



DeWitt Wallace Library

linking scholars to knowledge

BIENNIAL REPORT - 2011 - 2013



**Moving Toward
a Paper Free
Future**

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WORDS FROM THE DIRECTOR

In August 2013, we will mark 25 years since the opening of the Macalester College Library which was renamed the DeWitt Wallace Library in 1990. One of our highlights this year was being featured on the cover of the Spring 2013 issue of *Macalester Today*. The accompanying story, “Life of a Library,” discusses some of the changes we’ve experienced during the past 25 years as we have continued the transition into a digital environment. The photo above captured our celebration of the article with a wonderful cake provided by our colleagues in Communications and Public Relations. As proud as I am of that article, I am even prouder of the work that is performed every day by the talented and dedicated members of our staff. As always, there are so many stories to tell and not enough time to tell them all, but this biennial report will provide a snapshot of just some of the many activities that have taken place over the past two years.

When we opened the library in the fall of 1988, the Internet was just beginning to expand. It had not yet moved to a graphic interface yet we were running our library online catalog “over the Internet,” which was considered to be truly innovative at the time. There were no smart phones or iPads—not even iTunes, just mostly desktop computers. We have moved quickly from a simple text-based environment to a mobile, always-connected, digital environment. Along the way we have developed new services that include supporting digital publishing, hosting digital images, streaming video, and preserving large data sets. We have a mobile presence on the campus mobile website (m.macalester.edu) and we are continually looking at ways to improve connection to all our services. However, at the same time, a primary focus for us continues to be on instruction and developing information fluency in all of our students. In a digital environment, with systems that change regularly, our primary emphasis in our information fluency efforts is not to teach students how to become experts in using our catalog or specific databases, but rather to become expert navigators in the world of information. As one observer recently wrote, “information resources are abundant and attention is scarce.”¹ Thus it is even more critical that our efforts focus on contributing to the development of critical thinking skills by teaching students effective strategies for finding pertinent and relevant sources that are scholarly and accurate, while acknowledging that student time is limited and they too often want to settle for a resource that is “good enough.” In this report we talk about our assessment activities and how we are beginning to measure how we contribute to the Student Learning Outcomes that include developing critical thinking skills.

1 Lorcan Dempsey, “Thirteen Ways of Looking at Libraries, Discovery, and the Catalog: Scale Workflow, Attention” *Published on Monday, December 10, 2012*, <http://www.educause.edu/ero/article/thirteen-ways-looking-libraries-discovery-and-catalog-scale-workflow-attention>

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DeWitt Wallace Library
creating scholars to knowledge

In this digital environment, the scholarly publishing world is also changing, with many new open access publishing venues being created. We have been a longtime supporter of Open Access and it has become an annual tradition for us to celebrate Open Access Week in October. We are very pleased that more faculty members are becoming aware of their rights as authors and choosing to publish in open access journals. Our student scholarship is also widely read via our open access digital repository, Digital Commons. We expect to reach the milestone for the 1 millionth download of a Digital Commons work, sometime before the end of 2013. In this report we discuss our new efforts to support digital scholarship in the Humanities and other areas we are exploring.

The digital environment also creates new opportunities for us. This report shares information on one of our major projects which was to provide an iPad for every staff member. It has been a terrific opportunity to share learning and experiences with new apps, and was a transformative experience for just about everyone. During the course of this project, we learned how we can reduce our own dependence on paper and be leaders in that area on campus. It is our hope to continue to build on this program and develop new programs to help others learn how to do less printing in cooperation with our campus Sustainability Program.

As always, there are quite a few changes underway in the library this summer. Check our website to see new developments in our spaces and information on new services that we plan to implement during the new academic year. I promise we will have more stories to share next year as we continue to respond to and evolve in our continuously changing, rapidly expanding, networked, and always-connected digital environment. It is an exciting time for those of us who work in academic libraries. As Library Specialist Jesse Sawyer so eloquently stated later in this report: *"the exact goal of librarianship in the digital age, [is] that we are not a depository of titles, but an active and evolving participant in the organic network of ideas."* Being an active participant in the "organic network of ideas" is what makes our work so interesting as well as rewarding. I hope this biennial report provides an accurate reflection of how well we are doing in the digital age.

Terri Fishel
Library Director



MOVING TOWARD A PAPER FREE FUTURE

MACALESTER LIBRARY STAFF LEAD A GRASSROOTS MOVEMENT TO CUT CAMPUS PRINTING

Printing in the library consumes approximately 900,000 sheets of paper per year. We regularly track paper use by students using the public printers and have tried to initiate more awareness about how to reduce printing during our annual Sustainability and Printing Awareness Week. Reduction in paper consumption has been a focus each year with efforts to inform, educate, and even provide training on how to mark up pdfs and save comments on electronic documents. In 2011, during Printing Awareness Week, we organized a pledge drive for students to reduce their printing with added incentives that included giving away an iPad. Paper reduction is an effort that requires continuous attention and no small amount of culture change.

We followed up with our student winner the following summer. Our hope was that he would do less printing with ownership of an iPad and he reported the following: "Regarding printing habits, I have found my need to print off documents dramatically decreased since receiving it. It is typical in math and physics to have lecture notes and assignments posted on Moodle with the intention that they will be printed off. However, it is easier just to save the documents or keep them open in a web browser."

Library staff decided we should lead by example, and in December 2011 we initiated a project to see if we could reduce our own paper consumption by distributing an iPad to every staff member. We developed goals that included exploration of the iPads as readers for books and pdfs, using the iPads to take notes during meetings, and exploring apps to improve services. We set up a [blog](#) to share tips and tricks and to document our progress. We held our first staff gathering on January 4, 2012 to explore how to utilize the iPads for productivity in the work place.

In addition to regular meetings for

the staff, the library sponsored a series of iPad User Group meetings for the campus and set up a [Google site](#) to share information. An emphasis for these meetings was to engage participants in discussions on how to reduce paper consumption by relying on iPads. In May 2012, as part of the Employment Services Chautauqua, Beth Hillemann and Terri Fishel presented a session on "Reading, Productivity, and Recreation: What Might an iPad Do for You?" The session was well-attended by close to 40 staff members. Among other items, we were able to demonstrate the first version of the iPad app for *Macalester Today*.

During the summer of 2012, eight library staff members decided to take a further step towards reducing our dependence on paper, and formed the "Paperless Ninjas." We downloaded to our iPads *Paperless, a MacSparky Field Guide* by David Sparky, which became our guide. We met regularly during the summer and fall to talk about tips and techniques for reducing paper use in the office and at home. For example, we learned how to use electronic signatures on pdf documents with a goal of not printing forms sent to Employment Services or the Business Office. With Google apps, we found that we could easily access, edit, and share documents using Google docs. We met with members of Business Services in August to discuss ways we could further reduce our paper printing and discuss ideas they might have. In November we held a wrap up session and reviewed personal changes. As we reach the end of a year and a half with iPads, we've found several of us have changed our behaviors. Among the highlights:

- Many of us save required readings for conferences and workshops in iAnnotate or other pdf reader apps instead of printing.
- It has become a regular practice to share invoices and licenses electronically and eliminate printing copies. We acquired Adobe Pro for several staff members to utilize for managing electronic documents and invoices requiring signature. Adobe Pro allows one to develop an electronic signature that is accepted by most businesses.



- The Library Office Manager and Library Director acquired ScanSnap scanners and have eliminated the copier in the office.
- We have become more mindful of where we store our documents, using the “anywhere you are” conveniences of DropBox or Google Docs rather than campus network storage.

We surveyed staff in March 2013, seeking information on any changes in printing and paper management as well as process improvements. The survey revealed:

- 90 per cent had used the iPad to take minutes or notes at meetings
- 86 per cent had downloaded and read an ebook on their iPad
- 86 per cent did less printing
- 54 per cent had eliminated some paper files

If asked to return their iPad, 63 per cent of staff would buy a replacement or not give it back because they “can’t live without it”.

Overall, because of continuous improvements with new apps for the iPad, improvements in Google apps, as well as becoming more comfortable working in the cloud, most of the library and Media Services staff members reported relevant changes in their print, reading, and document managing habits as a result of using the iPad. A few staff commented that they had a stronger reliance on laptops than the iPad, but they also saw benefits from all staff having a portable device. We regularly use iPads at meetings, for reading PDFs, and even for taking attendance at instruction sessions. We wanted to test ourselves, and “lead by example” on the issue of reducing the use of paper at work. We accomplished that goal and have started to create more of a paperless culture in the library,

Comment by a staff member: “This device is integral to my work and my productivity. I don’t go anywhere without it if I can help it. I find it to be especially convenient to fit work into small spaces between meetings, etc. It has greatly increased my effectiveness, preparedness and overall level of communication. I would find it challenging to work without it.”

although there is still more to do.

While we have noticed an increase in the use of laptops and iPads at meetings across campus, there is still a culture of print at Macalester. To take sustainability to the next level, we would need to engage in a campus-wide initiative to work towards changing our culture to one of electronic documents for most uses. Our own experiences demonstrate that it is possible, but it needs to be a campus-wide priority. We need more recognition of faculty members such as Dianna Shandy who was recognized during Sustainability Week for her work in reducing print. As noted in the Piper:

“Professor Shandy asks that students submit all papers online and requires hard copies only when students need to present assignments to the class. She stopped using transparencies and instead uses a machine called ELMO that allows students to present assignments without creation of a hard copy. She has students upload interview transcriptions to Moodle and gives feedback using ‘track changes’. Dianna has discussed the reasons for the changes in class, thus raising student awareness of sustainability issues and creative ways to use fewer resources.”¹

It was encouraging to see that the student winner of our iPad during Print Awareness Week was able to change his printing practices. Given that a spring 2013 survey of students revealed that 99 per cent of the 398 student respondents owned a laptop, it is time to help students learn how to better manage their documents in an electronic environment. Based on our initial experiences we are going to continue our evangelical approach to paper reduction and look for opportunities to encourage the development of more Paperless Ninjas on campus.

1 Piper, “Professor Shandy Wins Sustainability Awareness Week Award”, Wednesday, December 5, 2012

DeWitt Wallace Library iPad Assessment

April/May 2012 Check-in



...The transformative nature of the iPad happened last year when I was fortunate to receive my first one. ... the addition of iCloud for music has been great, with no more need to manually sync, plus ready wifi access to upwards of 7000 of my songs. I look forward to using music on a regular basis in my teaching...

--Dave Collins



I have definitely reduced the amount I print now that I can either access agendas/documents/etc. in my email via the iPad or download PDFs and other documents to the iPad to bring with me to meetings. I've also become a little more adept at using the iPad for note taking, although it's still a little bit slower than having access to a full keyboard.

-- Katy Gabrio

I am saving more things to Instapaper, wherever I encounter them (on my laptop, in my email, on my iPad), with the intent of reading them on my iPad. I really want to figure out a good way to keep up with news in the world and in my field, and I think the iPad is my route.

-- Beth Hillemann



The portability of the iPad is great. It is lightweight and easily fits in my backpack. I have no desire for using an external keyboard with the iPad because I feel that it takes away from the portability aspect that I really like.

--Aaron Albertson





I carry my iPad with me everywhere, literally. Depending on the activity, I also have my keyboard. I was ... confronted once again with the question, "why not just get a laptop?" ...here's what I should have/would have said:

1. I use my iPad instead of printing off documents.
2. It turns on instantly
3. The combination ... is lighter than a laptop, and ... less expensive.
4. ... the keyboard helps my accuracy
5. ...reading is much more pleasant with my iPad

-- Terri Fishel

A ... Horizon Report key trend that relates to the assessment of my iPad use is, "The world of work is increasingly collaborative, driving changes in the way student projects are structured." The description for this key trend includes the use of tools like Google Docs, Skype, and Dropbox, all of which I've used on my iPad with colleagues here at work.

-- Leslie Mollner



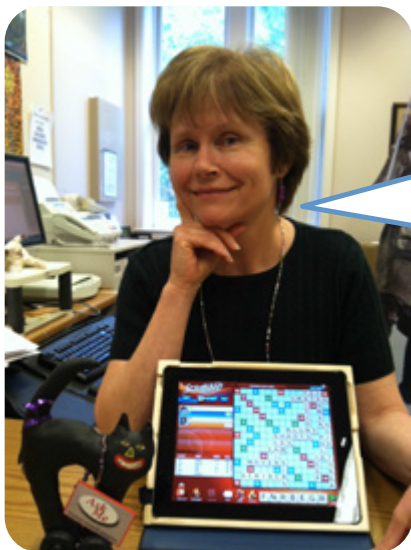
...Have found iPad extremely beneficial/helpful/useful in maintaining contact when off campus, e.g. at CLIC office, at appointments (e.g. waiting rooms, etc.), attending conference, etc.

--Jack Davidsen



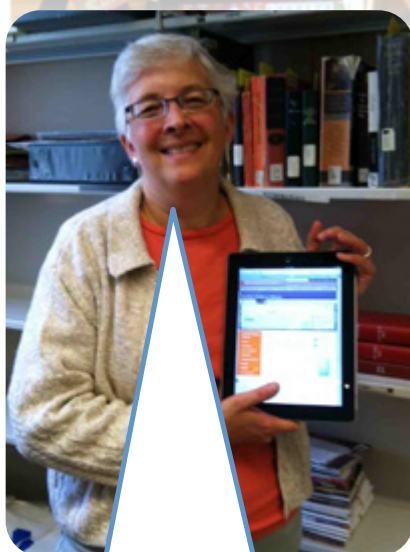
I have tried several note taking apps. So far I like Evernote the best. It is easy to learn, you can add tags as you go and can send notes through email. Also, you can organize the notes in several different ways which makes this app very flexible.

--Mary Lou Steiner



...Most apps and functions are very intuitive, and my user knowledge and iPad keyboarding skills have increased quickly. I've gained some great insights, tips, and app recommendations during our sharing sessions...
--Jacki Betsworth

I take mine everywhere. It's always in my bag. At work, I use it to take notes, bring up documents to follow along, look up information and even use email. Calendaring is easy and set-up and syncing with...was so simple.
--Carol King



[I am] more mindful of printing generally, e.g. saving "minutes" of meetings with managers in e-format rather than printing them and putting them in a folder.
-- Laura Secord

Though I still find it difficult to keep up w/ work reading, the iPad has made it easier. It took me awhile to find a good process for keeping track of things (e.g. Evernote, GoodReader, etc.), as it's nice to have extra capabilities for annotation or highlighting. I do appreciate how seamlessly it works on the iPad with email and keeping or sending articles though. Because it is not the larger, heavier laptop, and it doesn't need the long boot-up time of the laptop, it is much easier to get in small chunks of time to read, when in-between other activities.
--Ellen Holt-Werle

The iPad's foremost advantage, in my opinion, is its flexibility. The crowd-sourcing of app design is, by far, the most essential aspect this flexibility. With that in mind, we will go forward with a lending program that encourages users to report back to us with discoveries they have made regarding apps. We plan on using this feedback to maintain a lending program that is never static, but grows along with the technology and software design that constantly surfaces...That, in my opinion, is the exact goal of librarianship in the digital age, that we are not a depository of titles, but an active and evolving participant in the organic network of ideas.
--Jesse Sawyer





Initially, I installed lots of apps that had a lot to do with wow and cool factors, but now most of them are now gathering virtual dust. I do bring it to meetings. It is great to be able to look up things, and it is less conspicuous than my laptop. And sure, you can take notes on it, though it is clunky, and I find pad and paper to be more flexible, quicker, and less of a distraction for the person I am meeting with.
--Johan Oberg



I use the iPad for note taking during the week, for downloading & reading ebooks, for checking the news once a day, for finding a recipe now & then, for playing words with friends for a couple of minutes in the evening and for quickly checking my work email to make sure my student workers are okay. I'm trying to use it to manage work task lists. It has not taken over my life but it has changed it.
--Connie Karlen

Even though I have found my iPad both practical and a pleasure to use, lately I have actually tried to put my iPad (and laptop, and phone) aside and to just listen when in group situations. I have been in meetings where everyone is looking down (myself included) and the speaker is looking at the tops of everyone's heads. I am practicing asking myself "do I really need to be checking this right now?" and if not, look the speaker in the eye and listen.
--Angi Faiks

...Following sites such as Facebook and Twitter during a conference has changed how I experience such events and what I take away from them. ...The real-time discussions of those posting about the event on Twitter in particular led to a richer experience as I was able to "discuss" what speakers were saying in real-time with the other conference-goers. Using the iPad made it easier to follow and post, as the keypad is more friendly for me than thumb-typing on my phone.
--Ginny Moran Heinrich



WHAT'S NEW



JSTOR ACCESS FOR ALUMS

When JSTOR announced an experiment to allow for authenticated alumni use of its collections through participating institutions, Macalester signed right up. This has proven to be a popular decision! Alums are often left with little or no access to the resources they have grown accustomed to while at Mac. JSTOR is one of the most popular collections of scholarly articles that we subscribe to. Alums may gain access to JSTOR by asking for instructions in the Library or through AskUs.

MOBILE WEB SITE

Macalester's web site has gone mobile! In October 2012 a mobile version of Mac's web site was deployed, including the Library site. Featured services on the Library mobile page are a Worldcat search box, links to our research databases (with mobile versions, if available), AskUs, Contact us, and Today in the Library. The design is clean and easy for mobile users.

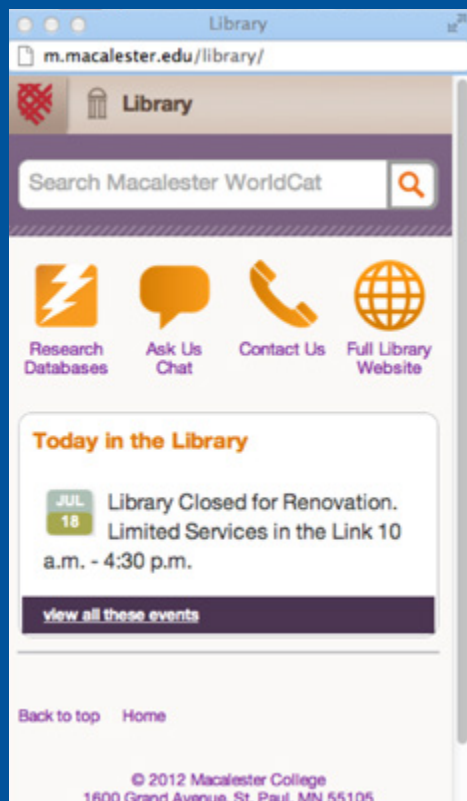


BROWZINE

Best. Thing. Ever. Browzine is an app for iPads (Android and iPhone versions coming) that allows access to fulltext academic journals that are either Open Access or subscribed to by the Library. Browzine is working with publishers to make this easy access happen. Users can save favorite journals to a "book shelf", download citations and articles to bibliographic software such as Zotero, and set up alerts. The display is fantastic for reading and skimming.

CHRONICLE OF HIGHER EDUCATION ACCESS

Through the Library, Macalester now has fulltext institutional access to the Chronicle of Higher Education. After setting up a Macalester-identified account, users can access the Chronicle on computer or on any supported mobile device. This is a popular resource for faculty and staff especially.



HARMON ROOM FURNISHINGS

The Harmon Room has become one of the most popular spaces for mid-sized group gatherings on campus. When not hosting an event, the Harmon Room is a popular study room for students. In the summer of 2012, the Library purchased new, more flexible furnishings to make it easier to host the variety of events and purposes of the room. The new chairs and tables are both durable and popular. The new wheeled chairs, in particular, find their way out of the room and into computer clusters on the main level.



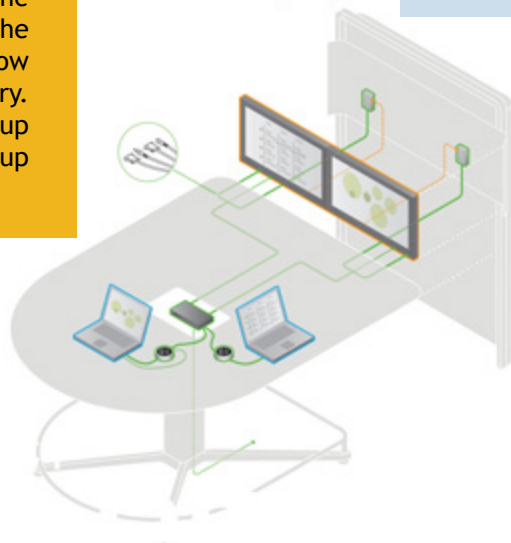
LAPTOP CHARGING STATION

Anyone who spends time in the Library will come across students stretching cords across pathways from 20th-century electrical outlets to 21st-century laptops. Charging remains a vital need for students using laptops, iPads, and other mobile devices. Additionally, students sometimes leave their charging devices in place while they go to the rest room or to find a book. Library staff saw a need and responded with a Laptop Charging Station: a bank of lockable, stacked, temporary storage cubicles in which patrons may place their laptop or other electronic device, and leave it safely charging while they go elsewhere in the Library. An advertising campaign has been created to help students (in particular) find and use the station.



MEDIACAPE

The wow factor of a MediaScape station (a collaborative system where up to six computers can be plugged to be displayed on one of two large screens, with push button switching between computers) cannot be denied. In 2011 we tried out a MediaScape on the Lower Level of the Library to positive reviews. In 2012 the Library purchased its own MediaScape, now residing on the main level of the library. Students have used the station for group projects and staff have used it for group meetings and research consultations.





STELLA LOUISE WOOD'S CHILDREN'S ROOM GETS A NEW LOOK

The Wood Collection of children's books is a legacy of Macalester's affiliation with the Miss Woods School of Kindergarten and Elementary Education dating back to 1949. Although Macalester no longer has an elementary education program, the Wood room and collection remains popular with students, faculty, staff and community members.

During the fall of 2011 an intern from the Minneapolis Community & Technical College's Library Information Technology program assisted us with assessing the collection and community interest in the room. Informal surveys confirmed anecdotal evidence that the collection and room were of value to our community. Faculty and staff appreciate having a campus resource for use with their families, while students love the room for studying and the collection for a break from academic reading. However, many respondents noted that the collection was crowded and outdated. Library staff decided to retain and improve the room and collection, with help from endowed funds specifically designated for the Wood Collection. Our MCTC intern started weeding outdated and worn books, and assisted in creating a collection development plan.

In the summer of 2012, replacement books and new and updated titles were purchased for the collection. The physical room was improved with the addition of comfortable furniture and fun decorations that reflect its character as a children's book room, and help to create a unique area for study, reading, and relaxation.



WHAT'S NEW



LEGACY GRANT TO DIGITIZE MAC PUBLICATIONS

In July 2010 the library was awarded a Legacy Grant of \$10,888 from the Minnesota Historical Society. This grant came from the state Arts and Cultural Heritage Fund (H.F. 1231), which was established when Minnesota voters passed the Clean Water, Land and Legacy Amendment. The grant provided funds to digitize original issues of three historical publications, provide online access to the three, and also purchase archival storage boxes for preservation of the original issues. Due to the age and fragile nature of historical publications, providing electronic access will increase access to a broader audience and help to preserve the originals. The publications being digitized are: The College Echo (renamed The Macalester Echo) from 1886-1898; The Macalester College Bulletin from 1898-1944; and annual college catalogs from 1885-1923. Access is being provided through a hosted site and via the Archives webpage.

The content of the three publications document and provide insight into the history and development of the college from its earliest days. The college catalogs are rich in information about policies, academic programs, alumni, faculty, and staff, and also include photos and advertisements from local businesses. The Echo and Bulletin are noteworthy because they include not only campus announcements, but also news and stories about the neighborhood, other Minnesota colleges, and the Minnesota Presbytery.

ASSESSMENT ACTIVITIES

N = Not applicable to this position
 1 = Does not meet expectations
 2 = Meets some expectations, but needs improvement
 3 = Meets expectations, but does not exceed them
 4 = Exhibits above average performance
 5 = Exhibits exceptional performance

During the past two years, the library has engaged in a number of activities to help us assess our services and resources and identify how we can measure outcomes in a more systematic manner.

	N	1	2	3	4	5
ts are completed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:						
Teamwork						
Works collaborative and cooperative manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognizes when help is needed and pitches in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contributes to work of the office/department as a whole	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:						

ASSESSMENT PLAN FOR THE LIBRARY

After the board of trustees approved Macalester's Statement of Student Learning in May 2012, all academic departments and student services were asked to develop assessment plans to measure the goals and outcomes associated with the Statement. In the Fall of 2012 and early 2013, the assessment team of Terri Fishel, Angi Faiks, Dave Collins, Beth Hillemann, Katy Gabrio, Jacki Betsworth, and Ginny Moran Heinrich identified our targets for assessment. We recognize that we touch students' lives through our work in multiple ways, including their roles with us as employees. Therefore, our assessment plan now includes our impact on students' learning related to critical thinking, and intercultural knowledge and competence through their work/study in the library in addition to our assessment of critical thinking as taught through our instruction program. We consulted with the campus Assessment Office in our plan development and were noted as leaders on campus in assessment by Kendrick Brown and Nancy Bostrom.

MISO SURVEY, FEBRUARY 2013

Library and Media Services collaborated with ITS to conduct a survey of students, faculty, and staff in February 2013. Our last survey was taken in 2010. This time around, we decided to join with approximately 40 peer institutions by participating in the MISO (Measuring Information Services Outcomes) survey in order to obtain benchmarks for comparison data over time. MISO focuses on user satisfaction and is conducted annually. This was the first time that Macalester participated in this survey. In addition to collecting satisfaction data, MISO allowed us to examine new initiative and technologies such as digital humanities/scholarship, web conferencing, and tablets. The survey was completed by 144 faculty, 192 staff and 398 students at Macalester—a high response rate compared with others in the 2013 cohort. Results revealed a high level of satisfaction with our services and staff. All three surveyed groups ranked department or public printers and 1600 Grand/Banner as “high use” items, but differed in their third “high use” item. For faculty, it was off-campus access to resources; for students it was public computers in the library; for staff it was the G Drive. We discovered that faculty used and expected students to use technology/computers in the classroom. Among students, 99% owned a laptop, but only 13% owned a tablet. Meanwhile, 39% of faculty and 45% of staff own a tablet.

During the summer of 2013, we will receive the complete set of results for our comparison schools. We will be looking at that data, along with data from earlier surveys, to compare satisfaction levels and identify areas of concern or development. For example, if 99% of students bring laptops, how might we encourage a climate that better utilizes electronic documents and reduce printer use? What is the interest and need on campus for support with digital projects. Our goal is to complete and share a complete report with the Library and Media Services Advisory Group and TAG (Technology Advisory Group) in the fall of 2013.



ASSESSMENT

RESEARCH PRACTICES SURVEY

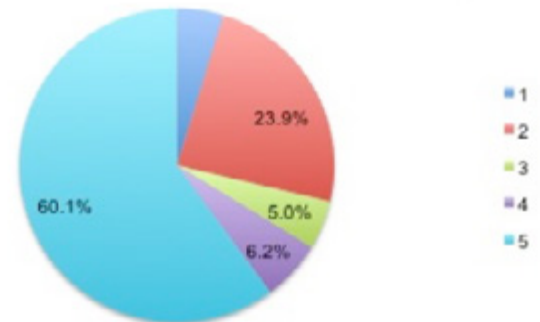
On Macalester's Assessment Day, Fall 2012, 519 first year students took the Research Practices Survey, a tool designed to measure library use and information fluency skills, attitudes, and approaches. In cooperation with the campus assessment office, we also asked a series of questions related to student critical thinking. This was the first year that we surveyed all incoming first year students about information fluency on Assessment Day. The students were re-surveyed by email in January and February 2013. Of the 519 students, 209 started the winter survey and 141 completed all questions. We reviewed student performance on three of the questions that best measured the critical thinking skills taught in our information fluency classes for first year students. Student results improved on all three questions between the fall and winter surveys. Ginny Heinrich presented these and other selected results as part of the CLIC Year of Assessment on May 1.

TRACKING ATTENDANCE

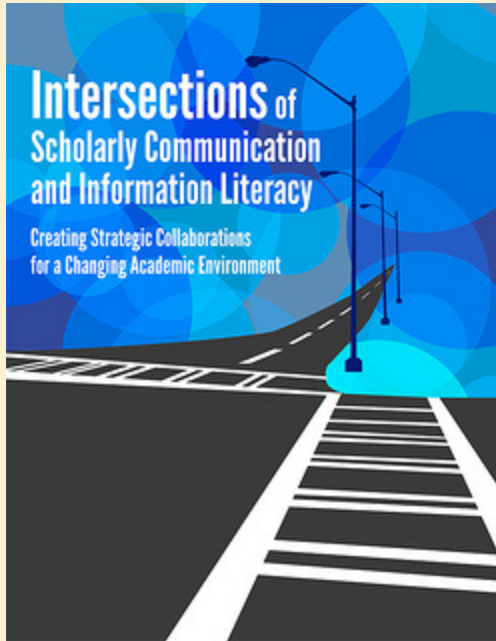
We now track students who attend instruction sessions and individual research consultations. This effort began in Fall 2012, to coincide with the first year student cohort who took the Research Practices Survey. We wish to know more about students who have multiple instruction contacts with librarians, comparing their academic data over time with students who have not participated in instruction sessions or consultations.

Q29. You are required to write a paper for your history class examining the role of women in the Civil War. An initial search turns up several sources. Which is LEAST likely to be appropriate?

Edwards, L. F. (1980). <i>Scarlett doesn't live here anymore: Southern women in the Civil War era</i> . Urbana, IL: University of Illinois Press.	25
Heidler, D. S., & Heidler, J. T. (Eds.). (2000). <i>Encyclopedia of the American Civil War: A political, social and military history</i> (Vols. 1-5). Santa Barbara, CA: ABC-CLIO.	124
<i>Hearts at Home: Southern Women in the Civil War</i> . (1997). Diaries, letters, photographs, and papers in the Special Collections of the University of Virginia Library. Retrieved...	26
Schultz, J. E. (2002). Seldom thanked, never praised, and scarcely recognized: Gender and racism in Civil War hospitals. <i>Civil War History</i> 48, 220-236.	32
Wilson, B. A. (2006). Women in the Civil War. Retrieved July 1, 2006, from http://userpages.aug.com/captbarb/femvets2.html .	312
Total	519



INTERSECTIONS OF SCHOLARLY COMMUNICATION AND INFORMATION LITERACY



Scholarly communication in the digital age is changing, albeit sometimes too slowly, but it is changing. Changes in the scholarly communication landscape have an impact on the instruction programs for all academic libraries. Recognizing that these two topics have intersected in a number of ways led to a small group of academic librarians from a variety of institutions of all types and sizes to write a white paper on how to deal with these changes. “Intersections of Scholarly Communication and Information Literacy: Creating Strategic Collaborations for a Changing Academic Environment” presents the view that the economics of scholarship along with new digital literacies influence changing roles for librarians. Terri Fishel, Library Director, was a contributing author for this paper. There are several principles outlined in this paper that are already in effect within our own efforts. Increasing student awareness of the economics of scholarly publishing is one of our key components in our instruction program. The view that all academic librarians are “teachers” also strongly influences our roles as liaison librarians.

Another key emphasis is the need for increased collaboration. Working with our partners in ITS along with our many faculty members who integrate library instruction into their curriculum are just two ways we collaborate on campus. It is the hope that this paper will generate more conversations in academic libraries as we continue to look at how we can more effectively generate change as we work for more open access in publishing and less constrictions with copyrighted materials. We also continue to improve our instructional efforts in introducing students to the complexities of finding information in an age of abundance as well as misinformation. The digital age has created many new opportunities for us in both scholarly communication and improving information fluency. We can only continue to improve with the collaboration and cooperation of our community members. We welcome your thoughts and comments if you have an interest in reading [the white paper](#).



TAPESTRIES

Interwoven Voices of Local and Global Identities

INTRODUCING SCHOLARS TO OPEN ACCESS ISSUES

The 2011 Open Access Week was a huge success with 475 people participating from all areas of the College. Activities included a physical display of open access information in the library, coupled with a daily quiz on Macalester-related open access facts. The week ended with a drawing. Three lucky campus community members, who had submitted correct answers on the quiz, won a brand new Amazon Kindle. Jacki Betsworth, Dave Collins, Angi Faiks, Terri Fishel, Ron Joslin, Danielle Maestretti, and Johan Oberg helped make the display, the advertising of it, and the quiz happen.

For Open Access Week 2012, in addition to daily quizzes and prizes, we hosted a workshop by Kenneth D. Crews of the Copyright Advisory Office at Columbia University. Chris Schommer also created a custom Macalester t-shirt in celebration of freedom of information.

PRAISE FOR TAPESTRIES

The journal *Tapestries*, produced by Macalester students under the guidance of Terri Fishel and Dr. Jane Rhodes, was featured in BEPress's [DC Telegraph](#) online newsletter in April 2012.

"I love this use of the journal as a research and a teaching mechanism. Through this process, students learn about scholarly publishing, evaluate the quality of peers' work, and grapple with many of the issues faced by professional editors and their reviewers."

~ Tim Tamminga, BEPress



CLIC PROFESSIONAL DEVELOPMENT ACTIVITIES 2011-13

One of the CLIC Strategic Goals for 2011 was to “Identify first steps toward establishing both an R&D function and a professional development program in the CLIC structure.” As a result, CLIC has sponsored focused professional development activities in a “year of” format.



PRESENTER CHAR BOOTH ADDRESSES ATTENDEES OF CLIC'S FALL WORKSHOP.

CLIC YEAR OF TEACHING

Terri Fishel and a CLIC steering committee developed a program of reading, discussion and workshops centered around the ideas of Char Booth, author of *Reflective Teaching/Effective Learning: Instructional literacy for Library Educators*. As Char points out, teaching has become an important component of our work in academic libraries, yet too few of us received any proper training on how to be effective in our teaching. Char advocates creating communities of practice to help us all improve as teachers, whether we “teach” directly in the classroom or through training of student workers.

CLIC members were invited to read Char’s book over the summer of 2011 and participate in book group discussions and a blog the steering committee created: [Reflecting with Every CLIC](#). This set the stage for a workshop with Char on October 28, 2011. The workshop was very successful with 117 attendees from CLIC institutions as well as participants from other academic libraries throughout the state. A follow-up spring workshop was held, focusing on expanding our work on developing communities of practice.



DR. MEGAN OAKLEAF AT CLIC’S SPRING WORKSHOP. PHOTO: STEVE WAAGE, CLIC OFFICE

CLIC YEAR OF ASSESSMENT

Like all libraries, we are interested in making sure that what we are doing is doing what we think it is doing, and when we can do a better job, we want to know. In other words, we care about assessment. CLIC’s second professional development focus centered on assessment. Librarian Ginny Moran Heinrich represented Macalester College on the CLIC steering committee that planned a series of workshops for academic year 2012-2013. In November 2012, Ginny attended the Association of College & Research Libraries’ intense 5-day immersion workshop on assessing information fluency instruction. She and another attendee, librarian Andrea Koeppel of the University of St. Thomas, shared what they had learned at January workshop in the Year of Assessment series. The culminating event for the year was a workshop led by Dr. Megan Oakleaf, author of *The Value of Academic Libraries*. The all day workshop provided participants with many hands-on activities that helped them shape “next steps” for assessment at our institutions.



INITIATIVES

TRANSITIONING TO SHELF READY

In 2012 the library incorporated the final step in a multi-year effort to streamline Acquisitions and Cataloging processes by adopting Ingram's "Shelf Ready" service. Shelf Ready refers to books being delivered ready to go from box direct to shelf, with call numbers attached, cataloging completed, and records available in WorldCat. By utilizing Shelf Ready, traditional Technical Services processes, including updating the Library's I.L.S., take place before the book arrives rather than after.

Shelf Ready was a major shift in workflow, but the benefits of improved efficiencies and freeing up of much needed staff time for other services and projects made it worthwhile. Preparations leading up to turning on the "Shelf Ready Switch" included many staff hours preparing, testing and finalizing intricate subject profiles, training Selectors in OASIS, and not least - learning to trust the system. Letting go and embracing the new is sometimes the hardest part, but also something of which we're proud.



EBOOK ADVOCACY

The number of ebooks being published is growing along with demand for them. The ability to download many ebooks onto a single device provides improved portability, accessibility, and opportunities to interact with the text in unique ways. However, along with these advantages come new challenges and restrictions caused by license agreements, technological roadblocks, and market forces. As a result of these benefits and challenges the library is looking to add ebooks to our collection in a way that responsibly serves our current and future users.

The library recently developed a document advocating standards for publishers of ebooks to meet before we would invest significantly in ebook collections. Some examples of the rights that we are advocating for include: the ability to share entire ebooks with other libraries, assurance of patron privacy, the ability to control circulation parameters (loan periods, renewal policies, etc.), and having no limits on the number of times an ebook can be accessed over time. Two of our staff, Katy Gabrio and Aaron Albertson, recently gave a presentation on our advocacy document at ARLD Day, a conference for academic and research librarians run by the Minnesota Library Association. We are pursuing other opportunities to share information about our efforts within the library community, hoping to encourage discussion and build support.

DIGITAL SCHOLARSHIP AND SERVICE INITIATIVES

DIGITAL COLLECTIONS AND DIGITAL HUMANITIES PROJECT SUPPORT

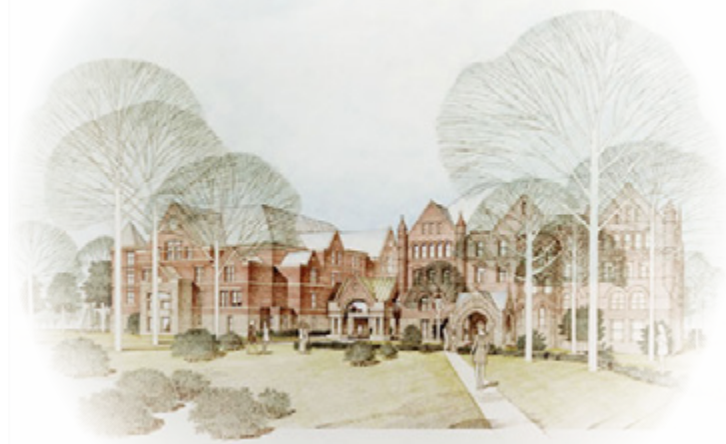
Our activities in the areas of digital collections and Digital Humanities have increased greatly in the last year. Johan Oberg and Chris Schommer have taken the lead in exploring how the library can best support digital projects across campus. Johan and Chris have attended conferences, THATCamps, a reading group, and on-campus discussions. Ellen Holt-Werle is also deeply involved with digital projects as part of her Archives responsibilities. The areas in which library staff may assist with digital projects include: intellectual property and copyright support, digital collection creation, long-term data storage, organization and metadata creation, input and advice on publishing strategies, digital object creation, and digital preservation. We are now working with several faculty on their digital humanities projects.

- Professor Jamie Monson in her public history project focused on the building of railways in Africa by Chinese companies and workers.
- Professor Wang Ping's and Professor Ruthann Godollei's Kinship of Rivers project.
- Professor Scott Legge's medical anthropology project focused on primates.

Other digital projects we have provided support for include:

- Professor Jerald Dosch's online digital image collection for the Ordway Field Station.
- Professor Britt Abel's collection of photographs taken by students in the German Studies Study Abroad program. Students were able to self-submit photos that meet certain guidelines directly to an archive, while studying abroad.
- Professor Sears Eldredge's ongoing public history project focused on the creation and performances of plays by World War II POWs in Burma
- The Athletics Department's project to scan and digitally archive their historical photos and videos
- Communication and Public Relations' archive of public relations photographs, hosted by the library.
- Our own Archive's continuing oral history program, and the conversion and publication of video-taped oral history interviews of Macalester alumni and professors.

Finally, Johan and Ellen worked together in the winter and spring of 2013 to create an online timeline of the history and development of a library at the College, and the history of the making of the DeWitt Wallace Library. This was done in conjunction with the celebration of the 25th anniversary of the DeWitt Wallace Library.



DeWitt Wallace Library
creating scholars to knowledge



SPARK FEST: TWIN CITIES DIGITAL HUMANITIES SYMPOSIUM - MAY 14 AND 15, 2013

Digital humanities at Macalester received a boost with the Mellon Grant that facilitated the development of several small faculty projects during the summer of 2012 and a fall symposium at Carleton. Later that summer, we met with librarians from the University of Minnesota, along with the AIAs, to talk about the Mellon grant projects and possible future collaborative efforts. By November 2012, Terri Fishel and Johan Oberg, along with librarians and technologists from the University, were planning the first regional Twin Cities Digital Humanities Symposium. The intent for the symposium was to bring together humanities scholars, information technologists, librarians, graduate students, and others for hands-on learning and discussions focused on promoting digital humanities. We wanted to showcase work that is being done by our faculty and generate interest in developing more collaborative projects. The first Spark Fest was held on May 14 and 15 at the University of Minnesota, with 125 participants. Over 20 institutions were represented and one third of the registrants were faculty. Presenters from Mac included Chris Wells, Jamie Monson and Chris Schommer. Mark Tebeau, from Cleveland State University, was one of the featured keynote speakers, and he came to Mac for a lively discussion with six faculty in the CST on Tuesday the 14th. Feedback from Spark Fest was overwhelmingly positive, with participants appreciating the opportunity to meet, learn, discuss and collaborate. The next Spark Fest will be held in 2014.

DATA CURATION AND PUBLISHING

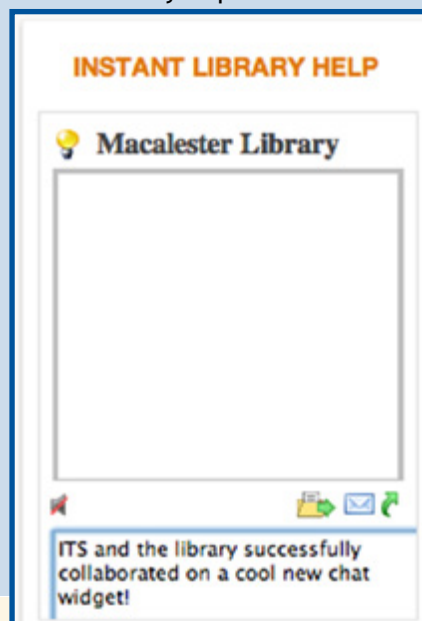
During the past year, librarians Aaron Albertson, Ellen Holt-Werle, Ron Joslin, and Johan Oberg have collaborated with AIAs Josh Allen and Brad Belbas to develop an initiative to support scholarship by making it easier to share and find Macalester created datasets. We want to help provide guidance for the Macalester community on best practices in the area of data management for scholarship. In response to needs and desires across campus, we are working with other stakeholders within the Macalester community to explore ways to use existing resources to preserve, discover and utilize data that the community creates. In the spring of 2013, we moved into a pilot phase, creating a contribution agreement that will allow campus entities to publish data using Macalester's Digital Commons. We are currently working with Macalester's Sustainability Office to make its data publicly available in Digital Commons by fall 2013.

DIGITAL COMMONS DOWNLOADS NEARING THE ONE MILLION MARK

Publishing or adding a research article to Macalester's Digital Commons gives it a permanent online home, makes it findable via Google, and increases readership and visibility. One example, is *Himalaya*, the Journal of the Association for Nepal and Himalayan Studies. It is the most frequently accessed journal in Macalester's Digital Commons, with an article download count well over 100,000. Another example of Digital Commons boosting readership is Macalester Professor Joan Ostrove's article "Social Class and Belonging: Implications for College Adjustment" has been downloaded over 2,200 times. The entire repository has had over 845,000 full-text downloads through June 2013, with 290,264 downloads in just the last year.

CAMPUS CHAT PROGRAM

When their separate local chat programs were both discontinued in 2012, Library and ITS staff worked together to find a replacement program that would work for both Reference and the ITS Help Desk. Chris Schommer, Beth Hillemann, Jacob Dorer, and Rachel Boutilier Weaver selected LibraryH3lp, and deployed it in Fall 2012. LibraryH3lp has many features, but the one we use the most is a “widget” on the Library web site that provides a place for patrons to ask questions. Student aides monitor the “queue” much as they monitor telephone calls. Staff can monitor the queue at the same time, and are always available for referrals. The rollout was so successful that other units on campus are now using or considering LibraryH3lp as well!



ASSIGNMENT CALCULATOR

Johan Oberg, Ron Joslin, Aaron Albertson, Leslie Mollner, Beth Hillemann, and Ginny Moran Heinrich worked through spring and summer 2012 to develop an “Assignment Calculator” for Macalester, using open source software from the University of Minnesota Libraries. The Calculator provides a step-by-step guide for students on the process for a library research project, from “Topics: What Am I Going to Research?” to “Final Product/Presentation”. When students input a date range for their projects, the Calculator gives them a rough idea of the timing for each part of the project, along with assistance and links for more information on the components of each step. Anecdotal student reaction has been positive, particularly among first year students.



The Assignment Calculator

Starting on: 9/1/2013
Ending on: 10/31/2013

According to the dates you have entered, you have 59 days to finish.

Want to try a different date?

Start Date: 8 - 1 - 2013

Due Date: - - - 2013

Re-Calculate Schedule!

OASIS ORDERING

As part of its ongoing efforts to improve and streamline processes, the Library made available to Selectors the Ingram OASIS ordering tool. With a database of millions, this software system makes it possible for faculty library representatives to browse publisher holdings, review customized purchase suggestions, and send batches of order requests directly to Acquisitions. OASIS in turn allows Acquisitions to interface directly with our I.L.S., creating order records, encumbering budget lines, and placing orders by the hundreds rather than one-by-one. OASIS also offers easier and quicker order tracking capabilities. Just as important, OASIS eliminates the need to print reams of paper order requests. The suggested purchase lists are generated via detailed subject area profiles, a significant time intensive task performed by both library staff and Ingram personnel early in 2012 -- but once completed, we began to reap the benefits.

With the OASIS system customized and available, we proceeded with training. Library liaisons were the first to be trained and tested the process in summer 2012. After assessing the results of that summer pilot, library staff began meeting individually with faculty representatives to offer training and system support. The new process was well received and electronic orders began streaming into Acquisitions in Fall 2012. Order processing that used to take several weeks was now completed in days.



The library's external review in 2010-2011 reaffirmed that the college's archives, rare books, and other collections are of value and should be promoted for increased use by faculty, students, and the broader community. The Rare Books Room has always had some use—faculty bringing their classes to see volumes from the Diderot *Encyclopédie* or first editions by Vladimir Nabokov, for example. But library staff have now increased efforts to better identify what we have and where we might be able to bolster connections to faculty, students, and the curriculum. With our endowed fund for rare books, we will be able to enhance the collections and fill previously unmet needs through a few targeted purchases. We have already acquired a few beautiful original illuminated manuscript pages, which became the focus of a session for an English course in the Spring of 2012. Read one student's view of that experience here:

<http://www.macalester.edu/dotAsset/be87c309-6812-4003-a689-1f21ea0de8d3.pdf>

Departmental visitors to the archives included:

English

- » *Medieval Heroic Narrative - illuminated manuscript leaves*
- » *Crafts of Writing: Poetry - 20th century small and fine press poetry, artists books, Robert Bly, James Wright, The Fifties Press, Nabokov first editions*
- » *Poetry - Robert Frost, other 20th century poetry*
- » *Topics in English: 20th Century Poetry - set of works by Apollinaire, Surrealist poetry*
- » *Novel - first editions by Nabokov*

French

- » *all classes came to see the Diderot Encyclopédie, both encyclopedia entries and the plates*
- » *Intro to Literary Analysis*
- » *Culture Francaise: La civilisation francaise en evolution de Lascaux a 1789*
- » *French Intellectuals in/and the World: Literature, Critical Tools, and Engagement*

Russian

Nabokov - first editions by Nabokov

International Studies

- » *The Anglo-Planetary World, 1450-1800 - pre-18th century travel narratives*
- » *Introduction to International Studies: World Travel - 18th and 19th century travel narratives*

KUDOS AND COMMENT



"...the library course helped my students in a few key ways. First, since the students in this class tend to come from a variety of disciplines, it helps to make them aware of the databases, journals and books they haven't encountered before. Second, by discussing their search terms... students are able to refine terms and come up with more useful results... Finally, and most importantly, this course helps my students to find better sources, and to distinguish between questionable and credible sources of information."

-Professor Louisa Bradtmiller

"I REALLY appreciate the convenience and timeliness of getting articles through interlibrary loan. I search in INSPEC and if Mac doesn't have the journal I'm two clicks away from ordering the article, most of which are at the U, so I get them in a couple of days. Kudos to the library staff for this excellent system!"

-Professor Jim Doyle

Today's Date 5/8/12

Your Question or Comment

Thanks Library! You were my #1 study spot for all 4 years of my Mac career. The fact that I still like it in here speaks well of you and of Mac.

"Since the '90s, Macalester has quietly added several new facilities to its campus, including a renowned library..."

**-Huffington Post, 8/30/2012
Top 10 New Ivies 2013**

"I shall be forever grateful, oh Baroness of Books, oh Princess of Periodicals, oh Queen of Call Numbers, oh Countess of Codices, oh Empress of Encyclopedias, oh Sultana of Stacks, oh Dame of Databases, oh Infanta of Interlibrary Loans, oh Marquise of Media, oh Duchess of Dewey Decimal."

-Mac student to a library staff member



DeWitt Wallace Library
creating scholars to tomorrow

COLLABORATIONS & INITIATIVES





"I appreciate this kind of presentation where well-organized people share their knowledge and experience with something."

~ Chautauqua 2012 attendee

PRESENTATIONS SERVING MACALESTER, THE CONSORTIUM, AND THE LOCAL COMMUNITY

AUDIENCE	PRESENTATION	WHO PRESENTED
	Panel presentation/ discussion for Metronet Information Literacy Initiative training session for High School and Middle School teachers.	Aaron Albertson, Philip Dudas (Brown College), Lisa Forslund (North Hennepin Community College), Kate Peterson (U of M)
	Get Ready for Shelf Ready	Angi Faiks, Mary Lou Steiner, Jack Davidsen
 MACALESTER COLLEGE MnOBE Reference Group	MNObe Reference session on teaching	Aaron Albertson
 MACALESTER COLLEGE Chautauqua 2012	From a Space for Collections to a Place for Learning: What Can the Library Do for You?	Aaron Albertson, Jacki Betsworth, Ginny Moran Heinrich
 MACALESTER COLLEGE Chautauqua 2012	Reading, Productivity, and Recreation: What Might an iPad Do for You?	Beth Hillemann, Terri Fishel
 MACALESTER COLLEGE Chautauqua 2013	Library Services in a Flash	Aaron Albertson, Jacki Betsworth, Katy Gabrio, Ginny Moran Heinrich
 MACALESTER COLLEGE NEO Program	Macalester New Employee Orientation (Monthly)	Jacki Betsworth, Dave Collins
 MACALESTER COLLEGE CST Conversations About Our Scholarly Lives	Sustainability and Scholarly Journals - Knowing Your Rights as Authors is One Way to Help Improve the Status Quo	Terri Fishel, Ginny Moran Heinrich
 MACALESTER COLLEGE CST Talking about Teaching	Teaching Writing on the Side: Write Well Videos as a Teaching Tool	Laura Secord, Vanessa Rousseau (Art/Art History)
 MACALESTER COLLEGE CST Talking about Teaching	Enhancing Teaching with Rare Books and Special Collections	Ellen Holt-Werle, Terry Krier, Martine Sauret
 MACALESTER COLLEGE CST Talking about Teaching	Dust Off: What we can learn from teaching the archives	Ellen Holt-Werle, Zornitsa Keremidchieva, Katie Batza
 MACALESTER COLLEGE CST SPAW 2012	The Cost of Knowledge - The Elsevier Boycott and Your Rights as Authors	Terri Fishel, Ginny Moran Heinrich
 MACALESTER COLLEGE CST JPAW 2013	Digital Scholarship Services	Johan Oberg, Chris Schommer

REGIONAL OR NATIONAL PRESENTATIONS

CONFERENCE OR MEETING	PRESENTATION	WHO PRESENTED
 <p>Library Technology Conference</p>	Optimizing the iPad: Apps that help you work smarter, and some just to have fun!	Terri Fishel, Beth Hillemann
	It's Time for Your Library to Mobilize	Beth Hillemann, Ron Joslin, Johan Oberg
	Enterprise Content Management and Digital Libraries: Cultural Clash and Collaboration Opportunity	Ellen Holt-Werle, Kent Gerber (Bethel University)
	What the Heck is HTML5 & CSS3? An Introductory Workshop	Ron Joslin, Johan Oberg
	"From SELCOtv to the Library Variety Hour: Using Streaming Media for Collaboration, Communication, Continuing Education and Outreach "	Dave Collins, Ginny Moran Heinrich, Jesse Sawyer
  <p>MLA ARLD DAY</p>	Flipping the Classroom: First Year Course Experiences (MLA Conference)	Dave Collins, Beth Hillemann, Ginny Moran Heinrich
	E-book Rights Advocacy (ARLD Day)	Aaron Albertson, Katy Gabrio
	Flipping the Classroom; Checking for Flops	Dave Collins, Beth Hillemann, Ginny Moran Heinrich
	Library Spaces	Dave Collins, Ginny Moran Heinrich, Don Kelsey (MLF Board), Jenny Sippel (MCTC)
	Issues and Innovations in E-Text and E-Textbooks in Higher Education (Midwest Educause)	Angi Faiks
	Working with Vendors for Minnesota Reflections Digitization Projects	Ellen Holt-Werle, Daardi Sizemore (MSU Mankato), Tom Steman (St. Cloud State University)
	session facilitator, Intellectual Property and Fair Use in DH Projects	Ginny Moran Heinrich
	Introduction and moderator, showcase of digital humanities projects	Johan Oberg
	Publishing Platforms for Digital Projects, discussion leader and facilitator.	Johan Oberg, Jason Paul (University of Minnesota)
	Celebrating Student IT Collaborations: Creative, Innovative, Agile	Ron Joslin, May Chang (UC, Santa Barbara)

Library Instruction

SUMMARY STATISTICS

FLIPPING THE CLASSROOM

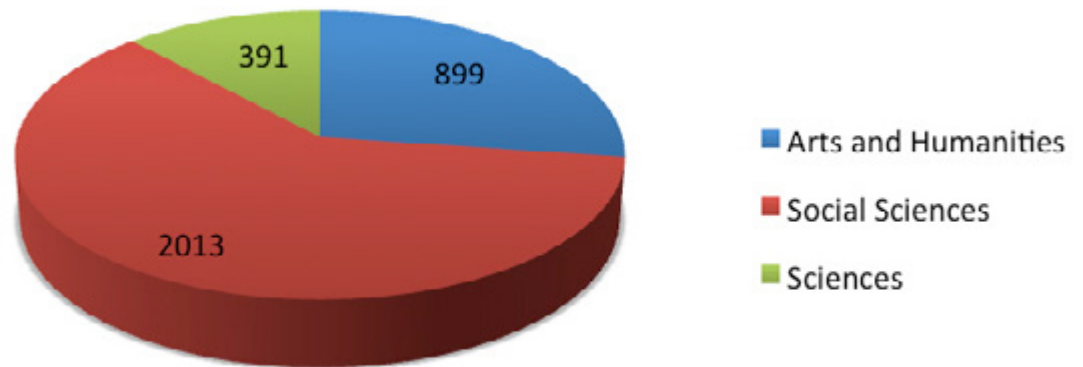
For our fall 2012 first year sessions, we decided to “flip the classroom”, putting more of the basic library and ITS instruction content into a pre-class activity, leaving class time for discussion and in-class work. We asked students to find a book, a scholarly article, and a “reputable resource” on a topic, using Worldcat, Academic Search Premier, and Google. We asked them to tell us why they made their choices (evaluation), and how they would get the fulltext, if not readily available. Tutorials on Worldcat and Academic Search Premier provided help and guidance for the activity. This strategy met our goals of encouraging discussion and getting away from “point-and-click” instruction in class. The in-class activity built upon the pre-class activity and definitely benefited from this structure.

ARTS AND HUMANITIES		
DEPARTMENT	SESSIONS	STUDENTS
ART	15	189
ASIA	4	37
CLAS	7	95
ENGL	13	154
FREN	8	78
GERM	6	63
HISP	5	43
JAPA	2	22
MUSI	2	29
PHIL	4	62
RELI	2	27
RUSS	7	68
THDA	2	32
TOTAL	77	899

SOCIAL SCIENCES		
DEPARTMENT	SESSIONS	STUDENTS
AMST	11	166
ANTH	10	150
ECON	23	321
EDUC	2	35
ENVI	5	55
GEOG	13	186
HIST	9	123
HMCS	6	56
INTL	6	88
LATI	4	40
LING	2	22
POLI	15	209
PSYC	29	429
SOCI	5	65
WGSS	5	51
TOTAL	145	2013

SCIENCES		
DEPARTMENT	SESSIONS	STUDENTS
BIOL	9	157
CHEM	4	47
COMP	4	47
GEOL	5	58
MATH	2	31
PHYS	3	51
TOTAL	27	391

Comparison by Division: Number of Students

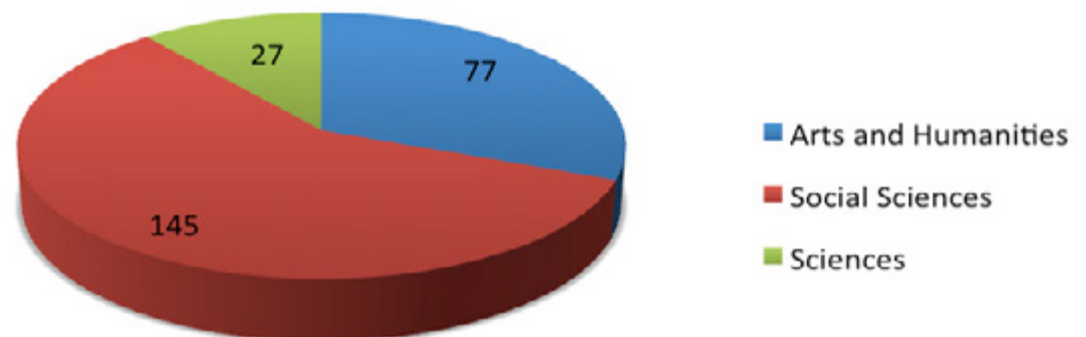


FIRST YEAR STATISTICS

We encourage first year course faculty to incorporate a second library session into their class time if students will be completing an assignment requiring library research. A second session is great as it builds upon and reinforces information from the first session, while guiding students to the best resources for their assignment.

- 2011: 33 first year classes, 42 sessions taught. 9 classes had two sessions.
- 2012: 33 first year classes, 44 sessions taught. 11 classes had two sessions.

Comparison by Division: Number of Sessions

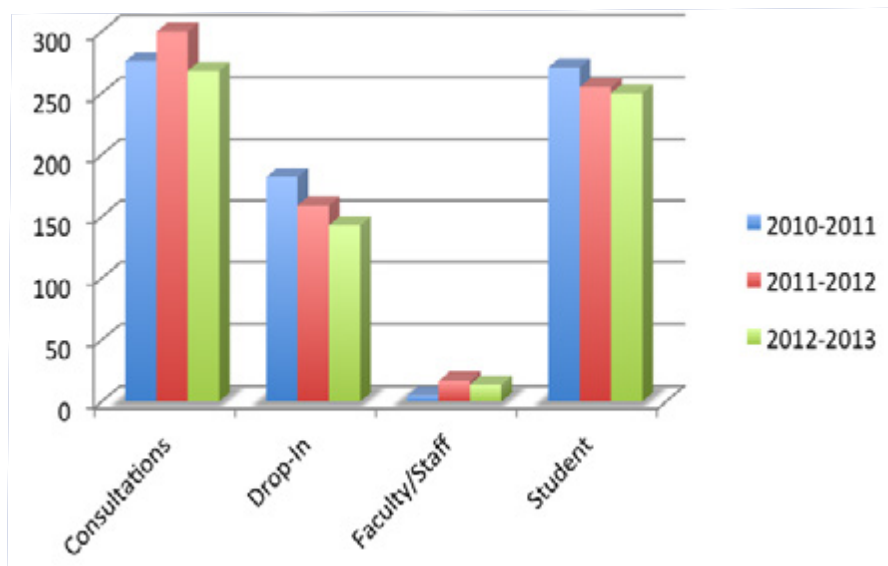


Reference Consultation Comparison

By YEAR



2011 - 2013



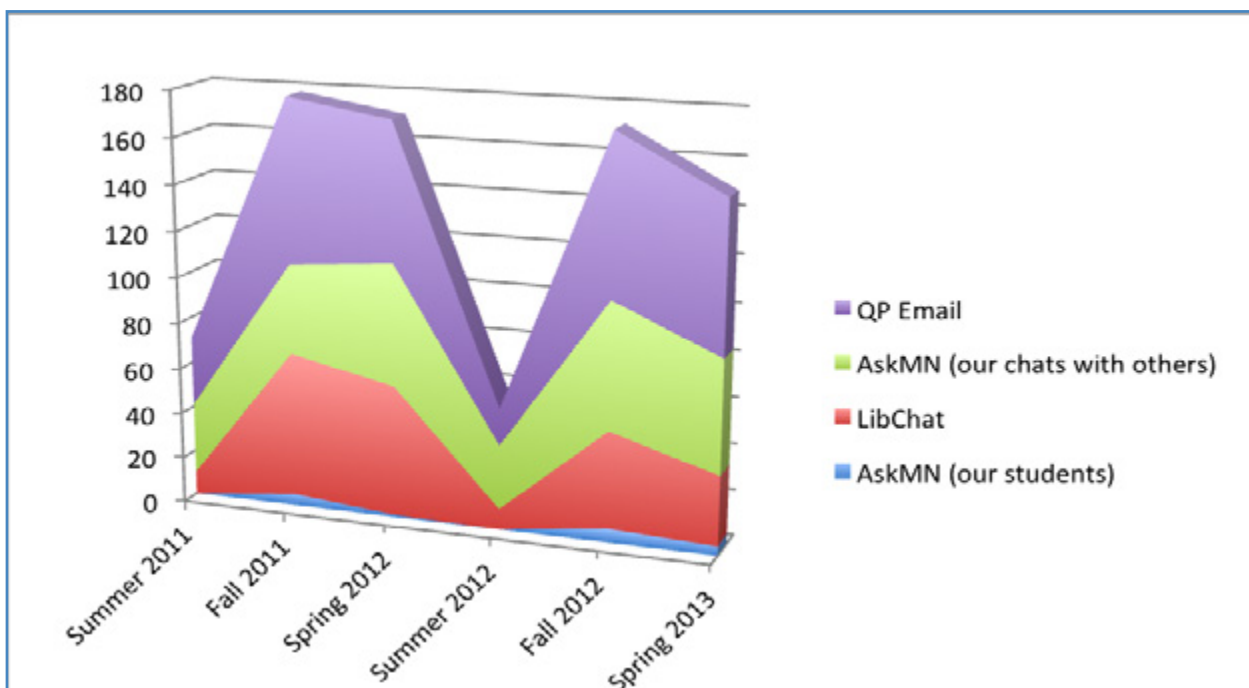
QuestionPoint and Chat Use

(Two-year totals)

Chat 2011-2013	AskMN (our students' chats with others)	AskMN (our chats with others)	LibChat	QP Contacts (emails, consultations)
Summers	0	59	19	46
Fall Semesters	11	94	105	140
Spring Semesters	5	102	87	125
Two Year Total	16	255	210	311

Question Point and Chat Use

By SEASON



A Snapshot of Library Activities, 2012-2013



439,791

Volumes owned

[Browse New Books](#)



58,296

Items circulated



4,511

E-journal titles received

[Browse E-Journals](#)



116

Class instruction sessions

[About Our Instruction Program](#)



1,663

Participants in instruction sessions



439

Research databases subscribed to.

[Browse Databases](#)



Visits to Macalester WorldCat

[Visit Macalester WorldCat](#)



307,428

Papers and articles downloaded from DigitalCommons

[Browse DigitalCommons](#)

12,601

Average number of people entering the library per week.

DID YOU KNOW?

During the 2011-2012 academic year, 560 items passed through the DeWitt Wallace Library's Mendery. This included 141 new items that needed mylar covers, pam binders, tipped-in errata sheets, pockets for CDs and maps, and other special care. 250 periodical volumes were repaired, most of which were MacBound volumes with tacks that had been cut to accommodate copying/scanning. Finally, 169 books were repaired—given new life with new spines, torn pages repaired, pencil erased, corners reinforced, loose sections secured, hinges tightened, or endsheets replaced.

Q: Is the Library Catalog Still Relevant?

A: We had a 7% increase in the use of WCL search in 2011/2012 compared with the same period in 2010/2011.





SNAPSHOTS OF LIBRARY LIFE



1.

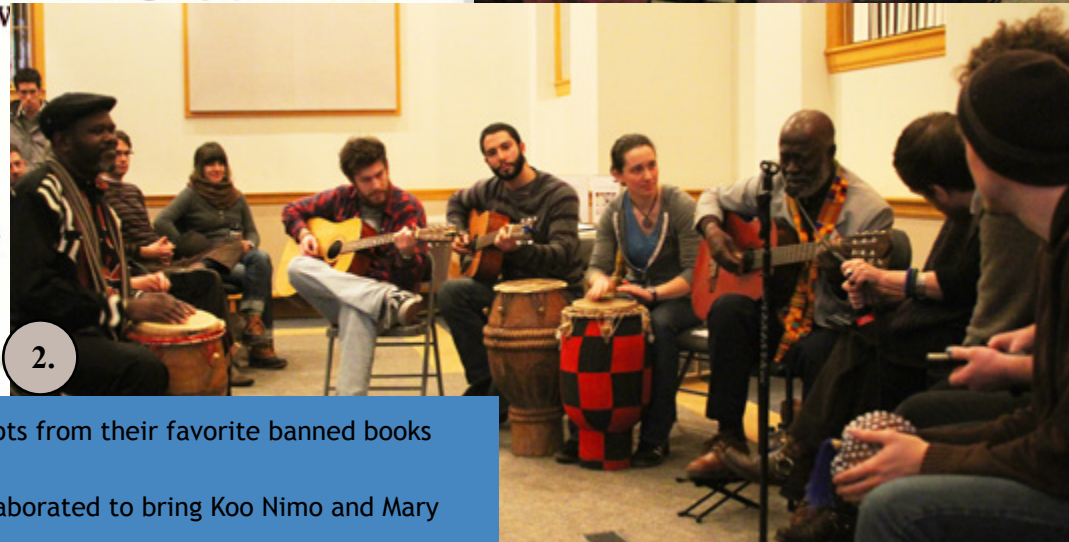
Koo Nimo Ghanaian Living Legend

Friday, December 9th - 4:30 to 6:00 pm (*program starts at 4:45*)
Weyerhaeuser Board Room, W

- Free admission -

Macalester is pleased to welcome this world-renowned musician to campus for a unique, one-time performance. Please join us in celebrating his music and his rich life dedicated to the preservation of traditional Ghanaian palm wine music.

2.



1. Students made buttons and read excerpts from their favorite banned books during Banned Books Week 2012.

2. The Library and music department collaborated to bring Koo Nimo and Mary Hark to campus.

3. Laura Secord and Connie Karlen delivered treats to library staff and student employees.

4. Ellen Holt-Werle and Professor Terry Krier led a presentation on use of special collections in the classroom at Mac's Center for Scholarship and Teaching.



3.



4.



5. Ginny Moran Heinrich, Dave Collins, and Jesse Sawyer (not pictured) co-hosted the DeWitt Wallace Variety Hour weekly on WMCN campus radio.



6. Student employees and staff continued the Mac Links mini-golf Move-in Day tradition.

7. Library staff hosted a reception to launch Emeritus Professor Jerry Reedy's book *Seven Lean Years*.

8. Jack Davidsen and others served root beer floats to new students and their families.



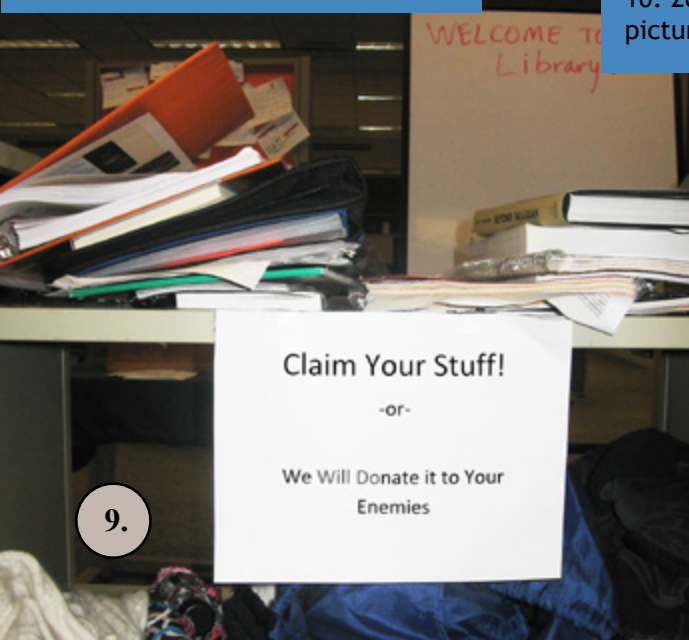
10.



7.

9. One last chance to claim lost items - finals week, fall 2011.

10. 2012 Jean K. Archibald Award winner Katherine Donaldson, pictured with supervisor Danielle Maestretti.



9.



8.

AWARDS & RECOGNITION

STUDENT EMPLOYEES SERVE WITH DISTINCTION



JOCELYN PICKREIGN

2013 Jean K. Archibald Award Winner

Jocelyn Pickreign '13 worked in Acquisitions and Cataloging for all her four years in the library. Jocelyn demonstrated judgment, persistence, dependability, and cheerfulness over her career as a student worker. She was integral in helping the Library transition to radically new workflows in our shift to "shelf ready" materials. Jocelyn helped to develop and test workflows, and trained her student co-workers in the new process. Jocelyn studied International Studies at Macalester, building on her experiences in Panama, where she studied for a year prior to college. While completing her semester abroad in Copenhagen, Denmark Jocelyn volunteered with Hope Now, <http://hopenow.dk/en/about-us/>, helping women escape and recover from the terrors of human trafficking. In Minneapolis Jocelyn has volunteered with the International Institute of Minnesota which helps with relocation issues facing the region's many immigrants. It's not a surprise then that Jocelyn plans—post Macalester—to continue her education and work experiences so that she might build a career in non-profit management focusing on immigration issues.



SYLVIA MESSEROLE

2013 Macalester Student Employee of the Year

In 2013 the library was honored to have our own Sylvia Messerole '13 selected as the 2012-2013 Macalester College Student Employee of the Year. Sylvia, a native of Pomeroy, IA, worked at the library for the entirety of her time at Macalester, beginning as a Reserves Aide and earning a promotion to Circulation Manager. It was as a manager that Sylvia quickly distinguished herself as one of the most valuable resources we've had the pleasure of having at our main service desk. She was trusted as a one-on-one trainer of her other student manager peers, worked on redesigning and digitizing our support manual, provided constant and invaluable feedback that led to streamlining our workflows, and generally worked at a level more on par with full-time staff members than that normally expected of student workers. Sylvia majored in English and is currently pursuing work in her home state of Iowa, where she lives with her fiancée.



KATHERINE DONALDSON

2012 Jean K. Archibald Award Winner

Katherine Donaldson '12, originally from Portland, Oregon, worked in circulation and reserves for all of her four years in the library. She distinguished herself with her friendly smile, endless reservoir of patience, and constant commitment to good service. Most recently, Katherine worked on a variety of special projects, including interlibrary loan, DVD processing, and many others. Katherine is currently working on her master's in library and information science at the prestigious Information School at the University of Washington.



LibTech2013

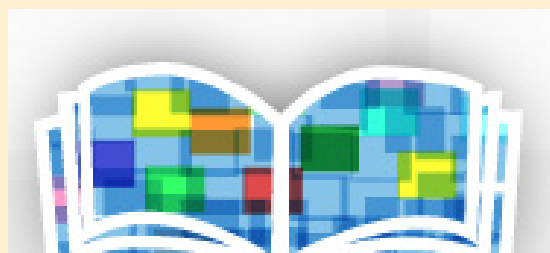
Macalester College St. Paul MN



LIBRARY TECHNOLOGY CONFERENCE @ MACALESTER

We celebrated the 5th and 6th annual Library Technology Conferences in 2012 and 2013. The five year milestone coincided with our decision to fully embrace the Conference and integrate the planning process into our daily roles. The dedication of our staff and the entire Steering Committee is integral to the Conference's popularity and success. We now have a framework in place to make this event sustainable into the future.

Over 475 people from 3 countries attended the 6th annual conference March 20-21, 2013. Macalester President Brian Rosenberg kicked off the event, providing an inspiring welcome to all attendees. Virginia Eubanks delivered a thought-provoking keynote speech. She is the cofounder of Our Knowledge, Our Power (OKOP), a grassroots anti-poverty and welfare rights organization, and of the Popular Technology Workshops, which help community organizations and social movements make the connection between technology and their other social justice goals. The second day's keynote speaker was Kimberly Bryant, founder of BlackGirlsCode, a program focused on introducing girls of color between the ages of 7-17 to the field of digital technology and computer programming with a focus on emerging entrepreneurial concepts. Kimberly inspired attendees to brainstorm ways that libraries could partner with her organization and others in their communities to further this critical effort. Planning is underway for the 2014 Conference and excitement is already building for the opportunity to gather again here at Macalester and share ways that we can use technology to improve our services and the experience we provide to our users.



VISIT THE CONFERENCE ARCHIVES

AT

**[HTTP://DIGITALCOMMONS.MACALESTER.
EDU/LIBTECH_CONF/](http://digitalcommons.macalester.edu/libtech_conf/)**



DeWitt Wallace Library
creating scholars to tomorrow

STAFF CHANGES

Over the past few years there have been several retirements and new hires in the library. So to recap who has left and who is now in the library, and also recognize new job responsibilities for some staff, the following changes took place during the 2011-13 academic years:

- Danielle Maestretti was promoted to the Reserve Supervisor position upon Janet Sietmann's retirement.
- Ginny Heinrich joined us as Reference and Instruction Librarian and Assessment Coordinator in the fall of 2011 to replace Jean Beccone.
- Suphachai Laptavijok decided to ease into retirement by reducing his Evening/Weekend hours by 50% in 2011 and Jesse Sawyer was hired to work part-time as Evening/Weekend Supervisor for the 2011-12 academic year
- Connie Karlen joined our staff in 2011 as Circulation Supervisor when Danielle was promoted.
- At the end of the 2011-12 academic year, Danielle decided to focus her time on completing her Masters in Library Science and resigned her position. This led to two changes for existing staff members:
- Connie Karlen was promoted to Reserve/Interlibrary Loan Library Specialist
- Jesse Sawyer was promoted to Circulation Supervisor
- Abby Rankin was hired to replace Jesse Sawyer as part-time Evening/Weekend supervisor for the 2012-13 academic year.
- Jacki Betsworth was promoted to Library Specialist in 2012. Jacki has assumed increased responsibilities in publishing including managing journal publications in DigitalCommons as well as managing Selected Works pages for faculty scholarship.
- Suphachai Laptavijok formally retired at the end of the 2012-13 academic year and Abby Rankin resigned to pursue her education. During the summer we will be hiring to replace their positions to fill the Evening/Weekend supervisory positions.

Additional changes in staffing occurred in the fall of 2012. Angi Faiks, Associate Library Director for Collections and Discovery became the Associate Library Director for Access, Instruction, and Reference Services. Katy Gabrio, Electronic Resources Librarian, became Assistant Library Director for Collections and Discovery.



ABBY RANKIN



CONNIE KARLEN



GINNY MORAN HEINRICH



JESSE SAWYER



LOOKING FORWARD TO OUR NEXT ISSUE ...

- 25th anniversary of the opening of the DeWitt Wallace Library
- First Floor Reconfiguration
- Liaison Program Transformation
- More Assessment
- More Initiatives and Collaborations
- More fun!

... as we continue to serve the Mac community, linking scholars to knowledge.



*THE LINK IN SEASONS SERIES PHOTOGRAPHED BY LIBRARY OFFICE
STUDENT STAFF.*



DeWitt Wallace Library
linking scholars to knowledge

