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THE NEWSLETTER OF THE WAIDNER-SPAHR LIBRARY, DICKINSON COLLEGE

SPRING 2013

LIBRARY COLLECTIONS, SPACES, SERVICE: CAMPUS VALUES

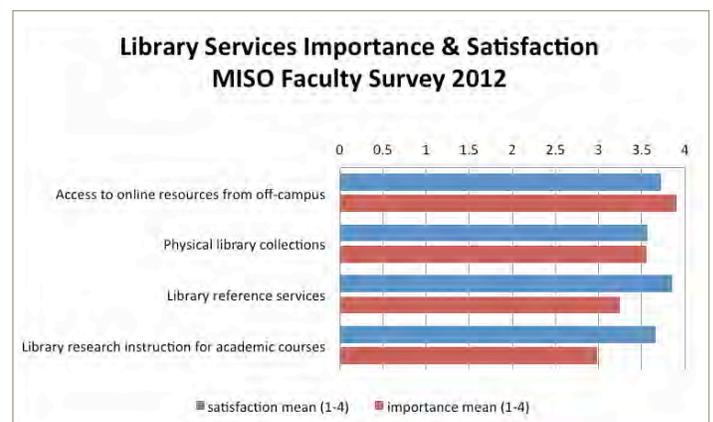
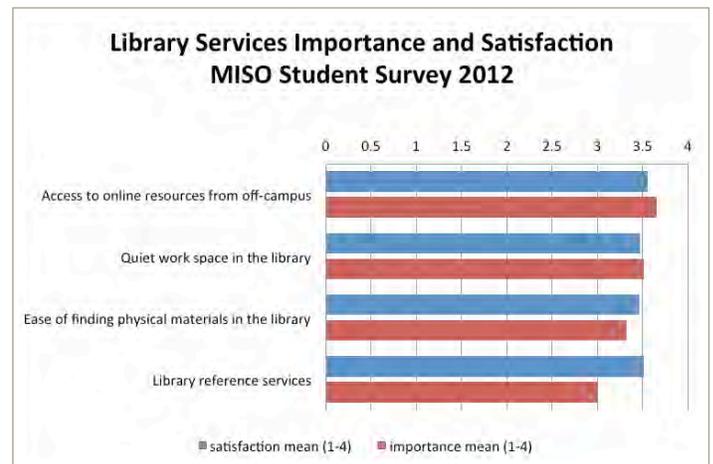
Every few years Library & Information Services participates in the national Measuring Information Service Outcomes (MISO) Survey. The survey provides a snapshot of the Dickinson community's satisfaction with our services, and it also invites community members to tell us which services are most important to them. The results help us improve our operations and align our efforts to best meet the needs of the campus. The survey was delivered online in spring 2012, and we received the anonymous results later in the year. Over 60 percent of 750 students sampled and 68 percent of all faculty responded.

We were delighted to find that satisfaction with all library services was very high among both students and faculty. The survey also confirmed our perception that new technologies will continue to shape the way we deliver our resources and services in the future. More than half of survey respondents now own a smartphone. Nearly a third of faculty and over 20 percent of students report owning an e-book reading device.

The service ranked most important by both groups was access to online resources from off-campus. This is consistent with the trend toward doing research anytime, anywhere. As the desire and need for online information access has grown, so has the emphasis the library places on online collections. The majority of our journals are now available online, and we are increasing our e-book collections dramatically. The total number of electronic books available in our catalog is now over 300,000, or more than a third of our entire cataloged collection. Records for the more than 6,000 online streaming videos in the Films for the Humanities & Social Sciences and the American History in Video collections also have been added to the library catalog.

MISO survey respondents still value our physical collections, ranking the importance of these only slightly behind online databases. The library continues to maintain a collection of more than 500,000 print books, to which we added 3,600 print monographs last year.

A majority of students also ranked quiet space in the library as "important" or "very important," indicating that they value the library as a place to work and study. Aware of this desire, the library has designated both quiet and non-quiet spaces within the building to meet the diversity of needs. We also purchased moveable screens that



can be used to create impromptu private study spaces throughout the building.

Students and faculty placed even more importance on library reference services than they did the last time we gave the survey in 2008. Faculty also reported that they value library research instruction for their academic courses. Information-literacy instruction is a core service provided by liaison librarians assigned to academic departments. Both curriculum-integrated classroom instruction and

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one-on-one consultations help students make the best use of the many resources the library has to offer while developing lifelong research skills.

We plan to distribute the MISO survey again in the future, but feedback on how the library is doing is always welcome. Feedback can be provided to any library staff member, or you can use our online suggestion form at:

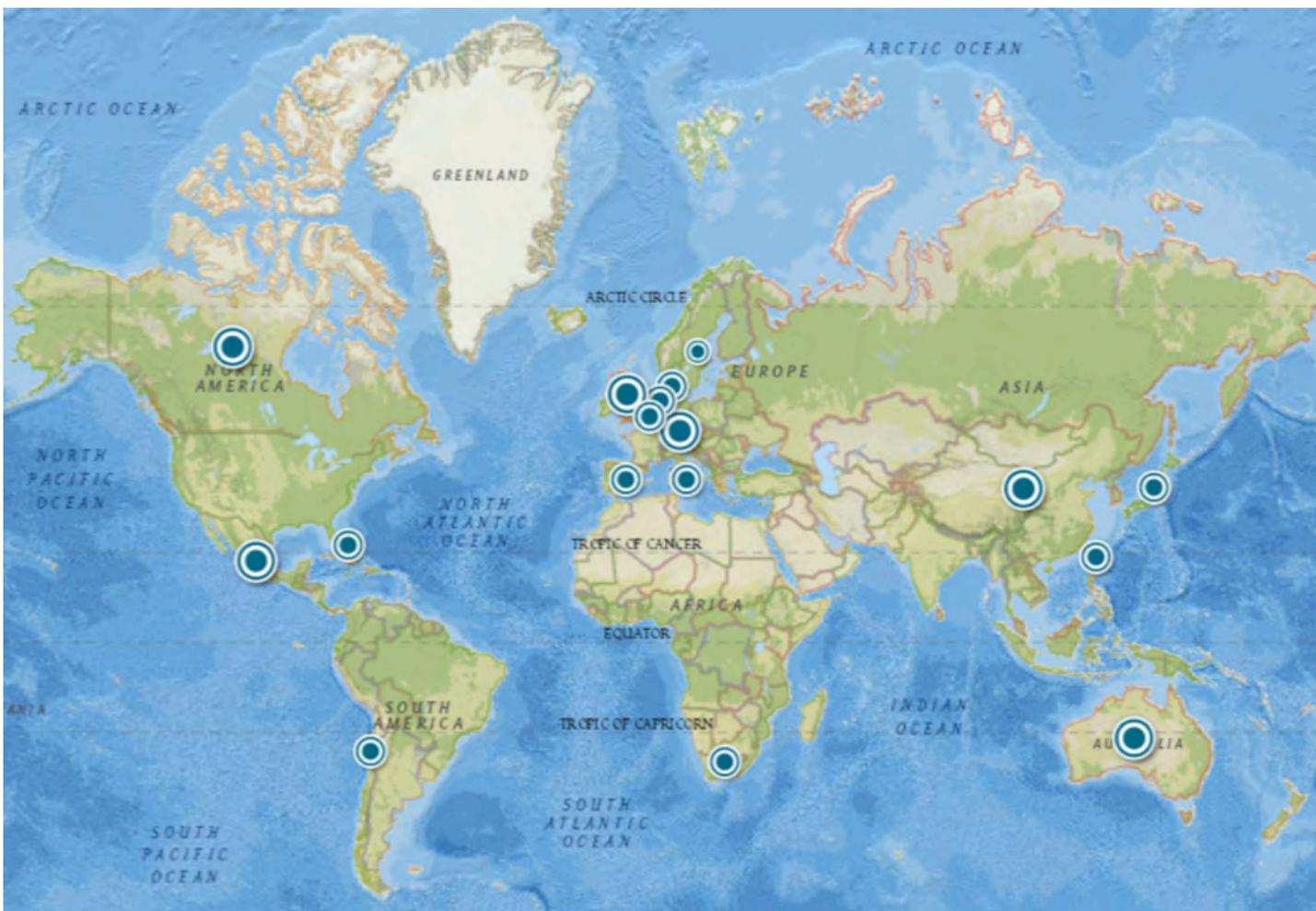
<http://lis.dickinson.edu/Library/AbouttheLibrary/suggestions.html>



GLOBAL ACCESS: INFORMATION BEYOND BORDERS

Improved technologies, consortial relationships with major research libraries and strong subject collections have positioned the library to meet the sophisticated research needs of our campus community flexibly and economically. With links for an increasing number of online resources now embedded in our journal list, databases and catalog, library users have expanded and immediate access to

electronic, full-text content. For items not owned, services such as EZ-Borrow and RapidILL enable libraries to share resources beyond our location. In 2012, over 200 requests from Dickinson users were filled by libraries around the world, among them the British Library, University of Toronto and CALIS (China Academic Library and Information System).



Libraries around the world provided Dickinson users with resources in 2012.

THE NEW LOOK OF SEARCH AND DISCOVERY

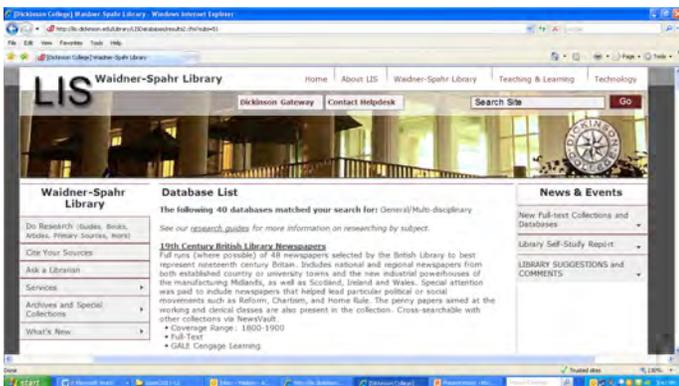
Throughout the last 20 years, the increasingly widespread availability of online bibliographic and full-text databases has revolutionized research. Undergraduate students now have at their fingertips digitized primary and secondary sources once accessible only to advanced researchers able to travel to university special collections.

THEN:

Users selected and searched each database individually to identify journal articles, newspapers, conference proceedings and other materials in their discipline. They also searched the library catalog separately to find print resources and films. As the library acquired a growing collection of online databases, many of which were interdisciplinary, it became more challenging for users to decide where to start their research and more cumbersome to find relevant materials in other fields.

Database List

The following 40 databases matched your search for: General/Multi-disciplinary



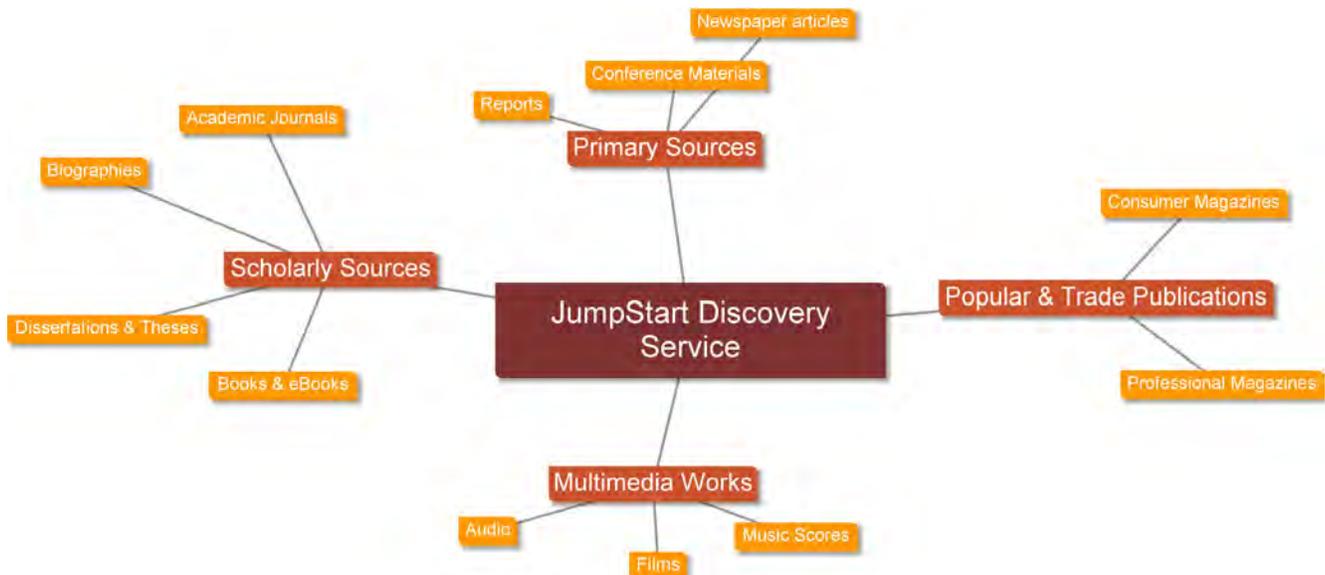
Now:

Users begin their research by simultaneously searching across multiple online databases and the resources in the library's online catalog.



In 2011 the library acquired the EBSCO Discovery Service, which we branded "JumpStart." JumpStart is an integrated discovery tool that allows users to simultaneously search across more than half of the library's 300+ online bibliographic and full-text databases. All library catalog records also are included in JumpStart, so print resources and films are included in a JumpStart search. "Facets" provide multiple options for narrowing a search to the most relevant results. Users can continue their research in JumpStart or focus on advanced searching in specific databases, which may still be searched individually.

We currently have over 340,000 entries for electronic publications in our library catalog, nearly as many as the 373,000 print book entries. As the number of electronic resources continues to grow, online discovery tools such as JumpStart will become increasingly valuable to researchers seeking efficient ways to search.



NEW ONLINE RESOURCES AT WAIDNER-SPAHR LIBRARY

The library has added over 30 databases and full-text digital primary source collections in the last year through purchase or subscriptions. Examples listed here illustrate the range of materials acquired. For the complete list of recent additions, visit our database list at <http://lis.dickinson.edu/Library/LISDatabases/> and click on the "What's New" tab.

Churchill Archive

Includes more than 800,000 pages of original documents, produced between 1874 and 1965, ranging from Winston S. Churchill's personal correspondence to his official exchanges with kings, presidents, politicians and military leaders.

JSTOR Life Sciences Collection

A full-text collection of journals in the field sciences and health sciences. At more than 160 journals and 8 million pages, the collection is JSTOR's largest, spanning more than 340 years of science history and research in the sciences. Disciplines include aquatic science, botany, developmental and cell biology, ecology, paleontology and zoology.

LGBT Studies in Video

Video of documentaries, interviews, archival footage and select feature films exploring LGBT history, gay culture, civil rights and other issues.

Praeger Security International

The world's largest full-text electronic resource on international security, containing books, expert commentary, reports and primary documents from foreign-policy, military and security professionals.

PrivCo

A source for business and financial data on major nonpublicly traded corporations, including family-owned, private-equity-owned, venture-backed and international unlisted companies.

The Making of the Modern World, Parts I & II

More than 61,000 titles from books, journals, pamphlets, essays, reports, correspondence, speeches and surveys. Content is in English and other languages. Provides historical access to the theories, practices and consequences of economic and business activity in the West. Combines the strengths of two pre-eminent collections—the Goldsmiths' Library of Economic Literature at the University of London Library and the Kress Collection of Business and Economics at the Harvard Business School—along with supplementary materials from the Seligman Collection in the Butler Library at Columbia University and from the libraries of Yale University.

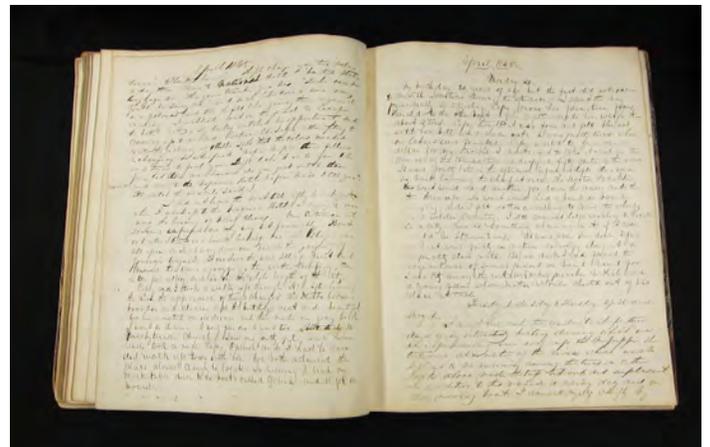
Yomidas Rekishikan (Yomiuri Shimibun)

The full text of Japan's major newspaper from 1874 to present, in both Japanese and English.

BUILDING THE SPECIAL COLLECTIONS

People often ask how we come by some of the interesting things found among the special collections here at Dickinson. As it turns out, the means of acquisition are almost as varied as the items themselves.

Book dealers from Connecticut were heading west on the Pennsylvania Turnpike this past fall. Upon seeing a sign for Carlisle, they remembered that they had with them a journal from a Dickinson student. They called from the road, and we invited them to stop by. After just a short examination of the journal, we agreed to its purchase. Alfred McCalmont began this diary in October 1842 at the start of his junior year, and he wrote in detail about his classes, his friends and his professors. One of our student employees is currently working to transcribe this journal to shed light on student life at Dickinson in the 1840s.



Journal (Alfred McCalmont, class of 1844)

Though highly unusual to have a diary hand-delivered, it is even more unusual to have a reference request lead to the donation of a family heirloom. Several years ago, the daughter of Lewis Gottshall '22 asked for information about her father's honorary degree from the college in the 1950s. After we sent her copies of letters we had found, she noticed mention of "King Solomon's Ring," an honor her father had received, which he had then promised to leave to the college. She later learned that the ring was in the possession of her nephew, and he subsequently fulfilled his grandfather's wishes that it come to Dickinson. The impressive ring is now on display in the archives.



*"King Solomon's Ring"
(Lewis Gottshall '22)*

Another descendant donated a collection of letters, photographs and scrapbooks reflecting the college days of Charles A. Robinson '20 and his wife, Reba M. Beam '22. The letters reveal the courtship between Charles and Reba, while the photos and scrapbook tell us quite a bit about their friends and activities during their college days. From another donor we received a panoramic photo of the entire student body of Dickinson College, circa 1920, which had originally belonged to J. Milton Skeath '21. This photograph has been reframed and is currently displayed in the entryway to the Archives & Special Collections.

Sometimes, rather than descendants of Dickinsonians, it is the alumni themselves who donate materials. As preparations were being made for our exhibit on study abroad, John Carr '74 provided his personal journal from a junior year abroad in Germany. Wilbur Gobrecht '52 donated a Dickinson jacket, sweatshirt and wind-breaker, as well as a copy of the "Dickinson College Co-ed Calendar," put together by Alpha Chi Rho for the 1950-51 academic year. Also from that time, Bob Keuch '53 donated his Alpha Chi Rho jacket and banner, as well as posters and other memorabilia related to performances of the Dickinson Follies.

Then there's the open market. We receive numerous catalogs through the mail offering interesting letters, photographs and other historical items for sale, and through those we recently acquired a James Buchanan, class of 1809, letter in which he talks about the many demands made upon him for political appointments. We also bought a letter from Harriet Beecher Stowe to Horatio C. King, class of 1858, about including a piece of music in the journal that he published. Two personal journals of William McPherson, class of 1829, were purchased from a dealer who also sold us a pamphlet on Chief Justice Roger B. Taney, class of 1795, containing tributes by colleagues published shortly after his death.

And, as you might expect, we also acquire items through auction, whether from online sites or from traditional businesses. Through eBay we acquired class notes from Professor Wilson's science class taken by A. J. Clarke, class of 1863; a photo album of C. Hammond Smith, class of 1912; and a log book from the 32nd Army Air Corps Training Detachment at Dickinson College showing cadet training flights in 1944 and 1945. In collaboration with colleagues at Muhlenberg College and the Winterthur Museum, we also purchased a collection of letters and a journal of Hiester H. Muhlenberg, class of 1829, from a New York auction house.

The items mentioned here are just a selection of all the things added to the special collections within the past two years. We are always grateful to the many generous individuals who donate unique and precious materials and are also thankful for the many others who alert us to interesting Dickinson items that they find online or at their local antique shops. It takes lots of people to effectively gather a broad, representative collection of the college's history, which then allows us to more fully study, appreciate and understand the past of Dickinson College and the many thousands of individuals who are part of our shared history.



Photographs and scrapbooks (Charles A Robinson '20 and Reba M. Beam '22)



Clothing and banners (Wilbur Gobrecht '52 and Bob Keuch '53)



Letters and journal (Hiester H. Muhlenberg, class of 1829)

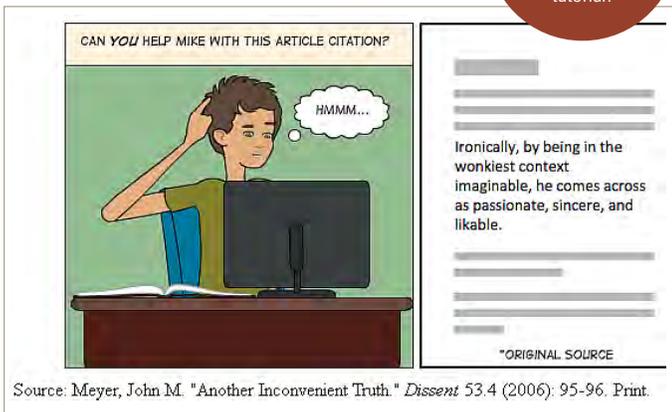
INFORMATION LITERACY

ACADEMIC INTEGRITY AND ONLINE INSTRUCTION

Every new student is required to complete an online academic-integrity tutorial. This lesson is designed to:

- help students learn the basics of college-level research integrity
- introduce guidelines for citing sources properly
- present Dickinson's policy on plagiarism
- inform students about the consequences of plagiarism
- and provide sources for assistance.

100%
of all current students
have completed the
academic integrity
tutorial!



Screen sample from Dickinson's academic-integrity tutorial

This asynchronous, self-paced, online learning method delivers consistent, timely instruction. Because it engages the students with definitions, examples and scenarios, it promotes retention and discussion. The tutorial provides immediate feedback and allows librarians to assess the results easily.

This method of instructional delivery has proved successful in the delivery of messages to large groups that require consistency. Using online instruction to teach basic skills also provides students with instruction at their moment of need and frees librarians to develop higher-level information-literacy programs customized to each major. An additional online tutorial on how to read Library of Congress call numbers to find books in the stacks is in the planning stages, and more will follow.



INFORMATION-LITERACY GOALS

This year, the library staff defined goals to guide the development of new information-literacy programming and allow librarians to help faculty develop programs best suited to the needs of their departments. These goals are TACIT:

- T** Teach Dickinson students to become information literate by recursively addressing skills at all levels of learning.
- A** Assess local information-literacy practice to improve existing programs and create opportunities for new ones.
- C** Collaborate with appropriate constituents, including academic departments and administrative support offices, to create the best information-literacy learning environment for students and foster lifelong learning.
- I** Increase awareness among faculty, students and administrators of information literacy and its benefits and importance to academic success.
- T** Train librarians in best practices for teaching and assessing information-literacy skill sets.

INFORMATION-LITERACY ASSESSMENT

The library is currently assessing our information-literacy program. The first step in completing this assessment was defining what demonstrates information-literacy competency. Librarians determined that the following are characteristics of an information-literate author at Dickinson College:

- Selects sources that relate directly and clearly to the investigation.
- Justifies the use of each source in the body of the work.
- Incorporates selected information into the knowledge base to support assertions or further arguments in context.
- Uses a suitable breadth of material and incorporates primary/secondary and scholarly/non-scholarly material as appropriate.
- Cites according to the rules of the required standard.
- Acknowledges borrowed material; uses sources ethically and avoids plagiarism.

ACCOMPLISHED
DEVELOPING
EMERGING

These characteristics are used to assess a random selection of papers from across the curriculum and at various stages of students' academic careers. The assessment methodology was adapted from a workshop hosted by the Writing Center in the summer of 2012.

Four Dickinson Alumni Earning Master's Degrees in Information Fields

While those of us working in the Waidner-Spahr Library have grown accustomed to our undergraduate employees and interns choosing to pursue a career in archives or libraries, it is quite unusual to have four of them do so at the same time. We asked each of these future information professionals to share a bit about their interests, experiences and plans for the future.



KRISTA GRAY, a 2009 graduate who majored in history and mathematics, is enrolled at the University of Michigan's School of Information. Last year she was employed at Dickinson College as the Friends of the Library Intern. She mentions her online projects—including a redesign of the Archives & Special Collections Web site and customizing the library's JumpStart search tool—among those she enjoyed most. She credits the internship with providing “a better

grounding in some of the issues and challenges of libraries and archives, which in turn allows me to understand some of the practical implications of what we learn about in class.” Krista is still undecided about longer-term career goals, but she's currently focusing on special-collections librarianship.

JULIA FEERRAR, a 2012 graduate who majored in English, is enrolled at the University of North Carolina's School of Information and Library Science. During her senior year at Dickinson, Julia worked in Archives & Special Collections on the personal papers of a 1930s alumna who for several years had maintained a friendship with author Pearl Buck. Julia also met with different librarians at Dickinson to gain some understanding of the “joys and challenges of the profession.” She hopes to work as a humanities librarian in an academic setting with the aim of helping to “connect students with the information they need” and also to “foster excitement about research.”



DON SAILER, a 2009 graduate who majored in history, is one of two alumni enrolled at the University of Pittsburgh's School of Information Sciences. Throughout the last several years, Don worked with Matthew Pinsker, the Brian C. Pohanka '77 Chair in American Civil War History, and John Osborne, associate professor emeritus of history, on the House Divided digital project. Don also worked in Archives & Special

Collections on a variety of digital initiatives and projects involving the processing of original records. Crediting the range of experiences he obtained while working in the archives, Don says he feels “much better prepared than many of the other students” in the program. He is interested in working as an archivist in an academic setting where he can manage rare and unique resources.

MEG MACAVOY, a 2010 graduate who majored in art & art history, sees Don on a daily basis, as she is also enrolled at the University of Pittsburgh and following the archives track. In thinking about her time working in Archives & Special Collections as an undergraduate, Meg describes some of her digitization projects as her favorites. “I liked that I got to be part of all the different stages of making a collection available online, and it was pretty rewarding when people started commenting on the pictures and asking for additional information,” she says. In terms of career plans, Meg is most interested in working with special materials in an academic setting, but she is looking at government and other public archives as well, “trying to keep an open mind.”



With Dickinson College alumni of the past 15 years working as archivists and librarians in settings such as the Library of Congress, Winston-Salem State University, Gettysburg College, the American Academy of Arts and Sciences, Dartmouth College, the Yorkshire Film Archive and George Washington University, we have no doubt that these latest four aspiring information professionals will enjoy success wherever their careers may take them.



Waidner-Spahr Library, Dickinson College

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