Geraldine Brooks to Speak at Lafayette March 14, 2013

The 2013 John L. Hatfield ’67 Lecture will feature award-winning author Geraldine Brooks. A native of Australia, Brooks began her writing career as a reporter for a Sydney newspaper, then studied journalism at Columbia before becoming a foreign correspondent for The Wall Street Journal.

Her first two books, Nine Parts of Desire and Foreign Correspondence, both draw from her experiences covering crises in the Middle East, Somalia, and Bosnia. Her first novel, the best-seller Year of Wonders, based on the true story of a seventeenth-century English village during an outbreak of the bubonic plague, represented the author’s initial foray into historical fiction. Brooks’ next work, March, which describes the American Civil War through the eyes of Robert March, the father in Louisa May Alcott’s Little Women, garnered Brooks the 2006 Pulitzer Prize for Fiction. Brooks’ most recent books are People of the Book and Caleb’s Crossing.

The John L. Hatfield ’67 Lecture was established in 2006, when John Hatfield of Atlanta, Georgia, a history major, generously endowed the Friends of Skillman Library’s annual lecture. He further augmented the fund in 2011, enabling the library to bring to campus author David Henry Hwang in 2012, and Geraldine Brooks in 2013.

OneSearch Debuts

Following a successful trial in the Spring 2012 term, the Library has licensed the Ebsco Discovery Service (EDS), one of many “discovery platform” products designed to make it easier for library users to find relevant and appropriate materials by searching multiple databases using a single search interface. Dubbed OneSearch, Lafayette’s implementation of EDS facilitates searching a large universe of information—including popular and scholarly periodicals, materials in the Lafayette Libraries, encyclopedia articles, and more—all with “one search.” Lafayette librarians evaluated all the major discovery platform offerings and decided on EDS based on a number of factors, including better relevancy ranking than its competitors; the ability to customize the lineup of databases being searched; good support for linking via WebBridge; and the inclusion of rich metadata not available to other discovery platform vendors. OneSearch currently searches indexing from many of the Library’s major discipline-specific databases (e.g., PsycINFO, EconLit, and GeoRef), important reference works (e.g., Grove Art

(OneSearch, continued on page 3)
Remembering Don McCluskey

The first impression one gets when entering Skillman Library is of students actively engaged in learning. Whether writing papers or doing research at one of fifty computers, studying or working collaboratively at a large table, or getting help from a librarian at the reference desk, this bustling area is the hub of the Library. Little noticed is the plaque on the wall that reads “McCluskey Reference Studio: Named in Recognition of the Generous Support of Donald McCluskey ’36.” It is appropriate that the Reference Studio is named after a man whose life was devoted to learning and to Lafayette College.

Donald McCluskey died September 20, 2011 at the age of 96. A professor of English at Lafayette from 1946 to 1980, he taught the English survey course, Chaucer, Shakespeare, and the history of the English language. Upon his retirement, one of his department heads calculated that he had probably corrected and graded “about 31,196” freshman themes over the years. Don was an early and generous supporter of the library, a long-time member of the Friends of Skillman Library, and the host of many Friends executive council retreats.

Don was always a student as well as a teacher. During his tenure at Lafayette, he spent summers enriching his own learning—at the Bread Loaf School of English in Vermont, at Columbia, and at Georgetown’s Linguistic Institute. McCluskey knew over half a dozen languages (including Sanskrit, which he taught in evening classes at his home) and continued to study others well into his retirement. June Schlueter, former Provost and Professor Emerita of English, recalls that he took Spanish courses at Lafayette after retiring, with the goal of reading Don Quixote in the original. She added that “he achieved his goal with a smile.”

McCluskey’s lovely home on College Hill played host to various literary societies as well as his Shakespeare classes, which often spent their afternoons there listening to recordings of professional theater productions. A talented musician, Don often entertained neighbors and colleagues on his grand piano and organ; passersby on summer evenings frequently enjoyed hearing Don playing the harp on his porch.

McCluskey was a man of extraordinary graciousness, kindness, and modesty. Invariably students found him an excellent teacher and a kindly, quiet listener who was patient no matter how many times he was asked to repeat something. In 1980, English Professor William Watts wrote that “as modest and self effacing as he was, students, given time and distance after they graduated, cited Don as the professor who most inspired them, most clearly stood for their ‘ideal.’” President Emeritus Arthur Rothkopf ’55 characterized Don as a “wonderful and supportive teacher of freshman English.” Jon J. Fields ’60 wrote that “without his wise, kind, and gentle counsel, I would never have succeeded [at Lafayette]. He was a miracle worker. He brought out the best in me and gave me an inner confidence that has lasted me throughout my life.” To Diego Cahn-Hidalgo ’90, who met Don after his retirement, “adult” conversations with Don on wide-ranging topics made him realize “that there was a life out there beyond college.”

With his love of learning and his generous interest in students, Don McCluskey would be delighted to see that Skillman’s reference area has only increased in popularity since his donation made it all possible.

- Marilyn Kann

New Online Exhibit from Special Collections

This fall Special Collections and College Archives launched a new online exhibit documenting the history of student writing at Lafayette. The web resource was adapted from the Special Collections exhibit “From Quill to Keyboard,” which was on display in Skillman Library during the fall semester of 2011. The original exhibit commemorated the 25th anniversary of the Lafayette College Writing Program and featured examples of student writing in class assignments, letters, diaries, theses, poetry, fiction, and drama, all drawn from the College Archives. In addition to student writing, the online exhibit traces the development of writing pedagogy from the earliest years of the College to the present.

The online version of the exhibit was created by graduate intern Christine McCluskey, a student in the Master of Library and Information Science program at Rutgers University. McCluskey scanned documents and images, created transcriptions, and loaded exhibit content into a WordPress website. For links to this and other online exhibits, visit http://archives.lafayette.edu/exhibits/online

- Elaine Stomber
Library Staff Update

Two librarians recently joined Skillman in the departments of Digital Scholarship Services and Research and Instructional Services.

Digital Library Developer James Griffin graduated from Stony Brook University with a B. A. in Anthropology and Religious Studies, then obtained his Master’s in Library Science from the Palmer School of Long Island University (LIU) in 2012. While at LIU, James began making contributions to Web development within the field of scholarly communications. As a member of the Open Library Society and a contributor to ORCID (the Open Researcher and Contributor Identification initiative), James remains strongly aligned with the aims of the open source and open access movements. At Lafayette James will be concentrating on the emergence of digital repository platforms, semantic Web frameworks, and the application of data mining techniques to contemporary problems within digital scholarship.

Research, Instruction & Outreach Librarian Kylie Bailin comes to Skillman from the University of New South Wales Library in Sydney, Australia, where she was Outreach Librarian for engineering before managing a team of outreach librarians for science, engineering and medicine faculties. Kylie has a Masters in Library and Information Management from Charles Sturt University and a Masters of Environmental Management from the University of New South Wales, both in Australia. She received a B.A. in Environmental Studies and Photography from Eckerd College in Florida, and is a talented photographer, concentrating on landscapes and live music photography—her irregularly-updated blog at kyliebailinphotography.com showcases her latest band photography. In addition to instructing classes and assisting students and faculty with their research, Kylie will focus on increasing the Library’s outreach efforts.

Collaborative Computer Classroom installed in Pardee

This summer ITS completed installation of a collaborative computer lab in Pardee 28. Designed to function as both a teaching and small group collaboration space, the room has six custom tables, each containing five computers. The computer displays are mounted on motorized lifts controlled via the touch panel on the instructor’s workstation. Each table also has a 55” LCD display on the adjacent wall.

In “Breakout Mode,” the tables function as independent pods where the students at each table can control which of the tables’ computers or auxiliary sources are displayed on their large screen. In “Presentation Mode,” the room functions much like a standard smart classroom, with the instructor controlling what appears on the six large displays. The instructor can choose from the sources in the instructor’s workstation as well as any of the student PCs or auxiliary sources. The instructor can preview any student PC screen before sending its display to the large screens.

Containing almost 300 individual components and over a half mile of cabling, Pardee 28 was designed by Instructional Technology staff in collaboration with engineers from Extron Electronics.

Above: Pardee 28 computer tables and LCD displays.

- EJ Hudock

(OneSearch, continued from page 1)

Online, Britannica Online, and Hoover’s Company Profiles), and major general databases (e.g., ISI citation indexes, JSTOR, and Academic Search Premier). Rounding out this impressive lineup of data is bibliographic data and searchable full text from several hundred publishers, as well as records from the Lafayette Library Catalog, which are refreshed on a regular basis. OneSearch results can be focused through the use of discovery facets like source type, subject, language, and source database.

Because librarians feel that OneSearch will be the most useful starting point for students, especially those who are still unfamiliar with the wealth of discipline-specific research tools available through the Library, a simple OneSearch search form takes center stage on the Library home page. Library users who prefer native interfaces for the catalog or their database of choice can still access them via the research tools by subject and A-Z listings, also available from the Library home page.
Qualtrics provides simple tool for sophisticated research

After outgrowing a free Qualtrics.com account for her research, Liz Suhay, Assistant Professor of Government and Law, requested funding support to upgrade her account. A brief evaluation of this powerful survey software led to an opportunity to pilot Qualtrics campus-wide. Liz talked with Courtney Bentley, Director of Instructional Technology, about her experience with Qualtrics.

How has Qualtrics benefitted your research?
I study public opinion and political psychology. In order to answer causal questions about factors that influence citizens’ political opinions, I often conduct experiments, embedding them in public opinion surveys. Qualtrics is tremendously useful to me because it makes it possible to create these “survey-experiments.”

What advantage does Qualtrics give you over using Opinio?
I’ve noted two main advantages. The first is very specific to the fact that I conduct survey-experiments: Qualtrics allows one to randomly assign content to respondents; Opinio does not (or, at least, does not allow one to do so easily). The second advantage I see is more general: Qualtrics includes many more bells and whistles. There are many interesting question types, like drag-and-drop rankings and heat maps. (I don’t really know how that last one works, but I want to try it!) Qualtrics also allows users to easily incorporate images and videos into their surveys.

Many people will worry about learning a new tool. How difficult has it been to learn Qualtrics?
Frankly, despite the fact that Qualtrics gives the user more options, it seemed easier to learn than Opinio. The layout is intuitive and user-friendly. I think I had the basics down in less than an hour. The support at Qualtrics has been great. Every time I call, someone picks up the phone. They also have a number of video tutorials available, which I highly recommend.

Interested in test driving Qualtrics this year for your research or coursework? Access your account at http://qualtrics.lafayette.edu, or contact an Instructional Technologist for a demonstration or to discuss your need.

- Courtney Bentley

New Electronic Acquisitions

ASHRAE HANDBOOKS ONLINE
Standard source for information on HVAC and refrigeration for building construction and maintenance.

BENEZIT DICTIONARY OF ARTISTS
One of the most comprehensive and definitive resources on artists in English. Includes museum listings, bibliographies, exhibition information, and auction records.

BRILL’S ENCYCLOPEDIA OF HINDUISM
Reference work covering all aspects of the Hindu traditions.

CHRONICLE CAMPUSWIDE
Online edition of The Chronicle of Higher Education.

ENVIRONMENT COMPLETE
Database of articles and books covering environmental issues.

FILM & TELEVISION LITERATURE INDEX WITH FULL TEXT
Database for locating journal articles and books on film and media studies.

THE NEW PALGRAVE DICTIONARY OF ECONOMICS
Online version of standard, scholarly reference source on economics.

NEW YORK TIMES AND WALL STREET JOURNAL DIGITAL MICROFILM

PSYCTEST
Psychological tests, measures, scales, surveys, and other assessments as well as descriptive information about the test and its development and administration.

SILENT FILM ONLINE
Streaming collection of silent feature films, serials, and shorts from the 1890s to the 1930s.

STATE STATS
Collection of historical and current state-level data covering health care, crime, education and more.

STATISTICA
Statistics and studies gathered by market researchers, trade organizations, scientific publications and government sources on over 600 industries.

SOCIAL EXPLORER
Tool for locating, downloading and visualizing census data and other demographic information from current and historic sources.
Digital Scholarship Services Solicits New Project Proposals

The Library’s Digital Scholarship Services department invites proposals from faculty members interested in collaborative project design with the Library. Past projects include large-scale digitization efforts; creation of image collections to facilitate research and teaching; specialized data collection applications; data mining and visualization; textual markup; and the creation of tools that support open access to faculty scholarship.

DSS is eager to discuss digital projects informally or to provide general consultation at any stage of development. Services include support for imaging, data design, programming, and access, and are tailored to meeting the research and teaching needs of Lafayette faculty. To this end, DSS projects are designed with sustainability and persistence in mind. Projects may be small or large, with individuals or groups, and are often designed to include student research assistants. In some cases, DSS may help locate and acquire material or tools to facilitate development of supported projects.

DSS is in the process of re-designing Lafayette’s institutional repository platform. The new software will make it possible to integrate faculty research projects with the College’s digital repository system, thereby providing seamless support for digital preservation, long-term access, and higher visibility.

To discuss potential project ideas, call Eric Luhrs at 610.330.5796, or email digital@lafayette.edu.

- Eric Luhrs

New DSS Facilities Available in Skillman and Williams Center for the Arts

In pursuit of its goal to advance the creation and application of digital resources in support of research, teaching, and study, the Library’s Digital Scholarship Services department has outfitted new facilities in Skillman Library and upgraded existing ones in the Williams Center for the Arts. A response to increasing demand, especially for the capture of visual information, the facilities will provide new and expanded services for image and data capture and manipulation.

The east end of Skillman’s Newman Technical Services Area (room 111) has been furnished as a DSS lab with equipment for large-format flatbed scanning up to 11×17 inches; photo, transparency, and 35mm film scanning; and volume document scanning with text-capture. The lab’s PC workstations provide tools for improved optical character recognition, textual analysis, and XML metadata manipulation. Color management tools help to preserve and accurately convey the original appearance of materials.

The lab, located adjacent to DSS offices, is conceived on a variable-service model—faculty and their EXCEL scholars can receive consultation and training in equipment use, best-practices, and standards for achieving digital research goals; present larger projects for processing by DSS staff and trained assistants; or a combination of both.

As a complement to this new lab space, Skillman 212 has been remodeled as a specialized capture studio with advanced overhead photography capability. Intended mainly for the digitization of bound and fragile items, the studio is currently equipped with a 21-megapixel digital SLR camera on a wall-mounted vertical copy column, a high-end book cradle that speeds handling of delicate material, and a color-calibrated full-spectrum lighting system.

The studio space has been realized in part through the Library’s partnership with the Department of Art. The upgrade of the department’s Visual Resources imaging lab in Williams 208 has allowed the components formerly located there to be re-purposed. In turn, that facility will be outfitted with additional equipment that will expand the lab’s capabilities for shooting three-dimensional objects and large-format flat art (up to 40×60 inches).

Faculty interested in taking advantage of these new facilities and associated services in support of their research and teaching are encouraged to contact DSS at 610.330.5796 or digital@lafayette.edu.

- Paul Miller
Suzanne Westfall...in the Spotlight

Suzanne Westfall, Professor of English, talked with Bytes & Books about incorporating information literacy into her courses. Excerpts from a lengthy and thought-provoking conversation follow. Previous interviews in this series can be viewed at http://library.lafayette.edu/instruction/interviews.

Q: As a professor of English and someone who’s involved in interdisciplinary programs, how do you define information literacy?

A: The ability to find information and to evaluate it intelligently, to understand how search engines and databases are different, and to know not only what information to look for but also what the appropriate places are for that piece of information. Information literacy is not limited to textual information. In some of my classes, students also need visual information. Information literacy is about lifelong learning and becoming self-reliant. I often tell my students that information literacy is not just about term papers. It’s for everyday personal life all the way through the PhD. It enables you to ask specific questions and make intelligent decisions. It’s empowering when you can find information.

Q: Why do you think it’s important to teach information literacy skills at different stages?

A: I teach information literacy in every single class that I offer, partly because I’m a bibliographer and my whole career is about historical and primary research. If I had had a better background in research going to graduate school, I would have been much better off. I try to teach my students that research isn’t magic, it’s all method. As long as they create a strategy, which is where librarians come into play, it’s very calming. It increases their self confidence when they know the steps to find what they need at all levels, whether they’re writing a paper for the FYS or doing an honors thesis.

Q: In your assignment handout for ENG 339, Revenge and Restoration Drama, you specify that “a bibliography should be useful to your research; don’t throw just anything in there for the sake of the assignment.” What strategies have you employed to make sure that students understand the bibliography is essential to their research and the final product?

A: Many students make the bibliography list without thinking so I ask them specifically to include a sentence in the annotation about how the source will or will not be useful for their paper. I want to know right up front that they’ve made some judgment and set up a hierarchy. In the FYS and 200 level classes, students just need to complete the annotated bibliography. At the 300 level, students use the bibliography as the springboard for their paper.

Q: The assignment handout you give to students outlines all the steps to complete the assignment and covers how to choose a topic and how to assess the quality of a source. It also recommends relevant library databases and suggests that students seek out reference librarians for assistance. Why so much detail?

A: It’s many years in the making. The first time it was very brief. All I told them was to assess sources, and I got nonsense back. So the next time I added some ways to assess sources. I still got nonsense back. Then I added a model annotation. I would like students to be able to figure this out on their own, but clearly over the last thirty years their skills have gotten worse and worse, so I get more and more detailed. If there’s a glaring error a lot of them are making, I revise my assignment for the next year. That’s why it’s so detailed. It’s years and years of revising my own assignment.

I do see the difference after I give them the detailed handout. The assessment of sources is better. I don’t expect students to really integrate the process after one class so I still repeat a lot of it in upper level classes with increasing complexity. Especially when dealing with performing arts, students need to know that a source good for an academic Shakespeare studies class might not be appropriate for my acting Shakespeare class. By the time that they graduate, they shouldn’t need that piece of paper anymore. But there’s no guarantee that what I teach in my classes will be repeated elsewhere.

Q: What more do you think we—professors and librarians—could do to help students develop their critical thinking and information literacy skills?

A: I think it’s absolutely crucial that every department has a W-designated methodology course that teaches information literacy with the help of our librarians. We need a place where we know that happens. In the English Department, English 205 is our methodology course in which we teach discipline specific skills, what the discipline is, does, and requires. It’s important to have such a gateway course, but we can’t guarantee that students carry knowledge or remember or understood everything. And students need to take more than one methodology course to learn the specifics of each discipline.

FYS is a good place to start to teach information literacy at the basic level. Librarians have a lot to offer that professors can benefit from. Professors should be the ones pushing students to the library. We need to make students understand that this is a community of intellectual work. It’s not just about coming to my class and I’m the only authority; we need to spread it out. There’s a bigger world out there they can draw from.
ITS News

ITS MASTER PLAN UNDERWAY
ITS is implementing the first year of strategic initiatives outlined in the IT Master Plan. A number of initiatives focus on enhancing the academic mission of the College, including a new smart classroom design initiative, a faculty support study, and a new technology innovation grant program. ITS will be working with the Faculty Information Technology and Library Committee this fall on these initiatives and will conduct an open meeting to collect feedback on current smart classroom configurations.

A number of major projects will conclude this year, including implementing a campus portal; deploying the first phase of Voice over IP; converting Novell File Services to Samba; and implementing an online degree audit application integrated with Banner. In addition, several multiyear projects began in 2012-13, including implementing customer relationship management/business intelligence; developing lecture capture capabilities; creating disaster recovery and business continuity plans; and researching desktop PC virtualization.

NEW STAFF
Five new staff recently joined Information Technology Services. Adam MacHose, Arts Campus Technology Coordinator, provides support and assistance for film and media studies, studio art, and theatre. Jennifer Rao, Instructional Technologist, focuses on instructional support for STEM fields. Charles Fulton, Web Applications Developer, is responsible for Moodle. Tim Yale, Web Applications Specialist, is responsible for development and support of campus-wide applications like WordPress, as well as niche applications like WeBWorK. Carl Waldbieser, Systems Programmer, works with accounts and identity management.

DEGREE AUDIT
In September 2012, the Registrar’s Office and ITS began implementing a new degree audit solution called DegreeWorks. Tightly integrated with Banner, DegreeWorks will be used by students, faculty, and administrative offices to help determine what degree requirements a student has completed or needs to complete in order to graduate. Phase I of the implementation should be completed by January 2013, which will allow students in the Class of 2016 and their advisors to begin monitoring degree requirements.

DegreeWorks will help students visualize a road map to graduation and get real-time advice as they explore major options or changes. Academic advisors will benefit from more timely degree certification and a reduction in paperwork and program check sheets.

Library News

E-BOOKS UPDATE
The library continues to add e-books to its collection with the inclusion of titles published by Springer and Wiley. All Springer e-books published between 2005 and 2012 have been purchased; forthcoming collections will be added annually. Most titles are in the sciences, engineering, and economics, and can be discovered and accessed through the library catalog.

Wiley e-book chapters are now available through the library’s pay-per-view arrangement with Wiley. Subjects include the life, health, and physical sciences, social sciences, and the humanities. As with Wiley articles, faculty have immediate access to book chapters, while students will be prompted to fill out an online request form for delivery within several business hours.

The collection can be accessed through the Wiley Online Library link from the Research Tools A to Z list on the Library Website.

PDFs from either of these collections can be downloaded, printed, linked to in Moodle, or transferred to e-readers.

ILL MARKS ANOTHER MILESTONE
Lafayette was one of the first ten libraries in the country to implement the new RapidILL book chapters interlibrary lending process. Joining large ARL institutions like Arizona State, Colorado State, and Oregon State, Lafayette was the first liberal arts college to go live with this latest innovation in interlibrary resource sharing. Previously available for journal article lending only, this new RapidILL process should dramatically increase the turnaround time for book chapters.

CLASSICS ADDED
First editions of two of the most influential books written in America have been acquired by Special Collections and added to the Rare Book Collection. Both works are among those selected by alumnus Jay Parini ’70 in his book Promised Land: Thirteen Books that Changed America, and both were highlighted this fall in lectures sponsored by the library.


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Fall Exhibits in Skillman Showcase the Quad and Artists’ Books

The Lafayette Quad: Transformations through Time
October 26 – December 31, 2012. Lass Gallery

To commemorate the transformation of the Lafayette College quadrangle to an all-green and pedestrian space, the College Archives offers a look back at earlier happenings on the common at the heart of campus. Images from the Archives show a bucolic nineteenth-century space, where professors’ cows grazed, baseball was played, and senior class students jealously guarded the Senior Fence, where only they were allowed to sit.

Bonfires and freshmen/sophomore-organized contests like the Cane Rush and Banner Scrap enlivened the scene in the early twentieth century, as did students drilling as they prepared for service in World War I. Beginning in the 1960s, student rallies were more the norm—against the escalation of the Vietnam war, in favor of coeducation, and recently, in support of “Gay? Fine by Me.”

The buildings ringing the quad and their changes over time are highlighted in the exhibit, along with glimpses of the quad as the site of Lafayette’s most important ceremonies and traditions—Commencement, Homecoming, and Reunion. Commentary from Provost Wendy Hill about the place and meaning of the quad is included.

- Diane Shaw

Multiple, Limited, Unique: Selections from the Permanent Collection of the Center for Book Arts in New York City
October 1 - December 31, 2012. Simon Room

A traveling exhibition from the Center for Book Arts in New York City, this exhibit showcases more than 100 books and prints selected from the Center’s permanent collection of artists’ books and prints. Offering an overview of the history and development of the book arts over the last four decades, the exhibit includes private presses, traditional codices (letterpress and offset printing), inexpensively-produced zines, illustrated or completely pictorial works, unique and limited edition sculptural books, and digital books and projects. Included in the show is a tunnel book by Karina Skvirsky, Assistant Professor of Art.

The Center for Book Arts is dedicated to preserving the traditional artistic practices of book-making, as well as exploring and encouraging contemporary interpretations of the book as an art object. Founded in 1974, it was the first not-for-profit organization of its kind in the nation.

- Pam Murray

Information Literacy Grants Deadline - December 14, 2012

Faculty interested in working closely with a librarian to integrate information literacy into an upper-level course this spring are invited to apply for a $1,000 stipend offered by the Library and the Office of the Provost. Application details can be found at http://library.lafayette.edu/instruction/infolitgrants. Faculty who wish to apply should contact Lijuan Xu as soon as possible at 610.330.5152 or xul@lafayette.edu.