New Mellon Grant to Foster Liberal Arts College Model for Digital Scholarship

Lafayette College has been awarded a four-year $700,000 grant by the Andrew W. Mellon Foundation to foster the participation of increasing numbers of faculty and their students in the digital humanities. This major grant will support training in digital humanities methods, faculty and student research, and the integration of digital scholarship into the curriculum.

“I’m delighted that the grant will give librarians more opportunity to work with faculty and students on digital humanities projects, as this has been one of our highest priorities for several years,” says Neil McElroy, Dean of Libraries and one of the project leaders. The grant proposal grew out of the Library’s aspiration to do more to help faculty make creative use of digital technology to advance humanities research and teaching. Many of the initiatives that will be undertaken within the framework of the Mellon grant will be made possible by the Library’s Digital Scholarship Services (DSS) department, headed by Eric Luhrs. DSS has been building the infrastructure necessary to support digital scholarship and is collaborating with colleagues elsewhere to develop a liberal arts college model informed by Lafayette’s experience in the digital humanities.

Celebrating 50 Years at Skillman Library

Fifty years ago in the fall of 1963, a state-of-the-art Skillman Library welcomed Lafayette students with such modern conveniences as telephones, typing booths, and air-conditioning. Previous libraries at Lafayette had included two literary society libraries, a reading room in South College (1861-1899), and Van Wickle Library (1899-1963). An award-winning expansion and renovation in 2004 made Skillman the spacious and light-filled place it is today, with ample room for learning, collaboration, collections, exhibits, and technology. While Skillman remains essential to the College as a locus of scholarly information and a place for learning, today it is also distinguished by its robust program of instructional and research support as well as initiatives in the digital humanities. Neil McElroy, Dean of Libraries, states, “We believe there has never been a greater opportunity than today for Skillman Library to promote the central and abiding mission of Lafayette College. Our goals and future directions are intertwined with those of our users – students and faculty.”
Lafayette College Libraries: Through the Years

Here are a selection of photographs from Special Collections & College Archives showing various incarnations of the Lafayette College Libraries through the years.

Left: The College Library started with a gift of books from the estate of the Reverend David Bishop, a Presbyterian Minister in Easton. In 1861 students organized a society called the Lafayette Reading Room to procure library materials for its members. It was housed in the east wing of South College and students were charged $3 a year to make use of it.

Above: Van Wickle Library was the first building designated as a library at Lafayette. It was constructed in 1899 using mottled Pompeian brick with terracotta trim and a roof of Spanish tile. The total cost was $30,000. The building was embellished with a Tiffany Company window showing Sir Philip Sidney on the battlefield of Zutphen.

Above: The Ward Library held the 1875 gifts to Lafayette from Christopher Ward of Bradford, Pennsylvania. His collection was reputed to be the finest private library in the state. It consisted of 11,000 volumes of literature, a law library, books and pamphlets on American history, and many autographed engravings. Housed on the second floor of Pardee Hall, it was destroyed in a catastrophic fire in 1897.

Above: Skillman Library was completed in 1963 at a cost of $2 million. It received the American Institute of Architects Award of Merit in 1964. This photograph shows the Phi Kappa Psi House in its original location on the north end of Skillman. It was moved to March Field in 1971.

Library Staff Update

Two librarians recently joined Skillman Library in the department of Digital Scholarship Services.

Integrated Technologies Librarian Thomas Goodnow graduated in 2013 with a Master in Library Science in Digital Libraries from Indiana University, where he assisted the Arts & Humanities Librarian in various capacities, and served on the GLBT Library’s advisory committee. He is highly interested in issues of information dissemination, access, and rights in the digital age; the digital humanities; and, some day, publishing a structural analysis of the Wheel of Time. Prior to his MLS, Thom worked for the University of Cincinnati Libraries and the Public Library of Cincinnati. He has a BA in English and two certificates (Creative Writing: Poetry and Asian Studies), from UC’s College of Arts & Sciences, and a BA in Art History from UC’s College of Design, Architecture, Art, & Planning. In his spare time, Thom is engaged in a number of creative pursuits, including writing poetry (and prose on occasion); creating experimental electronic music; and a multitude of visual arts (e.g. video, painting).

John Clark fills the newly created position of Data Visualization and Geographic Information Systems (GIS) Librarian. He earned a Master in Library and Information Science from the University of Pittsburgh in 2012. He holds an MS in Geography from Penn State where he used historical GIS methods to study the migration of the pulp and paper industry to the forest frontier of Maine from 1880 to 1930, after wood replaced rags as the feedstock for papermaking. He has a BA from the University of Maine where he worked on the NEH funded Historical Atlas of Maine project using GIS and traditional archival research. When he is not reading or making maps he can often be found on his mountain bike, usually, though not always, in an upright position. John will be available to assist students and faculty with finding geospatial data as well as using data visualization tools such as GIS, both to organize and explore their data and to create persuasive visual narratives. He is especially interested in helping researchers transform archival research material into digital data for further analysis and display.

This academic year also marks the 50th anniversary of the founding of the Friends of Skillman Library, an organization supporting the educational mission of the Library. During the spring semester of 1964, a group of thirty friends of the College, led by Kenneth F. Kressler ’18, gathered at the Union League in Philadelphia to discuss how they could help Skillman Library keep abreast of the post-World War II knowledge explosion and fill the new shelves.

Today our Friends fund a dynamic exhibition program, lectures, digitization projects, conservation, and acquisitions for Special Collections. A special exhibition in honor of the Library’s 50th anniversary, A Legacy of Largess: Gifts to the Skillman Library, 1963/64 - 2013/14, will be on display in the Simon Room from October 16, 2013 – February 28, 2014. The Friends are major sponsors of this year’s anniversary programming, bookended by our two endowed Library lectures: the Schlueter Lecture held on October 9 by book historian Michael Suarez and the Hatfield Lecture on March 12 by America’s Poet Laureate Natasha Tretheway. A full anniversary event schedule is available at http://sites.lafayette.edu/friendsofskillman/50th-anniversary-events

- Elaine Stomber

Left: David Bishop Skillman Library as it appeared when it was opened 1963. Skillman Library was expanded and renovated in 2004.
“Breathe for Those Who Cannot”: Remembering Al-Mutanabbi, Street of Booksellers

Skillman Library’s fall exhibit in the corridor on the main level features recent works by book artists wishing to commemorate and celebrate the spirit of the Al-Mutanabbi Street community. On March 5th 2007, at the midpoint of the Iraq War, a car-bomb exploded on Al-Mutanabbi Street in Baghdad. The suicide attack tore through the heart of the city’s historic literary district, an area crammed with bookstores, outdoor bookstalls, stationery shops, and cafés. Thirty people died and more than 100 were wounded in the blast, for which no group has ever claimed responsibility. This street on the lip of the Tigris River has been described as Baghdad’s “third lung where the educated and students breathe.” Named after a 10th century Iraqi poet, Abu al-Tayyib Ahmad ibn al-Husayn Mutanabbi, the street has been a refuge for Baghdad’s literary and intellectual community.

In the summer of 2007, the Al-Mutanabbi Street Coalition was founded to express solidarity with Iraqi booksellers, writers, and readers. The project started with a first wave of letterpress-printed broadsides responding to the bombing and has evolved over the past five years to include artists’ books from contributors all over the world and an anthology of writing. The coalition, which now goes by Al Mutanabbi Street Starts Here, carries on with readings, cultural events, exhibitions, and new artists’ books that hold both “memory and future” of what was lost on that fateful day.

Works include Maria Pisano’s Lost and Found, Frances Jetter’s Street of Booksellers, and Al-Mutanabbi by Purgatory Pie Press, as well as those works created specifically for the Al-Mutanabbi Street Project, such as Christine Kermaire’s Memory of Al-Mutanabbi which lists some of the names of those killed by the bombing.

- Pam Murray

New Electronic Acquisitions

**CHINA ACADEMIC JOURNALS DATABASE**
Full-text database of Chinese academic journals from a wide range of disciplines. (Most of content is in Chinese rather than English.)

**CHRONICLE CAMPUSWIDE**
Online edition of The Chronicle of Higher Education.

**ENVIRONMENT COMPLETE**
Database of articles and books covering environmental issues.

**IPOLL DATABANK**
Questions and data from national opinion surveys conducted by Gallup, Harris Interactive, Pew, and other polling organizations from 1935 to the present.

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

**PSYCTESTS**
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.

**SOCIAL EXPLORER**
Tool for locating, downloading, and visualizing census data and other demographic information from current and historic sources.

Redesign of Lafayette Digital Repositories Architecture

The Digital Scholarship Services department is planning a major redesign of the repository architecture that manages the Library’s growing digital collections, including faculty research projects and the Lafayette Digital Repository, which will provide front-end interfaces that enable their use. Functionality currently provided by CONTENTdm, DSpace, MetaDB, and a few other systems, as well as the digital content stored within each, will be migrated to a single repository platform within the next few months. The new system, called Islandora, will make it easier to create custom collections and interfaces that directly support faculty research, and will also provide additional options for long-term access and preservation.

- Eric Lubri
Library Pioneers Faculty Survey

In the spring of 2013, Lafayette College participated in the first local implementation of the national ITHAKA S+R Faculty Survey. The national survey has been administered triennially in an attempt to capture faculty members’ changing research and scholarly practices. By piloting a local version of the survey, we hope to better understand our own faculty’s evolving attitudes and practices related to scholarly research, publishing, and teaching in an increasingly digital environment.

We are grateful for the near 50% response rate from our faculty and thank those who participated in the lengthy survey. We are still working on interpreting the data. Insights from the survey will inform strategic decision-making regarding Library resources and ensure that our future services are correctly aligned with faculty and student needs and preferences. We will be reporting more on our local survey results in various forums throughout the academic year.

- Katherine Furlong

(Digital Humanities, continued from page 1)

According to Chris Phillips, assistant professor of English and the chair of the 10-member faculty steering committee for the Mellon project, “the Library’s support of digital scholarship has already placed us far ahead of many other colleges in this area. My own introduction to the field has been supercharged by collaborating with Eric Luhrs to create a relational database of lending records from the Easton Library Company to analyze 19th century reading patterns.” DSS worked this past summer with Chris Phillips and two EXCEL students, Gavin Jones ’14 and Alena Principato ’16, to add biographical information about early library shareholders to the loan database, and to visualize this information in interesting ways. Luhrs adds that “by associating loans with details about readers, such as a home address, profession, gender, kinship, civic and religious affiliations, we can begin to uncover connections between readers of the same books. This can be thought of as early 19th century social networking, if you will.” Phillips notes that while the grant focuses on the humanities, it will support continued collaborations with faculty in the social sciences as well as in the STEM disciplines (science, technology, engineering, and mathematics).

The Mellon Digital Humanities Steering Committee is preparing to issue its first Call for Proposals for faculty development and student EXCEL grants later this semester, followed by the announcement of a series of public programs.

- Kylie Bailin

500 Faculty Publications Now in Lafayette Digital Repository

Frank Xia’s recently published article in the SIAM Journal on Computing became the 500th faculty publication added to the Lafayette Digital Repository. (Emily Musil Church’s article on race and gender in the French colonial empire was the 499th.)

This growth in content is largely due to the Faculty’s 2011 adoption of an open access resolution by which each faculty member grants to the college permission to make available his or her scholarly articles in the repository. Materials in the repository are freely and fully available to all Web users, and use statistics show that they’re seeing lots of traffic, with many articles being viewed hundreds and even thousands of times.

Faculty who would like their articles deposited in the repository can use the LDR submission form on the Library website (as Frank did), and library staff will add them to the repository as publishers’ policies allow.

- Terese Heidenwolf

Special Collections Reading Room Exhibit: “Elegy: Tying & Untying”

The work of three artists—Writer-in-Residence and Professor of English, Lee Upton; Director of Community-Based Teaching for the Art Department, Jim Toia; and book artist and writer MaryAnn Miller—is featured in the artists’ book Elegy this fall in the Special Collections Reading Room. On display are the pages of the book with Upton’s moving poetic tribute to her mother, coupled with Toia’s original artwork for the volume’s illustrations created from mushroom spore, jelly fish, and spider web. The book and the first handwritten draft of Upton’s manuscript are also on display.

- Kylie Bailin
Christopher Ruebeck...in the Spotlight

Christopher Ruebeck, Professor of Economics, talked with Instruction Coordinator Lijuan Xu about incorporating information literacy into his courses. Previous interviews in this series can be viewed at http://library.lafayette.edu/instruction/interviews.

Q: You applied for an information literacy (IL) grant for ECON 361 Marketing Research. What motivated you to apply for a grant for this course?

A: Amy Abruzzi recommended that I think about incorporating IL into this course. Data is essential in marketing research, but too often, the goal is more about supporting foregone conclusions rather than testing a hypothesis. So it’s up to marketing researchers to push their clients to think about this process as a means of generating knowledge rather than an empty foundation for supporting a pre-conceived notion. Marketing research is also expensive. It’s a waste of money to simply create an appearance that there is data to support a desired conclusion. IL helps students become aware of these issues and others as they think more fully about the secondary data that others have collected as well as the challenges in gathering primary data. These are the skills that students can take with them after Lafayette, whether they are going into marketing, or really anything else.

Q: Amy Abruzzi led a session on data evaluation, during which students examined the data in two scholarly articles and traced back to the original data sets. How did it go? Do you think students understand data better after the class?

A: The class went really well. It helped students understand that lots of reports use the same original data source rather than collecting new data themselves. Students developed a better perspective and understanding of secondary data after the class, giving them better context for their collection of primary data. In their self-assessments, several students mentioned the three areas that Amy addresses in class regarding data evaluation: scope, availability, and quality. On the other hand, too many students mentioned that they did not trust secondary data. In the future, Amy and I will work to help students develop a more nuanced understanding of secondary data rather than just the idea that data is either “good” or “bad”. It’s important to question the sources but it’s equally important for them not to think the only good data is what they collect themselves. It’s important to use secondary data when it is available and is suitable for the researcher’s needs.

Q: In another class of yours, Marketing Science, you ask students to write about marketing and economics applications in the news. Why do you want students to relate what they learn in the classroom to what is going on in the business world?

A: In this class, we use models from intermediate microeconomics to study the way firms make decisions in marketing their goods. These models are fairly abstract. Having the students apply the models to different situations heightens their understanding of the models, the models’ relevance, and the usefulness of understanding a theoretical model. Students find articles in The Wall Street Journal, Forbes, The New York Times, etc. and discuss how the stories fit with what we have been discussing in class. As a result, they also learn about a particular product or product line from many angles.

Q: Do you have plans to introduce information literacy components into future versions of this course or into your other courses?

A: Absolutely. Amy and I have already talked about what we should focus on next time. There is no question that working through the ideas of IL for my Marketing Research class got me to think about my other classes and how I might incorporate IL into them.

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 thought I was already getting plenty of benefit when Terese developed the session for Marketing Science, and then found out I could also work with Amy to enhance Marketing Research. Librarians have a broader knowledge of the available data resources (qualitative and quantitative) than most professors do, so having conversations with them can be very helpful, not just for writing classes with research components but also for classes that involve images, special collections, etc. The dialogue between librarians and professors, I think, will always lead to more ways to help students. It might be interesting for librarians to be invited to a department’s meeting once in a while to talk about the different projects they have done with members of that department or others.

Q: Do you have any advice or words of encouragement to give faculty who are interested in building IL into their classes?

A: Again, I don’t think many professors know the extent of the Library’s IL program. Just having a conversation with a librarian about a course syllabus and assignments and how IL relates to that class could open up possibilities for the professor to learn new things and to enhance students’ learning. As experts in a field, professors have spent some time developing a particular context for their understanding of that field. Information literacy is part of giving students the tools to develop and improve their own context for understanding.
ITS News

SERVICE CATALOG
ITS added a service catalog section to the help site to better reveal the variety of IT services offered to the College community. The catalog is organized by the IT Master Plan Objectives in addition to an alphabetical list that can be filtered by service type. To explore the catalog, visit: https://help.lafayette.edu/service-catalog

PORTAL
ITS is pleased to announce the launch of Lafayette's first campus web portal, My Lafayette. The initial phase of the project is complete, providing single sign-on to most web accounts and a customizable starting point to access online services available to individuals. The portal also includes some basic communications channels, integrating with the new campus announcements system as well as our emergency notification system, ezCampus. In addition, a new campus classified system called The List is available to members of the Lafayette community to post and browse listings for services, products, rides, lost and found items, and more.

Look for The List block in addition to blocks for Moodle, Spaces, your Lafayette email Inbox, the campus calendar, campus announcements, several blocks of quick links organized by task, and a block you can customize to include your favorite links. In addition to the blocks that appear the first time you login, click “Add a block” on the blue bar at any time to select additional blocks for your page such as the Library and Lafayette News. Block heading colors can be changed, and blocks can be moved or minimized.

Portal development will be ongoing; feedback can be submitted through the link in the ‘About my.lafayette.edu’ portal block.

Visit My Lafayette: http://my.lafayette.edu

SMART CLASSROOMS
In addition to replacing 154 academic lab computers and all 77 classroom computers this summer, classrooms in Oechsle, Van Wickle, and Kunkle Halls were upgraded to digital high-definition systems. These renovations were the first phase in a multi-year project to renew all classroom systems across campus. In addition to HD projection or displays, the systems also use new, larger touch panels to switch between the installed computer, document camera, Blu Ray DVD player, and auxiliary connections for laptops and other devices. The renovations also included the classroom podiums. New designs include movable arms for the computer displays as well as bringing the document camera out of a drawer and on to the larger and lower work surface, providing improved sightlines for students.

A Publisher’s Perspective on Open Access
On Friday, September 13, Vickie Kearn, Mathematics Editor at Princeton University Press, gave an engaging presentation in Skillman Library about publishing and offered insights on how to approach an editor with a book project. During the lively question and answer session she was asked her view, from the publisher’s perspective, of open access policies, which support institutional repositories like our Lafayette Digital Repository. Although the interests of publishers, wanting to make a profit, and scholars, wanting their works to be openly available, are often seen to be at odds, Ms. Kearn pointed out their common ground. She stated that there is no evidence that open access undercuts publishers’ viability or sales. She also echoed the interests of the Lafayette community in pointing out that there are many areas of the world that cannot afford access to scholarship, and that libraries and publishers have a shared value of making information available to them.

Ms. Kearn’s concept of open access is consistent with Lafayette’s experience: Open access advocates, including faculty, are winning the argument that their interests and those of publishers are not mutually exclusive. Consequently more publishers are willing to let faculty retain their right to deposit their articles and chapters in institutional repositories. To avoid relinquishing these rights, we strongly recommend that faculty use the SPARC Author Addendum (linked from the Library’s open access page) when they sign contracts with publishers.

- Marilyn Kann

Natasha Trethewey to Deliver the 2014 Hatfield Lecture Next Spring
On March 12, Skillman Library will welcome Natasha Trethewey, the U.S. Poet Laureate, to give a reading with commentary as the 2014 John L. Hatfield ’67 Lecture. Trethewey’s visit will be a highlight of Skillman Library’s 50th anniversary year.
Fall Exhibit in Skillman Showcases Brooklyn’s Prospect Park

Elizabeth Keegin Colley’s Photographs Capture the Glories of Brooklyn’s Prospect Park

October 1 – December 31, 2013. Lass Gallery

Skillman’s fall photography exhibit on view through December in the Lass Gallery presents a selection of Elizabeth Keegin Colley’s photographs, taken over a three-year period for *Prospect Park: Olmsted & Vaux’s Brooklyn Masterpiece* (Princeton Architectural Press, 2013). The first monograph on this superb public space, designed by America’s pre-eminent landscape architects, Frederick Law Olmsted and Calvert Vaux, the book also includes historical images and text by David P. Colley. The Colleys are College Hill residents—Elizabeth (Mary Liz) was a long-time freelance photographer for the College and David served for nearly a decade as the chair of the Friends of Skillman Library.

Colley’s photographs have been described by reviewers as “the most beautiful photographs of Prospect Park you have ever seen.” The photographs richly capture the park in all seasons and at all times of day, showing it as both peaceful sanctuary and exuberant community meeting place.

From the painterly images of the Long Meadow to the stunning shots of park waterfowl, the eighteen photographs offer a visual escape and breath of fresh air for viewers. The exhibit also features a Lafayette College connection with the sculpture of the Marquis de Lafayette by the eminent sculptor Daniel Chester French that stands just inside the 9th Street entrance to Prospect Park. The College’s statue of Lafayette in front of Colton Chapel was made from the original model for the 9th Street sculpture.

-Diane Shaw

Information Literacy Grants Deadline - December 13, 2013

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](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.