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"Beyond the Stacks" Vol 3, Issue 2, Winter/Spring 2023

DiMenna-Nyselius Library

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Beyond the Stacks

The DiMenna-Nyselius Library Newsletter
Winter/Spring 2023 | Volume 3 | Issue 2



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Teaching Inclusive Research

The Library has always been focused on being a welcoming and inclusive space, so in our 2022-26 Strategic Plan, we included a goal that emphasized diversity, equity, inclusion, and belonging (DEI&B) in not just spaces but also policies, procedures, and our everyday practices and services. This includes instruction, and where better to start than Fairfield's first-year rhetoric and composition course, ENGL 1001?

ENGL 1001 has had a "menu" of library instruction lesson plan options since Fall 2021 that allows each instructor to pick the lesson plan that best suits the theme of their course. The Inclusive Research lesson plan was designed in Summer 2022 as an option for this menu, and it focuses on the importance of search language and terminology, understanding and questioning how and why scholarly information is produced, and thinking critically about one's research.

This is accomplished by discussing the profit-driven industry of scholarly publishing and how it often excludes minoritized voices. Students are invited to think about what sort of research is done when scholars are relying on a system that either does not pay them, or pays them to consider only one side of a topic, as in the case of corporate-funded research. They also consider how open access (a movement to provide scholarship for anyone to use free of charge) could challenge the status quo but has instead become another area for revenue.

CONTINUED ON PAGE 2

The Library's information literacy program has at its mission: "encouraging the development of information literate global citizens through strong partnerships with faculty." To achieve this, librarians offer a variety of options for faculty to choose from, such as the inclusive research lesson. Through the Library's information literacy program, students are exposed to primary research methods, peer-review, website quality & reliability, annotated bibliographies, academic integrity, and a wide range of other valuable skills and knowledge. Our work does not stop in a student's first year; librarians work to incorporate information literacy competencies into academic programs at all levels, including at the graduate level.

Furthermore, the Library staff partners with faculty, staff, and students through exhibit collaborations and programming. This newsletter highlights some examples of these partnerships. This issue profiles new staff members, highlights the migration of our digital archives, and much more. We hope you enjoy our newest issue of *Beyond the Stacks*.

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

Teaching Inclusive Research (continued)

The lesson also encourages students to think more deeply about their own identities through the use of a social identity wheel activity, and to consider how those identities can affect how they themselves do research. This leads into a discussion of outdated and/or offensive terminology that is still in library cataloging use today. Following that, there is a discussion of language and how to phrase research questions so they include minoritized voices, which also makes these research questions more precise.

We conclude the lesson with some information about citation justice and the importance of citing, not just to avoid plagiarism, but to give minoritized scholars credit for their work. This ties into the rest of the lesson as we remind ourselves that grants, funding, and promotions should be awarded to scholars based partially on their publications and how much their work has impacted their field, i.e., how many citations they have generated and received.

Students have been receptive to this lesson and have expressed that it has been very helpful for them in order to understand why they would need to use resources other than Google for research, and to phrase research questions that are open-ended and inclusive, rather than destined to come to only one conclusion. The balance between theory and practical activities surrounding identity and research questions has worked well for them. Each class section that has had this lesson has produced thoughtful and intelligent work and been able to articulate why the language they use to research is more important than they had originally thought.

Where do we go from here? This lesson plan can be easily adapted to any discipline and student level of expertise, as well as broken into its component parts for more detailed discussions of each. If you are faculty wanting to work DEI&B into more of your coursework, contact your Librarian Partner to talk about incorporating some or all of this lesson plan into your Library sessions.

-- Emily Porter-Fyke, Research & Instruction Librarian

Make a Gift to the Library



Inclusive Language in Call Numbers

Last year, the DiMenna-Nyselius Library embarked on our own version of Change the Subject [1]. Motivated by our Library Strategic Plan, we created a guide on our website that describes the history of bias in Library of Congress subject headings, the work towards inclusivity that is already happening, as well as a glossary of terms to help you fill in the knowledge gaps. But in our research on this topic, we have discovered additional areas beyond subject headings that required our attention.

If you've ever gone looking for a book on the library shelves, you've seen the series of letters and numbers on the spine labels that we use to keep the collection organized. These call numbers are a part of the Library of Congress classification system (LCC) and refer to specific disciplines of study.

However, just like the Library of Congress subject headings, LCC is an old hierarchical system that has long referred to outdated and biased terminology. To give you an idea, for a book on African Americans in the American Civil War, the outdated call number would be this: E540.N3. 'E' is the classification code for American History, and '540' represents the general number for the American Civil War. The '.N3' cutter represents the term 'Negro.' Updates are slowly being made by the LOC, but not every term has been identified and improved quite yet.

After running reports on our collection, we decided this would be a great opportunity to change the way we categorize our collections to reflect the values and standards of our Library and community. So, we joined other libraries across the country in updating the call numbers in our collection that still referred to certain outdated terminology, specifically the terms 'Negro' and 'Oriental.' We did this with a combination of recent Library of Congress updates, and our own local call number changes. Generally, that '.N3' cutter is being changed to '.B53' for 'Black' or '.A35' for 'African American.' The '.O6' cutter for 'Oriental' is being changed to '.A75' for 'Asian' or 'Asian American.'

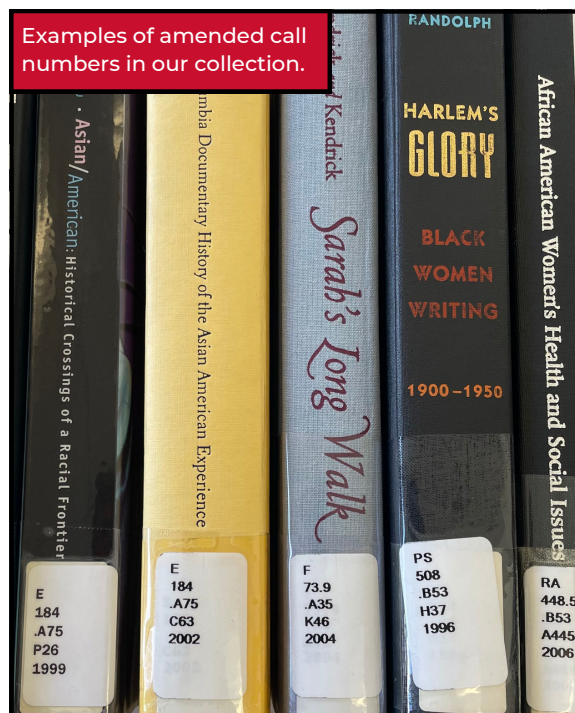
Over the fall semester of 2022, we updated the call numbers and spine labels of over 400 books. With the help of some fantastic student workers, we were able to pull the necessary titles, change their call numbers in our catalog, print out and apply fresh spine labels, and reshelve them. There are undoubtedly other outdated terms in LCC that need updates, and we will be on the lookout for them. If you come across language in our catalog that doesn't feel inclusive, let us know by using the anonymous form on our Change the Subject guide.

-- Ann Victor, Acquisitions & Cataloging Strategies Librarian

[1] View the Change the Subject Guide by going to librarybestbets.fairfield.edu/change-the-subject

You can also read about it in vol. 2, iss. 2 of *Beyond the Stacks*, available at digitalcommons.fairfield.edu/library-newsletter

Examples of amended call numbers in our collection.



The 2022/23 Student Library Advisory Board

We would like to thank the following members of the Student Library Advisory Board (SLAB). SLAB members are recruited at the beginning of each fall semester from across academic majors and class years. The purpose of the 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.

Undergraduate Students

Bridget Clark '25
Alessia Falchuk '25
Nicole Farmer '25
Sean Huvane '26
Katie Lentz '24
Eddie Nicolas '23
Cameron Palmer '26
Sydney Pynenburg '25
Lena Ryan '26
Kely Sanchez '25

Graduate Students

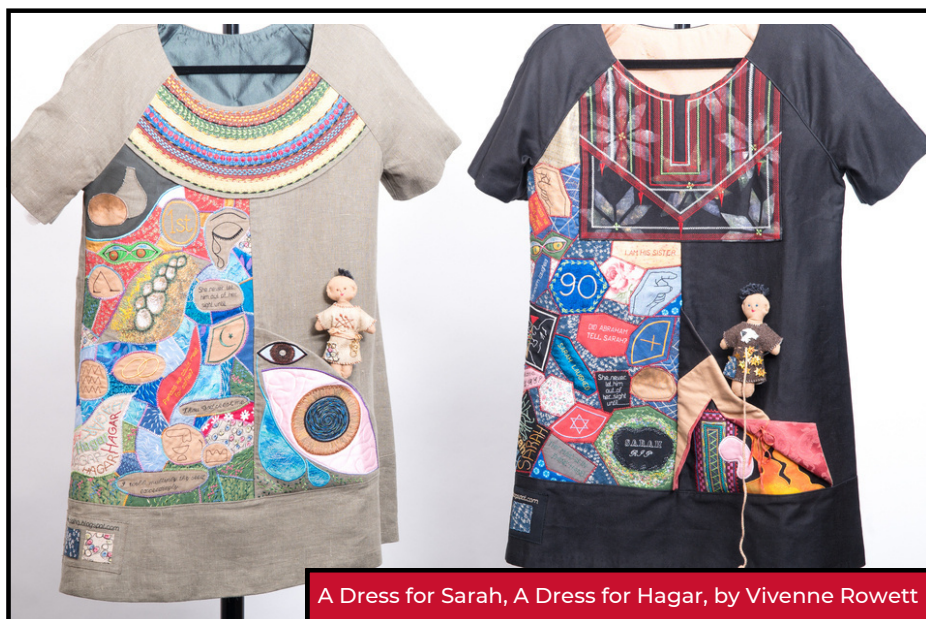
Isabella DelVecchio
RamKumarReddy Tamanampudi
Dajun Yin

fairfield.edu/slab

Exhibit Collaborations

Weaving Biblical Stories Through Women's Work: Textile Exegesis

Curated by Dr. Karen Langton, Visiting Assistant Professor of Religious Studies, this interpretative art exhibit features work by Hebrew Bible scholar and award-winning artist, Vivienne Rowett. Ms Rowett's work captures the beauty and poetry of Biblical texts while also offering reflections on social justice, theology, trauma, and disability. She writes, "Through my textile work, I find my voice, and I challenge the notion of women's work being valueless. Women do all these lovely things, and oftentimes, the projects end up under the bed, hidden, as 'stuff' that is not really wanted." Her work includes "A Dress for Sarah, A Dress for Hagar," a series of Medieval Psalms Pockets, and dolls of Job and Qoheleth.



A Dress for Sarah, A Dress for Hagar, by Vivienne Rowett

On February 27, Vivienne Rowett gave a lecture about the exhibit, which was sponsored by the Humanities Institute and the Bennett Center for Judaic Studies and co-sponsored by the departments of Women Gender & Sexuality Studies, Visual & Performing Arts, and Religious Studies.

The purpose of the exhibition, public lecture, and two teaching sessions is to offer students, faculty, and the community a new way into the text, one that engages an academic approach while honoring the human experience. On display Jan 17-April 15, 2023 in the lobby and lower level of the Library.

-- Lisa Thornell, Head of Library Outreach & Communications



Medieval Psalm Pockets, by Vivienne Rowett, on display on the lower level of the Library

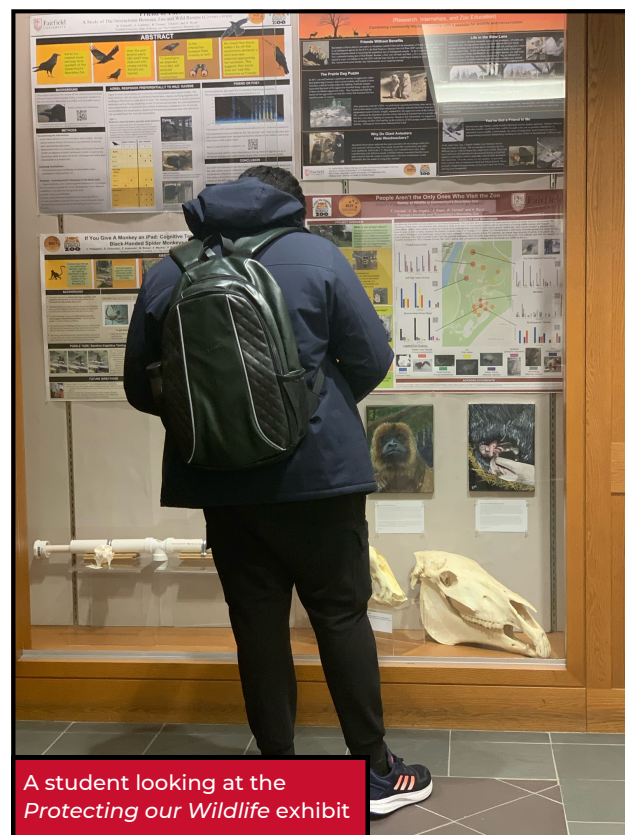


The Weaving Biblical Stories... exhibit in the lobby.

Protecting Our Wildlife: Students Collaborating with Connecticut's Beardsley Zoo through a Community-Engaged Learning Program

In 2012, Connecticut's Beardsley Zoo (Bridgeport) and Fairfield University began a unique partnership of service, education, research and conservation. While community-engaged learning typically centers around human communities, many animal species currently represented in zoos around the world can also be defined as communities in need in that these species have experienced ongoing exploitation, marginalization and subjugation in the wild on a massive global scale. RIZE (Research, Internships and Zoo Education) is a community-engaged learning program that not only benefits undergraduate students with valuable research experience and exposure to animal biology, but also benefits the zoo and their animals in providing the valuable information needed to promote conservation and the protection and care of wildlife.

This exhibit, curated by Dr. Ashley Byun, Associate Professor of Biology at Fairfield University, brings together research posters and artwork created by current and former students as well as specimens on loan from the Beardsley Zoo. The exhibit is on view through end of the spring 2023 semester in the Library lobby.



Upcoming Exhibits

In Their Element(s): Women Artists Across Media

At the end of April, senior art history major and student curator with the Fairfield University Art Museum, Phoebe Carpiertier '23, will install an exhibition of prints related to the forthcoming museum exhibition *In Their Element(s): Women Artists Across Media*. This first ever student-curated exhibition at FUAM will highlight the female artists in their collection and showcase art by LGBTQ identifying women as well as BIPOC women, people who are typically underrepresented in the museum setting. Phoebe's work on the FUAM exhibition is also the research project focus for her Humanities Institute Fellowship. The research and the exhibition are both important ways for Phoebe to gain curatorial experience. She said "having this exhibit in the Library would mean the world for improving visibility not only of my work but also the work of all the artists in the show."

What Were You Wearing?

Fairfield U Wellness and the Center for Family Justice (Bridgeport) will present "*What Were You Wearing?*" from April 7th-30th, during Sexual Assault Awareness Month. The project aims to dispel the myth that the clothes a person wears can somehow invite sexual violence. Survivors will share their stories anonymously in writing with replicas of the clothing they wore at the time of their assault.

Do you have an idea for an exhibit collaboration? Visit bit.ly/dnlexhibits to learn about our policies and submit a proposal using the form provided.

Campus & Community Engagement by the Numbers

789 books read during the 3rd annual Summer Reading Challenge

75 faculty, staff, and students participated from over 30 departments. Due to the popular summer read, *The Personal Librarian* by Marie Benedict and Victoria Christopher Murray, the Library and a professor of art history organized a tour of the Morgan Library & Museum (NYC), thanks to Anthony (Tony) Del Aversano '06, who is their Manager of Public Programs.



Librarians, faculty, and staff with Tony at the Morgan, Oct. 14, 2022



Curtis Ferree, Assoc. Dean for Public Services, with students during the Academic Commons Trick or Treat open house event, Oct. 31, 2022.

353 attendees at events offered for First Year Experience Credit.

First year students need to attend a certain number of events during their first semester to help further acclimate and engage on campus. Our events included a faculty and librarian lecture about censorship, three *Book Talk & Walks*, an *Academic Commons Trick or Treat* open house, small group chats during *Stags Share Stories*, and a *Humanitarian Map-a-thon*.

100 attendees were moved by Rev. Thomas Fitzpatrick's poetry

The reading and reception took place in October and you can watch the recording on the University's YouTube channel: bit.ly/fitzpatrickpoetry.



Librarians and faculty with Rev. Fitzpatrick following his reading, Oct. 19, 2022

Cram Jam, Dec. 14, 2022



250 students dropped by Cram Jam: A Reading Day Tradition

During December finals week (and again in May), peer tutors, librarians, staff from the Health Center, and therapy dogs, team up to offer academic support and de-stress activities. Other contributors include the Academic Commons partners, the Office of the Dean of Students Office, and the Office of Student Diversity & Multicultural Affairs.

Douglass Day: Spreading Love for Digital Black History

On February 14th, Fairfield students, faculty, and staff gathered in the Innovation Lab to participate in a Douglass Day Transcribe-a-Thon dedicated to transcribing, describing, and cataloging the archival papers of Mary Ann Shadd Cary (1823-1893). Shadd Cary was one of the earliest Black women to publish and edit a newspaper, serve as a Civil War recruiter, and attend law school.

Douglass Day transcribe-a-thons began in 2017 as an initiative of the Colored Conventions Project to revive the early 20th-century celebrations of Frederick Douglass' chosen birthday that

helped inspire Black History Month. Participants tackled activities such as finding names in typed or handwritten documents, transcribing typed or handwritten documents, and cataloging editions or transcribing sections of Shadd Cary's abolitionist newspaper, *The Provincial Freeman*.



Students, faculty, and staff participating in the Transcribe-a-thon, Feb. 14, 2023

-- Nicole Marino, Digital Scholarship Librarian

Read the full story on our blog at thednreport.fairfield.edu

Get to Know Our Newest Staff Members

Kelsey Fuller-Shafer, Access Services Supervisor

What was the first book you remember really connecting to as a young reader?

I've always been an avid reader, but one book I truly remember reading for the first time was *The Lord of the Rings*. It has stuck with me, though my relationship to the text continues to change. For example, Eowyn was a catalyst to the feminist awakening of my 14-year-old self, but as I embarked on collegiate studies in areas like feminist and queer theory and Indigenous Studies, I realized how incomplete that definition and expectation of "feminism" was (being written by a white man, after all!). This eventually led me to intersectional feminism, which became an integral component of my research.

What is your elevator pitch for the Access Services department?

We're the front lines and welcoming committee of the Library! Myself and the rest of the Access Services team make sure that the doors are open, the library is friendly, safe, and accessible, and all our materials are ready and waiting for the campus community's diverse teaching and research needs.

Melissa Clark, Assistant to the Dean

What was your experience with libraries before you started your position here?

Only as a patron! I bring my two daughters to the local library down the street from my house all the time. I worked in the dental field for 19 years prior to this opportunity!

What surprised you about working at Fairfield University?

Specifically in the Library, I was surprised to learn how much work the staff puts into the success of the students at the University. The DiMenna-Nyselius Library has so many programs and opportunities in place to assist not only the students, but the staff and faculty on campus. It really opened my eyes to well-thought-out systems that these wonderful people have created (and continue to work on) to make the experience for all that step foot on this campus, and in the Library especially, an unforgettable one!

We're Moving!

Archival Collections Soon to be Available via DigitalCommons@Fairfield

Plans are well underway to migrate our digitized historical collections from a legacy platform to the University's growing institutional repository: DigitalCommons@Fairfield. A service of the DiMenna-Nyselius Library, DigitalCommons@Fairfield offers open access to the collected scholarship and creative works of Fairfield University faculty, students, and staff.

The new University Archives database will include student newspapers, photographs, course catalogs, and yearbooks as well as other unique material. Collections that are already available in DigitalCommons include our image archive as well as historic issues of *The Mirror* and *The Stag*. We hope to make available back issues of the *Fairfield University Magazine* very soon. More on this as new collections become available?

-- Elise Bochinski, University Archivist & Special Collections Librarian



Front page of the student newspaper the Mirror from 2013.



Front page of the student newspaper the Stag from 1963.



Fairfield University students cheer on their classmates who are falling and splashing in the water as a result of a rope tug-of-war across Bellarmine pond.



Fairfield University

DiMenna-Nyselius Library

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