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Information Services

Fall 2020

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Ariela McCaffrey

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CC Mobile

THE CONNECTICUT COLLEGE Mobile App, cooperatively developed by staff of Enterprise & Technical Systems and the Office of Communications, was officially launched on September 1. The app, nicknamed CC Mobile, provides easy access to information and resources for the College community while on the go.

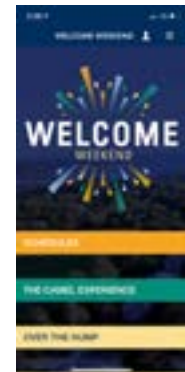
There are currently three "experiences" users can choose from in the app: Student, Faculty & Staff, and Welcome Weekend (for new student orientation). Each experience includes resources and information tailored to each audience. For example, the Student Experience includes dining menus, laundry availability, athletic workout times, the College Voice and a campus map, to name a few. The Academics page in the Student Experience provides single-sign-on access to resources such as personal class schedules, grades, and printer/copier locations, among others. The Faculty & Staff Experience on the other hand, displays links relevant to employees, and if the logged-in user has a faculty role at the college, they will

see links and resources for faculty such as advisee listings, faculty dashboard and the faculty handbook (IFF).

The "My Conn" section of the app is shared by both the Student and Faculty & Staff Experience and includes links to reset your password and update your personal and emergency contact information. You can also view your Camel Card balance,

conferencing links to allow students to attend events remotely.

Enterprise & Technical Systems also built custom web applications that are accessible from within the app. First, the Campus Directory web app gives users the ability to search for faculty, staff or students by name or email and view contact information, office locations and



timesheets or parking permits from the finances page. The "What's Open" module displays real-time hours of operation for campus locations. The hours are fed from shared Google Calendars, allowing departments to easily edit their own hours. The navigation menu, which is accessible from the top nav bar from anywhere in the app, includes "quick links" to CamelLink, Email, ConnQuest, Moodle and Self Service as well as a search box that will do a global search of the entire app and the contents of documents and policies for your search term.

The Welcome Weekend Experience provides new students with a schedule of events for new student orientation. The schedule is separated into tracks so students can view events relevant to their group. This year's orientation was fully online so each event included video

photos of individuals in a mobile-friendly format. Secondly, the new Documents and Policies web app displays internal documents in a responsive design and utilizes a Google Shared Drive for document storage, allowing departments to easily add or edit documents and policies themselves.

The next version of CamelWeb (CamelWeb 6) is currently being developed on the same software platform as CC Mobile and will feature the same design and layout as the mobile native app, allowing for a unified user experience. CamelWeb 6 is scheduled to launch at the end of the fall semester.

To download the free CC Mobile app, go to the App Store or Google Play and search for "Connecticut College." The app is called "Connecticut College Mobile."

— Tom Palazzo

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Message from the VP

Information Services Rises to the Challenge

BY MID-MARCH of this year the higher education landscape as we've known it for decades changed dramatically as the result of the COVID-19 pandemic. Most students were sent home and faculty began teaching remotely, though most had little experience with that method of instruction. Information Services responded by, for example, offering training to the faculty to use video conferencing software, digitizing materials for online reserves, helping students and faculty with home network connectivity, circulating library and ILL materials without person-to-person interactions, providing remote access to instructional software, offering online Reference Desk services and IT Service Desk support and by many other ways as reported in this newsletter. No part of the organization was untouched... and every part of the organization responded to the challenge beautifully. Staff worked together to solve problems and with faculty, students and staff in administrative areas to help them transition to new teaching, working, and learning environments.

A lot has been written and said about the importance of developing a team in our workplaces. As a group of people invested in the success of a common outcome, a better example couldn't be imagined than how the members of

Information Services came together as a team to meet the challenge of supporting the College. I couldn't be prouder of their work and accomplishment.

Since that time, the IS staff have continued to excel with supporting the development and delivery of online summer classes and improving instructional efforts for fall courses,

As a group of people invested in the success of a common outcome, a better example couldn't be imagined than how the members of Information Services came together as a team to meet the challenge of supporting the College.

whether remote, in-person or using a hybrid learning model. Over 100 technology-focused workshops on 20 different topics were offered over the summer, with nearly 150 individual faculty served and a total attendance of 670. In addition, a Course Development Seminar was developed and offered along with a robust collection of instructional technology "how-to" documentation. Over 50 classrooms and labs were outfitted with conferencing technology, and faculty were trained to facilitate in-person student interactions with remote classmates. Support for pre-recording lab experiments, demonstrations, and field trips was offered. The CC Mobile app was released, network bandwidth

was doubled and the use of Jabber for remote phone services became widely available. Staff helped set up and maintain the technology to support the COVID Testing Center. Student access was provided to critical instructional software, such as Adobe, STATA and SPSS. The web conferencing application, Zoom, is now standard for all faculty and

integrated into Google Calendar. A key First-Year Seminar Research module was developed for asynchronous remote delivery. The Shain and Greer Libraries were retrofitted for socially distant seating in research spaces and the IT Service Desk and Circulation were co-located to streamline operations

safely. Additional needs are sure to be identified and I'm confident the IS staff will work with our campus partners to find appropriate solutions.

My thanks to the IS staff; I'm humbled by their dedication and skill... and their teamwork... to deliver a system of support to continue the excellence of a Connecticut College education even in this challenging time.



W. Lee Hisle, Ph.D.
*Vice President for Information Services
and Librarian of the College*

An online archive of past issues of *Inside Information* can be viewed at digitalcommons.conncoll.edu/isnews

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Asynchronous Library Instruction in Moodle

TO PREPARE FOR asynchronous and online learning in the Fall 2020 semester, Andrew Lopez, Research Support and Instruction Librarian, created a self-guided exercise in Moodle that would help bring new students up to speed with the basic functions of OneSearch, the library's online catalog.

All students registered for a First Year Seminar were automatically enrolled in the Moodle course called Library Basics for First Year Seminars. The course can be accessed at <https://tinyurl.com/y2yltnp3>, or by searching for it in Moodle and self-enrolling. Faculty or others who are interested in the course can self-enroll to check it out.

Library Basics for First Year Seminars brings the flipped classroom to life by asking students to complete a series of basic exercises in OneSearch related to the themes of their FYS, before meeting with their library liaison. Then when the class meets for library instruction, whether in person or online, the librarian can provide feedback about any difficulties the class may have had with the exercise. The course guides students through the basics of:

- Keyword formulation
- Finding a print book in the library catalog
- Finding an e-book in the library catalog
- Finding a peer-reviewed journal article
- Navigating to the library databases
- Engaging the scholarly conversation by quoting from a source
- Demonstrating an ability to get help from a librarian, either by scheduling an appointment or submitting a question online

Throughout the Library Basics exercise, students are exposed to the technical language that is necessary to participate in the scholarly conversation. For example, an article title is distinguished from the name of the journal in which it was published. There is also a hard distinction between finding print books and e-books. This is a basic but critical element of information literacy in the age of online learning, especially for those Connecticut College students who are not on campus this fall. We want them to know that our library collections are now overwhelmingly accessible to them wherever they are!

More specifically, students who complete Library Basics are guided through the OneSearch interface, where they are exposed to the mechanics of the main search scope and additional search facets that enable users to take control of their search results. Each student is also guided to create a citation for the sources they find, and to quote from one of them.

The response so far has been favorable. One student said he was nervous about starting research on a class assignment, but that the Library Basics exercise demystified the process and made him feel comfortable.

Additional student comments:

"I thought this was extremely helpful for me to learn and understand the resources here. It is not hard at all to find resources that the school has. Thank you for this session!"

-Tiernan Golnik

"This has been extremely helpful!" -Sofia Di Scipio

"Thank you, for helping me explore Connecticut College Onesearch database. It allowed me to use citation faster and easier." -Stivenson Jean-Louis

"This was interesting because I am excited to make my paper the best it can be and use my resources properly." -Aislinn McMahon

If you have questions or feedback about the exercise, please send a message to RefDesk@conncoll.edu.

— Andrew Lopez

Lobby Pick Up



As the most unusual spring of 2020 turned into summer, the library remained closed to all but the occasional visit from a staff member. At the same time, the spring semester had ended, and faculty began to turn their attention to research and preparation for fall classes. Library staff members began to field requests for the library to provide books to patrons. This led to the development of an online requesting and lobby pickup system.

In this new system, patrons used the online catalog's requesting function to choose an item. Librarians would then retrieve the item from the stacks and check out the item. This checkout sent an automatic notification to the user to schedule a pickup time. Meanwhile, staff would bag the item and place it in the library's vestibule. Access Services Manager Emily Aylward and Interlibrary Loan Supervisor Lisa Dowhan created and implemented the system, along with Serials & E-resources Librarian Kathy Gehring, who provided technical support. The new service was announced in June, along with an online guide. Many faculty members made use of it, and library staff was pleased to be able to offer it. The system has continued this fall. With many faculty and staff working remotely, library staff continue to field requests and bag items for pickup. If they are not part of the testing program, faculty and staff can make a request to enter campus for a distinct purpose. What's more, CTW and interlibrary loan operations for physical materials have restarted, and these resources, too, can be requested for lobby pickup. For more information on requesting and pickup, please email circlibr@conncoll.edu.

— Fred Folmer

Changes to Libraries for Pandemic Safety

DETERMINING AND EXECUTING the physical changes required to safely open the Charles E. Shain and Greer libraries has been a triumph of collective creativity and logistical problem solving involving every department of Information Services.

All decisions centered on the goal of providing high-quality in-person services and spaces to inspire and support learning, teaching, scholarship and collaboration while protecting staff and patron safety. Plans to accomplish this goal focused on three practices: requiring mask wearing while inside the library, encouraging limited interpersonal proximity and providing easy access to products required for personal and building sanitation.

Reminding patrons and staff of the requirement to wear a mask while in either library was the most easily accomplished goal, with posters at the entrance of each library. Encouraging limited interpersonal proximity while providing quality in-person services and supportive, inspiring spaces was more complex.

Protecting an adequate amount of interpersonal space for staff required moving some offices. Due to the congestion historically created by traffic patterns for the lower-level restrooms, the IT Service Desk and the Circulation Desk were co-located on the main floor of Shain Library. Moving the IT Service Desk necessitated creating new workspaces for the Circulation Supervisor and the IT Service Desk Supervisor, who relocated close to the new location of the IT Service Desk.

Plexiglass barriers were necessary for protecting the health and safety of IS staff. These barriers were hung from the ceiling in the Media Services office, but the ceiling on the first floor of Shain Library prohibited such an installation. Instead, Facilities Management constructed sturdy frames for plexiglass along the length of the Reference Desk, the combined IT Service and Circulation Desks, the Circulation Desk in Greer Music Library, and a special barrier at the previous Circulation Supervisor desk in Shain Library with a slot for patrons to pass devices to IT Service Desk staff.

Additionally, placing physical barriers where large groups congregate was important, so in addition to plexiglass barriers, Facilities Management constructed and installed solid barriers bisecting the length of the longest tables in the Lear Study on the second floor of Shain, the length of the longest tables in the reading room on the third floor, and between the rows of computers on the first floor.

Another critical factor in promoting physical distance between patrons is removing seating from both libraries. After multiple walk-throughs of Shain Library, the number of seats requiring removal was astounding. Haines Room in Shain Library and a small multi-functional room in Greer Music Library became temporary storage rooms. The small computer lab in Greer Music Library provided adequate storage for most of the furniture removed from Greer. A second study room handled the overflow and also was converted into a quarantine and shelving prep space. Whatever furniture could not fit into the available storage spaces in Shain Library was either marked with “Do Not Sit” signs or cordoned off from use.



Signage throughout the libraries reminds patrons of new library traffic patterns and procedures. As the entrance into the Blue Camel Café from the outdoor seating area at Shain Library is too narrow to safely accommodate entrances and exits, it has been designated as exit only, and the main entrance to Shain Library has designated sides for entering and exiting the building. Once inside Shain Library, there are blue arrows guiding patrons to and from service points. There are also blue dots on the floor designating appropriate distancing for the Circulation Desk, IT Service Desk, Reference Desk, and the Blue Camel Café. There are signs throughout both libraries reminding patrons to observe “the three Ws”: Wear a mask, Watch your distance, and Wash your hands, and not to reshelve any library materials they handle. In Shain Library, there are also several signs advertising the new location of the IT Service Desk, and signs on each study room indicating the number allowed inside.

Hand sanitizer dispensers are located near the entrances to both libraries. Staff are communicating with Facilities Management to warn of impending outages of hand sanitizer or hand soap and keeping wipes for printers and computers available at every printer.

Creating all of these plans required months of creative thought and collaboration, and implementing them has required dedication from in-person staff, who are as dedicated to preserving campus health and safety as they are to providing quality in-person services and inspiring, supportive spaces.

— Emily Aylward

IT Service Desk

THE IT SERVICE DESK is temporarily co-located on the first floor of Shain Library adjacent to the Library Circulation Desk. This new arrangement is to provide increased space to accommodate social distancing while assisting staff, faculty and students for drop-in services. In addition to providing drop-in services, the ITSD provides many technical support services and problem solving.

The Information Technology Service Desk (ITSD), under the Enterprise & Technical Systems (ETS) department, supports students, staff and faculty both on-campus and remote. Its purpose is to assist students and faculty in achieving academic success especially during these unprecedented times. The ITSD also supports campus staff as they utilize technology in achieving their responsibilities. In addition to providing drop-in services, the ITSD provides a plethora of technical support services through WebHelp Desk tickets, emails and phone calls. Staff help with information security problems including network access, passwords, malware and DUO. As well as internet access problems, they can assist you in accessing the college's academic software (e.g., Google, O365, SAAS) and administrative software (e.g., Banner Self-Service). Staff support hardware troubleshooting too.

The ITSD has loaner Windows laptops available for checkout for a two-week period. If necessary, they can be renewed for additional time. These laptops are generally loaned to students whose laptop is being repaired. Staff ship these loaner laptops to students in the United States who are unable to come to campus.

The IT Service Desk encourages individuals who need assistance to email HELP@conncoll.edu, call 860-439-HELP or enter a WebHelp Desk ticket. We don't know you are struggling with technology problems if you don't reach out to the IT Service Desk.
— Jean Kilbride



ConnTube: Kaltura Media Space

CONNECTICUT COLLEGE OFFERS all students, faculty, and staff a space for storing and streaming video content through Kaltura MediaSpace (media.conncoll.edu). This Connecticut College branded site has no advertisements and allows for greater control of sharing content. Unlike Kaltura videos available through Moodle, videos stored in MediaSpace may be shared publicly, within the College community or with specific individuals.

Angela Barney from The Holleran Center for Community Action made a channel to share student videos from the Holleran Center 2020 Senior Integrative Projects. “Michael Dreimiller and Kate Bengtson made it easy for me to feel confident about using Kaltura MediaSpace. I am not only thrilled about our finished product and our ability to highlight the seniors’ hard work but hopeful that we will be able to continue to use this platform to enhance the Holleran Center’s social media presence.” – Angela Barney, Assistant Director of Program in Community Action

Audrey Zakriski from the Psychology department created a channel to share student testimonials from the practicum in her Clinical and Community Settings course. “I really enjoyed learning to use MediaSpace this semester as a way of sharing the great work of my students in the Psychology Practicum Class during this unusual semester. The practicum class relies on word of mouth advertising and peer referrals which were harder to generate in our Spring 2020 remote learning context. I am excited that Psychology students planning their courses for the major will now have this opportunity to hear from students who have engaged with this transformative capstone experience – anytime they want to!” – Audrey Zakriski, Professor of Psychology

All members of the campus community will have the opportunity to preview recorded presentations from the class of 2021 for the All-College Symposium. Videos will go live on Monday, November 3, 2020. Visit or click on the video links through [Guidebook](#). All videos will be open to the public.

Contact MediaSpace administrator Michael Dreimiller, Digital Media Specialist, at mcdre@conncoll.edu with questions or to get started with your own project!

— Jessica McCullough

COVID-19 Classroom Technology Response

WHEN PLANS FOR the fall semester were underway last spring, Media Services understood that classrooms would have to enable a wide range of teaching modalities. These modalities include:

- Traditional: Faculty teach in the classroom to students who are all present in the classroom
- Flipped: Faculty pre-record lectures that students watch before class. Students spend class time engaging with the new concepts.
- Hyflex: faculty teach in-person to students who are both physically in the classroom and attending class remotely
- Fully remote: Faculty teach from a classroom to students who attend remotely
- And any combination of the above!

With a focus on quality, simplicity, and consistency, Media Services purchased and tested a variety of microphones and cameras. They landed on the following solution which was installed in over 40 spaces around campus. In addition, they added projectors, projection screens and sound systems to a large number of rooms that are not traditionally used as classrooms.

- Webcam: A Logitech webcam was installed on a weighted base and connects via a USB hub to the faculty's laptop. Software can be installed on the instructor's laptop, allowing control of the webcam for adjusting zoom, pan, tilt, contrast and brightness.
- Microphone: A Yeti microphone was selected because of its ability to capture omnidirectional audio in the classroom so that the instructor and the students can be heard remotely. The Yeti is also installed on a weighted base and connects via the USB hub.
- Zoom: The video conferencing system allows faculty to bring remote students "into" the in-person class. Zoom classes can be recorded and shared with students.
- Kaltura Capture: If students are unable to join remotely, Kaltura Capture allows faculty to record lectures and accommodates multiple video inputs (a webcam and a screen, for example). Video files are uploaded directly to Moodle, and can then be shared with students.

Training was offered to faculty in August and September. After in-person classes end in November, Media Services will evaluate the effectiveness of the classrooms and adjust as needed for the spring semester.

— Jessica McCullough

How to Preserve a Pandemic

AT THIS STAGE, seven-plus months into the new reality of COVID-19 and facing a winter with more of the same, preserving a pandemic sounds crazy and even, given the large number of deaths, downright heartless. But for archivists like myself, it is our job. Charged with preserving history, we rose to the task of documenting for posterity what was happening in our communities during this momentous time. Resources created by institutions already



experienced in collecting during crises were quickly shared throughout the archival community. College and university archivists began meeting regularly online to discuss projects, approaches and issues raised.

To document how Connecticut College responded to the pandemic I decided on several collecting initiatives. I initiated regular crawls of the College's coronavirus website (now called The Path Forward) using a paid service provided by the Internet Archive. I began downloading virus-related email communications and reached out to others to acquire campus photos, event videos, teaching materials, signage and other documentation.

But while it is important to collect the official record of the College, it is equally important to collect the more personal voices of those in the community. Therefore, in early April I announced a call for students, faculty and staff to submit their experiences dealing with the pandemic. Respondents told their stories in multiple ways. Some responded to question prompts, some sent videos, some wrote long, journal-like narratives and others submitted short impressions of individual feelings or events. All these stories are being preserved in the College Archives. In addition, most people allowed their stories to be openly available online, with or without their name. See them on the resulting website, Connecticut College COVID-19 Archive: Documenting the Camel Experience, at <http://learcenter.digital.conncoll.edu/covid19/>

If you are new to Conn this fall (or never got around to sharing your experience), it's not too late to contribute. Use the link on the website to preserve your story for future Camels!

— Deborah Kloiber

Library Shifts to Electronic Acquisitions

IN THE PREVIOUS issue of Inside Information we wrote about the change in user behavior away from print books and toward e-books. That overall trend took a giant leap forward beginning in March, when the campus suddenly shifted to remote learning. Part of this shift involved a very quick change to purchase books almost entirely in electronic format, as access to physical books was largely cut off for several months, and all campus library users found themselves suddenly dependent on electronic materials.

Almost immediately, Acquisitions Supervisor Lorraine McKinney worked with other staff members to figure out which books on reserve in March were being used the most and which could be purchased in electronic format, and began making strategic purchases. We also purchased books and created access to them as requests came in throughout the spring. This work was complicated by several factors. First, many books are not available in electronic format, or are prohibitively expensive to purchase. The latter category includes most electronic textbooks, which are priced according to a consumer model and generally not available for institutions to purchase for entire classes. A second factor was that the crisis caused emergent financial needs for the College, and as a result we could only purchase materials that were imminently necessary to support classes. A third issue is that even if a book is available in electronic format, many are restricted by the publisher to only allow one user at a time, and this limits effective use for classes.

As a result of the move to remote learning, most of the print ordering that we would typically undertake in the course of a spring semester was suspended, and remains suspended to-day. This includes the CTW shared print program. Under this program, the three CTW institutions (Connecticut College, Trinity and Wesleyan) take turns buying new titles from a list of key university presses, to ensure that at least one copy is included among the consortium but to try to reduce duplication as much as possible. At the beginning of the summer, representatives from all three schools decided that this program would be suspended at least through the 2020-21 academic year.

We have resumed purchasing e-books on a wider basis, but due to a tight budget situation, it's still mostly being done to meet immediate needs, particularly given that the library has not been able to re-institute print reserves. Just as it remains unclear when the pandemic might end, it's similarly unclear whether or when the CTW or other print programs might be re-established.

One new program that we've instituted in response to the pandemic is through a vendor called Overdrive. This vendor provides access to many consumer books that are not typically available through our regular university press channels, and prior to the pandemic was used much more often by public libraries. We've engaged a contract with Overdrive to help fill needs given the prevalence of remote learners, and thus far it has been helpful in meeting numerous requests.

It seems certain that our current practice of buying almost entirely ebooks will continue at least through the academic year. We do plan to purchase print materials soon as some publications are only available in print, some are too expensive to purchase in electronic format, and some are much more usable as physical objects. But the extent of our future print purchasing remains to be seen. It is probable that whatever the other long-term effects of the pandemic, the trend toward ebooks over print is likely to increase.
— Fred Folmer

OER GRANT CALL FOR PROPOSALS

The Connecticut College Open Educational Resources (OER) Grant provides funding and staff support to faculty who wish to integrate OER into a course. An OER Grant is available to all teaching faculty at Connecticut College.

For more information go to <https://tinyurl.com/tnrkq2f>



COVID-19 and Information Technology Transformation

THE CORONAVIRUS PANDEMIC necessitated rapid transformation in how the College operates, teaches, and supports our students, staff and faculty. Information technology provides the College the flexibility and tools necessary to continue its mission.

The Enterprise & Technical Systems department, in the division of IS, quickly responded with a plethora of tools, information, software applications and creative solutions. The information technology plan for both remote teaching and learning in the spring semester and repopulation of Campus for the fall semester included the following:

- Enabling online teaching and learning and business continuity by implementing Google Meet, Zoom and WebEx video conferencing
- Enhanced student off-campus cyber security using Duo Multi-factor Authentication
- Published [Technology Support for Online Learning](#)
- Published [Home Internet Troubleshooting](#) Guide
- Implemented COVID-19 Academic Computer Labs and Classrooms plan
- Provided centralized solution for remote access to academic software (e.g., STATA, SPSS, and MatLab) and published [Academic Software Access instructions](#)
- Completed network security upgrades & WiFi expansion to support increase in on-campus remote learning
- Implemented Temperature Sensor tablets in strategic locations around campus
- Implemented network access, phones and workstations for the COVID Testing Center in the Athletic Center
- Implemented CareEvolve, CoVerified and Let's Get Checked systems in support of monitoring and containment
- Co-located the IT Service Desk with the Shain Library Circulation Desk
- Implemented change in Adobe licenses to support remote student learning
- Developed cleaning protocol and identified safe cleaning solution for electronics
- Implemented student remote access to GIS Computer Lab for specialized resources
- Provided network access for campus Post Office secondary location

Through these changing and tumultuous times, Connecticut College's ETS department has risen to the challenge. The strong focus on serving students, faculty and staff has provided the technology, information and support the college needed for academic and business continuity.

— Jean Kilbride

Information Delivery Services

TO FURTHER IMPROVE the breadth and responsiveness of interlibrary loan services, the Interlibrary Loan Office, in collaboration with Technical Services & Systems Librarian Joseph Frawley, joined the IDS (Information Delivery Services) Project, a specialized resource-sharing cooperative and interlibrary loan software designed to optimize workflows.



As institutional budgets further constrict due to the current pandemic, an efficient and extensive network of interlibrary loan partner libraries gains importance as we strive to continue connecting the College community with the resources necessary for research and scholarship. There are at least three new challenging conditions: substantial numbers of remote students, faculty and staff; a reduced materials budget; and extensive resources required to transition from physical course reserves to electronic course reserves. Joining the IDS Project enabled the ILL Office to better fulfill users' on-demand expectations without incurring the cost of commercial on-demand services. IDS Project members pledge to deliver article requests to each other within 48 hours and book requests within 72 hours. Additionally, joining the IDS Project significantly expands our scope of potential free and fast lenders, which now include major research institutions such as Columbia, Dartmouth and Johns Hopkins University.

The IDS Logic, a set of routing rules and databases specifically tailored to meet our workflow needs and address our resource sharing challenges, will reduce ILL turnaround time by further automating several routine interlibrary loan processes. These include adding missing ISSN and ISBN numbers to article and book chapter requests, correcting common citation-import issues and searching open-access sources to fulfill article requests which results in requests being filled faster.

As with all library services, quality interlibrary loan service depends on positive relationships, both with the College community and the interlibrary loan departments at other institutions. The intentional and collaborative community fostered by our participation in the IDS Project will help us achieve our service goals, whatever the current or future challenges.

— Emily Aylward