Library Wins ACRL Excellence in Academic Libraries Award

The Lafayette College Library has received the 2014 Excellence in Academic Libraries Award from the Association of College and Research Libraries (ACRL). The award highlights the Library’s commitment to digital scholarship, its pioneering of new models for collaborative content acquisition, and the impact of its information literacy and special collections programs on student learning. Receiving this award is a national tribute to the Library and its staff for outstanding services, programs, and leadership.

“Lafayette College seeks to be a model for other colleges and has been in the forefront on getting grants and experimenting with digital scholarship in the liberal arts setting,” says Joyce Ogburn, chair of the 2014 Excellence in Academic Libraries Committee. “The Library implemented new models of acquisitions for journals by combining strategic cancellations with article by article purchase. They led the way for other liberal arts colleges by developing consortial approaches to patron-driven acquisitions for ebooks, joining Hathi Trust and implementing the Ithaka faculty survey on their campus.” Sponsored by the Association of College & Research Libraries and YBP Library Services, the award recognizes the staff of a college, university, and community college library for programs that deliver exemplary services and resources to further the educational mission of the institution.

“We are greatly honored to be selected by our peers to receive this award,” says Neil McElroy, Dean of Libraries. “While the award highlights our programmatic initiatives and technological innovations, we are mindful that our success has been enabled by those relationships of trust and reciprocity that we’ve been privileged to build with the Lafayette community and colleagues at other institutions over many years.”

Results of Lafayette’s ITHAKA Research Practices Survey

In the spring of 2013, Lafayette College participated in the first local implementation of the ITHAKA S+R Faculty Survey. The survey has been administered nationally for over a decade to capture a picture of faculty members’ practices, attitudes, and needs. As one of twelve institutions nationwide piloting a local version of the survey, we gained a heightened awareness of how Lafayette faculty conduct research and teach in an increasingly digital environment, and how our library can best respond to their changing needs.

(Survey, continued on page 3)


**Special Collections Enhanced by Trio of Fine Gifts Donated in the Fall of 2013**

**Robert Rauschenberg’s Opal Gospel**

One of the most important multiples created by the great modern artist Robert Rauschenberg has been donated to Special Collections by the Louise Moore Pine Estate. The *Opal Gospel* has been called “a masterpiece encompassing all of the elements Rauschenberg is best known for—found imagery, word art, and mixed media collage.” An artist’s book produced in 1971, the work consists of ten screen-printed Plexiglas panels, set in a Lucite base, and housed in a stainless steel case, incised with Rauschenberg’s signature. Limited to only 230 copies, the panels (pages) include American Indian imagery, stories, songs, and poetry, with each panel dedicated to a different tribe. Rauschenberg intended for the panels to be rearranged in various configurations to create new meanings. The piece was published by Racolin Press, Inc. of Briarcliff Manor, New York. Before her death, Louise Moore Pine donated the Dixie Cup Company materials of her husband, company founder Hugh Moore, to Special Collections. Skillman Library is especially grateful to Antonia Grifo and her fellow executors of the Pine Estate for their role in securing this remarkable work of art for Lafayette College.

**Miss America Statuette by Howard Chandler Christy**

As a nationally-recognized “expert” on beauty, American illustrator and portrait painter Howard Chandler Christy was invited to judge the first Miss America Pageants in Atlantic City beginning in 1921. Shortly after the pageant of 1925, Christy was commissioned by pageant officials to commemorate the event by creating a bronze figure symbolizing “Miss America.” When the nude statue was unveiled, public outrage over the pageant’s growing risqué reputation overflowed into the press. Although Christy admitted that Fay Lanphier, Miss America 1925, had not posed in the nude for him, the damage was done. By 1928, criticism over the lack of decorum of contestants and increased pressure from women’s groups and church officials forced pageant organizers to discontinue the event. The Atlantic City pageant was not revived until the mid-1930s. The statuette has been on loan to Skillman Library for the last several years and last fall arrangements were made to secure the piece for Lafayette’s Howard Chandler Christy Collection in Special Collections. The work comes from the collection of Larry W. Travis and the donation is in memory of Lynn Carol Wilson.

**Fifteen New Artist’s Books from Lois Morrison**

In the spring of 2011, Skillman Library celebrated the career of the noted book artist Lois Morrison with an exhibition of her work, entitled “Lois Morrison: Oblivion Lost and Found.” After the run of the show, Morrison promised to donate to Special Collections all of her paper-based artist’s books that we did not already own in gratitude for Skillman’s support of her work over the past decade. Last fall she came to Skillman bearing fifteen new works for our Artists’ Books Collection. Morrison, who divides her time between New Jersey and Virginia’s Shenandoah Valley, works in fabric and paper and creates books that are imaginative, contemplative, whimsical, and often touching. Her books are held by such distinguished institutions as the Library of Congress, Yale University Library, the Newberry Library, the Museum of Modern Art in New York, and the Tate Gallery in London.

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**Pat Palmeri Wins Inaugural Schlueter Library Award**

Pat Palmeri, of the Library’s technical services department, is the inaugural recipient of an award recognizing outstanding work by a member of the Library’s support staff. The award is made possible by an endowment given by Paul & June Schlueter and is named in honor of Dean of Libraries, Neil J. McElroy and his wife, reference librarian Marilyn Kann.
Several questions in the survey explored how faculty use primary source materials in their teaching and scholarship. The survey revealed that primary source materials held by Lafayette’s Libraries are indeed highly important for faculty and student research. The majority of faculty report using primary source materials in their own research. And seventy-two percent of faculty report requiring upper-division students to use primary source materials in courses. Most impressive, twenty percent of faculty gave primary source materials held by Lafayette Libraries the highest possible importance rating (10). Clearly, the Library’s investments in primary source materials are critical to the quality of faculty-student interaction at Lafayette and these materials should remain a priority for our collection development program despite the sometimes high cost.

Many questions on the survey related to faculty’s use of published electronic texts purchased by the Library. While there is predictably broad acceptance of ejournals, and 75% of faculty strongly agreed that it would be “fine” if the Library “cancelled the current issues of a print version of a journal but continued to make them available electronically,” it was somewhat surprising that the use of scholarly ebooks was also quite high. 68% of respondents either “often” or “occasionally” reported using electronic monographs. However, faculty also noted that while discovery of a particular topic was made easier by the electronic format, reading the entire book in depth was “much easier in print than electronic format.” Altogether, the data collected indicate that the Library adds value by providing access to ebooks, but the electronic copies are not a substitute for the print monograph. Both print and ebooks are and will likely remain a useful and vital part of the Library’s collection.

Lafayette respondents also reported that librarians contribute significantly to faculty’s teaching and research roles on campus. Faculty agree that most students have poor skills related to locating and evaluating scholarly information. Respondents also agreed that students’ interaction with librarians helps them to succeed in their courses (7.1 on a 9 point scale, with a higher number meaning greater agreement). Faculty also value the way Lafayette Libraries support their own research in a variety of ways, the most important being paying for sources that the faculty need (average rating 5.5, on a scale of 1-6, with 6 being “most important”). But also important are “supports and facilitates my research activities” (4.5), serves as a “repository of research” (4.5) and providing a “gateway” or starting place for research (4.4).

On questions relating to the Library’s new Digital Scholarship Services department, 37% respondents indicated a high level of interest in integrating digital research activities and methodologies more deeply into their work, and an equal number were somewhat interested (average response was 5.7 on a 9 point scale). The most crucial factor cited by faculty for success in these ventures was more time to learn about digital research activities and methodologies. An especially encouraging aspect of the survey was the low degree of concern with tenure and promotion decisions or other research assessment exercises; only 17% of respondents thought that digital research work would not be recognized by PTR.

As we analyze the data, one of the most interesting findings confirms the importance of the scholarly preprint and the Library’s development of the Lafayette Digital Repository which provides worldwide access to the final peer-reviewed version of our faculty’s scholarly articles. Over 80% percent of Lafayette faculty responding to the survey found pre-prints useful. This rapid increase in the recognized value of preprints is a fascinating development made possible by the work of libraries around the world. It is notable, given the acceptance of pre-prints, that faculty then rated the importance of our Library’s role as a repository lower than expected. Just 63% of faculty surveyed strongly agreed with the statement that Lafayette’s Library serves as a “repository of resources.” Perhaps it is just a reflection of the transparency of library services: faculty use resources that librarians build and maintain, without realizing the Library is providing the service. In any event, it is clear that our investment in Open Access and the Lafayette Digital Repository has been farsighted, but we need to publicize the Library’s role and the importance of contributing scholarship to our repository.

This Ithaka S+R local faculty survey provides additional insight into the perceptions of Lafayette faculty, but like many surveys, it also raises more questions. We will continue to explore these questions as we work together with the faculty to provide exemplary library service to the Lafayette community.

-Katherine Furlong
The Student Experience: Using the Library When Studying Abroad

Students may know they can access Lafayette Library services from home. But what happens when you’re living in another country?

Studying isn’t always the first thing on a student’s mind when they choose to study abroad. While studying abroad offers great opportunities to travel and learn about the culture and customs of other countries, students must still complete homework, essays and exams.

Last semester, I had an amazing experience studying abroad in London through the Lafayette faculty-led program. I was fortunate that the school I attended, Goldsmiths College, gave me access to their own library on campus in addition to the University of London Library. However, students in other programs may not receive this extent of library support, and language barriers in non-English speaking countries pose a potential problem.

The good news is that no matter where you are in the world, as long as you have an Internet connection, you have access to Lafayette’s Library services and resources. When writing my final papers, I made frequent use of the OneSearch feature on the Library homepage, which combs through the Library’s catalog and multiple databases. By refining my search to academic journals, I was able to find a litany of academic articles to cite in my paper.

Another research tool I often use at Lafayette is the OED (Oxford English Dictionary) which comes in handy when I’m reading older literature and need to find a historical definition of a word. When I tried to use the OED from abroad, I made the mistake of going directly to the OED website instead of finding the link on the Library’s “Research Tools” page. By following the link from the Library website, I would automatically have access to the database through the Library’s subscription (though I will be required to enter my Lafayette log-in details). The same process applies when students wish to use library resources from home.

This semester, as part of my duties as a Reference Assistant at Skillman Library, I am planning to create an instructional bookmark for students on how to access library services from abroad. Students need to be aware that the Library is always here to meet their research needs, whether they’re on campus or across the globe.

- Alena Principato

DSS to Launch Enhanced Digital Repository

The Library’s Digital Scholarship Services department looks forward to launching an entirely new repository platform during the spring 2014 semester. After many months of research, development, and testing, DSS is now in the final stages of migration. The new repository will replace several existing systems and provide a number of advantages.

Based on the leading Islandora/Fedora digital library architecture, Lafayette’s new repository will improve navigation and consistency by providing functionality that previously required three stand-alone platforms (CONTENTdm for images, DSpace for documents, and a separate web server for content management and user access). Obtaining the same functionality from a single platform not only provides a more consistent user experience, but also allows librarians to focus on – and fully master – a smaller number of competing technologies. This strategic move will allow DSS to direct additional time towards faculty research collaboration, extend the repository to support innovative mapping and visualization projects, and provide more robust tools for long-term access and preservation.

The new repository will replace the existing website at http://digital.lafayette.edu. The entire site has been re-designed from the ground up, making use of responsive web design principles to provide both mobile and desktop users with an optimal viewing experience. All collection and item resources and virtual research environments (VREs) for faculty members, provide easy Facebook and Twitter integration, as well as the ability to track usage though Google Analytics.

-Theric Luhrs

Alumni Now Have Free Access to the JSTOR Database

Thanks to the Friends of Skillman Library, Lafayette’s 28,000 alumni worldwide now have free access to JSTOR, a growing digital library of back issues of more than 2,000 scholarly journals. This service is funded by the Friends in honor of the 50th anniversary of Skillman Library and offers our graduates a way to remain intellectually engaged with their disciplines long after they leave College Hill. The same high-quality archival journal collections available through JSTOR to current students and faculty are now fully searchable by the Lafayette College alumni community.

An alumni Network ID is required for JSTOR login. To obtain your Network ID, visit http://help.lafayette.edu/faqs/alumni. If you already have an alumni Network ID, visit http://jstor.lafayette.edu to begin searching the JSTOR database.

- Elaine Stomber
Friends of Skillman Sponsor Digitization of Alumni Magazine with Funding from Arthur and Barbara Rothkopf

For more than eighty years the Lafayette Magazine has kept alumni abreast of news at their alma mater and the activities of their classmates. This unbroken run of issues provides a panoramic window on the life of Lafayette College from 1930 to the present. Now thanks to generous funding from former Lafayette president Arthur Rothkopf and his wife Barbara to the Friends of Skillman Library, the alumni magazine has been digitized and all past issues will be made publicly available later this spring.

Beginning publication as the Lafayette Alumnus in November 1930 and appearing quarterly, class notes were a feature from the beginning. A few years later, sports newsletters began appearing as inserts. The magazine split into two publications from 1971 to 2004: the features section, renamed the Lafayette Alumni Quarterly and later the Lafayette Magazine; and the Lafayette Alumni News, a tabloid newspaper, containing news stories and the class notes. Recombined in 2004, the Lafayette Magazine has continued to be essential reading for current and prospective members of the Lafayette community.

The digitization project, which has been overseen by Skillman’s Special Collections and Digital Scholarship Services, will make available all the various parts of the magazine, including the sports inserts. The more than 20,000 digitized pages will be fully searchable, and the Lafayette Magazine will join the previously-digitized Lafayette student newspaper (a project also funded by the Friends of Skillman) as a major historical resource for the College.

-Diane Shaw

Selections from Skillman’s Poems-in-Progress Archive on Display

In honor of the 20th Anniversary of the H. MacKnight Black Prize Poetry Reading this spring, Special Collections is unveiling its new collection of poems in progress by noted poets who have read at Lafayette. The Poems-in-Progress Archive was the inspiration of Lafayette Writer-in-Residence Lee Upton, who wrote to the poets and encouraged them to send originals or copies of the drafts of a poem that would show their creative process at work. Some sent two or three revisions of a poem; some sent many more. These poems offer a wonderful window on the trajectory of a poem—how it emerges and where it eventually lands. Among the poets whose poems will be on view in the exhibition are Anthony Caleshu, Jayne Cortez, Barbara Crooker, Ross Gay, David Lehman, Jay Parini, Gerald Stern, Lee Upton, and Yolanda Wisher.

The exhibit also features posters from the MacKnight Black and Jean Corrie student poetry contests, which have been judged over the years by a number of distinguished poets who have also read as part of the event. This year’s MacKnight Black contest will be judged by Pulitzer Prize-winning poet Paul Muldoon. Muldoon was the inaugural judge and reader in 1994, the first year that the prize was judged by a poet who was not a member of the Lafayette College English Department. Muldoon and the MacKnight Black Prize-winning students will read on April 16 at 7:00 p.m. in the Williams Center for the Arts. The Poems-in-Progress exhibit will open on March 12 in Skillman’s Simon Room in time to welcome the United States Poet Laureate, Natasha Trethewey to Lafayette as this year’s John L. Hatfield ’67 Lecturer.

-Diane Shaw

Above: Pulitzer Prize winning poet Gerald Stern’s first draft of “Little King,” later published in NYU’s journal West 10th.
Q: What motivated you to apply for an IL grant for REL232 Religion in Latin America?

A: It had to do with wanting students to learn to do better research. From the limited experience I had as a professor, I could see that for a lot of students, research means Googling. That’s not sufficient, and it’s also sad that they are now at Lafayette that has an incredible library and all kinds of resources. Since REL232 was a new course, I thought it would be good to incorporate IL from the start. However, I don’t think it’ll be a problem to build IL into an existing course as long as you’re willing to make significant changes.

Q: How did you come up with the research journal assignments? How were they structured?

A: I got the idea from Ben Cohen, a grant recipient in 2012, when he mentioned it in his IL presentation in 2013. The research journals were like a series of weekly assignments. For the first one, students had to brainstorm religion-related topics in Latin America and pick a few that interested them. They then did some general reading with the objective of narrowing their topic. For most weeks, the assignment was to locate a book or peer-reviewed articles, summarize the main argument, and describe the evidence the author used to support his or her argument. In a couple of earlier courses I taught, I let students pick their own topics, which seemed liberating to me but was really difficult for the students since they didn’t have enough background knowledge to select a good and narrow topic. On the other hand, I would give them a few good topics, but as a grader that’s a little boring because I’m reading the same thing over and over again. With this, it was perfect.

Q: You devoted thirty minutes of your class time every Friday to IL. Were you concerned with content coverage?

A: No. Maybe at the beginning but the reward was so great I would never think that now. Part of learning about research is to talk about how you do research so each Friday I had students share with their peers what they were doing. Two-thirds the way through the semester, I divided them into groups and each student had to provide to their group a reading that they thought was really important and discuss it within the group. I learned a lot from these students. Seeing them grow and really start to care about the topic in a way that I don’t think me just talking about the topic would have ever inspired them to do.

Q: Ana Luhrs led a class session on concept mapping. How did it go?

A: That was great. I had students do drafts of it. They brought a concept map and had the small groups talk about it and then brought in a second draft before creating an outline for their projects. These do take time, but it’s worth it.

Q: Your students also visited Special Collections. What was that experience like?

A: The visit allowed students to see some facsimiles of ancient codices that Diane Shaw had pulled for the class. I gave the students a worksheet to help them identify the pictographs. The thing for me about IL and this course is the process of research as an exciting discovery. Going to Special Collections accentuated that.

Q: Would you continue to incorporate IL into future versions of this course or other courses?

A: Absolutely. The fact that I learned to do it in REL232 is having a spill-over effect on my other courses. For example in my FYS, I asked students to trace the sources in the footnotes of an assigned reading, locate them, and assess whether they would come to the same conclusion as the author had. It worked out great.

Q: What was your understanding of IL? How did it change after REL232?

A: I never used the language before. I was thinking more like research skills but I think IL is a better way of thinking about it since most of our students are not going to become researchers but all of them are (going to be) users and consumers of information. Through a research project students are learning not only how to do research but also how to think critically and manage information in general, which I think is a more important skill than academic research to our students.

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

A: I’m not sure. I know most of our students learn some basic IL skills in their FYses, and I’m mystified why they aren’t carrying those skills to other courses. It probably needs more than just one semester with a couple of times going to the library; students need opportunities to revisit this repeatedly throughout their time here. As professors, we should remember how much these are learned skills. The questions we ask of what we read seem natural for us but we learned to ask them through years of study and research.

Q: Do you have any advice for faculty who’re interested in building IL into their classes?

A: My advice is just do it. If you’re going to make some significant changes, you might want to try it in a two-course semester. Trust the librarians. They are totally awesome. I’m really excited about this program. I’m really glad I can do that, not only with the grant but working with a librarian is certainly a positive use of class time.
ITS News

C’MON DOWN TO THE TECH LOUNGE
The Tech Lounge, a new ITS initiative in the lower level of Pardee outside the teaching lab in room 028, provides a centralized point of contact for all members of the campus community to meet in-person with ITS staff. With afternoon and evening hours, the Tech Lounge expands on the existing Help Desk and Hardware Shop offerings by providing a place to discuss general support issues, get information on available services offered by ITS, arrange for one-on-one consultation, or just relax in one of the comfortable chairs. Find out more at http://its.lafayette.edu/facilities/tech-lounge/

TEACHING WITH TECHNOLOGY GRANTS
After funding seven teaching projects for the 2013-2014 academic year, ITS and the Information Technology and Library Faculty Committee are accepting grant proposals for the 2014-2015 academic year. These grants aim to fund small-scale projects employing innovative teaching practices that make use of technology. Interested faculty can apply at http://its.lafayette.edu/teachingtechgrant/

THE LAFAYETTE MARKETPLACE
The Lafayette Marketplace, launched January 2014, is a series of web sites, or “stores,” that allow departments to sell products, accept registration for events, or pay departmental charges. The Marketplace is managed by an intake team from ITS, the Controller’s Office, the Communications Division, and other relevant areas. If your department is interested in learning more visit http://help.lafayette.edu/faqs/marketplace/

NEW STAFF MEMBERS
ITS welcomes three new staff members to the division. Matt Fodor, Network Programmer, is responsible for creating and enhancing tools and systems to monitor and manage the network. Vaughn Miller, Desktop Engineer, is a member of the Desktop Integration Team supporting the college’s managed desktop environment. LaVerne Zuk, Enterprise Application Specialist, is responsible for a broad range of Banner support and provides primary data management support for the offices of Finance and Administration, Human Resources, and Payroll.

Get to Know Geographic Information Systems (GIS) in Upcoming Lecture Series
GIS is a powerful yet easily accessible technology for storing, analyzing, and mapping your data. It is being used in a variety of professional fields including finance, engineering, and the management of natural resources. In the academic world, GIS has spread far beyond its original applications in the natural sciences and is now also being used in a number of fascinating ways by scholars in the humanities and social sciences.

Digital Scholarship Services at Skillman Library is pleased to announce a series of instructional workshops in the use of GIS software. Beginning April 2nd, Data Visualization & GIS Librarian John Clark will offer a series of three one-hour workshops introducing students and faculty to GIS through hands-on instruction in ArcGIS®, a popular desktop application. In addition to creating their own maps, workshop participants will be introduced to the GIS resources available at Skillman Library and to open-access websites where GIS data, relevant to their interests, may be downloaded for free. All are invited to bring project ideas or just their curiosity. Workshops include:

- Introduction to Geographic Information Systems (GIS) - part 1 - Wednesday April 2
- Finding and Using Geospatial Data - part 2 - Friday April 4
- Spatial Analysis & Mapping - part 3 - Wednesday April 9
- Online Mapping with Social Explorer - Friday April 11

In addition to instruction in desktop GIS, John Clark will hold a workshop introducing Social Explorer®, an online social science data repository and mapping tool made available to the Lafayette community by Skillman Library. Participants will learn to make their own maps from either recent election results or US census data.

All four workshops will be held noon to 1pm in Room 003 Skillman Library. Lunch provided. 18 seats available. To reserve a seat for the GIS workshops, RSVP John Clark by March 25 at clarkjh@lafayette.edu. To reserve a seat for the Online Mapping workshop, RSVP by April 1.

-John Clark
Spring Skillman Exhibit Features Melville’s Great Novel *Moby-Dick*

This spring the Skillman Reference Commons will be awash in images created to illustrate or evoke Herman Melville’s masterpiece *Moby-Dick*. The Skillman exhibits are inspired by a remarkable project undertaken by artist and librarian Matt Kish in 2009 to create one drawing for every page of *Moby-Dick*. Finished in only eighteen months and published in 2011, Kish’s book *Moby-Dick in Pictures* is a visual tour de force. The 552 images were created using found pages from discarded books and a variety of media—ballpoint pen, marker, paint, crayon, ink, and watercolor. Kish’s drawings layered onto existing text and images echo the layers of meaning in *Moby-Dick*.

According to his publisher, Kish says that, in retrospect, he feels as foolhardy as Ishmael, the novel’s narrator, and as obsessed as Captain Ahab in his quest for the great white whale: “I see now that the project was an attempt to fully understand this magnificent novel, to walk through every sun-drenched word, to lift up all the hatches and open all the barrels, to smell, taste, hear, and see every seabird, every shark, every sailor, every harpooner, and every whale.”

The centerpiece of the several Skillman exhibits is an installation along the long wall in the reference area of Kish’s images with commentary by students in Professor Chris Phillips’s Literature of the Sea class. The students worked in groups with sections of the novel to develop themes, write commentary, and select images. To introduce the project, each student group composed a 140-character tweet summarizing the novel.

Also on display in the vitrines along the main stairwell will be an array of artists’ books showing how illustrators and artists have responded to *Moby-Dick*. Featured in the Lass Gallery are illustrations from three important *Moby-Dick* projects—the lithographs of Leonard Baskin and Benton Spruance and images from Matt Kish, including an original artwork just completed. The exhibits will be on view through July 31 and Skillman Library will host a talk by Matt Kish on Wednesday, March 26, at 4:10 p.m. in the Gendebien Room.

- Diane Shaw

Special Collections Hosts Seminar for Students Interested in Archives

In response to a high level of interest from students in the work of Special Collections and Archives, the department is offering a six-series seminar on the archives profession this spring. Seven students and three archivists meet bi-weekly for lunch and lively discussion on topics ranging from collections management and archival processing to promoting holdings through social media and the future of special collections. Short readings are assigned for each session and students take turns serving as lead discussant. Several of the students are already interning or working in Special Collections, while others are simply eager to explore the field.