The results are in! LibQUAL+® Survey Findings

Top 5 things we do best according to our users

😊 Library staff who are consistently courteous
❤️ Library staff who deal with users in a caring fashion
 ++) Willingness to help users
👥 Giving users individual attention
💡 Library staff who have the knowledge to answer questions

Top 5 areas with the biggest need for improvement

💡 Library space that inspires study and learning
🎓 A getaway for study, learning, or research
🔍 Print/electronic journals I require for my work
📚 Printed library materials I need for my work
괜 Quiet space for individual activities

(More on survey results inside...)
The Results are in! LibQUAL+® Survey Findings

Gumberg conducted a university-wide survey early in the Spring 2015 semester seeking feedback regarding its collections, services and building spaces.

A total of 1,215 students, faculty and staff members representing all university schools completed this year’s LibQUAL+® survey. Approximately 11 percent of the campus community participated.

The LibQUAL+® survey asked respondents to use a 9-point Likert scale to report their minimum and desired expectations for library services. It also asked them to evaluate Gumberg Library for each of these services. The survey focused on customer service, collections, library systems and the library building.

The results of the 2015 LibQUAL+® survey revealed a few key points:

• The majority of users who responded to the survey access library resources online at least once a week.
• The majority of users who responded to the survey visit the library at least once a week.
• Respondents place great value on customer service, collections, library systems and the library building.
• While the library meets Minimum expectations for each of the LibQUAL+® categories, it requires further improvements to surpass Desired expectations for each category.
• Respondents consider customer service to be the library’s greatest strength, while the library building requires the most attention. Undergraduate students, in particular, gave the library building the lowest scores.

While the analysis of qualitative data is still underway, some prominent themes have emerged:

Survey findings will inform the development of the library’s next strategic plan, but the library has also proposed various short-term initiatives, which include:

• Organize focus groups to assist in identifying solutions to salient issues.
• Reallocate funds to address specific weaknesses in the collections.
• Promote the Suggest a Purchase form and encourage faculty to recommend electronic resources to improve collections.
• Continue to evaluate electronic resource usage statistics and requests in order to purchase resources that closely match student and faculty needs.
• Evaluate the arrangement of existing furniture in the building in order to identify opportunities for more individual study spaces and to reinforce differences between group and quiet study areas.
• Study ways to enhance the library website in order to improve access to library resources and services.
• Produce additional online tutorials to facilitate users in finding library collections and resources.

Library staff expect that the new strategic plan, in addition to these endeavors, will allow the library to better meet the needs of all user groups.
LibQUAL+® Respondents by User Group

Undergraduates: 47%
Graduate Students: 36%
Faculty: 14%
Library Staff: 3%

Liberal Arts: 20.3%
Business: 11.3%
Education: 9.8%
Music: 3.6%
Other: 4.9%
Liberal Arts: 9.3%
Nursing: 7.7%
Health Sciences: 15%
Pharmacy: 14.7%

The general services at the Gumberg Library are quite efficient. The support staff is also very friendly and welcoming.
- Third year undergraduate, Natural & Environmental Sciences

The library is great. There just isn’t enough room for everyone. And the printers never work right.
- Fifth year undergraduate, Pharmacy

I always study at the library, the environment is the best for me to work in. If I need help, there is always someone there.
- Fourth year undergraduate, Health Sciences

Gumberg Library has excellent staff who always treat me with respect and dignity.
- Third year undergraduate, Communication and Rhetorical Studies

It’s frustrating...to show up to the library expecting to get work done and have to spend 15 minutes trying to find somewhere to sit. And if there isn’t an outlet, then you need to relocate once your laptop/phone/Pad die.
- Fourth year undergraduate, Business

Overall, very satisfied with the library. It just feels old and crowded at times, not an ideal environment for studying.
- Second year undergraduate, Natural & Environmental Sciences

The personnel/staff is wonderful: attentive, knowledgeable. Zero complaints just immense gratitude for the ample smiles & professionalism.
- Doctoral student, Psychology

I appreciated the effort during finals to try and make students share their tables, but it is still not enough. It’s ridiculous to have to walk around for ten minutes to find a spot to study. That is my only complaint.
- Doctoral student, Health Sciences

The library staff and service are excellent. They are always willing to respond to questions and go out of their way...They are one of the best library staffs I have ever worked with.
- Faculty member, Liberal Arts

Pleased that electronic resources have increased in the past few years and would like to see continued growth in this area.
I still find that I cannot access all the resources in my discipline that I would like.
- Faculty member, Health Sciences

The library hours have been improved upon and I believe it can still be further extended. Eg. weekend hours and some holiday times.
- Faculty member, Liberal Arts
New University Librarian Dr. Sara Baron: “It’s Great to be at Gumberg!”

As an avid reader and book lover, libraries have always been magical places to me. Over half of my life has been spent working in libraries, being of service to those who need information and being around books! Working in academic libraries helped me appreciate the unique role a library plays in a student’s higher education experience. For many students, the library becomes a home-away-from-home. For others, it becomes the primary tool for accessing electronic information. As partners with academic faculty and programs, library faculty help students move beyond the content and curriculum to learn more about the subjects they are studying and those that interest them. It is in college, after all, that many young minds discover their purpose in life; usually because a class, subject or project really excites them.

In addition to providing access to information, spaces for study and research, and training on using information effectively, libraries also have an opportunity to help students grow outside the classroom through co-curricular and extra-curricular activities. We recently had an event dedicating a rare monograph that was donated to the library. Duquesne alumnus Dr. Robert Giannetti gifted his 1611 first edition of Edmund Spenser’s *Complete Works*, featuring *The Faerie Queene*, in memory of the late Dr. Foster Provost. Dr. Giannetti believes that it was during his rigorous studies at Duquesne that he developed the skills and passions for literature and business that have served him well during his life thus far. In donating the rare work of Edmund Spenser, Dr. Giannetti stated, “I am proud to make my contribution to the Gumberg Library of Duquesne University, where the physical book can be preserved and used for educational purposes, so that all who encounter it can continue to keep in touch with the history and aesthetic of the physical book in the midst of the expanding digital resources of a modern research library.” Even with the explosion of information available online, there is still a need to touch and experience great literature in print. This dedication event was an opportunity to celebrate Dr. Provost, thank Dr. Giannetti for his gift and to learn about the importance of this book in English literature and as a rare artifact. It was a wonderful example of how a library event can complement what students learn in the classroom.

Whether providing students a co-curricular experience, a safe haven for studying, or a fount of information, the library is here to serve students on their academic journey. In the next few months, the library faculty and staff will be discussing how we can continue to serve students with excellence. The Gumberg Library has a strong foundation of service, consistently receiving excellent scores on evaluations of the quality of staff and assistance received from service desks. We also know there are areas of service provision that can be improved and we thank everyone for their feedback on these. Thank you for the warm welcome. It’s great to be at Gumberg Library!

*Faerie Queene on display at Gumberg Library.*
New to Gumberg

Johan Bodaski, Part-Time Silverman Assistant

Johan Bodaski is the part-time Silverman assistant in the Simon Silverman Phenomenology Center. He is a doctoral student in the Department of Communication & Rhetorical Studies. His interests include aesthetics, phenomenology, continental philosophy, and French literature and language. His current research focuses on Maurice Merleau-Ponty's phenomenological philosophy and conception of an aesthetic ontology. Johan's work brings together aesthetics and phenomenology through the discipline of communication.

Jean Henry, Reserves Assistant

Jean is the new reserves assistant. She is from Pittsburgh and has a Master of Arts in American Studies from Penn State. A background in archives and an interest in looted art/Holocaust studies took her to the National Gallery of Art, DC, where she worked for 12 years in the archives.

Her parents actually attended Duquesne, where they met and got married, in the 1950s. Having heard good things about Duquesne, she looked for opportunities here. She also wanted to learn about various library systems and copyright guidelines so the job was a good fit.

Her other interests and hobbies include folklore, history, running, old movies and kayaking (leisurely kayaking that involves floating and snacking – nothing strenuous). And she enjoys spending time with her nieces and nephews.

Michael Janakis, Part-Time Research & Instruction Librarian

Michael is a new part-time research & instruction librarian at Gumberg. He recently finished a stint as Gumberg's ETD coordinator. Michael is a proud Pittsburgh native, born and raised in Penn Hills. He completed his bachelor's degree at St. John's College in Annapolis in 2012. St. John's liberal arts degree in great books is equivalent to a double major in philosophy and history of mathematics & science, with minors in classics and comparative literature. Michael completed his Master of Library and Information Science at the University of Pittsburgh in 2013. Michael loves to read both classical and recent history, tend to his plants and cook southern Italian foods.

Kiera Mudry, Part-Time Research & Instruction Librarian

Kiera Mudry is a new part-time research & instruction librarian for the Reference Department at Gumberg. Kiera received her Bachelor of Arts in Communications in 2014 and a Master degree in Library and Information Science in 2015, both from the University of Pittsburgh. She had worked in reference services for the University of Pittsburgh's business library and Chatham University's Jennie King Mellon Library before accepting her position with the Gumberg Library. Kiera spends her free time binge watching television series, trying new restaurants, and exploring the city of Pittsburgh. She loves popular culture, meeting new dogs, reading nonfiction books and spending time with her boyfriend. She is excited to be a part of the team of reference librarians and looks forward to her future with Duquesne.

Ricky Williams, Part-Time Research & Instruction Librarian

Ricky Williams is currently pursuing a master’s degree in library and information science with a music specialization at the University of Pittsburgh. Previously, he worked as an orchestral musician and music teacher throughout the Dallas/Fort Worth Metropolitan area. He received a Bachelor of Music, Magna Cum Laude, in clarinet performance from the University of Florida and a master's degree in music performance from Carnegie Mellon University (CMU). He has held positions as head ensemble librarian and logistics associate. In his role at CMU, he assisted all performing groups, conductors, guest artists, faculty, students, staff, as well as publishers to ensure that music materials were comprehensive, fully prepared and appropriately accessible to the ensemble members.

His interest and intensive training in the performing arts, music, and diversity prompted his interest in pursuing music librarianship. In addition to music librarianship, Ricky is also interested in information ethics, copyright and fair use in the digital age and other legal issues in information handling and the performing arts.

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New to Gumberg
continued from page 5

Gesina Phillips, Digital Scholarship Librarian

Gesina Phillips is the newly appointed digital scholarship librarian. She graduated with her master's degree in library and information science from the University of Pittsburgh in August 2015; she also holds a bachelor's degree in English from Seton Hall University and a Master of Arts in Literary and Cultural Studies from Carnegie Mellon University. She has worked at the University of Pittsburgh's Hillman Library and Finney Music Library, as well as at Chatham University's Jennie King Mellon Library. However, you might recognize her from the airwaves of WRCT-FM or her past life at the Squirrel Hill Exchange. If she's not at work, she can usually be found reading, listening to music of all sorts, tinkering with computers, baking, playing video games, or exploring Pittsburgh.

Raising Duquesne’s Scholarly Profile

Gumberg Library provided new opportunities this fall for faculty and graduate students to work on raising their scholarly profiles.

In September, the library offered a new interactive workshop where attendees received an overview of techniques for making their work more discoverable, promoting their work, joining scholarly conversations online and measuring impact. Attendees also had a chance to discuss with their colleagues methods they currently employ to raise their scholarly profile and those they would like to try.

Taking a bit of their own advice, the presenters shared the presentation for this workshop on Slideshare for all to view. By popular demand, the workshop will be offered again in the spring.

As a complement to the workshop, the library invited all faculty and graduate students to participate in the 7-Day Impact Challenge between Oct. 5-Oct. 11. The 7-Day Impact Challenge walked participants through a series of daily “challenges,” or initial steps, they could take to ensure their hard work gains attention and, as the name implies, makes an impact.

While the challenge could be completed at their leisure, participants received daily email reminders with a link to instructions for each day’s tasks.

More than 70 faculty members and graduate students registered for the challenge. Those who are interested in taking the challenge, or reviewing challenge activities, may visit http://bit.ly/Gumberg7DIC.

More information about raising one’s scholarly profile can be found at http://guides.library.duq.edu/scholarlyprofile.
The Association of College and Research Libraries Adopts New Framework for Information Literacy for Higher Education

By Marcia Rapchak, Instruction Librarian

Since 2000, the Association of College and Research Libraries (ACRL) has provided an endorsed list of Information Literacy Competency Standards for Higher Education, which has been the basis of UCOR 030: Research and Information Skills Lab and the Information Literacy Definition of Duquesne University. These standards, in brief, cover identifying an information need, accessing needed information, evaluating information, using information effectively, and understanding ethical and legal issues surrounding information use. After more than a decade of working with these standards, many librarians felt that they did not represent the current complex set of skills and competencies that students need to be effective and responsible digital citizens. Instead of focusing on skills needed for information consumption, they wanted a new document that emphasized the role of students as information creators and curators.

Using threshold concepts and metaliteracy as driving forces for a new conceptualization of information literacy, a task force created a new document, the Framework for Information Literacy for Higher Education. Several drafts were presented for feedback, and revisions took place throughout 2014. On Feb. 2, 2015, the ACRL voted to approve the document as one of the supporting information literacy documents from the association, but did not vote to retire the old standards. The new Framework uses the following concepts as its basis: Authority Is Constructed and Contextual; Information Creation as a Process; Information Has Value; Research as Inquiry; Scholarship as Conversation; and Searching as Strategic Exploration. Debates continue across library listservs about the role, impact, and use of the new Framework, and conference papers abound regarding how the Framework can influence information literacy instruction.

What does this mean for Duquesne? Like ACRL, Gumberg Library has not yet abandoned the old standards, but we are taking the Framework into consideration as we revise the UCOR 030 curriculum and work with faculty on their instruction needs. While there may be no clear agreement yet about the Framework, what is clear to most academic library faculty is that students require not only the skills represented by the old Standards, but the habits of mind represented by the new Framework as emerging media afford new ways of gathering, sharing and communicating about and with information.
Health Sciences Librarian David Nolfi Wins Spirit of Learning Award

David Nolfi, health sciences librarian and library assessment coordinator accepted the Spirit of Learning Award at the Phi Kappa Phi (PKP) Honors Society initiation on March 29. The award celebrates Nolfi’s commitment to promoting success and achievement at Duquesne University.

Nolfi earned the special honor of being the first ever Spirit of Learning awardee chosen by the PKP faculty of Duquesne. Previously, students alone chose one Spirit of Learning awardee. This year, PKP faculty voted on and presented an additional Spirit of Learning Award.

At the initiation ceremony, PKP Chapter 187 President Dr. Laura M. Crothers praised Nolfi’s work in advancing faculty use of author impact metrics at Duquesne.

PKP also recognizes Nolfi’s exemplary service to Duquesne’s School of Nursing, the John G. Rangos Sr. School of Health Sciences and the Mylan School of Pharmacy. Through instruction, research consultations, and workshops, Nolfi has contributed to the success of both students and faculty.

David Nolfi

Systematic Review Workshop for Duquesne University Faculty

By David Nolfi, Health Sciences Librarian

One of the most important ways to determine best practice is by finding a systematic review.

Have you ever heard somebody describe a “best practice” and wondered how it was determined that a practice is a “best practice?” In the health sciences, this question is critically important because best practices must be based on the highest quality evidence available. One of the most important ways to determine best practice is by finding a “systematic review.” As illustrated by the “Evidence-Based Medicine” pyramid (see below) in health sciences education the systematic review is generally considered to be among the highest quality forms of literature.

![Evidence-Based Medicine Pyramid](https://upload.wikimedia.org/wikipedia/commons/thumb/6/6d/Evidence_based_medicine_pyramid.png/1200px-Evidence_based_medicine_pyramid.png)

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According to the United States Agency for Healthcare Research and Quality (AHRQ), “a systematic review is a critical assessment and evaluation of all research studies that address a particular clinical issue.” Given the systematic reviews’ role in helping to determine best practices, it’s not surprising that their numbers have grown dramatically in the last 20 years (see below). Consequently, Duquesne faculty members need to remain up to date about this methodology in order to incorporate systematic reviews into their research as well as undergraduate and graduate education in allied health, nursing, pharmacy, biomedical engineering and pre-medical education.

Gumberg Library is particularly interested in this subject because conducting systematic reviews, and teaching students to use them, requires in-depth use of library resources such as electronic journals and books as well as databases including PubMed, Scopus, CINAHL, PsycINFO, and ClinicalTrials.gov. Moreover, librarians traditionally play a role in systematic review teams because of their expertise in searching the literature.

In order to help increase faculty members’ understanding of systematic reviews, David Nolfi, health sciences librarian, and Dr. Melissa Kalarchian, associate dean of the School of Nursing, partnered to obtain a grant from the National Library of Medicine. Funds from the grant have made it possible to host faculty workshops that will feature nationally known speakers with expertise in systematic reviews including:

- Dr. Kay Dickersin, director of U.S. Cochrane Center.
- Dr. Sally Morton, vice chair of the Institute of Medicine group that established standards for systematic reviews.
- Dr. Jennifer Corbelli, University of Pittsburgh School of Medicine.
- Dr. Nader Shaikh, Children’s Hospital of Pittsburgh.

Additionally, Dr. Khalid Khamal and Dr. Chris O’Neil of the Mylan School of Pharmacy will lead discussions to help explore how faculty can incorporate systematic reviews into student projects and other aspects of their learning.

Although workshop registration is now full, watch for news about Gumberg Library’s services designed to support systematic review researchers as well as faculty using them for teaching. As Duquesne builds up a cadre of faculty with expertise in systematic reviews, we believe that the reach of this project will extend to students in the health sciences programs as well as to faculty in all nine schools.

Beyond the workshop, the librarians who comprise Gumberg’s Science, Technology, Engineering, Medicine and Health Sciences (STEM/HS) team (Rob Behary, Allison Brungard, and David Nolfi), have all received training on the librarian’s role in conducting systematic reviews and supporting systematic review teams. Thus, we encourage any faculty member considering beginning a systematic review, or other type of comprehensive literature review, to contact a library STEM/HS team faculty member to discuss their project plans.

This project has been funded in whole or in part with Federal funds from the National Library of Medicine, National Institutes of Health, Department of Health and Human Services, under Contract No. HHS-N-276-2011-00003-C with the University of Pittsburgh, Health Sciences Library System.
What are Institutional Repositories?

By Gesina Phillips, Digital Scholarship Librarian

Now that they have become fairly pervasive in the research environment, most people in academia have heard of institutional repositories. However, not everyone understands what they are or why they are important.

An institutional repository is a centralized digital location for the scholarly materials produced by members of a university community. Many colleges and universities have implemented repositories in order to demonstrate the quality of the scholarship conducted at their institutions. Collecting research and making it publically visible underscores the commitment of the university to supporting the production and dissemination of new knowledge. A repository also functions as an archive for scholarly communication within the institution, providing a record of publication and persistent access to research works.

An institutional repository can be a highly valuable resource for students and faculty. Literature that may otherwise go unpublished such as conference proceedings, university reports, documents and course materials can be preserved and made accessible through the repository. Researchers may also use a repository to make their articles “open access,” or freely available to all. This inclusion need not preclude publishing in another venue; scholars may choose to publish their work elsewhere and then work within their publishing agreement to deposit a pre-print or post-print. The flexibility of the repository can allow researchers to collect their scholarly output in one easily-accessible venue.

Capturing scholarly materials in a repository makes them more discoverable to researchers at the university as well as those outside of it. The materials in the repository are accessible on a global scale, increasing the likelihood that they will be read and cited. By increasing the visibility of scholarship produced by researchers at an institution, the repository can raise the profile of individual scholars while also demonstrating the scholarly impact of the university itself.

Gumberg Library Wins Public Relations Relations Award

The Library Leadership & Management Association division of the American Library Association selected Gumberg Library as one of the 2015 PR Xchange Award winners in June. The annual PR Xchange Awards recognize the very best public relations materials produced by libraries in the past year.

Gumberg’s entry Ask a Librarian, designed by Marketing & Electronic Communications Librarian Kelley Cotter, won in the category of Services and Resources Available / Patron Orientation Materials / Policy Materials - (electronic; under 5 million).

More than 100 participating institutions submitted nearly 375 entries in print and electronic formats. A jury of seven people judged entries on quality of content, format, design, creativity and originality. The jury consisted of a library marketing consultant, a library school professor with experience in graphic design, an architect and several librarians who work in marketing and/or outreach.

Awards were presented at the ALA Annual Conference in San Francisco on June 28.
Nursing Student Eleanor Surhoff Wins the 2015 Gumberg Library Student Endowed Scholarship

In recognition of her dedication to Gumberg Library, student worker Eleanor Surhoff earned the distinction of winning the Gumberg Library Student Endowed Scholarship in 2015.

Surhoff, a sophomore in the School of Nursing, is employed as a student aide in the library’s Circulation Department. Surhoff is a member of Alpha Sigma Tau sorority and the University’s Student Nurses Association. She plans to pursue a career in pediatric nursing.

Surhoff was awarded $1,000 for her winning essay that was selected by the scholarship committee. In her application essay, she describes how, through her role of helping others, working at the library has actually helped her in return. Surhoff states, “I am constantly reminded of how blessed I am to be able to work in a place where I always feel supported and I know that if I feel homesick or I am having difficulty in class, I have a whole group of people to support me. She writes, “I feel much more comfortable speaking to students and I feel a sense of pride when I am able to answer questions about the library or direct them to someone who can help them further.”

Surhoff also noted that being a student aide at Gumberg means “more than checking IDs and assisting patrons checking out books; it is about working as a team to help students and patrons get the most out of their experience at the library.”

Gumberg Library recognizes student employees as an essential part of our library team who work to fulfill the university mission alongside librarians and staff. Each National Library Week, the library acknowledges the contributions of student employees by awarding the Gumberg Library Student Endowed Scholarship.

The scholarship was founded in 2003 by Gumberg Library employees as part of a previous university capital campaign. The ultimate goals of the scholarship fund are to recognize the valuable contributions of the library’s student employees, to help students who are working their way through college, and to demonstrate the importance of the university mission. Full-time undergraduate and graduate students who are employed by the library for at least one semester prior to the application deadline are eligible for the scholarship. Fundraising for the scholarship endowment is ongoing. The library welcomes contributions to the scholarship fund. Anyone wishing to contribute should specify that their gift is intended for the Gumberg Library Student Endowed Scholarship.

For more information, visit duq.edu/giving.
2015 URSS Gumberg Library Research Award Goes to Pharmacy Student Lindsey Sosnowski

In the spring, the 2015 Undergraduate Research and Scholarship Symposium (URSS) Gumberg Library Research Award went to pharmacy student Lindsey Sosnowski for her poster, Impact of Young-Onset Parkinson’s Disease on Quality of Life.

Sosnowski accepts the 2015 URSS Gumberg Library Research Award

Gumberg Library presents the award to the author(s) of the URSS poster that most clearly demonstrates extensive and creative use of Gumberg Library resources, as well as the best understanding and application of principles of information literacy, and effective communication of research/scholarship. Any library resources may be consulted, including Gumberg’s 200+ research databases, the University Archives and Special Collections and/or digital collections.

Sosnowski conducted a systematic literature search based on PRISMA guidelines using PubMed and Ovid. She narrowed her list of more than 400 articles down to eight quality of life instruments and 10 studies based on her inclusion/exclusion criteria.

Sosnowski identified certain distinctions between Young-Onset Parkinson’s Disease (YOPD) patients and the general Parkinson’s population, which partially result from more pronounced psychosocial issues for the younger patients. However, Sosnowski found a dearth in quality of life instruments specific to Young-Onset Parkinson’s Disease. She concluded that the creation of YOPD-specific instruments will help “capture the impact of this condition on young patients” and “may allow clinicians the opportunity to better understand the complexity of problems in YOPD patients to guide appropriate care of their unique condition.”

This year’s URSS Gumberg Library Research Award was the first to be funded by a newly established endowment created to sustain the award for both the URSS and the Graduate Student Research Symposium. The endowment was established with the hope that others will also contribute to the fund and help support recognition of the exemplary research and scholarship Duquesne students produce using vital library resources.

SGA Funds Student Book Loan Program

By Zachary Galloway, SGA Vice President of Academic Affairs

“A mind needs books as a sword needs a whetstone, if it is to keep its edge.”

George R.R. Martin can attest, in Westeros, a sharp sword makes all the difference. Here in this world, the same is true for sharp minds. Individuals, professionals and students can use books to become better educated, spiritually enlightened, to understand foreign cultures and history, for leisure and simply to complete a task.

In the academic world, books are paramount. Students use texts to achieve the most simple to the most complex tasks for all of their courses. At Duquesne University, all students go through the University Core curriculum, which includes classes that students from all schools take. Many of these classes have multiple sections, with textbooks that overlap between the various sections. These texts are often expensive, some costing nearly $100. The Duquesne University Student Government Association (SGA) recognizes the financial burden these required texts place on students. Thus, SGA has launched its Student Book Loan Program, designed to make University Core texts available to students at no charge.

Essentially, students will be able to go to the Circulation Desk at Gumberg Library and request to borrow a specific book. The student will be able to utilize the textbook for a two-hour period, with extensions granted on an as needed basis. SGA will track the usage of each book, allowing for a determination of the need for textbooks and the promotion of this program on campus. The Student Government Association will utilize $500 of budgeted funds and has fundraised over $1,500 to use towards the textbooks in this program. Thanks to generous donors, the program fundraiser has exceeded its goal, and SGA will be able to purchase 30 UCOR textbooks for students to use. Duquesne University’s SGA is passionate about this initiative because it exemplifies the Duquesne Mission of “serving God by serving students.” Remember, books keep the mind’s edge sharp.
New Developments in the Archives in 2015

2015 has proven to be a busy and exciting year in the University Archives and Special Collections. Several special projects were started or advanced substantially over the last few months. The following are a few of the highlights.

In the spring, the Archives staff began working with Finestripe Productions, a documentary film company from Scotland, on a project involving historic film footage from the Michael A. Musmanno Collection. Musmanno, who served as a judge during the Nuremberg Trials, also tracked down and interviewed all the survivors of Hitler’s bunker in Berlin. Some of those interviews were captured on film and are currently housed with his collection in the Archives. Finestripe used the footage as the basis for their documentary The Day Hitler Died, which aired on the Smithsonian Channel on Nov. 16. It was the first time that the films of Musmanno’s interviews were seen by an American audience. Visit the Smithsonian Channel website for more information on the documentary.

Another important initiative, also involving interviews, is the Spiritan Oral History Project. For 10 months, Oral Historian Megan Defries has conducted interviews of several of the Spiritan priests on campus. Defries has completed and transcribed four sets of interviews with two more planned before the end of the year. The priests involved have been asked about their early lives, the call to priesthood, their mission as Spiritans and their time at Duquesne. The project allows them to document their lives in their own words, preserving both the history of the order and the history of the university. Plans are being made to interview more Spiritans in 2016.

Finally, both University Archivist Thomas White and Assistant Archivist Gerard O’Neil have published books based on their research. Pittsburgh Irish: Erin on the Three Rivers is O’Neil’s first book. It was released in August and is a popular history of Pittsburgh’s Irish population from its earliest days to the present.

White’s book, Haunted Roads of Western Pennsylvania (co-authored with Tony Lavorgne), is his tenth book on Pennsylvania history and folklore. It examines the intersection of history, culture and legends at several well-known “haunted” roads. It was released in September.
The Simon Silverman Phenomenology Center

By Johan Bodaski, Silverman Assistant

The Simon Silverman Phenomenology Center maintains a rich intellectual tradition of phenomenology by hosting lecture series, student and faculty reading groups, an annual symposium and space for visiting scholars. The SSPC usually hosts the Duquesne Philosophy Speaker Series, which got underway on Sept. 11 with a presentation by Justin E.H. Smith, graduate of Université Paris Diderot Paris VII, titled *Is Western Philosophy a 19th-Century Invention? Historiography and Boundary-Policing from the Encyclopedia to Hegel*. The talk focused on the question of the origin of philosophy.

The second talk in the series on Oct. 2, titled *The Library, at Home: On Derrida’s Library and the One that Got Away* was given by Dr. Christopher Fynsk, graduate of University of Aberdeen, and European Graduate School. The talk engaged the idea of what a rare book is. Dr. Fynsk is also a Silverman Center visiting scholar for 2015-2016. The third speaker in the series was Nicolas Fernando de Warren, KU Leuven and director of the Husserl Archives, whose presentation took place on Nov. 20. The fourth presenter, Mark Anderson, Belmont University graduate, concluded the fall series with his talk on Dec. 4. Each presentation is followed by questions and a reception. All are welcome to attend the presentations, regardless of academic discipline or familiarity with the subjects.

The SSPC was also proud to welcome Dr. Donald L. Carveth, emeritus professor of sociology and social and political thought, York University, and training and supervising analyst at the Canadian Institute of Psychoanalysis, to give the First Annual Karl Stern Lecture, titled *The Cartesian Chasm: Karl Stern’s Understanding of the Roots of our Cultural Pathology*” on Oct. 9. Dr. Carveth also led a discussion of faith and unbelief on Oct. 10 in the SSPC.

The Silverman Center continues to host an interdisciplinary reading group that meets once a month to discuss recent important phenomenology works. The group is currently reading, *The Master and His Emissary: The Divided Brain and the Making of the Western World* (Yale University Press, 2009), a path breaking book by Dr. Iain McGilchrist. Dr. McGilchrist’s work blends cutting-edge neuroscience with the phenomenology of Husserl, Heidegger, Merleau-Ponty, and Wittgenstein. The Center is delighted to welcome Dr. McGilchrist to Duquesne University for the Simon Silverman Phenomenology Center 34th Annual Symposium, entitled, *Contemplation and Beyond: Phenomenology, Neuroscience and the Spiritual*. The two-day seminar with Dr. McGilchrist will take place March 17-18, 2016. The Center is actively seeking applications from graduate students, faculty and professionals in the areas of psychology, philosophy, religion and theology, and communication who would like to participate in the seminar, which is free of charge. If interested, please send a letter of interest and current C.V. or resume to Dr. Jeffrey McCurry at mccurryj@duq.edu by Jan. 31, 2016.
Summer Weeding at Gumberg

By Tracie Ballock, Head of Collection Management

The Gumberg Library staff spent much of the summer reviewing items from the reference, periodical and oversized collections on the first floor, making decisions about what to keep and what to donate or recycle. In the library world, this process is called “weeding” the collection.

So, one might ask, why would a library need to weed collections? There are several reasons. Weeding is actually a great way to make sure that library collections are relevant, up-to-date, and in alignment with a university's goals, mission and curriculum. It also helps the staff identify gaps in the collection and make new purchases where necessary. Last, but not least, weeding provides opportunities for libraries to open up spaces that can then be repurposed to support needs, such as group and quiet study spaces. Duquesne students have made it quite clear that they want and need more quiet study space in the library. Thus, the weeding project is one way that the library is responding to this request. Not only did the weeding project free up a significant amount of space on the first floor, but more compact shelving units were installed to further maximize the space.

In some respects, weeding is very similar to the process used to develop a library's collection, just in reverse. During a weeding project, library staff make conscious, informed decisions to remove certain items from their collection.

What types of materials do libraries weed out? Libraries try to remove from their shelves items that are: no longer being used, damaged or in poor condition, and those that are outdated and contain obsolete information.

Stay tuned for further updates as the library continues to evaluate its collection and spaces!

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