollLibTech, @CCITServiceDesk or @ConnCollDSCC

**Facebook:** @ShainLibraryConnecticutCollege, @GreerMusicLibrary or @LindaLearCenter

**Instagram:** [www.instagram.com/shainlibrary](http://www.instagram.com/shainlibrary)

**Tumblr:** [lindalearcenter.tumblr.com](http://lindalearcenter.tumblr.com)

# MDPI Open Access Program Provides Author Discounts

**IN FALL 2017** the College libraries joined an Open Access program offered by the Switzerland-based publisher MDPI that provides a 10 percent discount for College faculty authors. MDPI is a peer-reviewed, “gold open access” publisher, meaning that rather than relying on subscription fees for funding, it charges authors for article processing. The content is then openly and freely available for readers.

MDPI publishes nearly 200 peer-reviewed journal titles — primarily scientific content — and several College faculty members have published articles in an MDPI title. Through MDPI’s Institutional

Open Access Program, any College faculty publishing in an MDPI journal will automatically receive a 10 percent discount on article processing charges.

The program comes without charge to the College libraries, and our library staff is notified when a College faculty member submits a paper to MDPI. According to MDPI, authors will be prompted during the submission process to determine if they are eligible for the discount. For more about the program, you can check out its FAQ section at [http://mdpi.com/about/ioap\\_faq](http://mdpi.com/about/ioap_faq); for more about MDPI itself, visit <http://mdpi.com>. — *Fred Folmer*

# New IS Employee: Ariela McCaffrey

**I JOINED** the Instructional Technology Team in February. As Research Support and Outreach Librarian, I will assist faculty and students in the access and use of scholarly information, facilitate library instruction sessions, develop Libguides and tutorials, and manage the library’s social media platforms. I will also help create the library newsletter, annual report, and other library and Information Services publications.



For the past 16 years, I worked at the Johnson & Wales University Library in numerous roles, including head reference librarian, instruction coordinator and student supervisor. Currently, I am an adjunct instructor at Johnson & Wales in the Humanities and Graphic Design Departments, where I teach courses in 2-D design, Adobe applications, art history and color theory. In addition to my library science degree, I have a master’s degree in education, a bachelor’s in art conservation, and a bachelor’s in art history.

At the University of Delaware, I worked in the Book Preservation Lab, where I learned conservation techniques such as Japanese paper mending and sewing skills. This led to a position at the Boston Museum of Fine Arts’ Conservation Lab, where I created custom-made boxes for fragile books and ephemera. I’ve studied hand bookbinding and had hoped that my own handmade journals might be a career path until I found that one journal took me eight hours to complete — and therefore, it wasn’t a lucrative business model. So, librarianship it is!

In my free time, I hike with my kids, run the bike paths of Rhode Island, and spend the majority of my time (and money) restoring the 1880s farm house my husband and I purchased in 2013.

# New Advancement System in the Works

**THE COLLEGE’S ADVANCEMENT EFFORTS** depend on the principal information system, Banner Advancement, which has been used successfully for more than 10 years. This system is used for the organization and management of events, online giving, and major gift efforts and analytics. However, the Banner Advancement system is more than 20 years old in design and technology, and its vendor, Ellucian, has announced that in the near future, it will discontinue supporting the Banner Advancement software, and thus no longer develop capabilities for it. The length of time that the current module will continue to be useful is not certain, including whether it will be viable for the full duration of the College’s next comprehensive campaign.

While this timing is not ideal, the vendor’s decision is an opportunity for the College to consider newer systems that are easier to learn, operate and modify. The newer software will be easier to navigate and will include built-in tools to aid in data reporting and analysis; also, it will provide the ability to increase the effectiveness and impact of institutional advancement analysis, data collection, querying and reporting functionality, engagement, gift processing and stewardship. The new system’s implementation will be guided by the College strategic plan, *Building on Strength*, particularly by Goal 3, “Financial Strength,” which is located within strategic priority 3, “Supporting a Diverse, Just and Sustainable Community.”

This semester, Advancement and Enterprise and Technical Systems (ETS) staff have been identifying areas for aligning efforts to improve operating efficiency, consolidate and coordinate efforts, and leverage data and opportunities for innovation specific to Connecticut College. The Advancement division is also assessing and analyzing its current business processes and tools. The initiative includes consideration of technology-mediated reforms to stimulate the ability to spur transformative change, rather than merely promote efficiency. The effort is also examining best practices. The time to implement a new advancement system is 18 to 24 months, with substantial involvement of College Advancement and Enterprise and Technical Systems (ETS) staff over that period. — *Jean Kilbride*





IN CONJUNCTION WITH AN EXHIBITION OF HIS WORK, THE ARTIST ZHANG HONGTU RECENTLY GAVE A TALK IN THE CHARLES CHU ASIAN ART READING ROOM.

## Shain Library Hosts Art Exhibitions, Lectures, Classes

**OVER THE PAST TWO YEARS**, Shain Library has increasingly served as a space for visiting artists to display their work. While the gallery in the Charles Chu Asian Art Reading Room has often hosted an occasional visiting exhibition, the library exhibit areas have recently begun to participate in these shows. In addition, the Chu–Griffis Asian Art Fund and the Friends of the Library have hosted artists, who have given lectures on their work and occasionally conducted classes with students.

The exhibitions in the Chu Room have featured contemporary artists from China and Chinese artists based in New York, with a focus on those who have interpreted Asian art traditions in novel ways. These exhibitions have allowed the campus community to view works that are often dramatically different from the traditional literati painting held in the Chu–Griffis Collection. Artists have included the photographer Cai Dongdong and the starkly different interpretations of the landscape tradition by Mao Xiaojian and Wang Ai.

The Shain Library exhibit areas have also recently featured a number of artists,

particularly alumni artists. The work of Tom Slaughter '77 was exhibited during the 2016 Alumni Weekend, and Amy Hannum '12 installed her exhibit *Otherly Lingual* on all three floors of the library the following fall. This past winter, Shain Library exhibited the prints of Bob Nugent and brought the artist to campus. Nugent gave a talk on how the Amazon has inspired his work, and taught a print-making class.

The Chu and Shain exhibit areas came together for a major fall 2017 show, *Open Books: A New Dialogue*. The show displayed contemporary uses of the traditional Chinese folded album by artists from four continents. It wove together separate artistic traditions and separate exhibit spaces, with books displayed in the Chu Room cases, the Shain Exhibit Area and the Lear Center.

The Chu Room is currently featuring the Van Gogh/Bodhidharma series by Zhang Hongtu, who reimagines Van Gogh's extant self-portraits in the style of classical Zen portraits of Bodhidharma, the founding patriarch of Zen Buddhism. This is the first public exhibition of the entire series. — *Ben Panciera*

## Student Worker Profile: Madeline Grey '18

**MY NAME IS** Madeline Grey, and I'm a music and technology major. I have worked as an assistant at Greer Music Library since I transferred into Connecticut College in fall 2016 as a junior.

I consider myself to be a musician first, but I also have a love for computer science. Before coming to Conn, I had the opportunity to go the Grace Hopper Conference for Women in Computing. I've also taken a couple of computer science classes here, and I would have taken up a minor if I'd had more time. Even so, most of my time has been happily occupied by singing acappella music — for a few semesters, I've been the musical director and arranger for Vox Cameli. This semester I'm incorporating acappella music into my independent study, and arranging, engineering, recording and mixing a six-song album.



In the past, I've interned as a teaching assistant with a Summer Immersion Program sponsored by Girls Who Code, but I hope to extend my pursuit of acappella in college to a professional level and work as an arranger and/or producer. Beyond that, I would also like to work in sound design for video games or as a composer for any medium I can.

### UPCOMING IN SHAIN: BOTANY EVENTS

**Shain Library will help the Botany Department celebrate its 100th anniversary with:**

- An exhibit entitled "Deep Roots, Botany at Connecticut College, 1918 – 2018," to be held April 2 to July 31, 2018, in the Shain Library Exhibition Area.
- A talk in the Charles Chu Asian Art Reading Room on April 11 at 4:30 p.m., by Susan Froshauer '74. Dr. Froshauer has served as president and CEO of Rib-X Pharmaceuticals and Connecticut United Research Excellence (CURE). She is currently entrepreneur-in-residence at the Yale Office of Cooperative Research.