



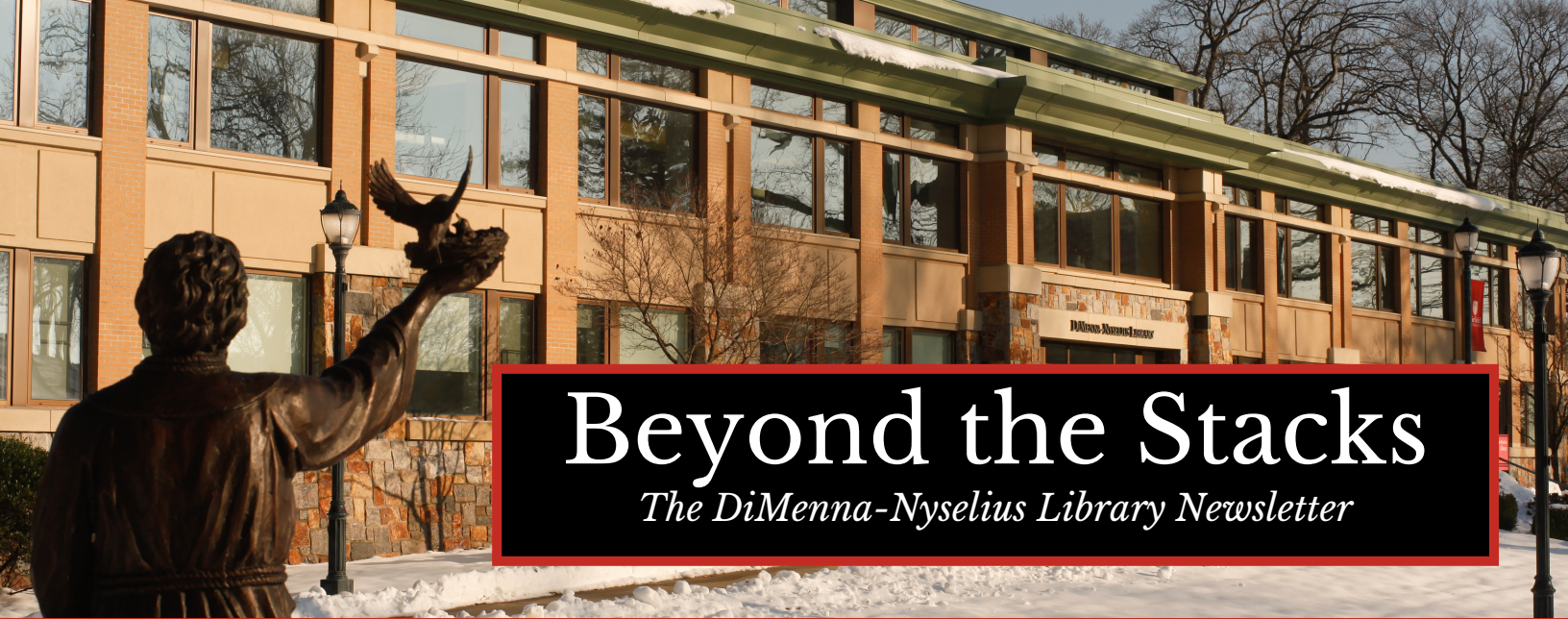
2021

"Beyond the Stacks" Vol 1, Issue 1, Winter/Spring 2021

DiMenna-Nyselius Library

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Beyond the Stacks

The DiMenna-Nyselius Library Newsletter

Winter/Spring 2021, Volume 1, Issue 1 fairfield.edu/library @fairfieldulib

Message from the Dean

With a new year comes a new way for the Library to communicate the work we do in fostering and supporting our scholarly community. I am pleased to share the inaugural issue of *Beyond the Stacks, The DiMenna-Nyselius Library Newsletter*. 2021 represents my second year as Dean of the Library, and I know we can all agree that the year 2020 was unlike any year that we experienced. Through it all, the librarians and the staff at the DiMenna-Nyselius Library demonstrated their tenacity, their creativity, their curiosity, and their compassion. As you read through the newsletter, you will discover a selection of stories from our work in 2020 which illustrate these traits. Please do take some time to review our Continuity & Creativity During COVID-19 timeline, an ongoing project that documents the Library's responses and adaptations to the shifting needs of our community.

Warmly,
Christina S. McGowan, MSLIS
Dean of the Library &
University Librarian

From the Archives: 50 Years of Women at Fairfield University

by Elise Bochinski, University Archivist

Back in 2019, the Archives and Special Collections was asked to assist the University in plans for celebrating the 50th anniversary of coeducation at Fairfield University. I joined an enthusiastic committee with partners from across campus to plan the year's festivities. Even beyond our own campus, 2020 was going to be a banner year for the celebration of women: in addition to the 50th anniversary of our institution admitting its first full-time female undergraduates in 1970, it was also the centenary of the ratification of the 19th Amendment to the U.S. Constitution in 1920 which ostensibly gave women the right to vote.

Little did we realize as we made plans for speakers, exhibits, and other campus celebrations, that we would soon have to move all our plans completely online. Like the rest of the University community, the Archives and Special Collections shifted to the new environment dictated by the global pandemic. Sometimes working from home, sometimes on

campus, we were ultimately tasked by the committee with the creation of a timeline depicting the history of women from the University's earliest days until now, identifying the milestones which accurately portrayed Fairfield University's transition from an all-male institution to a more diverse entity where women

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"We've Gone Co-Ed" Promotional Poster, 1970



Documenting the Fairfield University Experience During the COVID-19 Pandemic

by Matthew Blaine, Research & Outreach Librarian

When the spread of COVID-19 closed campus in March, all of us in the Fairfield University community were forced to alter our studies, our work, our research, and our home life to protect ourselves and our neighbors. The disruption led us to reflect on these different facets of our lives and how they relate to one another. As the University released statements and plans, we at the DiMenna-Nyselius Library understood that in order to capture the historical record of the Fairfield University experience with the COVID-19 pandemic, we needed to provide an opportunity for our community to share their stories.

Working with the University Archivist Elise Bochinski, a team of research librarians created a submission form and guidelines for a project that would allow Fairfield University students, faculty, staff, alumni, and even parents or guardians of current students to share their experience with the pandemic, however it affected them. As archivists and researchers, we understand the value these records have for future scholars who are examining the lived experience of the COVID-19 pandemic, but we also saw the immediate value that this project provides our community by providing an opportunity to reflect on--and document--how we adapt to the changes in our lives in a time of unprecedented stress and sadness. Our personal narratives



Students outside the Library using picnic tables provided to encourage social distancing during the Fall 2020 semester. Photo Credit: Fairfield University Media Center

make up our community's collective experience and by adding these records to our University Archives, we can both preserve them as well as provide primary source material for future researchers.

The project consists of a Google Form, which participants use to fill out personal information including their names and information pertaining to their affiliation with Fairfield and then write a text-based submission and/or upload text, video, audio, and/or image files. A librarian then downloads the submission and any files included within and uploads them to a Dropbox folder to be archived, after which the University Archivist is notified and sends thank you notes to each participant. Upon submission, each participant agrees to a personal identifying/health agreement and a copyright agreement and release.

The project was officially announced on Monday, April 27th, 2020 and the first submissions began to come in the following day. We were humbled by the response from our community and moved by

the content of the submissions. Among the first few were those from Stags on the frontline of the crisis in the hospitals, students who had to return from studying abroad in Florence when the outbreak first hit Italy, and those fortunate enough to have a stable and safe place to be able to continue their studies and work. ■

To learn more about the project, please visit librarybestbets.fairfield.edu/documentingCOVID19



A student studying on the upper level of the Library. Photo Credit: M. Blaine



Digital Scholarship Services

With the recent arrival of Digital Scholarship Librarian, Nicole Marino, the Library is incorporating dedicated digital scholarship support into its suite of research services. Digital scholarship promotes the use of digital methods to both enhance and critique traditional practices of scholarly communication from inquiry to research to curation, publication, and presentation.

Digital scholarship methods may include practices such as: crowdsourcing, digital mapping and timeline creation, digital publishing and exhibition, text analysis, network and data visualization, collaborative annotation, and digital storytelling. However, considering the diversity of skills and disciplinary knowledge needed to pursue digital projects, particularly with a focus on

collaboration and interdisciplinarity, their incorporation into student and faculty research can prove difficult to undertake and manage.

Nicole offered several events in the Fall 2020 semester: "Spot the Bot," a workshop on identifying and reporting different types of disruptive behaviors on Twitter; "Curate Your Content," a workshop held in collaboration with the Fredrickson Family Innovation Lab on the content management system and digital exhibition platform Omeka; and "Exploring Digital Scholarship Opportunities," an introductory session offered during the Faculty Research Resource Day sponsored by the Office of Research and Grants (ORG), the Office of the Provost, the DiMenna-Nyselius Library, and the CAE. Through a mixture of workshops, consultations, and

partnerships with faculty, students, and other campus units, we hope to help foster a community dedicated to pursuing digital projects that is imbued with a spirit of experimentation, rigor, collaboration, and play.

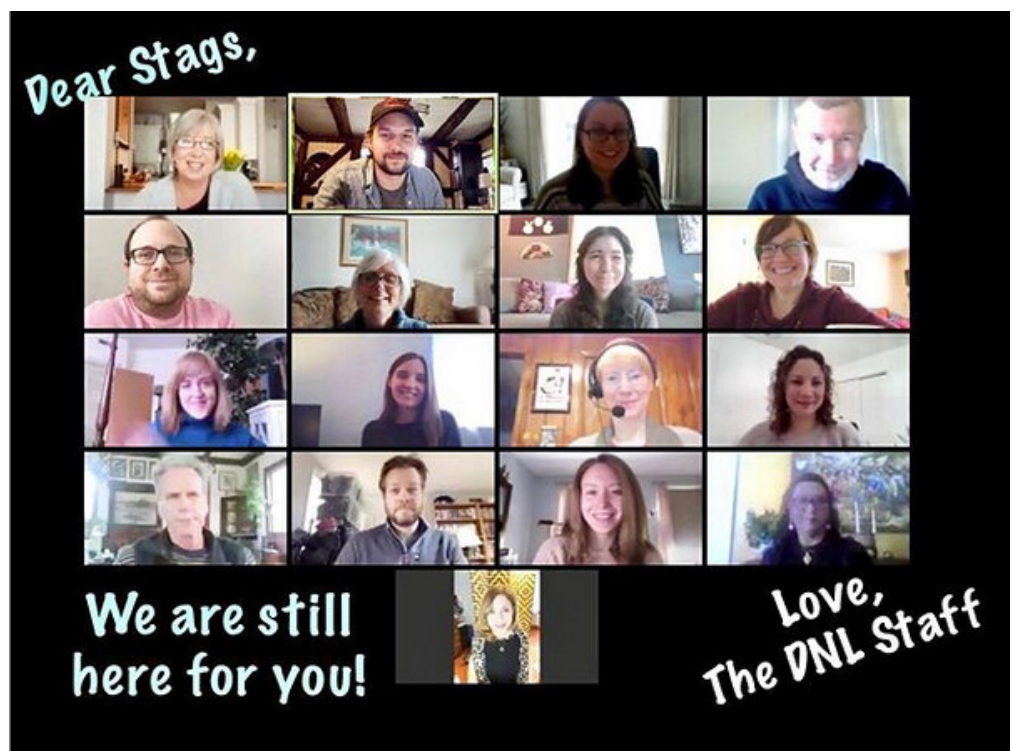
Digital scholarship services at the library will continue to take shape in the future with a focus on shared learning, open pedagogy, digital literacy, project management, interdisciplinarity, and collaboration. ■

More information on digital scholarship, a variety of methods and tools, and additional readings can be found on the Digital Scholarship library guide at librarybestbets.fairfield.edu/digitalscholarship

Continuity & Creativity During COVID-19

Continuity & Creativity During COVID-19 is an ongoing timeline project to document the DiMenna-Nyselius Library's responses and adaptations to the shifting needs of our community during the pandemic. A few examples include: offering a new service for home delivery of physical items to remote students, faculty, and staff; Zoom drop-in hours for research help; Summer and Winter Reading Challenges; and collaborations with the Writing Center on virtual study rooms and a pen pal program to help students connect. The timeline will be updated monthly. ■

Check it out here:
librarybestbets.fairfield.edu/covidtimeline



Screenshot from staff meeting held over Zoom posted to Library's Instagram in Spring 2020



From the Archives: 50 Years of Women at Fairfield University

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now thrive as an integral part of the University community. It was a formidable task.

Archives staff member Jennifer Mottolese was unflagging in her efforts to search our newspapers, photographs, and magazines for valuable insights into student life on campus; I searched yearbooks, oral histories, and institutional documents to identify the key players that led to coeducation as well as information about the many notable women who have contributed so much to the institution since then. We also looked for compelling visuals - photographs and posters - that could communicate each milestone in a way that words alone could not.

We discovered very quickly that women were a part of campus life well before the University went coeducational in 1970. Nursing students at St. Vincent's Hospital took classes on campus as early as 1949. When the Graduate Department of Education was founded in 1950, women were admitted as part-time students alongside their male counterparts. And women were an essential part of campus social life. Early yearbook photographs revealed a rich series of snow queens and carnival queens, glamorous partners to the well-dressed "Men in Red" of Fairfield attending formal dances at venues such as the Longshore Country Club or Laddin's Terrace.

Other sources gave us insight into the administrative leg-work that resulted in this shift toward equality. The 5th President of the University, Rev. William C. McInnes, S.J. introduced the idea



Rev. Francis A. Small, S.J., Director of Libraries and Dr. Margaret C. Deignan of the Graduate School of Education, with others in Nyselius Library c. 1970

of coeducation as early as 1964 through a survey that generated debate on campus.



The Mid-Winter Carnival Queen and Her Court, Manor Yearbook 1956

Facing a potential enrollment crisis for small colleges nationally, admitting women undergraduates made financial sense for a university looking to grow and expand. In addition, there was an increasing perception among many that coeducation provided a more "normalized" experience for young people.

When we searched the student newspapers, we found an ongoing public debate on how the institution could best move forward

to incorporate women as equal partners in Fairfield's educational mission. There were open forums, panel discussions, and at one point Fairfield even considered merging with a women's college. This proved unworkable, and when the student body was polled on two separate occasions in 1967 as to whether or not they wanted their all-male preserve to be invaded by the opposite sex, one result famously made the cover of the newspaper and simply read: "Stags Reject Coeducation."

If there was initial resistance to the idea among some students and a few of the older Jesuit faculty, the majority of the faculty strongly supported the move. With their backing, the University persevered in its vision, and in 1970, coinciding with the founding of the School of Nursing, the Board of Trustees voted to officially establish Fairfield University as a coeducational institution. The age of women trailblazers had begun.

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From the Archives: 50 Years of Women at Fairfield University

Our timeline got longer and longer as an extensive list of “firsts” in the nineteen-seventies blossomed into a significant amount of involvement by women in all aspects of campus life by the eighties, nineties, and oughts.

One of the most gratifying things to notice in our research was how effective women have become in asserting themselves as leaders, whether in student organizations, in scholarship, or in administrative roles. Women now occupy many positions of leadership across campus.

If 2020 was not the year we expected, it was certainly a year when women have taken their rightful place as leaders - not only at Fairfield, but also in the nation, with the election of our first female Vice President of the United States. To support this ongoing story, the Archives and Special Collections staff worked diligently to provide content for the Fairfield magazine, a timeline for the Fairfield University website, social media posts, and campus exhibits. The hope was to shed light on this important transition in the life of our University. While Fairfield celebrates 50 Years of Women, it is a privilege and a challenge that it coincides with so many events of historical importance. As we work toward a better future, every single one of us, and women especially, are making history every day. ■



Student Residents of Northwest Hall, Manor Yearbook 1978

Students Reject Coeducation

Opinion Poll Results

1. Do you favor coeducation?	YES	NO
2. If YES:	YES	NO
3. Would you still vote YES if female students demanded equality of campus?	YES	NO
4. What ratio of co-education would you like to see at Fairfield University?	80-20	50-50
	2	100
5. Was Fairfield's being an all male university a major factor in your choice of Fairfield?	YES	NO
6. Would Fairfield's becoming coeducational influence your re-consideration of Fairfield?	YES	NO
7. Would you transfer from Fairfield if it were to become coeducational?	YES	NO
8. Do you favor coeducational education here at Fairfield University?	YES	NO
9. What class are you in?	FR	SO
	100	100

Anti-War Sentiment Stirs March and Passive Vigil

Petitions Deadline Tonight

The strength of nursing at its best appears to lie in caring — its common purpose.

Nursing Student, Manor Yearbook 1978

Student Poll Rejecting Coeducation, The Stag 1967



Fairfield University Students, Faculty, Staff, & Alumni at the Women's March in Washington DC, 2017

Download our new coloring book from the New York Academy of Medicine's #ColorOurCollections week website, which honors 50 years of Women at Fairfield. library.nyam.org/colorourcollections

View the timeline at fairfield.edu/celebrate-women



Our 5th Human Library (and 1st virtual)

The Library's 5th annual Human Library was possible (during a pandemic) not only thanks to our access to Zoom, but to the nine wonderful volunteers from our campus who signed up as "human books" and shared their personal stories to challenge stereotypes and prejudices. These students, faculty, and staff told their stories to "readers" through a total of 35 one-on-one conversations where questions were encouraged. Each book had multiple conversations, which were framed by a library staff member who moderated the Zoom sessions through brief introductory and closing remarks and placed books and readers into their private breakout Zoom rooms. Both books and readers submitted reflections on their conversations and experiences.

The Human Library®, referred to as "a worldwide movement for social change", is an international movement that started in Denmark in 2000 and has spread to over 80 countries. The 5th annual Human Library at Fairfield University was created with the permission of the Human Library Organization and was organized by DiMenna-Nyselius Library with support from the Office of Student Diversity & Multicultural Affairs, Marketing & Communications, Campus Ministry, Center for Social Impact, Counseling & Psychological Services, Murphy Center for Ignatian Spirituality, Athletics, and Student Affairs. ■



Journal Spotlight:

SANA (Self Achievement through Nursing Art)

by Susan Bartos PhD, RN, CCRN

DigitalCommons@Fairfield, an institutional repository service of the DiMenna-Nyselius Library, offers open access to the collected scholarship and creative works of Fairfield University faculty, students and staff.

In this moment, our world looks, feels, and moves differently. Yet, no matter how our daily routines have been altered, we seek the opportunity to heal ourselves and each other. Art, whether it is visual images or the written word, heals.

SANA (Latin, to heal): *Self Achievement through Nursing Art* is dedicated to curating creative art envisioned and produced by the nursing community. It is within the mission of SANA to heal: heal

the self, heal each other, and heal the communities whom we serve.

This inaugural issue of *SANA* features poetry, prose, creative writing, photography, and multimedia submissions from nurses of diverse disciplines around the country. In this moment, our individual worlds look, feel and move differently, yet our purpose to heal does not change. ■

Website: digitalcommons.fairfield.edu/sana

Twitter: @sanajournal

If interested in hosting a journal in DigitalCommons@Fairfield, contact digitalcommons@fairfield.edu.

New Members of the Student Library Advisory Board

Fourteen new members from across academic majors and class years, including graduate students, comprise the FY21 Student Library Advisory Board (SLAB). This semester they have met virtually to discuss topics such as library furniture design, virtual finals week support, building hours, COVID-19 related building signage, resource displays, and how to incentivize reading campus-wide, leading to the Winter Reading Challenge.

This is the 4th cohort of SLAB with new members chosen each year. The primary objective of the Student Library Advisory Board is to facilitate communications and the exchange of ideas between the student body and the library administration in order to better address student needs, provide new services, and improve existing services. ■

For more information, visit fairfield.edu/slab

Thank you to the following board members for their dedication and enthusiasm:

*Nicholas Ambrosino '23
Peter Baron '23
Nicholas Cantafio, graduate student
Erica Corey '22
Ryan Dailey '23
Kaley DiFilippo '23
Lindsey Jamieson '22
Alexandra Kardos '23
Madison Ortiz '22
Daniel Read, graduate student
Minasdine Rene '21
Samantha Secora '23
Madison Terrill '21
Samantha VanZile '21*



An Antiracist Resource Guide

by Matthew Blaine, Research & Outreach Librarian

We will remember June of 2020 as the start of an overdue national reckoning with the structural racism that enables the deaths of people of color during encounters with American police. The killing of George Floyd by Minneapolis Police officers was the tipping point that sparked nationwide protests and necessary conversations about other racist transgressions that plague our communities. Such dialogues brought forth pledges for action and reconciliation within our own Fairfield community.

Amid these discussions, several books gained national media attention and were placed on everyone's reading lists, most notably Dr. Ibram X. Kendi's *How to be an Antiracist* and Robyn DiAngelo's *White Fragility*. As reading lists started popping up over social media, the Library felt it was crucial to highlight these books in our collection and then to take this idea of a reading list further by developing a more thorough guide for those who had pledged to "do better" or "learn more" about antiracist teachings.

In addition to the aforementioned books by Kendi and DiAngelo, other books that appeared on the guide came from similar lists created by other libraries and publications, as well as a few titles that we selected from our collections. We shared the guide on our Instagram, Twitter, and through University Announcements and were humbled by the response that it received. This encouraged us to keep building on that list and identify more intersections between racial injustice and academic disciplines.

It was soon clear that the list had outgrown the blog post format so we created a research guide to keep the resources more organized. In doing so, we were also able to add a selection of feature-length and short films and documentaries, digital scholarship opportunities, and an essay that Dr. Jocelyn Boryczka (Associate Vice Provost for Scholarly, Creative, and Community Engagement and Professor of Politics) wrote for the commemoration of Juneteenth.

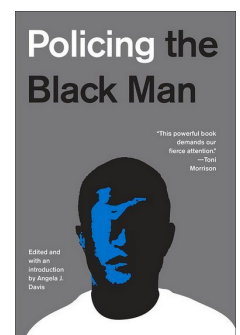
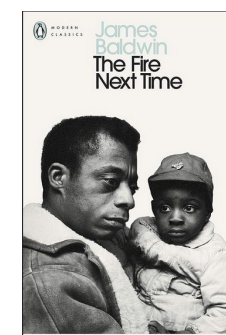
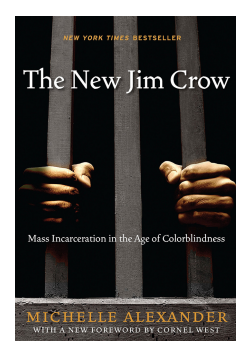
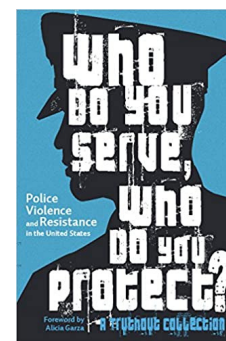
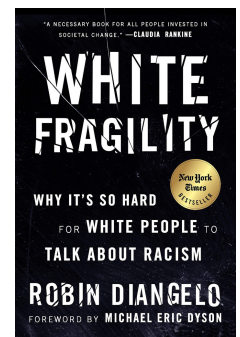
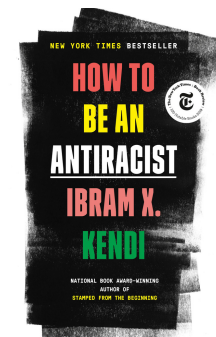
The goal for gathering these resources into a collection has evolved since June. At first, we wanted to make sure that these popular books were available to our community to read and engage in this crucial dialogue. Now, we see this guide as a gateway to heightened awareness of how racial injustice is present and is rooted in the history of the academic disciplines we study. The resources collected on this guide can be used in and out of the classroom, for private reflection or public discussion. Moreover, this guide elevates the voices of those who have suffered from these injustices.

It is worth noting that this guide will continue to grow as we work to integrate these resources into the Fairfield curriculum. After all, this antiracist resource guide is rooted in our Catholic, Jesuit, and Fairfield identity and we challenge our fellow Stags to engage with these materials and commit to ensuring that antiracism is firmly embedded in that identity.

We acknowledge that a guide is just a guide and that antiracism

presents different challenges to each of us depending on our own lived experiences as well as our own personal cultural and social realities. Committing to antiracism means applying the information found on this guide to our own varied roles in our community, whether that role is as a teacher, student, colleague, mentor, friend, or stranger. ■

Please visit the
Library's Antiracist
Resource Guide at
librarybestbets.fairfield.edu/antiracistresources





The Winter Reading Challenge

by Lisa Thornell, Student Engagement & Outreach Librarian

Due to the success of our Summer Reading Challenge (the first reading challenge we have offered), we have decided to offer a Winter Reading Challenge as well. The Summer Challenge engaged 64 Stags (students, faculty, and staff) reading over 500+ books and signing up to find out about new books, get reading motivation, and connect with each other during the pandemic.

The Winter Challenge has similar goals as the summer program but with the added twist that challengers read books within, and up to, fourteen specified categories. These categories were specifically chosen to encourage readers to go beyond their favorite genre(s) and select titles from a wider range of voices and perspectives. Some of the categories include: a book by or about a refugee or immigrant; a

play by an LGBTQIA+ author; a graphic novel; and a book or article from the Library's Antiracist Resource Guide.

In addition to the Library, the Winter Reading Challenge is co-sponsored by the University

Health & Wellness Committee, Fairfield University Bookstore, and Marketing & Communications, who all contributed prizes to incentivize participation and reward readers for challenging themselves during the winter break into the beginning of the Spring 2021 semester. ■

Welcome to the Winter Reading Challenge!
The purpose of this Challenge is for Fairfield University students, staff, and faculty to find reading motivation, try out new genres, & choose titles from a wider range of voices & perspectives. **Read and log your books on the Quip portal. For every book you log by 2/28/21 you will get one entry into a raffle. To participate you do not need to read books in all 14 categories** - however if you do you will automatically get a prize. See our website for suggestions & other ideas about how to find your books.

WINTER READING CHALLENGE CATEGORIES

1. A book suggestion from a student, staff, or faculty member from the Library's new reading recommendation guide
2. A book by or about a refugee or immigrant
3. A retelling of a classic of the canon, fairytale, or myth
4. A book or article from the Library's Antiracist Resource Guide
5. A graphic novel
6. A play by an LGBTQIA+ author
7. A book with a main character or protagonist with a disability (fiction or non-fiction)
8. A book in any genre by a Native, First Nations, or Indigenous author
9. A humor book or book by a comedian
10. An #ownvoices book set in Mexico or Central America
11. A book about the business world or leadership
12. A book about a religion or spiritual beliefs that are different from your own
13. A book from the 2019 list of Banned/Challenged Books
14. The town of Fairfield's One Book One Town 2021 book selection

Fairfield's Winter Reading Challenge is inspired by Book Riot's annual Read Harder Initiative

Graphic describing the Winter Reading Challenge Categories, Posted to Library's Blog (The DNL Report) December 2020



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