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## Diversity and Inclusion: A More Perfect Union

*You [librarians] are guardians of the First Amendment and the freedom to read and to speak. The work you do is at the heart of an open, inclusive, diverse society. I believe that libraries and democracy go hand in hand.*

- Hillary Clinton,  
American Library Association Conference, 2017



Kenneth Schlesinger

White supremacist marchers carrying tiki torches in Charlottesville. White supremacist advocate Richard Spencer requesting permission to speak on college campuses, challenging our values of freedom of speech and guaranteeing safety to students. Contempt for the *Black Lives Matter* movement. Statements emanating from the White House interpreted as being provocative, racist, or – at the very least – disrespectful. Civil discourse is being fundamentally interrogated, individuals espousing strong points of view flamed on the Internet, our national divide appears extreme and irrevocable. Is this an America that we still recognize?

The library profession has always prided itself on values of neutrality: building balanced collections reflecting all viewpoints, providing supportive, non-judgmental service to all patrons. Active discussion is occurring whether this is still an appropriate position – or whether we should instead embrace a more activist stance defending our core values of equal access to information, freedom to read, and freedom of expression. There is also inquiry that as public institutions we have, perhaps unwittingly, institutionalized the values of the prevailing culture. Are we truly open and accessible – do we truly provide equitable services – to our user communities? Do our access policies – library fines, for example – inhibit usage from some economic sectors of the population? Are we unreflectively advantaging one user community over another?

CUNY Libraries have been engaged in an ongoing discussion to assess if our recruitment, hiring, and retention practices result in faculty and staff representing the diverse demographics of the communities we serve. Presently, the library profession is 87% white and majority female. Beyond this, we are investigating whether our workplace and public service environments are welcoming, inclusive, and respectful to both internal staff and visitors. What can we do – programmatically, procedurally, strategically, and intentionally – to improve our local culture and climate?

In the wake of the 2016 Presidential election, CUNY's Council of Chief Librarians resolved to approve *CUNY Libraries' Statement on Diversity and Inclusion* (p. 2), which declares, in part, "the Libraries will always uphold the fundamental values of respect, equity, intellectual freedom, access to knowledge, and service to all." I recently introduced our own *Statement on Diversity and Inclusion* to the Leonard Lief Library:

... make a renewed commitment to treat all members of this community – and this includes the Library community – with courtesy and respect. One of Lehman's notable strengths is our diversity – which includes the hallmark of acknowledging and honoring differences among our colleagues.

Approved by library faculty, this remains an aspiration and challenge to work towards continuous improvement.

Further, I proposed founding a new *Task Force for Diversity and Inclusion* for Council of Chief Librarians. Our overriding purpose is to make CUNY Libraries welcoming, accepting, and empowering for all library faculty and staff. We're in the process of launching several initiatives, including seeking grant funding for a new residency program for post-graduate minority librarians.

On the home front, one of our library faculty has proposed formation of a *Diversity and Inclusion* Working Group, so we can more consciously embed and integrate these values into working practice. In this issue of *Biblio-Tech*, Lehman librarians reflect on the challenges and opportunities – and hopefully, accomplishments – of applying these values to our services, programming, and collections.

Continued on page 2

## Diversity and Inclusion (cont. from page 1)

America – these United States – is a dream, a vision: a democratic ideal for a *more perfect union*. While history has demonstrated we frequently fall short of realizing this, here in the Leonard Lief Library we continue to dream big, leverage our limited resources, maximize contributions of faculty and staff to deliver on the promise of equity, social justice, inclusion, and achievement for the precious communities we serve: our greatest American resource.

*Kenneth Schlesinger, Chief Librarian*

## CUNY Libraries' Statement on Diversity

In this extraordinary mosaic of cultures that is CUNY - the Libraries will always uphold the fundamental values of respect, equity, intellectual freedom, access to knowledge, and service to all.

We promote equal and fair treatment under the law for everyone - regardless of ethnicity, race, sexual orientation, gender identity or expression, disability, political viewpoint, socioeconomic background, or religious belief.

Supporting and embracing diversity and inclusion is central to our mission - and core to our professional ethos and our democracy. We will continue to embody, defend, and promulgate these shared values in our own codes of conduct.

We accomplish this by:

- Respectfully supporting CUNY students, faculty, and staff
- Empowering our communities to critically evaluate and apply information based on the tenets of information literacy
- Protecting patron privacy
- Advocating for inalienable rights for all
- Providing a refuge and forum for civil discourse, exchange of ideas, learning and empowerment
- Being vigilant

CUNY Libraries have long advocated for the success and empowerment of our communities. As ever - we are poised to support CUNY's honored mission in these challenging times.

*Endorsed by CUNY Council of Chief Librarians  
21 December 2016*

## Supporting Diversity and Inclusion

*Diversity is the mix. Inclusion is making the mix work.  
- Andrés Tapia*

Every day in the Library, we attempt to inculcate values of diversity and inclusion. Remaining open minded in conjunction with a desire to learn contribute to a more vibrant intellectual environment. For this reason, we must always listen respectfully, even when grappling with different viewpoints, challenging questions, or long-held preconceptions.

The Library engages with the entire Lehman community – in all its rich diversity – across all constituencies. We support inquiry and discovery on an infinite variety of topics, facilitating this by means of faculty and staff, accessible collections, and welcoming spaces.

- Library faculty comprehends the constructs of research and scholarship. We teach and help researchers navigate through a maze of information. We guide them to select and evaluate credible resources to explore and deepen their contextual understanding of subjects.
- Print, electronic, and multimedia resources reflect the varied academic curriculum, supplementing instruction and fostering campus dialogue.
- Our welcoming spaces offer opportunities for reflection, quiet study, and collaboration.

By connecting our community with research and knowledge, the Library extends resources promoting and cultivating greater understanding among peoples and cultures. Such insights augur well for today's global society, particularly for students as they pursue advanced education and career options. Ultimately, we aspire to prepare our students to interact with a wide range of peoples, beliefs, and attitudes in a quest to develop truly global citizens for the 21<sup>st</sup> century.



This photo from March 25, 1946 shows flags of the original 51 members of the UN. The UN Security Council gathered on the grounds of our current campus in the Bronx, then the New York home to the United Nations.

*Janet Butler Munch*

## The Human Library: Books with Experience

The Human Library (<http://humanlibrary.org/>) originated in Copenhagen, Denmark in 2000 to “challenge stereotypes and prejudices through dialogue.” Leonard Lief Library is the first in CUNY and New York City to hold Human Library events – one in fall 2017 and a second in spring 2018 – where people gather for conversation. A Human Library is a place where people “borrow” real life biographies for half-hour discussions. These sessions provide an opportunity to question one’s perceptions of other people. Staging a Human Library event at a public, urban university brings people together through conversation in a safe setting. The forum facilitates challenging prejudices in order to learn insights about other people’s experiences.

Among other stories, Human Books share personal chapters of marginalization: experiences of prejudice, trauma, stigma, or being stereotyped. A volunteer Human Book is a faculty or staff member, or a student.

In fall 2017, Human Books shared both their struggles and achievements, as well as stories of resilience. Lehman students and faculty shared life experiences as open books – expanding the Human Library mission to the College community. They welcomed difficult questions and experienced personal insights through their discussions with readers.

The fall event featured six Books borrowed by fifteen readers. Stories ranged from those of a female veteran transitioning back to school, to an individual coping with a visual disability, to the experience of being a parent and grandparent of special needs children while having a hidden disability herself. Some issues readers encountered were the Books’ experiences with co-dependence, depression, and anxiety. One DACA student Book spoke about dealing with stereotypes associated with immigration labels. One faculty Book revealed his story of searching for meaning after a cancer diagnosis.

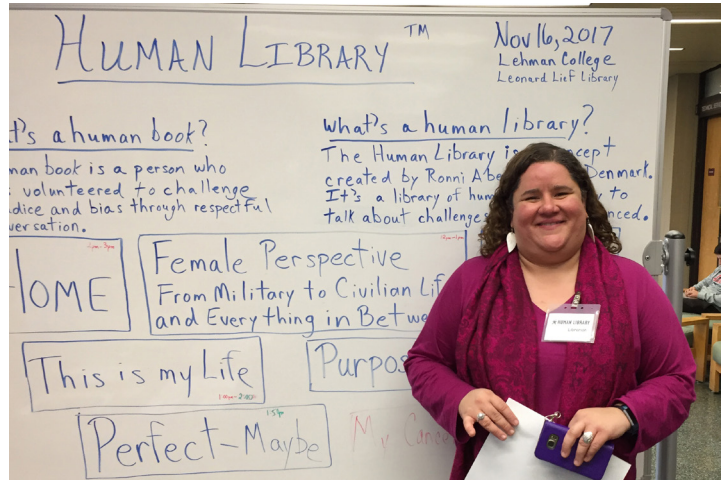
## Finding Common Ground

Recent reports about strategic communications company Cambridge Analytica and its role in directing targeted messaging, primarily in the form of divisive political ads and (as hidden camera exposés broadcast on UK’s ITN Channel 4 have shown) what’s come to be known as “fake news” during the 2016 Presidential campaign, have not come as a revelation to most of us in the library community. Nor has the mass misappropriation and misuse of Facebook data for nefarious purposes. Librarians have been on the forefront of information literacy and privacy issues for decades.

What has come as a surprise – at least to me – has been the shamelessness, the blatant openness with which those involved in Cambridge Analytica’s efforts have spoken about their work. They speak with pride about crafting messages to tap into, appeal to, and trigger the basest fears of those in their crosshairs.

Most of the fears to which they and others of their ilk appeal – nay, seek to create by their own admission – are directed toward “the other” or toward othering parties within a society in order to divide them and lay the ground for their clients’ conquering. Legitimate differences of opinion are transformed into differences in kind until it’s us against them in a fight for survival.

The spring 2018 event featured seven Books, borrowed by sixteen readers. Subjects of these stories included: dealing with the death of parents and family members; barriers and obstacles of a young immigrant student; overcoming sexual assault; self-criticism, self-love, and acceptance from families; dealing with a cancer diagnosis; breaking gender stereotypes; and experiencing an ultra-religious upbringing.



Rebecca Arzola and the Human Library

Lehman’s Human Library platform (<http://libguides.lehman.edu/human-library/about>) enables exploration and discussion which may help dispel bias, exclusion, misinformation, and disinformation within our community. It honors the diversity of Lehman while celebrating people’s differences and supporting overlooked voices through a “Library” that enables participants to ask respectful questions, break down barriers of stigma, and understand an individual beyond their label or category.

Rebecca Arzola

True, this is old wine in new wine casks. Propagandists and advertisers have been at this forever. Even Plato warned about the dangers the Sophists posed to Athens. But the infosphere in which individualized messaging is delivered and consumed is different from anything we have encountered before. Also different, as alluded to in Kenneth Schlesinger’s opening article for this issue, is the extreme use of fear by those in high office that seeks to heighten the effectiveness of psychographically-profiled third party propaganda. We might take Donald Trump’s continued mention of knife-wielding immigrant gangs as but one example. Repeat it often enough to psychographically-identified people, even in a period of historically low crime, and fake news tarnishing other immigrants begins to look real.

Students of propaganda since time immemorial have suggested better education as a counterforce to propaganda. If we have critical thinkers – if we can make our students media or information literate – we can then have an inoculated citizenry capable of seeing through the disinformation that would divide us. But what can education be today when those behind the propaganda also hold

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## Finding Common Ground (cont. from page 3)

massive sway over how public education is structured and delivered (or not delivered)? Need we point out that the New York-based Mercer family was and is a primary investor in Cambridge Analytica and its recent offshoots while also a major proponent of so-called “school choice,” a movement aimed at divesting the state from universal public education?

Need we cite again current Secretary of Education Betsy DeVos’ behind-the-scenes work to decimate public education in Michigan prior to being installed in government, or her brother Erik Prince’s interests in propaganda as well? What is “education” for these billionaires if not the kind of “pre-propaganda” of which Jacques Ellul wrote: the means for creating a gullible and gut-re-

active citizenry? Lest you think this paragraph partisan, we can note in passing that it was Bill Clinton who incentivized hedge funds to get into the charter school game. Privatization of public goods – the financing and construction of new charter schools – is good for business after all.

What unites those of us not on the delivery end of propaganda is that we are not on the delivery end. And that means most of us in this country. Continually putting each other in a position to become and remain aware of this fact – continually making clear who is the real ‘us’ and who are the real ‘them’ – may be all that a real education and real educators can do.

*Robert Farrell*

## Open Educational Resources: Designed for Diverse Learners

Open Educational Resources (OER) are, by definition, works that can be adapted for use by students with a variety of learning styles and challenges. The open licensing of these educational resources makes it possible to revise, remix, reuse, retain, and redistribute content (5Rs) for a variety of audiences.



At the direction of Provost Fayne, the Library is coordinating development of OER at Lehman. We received funding from New York State CUNY-SUNY OER Strategic Initiative, which is coordinated by CUNY’s Office of Library Services. During 2017-2018, eleven Lehman faculty are coordinating with a Library OER Working Group co-chaired by Stacy Katz and Madeline Cohen to develop OER in a variety of high-enrollment courses. These courses, plus three courses for which OER were developed in 2017, are tagged with the Zero Textbook Course attribute in CUNYfirst.

The Library’s OER program is intentional in its goals to provide free, accessible, and diverse educational resources to students. Our mission is centered on student success. We work with faculty to enhance their pedagogy by opening up the selection of educational materials beyond static print textbooks. By now most educators agree with research showing benefits to students of reducing textbook costs. Beyond zero-cost, we are committed to “open-enabled pedagogy,” which David Wiley of Lumen Learning defines as teaching and learning practices that are possible when one can engage in the 5Rs.

Open-enabled pedagogy takes a stance against the “student as consumer” model. As Robin DeRosa, a leader in the open education movement, states, “Education is a process, not a product.” At Lehman, we partner with faculty towards developing OER

that offer students a platform of digital resources connected to a wide range of intellectual content on the web and that provide transformational, independent learning experiences.

How do accessibility and diversity align with the goals of the OER program? A great benefit of OER is that they can be designed to meet needs of different types of learners, and can speak with different voices to learners of diverse backgrounds. The Library’s OER Research Guide (<http://libguides.lehman.edu/oer>) provides baseline accessibility guidelines and instructions to help faculty make OER accessible to learners who are blind, visually impaired, deaf, or hard of hearing. Library faculty and CUNY Office of Library Services staff provide guidance on accessibility standards and techniques. Plus, we work with many outstanding resources including the BC Open Textbook Accessibility Toolkit (<https://opentextbc.ca/accessibilitytoolkit/>)

Diversity, inclusion, and equity are intentional goals of developing OER. The ability to revise and remix a textbook provides opportunities for faculty to include more diverse authors to tell multiple stories and perspectives. Culturally relevant content can be incorporated into course content, in languages suited to the content and the students engaging with the material. OER content creators have the ability to remove and replace biased material. Faculty can take advantage of the flexibility and adaptability of OER to create culturally diverse content to meet a range of students’ needs.

The Library will continue to work with current OER Fellows to revise and remix their OER to achieve greater accessibility and diversity. Through open-enabled pedagogy, we strive to assist faculty to offer students a wide range of open materials that can be transformed by input from students through feedback, assignments, and research.

The goals of accessibility and diversity may be challenging to achieve, but we are taking important first steps, with the commitment of creative and dedicated faculty.

*Madeline Cohen*

## The Case for Biocultural Diversity

A growing body of literature recognizes a symbiosis between cultural and biological diversity, and their combined potential to protect our planet from environmental destruction. As an example, broader appreciation of indigenous and local knowledge may warn or prepare communities for climate changes. Diverse knowledge systems also offer potential remediation solutions.

In 2007, the United Nations Environmental Programme's Global Environment Outlook asserted that biological and cultural diversity must be protected in tandem, given that human cultural diversity influences other species, diversity of genes, and entire ecosystems (Pretty et al.). Writing about his studies in Papua, New Guinea, anthropologist Jerry Jacka notes that Porgeran oral communications and histories share information about droughts, rain, and effects on the community's livelihoods (2016).

Jacka observes that "in the absence of climatological data, oral histories and local knowledge are proxies for climate change research." This was also observed at a fall Southwestern Tribal Summit on Climate Change, at which talks and workshops moved fluidly between presenters representing a wide range of Southwestern tribes and scientists from institutions such as Scripps Institute of Oceanography. An understanding of the interrelationship between biodiversity and cultural diversity was reflected in the noted dual responsibilities of a presenter on native



Members of Takht-a-Negham Ensemble, part of Playing it Again: Music as Cultural Preservation and Transformation, at the Artist as Witness: Cultural Production, Conflict, and Human Rights in Syria Conference, Lehman College, March 1, 2018

plant species. Richard Bugbee, a Payoomkawichum, is both an instructor of Ethnoecology at Kumeyaay Community College and Chair for the Advocates for Indigenous California Language Survival (Advancing Communities, 2017).

Keynote Summit speaker Judge Cynthia Gomez, tribal advisor to California Governor Jerry Brown, related her childhood experience of foraging with her mother who commented that her favorite mushroom was disappearing from tribal land, attributing that to bad air. Years later, scientific studies detected unusually and surprisingly poor air quality in that region. Gomez maintains a significant voice in the politics of a major state with global impact (2017).

Cultural knowledge of local conditions and nature "is accumulated within a society and transferred through cultural modes of transmission, such as stories, narratives, and observations"

(Pretty et al.). Cultural memory and local knowledge "serve as repositories of alternative choices that keep cultural and biological diversity flourishing" (Nazarea, 2006). Similarly, traditional plants and foods matter to cultural life. Examining "Cultural impacts to tribes from climate change influences on forests," researchers noted that "climate impacts on forests are expected



Mangroves contribute to coastal water quality, protect against erosion, flooding and storm surges, provide habitats, and store CO<sub>2</sub> from the atmosphere in their surrounding soil

to directly affect culturally important fungi, plant and animal species, in turn affecting tribal sovereignty, culture, and economy (Vogesser, G., et al., 2013). Local stakeholders are not always consulted, leaving important gaps in knowledges or missed creative input to addressing environmental issues (Ataur Rahman, & Rahman, 2015).

So, how are these endangered twin treasures being supported? In "Assessing the vulnerability of social-environmental systems," Eakin and Luers note that for core assessment components featured in existing vulnerability approaches, none of the following questions are covered adequately: Why do we care? What future is valued highly in this system? And whose values are important and why? Arguing that "vulnerability is inherently about ethics and equity," they flag a need "to bridge the science/policy divide. (2006).

Reflecting modern dichotomized approaches to culture and the environment in coastal Bangladesh, with continuing sea level increases 40% of productive land may be lost by 2080. Palmyra and fishtail palms, coconut and date trees, and screw pines are among disaster-risk species once managed through traditional knowledge that are now at risk. Mangrove forests and other adaptive, elastic, and anchoring trees and plants are being cleared or mismanaged rather than being stewarded in ways that locals have long employed these natural resources as buffers to wind, erosion, or landslides (Ataur Rahman & Rahman, 2015).

Anthropologist and attorney David Lempert advocates for development of a "Red Book for Endangered Cultures," something similar to the Red List of Threatened Species and Red Book for Endangered Languages (Lempert, 2010a and 2010b). The survival of our planet may depend on preserving cultural and biological diversity.

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Martha Lerski

## Student-Faculty Read-In

Good Morning! Welcome to the 22nd Annual Student Faculty Read In honoring both *Black History Month* and *Women's History Month*, co-sponsored by the *Women's Studies Program* and *Urban Male Leadership Program*.

I'm Kenneth Schlesinger, Chief Librarian – and I'm delighted to be partnering once again with my friend and colleague Professor Bertrade Banoum.

Sadly – 2017 marked a low point in race relations and civil discourse in the United States. Fifty years on – commemorating the assassination of Martin Luther King, Jr. – we watch as the Voting Rights Act is gutted by Congress and the courts. African-American athletes defending their right to peacefully protest in support of the *Black Lives Matter* movement are mocked and ridiculed by the sitting President.

What may very well prove the historic low in President Trump's tenure is his defense of White Supremacist protesters in Charlottesville as *some very fine people on both sides*. I'm afraid when you show up with tiki torches and weapons – espousing a message of racial hatred and anti-Semitism – you are not a very fine person.

As a patriotic American – the tolerance of White Supremacist marchers – and the ensuing violence – was shocking and deeply disturbing. I no longer recognized my country.

Last year Lehman College approved a new *Statement on Academic Freedom* – which reads in part:

As members of the Lehman community, we value and encourage discourse conducted with civility and mutual respect, on the part of both speakers and listeners. Yet, as stated in the [University of Chicago Report on Free Expression](https://freeexpression.uchicago.edu/page/report-committee-freedom-expression) (<https://freeexpression.uchicago.edu/page/report-committee-freedom-expression>) concerns about civility and mutual respect can never be used as a justification

for closing off discussion of ideas, however offensive or disagreeable those ideas may be to some members of our community. ... [Our] fundamental commitment is to the principle that debate or deliberation may not be suppressed because the ideas put forth are thought by some or even by most members of [our] community to be offensive, unwise, immoral, or wrong-headed.

As an institution of higher education – we are committed to the open exchange of ideas, respectful listening, civil discourse – even if at times these discussions make us uncomfortable or even conflict with our moral values. This can be a precarious balance – but as a librarian defending free expression I'm confident that these difficult exchanges ultimately make us stronger and more resilient.

The humanities celebrate our record achievements – and what is best about us as human beings. This morning we acknowledge the literary contributions of African-American poet Mari Evans and Nigerian-born British novelist Buchi Emecheta – as well as featured guest poet and former Lehman employee Keisha-Gaye Anderson.

Let their words bring us solace, comfort, and understanding.

I'd like to close with a Quote from Barack Obama:

We, the People, *recognize that we have responsibilities as well as rights:*

- *that our destinies are bound together*
- *that a freedom which only asks what's in it for me*
- *a freedom without a commitment to others*
- *a freedom without love or charity or duty or patriotism*
- *is unworthy of our founding ideals*
- *and those who died in their defense.*

Enjoy the event. Thank you.

## Lehman's Latin American and Latino Studies Department

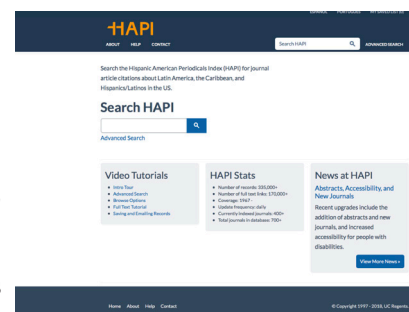
Across the country, colleges and universities have departments dedicated to specific cultures, ethnicities, and religions reflecting the diverse cultures of the populations they serve. As with many great changes, these departments developed as a result of perseverance, courage, and a realization of university populations' needs during changing times. Lehman College's Latin American and Latino Studies Department was the first of its kind in CUNY. I recently sat down with Chair David Badillo and Professor Xavier Totti to discuss the department's origins and the significance of having a dedicated entity.

In 1960, the department was the first ethnic academic department outside California, and the third of its kind in the United States. Originally known as the Department of Puerto Rican Studies, Lehman President Leonard Lief had called for its creation in response to the changing demographics of the Bronx, which had seen an increase of its Puerto Rican population.

The department flourished under guidance of faculty recruited from Puerto Rico. In 1992, the Puerto Rican Studies program was renamed the Latino American and Puerto Rican Studies program.

The department now named the Latin American and Latino Studies program continues to offer courses reflecting Latin American and Latino Studies, as well as new courses in Dominican litera-

ture and history. Badillo observed that dedicating departments as unique units is critical towards fostering their missions, field-specific research, and broad contributions to scholarship. Institutional provision of dedicated academic resources supports departmental research and scholarship. Databases such as Hispanic American Periodicals Index (HAPI), Informe Academico, and Ethnic News-Watch facilitate this, along with numerous journals, magazines, and books.



Hispanic American Periodicals Index (HAPI) and Ethnic News-Watch facilitate this, along with numerous journals, magazines, and books.

Reflecting and responding to fluid demographics and cultural changes, academic programs and departments like the Latin American and Latino Studies Department contribute to the study and understanding of cultures and society, and in so doing serve both those populations and broader academic and global societies.

*Michelle Ehrenpreis*

## Congratulations to Our Graduates

The Library operates seven days a week during the fall and spring semesters. Many of our part-time staff are students workers who support student and faculty use of the Library. We celebrate the accomplishments of two who recently graduated from Lehman.

### Nancy Maldonado



Nancy Maldonado

We acknowledge Nancy Maldonado's January 2018 graduation with a B.A. in Political Science and minor in Psychology. Maldonado began working in the Education Library in 2014.

Reflecting on her studies, Maldonado "enjoyed being able to learn about politics as a system that connects the nation and countries around the world." She has been active on campus, participating in the Student Leadership program and also completing an internship with a local politician.

Nancy has been an asset as she worked with Education Assistants Carlos Ruiz and Steven Jimenez to highlight the new Bilingual Bicultural Collection, as well as our growing trove of award-winning children's books. Students have benefited from the help she's provided as they search for materials.

Among of her most positive memories are visits from Lehman's Child Care Center. Maldonado observes, "It was wonderful to hear them enjoy the readings and respond with enthusiasm about being in a library." Nancy hopes "to continue my education for my Master's degree related to political science, and work for an organization that has connections with other countries, perhaps with immigration issues or human rights protections."

*Alison Lehner-Quam*

### Emilia Matamoros

Emilia Matamoros graduated in June 2017 with a B.A. in Music. She worked in the Circulation and Fine Arts units since fall 2014. During her studies, she had the opportunity to work with many talented students and took music composition with Professor John Corigliano.

Emilia's experiences in the Library enhanced her skills as an independent researcher. For the past eighteen months, she developed her own production company, De La Mancha TV, which reports on local artists, musicians, and theater (<https://www.youtube.com/delamancha>). Her success helped her attain her own program on BronxNet Cultura Libre, which airs Thursdays at 9:00 pm. Emilia will continue to develop her career as a musician and cultural explorer by studying Music Education at Lehman this fall.

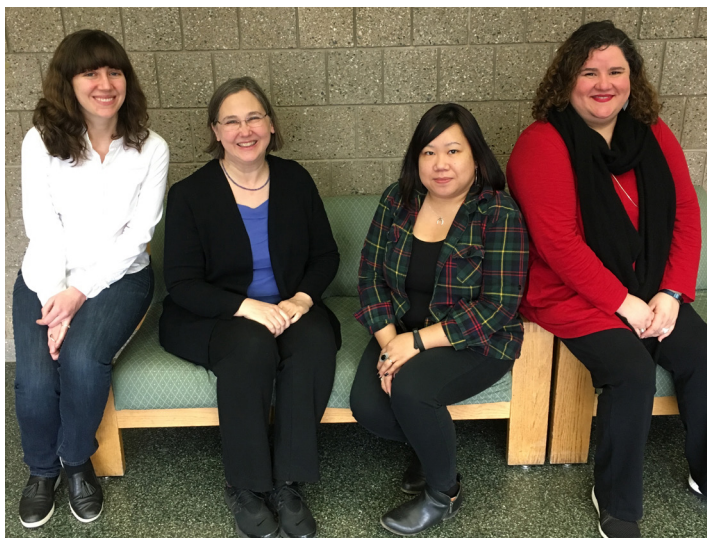


Emilia Matamoros

*Stephen Walker*

## New Diversity and Inclusion Working Group

When I first heard that Lehman's Chief Librarian was charged with spearheading a Diversity and Inclusion Task Force on behalf of Council of Chief Librarians, I thought it would be advantageous to have a corresponding committee for our Library as well. Lehman College has a long history fostering campus-wide initiatives towards supporting faculty and students in relation to disabilities, diversity of racial and ethnic backgrounds, LGBTQ rights, as well as English language learners, veterans, and those coming from economic disadvantaged backgrounds.



Members of the Diversity and Inclusion Working Group include, left to right, Jennifer Poggiali, Alison Lehner-Quam, Joan Jocson-Singh, and Rebecca Arzola

With Council of Chiefs' focus in mind, I reflected on diversity and inclusion supporting ventures that the Library had already implemented. These include the fall Human Library event, projects such as the Zine Workshop on Diversity, and the creation of a new meditation space for students. Through introduction of a related Working Group, we can ensure ongoing momentum for such projects and engage with transformative pedagogical concepts of diversity and inclusion in academe.

How can we engage with this pedagogy? One way is to reflect how our library social circles and networks can be better opened to diversity. Intentionality becomes key. This means applying our agency as librarians to promote more equitable practices for both

students and staff, including outreach beyond standard networks and creation of innovative programming. These approaches increase both our awareness of diversity in the Lehman community and help reduce challenges individuals may face as minorities.

Further, as a collective, we need to stop promoting color blindness, or the idea that "we don't see color." By failing to actively celebrate our diversity, we erase one of the attributes that make each one of us unique. Color is a quality to be both recognized and celebrated in our libraries. It's one way to address the long history of othering that our profession and academe has unwittingly experienced in the past.

During times of social unrest, it's important to champion social justice as an empowering strength for students. As Bowling Green State University faculty member Dafina-Lazarus Stewart declares, "A truly democratic education must not be ideologically neutral; rather, it must ardently pursue the preparation of students for engaged citizenship in an ostensibly democratic society." (2017)

Accordingly, the Library's new Diversity and Inclusion Working Group is comprised of Government Documents Librarian Rebecca Arzola, Head of Technical Services Joan Jocson-Singh (Chair), Education Librarian Alison Lehner-Quam, and Instructional Technologies Librarian Jennifer Poggiali.

We aspire to:

- support *CUNY Libraries' Statement on Diversity and Inclusion*
- work with library administration to ensure equitable practices are followed regarding recruitment, representation, and retention of underrepresented groups at all levels
- sponsor programs that address and enhance diversity, equity, and inclusion in the workplace
- commit to representing diversity and inclusion in instruction and public service
- review and document events and projects with the aim of diversity and inclusion

Stewart, D-L. (March 30, 2017). Language of appeasement. *Inside Higher Ed*. Retrieved from <https://www.insidehighered.com/views/2017/03/30/colleges-need-language-shift-not-one-you-think-essay>

Joan Jocson-Singh

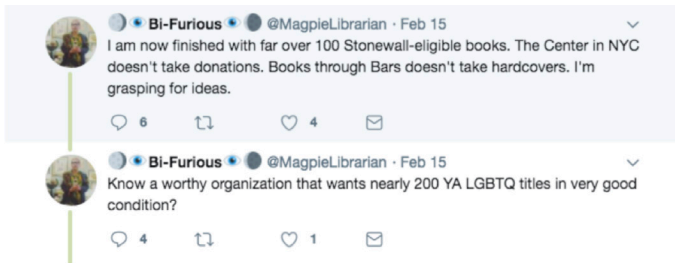


Colorful buttons and zines at the April 17th Zine workshop



## Dialogue on Formation of a New Young Adult Collection

**Stacy Katz:** Twitter, the social networking site that now has a 280-character limit, is considered by some to represent the worst that the Internet has to offer. However, if you follow just the right people, it can be a place for discovery, sharing, and unexpected delights.



Such was the case on the evening of February 15, 2018, when Ingrid Conley-Abrams, @MagpieLibrarian, tweeted, “I am now finished with far over 100 Stonewall-eligible books. The Center in NYC doesn’t take donations. Books through Bars doesn’t take hardcovers. I’m grasping for ideas. Know a worthy organization that wants nearly 200 YA LGBTQ titles in very good condition?”

I responded that I might know an interested CUNY Library and e-mailed Education Librarian Alison Lehner-Quam to see if we might have an interest in adding these books to the collection.

**Alison Lehner-Quam:** I was thrilled to see Stacy’s email and thought our Library would benefit from having access to Stonewall Award-eligible books. The Stonewall Award began in 1971

for adults, and is given by American Library Association’s Gay, Lesbian, Bisexual, and Transgender Round Table (<http://www.ala.org/rt/glbtrt/award/stonewall>). It is “considered the first and most enduring award for [LGBT] books.”

The award that honors books for youth was established in 2010, and in 2012 was named the Mike Morgan & Larry Romans Children’s & Young Adult Literature Award. In naming the award, Committee Chair Lewis Day remarked, “Many of the books we consider for the Stonewall Children’s and Young Adult Literature Award deal with the difficulties faced by gay, lesbian, bisexual, and transgender persons who seek to live ethical lives in the face of legal and cultural discrimination. How better to show how, indeed, ‘it gets better’ than through this exceptional gift from this committed couple of 40 years.”

In response to Stacy’s e-mail, I wrote to English Education faculty Amanda Gulla and Tiffany DeJaynes, who were supportive and enthusiastic about having this collection of books in the Library. Gulla responded, “That is wonderful! I am copying all of our Adjunct instructors who teach our Reading Methods courses. Folks, thanks [to our librarians] Lehman’s Library has been awarded a collection of 200 LGBTQ YA and children’s books!”

The Library is so grateful to Ingrid Conley-Abrams for this donation. We have made these books accessible, with a note in the cataloging record and a Research Guide to make these resources easily discoverable by students and faculty. Just search for ‘LGBTQ Juvenile Collection’ in OneSearch to find books.

*Stacy Katz and Alison Lehner-Quam*



When browsing the children’s book stacks in the Library, look for the small orange dots to identify books from the new LGBTQ Juvenile Collection

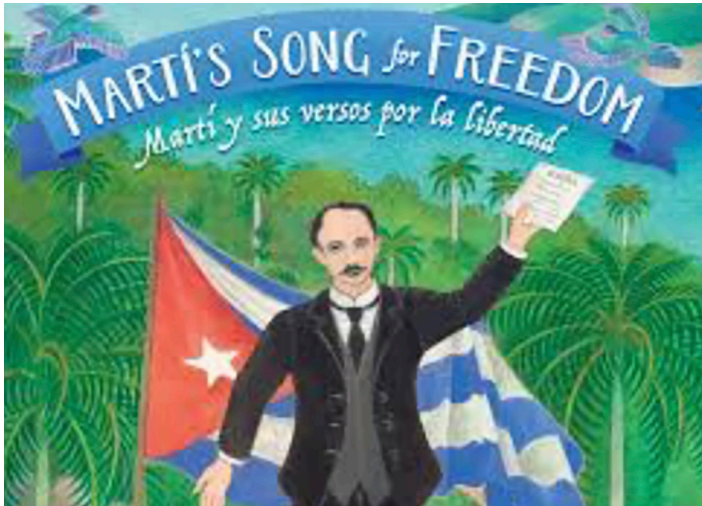
### New Search Tool for LGBTQIAP+ Books for Teens

Visit Queer Books for Teens (<http://queerbooksforteens.com/>) to find LGBTQIAP+ YA books published between 2000 and 2017. Searches can be filtered by Gender, Sexual Orientation, Romantic Orientation, Race/Ethnicity, Religion, Genre, Location, Disability, Own Voices, Middle Grade, and Endings to find young adult titles.

## Celebration of Bilingual Books and Latinx Communities at Bank Street College of Education

This March six Lehman School of Education students attended the first Celebration of Bilingual Books and Latinx Communities at Bank Street College. Leading Latinx authors and illustrators including Meg Medina, Eric Velasquez, Raul Colon, Emma Otheguy, and others shared their latest work, creative processes, and visions for a future filled with a new and vibrant generation of Latinx authors and increased scholarship about Latinx books for children and young adults.

Professor Cecilia Espinosa and Alison Lehner-Quam participated on the conference planning team. The conference was created and led by Cynthia Weil, Director of the Center for Children's Literature at Bank Street. Espinosa and Lehner-Quam co-led a book discussion about titles awarded the Americas, Pura Belpré, and Tomás Rivera awards in 2017.



*Marti's Song for Freedom* by Emma Otheguy

Emma Otheguy, author of the acclaimed bilingual book, *Martí's Song for Freedom*, offered a powerful opening address. She discussed her annual childhood trips from New York by automobile to visit her grandmother in Miami, during which time her mother would read to her children in English and Spanish.

She read to us books that reinforced the Spanish of our bilingual family, and that reminded her about her childhood in Cuba. [She shared] the poem *Margarita* by the Nicaraguan poet Ruben Dario, in which a child sails into the sky, plucks a star and brings it back home with her. And you may have heard me say that I think of librarians as the real world Margaritas. The people who, through literature, bring home the universe to children.

Otheguy expanded on the metaphors of Margarita and her ability to follow her dream in spite of those in powerful positions. She continued, "Children's books have always uplifted me. And I hope in the future to be more like Margarita. More unabashed in my search for books that can be loved, that can make the heart shine, with or without the approval of kings."

And in closing, Otheguy stated,

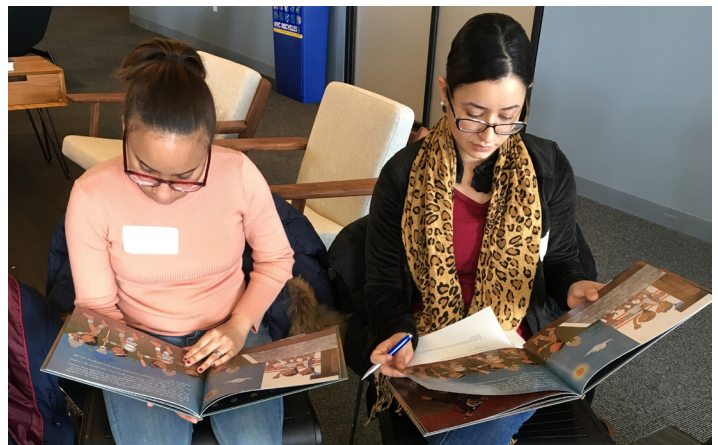
Today a quarter of the child population is Latinx. That's a big number, that's a lot of kids. And what that number means for me is that every expectation we have of what it means to be a Latinx child in the United States needs to be reviewed.

These children can't be contained, stereotyped, or reduced to any one country of origin, any one language, any one social class, or any one skin color. They are unique and as varied as the stars.



Left to right: Lisandra German, Darlene Tejada, Michelle Fortuna, and Solange Ortiz

The Lehman graduate students who attended were enthusiastic in their response. Jennifer Martinez writes, "I really enjoyed all of the authors' determination to continue writing bilingual books for the Latinx community and continue to raise awareness for this type of literature and the Latinx community. I also enjoyed that the authors like Meg Medina wrote about real life struggles she faced growing up in a low-income household with one parent. This is very relatable to most of our children in low-income neighborhoods today and around the country."



Left to right: Lisandra German and Jennifer Martinez discuss author and illustrator Duncan Tonatiuh's book, *The Princess and the Warrior*.

Darleny Tejada writes, "It was an amazing experience. Thank you for the opportunity to be part of it. Finding ways to understand how books are created and what makes writers make their stories was really interesting."

This was the first of what we hope will be many conferences that celebrate bilingual books for children and Latinx communities.

*Alison Lehner-Quam*

## Faculty Professional Activities

**Madeline Cohen** presented on OER at Hunter College in March.

**Madeline Cohen** and **Stacy Katz** presented on OER at Lehman College's General Faculty Meeting in February.

**Robert Farrell** recently had poems published in the following journals: Indolent Books' online series "What Rough Beast" and Boog City.

**Robert Farrell** and Salita Bryant (Interim Associate Dean, School of Arts and Humanities, Associate Professor of English) shared their poetry at *Landscape of the Body*, a reading sponsored by the Library and The City and Humanities in April. Farrell read from his recently published chapbook, *Meditations on the Body*, published by Ghostbird Press in 2017.

Participated in a reading organized by Boog City at Unnameable Books in Brooklyn in April.

**Stacy Katz** and **Jennifer Poggiali** presented with Shawn(ta) Smith-Cruz and Polly Thistlethwaite (Graduate Center) on OER and the Academic Commons to University Faculty Senate Governance Leaders in February.

**Stacy Katz** moderated the Student Panel at the CUNY-SUNY OER Showcase in March.

Presented "Deepening Pedagogy" with Lehman faculty Bertrade Ngo-Ngijol Banoum, Katherine Burt, Evelyn Duran Urrea, Yuri Gorokhovich, Sharon Jordan, Alexander Núñez-Torres, and Dhipinder Walia at CUNY-SUNY OER Showcase in March.

Presented with Anne Hays (College of Staten Island) "Transforming Our Own Practice: Reflecting on Transformative Learning Processes and Open Education" at Open Education Global 2018 in Delft, Netherlands in April.

Presented with Ann Fiddler (CUNY Office of Library Services), Gregory Gosselin (Office of Library Services), and Jean Amaral (BMCC) with moderator Kim Thanos (Lumen) "Early Lessons Learned from a Large-Scale OER Initiative at a Large Urban University System" at Open Education Global 2018 in April.

**Alison Lehner-Quam** presented with Wesley Pitts (Middle and High School Education) "Developing ePortfolio Integrative Social Pedagogy in an Urban Secondary Science Education Program: Engaging Information Literacy" at AAC&U 9<sup>th</sup> Annual Forum on Digital Learning and ePortfolios, Washington, D.C., in January.

Co-led a discussion group with Cecilia Espinosa (Early Childhood and Childhood Education) "Pura Belpré, Tomás Rivera, and Americas Award Winners" at A Celebration of Bilingual Books and Latinx Communities at Bank Street College of Education in March.

Presented with Cecilia Espinosa "Children's Literature as Mirrors and Windows: Primary Teachers and Emergent Bilinguals" on the panel Dynamic Bilingual Literacy Instruction as Social Justice Practice at American Education Research Association annual conference, New York, in April.

**Janet Butler Munch** chaired the panel, Irish Life Writing: From Biography to Fiction, at Lehman's Gaelige Symposium: Irish Language, Literature, and Folklore of Ireland in February.

**Jennifer Poggiali** and Linda Miles (Hostos) presented "Support Student Learning & Research with the Springshare LTI Tool," at Bronx EdTech Showcase in April.

**Kenneth Schlesinger** is Co-Chair of College's Search Committee for Dean of Arts and Humanities.

## On Being Maxine Green



From left to right: Fairbank, Saravia-Shore, Gulla, Mann, Cooper, Connie Gemson and Timothy Greene, Greene's daughter-in-law and son.

The Leonard Lief Library is home to the Maxine Greene Collection, the personal library of educational philosopher Maxine Greene. On April 12th, the Library screened *On Being Maxine Greene* and hosted filmmakers Karyn Cooper and Alison Mann from University of Toronto. The event celebrated the opening of the exhibit: Aesthetic Education and Social Imagination: Celebrating the Maxine Greene Collection at Lehman College, curated by Lehman faculty Alison Lehner-Quam, Amanda Gulla, and Marietta Saravia-Shore, and Holly Fairbank, Executive Director, Maxine Greene Institute.

*Alison Lehner-Quam*

## Biblio-Tech

**Editors:** Alison Lehner-Quam

Martha Lerski

**Production Design:** Evelyn Santiago

**Webmaster:** Michelle Ehrenpreis

**Chief Librarian:** Kenneth Schlesinger

Thanks to Pedro Laureano, Student Disability Services Specialist, for accessibility guidance

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Bronx, New York 10468-1589

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## Auf Wiedersehen, Havelka!

It was with mixed emotions that I accepted Stefanie Havelka's resignation. Literally the day after she received notification of President Cruz's recommendation for Tenure and promotion to Associate Professor, she announced this exciting life decision to continue her work on her doctorate and move to New Zealand.



Stefanie Havelka

The Library has benefited in untold ways from Stefanie's vision, drive, and manifold technical skills. Her legacy will be the attractive and functional website we launched this fall. She has impacted this Library and College with her forward-thinking ideas, correct prediction about the mobile universe, leadership of the Library-Technology-Telecommunications Committee, and unstinting service to Lehman students and faculty.

I frequently remarked, Stefanie *keeps us honest* – and though sometimes it wasn't pretty – I always listened attentively and respectfully to her insights and recommendations. I'm also proud of Stefanie's growth as an academic librarian and scholar while she was with us.

*Kenneth Schlesinger*  
Chief Librarian

## Extended Hours

### Final Exams May 10 - 16

Monday – Thursday	8:00am – 11:00pm
Study Hall	11:00pm – 8:00am
Friday	8:00am – 9:00pm
Study Hall	9:00pm – 11:00am
Saturday	11:00am – 9:00pm
Study Hall	9:00pm – 11:00am
Sunday	11:00am – 8:00pm
Study Hall	8:00pm – 8:00am

### Final Exams May 17 - 24

Monday – Thursday	8:00am – 12:00am
Study Hall	12:00am – 8:00am
Friday	8:00am – 12:00am
Study Hall	12:00am – 11:00am
Saturday	11:00am – 12:00am
Study Hall	12:00am – 11:00am
Sunday	11:00am – 12:00am
Study Hall	12:00am – 8:00am

## Summer Hours

### June 1 – 22

Monday – Thursday	9:00am – 8:45pm
Friday	9:00am – 4:45pm

### June 25 – August 10

Monday – Thursday	9:00am – 8:45pm
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### July 6

Friday	9:00am – 4:45pm
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### August 14 - 26

Monday – Friday	9:00am – 4:45pm
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### Closed:

June 1 – September 2	Weekends
June 25 – August 10	Fridays
July 4 (Wednesday)	Independence Day

Library hours are subject to change.  
Call 718-960-7766 for current schedule.