Recently the Association of College and Research Libraries (ACRL) developed a statement to explain the value of the academic library to institutions of higher education. The original Values of Academic Libraries report was published in 2010 as a way to demonstrate and articulate the library’s academic value.

The statement serves as an update to the report and was developed last June at the annual conference of the American Library Association. It grew out of a need to communicate to campus communities the services and value academic libraries provide every day, even as the landscape of higher education changes.

Academic libraries provide critical direct and indirect value to institutions of higher education in the following areas:

I. Support Recruitment, Retention, and Matriculation
   - A variety of study and work spaces for students, from quiet areas to collaborative spaces
   - Satellite services such as the Writing Center and Learning Resources Center to connect students with assistance
   - Library Instruction to guide students through the research process

II. Enhance Student Learning
   - Provide journals and books, in print and online, that are tailored to the curriculum
   - Offer collaborative learning support through study room accessibility and technology
   - Teach critical thinking and research skills

III. Support Faculty Research and Teaching
   - Scholarship@SJU research repository
   - Acquire resources to support research and instruction, including those available via Interlibrary Loan and E-ZBorrow
   - Support faculty through student instruction to develop critical thinking and research skills

IV. Raise Institutional Visibility and Contribute to the Community
   - Support campus events and programs by providing event space
   - Publicly searchable collection of student and faculty scholarship (Scholarship@SJU)
   - Support student research, including presentations and publications

The Library continues to assess its services and resources by reviewing user data and student surveys. Is there a service or resource you would like to see? We would be happy to hear from you.

From the Director
The Value of Academic Libraries

Expanded Hawk Digital Archive with Color

Work has been going on quietly behind the scenes in the Drexel Library for much of the past year to expand and upgrade The Hawk Digital Archive of the student newspaper.

New and more intuitive database software was introduced during the spring semester making it easier to locate, download, print, or e-mail articles. Newspaper issues from the spring of 2002 through the 2015 commencement issue will be digitized in color and preserved on microfilm.

Once this work is completed, the online archive will contain the complete run of The Hawk from 1930 through May 2015. You can access the newspaper from Drexel Library’s homepage or its direct site: The Hawk Digital Archive.
New and Enhanced Electronic Resources

The Library is pleased to announce the following additional new and enhanced electronic resources for faculty and students.

**Ambrose Video**  Over 1,000 educational videos and documentaries spanning history, literature, geography, and the sciences. Includes BBC Shakespeare (37 plays produced by the BBC between 1978 and 1985). The ability to create video clips and use images is available to instructors. For educational use only, public performance not permitted.

**Euromonitor Passport**  Content now includes Economies (Business Dynamics, Economy, Finance, and Trade, and Industrial) and Consumers (Digital, Income and Expenditure, Lifestyles, and Population) reports.

**Index Islamicus**  Bibliographic records covering all the main Islamic areas of Asia and Africa, as well as Muslims living elsewhere. Includes material published in European languages from the fields of Humanities and Social Sciences.

**JSTOR Arts & Sciences XII, XIII, and XIV Collections**  Archival content for 400 journals.

**Nielsen Segmentation & Market Solutions** is an intuitive web application that allows you to measure consumer demand and evaluate locations and markets.

- Pop-Facts® reports: comprehensive demographic details and summary information for your selected analysis area.
- Segmentation reports: includes consumer concentration, market potential, segment distribution, and target concentration.

Nielsen SMS is part of the Library’s subscription to SRDS (Standard Rate & Data Service).


**SpringerLink Collection**  Current and archival content back to 1997 for 2,000 electronic journals published by Springer.

**Statista**  is a statistics portal that includes a broad range of statistics from national and international data sources, searchable by industries, markets, topics, and countries.

If you have any questions about these or any of the Library’s electronic resources, please contact your subject librarian.

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**Staff News @Post Learning Commons & Drexel Library**

**Stephanie Riley**, Library Instruction and Outreach Specialist, presented “30 Apps in 30” on July 14, 2016, at Gwynedd Mercy University for the Tri-State College Library Cooperative (TCLC) Summer Camp 2016.

**Catherine Collins**, Reference Librarian, was awarded a grant from TCLC to fund her participation in the summer course “Telling Your Story: Successful Marketing Strategies for Librarians.”
New Manager of Library Digital Services

Meet Deborah Lenert. Deborah joined the Library staff this fall as our new Manager of Library Digital Services. She holds a Masters degree in Library and Information Science in Informatics from UCLA and a Master of Science degree in Instruction from Drexel University.

Q: What do you bring to Saint Joseph’s University?
A: I bring experience managing complex technology projects and an enthusiasm for learning new technology, tools, and processes in the library and special collections. I also bring a good sense of humor and strive to be a thoughtful and caring colleague.

Q: Why were you interested in coming to the Drexel Library?
A: I was looking for a collaborative and supportive work atmosphere and vibrant intellectual and technological environment. I am thrilled to be here and have received a very warm welcome.

Q: Where did you work before coming to Saint Joseph’s?
A: During the past year I worked as a reference librarian for my favorite public library — Haverford Township Free Library — in addition to providing workshops on digitized archival resources for a program through University of the Arts and The Library of Congress. Prior to that I was the Visual Resources Librarian at the Barnes Foundation for seven years, and for six years before that I was the Digital Projects Specialist at the Library at the Getty Research Institute in Los Angeles.

Q: What do you like to do in your spare time?
A: I enjoy cooking together with my husband, Mike, playing guitar and accordion, and traveling. We are often on the go with our two children, Ben, 12, and Ella, 9. I enjoy painting, drawing, hiking, knitting, and reading. I am beginning to learn German (and Luxembourgish!) and working to improve my command of French.

Deborah Lenert can be reached at dlenert@sju.edu and (610) 660-1914.

MYSTERIES OF THE ARCHIVES

Do you know Joe?

Working in the archives can sometimes bring out your inner sleuth. A case in point is the small ceramic figurine affectionately known to the staff as Joe St. Joe. He is dressed in a crimson sweater with a capital “S” on the front, gray slacks, and a pair of maroon shoes. It is possible that a second letter, such as a “J,” is missing from the pullover. Joe also has a heart-shaped charm tied around his neck with a white scarf.

The close-cropped hair and clothing style appear to date him from the late 1940s through the 1950s or just a little later. According to his attached label, Joe is the creation of Jest-Arts of Culver City, CA. A Google search identified a female model by the same company as a cheerleader from the 1950s or 1960s. Another reference mentions a 1951 copyright catalog listing for "The modern wetting pig. [Animal with sponge in under side]" by Jest-Arts. Other than that the trail to find more about Joe’s origins has gone cold.

There must be an alum, employee, collector, or grandparent from the Saint Joseph’s community who knows something about Joe. Is he representative of a varsity team member or a cheerleader/booster of a bygone era? You can e-mail the SJU Archives at archives@sju.edu if you have any information on Joe St. Joe.

For more information about the SJU Archives, please contact Christopher Dixon, Archival Research Librarian, at or (610) 660-2164.
We recently spoke with Ann Marie Jursca Keffer, Interim Director of the Faith-Justice Institute about the Institute’s work and its recent move to the Post Learning Commons.

What is the mission of the Faith-Justice Institute?

The Faith-Justice Institute was founded in 1977. It serves the University as a center that promotes social analysis and critical thought around faith and justice issues. The Institute seeks to foster a culture of “Christian justice” which permeates the academic endeavors of our community and which will significantly influence “the way in which a group of people live, think, feel, organize themselves, celebrate, and share life” (GC 34, Decree 4- “Our Mission and Culture”). Such a culture encourages a serious consideration of problems and their solutions from the standpoint of a faith-filled concern for justice. It also challenges its members to work for the “justice of God’s kingdom” in their personal and professional lives, as well as in their social, cultural, and political activities.

The Institute explores contemporary issues of faith and justice through Service-Learning courses, a Faith-Justice Studies Minor and public forums such as those sponsored by Joseph William and Madeline Eberle Klein and the Sr. Francis Joseph Outreach Lecture. These initiatives seek to critically analyze the sources of and reasons for exclusion and injustice and to actively fashion more just communities with the belief that such efforts should be rooted in a spirituality that takes seriously the world as it unjustly exists and that fosters hope and commitment to keep working to reshape that world in the light of Gospel values.

Do you have reflections from the student experience?

Students are asked to reflect on their year-long service learning experience. The following is a comment from a first year student:

“As an international relations major, I have always been concerned with the big picture. It is way easier to speak and write about injustices that are happening in faraway places. Service-Learning...gave me an opportunity to meet members of the community, from all areas of life. I was lucky enough to have meaningful, genuine dialogues with the people at my service site. I was able to talk and write about these dialogues in my Texts and Contexts class, but really, in all of my classes and activities on campus. I have made long lasting relationships with people in my classroom and people in my community that have definitely made my transition to Philadelphia worth it. Service-Learning gave me a new perspective, and taught me that injustices aren't reserved for faraway lands and third world countries. There are grave injustices in our backyard.” – Bridget B., 2019

Students will be working for the Institute in an office on the first floor of the Post Learning Commons. What is their job?

The Institute’s Service-Learning Program has two student leader positions that will be working in PLC 131 Suite: Placement Liaisons and Service Scholars.

The Placement Liaisons support the Institute’s professional staff in the placement and training of service-learning students at their community partner organizations. Furthermore, throughout the year they enhance the Institute’s relationships with community partner organizations through deepened communication and collaboration.

The Service Scholars work primarily with the Freshman Service-Learning year-long course sequences. Supporting their assigned faculty members and serving as mentors, they foster classroom environments that promote critical thinking and reflection on service, social problems, and how the works of faith respond to social injustices.

Office Relocations

The Post Learning Commons and Drexel Library went through a couple of moves this summer. The Office of Assisted Technology and Distributed Learning (ATDL) consolidated offices and moved to the first floor of the Drexel Library. The Provost’s office moved to St. Thomas Hall and, as a result, the Faith-Justice Institute relocated to the Post Learning Commons second floor in the former ATDL offices. Student workers from Faith-Justice will also use the corner office suite on the first floor of the learning commons.
## 2016 Fall Events

<table>
<thead>
<tr>
<th>Event Type</th>
<th>Date</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>September Campus Coffee Hour</td>
<td>Friday, September 16th</td>
<td>9:30am - 10:30am</td>
<td>2nd floor lounge, PLC</td>
</tr>
<tr>
<td>Library Speaker Series</td>
<td>Wednesday, September 28th</td>
<td>2:30pm - 3:30pm</td>
<td>Wachtetrauer Seminar Room</td>
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<tr>
<td>October Campus Coffee Hour</td>
<td>Thursday, October 20th</td>
<td>9:30am - 10:30am</td>
<td>2nd floor lounge, PLC</td>
</tr>
<tr>
<td>Library Speaker Series</td>
<td>Wednesday, November 2nd</td>
<td>3:30pm - 4:30pm</td>
<td>Wachtetrauer Seminar Room</td>
</tr>
<tr>
<td>November Campus Coffee Hour</td>
<td>Friday, November 18th</td>
<td>9:30am - 10:30am</td>
<td>2nd floor lounge, PLC</td>
</tr>
<tr>
<td>December Campus Coffee Hour</td>
<td>Friday, December 16th</td>
<td>9:30am - 10:30am</td>
<td>2nd floor lounge, PLC</td>
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<tr>
<td>Finals Events</td>
<td>December 13th - 20th</td>
<td></td>
<td>throughout the Post Learning Commons &amp; Drexel Library</td>
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For more information, visit *Library Lifelines*, the library blog.

## Post Learning Commons & Drexel Library

### Library Lines

**Fall 2016 Issue**

*Library Lines* is a publication of the Post Learning Commons & Drexel Library.

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For more information about the Post Learning Commons and Drexel Library, please visit our website - [http://sju.edu/library](http://sju.edu/library)

**Mission Statement:** Post Learning Commons and Drexel Library supports academic excellence by serving as the primary physical and virtual resource for information, research, and information literacy education; creating a focal point for collaborative learning and a center for intellectual and cultural activity; providing excellent physical and virtual collections and services; and assuming a leading role in the development and integration of library technologies that enhance study, teaching, research, and the academic reputation of the University.