Improving with Your Feedback

Last spring, the Libraries used a LibQUAL+ survey to solicit feedback from Rutgers students and faculty in three areas:

- **Affect of Service** – how prepared and responsive are we to address the needs of users?
- **Library as Place** – Do our facilities meet the expectations and needs of users?
- **Information Control** – Do we have the resources our users need to do their work and are they accessible?

We had over 6,700 responses and happily our results were good overall—particularly in the areas of Affect of Service and Library as Place. However, there was a consistent finding, across libraries, that Information Control does not meet faculty expectations.

In response to these findings, we have reshaped our priorities to focus on collections and discovery. What this means is we've invested heavily in new content with major acquisitions of e-books, journal backfiles, and databases covering all subjects. We are also working to change how our collections are discovered and presented on our website. Look for these improvements to roll out over the next year or so.

For more information on our current priorities, visit libraries.rutgers.edu/mission.

As always, we welcome your feedback!

New Jersey Digital Newspaper Project Selects Titles for Digitization

This collaboration between Rutgers University Libraries, the New Jersey State Archives, and the New Jersey State Library will digitize three historical New Jersey newspapers from microfilm and make them publicly available on the Library of Congress website Chronicling America.

The *West-Jersey Pioneer* (later the *Bridgeton Pioneer*) will be digitized from 1851 to 1917; the *Jersey City News*, from 1889 to 1906; and the *Perth Amboy Evening News*, from 1903 to 1922.

“These papers offer local perspectives that simply cannot be found elsewhere,” said Mary Chute, New Jersey state librarian and member of the project’s advisory board.
The Institute of Jazz Studies is commemorating the 50th anniversary of its arrival to Rutgers University–Newark with a yearlong exhibition titled Records at Play: The Institute of Jazz Studies (50). It is on display now through December 22 at Express Newark, the Rutgers–Newark arts incubator that opened this semester at the downtown site of the former Hahne & Co. department store.

Founded in 1952 in the Greenwich Village apartment of jazz scholar Marshall Stearns, the institute was moved to Rutgers–Newark in 1967 under the auspices of then-university president Mason Gross. Today, it has grown into the world’s foremost jazz archive and research facility.

Records at Play is the largest exhibition of the institute’s treasures to date. It draws on the sense of “records” not only as sound recordings but also as the records of the past captured in photographs, documents, and historical artifacts, illuminating the history of both the institute and the music at its core.

“We are delighted to celebrate our last five decades of accomplishments with this exhibition,” said Adriana Cuervo, associate director of the institute. “And we are particularly proud to help advance the Rutgers–Newark mission of deepening our ties to the city by mounting Records at Play in this historic building.”

Stearns moved to Rutgers–Newark in the centennial of America’s entrance into World War I, the Libraries are preparing to commemorate New Jersey’s role in the Great War. Showcasing unique artifacts, photographs, and other documents, an exhibition titled “Heaven, Hell, or Hoboken!?: New Jersey in the Great War” will be on display at Alexander Library beginning March 9.

The opening will coincide with a presentation by Virginia Dilkes. Dilkes will recount experiences of the war through the memoirs of her father, who served as a combat engineer.

Further plans include an online exhibition featuring digitized scrapbooks and selections from the records of the War Service Bureau of Rutgers College.

“Instead of $150 worth of textbooks, we can reduce the cost to under $5 and make it more interactive,” said Levounis. “This process benefits both the students who are researching the case studies and the students who will use the textbook in the future. Our students have their finger on the pulse of what is needed to be successful in taking certification and course exams and will share their insights in the textbook.”

Rutgers–Newark psychology faculty member Matthew Giobbi is assembling a textbook from open source materials for his course History and Modern Viewpoints in Psychology. The textbook that was previously used for this course cost more than $300, but Giobbi is now using free materials drawn from the original writings by thinkers, and video clips like “The School of Life” by Alain De Botton.

The emphasis on primary sources has changed the student experience in unanticipated ways, said Giobbi.

“In a textbook, you get quotes from the thinker that’s being discussed, but when you’re actually reading the book, it’s like you’re spending time with the thinker, said Giobbi. “Students are using to material that is neatly abstracted and presented in a textbook. Now they are engaging with longer academic articles and they have to decide what they can take from this material, what is most relevant to their interest.”

Students have also appreciated the introduction of streaming media into the course in the form of films, video clips, and even audio books. “Don’t privilege the written text,” warned Giobbi. “There are great resources that can be used for learning and teaching. Students can download stuff to their phone and listen on the subway, watch a video in their living room, and read primary materials. These things are all equally effective at getting info across.”

For more information about the OAT Project, please visit libraries.rutgers.edu/open-textbooks.

-Nancy McMurrer

Despite not being appointed as the Libraries’ director of development, an invited participant in the Rutgers Foundation’s inaugural Summer Internship in Development and Alumni Relations, Nancy’s diverse background includes work experience in international finance as well as public libraries.

Health Sciences Librarians Lend Expertise for Systematic Reviews

Since rolling out the program in 2015, our health sciences librarians have completed more than two dozen systematic reviews, which are among the most challenging assignments medical students face. The librarians assist with searching all relevant databases and grey literature for a given topic, provide links to full-text content, and organize citations into an EndNote library.

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James Dickson Carr in 1892. Credit: Special Collections and University Archives.

Systematic reviews top the evidence-based pyramid and are often completed as capstone projects.